

## THE BULLETIN OF THE INTERNATIONAL SOCIETY FOR RESEARCH ON AGGRESSION

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**The North American Editor produced this issue**

### Contents of this Issue

- Editorial
- Obituary: Leonard D. Eron (1920-2007)
- Important Announcements
- Updates from Rowell Huesmann, EDITOR, *Aggressive Behavior*
- Message from ISRA President, Menno Kruk
- Preliminary Information on the 2008 ISRA World Meeting in Budapest, Hungary: July 8-13, 2008
- Other Upcoming Conferences
- Profiles of Members' Research
- Comments on the Virginia Tech Tragedy from the Aggression Research Program, University of Michigan
- Resources for Assessing and Preventing Youth Violence
- Book Reviews
- Highlights of the 2007 Society for Research on Child Development Biennial Meeting

## Editorial

Eric Dubow, North American *Bulletin* Editor



Greetings and best wishes to everyone.

As you know by now, our dear colleague, friend, and past ISRA president, Len Eron, passed away on May 3, 2007, of heart complications, at the age of 87. Len was a friend and mentor to many of us and has made great contributions to theory, research, and public policy related to aggression and the roles of media (especially violence portrayed on television) and family influences (especially harsh punishment). I met Len in 1980 when I began graduate school at the University of Illinois at Chicago. He recruited me to work on the third phase of the Columbia County Longitudinal Study. I received my Ph.D. under Len's supervision in 1985. Over the years, Len has been a mentor, father figure, confidant, and cherished colleague to me. He was a consummate role model for his work ethic, professionalism, warmth, insight, humility, and sense of humor. We will miss Len, but we will live on with the fine qualities that he imparted to us. I lead this *Bulletin* with an obituary prepared by Rowell Huesmann, Len's long-time colleague and friend, and me. I also include information about ISRA's newly established **Leonard D. Eron Memorial Research Fund**. The fund will be used to provide small research grants to young scholars studying the causes of aggressive behavior.

A major goal of the biannual *Bulletin* is to provide members with information and announcements of opportunities that are of wide interest within our society. This includes providing information that our *Aggressive Behavior* editor wishes to pass along; informing members of upcoming conferences (especially our society's World Meeting); disseminating news and resources of special interest (in this issue, I include comments on the Virginia Tech tragedy and resources for assessing and preventing youth violence); including reviews of recently published books of interest to our society; and reporting highlights of recent conference research presentations on aggressive behavior (in this issue I include highlights of the 2007 Society for Research on Child Development meeting in March of 2007).

A second major goal of the *Bulletin* is to connect members to *each other*. One way to do this is to share descriptions of our own research. In this volume of the *Bulletin*, I am including a section called "Profiles of Members' Research," which presents abstracts of recent publications of various members. I have included research by our own group that represents a collaboration between the University of Michigan (USA) and the University of Jyväskylä (Finland); and research by GRIP, Research Unit on Children's Psychosocial Maladjustment, the University of Montreal. In each *Bulletin*, I hope to include a few abstracts of members' research, so **please send me or Jane abstracts of recent publications and a brief description of your research group or center**.

There has been some discussion about the length of our *Bulletins*. Of course, when we include membership lists, the *Bulletin* will be quite lengthy. (We are exploring other methods of dissemination of membership lists.) In addition, book reviews and highlights of research

presentations at scientific conferences (such as the highlights of the SRCD 2007 meeting that I include in this *Bulletin*) can span several pages. The way I have dealt with this concern is to place these lengthy sections at the end of the *Bulletin*, so the readers with those specialized interests can spend time reading the last several pages of the *Bulletin*. Of course, the electronic format of the *Bulletin* allows readers to scroll quickly to the sections of most interest to them.

Finally, Jane and I have been working hard to keep our membership email list up to date. If your email address has changed, please send me or Jane your current email address. If you are an ISRA member and have not received the *Bulletin* via email (i.e., you accessed it from the website), that means that we do not have a current valid email address for you. Jane and I appreciate all your help in keeping the list current.

In the meantime, I hope to hear from you and to see at our World Meeting in Budapest in July, 2008!

### **Leonard D. Eron (1920-2007)**



Psychologist Leonard D. Eron, one of the world's preeminent aggression researchers, died May 3, 2007, of heart complications, at the age of 87. Eron's contributions to understanding the causes of aggressive behavior and how to treat it helped revolutionize psychology's perspective on aggression during the past 60 years, and his efforts to apply this knowledge to public policy have left a lasting impact on society. During his years as a Professor at Yale University, the University of Iowa, the University of Illinois at Chicago, and the University of Michigan, he also left his mark on countless students who carry on his tradition of merging research with public policy applications of psychology.

As Jocelyn Stewart wrote recently in the *Los Angeles Times*, "The message of Eron's research was clear: The more violence children watched on television, the more aggressive they were in school. Over the years, those findings drew loud objections from television executives, but Eron argued that the correlation was undeniable." In 1993, during an appearance on the "MacNeil/Leher News Hour," Len said, "There is no rational person outside the tobacco industry who would deny that there is a causative link between cigarette smoking and lung cancer. And

it's the same thing with television violence viewing and subsequent (aggressive) behavior in young children."

Len Eron was born on April 22, 1920, in Newark, New Jersey and grew up in Passaic as the son of Lithuanian immigrants. After graduating from Passaic high school, where he indulged his talents for the theater, he began to study on a scholarship at the American Academy of Dramatic Arts. His fondness for Greek Theater stayed with him throughout his life. But when his father died, he turned to earning a BS at City College of New York. To support himself, he worked as an usher in Manhattan movie houses where, he recalled years later, "The first rule of ushering was always wear white gloves." During this time he not only developed his interest in psychology, he acquired a fondness for singing 1930s and 1940s movie songs which he still was willing to display at parties 60 years later. In 1941 Len received a BS degree in psychology from CCNY where he was elected to Phi Beta Kappa. After one semester of graduate work at Columbia University, the bombing of Pearl Harbor occurred, and Len was drafted into the army. But that one semester proved propitious because on the very first day of Professor Poffenberger's physiological psychology class he met the love of his life, Madeline Marcus.

After basic training, Len joined the *ordnance corps* as a young officer. Len liked to joke that he had always wanted to be a lawyer; so he selected *ordnance* work thinking it would be good preparation. Much to his surprise Len ended up in Aberdeen, Maryland, learning how to deal with ammunition instead of laws. However, he did at least get to take the train to New York on weekends to see Madeline. Unfortunately, one such trip in October 1942 almost ended Len's career before it had even begun. The car that was taking Len to meet the train somehow met it head on, and Len ended up in the hospital with a fractured skull. Len was unconscious for a week and hospitalized for 3 months. However, he eventually recovered with no permanent brain damage. The army decided Len was completely competent to handle ammunition, and shipped him off to North Africa in early 1943. Len served in the campaigns of North Africa, Sicily, and Italy and attained the rank of 1<sup>st</sup> lieutenant. He never forgot the horrors he experienced on the beach at Anzio and in other battles, and this undoubtedly contributed to his later interests in understanding and preventing aggressive and violent behavior. And while he never hesitated to sing "Lily Marlene" at parties years later, he also never became very comfortable about socializing with people whom he discovered had fought against him in these battles. Len was rotated back to the states and finished the war as a "disk jockey" at the Edgewood Arsenal in New Jersey where he selected soothing music to play to the ammunition workers to reduce the chances they would blow themselves up. The war ended just in time to prevent Len from being sent back into active duty for the invasion of Japan, and Len went back to school at Columbia as soon as he was demobilized.

In 1946, Len completed his MA in Psychology at Columbia, and decided to complete his PhD elsewhere. He first accepted the University of Iowa's offer of admission and shipped his goods off to Iowa, but when Wisconsin's offer came to him a few days later, he changed his mind, went to Wisconsin, and somewhat brashly wired the psychology department at Iowa, "Changed my mind. Decided to go to Wisconsin. Please forward my luggage." Len remembered this message somewhat ruefully years later when he joined the faculty at Iowa.

In 1949, Len received his PhD from the University of Wisconsin under the mentorship of Ann Magaret. On the lookout for a job, he attended the 1948 APA meeting in Philadelphia, and ran

into his old girlfriend Madeline. The flame was rekindled immediately, and she offered him a ride to New York City with her friend Seymour Sarason from the faculty at Yale – a ride that led Len to being offered a position as an Assistant Professor of Psychology at Yale. It also quickly led Len and Madeline to a trip down the marriage aisle in 1950. Madeline's mother was not too impressed with Madeline's husband's new job, however. She is reported to have remarked, "If he is so great, how come he is only an assistant to a professor?"

At Yale Len first continued with the research he had started in graduate school. In the 1940's, Len was concerned with the reliability and validity of projective techniques, assessment instruments used by clinical psychologists to diagnose mental illness. In his 1950 publication in *Psychological Monographs*, "A Normative Study of the TAT," Len demonstrated that the content of fantasy was not very different between schizophrenics and normals. Later in 1965, Len, along with colleagues Joseph Zubin and Florence Schumer, published *An Experimental Approach to Projective Techniques*. During his time as Chief Psychologist in the Department of Psychiatry at the Yale University School of Medicine in the 1950's, Len also became interested in how the attitudes and beliefs of medical students were changed by their education. He followed a class of first year medical students through their graduation and, in a stimulating series of publications, reported that, over the course of four years, the students become less humane, more cynical, and *more* anxious as a result of their education. Len wrote, "Cynicism does not protect these students from anxiety." The findings had substantial influence on the reorganization of medical curricula at the time.

Len's mentor and role model, Yale colleague Seymour Sarason, argued that the appropriate place for a psychologist was an educational setting and the most appropriate research participants were children. Following Sarason's advice, Len reduced his appointment at Yale to part-time in 1955 and accepted a position of Director of Research and Chief Psychologist at the Rip Van Winkle Clinic, Hudson, New York. That foundation was run by a Yale graduate, Caldwell Esselstyn, who had a vision for providing mental health services that was ahead of his time. The Foundation was essentially a Health Maintenance Organization for the whole county (Columbia County) that included free mental health services. Len was allowed to hire a research staff and conduct his own research with little interference. He chose to conduct a community epidemiological study on aggression in children. Thus began one of the longest running (spanning over 40 years) studies to date: the Columbia County Longitudinal Study.

Len began the first phase of the study in 1960 with colleagues Monroe Lefkowitz and Leopold Walder. The research participants included 856 children, the entire third grade population of a semi-rural Columbia county in New York State and 80% of their mothers and fathers. The purpose of the Columbia County study was to relate the aggressive behavior of children in school to the child rearing practices of the parents. Both the children and their parents were interviewed. At that time Len pioneered a peer-nomination assessment of children's social behavior that gained widespread popularity in several countries as a better alternative to self-reports. Because there was widespread suspicion in the community about mental health research at that time (e.g., "a communist plot designed to 'finger' people" – see Eron, L.D., & Walder, L.O. (1961). Test burning II. *American Psychologist*, 16, No. 5, 237-244), Len and his colleagues also included a number of filler questions that he called "Ladies Home Journal" questions such as, "What are your child's three favorite TV programs?" Much to their surprise, when they analyzed the data, they found that there was a significant correlation between the aggressiveness of the boys they studied and the violence of the boys' favorite TV shows (Eron, L.D. (1963). The relationship of

TV viewing habits and aggressive behavior in children. *Journal of Abnormal and Social Psychology*, 67, 193-196). This was the start of a life-long concern Len displayed about the effects that media violence was having on children.

The original participants were again interviewed at age 19 in 1970 when Rowell Huesmann joined the project. The longitudinal results from this wave, funded by the Surgeon General of the United States, provided the most compelling evidence to date that media violence had long-term effects on stimulating children's aggression and cast Len into the spotlight in this area (see Eron, L.D., Huesmann, L.R., Lefkowitz, M.M., & Walder, L.O. (1972). Does TV violence cause aggression? *American Psychologist*, 27, 253-263). These results strongly reinforced his conception that aggression was primarily a learned behavior in humans – a conception he described in detail in his 1972 seminal book with Walder and Lefkowitz entitled *The Learning of Aggression*. What is learned by observation and reinforcement is not only the actual behaviors which are copied, but attitudes about the appropriateness of such behavior, its efficacy, and its normativeness. These publications also began the period when Len devoted extraordinary amounts of time to public service in testifying, speaking, and writing in popular venues to make these results known to the general public and to influence public interest groups and the government.

In 1980 Eric Dubow joined the Columbia County research team and the participants were re-interviewed at age 30, and then 20 years after that in 2000 the participants were re-interviewed at age 48. The results from these waves established both the continued influence that exposure to media violence in childhood has even into adulthood (see Huesmann, L. R., Eron, L. D., & Dubow, E. F. (2002). Childhood predictors of adult criminality: Are all risk factors reflected in childhood aggressiveness? *Criminal Behavior and Mental Health*, 12(3), 185-208) and the strong continuity of aggressive behavior from childhood to adulthood in both males and females (see Huesmann, L. R., Eron, L. D., Lefkowitz, M. M. & Walder, L. O. (1984). The stability of aggression over time and generations. *Developmental Psychology*, 20(6), 1120-1134). "Kids learn a certain way of behaving and solving problems, and it sticks with them," Len told the Associated Press in 1985. The Columbia County Longitudinal Study now spans three generations and will continue to produce important findings as a living testament to Len's foresight in 1960.

Len's research on aggression was by no means limited to the Columbia County Study. In 1977 Len joined Rowell Huesmann to establish an international collaborative of researchers who would investigate in a much more systematic manner the long-term effects of media violence. Most of the collaborators on this Cross-national Television Study were known to Eron and Huesmann through their membership in the International Society for Research on Aggression. They included Kirsti Lagerspetz and Vappu Viemero in Finland, Adam Fraczek in Poland, Riva Bachrach and Simha Landau in Israel, and Peter Sheehan in Australia. In each country substantial samples of children were studied as they progressed from the 1<sup>st</sup> to 3<sup>rd</sup> grade and 3<sup>rd</sup> to 6<sup>th</sup> grade. The results of these three years of work provided a strong indictment of violent TV as a cause of aggression in both boys and girls, and indicated that identification with violent characters and perceiving violence as true to life were important moderators (see Huesmann, L.R. & Eron, L.D. (Eds., 1986). *Television and the aggressive child*. New York: Erlbaum). In four of the countries follow-up data were collected 15 years later which showed again that the

effects of exposure to TV violence last into adulthood even when many other relevant factors are controlled (see Huesmann, L. R., Moise, J., Podolski, C. P. & Eron, L. D. (2003). Longitudinal relations between childhood exposure to media violence and adult aggression and violence: 1977-1992. *Developmental Psychology*, 39(2), 201-221). To date one of the most striking sets of findings from analyses of the United States data was that higher levels of childhood exposure to media violence predicted elevated aggressive and antisocial behavior in early adulthood, above and beyond the effects of childhood aggression, intellectual ability, parenting experiences, and socioeconomic status. This study also demonstrated the effects of childhood beliefs about television violence. Specifically, higher levels of identification with aggressive television characters and stronger beliefs in the realism of television violence in childhood also predicted higher levels of adult aggression beyond the effects of childhood aggression.

However, as much as Len was interested in understanding the causes of aggression, he was also interested in applying the knowledge he gained to finding ways to prevent the development of aggression. In the early 1990's, along with Rowell Huesmann, Nancy Guerra, Patrick Tolan, Rick Van Acker, and David Henry at the University of Illinois at Chicago, Len started a large 8-year intervention research project: the Chicago Metropolitan Area Child Study (MACS). This was a school-based study of the development and prevention of aggression from early childhood (1<sup>st</sup> grade) through early adolescence (6<sup>th</sup> grade) conducted in samples of children drawn from 16 elementary schools located in low-socioeconomic status urban and inner-city areas of the greater Chicago area. Over 4,000 children were studied. Along with the Fast-Track study, the MACS was among the earliest to test directly the relative impact of multi-tiered intervention strategies, and in so doing produced critical observations of how community-level and child-level characteristics jointly can affect program outcomes. The MACS intervention did produce preventive effects, but with important variation by community (moderate or low resource school districts) and intervention type. In schools with a moderate level of resources, classroom-based interventions and the small-group interventions for at-risk youths successfully decreased aggression-supporting beliefs (e.g., aggressive fantasies, intentions to use aggression) while enhancing prosocial beliefs (prosocial fantasies) (see Eron, L. D., Huesmann, L. R., Spindler, A., Guerra, N. G., Henry, D., Tolan, P., & VanAcker, R. (2002). A cognitive/ecological approach to preventing aggression in urban settings: Initial outcomes for high risk children. *Journal of Consulting and Clinical Psychology*, 70 (1), 179 - 194).

Len's research contributed seminally to many other issues related to the development of aggression beyond those mentioned here including the role of punishment in the learning of aggression (it can go either way depending on identification), the relation between poor-achievement and aggression (bi-directional), the relation between prosocial behavior and aggression (mostly negative), and the consequences of rejecting children (negative). Overall, Len is the author of nine books and approximately 150 articles in edited journals excluding some co-authored articles that are still being written.

He testified numerous times before the United States Senate and the United States House of Representatives, as well as various state legislatures, on the effects of violence in the media, about V-chips and ratings systems to curb violence on TV, and on the implementation and evaluation of violence prevention programs.

Len was always proud of his distinguished and "hard-nosed" approach to empirical research and scholarship and the contributions he made. Woe to the student or author who asked him to read a methodologically sloppy piece of work or presented him with an ungrammatical sentence. However, his criticisms were always blunted by his wit and warmth. Additionally, Len believed it was every scholar's responsibility to apply the knowledge gained through research to practice and public interest. Throughout his distinguished career, Len provided service and leadership to national and international professional organizations. He served as editor of the *Journal of Abnormal Psychology* (1973-80), as associate editor of the *American Psychologist* (1986-90), and president of the *Midwestern Psychological Association* (1985-86) and of the *International Society for Research on Aggression* (1988-90). He was a Fulbright Scholar twice, and collaborated with ISRA members all over the world. He was a member of innumerable professional and governmental panels including the National Research Council Panel on Understanding and Control of Violence and the American Psychological Association's Commission on Violence and Youth of which he was the Chair. Based on his scientific accomplishments, Len received important recognitions in his field. He was a diplomate of the American Board of Professional Psychology and a fellow of the Academy of Clinical Psychology, the American Psychological Association, the American Psychological Foundation, and the American Association for the Advancement of Science. However, Len was proudest of the three recognitions he received from the American Psychological Association. In 1980 he was given the APA award for Distinguished Professional Contributions to Knowledge; in 1995 he received the American Psychological Foundation's Gold Medal Award for Lifetime Contributions to Psychology in the Public Interest; and in 2003 he received APA's award for Distinguished Lifetime Contributions to Media Psychology.

Len is survived by his wife Madeline of Lindenhurst, IL, his daughter Barbara and two grandchildren also of Lindenhurst, and his son Don who is on the faculty of the University of Colorado at Boulder. His other daughter Joan died in 1990.

In writing this obituary we are again with impressed with all that our colleague achieved in his exceptional career. We are very sad to lose him; however, we cannot help but smile as we write this and think of him. Len was the kind of person who made everyone around him smile. He was that rare outstanding scholar who also possessed wit, self-deprecating humor, warmth, and great humanity. His scholarly accomplishments will live on for a long time, but we will all terribly miss the man we have lost.

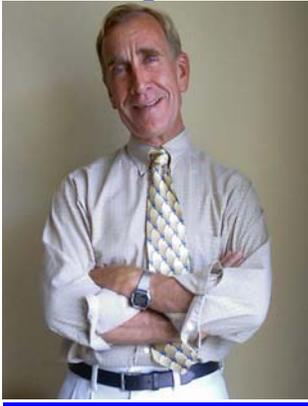
*Rowell Huesmann and Eric Dubow*  
*Ann Arbor, Michigan*  
*May 23, 2007*

ISRA is happy to announce the newly established **Leonard D. Eron Memorial Research Fund**. The fund will be used to provide small research grants to young scholars studying the causes of aggressive behavior. To establish this fund, the Eron family has requested that donations be sent to ISRA, in care of Professor John Knutson, Executive Secretary, International Society for Research on Aggression, Department of Psychology, University of Iowa, 11 Seashore Hall E, Iowa City, IA 52242 (John-Knutson@uiowa.edu).

## Important Announcements

- ISRA would like to draw the attention of the membership to the official ISRA website ([www.israsociety.com](http://www.israsociety.com)). Suggestions for what should be included on the website are particularly welcome. All information concerning the website, including requests for information to be added, should be sent directly to Roger Johnson, Ramapo College, Mahwah, N.J. USA, 07430: [rjohnson@ramapo.edu](mailto:rjohnson@ramapo.edu)
- If your email address has changed and you are not receiving the bulletins, please email Jane or me your new email address!!!
- Please send Eric and Jane abstracts of your most recent publications with full citation information and a brief description of your research group or center!!!

## Updates from Rowell Huesmann, EDITOR, *Aggressive Behavior*



### Abstracts of *Aggressive Behavior* articles to appear in PubMed!!!

Dear Colleagues,

I am very pleased to be able to tell you that National Library of Medicine has accepted our application to have *Aggressive Behavior* included in PubMed. So beginning shortly abstracts of all articles from *Aggressive Behavior* will be included in PubMed. Please distribute this information to your colleagues and particularly to those in the more biological areas for which this is a very important consideration.

All the best,  
Rowell

**Remember: all manuscripts submitted to *Aggressive Behavior* must be submitted through a web site called Manuscript Central for *Aggressive Behavior***

**(<http://mc.manuscriptcentral.com/ab>).**

## Message from ISRA President, Menno Kruk

*Leiden University, Netherlands, 29<sup>th</sup> of May 2007*

**Soliciting Your Early Input into the World Meeting in Budapest, July, 2008**



**From one Twin City to Another, with Your Help.** Our wonderful meeting in Minneapolis, less than a year ago, is still very much on my mind. However, our preparations for the next meeting in Buda-Pest - another twin city - are already in full swing. E-mail exchanges on form and content among organizers, officers, and council are increasing

accordingly. While we are confident that the results will be worth our efforts, we would like to solicit your early input (as you will see below).

**Budapest: A Scientific Hotspot.** Budapest is an attractive and charming European city where it is good to dwell. It is also the center of a dynamic scientific community, a community that managed to maintain its wonderful scientific traditions and increase its international impact, even in periods of the past when such things were not at all easy. Hungary is now a full member of the European Union and other Western organizations without relinquishing its charming national character. During the past decade I visited Hungary repeatedly, and every time I was impressed by the new scientific accomplishments of my colleagues, and by the Hungarian talent to organize excellent, vivid, convivial meetings.

**Keeping Up with Rapid Advances.** As write these words I realize again that the field of aggression research is rapidly changing and internationalizing. It is my strong impression that the impact of aggression research is increasing, both in traditionally interested disciplines as well as in disciplines that did not consider aggression as a topic worthy of attention before. My other strong impression is that aggression research is “unifying” in the sense that novel technologies and concepts allow us to build bridges between areas that hitherto seemed miles apart. I also noticed that many of our members attend our meetings not just to link up with their own discipline again, but rather to gather what is going on in the other fields. Such considerations underscore the importance of ISRA as a platform for interdisciplinary exchange. We need to work on meeting that obligation.

**A Balanced Program, with Your Help.** Our meeting organizer and ISRA officers are acutely aware of the need to prepare a balanced scientific program that takes a wide view on current aggression research and incorporates novel developments. Since no single person can follow or judge the entire span of disciplines and novel developments, we would greatly appreciate your suggestions on topics that, in your opinion, should have a place in next meeting’s program. Suggestions that bridge different fields, or topics from scientific or geographic areas that were not well represented before in ISRA, will be especially welcome.

**Be Informal: Use E-mail.** At this early point in time we do not need extensive, fully detailed proposals. What we need is just a topic with a reference to a key publication, or a name of a gifted speaker, and a few short sentences as explanation. Your suggestions will enable us to compile a short list of ideas, and will contribute to the quality and success of the meeting. Please E-mail your suggestions to Deborah Richardson, chair of the scientific committee and president-elect <[drichardson@aug.edu](mailto:drichardson@aug.edu)> who will distribute your suggestions for serious consideration to the scientific committee. I look forward to receiving a copy of your enthusiastic suggestions at <[m.kruk@lacdr.leidenuniv.nl](mailto:m.kruk@lacdr.leidenuniv.nl)>, and hope to meet you in Budapest.

## Preliminary Information on the 2008 ISRA World Meeting in Budapest, Hungary, July 8-13, 2008



Thanks to Jozsef Haller, the organizer for our 2008 World Meeting in Budapest, Hungary, for submitting this first announcement of plans for the conference.

**(1) Dates of the Meeting:** July 8-13, 2008.

**(2) Meeting Venue:** Novotel Centrum (43-45 Rákóczi str, Budapest). The venue is centrally located and can be reached by several means of transport, including the Metro. The largest conference room can accommodate 300 people. There are several smaller conference rooms,

and the large one can be divided into two smaller ones. Thus, there will be ample room for parallel symposia. The hotel's website is:

[http://www.novotel.com/novotel/fichehotel/gb/nov/3560/fiche\\_hotel.shtml](http://www.novotel.com/novotel/fichehotel/gb/nov/3560/fiche_hotel.shtml)

**(3) Scientific Program:** We already have received suggestions on the following topics. However, we encourage and welcome additional suggestions.

(i) aggression, law, and law enforcement; (ii) school violence; (iii) the psychology of aggression, including developmental aspects of aggression; (iv) the psychopathology of aggression, including psychopathic violence; (v) translational research, including aggression rehabilitation programs; (vi) social aggression; (vii) the neurobiology of aggression, including effects of stress and glucocorticoids; (viii) sports and aggression; (ix) violence and hate on the Internet; (x) attachment and aggression; (xi) cross-species comparisons; (xii) the dynamics of conflict; (xiii) trauma, including domestic violence and sexual assault, and aggression.

**(4) Social Programs:**

(i) Opening ceremony and welcome reception (with live music); (ii) Budapest tour (optional); (iii) Tour on the Danube by ship (optional); (iv) Trips to neighboring cities with museums, treasuries, old churches, etc. (optional). Places of interest include: Visegrad, which has two medieval castles, one next to the Danube, and another one on the top of a hill (which is next to the Danube, too); Esztergom, where we have an old church, a gold treasury with artifacts from the 10th to the 19th centuries, and an exhibition of religious paintings (from Italian and Hungarian renaissance onwards); and Godollo, with a royal castle (the castle of Queen Sissy, who was featured in some movies); (v) Banquet (included in the price).

**(5) Deadlines for Registration and Call for Abstracts:**

Formal registration and abstract submission forms have not yet been prepared; this information will be presented in the December 2007 *Bulletin*, will be posted on our website, and will be sent to members by email as soon as the forms are prepared. However, here is a timeline of expected dates for submission of abstracts and registration:

- Submission of symposium proposals: 15th of February, 2008
- Submission of abstracts: 15th of March, 2008
- Early registration: 15th of March, 2008
- **You do not have to wait until February to submit ideas or ask questions. Please contact Deborah Richardson, [drichardson@aug.edu](mailto:d Richardson@aug.edu), at any time with suggestions for the program.** See the message above from ISRA President, Menno Kruk, for more information.

## Other Upcoming Conferences

### **The 115<sup>th</sup> Annual Convention of the American Psychological Association**

*August 17-20, 2007  
San Francisco, CA*

On the APA website, I found a few programs that may be of interest to our members, and I have included those program descriptions below. For more information on the programming at this upcoming conference, you can access the APA website at:  
<http://www.apa.org/convention07/programming.html>

#### **Actual Innocence: Contributions of Psychological Science to the Correction and Prevention of Wrongful Convictions**

*Co-Sponsored by Divisions 8 (Society for Personality and Social Psychology) and 41 (American Psychology–Law Society)*

*Chair:* Lawrence S. Wrightsman, Jr., PhD, University of Kansas, Lawrence

*Participants:* Saul M. Kassin, PhD, Williams College, Williamstown, MA  
Gary L. Wells, PhD, Iowa State University, Ames

*Discussant:* Lawrence S. Wrightsman, Jr., PhD, Kansas University, Lawrence

#### **A Challenge for Psychology in our Time: Understanding the Causes of Terrorism**

*Co-Sponsored by Divisions 8 (Society for Personality and Social Psychology), 9 (Society for the Psychological Study of Social Issues), and 19 (Society for Military Psychology)*

*Co-Chairs:* Jeff Greenberg, PhD, University of Arizona, Tucson; Sheldon Solomon, PhD, Skidmore College, Saratoga Springs, NY

*Participants:* Tom Pyszczynski, PhD, University of Colorado, Colorado Springs; Arie W. Kruglanski, PhD, University of Maryland, College Park; Xiaoyan Chen, MA, University of Maryland, College Park; Jessica Stern, PhD, John F. Kennedy School of Government, Harvard University, Cambridge, MA

### **20th Biennial Meeting of the International Society for the Study of Behavioural Development (ISSBD)**

*July 13 - 17, 2008, Wuerzburg, Germany*

Those interested in receiving information about ISSBD 2008 in Wuerzburg, Germany should contact : [issbd@intercongress.de](mailto:issbd@intercongress.de)

## Profiles of Members' Research

### **The Aggression Research Subgroup of the Center for the Analysis of Pathways from Childhood to Adulthood, University of Michigan**

The Center for the Analysis of Pathways from Childhood to Adulthood is a Developmental Sciences Center funded by the National Science Foundation. Researchers representing over 20 longitudinal studies work together in subgroups to address important issues in child development. One subgroup has focused on the continuity of aggression from childhood to middle adulthood, and the role of child and adolescent aggression in predicting middle adulthood occupational status. Here are abstracts of two recent manuscripts from this group.

**Kokko, K., Pulkkinen, L., Huesmann, L. R., Dubow, E. F., & Boxer, P. (in press). Intensity of aggression in childhood as a predictor of different forms of adult aggression: A two-country (Finland and United States) analysis. *Journal of Research on Adolescence*.**

This study examined the prediction of different forms of adult aggression in two countries from child and adolescent aggression. It was based on two longitudinal projects: the Jyväskylä Longitudinal Study of Personality and Social Development (JYLS;  $N = 196$  boys and 173 girls) conducted in Finland and the Columbia County Longitudinal Study (CCLS;  $N = 436$  males and 420 females) conducted in the USA. The same peer-nominated items for aggression were used in both studies at age 8; comparable measures of aggression also were available in adolescence (age 14 in the JYLS/19 in the CCLS) and adulthood (ages 36/30 and 42/48). Results showed that in both countries and in both genders, aggression in childhood was linked significantly to physical aggression and lack of self-control of anger in adulthood but not to verbal aggression. This differential predictability of aggression over 40 years suggests that individual differences in physical aggression are more determined by lasting individual differences (including emotional reactivity) than are individual differences in verbal aggression.

**Dubow, E. F., Huesmann, L. R., Boxer, P., Pulkkinen, L., & Kokko, K. (2006). Middle childhood and adolescent contextual and personal predictors of adult educational and occupational outcomes: A mediational model in two countries. *Developmental Psychology*, 42, 937-949.**

We examine the prediction of occupational attainment by age 40 from contextual and personal variables assessed during childhood and adolescence in two participant samples: 1) the Columbia County Longitudinal Study (CCLS; USA), a study of 856 third graders in a semi-rural county in New York State which began in 1960; and 2) the Jyväskylä Longitudinal Study of Personality and Social Development (JYLS; Finland), a study of 369 8-year-olds in Jyväskylä which began in 1968. Both samples were followed up during adolescence and early and middle adulthood. Structural modeling analyses revealed that in both countries, for both genders, children's age 8 cognitive/academic functioning and their parents' occupational status had independent positive long-term effects on the children's adult occupational attainment, even after controlling for other childhood and adolescent personal variables. Further, childhood and adolescent aggressive behavior negatively affected educational status in early adulthood, which in turn predicted lower occupational status in middle adulthood.

## **GRIP, Research Unit on Children's Psychological Maladjustment, University of Montreal**

The **GRIP** consists of a multidisciplinary inter-university group of researchers who contribute to the understanding of the development of adjustment problems in youths, and to the identification of the most efficient ways to prevent these problems. The GRIP is financed by the University of Montreal, Laval University, McGill University, and by FQRSC funds. Here are abstracts of two recent manuscripts from GRIP.

**Côté, S. M., Boivin, M., Nagin, D. S., Japel, C., Xu, Q., Zoccolillo, M., & Tremblay, R. E. (in press). The role of maternal education and non-maternal care services in the prevention of children's physical aggression. *Archives of General Psychiatry*.**

Physical violence is an important health problem, and low maternal education is a significant risk for the development of chronic physical aggression. We hypothesized that non-maternal care (NMC) services could prevent the development of childhood physical aggression (PA) problems, depending on age at which the services are initiated. Children who followed a trajectory of atypically frequent PA between 17 and 60 months among a population sample of Canadian families (N =1691) were identified. Maternal education and NMC were considered in predicting group membership while controlling for confounding family characteristics. Children of low-educated mothers (i.e. no high-school diploma) were less likely to receive NMC. Those who did had significantly lower risk of a high PA trajectory. Results from multiple regressions and logistic regressions indicated that NMC reduced the risk of high PA, especially when initiated before 9 months ( $d=-0.62$ ;  $SD=0.24$ ; 95% CI -1.09 to -0.16; OR= 0.20; 95% CI 0.05-0.9). Children of mothers who graduated from high-school were less at risk of PA problems, and NMC had no additional protective effect. NMC services to children of mothers with low levels of education could substantially reduce their risk of chronic physical aggression, especially if provided soon after birth. Because children most likely to benefit from NMC services are less likely to receive them, special measures encouraging the use of NMC services among high-risk families are needed.

**Barker, E.D., Seguin, J.R.; White, H.R., Bates, M., Lacourse, É, Carbonneau, R., & Tremblay, R. E. (2007). Development trajectories of physical violence and theft: relations to neuro-cognitive performance. *Archives of General Psychiatry*. **64**: 592-599.**

Neurocognitive mechanisms have long been hypothesized to influence developmental trajectories of antisocial behaviour. However, studies examining this association tend to aggregate a variety of problem behaviors that may be differently affected by neurocognitive deficits. The objective is to describe the developmental trajectories of physical violence and theft from adolescence to adulthood, their associations, and the neurocognitive characteristics of individuals following different patterns of trajectories association. Results showed that the majority (55%) of subjects demonstrate an increased frequency of theft during the study period, while only a minority (13%) evinced an increasing frequency of physical violence. Executive function and verbal IQ performance were negatively related to high frequency of physical violence but positively related to high frequency of theft.

## Comments on the Virginia Tech Tragedy

Aggression Research Program  
The University of Michigan  
April 26, 2007  
<http://www.rcgd.isr.umich.edu/aggr/>

As Aggression Researchers we thought we should offer a few comments on the tragedy at Virginia Tech and try to relate it to some of the things we know about aggression. Of course, much is speculation until we learn more facts about the perpetrator's background, but several conclusions seem probable.

The first obvious fact is that no matter what the underlying causes of the perpetrator's aggression, the consequences would have been less dire if we had better enforceable gun control laws in this country. He might have killed a few people with a knife, but not 31. True, it appears that he obtained the gun illegally. Even in Virginia people who have been "confined" for mental health reasons recently cannot legally buy guns. But in Virginia the only check on this is the word of the person buying the gun when he or she buys it. That is an absurd attempt at control, of course.

Second, we think it is highly probably that this person was suffering from paranoid schizophrenia. In other words, he was seriously psychotic. Most aggressive acts are not committed by people having psychotic episodes, but in this case a lot of the evidence points in that direction. Writing a long manifesto of alleged grievances is typical of people in such states. It does not matter much what the manifesto says. Typically the person believes that he or she is being controlled or forced to do what he or she is doing by God or the Devil or some other people, and has no choice about what he or she must do. Furthermore the person is doing it for imaginary others (e.g., "his children") like Christ did. Psychoses like paranoid schizophrenia are serious mental illnesses that we don't yet understand very well. Our anger at people like this who commit such horrendous acts must be tempered by compassion for the very sick.

Third, one can see fairly clearly how he has developed a set of social cognitions that promote aggression in line with what we have argued in our research. He seems to have acquired a schema about the world that it is a hostile and mean place with people out to get him. He seems to have acquired normative beliefs that his aggression is justified and OK. He seems to have acquired very specific scripts for how to act and to have acquired a feeling of self-efficacy for aggression based on the power of weapons he possesses. In his distorted thinking he has positive outcome expectancies (e.g., perceptions that he would achieve his retaliatory goals and fame and make his unspecified abusers regret what they had done). And he has managed to identify in his own mind with prior victim-aggressors (e.g., the marginalized youth from Columbine who struck out against perceived injustices). Undoubtedly these social cognitions were acquired over time from his misinterpretations of his own personal experiences but also from his "readings" of other events in the larger world.

Fourth, this appears to be a good example of Berkowitz's tenet that "when we feel bad, we act bad." Obviously the perpetrator was emotionally overwhelmed with a mixture of rage and

depression. His act is a consequence of that emotional state. It is certainly hostile reactive emotional aggression, not instrumental aggression.

Fifth, there are elements in his background that would increase the risk of anyone behaving aggressively. We don't know about his family background, but he appears to have been an unpopular social isolate. He appears to have had grandiose narcissistic feelings and to have deliberately avoided forming bonds with others. He appears to have suffered threats to his ego from women.

Finally, we might ask why he chose the specific script he chose to follow to aggress against the convenient targets he found around him. Here, we suspect that the mass media comes into play. We heard today that many of the poses he struck in the pictures he took of himself are almost identical to scenes from a Korean movie called "Old Boy." Time will tell whether this is true, but it would certainly be a plausible explanation for the details of the exact form that his aggression took. This is not to say that this would be a case where in any real sense the movie "caused" his aggression. Rather like the other "copy cat" crimes we studied, the movie shaped the direction that violent behavior took by providing a script that seemed appealing.

Of course, other facts may emerge that might lead us to believe that violence in the mass media played a bigger role than we know. Did he grow up playing violent video games? Did he grow up enjoying a lot of violent movies and television shows? We don't know about that at this point.

Overall, in hindsight, it appears clear that he was an individual who was high-risk for serious aggression. What we must remember, however, is that there are many other people who look similar on the surface and never commit such acts. Predicting "dangerousness" is a very very difficult task. Even those of us who know a lot about aggression cannot claim much success.

## **Resources for Assessing and Preventing Youth Violence**

Thanks to two ISRA members for sending along information about youth violence program resources.

### **From Helen Cowie (University of Surrey):**

Violence in Schools Training Action (VISTA) is an EU-funded project coordinated by the UK Observatory for the Promotion of Non-Violence. VISTA has developed web-based training materials prepared by teams from UK, Spain, Norway, Ireland, Bulgaria, and Belgium. The materials synthesize the best approaches to the reduction and prevention of school violence and adopt a whole-school approach. <http://www.vista-europe.org/>

### **From Paul Boxer (Rutgers University):**

The Center for the Study and Prevention of Violence is a research center within the Institute of Behavioral Science at the University of Colorado at Boulder. The Center has designed a website, "Blueprints for Violence Prevention," that identifies and summarizes model and promising programs for youth violence prevention. <http://www.colorado.edu/cspv/blueprints/index.html>

The Centers for Disease Control and Prevention's National Center for Injury Prevention and Control has a website that contains downloadable assessment tools for aspects of youth aggression and violence. <http://www.cdc.gov/ncipc/factsheets/yvpublication.htm>

## Book Reviews

**Dr. Don Dutton. *The Psychology of Genocide, Massacres and Extreme Violence: How Normal People Commit Atrocities*. Praeger: Greenwood Publishing Group. To be published circa June 2007.**

*Reviewed by Jane L. Ireland*

This is an engaging, well written and seemingly well-researched text which provides a detailed history of the existence and development of genocide and massacres. What I will not present in this review is a laborious overview of individual chapters. Rather, what I intend to provide are my overall reflections on the themes of the text and its potential contribution to the academic research base.

One of the core issues that struck me about this text was its harrowing content, a content empathically acknowledged by Dutton who provides a personal reflection in the foreword of the impact that compiling this book had on him. Dutton warns the reader regarding the content although my concern would be that such a warning may be missed, particularly by the reader who makes the mistake of not commencing the book at the start but instead selects chapters at random. I would warn against this on two grounds: First this is a text whose narrative is only truly understood and appreciated by commencement at the beginning of the book with readers working their way through (I made the mistake of selecting chapters to review before I realised this); Second, the content is harrowing. I speak here as someone who works with high risk sexual and violent offenders and I am regularly faced with disturbing and emotive accounts of aggression and victim distress. Nonetheless, this did not prepare me for the book's contents. I think what is most harrowing is its *real* nature (see in particular Chapter 5 and the massacres in Nanking, My Lai, El Mozote and Sand Creek; and Chapter 6 on Lynchings). Dutton makes no effort to write journalistically or to glorify the detail, rather basic facts are reported. This symbolises, I feel, the cold aspect of human nature and the behaviours that we can engage in when our individual personality becomes merged with a 'nameless' whole, e.g., an army, or a 'cause'.

Dutton makes the interesting point that the text can be part-argument for the development of a new discipline – forensic ethology – the study of genocide and mass atrocities across history. This I feel is a valuable comment to make, with the text serving to highlight both the lack of research into this area of study (particularly from core aggression researchers), and the *international* nature of extreme group violence. The violence evidenced is not something specific to any one group, culture, or country. Connected to this, I felt Dutton only *touched* upon the true extent of atrocities (speaking as a British citizen I did note the absence of our own atrocities such as the 'Witch Hunts' of early Britain), although this in itself speaks volumes in that one book, comprehensive as it may be, no doubt could not document all of the atrocities committed by mankind.

Dutton describes the text as a “marriage between psychology and history”. I would argue that the history element of this text is clearer than the psychology aspect, particularly in the first seven chapters of the text. This is not to criticise but merely to make the point that it is perhaps an area of study which psychology (among other related disciplines) has yet to examine in detail. The text did read more as an engaging account of historical development that was *informed* by some psychological principles. Reference is made to psychological concepts such as ‘in-group’, ‘out-group’, groupthink, obedience, minimization, denial, de-individuation, and dehumanisation (with increasing reference by Chapter 8 on ‘Societal Transitions: The Normative Shifts in Genocide’ and Chapter 9 ‘Individual Transitions to Extreme Violence’), but these are spread throughout the text and somewhat overwhelmed by the historical narrative.

With regards to the historical content, the focus in the first chapter on the development of ‘positive violence’ in the form of ‘Holy War’ in the 12<sup>th</sup> Century provided an interesting account of how group violence was perhaps first rationalised. The parallels between medieval and modern times concerning the beliefs rationalising the use of mass violence (notably religious beliefs and the spiritual and community rewards for those engaging in ‘just’ war) and the atrocities actually evident (which now would be referred to as war crimes), is startling. It would seem to suggest that there is something very predictable about human behaviour regardless of the passing of time. Clearly, predictable behaviours lend themselves well to academic study: if anything what struck me about this text was its highlighting of how valuable studying such behaviour within an academic discipline would be. This was further highlighted in the ensuing chapters which outlined how violent cultures are more the norm in human society rather than the exception; rather it just appears that our *recording* of such behaviours has improved, perhaps a result only of technological advancement (e.g., cameras, video, etc).

The relatively new recording of such atrocities is illustrated further by Dutton in his description of the only recent development of terms to describe it – genocide and democide (Government sanctioned killing of over 1 million people as part of a political threat). Dutton makes the point that the 20<sup>th</sup> Century “may become historically infamous for identifying new and sinister types of aggression”, but this does not mean that such aggression did not occur prior to the 20<sup>th</sup> Century, just that we appear only recently interested in its documentation and study, and in beginning to accept that such behaviours take place.

Overall, I would certainly recommend this book although with a warning as to its distressing content. I think it is an exceptionally well written text which highlights an area of study which aggression and forensic researchers should take more interest in to understand both what promotes mass violence and what protects against it. I think Dutton has produced a book on this topic worthy of accolade, if not simply for highlighting the importance of these issues and for presenting a detailed outline of how such atrocities have presented across the medieval and modern world. I hope that the text serves to stimulate empirical research into this important area of emerging study, and would encourage the disciplines of forensic psychology, sociology, and anthropology in particular to take an interest.

*Professor Jane L. Ireland is a Chartered Forensic Psychologist based at the University of Central Lancashire, UK and at Ashworth High Secure Hospital, Liverpool, UK.*

**Dr. Don Dutton (2006). *Understanding Domestic Violence*. UBC Press 2006**

*Reviewed by Nicola Graham-Kevan*

The term ‘domestic violence’ used in the title of this book brings to mind the image of men severely beating their helpless female partners and wives. This image is such a salient and accessible one due to the enormous influence that feminist ideology has had on framing the nature of domestic violence in North America and Western Europe. This conceptualisation however has not been accepted by many of those who research aggression. The author of this text, Donald Dutton, has worked in the field of domestic violence (or partner violence) for nearly 40 years as both a clinician and a researcher. This extensive experience of applying scientific knowledge to the problem of understanding and treating domestic violence affords him a unique and authoritative position from which to discuss domestic violence. In this well researched book Dutton presents a compelling argument against simplistic, ideologically driven conceptualisations of domestic violence and its treatment.

The text begins with an historical account of domestic violence giving a brief account of studies examining domestic violence from the Middle Ages up until the 1980s, most of which were conducted by feminist researchers seeking evidence of misogyny. Of particular interest to me was the section titled *The Age of Denial*. In this section Dutton discusses studies of police responses to domestic disturbance calls, concluding that police were not interested in domestic disputes. This is a charge frequently made within the literature and usually accepted without challenge. The evidence detailed in this section however does not actually support this conclusion. With the exception of one study, which I will discuss below, all the research in this section only tells us that police rarely made arrests when called to domestic incidents. Such evidence does not allow any conclusions to be drawn as to whether these arrest rates were low because police were not interested in domestic violence *per se*, without comparative data of police behaviour at non-domestic violence calls. Indeed the only study that actually included this type of comparative sample found no significant differences between police behaviour at domestic or non-domestic calls. This was an unexpected finding to me as I had been led to believe that police were more lenient towards domestic violence offenders; indeed this was one of the important improvements feminists apparently brought about. It appears however, that police (and probably societal) tolerance of aggression between private citizens was higher in the 1970s and 1980s than it is now and importantly this tolerance was not significantly influenced by the implied patriarchal beliefs of police officers. This is an important point as it forms the cornerstone of feminist ‘evidence’ for the need to treat domestic violence as ‘different’ or unique compared to other types of violence. This type of information is indicative of this book; it is a wealth of information.

The breadth of the information provided is one of the book’s greatest strengths and there are few authors who could have written such a text. Dutton brings together diverse evidence to paint a three dimensional picture of the nature of partner violence. Using a ‘nested ecological model’ he explores the macrosystem such as gender empowerment, the exosystem such as social isolation and stress, the microsystem of the couple’s behaviour, and the ontogenic system such as personality. This holistic approach provides the reader with an excellent overview of much of the partner violence literature. Dutton adopts both an inter-disciplinary and intra-disciplinary

approach. He moves beyond mere description by utilising an array of theoretical approaches in his analysis including for example social learning theory, attachment theory, psychopathology, and cognitive distortions. He is also sensitive to the wider aggression literature (for example the impulsive/instrumental distinction). *Understanding Domestic Violence* also includes the emerging research from several longitudinal studies in regard to partner violence which suggest that partner violence shares many of the same risk factors as non-partner violence. This does not support the need for partner violence perpetrators to be treated in a different way than non-family aggressors. It is this finding that makes this book both essential reading to those interested in partner violence, but also those researchers and clinicians who concentrate on non-family aggression. The general aggression literature is in many ways superior to the family aggression literature which has become dominated by politically- rather than evidence-driven literature. This general aggression literature, in particular that which is concerned with treatment, however has frequently neglected the interpersonal nature of aggressive behaviour and in particular how behavioural styles can be refined and reinforced in intimate relationships. Therefore this book is an invaluable resource for those wishing to understand and/or treat all types of aggressive behaviour. Overall this book is an interesting, accessible, and authoritative text and an important contribution to the aggression literature.

*Dr Nicola Graham-Kevan is a Chartered Psychologist based at the University of Central Lancashire, UK.*

## Highlights of the 2007 Society for Research in Child Development Biennial Meeting (Boston, Massachusetts, USA)

The 2007 Biennial Meeting of the Society for Research in Child Development (SRCD) was held from March 29-April 1 in Boston, MA. There were many papers and posters on youth aggression and violence that may be of interest to our members. Please go to the SRCD website ([www.srcd.org](http://www.srcd.org)) and access the 2007 Online Program Book to see the listings of all of the presentations.

Below, I have included listings of the paper symposia linked to the keywords "aggression" and "violence." For space considerations, I did not include the listings of the numerous posters on this topic, but you can access those from the website. I categorized the papers by topic as follows (categories listed in red font): **Genetic and Neurobiological Contributions to Aggression; Peer Context; Family, Community, and Media Contexts; Social-Information Processing, Emotion Regulation, and Personality Variables; Gender and Cross-Cultural Differences; Conceptual Issues; and Interventions.** I hope these listings are useful.

### Genetic and Neurobiological Contributions to Aggression

#### A Cognitive Neuroscience Approach to Externalizing Behavior Problems: Autonomic and Fronto-Striatal Functioning

Chair: Deborah A. G. Drabick

- [1] Autonomic Activity and Externalizing Behaviors in Impoverished, Minority Children: The Role of Affective Decision-Making  
*Jennifer L. Bubier, Deborah A. G. Drabick*
- [2] Central Nervous System Correlates of Reward Responsivity in Conduct Disordered Adolescent Boys  
*Lisa M. Gatzke-Kopp, Theodore P. Beauchaine, Katherine E. Shannon, Sheila Crowell, Jane Chipman-Chacon, Andrew P. Fleming, Elizabeth Aylward, L. Clark Johnson*
- [3] Exposure to Violence and Autonomic Responses to Provocation for Callous-Unemotional and Aggressive Boys  
*Luna C. Muñoz, Paul J. Frick, Eva R. Kimonis, Katherine Aucoin*

Discussant: Stephen P. Hinshaw

#### Salivary a-amylase Levels and Stress Reactivity: Cross-sectional and Prospective Associations with Children's Behavior Problems

Chair: Douglas A. Granger

- [1] Maltreatment, Asymmetry between Salivary Alpha-amylase and Cortisol, and Adolescent Delinquent Behavior  
*Elana B. Gordis, Douglas A. Granger, Elizabeth J. Susman, Penelope K. Trickett*
- [2] Children's Alpha-amylase Responses to Stress Predict Multiple Outcomes Over a Two Year Period  
*Joseph A. Buckhalt, Mona M. El-Sheikh*
- [3] A longitudinal Perspective on Alpha-amylase, Body Mass Index, and Timing of Puberty: Interactive Processes in Adolescents  
*Elizabeth J. Susman, Douglas A. Granger, Samantha Dockray, Keeva T. Blades, Jodi A. Heaton, Lorah D. Dorn*
- [4] Individual Differences in Preschoolers' Salivary Cortisol and Alpha-amylase Reactivity  
*Tracy L. Spinrad, Douglas A. Granger, Nancy Eisenberg*

## Peer Context: Contributions to Aggression

### Peer Influences on Antisocial Behavior Development in Childhood: Searching for the Moderator Variables

Chair: Frank Vitaro

Organizer: Pol van Lier

- [1] Onset of Antisocial Behavior, Deviant Friends and Childhood Maladjustment: Testing the Child- and Adolescent Onset Model  
*Pol van Lier, Brigitte Wanner, Frank Vitaro*
- [2] The role of peer rejection and deviant friends depends on the type of outcome and the developmental period considered  
*Frank Vitaro, Sara Pedersen, Mara Brendgen*
- [3] Parental Control and Peer Contexts as Moderators of the Effects of Substance Co-Use with Peers on Individual Substance Use  
*Jeff W. Kiesner, Francois Poulin*

Discussant: Rutger Engels

### Popularity-Aggression Linkages from Early Childhood to Early Adolescence

Chairs: Wendy P. Troop-Gordon, Philip C. Rodkin

- [1] Who Bullies Whom? Social Status Asymmetries by Victim Gender  
*Philip C. Rodkin, Christian Berger*
- [2] When Does Popularity Lead to Increased Aggression? The Moderating Role of Perceived Social Competence and Beliefs about Peers  
*Wendy P. Troop-Gordon, Elizabeth Ewing Lee*
- [3] Liked and Disliked Preschoolers Who Bully Others: Links to Mental Health, Executive Functioning and Verbal IQ  
*Tracy Vaillancourt, Patricia A. McDougall, Larry Tuff, Jean M. Clinton*
- [4] Staying Cool: Aggression, Attractiveness, and Self-Worth as Predictors of Stable Social Status  
*Vanessa Villarreal, Amy D. Bellmore, Alice Y. Ho*

### The Power of Popularity: Impact of Self- and Peer-Perceptions on Aggression, Influence, and Stability of Status

Chairs: Marlene Jacobs Sandstrom, Lara Mayeux

- [1] The Role of Status Awareness in the Association Between Status and Aggression  
*Lara Mayeux, Antonius H. N. Cillessen*
- [2] Social Self-efficacy as a Moderator of the Association Between Relational Aggression and Perceived Popularity  
*Marissa Puckett, Antonius H. N. Cillessen*
- [3] Stability of and Behaviors Associated with Perceived Popular Status across the Middle School Transition  
*Allison A. Buskirk, Kenneth H. Rubin, Julie C. Wojslawowicz Bowker, Cathryn Booth-LaForce, Linda Rose-Krasnor*
- [4] Popularity and Social Influence: How Status and Likeability Influence Peers' Persuasive Ability  
*Marlene Jacobs Sandstrom, Lydia J. Romano*

### Peer Relations of Aggressive and Delinquent Youth

Chair: Elizabeth Cauffman

- [1] Associations Between Dimensions of Popularity and Bullying and Victimization in Two Normative Samples of Early Adolescents  
*Eduardus H. De Bruyn, Antonius H. N. Cillessen*
- [2] Peer Groups and Deviant Behavior: The Role of Friendship Quality and Resistance to Peer Influence  
*Kathryn C. Monahan, Laurence Steinberg, Elizabeth Cauffman*

- [3] Peer relationships and Offending: What Distinguishes Group from Solo Offenders?  
*Asha M Goldweber, Elizabeth Cauffman, Alex Piquero, Laurence Steinberg*
- [4] The Influence of Peers on Adjustment to Incarceration  
*Lindsay C. Malloy, Elizabeth Cauffman, Erin Kelly, Eva R. Kimonis*

### **Social Network Analysis and Children's Peer Relationships**

Chairs: Philip C. Rodkin, Laura D. Hanish

- [1] Racially Segregated Social Networks Among African- and European-American Elementary Children Across Differing Classroom Contexts  
*Philip C. Rodkin, Travis M Wilson*
- [2] The Breadth of Peer Relationships among Externalizing Preschoolers: An Illustration of the Q-Connectivity Method  
*Laura D. Hanish, Carol Lynn Martin, Richard A. Fabes, Helene Barcelo*
- [3] Sex Differences in the Structure of Peer Social Networks across the Transition to Middle School  
*Scott D. Gest, Alice Davidson, Kelly L. Rulison*
- [4] Applying Exponential Random Graph Models to Evaluate Peer Group Effects on Bullying Attitudes & Behaviors Among Early Adolescents  
*Harold (Hank) D. Green, Jr., Dorothy Lynn Espelage*

### **Family, Community, and Media Contexts: Contributions to Aggression**

#### **Does Negative Discipline Increase the Risk for Conduct Problems in all Children under all Circumstances?**

Chair: Judi Mesman

Organizer: Judi Mesman

- [1] Additive and Synergistic Contributions of Harsh Discipline and Child Cold-Callous Temperament to Early Conduct Problems  
*James Snyder Ph.D., Stacy Barner, Lynn Schrepferman*
- [2] Maternal Sensitivity Moderates the Relation between Negative Discipline and Aggression in Early Childhood  
*Judi Mesman, Lenneke Alink, Jantien Van Zeijl, Mirjam Stolk, Femmie Juffer, Hans M. Koot, Marian J. bakermans-kranenburg, Marinus H. Van IJzendoorn*
- [3] Cultural Differences in the Associations between Maternal Discipline and Child Externalizing Problems  
*Glover Marshaun, Jennifer E. Lansford*

Discussant: Kirby Deater-Deckard

#### **Exposure to Family and Community Violence: Effects on Children's Internalizing and Externalizing Problems**

Chair: Margo M. Gardner

- [1] Direct and Mediated Effects of Deficient Parenting and Domestic Violence on the Adjustment of Young Children  
*John F. Knutson, David DeGarmo, Gina Koeppel, John B. Reid, Erika Lawrence*
- [2] Children's Exposure to Community Violence: Effects on Adjustment at Different Developmental Stages and in Different Neighborhoods  
*Margo M. Gardner, Holly Foster, Christopher Browning, Jeanne Brooks-Gunn*
- [3] Youth Violence Exposure: Effects of Multiple Types and Multiple Years  
*Gayla Margolin, Katrina A. Vickerman, Pamela H. Oliver, Molly Swanston*

Discussant: Michele R. Cooley

#### **Longitudinal Associations Between Childhood Maltreatment and Adolescent Delinquency**

Chair: Jennifer E. Lansford

- [1] Early Physical Abuse and Later Violent Delinquency: A Prospective Longitudinal Study

*Jennifer E. Lansford, Shari Miller-Johnson, Lisa Berlin, Kenneth A. Dodge, John E. Bates, Gregory S. Pettit*

- [2] Stigmatization as a Pathway to Delinquency in Sexually Abused Youth  
*Candice Feiring, Shari Miller-Johnson, Charles Cleland*
  - [3] An Examination of Maltreatment, Gender, and Perceived Need for a Weapon Among Youth  
*Ernestine C. Briggs-King, Terri L. Lewis, Rebecca T. Leeb, Richard Thompson*
- Discussant: Cathy Spatz Widom

### **Understanding Risk and Protective Factors in Community Violence Exposure: Implications for Intervention**

Chair: Sharon F. Lambert

- [1] Protective Factors for Adolescents Exposed to Community Violence: An Integrative Review  
*Emily J. Ozer, Jennifer Price Wolf, Carol Kong*
- [2] Social-Cognitive Mediators of the Association Between Community Violence Exposure and Aggressive Behavior  
*Catherine Bradshaw, James Garbarino*
- [3] Patterns of Community Violence Exposure Among Urban Adolescents: Predicting Level of Exposure  
*Sharon F. Lambert, Karen L. Nylund, Nikeea Copeland-Linder, Nicholas S. Ialongo*

Discussant: Michele R. Cooley

### **Children's Responses to Political and Community Violence: Mediators and Moderators of Effects**

Chair: Eric F. Dubow

- [1] Arab-American and Jewish-American High School Students' Social-Cognitive Responses to Scenes of Ethnic Violence  
*Eric F. Dubow, L. Rowell Huesmann, Jeremy Ginges, Paul Boxer, Violet Souweidane, Oksana Malanchuk*
- [2] Children and Political and Community Violence in Northern Ireland  
*Marcie C. Goeke-Morey, Ed Cairns, Alice C. Schermerhorn, Kathleen Ellis, Christine E. Merrilees, Andrea Campbell, E. Mark Cummings*
- [3] Neighborhood Inventory for Environmental Typology (NIFETy): Applications in Violence and ATOD Research  
*C. Debra Furr-Holden, Mieka Smart, Nicholas S. Ialongo*

Discussant: Valerie Maholmes

### **Using risk and resilience models to predict the effects of media violence exposure on the development of aggressive behaviors**

Chair: Douglas A. Gentile

- [1] Violent video games as a risk factor for aggression: Correlational and experimental evidence  
*Craig A. Anderson*
- [2] Violent TV and Video Games as Risk Factors for Children's Aggressive Behavior: Two Longitudinal Studies  
*Douglas A. Gentile, David Walsh*
- [3] Media violence as risk factor across the lifespan: Evidence from a 40-year study  
*Paul Boxer, L. Rowell Huesmann, Eric F. Dubow*

Discussant: Nancy Guerra

### **Social-Information Processing, Emotion Regulation, and Personality Variables**

#### **Relational Aggression and Social Information-Processing in Middle Childhood: Recent Developments and Future Directions**

Chair: Juan F. Casas

- [1] Developing a Hostile Attributional Bias Measure for Urban African American Boys

*Stephen Leff, Callista Simeral, Gagan S. Khera, Michael B. Grossman*

- [2] The Longitudinal Relation Between Intent Attributions and Relational Aggression During Middle Childhood

*Sara Kempner, Amy L. Gower, Nicki R. Crick*

- [3] Hostile Intent Attributions and Aggression: A Study of Children and Their Parents

*David A. Nelson, Carianne Mitchell, Chongming Yang*

Discussant: Nicole E. Werner

### **The role of children's moral emotion attributions in aggressive and prosocial behavior**

Chairs: Luciano Gasser, Tina Malti

- [1] Moral emotions, aggression, and prosocial behavior in childhood

*Tina Malti*

- [2] Moral Emotions, Self-Integration, and Children's Prosocial Behavior

*Bryan W. Sokol*

- [3] Moral emotion attributions of children involved in bullying

*Luciano Gasser*

Discussant: William Arsenio

### **Contributing Factors and Outcomes Associated with Poor Affect Regulation**

Chair: Marlene M. Moretti

Organizer: Stephanie Penney

- [1] Rumination and Aggression in a Normative Adolescent Sample

*Maya Peled, Marlene M. Moretti*

- [2] Relationships Among School Bullying, Witnessing and Emotional Functioning

*Rina A. Bonanno, Chiaki Konishi, Shelley C. Hymel*

- [3] The Roles of Emotion Regulation and Deficient Affect in Youth Violence

*Stephanie Penney, Marlene M. Moretti*

- [4] Examining the Roles of Social-Emotional Characteristics in Relationally Aggressive Children

*Sue Clarke, Shelley C. Hymel*

- [5] Attachment, Affect Regulation and Adjustment in High-Risk Adolescents

*Ingrid V. Obsuth, Marlene M. Moretti*

Discussant: Debra Pepler

### **Conduct Problems in Childhood: Relation to Narcissism, Psychopathy, and Machiavellianism**

Chairs: Kurt K. Stellwagen, Patricia K. Kerig

- [1] Linking Childhood Psychopathy to Bullying: The Predictive Power of Narcissistic Traits

*Kurt K. Stellwagen*

- [2] Psychopathy-linked Narcissism and Externalizing Problems in At-risk Adolescents

*Christopher T. Barry, Sarah J. Grafeman, Jessica Diane Pickard*

- [3] The Importance of Narcissism in Predicting Proactive and Reactive Aggression in Moderately to Highly Aggressive Children

*Tammy D. Barry, Alice Thompson, Christopher T. Barry, John E. Lochman, Kristy Kay Adler, Kwoneathia R. Hill*

- [4] Impulsivity, Callous-Unemotional Traits, Narcissism, and Machiavellianism as Predictors of Specific Forms of Childhood Aggression

*Patricia K. Kerig*

### **Gender and Cross-Cultural Differences**

### **Aggression in Context: International and Intra-National Comparisons of Contextual Factors Related to Aggression**

Chairs: Enrique Chaux, Ana Maria Velasquez

- [1] Contextual Variations in Children's Use of Proactive and Reactive Aggression: Effects of Culture and SES  
*Shari Mayman, Luz Stella Lopez, Ana Maria Velasquez, William M. Bukowski*
- [2] Neighborhoods, Families, Schools and Peers: A Comparative Study of Aggression and Exposure to Violence in Colombia and El Salvador  
*Ana Maria Velasquez, Enrique Chaux*
- [3] Aggression Within Schools Within Communities: A Three-Level Analysis  
*Enrique Chaux, Frank Kanayet, Catalina Torrente*

### **Gender Differences in the Form and Function of Aggression across the Lifespan**

Chair: Laura D. Hanish

- [1] Peer Socialization of Boys' and Girls' Aggression in Early Childhood: Does the Gender of Peers Matter?  
*Laura D. Hanish, Richard A. Fabes, Carol Lynn Martin, Laura K. Clary, Francisco Palermo*
- [2] Girls' and Boys' Aggression in Middle Childhood and Adolescence: Forms, Contexts, and Social Processes  
*Marion K. Underwood, Kurt Beron, Joanna Kain Gentsch*
- [3] Womens' Influence on men's crime and aggression in early adulthood: Love can hurt!  
*Deborah M. Capaldi, Hyoun K. Kim, Lee D. Owen*
- [4] Girls' aggression as a predictor of adult physical and mental health, family functioning, and developmental risk to offspring  
*Lisa A. Serbin, Dale M. Stack, Jane E. Ledingham, Alex E. Schwartzman*

### **Parents' Discipline Strategies, Societal Violence, and Children's Adjustment Across Cultures**

Chairs: Jennifer E. Lansford, Kenneth A. Dodge

- [1] The Relation between Cultural Norms for Corporal Punishment and Societal Rates of Violent Behavior  
*Kenneth A. Dodge, Jennifer E. Lansford*
- [2] Ethnic Differences in Links Between Parents' Discipline Strategies and Children's Externalizing Behaviors  
*Jennifer E. Lansford, Kenneth A. Dodge, John E. Bates, Gregory S. Pettit*
- [3] Discipline Techniques and Maternal Warmth in Six Countries: Associations with Children's Aggression and Anxiety/Depression  
*Elizabeth T. Gershoff, Andrew Grogan-Kaylor, Jennifer E. Lansford, Lei Chang, Kenneth A. Dodge, Arnaldo Zelli, Kirby Deater-Deckard*

Discussant: Ross D. Parke

### **Conceptual Issues: Reactive vs. Proactive Aggression**

#### **Revisiting the Instrumental Versus Reactive Aggression Distinction in Child Development**

Chair: Reid Griffith Fontaine

- [1] The Advantages of a Knowledge Structure Approach to Understanding Dimensions of Aggression  
*Craig A. Anderson*
- [2] The Developmental Distinctiveness of Proactive and Reactive Aggression  
*Edward D. Barker*
- [3] Reactive Anger and Proactive Coercion  
*Kenneth A. Dodge*
- [4] Moral Cognition, Emotion, and the Distinction Between Instrumental and Reactive Aggression in Child Development

*Reid Griffith Fontaine*

- [5] Contemporary Issues in the Scientific Study of Proactive and Reactive Aggression in Children  
*Julie A. Hubbard*
- [6] Reactive and Proactive Aggression: Distinct but Correlated  
*Frank Vitaro*

## **Interventions**

### **Long-Term Outcomes and Lessons Learned from a Longitudinal Intervention Targeting Youth At-Risk for Conduct Problems**

Chair: Ellen E. Pinderhughes

- [1] Middle School Outcomes of a Longitudinal Intervention Targeting Conduct Problems  
*John E. Lochman*
- [2] The Impact of a Longitudinal Intervention on Adolescent Conduct Disorder  
*Kenneth A. Dodge*
- [3] Lessons Learned from a Longitudinal Intervention Targeting Youth At-Risk for Conduct Problems  
*John D. Coie*

Discussant: Peter S. Jensen

### **Neighborhood Variation in the Effects of Prevention Programs on Positive Youth Outcomes**

Chairs: Sean F. Reardon, Deborah Gorman-Smith

- [1] Influence of Neighborhood Characteristics on the Coping Power Program's Effects on Children's Behavior and Parenting Processes  
*John E. Lochman, Lei Chen, Lixin Qu, David Roth, Joan M. Barth, Karen C. Wells*
- [2] Neighborhood Variation in Effects of the SAFE Children Program: Interactions with Risk  
*Deborah Gorman-Smith, Sean F. Reardon, Patrick Tolan, David Henry, Michael E. Schoeny*
- [3] The Effects of Neighborhood Characteristics on the Efficacy of the Familias Unidas Preventive Intervention  
*J. Douglas Coatsworth, Frank Lawrence*
- [4] Neighborhood Effects on Child Outcomes in a High Risk Sample  
*Beth Gifford, Kenneth A. Dodge*