



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. Sohni Siddiqui

Dr. Sohni Siddiqui recently earned her Ph.D. in Educational Psychology from the Technical University of Berlin, graduating with Magna cum Laude honors. Her Ph.D. research focused on creating a culturally tailored anti-bullying professional development program for teachers. She is currently a Postdoctoral Research Fellow at the Institute for Educational Research, Bergische Universität Wuppertal, Germany, on the project Methodology and Didactics in the Focus Areas of Learning and Emotional and Social Development. She has authored over 35 peer-reviewed publications and book chapters and recently published a book with IGI Global titled "Preventing Bullying Among Children With Special Educational Needs". This work focuses on protecting children with special needs from bullying victimization through teacher professional development, parental training, and peer mentorship initiatives. She has served as a reviewer for numerous prestigious journals and has worked as an editor for Frontiers and IGI Global. Dr. Siddiqui has been awarded multiple academic scholarships and completed her Ph.D. with full funding from the Higher Education Commission of Pakistan and DAAD (German Academic Exchange Program). Her research centers on the professional development of teachers and peer mentors to prevent bullying, as well as context-specific anti-bullying intervention programs. She is actively involved in enhancing social-emotional components of anti-bullying policies, designing strategies and activities to safeguard children with special needs from bullying and antisocial behavior.

June | 2025

**DEAR BRNET
MEMBERS
AND AFFILIATES:**

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



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AUTHOR EXCHANGE

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SELECTED PUBLICATIONS

- Siddiqui, S., & Schultze-Krumbholz, A. (2025).** Evaluation of the first implementation of the Sohanjana Antibullying Intervention: Perspectives from institutional staff. *International Journal of Bullying Prevention*. <https://doi.org/10.1007/s42380-025-00287-4>
- Siddiqui, S., Schultze-Krumbholz, A., & Kamran, M. (2025).** Bullying roles, moral disengagement, and motivational perceptions among university students. *Frontiers in Sociology*, 9. <https://doi.org/10.3389/fsoc.2024.1511340>
- Siddiqui, S., Schultze-Krumbholz, A., & Kamran, M. (2024).** Influences of online computer-mediated activities on the development of aggressive behavior: A systematic literature review comparing Eurasian regions. *Psychology of Popular Media*. <https://doi.org/10.1037/ppm0000573>
- Siddiqui, S., & Schultze-Krumbholz, A. (2023).** Successful and emerging cyberbullying prevention programs: A narrative review of seventeen interventions applied worldwide. *Societies*, 13(9), Article 212. <https://doi.org/10.3390/soc13090212>
- Siddiqui, S., & Schultze-Krumbholz, A. (2023).** The Sohanjana Antibullying Intervention: Pilot results of peer-training module in Pakistan. *Social Sciences*, 12(7), Article 409, <https://doi.org/10.3390/socsci12070409>
- Siddiqui, S., Kazmi, A. B., & Kamran, M. (2023).** Teacher professional development for managing antisocial behaviors: A qualitative study to highlight status, limitations and challenges in educational institutions in the metropolis city of Pakistan. *Frontiers in Education*, 8, Article 177519. <https://doi.org/10.3389/educ.2023.1177519>
- Siddiqui, S. (2025).** Bullying in Pakistan. In H.S. Jun; T. Robert; J.L. Vicente & H. Ziqiang (Eds.). *Bullying of Children and Adolescents: A Global Perspective*.



BRNET MEMBERS

BRNET has a current total of 295 members
from 34 countries.

**Welcome Drs. Jule Elits, Qianyu Zhu, &
Jacob Oqusu Safro!**

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.

Welcome Aishath Nasheedha!

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)

Amadori, A., Sherwood, S. H., Russell, S. T., & Brighi, A. (2025). Risks and Protective Factors Associated to Homophobic Cyberbullying Among Youth. *Aggressive behavior*, 51(3), e70034. <https://doi.org/10.1002/ab.70034>

This study investigated homophobic cyberbullying through the theoretical lens of a socioecological stigma framework: individual factors (socio-emotional competencies), contextual factors (homophobic social norms), and homophobic cyberbullying. Parallel (in-school and online) survey samples (N = 3807) were collected among Italian youth. Results indicated that heterosexual boys reported higher rates of homophobic cyberbullying, socio-emotional competencies were negatively associated with homophobic cyberbullying, whereas homophobic social norms were positively related to it. Socio-emotional competencies mitigated the impact of homophobic social norms on the relationship between social dominance orientation and homophobic cyberbullying.

Liu, H., Lan, Z., Wang, Q., Huang, X., & Zhou, J. (2025). A path to relief from the intertwined effects of school bullying and loneliness: the power of social connectedness and parental support. *BMC public health*, 25(1), 1850. <https://doi.org/10.1186/s12889-025-23064-w>

This study aimed to understand the relationship between experiencing school bullying and loneliness among adolescents and the role of social connectedness and parental support in this dynamic. Data were collected via questionnaires from middle schools in China. Results indicated that bullying was positively correlated with adolescent loneliness and social connectedness played a mediating role between bullying and loneliness. Parental support moderated the relationship between bullying and loneliness. As the level of parental support increased, the positive predictive effect of bullying on loneliness weakened significantly. The study findings confirmed the relationship between school bullying and loneliness and revealed the internal logical relationship among social connectedness, parental support, loneliness, and school bullying.

Sun, X., & Zhao, H. (2025). The impact of anti-bullying laws on children's social-behavioral skills. *Frontiers in psychology*, 16, 1550736. <https://doi.org/10.3389/fpsyg.2025.1550736>

This paper evaluates the effectiveness of Anti-Bullying Laws (ABLs) using a difference-in-differences model and nationally representative samples of U.S. elementary school children. While state ABLs show limited overall effects on children's social-behavioral skills, significant improvements are observed in self-control and interpersonal skills among low-income children, along with reduced externalizing behaviors among Hispanic children. States with strong or moderate ABLs show greater improvements in children's interpersonal skills compared to states with weaker policies. These findings indicate social disparities in school bullying outcomes and highlight the importance of stronger policy enforcement.

ANNOUNCEMENTS

1

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 still open. Learn more here: <https://worldantibullyingforum.com/wabf-2025/registration/>

The Bullying Research Network wishes all presenters and attendees a successful conference! Please consider sharing your presentations from the forum with BRNET for us to distribute with all members and affiliates.

2

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.

3

A new special issue has been published in the journal *Frontiers in Psychology* on teacher responses to bias-based bullying. The issue focuses on teachers' responses to bias-based bullying, barriers to intervention and strategies teachers can use to support victims and create more inclusive school environments. The special issue's guest editors are Dr Maria Sapouna of the University of the West of Scotland, Professor Hildegunn Fandrem of the University of Stavanger and Dr Roy A. Willems of the Open Universiteit, Netherlands. To read the articles click [here](#).

4

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.

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



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streamlined editorial procedures. More details are available at the *Merrill-Palmer Quarterly* homepage (<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)

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