

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.

A TRIBUTE TO A BELOVED BRNET MEMBER DR. PETER K. SMITH



It is with deep sadness that we share the news of the passing of Professor Peter K. Smith, a world-leading scholar in the field of bullying and cyberbullying, and a cherished friend and collaborator of DCU Anti-Bullying Centre. Peter was recently awarded the BRNET/WABF Lifetime Achievement Award at the World Anti-Bullying Forum in June of 2025 in Stavanger, Norway, shortly before his passing. Over the past 35 years, his research on bullying has contributed innovative theoretical and empirical findings that have advanced the field. He has provided significant insights into the definition of bullying and has addressed cross-national differences in large-scale measurement studies. His collaboration with colleagues challenged the social skills deficit model of bullying and advocated for the exploration of alternative social cognitive models of bullying. These research findings have shaped the development of prevention and intervention efforts aimed at reducing bullying involvement among all students globally. In numerous investigations and systematic reviews, he identified correlates of bullying and cyberbullying involvement across all contexts of the social-ecological model, including peers, families, schools, and communities. His studies emphasized the importance of understanding bullying among students with disabilities and those in social care. Professor Smith has mentored countless individuals around the globe and has made substantial contributions to the increasing number of scholars researching bullying. Professor Smith's outstanding research has had a significant impact worldwide and will likely influence future scholars and intervention efforts for decades to come; his numerous contributions to the field are extraordinary. We extend our heartfelt condolences to his family, friends, and all who were fortunate to know and work with him.

July | 2025

DEAR BRNET MEMBERS AND AFFILIATES:

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



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Dr. Jacob Owusu Sarfo is a Senior Lecturer in the Department of Health, Physical Education, and Recreation at the University of Cape Coast, Ghana, and a Demographic and Health Survey Fellow. With expertise in clinical psychology and health promotion, his research primarily focuses on bullying and victimization among school-aged adolescents and young adults. Dr. Owusu Sarfo employs both quantitative and qualitative methodologies to examine the prevalence, contributing factors, outcomes, and lived experiences associated with bullying behavior. He is currently leading a project aimed at developing innovative tools for the early reporting of bullying in school settings, facilitating prompt identification and intervention to mitigate its effects. He is open to national and international research collaborations, especially in areas related to adolescent mental health, violence prevention, and school-based interventions.

SELECTED PUBLICATIONS

- Sarfo, J. O.,** Obeng, P., Attafuah, P. Y., Gbordzoe, N. I., & Ofori, C. O. B. (2024). Prevalence and correlates of physical bullying behaviours (on/off-school property) among adolescents in Saint Vincent and the Grenadines. *BMC Public Health*, 24(1), 3228. <https://doi.org/10.1186/s12889-024-20732-1>
- Gbordzoe, N. I., Srem-Sai, M., Agormedah, E. K., Hagan Jr, J. E., & **Sarfo, J. O.** (2024). Gender differences and correlates of bullying victimisation among in-school adolescents in Benin. *Discover Psychology*, 4(1), 117. <https://doi.org/10.1007/s44202-024-00236-0>
- Amodu, M., Ansah, E. W., & **Sarfo, J. O.** (2024). Preventing workplace mistreatment and improving workers' mental health: A scoping review of the impact of psychosocial safety climate. *BMC Psychology*, 12(1), 195. <https://doi.org/10.1186/s40359-024-01675-z>
- Sarfo, J. O.,** Debrah, T. P., Gbordzoe, N. I., Attigah, D. K., Obeng, P., & Torsu, C. S. (2024). Conceptualising the correlates of adolescent suicidal behaviour in Benin: Evidence from a national survey. *Middle East Current Psychiatry*, 31(1), 45. <https://doi.org/10.1186/s43045-024-00433-6>
- Sarfo, J. O.,** Obeng, P., Gbordzoe, N. I., Debrah, T. P., Ofori, C. O., & Hagan, J. E. (2023). In-school adolescents' sociodemographic correlates of serious unintentional injuries in Saint Vincent and the Grenadines: A cross-sectional study. *Health Science Reports*, 6(11), e1722. <https://doi.org/10.1002/hsr2.1722>
- Sarfo, J. O.,** Obeng, P., Gbordzoe, N. I., Debrah, T. P., Ofori, C. O., & Hagan, J. E. (2023). In-school adolescents' sociodemographic correlates of serious unintentional injuries in Saint Vincent and the Grenadines: A cross-sectional study. *Health science reports*, 6(11), e1722. <https://doi.org/10.1002/hsr2.1722>
- Otchere, Y. O., Primo, E. R. I. K. A., & **Sarfo, J. O.** (2021). Exploring cyberbullying and its implications on psychosocial health of students in Accra, Ghana: A thematic analysis. *Eur J Contem Educ*, 10(4), 981-986. <https://doi.org/10.13187/ejced.2021.4.981>
- Mireku, D. O., **Sarfo, J. O.,** Ansah, E. W., Apaak, D., & Armah, C. (2021). Prevalence and correlates of serious injuries among adolescents in Mauritius. *The Scientific World Journal*, 2021(1), 3733762. <https://doi.org/10.1155/2021/3733762>



BRNET MEMBERS

BRNET has a current total of 299 members
from 34 countries.

**Welcome Drs. Astha Ramaiya, Matteo
Angelo Fabris, Chun Chen, & Victoria
Talwar!**

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 137 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.

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)

Sainju, K. D., Hall, Andrew D.W., Janssen, Larissa, Craig, Wendy, & Hymel, S. (n.d.). An exploration of Canadian elementary and secondary teachers' experiences, perceptions and responses to identity-based bullying. *International Journal of School & Educational Psychology*, 0(0), 1-17. <https://doi.org/10.1080/21683603.2025.2518176>

Utilizing a diverse sample of 1005 Canadian elementary and secondary school teachers, this study explored how frequently teachers witness various forms of identity-based bullying (IBB); how often students report IBB to them; and teachers' perceptions and intentions to intervene in response to ethnicity-, academic performance-, weight-, sexual orientation-, race-, and religious-based bullying, through the use of descriptive analyses and two-way ANOVAs. Most teachers have witnessed IBB, and many have received student reports of IBB. Ethnicity, religious, and race-based scenarios garnered greater likelihood of intervention, were perceived as more serious and important to respond to, compared to weight-, sexual orientation-, or academic performance-based bullying. Responding to religious-based bullying was perceived as more important compared to sexual orientation-based bullying. Elementary teachers were more likely to encourage bullies and victims to work together in response to IBB as compared to secondary teachers.

Shin, H., & Gyeong, S. (2025). When motivation isn't enough: perceived teacher attitudes, efficacy, and efforts moderate student responses to bullying. *BMC psychology*, 13(1), 609. <https://doi.org/10.1186/s40359-025-02959-8>

This study investigated the unique and interactive contributions of students' cognitive and motivational characteristics and their perceptions of teacher-related factors in predicting bullying, passive bystanding, and defending behaviors. Participants were 1,221 fourth- to sixth-grade students (Mage = 10.98, Male 52.7%) across 43 classrooms in South Korea. Multilevel modeling was used to examine student- and classroom-level variations. Students with stronger self-efficacy beliefs, greater expectations that defending would reduce bullying, and higher value placed on such outcomes were more likely to engage in defending and less likely to engage in bullying or passive bystanding. Perceived teacher attitudes, efficacy, and efforts were independently associated with these behaviors and moderated the effects of motivational variables. Specifically, the influence of students' expectations and values on defending behavior was attenuated when teachers were perceived as less proactive, less efficacious, or more tolerant of bullying.

1

Dear **researchers who participated in Bullying Research Network International Study: Teachers' Perceptions of Bullying Behaviors**, BRNET would like to include all of your publications with these data on our website, [here](#).

Please upload your publications or presentations with these data, to this [link](#). They will be posted on the website to centralize and highlight your dedicated and important work.

2

At the recent WABF meeting in Stavanger, we held an ad hoc meeting to discuss the current context for young researchers seeking to study gender-based violence. There was a consensus in the room that perhaps as a network, we might be able to support researchers in a variety of ways, including data sharing. We would like to continue this conversation. **We invite interested researchers at any stage of their career to an online zoom discussion to take place July 21, 2025, at 10 am EST.** Please send an email to wendy.craig@queensu.ca for a Zoom invite.

3

Co-editors Andrea Frazier, Jonathan Wai and Jennifer Cross have finalized a **call for proposals for a special issue of *Gifted Child Quarterly***, the premiere research journal in the field. Gifted children and adolescents have unique issues in their peer relationships that are sometimes overlooked in research on general populations. While definitions vary of who can be labeled "gifted," everyone recognizes there are some individuals who have exceptional abilities or potential. The special issue is intended to attract authors from outside our small field of gifted education whose work has implications for us. We welcome your ideas for research that can be shared with our community. Contact: jennifer.cross@louisiana.edu.

4

Read the **new special issue of *Frontiers in Education*** to discover the latest insights on preventing bullying in schools. 'Advancing Understanding and Mitigating Antisocial and Bullying Behaviour: Insights and Strategies for School-Based Intervention', a special issue which brings together contributions from 21 authors across seven research studies conducted on four continents. The papers examine the complex psychological aspects of bullying, provide proven prevention strategies and evaluate the effectiveness of interventions in various educational settings. The collective findings offer valuable new perspectives on bullying behaviour and introduce innovative frameworks for creating effective school-based programmes. This special issue aims to make a significant contribution to the field and encourage continued efforts to build safer, more inclusive school environments. The guest editors are Prof. Dr. Anja Schultze-Krumbholz (Technische Universität Berlin, Germany), Dr. Mahwish Kamran (Iqra University, Karachi, Pakistan) and Dr. Sohni Siddiqui (Bergische Universität Wuppertal, Germany). Ready to explore the articles? Click [here](#).

New Merrill-Palmer Quarterly Focus on Peer Relations

Exciting news: The focus of *Merrill-Palmer Quarterly* has changed. ***Going forward, the journal will now emphasize quantitative developmental research on peer interactions, relationships, and groups.*** The journal will also publish research on interpersonal factors that impact socioemotional development, particularly those relevant to peer relations.

5

Merrill-Palmer Quarterly has a long and rich history as one of the oldest journals in developmental psychology. We seek to restore the journal to its former glory, with an innovative mission and streamlined editorial procedures. More details are available at the *Merrill-Palmer Quarterly* [homepage](https://digitalcommons.wayne.edu/mpq) (<https://digitalcommons.wayne.edu/mpq>).

Manuscripts on topics germane to peer relations are now being accepted. Questions and inquiries should be addressed to the editorial team at MPQeditor@gmail.com.

Editor-in-Chief: Brett Laursen (Florida Atlantic University, USA)

Associate Editors: Hannah Schacter (Wayne State University, USA), René Veenstra (University of Groningen, The Netherlands), and Melanie Zimmer-Gembeck (Griffith University, Australia)



University of Nebraska - Lincoln
Queen's University

BULLYING RESEARCH NETWORK

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Managing Editor: Donna Rose Marion (Florida Atlantic University, USA)

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