

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



Dr. Jessica Wilke

Dr. Jessica Wilke is a post-doctoral researcher at Carl von Ossietzky Universität of Oldenburg. She is in the field of special education, with a particular focus on moral and social-emotional development, bullying, and victimization among children in middle childhood. My work integrates quantitative and qualitative methodologies to explore the ecological factors influencing bullying behavior and its impact on children's psychological and academic development. I am also involved in developing screening tools for bullying in school settings to support early identification and intervention.

Her current projects include:

- * Investigating various factors influencing bullying in children aged 8-12 using Bronfenbrenner's ecological model.
- * Developing and validating an economic screening instrument for bullying in schools with children aged 8-12.

April | 2025

**DEAR BRNET
MEMBERS
AND AFFILIATES:**

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



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SELECTED PUBLICATIONS

- Eilts, J., Bäker, N., Rademacher, A., & **Wilke, J.** (2024). Bullying in adolescents: Analyzing the co-occurrence of bullying roles and associations with social-emotional difficulties and learning disabilities. *Empirische Sonderpädagogik*, 16(3), 208-222. <https://doi.org/10.2440/003-0029>
- Bäker, N., Eilts, J., Bolz, T., von Düring, U., & **Wilke, J.** (2024). Bullying und externalisierende Verhaltensprobleme: Eine Frage der Schulzufriedenheit? *Psychologie in Erziehung und Unterricht*, 3, 163-179. <http://dx.doi.org/10.2378/peu2024.art17d>
- Eilts, J., **Wilke, J.**, von Düring, U., & Bäker, N. (2023). Bullying Perpetration: The role of attachment, emotion regulation and empathy. *Emotional and Behavioural Difficulties*, 28(4), 219-233. <http://dx.doi.org/10.1080/13632752.2023.2267230>
- Bäker, N., **Wilke, J.**, Eilts, J., & von Düring, U. (2023). Understanding the Complexities of Adolescent Bullying: The Interplay between Peer Relationships, Emotion Regulation, and Victimization. *New Directions for Child and Adolescent Development*, 9916294, 1-9. <https://doi.org/10.1155/2023/9916294>
- Bäker, N., & **Schütz-Wilke, J.** (2023). Behavioral changes during the first year of the COVID-19 pandemic: A longitudinal comparison of bullying, cyberbullying, externalizing behavior problems and prosocial behavior in adolescents. *COVID*, 3(2), 289-300. <https://doi.org/10.3390/covid3020022>
- Eilts, J., Schipper-Bäker, N., **Schütz-Wilke, J.**, & Koglin, U. (2022). Bullying und Viktimisierung: Ein Vergleich zwischen Jugendlichen mit und ohne den Förderschwerpunkten Lernen und emotional-soziale Entwicklung. *Zeitschrift für Pädagogische Psychologie*, 28(3), 211-222. <https://doi.org/10.1024/1010-0652/a000351>



BRNET MEMBERS

BRNET has a current total of 290 members
from 32 countries.

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 135 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 Melanie Willis, 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 Melanie Willis 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)

Hines, C., Spadafora, N., Lambe, L., & Craig, W. (2025). Bidirectional Relationships Between Peer Defending and Social Status in Elementary and High School Students. *Aggressive behavior*, 51(2), e70024. <https://doi.org/10.1002/ab.70024>

This study evaluated the bidirectional associations between peer defending and social status (perceived popularity and likability) as well as gender and grade differences in these associations. Cross-lagged panel models were used to assess these longitudinal relationships in a sample comprised of elementary school students (Grades 5-8, N = 301, Mage = 12.38, collected in May and November 2019) and high school students (Grades 9-12, N = 296, Mage = 15.69, collected in November 2022 and May 2023) collected from five schools in southern Ontario, Canada. Findings revealed that overall, popularity and likability predicted future peer defending, and students who defended others became more liked over time. These findings extend previous investigations into the bidirectional associations between social status and peer defending, while considering the impacts of gender and cohort.

Khanolainen, D., Hall, A., Craig, W., Trach, J., Noetzel, J.S., Starosta, L., Dhugana-Sainju, K., Bjärehed, J., Thornberg, R., Bayram-Özdemir, S., Bjärehed, M., Görzig, A., Wright, M.F., Betts, L., Swearer, S.M., & Hymel, S. (2025). An international investigation of variability in teacher perceptions of bias-based bullying and their likelihood of intervening. *International Journal of Bullying Prevention*. <https://doi.org/10.1007/s42380-025-00285-6>

The present study explores teachers' perceptions of and intervention intentions in bias-based bullying situations across diverse cultural and educational settings. Primary and secondary teachers from 13 international sites located in Africa, Asia, Australia, Europe, and North America (n = 4990) were randomly assigned to read a hypothetical vignette depicting student victimization based on their ethnicity, learning difficulties, physical appearance, gender expression, or sexual orientation. Multilevel linear models revealed that teachers' perceptions varied depending on the type of bias-based bullying, such that when teachers were presented with a situation of bullying based on gender expression or sexual orientation, they reported lower levels of perceived responsibility, self-efficacy, and importance of responding when compared to other types of bullying. Results have important implications for teacher education and development, as well as for existing anti-bullying intervention programs.

Molcho, M., Walsh, S. D., King, N., Pickett, W., Donnelly, P. D., Cosma, A., Elgar, F. J., Ng, K., Augustine, L., Malinowska-Cieslik, M., Bjereld, Y., & Craig, W. (2025). Trends in indicators of violence among adolescents in Europe and North America 1994-2022. *International Journal of Public Health*, 70. <https://doi.org/10.3389/ijph.2025.1607654>

This study describes age and gender specific time trends in adolescent violence across 19 countries over 28 years. The paper presents analysis of eight cycles of the Health Behaviour in School-aged Children (HBSC) Study from 1994-2022, involving 789,531 children aged 11, 13, and 15. Indicators of violence included physical fighting, school bullying and cyberbullying (from 2018). Log-binomial regression models were used to test for linear temporal trends, with Generalized Estimating Equations used to account for clustering by country. School bullying perpetration and victimization declined over time in each age/gender group in most countries. Similar declines were reported for frequent physical fighting among boys (all ages) and girls (age 15 only). The prevalence of violent behaviour was almost universally higher in boys in the early cycles than in girls, but this gender difference attenuated over time. For cyberbullying, significant increases were observed since 2018 in all groups except age 15 girls in most countries. This analysis of a large cross-national dataset suggests a decline in traditional forms of adolescent violence. However, the increases in cyberbullying warrant further monitoring.

ANNOUNCEMENTS

World Anti-Bullying Forum (WABF) 2025 Registration

The fifth World Anti-Bullying Forum will be held in Stavanger, Norway June 11-13, 2025. Registration for the conference is open and has an early-bird discount until January 31st, 2025. Learn more here: <https://worldantibullyingforum.com/wabf-2025/registration/>

Over three inspiring days, more than 600 participants worldwide — including researchers, policymakers, teachers, educators, and students, individuals will gather to share knowledge, best practices, and strategies to prevent and address bullying.

1

The World Anti-Bullying Forum (WABF) is a global initiative that, every other year, brings together participants from over 35 countries to address bullying in various settings, such as preschools, schools, leisure activities, and online environments. In 2025, the National Centre for Learning Environment and Behavioural Research at the University of Stavanger will host the forum, collaborating with Partnership Against Bullying Norway and the Swedish child rights organization Friends.

Conference opening speech by the Norwegian Minister of Education Kari Nessa Nordtun. Presentations from world-leading researchers, including Robert Thornberg, Tracy Vaillancourt and Anthony Peguero.

The **29th Workshop on Aggression** will take place November 26-28, 2025, at Masaryk University in Brno, Czech Republic.

2

The workshop is an annual event for all European and international researchers in the field of empirical aggression research. This year's topic is Aggression, Media, and Digital Technologies. You can find more information about this year's conference and the call here: <https://irtis.muni.cz/woa> The website will be updated, and more information about submitting and registration will be available soon.

For those interested in cyber-topics, please note that on November 28-29, an international conference Cyberspace is also happening in Brno, right after the workshop (<https://cyberspace.muni.cz/> - soon to be updated).

3

The International Observatory is pleased to announce the 10th World Congress on coexistence and violence in schools - October 28, 29, 30, 2025 in Valparaiso, Chile. For details, please visit: <https://wcsv2025.cl/>

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