



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. Carmen Viejo

Dra. Carmen Viejo is an associate professor at University of Córdoba -UCO- (Spain). As part of the *Laboratory of Studies for Convivencia and Violence Prevention* (www.laecovi.com) and based on the traditional studies of bullying and cyberbullying that have been developed within this research team, she has advanced in the exploration and analysis of aggressive patterns in other contexts of social relationships that can also occur in the school context. Thus, she is leading within this Lab a specific line of research focused on interpersonal relationships in adolescence and youth, specifically on romantic relationships, affective competence and dating violence. This work has allowed them to advance in the knowledge about the risks and the promotion of well-being associated with these dynamics, contributing to the design of effective psychoeducational interventions. She has led national and European projects. The main results derived from these and other projects in which she has participated have been published in national and international scientific journals in the field, with a significant impact. Currently, she has submitted two projects (under evaluation): a national project for the Study of Socio-Affective Adjustment in young people, and a European COST project focusing on adolescent and young couple relationships.

March | 2025

**DEAR BRNET
MEMBERS
AND AFFILIATES:**

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



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Her research has had a direct social impact, with results translated into programmes applied to the educational field. Examples are 2 psycho-educational intervention programmes that have been put into practice: Programme NoViCo (2020), designed to prevent violence in courtship in secondary education, and Programme CoSCO (2024) which, in addition to preventing dating violence, fosters the development of affective competence. These activities have been funded by public institutions and national government. She also actively participates in scientific dissemination activities that bring part of this scientific knowledge to the general public, some of them in the framework of the Scientific Culture Unit from Cordoba University.

She has dedicated a significant part of her career to the training and support of new researchers, supervising doctoral theses (PhD) on gender violence, romantic relationships and adolescent well-being (3 completed; 5 in progress). She has also supervised the Master's thesis of more than 30 students in different degrees and numerous Final Degree Theses. She plays editorial roles in relevant scientific journals in the field, such as the *Journal of European Developmental Psychology*. She has also participated as an external evaluator of research projects in national and international agencies. She has contributed to the creation of teaching innovation groups, such as the UCO-GID062 Teaching Innovation Group, which she currently leads. She is the director of the Official Master's Degree in *Psychology Applied to Education and Social Welfare* at the UCO. She teaches undergraduate and postgraduate degrees at UCO and is a visiting professor at the Università Cattolica de Sacro Cuore di Milano (Italy). Her commitment remains to generate relevant knowledge, train the next generation of researchers and contribute to the development of policies and interventions that benefit our society.

SELECTED PUBLICATIONS

- Toledano, N., **Viejo, C.**, & Ortega-Ruiz, R. (2025). Romantic Competence and Courtship Skills: from the first romantic impulse to the management of mutuality. *Journal of Adolescence*. IF: 3; **JCR Q2**.
- Viejo, C.**, Ortega-Ruiz, R., & Sánchez-Zafra, M. (2024). Dating violence and the quality of relationships through adolescence: a longitudinal latent class study. *Behavioral Sciences*, 14(10), 948.
<https://doi.org/10.3390/bs14100948>. F.I: 2.5; **JCR: Q2**
- Sánchez-Zafra, M., Gómez-López, M., Ortega-Ruiz, R., y **Viejo, C.** (2024). The association between dating violence victimization and the well-being of young people: A systematic review and meta-analysis. *Psychology of Violence*, 14(3), 158–173. <https://doi.org/10.1037/vio0000499>
- Viejo, C.**, Leva, B., Paredes, J., & Ortega-Ruiz, R. (2020). Bullying and Psychological Dating Violence: The Relation Between two Aggressive Peer-Behaviours. *Psicothema*, 32: 533-540. F.I.: 2.632. **JCR Q1**. doi: <https://doi.org/10.7334/psicothema2019.223>
- Viejo, C.**, Toledano, N., & Ortega-Ruiz, R. (2020). Romantic Competence and Adolescent Courtship: The Multidimensional Nature of the Construct and Differences by Age and Gender. *International Journal of Environmental Research and Public Health*, 17: 5223. F.I.: 2.849. **JCR Q1**.doi: <https://doi.org/10.3390/ijerph17145223>
- Gómez-López, M., **Viejo, C.**, & Ortega-Ruiz, R. (2019). Well-Being and Romantic Relationships: A Systematic Review in Adolescence and Emerging Adulthood. *International Journal of Environmental Research and Public Health*, 16: 2415. F.I.: 2.849. **JCR Q1**. <http://dx.doi.org/10.3390/ijerph16132415>
- Zych, I., **Viejo, C.**, Vila, E., & Farrington, D. P. (2019). School Bullying and Dating Violence in Adolescents: A Systematic Review and Meta-Analysis. *Trauma, Violence and Abuse* 1-16. F.I.:6.325. **JCR D1**.
<https://doi.org/10.1177/1524838019854460>
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BRNET MEMBERS

BRNET has a current total of 290 members from 32 countries.

Welcome Drs. Niharika Thakkar, Sohni Siddiqui & Jessica Wilke!

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 135 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.

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)

Baraldsnes, D., & Caravita, S.C.S. (2025). The Relations of Teacher Use of Anti-bullying Components at Classroom and Individual Levels with Teacher and School Characteristics. *International Journal of Bullying Prevention*.
<https://doi.org/10.1007/s42380-024-00284-z>

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This study investigates the relations of teachers' anti-bullying components at classroom and individual levels with teachers' sociodemographics (gender, age, work experience, and teaching in primary vs lower and upper secondary school) and school features (size, and duration of working with a whole-school approach anti-bullying programme). Teachers (n = 1,576) in 99 Lithuanian schools implementing the Olweus Bullying Prevention Program answered a standardised online self-administered questionnaire. Through an Exploratory Factor Analysis (Principal Axis Factoring extraction method) we individuated a model of teachers' implementation of anti-bullying components, consisting of three dimensions: classroom management, tutorship (organisation of class meetings and work with parents), and direct intervention into bullying incidents. In multilevel analyses, significant associations emerged between the three dimensions, teacher socio-demographics and school characteristics. Female teachers put more effort than male teachers into classroom management, tutorship and intervention into bullying incidents. Younger teachers put more effort than older teachers into all the three dimensions. Primary school teachers put more effort into classroom management and tutorship dimensions. Teachers with more working experience put more effort into intervening into bullying incidents. Lastly, teachers from certified Olweus schools with a longer duration of implementing the OBBP put more effort into direct intervention into bullying incidents.

Betts, L. R., & Macaulay, P. J. (2024). Comparative optimism and cyberbullying: The role of previous involvement in cyberbullying and technology. *International Journal of Developmental Science*, 18(3-4), 119-127.
<https://doi.org/10.3233/DEV-240005>

Individuals hold optimistic beliefs about the likelihood of experiencing cyberbullying relative to others. However, how cyberbullying experiences and technology use influence these perceptions remains unclear. Data was collected from 444 (371 female, 71 male, 2 non-disclosed) students (Mage = 20.38, SDage = 3.51) recruited from two Universities in the UK. Participants completed questionnaires assessing problematic internet use, fear of missing out (FoMO), previous experiences of cyberbullying, and the likelihood with which they and eight comparator groups would experience cyberbullying. Problematic internet use and being a victim (negatively) and witness (positively) mediated the relationship between FoMO and comparative optimistic beliefs for experiencing cyberbullying. Elevated FoMO predicted greater problematic internet use

which predicted being a victim and witness. Being a: (a) victim predicted reduced comparative optimism and (b) witness predicted increased comparative optimism. Therefore, adults who have previously experienced cyberbullying hold less optimistic beliefs whereas those who witness cyberbullying hold optimistic beliefs.

Fischer, S.M., Macaulay, P.J.R. & Bilz, L. (2025). Staff Communication at School and Student-Student Relationship Quality in the Classroom: Direct and Indirect Effects on Students' Experiences as Bullies, Bullied, and Bully-Victims. *International Journal of Bullying Prevention*.
<https://doi.org/10.1007/s42380-024-00283-0>

In the current study, we included aspects of teacher-teacher relationships in the analyses by investigating staff communication at school. We investigated the associations between staff communication, student-student relationship quality in the classroom, and students' bullying experiences. In addition, we investigated if staff communication may be indirectly linked to students' bullying experiences via student-student relationships in the classroom. The sample was drawn from 556 teachers (79% female, Mage = 50.6, SDage = 8.44) and 2,071 students (49% female, Mage = 13.63, SDage = 1.17) in 114 classes across 24 schools in Germany. Two-level- and three-level models were performed. Findings suggest that rivalry as an aspect of student-student relationships in the classroom (a part of the classroom climate) is associated with students' bullying experiences as bullies, victims, and bully-victims. While staff communication is not directly associated with students' bullying experiences, it is indirectly associated with it via rivalry in the classroom. The findings also show that staff communication at school is associated with student-student relationships in the classroom. The study has implications for school-wide anti-bullying measures that should also include teacher-teacher aspects, and that future research should endeavour to include both class-level and school-level contexts.

ANNOUNCEMENTS

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 open and has an early-bird discount until January 31st, 2025. Learn more here: <https://worldantibullyingforum.com/wabf-2025/registration/>

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Over three inspiring days, more than 600 participants worldwide — including researchers, policymakers, teachers, educators, and students, individuals will gather to share knowledge, best practices, and strategies to prevent and address bullying.

The World Anti-Bullying Forum (WABF) is a global initiative that, every other year, brings together participants from over 35 countries to address bullying in various settings, such as preschools, schools, leisure activities, and online environments. In 2025, the National Centre for Learning Environment and Behavioural Research at the University of Stavanger will host the forum, collaborating with Partnership Against Bullying Norway and the Swedish child rights organization Friends.

Conference opening speech by the Norwegian Minister of Education Kari Nessa Nordtun. Presentations from world-leading researchers, including Robert Thornberg, Tracy Vaillancourt and Anthony Peguero.

International Perspectives on Migration, Bullying, and School: Implications for Schools, Refugees, and Migrants.

BRNET members Hildegunn Fandream and James O'Higgins Norman published a book that consolidates research from 32 countries to address the implications of the global wave of migration and bullying in Europe and globally. Chapters cover first-hand accounts, policy analysis, and lived experiences with comparative themes such as school climate, governmental policy, diversity and inclusion, technology, student voice, and school design to demonstrate how bullying can be understood as a threat to developing inclusive and diverse schools and societies globally. To purchase the book and learn more, visit:

<https://www.routledge.com/International-Perspectives-on-Migration-Bullying-and-School-Implications-for-Schools-Refugees-and-Migrants/Fandrem-OHigginsNorman/p/book/9781032571331>

Professor Christina Salmivalli, University of Turku, Finland, and Professor Paul Downes, Institute of Education, Dublin City University, Ireland engaged in a written correspondence on peer challengers/defenders for the Irish Joint Oireachtas (Parliament and Senate) Committee on Education, Further and Higher Education, Research, Innovation and Science in 2024. This written communication was to the Chairperson of the Irish Joint Oireachtas (Parliament and Senate) Committee on Education, Further and Higher Education, Research, Innovation and Science, Deputy Paul Kehoe TD and circulated to committee members.

Both Professor Salmivalli and Professor Downes have agreed to share this dialogue with BRNET members, and it can be accessed [here](#).

The correspondence engages with detailed concerns raised with peer challengers/defenders in the monograph published by the European Commission, Downes, P. & Cefai, C. (2016). How to tackle bullying and prevent school violence in Europe: Evidence and practices for strategies for inclusive and safe schools. Luxembourg: Publications Office of the European Union bookshop. <https://op.europa.eu/en/publication-detail/-/publication/3fb78afb-c03d-11e6-a6db-01aa75ed71a1> See in particular, pp.52-56.

In the correspondence, Professor Salmivalli, the leader of the KiVa research team, refers to a prior contribution of Professor Downes to a meeting of the Irish Joint Oireachtas (Parliament and Senate) Committee on Education, Further and Higher Education, Research, Innovation and Science Joint Oireachtas Education Committee that can be accessed [here](#).

The correspondence also draws on the article Downes, P. & Cefai, C. (2019). Strategic clarity on different prevention levels of school bullying and violence: Rethinking peer defenders and selected prevention. *Journal of School Violence*, 18 (4) 510-521.

For further background context, see [here](#).

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University of Nebraska - Lincoln
Queen's University

BULLYING RESEARCH NETWORK

MARCH / 2025



The International Observatory is pleased to announce the 10th World Congress on coexistence and violence in schools - October 28, 29, 30, 2025 in Valparaiso, Chile. For details, please visit: <https://wcsv2025.cl/>

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