



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. QIANYU ZHU



Dr. Qianyu Zhu received her Ph.D. in School Psychology from the University of Maryland, College Park, USA, in 2023, and is currently an Assistant Professor at The Chinese University of Hong Kong, Shenzhen. She also serves as volunteer Vice Principal at a local school in Shenzhen. Her research focuses on school bullying and adolescent mental health, with a particular emphasis on bystander roles. Dr. Zhu has examined how students' perceptions of consistent anti-bullying attitudes from teachers and parents influence defending, assisting, and outsider behaviors. Her work also addresses risk and resilience factors in peer victimization, the healthy context paradox, and protective roles of covitality, teacher-student

relationships, and personal resilience. Additionally, she has evaluated bullying prevention training for preservice teachers, demonstrating its effectiveness in enhancing anti-bullying self-efficacy. She has received competitive provincial and municipal research funding and leads the BRIDGE Lab (Bullying Research on Intervention, Dynamics, and Guidance for Education and Families), collaborating with schools, families, and communities to create evidence-based, culturally responsive bullying interventions.

November | 2025

DEAR BRNET MEMBERS AND AFFILIATES:

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



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SELECTED PUBLICATIONS

- Zhu, Q.,** Li, Y., Wei, N., Zhao, Y., & Xiao, Y. (2025). The important role of school-family consistency in anti-bullying attitudes: Impacts on bystander behaviors. *School Psychology Review*. <https://doi.org/10.1080/2372966X.2025.2534327>
- Zhu, Q.** & Wang, C. (2024). Bullying prevention training for Chinese pre-service teachers' efficacy and beliefs toward bullying. *Psychology in Schools*, 61 (7), 2864-2879. <https://doi.org/10.1002/pits.23194>
- Zhu, Q.,** Cheong, Y., Wang, C., & Sun, C. (2022). The roles of resilience, peer relationship, teacher-student relationship on student mental health during COVID-19. *School Psychology*, 37(1), 62-74. <https://doi.org/10.1037/spq0000492>
- Zhu, Q.,** Cheong, Y., & Wang, C. (2022). Relation between peer victimization and mental health among Chinese students: Perceived school climate and covitality as potential moderators. *School Psychology Review*, 53(5), 538-551. <https://doi.org/10.1080/2372966X.2022.2088250>
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BRNET MEMBERS

BRNET has a current total of 306 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. 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 140 affiliates from 21 countries.

Welcome Indy Ein!

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.

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 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)

Kennedy, R. S., & Bryson, S. L. (2025). Bullying perpetration dynamics: Does the number of perpetrators matter? *Journal of School Violence*, 1-14.
<https://doi.org/10.1080/15388220.2025.2572608>

Using three waves from the National Crime Victimization School Crime Supplement, we explore the dynamics of bullying victimization by individual perpetrators (alone), groups of perpetrators (together), and a combination of individuals and groups (both). Findings suggest that those who experience bullying victimization by both are at an elevated risk of experiencing all types of bullying, being bullied more days, and being bullied in multiple locations. In addition, bullying victimization is more likely to have a negative impact on their health, relationships, and schoolwork, and they report being "less powerful" than their perpetrators on multiple dimensions of power. We found minimal differences between those who reported being only bullied by individuals and those who reported only being bullied by groups. The implications are explored.
Email: kennedyre22@ecu.edu

Kim, E. K., Allen, J. P., Gonzalez, J. E., & Jimerson, S. R. (2025). Promoting social-emotional well-being among immigrant youth: Policy, practice, and partnerships advancing belonging in schools. *School Psychology Review*, 54(5), 555-561.
<https://doi.org/10.1080/2372966X.2025.2552092>

This School Psychology Review special topic issue brings together empirical and conceptual contributions that examine how school climate, family engagement, community cultural wealth, and systemic structures influence immigrant youths' well-being and academic adjustment. Featured articles address topics including the moderating role of family and school relationships in the bullying-distress link, newcomer students' perspectives on fostering belonging, the perpetuation of raciolinguistic ideologies in teacher practice, the strengths and cultural capital immigrant youth draw upon to sustain engagement during educational disruptions, and the cultural mismatches that shape family-school partnerships. Collectively, these works move beyond deficit-based narratives to center cultural and linguistic strengths, confront systemic inequities, and identify actionable strategies for creating inclusive and responsive educational environments. The issue offers an integrated framework for school psychologists, educators, and policymakers to promote resilience, belonging, and social-emotional health among immigrant students.

ANNOUNCEMENTS

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

Dear Colleagues and Friends,
I am learning and working with an international group of school climate informed research, policy and practice leaders to learn more about school climate research, policy and practice trends in low, high and medium income countries. This survey trends project is sponsored by the Center for Character and Citizenship at the University of Missouri, St Louis. The survey has been developed by a group of 20 research, policy and/or practice leaders from around the world....and is IRB approved. The survey is translated into nine languages: English, French, Hebrew, Hindi, Italian, Japanese, Portugues, Spanish, and Swedish.

Would you consider (1) completing this (15 to 25 min) survey yourself and/or (2) sending this link (below) to colleagues in your region/country?

Thanks so much for considering this important request. If you are willing to support this effort with your understanding, you will find the survey here:

https://umsl.az1.qualtrics.com/jfe/form/SV_6qZljJtaoxuoAF8

At the end of the survey, there is a question about (i) whether you would like to learn about the findings and/or (ii) if you would be open to being contacted in the future. Please send us an email to: ISClimate@umsl.edu

Appreciatively,
Jonathan Cohen

3

Aggression and Violent Behavior Journal Special Issue

Bullying has developed into a major area of scientific research, along with a vast literature on the topic. While this scope of attention is admirable, it can be daunting for new researchers to approach. Our goal is to identify and review critical areas of agreement and controversy and suggest future research directions, techniques, and opportunities that might improve our understanding of bullying. Potential topics: defining bullying; methodological issues; peers in bullying; individual and environmental differences; biological perspectives; adaptive vs. maladaptive aspects of bullying; successful components of interventions; etc.

The proposal should include a title page, main body (1000-word limit), references, and any necessary tables or figures (APA format). Proposals are due on Nov. 15, 2025, after which we will conduct a review of proposals and send out invitations to submit a complete manuscript. Only participants whose proposals are accepted will be invited to submit a completed manuscript by April 1, 2026. At least one third of the final manuscript should focus on future directions for research, with an emphasis on novel questions and methods rather than predicted outcomes. To

encourage the transmission of knowledge within our field, we especially encourage submissions that include emerging and established scholars as co-authors of the submission. Queries about the special issue should be directed towards the guest editors Tony Volk (tvolk@brocku.ca) or René Veenstra (d.r.veenstra@rug.nl). Further details will be released on the Aggression and Violent Behavior journal website once they are available (<https://www.sciencedirect.com/journal/aggression-and-violent-behavior>).

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Call for Papers: Special Issue – “Learning to Thrive: Integrating Social Emotional Learning Across Diverse Educational Contexts”

Prof. Dr. Gino Casale and Dr. Sohni Siddiqui call for papers for a special issue of Behavioral Sciences, titled "Learning to Thrive: Integrating Social Emotional Learning Across the Diverse Educational Context." The journal is indexed in several reputable databases, including SSCI (Impact Factor: 2.5), Scopus (CiteScore 3.1), and PubMed. The call for papers aims to attract contributions that:

- Examine SEL in the Global South and developing countries.
- Investigate its effectiveness across diverse sociocultural groups, including students, teachers, professionals, families, and communities.
- Provide comparative insights into specific SEL approaches and mechanisms instead of focusing only on the overall effects of entire programs.
- Assess the financial costs and long-term effects of SEL programs in both school and after-school settings.
- Focus on SEL's role in anti-bullying programs for vulnerable groups, such as individuals with special needs or ethnic minorities.

Details: https://www.mdpi.com/journal/behavsci/special_issues/I949C20N7X

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,

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