



Dear BRNET Members and Friends of BRNET:

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

Be sure to check out our website at <http://cehs.unl.edu/BRNET/> for additional resources and announcements.

Featured Spotlight—Dr. Peter K. Smith

Peter K. Smith (Ph.D.) is Emeritus Professor of Psychology at Goldsmiths College, University of London, U.K. He has been involved in bullying research for 30 years. In the UK he helped produce the national anti-bullying pack *Don't Suffer in Silence* (1994, 2nd edition 2000). He coordinated EU funded projects on *The Nature and Prevention of Bullying* (1997-2001) and *Violence in Schools* (1999-2002). Cyberbullying became an issue in the early 2000's, and he chaired COST Action IS0801 on *Cyberbullying* (2008-2012) (<http://sites.google.com/site/costis0801/>). COST stands for Cooperation in Science and Technology, and these Actions bring together many (mainly European) countries to do joint research and training activities. In this Action 29 countries were involved, and the collaborations coming from this contributed to a rapid upsurge in research on cyberbullying, and ways of preventing it, in the last decade. He is currently on the Management Committee of a new COST Action CA18115, *Transnational Collaboration on Bullying, Migration and Integration at School Level*, chaired by James O'Higgins Norman (2019-2023). He chaired an Indian-European Research Networking Programme on *Bullying, Cyberbullying, and Pupil Safety and Well-Being* (2012-2015). He is currently part of a project *Blurred Lives* (2017-2019), financed by Erasmus+ and led by Dr Noel Purdy, aiming for pupil participation in designing cyberbullying resources (www.blurredlives.eu).

Although the COST IS0801 project was mainly with European and also Australian colleagues, he has also had the opportunity to carry out research with colleagues in Eastern countries, notably Japan, South Korea, Thailand, Hong Kong and Mainland China. He supervised doctoral theses by Tomoyuyki Kanetsuna from Japan, and Hyojin Koo and later Seung-ha Lee from South Korea, comparing bullying in these countries with the phenomenon in England. The words closest to bullying in some of these countries – for example *ijime* in Japan, or *wang-ta* in South Korea – differed somewhat in meaning from *bullying*; they seemed to emphasize more the collective nature of bullying, often involving social exclusion. This theme of cross-national or cultural differences is a current interest. It is explored further in two books that he co-edited:

Smith, P.K., Kwak, K., & Toda, Y. (eds) (2016). *School bullying in different cultures: Eastern and western perspectives*. Cambridge: Cambridge University Press.

<https://www.cambridge.org/core/books/school-bullying-in-different-cultures/8B969B845D40E49ECF3B79B473EF0191>

Smith, P.K., Sundaram, S., Spears, B., Blaya, C., Schäfer, M. and Sandhu, D. (eds) (2018). *Bullying, cyberbullying and pupil well-being in schools: Comparing European, Australian and Indian Perspectives*. Cambridge: Cambridge University Press.

<https://www.cambridge.org/gb/academic/subjects/psychology/educational-psychology/bullying-cyberbullying-and-student-well-being-schools-comparing-european-australian-and-indian-perspectives?format=HB&isbn=9781107189393>

He has also written a general overview of research and knowledge on school bullying:

Smith, P.K. (2014). *Understanding school bullying: Its nature and prevention strategies*. London: Sage.
<https://uk.sagepub.com/en-gb/eur/understanding-school-bullying/book233197>

And a more accessible book for lay people:

Smith, P.K. (2018). *The Psychology of School Bullying*. London: Routledge,
<https://www.routledge.com/The-Psychology-of-School-Bullying/Smith/p/book/9781138699403>

Selected Publications

- Purdy, N. & Smith, P.K. (2016). A content analysis of school anti-bullying policies in Northern Ireland. *Educational Psychology in Practice*, 32, 281-295.
- Lee, S-H, Smith, P.K. & Monks, C. (2016). Participant roles in peer-victimization among young children in South Korea: peer-, self- and teacher-nominations. *Aggressive Behavior*, 42, 287-298.
- Smith, P.K., Robinson, S. & Marchi, B. (2016). Cross-national data on victims of bullying: What is really being measured? *International Journal of Developmental Science*, 10, 9-19.
- Smith, P.K. (2016). Bullying: definition, types, causes, consequences and intervention. *Social and Personality Psychology Compass*, 10/9, 519-532.
- Slonje, R., Smith, P.K. & Frisen, A. (2017). Perceived reasons for the negative impact of cyberbullying and traditional bullying. *European Journal of Developmental Psychology*, 14, 295-310.
- Smith, P.K. (2017). Bullying and theory of mind: A review. *Current Psychiatry Reviews*, 13, 90-95.
- Samara, M., Burbidge, V., El Asam, A., Foody, M., Smith, P.K. & Morsi, H. (2017). Bullying and cyberbullying: Their legal status and use in psychological assessment. *International Journal of Environmental Research and Public Health*, 14, 1449. doi:10.3390/ijerph14121449
- Smith, P.K. & López-Castro, L. (2017). Cross-national data on victims of bullying: How does PISA measure up with other surveys? An update and extension of the study by Smith, Robinson, and Marchi (2016). *International Journal of Developmental Science*, 11, 87-92.
- Sittichai, R. & Smith, P.K. (2018). Bullying and cyberbullying in Thailand: Coping strategies and relation to age, gender, religion and victim status. *Journal of New Approaches in Educational Research*, 7, 24-30.
- Smith, P.K. (2018). Commentary: Types of bullying, types of intervention: reflections on Arseneault (2018). *Journal of Child Psychology and Psychiatry*, 59, 422-423.
- Smith, P.K., López-Castro, L., Robinson, S. & Görzig, A. (2019). Consistency of gender differences in bullying in different cross-cultural surveys. *Aggression and Violent Behavior*, 45, 33-40.

World Anti-Bullying Forum Highlights

The 2nd World Anti-Bullying Forum was held in Dublin, Ireland on June 4-6, 2019 and it was an incredible event! You can find out more by following #WABF2019 and @wabforum on Twitter. Special guests included: Charlotte Petei Groninski Deputy Director of UNICEF, Anna Corrazza Bildt EU Parliament Coordinator for Children's Rights, Lord Mayor of Dublin, and Mary Mitchell O'Connor, Minister of State for Higher Education in Ireland.

#WABF2019 by the numbers:

- 900+ participants including youth ambassadors, VIP guests, volunteers, and delegates
- Over 400 presentations, papers, workshops and posters
- Two industry sessions, with Facebook and Vodafone
- Three thematic sessions sponsored by UNESCO
- Plenary presentation by UNESCO on their International Bullying Report from 144 countries (*Behind the numbers: Ending school violence and bullying*)
- 8 UNESCO sponsored scholars from the Global South
- 4500 cups of coffee
- 104 tweets per hour
- 600 pints of Guinness

The Forum brought together researchers, practitioners, and students from across the world. It was inspirational to see the diversity of bullying research world-wide! A HUGE thanks to Professor James O'Higgins Norman, UNESCO Chair on Tackling Bullying in Schools and Cyberspace and the Chair of WABF2019 Organising Committee for a significant event!!!!

BRNET New Members!

BRNET has a current total of 216 members! Welcome to the BRNET, **Dr. Bjereld!**

New Friends of BRNET!

BRNET has a current total of 76 'Friends!' Welcome, **Kailee Groshans, Meytal Grimland, Joakim Strindberg, Johan Lidberg, & Peter Dankmeijer!**

Please send recommendations for potential BRNET members (i.e., faculty, researchers, and clinicians who are conducting research on bullying or related topics) to Drs. Shelley Hymel, Susan Swearer, or to bullyresearchnet@gmail.com.

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;
- 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), and;
- 5) relevant web-based links you would like to share.

Friends of BRNET

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

BRNET Member Grant/Funding Announcements

Receipt of funding facilitates the BRNET mission to conduct interdisciplinary research related to bullying and aggression, with particular attention being paid to the link between basic and applied research. Thus, the BRNET directors are excited to offer members a new opportunity to share grants (and other sources of funding) they have received for their research projects.

Funding varies across countries and is not limited to federal grants. If you are interested in sharing your grants or funding with other BRNET members, please send an abstract of the research funding along with the funding source to bullyresearchnet@gmail.com and we will post the information on our website.

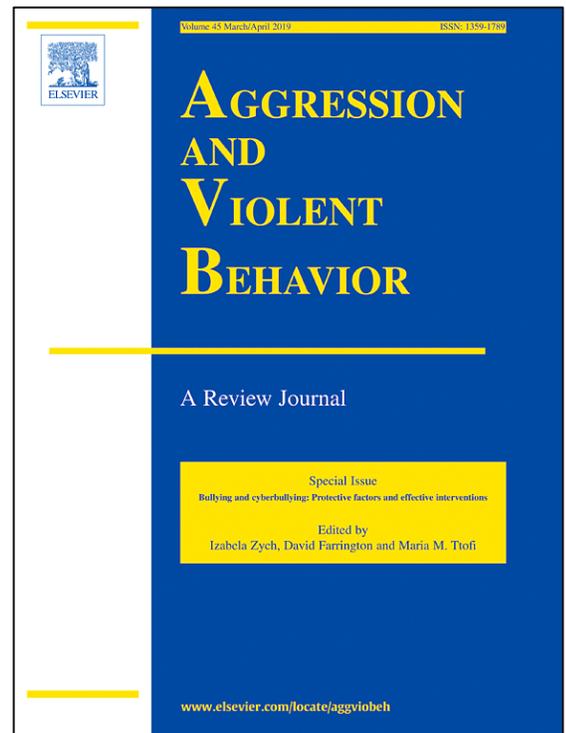
BRNET MEMBER ANNOUNCEMENTS

(1) Special Issue of Aggression and Violent Behavior

We have a pleasure to present a Special Issue of Aggression and Violent Behavior titled “Bullying and cyberbullying: Protective factors and effective interventions” guest edited by Izabela Zych, David P. Farrington and Maria M. Ttofi. This Special Issue includes a series of narrative and systematic reviews focused on protective factors against bullying and cyberbullying, together with reviews of intervention programmes.

Bullying and cyberbullying are harmful aggressive behaviours with serious short and long-term consequences. This Special Issue brings together some of the leading researchers in the field to fill some pressing gaps in knowledge and to provide a global vision about what is known, what needs to be discovered next, and what can be done to decrease bullying and cyberbullying. The table of contents is included below.

1. Editorial: Zych, I., Farrington, D.P., & Ttofi, M.M. (2019). Bullying and cyberbullying: Protective factors and effective interventions. *Aggression and Violent Behavior*, 45, 1–3.
2. Zych, I., Farrington, D. P., & Ttofi, M. M. (2019). Protective factors against bullying and cyberbullying: A systematic review of meta-analyses. *Aggression and Violent Behavior*, 45, 4-19.
3. Kowalski, R. M., Limber, S. P., & McCord, A. (2018). A developmental approach to cyberbullying: Prevalence and protective factors. *Aggression and Violent Behavior*, 45, 20-32.



4. Smith, P. K., López-Castro, L., Robinson, S., & Görzig, A. (2019). Consistency of gender differences in bullying in cross-cultural surveys. *Aggression and Violent Behavior, 45*, 33-40.
5. Nocentini, A., Fiorentini, G., Di Paola, L., & Menesini, E. (2019). Parents, family characteristics and bullying behavior: A systematic review. *Aggression and Violent Behavior, 45*, 41-50.
6. Lambe, L. J., Della Cioppa, V., Hong, I. K., & Craig, W. M. (2019). Standing up to bullying: A social ecological review of peer defending in offline and online contexts. *Aggression and Violent Behavior, 45*, 51-74.
7. Romera, E. M., Casas, J. A., Gómez-Ortiz, O., & Ortega-Ruiz, R. (2019). Moral domain as a risk and protective factor against bullying. An integrating perspective review on the complexity of morality. *Aggression and Violent Behavior, 45*, 75-82.
8. Zych, I., Baldry, A. C., Farrington, D. P., & Llorent, V. J. (2019). Are children involved in cyberbullying low on empathy? A systematic review and meta-analysis of research on empathy versus different cyberbullying roles. *Aggression and Violent Behavior, 45*, 83-97.
9. Espelage, D. L., Valido, A., Hatchel, T., Ingram, K. M., Huang, Y., & Torgal, C. (2019). A literature review of protective factors associated with homophobic bullying and its consequences among children & adolescents. *Aggression and Violent Behavior, 45*, 98-110.
10. Gaffney, H., Ttofi, M. M., & Farrington, D. P. (2019). Evaluating the effectiveness of school-bullying prevention programs: An updated meta-analytical review. *Aggression and Violent Behavior, 45*, 111-133.
11. Gaffney, H., Farrington, D. P., Espelage, D. L., & Ttofi, M. M. (2019). Are cyberbullying intervention and prevention programs effective? A systematic and meta-analytical review. *Aggression and Violent Behavior, 45*, 134-153.
12. Sivaraman, B., Nye, E., & Bowes, L. (2019). School-based anti-bullying interventions for adolescents in low-and middle-income countries: A systematic review. *Aggression and Violent Behavior, 45*, 154-162.
13. Blaya, C. (2019). Cyberhate: A review and content analysis of intervention strategies. *Aggression and Violent Behavior, 45*, 163-172.

Full texts of the articles can be accessed at:

<https://www.sciencedirect.com/journal/aggression-and-violent-behavior/vol/45/suppl/C>

Feel free to contact Izabela Zych (izych@uco.es), David P. Farrington (dpfl@cam.ac.uk), or Maria M. Ttofi (mt394@cam.ac.uk) for requests, questions and comments regarding this Special Issue.

(2) Research Positions Available—University at Buffalo

Two new research positions for a NIH grant titled, “Peer and family adversity, neuroendocrine regulation and school readiness across the transition to kindergarten,” are available. The Principal Investigator is BRNET member, Dr. Jamie Ostrov. Please share these postings with anyone who might be interested:

Research Support Specialist (“Project Coordinator”):

<http://www.ubjobs.buffalo.edu/postings/19820>

Research Technician 1: <http://www.ubjobs.buffalo.edu/postings/19765>

(3) Request—Cyberbullying Prevention & Intervention Programs

Dear Colleague,

I am a principal investigator on a cyberbullying/cybervictimization project with Directions Evidence and Policy Research Group. We have been engaged by Public Safety Canada to compile an inventory of prevention and intervention programs that address cyberbullying and cybervictimization. I am writing to enlist your help in identifying such programs in Canada and internationally.

I would be grateful if you would identify any program or programs that are known to you and provide contact information for the person most knowledgeable about the program. If you have a link to a site where the program is described, we would appreciate receiving that as well. Please respond to cyberbullying-programs@directions-eprg.ca.

We are aware that your time is precious and requests such as this one take some of that valuable time. I hope that you will agree that the harm caused by cyberbullying/cybervictimization is worth the time needed to respond to our request.

Many thanks,

Charles Ungerleider

(4) Project of Interest—Bullying Awareness Project in Turkey

Please see the attached research summary from researchers in Turkey, including BRNET member, Dr. Tanrikulu. This bullying prevention awareness project was carried out by Kurtuluş Primary School in Gaziantep-Turkey on May 2019, under the supervision of İbrahim Tanrikulu, PhD (Gaziantep University-Turkey). They would like to inform researchers by sharing photos to ignite innovative ideas to prevent bullying allover the world. For more information about the project details and the findings, please contact İbrahim Tanrikulu, PhD by sending an e-mail to ibrahimtanrikulu@gmail.com.

(5) Job Opportunity—Post-doctoral position at Linköping University

Linköping University in Sweden advertises a postdoc position at Dr. Thornberg's school bullying research lab at the Department of Behavioral Sciences and Learning. The actual Postdoc position is focused on bullying among children and adolescents. At the department, there is a research group on school bullying that uses theories and research methods from various disciplines and traditions, including developmental psychology, educational psychology, social psychology, sociology and social anthropology. The research group is involved in national and international networks and collaborations. The postdoctoral researcher is expected to conduct research in collaboration with researchers within the research group at the department. The position requires a doctorate degree. The postdoc is in Education. However, in Sweden, Education is a multidisciplinary field, which means that the applicants can have a doctorate degree in various disciplines such as Education, Psychology, Sociology, Social Work etc. The doctorate shall have been obtained no longer than three years before the expiration date of the application. Scientific merits, publications in international peer-review journals in particular, that are relevant to the research field of bullying among children and adolescents or adjacent research fields about children's and adolescent's social development, social relationships, peer victimization, violence, aggression, or peer groups will be particularly taken into account when recruiting. Experiences of

participation in national and international research projects/collaborations is desirable. The application must be received at latest 13th of June 2019 (Swedish time).

For more information, see: <https://liu.se/en/work-at-liu/vacancies?rmpage=job&rmjob=10832&rmlang=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,



Dr. Shelley Hymel
University of British Columbia
BRNET Co-Director



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