



DEAR BRNET MEMBERS AND AFFILIATES:

Happy New Year and 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.

BRNET JANUARY 2023

NEWSLETTER:

- 1 - Tribute to Dr. Hymel**
- 2 - Members and Affiliates**
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- 4 - Other Announcements**

THANK YOU Dr. Shelley Hymel for all your contributions to bullying research and best wishes on your well-deserved retirement!

Dr. Hymel received her Ph.D. in 1982 from the University of Illinois. She was an Assistant and Associate Professor at the University of Waterloo from 1983-1993 and joined the faculty at UBC in 1993. She became a Full Professor in 1997. Dr. Hymel is the rare scholar who has directed the field with her brilliant theoretical insights in peer relationships and bullying, and at the same time is committed to ensure that her science can influence the practices of parents, educators, and educators in training. She successfully brings research to practice and practice to research, and consequently, her research program has significant impact.

Dr. Hymel is an exceptional scholar whose 33 year career has shaped our understanding of child and youth development, both through important research and by translating this research to social action. She has made internationally recognized contributions to research in three primary areas: 1. Peer relationships in childhood and adolescence; 2. Peer victimization and bullying; and 3. Social-emotional learning and

development. Dr. Hymel is highly committed to efforts to translate theory and research into training, policy, and programs – all actions that can improve the health of children, youth, and their families.

Dr. Hymel’s remarkable research program has generally focused on peer relationships. Her early work examined loneliness, peer rejection, with a focus on withdrawn and aggressive children. In this work, she laid down the methodological foundation to evaluate the sociometric status of preschool children in their peer groups with a deep understanding of the influence of the nature of children’s groups, the importance of having friends, and the risk of not being well liked or noticed in a peer group. She developed methodology to conduct sociometric assessments with preschool. In addition, this significant methodological and theoretical contributions, she also produced several papers discussing the ethical considerations in sociometric assessments. Her work clearly indicated that these were reliable assessments with high external validity and highly ethical. A natural progression of this research was to examine the associated risks for psychopathology in children at different ages, with different types of vulnerability (aggression, withdrawal) with peer relationship problems (or problematic sociometric status). This was ground-breaking research, and the influence of this work still guides the field. The original work was published in several journal articles in top scholarly journals such as *Child Development*, and *Developmental Psychology*.

A natural development of this work was to focus on children who are victimized by their peers and those who bully. She was one of the first researchers in Canada and internationally to examine the relationship between peer victimization and peer rejection. Dr. Hymel, in several seminal publications, integrated the research on peer relationships into the field of bullying and was able to clearly articulate and test well-known social psychology theories of group processes in bullying interactions. Furthermore, she challenged the field to understand the role of power in bullying and how it manifested in peer relationships. Power imbalance is an essential component of defining bullying behavior, but few researchers have examined how it is achieved. Dr. Hymel was also a pioneer in providing much needed theoretical frameworks to understanding bullying behavior. Through a series of powerful studies, she identified that moral disengagement is a critical process that underlies bullying behavior. She wrote a seminal paper in the *Journal of Social Sciences* that highlighted the role of moral disengagement in bullying. This was the first paper to present this framework, and a Google search in this area indicates that there are now over 7000 papers examining moral disengagement and bullying, testing Dr. Hymel’s proposed theory. More recently, she wrote a critical article in a special issue for the *American Psychologist*, summarizing the last four decades of research in bullying. Her knowledge, expertise, and

insights are highlighted in this article. Dr. Hymel is an innovative researcher, who has led the field in ensuring the field is grounded in theory when developing and testing models of bullying.

The third significant research program has examined the social-emotional learning in children and adolescence. Dr. Hymel has been involved in the development and validation of both the “Early Years Development Inventory” and the “Middle Years Development Inventory.” This assessment tool, now implemented throughout the province, assesses social emotional learning skills and competencies. She and her colleagues have, using population-based studies, established the central role of social relationships to children’s well-being. Dr. Hymel has been working to ensure that socio-emotional development is at the center of education in BC and across the country. She was active in developing the social-emotional competencies that are now foundational skills in the BC curriculum. She co-developed the first education course in the country on social-emotional development to ensure that teachers can promote these skills in their students. In addition, she has developed a website that allows individuals to search for evidence-based social emotional learning programs. This website provides critical information for educators, as well as researchers, and will have a significant impact on ensuring evidence-based practice is supported in classrooms across the country.

Dr. Hymel is widely recognized both within Canada and internationally as a leader in advancing child development through understanding the role of peer relationships and the promotion of social emotional learning. In addition, Dr. Hymel has fostered the success of her many students and fellow faculty. She is a gifted supervisor who invests tirelessly in her students and provides many opportunities to collaborate on research, engage in knowledge mobilization, and work in schools. Through her supervision, she has truly created a new generation of academics and educators who engage in evidence-based practice and research.

She is actively engaged in professional activities and in 2005, she co-founded the Bullying Research Network (BRNET) after recognizing the need to connect bullying and peer victimization researchers across the globe. Under her leadership, BRNET has grown to include over 300 researchers world-wide.

Dr. Hymel has demonstrated unparalleled leadership in both her research program and in bringing communities and researchers together to collaborate on science. Her research program integrates social and developmental theory into diverse methodologies requiring multi-disciplinary partnerships and community partnerships. She is a star and an international leader. Shelley, we are grateful to all your contributions and celebrate all that you have done and wish you the very best in retirement!



BRNET New Members!

BRNET has a current total of 269 members from 29 countries!

New Affiliates of BRNET!

BRNET has a current total of 109 affiliates from 18 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, Wendy Craig, 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 (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 Author Exchange - Member and Affiliate Publications

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)

Dr. Macaulay recently published the following paper in the *British Journal of Educational Psychology*. Please see the citation and link below.

Boulton, M. J., & Macaulay, P. J. (2022). Does authentic self-esteem buffer the negative effects of bullying victimization on social anxiety and classroom concentration? Evidence from a short-term longitudinal study with early adolescents. *British Journal of Educational Psychology*. <https://doi.org/10.1111/bjep.12573>

BRNET affiliate, **Dr. Adam Collins**, recently published the book, [*Effective Bullying Prevention: A Comprehensive Schoolwide Approach*](#). Please see the description below and the attached flier for more information.

Going beyond other bullying prevention resources, this book presents an approach grounded in evidence-based best practices, together with concrete guidance for weaving it sustainably into the fabric of a school. The authors describe a range of ways to support the development of prosocial skills in K–12 students, make data-based decisions to respond to bullying, and build partnerships across students, staff, and families. Of crucial importance, the book explains how to ensure that bullying prevention efforts are implemented with fidelity and do not fade away over time. An in-depth case study illustrates what effective implementation looks like in the school setting. The large-size format facilitates photocopying; [reproducible](#) tools to support implementation can be downloaded and printed for repeated use.

BRNET members can receive a 20% discount by following the directions on the attached flier. The flier also includes advanced praise for *Effective Bullying Prevention* by BRNET Co-Director Dr. Susan Swearer and BRNET member Dr. Sameer Hinduja.

BRNET affiliate, **Dziuginta Baraldsnes**, recently published the following paper in the *Nordic Studies in Education*. Please see the citation and abstract below.



Baraldsnes, D. (2022). Teacher practices aimed at preventing school bullying: A comparative analysis of Lithuania and Norway. *Nordic Studies in Education*, 42(4), 306–327. <https://doi.org/10.23865/nse.v42.3503>

This study investigates similarities and differences in Lithuanian and Norwegian teacher practices aimed at preventing school bullying by applying a whole-school approach anti-bullying programme. The quantitative data was collected from 1576 teachers from 99 schools in Lithuania, and 82 teachers from 13 schools in Norway that have implemented the Olweus Bullying Prevention Programme (OBPP). The comparative analysis of the study results indicates that Norwegian teachers are slightly more active in working with the OBPP on the school and individual levels, as well as in working with the programme in general. The study reveals that female teachers are more active than male teachers on the classroom and individual levels of the OBPP as well as the whole programme, and that primary education teachers are more active than lower secondary education teachers on the classroom level of the OBPP. The implications of teacher practices aimed at preventing bullying by applying the OBPP are discussed, and limitations of the current study emphasised.

Dr. Romera and colleagues recently published the following paper in the *Journal of Youth and Adolescence*. Please see the attached PDF, abstract, and citation below.

Camacho, A., Runions, K., Ortega-Ruiz, R., & Romera, E. M. (2022). Bullying and cyberbullying perpetration and victimization: Prospective within-person associations. *Journal of Youth and Adolescence*. <https://doi.org/10.1007/s10964-022-01704-3>

Bidirectional associations between bullying and cyberbullying have consistently identified during adolescence. However, little is known about how this relationship works on the within-person level, after controlling for potential overlap at the between-person level. This study examined the bidirectional longitudinal associations between bullying and cyberbullying perpetration and victimization during 18-month period over four time points. A total of 2835 participants, aged 11 to 16 years in time 1 (50% girls; $M_{age} = 13.13$, $SD = 1.06$) were surveyed. Random intercept cross-lagged analyses revealed the stability of bullying perpetration and victimization. Cyberbullying victimization predicted inversely bullying and cyberbullying perpetration. The results indicate spirals of positive long-term associations between bullying (perpetration and victimization) and cyberbullying perpetration but no long-terms spirals of victimization.

Dr. Veenstra and colleagues recently published the following paper in the *International Journal of Bullying Prevention*. Please see the attached PDF and citation below.

van Aalst, D.A., Huitsing, G. & Veenstra, R. (2022). A systematic review on primary school teachers' characteristics and behaviors in identifying, preventing, and reducing bullying. *International Journal of Bullying Prevention*. <https://doi.org/10.1007/s42380-022-00145-7>

BRNET affiliate, **Emma Wilson**, recently published the following paper in the *Journal of Adolescence*. Please see the citation below.

Wilson, E., Crudgington, H., Morgan, C., Hirsch, C., Prina, M., & Gayer-Anderson, C. (2022). The longitudinal course of childhood bullying victimisation and associations with self-injurious thoughts and behaviors in children and young people: A systematic review of the literature. *Journal of Adolescence*, 1– 29. <https://doi.org/10.1002/jad.12097>

BRNET ANNOUNCEMENTS

(1) Managing Editor for the *International Journal of Bullying Prevention*

The [*International Journal of Bullying Prevention*](#) is recruiting new members to its team of Managing Editors.

This is a great opportunity for early career and experienced scholars to obtain hands-on experience running a scientific journal. Managing Editors support the journal's ethos, scope, editorial standards, and policies, and are committed to represent IJBP within the scientific community. Managing Editors play a key role as members of the leadership team of the journal.

Managing Editors are primarily responsible for:

- Assessing manuscripts for their suitability for peer review
- Selecting suitable reviewers who meet the journal's requirements
- Liaising with the wider editorial team (Editors in Chief) while making editorial decisions
- Making decisions on the basis of the peer reviewers' reports and their own assessment while adhering to the journal's editorial policies.

Interested individuals should have a doctorate, research experience in the field of bullying or related areas, and experience of publishing papers in peer reviewed journals. For more information, please contact the Editors-in-Chief at james.ohigginsnorman@dcu.ie or hinduja@fau.edu.



(2) *International Journal of Environmental Research and Public Health* Special Issue

Please see the link below for information on the *International Journal of Environmental Research and Public Health* Special Issue entitled, “Children's Well-Being and Violence against Children: Psychosocial and Public Health Aspects.” Manuscripts should be submitted by April 30, 2023. Link to Special Issue: https://www.mdpi.com/journal/ijerph/special_issues/Children_Wellbeing_Psychosocial_Violence_Health

(3) New Bullying Research Group at Brock University

A new bullying research group has been formed at Brock University, the Brock Research on Aggression and Victimization Experiences (B.R.A.V.E.). For more information, please see the attached PDF and the following website: <https://brocku.ca/brave/>

(4) Call for Abstracts for the European Conference on Developmental Psychology

We are pleased to announce that the call for abstracts for the European Conference on Developmental Psychology (ECDP) is now open! The conference will take place in Turku, Finland from August 28th to September 1st, 2023. For more information please visit the conference website at <https://sites.utu.fi/ecdp2023/>. We have an exciting program of scientific and social activities planned. Don't wait – submit your research today!

Important dates

Submissions open: November 14, 2022

Submissions deadline: January 31, 2023

Notification of acceptance: March 15, 2023

Follow us on [Facebook](#) to stay up to date with all the latest conference info!

Sincerely,

Christina Salmivalli, the European Association for Developmental Psychology (EADP) council, and the local organizing committee

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



January 2023

Bullying Research Network

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



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

