



Dear BRNET Members and Affiliates of BRNET:

Thank you for being a part of the Bullying Research Network! In our July 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. Hezron Onditi

Dr. Hezron Zacharia Onditi is a Lecturer of Human Development and Learning in the Department of Educational Psychology and Curriculum Studies, Faculty of Education, University of Dar es Salaam College of Education, Tanzania. He received his PhD in Human Development, Learning and Culture from the University of British Columbia (UBC) in 2017. His research work revolves around cyberbullying, school-based bullying, and coping, with a particular emphasis on understanding the behaviour among children in Africa in comparison with children from other contexts where more research works have been done on the topics. His current research in particular explores the links between cyberbullying and coping among adolescents in Tanzania. Most recently, and in collaboration with Dr. Jennifer Shapka (Professor from UBC, Canada) and Dr. Danielle Law (Professor from Wilfrid Laurier University, Canada), he completed work on “Internet Behaviours and Online Risks Among Tanzanian Adolescents.” With a grant from New York University, he has recently completed a project on “Cyberbullying, School bullying and Psychosocial Impacts on Students’ well-being and School Involvement.” Further, Dr. Onditi is collaborating with a team of researchers from the University of British Columbia and Wilfrid Laurie University, both from Canada, and with a researcher from East China Normal University on a cross cultural study on “Children Internet Behaviours.”

Some of the findings from his research works in a Tanzanian context, where little has been done on the topic, is that adolescents use different means to obtain mobile phones without parental knowledge. Majority, especially girls hide these devices from parents. It was also found that more boys have access to technology compared with their counterpart girls who are banned by parents and family members from owning the devices. Parents and family members associate mobile phones ownership with early involvement in sexual activities and deviant behaviours. His studies further found that majority of children can afford buying a Sim-card that they insert into a friend’s handset whenever they want to communicate. This behaviour of sharing devices exposes children to more online risks. In exploring cyberbullying and cybervictimization in urban, sub-urban, and rural contexts in Tanzania, it was a surprise to find that more students in rural areas reported more cyberbullying and victimization

experiences than those in urban context. This suggests a need to extend online safety awareness and education in rural areas where little has been.

Dr. Onditi's research work has been shared widely at National (e.g., presentation to national conferences and to the members of parliament) and International levels (e.g., World Anti-bullying Summit, SRA and SRCD). He is currently a member for the "National Child Online Safety Task Force" and his research work has helped the country in signing the WEPROTECT Protocol – Global alliance on child online protection. In efforts to influence national policy and legal framework on online child protection, Dr. Onditi works closely with Non-Governmental organizations (e.g., Children's Dignity Forum and C-Sema), Ministry of Health, schools, and media in Tanzania.

Selected Publications

Onditi, H. Z. (in press). Information Motivation Behavioural Skills Model and Cyberbullying Bystanders Behaviour to Intervene or Not.

Onditi, H. Z., & Shapka, J.D. (2019). Cyberbullying and cybervictimization in Tanzanian secondary schools: Prevalence and predictors. *Journal of Education, Humanities, and Sciences*, 8(1), 1–15.

Onditi, H. Z. (2018). Tanzanian Adolescents in the Digital Age of Cellphones and the Internet: Access, Use, and Risks. *Journal of Education, Humanities, and Sciences*, 7(1), 1–16.

Shapka, J. D., **Onditi, H. Z.**, Collie, R. J., & Lapidot-Lefler, N. (2018). Cyberbullying and cybervictimization within a cross-cultural context: A study of Canadian and Tanzanian adolescents. *Child Development*, 89(1), 89-99.

BRNET New Members!

BRNET has a current total of 254 members from 25 countries! Welcome to the BRNET, **Drs. Foody & Chen!**

New Affiliates of BRNET!

BRNET has a current total of 90 Affiliates (formerly known as 'Friends of BRNET') from 6 countries!

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. Additionally, you may direct potential BRNET members toward our website for further information: <https://cehs.unl.edu/BRNET/become-member-or-affiliate/>.

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

Affiliates of BRNET (formerly known as ‘Friends 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.

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.

(1) Interest in Sibling Bullying Research

The Abrons Foundation is interested in making grants to promote research and awareness about sibling bullying. If you are interested, please reach out to Prentice Zinn at pzinn@gmafoundations.com.

BRNET MEMBER ANNOUNCEMENTS

(1) Irish Government Committee Explores Bullying and Mental Health

Invited Presentations and Submissions to the Irish Joint Oireachtas (Parliament and Senate) Committee on Education regarding School Bullying and the Impact on Mental Health

Associate Professor Paul Downes, Dublin City University, Professor Shelley Hymel, University of British Columbia, and Professor Carmel Cefai, University of Malta, gave invited expert presentations to the Irish Joint Oireachtas (Parliament and Senate) Committee on Education, Further and Higher Education, Research, Innovation and Science: Meeting on International evidence and best practice regarding School Bullying and the Impact on Mental Health, June 8th, 2021. Members of the Parliament and Senate Committee then interrogated the experts on a broad range of issues related to school bullying prevention and intervention.

Paul Downes, Shelley Hymel, and Carmel Cefai also provided invited formal submissions to the Parliament and Senate Education Committee on this theme in advance of the meeting. See here for their submissions:

<https://www.dcu.ie/sites/default/files/inline-files/dublin-joint-committee-submission-feb-2021.pdf>

https://data.oireachtas.ie/ie/oireachtas/committee/dail/33/joint_committee_on_education_further_and_higher_education_research_innovation_and_science/submissions/2021/2021-06-08_opening-statement-dr-paul-downes-associate-professor-of-psychology-dublin-city-university_en.pdf

The full video of their Irish Parliament and Senate Education Committee meeting can be viewed here:

<https://www.oireachtas.ie/en/oireachtas-tv/video-archive/committees/4330>

Based on this meeting and a series of other meetings with key national stakeholders, the Irish Parliament and Senate Education Committee will produce its *Report on School Bullying and the Impact on Mental Health* in the coming months with specific key recommendations for government.

(2) The International Committee of Society for Research on Adolescence – “Survey of Scholars”

ISRA is disseminating the information below in hopes that you will complete the "Survey of Scholars." The survey was developed by the International Committee of the Society for Research on Adolescence. The aim of the survey is to understand the experiences of scholars **from outside North America** in conducting and publishing research to identify barriers. ISRA hopes that our non-North American colleagues will participate by completing this survey.

The International Committee of Society for Research on Adolescence hopes to understand the challenges researchers might face in conducting and publishing research with international populations in the leading journals in our field. If you are a scholar in psychology, education, human development and family studies and related fields, and work at an institution of higher education or research institute located in low- and middle-income countries in Africa, Asia, Europe, North, Central and South America, or Oceania, we want to hear from you. Please complete this online [survey of scholars](#) describing your current work distribution, resources available, experiences of conducting and publishing your research, and potential barriers you might face.

Completing this survey is voluntary. Please contact Dr. Vaishali Raval (ravalvv@miamioh.edu), co-chair of the committee with any questions.

(3) PhD Scholarship Opportunity in Perth, Australia

The Australia Research Counsel (ARC) [Life Course Centre of Excellence](#) investigates ways in which deep disadvantage endures within families and across generations and aims to develop new knowledge and practices to benefit those living in, or at risk of, disadvantage. The Development and Education Program at [Telethon Kids Institute](#), led by Dr. Donna Cross, is examining how schools may better support the social and emotional development of children and adolescents facing deep disadvantage. The successful candidate will work with BRNET members, Dr. Cross and Dr. Kevin Runions, to contribute substantially to their work exploring what school processes are most relevant to disadvantaged student wellbeing, how schools can deflect students from developmental trajectories of disadvantage, and how schools can most effectively intervene to improve the experiences of children and adolescents facing disadvantage and reduce inequities in social and emotional wellbeing.

Applications close July 16, 2021. Interested applicants should submit an expression of interest to Kevin.Runions@telethonkids.org.au.

For more information regarding the scholarship, please see the following link: https://www.scholarships.uwa.edu.au/search?sc_view=1&id=11067. For more information about Perth, please see the following links: <https://www.cnn.com/travel/article/perth-things-to-do/index.html>, <https://www.theguardian.com/cities/2014/nov/03/urbanist-guide-perth>.

(4) Job Opening and Two Reviews on Social Networks and Internalizing Behaviors and Peer Victimization or Bullying

Come and work with Essi Viding, Pasco Fearon, and René Veenstra on an exciting new intervention study for promoting adolescent mental health:

JOB OPENING: 4-YEAR POSTDOC IN LONDON: <https://www.jobs.ac.uk/job/CGT172/research-fellow>. They are looking for two early-career scientists: one with a strong interest in longitudinal social network analysis:

Please see the attached PDFs for a systematic review on network selection and influence effects on children's and adolescents' internalizing behaviors and peer victimization. The findings provide some evidence of both peer selection and peer influence related to internalizing behaviors and peer victimization. Additionally, the results of this review point to further directions for research including specific tests of peer selection and influence mechanisms, consideration of developmental and gender differences, examination of individual and contextual moderators, exploration of multiplex relationships, efforts to increase methodological quality, and replication studies.

- Neal, J. W., & Veenstra, R. (2021). Network selection and influence effects on children's and adolescents' internalizing behaviors and peer victimization: A systematic review. *Developmental Review*, 59, 100944, doi: 10.1016/j.dr.2020.100944.

And a chapter (one of the 74!) from the Handbook of Bullying. An overview of social network research, the way to examine bullying as a group process.

- Veenstra, R., & Huitsing, G. (2021). Social network approaches to bullying and victimization. In P. K. Smith, & J. O'Higgins Norman (eds.). *The Wiley Blackwell Handbook of Bullying*. Volume 1 (pp. 196-214). Hoboken, NJ: Wiley.

If you have related manuscripts (in press or submitted), please let us know. We would be glad to receive it.

Best wishes,
René Veenstra, Jennifer Watling Neal, and Gijs Huitsing

And please check also the latest external newsletter of our research group:
<http://www.rene-veenstra.nl/wp-content/uploads/2021/06/WALM-Newsletter-Summer-2021.pdf>

(5) The Journal of Genetic Psychology invites the submission of papers for a special issue focusing on Peer Relationships Across Diverse Ethnic, Racial, and Cultural Contexts.

Relations with peers play many important functions. Peers provide companionship and emotional security, serve as a reference group for establishing standards of behavior and evaluating an individual's own performance, and contribute to self-concepts. From early childhood through adolescence and adulthood, social skills, cognitive abilities, and emotional functioning and self-regulation develop. In addition, throughout development, individuals move into new social context and take on new roles and responsibilities. Through these changing psychological and social processes, the nature and function of peer relationships are transformed. Much of the literature on peer relationships has examined peer relationships in White, Western, industrialized contexts. The proposed volume will seek papers to expand the literature to other peer contexts. The special issue will be edited by Nina Mounts.

The special issue aims to include papers about peer relationships from early childhood through adulthood across diverse ethnic, racial, and cultural contexts within varied settings (school, neighborhood, extracurricular activities, online, workplace, etc.). Papers can focus on peer relationships within specific groups that have not been typically included in the literature (e.g., peer relationships in Africa) or peer relationships among diverse groups of people (e.g., United States peer groups of African-American, Asian, Latinx, and White children). Please see attached PDF or the following link for further information: https://think.taylorandfrancis.com/special_issues/peer-relationships-diverse-ethnic-racial-cultural-contexts/?utm_source=TFO&utm_medium=cms&utm_campaign=JPG15743

(6) Call for Papers:

Dan Olweus' research, prevention efforts, and emphasis on bullying as a violation of human rights have inspired the work of countless researchers and professionals around the world. In commemoration of the one-year anniversary of his death, and in a recognition of the indelible mark he has left on the field, the International Journal of Bullying Prevention (IJBP) invites the submission of abstracts for a special issue to be published in early 2022.

We invite theoretical, empirical, and review papers that have been inspired by the work of Dan Olweus. Such work includes, but is not limited to:

- Definitions and measurement of bullying
- Bullying as a violation of human rights and/or human dignity
- The causes, forms, and contexts of bullying
- Best practices in identification, prevention, and intervention
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To be considered for the special issue, interested authors should send a 1000-word abstract to Dr. Susan Limber (slimber@clemsun.edu) by August 31, 2021. Submissions should contain a title, author(s) name(s), affiliation(s), and an abstract. Authors will be notified of accepted abstracts by September 15, 2021. Completed papers will be due by November 1, 2021.

Please see attached PDF for further information.

(7) Post-Doctoral Research Fellowship in Youth Mental Health and Violence Prevention

Applications are invited for a 1-to-3-year Post-Doctoral Research Fellowship under the supervision of Dr. Tracy Vaillancourt, Tier 1 Canada Research Chair, who is located at the University of Ottawa in the beautiful capital of Canada. The start date for the position is flexible. Candidates are not expected to teach and remuneration is based on the guidelines provided by the uOttawa and the Social Sciences and Humanities Research Council of Canada and/or the Canadian Institutes of Health Research. Fellows will work on a large N multi-method, multi-informant longitudinal study examining links between involvement in bullying (victimization and perpetration) and how it relates to mental health and academic achievement. Fourteen waves of data have been collected (from age 10 to age 24). Our research team includes psychologists, psychiatrists, educators, and statisticians. Requirements include (1) a completed doctoral degree in clinical, developmental, experimental, forensic, evolutionary, or educational psychology, criminology, or statistics and (2) demonstrated statistical competence in applied longitudinal data analysis. Applications will be reviewed starting June 1, 2021 and accepted until the position is filled. Interested candidates should send their curriculum vitae, statement of research, and two letters of recommendation to tracy.vaillancourt@uottawa.ca. Please refer to attached PDF.

(8) Alberti Center Early Career Award

Consider applying for the Alberti Center Distinguished Scholarly Contributions to Bullying Abuse Prevention Award, presented annually, recognizes an individual who has made exemplary scholarly contributions to the field of bullying abuse prevention and conducted research that has the potential to influence practice and policy. This award will recognize an individual who has made exemplary scholarly contributions to the field of bullying abuse prevention and conducted research that has the potential to influence practice and policy. See further details on attached PDF or on the following website: <http://ed.buffalo.edu/alberti/research/early-career-award.html>.

(9) 25th Workshop on Aggression

The 25th Workshop on Aggression, which was supposed to take place last fall, will finally happen in 4-6 November, 2021 in Turku, Finland – right after the WABF in Stockholm. The overarching theme is “Prevention of aggression and violence among and against youth”. We welcome researchers studying bullying, dating violence, online abuse and grooming, child maltreatment, and other types of aggression, and evidence-based prevention of these global challenges. Submit your abstract and be prepared to join us in Turku. And of course, we are fully prepared to go online if there will be a need!

<http://woa2021.utu.fi>

-Christina Salmivalli and the organizing team

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