Youth & School Violence Symposium

Monday 19—Tuesday 20 March 2012
The Sebel & Citigate King George Square Hotel
Brisbane

Hosted by:
Violence Research and Prevention Program
Griffith University
Monday 19 March 2011

Session 1  
Welcome and Keynote Speaker

9.00am  Professor Paul Mazerolle—Introduction and Overview of the Symposium

9:05am  Ms Elizabeth Fraser—Official Welcome
Queensland Commissioner for Children and Young People and Child Guardian

9.15am  Professor Dorothy Espelage
Using Research to Inform Bystander Intervention Approaches to Prevent School-based Bullying

10.00am  Professor Phillip Slee—Discussant

10.15am  Morning Tea

Session 2  
Exploring the Social Context of School Bullying
Chair: Professor Ross Homel

10.45am  Dr Tara McGee
How well can we predict which children will be bullied? An examination of childhood factors related to adolescent bullying victimisation

11.20am  Professor Phillip Slee
Coping with School Bullying: Some knowledge gained, some lessons learnt

11.55am  Professor Sheryl Hemphill
Findings of bullying research in Victorian schools: Implications for prevention and school policies

12.30pm  Lunch break

Session 3  
New Directions and Implications for School Bullying and School Violence
Chair: Professor Sheryl Hemphill

1.30pm  Associate Professor Marilyn Campbell
The consequences of cyberbullying for both students who are targeted and those who perpetrate

2.05pm  Professor Drew Nesdale & Dr Amanda Duffy
Children, social groups and school bullying and aggression: The role of social identification and social group norms

2.40pm  Mr Eric Madfis
The Post-Columbine Era: Risk perception, criminalization, and securitization in American public schools

3.15pm  Afternoon Tea

Session 4  
Innovative Approaches to Preventing School Bullying
Chair: Professor Paul Mazerolle

3.35pm  Professor Bruce Burton
 Acting Against Bullying in Schools

4.10pm  Dr Shannon Spriggs
Mentors in Violence Prevention: An effective bystander intervention strategy

4.45pm  Professor Paul Mazerolle—Wrap up & Close

5.00pm  Cocktail reception
### Session 1: Welcome and Keynote Speakers

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### Session 2: Chair: Dr Tara McGee

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### Session 3: Overcoming the Challenges of Translating Research Evidence into Effective Policy and Practice to Preventing Youth Violence

**Chair: Professor Paul Mazerolle**

**Panellists:**
- Ms Anna Moynihan—UnitingCare Queensland
- Professor Dorothy Espelage—University of Illinois
- Ms Robyn Albury—Department of Education & Training, Queensland

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**Abstract**

*Using Research to Inform Bystander Intervention Approaches to Prevent School-based Bullying*

Increasingly school-based bully prevention efforts focus on encouraging and training bystanders to intervene to support a victim of bullying. However, much of this work has not considered the evolving research on the topic of bystander intervention or what predicts a bystander's willingness to intervene. Professor Dorothy Espelage will review findings from studies conducted in Italy, Finland, Australia, and the US on characteristics of students who intervene to help victims and what drives their decisions. In addition, results of a recent meta-analysis that examined the efficacy of bystander intervention studies will be discussed (Polanin, Espelage, & Pigott, 2012). Findings will be linked to practical implications for bully prevention efforts.
Dr Tara Renee McGee

Profile
Dr Tara Renae McGee is an Australian Research Council Research Fellow at Griffith University in the Key Centre for Ethics, Law, Justice and Governance (KCELJAG); she is also Deputy Director of KCELJAG. Tara joined the Griffith University School of Criminology and Criminal Justice as a Senior Lecturer in July 2010. Prior to this she was part of the QUT School of Justice which she joined in 2005. Her research fellowship will extend her ongoing collaboration with Prof David Farrington (University of Cambridge) and draw on a range of Australian and international data to determine which theoretical explanations provide the most accurate description of why people engage in offending and the processes which lead offenders to stop offending. More broadly, her research focuses on the development of antisocial behaviour across the life-course, taking individual, familial and neighbourhood perspectives into consideration. Tara is also a member of the Committee of Management (Queensland Representative) of the Australian and New Zealand Society of Criminology (ANZSOC) and is chair of the organising committee of the 2013 ANZSOC conference at Griffith University.

Abstract
How well can we predict which children will be bullied? An examination of childhood factors related to adolescent bullying victimisation.
Authors: T. R. McGee, J. G. Scott, H. Punter, J. J. McGrath, W. Bor, and J. M. Najman

There is a body of research that shows that some children are more likely to be bullied than others. Characteristics of bullied children that have been identified in previous research include: non-intact marital family; lower socioeconomic status; poor mental health; poor academic performance; being less attractive; and having unusual mannerisms. Although these factors are correlated with bullying, from a prevention standpoint, it is interesting to examine whether bullied children can be prospectively identified. This research uses data from the Mater-University Study of Pregnancy and its Outcomes (MUSP); a prospective longitudinal study of mothers and their children which began in Brisbane, Australia, in 1981. A wide range of childhood factors were examined to see which factors predict bullying victimisation in adolescence. We find that relatively few characteristics distinguished children who were being bullied from those who were not, including: gender; social and thought disorders; school performance; BMI; and pubertal development. To examine this further we developed a cumulative risk model but it was not useful in identifying those who were more likely to experience being bullied.
Professor Phillip T. Slee

Profile
Phillip T. Slee is a Professor in Human Development in the School of Education at Flinders University. He is a trained teacher and registered psychologist. His chief areas of research interest include, child & adolescent mental health, childhood bullying/aggression, stress and teacher education. He has a particular interest in the practical and policy implications of his research. Professor Slee has presented his work nationally and internationally in workshops and lectures. Presently, he is undertaking a number of international research projects on the topic of school violence with researchers from the countries of Japan, Korea, China, Canada, England and the USA as part of a Pacific Rim network. His research team have completed an evaluation of the KidsMatter Primary Mental Health Initiative [http://caef.flinders.edu.au/kidsmatter/] and have commenced an evaluation of the Kids Matter Early Childhood mental health initiative. Details of some of his work is available on his web site www.caper.com.au. Professor Slee is the Director of the Flinders Centre for ‘Student Wellbeing & Prevention of Violence’ (SWAPv).

Abstract
Coping with School Bullying: Some knowledge gained, some lessons learnt
Authors: P. T. Slee, M. Campbell & B. Spears

According to Lazarus and Folkman (1984) coping relates to how one deals with stress, where stress refers to environmental elements that impact on physical or psychological functioning in a disruptive manner. Coping strategies may be categorised as “approach” or “avoidance” (Causey & Dubow, 1992; Lazarus, 1984) where “approach” includes positive strategies which may decrease the likelihood of continued victimisation, such as seeking help or support from others to stop the victimisation. Not quite so effective are “avoidance” approaches, such as denial and refusal to think about an incident after it has happened. However, as Kochenderfer-Ladd and Ladd (2001) suggest, how effective each strategy might be is dependent on the context, and any strategy which is used which reduces the bullying may be beneficial, while any that results in no change may be harmful. The coping resources of children may be severely taxed by repeated experiences of victimisation. This paper describes recent Australian research into the coping strategies of victimized students and discusses the implications of the findings for school based intervention programmes.

Professor Sheryl Hemphill

Profile
Professor Sheryl Hemphill is a research Professor at the School of Psychology, Australian Catholic University and an Honorary Principal Research Fellow at the Centre for Adolescent Health, Department of Paediatrics at the University of Melbourne. Her research focuses on the prevention of violence and crime including bullying in young people. She is particularly interested in schools and communities as contexts for prevention, including the impact of school policies such as the use of suspension on student outcomes. Sheryl has a PhD in psychology and is a member of the Australian Psychological Society’s College of Health Psychologists. Much of Sheryl’s work focuses on the dissemination of research findings in the community.

Abstract
Findings of bullying research in Victoria schools: Implications for prevention and school policies

There is much concern about the rates and impact on young people of bullying, cyber bullying, and related behaviours. To provide guidance on the prevention of bullying, it is important to know the extent of bullying experienced by young people and the comprehensiveness of school “anti-bullying” policies. Hence, this presentation will cover two main topics: 1) rates of bullying and related behaviour in Victorian secondary students; and 2) a comparison of school bullying policies in Victoria, Australia and New Zealand. The findings regarding rates of bullying and related behaviours will be used to draw out implications for the prevention of bullying. The results of the comparison of school policies provide clear direction for the future improvement of school anti-bullying policies.
Assoc Professor Marilyn Campbell

**Profile**
Dr Marilyn Campbell is currently an Associate Professor at the Queensland University of Technology. She is a registered teacher and a registered psychologist. Previous to this Marilyn supervised school counsellors and has worked in infant, primary and secondary schools as a teacher, teacher-librarian and school counsellor. Her main clinical and research interests are the prevention and intervention of anxiety disorders in young people and the effects of bullying, especially cyberbullying in schools.

**Abstract**

*The consequences of cyberbullying for both students who are targeted and those who perpetrate*

Authors: M. Campbell, B. Spears and P.T. Slee

It is well recognised that there are serious correlates for students who are victims of traditional bullying and also for those who perpetrate the bullying. In the emerging field of cyberbullying many researchers have hypothesised a greater impact and more severe consequences for victims because of the 24/7 nature and the possibility of the wider audience with this form of bullying. However, to date there is scarce empirical evidence to support this. This study examined the association of each type of bullying with these young people’s mental health. Additionally we examined the mental health of those students who reported cyberbullying others in Year 6 to 12 in Australia.

Dr Amanda Duffy

**Profile**
Amanda Duffy was awarded a PhD in Clinical Psychology from Griffith University. Her research interests lie in the area of childhood bullying, with a particular focus on the group process involved in this problem. She has conducted a variety of studies that have investigated issues such as how group norms and a child’s position with the group contribute to bullying behaviour, whether group norms help to explain future bullying behaviour, and whether group factors contribute to the explanation of bullying beyond characteristics of the individual child. Amanda has presented her work at a variety of conferences, including the meeting of the International Society for the Study of Behavioural Development, the meeting of the Society for Research in Child Development and the International Congress of Psychology. She has also had her work published in journals such as Social Development, the European Journal of Developmental Psychology and Aggressive Behaviour.
Professor Drew Nesdale

Profile
Professor Nesdale completed an Honours degree in Psychology at the University of New England, followed by Masters and PhD degrees at the University of Alberta, Canada.

Prior to joining Griffith University, Professor Nesdale held an appointment at the University of Western Australia during which he was Head of the School of Psychology and Director of the International Centre.

Professor Nesdale was appointed as the Griffith University Foundation Chair and Head of the new School of Applied Psychology in 1995, a position he held for 6 years. He was subsequently appointed Dean of the Faculty of Commerce and Management in 2000 and then Pro-Vice Chancellor, Business and Law, a position he held until 2002.

Professor Nesdale’s research focuses on issues in social and developmental psychology, including the causes and consequences of aggression and bullying, intergroup prejudice, discrimination and stereotyping. A special emphasis of his work is on how these processes develop in children. He has published three books, and more than 100 book chapters and journal articles. His current research is supported by two Australian Research Council (ARC) ARC grants, and focuses on children’s school bullying, and the development of rejection sensitivity.

Abstract

Children, social groups and school bullying and aggression

Although systematic research into school bullying did not begin until the late 1970s, there has since been a rapid expansion of interest in the area. Bullying, defined as the ‘repeated delivery of aversive stimuli to weaker, less powerful persons’ (Nesdale & Scarlett, 2004, p. 428), can take many forms, including physical, verbal and relational aggression.

Prevalence studies have consistently shown a significant number of elementary school-aged children to be involved in bullying, with up to 45% of students engaging in bullying and as many as 60% of students being the victims of such behaviour.

In an effort to understand why children become involved in bullying, researchers initially concentrated on identifying the individual attributes that characterize bullies and their victims and specifying the family characteristics typical of these children. In contrast, comparatively little consideration was paid to the possibility that bullying might, in some instances, be a group-based phenomenon. However, the role of the peer group in school bullying has recently received increased attention. Observational studies have shown that peers are involved in approximately 80% of bullying episodes, often actively joining in the bullying or providing a passive audience. Other research has identified six participant roles that children can take during bullying incidents (i.e., bully, assistant to the bully, reinforce to the bully, defender of the victim, outsider, and victim). In combination, these studies highlight the importance of considering bullying within a social context. They also underscore the need to focus on the processes that underlie the group’s influence.

One emphasis in our research has been upon clarifying the role of social group norms in children’s group-based school bullying. Group norms are the expectations that groups develop concerning the attitudes, beliefs, and behaviours that are to be displayed by members of the social group. Since children typically seek to be accepted by, and to belong to, social groups, the likelihood is that they would be motivated to conform to the norms of their group, perhaps even including norms that endorse their participation in bullying activities.

This seminar focuses on the potential impact of children’s social group norms on their school bullying behaviour. Utilising both experimentally-formed and naturally-formed groups, initial studies establish that a relationship between group norms and bullying behaviour does indeed exist. Subsequent studies show how individual difference variables (e.g., empathy), group structure factors (e.g., intra-group position), and broader societal factors (e.g., school norms) also impact on this association.
Mr Eric Madfis

Profile
Eric Madfis is a doctoral candidate and lecturer in the Sociology and Anthropology Department at Northeastern University in Boston, where he has been a research associate at the Brudnick Center on Violence and Conflict and frequently teaches courses in Juvenile Delinquency and the Sociology of Violence. He has published numerous articles and book chapters on theoretical criminology, school rampage shootings, school criminalization and security, and crime in the media. In the fall of 2012, he will begin a position as an Assistant Professor of Criminal Justice at the University of Washington, Tacoma.

Abstract
The Post-Columbine Era: Risk Perception, Criminalization, and Securitization in American Public Schools

There has been a dramatic transformation of school discipline and security in American public schools since the turn of the 21st century. Scholars attribute this change to both the fear associated with highly-publicized rampage shooting events as well as to larger political ideological projects of neoliberal governance. Prior analyses, however, lack an understanding of exactly how the transition towards school criminalization was facilitated and, in particular, have failed to consider the agency and perspectives of those tasked with managing the safety of educational institutions in a post-Columbine world. Drawing upon in-depth interviews with school and police officials, this study reveals the administrative perspective that is crucial for understanding how and to what extent the fear and anticipated risk of school rampage has facilitated the rapid expansion of risk assessment, criminalization, and securitization in American public schools. In addition to addressing the causes of enhanced school discipline and security, the consequences of these developments for both public education and mass incarceration will be discussed.

Professor Bruce Burton

Profile
Bruce Burton is a leading researcher in the field of Applied Theatre, where the concepts, forms and techniques of theatre are applied to investigating and generating change across the spectrum of human activity social, educational, economic, political and cultural. His recent research has included the use of Drama to empower school students to deal with conflict and bullying. This research was awarded two Australian Research Council (ARC) Linkage Grants. The first phase of the research was part of the international DRACON project involving Sweden, Malaysia and Australia. The second focused specifically on Acting against Bullying in Australian schools.

Abstract
The Acting Against Bullying Program in Schools

Bullying is a major and intractable problem in schools worldwide. Extensive research over the past 20 years has consistently identified the impact of bullying on children’s learning, social development and self-image. The research indicates that despite attempts to counter bullying in individual schools, at the system level and nationally and internationally, it continues to be one of the major issues faced by students and teachers Acting against Bullying is successful, evidence – based, anti – bullying program developed at Griffith University over more than a decade of research and application. It is a whole school program designed to assist every member of a school community to understand the nature and consequences of bullying and to feel competent to deal with the manifestations of bullying in their school.
**Dr Shannon Spriggs**

**Profile**
Dr Shannon Spriggs is a Research Fellow with the Violence Research and Prevention Program at Griffith University. Since 2010, she has worked to adapt the Mentors in Violence Prevention (MVP) program curriculum for use in Australia and introduce a pilot program. From 2006-2010 she was the Assistant Director for the MVP National program in the US, facilitating over 600 training sessions with over 15,000 participants. She also has significant experience developing trainers in the MVP curriculum. She has facilitated dozens of Train-the-Trainer programs, including work as a consultant with the U.S. Military. In 2009, she was part of a select team that spent two weeks in Iraq conducting trainings for service members. Shannon received her PhD in Higher Education Administration with Student Development focus from Boston College in 2007.

**Abstract**

**Mentors in Violence Prevention (MVP)**

The MVP program is a leadership program focused on the prevention of all forms of violence. The interactive, discussion-based program views all people as bystanders who can be empowered to prevent, confront or interrupt violent situations involving their peers. MVP encourages all individuals to take responsibility for being part of the solution and seeks to engage young people in the process by increasing their knowledge about violence issues and developing their skills and confidence to intervene in effective ways. MVP believes the more options a person has available to them, the less likely he or she is to choose violence or do nothing. MVP has been conducting training in the United States since 1993, and has been evaluated as an effective primary prevention program. Since its inception, the MVP model has been used to train thousands of high school and university students, professional athletes, military service members, educators and social service providers in the United States with significant success. MVP was adapted and introduced in Australia in 2010.

**Dr Catherine L. Ward**

**Profile**
Catherine L. Ward is a Senior Lecturer in the Department of Psychology, and chairs the steering committee of the Safety and Violence Initiative (SaVI), a research initiative that seeks to understand violence and promote safety, at the University of Cape Town. Her research interests lie in youth violence prevention and promoting the healthy development of children.

**Abstract**

**A research agenda for (youth) violence prevention in South Africa**

Violence is a serious problem in South Africa with multiple effects on health and other services. Young people are most likely to be both the victims and the perpetrators of this violence. The Safety and Violence Initiative (SaVI) at the University of Cape Town has developed a research agenda to address this problem, an agenda that should be relevant in other low- and middle-income countries (and beyond). It is clear that violence presents complex research problems, and addressing it will require inter-disciplinary collaboration. Two key meta-areas emerge: violence must be understood better in order to develop effective interventions; and intervention research (evaluating interventions, assessing efficacy and effectiveness, how best to scale up interventions in resource-poor settings) is sorely needed.
Professor David M. Fergusson

Profile
For the last 35 years, Professor David Fergusson has been the Principal Investigator and Executive Director of the Christchurch Health and Development Study (CHDS) which is an internationally renowned longitudinal study of a birth cohort of 1,265 New Zealand children born in mid-1977. This cohort has now been studied from birth to age 30. Professor Fergusson is the author of over 380 scientific articles and books. His recent work has included research into: childhood sexual and physical abuse; family violence; youth unemployment; teenage pregnancy; juvenile delinquency; substance abuse; and youth mental health. His major research interests are the design and analysis of correlational studies and the study of personal adjustment in adolescence/young adulthood. He is also actively involved in the development and evaluation of the Christchurch based Early Start programme and is currently working with the Ministries of Social Development, Health and Education on the evaluation of the Incredible Years parent programme. He is a fellow of the Royal Society of New Zealand, honorary fellow of the New Zealand Psychological Society and honorary fellow of the Royal Australasian College of Physicians. He is also the recipient of the University of Otago Distinguished Research Medal.

Abstract
The Prevention, Treatment and Management of Conduct Problems in Childhood and Adolescence

This talk will provide an overview of the consequences of conduct problems (aggression, defiance, antisocial behaviour, etc.) for longer term developmental outcomes. Research findings from the Christchurch Health and Development Study have shown that children with these problems are at increased risks of a wide range of adverse outcomes in adolescence and adulthood. These problems span crime, substance use, mental health problems, teen pregnancy, suicidal behaviours and poor physical health.

Recently developed methods for addressing these problems will be reviewed. Effective programmes include: home visiting; centre based programmes; parent and teacher behaviour management training; school wide programmes; multimodal programmes and some forms of residential programmes. Consideration will be given to the problem of translating this body of knowledge into well-established and evaluated intervention programmes.
Professor Anna Stewart

Profile
Anna Stewart is currently Professor in the School of Criminology and Criminal Justice at Griffith University. From 2008 – 2010 she was the Head of the School of Criminology and Criminal Justice. In 2007-2008 she was the Deputy Dean (Learning and Teaching) in the Faculty of Humanities and Social Sciences.

Anna’s research now includes: examining the links between child protection, youth justice and the adult criminal justice system; system responses to youth offending and domestic violence; management of risk; diversionary responses and system modelling.

A focus of Professor Stewart’s work is building the relevant partnerships to strengthen the integration of key research findings into legislative policy and practice development. She is currently a member of the Queensland Child Death Case Review Committee.

Abstract
The Sexually-Abused Sexual-Abuser Hypothesis: A longitudinal, prospective study in the link between child sexual abuse and sex offending
Authors: A. Stewart & C. Leach

Sexual abuse can create serious short and long term consequences for victims of all ages including the increased risk of mental health issues, substance use, suicide, poor physical health and revictimisation. Furthermore, Burton (2003) suggested that child sexual abuse can increase the risk of adult sex offending thus creating a victim-abuser cycle, known as the ‘sexually-abused sexual-abuser hypothesis’.

The current study examined the sexually-abused sexual-abuser hypothesis using the Queensland Longitudinal Dataset, which links individuals born in 1983/1984 across four administrative databases; child protection, youth court appearance data, police cautioning data and adult court appearance data. Two research questions were addressed.

RQ1: Are boys with suspected sexual abuse more likely to sexually offend than other maltreated boys?
RQ2: Is there a difference in the offending profile of sexually abused sexual offenders when compared with sexual offenders who have no sexual abuse history?

The results indicated that, after controlling for a number of maltreatment risk factors, child sexual abuse demonstrated a significant influence of the likelihood of sexual offending. Furthermore, child sexual abuse was the only maltreatment risk factor which distinguished between sexual offenders and non-sexual offenders. Sexually abused sex offenders were more likely to sexually offend as adolescents than sexual offenders who had not sexual abuse history. These results provide support the sexually-abuse sexual-abuser hypothesis.
**Professor Stephen Smallbone**

**Profile**
Stephen Smallbone is a psychologist and Professor in the School of Criminology and Criminal Justice at Griffith University, and an Australian Research Council Future Fellow. He is also the Director of Griffith Youth Forensic Service, which provides specialised assessment and treatment services for youth sexual offenders and their families. Among his recent publications are a co-edited book on situational prevention of sexual abuse (Wortley & Smallbone, 2006), a co-authored book on evidence-based prevention of sexual abuse (Smallbone, Marshall & Wortley, 2008), and a co-authored book on Internet child pornography (Wortley & Smallbone, in press).

**Abstract**
*Preventing youth sexual violence and abuse: Problems and solutions in the Australian context*
Authors: S. Smallbone & S. Rayment-McHugh

Young people under 18 years of age are responsible for a significant proportion of officially recorded sexual offences worldwide, including in Australia. In this presentation I describe an ecological, field-based clinical forensic practice model developed in Queensland, and show how engagement with youth sexual offenders within their natural social ecologies has led to the discovery of specific endemic problems that would normally remain hidden or beyond the reach of conventional clinical services. Drawing on public health and crime prevention concepts and methods, I present a comprehensive framework for organising prevention strategies and describe how this framework has guided our approach to developing place-based prevention strategies at two sites: a remote Aboriginal community, and a suburban precinct in a regional city.

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**Professor Ross Homel**

**Profile**
Ross Homel is Foundation Professor of Criminology and Criminal Justice at Griffith University, and Director of the University's Institute for Social and Behavioural Research. From 2004 - 2007 he was Director of the Key Centre for Ethics, Law, Justice and Governance at Griffith, and he also served as Head of the School of Criminology and Criminal Justice from 1993 to 1996 and 2002 to 2003. He was editor of the *Australian and New Zealand Journal of Criminology* from 1992 to 1995, and was a part-time Commissioner of the Queensland Criminal Justice Commission from February 1994 to April 1999.

**Abstract**
The influence of community collective efficacy and school quality on children’s antisocial behaviour
Authors: R. Homel & K. Freiberg

Although the ecology of crime literature suggests that the neighbourhood context matters for children’s development, research that examines child wellbeing, including antisocial behaviour, concentrates mainly on the structural characteristics of the community like neighbourhood disadvantage. Few studies have explored the effects of community process measures such as collective efficacy, moderated or mediated by structural characteristics. This paper reports an Australian test of the collective-efficacy – child behaviour link by combining data from two independent studies: the Healthy Neighbourhoods project, a study of 8028 Grade 6 and Grade 8 children in 30 Australian communities, and the Community Variations in Crime project, a study of collective efficacy in 82 Brisbane suburbs based on responses from 2881 residents. By matching communities (statistical local areas) in both studies, a dataset of 596 Brisbane children spread across 27 communities and 23 schools was obtained, with extensive data at the community level on collective efficacy, disadvantage, social capital, and crime, in addition to school quality (academic performance) and a range of child, family and social participation variables. The relationship between collective efficacy and child antisocial behaviour is tested, controlling for selected community characteristics and child and family factors, with school quality and community disadvantage as moderators.
Ms Robyn Albury

Profile
Robyn has an extensive background in educational policy development, particularly Commonwealth – State relations, national agendas and inclusive education. Robyn leads and coordinates support for negotiations at a national level through the Australian Education, Early Childhood Development and Youth Senior Officials Committee (AEEYSOC) and the Standing Council for School Education and Early Childhood (SCSEEC, formerly the Ministerial Council on Education, Early Childhood Development and Youth Affairs). In this role she has participated in negotiations with the Australian Government on a number of reforms including the Smarter Schools National Partnerships and the National Education Agreement. She currently represents DET on the Review of the National Education Agreement and is managing the development of a Queensland response to the Australian Government Review of School Funding. In addition Robyn has provided support to the Queensland Schools Alliance Against Violence and lead the development of resources to support the work of the Alliance. Prior to working in education Robyn has held a range of positions in government including policy development in the areas of justice and services for people with a disability and in the service delivery areas of substitute decision making and the courts.

Ms Anna Moynihan

Profile
Anna Moynihan has recently joined UnitingCare Queensland as Director Service Strategy, Social Policy & Research from the Queensland Department of Communities where she has been Assistant Director-General, Strategy Policy and Performance for a number of years. Prior to that Anna was Executive Director Social Policy in the Department of the Premier and Cabinet. Anna began her career as a social work in both the community and hospitals in Australia and the UK. She has held senior policy posts for many years and has regularly provided strategic advice on social and health policy to Federal and State governments and the community services sector. Anna has a track record in driving reform in complex areas including homelessness, Indigenous policy, child protection, population and primary health, service system integration and measuring human service delivery outcomes. Anna’s qualifications include a Bachelor of Social Work, Certificate of Health Economics, and a Master of Public Sector Management.

Professor Paul Mazerolle

Profile
Professor Paul Mazerolle is Pro Vice Chancellor of Arts, Education and Law and Griffith University and Director of the Violence Research and Prevention Program at Griffith University. Paul was also a member of the Queensland Government’s Youth Violence taskforce as well as the follow up advisory group. Paul’s research focus includes research into the processes that shape criminal offending across the lifecourse, in particular for youth violence, and intimate partner violence. Some of his recent funded research projects have examined juvenile remand in Queensland, violence amongst youthful female offenders, the relationships between young people and the police, and intimate partner homicide.