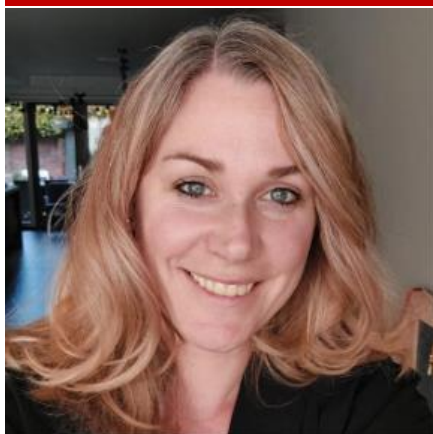


The mission of the Bullying Research Network (BRNET) is to **connect** international and national researchers, **serve** as knowledge translators, and **share** evidence-based knowledge in bullying prevention and intervention.

RESEARCHER SPOTLIGHT

July | 2026

Dr. Tessa Lansu



Dr. Tessa Lansu is an Associate Professor at Radboud University in Nijmegen, the Netherlands, where she also obtained her PhD (Cum Laude). She examines to what extent explicit and implicit processes play a role in children's and adolescents' peer relations and interactions. More specifically, how they play a role in social status (popularity) among peers, social (status) goals and beliefs, hostile perceptions, aggressive behavior and bullying and victimization in the school context.

One of her research lines focuses on how victims of bullying experience the social world. These studies focus for example on victims' perception and emotional responses to Cyberball victimization (1), and causal attributions children make when being victimized (2). Dr.

Lansu's recent NRO-PROO funded Safe At School (SAS) project nicely fits within this line of work, as it focuses on how classmates' direct and obvious as well as their indirect and subtle signs of negativity toward a victim of bullying are related to victims' social cognitions and well-being (3). In addition, the project also implemented an evaluative conditioning-based video game intervention, which aims to create more positive associations with victimized classmates on the automatic level in their classmates.

Another research line focuses on what drives perpetration. These studies, for example, look into how a peer's victim reputation can lower the threshold for youth to behave aggressively toward that peer (4), and how attributing hostile intent to spoken comments is related to aggression toward peers (5). Dr. Lansu also examined how social cognitions regarding likeability among peers are related to bullying perpetration (6) as well as how popularity and popularity motivation predict peer-nominated and observed (aggressive) behavior (7). In her currently ongoing ERC starting grant funded Cool at School project (CatS), Dr. Lansu and her team now specifically focus on the role of various popularity motivations and expectations in youth's ringleader bullying and following bullies. By assessing many different social status motivations geared toward rewarding status outcomes, as well as geared toward avoiding undesirable popularity outcomes with questionnaires (8, 9), reaction-time paradigms and physiological reactivity, she aims to provide further insight into the motivational forces that underly bully perpetration.

DEAR BRNET MEMBERS

AND AFFILIATES:

Thank you for being a part of the Bullying Research Network!



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SELECTED PUBLICATIONS

- (1) **Lansu, T. A. M.**, van Noorden, T. H. J., & Deutz, M. H. F. (2017). How children's victimization relates to distorted versus sensitive social cognition: Perception, mood, and need fulfillment in response to Cyberball inclusion and exclusion. *Journal of Experimental Child Psychology*, 154, 131-145. <https://doi.org/10.1016/j.jecp.2016.10.012>
- (2) Peetz, H. K., **Lansu, T. A. M.**, Hoekstra, N. A. H., van den Berg, Y. H. M., Burk, W. J., & Mainhard, M. T. (2025). Assessing youth's internal and external attributions to negative peer interactions and victimization—development of the Causal Attributions for Peer Experiences (CAPE) scale. *Journal of Research on Adolescence*, 35(2), e70037. <https://doi.org/10.1111/jora.70037>
- (3) **Lansu, T. A. M.**, Peetz, H. K., Hoekstra, N. A. H., & van den Berg, Y. H. M. (2025). How classmates' evaluation of and behavior toward (victimized) children affects their well-being: An examination of implicit and explicit processes. *International Journal of Behavioral Development*, 49(6), 605-626. <https://doi.org/10.1177/01650254251356493>
- (4) **Lansu, T. A. M.**, Cillessen, A. H. N., & Sandstrom, M. J. (2014). From classroom to dyad: Actor and partner effects of aggression and victim reputation. *Social Development*, 23(4), 651-665. <https://doi.org/10.1111/sode.12055>
- (5) van den Berg, Y. M. H., & **Lansu, T. A. M.** (2020). It's not just what you say, it's how you say it too: Adolescents' hostile attribution of intent and emotional responses to social comments. *Aggressive Behavior*, 46(5), 425-436. <https://doi.org/10.1002/ab.21910>
- (6) Garandeau, C. F., & **Lansu, T. A. M.** (2019). Why does decreased likeability not deter adolescent bullying perpetrators? *Aggressive Behavior*, 45(3), 348-359. <https://doi.org/10.1002/ab.21824>
- (7) **Lansu, T. A. M.** (2023). How popularity goal and popularity status are related to observed and peer-nominated aggressive and prosocial behaviors in elementary schools. *Journal of Experimental Child Psychology*, 227, 105590. <https://doi.org/10.1016/j.jecp.2022.105590>
- (8) **Lansu, T. A. M.**, & van den Berg, Y. H. M. (2024). Being on top versus not dangling at the bottom: Popularity motivation and aggression in youth. *Aggressive Behavior*, 50(4), e22163. <https://dx.doi.org/10.1002/ab.22163>
- (9) **Lansu, T. A. M.** & Xia, M. (2026). Identifying novel popularity motivations and their associations with popularity, bullying, and prosocial behavior. *Merrill-Palmer Quarterly*. <https://doi.org/10.1353/mpq.0.a989734>

BRNET MEMBERS

BRNET has a current total of 308 members
from 35 countries.

Welcome Matthias Böhmer!

Please send recommendations for potential BRNET members (i.e., faculty, researchers, and clinicians conducting research on bullying or related topics) to Drs. Wendy Craig, Susan Swearer, or to the BRNET Coordinator, at bullyresearchnet@gmail.com. You may also direct potential BRNET members toward our website for further information.

If you have not yet provided your information, please send the following to bullyresearchnet@gmail.com:

1. contact information that can be posted on the website;
2. a brief biography of you and your work that can be posted on the website;
3. current/ongoing projects in this area;
4. an annotated bibliography of your work or curriculum vitae that can be posted on the website.

AFFILIATES OF BRNET

BRNET has a current total of 145 affiliates
from 21 countries.

Affiliates of BRNET is a group of graduate students, administrators, parents, and individuals who are interested in learning more about the Bullying Research Network. Affiliates of BRNET receive our monthly e-newsletter. If you are interested in becoming an Affiliate of BRNET or want to refer someone to Affiliates of BRNET, please email Taylyn Petsche, the BRNET Coordinator, at bullyresearchnet@gmail.com with the following information: name, title, address, and email address.

AUTHOR EXCHANGE

We would love to share your research articles or other publications in our newsletters. If you'd like your work featured, please email Taylyn Petsche at bullyresearchnet@gmail.com with the following information:

- Your article citation (with a link to the DOI, if possible)
- Your article abstract
- Your email (so individuals who receive our newsletter can request further information, if desired)

Cabrera-Vázquez, A., Thornberg, R., Falla, D., & Romera, E. M. (2026). The identification of profiles in bullying, cyberbullying, and schadenfreude and their relationship to moral disengagement: A latent profile analysis. *Psychology of Violence*. <https://doi.org/10.1037/vio0000692>

This study set out to examine bullying, cyberbullying, schadenfreude, and moral disengagement using latent profile analyses and regression models. A total of 1,812 primary and secondary schoolchildren, ages 10-17, were surveyed in a two-time longitudinal study separated by a 1-year interval. The results confirmed the existence of three distinct profiles based on response patterns: "high schadenfreude and aggression," "high justice-based schadenfreude and low aggression," and "low schadenfreude and aggression." In addition, it was found that students with higher victim attribution scores were almost four times more likely to belong to the first of these profiles, characterized by schadenfreude with aggression, 1 year later. These results highlight the importance of working with schoolchildren on the development of social, emotional, and moral competencies that will enable them to make decisions in accordance with the ethics of care.

Donoghue, C., Espelage, D., Migliaccio, T., Bixter, M. T., Park, E. Y., Reinschmidt, R., & Siclari, R. (2026). Getting bullied in college: Implications for Resilience, Belonging, and Personal Health. *International Journal of Bullying Prevention*. <https://doi.org/10.1007/s42380-026-00344-6>

This study assesses the potential for belongingness and resilience to mediate the health consequences of bullying and cyberbullying victimization among college students. Using a sample of 3,523 undergraduate students at a public university in the United States, we employed structural equation modeling to measure the direct and indirect effects of bullying and cyberbullying on physical and mental health through resilience and sense of belonging. We found significant negative direct effects on physical and mental health for victimization, although these effects varied by bullying type and personal health indicator. Resilience mediated the relationship between bullying (but not cyberbullying) and physical and mental health, with more victimization associated with lower resilience, which in turn was associated with poorer health. The belongingness factors of classroom comfort and faculty support also emerged as significant mediators in the structural models. Higher levels of bullying and cyberbullying were associated with lower belongingness, which in turn was associated with poorer health. These findings suggest that resilience training and belonging enhancement may be worthy approaches for reducing the harms of bullying victimization in college. We discuss strategies for implementing interventions of these kinds and bullying prevention in college settings.

ANNOUNCEMENTS

1

Consider submitting a paper for a **special issue of Psychology of Violence**: "Risk and resilience of bullying across the globe: A tribute to James Garbarino" ([link](#)). The co-editors are Jun Sung Hong, Dorothy Espelage, and Timothy Lawrence. The deadline for submissions is September 1, 2026.

2

The **World Anti-Bullying Forum (WABF)** is proud to announce that its next global gathering will be held in Lisbon, Portugal, September 9-11, 2027, hosted by the Faculty of Psychology at the University of Lisbon. A call for abstracts will be September 1st, 2026, with the submission deadline on November 15th, 2026. For more information, please visit the [WABF website](#).

Thank you for your involvement in the Bullying Research Network! If you have any news, research, new member recommendations, or materials that our members would find useful, please email us at bullyresearchnet@gmail.com. We will include it in our newsletter, on our website, and/or social media.

Most sincerely,

A handwritten signature in black ink, appearing to read 'Susan Swearer'.

Dr. Susan Swearer
University of Nebraska - Lincoln
BRNET Co-Director

A handwritten signature in black ink, appearing to read 'Wendy Craig'.

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