



BRNET January 2021 Newsletter

Dear BRNET Members and Friends of BRNET:

Thank you for being a part of the Bullying Research Network! In our January 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. Deborah Temkin

Deborah Temkin (PhD) is the vice president for youth development and education research at [Child Trends](#), an independent, non-profit, non-partisan research organization dedicated to using research to improve outcomes for children and their families. She received her Ph.D. in human development and family studies and her M.A. in education theory and policy from the Pennsylvania State University where she was a NIDA-funded prevention and methodology pre-doctoral fellow. Dr. Temkin's research focuses on the intersections between education policy and healthy social and emotional development. This includes a particular interest in bullying prevention but extends to other aspects of school health, school safety, and school climate. From 2010 to 2012, Dr. Temkin served as the lead for the federal initiative on bullying prevention under the Obama administration, where she led the development of [StopBullying.gov](#), planned three summits and the White House Conference on bullying prevention, and supported work by the CDC and the U.S. Department of Education to define bullying and investigate state bullying laws and policies.

Since leaving government, Dr. Temkin has served as principal investigator or co-principal investigator on several federal and foundation grants focuses on improving conditions for learning. Dr. Temkin co-leads the policy analysis and development arm of the Robert Wood Johnson Foundation's Together for Healthy and Successful Schools Initiative, which aims to document and inform state policies across all components of the Whole School, Whole Community, Whole Child framework developed by the Centers for Disease Control and Prevention (CDC). The resulting analyses help inform the [National Association of State Boards of Education's State Policy Database on School Health](#) (an updated version covering state laws through September 2019 will be published in February 2021). Dr. Temkin has also led several large-scale, school-based evaluations including: a \$3.8 million four-year evaluation of the Safe School Certification Program in DC public and public charter schools funded by the National Institute of Justice's Comprehensive School Safety Initiative; a multi-year evaluation of school start time changes

funded by the Robert Wood Johnson Foundation; and a retrospective evaluation of the DC Healthy Schools Act under contract with the DC Office of the State Superintendent of Education. With funding from the Arcus Foundation, Dr. Temkin also led a study to develop and validate [measures of sexual orientation and gender identity for use with middle and high school students](#). She also serves as a senior advisor to Child Trends' work on the U.S. Department of Education's National Center for Safe Supportive Learning Environments, the Title IV Part-A Technical Assistance Center, and the National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth, as well as CDC's Leadership Exchange for Adolescent Health Promotion. Since 2013, Dr. Temkin has also supported the DC Office of Human Rights on their implementation of DC's bullying policy, the Youth Bullying Prevention Act of 2012, which recently culminated in the development of a new healthy relationships curriculum designed to help middle school students build healthy relationships and prevent bullying (see more at: <https://www.childtrends.org/publications/building-healthy-relationships-among-dc-youth-a-universal-bullying-prevention-program>).

Dr. Temkin has largely focused on applied science for policymakers and practitioners. This includes publishing a number of blogs related to bullying and bullying prevention, including for the *Huffington Post*. She has also provided expertise to media and, recently, to [the Senate Homeland Security and Government Affairs Committee](#) on school safety. Her recent peer-reviewed, academic publications reflect the wide variety of projects she is engaged in, including a validation paper for the U.S. Department of Education's School Climate Survey (EDSCLS; Ryberg et al., 2020), a scoping review on school-based trauma-informed practices (Stratford et al., 2020), and a review and commentary on state policy related to schools and trauma (Temkin et al., 2020).

Selected Recent Publications

- Temkin, D.**, Harper, K., Stratford, B., Sacks, V., Rodriguez, Y., & Bartlett, J. D. (2020). Moving policy toward a whole school, whole community, whole child approach to support children who have experienced trauma. *Journal of School Health*, 90(12), 940-947.
- Ryberg, R., Her, S., **Temkin, D.**, Madill, R., Kelley, C., Thompson, J., & Gabriel, A. (2020). Measuring School Climate: Validating the Education Department School Climate Survey in a Sample of Urban Middle and High School Students. *AERA Open*, 6(3), 2332858420948024.
- Stratford, B., Cook, E., Hanneke, R., Katz, E., Seok, D., Steed, H., ... & **Temkin, D.** (2020). A Scoping Review of School-Based Efforts to Support Students Who Have Experienced Trauma. *School Mental Health*, 1-36.
- Temkin, D.**, Stuart-Cassel, V., Lao, K., Nunez, B., Kelley, S., & Kelley, C. (2020). The evolution of state school safety laws since the Columbine school shooting (Report). Bethesda, MD: Child Trends.
- Temkin, D.** (2019). Supporting students involved in bullying behaviors: Moving beyond a disciplinary framework. In: D. Osher, M. J. Mayer, R. Jagers, K. Kendziora, & L. Wood (Eds.). Keeping students safe and helping them thrive: A collaborative handbook on school safety, mental health, and wellness (Vol. 2) (pp. 277-294). Santa Barbara, CA: Praeger.
- Temkin, D.** (2017). Rethinking bullying to promote academic achievement. In K. Fink, J. Cohen and S. Slade (Eds.), Integrating Prosocial Learning with Educational Standards. New York: Routledge.

BRNET New Members!

BRNET has a current total of 246 members from 25 countries! Welcome to the BRNET, **Dr. McClure!**

New Friends of BRNET!

BRNET has a current total of 88 Friends from 6 countries!' Welcome **Chloé Tolmatcheff!**

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) Virtual Colloquium: The Role of Teachers in Reducing Bullying in Schools

The Alberti Center is offering a colloquium on **Thursday, February 18th** from 11:30 am-12:45pm EST and will feature Drs. Sheri Bauman and Jina Yoon presenting on the Role of Teachers in Reducing

Bullying in Schools. This presentation will address teacher influences on students' peer victimization (both perpetration and victimization) and defending behaviors, based on existing literature. The presenters propose that overall teaching practices and relationships with students contribute to individual students' social behaviors and to the classroom ecology, and that positive teaching practices are the mechanism that influences peer victimization and defending behaviors. Presenters will discuss implications for teacher training and professional development.

Please see attached PDF for further information.

(2) Journal of Prevention and Health Promotion—Call for Proposals for a Special Issue on Bullying Prevention

Bullying is the most prevalent form of violence in American schools. The editorial leadership team (editor and associate editors) of The Journal of Prevention and Health Promotion (JPHP), along with co-guest editors Andy Horne and Pamela Orpinas, invite proposals for articles related to preventing bullying and promoting a healthy school environment. The proposals can focus on the theoretical, research, practice, advocacy, and/or education and training aspects of bullying prevention.

Please submit a brief proposal of approximately 500 words to Dr. Andy Horne at ahorne@uga.edu. Indicate in the subject line "Bullying Proposal-YourLastName." The guest co-editors, Drs. Andy Horne and Pamela Orpinas, and the editorial leadership team will review them and invite the selected authors to submit the full study. The studies will then go through the usual JPHP peer-review process. The accepted papers will be published as a part of the Special Issue.

Possible Topics:

- Psychological effects of creating a safe and welcoming educational environment
- Research addressing the problem of bullying and aggression in schools
- Theoretical papers that identify and characterize bullying and environments that facilitate bullying
- Theoretical papers that identify and characterize environments that promote resilience and positive relationships
- Model programs that show how school professionals can prevent and reduce bullying
- Studies addressing best practices in evaluating a bullying program's effectiveness
- Practical strategies for helping children who are targets of bullying
- Practical strategies for promoting a safe and welcoming school environment
- Practical strategies for promoting resiliency and positive coping strategies
- Challenges and innovations in bullying prevention
- Promoting collaboration and managing bullying utilizing online classes during the pandemic
- Challenges associated with bullying prevention during the pandemic

Timeline:

January 15, 2021: Proposals are due (submit to ahorne@uga.edu)

February 15, 2021: Decisions on the proposals are disseminated

July 31, 2021: Manuscripts are due

November 2021: Special Issue is published (This date is aspirational and will depend on the review process.)

For any questions regarding this Special Issue, please contact Sally M. Hage, Editor of *JPHP*, at jphp@springfieldcollege.edu. Please see attached PDF for further information.

(3) Recommendations by the Scientific Committee on preventing and addressing school bullying and cyberbullying

UNESCO and the French Ministry of Education, Youth and Sports organized an International Conference on School Bullying on 5 November 2020. The conference built on commitments made at the July 2019 meeting of education ministers of the G7, under the French Presidency, and marks the celebration of the first-ever International Day Against Violence and Bullying at School including Cyberbullying.

The online conference seeks to build global momentum to end bullying in schools by raising awareness among all stakeholders, sharing promising practices, and mobilizing governments, experts and the entire education community. Prior to the event, experts from different regions of the world working on the prevention of school bullying were asked to prepare recommendations for the conference. The process was led by a Scientific Committee comprised of French experts advising the French Ministry of Education, Youth and Sports for the design of its national anti-bullying program, as well as international experts. Two consultations were organized to inform the process: one amongst the French committee of experts and a virtual consultation amongst about fifty renowned international experts (academics, representatives of governments, NGOs, and UN agencies) to collect their opinions on what works to prevent and address bullying and cyberbullying, including scientific evidence.

The attached document presents a summary of a first set of recommendations made by the Scientific Committee on three key issues:

- How should the definition of school bullying be revisited to develop more comprehensive and targeted initiatives to tackle bullying in all its forms? What aspects should be considered for a more inclusive definition?
- How effective national responses to bullying should look like, based on existing evidence? What are the key components and characteristics of a comprehensive approach to bullying and cyberbullying?
- What additional or specific strategies and actions should be taken into consideration when planning and implementing responses to cyberbullying?

(4) Author Exchange—BRNET Member Publications

Dr. Viejo recently published a paper in *Psicothema*. Please see attached PDF and citation below. Additionally, you may contact Dr. Viejo at cviejo@uco.es for additional information.

Viejo, C., Leva, B., Paredes, J., & Ortega-Ruiz, R. (2020). Bullying and psychological dating violence: the relation between two aggressive peer-behaviours. *Psicothema*, 32(4), 533-540.
<https://doi.org/10.7334/psicothema2019.223>

Dr. Schacter recently published a paper in *Pediatrics*. Please see attached PDF and citation below. Additionally, you may contact Dr. Schacter at hannah.schacter@wayne.edu for additional information.

Schacter, H.L. (in press). Effects of peer victimization on child and adolescent physical health. *Pediatrics*. <https://doi.org/10.1542/peds.2020-003434>

(5) European Young Researchers Network on Teachers' Role in School Bullying

Three researchers (Saskia Fischer, Antonia Paljakka, Danelien van Aalst) working at universities in three European countries (Austria, Germany, and the Netherlands) are currently researching teachers' role in the preventing, recognizing, and intervention in school bullying among students at primary and secondary schools. They are creating a platform specifically for young researchers (including postdoc-phase) with related research, by founding a digital platform where they can connect and find each other easily, share research and information, and support each other in networking and collaborating.

Please see attached PDF for further information.

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