



Especially in these times we would like to keep our extended network updated on our (online) activities and support and facilitate collaborations between the research cluster and the extended network. To provide some insight in our publications over the last 6 months, we created a wordcloud with key words of our published articles.

More information about the WALM can be found [here](#), including a list of all members.

### Looking back: Our activities in the first half of 2021

#### Lydia Laninga-Wijnen leaving the WALM

[Lydia Laninga-Wijnen](#) started with a postdoctoral position at the INVEST flagship of the University of Turku, Finland, led by Christina Salmivalli. She will be working on the CHALLENGE project, which aims at uncovering key obstacles to the effectiveness of anti-bullying programs. Specifically, she aims at further understanding why victimized youth are worse off in more healthy classrooms, a phenomenon referred to as the Healthy Context Paradox. She will also evaluate the relative effectiveness of teachers' targeted anti-bullying interventions: what works best? Condemning the behavior of bullies, raising empathy for the victim, or both? Fortunately, Lydia will also keep a small position at the University of Groningen to finish up the SterkWerk project and to do some teaching, so the upcoming years she will still be around in Groningen and in the WALM.

#### Marie Curie Fellowship for Ashwin Rambaran

[Ashwin Rambaran](#) was recently awarded a Marie Skłodowska-Curie Grant from the European Commission for his project "Microaggressions on College Campuses". Together with Allison Ryan in the School of Education at the University of Michigan, Marcel Lubbers at Utrecht University, and the European Research Centre on Migration and Ethnic Relations (Ercomer), he will integrate insights from diverse social science disciplines and network science to understand and test the causes and consequences of racial microaggressions among college students. The main question in his project is: How can universities create sustainable academic communities that promote diversity, equity, and inclusion for all students, including those of color?

#### Tessa Kaufman nominated for the Wierenga-Rengerink PhD Prize 2020

[Tessa Kaufman](#) was nominated for the Wierenga-Rengerink Prize for writing the best dissertation of the University of Groningen. She was nominated by the Faculty Board of Social Sciences. The prize will be awarded during the annual Summer Ceremony. In the picture on the left Tessa had just defended her dissertation.



#### Conferences

Earlier this year, in January 2021, the **Peer Relations Research (PRO)** meeting was held, where [Danelien van Aalst](#) presented her work on Differences in Perceived School Culture between Primary and Secondary School Teachers, [Sofie Lorijn](#) presented her research on Long-term Effects of Acceptance and Rejection by Parents and Peers on Early adolescent's Educational Level: A Study from Early Adolescence to Early Adulthood. [Wouter Kiekens](#) presented his research on Patterns of Relationship Experiences, Dating Violence, Sexual Harassment, and Assault Among Sexual and Gender Minority Adolescents and the Association with Alcohol Use.

At the **Society for Research in Child Development (SRCD) Biannual Conference**, [René Veenstra](#) contributed (together with Anthony Volk, Antonius Cillessen, Wendy Craig) to a SRCD conversation

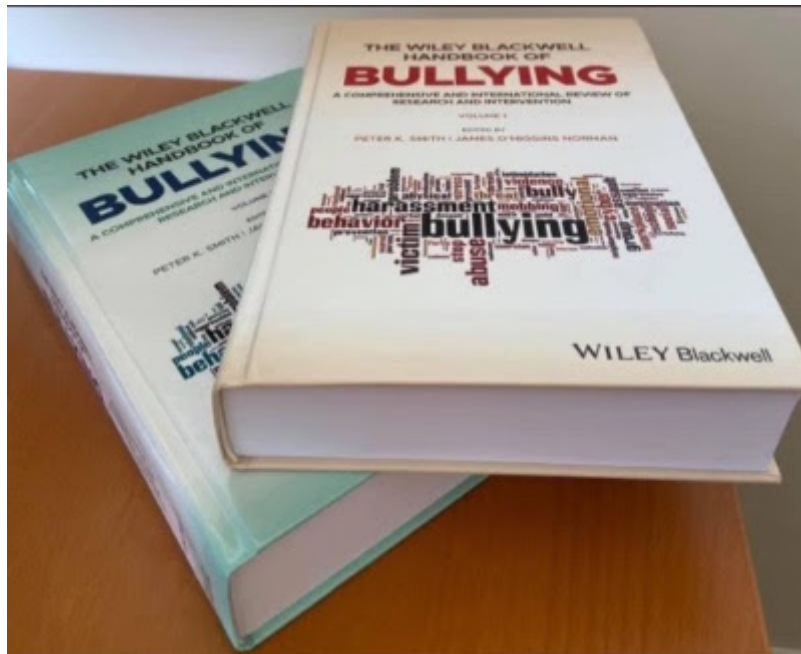
roundtable on Measuring Aggression in Children and Youth: How You Get Your Data and Why it Matters. [Sanne Kellij](#) gave a flash talk presentation, entitled 'The interplay between peer victimization and rejection sensitivity over time'.

[Tessa Kaufman](#) gave a presentation titled "Are victims of bullying primarily social outcasts? Person-group dissimilarities in social, behavioral and physical characteristics as predictors of victimization" at the **Annual conference of the Dutch Society of Developmental Psychology**.

Finally, [Danelien van Aalst](#) presented her paper on Differences in Perceived School Culture between Primary and Secondary School Teachers in Fourteen countries and and finally [Simon Venema](#) gave a talk about his upcoming article on father-child relationships and paternal imprisonment at the **Dutch Day of Sociology**.

## Highlights of Key WALM Publications in the first half of 2021

### Handbook Chapter by René Veenstra and Gijs Huitsing



[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.

Social network research is the way to examine bullying as a group process. Cross-sectional network studies allow us to examine who bullies whom or who defends whom, as well as the agreement on these dyadic relationships. Longitudinal network studies allow us to particularly examine selection and influence processes. The longitudinal studies with the most power have shown that selection and influence processes play a role for bullies. For victims, selection and influence processes have been found in adolescence (secondary education), but not in childhood (elementary education). Social network dynamics in bullying and victimization can also be linked to research on the impact of social norms or the evaluation of an intervention. Recent studies have also started to examine interdependencies between multiple positive and negative relationships. Most social network research on bullying and victimization has been done in late childhood or early adolescence. A few studies, however, have shown that it is also feasible to examine network-behavior dynamics at younger ages. Further research is necessary on whether and how individuals in a network, relationship patterns, or the entire network structure can be targeted by interventions. This chapter is one of the 74 chapters of the comprehensive and international review of research and intervention. You can find more information on the handbook [here](#).

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.

Jennifer Watling Neal (Michigan State University) and René Veenstra wrote 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.

[Qin, X.](#), [Kaufman, T. M. L.](#), [Laniga-Wijnen, L.](#), Ren, P., Zhang, Y., & [Veenstra, R.](#) (2021). The impact of academic achievement and parental practices on depressive symptom trajectories among Chinese adolescents. *Research on Child and Adolescent Psychopathology*, doi: 10.1007/s10802-021-00826-9.

This longitudinal study examined the extent to which the distinct developmental trajectories of depressive symptoms were predicted by adolescents' academic achievement and perceived parental practices in a sample of Chinese young adolescents. Four trajectories of depressive symptoms were found: low-stable, low-increasing, high-stable, and high-decreasing among Chinese adolescents. Adolescents with high academic achievement were more likely to be classified into the low-stable, low-increasing, and high-decreasing than into the high-stable profile. Students perceiving greater parental *autonomy support* were more likely to be in the low-stable and low-increasing than in the high-stable profile, whereas adolescents perceiving more parental *psychological control* had higher odds of being in the low-increasing rather than the low-stable profile.

[Van Aalst, D. A. E.](#), [Huitsing, G.](#), Mainhard, T., Cillessen, A. H. N., & [Veenstra, R.](#) (2021). Testing how teachers' self-efficacy and student-teacher relationships moderate the association between bullying, victimization, and student self-esteem. *European Journal of Developmental Psychology*, doi: 10.1080/17405629.2021.1912728.

Teachers play a key role in shaping the peer relations in the classroom, and they might also be able to lessen the negative impact of bullying and victimization on students' self-esteem. This study investigated how teachers' self-efficacy for intervening in social dynamics and teacher-student relationships directly impact students' self-esteem, and indirectly buffer the negative association between both bullying and victimization and students' self-esteem. Multilevel regression analysis on a sample of 59 Dutch teachers and 1,490 of their 5th grade students indicated that bullying and victimization were negatively related to students' self-esteem. Student-teacher relationships were positively related to self-esteem for all students, with additional increases in self-esteem for victims and decreases for bullies. Teacher-reported self-efficacy was only related to lower self-esteem in bullies. This paper was part of a special issue on *Teacher responses to bullying*, edited by Ersilia Menesini, Hilde Colpin, and Sheri Bauman

[De Vries, E.](#), [Kaufman, T. M. L.](#), [Veenstra, R.](#), [Laniga-Wijnen, L.](#), & [Huitsing, G.](#) (2021) Bullying and victimization trajectories in the first years of secondary education: Implications for status and affection. *Journal of Youth and Adolescence*, doi: 10.1007/s10964-020-01385-w.

The aim of this study was to examine whether the development of bullying and victimization was related to status and affection in adolescents starting secondary school. The findings indicated that bullies were able to attain both status and affection, uninvolved adolescents were able to attain affection and victims were rejected in any way. Importantly, adolescents' social position (both status and affection) was already determined at the start of secondary education and did not change over time. Therefore, programs that aim to prevent bullying and foster positive group formation in adolescence are likely to only be successful when they are implemented immediately at the start of secondary education.

#### WABF Keynote by René Veenstra

[Veenstra, R.](#) (2021). The need for a 'we-culture': The importance of the larger network and social norms for tackling bullying. In: B. Johansson & R. Thornberg (eds.) *Always Take Action: Researchers on Their Results and Children's Voices on the Journey from Bullied to Acknowledged (pp. 150-163)*. Stockholm, SWE: Friends.



Research has shown that bullying is a group phenomenon and happens in a context, and that it is, therefore, unprofitable to focus on the individual level to troubleshoot. Research on social networks and social norms provides insight into how bullying works. Nowadays, school-wide anti-bullying interventions aim to change social norms such that bullies are less supported by bystanders and that their behavior is less rewarded among peers. These interventions may lead to a prosocial popularity norm. Such a norm might be the ideal for most students. However, teachers have to realize that even in an ideal classroom a few students might be victimized or rejected. For that reason, extra attention is needed for students who are dissimilar to the group, including students who are not helped by an anti-bullying intervention. This chapter is part of a book published by FRIENDS and contains keynotes from the first two editions of the **World Anti-Bullying Forum**.

You can find a list of the latest WALM publications [here](#).

## Looking Forward: Upcoming activities in 2021

### Conferences

Later this year, [Danelien van Aalst](#), [Eleonora Marucci](#), and [Chloé Tolmatcheff](#) will present their work at the **European Association for Developmental Psychology (EADP) Summer Tour**, on September 17<sup>th</sup> (online).

On November 1<sup>st</sup> until November 3<sup>rd</sup>, the bi-annual **World Anti-Bullying Forum** will take place, on which some members of the WALM will present their work; [Danelien van Aalst](#), [Elsje de Vries](#), [Tessa Kaufman](#), [Lydia Laninga-Wijnen](#), and [Xingna Qin](#).

### Introducing: Jaap Nieuwenhuis



In July [Jaap Nieuwenhuis](#) will join our research group as an assistant professor. He received his PhD in 2014 from Utrecht University and worked at Delft University of Technology and Zhejiang University, China. Jaap studies adolescents and the roles that segregation and neighborhood and schools contexts play for educational outcomes. Furthermore, he is interested in the link between migration and prejudice. Also, he studies personality to understand differential susceptibility to contextual influences.

### Introducing: Zhe Dong



In September, [Zhe Dong](#) will join the WALM. She will work as a PhD student with René Veenstra and Gijs Huitsing. Her project will focus on the social goals and networks of defenders and its relation with school bullying. She comes with a Chinese Scholarship Council grant. Her master's research focused on children's social and emotional development. She has also participated in two longitudinal studies collecting behavioral data and coding mother-infant interaction videos.

### PhD defenses

[Chloé Tolmatcheff](#) will defend her dissertation on October 1 at 14:30 in Louvain-la-Neuve (Belgium). The provisional title of her dissertation is: *Opening the Black Box of Anti-Bullying Programs: An investigation of the Effectiveness, Mediating Roles, and Implementation of Moral Disengagement and Class Norms as Anti-Bullying Program Components*. She was supervised by Benoît Galand and Isabelle Roskam

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### Contact details

This newsletter is a product of the WALM research cluster on the Social Development of Young People at the University of Groningen. Do you have questions about this newsletter or our research cluster? Contact the WALM administrators (Danelien van Aalst & Wouter Kiekens) at [WALM@rug.nl](mailto:WALM@rug.nl). More information can be found on the [WALM section](#) on the website of [René Veenstra](#).



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