

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. LISA ROSEN



**Dr. Lisa Rosen** is a professor in the Division of Social Work, Psychology, and Philosophy at Texas Woman's University in Denton, Texas. Dr. Rosen received her Ph.D. in developmental psychology from the University of Texas at Austin where she worked with Dr. Judith Langlois, one of the leading experts on appearance-based stereotyping. Drawing on this training, her earlier work has highlighted the importance of examining how appearance, as indexed by both facial attractiveness and weight, relates to victimization, aggression, and popularity.

More recently, her research has focused on the pivotal role parents play in helping children cope with peer victimization as well as how their own victimization history can affect how they view and approach bullying. She is currently co-editing The Sage Encyclopedia of Bullying with Dr. Stephanie Fredrick and looks forward to potential contributions from BRNET members with a call for contributors forthcoming.

October | 2025

### DEAR BRNET MEMBERS AND AFFILIATES:

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



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### SELECTED PUBLICATIONS

Rosen, L. H., Rubin, L. J., Vergara, E., Barnicle, K., Romines, A., & Dali, S. (2025). Responding to ostracism in children: The role of parental recollections of the playground. *Journal of Social and Personal Relationships*. <https://doi.org/10.1177/02654075251378113>

Rosen, L. H., Scott, S. R., & Higgins, M. G. (2025). Books and bullies: Responses to bullying in preschool students. *International Journal of Bullying Prevention*, 7(1), 1–12.  
<https://doi.org/10.1007/s42380-023-00171-z>

Rosen, L. H., Scott, S. R., & Kim, S. (Eds.) (2020). *Bullies, victims, and bystanders: Understanding child and adult participant vantage points*. Palgrave Macmillan.





### **BRNET MEMBERS**

BRNET has a current total of 306 members  
from 34 countries.

**Welcome Dr. Adrijana Grmusa!**

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 139 affiliates  
from 21 countries.

**Welcome Gie Deboutte!**

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)

Ramaiya, A., Wheeler, J., Stones, W., Fine, S. L., & Blum, R. W. (2025). Understanding how adolescents experience violence and its perceived impacts on mental health: A qualitative study across 13 countries. *Journal of Adolescent Health*, 77(3), 428-435.

<https://doi.org/10.1016/j.jadohealth.2024.03.006>

This paper explores similarities and differences in adolescents' experiences of violence and their perceived impacts on mental health by sex and context. Focus groups included adolescents ages 12-19 years across 13 countries. Each country held between four and 10 focus groups segregated by sex and age. An inductive thematic analytical approach was used to analyze emerging themes. Results indicate that across countries, both girls and boys shared concerns of emotional, physical, and sexual violence within their homes, peer groups, schools, and neighborhoods. Boys were more likely to discuss physical violence while girls focused on sexual violence. Additional results outline risk factors and inequitable gender norms.

Schacter, H. L., Marusak, H. A., Gowatch, L., & Jovanovic, T. (2025). Daily associations between peer victimization and anxious affect among adolescents: The role of social threat sensitivity. *Development and Psychopathology*.

<https://doi.org/10.1017/S0954579425100394>

The fine-grained mechanisms that explain how peer victimization confers risk for anxiety in adolescents' daily lives are not well-understood. Leveraging an intensive longitudinal design, this study examined same- and cross-day links between peer victimization and anxiety, investigating social threat sensitivity as a potential underlying mechanism. One hundred ninety-five adolescents ( $M_{\text{age}} = 16.48$ ), completed brief daily assessments of peer victimization, social threat sensitivity, and anxious affect for 14 days. Multilevel analyses indicated that adolescents reported greater anxious affect on days when they experienced peer victimization compared to days without victimization. The findings suggest that heightened social vigilance partially accounts for anxious affect in adolescents facing peer victimization in daily life.

## ANNOUNCEMENTS

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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.

[International Journal of Bullying Prevention](#) is recruiting new members to its team of Managing Editors and Reviewers. This is a great opportunity for early career and experienced scholars to obtain hands-on experience running a scientific journal.

IJBP is a success story at a time when publishers are reluctant to start new journals, so for a journal that is only 6 years old its metrics are pretty impressive:

- IJBP received 235,261 downloads in 2024—a 5% increase over 2023!
- Submissions rose by 39% in 2024 - (144 to 201)
- Acceptance rate 27% in 2024.
- Time to first decision period only 18 days
- Scopus Cite Score 5.4
- 57% of articles published in IJBP last year were open access (10% more than 2023) –the majority due to Transformative Agreements

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Managing Editors and Reviewers support the journal's ethos, scope, editorial standards, and policies, and are committed to represent IJBP within the scientific community. They play a key role as members of the leadership team of the journal.

Managing Editors are primarily responsible for:

- Assessing manuscripts for their suitability for peer review
- Selecting suitable reviewers who meet the journal's requirements
- Liaising with the wider editorial team (Editors in Chief) while making editorial decisions
- Making decisions on the basis of the peer reviewers' reports and their own assessment while adhering to the journal's editorial policies.

Interested individuals should have a doctorate, research experience in the field of bullying or related areas, and experience of publishing papers in peer reviewed journals.

For more information please contact the Editors-in-Chief at [james.ohigginsnorman@dcu.ie](mailto:james.ohigginsnorman@dcu.ie) or [hinduja@fau.edu](mailto:hinduja@fau.edu)

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### ***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 or casual researchers to approach this vast literature. Both in terms of understanding its scope as well as appreciating important directions for future research. Our goal is to therefore identify and review critical areas of agreement and controversy within the literature and

then suggest future research directions, techniques, and opportunities that might improve our understanding of bullying. Topics could include (but are not limited to): defining bullying; methodological issues; the role of peers in bullying; the role of individual and environmental differences; biological perspectives; adaptive vs. maladaptive aspects of bullying; successful components of interventions; etc.

We invite interested researchers to submit a proposal outlining their potential contribution. 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. In order 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](mailto:tvolk@brocku.ca)) or René Veenstra ([d.r.veenstra@rug.nl](mailto: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>).

### **Call for Papers: Special Issue - "Learning to Thrive: Integrating Social Emotional Learning Across Diverse Educational Contexts"**

Prof. Dr. Gino Casale and Dr. Sohni Siddiqui have issued a 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 special issue seeks to address existing research gaps in the field of Social and Emotional Learning (SEL). The call for papers aims to attract contributions that:

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- 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.

The goal is to expand the understanding of SEL's implementation and impact in these underexplored contexts.

For more details visit: [https://www.mdpi.com/journal/behavsci/special\\_issues/I949C20N7X](https://www.mdpi.com/journal/behavsci/special_issues/I949C20N7X)



The journal **Children (ISSN 2227-9067, IF 2.1)** is currently running a **Special Issue entitled "Breaking the Silence: How to Respond to and Prevent School Bullying in Children and Adolescents?"**. Dr. Peter J.R. Macaulay, Prof. Dr. Michael John Boulton are serving as Guest Editors for this issue.

For more information on this Special Issue, please visit the Special Issue website at:  
[https://www.mdpi.com/journal/children/special\\_issues/OU061O83Z9](https://www.mdpi.com/journal/children/special_issues/OU061O83Z9)

Children is an open access journal publishing peer reviewed papers under a Creative Commons Attribution License (CC BY 4.0). This allows all published papers to be freely and permanently available online. Open access increases the visibility and discoverability of your research, and is supported by authors, institutions and funding organizations from around the world.

While an Article Processing Charge applies, there is scope to offer up to 100% discount. If you are potentially interested in submitting an article to this special issue, please contact Peter Macaulay at ([p.macaulay@derby.ac.uk](mailto:p.macaulay@derby.ac.uk)) with an abstract of your potential submission.

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