



**Dear BRNET Members and Affiliates of BRNET:**

Thank you for being a part of the Bullying Research Network! In our April 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.

**Researcher Spotlight—Dr. Sujung Cho**

**Sujung Cho (PhD)** is an assistant professor of department of Criminology and Criminal Justice at Southern Illinois University Carbondale. She received her Ph.D. in Criminal Justice and her Master's Degree in Statistics from the University of Cincinnati in 2015.

Her research agenda centers broadly on problematic behaviors of youths, including bullying, victimization, and delinquency. Using longitudinal study designs and analytic methodologies, she seeks to disentangle the complex social relationships and processes that underlie these behaviors by examining (1) the effect of exposure to family violence, peer violence, and self-report violence on bullying victimization and (2) bullying victimization and its impact on children's and adolescents' externalizing and internalizing problems. A second focus is applying advanced statistical techniques to complex social and developmental issues: she is working on transforming a relational, variable-centered approach to a person-centered approach, in which individuals are of primary interest. To do so, she has focused on new analytic skills, namely group-based data analytic methods (latent class analysis, growth mixture modeling, and latent class growth analysis) that identify heterogeneous subgroups with similar developmental patterns. Framed by the life-course theory, she is developing and examining longitudinal study designs that test developmental trajectories of problem behaviors during the transition from childhood to adolescence. Her research expands the extant literature by examining social relationship processes that impact adolescent development and applying alternative analytic tools to directly address methodological limitations of previous, variable-centered studies.

Dr. Cho has identified several subgroups, each with similar patterns of developmental trajectories of delinquency and peer delinquency, and she has examined whether strain and other criminogenic factors (impulsivity, peer delinquency, pro-attitudes toward to bullying) in childhood predicted growth trajectories of bullying perpetration and victimization in Korean adolescents. Her research results differ from previous research, supporting her stance that the lack of a coherent set of findings could be because of heterogeneous subgroups or classes of individuals; therefore, it is essential to identify the heterogeneity among and across subgroups. Group-based research acknowledges that individual traits and lifestyles combine differently for some individuals than for others; an early-onset group, for example, would benefit most from intervention since they experience the highest risks of internalizing and externalizing problems. Based on these findings, she recognizes that it is important to examine evidence-based data that utilize robust research methods to effectively inform intervention and policy. She firmly believes that her research findings will inform group-based research for theory and practice.

Dr. Cho is currently working on projects that use artificial intelligence and machine learning to predict which children may be at highest risk of child abuse through examination of transmission of intergenerational caregivers' victimization experiences (e.g., childhood sexual abuse and early adult intimate partner violence). Her efforts are developing a better understanding of child and adolescent risk factors that differentially predict violent behaviors, delinquency, and victimization during adolescence and adulthood.

### Selected Recent Publications

- Cho, S.** (2021). Modeling the reciprocal relationships between group-based developmental trajectories of peer delinquency and self-reported delinquency during adolescence: An application of interactional theory. *Criminal Justice and Behavior*, 48(2), 234-255.
- Cho, S. & Lee, J. R.** (2020). Joint growth trajectories of bullying perpetration and victimization among Korean adolescents: Estimating a second-order growth mixture model-factor-of-curves with low self-control and opportunity correlates. *Crime and Delinquency*, 66(9), 1296-1337.
- Cho, S. & Deryol, R.** (2020). Examining the impacts of low self-control and online lifestyles on cyberbullying perpetration among Korean adolescents: Using parallel process latent growth curve modeling. *Children and Youth Services Review*, 117, 105288.
- Cho, S. & Glassner, S.** (2020). Impacts of low self-control and opportunity structure on cyberbullying developmental trajectories: Using a latent class growth analysis. *Crime & Delinquency*. 0011128720950018.
- Cho, S. & Lee, Y. H.** (2020). Assessing self-control and strain of delinquent peer association trajectories within developmental perspectives: A latent class growth analysis approach. *Children and Youth Services Review*, 109, 104745.
- Cho, S., Glassner, S. Kim, S., & Park, S. M.** (2019). Understanding the effects of lifestyles and routine activities on adolescents' physical and non-physical peer victimization: A zero-inflated analysis of the 2007 NCVS-SCS. *Victims & Offenders*, 14(7), 875-894.
- Cho, S., Glassner, S., & Lee, J.M.** (2019). Impact of low self-control, parental involvement, and

peer relationships on changes of bullying perpetration over time: A latent growth curve model of a sample of South Korean adolescents. *Children and Youth Services Review*, 104, 104397.

- Choi, K. S., **Cho, S.**, & Lee, J. R. (2019). Impacts of online risky behaviors and cybersecurity management on cyberbullying and traditional bullying victimization among Korean youth: Application of cyber-routine activities theory with latent class analysis. *Computers in Human Behavior*, 100, 1-10.
- Cho, S.** & Galehan, J. (2019). The time-concurrent or time-ordered effect of population heterogeneity and state dependence on cyberbullying: Assessing lagged auto-regression and crossed-lagged regression models. *Computers in Human Behavior*, 100, 127-137.
- Cho, S.** (2019). Self-control, risky lifestyles, and bullying victimization among Korean youth: Estimating a second-order latent growth model. *Journal of Child and Family Studies*, 28(8), 2131-2144.
- Cho, S.** (2019). Bullying victimization, negative emotionality, and suicidal ideation in Korean youth: Assessing latent class analysis using the manual 3-step approach. *Journal of School Violence*, 18(4), 550-569.
- Cho, S.**, Lee, H., Peguero, A., & Park, S. M. (2019). Social-ecological correlates of cyberbullying victimization and perpetration among African American youth: Negative binomial and zero-inflated negative binomial analyses. *Children and Youth Services Review*, 101, 50-60.
- Kim, D. H., Lee, J. M., **Cho, S.**, Peguero, A. A., & Misuraca, J. A. (2019). From bullying victimization to delinquency in South Korean adolescents: Exploring the pathways using a nationally representative sample. *Children and Youth Services Review*, 98, 305-311.
- Choi, K. S., Earl, K., Lee, J. R., & **Cho, S.** (2019). Diagnosis of cyber and non-physical bullying victimization: A lifestyles and routine activities theory approach to constructing effective preventative measures. *Computers in Human Behavior*, 92, 11-19.
- Cho, S.**, & Norman, L. (2019). The mediating effect of social controls on marijuana use among adolescent bullies, victims, and bully-victims: a comparison of various approaches to mediation. *Substance use & misuse*, 54(5), 796-810.
- Cho, S.** (2019). Bullying victimization-perpetration link during early adolescence in South Korea: Applying the individual trait approach and opportunity perspective. *Journal of School Violence*, 18(2), 285-299.

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### **New BRNET Members!**

BRNET has a current total of 251 members from 25 countries! Welcome to the BRNET, **Drs. Chen, Noret, & Pearce!**

## **New Affiliates of BRNET!**

BRNET has a current total of 89 Affiliates (formerly known as ‘Friends of BRNET’) from 6 countries! Welcome **Emma Wilson!**

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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](mailto: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](mailto: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.
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## **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 a Affiliate of BRNET or want to refer someone to Affiliates of BRNET, please email Alia Noetzel, the BRNET Coordinator, at [bullyresearchnet@gmail.com](mailto:bullyresearchnet@gmail.com) with the following information: name, title, address, and email address.

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## **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](mailto:bullyresearchnet@gmail.com) and we will post the information on our website.

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## **BRNET MEMBER ANNOUNCEMENTS**

### **(1) Brock University Job Opening**

The Department of Child and Youth Studies at Brock University invites applications for a probationary (tenure track) appointment at the rank of Assistant Professor, effective July 1, 2021. The position is subject to budgetary approval.

A scholar with a completed PhD in a discipline within Social Sciences and a strong focus on applied, advanced quantitative methods (e.g., mathematical modelling, social network analysis, longitudinal analysis) in any thematic area focused on children and/or youth. The successful candidate must have a demonstrated record of research and teaching, with potential or demonstrated record in multi, inter or transdisciplinary scholarship being an asset; non-psychology social science disciplines will generally be given priority.

In addition to departmental service and undergraduate teaching and supervision, the successful candidate will be expected to support the Graduate program in Child and Youth Studies, and to develop or continue a successful program of research within the department's diverse multi- and transdisciplinary ethos.

The closing date for applications is 12:01am on April 30, 2021. Please see attached PDF for further information.

## **(2) Conference Report “Social Integration of Migrants in Schools – Developing Professional Skills for Bullying Prevention and Positive Social Relationships”**

How to map the interrelations between bullying, migration, and integration at school and classroom level? The Joint Focal Meeting of the Interdisciplinary Center for Integration and Migration Research and the COST Action “Transnational Collaboration on Bullying, Migration, and Integration at School Level” (TRIBES; see <http://www.tribesproject.com/>) addressed this issue in an online conference that took place online on February 18-19 2021. The COST Action works “towards ensuring integration, reducing bullying/enhancing the safety/well-being of refugee/migrant students, and all students in EU secondary schools, aiding in the social stability of both the individual/society” (Memorandum of Understanding, COST 2018, p. 2.).

Please see attached PDF for a summary of this meeting.

## **(3) International Society for Research on Aggression (ISRA) Membership**

BRNET member Dr. Tracy Vaillancourt would like to invite you to become members of the International Society for Research on Aggression for which she is the new president-elect.

ISRA is a fantastic organization devoted to the study of aggression. Membership for students and new scholars is now free and the fee for established scholars is very reasonable (\$60.00). Membership gives you access to the things like the journal *Aggressive Behavior* and a discount for the world meeting, which is in Ottawa in 2022.

Please refer to the following link for further information: <https://www.israsociety.com/membership>

## **(4) GALE Research Reports**

Peter Dankmeijer, an Affiliate of BRNET and the Executive Director for the Global Alliance for LGBT Education (GALE), has shared three research reports derived from a European project in which an interactive self-assessment on antibullying policy for high schools was developed. Below is his summary of these reports. Please contact Peter at [p.dankmeijer@gale.info](mailto:p.dankmeijer@gale.info) for more information.

From 2018 until 2020 European partnership with seven members in five countries engaged in the Anti-Bullying Certification (ABC) project (<https://www.gale.info/en/projects/abc-project>), which aims to develop a self-assessment of antibullying policy for high schools. The partnership developed a manual on

how to implement the assessment and surveys for students and teachers, and interactive school “visitation” by students, a teacher workshop and a database with interventions schools can use to support their policy. The project is interesting for researchers in several ways. In the first place, the manual contains an attempt to describe 6 “effective elements” of antibullying policy, based on a research review. In the second place, the project was closed with small-scale evaluation impact research. This research did not only focus on satisfaction among the participants, but also asked some questions about dilemmas encountered in the project: *can* we score schools on the level of their antibullying policy quality, *how* can we score schools, and *should we* score schools. Based on a discussion during the first World Anti-Bullying Forum, we expected that national stakeholders and politicians would favor of scoring the quality of schools in the area of antibullying but the results showed that European and national stakeholders are much less likely to support this idea than students or teachers. In the third place, the project was interesting because it made an in-depth analysis of how the European Union relates to antibullying policies and of the Dutch antibullying policy. These desktop analysis reports shed more light on why politicians were not supporting the measurement of antibullying policy quality of schools: their neoliberal consensus prohibited this.

### **(5) Tenth International Conference of Psychology and Education—June 2021**

Please read the following message from BRNET Member and President of the Conference of Psychology and Education, Dr. Eva Romera:

It gives us great pleasure to invite you to the 10th International Conference of Psychology and Education to be held in Cordoba in June 2021. After the resounding success of previous Conferences, the Scientific Association of Psychology and Education (ACIPE, in Spanish) has promoted this new opportunity for an academic and professional meeting to exchange views, ideas, experiences and advances from the latest research in the fields of Psychology and Education.

The slogan of this Conference: "From Neural to Social Networks: Wellbeing and Convivencia", takes as its starting point the neuro-psychological viewpoint which emerged from the 2018 Logroño Conference and aims to delve deeper in the broad domain of the social, emotional and moral world of the complex human network, which is at the core of school and family convivencia, on which the process of education and socializing is based. The support provided by the academic and professional community for ACIPE in its last few Conferences and its consolidation as a scientific society have allowed us to build up a sizeable Scientific Support Network to back up this Conference. The Scientific Committee is presided by Rosario Ortega Ruiz, and is made up of a team of leading national and international researchers. We have organised an attractive program featuring prestigious guest speakers and a wide range of scientific activities including conferences, panels of experts, invited symposia, oral communications and posters. The six thematic areas are aimed at offering a response to current issues being discussed by researchers in Educational Psychology: (1) *Neuropsychology. Cognition and socialization*; (2) *Educational Psychology. Guidance, intervention and assessment*; (3) *Affective factors and social life in the classroom: convivencia in schools*; (4) *Cyberbehaviour: from e-learning to social networks*; (5) *Gender, sexuality and violence*; and (6) *Family, education and society*. Through these topics, we would be delighted to receive the scientific and professional community members who aim to advance knowledge in psychology and education through their contributions to the Conference in Córdoba.

Please visit <https://www.cipe2020.com/index.php/en/> for further information.

## **(6) World Anti-Bullying Forum—Abstract Submissions Welcome for Consideration**

The World Anti-Bullying Forum is an international and multidisciplinary forum whose purpose is to broaden our understanding of bullying, harassment, discrimination, ostracism, and other forms of violence among and against children and youth. The forum is a setting for multidisciplinary and cross-level dialogues, panels and meetings aimed at improving our understanding of bullying in all settings where children spend time and the efforts to stop and prevent it. The World Anti-Bullying Forum invites perspectives from different disciplines and areas such as (but not limited to) developmental and social psychology, sociology, social anthropology, education, gender studies, media studies, social work, health sciences, public health, childhood studies, political science, philosophy, and criminology. The World Anti-Bullying Forum also provides a platform for researchers and practitioners to present and discuss bullying in relation to societal and educational issues such as equality and equity, social emotional learning, rights and responsibilities, school climate, inclusion, exclusion, identity-based discrimination, etc.

If research-based knowledge is shared among those who work with and for children, and those who influence children's living conditions, we have a better chance of effective bullying prevention. Therefore, the World Anti-Bullying Forum is a place for dialogue among researchers, practitioners, stakeholders and decision makers.

- Call for Abstracts Opens: February 8, 2021
- Abstract Submission Deadline: April 11, 2021
- Notification of Abstract Review Outcome: Mid May, 2021
- Opening of registration: April 1, 2021
- Deadline for accepted authors to register: June 14, 2021
- Forum dates: November 1-3, 2021

In the light of the continued uncertainty surrounding the Covid-19 situation we are planning to host a hybrid (physical and digital) conference. We are closely following the development. The safety and wellbeing of all conference participants is our topmost priority. All authors of accepted abstracts will be contacted regarding physical or digital participation. Please see attached PDF for further information.

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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](mailto: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  
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