

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 hab. Aleksandra Tłuściak - Deliowska



Dr hab. Aleksandra Tłuściak - Deliowska

is an associate professor at The Maria Grzegorzewska University in Warsaw (Poland) and Director of the Institute of Pedagogy. Her research examines bullying and peer victimization, with a particular focus on the interplay between classroom peer interactions, school climate and organizational culture, and students' socio-emotional functioning.

In research on individual differences among students aged 11-15, she described three patterns of readiness for aggression (habitual-cognitive, emotional-impulsive, and personality-immanent) and linked them to roles in bullying (experiences of perpetration, victimization, and bystanding) as well as to prosocial tendencies. She found, among other things, that the intensity of all three components is highest among perpetrators, lowest among students with no experience of violence, and among bystanders comparable to or slightly higher than among victimized students. The bystander response profile shows the lowest levels of the habitual-cognitive component among students who seek help from adults and higher levels among those who reinforce the perpetrator (Tłuściak-Deliowska, 2024).

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DEAR BRNET MEMBERS AND AFFILIATES:

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



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She developed and continues to refine an instrument for the retrospective measurement of peer-violence experiences, the "Retrospective Bullying Experiences Questionnaire" (Tłuściak-Deliowska, 2015). She originally used it in a study of preservice teachers' experiences with bullying and their correlations with current attitudes toward violence, showing that among prospective teachers the most common were their own experiences of being bystanders or victims, and that in open-ended descriptions a critical assessment of former teachers' passivity/ineffectiveness predominated – an assessment that fostered an "I will intervene" stance and a stronger normative expectation of intervention. She is currently conducting a revision and psychometric validation of the questionnaire with a view to cohort comparisons and cross-cultural adaptations.

She serves on national expert bodies related to children's rights and cooperates with teacher-training institutions to translate research into practice. She has presented her work at leading conferences, including the European Conference on Educational Research (ECER) and the World Anti-Bullying Forum (WABF).

SELECTED PUBLICATIONS

Tłuściak-Deliowska A. (2018). Bullying as a subject of adolescents' analysis. The perspective of students identified by their peers as bullies, victims and prosocial students. *Educational Psychology*. Special Issue, 87-101. <https://doi.org/10.5604/01.3001.0012.8283>

Tłuściak-Deliowska A. (2017). Two sides of the coin: a person- and process-centered analytical approach to school bullying phenomenon. *Society Register*, 1(1), 75-87. <https://doi.org/10.14746/sr.2017.1.1.07>

Tłuściak-Deliowska, A., Dernowska U., Gruenert S. (2017). How School Achievements Interplay with School Culture and Principal Behaviors: A comparative Study of Two Middle Schools. *International Journal of Psycho-Educational Sciences*, 6(1), 10-22. Retrieved from <https://perrjournal.com/index.php/perrjournal/article/view/282>

Tłuściak-Deliowska A. (2015). Retrospective recall of school bullying by prospective teachers and their current beliefs about school violence. *International Journal of Pedagogy, Innovation and New Technologies*, 2(2), s. 23-35. <https://doi.org/10.5604/23920092.1187755>

Tłuściak-Deliowska A. (2024). Gotowość do agresji i tendencje prospołeczne uczniów o różnych doświadczeniach z przemocą rówieśniczą [Readiness for Aggression and Prosocial Tendencies among Students with Different Experiences of Bullying]. Warszawa: Wydawnictwo APS, ss. 246.



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.

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)

Eilts, J., & Wilke, J. (2025). The moderating role of moral disengagement on the relation between bullying and school well-being in adolescents. *BMC Psychology*, Advance online publication. <https://doi.org/10.1186/s40359-025-03832-4>

This study focuses on the moderating effect of moral disengagement on the association between bullying roles (bully, victim, assistant, outsider, and defender) and school well-being. 216 (53.7% female; M = 12.84 years, SD = 1.39 years) secondary school students from Bremen and Lower Saxony, Germany, participated in the study from January 2022 until July 2022. The results highlight the moderating role of moral disengagement in the association between victimization experience and school well-being. According to these findings, the more victimization someone experiences, the worse they feel in school. However, the detachment from moral norms weakens this bond.

Grant, M. J., Gilreath, T. D., Blake, J. J., Owens, C., & Gaylord-Harden, N. (2025). The role of school-based victimization in shaping suicide risk and mental health disparities among Black adolescents. *Journal of Interpersonal Violence*. Advance online publication. <https://doi.org/10.1177/08862605251384939>

This study examined the predictors of suicidal thoughts and behaviors (STBs) and associated factors in Black adolescents with respect to school-based victimizations. Data from the 2021 Youth Risk Behavior Survey (YRBS) were utilized and included 2,322 Black adolescents. Logistic regression models were employed to examine the association between school-based victimization and STBs. Female (OR = 6.136; 95% CI [2.874, 13.098]) and male adolescents (OR = 10.839; 95% CI [5.305, 22.146]) who felt sad or hopeless had significantly higher odds of suicide ideation. Physical fighting at school significantly reduced the odds of males experiencing ideation (OR = 0.419; 95% CI [0.192, 0.916]) and planning (OR = 0.273; 95% CI [0.087, 0.853]). Bullied female adolescents had significantly increased odds of planning suicide (OR = 2.650; 95% CI [1.338, 5.249]). This study presented an analysis of Black adolescents' experiences of victimization in school and their associations with STBs using one of the largest national adolescent health datasets. Findings have implications for school health policy, practice, and equity. These findings highlight the urgent need to address victimization as a critical step in Black adolescents' suicide risk. We propose expanding victimization items and future phenomenological studies on school-based victimization of Black adolescents and STBs.

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, Portugues, 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 (ii) if you are open to being contacted in the future. Email: ISClimate@umsl.edu.

Thanks so much for considering this important request. If you are willing to support this effort, you will find the survey here: https://umsl.az1.qualtrics.com/jfe/form/SV_6qZljJtaoxuoAF8

Appreciatively,
Jonathan Cohen

Call for Book Chapter Proposals

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***.

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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.](#)

International Society for Research on Aggression (ISRA) 2026 World Meeting will be next summer from July 20-23, 2026!

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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.

For any questions regarding ISRA 2026, please contact: ISRAWorldMeeting2026@gmail.com

Special Issue “Prevalence and Correlates of Bullying Behaviors among Children and Young People” will provide an update on contemporary research 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. 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 for their interests or abilities. Recommendations related to protecting 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

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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.

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