

# SASP News

## Inside this issue:

- Recent findings and implications regarding sibling bullying 1
- Spotlight on a regional SASP chapter 2
- The Target Bullying project 3
- Update on the SASP Mini-Convention 4
- Identifying and preventing relational aggression 5
- Scholarship opportunities 7, 8

SASP News

May 2008

## President's Message

By Shilah Scherweit, SASP President, Oklahoma State University

Hello SASP members! I would like to invite you to read the latest newsletter. This latest publication is devoted to articles on bullying. We have some excellent articles included, all written by current school psychology students! In addition, there is information about the SASP mini-convention and scholarship opportunities.

Upcoming editions of SASP News will be devoted to the topics of obtaining internships, mentorship, and diverse learners. Please consider submitting something to the SASP newsletter. We are always looking for articles showcasing your hard work. Have a great summer!



## Examining Sibling Bullying and Implications for Future Research

By Kristen Capaccioli, Oklahoma State University

Bullying has been and continues to be a major problem facing schools in the United States and around the world. Only recently has attention fallen specifically on peer victimization in the schools and the problems that are caused by these bullying behaviors (Smith & Myron-Wilson, 1998). Peer victimization (i.e. bully victimization) involves a series of stressful and potentially traumatic events that can have a pervasive negative psychological impact on the victimized person (Swearer, Grills, Haye & Cary, 2004). Victimization is often noted as a subcategory or form of aggressive behavior that involves particularly vicious behaviors that are repeatedly directed towards a victim who is unable to effectively defend his or herself (Fekkes, Pijpers & Verloove-Vanhorick, 2005; Olweus, 1993). Victimization itself could be considered more as an overarching category made up of sub-categories of the different forms

of aggression (i.e. physical, verbal, relational). It is important to note that while aggressive acts can occur between people who are of equal power, victimization occurs between two people in which one (i.e. the bully) holds fear and/or power over the victim (Rigby, 2004). Furthermore, an act of aggression can occur in isolation; the idea of victimization is that it is a persistent and common occurrence.

Elinoff et al. (2004) provide the following definition of bullying: Bullying is a form of aggression that is seen as a hostile act (i.e. directed at inflicting pain on others) either in reaction to provocation or proactive (i.e. bullying without cause for some positive outcome). This can take direct and/or indirect forms such as physical aggression, verbal aggression and relational aggression, which can be either performed by an individual or group (Elinoff et al.,

2004). As shown by the recent literature, it is now a widely accepted notion that bullying presents itself in different forms, most commonly as overt or indirect bullying. Overt bullying includes "direct aggressive acts such as hitting, kicking, pinching, taking belongings or money, pushing, shoving, or direct verbal abuse (name calling, cruel teasing, taunting, threatening, etc.) (Crick & Grotpeter, 1995; Woods & Wolke, 2004). Indirect or relational bullying is characterized by the hurtful manipulation or damage of peer relationships through social exclusion by the spread of rumors and withdrawal of friendships (Crick & Grotpeter, 1995; Crick & Grotpeter, 1996; Wolke, Woods, Bloomfield & Karstadt, 2000).

Noticeably absent within the peer victimization literature is that of a relatively new idea, sibling victimization. (continued on page 6)

## Spotlight on a SASP Chapter: Duquesne University

By Cindy Altman, SASP Convention Chair, Duquesne University

I suspect that many individuals, especially those unfamiliar with the area, associate Pittsburgh, Pennsylvania with the five-time Super Bowl champion Steelers football team, the once-thriving steel industry, or perhaps Heinz ketchup. The city is also well-known for several of its institutes of higher learning, such as the University of Pittsburgh and Carnegie Mellon University, and is home to numerous nationally-renowned medical centers. Duquesne University is yet another valuable resource within the city, even though it tends not to be recognized as widely as the aforementioned. I

contend that Duquesne's school psychology program and its SASP chapter are particularly top-notch, although I am probably just a little biased.

The SASP chapter at Duquesne is headed each year by the cohort of fourth year doctoral students under the guidance of faculty mentor, Dr. Tammy Hughes. Each of the other cohorts in the program select two representatives, who are responsible for attending all SASP meetings and relaying important messages to members of their respective cohorts. SASP generally holds two meetings per semester, at which concerns are raised, upcoming events are discussed, and ideas for future activities are generated. Meetings also serve as an informal venue for student-to-student support (and occasionally some "venting"), but SASP's activities do not end there.

One of the primary functions of the SASP chapter at Duquesne is to provide assistance to incoming students to the program each year. In

***"The Duquesne University SASP chapter hopes to serve as a shining example in the field of school psychology, both locally and nationally"***

the summer before beginning their studies at Duquesne, SASP sends all new students a packet of both formal and informal information about what to expect in the program. Incoming students are also given contact information for one of the SASP officers, whom they may correspond with regarding the transition to graduate school, relocating to Pittsburgh, and such. As the most "seasoned" students in the program, the officers of SASP are well-poised to mentor their colleagues, sharing valuable "tips" for navigating the program successfully. A prime example is a review session that SASP sponsors each year before the written comprehensive exams that students take at the culmination of their second year in the program.

Along with the above, the SASP chapter at Duquesne

strives to facilitate faculty-student communication and assist with resolution of faculty-student or student-student conflict. In the event a conflict arises that cannot be resolved by informal means through SASP, students are informed at the outset of their tenure in the program of formal university policies and procedures for the remediation of disputes (to ensure that students are aware of the rights and protections afforded to them by the university). To date, this model has resulted in positive relationships between faculty and students, as well as among peers. SASP actively fosters between-cohort interaction through, for instance, two annual get-togethers, a Halloween party and an end-of-year picnic. The Halloween party, which is typically held at a faculty member's home and is an event where costumes are strongly "encouraged," is enjoyable and often well-attended. After all, how frequently do students have the opportunity to see where their professors reside, let alone see faculty don-

ning costumes?

SASP also aims to support the professional development of its members through a variety of activities. As one example, SASP sponsors a "speaker series" twice per semester. Students in all phases of the program are encouraged to attend these events, at which a prominent scholar and/or teacher from the community (whose work focuses on children and adolescents or the systems that serve them) is invited to campus to give a brief presentation of his/her work. Past program graduates and practitioners from the area are likewise invited to attend, in exchange for continuing education credits. Topics of past speaker series presentations have included adolescent brain development, nonverbal learning disabilities, dissociative disorders, and the psychosocial impact of chronic illness in childhood.

A final noteworthy aspect of the SASP chapter at Duquesne is its involvement in campus-wide and community initiatives. This past Christmas, SASP decorated a tree for Duquesne's annual "Light up Night" using laminated paper ornaments that were colored and cut out by children. SASP also joined numerous other campus organizations in donating Christmas gifts to students at a residential treatment facility where many Duquesne school psychology students have been placed for practicum. In addition, SASP recently collected clothing (enough to fill the trunk of my car to capacity!) to donate to a local thrift store that is frequented by battered women and their children. Through these and other missions, the Duquesne University SASP chapter hopes to serve as a shining example in the field of school psychology, both locally and nationally.

## Investigating, Educating, and Intervening: The Target Bullying Project at the University of Nebraska-Lincoln

By Jeffrey P. Babl, Jami E. Givens, Lynae A. Frerichs, Amanda B. Siebecker, Cixin Wang, and Susan M. Swearer

### *School Psychological Practice and Bullying*

As some researchers have observed, U.S. researchers have historically lagged behind our international counterparts in investigating bullying among youth (Swearer & Espelage, 2004). However, as bullying and victimization rightly entered the media spotlight, U.S. researchers began recognizing the importance of research to enhance our knowledge of these phenomena (i.e. Nansel, Overpeck, Pilla, Ruan, Simons-Morton, & Scheidt, 2001). Our research base for school-based practitioners continues to expand. For example, we know that rates of bullying increase when students transition from elementary to middle school (Pellegrini & Long, 2002). We have learned that frequent victimization is associated with a multitude of negative outcomes such as depression and anxiety (Craig, 1998; Swearer, Song, Cary, Eagle, & Mickelson, 2001), as well as increased school refusal (Salmon, James, Cassidy, & Javaloyes, 2000), and absenteeism (Slee, 1994). Indeed, many of us have witnessed first-hand the distress that frequent victimization can have on the students that we serve.

It is for precisely this reason that school psychologists are well-suited to address bullying and its associated sequelae within our schools. As a profession, we understand the individual ecologies of the schools that we work in and how those factors impact the daily lives of students. According to NASP's *Blueprint for Training and Practice III* (Ysseldyke et al., 2006), one of our functional competencies as school psychologists is the ability to use data-based decision making to enhance outcomes for students. Through data-based decision making, we have the opportunity to identify bullying behaviors, modify the ecology of the schools to reduce or eliminate victimization, and truly enhance educational and social experiences for all youth. These are exciting times to be school psychologists dedicated to reducing bullying in schools. With the recent publication of a meta-analysis on school bullying interventions by Merrell and colleagues (2008), it has become more evident that significant work remains to be done. The purpose of the current article is to detail how the Target Bullying research team at the University of Nebraska-Lincoln has partnered with several schools and school districts to use data-based decision-making in order to reduce bullying and victimization.

### *Target Bullying Research and Intervention System*

Over the last decade, the Target Bully research team at the University of Nebraska-Lincoln has collaborated with many schools and school districts to identify where bullying occurs and how to reduce its prevalence. As our experience has grown, we have developed methods and instruments to identify critical concerns of staff members and students. Therefore, we typically begin this consultation by interviewing school administrators and if needed, distributing the Bully Survey (Swearer, 2001) to all students and when possible, teachers and/or parents. This procedure allows us to get a picture of the scope of bullying from the perspectives of students who are bullying, students who are victimized, students who engage in both behaviors, students who observe bullying, and finally, students who are not involved in bullying. The Bully Survey System also provides data on where students are bullied, by whom (i.e. older students, students the same age, etc.), and what type of bullying is occurring (i.e. physical, relational, cyberbullying, etc.). These data are compiled, analyzed, and presented to school staff specifically for the purposes of designing school-wide interventions.

Reviewing student data on bullying in their school allows teachers and administrators to detect patterns and understand the complexity of these behaviors that they may not have previously known. As part of a larger longitudinal study, we administered self-report surveys to students multiple times over several years. During the fourth year of this longitudinal study, one school implemented a school-wide bullying intervention program that they hoped would reduce bullying in their school. Indeed, over the next year students reported fewer incidents of victimization and fewer students self-identified as bullies (Swearer & Siebecker, 2008). Similar consultations have indicated that students often report being bullied in consistent areas within their school. Students in one rural school district reported that bullying frequently occurs on their bus both to and from school (Swearer & Babl, 2007). In our anecdotal experience, each school has individual physical locations where bullying occurs more frequently than in other locations. Listed below are several "hot spots" we have discovered through our surveys with school-age youth.

Top 10 Most Common Places Students are Bullied in School:

1. Hallway
2. Academic Class
3. Gym
4. Bus
5. Cafeteria
6. Recess
7. Homeroom
8. Outside Before School
9. Outside After School
10. "Other"

(continued on page 4)

## Investigating, Educating, and Intervening: The Target Bullying Project at the University of Nebraska-Lincoln

(continued from page 3)

Collaborating with schools to investigate bullying has also allowed us to contribute to the growing knowledge base. We recently concluded an investigation of an individual cognitive-behavioral intervention for use with students who bully others (Swearer & Givens, 2006). This intervention program was offered to parents and teachers of students who had received an office referral for bullying others. The child's parents chose whether the student would participate in an one-on-one cognitive-behavioral intervention with a therapist, or would be given the usual consequence of in-school suspension. In all cases, parents chose the intervention, suggesting that parents would like their children who are involved in bullying to receive help.

Our collaborative research has investigated bullying and its relation to depression and anxiety (Swearer et al., 2001), locus of control (Cary, 2004), theory of mind (Babl et al., 2007), and most recently, homophobia (Swearer, Babl, Givens, & Turner, 2007). It is our hope that by understanding the associated sequelae of bullying, we can assist school personnel, parents, and students with not only reducing bullying, but also providing help for the associated sequelae of bullying.

This is an exciting time to be a school psychologist involved with combating bullying in schools. In many respects it seems an uphill battle because of the often held belief that bullying is "part of growing up." However, our expertise and training as data-based decision makers has increasingly made school psychologists the most logical choice to lead anti-bullying teams within schools and direct district level efforts. We here at the University of Nebraska - Lincoln challenge each of you to treat bullying as a problem that can be solved in your practica, internships, and eventually your careers. For more information on Target Bully at the University of Nebraska - Lincoln, please visit [www.targetbully.com](http://www.targetbully.com) and <http://brnet.unl.edu>.

## SASP at APA: Opportunities Abound at the Upcoming SASP Mini-Convention

By Cindy Altman, SASP Convention Chair, Duquesne University

Once again this year, SASP is pleased to announce that it will be hosting a mini-convention during the annual conference of the American Psychological Association (APA), being held in Boston, MA from August 14 - 17, 2008. This year's mini-convention is scheduled for Sunday, August 17 from 9:00 AM - 1:00 PM in the Division 16 Hospitality Suite (see convention materials for specific details regarding location of the Suite). As in prior years, the mini-convention will provide graduate students in school psychology with the opportunity to present their research, network with prominent individuals in the field, and meet fellow graduate students from across the country, all in an informal, highly supportive atmosphere.

Among the highlights of the mini-convention each year is the keynote address. Given SASP's commitment to the professional development of its members, along with a desire to provide timely and relevant information to school psychology graduate students,

the organization strives to secure a guest speaker for the mini-convention who can facilitate these ends, and serve as a role model for students through his/her leadership and scholarship in the field. This year, SASP selected Dr. Craig Albers, currently an assistant professor in the school psychology program at the University of Wisconsin - Madison, to provide the keynote address.

Dr. Albers conducts research related to universal screening and progress monitoring in the context of prevention and early intervention, and studies language proficiency in English Language Learners (ELLs), as well as investigates academic and social-emotional interventions for use with this population. Also of note, Dr. Albers was previously selected as an Early Career Scholar by the Society for the Study of School Psychology. In his address at the mini-convention, Dr. Albers will be speaking on balancing early career and family obligations, a topic that should be very informative and highly relevant to emerging professionals in the field of school

psychology.

To further SASP's aforementioned goal of providing professional development opportunities for its members, the annual mini-convention also serves as a forum wherein students can present their research via poster or paper presentation sessions, and engage in meaningful discussions with attendees about their work. The SASP board seeks to include in mini-convention programming those student works that reflect exemplary scholarship, and have noteworthy applications for the practice of school psychology. Student proposals are in the process of being reviewed, so specific information about the topics of student research projects is not available at this time; it is expected, however, that a breadth of subject matter will be addressed.

As you make your travel plans for the upcoming APA conference, please plan to be in Boston for this year's SASP mini-convention. It promises to be both an enjoyable and worthwhile experience for all who attend, so we hope to see you there!

## Identifying and Preventing Relational Aggression

By Jessica Blasik, Duquesne University

Bullying among children and adolescents has been an area of social and academic concern that has recently begun to be studied more carefully. Bullying is behavior aimed at another that is meant to cause pain or discomfort, and is traditionally thought of in physical and verbal forms of aggression which are exerted upon a victim. This type of physical aggression has typically been studied in males who are aggressive with one another, as males do tend to be more physically aggressive when compared with same age female peers (Crick & Grotpeter, 1995). Due to the adverse effect bullying has on those involved, efforts to keep bullying to a minimum have been instituted in schools nationwide and interventions studied for effectiveness (Newman-Carlson & Horne, 2004). Most efforts to prevent and address bullying have been aimed at the physical and verbal forms of bullying, possibly because these types of aggression are seen and cause visible conflict (Crick & Grotpeter, 1995).

However, in more recent years, a less overt type of bullying has given rise to a less acknowledged and less visible, but equally damaging, form of aggression referred to as relational aggression (Crick, Bigbee & Howes, 1996). Relational aggression is frequently characterized as the intent to harm another through the exploitation of a relationship (Remillard & Lamb, 2005) and involves various forms of indirect manipulation of relationships (Crick & Grotpeter, 1996).

Relational aggression can be defined in terms of its endpoint, which is to manipulate or disrupt relationships and friendships (Archer & Coyne, 2005). It is often carried out in front of a victim, for example, a girl telling her friend that they will no longer be friends unless she does what the girl wants (Coyne, Archer & Eslea, 2006). Relational aggression is often characterized by the manipulation of social standing, damaging of reputations, spreading of rumors, or avoidance of direct attacking thus avoiding counter attacks (Crick, 1995, Crick & Grotpeter, 1996).

Relational aggression tends to be socially-directed, and is likely to go unnoticed by teachers and parents because of its inherent covert nature. It has also been found that girls engage in this type of aggression more than males; thus, females are thought to be equally aggressive as males, but express it in a more subtle, covert manner (Crick, Bigbee & Howes, 1996).

Relational aggression is often used to manage conflicts and gain social status (Crick, Bigbee, & Howes, 1996). However, the victims and perpetrators of relational aggression have significant difficulties with peer relations, psychosocial adjustment problems, and internalizing behavioral difficulties (Crick, Ostrov, & Werner, 2006). Xie, Farmer, and Cairns (2003) found that school authorities were more likely to intervene with overt, physical and verbal forms of aggression, than with subtle forms of aggression, such as relational aggression. As this finding suggests, recognizing relational aggression is difficult, even though this form of aggression is damaging and detrimental to its victim and aggressor.

The victims of relational aggression have been shown to have psychosocial adjustment problems, internalizing and externalizing behavior problems, and posttraumatic stress disorder (Crick & Grotpeter, 1996), while perpetrators of relational aggression have been described as having maladaptive peer relations, social maladjustment, and poor social status (Crick & Grotpeter, 1995; Rys & Bear, 1997), internalizing behavioral difficulties (Crick & Grotpeter, 1995) and a greater likelihood of suffering from future psychosocial adjustment problems (Crick, Ostrov, & Werner, 2006). When considering the striking negative effects that relational aggression appears to have on both victims and perpetrators, it would seem that parents and educators both would benefit from further developing their understanding and intervention efforts regarding such situations.

One way to enhance the understanding of relational aggression is through measuring it. Until recently, there has been a paucity of valid measures of relational aggression and related constructs

(Crothers, Schreiber, Field, & Kolbert, in press). There are different methods of measuring relational aggression, including peer nominations, teacher surveys, and self reports. One example of a self report measure of these covert behaviors is the *Young Adult Social Behavior Scale (YASB)*. The YASB was developed for the purpose of measuring self-reported relationally aggressive behaviors, socially aggressive behaviors, and interpersonal maturity behaviors in adolescents and young adults; confirmatory factor analyses supports that the YASB measures these three distinct constructs (Crothers, Schreiber, Field, & Kolbert, in press).

Overall, this is an area that is thus far untapped in its potential to be a pervasive force in a child's life. There are many repercussions to being involved in these types of manipulative and destructive behaviors, some which may not arise until later in life (Crick & Grotpeter, 1995; Rys & Bear, 1997). Being able to detect and recognize relational aggression is an important step in beginning to understand it in order to intervene. Since this particular field is in its developing stages, it is growing in many ways. One direction this field is moving is studying this phenomenon at younger ages, as children as young as three to five years old have been seen to exhibit relational aggression (Goldstein et al., 2002). Thus, it seems that addressing these issues at younger ages than originally thought is a crucial factor in addressing this form of bullying.

### **Don't have a SASP Chapter at your school?**

Find out more about beginning your school's Chapter! Email Shelley Hart [shart@education.ucsb.edu](mailto:shart@education.ucsb.edu)

## Examining Sibling Bullying and Implications for Future Research

(continued from page 1)

Taking from the extant literature on bullying and victimization, the following definition of victimization was utilized to explore sibling victimization: a negative harmful action that is occurring repeatedly over a significant period of time that takes the form of overt (i.e. physical and verbal) or covert (verbal and relational) methods. There is extensive literature that brings focus to the importance of sibling relationships as well as to topics such as sibling conflict and sibling aggression; however, there is negligible literature on the existence of sibling victimization and the impact that this victimization could have on those children in relation to their experiences of victimization from their peers.

The identification of students who are victims of sibling bullying is important, as this could have implications for possible victimization by peers at school, as well as the outcomes that are associated with those children who have experienced bullying. School psychologists, who often are at the forefront when dealing with children with mental health issues in the schools, must be able to identify these students effectively so that schools can better address issues of bullying and so that children who are experiencing psychopathology in light of the victimization can be identified and provided with evidence-based treatment. The following will present a review of relevant literature related to sibling relationships, aggression, and bullying, and will provide implications for the need of additional research into this area as well as for the identification of these children in schools.

### *Sibling Relationships*

The contributions of the relationships that occur between siblings to individual development and family functioning have been given little attention in previous research and only recently garnered much interest (Dunn, 2005; Kramer & Bank, 2005; Branje, van Lieshout, van Aken & Haselager, 2004). Studying the sibling relationship can provide a critical window towards understanding how children's experiences

with siblings impact their well-being and adjustment throughout childhood and onward into adulthood (Kramer & Bank, 2005).

Sibling relationships can be very important when examining the behaviors that these children exhibit and the influence of these behaviors, positive and negative, that may be occurring, both in the home and at school (Abramovitch, Corter, Pepler & Stanhope, 1986). These relationships are also important when looking at children's future positive or negative adjustment outcomes (Stocker, Burwell & Briggs, 2002). Research has indicated that factors such as sibling support, the nature of sibling interactions, and variables such as age spacing, sex, and birth order all hold significance in sibling relationships and the outcomes for those children (Branje et al., 2004; Deater-Deckard, Dunn & Lussier, 2002; Minnett, Vandell, Santrock, 1983).

Further research into sibling relationships, particularly sibling conflict and aggression in negative interactions within those relationships, provides relevant insight. Some identified reasons for sibling conflict include power struggles, property disputes and developmental tasks (Raffaelli, 1992; Felson, 1983), sharing, physical and verbal aggression, sibling irritating behavior and personality issues (McGuire, Manke, Eftekhari & Dunn, 2000). Sibling conflicts tend to occur due to disagreements on issues between siblings as opposed to parental issues or parental favoritism (McGuire et al.; Raffaelli). This is further supported by Felson who discussed the idea of sibling rivalry as a possible factor in the advent of sibling conflict. The idea presented is that the older sibling is resentful of the younger because the younger deprives the older of parental attention, which would lead to aggression and conflict between siblings. Felson found little evidence to support this model in his study; rather, siblings tend to get into conflict and use aggression in response to real issues.

Sibling conflict in middle childhood has been shown to function as a predictor of later deviant behavior, delin-

quency and other problem behaviors later on in adolescence and adulthood (Bank, Paterson & Reid, 1996). Conflict that persists over time, and/or severe hostility that occurs between siblings, may have a harmful impact on children's well-being and psychological health (Stocker et al., 2002). This can include issues relating to both internal and externalizing mental health. Ingoldsby, Shaw & Garcia (2001) found that the experience of sibling conflict tends to increase a child's risk for subsequent conflict situations with teachers and peers at school. Overall, research has shown the importance of sibling interactions, especially when those interactions are negative, which leads to the following discussion in which the issue of sibling victimization is addressed.

### *Sibling Victimization*

Sibling victimization as a variable of interest within itself, as well as in predicting peer victimization at school for those children who are experiencing sibling victimization, is an important area of study that has been neglected. This is surprising, as it has been noted that the sibling relationship seems tailor-made for a victimization situation (Martin & Ross, 1995).

The extant literature that addresses sibling victimization indicates that sibling relationships are important and that sibling victimization through bullying behaviors does exist. An explanation regarding the lack of research in this area is that sibling "violence" is seen as normal and common, which causes it to be overlooked as a serious concern (Gelles, 1997).

Bowers, Smith and Binney (1992, 1994) found that bullies reported negative relationships with their siblings, especially with those who they viewed as more powerful than themselves. Swearer & Cary (2003) performed a longitudinal study on a sample of sixth through eighth graders in several Midwestern schools in which they examined different variables related to bullying and victimization. The authors found that 70% of participants across all three points of the study had never

experienced bullying by siblings at home. However, when specifically examining those students in their sample who were identified as bully-victims (i.e. those students who were displaying characteristics associated with both bullies and victims), 53% of sixth graders, 28% of seventh graders and 50% of eighth graders reported being bullied by their siblings at home. This research provides some insight into the possibility that sibling victimization in the home may be a risk factor or predictor of peer victimization at school. Importantly, it also suggests that something within that sibling relationship may be influencing those victimized children to respond to bullying and in essence, display bullying behaviors themselves.

Wolke & Samara (2004) examined the association of sibling victimization with involvement in bullying at school as well as whether children victimized by siblings at home or involved in bullying at school were at risk for behavior problems. The authors conducted their study using a cross-sectional sample of seventh, eighth and ninth graders in one Arab and one Jewish lower secondary school in Israel (N = 921). The authors found the prevalence rate for sibling victimization to be 16.5% for both physical and verbal behaviors. They found that children who were victimized by siblings at home were much more likely to be involved in bullying at

school than children not victimized by their siblings. Finally, being a victim at home and involvement in bullying at school increased the overall risk for clinically significant behavior problems. The study did not examine possible outcomes for victims such as internalizing concerns (i.e. anxiety, depression, PTSD).

Duncan (1999) examined the prevalence of victimization by and of siblings among those involved and not involved in peer victimization, as well as the relationship between self-report psychological symptoms and involvement in peer and sibling victimization. It was found that 25% of the students reported that they were often victimized by their peers. The results of this study also indicated that 30% of participants reported frequent victimization by siblings and that 8% reported that they often or very often fear that they may be seriously harmed by a sibling. Other findings indicated that sibling victimization was most prevalent among children who were both bullies and victims at school.

#### *Implications*

The extant literature on sibling bullying is relatively brief yet presents enough data to establish that sibling victimization does in fact exist, that it does have a relationship to peer victimization in the schools, and that both have a relationship with subsequent psychological out-

comes. It is important for school psychologists to understand and discount the notion that bullying between siblings is just "brother and sister stuff". Additional research into this area must be explored to further establish the problem and characteristics of sibling bullying, as well as to identify links between sibling and peer victimization, and with both forms of victimization and the negative outcomes experienced by victims. As future school psychologists, we must be able to not only accurately identify those children experiencing peer victimization, but must take a step further and examine whether or not the child is experiencing this type of victimization in other settings, particularly in the home from a sibling. By understanding the nature of the problem and learning about appropriate identification and intervention strategies, we can work to implement evidence-based prevention programs to lessen bullying behaviors in the schools as well as administer effective individualized treatments to those students being victimized by bullies of any type, with the ultimate goal of providing victims with the support necessary to make positive psychological and social gains.

### **Call for Nominations: Nadine Lambert Memorial Scholarship and Irwin Hyman Memorial Scholarship**

A limited number of scholarships will be awarded by the American Academy of School Psychology to deserving doctoral students in school psychology. The scholarships are named in honor of two professionals who have contributed significantly to the AASP: Nadine Lambert and Irwin Hyman. The scholarships will be in the amount of \$1,000 each, and may be used by students to help defray the costs of tuition, books, etc. or to subsidize attendance at the convention of the American Psychological Association or the National Association of School Psychologists. Over the past three years, \$1,000 scholarships have been awarded to ten outstanding doctoral students. This year, it is expected the AASP will award up to six scholarships. Some of the scholarships will be given to honor the memory of Nadine Lambert and others to honor the memory of Irwin Hyman.

Applicants should submit: 1) Verification of enrollment in a doctoral program in school psychology, 2) A letter of recommendation from his/her advisor, 3) A graduate school transcript, 4) A copy of his/her curriculum vitae, 5) A letter detailing present and future professional interests in school psychology and indicating how the scholarship will be used, and 6) Copies of convention papers or publications.

Applicants are required to submit all information by mail to Bill Erchul (AASP President) at 2310 Stinson Drive, 640 Poe Hall, Campus Box 7650, Raleigh, NC 27695-7650 by **July 1, 2008**. A committee consisting of three Academy Fellows will select scholarship recipients. Awards will be announced at the annual meeting of the AASP at the convention of the American Psychological Association in Boston.

STUDENT  
AFFILIATES IN  
SCHOOL  
PSYCHOLOGY

Email:  
saspweb@saspweb.info

Check out our website!  
<http://saspweb.info/>

Save the Date!

- SASP Mini-Convention at APA: Sunday, August 17, 2008 from 9:00 AM – 1:00 PM in the Division 16 Hospitality Suite
- Deadline for Submissions to SASP News Summer Edition: June 2008 (Exact date will be announced on the SASP listserv in upcoming weeks)

Join the SASP  
listserv and learn  
more about scholar-  
ships, board activities,  
and convention news.

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[http://lists.apa.org/  
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## Contribute to SASP News!

SASP is seeking contributions for upcoming editions of SASP News. Future editions will feature articles on the topics of:

- \* Applying for and obtaining a school psychology internship
- \* Mentorship during practicum and internship
- \* Serving diverse learners

Submissions may be based on student research or field-based experiences. All graduate students in school psychology and members of SASP may submit to SASP News. If you are interested in submitting, please contact [rezzetanok@duq.edu](mailto:rezzetanok@duq.edu).

## SASP Scholarship Opportunity: 2008 Diversity Scholarships

### Incoming Students

SASP supports students from under-represented cultural backgrounds as they endeavor to become a part of the inspiring profession of School Psychology. SASP is aware of the financial pressures that graduate students are faced with and thus the Diversity Scholarship Program has been created to provide monetary support to aid students from diverse cultural backgrounds entering the field. The SASP Diversity Scholarship for incoming students intends to help promote and advance diversity within School Psychology. One annual award of **\$1000** is given to an incoming student recently accepted into a School Psychology graduate program.

### TO BE CONSIDERED FOR THIS SCHOLARSHIP, THE CANDIDATE MUST:

- Be a member of an under-represented cultural group
- Have applied and been accepted into a School Psychology doctoral program in the United States
- Be a first-year doctoral student enrolled in a School Psychology Program as of Fall 2008

Application available at: [http://www.saspweb.info/filesforever/  
SASP\\_Diversity\\_Scholarship\\_incoming\\_2008.doc](http://www.saspweb.info/filesforever/SASP_Diversity_Scholarship_incoming_2008.doc)

### Advanced Students

The advanced student diversity scholarship intends to help promote and support diversity within School Psychology programs. One annual award of **\$1000** is given an advanced student who is entering their 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, or 5<sup>th</sup> year of graduate training to help defer some of the costs acquired through graduate study or in preparation for internship.

### TO BE CONSIDERED FOR THIS SCHOLARSHIP, THE CANDIDATE MUST:

- Be a member of an under-represented cultural group
- Be a 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, or 5<sup>th</sup> year doctoral student enrolled in a School Psychology graduate program in the United States as of Fall 2008

Application available at:

[http://www.saspweb.info/filesforever/SASP\\_Diversity\\_Scholarship\\_advanced\\_2008.doc](http://www.saspweb.info/filesforever/SASP_Diversity_Scholarship_advanced_2008.doc)

For more information please contact Kendra Wilson, SASP Diversity Chair, at [kdwilson7@yahoo.com](mailto:kdwilson7@yahoo.com) or (412) 400-8254