



UNITING RESEARCHERS IN BULLYING PREVENTION AND INTERVENTION

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

September | 2026

Dr. Izabela Zych



Dr. Izabela Zych is a Professor of Psychology at the University of Córdoba (Spain) and a member of the LAECOV research team. She has been a Visiting Scholar at the Institute of Criminology, University of Cambridge, and is a lifelong member of Wolfson College, Cambridge. Her research focuses on the developmental prevention of antisocial behaviour, bullying, and cyberbullying, with particular attention to personal and contextual risk and protective factors. She serves as Editor-in-Chief of Aggression and Violent Behavior and is listed among the top 2% of world scientists in the Stanford Ranking. She has published over 110 peer-reviewed journal articles, including in leading

journals such as Child Development and Trauma, Violence & Abuse, primarily as lead author and as a PhD and postdoctoral supervisor. She has successfully directed numerous national and international research projects funded through competitive calls (e.g., Spanish Ministry of Science; Spanish Ministry of Education) and by invitation (e.g., US Department of Homeland Security; the Anti-Defamation League). She is a member of the Campbell Collaboration Crime and Justice Steering Committee, has served as a consultant to Cambridge Assessment International Education, and as Scientific Advisor for Science, Technology and Innovation at the Spanish Ministry of Science and Innovation. She is a regular invited speaker at international conferences worldwide.

DEAR BRNET MEMBERS

AND AFFILIATES:

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



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Her current research explores the overlap between online and offline violence, particularly whether bullying and cyberbullying represent two manifestations of the same underlying behaviour or two distinct phenomena requiring separate research lines, with a focus on identifying shared and unique risk and protective factors. She is also developing a new line of work on the parental role in bullying, investigating what parents can concretely do to prevent or respond to bullying situations, research she plans to translate into practical, evidence-based guides for families.

SELECTED PUBLICATIONS

- Zych, I.**, & Farrington, D. P. (2026). Defining bullying and cyberbullying according to the scientific community: A mixed method study. *International Journal of Bullying Prevention*, 1–10. <https://doi.org/10.1007/s42380-025-00335-z>
- Naranjo-Pou, S., & **Zych, I.** (2025). Association between victimization and perpetration of cyberhate: The moderating role of social dominance orientation. *Journal of Adolescence*, 97(2), 479–488. <https://doi.org/10.1002/jad.12433>
- Zych, I.**, Rodríguez-Ruiz, J., Murray, A. L., Llorent, V. J., Marín-López, I., & Nasaescu, E. (2025). A longitudinal study on within-person developmental relations between bullying and cyberbullying with substance use in adolescents. *Children and Youth Services Review*, 168, Article 108012. <https://doi.org/10.1016/j.chilyouth.2024.108012>
- Llorent, V. J., Núñez-Flores, M., Marín-López, I., & **Zych, I.** (2025). Social and emotional competencies as longitudinal predictors of cyberhate in compulsory secondary school students. *Education and Information Technologies*, 30(18), 26219–26233. <https://doi.org/10.1007/s10639-025-13802-3>
- Nasaescu, E., **Zych, I.**, Ortega-Ruiz, R., Farrington, D. P., & Llorent, V. J. (2023). Stability and change in longitudinal patterns of antisocial behaviors: The role of social and emotional competencies, empathy, and morality. *Current Psychology*, 42(14), 11980–11994. <https://doi.org/10.1007/s12144-021-02484-y>
- Zych, I.**, & Llorent, V. J. (2023). Bias-based cyberbullying in Spanish adolescents and its relation to social and emotional competencies and technology abuse. *The Journal of Early Adolescence*, 43(1), 37–58. <https://doi.org/10.1177/02724316211020365>
- Zych, I.**, Kaakinen, M., Savolainen, I., Sirola, A., Paek, H. J., & Oksanen, A. (2023). The role of impulsivity, social relations online and offline, and compulsive Internet use in cyberaggression: A four-country study. *New Media & Society*, 25(1), 181–198. <https://doi.org/10.1177/14614448211009459>
- Farrington, D. P., **Zych, I.**, Ttofi, M. M., & Gaffney, H. (2023). Cyberbullying research in Canada: A systematic review of the first 100 empirical studies. *Aggression and Violent Behavior*, 69, Article 101811. <https://doi.org/10.1016/j.avb.2022.101811>
- Zych, I.**, Viejo, C., Vila, E., & Farrington, D. P. (2021). School bullying and dating violence in adolescents: A systematic review and meta-analysis. *Trauma, Violence, & Abuse*, 22(2), 397–412. <https://doi.org/10.1177/1524838019854460>
- Zych, I.**, Ttofi, M. M., Llorent, V. J., Farrington, D. P., Ribeaud, D., & Eisner, M. P. (2020). A longitudinal study on stability and transitions among bullying roles. *Child Development*, 91(2), 527–545. <https://doi.org/10.1111/cdev.13195>

BRNET MEMBERS

BRNET has a current total of 309 members from 35 countries.

Welcome Faizun Bakht!

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.

Welcome Azur Courant, Jaap Marsman, and Becca Rae!

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)

Mirielli, L. G., Gage, N., Graves, K. A., Rose, C. A., Milarsky, T. K., Rawlings, J. R., Woolweaver, A. B., Buranova, N., Espelage, D. L., & Valido, A. (2026). Examining the relationship between bullying and extracurricular involvement. *Psychology in the Schools*, 1–15. <https://doi.org/10.1002/pits.70192>

This study aims to examine bullying and extracurricular involvement by gender, as well as assess whether there is a relationship between extracurricular activities and bullying involvement. From a survey of 14,508 secondary students within the United States, results indicated that males reported higher rates of bullying perpetration, relational perpetration, physical aggression, and victimization, whereas females reported higher rates of relational victimization. Findings relating to gender, extracurricular involvement, limitations, and implications for practice are discussed.

Vitoroulis, I., Wang, S., Al-Janaideh, R., Corominas, A. S., Paradis, J., Georgiades, K., Gottardo, A., Chen, X., & Jenkins, J. (2026). Bullying victimization, language proficiency, and school belonging among Syrian refugee early adolescents in Canada: A cross-lagged and random-intercept cross-lagged panel study. *Journal of Research on Adolescence*, 36(3), e70239. <https://doi.org/10.1111/jora.70239>

This three-wave longitudinal study examined English language proficiency, bullying victimization, and school belonging in 68 Syrian refugee children in Canada. We estimated a cross-lagged panel model (CLPM) and a random intercept cross-lagged panel model (RI-CLPM), both with family-clustered robust inference and controlling for child's age and gender, to distinguish stable child effects from time varying school-experience processes. The former addresses correlation (e.g., children show trait stability in the three constructs and their associations over time) while the latter addresses whether time-varying school experiences precede later change (e.g., bullying is followed by lower host country language proficiency). In the CLPM, significant cross-lag paths showed that higher Wave 1 bullying victimization predicted lower Wave 2 English language proficiency, higher Wave 1 English language proficiency predicted higher Wave 2 school belonging, higher Wave 1 school belonging predicted higher Wave 2 bullying victimization and higher Wave 2 school belonging predicted higher Wave 3 English language proficiency. In the RI-CLPM with the stable child effect removed, only two significant cross-lags were seen: higher Wave 1 bullying victimization predicted lower Wave 2 English language proficiency (expected), and higher Wave 1 school belonging predicted higher Wave 2 bullying victimization (unexpected). The difference in the findings from the two models suggests that observed longitudinal associations between English language proficiency, bullying victimization,

and school belonging are primarily stable between-child differences, whereas early bullying was associated with lower later English language proficiency.

ANNOUNCEMENTS

1

The International Journal of Bullying Prevention has launched a **Call for Papers for a Special Edition on "Targeted Interventions for School Bullying"**. Targeted interventions are delivered to those at increased risk and, for school bullying, have been defined as interventions implemented by adults with students involved in a bullying case. This special edition focuses on the delivery, implementation and outcomes of targeted interventions for students affected by school bullying. The Guest Editors are Dr. Karyn Healy and Dr. Daniel Graf. Submissions are now open, closing June 1, 2027. See the attached PDF for additional information.

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** is now open through November 15th, 2026. For more information on submitting an abstract, 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