



## DEAR BRNET MEMBERS AND AFFILIATES:

Thank you for being a part of the Bullying Research Network! In our July newsletter, you will find updates from the network.

Be sure to check out our website at <http://cehs.unl.edu/BRNET/> for additional resources and announcements.

## BRNET JULY 2023

### NEWSLETTER:

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### Featured Spotlight - Dr. Corinna Tucker

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**Corinna Jenkins Tucker, Ph.D., C.F.L.E.** is the Director of the Sibling Aggression and Abuse Research and Advocacy Initiative ([SAARA](#)), which is located at the Crimes against Children Research Center, University of New Hampshire (UNH). Before that, she was a Professor of Human Development and Family Studies at UNH.

Dr. Tucker has a long history of research on sibling relationships, particularly sibling aggression and victimization, drawing on and making many connections to the peer aggression field. For example, her most recent academic publication compared the scariness of sibling versus peer aggression and appeared in *Family Relations*. She has worked extensively with national survey data on sibling and peer victimization across all stages of childhood and across a broad range of victimization dynamics including property offenses. Her contention is that sibling aggression needs to be clearly encompassed within the general field of bullying and peer aggression, and re-evaluated as a serious childhood adversity in the same way as has happened for bullying.

The [SAARA](#) initiative she leads is a new effort to increase awareness of sibling aggression and abuse and provide evidence-based guidance for practitioners and the public on how to prevent and reduce it. Most academics and the public are unaware that sibling aggression is the most common form of family violence in the US and has concurrent and life-long associations with emotional and physical harms.



Recently, Dr. Tucker co-authored [three bulletins](#) for SAARA to help parents, practitioners and professionals understand differences between rivalry and sibling aggression and abuse, manage sibling conflict, and provide resources for getting help. Dr. Tucker along with her colleague, Dr. Tanya Whitworth, a research scientist at SAARA, published a piece for *The Conversation* on the life-long impact of [sibling aggression and abuse](#). Dr. Tucker’s upcoming work with SAARA will include providing training to professionals who work with parents and children and encouraging them to routinely inquire about sibling dynamics and offering resources for help. Along with her colleagues, Dr. Tucker is seeking to infuse content about sibling aggression and abuse into undergraduate and graduate curricula as well as into educational programs about parenting, bullying, and family violence. All SAARA training and advocacy work will be supplemented by relevant and user-friendly information delivered in-person and through webinars. For more information visit the [SAARA](#) website or email SAARA at [UNH.SAARA@unh.edu](mailto:UNH.SAARA@unh.edu).

Tucker, C.J., Finkelhor, D., & Turner, H. (2023). Emerging Ideas: Is sibling aggression as scary as peer aggression in childhood and adolescence? *Family Relations*, 1-6. <http://dx.doi.org/10.1111/fare.12844>

Tucker, C.J., Finkelhor, D., & Turner, H. (2020). Family and friend social support as mediators of adolescent sibling victimization and mental health, self-esteem, and delinquency. *American Journal of Orthopsychiatry*, 90, 703-711. <http://dx.doi.org/10.1037/ort0000502>

Tucker, C.J., Finkelhor, D., & Turner, H. (2020). Family predictors of sibling versus peer victimization. *Journal of Family Psychology*, 34, 186-195. <http://dx.doi.org/10.1037/fam0000592>

Tucker, C.J., Finkelhor, D., & Turner, H. (2019). Patterns of sibling victimization as predictors of peer victimization in childhood and adolescence. *Journal of Family Violence*, 34, 745-755. <http://dx.doi.org/10.1007/s10896-018-0021-1>

Tucker, C.J., Finkelhor, D., & Turner, H. (2018). Family adversity’s role in the onset and termination of childhood sibling victimization. *Psychology of Violence*, 8, 10-18. <http://dx.doi.org/10.1037/vio0000087>

Tucker, C. J., & Finkelhor, D. (2017). The state of interventions for sibling conflict and aggression: A systematic review. *Trauma, Violence, & Abuse*, 18(4), 396–406. <https://doi.org/10/gbwz64>

Tucker, C.J., Finkelhor, D., Turner, H., & Shattuck, A. (2014). Family dynamics and young children’s sibling victimization. *Journal of Family Psychology*, 28, 625-633. <http://dx.doi.org/10.1037/fam0000016>

Tucker, C. J., Whitworth, T. R., & Finkelhor, D. (2023). *Disentangling sibling rivalry from aggression and abuse* (SAARA Bulletin #1). Crimes against Children Research Center, University of New Hampshire. Retrieved from <https://www.unh.edu/ccrc/saara/publications>.



Tucker, C. J., Whitworth, T. R., & Finkelhor, D. (2023). *Recommendations for parents on managing sibling conflict and aggression* (SAARA Bulletin #2). Crimes against Children Research Center, University of New Hampshire. Retrieved from <https://www.unh.edu/ccrc/saara/publications>.

Tucker, C. J., Whitworth, T. R., & Finkelhor, D. (2023). *Sibling aggression and abuse: Recommendations and resources for parents and professionals* (SAARA Bulletin #3). Crimes against Children Research Center, University of New Hampshire. Retrieved from <https://www.unh.edu/ccrc/saara/publications>.



**BRNET New Members!**

BRNET has a current total of 274 members from 30 countries. **Welcome Drs. Sapouna, Khlomov, & Bochaver!**

**New Affiliates of BRNET!**

BRNET has a current total of 111 affiliates from 19 countries. **Welcome Kyle Burke!**

Please send recommendations for potential **BRNET members** (i.e., faculty, researchers, and clinicians who are conducting research on bullying or related topics) to Drs. Wendy Craig, Susan Swearer, or to [bullyresearchnet@gmail.com](mailto:bullyresearchnet@gmail.com). Additionally, you may direct potential BRNET members toward our website for further information: <https://cehs.unl.edu/BRNET/become-member-or-affiliate/>.

*If you have recently joined BRNET and 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. a list of current/ongoing projects in this area;
4. an annotated bibliography of your work in this area (i.e., full reference plus a few sentences about the work) or curriculum vitae that can be posted on the website;
5. relevant web-based links you would like to share.

**Affiliates of BRNET** (formerly known as ‘Friends 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 Catie Carney, the BRNET Coordinator, at [bullyresearchnet@gmail.com](mailto:bullyresearchnet@gmail.com) with the following information: name, title, address, and email address.



## **Author Exchange - Member and Affiliate Publications**

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If you would like to share research articles or other publications to be highlighted in our monthly newsletters, please email Catie Carney 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)

**Dr. Rigby** recently published an autobiography, titled “Oddly Enough.” Please see the description below and the following link if you wish to access a copy of the book:

<https://booko.com.au/9781922957214/Oddly-Enough-The-Autobiography-of-Ken-Rigby>

"Oddly Enough" is a story of an Englishman who emigrated to Australia to 1959 to work as a teacher, and, subsequently, as a psychologist, university professor and researcher, in which capacity he has established an international reputation for his work on how bullying can be countered in schools. This led to his becoming recognized internationally, travelling and lecturing worldwide, and receiving the Order of Australia Medal in 2021.

"Oddly Enough" is written as a flow of consciousness of events as they are remembered and reflected upon from childhood to old age. It is meant to amuse, as well as to shed light on significant historical, social, and cultural issues of his time; such as social class; family life; schooling and education; attitudes to authority; Britain in wartime; National Service; emigration; university life; and adapting to the Australian culture. Finally, it addresses existential questions on the nature of self and the sheer oddity of existence.

**Dr. Parada** and colleagues recently published an article in *Educational Psychology Review*, which is available through open access. Please see the citation and abstract below.

Marsh, H.W., Guo, J., Parker, P.D., Pekrun, R., Basarkod, G., Dicke, T., Parada, R.H., Reeve, J., Craven, R., Ciarrochi, J., Sahdra, B. & Devine, K. (2023). Peer victimization: An integrative review and cross-national test of a tripartite model. *Educational Psychology Review*, 35, 46. <https://doi.org/10.1007/s10648-023-09765-x>

School victimization issues remain largely unresolved due to over-reliance on unidimensional conceptions of victimization and data from a few developed OECD countries. Thus, support for cross-national generalizability over multiple victimization components (relational, verbal, and physical) is weak. Our substantive–methodological synergy tests the cross-national generalizability of a three-component model (594,196 fifteen-year-olds; nationally -representative samples from 77 countries) compared to



competing (unidimensional and two-component) victimization models. We demonstrate the superior explanatory power of the three-component model—goodness-of-fit, component differentiation, and discriminant validity of the three components concerning gender differences, paradoxical anti-bullying attitudes (the Pro-Bully Paradox) whereby victims are more supportive of bullies than of other victims, and multiple indicators of well-being. For example, gender differences varied significantly across the three components, and all 13 well-being indicators were more strongly related to verbal and particularly relational victimization than physical victimization. Collapsing the three components into one or two components undermined discriminant validity. Cross-nationally, systematic differences emerged across the three victimization components regarding country-level means, gender differences, national development, and cultural values. These findings across countries support a tripartite model in which the three components of victimization—relational, verbal, and physical—relate differently to key outcomes. Thus, these findings advance victimization theory and have implications for policy, practice, and intervention. We also discuss directions for further research: the need for simultaneous evaluation of multiple, parallel components of victimization and bullying, theoretical definitions of bullying and victimization and their implications for measurement, conceptual bases of global victimization indices, cyberbullying, anti-bullying policies, and capitalizing on anti-bullying attitudes.

## **ANNOUNCEMENTS**

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### **(1) *Frontiers in Psychology* Special Issue Call for Papers**

BRNET members are invited to submit an article to *Frontiers in Psychology* Special Issue entitled "Teacher Responses to Bias-based Bullying." More information about the special issue scope and objectives can be found here: <https://www.frontiersin.org/research-topics/55175/teacher-responses-to-bias-based-bullying>.

Why publish in this special issue? Alongside a top group of authors, your work will be published in *Frontiers in Psychology*, a leading journal in the field with a Journal Impact Factor of 4.232 and a CiteScore of 4.0. Frontiers' fast-track review process, led by an editorial team, means each article is published online as soon as it's been successfully peer-reviewed and accepted (typically within 90 days). As an open-access journal, publishing fees are applied to accepted articles. Please contact [psychology.submissions@frontiersin.org](mailto:psychology.submissions@frontiersin.org) to discuss fees, institutional waivers, and discounts.

How to submit: If you are interested in submitting an article, please click the link [here](#) to submit an abstract by 31<sup>st</sup> August 2023. The deadline for submission of the full article is 30<sup>th</sup> November 2023, although this is a flexible deadline, the editors would be happy to grant you 1 more month if required.



**BULLYING RESEARCH NETWORK**

University of Nebraska – Lincoln  
Queen’s University

<http://cehs.unl.edu/BRNET/>

July 2023

If you are not currently conducting research in this area but are aware of other colleagues who are, please feel free to share this call.

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Thank you for your involvement in the Bullying Research Network! If you have any news, information, research, suggestions for new members, or other materials that our members would find useful, please do not hesitate to email us at [bullyresearchnet@gmail.com](mailto:bullyresearchnet@gmail.com) and we will include it in our newsletter and/or on our website.

Most sincerely,

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

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