



## BRNET April 2019 Newsletter

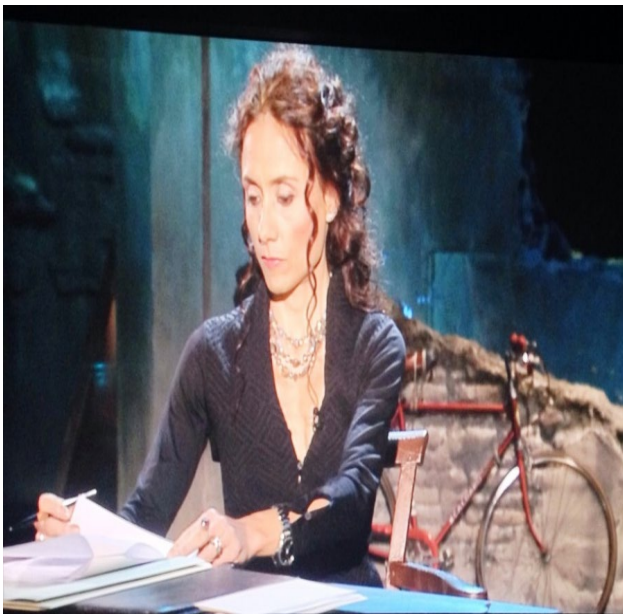
### Dear BRNET Members and Friends of BRNET:

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.

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### ANNA CONSTANZA BALDRY (May 16, 1970 – March 9, 2019)



It is with great sadness that we write this obituary to report on the death of an esteemed colleague and a wonderful friend, Professor Anna Costanza Baldry. We hope that this obituary will serve to celebrate the memory of an excellent scholar by reflecting on her many achievements. In this obituary, it is only possible for us to mention a few of her many accomplishments.

Anna graduated in Psychology from the University of Rome La Sapienza in 1994, where she later received her doctorate in social and developmental psychology. In 2000 she also received a PhD in criminology at the Institute of Criminology, University of Cambridge, UK. She obtained the prestigious Marie Curie Post-doctoral Fellowship and spent two years at the Free University of Amsterdam. From 2002 to 2004 she was appointed as level III researcher at ISTAT. Since 2005 she was associated with the Second University of Naples (later renamed: Università degli Studi della Campania 'Luigi Vanvitelli'). Since 2005, she taught undergraduate and graduate courses on various topics including interview and questionnaire techniques, criminological and legal psychology, community psychology, juvenile delinquency and youth violence. Since 2008 she taught the course on victimology at the Catholic University of Milan.

Her multidisciplinary perspective was also reflected in the numerous consultancy positions that she held. She was an expert consultant for the United Nations, the OSCE, NATO and for the Forces of the Order

and the Judicial Authority in matters of violence against women and children. For these activities and her constant dedication to the topic of violence against women, Anna was awarded an OMRI, the Official of the Republican Order for Merit. It is worth mentioning that very recently her work on children who have lost their mother at the hands of their father was presented in the Italian parliament and had influenced government policy.

Despite her numerous academic achievements, Anna was an incredibly modest person. She was always very congenial and humble, and she helped to advance the careers of many young scholars in Italy and internationally. Anna educated numerous cohorts of students during her university career. Her long experience in dealing with students from diverse areas, cultures and levels of interest and involvement was only made possible thanks to her excellent communication skills. She was an engaging presenter and such a fun person to be with; there was not a dingle dull moment with Anna! Her wonderful smile and positive outlook in life was truly contagious. She was full of energy and this could explain the numerous projects she completed (including several European networks on bullying, intimate partner violence, and femicide) and all the prestigious publications linked to these projects.

Her research helped to advance knowledge on important topics such as bullying, cyberbullying, gender-based violence and victimization. She was one of the leading scholars in these fields of research. She led several international projects on cyberbullying that produced dozens of publications, with cross-cultural comparisons and with research outputs that influenced policy, practice and intervention research across many countries. One of her most prominent research projects focused on violence against women and their children, who Anna identified as ‘special orphans’ since their mothers were killed by their fathers. She raised attention regarding this topic and promoted laws that now protect such vulnerable children. She also used the SARA protocol for assessing risk for spousal assault within the Italian framework. Her legacy will persist, and her achievements will help protect vulnerable individuals for years to come.

She maintained a positive attitude in life until the very end, even when dealing with her long-term illness. Anna was a fighter and she carried through her day to day university duties until the very end with dignity and courage. We will miss her greatly.

David P. Farrington (Cambridge University), Izabela Zych (University of Cordoba), Vicente J. Llorent (University of Cordoba), and Maria M. Ttofi (University of Cambridge)

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### **Featured Spotlight—Dr. Eveline Gutzwiller-Helfenfinger**

**Eveline Gutzwiller-Helfenfinger (Ph.D.)** is currently a Visiting Professor at the Interdisciplinary Center for Integration and Migration Research at the University of Duisburg-Essen (Germany). She is also a Senior Researcher at the Department of Education at the University of Fribourg (Switzerland). She holds a doctoral degree in Developmental Psychology from the University of Berne (Switzerland) and won the Lazarus Dissertation Award for her study *Assessing Social Perspective-Taking in Adolescence: The Written Interpersonal Understanding Interview*. After her dissertation, Dr. Gutzwiller-Helfenfinger worked at the Institute of Developmental Psychology at the University of Berne, as assistant of Prof. Dr. Françoise Alsaker’s (now emerita) and joined her research project “Pathways to Victimization”. She collaborated in several of Prof. Alsaker’s research projects on bullying. She was also a project partner in several of Prof. Dr. Sonja Perren’s bullying studies, like for example the netTEEN study. In 2005, Dr. Gutzwiller-Helfenfinger took a position as Researcher and Lecturer at the University of Teacher Education Lucerne, where she became a Professor of Educational and Social Sciences in 2009. She was a Visiting Professor at the University of British Columbia (Prof. Dr. Shelley Hymel, Department of Educational and Counselling Psychology and Special Education) in 2009 and 2013 and at the Università degli Studi di Firenze (Italy) (Prof. Dr. Ersilia Menesini, Education and Psychology Department) in 2018.

The overarching area of Dr. Gutzwiller-Helfenfinger's research and teaching refers to socio-moral development across the lifespan. Specific foci include moral development and aggression; teacher professional development; school bullying and its moral dimensions; prevention and early intervention of school bullying in the context of teacher education, teacher further education, and school development; teacher professional ethos; and the ingetration of these areas, in addressing the conditions and determinants of social, emotional, and moral learning and development in view of teachers' professional development. Recently, she started to investigate the relationship between school bullying and diversity based on migration, ethnicity, nationality, and language. In April 2019 she became a Member of the Management Committee in the COST Action "Transnational Collaboration on Bullying, Migration and Integration at School Level" (CA18115; Action Chair: Dr. James O'Higgins Norman; <https://www.cost.eu/actions/CA18115/>) and is now the Leader of Work Group 3 *School Bullying, Tolerance & Integration*.

Dr. Gutzwiller-Helfenfinger's work links theoretical and empirical approaches from different, sometimes related areas and perspectives, like for example the Happy Victimizer Paradigm; moral disengagement and socio-cognitive theory; the lifespan view of development; Children's Rights; civic and citizenship education; nonkilling; or teachers' reflective practice, to study the phenomenon of human socio-moral functioning more holistically and develop new ways to stimulate socio-moral growth. She is currently developing a theoretical framework that links bystander behaviour in bullying to a specific facet of moral functioning, namely children's and adolescents' constructions of passive moral temptation situations.

Dr. Gutzwiller-Helfenfinger offers courses and workshops on bullying prevention and early intervention for teachers, school staff, schools, school psychologists, and paediatricians in Switzerland, Germany, and Liechtenstein. In 2017 she became a collaboration partner of "Liechtenstein Child Protection" (*Kinderschutz Liechtenstein*; <https://kinderschutz.li/>) and has been conducting workshops for teachers at several Liechtenstein primary and secondary schools.

### Selected Publications

Narvaez, D., Woodbury, R., Gleason, T., Kurth, A., Cheng, A., Wang, L., Deng, L., Gutzwiller-Helfenfinger, E., Christen, M., & Naepflin, C. (2019). Evolved Nest Provision: Moral socialization, social maladaptation and social thriving in three countries. *Sage Open*, 9(2). <https://doi.org/10.1177/2158244019840123>

Ziemes, J. & Gutzwiller-Helfenfinger, E. (in press). Children's rights and educational psychology. *European Psychologist*.

Gutzwiller-Helfenfinger, E. (2015). Moral disengagement and aggression. Comments on the Special Issue. *Merrill Palmer Quarterly*, 61(1), 192-211.

Gasser, L., Gutzwiller-Helfenfinger, E., Latzko, B., & Malti, T. (2013). Do moral emotion attributions motivate moral action? A selective review of the literature. In K. Heinrichs, T. Lovat, & F. Oser (Eds.), *Handbook of Moral Motivation. Theories, Models, Applications* (pp. 307-322). Rotterdam: Sense Publishers.

Gasser, L., Malti, T., & Gutzwiller-Helfenfinger, E. (2012). Aggressive and nonaggressive children's moral judgments and moral emotion attributions in situations involving retaliation and unprovoked aggression. *The Journal of Genetic Psychology*, 173(4), 417-439.

- Perren, S. & Gutzwiller-Helfenfinger, E. (2012). Cyberbullying and traditional bullying in adolescence: Differential roles of moral disengagement, moral emotions, and moral values. *European Journal of Developmental Psychology*, 9(2), 195-209.
- Perren, S., Gutzwiller-Helfenfinger, E., Malti, T., & Hymel, S. (2011). Moral reasoning and emotion attributions of adolescent bullies, victims, and bully-victims. *British Journal of Developmental Psychology*, 30, 511-530.
- Malti, T., Gasser, L., & Gutzwiller-Helfenfinger, E. (2010). Children's interpretive understanding, moral judgment, and emotion attributions: relations to social behaviour. *British Journal of Developmental Psychology*, 28(2), 275-292.
- Alsaker, F., & Gutzwiller-Helfenfinger, E. (2009). Social behavior and peer relationships of victims, bully-victims, and bullies in kindergarten. In S. R. Jimerson, S. M. Swearer, & D. L. Espelage (Eds.), *The Handbook of Bullying in Schools: An International Perspective* (pp. 87-100). New York: Routledge.
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### **FEEDBACK REQUEST:**

The Colorado Department of Education was asked by the Colorado Legislature to develop a model bullying prevention and education policy to serve as guidance for school districts across the state. The policy won't be mandated for adoption since Colorado has a local control law, but it will hopefully be something that provides districts with good direction. CDE has worked with several statewide education organizations over the past several months to develop a policy that balances best practices and real world considerations (e.g., potential liability and lawsuits, burden on schools). The draft of the policy is up on the CDE website for a public comment period through April 12. **Please consider providing feedback by April 12, 2019: [https://www.cde.state.co.us/mtss/model\\_bullying\\_prevention\\_policy](https://www.cde.state.co.us/mtss/model_bullying_prevention_policy).**

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### **BRNET New Members!**

BRNET has a current total of 210 members! Welcome to the BRNET, **Dr. Cho!**

### **New Friends of BRNET!**

BRNET has a current total of 70 'Friends!' Welcome, **Catherine Jones!**

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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).

*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;

- 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.
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### **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](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) 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>

## **(2) Papers of interest from Dr. Tanrikulu**

Recent publications authored by BRNET member, Dr. Tanrikulu, examining (SOMETHING) may be of interest. You can find the PDFs attached to this email. The article citations are as follows:

Tanrikulu, I., & Erdur-Baker, Ö. (2019). Motives behind cyberbullying perpetration: a test of uses and gratifications theory. *Journal of interpersonal violence*, 0886260518819882.

Tanrikulu, I. (2019). How do school children learn cyberbullying perpetration? *Journal of theoretical educational science*, 12(1), 16-27.

Tanrikulu, I. (2018). Cyberbullying prevention and intervention programs in schools: A systematic review. *School psychology international*, 39(1), 74-91.

Tanrikulu, I. (2018). Teacher reports on early childhood bullying: how often, who, what, when and where. *Early Child Development and Care*, 1-13.

## **(3) Paper of interest from Drs. Zych, Ttofi, & Farrington and colleagues**

A recent publication authored by multiple BRNET members examining stability and transitions among bullying roles may be of interest. You can find the PDF attached to this email. The article citation is as follows:

Zych, I., Ttofi, M. M., Llorent, V. J., Farrington, D. P., Ribeaud, D., & Eisner, M. P. (2018). A longitudinal study on stability and transitions among bullying roles. *Child development*, doi: 10.1111/cdev.13195.

## **(4) Job Opportunity—Senior Researcher and/or Post-Doctoral Researcher at the University of Turku**

The University of Turku is a world-class multidisciplinary research university which offers interesting challenges and a unique vantage point to national and international research and education. The University's INVEST -Research Flagship Center (<http://invest.utu.fi/>) is seeking 1-2 post-doctoral researchers for fixed-term position for the period of May 1, 2019 – July 31, 2021 and/or 1-2 senior researchers for the period of May 1, 2019 – December 31, 2022. The positions are located in the Department of Psychology and Speech-Language Pathology, in the research group led by Professor Christina Salmivalli. The focus of our research is on evaluating evidence-based preventive interventions to enhance the well-being of children and youth, investigating the uptake and implementation of such interventions, and doing basic developmental research that has potential to lead to the development of new interventions. An important focal research area has for a long time been school bullying. The preventive interventions we have worked with include *KiVa® antibullying program*, *Opintokamu™* program to enhance well-being of secondary education students, and more recently, *Tita* online mindfulness course.

Please refer to attached PDF for more information.

## (5) World Anti-Bullying Forum in Dublin, Ireland

The second World Anti-Bullying Forum will take place in Dublin, Ireland on June 4-6th 2019. Please refer to the following link to read about accommodations: <https://wabf2019.com/accommodation-2/>. Registration is still open: <https://wabf2019.com/registration/>. See the website of the conference: <http://wabf2019.com>. **BRNET co-founders, Dr. Susan Swearer and Dr. Shelley Hymel, are among the keynote speakers.**

**REGISTRATION OPEN**



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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  
BRNET Co-Director