

Propositions belonging to the thesis

Population-Based Studies of Bullying in Young Children

1. Children from socioeconomically disadvantaged families are at an increased risk of being a bully or bully-victim at school. (chapter 2 of this thesis)
2. The peer nomination method can be effectively used to identify bullying among young children. (chapter 3 of this thesis)
3. Early attention deficit/hyperactivity and oppositional defiant problems may predispose children to bullying involvement. (chapter 5 of this thesis)
4. Both poor inhibition and working memory and lower non-verbal intelligence are associated with a child's risk of involvement in bullying. (chapter 6 of this thesis)
5. Excessive television viewing at an early age is associated with incident and persistent externalizing problem behavior. (chapters 8 of this thesis)
6. Behavioral researchers are doomed to acquire a distorted picture of what they study due to the largely oversimplified and crude measurements of behaviors, which in the real world are unequivocally complex and dynamic.
7. Longitudinal observational data from sophisticated cohort studies brings epidemiologists all the way from correlations to humble or covert causal inferences.
8. The power dynamics in a peer group can be altered either by a change in the composition of the group or by a change in the behaviour of its members.
9. "Eliminating peer aggression entirely may be both an unrealistic and perhaps even counterproductive goal." (adapted from Harris, 2009)
10. "Perhaps chance is an under-appreciated contributor to the epidemiology of disease." (cited from Davey Smith, 2011)
11. "Education is man's going forward from overconfident ignorance to thoughtful uncertainty." (adapted from K. G. Johnson)

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