

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. KARYN L. HEALY



Dr. Karyn L Healy is a registered psychologist with extensive clinical experience with schools, parents, and children to prevent and address bullying, and resolve conflict. Karyn has a Masters of Organisational Psychology, specialising in change management, process consultancy, training and facilitation, and conflict management. Her PhD, completed in 2014, investigated family intervention of children who are bullied, a promising new approach to complement school bullying prevention programs. Karyn is co-author of [Resilience Triple P](#) program, a family program to address school bullying. She has published numerous papers in Tier 1 journals, book chapters and several widely-read media pieces in The Conversation about school bullying. She was featured presenter at the final Australian National Centre Against Bullying Conference

in 2016. In 2018, she was engaged by Australia's Safe and Supportive School Communities committee to develop a professional development resource for staff on managing parental reports of bullying, made available to Australian schools. Karyn was a member of the Queensland Anti-Cyberbullying Committee 2019-2021. She wrote a theoretical paper about elements of school bullying prevention programs that may inadvertently compound harm to victims by highlighting their victimisation status to peers. Karyn is an honorary Principal Research Fellow with The University of Queensland and has served as an Associate Editor for the Journal of Child and Family Studies since 2014. Her career interest is in improving the effectiveness of school and family interventions in reducing bullying and its adverse impacts on mental health.

September | 2025

DEAR BRNET MEMBERS AND AFFILIATES:

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



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AUTHOR EXCHANGE

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SELECTED PUBLICATIONS

- Healy, K. L.,** Scott, J. G., & Thomas, H. J. (2024). The Protective Role of Supportive Relationships in Mitigating Bullying Victimization and Psychological Distress in Adolescents. *Journal of Child and Family Studies*, 33, 3211–3228. <https://doi.org/10.1007/s10826-024-02891-2>
- Healy, K.L.,** Thomas, H.J., Sanders, M.R., Scott, J.G. (2022). Empirical and theoretical foundations of family interventions to reduce the incidence and mental health impacts of school bullying victimization. *International Review of Psychiatry*, 34(2), 140-153. <https://doi.org/10.1080/09540261.2022.2045260>
- Healy, K. L.** (2020). Hypotheses for possible iatrogenic impacts of school bullying prevention programs. *Child Development Perspectives*, 14(4), 221-228. <https://doi.org/10.1111/cdep.12385>
- Healy, K. L.,** Grzazek, O. Y., & Sanders, M. R. (2020). Attributions for improvement in children bullied at school. *Journal of School Violence*, 19(2), 219-233. <https://doi.org/10.1080/15388220.2019.1653313>
- Healy, K. L. & Sanders, M.R.** (2018). Mechanisms through which supportive relationships with parents and peers mitigate victimization, depression and internalizing problems in children bullied by peers. *Child Psychiatry & Human Development*, 49(5), 800-813. <https://doi.org/10.1007/s10578-018-0793-9>
- Healy, K. L., & Sanders, M. R.** (2014). Randomized controlled trial of a family intervention for children bullied by peers. *Behavior Therapy*, 45(6), 760-777. <https://doi.org/10.1016/j.beth.2014.06.001>
- Healy, K. L., Sanders, M. R., & Iyer, A.** (2015). Parenting practices, children's peer relationships and being bullied at school. *Journal of Child and Family Studies*, 24(1), 127-140. <https://doi.org/10.1016/j.beth.2014.06.001>
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BRNET MEMBERS

BRNET has a current total of 304 members
from 34 countries.

**Welcome Drs. Qianyu Zhu, Violaine
Kubiszewski, & Aleksandra Tłuściak-
Deliowska!**

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 138 affiliates
from 21 countries.

**Please invite your students and post-
doctoral fellows to join as affiliates!**

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.

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)

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>

This study examined how cognitive and affective empathy, self-efficacy, and moral disengagement were associated with bystander behaviors (i.e., assisting, defending, and outsider behaviors). It explored whether students' perceptions of positive and consistent attitudes from teachers and parents influenced these associations. The study involved 478 7th to 11th-graders in China. Path analysis revealed that affective empathy, self-efficacy, and moral disengagement were significantly associated with bystander behaviors. The relationships between individual factors and bystander behaviors varied based on students' perceptions of whether their teachers and parents held consistent positive attitudes toward bullying intervention. Findings underscore the importance of students' perceived school-family collaboration in fostering effective bystander behaviors.

Lambe, L. J., Farrell, A. H., & Craig, W. (2025). Identity-based bullying victimization among Canadian adolescents: Experiences of transgender and gender diverse youth. *Journal of Interpersonal Violence*.
<https://doi.org/10.1177/08862605251363627>

Using nationally representative Canadian data from the 2022 Health Behaviours in School-Aged Children (HBSC) study, this article explores the prevalence and impact of identity-based bullying among transgender and gender diverse youth in grades 6–10. Findings show that transgender and gender diverse youth experience significantly higher rates of both general and identity-based bullying compared to their cisgender peers. Importantly, identity-based bullying was uniquely linked to increased psychological complaints among transgender and gender diverse students. These results highlight the urgent need for bullying prevention efforts that explicitly address bias, prejudice, and discrimination.

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 or hinduja@fau.edu

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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) 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>).

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

Attention All Early-Career Bullying Researchers!!!!

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Given the current grant environment, particularly in the United States, it may be a challenging time for early career scholars to obtain grants, publish, and move their research program forward. Some senior researchers associated with BRNET have expressed an interest in hearing about early career scientists' challenges and to work collaboratively to support them in their work. As a first step, we are proposing holding an initial discussion to hear your concerns and to think about ways to address them. We are planning a Zoom meeting for Tuesday, September 30th at 3 pm EST. If you are interested in joining this call, please reach out to Wendy Craig (wendy.craig@queensu.ca) for the Zoom link.

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,



University of Nebraska - Lincoln
Queen's University

BULLYING RESEARCH NETWORK

September / 2025

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

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