

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

June | 2026

### Taylyn Petsche, MA



The Bullying Research Network is pleased to introduce the new incoming coordinator, **Taylyn Petsche**! The current BRNET coordinator, Melanie Willis will be going on her APA Pre-Doctoral Internship at St. Jude Research Hospital for Children and the University of Tennessee Health Science Center Professional Psychology Internship Consortium in Memphis, Tennessee starting August 1st and although we will miss her, we are excited to have Taylyn join the BRNET team.

**Taylyn Petsche** is a third-year doctoral student in the School Psychology Program at the University of Nebraska-Lincoln and is a trained Target Bullying Intervention Program (T-BIP) Specialist. She serves as a director for the T-BIP, where she helps school staff and families collaborate with interventionists to approach bullying behaviors with a problem-solving, assessment-driven approach. Her research interests include race- and ethnic- based bullying, the impact of school climate and parent-teacher relationships on students' wellbeing, and positive and adverse childhood experiences. When she isn't busy with classes, research, or clinical work, Taylyn loves to travel, try new foods, and spend time with friends and family.

### DEAR BRNET MEMBERS

### AND AFFILIATES:

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



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## **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](mailto: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](mailto: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 145 affiliates  
from 21 countries.

**Welcome Yan Liu, Julia Milad, Yulan Pan,  
& Katerina Romanova!**

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](mailto: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](mailto: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)

Martinez, M., Hu, Q. & Schaefer, J.D. (2026). The lasting impact of youth bullying exposure on adult labor market outcomes: An inter-disciplinary review of the literature. *Developmental Review*, 80, 101269. <https://doi.org/10.1016/j.dr.2026.101269>

This paper reviews the evidence linking early-life bullying victimization to adult socioeconomic outcomes and develops an integrative framework to explain (1) how bullying processes emerge and are sustained during childhood and adolescence; (2) how they affect adult labor opportunities; (3) the mediating roles of skill, social capital, identity, and mental health; and (4) how social structures and individual characteristics determined early in life (e.g., innate capacities, vulnerability and susceptibility) may operate as moderators or potential confounders. Our framework draws from theoretical and empirical work in education and labor economics as well as in clinical and developmental psychology. Our integration and synthesis of how the processes relate over time provide researchers, practitioners, and policymakers with concrete directions for future research and support evidence-based arguments for the continued development and improvement of anti-bullying programs by schools and governments.

Kerere, J., Huang, F., Maeng, J., Konold, T., & Cornell, D. (2026). Can school climate moderate teacher bullying victimization?. *International Journal of Bullying Prevention*. <https://doi.org/10.1007/s42380-026-00357-1>

This study examined the adjustment of students who experienced bullying by teachers compared to peers and whether an authoritative school climate moderated this relationship. The sample consisted of 201,480 U.S. students in 313 high schools who completed a statewide survey with measures of bullying, depression, anxiety, academic engagement, and feelings of school belonging. Students were classified into four groups: no bullying (84%), peer bullying (9%), teacher bullying (4%), and dual bullying (3%). Across all outcomes, any victimization was associated with poorer adjustment compared to non-victimization and dually bullied students reported the worst outcomes. School climate had little moderating effect on adjustment outcomes for students bullied by teachers. This suggests that the toxicity of teacher bullying was strongly associated with adverse adjustment outcomes such that the associated negative outcomes are not ameliorated by a positive school climate.

Kerere, J., Maeng, J., & Cornell, D. (2024). High school teacher bullying and

This study investigated the prevalence of teacher bullying and its relationship with student risk-taking behaviors in a sample of 106,865 high school students who completed a statewide school climate survey. Students were classified into four groups: no bullying (91%),



University of Nebraska - Lincoln  
Queen's University

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student risk behavior.  
*Journal of Adolescent  
Health, 75, 392-398.*  
<https://doi.org/10.1016/j.jadohealth.2024.04.028>

only peer bullying (4%), only teacher bullying (4%), and both peer and teacher bullying (2%). Results indicated that all victimization groups were more likely to participate in risk behaviors (substance use, weapon carrying, fighting, suicidality) than nonbullied peers, and students bullied by both peers and teachers were at greatest risk. These results support greater attention to teacher bullying in antibullying efforts. 2024 Society for Adolescent Health and Medicine. All rights are reserved, including those for text and data mining, AI training, and similar technologies.

## ANNOUNCEMENTS

1

Consider submitting a paper for a **special issue of Psychology of Violence**: "Risk and resilience of bullying across the globe: A tribute to James Garbarino" ([link](#)). The co-editors are Jun Sung Hong, Dorothy Espelage, and Timothy Lawrence. The deadline for submissions is September 1, 2026.

2

The **World Anti-Bullying Forum (WABF)** is proud to announce that its next global gathering will be held in Lisbon, Portugal, September 9-11, 2027, hosted by the Faculty of Psychology at the University of Lisbon. A call for abstracts will be September 1<sup>st</sup>, 2026, with the submission deadline on November 15<sup>th</sup>, 2026. For more information, please visit the [WABF website](#).

3

The **Anti-Bullying Alliance is honoring Peter Smith's legacy with a webinar** series bringing together researchers, practitioners, and the wider anti-bullying community to explore what the latest evidence tells us, and what we can do with it in practice. Sign up at the link below.

[Next webinar: Sexist bullying - Tuesday 9 June 2026, 10.30am to 12.30pm](#)

Young people have played a leading role in raising awareness of sexist bullying in recent years. This session looks at what the evidence shows about how sexist bullying develops, its impact, and how we can prevent it. We're very pleased to have Dr Niamh O'brien from University of Anglia & John Khan from Priority 1-54 speaking at this event.

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](mailto: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