

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. Chun Chen



Dr. Chun Chen is an Assistant Professor at The Chinese University of Hong Kong, Shenzhen. She earned her PhD in Counseling, Clinical, and School Psychology from the University of California, Santa Barbara. As a researcher and practitioner in school psychology, her work focuses on: (1) understanding youth risk and resilience, particularly the social-emotional and social-ecological factors associated with bullying victimization and mental health among marginalized youth (e.g., students in rural areas and those attending nontraditional school settings); and (2) culturally adapting and evaluating school-based prevention and

intervention programs. She employs longitudinal designs and advanced quantitative methods to investigate these questions. She is also beginning to explore participatory action research approaches in the study of bullying. She is currently piloting a study investigating how PTSD-informed interventions may prevent further mental health disorders among students who have experienced victimization. Her long-term goal is to conduct impactful, school-based research that meaningfully supports marginalized youth who experienced bullying and to translate empirical findings into policy advocacy that promotes equity and social justice.

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DEAR BRNET MEMBERS AND AFFILIATES:

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



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SELECTED PUBLICATIONS

- Zhang, Y., Gimenez, G., Du, W. & **Chen, C.** (2026). The longitudinal effect of bullying victimization on bystander behaviors in vocational school students: Roles of fear of missing out and grit. *School Psychology Review*. Advanced Online Publication. 1-14.
<https://doi.org/10.1080/2372966X.2026.2628522>
- Chen, C.**, Zhang, Y., Xu, R., Gong, J., Shane, J., & Song, Y. (2025). Relationship between bullying victimization and depressive symptoms among early adolescents in rural China: Exploring the overgeneralization of social distrust in cross-sectional and longitudinal designs. *School Psychology International*, 46(3). <https://doi.org/10.1177/01430343241308550>
- He, J., Chen, X., Barnhart, W., Fu, Y., Cui, C., Jiang, Z., Wu, S., Nagata, J. & **Chen, C.** (2025). Prospective associations of appearance-related teasing with eating disorder psychopathology, eating-related psychosocial impairment, and psychological distress in Chinese adults: Both teasing victimization and perpetration matter. *International Journal of Eating Disorders*. 58(6), 1096-1112. <https://doi.org/10.1002/eat.24419>
- Chen, C.**, Yang, C., Nie, Q., & Teng, Z. (2023). The association between bullying victimization and problematic internet use: The role of social-emotional learning competencies. *School Psychology Review*, 53(5) 459-474. <https://doi.org/10.1080/2372966X.2023.2263812>
- Yang, C., Lin, X., Chan, M., & **Chen, C.** (2022). Teacher victimization and teacher burnout: Multilevel moderating role of school climate in a large-scale survey study. *Journal of School Violence*. 21(2) 206-221. <https://doi.org/10.1080/15388220.2022.2041023>
- Zhang, H., & **Chen, C.** (2021). Protection and avoidance: Parents of children with Autism Spectrum Disorder and their perspectives to traditional bullying Victimization. *Contemporary School Psychology*. 27(1), 8-18.
<https://doi.org/10.1007/s40688-021-00392-3>
- Chen, C.**, Yang, C., Chan, M. & Jimerson, S. (2020). Association between school climate and bullying victimization: Advancing integrated perspectives from parents and cross-country comparisons. *School Psychology Quarterly*. 35(5), 311-320.
<https://doi.org/10.1037/spq0000405>
- Yang, C., Sharkey, J. D., Reed, L., **Chen, C.**, & Dowdy, E. (2018). Bullying victimization and student engagement in Elementary, Middle, and High Schools: Moderating role of school climate. *School Psychology Quarterly*. 33(1), 54-64. <https://doi.org/10.1037/spq0000250>



BRNET MEMBERS

BRNET has a current total of 307 members
from 34 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 141 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)

Muñoz-Fernández, N., Wachs, S., Marcenaro, N., & Del Rey, R. (2026). An exploratory study on the perceived effectiveness of teacher interventions in bullying: Insights from the students' perspective. *British Journal of Educational Psychology*, 96(1), 73-89.
<https://doi.org/10.1111/bjep.12778>

This study explored how students perceive the effectiveness of teacher interventions in bullying situations and identified factors influencing these perceptions. Data were gathered from 419 students aged 9-16 years across 66 classes in southern Spain. Using latent profile analysis, students were categorized into three profiles based on their perceptions of teacher interventions: non-intervention, intermittent intervention, and consistent intervention. Although most students report positive outcomes, some experience unresolved or worsened incidents when interventions are intermittent or absent. These findings underscore the need for strong teacher-student relationships and tailored strategies for vulnerable groups. Corresponding author: nmunoz2@us.es

Rodríguez-Pérez, L., Del Rey, R., García-Sanjuán, N., & Muñoz-Fernández, N. (2026). Psychometric properties of the Teachers' Responses to Bullying Questionnaire (TRBQ) in Spanish students. *Psicothema*, 38(1), 46-57.
<https://doi.org/10.70478/psicothema.2026.38.05>

This study aimed to validate the Teachers' Responses to Bullying Questionnaire (TRBQ) in Spain, examine its measurement invariance across educational levels, gender, and bullying roles, and to explore students' perceptions of teacher responses based on these variables. A total of 1,241 students from southern Spain participated. EFA revealed a three-factor structure-non-intervention, restorative psychoeducational strategies, and disciplinary methods-with good fit, confirmed through CFA. The instrument demonstrated satisfactory reliability and measurement invariance. The Spanish adaptation and validation of the TRBQ provides a valuable tool for assessing teacher responses to bullying and contributes to research and intervention in school contexts. Contact: nmunoz2@us.es



Richters, S., Van Zalk, M. H. W., Veenstra, R., & Laninga-Wijnen, L. (2026). The role of defenders' and victims' popularity in the effectiveness of defending in bullying interactions. A longitudinal social network study. *Journal of Research on Adolescence*, 36, e70126.
<https://onlinelibrary.wiley.com/doi/10.1111/jora.70126>

This longitudinal social network study examined whether nominating more defenders reduces later victimization in early adolescence and whether defender and victim popularity matter. Contrary to expectations, more defenders did not predict changes in victimization, nor were there moderation effects of popularity. The findings add to growing evidence that defending, by itself, may be insufficient to disrupt the broader social dynamics that sustain bullying.

Richters, S., Tolmatcheff, C., Van Zalk, M. H. W., & Veenstra, R. (2026). On risks and rewards: A longitudinal network analysis of defending and popularity in late childhood. *Developmental Psychology*,
<https://doi.org/10.1037/dev0002136>

Using KiVa NL data, this longitudinal social network (RSiena) study shows that defending peers predicts increases in popularity across elementary school. The result challenges fears that defending others harms social status and instead suggests it can strengthen it.

Tolmatcheff, C. & Veenstra, R. (2026). So you want to design an anti-bullying program? Recommendations for evaluating the potential of discrete ingredients and improving program cost-effectiveness. *Aggression and Violent Behavior*, 86, 102110.
<https://doi.org/10.1016/j.avb.2025.102110>

In this paper, we argue that although anti-bullying programs have proliferated, their effects remain mixed. We propose a shift toward isolating, testing, and refining discrete program ingredients to improve cost effectiveness and move prevention toward a more cumulative, evidence based model.

Ramaiya A, Malhotra G, Lulebo A, Mafuta E, George H, Page S, Sabri B, Shirzad M, & Li M. (2026). Assessing the role of sex and gender norms in peer violence trends during adolescence: A longitudinal study from Kinshasa, Democratic Republic of Congo. *Journal of Interpersonal Violence*.
<https://doi.org/10.1177/08862605261421619>

This study examines gender norms in peer violence trends among adolescents in Kinshasa, Democratic Republic of Congo. Using data from a 5-year longitudinal cohort of 1,551 adolescents (ages 10-19) from the Global Early Adolescent Study, researchers found that while peer violence victimization decreased over time for both sexes, gender norm perceptions play a critical role—particularly for girls. The study also identified adverse childhood experiences (ACEs) and alcohol use as significant risk factors for peer violence among both males and females, highlighting the complex interplay between gender norms and other psychosocial factors.

Alexander, K., & Meter, D. J. (2025). Systematic review of teammate bullying and hazing with recommendations to advance peer aggression research in sport. *Merrill-Palmer Quarterly*, 71, 63-98.
<https://muse.jhu.edu/article/964263>

Teammate-to-teammate aggression (bullying/hazing) undermines sport experiences, yet its conceptualization and measurement remain inconsistent. Future research must prioritize valid, standardized definitions to inform effective prevention and intervention strategies.

ANNOUNCEMENTS

1

Since last year, **Merrill Palmer Quarterly: A Peer Relations Journal is edited by Brett Laursen, Hannah Schacter, Melanie Zimmer Gembeck, and Rene Veenstra.** Our aim is to restore the journal to its former prominence with a clear mission and an efficient editorial process. Our first issue under the new team appeared last week. Review times are fast. Submissions are carefully screened by the Editor in Chief and Managing Editor. Strong fitting papers go to peer review; others are returned without review. This curator model sharpens reviews and respects reviewer time. Please consider sharing your research with them!

2

Bullying: Global Case Studies in Policy and Prevention for Young People

Edited by Jun Sung Hong, Associate Professor, School of Social Work, Wayne State University, USA and Visiting Professor, Department of Social Welfare, Ewha Womans University, South Korea, Robert Thornberg, Professor of Education, Department of Behavioural Sciences and Learning, Linköping University, Sweden, Vicente J. Llorent, Associate Professor, Department of Education, University of Cordoba, Spain and Ziqiang Han, Professor, School of Political Science and Public Administration & Center for Risk Governance and Emergency Management, Shandong University, China. Publication Date: April 2026 ISBN: 978 1 03534 831 2 Extent: c 880 pp.

<https://www.e-elgar.com/shop/usd/bullying-9781035348312.html>

This comprehensive book provides a global overview of how bullying and peer victimization affect children and adolescents. Organised by geographical regions, the chapters outline socio-cultural contexts of bullying in 110 countries/societies. Researchers and practitioners present anti-bullying prevention and intervention methods as well as the existence (or absence) of laws and policies to protect children and adolescents from bullying. They present detailed insights from countries/societies where research on the subject is limited and explore the concept of bullying in many non-Western countries/societies. One of BRNet's co-founders, Dr. Wendy Craig is one of the contributors.

3

Dr. Lisa Rosen & Dr. Stephanie Fredrick are inviting contributors for the SAGE

Encyclopedia of Bullying. This 2-volume encyclopedia is designed to provide students from diverse disciplines with a comprehensive understanding of bullying across the lifespan and across different contexts. Entries in the SAGE Encyclopedia of Bullying are intentionally concise and manageable, making the contribution process both efficient and impactful. Several entries remain available, and both the due date and word count are flexible. If you are interested in authoring an entry, please contact lrosen@twu.edu or ssfredri@buffalo.edu. We look forward to hearing from you!

4

Dr. Astha Ramaiya presented at the Center for Global Development on her work on how violence in and around schools causes distress. Specifically, her presentation was about how adolescents in more than a dozen countries highlighted the adverse mental health impacts of violence, perpetuated by restrictive social norms and the emotional distress this generates. Read more about the presentation in this [blog post](#).



University of Nebraska - Lincoln
Queen's University

BULLYING RESEARCH NETWORK

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Dr. Daria Khanolainen & Dr. Yulia Nesterova invite contributions for an upcoming edited volume titled *Inheriting Victimhood: Collective Memory, Identity Formation, and the Intergenerational Transmission of National Trauma*. We welcome empirically grounded chapters from diverse social science perspectives, especially those focusing on education, youth, or intergenerational dynamics. The book will explore how memories of historical atrocities are transmitted across generations and how these narratives shape identity, education, and politics in different societies.

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,

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

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