

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

DR. MATTEO A. FABRIS



Dr. Matteo A. Fabris is an Assistant Professor in the Department of Psychology at the University of Turin. His primary research interests include bullying, cyberbullying, and violence among adolescents. Broadly, he focuses on child protection and the development of violent behaviors. His work also encompasses the quality of teacher-student relationships, body image development and related disorders, and developmental psychopathology.

In addition to his research activities, Dr.

Fabris is actively involved in school psychology, collaborating with several Italian schools to promote the psychological well-being of children and adolescents. He also works as a forensic expert supporting judicial authorities in cases involving abuse and mistreatment of minors, as well as cases where minors are perpetrators of crimes.

He is highly interested in developing collaborations and contacts to promote scientific research on bullying and cyberbullying. Feel free to contact him at matteoangelo.fabris@unito.it for inquiries or potential collaborations. Beyond academia, he is engaged in volunteer work and political advocacy, raising awareness and promoting sensitivity around issues of bullying and cyberbullying. He collaborates with LGBTQIA+ organizations to combat homophobic bullying.

December | 2025

DEAR BRNET MEMBERS AND AFFILIATES:

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



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SELECTED PUBLICATIONS

Fabris, M. A., Badenes-Ribera, L., & Longobardi, C. (2021). Bullying victimization and muscle dysmorphic disorder in Italian adolescents: The mediating role of attachment to peers. *Children and Youth Services Review*, 120, 105720. <https://doi.org/10.1016/j.chillyouth.2020.105720>

Fabris, M. A., Longobardi, C., Morese, R., & Marengo, D. (2022). Exploring multivariate profiles of psychological distress and empathy in early adolescent victims, bullies, and bystanders involved in cyberbullying episodes. *International Journal of Environmental Research and Public Health*, 19(16), 9871. <https://doi.org/10.3390/ijerph19169871>

Fabris, M. A., Badenes-Ribera, L., Longobardi, C., Demuru, A., Dawid Konrad, Š., & Settanni, M. (2020). Homophobic bullying victimization and muscle dysmorphic concerns in men having sex with men: The mediating role of paranoid ideation. *Current Psychology*, 1-8. <https://doi.org/10.1007/s12144-020-00857-3>

Longobardi, C., Settanni, M., **Fabris, M. A.**, & Marengo, D. (2020). Follow or be followed: Exploring the links between Instagram popularity, social media addiction, cyber victimization, and subjective happiness in Italian adolescents. *Children and Youth Services Review*, 113, 104955. <https://doi.org/10.1016/j.chillyouth.2020.104955>

Longobardi, C., Mastrokoukou, S., & **Fabris, M. A.** (2023, August). Teacher sentiments about physical appearance and risk of bullying victimization: the mediating role of quality of student-teacher relationships and psychological adjustment. *Frontiers in Education* (8), 1211403. <https://doi.org/10.3389/feduc.2023.1211403>

Lin, S., Longobardi, C., Mastrokoukou, S., & **Fabris, M. A.** (2025). Bullying victimization and psychological adjustment in Chinese students: The mediating role of teacher-student relationships. *School Psychology International*, 46(1), 68-89. <https://doi.org/10.1177/01430343241283020>

Marengo, D., Settanni, M., Mastrokoukou, S., **Fabris, M. A.**, & Longobardi, C. (2024). Social Media Linked to early adolescent suicidal thoughts via cyberbullying and internalizing symptoms. *International Journal of Bullying Prevention*, 1-10. <https://doi.org/10.1007/s42380-024-00269-y>

BRNET MEMBERS

BRNET has a current total of 306 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.

Welcome Ella Langham & Jordan Kerere!

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.

A U T H O R E X C H A N G E

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)

Golchoobi, S. & Nooripour, R. (2025). Mindfulness, cyberbullying, and cognitive emotion regulation in adolescents. *Journal of Research and Health*, 15(1). <https://doi.org/10.32598/JRH.15.1.1118.6>

This correlational study investigated the mediating role of mindfulness in the relationship between cyberbullying and cognitive emotion regulation among adolescents in Amol City during the 2022-2023 academic year. Structural equation modeling showed a satisfactory fit for the effect of cyberbullying on cognitive emotion regulation, with mindfulness mediating. Mindfulness played a significant mediating role in the relationship between cyberbullying and cognitive emotion regulation. Cyberbullying significantly decreased positive cognitive emotion regulation strategies and increased negative strategies by reducing mindfulness. The mediating role of mindfulness was significant for both positive and negative strategies. This study demonstrated the significant mediating role of mindfulness in the relationship between cyberbullying and cognitive emotion regulation among adolescents. The findings emphasize the importance of mindfulness in adolescents' online experiences and emotional regulation, offering insights for prevention and intervention.

Corresponding Author:
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Mongillo, D. L., Waseem, M., & Fields, P. J. (2025). Sketching silence: Exploring the use of children's drawings as an early bullying detection tool. *Pediatric Emergency Care*, Advanced Publication. <https://doi.org/10.1097/PEC.00000000003497>

This study identified patterns in children's drawings, referred to as graphic indicators, to characterize forms of trauma linked to bullying. Sixty-four children aged 7 to 18 years with psychosomatic complaints at a pediatric hospital drew themselves on paper. Drawings were scored blindly by counting the frequency of 22 graphic indicators used to assess various forms of child abuse. Discriminant analysis evaluated the relative weighting of the 22 graphic indicators, aiming for optimal discrimination between the bullied and non-bullied groups. Four graphic indicators emerged as potential markers of bullying: (1) missing legs or feet, (2) dots, hollowed or crossed eyes, (3) double line, hollowed, or shaded facial contours, and (4) asymmetric or horizontal arm positions. Identifiable drawing cues in children may signal bullying, highlighting the need for further research for early identification of bullying.

ANNOUNCEMENTS

Dear Colleagues and Friends,

I am learning and working with an international group of school climate informed research, policy and practice leaders to learn more about school climate research, policy and practice trends in low, high and medium income countries. This survey trends project is sponsored by the Center for Character and Citizenship at the University of Missouri, St Louis. The survey has been developed by a group of 20 research, policy and/or practice leaders from around the world and is IRB approved. The survey is translated into nine languages: English, French, Hebrew, Hindi, Italian, Japanese, Portuguese, Spanish, and Swedish.

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Would you consider (1) completing this (15 to 25 min) survey yourself and/or (2) sending this link (below) to colleagues in your region/country?

At the end of the survey, there is a question about (i) whether you would like to learn about the findings and/or (ii) if you would be open to being contacted in the future. Please send us an email to: ISClimate@umsl.edu.

Thanks so much for considering this important request. If you are willing to support this effort with your understanding, you will find the survey here:

https://umsl.az1.qualtrics.com/jfe/form/SV_6qZljtaoxuoAF8

Appreciatively,
Jonathan Cohen

Call for Papers: Special Issue – “Learning to Thrive: Integrating Social Emotional Learning Across Diverse Educational Contexts”

Drs. Gino Casale and Sohni Siddiqui have issued a call for papers for a special issue of Behavioral Sciences, titled "Learning to Thrive: Integrating Social Emotional Learning Across the Diverse Educational Context." The special issue seeks to address existing research gaps in the field of Social and Emotional Learning (SEL). The call for papers aims to attract contributions that:

- Examine SEL in the Global South and developing countries.
- Investigate its effectiveness across diverse sociocultural groups, including students, teachers, professionals, families, and communities.
- Provide comparative insights into specific SEL approaches and mechanisms instead of focusing only on the overall effects of entire programs.
- Assess the financial costs and long-term effects of SEL programs in both school and after-school settings.
- Focus on SEL's role in anti-bullying programs for vulnerable groups, such as individuals with special needs or ethnic minorities.

The goal is to expand the understanding of SEL's implementation and impact in these underexplored contexts. For more details visit:

https://www.mdpi.com/journal/behavsci/special_issues/I949C20N7X

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Call for Book Chapter Proposals

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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. Read the full call attached.

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This Special Issue, "Prevalence and Correlates of Bullying Behaviors among Children and Young People", will provide an updated look at what contemporary research has revealed about those likely to bully and be bullied. Meta-analyses have demonstrated that anti-bullying programs are only modestly effective in reducing bullying in children younger than seventh grade and may worsen bullying behaviors in those older than early adolescence. Given that state anti-bullying laws and Tier I prevention approaches, such as whole-school anti-bullying programs, are not robustly effective in reducing bullying, it is important to recognize what may be helpful in preventing bullying and intervening in issues with children who are at risk of bullying or are already involved, either as perpetrators or as victims. Furthermore, we will discuss the need for the protection of specific groups of children who have been shown through research to be more likely than their classmates to be bullied. These may include students who are of sexual or gender minorities, are overweight or obese, or are culturally or ethnically at risk at being targeted by majority peers for their interests or abilities at school. Recommendations related to protecting these children and creating just, equitable, safe spaces for them in school systems will be helpful in promoting healthy development in all children.

Abstract Deadline: 03/01/2026

Notification of Abstract Acceptance: 03/15/2026

Prof. Dr. Laura M. Crothers - crothersl@duq.edu

Prof. Dr. Jered B. Kolbert - kolbertj@duq.edu

Guest Editors

Manuscript Submission Information

Manuscripts should be submitted online

at www.mdpi.com by [registering](#) and [logging in to this website](#). Once you are registered, [click here to go to the submission form](#). Manuscripts can be submitted until the deadline. All submissions that pass pre-check are peer-reviewed. Accepted papers will be published continuously in the journal (as soon as accepted) and will be listed together on the special issue website. Research articles, review articles as well as short communications are invited. For planned papers, a title and short abstract (about 100 words) can be sent to the Editorial Office for announcement on this website.

Submitted manuscripts should not have been published previously, nor be under consideration for publication elsewhere (except conference proceedings papers). All manuscripts are thoroughly refereed through a single-blind peer-review process. A guide for authors and other relevant information for submission of manuscripts is available on the [Instructions for Authors](#) page. *Behavioral Sciences* is an international peer-reviewed open access monthly journal published by MDPI. Please visit the [Instructions for Authors](#) page before submitting a manuscript. The [Article Processing Charge \(APC\)](#) for publication in this [open access](#) journal is 2200 CHF (Swiss Francs). Submitted papers should be well formatted and use good English. Authors may use MDPI's [English editing service](#) prior to publication or during author revisions.

Dear Colleagues,

We are excited to invite you to submit abstracts to the International Society for Research on Aggression (ISRA) 2026 World Meeting next summer from July 20-23, 2026!

The conference will take place at Brock University, St. Catharines, in the Niagara Region in Ontario, Canada with access to some of the region's most iconic destinations—Niagara Falls, Niagara-on-the-Lake, and the surrounding wine country, filled with top-rated restaurants, charming shops, and world-class wineries. We have an exciting and dynamic scientific program that aims to represent the most cutting-edge multidisciplinary research on aggressive behavior. The scientific program will include symposia, oral paper presentations, poster sessions, and invited talks. Our social program will include a wine and cheese reception, a trip to see Niagara Falls, and a gala dinner at a local winery. Please share our call for abstracts widely with your colleagues and networks including new investigators and students.

Please visit our conference website and call for abstracts. For any questions regarding ISRA 2026, please contact: ISRAWorldMeeting2026@gmail.com

We look forward seeing you July 2026!

Ann Farrell, Irene Vitoroulis, and Tracy Vaillancourt (Conference Organizers)

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