



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. Victoria Talwar



**Dr. Victoria Talwar** is a Canada Research Chair (II), a Professor at McGill University, and the Director of Gold Centre Early Childhood Development. She has been working in the area of developmental psychology for over fifteen years with an emphasis on social-cognitive development. Her research interests include children's verbal deception, children's moral development, theory-of-mind understanding and behaviour; children's expressive display rule knowledge and behaviour. In addition, she has investigated issues related to child witness testimony including child witness

credibility and competence, lie detection and jury decision making. She is also interested in the influence of cross-cultural factors and attitudes to lying behaviour. Recently, her research interests include children's social interactions in cyberspace as well as the role of spirituality in children's social development, as well as cybergossip and victimization.

March | 2026

### DEAR BRNET MEMBERS AND AFFILIATES:

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



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**SELECTED PUBLICATIONS**

- Isik, I., Wyman, J., Cassidy, H., & **Talwar, V.** (2025). Dilemma: Utilizing the activation decision-construction-action theory to understand and predict children's hypothetical decisions to conceal cases of school bullying. *Acta Psychologica*, 253, 104744.  
<https://doi.org/10.1016/j.actpsy.2025.104744>
- Leduc, K., Nagar, M. P., Caivano, O., & **Talwar, V.** (2024). When is it helpful to get involved? Adolescents' perceptions of constructive and aggressive bystander support from friends, acquaintances, and public figures in cyberbullying. *International Journal of Environmental Research and Public Health*, 21(9), 1142. <https://doi.org/10.3390/ijerph21091142>
- Caivano, O., & **Talwar, V.** (2023). Using social presence theory to understand and reduce the transmission of cybergossip among adolescents. *Merrill-Palmer Quarterly*, 69(2), 119-138
- Nagar, P. M., & **Talwar, V.** (2023). The role of teacher support in increasing youths' intentions to disclose cyberbullying experiences to teachers. *Computers & Education*, 104922.  
<https://doi.org/10.1016/j.compedu.2023.104922>
- Nagar, P. & **Talwar, V.** (2023). Tending to the emotional experience of cyber-victimized youth: How teachers can support victims of severe cyberbullying incidents. *Computers in the Schools*. <https://doi.org/10.1080/07380569.2023.2256714>



## **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 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](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)

Sam, J., Dusko Biferie, M., Gallardo, D., Forcier, S., Hussey, R., Hein-Salvi, C., Zhao, H., Shapka, J., & Hare, J. (2025). Resistance to those harmful comments: How Métis youth resist and cope with online hate (Chapter 21, pp. 273-289). *Psychology Applications & Developments XI*. InSciencePress.

<https://doi.org/10.36315/2025padX121>

This study aimed to honour the voices of Indigenous youth and understand how they navigate online hate as "warriors." All four participants (ages 18 - 21 years) self-identified as Métis or First Nations and resided in British Columbia, Canada. In sharing circles, youth created an online empathy map to collaboratively develop a persona or narrative representative of their experiences. The 'Online Warrior' identity involved standing up for oneself, practicing self-care, and using social media to promote positive messages about Indigenous culture and people. Findings highlight the need for support from emotional connections with family and peers to navigate online life in a balanced way and the importance of programs that emphasize community, cultural identity, and resilience. Contact email: [Johanna.sam@ubc.ca](mailto:Johanna.sam@ubc.ca)

Zych, I., & Farrington, D.P. (2026). Defining Bullying and Cyberbullying According to the Scientific Community: A Mixed Method Study. *Int Journal of Bullying Prevention*.

<https://doi.org/10.1007/s42380-025-00335-z>

Izabela Zych (University of Cordoba, Spain) is happy to share this paper focused on the definition of bullying and cyberbullying. She would like to thank all the BRNET members for filling in the survey for this project that was distributed through BRNET. Acknowledgement to BRNET is included in the paper. With an extremely bittersweet feeling, she would like to let you know that this is the result of the very last project conducted with David P. Farrington (University of Cambridge, UK) who will always be loved and missed.

Lambe, L., King, N. & Craig, W. (2026). Is there a Healthy Context Paradox for identity-based bullying? An exploration using data from the Canadian Health Behavior in School-Aged Children Study. *International Journal of Bullying Prevention*.

<https://doi.org/10.1007/s42380-026-00340-w>

This study used a nationally representative Canadian sample of youth (n = 23,764 from 217 schools) from the Health Behavior in School-aged Children study to examine whether there is a healthy context paradox for identity-based bullying. There was an association with both individual- and school-level identity-based bullying and poorer youth mental health. However, there was little to no evidence of a healthy context paradox. It is possible that identity-based bullying may be less sensitive to such contextual effects, or that other levels of youths' social ecologies matter more when examining identity-based bullying.

## ANNOUNCEMENTS

**1**

**Dr. Lisa Rosen & Dr. Stephanie Fredrick** are inviting contributors for the SAGE Encyclopedia of Bullying. This 2-volume encyclopedia is designed to provide students from diverse disciplines with a comprehensive understanding of bullying across the lifespan and across different contexts. Entries in the SAGE Encyclopedia of Bullying are intentionally concise and manageable, making the contribution process both efficient and impactful.

Several entries remain available, and both the due date and word count are flexible. If you are interested in authoring an entry, please contact [lrosen@twu.edu](mailto:lrosen@twu.edu) or [ssfredri@buffalo.edu](mailto:ssfredri@buffalo.edu). We look forward to hearing from you!

**2**

**Dr. Astha Ramaiya** presented at the Center for Global Development on her work on how violence in and around schools causes distress. Specifically, her presentation was about how adolescents in more than a dozen countries highlighted the adverse mental health impacts of violence, perpetuated by restrictive social norms and the emotional distress this generates. Read more about the presentation in this [blog post](#).

**3**

**Brock University in Niagara Falls, Canada** has student, post-doc, and faculty opportunities for research that are co-funded by the Canadian federal government. In particular, our [BRAVE](#) group of bullying researchers is interested in potential PhD and post-docs who might want to come study/work with us. Details can be found [here](#). Anyone interested is welcome to email [Tony Volk](mailto:Tony.Volk) or anyone else in the BRAVE group. There's also a research-focused Canada Excellence Research Chair faculty position aimed at mid-career researchers who study any aspect of healthy development. Details can be found in the link below and anyone interested is welcome to contact the [BRAVE group for further details](#).

**4**

**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*.** 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](#).

**5**

**BRNET member Claire Garandau with colleagues Sarah Malamut and Lydia Laninga-Wijnen edited a special issue on peer victimization in the International Journal of Behavioral Development.** The special issue includes eight longitudinal studies from five countries with rigorous methodologies (e.g., genetically sensitive, multilevel, or experimental designs) to shed light on predictors and outcomes of school peer victimization. All papers are attached and cited:

Garandau, C. F., Malamut, S. T., & Laninga-Wijnen, L. (2025). Introduction to the special section on predictors and outcomes of peer victimization. *International Journal of Behavioral Development*, 49(6), 523-527. <https://doi.org/10.1177/01650254251361351>

Brendgen, M., Ouellet-Morin, I., Cantave, C. Y., Vitaro, F., Dionne, G., & Boivin, M. (2024). Social support moderates the link between chronic peer victimization in school and later

cortisol secretion. *International Journal of Behavioral Development*, 49(6), 528-538.  
<https://doi.org/10.1177/01650254241273136>

Tenhunen, E.-L., Kuusiahho, I.-L., & Salmivalli, C. (2024). Can changing schools help peer-victimized students escape their plight? A mixed-methods study. *International Journal of Behavioral Development*, 49(6), 539-548. <https://doi.org/10.1177/01650254241289308>

Bakth, F. N., Hoffman, A., & Schacter, H. L. (2024). Longitudinal pathways linking peer victimization to academic efficacy in adolescence: Indirect effects via sleep. *International Journal of Behavioral Development*, 49(6), 549- 559.  
<https://doi.org/10.1177/01650254241308469>

Wiertsema, M., Kretschmer, T., Vrijen, C., Hartman, C., & van der Ploeg, R. (2025). Prospective associations between peer victimization in adolescence and parental stress and self-efficacy: Self-esteem and internalizing problems as pathways. *International Journal of Behavioral Development*, 49(6), 560-570. <https://doi.org/10.1177/01650254251314768>

Oncioiu, S. I., Korde, A., Klatzka, C. H., & Bowes, L. (2025). Does negative parenting behavior lead to later peer victimization? A longitudinal co-twin control study. *International Journal of Behavioral Development*, 49(6), 571-580.  
<https://doi.org/10.1177/01650254251324163>

Brigham, E. F., Christensen, K., & Troop-Gordon, W. (2025). Should I go to my teacher for help? Predictors of seeking the teacher's assistance when victimized by peers. *International Journal of Behavioral Development*, 49(6), 581-593.  
<https://doi.org/10.1177/01650254251327354>

Garandeanu, C. F., Malamut, S. T., Laninga-Wijnen, L., & Salmivalli, C. (2025). Does the classroom context moderate the effects of internalizing problems and peer status on peer victimization? Testing a vulnerability-by-context model. *International Journal of Behavioral Development*, 49(6), 594-604. <https://doi.org/10.1177/01650254251333684>

Lansu, T. A. M., Peetz, H. K., Hoekstra, N. A. H., & van den Berg, Y. H. M. (2025). How classmates' evaluation of and behavior toward (victimized) children affects their well-being: An examination of implicit and explicit processes. *International Journal of Behavioral Development*, 49(6), 605-626. <https://doi.org/10.1177/01650254251356493>

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,

A handwritten signature in black ink, appearing to read 'Susan Swearer'.

Dr. Susan Swearer  
University of Nebraska - Lincoln  
BRNET Co-Director

A handwritten signature in black ink, appearing to read 'Wendy Craig'.

Dr. Wendy Craig  
Queen's University  
BRNET Co-Director