

BULLYING RESEARCH NETWORK
UNITING RESEARCHERS IN BULLYING PREVENTION AND INTERVENTION

The mission of the Bullying Research Network (BRNET) is to **connect** international and national researchers, **serve** as knowledge translators, and **share** evidence-based knowledge in bullying prevention and intervention.

RESEARCHER SPOTLIGHT



Dr. Justin Patchin

Justin W. Patchin is a professor of criminal justice at the University of Wisconsin-Eau Claire. He received his Ph.D. in criminal justice from Michigan State University. Prior to graduate school, he was a Youth Treatment Specialist, working with at-risk and delinquent youth in Minnesota. He is passionate about helping youth develop into the best versions of themselves.

For more than two decades Dr. Patchin has been exploring the intersection of teens and technology, with particular focus on cyberbullying, sexting, sextortion, and digital self-harm. He travels around the world training educators, counselors, law enforcement officers, parents, and youth on how to prevent and respond to adolescent misuses of technology.

Dr. Patchin is co-founder and co-director of the Cyberbullying Research Center (cyberbullying.org), alongside his friend and research partner Dr. Sameer Hinduja. Through the Cyberbullying Research Center, they regularly collect data from youth about their experiences online. Their mission is to translate this research into practical resources to help youth--and the adults

MAY / 2024

DEAR BRNET MEMBERS AND AFFILIATES:

Thank you for being a part of the Bullying Research Network! In our May newsletter, you will find updates from the network.

Be sure to check [our website](#) for additional resources and announcements.



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in their lives--navigate the challenging intersection of adolescence and technology. Together they have written eight books and numerous academic and professional papers. The third edition of their award-winning book Bullying Beyond the Schoolyard: Preventing and Responding to Cyberbullying was published in 2023.

When he is not teaching, researching, or writing, Justin enjoys photography (@justinpatchin on Instagram) and going on adventures with his family (@patchinfamily on YouTube). You can learn more about his work at justinpatchin.com.





BRNET MEMBERS

BRNET has a current total of 282 members from 30 countries.

Welcome Drs. Thakkar, Berkowitz, & Jang!

Please send recommendations for potential BRNET members (i.e., faculty, researchers, and clinicians who are conducting research on bullying or related topics) to Drs. Wendy Craig, Susan Swearer, or to the BRNET Coordinator, at bullyresearchnet@gmail.com. Additionally, you may direct potential BRNET members toward [our website](#) for further information.

If you have recently joined BRNET and have not yet provided your information, please send the following to bullyresearchnet@gmail.com:

1. contact information that can be posted on the website;
2. a brief biography of you and your work that can be posted on the website;
3. a list of current/ongoing projects in this area;
4. an annotated bibliography of your work in this area (i.e., full reference plus a few sentences about the work) or curriculum vitae that can be posted on the website;
5. relevant web-based links you would like to share.

AFFILIATES OF BRNET

BRNET has a current total of 122 affiliates from 20 countries.

Welcome Kyla Mayne & Zhe Dong!

Affiliates of BRNET is a group of graduate students, administrators, parents, and individuals who are interested in learning more about the Bullying Research Network. Affiliates of BRNET receive our monthly e-newsletter. If you are interested in becoming an Affiliate of BRNET or want to refer someone to Affiliates of BRNET, please email Catie Carney, the BRNET Coordinator, at bullyresearchnet@gmail.com with the following information: name, title, address, and email address.



AUTHOR EXCHANGE

If you would like to share research articles or other publications to be highlighted in our monthly newsletters, please email Catie Carney at bullyresearchnet@gmail.com with the following information:

- Your article citation (with a link to the DOI, if possible)
- Your article abstract
- Your email (so individuals who receive our newsletter can request further information, if desired)

Rigby, K. (2022). The central role of desire in mediating bullying behavior in schools. *Archives of Psychiatry and Mental Health*, 6(1), 036-039.
<http://dx.doi.org/10.29328/journal.apmh.1001042>

A view of bullying that gives centrality to the desire to bully others is outlined in this paper. The open access article is available via the doi link.

Rigby, K. (2023). *Interventions in cases of bullying in schools: A training manual for teachers and counselors*. Hawker Brownlow Education.

A new book by Dr. Ken Rigby, designed to train teachers and trainee teachers in addressing cases of bullying in schools. Please see the following link for more information:
<https://ambapress.com.au/products/interventions-in-cases-of-bullying-in-schools>

Qin, X., Laninga-Wijnen, L., Steglich, C., Zhang, Y., Ren, P., & Veenstra, R. (2024). Parents on the sidelines: The role of parental directing in Chinese adolescents' friendship dynamics related to academic achievement, aggression, and prosocial behavior. *Journal of Early Adolescence*.
<https://doi.org/10.1177/02724316241244419>

This article provides insights into friendship dynamics among Chinese adolescents, highlighting their preference for high-achieving and prosocial friends while avoiding aggressive peers. This study also found that parental influence on adolescent friendship selection is limited in China, suggesting that encouraging parental intervention may not be effective.

Palacios, D., Berger, C., Luengo Kanacri, B. P., Huisman, M., & Veenstra, R. (2024). The role of academic performance, prosocial behavior, and friendships on adolescents' preferred studying partners: A longitudinal social network analysis. *British Journal of Educational Psychology*.
<https://doi.org/10.1111/bjep.12675>

This article showed that adolescents prefer high-achieving peers as helpers, regardless of friendship. High achievers choose partners with similar academic performance, as well as classmates with whom they enjoy spending time. This suggests that for them, friendships influence their learning interactions.



Garandau, C. F., Turunen, T., Trach, J., & Salmivalli, C. (2024). Admitting to bullying others or denying it: Differences in children's psychosocial adjustment and implications for intervention. *International Journal of Behavioral Development*.
<https://doi.org/10.1177/01650254241242690>

This study examined whether, for bullying perpetrators, admitting to their behavior was associated with specific psychosocial characteristics, and whether it predicted decreases in bullying behavior and a higher responsiveness to a successful anti-bullying program after 9 months of implementation. It also investigated whether participation in an anti-bullying program deterred admitting to the behavior. Readers can contact Dr. Garandau at clagar@utu.fi.

Nooripour, R., Hosseinian, S., Ghanbari, N., Wisniewski, P., & Sikström, S. (2024). Validity and reliability of Persian version of Cyber-Bullying/Victimization Experience Questionnaire (CBVEQ) among Iranian adolescents. *International Journal of Bullying Prevention*, 1-12.
<https://doi.org/10.1007/s42380-024-00211-2>

This cross-sectional validation study was conducted with Iranian adolescents to measure validity and reliability of the Persian version of the Cyber-Bullying/Victimization Experience Questionnaire (CBVEQ). You can contact Dr. Nooripour if you are interested in accessing the article: nooripour.r@gmail.com.

ANNOUNCEMENTS

CONFERENCES

28th Workshop on Aggression

The [Bullying and Aggressive Behaviour research group](#) from Nottingham Trent University, UK is delighted to extend a warm welcome to researchers and practitioners from a range of a disciplines to join us at the 28th Workshop on Aggression. The workshop is taking place on the 21st and 22nd November 2024 in Nottingham.

We would like to invite abstract submissions that reflect current debates from across interdisciplinary fields on aggression. The workshop will seek to showcase the latest research in the fields of:



1. in-person and online forms of aggression
2. personal, contextual and situational factors associated with aggression
3. prevention and intervention programmes of aggression.

Abstracts for individual oral presentations, and symposia should be submitted by 31 May 2024.

- Abstracts for individual oral and poster presentations should be a maximum of 200 words and include, where appropriate, details of background, aim, method, results and conclusions.



- Submissions for a symposium should include a 250-word summary of the symposium and comprise of 3-4 presentations.

To submit your abstract for consideration, please complete [this form](#).

For more details please visit: [Workshop on Aggression 2024 | Nottingham Trent University](#) or contact bab.research@ntu.ac.uk or lucy.betts@ntu.ac.uk

Thank you for your involvement in the Bullying Research Network! If you have any news, information, research, suggestions for new members, or other materials that our members would find useful, please do not hesitate to email us at bullyresearchnet@gmail.com and we will include it in our newsletter and/or on our website.

Most sincerely,

A handwritten signature in black ink, appearing to read 'Susan Swearer', written in a cursive style.

Dr. Susan Swearer
University of Nebraska - Lincoln
BRNET Co-Director

A handwritten signature in black ink, appearing to read 'Wendy Craig', written in a cursive style.

Dr. Wendy Craig
Queen's University
BRNET Co-Director