

THE BULLETIN OF THE INTERNATIONAL SOCIETY FOR RESEARCH ON AGGRESSION

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President: Caroline Blanchard, blanchar@hawaii.edu

President-Elect: Menno R Kruk, m.kruk@iacr.leidenuniv.nl

Treasurer: Jacquelyn White, jackie_white@uncg.edu

Executive Secretary: Deborah Richardson, drichardson@aug.edu

Archivist: Paul Brain, p.brain@swansea.ac.uk

North American Editor of the ISRA Bulletin: Eric F. Dubow, Bowling Green State University, Bowling Green, OH USA 43403, edubow@bgsu.edu

European Editor of the ISRA Bulletin: Jane L. Ireland, Ashworth Hospital, Liverpool, UK, L31 1HW and University of Central Lancashire, Lancashire, UK, PR1 2HE, JLIreland1@uclan.ac.uk

ISRA home page: www.israsociety.com, webmaster: rjohnson@ramapo.edu

The North American Editor produced this issue

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Parting Nostalgia from the Retiring North American Editor, Roger Johnson

Those with long memories will remember the original gang of fourteen who met at the Prince Hotel in Tokyo in August of 1972 to found ISRA. Of that group, only Saul Rosenzweig (1st President) and Bob Blanchard (11th President) are still among us (others from the group who became ISRA presidents were John Paul Scott and Kirsti Lagerspetz; details can be found in *Aggressive Behavior*, 1987, Vol. 13, p. 53-57).

In those early pre-computer years, Caroline Blanchard (now ISRA President) was the Editor of the *ISRA Bulletin* and we all depended on her typewritten newsletters for the latest details of the society. It seems like only yesterday (actually it was back in the 1980s) that Caroline called me and asked me to take over as Editor.

We used to have an *Editor* and *Associate Editor* of the *ISRA Bulletin*. One of the first things I did was to change this to a *North American Editor* and a *European Editor*. Over the years I have been pleased to work with my European colleagues John Rodgers (University of Leeds), Kaj Bjorkqvist (Abo Akademi University), and Jane Ireland (University of Central Lancashire). My first issues of the *Bulletin* were cut and paste operations which began to look semi-professional only after the miracle of daisy wheel printers with true proportional spacing. Today we have a slick computerized publication including the current issue which is “published” only in electronic form. I have enjoyed my years and especially all the contacts with members. I am now pleased to turn over the reins to the very competent hands of Eric Dubow, our new North American Editor.

I missed that first ISRA meeting in Tokyo, but I have attended almost every meeting since then. I have many memories of the society, and as editor I regularly saw the changes in the membership lists and I was quick to learn of the twists and fortunes of ISRA. I would like to offer special thanks to Treasurer John Knutson who assisted me in on many occasions in recent years. Despite the barbed Iowa vs New Jersey jokes, John often provided the glue which held together the affairs of the society.

As a parting shot, I would like to offer a few observations for the membership. First, I think we need a stronger effort to identify new members (especially younger researchers) as well as to retain and motivate older members. We should have a standing committee that attends to this, but the bottom line is that all members should help in recruiting. There are many aggression researchers who have never heard of ISRA so let's get them involved.

Second, the society is no longer as interdisciplinary as it used to be. We used to have a strong contingent of animal behaviorists and neuroscientists as well as a goodly number of sociologists, anthropologists, criminologists, and psychiatrists. Let's attract more of these folks.

Third, we need to reach out more to the international community. When I attended the International Congress of Psychology a few years back I was told that there were 300

Chinese psychologists in attendance! In the history of the society, we have had only one Chinese member. We have almost no one from Africa, South America, India, or the Middle East. Why do we have so many members from Finland but so few from the other Scandinavian countries? Our membership in France, Germany, Mexico, Israel, and even Canada has declined. We can do better.

Finally, I hope we can find new ways to encourage long-term perspective and commitment in the affairs of the society. It has been almost 20 years since anyone wrote about the evolution and history of the society so maybe it is time to step back, reflect, analyze, and plan for the future. Our members also tend to gear up for the World Meetings but then do a long PRP (post reinforcement pause). I look forward to a revitalized *ISRA Bulletin* as a means of promoting all of these long-term aspirations. Congratulations to Eric on a fine issue and I look forward to many more like it.

Roger N. Johnson

Editorial

Hello everyone. I am Eric Dubow, the new North American newsletter editor. My colleague Rowell Huesmann encouraged me to take on this task, and like many of us, I often follow Rowell's advice!

By way of introduction, I received my Ph.D. in clinical and developmental psychology in 1985 under the supervision of Len Eron and Rowell Huesmann at the University of Illinois at Chicago. For my dissertation, I conducted an intervention for aggressive boys in the Chicago public schools. The intervention was a mixed success, and I have been interested in the topic of aggression ever since.

When I entered graduate school in 1980, Len informed me that I would be sent to New York state the following summer to collect data for the third wave of the Columbia County Longitudinal Study (CCLS), a prospective study of the development of aggression in a community-based sample of third graders first interviewed in 1960. The children were re-interviewed at age 19 in 1970, at age 30 in 1980, and most recently at age 48 in 2000. In the recent phase of data collection, we were successful in re-interviewing over 60% of the original sample as well as over 500 of the sample's children (average age = 19).

I am a Professor of Psychology at Bowling Green State University in Ohio, and I am a member of the clinical psychology faculty. My graduate students and I are designing, implementing, and evaluating stress and coping curricula and aggression reduction programs in the area elementary schools. At the same time, I am fortunate to have an adjunct appointment at the Institute for Social Research at the University of Michigan, where I work with Rowell Huesmann and the aggression research group. I want to highlight what I view as a major exciting undertaking at Michigan. We received a grant from the National Science Foundation (#0322356: Huesmann, PI; Davis-Kean, Dubow, Eccles, co-PIs) to create a developmental sciences center. Specifically, our center is called the Center for the Analysis of Pathways from Childhood to Adulthood (or CAPCA for short!). We have engaged PIs from over 20 prospective studies across the US and in other countries (i.e., England, Finland, Canada). These projects have prospective data covering different aspects of child development at different periods of the life course. Our goal has been to create subgroups among us to study common questions that we can address in our data sets (e.g., variables affecting school readiness, continuity of aggression from childhood to adulthood, influences of "distal variables" such as family of origin income and education level on childhood outcomes). In a later issue, I will summarize some results of our center's aggression subgroup in which the Columbia County Longitudinal Study has joined forces with the Jyväskylä (Finland) Longitudinal Study of Personality and Social Development (headed by Lea Pulkkinen) to ask common questions in our data sets.

My goal with the newsletter is to inform members of information (e.g., new books) and opportunities (e.g., upcoming conferences) that are of wide interest within our society. I

also hope to rely on members to contribute informal summaries of their most recent aggression research so that we can include a few of those summaries in future newsletters. This way, we will get to know each other a lot better! So my plea is: **PLEASE SEND ME AND JANE ANY SUCH INFORMATION THAT YOU HAVE, ESPECIALLY RESEARCH SUMMARIES THAT WILL BE OF INTEREST TO OUR MEMBERS (2-4 PAGES)**. In the meantime, I hope to hear from you and to see you at our annual meetings!

Eric Dubow: North American newsletter editor

Important Announcement

- **This is the first ISRA bulletin that is circulated to members via electronic mail only.**
- **This bulletin has gone out to all ISRA members who paid their subscriptions in 2004 as well as those who are paid up until 2005. If you have not received copies of *Aggressive Behavior* for a while, it means that your dues for 2005 are outstanding. You should therefore contact the ISRA Treasurer to request a dues statement.**
- **ISRA would like to draw the attention of the membership to the official ISRA website (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**

The 2006 ISRA Conference in Minneapolis, MN, USA

We are pleased to report that plans for the 17th Biennial meeting of ISRA are moving forward. The meeting will be held July 23-26, 2006 on the East Campus of the University of Minnesota with the Medical School's Department of Pediatrics acting as official host. We are following the suggestions of Roger Johnson and others to make the meeting as exciting and "user friendly" as possible, both for old ISRA hands and for new or potential members we would like to join us.

The opening reception, on Saturday evening, will be held at the University's beautiful Weisman Art Museum. Plenary speakers are still being selected, but so far include Adrian Raine (neuroimaging of human aggression), Laura Baker (genetics of human aggression), and Emil Cocarro (serotonin and human aggression); other plenary speakers will address relevant social and political issues. A new feature of the meeting will be a "grants session" to be held by representatives of NIMH, NICHD, and the Harry Frank Guggenheim Foundation. These representatives will review substantive rather procedural issues, e.g., current areas of funding interest in their respective agencies and what counts as "translational research" in aggression.

A meeting website will go online within a few months. The website will include access to local maps and other helpful material. Meeting arrangements will be designed to foster interaction among attendees, e.g., sign-up sheets for lunch groups going to local Asian, Mexican, or standard American restaurants. (Recommendations for evening dining will also be available).

We will be encouraging contact between ISRA members and U of M faculty and students interested in aggression; the possibility of lab tours with local researchers will be explored. Opportunities for exploration and recreation will include a Mississippi River paddle-boat ride, arranged for ISRA members, and access to the Mall of America via the brand new Minneapolis light-rail system. Lists of recommended music, theater, and other cultural experiences will be provided as will directions to zoos, botanical gardens, the Minnesota Raptor Center, and other activities. To maximize enjoyment of the meeting, Kelli Clement, an experienced Minneapolis travel agent and entertainer, is assisting in meeting planning and organization (Kelli is also married to Mike Potegal)

We look forward to an enjoyable meeting in a pleasant venue with exciting speakers and multiple opportunities for rewarding interaction. A call for papers will appear in the fall ISRA Bulletin. We welcome proposals for thematic sessions as well as individual papers and posters. Be inspired!

Comments and suggestions are encouraged at this still early stage in planning. Please e-mail Mike Potegal at poteg001@umn.edu or call at 612 625-6964.

Comments from Rowell Huesmann, EDITOR, *Aggressive Behavior*

Report on the Status of *Aggressive Behavior*

Rowell Huesmann, Editor

May 1, 2005

As I am sure you all know Ron Baenninger completed his term as Editor of *Aggressive Behavior* on December 31, 2004, and I have been appointed as the new Editor for a five-year term. I think it is appropriate when there is a change of editorship for the new editor to review the status of the journal and to report to the membership on his or her plans for the journal. This is my report.

I want to begin by acknowledging the outstanding job that Ron has done as editor in guiding *Aggressive Behavior* through its first two decades. *Aggressive Behavior* has an impact rating above 1, and it has become highly respected as the leading journal in the world for aggression research. A lot of this achievement can be attributed to Ron's excellent leadership, and I am greatly honored to have been selected to follow him.

Although I only took over the editorship formally on January 1, 2005, I began the process of reviewing the status of the journal and planning for the future last summer. I solicited the advice and opinions of many ISRA members, and I discussed my ideas with Ron and with many others who have worked as consulting editors for the journal. In late September, I visited with Joe Ingram, Wiley's executive in charge of our journal, and with Margaret Tripp Zenk, Wiley's managing editor for our journal. As a result of my reflections and these discussions, I set out four main goals for my editorship in the near term -- all of which are aimed at helping us enhance our reputation as the leading journal in the world for aggression research. These were:

- 1) Increase even more the impact rating of *Aggressive Behavior* by increasing even more the quality and impact of our articles.
- 2) Reduce the lag between acceptance and publication.
- 3) Reduce the lag between submission and decision.
- 4) Increase our ability to track manuscripts through the reviewing process.

Before describing some of the steps I have already taken toward those goals, let me briefly review some of the issues that came out during my review.

Whether we like it or not, and whether we believe the ratings are meaningful or not, journal impact ratings have become an important fact of academic life. Many universities now evaluate scholars explicitly on the basis of the impact ratings of the journals in which they publish, and most universities at least attend to the impact ratings. A rating of 1 or above is very good, but I believe we can do even better. A higher impact rating will benefit all of us who publish in *Aggressive Behavior* and will attract other top scholars to our journal. At the same time, over several years we have accumulated a backlog in manuscripts, which has led to a current publication lag of one and one-half to two years between acceptance and publication. That is completely unacceptable. No one likes to

wait that long to see his or her results appear in print. We must reduce the publication lag. Our lags between submission and decision have not been growing, but we have also fallen behind the lags of many other journals in recent years as they have moved to more technologically sophisticated reviewing systems.

A related problem has been that the central editorial office has often found it difficult to keep track of the status of the many manuscripts out for review to many different action editors. The trick then is to improve the practical aspects of the reviewing process, to speed it up, and to make it more efficient while not diminishing the excellent quality of the reviews that authors can count on receiving from *Aggressive Behavior*. This, in brief, was my thinking that led to the establishment of the four goals I listed above and the changes I have been implementing in an attempt to achieve these goals.

First, I have moved toward an organization of the editorial board that is more typical of psychological journals in USA. For most of them, there are a relatively small number of "Action (or Associate) Editors" who actually make decisions and a larger number of "Consulting Editors" who review papers regularly. So I have revised the editorial board to have only four Associate Editors -- two with a more biological orientation, two with a more human orientation, two from Europe or outside North America, and two from North America. In this regard I am very pleased to report that *Paul Brain* at Swansea, *Peter Giancola* at Kentucky, *Barbara Krahe* at Potsdam, and *Sergio Pellis* at Lethbridge have all agreed to serve as these Associate Editors.

Along with this change, I am asking that all manuscripts and revisions now be submitted to the central office here in Ann Arbor where we would distribute them to the Associate Editors (while handling some myself as well). I already have hired a very well organized assistant, Prasanna Baragi, and I think this organization can work very well and enable us to track exactly what is happening with each manuscript. I also think that with only four associate editors and me making decisions, we can maintain more consistently high standards, which should help with our impact rating. Our recent rejection rate has been about 50%, but, to have a reasonable publication lag and improve our impact rating, I think we are going to need to raise that to at least 67% or even 75%. In addition to the four Associate (Action) Editors, I am now pleased to report that I have recruited 24 Consulting Editors. They are all distinguished scientists in the field who have agreed to review about one manuscript per month (See the list at the end of this report). Any of the Associate Editors (or I) can assign manuscripts to them to review. Of course, we continue to use ad-hoc reviewers as well.

Second, we have reluctantly had to give up certain categories of articles that we used to publish in the journal, but that use up precious pages that can be better devoted to types of articles that are likely to achieve more impact. We will no longer be publishing the abstracts from the biennial ISRA meetings; we will no longer be publishing book reviews; and we will be reviewing with a much more critical eye studies that do not have a major theoretical impact even though they may represent valuable additions to our body of knowledge, e.g., studies that validate an already validated scale in one more country. At the same time we will now be actively soliciting theoretical reviews that represent

major advances. Taken together, I believe these changes should help increase our impact rating and reduce our publication lag.

Third, I have now moved the journal entirely to electronic submissions of manuscripts and electronic reviewing. Authors must now submit their manuscripts and cover letters as electronic attachments to our journal e-mail address: Aggressive.Behavior@Umich.Edu.

All new submissions and revisions must now be sent electronically to this address. New manuscripts are assigned a number, entered in our electronic register, skimmed briefly by me, rejected immediately as inappropriate or assigned by me to one of the four associate editors (or myself), and electronically transmitted to that associate editor. This process can all be completed in one day. The associate editor then assigns the new manuscript to at least two reviewers (one is usually one of the consulting editors), and transmits it electronically to them. When revisions are received electronically in our central office, they are entered in our register, and then immediately sent by my editorial assistant back to the appropriate associate editor who processed the original version of the manuscript. I think this process has already speeded up the reviewing process substantially, and it also has enabled us to keep much better track of the status of manuscripts.

Fourth, we have instituted some style changes to make manuscripts more consistent. Manuscripts will no longer be "blind reviewed;" so information that identifies the authors does not need to be removed from the manuscript. In the past this was sometimes done and sometimes not done; was a general pain for authors; and seldom really hid the identity of known scholars anyway. So I decided to be consistent and not do any blind reviews. We have also now formally specified that our manuscripts should be in APA style except for the title page and abstract as specified in our new masthead material. The new guidelines for submission as published on the masthead are also included at the end of this report.

Finally, I have been working with Wiley on some other changes that could help improve our impact rating and reduce our publication lag. Wiley will be working with us to try to get *Aggressive Behavior* abstracted in PUBMED. There is general consensus that this would help our impact rating significantly. Wiley has also increased the number of pages allocated to *Aggressive Behavior* from 536 in 2004 to 636 in 2005. There will probably be another increase for 2006. Additionally, in 2006 the trim size of *Aggressive Behavior* will go from the current 4.5 by 7 inches to 8.5 by 11 inches. This will increase the amount we can publish substantially. I hope most of you know that all articles published in the print version of *Aggressive Behavior* appear in the web version as well.

Another accommodation that Wiley is making because of our current long publication lag is to publish articles on the web as soon as they are ready even if that is well ahead of the projected print publication date. If you have not browsed the *Aggressive Behavior* web site at Wiley, I suggest you do that as it has a lot of important information about the journal. The URL is: <http://www3.interscience.wiley.com/cgi-bin/home/32356>.

Of course, a few things on the web site are out of date (even years out of date), but we are trying to get that changed and corrected. Please let us know (see below) if you find errors on the web site.

It is taking a lot of time and energy to get all these changes I have mentioned in place (as well as some others); so I ask everyone to be patient if there are some 'glitches' in the short run. However, I am being assisted by a wonderful group of associate and consulting editors, a very efficient editorial assistant here in our Ann Arbor office, and a very cooperative publisher; so I am very enthusiastic about the future of *Aggressive Behavior*. Please feel free to write me with suggestions or concerns. If you send e-mails for me to Aggressive.Behavior@umich.edu, my assistant will forward them to me without even removing the expletives!

Aggressive Behavior
Editor - in - Chief
L. Rowell Huesmann
University of Michigan, USA

Associate Editors

Paul Brain
University College of Swansea

Peter Giancola
Associate Editor
University of Kentucky, USA

Barbara Krahe
University of Potsdam, Germany

Sergio Pellis
University of Lethbridge, Canada

Consulting Editors

Craig Anderson
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Auburn University, USA

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Bowling Green State University, USA

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University of Jyvaskyla, Finland

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Academy of Special Education, Warsaw, Poland

Deborah Richardson
Augusta State University, USA

Douglas P. Fry
Abo Akademi, Vasa, Finland

Christina Salmivalli
University of Turku, Finland

Sandra Graham
University of California at Los Angeles, USA

Jacquelyn White
University of North Carolina Greensboro, USA

Nancy Guerra
University of New Hampshire, USA

ISRA Membership Information
Professor Deborah Richardson
Executive Secretary of the ISRA
Psychology Department, Augusta State University
2500 Walton Way, Augusta
GA 30904, USA
drichardson@aug.edu
Phone: 706-667-4615

Journal Production
John Wiley & Sons, Inc.
Margaret Tripp-Zenk
Aggressive Behavior
mtrippze@wiley.com

Instructions for Authors

1. *AGGRESSIVE BEHAVIOR* will consider manuscripts in the English language concerning the underlying causes or consequences of aggressive, antisocial, and violent behavior. Both behavioral and neuro-physiological studies concerning the underpinnings of human and animal aggression will be considered, and articles that integrate the two approaches are particularly encouraged. The journal focuses on empirical studies, but broad theoretical reviews are also encouraged. All published articles will appear in both the printed version and web version of the journal.
2. Every manuscript must be submitted as an electronic file in Microsoft Word. Please submit all text, tables, and figures in one Word file. Please have the name of the file start with the corresponding author's last name. The file should be attached to an e-mail sent to Aggressive.Behavior@umich.edu. When submitting a revision, please write the original manuscript number in your e-mail and cover letter. If mail or phone communication is needed, the address is:

Aggressive Behavior
Research Center for Group Dynamics, ISR
The University of Michigan
426 Thompson Street, Ann Arbor, MI 48106
(Phone: 1-734-764-8385)

3. Manuscripts must be typewritten, double spaced in 11 point font or greater and must follow APA Style (See www.apastyle.org). Spelling should follow Webster's Dictionary (American) or the Shorter Oxford English Dictionary (British). The first page of a submission should contain the manuscript title, the list of authors with each one's institutional affiliation, a running heading no longer than 50 characters, a list of 6 key index terms, and the name, address, e-mail, and phone numbers of the corresponding author. The second page should contain only an abstract of 250 words or less. The organization of the rest of the manuscript should follow the APA Style guidelines.

Manuscripts are not blind reviewed, and authors need not remove identifying information from the text.

4. Illustrations should be planned with the proportions of the journal page in mind, i.e., 4.5 inches by 7 inches. All color images will be produced in full color in the web version of the journal, but authors will be charged for the cost of reproducing color figures in the print version. Consequently, black and white figures are recommended.

5. Wiley's journal styles are now in EndNote. EndNote is a software product that we recommend to our journal authors to help simplify and streamline the research process. Using EndNote's bibliographic management tools, you can search bibliographic databases, build and organize your reference collection, and then instantly output your bibliography in any Wiley journal style. To download the reference style for this journal, or to purchase a copy of EndNote, go to the following URL: www.interscience.wiley.com/jendnotes. Technical Support: if you need assistance using EndNote, contact endnote@isiresearchsoft.com or visit www.endnote.com/support

6. Submission of a paper will be held to imply that it is unpublished work which is not being considered for publication elsewhere. If accepted, it is expected that the paper will not be published in another journal or book in either the same or another format or language.

7. Contributors will be requested to sign an agreement transferring copyright to the publisher. Wiley-Liss, Inc. Permission to publish articles in their entirety or in part elsewhere must be sought from the publisher and from the editor.

8. Authors will receive proofs for correction. Order forms for reprints will be sent with the proofs. No page charges are levied.

9. Inquiries about the status of any manuscript should also be e-mailed to Aggressive.Behavior@umich.edu or made by phone to Prasanna Baragi, Editorial Assistant, *Aggressive Behavior*, at (734)-764-8385.

**Highlights of the 2005 Society for Research in Child Development
Biennial Meeting (Atlanta, Georgia, USA)**

The 2005 biennial meeting of the Society for Research in Child Development was held April 7-10 in Atlanta, Georgia. There were numerous poster and paper presentations that are of interest to our members. Go to the SRCD website (www.srcd.org) to access the program book, and use the keyword "aggression" to produce a comprehensive list of presentations on this topic. I want to note a few highlights:

1) **Lea Pulkkinen**, our dear friend and ISRA member, received a well-deserved award for Distinguished Contribution to Child Development. Congratulations Lea!!! The plaque that Lea received reads as follows:

**THE SOCIETY FOR RESEARCH IN
CHILD DEVELOPMENT
2005**

**AWARD FOR DISTINGUISHED SCIENTIFIC CONTRIBUTIONS TO CHILD
DEVELOPMENT
PRESENTED TO**

Lea Pulkkinen

For her pioneering studies of personality development and aggression

For demonstrating elegantly the advantages of multiple methods and rigorous measurement in long-term studies of development

For developing a circumplex model of emotional and behavioral regulation that serves as scaffolding for numerous groundbreaking studies

For tirelessly promoting the field of developmental psychology to scholars within the international community

For her work in overcoming gender barriers in the scientific community

For dedicated service in translating research into policy that better the lives of children and families everywhere

2) There were several paper symposia that might be of interest to our members. I have reprinted these from the 2005 SRCD Online Program Book.

Developmental Trajectories of Aggressive Behavior in Girls

Chair: *Shari Miller-Johnson*

- Developmental Pathways of Physical Aggression for Males and Females
Shari Miller-Johnson, Patrick S. Malone, Kenneth A. Dodge, John E. Bates, Gregory S. Pettit
- The Joint Development of Physical and Indirect Aggression During Childhood: A Person-Oriented Approach
Sylvana Cote, Tracy Vaillancourt, Ted Barker
- Girls' Delinquency: Developmental Pathways and Associated Factors
Debra J. Pepler, Depeng Jiang, Wendy M. Craig, Jennifer Connolly
- Diverse Trajectories of Overt Aggression among Adolescent Girls
Hongling Xie, Man-Chi Leung, Beverley Cairns

Discussant: *Rolf Loeber*

Relational Aggression and Relationships During Early Childhood

Chairs: *Jamie Miles Ostrov, Nicki R. Crick*

- Links Between Early Parenting and Children's Relational Aggression in the Preschool and Home Environments
Juan F. Casas, Stephanie M. Weigel
- Mothers' Responses to Preschoolers' Relational and Physical Aggression
Nicole E. Werner, Kathryn Przepyszny
- Young Children's Relational Aggression Toward Siblings and Friends: Normative Development and Individual Differences
Ganie B. DeHart, Kirstin Stauffacher
- Relational Aggression and Friendships During Early Childhood: "If You Don't Give Me That, I Won't Be Your Friend"
Jean E. Burr, Jamie Miles Ostrov, Elizabeth A. Jansen, Crystal L. Cullerton-Sen, Nicki R. Crick

Discussant: *Anthony D. Pellegrini*

The Development of Proactive and Reactive Aggression in Normative and At-Risk Samples: From Theory to Practice

Chair: *Mara Brendgen*

Organizer: *Mara Brendgen*

- The Etiology of Reactive Versus Proactive Aggression: Disentangling Genetic and Environmental Effects
Mara Brendgen, Frank Vitaro, Michel Boivin, Daniel Pérusse, Ginette Dionne
- The Joint Development of Proactive and Reactive Aggression in Preadolescent Boys and Girls: A Person-Centered Approach
Ted Barker, Richard E. Tremblay, Daniel S. Nagin, Lisa Broidy, Sylvana Cote, Frank Vitaro
- The Development of Reactive and Proactive Aggression in Highly Aggressive Boys: Developmental Courses, Precursors and Correlates
Bram Orobio de Castro, Welmoet Merk, Willem Koops, Walter Matthys
- Moderation of Coping Power Intervention Outcomes: Effects of Proactive and Reactive Aggression
John E. Lochman

Discussant: *Todd D. Little*

Girls and Aggression: Cultural, Contextual, and Psychological Mechanisms

Chair: *Marlene M. Moretti*

Organizer: *Candice L. Odgers*

- Aggressive Girls' Perceptions of Their Relationships With Parents and Friends
Urszula Tamara Jasiobedzka, Debra J. Pepler, Wendy M. Craig, Jennifer Connolly
- Early and Late Starting Pathways of Antisocial Behavior Among African American Males and Females
Shari Miller-Johnson, John D. Coie, Patrick S. Malone
- Girls in the Justice System: Common Profiles of Victimization, Marginalization and Mental Health Problems Across Canada and the US
Candice L. Odgers, Marlene M. Moretti, N. Dicken Reppucci, Mandi L. Burnette, Preeti Chauhan
- Gender-Linked Contributions of Social-Cognition and Peer Victimization to Aggressive Behaviors in Late Childhood
Wendy L. Hogg
- Cultures of Femeness, Power and Single-Sex School Settings: South Australian Perspectives on Girls' Aggression and Bullying
Barbara Spears
- Then and Now: A Longitudinal Look at the Use of Aggression in School Girls From the Suburbs
Sibylle Artz

Discussant: *Marion K. Underwood*

Additive and Interactive Effects of Childhood Behavioral Dispositions and Social Experiences in School on Adult Psychopathology

Chairs: *Mara Brendgen, William M. Bukowski*

Organizer: *Mara Brendgen*

- Measures of Aggression From Primary School Predict Adult Well-being More Negatively Than Measures From Early Adolescence
William M. Bukowski, Jessica Grenier
- From Boys to Men: Predicting Adult Adaptation From Middle Childhood Sociometric Status
Sarah Nelson, Thomas J. Dishion
- Peer Likeability and Psychiatric Risk in Aggressive and Withdrawn Children: A 25-year Longitudinal Perspective
Alex E. Schwartzman, Lisa A. Serbin, Dale M. Stack, Sheilagh Hodgins, Jane Ledingham
- Victimization by the Teacher During Middle Childhood: Effects on Developmental Adjustment in Young Adulthood
Mara Brendgen, Brigitte Wanner, Frank Vitaro

Discussant: *Barry Schneider*

Childhood Aggression and Gender: Boys Will Be Boys, But What About Girls?

Chair: *Carolyn Zahn-Waxler*

Speakers: *Nicki R. Crick*

Family Relationships and Children's Social/Relational Aggression

Chair: *Marion K. Underwood*

- Maternal Representations and Parenting: Links to Girls' Social Aggression
Christina L. Grimes, Martha Putallaz, Kate McKnight, Janis Kupersmidt, John D. Coie, Antonius H. N. Cillessen
- Parental Relationships and Social Aggression
Marion K. Underwood, Mikal Galperin, Scott D. Risser
- Dimensions of Parental Psychological Control: Connections With Physical and Relational Aggression in Russian Preschoolers
David A. Nelson, Chongming Yang, Craig H. Hart
- Family Relationship Processes and Social Aggression in Early Adolescence
Julie A. Paquette, Shari Miller-Johnson, Deborah Gorman-Smith, Patrick S. Malone

Discussant: *Karen L. Bierman*

Book Reviews and Announcements

Thanks to several members who sent information on books that will be of interest to ISRA members. Please continue to send Jane or me information on books you author or books that you come across about which you want to inform your colleagues.

BOOK REVIEW

Far Short of Calming Storm

Anger Management: The Complete Guidebook for Practitioners by Howard Kassinove and Raymond C. Tafrate Atascadero, CA: Impact Publishers, Inc., 2002, 304 pp. ISBN 1-886230-45-5. \$27.95

Reviewed by Raymond W. Novaco (First published in Contemporary Psychology, 2004, Vol 49 (5) p. 548.

Anger is a perplexing emotion, and there is a multi-level ambivalence about its control. The duality of the psychosocial symbolism with which anger is associated is indicative of this. Images of anger, depicting it as eruptive, savage, venomous, burning, and unbridled suggest it is something requiring containment and control; on the other hand, another set of images portray anger as energizing, empowering, signaling, justifying, rectifying, and relieving, suggesting something that merits expression and utilization. As well, the value ascribed to anger expression by individuals or delimited groups may be at considerable variance with its appraisal by others in mingled or oppositional societal positions. Anger control has been a vexing issue addressed in disparate ways by Stoic philosophers, Psalmists, Scholastics, philosophers of the Enlightenment, American colonists, Victorians, Existentialists, early north American psychology, Dr. Spock, and by psychodynamic and cognitive-behavioral therapists, to name a few interested parties. In Western societies, the call for “anger management” is far too prevalent, and those ready to be proficiently responsive are far too few.

“Anger management” is a workplace metaphor. Conceivably, anger might be managed like a troublesome problem on the shop floor or, alternatively, as a crucial resource or asset. Prescriptions for job conduct from Dale Carnegie on winning friends and influencing people and later from T-group sensitivity trainers, left little room for anger. Rampages by disgruntled employees in the workplace violence script adopted so frequently in the US have solidified this metaphor, as has the overarching litigation-inspired need to manage risks. Murderous rage-venting on high school campuses has reinforced this further. Yet, undeniably, we are hard-wired for anger, because it has survival value. Anger is a fundamental resource not be squandered by unnecessary activation and expenditure. In the face of adversity, it can mobilize psychological resources, energize behaviors for corrective action, and facilitate perseverance. However, its unmistakable link to aggressive behavior and its detrimental effect on physical health and social relationships render the need for its regulation a legitimate societal concern.

Providing services for people having recurrent anger problems is a challenging enterprise. Anger is a feature of a wide range of disorders encountered by clinical professionals in diverse settings. It is commonly observed in various personality, psychosomatic, and conduct disorders, in schizophrenia, in bipolar mood disorders, in organic brain disorders, in impulse control dysfunctions, and in a variety of conditions resulting from trauma. The central characteristic of anger in the context of such problem conditions is that it is "dysregulated" -- its activation, expression, and experience occurs without appropriate controls. Because anger is a common precursor of aggressive behavior, it can be unsettling for mental health professionals to engage as a treatment focus, regardless of its salience as a clinical need. Because seriously angry people tend to resist treatment, engaging them in the therapeutic enterprise is often hard going.

Mental health and social services practitioners are thus in need of guidance in delivering interventions for people having problems with anger, and this book by Kassonove and Tafrate fills a gap. It offers a menu of options for treatment providers. It is not a scholarly book or one written for a general erudite audience. It does not address anger as a topic of two millennia of intellectual thought, and the account that it gives of anger as a subject of psychological study and clinical treatment is extremely weak. One will not find in the References section the names of Bandura, Berkowitz, Chemtob, Dodge, Feshbach, Goldstein, Howells, Huesmann, Konecni, Lang, Lazarus, Lochman, Meichenbaum, Novaco, Patterson, T. Smith, Toch, or Zillmann. Neither scholarly diligence, nor proficient copy-editing, is to be found, as there are many occurrences of citations without references and inaccurate citations throughout the text.

The book is advertised as an evidence-based, detailed manual for practitioners, but it does not deliver this. First, it is not a manual, certainly not in the sense of a treatment protocol. Instead, the authors have chosen to provide an assortment of cognitive-behavioral therapy (CBT) procedures from which a practitioner might choose. This is a smart tact, recognizing the merit of flexibility, given practitioner and setting idiosyncrasies. Hence, the authors package their offerings with respect to broad stages of the treatment process, labeled as "preparing for change," "changing", "accepting, adapting, and adjusting", and "maintaining change". At the end of the book, three "sample programs" are given (for group treatment, for criminal justice settings, and for substance abusers); however, these program descriptions are very abbreviated (10 pages in total), lack clarity in differentiation, and are without empirical grounding. The book gives no manual-like procedure for CBT, but there is material that a practitioner can draw upon in building a therapeutic alliance with the client, fostering cognitive change using Beck- and Ellis-style approaches, encouraging the development of social interaction and problem solving-skills, and preventing relapse.

Throughout the book, one will wonder about the target audience, as much of the material seems geared for clients, not practitioners, and the level of content vacillates. There are many useful client information sheets and homework exercise pages, which are strengths of the book. Practitioners will find these to be valuable for the program of care that they deliver. The text's descriptive and explanatory content about anger, though, is at a lay audience level, appropriate for helping unsophisticated clients understand their emotional distress and the manifold problems associated with recurrent anger. Oddly, there are cartoons throughout, which seems silly for a practitioner guidebook, particularly as they depict elementary points about anger activation.

If one is looking for a rich analysis of anger or its assessment, it will not be found. The book gets off to a shaky start in being uninformed in psychological scholarship about anger and aggressive behavior, which has an extensive ancestry demarcated by the Frustration-Aggression monograph in 1939 -- never cited in the book, despite much commentary in multiple chapters about catharsis and the catharsis hypothesis. Kassonove and Tafrate misunderstand the latter, repeatedly confusing venting with the cathartic effect. They, and recent researchers on catharsis, would do well to become acquainted with the complex experiments of Konecni published in the 1970s, as well as those of Hokanson in the 1960s.

The history of psychological research on aggression is crucial to understanding anger, because the social problem aspects of anger, and referrals for anger treatment, most typically involve aggressive behavior. Issues of symbolic mediators, observational learning, aggressive scripts (from Bandura to Huesmann), punishment, displacement, escalation in coercion, excitation transfer, inhibitory control, and many other fundamental concepts were hammered-out in decades of research and theory in laboratory and field studies. Kassonove and Tafrate, here, as in their other writings, convey little knowledge of this. There are citations to Averill's important monograph, to Berkowitz (not referenced), to Zillmann (not referenced and misspelled), but they convey no depth of understanding regarding the research of these scholars that is highly relevant to anger in the clinical arena. How does one write a book about the acquisition of anger control skills, which is fundamentally a personal efficacy enhancement, and not even mention Bandura? Or write about appraisal and not mention Lazarus? How does one put forward the acquisition of social communication and problem-solving skills as key parts of the "changing" of clients and not mention Arnold Goldstein, who did so much of direct value to practitioners? In view of those weaknesses, the complete absence of coverage of advances in neuroscience regarding anger is not surprising.

Setting aside the scholarship flaws, what is there for practitioners? The treatment of any clinical problem begins with assessment. The authors present an "anger episode model", to which Chapter 2 is devoted, but the content is lay audience level. Chapter 3, which concerns assessment and diagnosis is rather thin (11 pages in entirety), offering very little with regard to interview or psychometric assessment. For the latter, only the STAXI is discussed, and not in an informative way that might guide screening decisions, case formulation, or treatment targeting. A simplistic diagnostic categorization of anger disorders is put forward that was previously proposed by other authors. This is not grounded empirically nor is it nosologically persuasive. The justification for giving a separate diagnostic label to someone for anger reactions (e.g., "Situational Anger Disorder without Aggression") is not articulated. Moreover, the ever-present clinical reality for many mental health professionals serving high anger clients is that the anger is linked to serious psychiatric conditions, such as paranoid schizophrenia, posttraumatic stress disorder, depression, substance abuse, personality disorders, intellectual disability, etc. There is no presentation in the book of the interface of anger dysregulation with such clinical disorders.

What then is the practitioner audience? The authors have an abundance of experience doing outpatient work and present client-practitioner dialogues that provide a helpful sense of the clinical exchange, illustrating important aspects of the treatment menu. These dialogues are far too neat to be actual discourse, but the authors use these

pieces adeptly. For example, there are very good ones on uncovering automatic thoughts and on inducing social problem solving. The dialogues portray exchanges with generally well-functioning clients. Overall, the book's content maps onto work that would be done by psychologists and clinical social workers serving self-referred clients having psychosocial adjustment difficulties, marriage and family counselors, employment counselors, schools counselors, and probation counselors. Therapists seeing family medicine referrals for anger associated with health problems (e.g., cardiovascular disorders) would find some helpful content, although the "Managing Physical Arousal" chapter is far too short and limited in range.

In several places, the authors rule out as candidates for their program those who are high in antisocial behavior. This is bewildering, given that the authors indicate applicability to criminal justice settings. In their program sample for such settings, they recommend screening for "co-morbid psychopathology, active substance use, low motivation, and antisocial features." After such exclusions, it is hard to know who would be left to receive the treatment.

Indeed, there is a significant vacuum in the book with regard to anger treatment with criminal justice populations. The authors seem generally unfamiliar with the physical aggression side of anger, and the reader does not get a sense of the clients practitioners are likely to see through court referrals, prison-based work, or forensic hospital work. There is no material whatsoever on the systemic challenges faced by practitioners in forensic settings, or the many ways that anger and its treatment are relevant to the most pressing issues of psychology and law concerning violence risk assessment and mandated treatment. As well, there is a dearth of material on safety issues for practitioners in dealing with high anger clientele.

In later chapters of the book, a clinical sensitivity and empathy for angry people starts to come through that is much in absence earlier, even in the "therapeutic alliance" chapter. There is far too little conveyed about people with serious anger problems having had very rough lives, replete with abuse, disappointment, failure, and abandonment. The authors' use of pop magazine name handles, such as "The Case of the Feuding Foreman", detract from a needed posture of empathic wisdom in working with angry people who are slow to trust helpers and can be reactively suspicious of efforts to induce change.

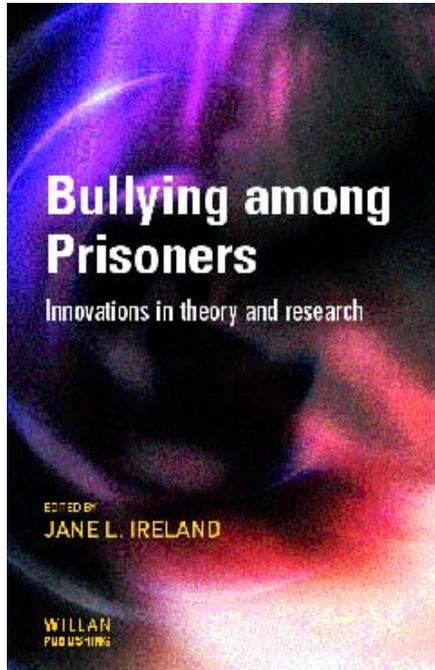
Much of the book seems to be written for novice practitioners, however, there are some good sections on stages of change, on increasing client motivation, and on anger reduction for practitioners, such as acceptance strategies that are useful in contending with difficult clients who are unresponsive or who relapse frequently. There is also a good presentation on "barb" exposure (without citation to the origin of the technique). The most thought provoking chapter is on forgiveness, discussing the relevance of religion (although they omit Buddhism, which is very pertinent to anger).

Attention to anger control is rooted in the quest for self-governance, the core needs of society in preserving social welfare, and the recognition by mental health and social service professionals that unregulated anger negatively impacts well-being. This book does provide guidance for many practitioners, yet it is limited in depth and extension.

FORTHCOMING BOOKS

Bullying among Prisoners: Innovations in Research and Theory
Edited by Jane L. Ireland

Bullying among Prisoners: Innovations in Research and Theory



Edited by Jane L. Ireland
(University of Central Lancashire)

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have been donated to the ISRA
Society

This book aims to present key aspects of the prison-based bullying research that has taken place over the last few years. Chapters include:

- 1.) Bullying among prisoners: The need for innovation (*Jane L. Ireland*)
- 2.) Bullying behaviour amongst women in prison (*Nancy Loucks*)
- 3.) Bullying and suicides in prisons (*Eric Blaauw*)
- 4.) Bullying among Young Offenders: Findings from a qualitative study (*Alexandra C Spain*)
- 5.) Approaches to examining bullying among Young Offenders within an institutional environment: Triangulation of questionnaires and focus groups (*Graham Dyson*)
- 6.) Bullying and the role of anti-bullying policies: Data from a Young Offender institution and an adult prison (*Peter K Smith, Emma Pendleton, Helene Mitchell*)
- 7.) Prison bullying and fear: Can fear assist with explanations of victim responses? (*Jane L. Ireland*)
- 8.) Social problem-solving and bullying: Are prison bullies really impaired problem solvers? (*Jane L. Ireland and Elizabeth G Murray*)
- 9.) Bullying in prisons: An evolutionary and biopsychosocial approach (*Paul Gilbert*)

Developmental Origins of Aggression

by Richard E. Tremblay, Willard W. Hartup, and John Archer (Eds.). Guilford Press, 2005, 480 pp. ISBN 11593851103. \$60.00.

Editorial Reviews from amazon.com

"With impeccable scholarship and compelling writing, this book convinced me that aggression is a natural feature of human and animal development. Each chapter speaks with authority, and together the chapters record everything known about the origins of aggression. An essential reference for anyone striving to understand where antisocial behavior comes from."--*Terrie E. Moffitt, PhD, Institute of Psychiatry, King's College London, UK, and Department of Psychology, University of Wisconsin, Madison*

"Our understanding of aggression has gone through a virtual revolution during the past few decades. This splendid book admirably indicates what is new about the ideas and findings, why they are important, and how they should influence policy and practice. The approach taken is critical but constructive, and readers will gain an appreciation of the excitement of the field, the puzzles that remain, and the challenges ahead. Altogether, this is a remarkable book that researchers and practitioners alike will want to turn to for years to come. It provides answers where they are available and provokes questioning thought when that is what is needed."--*Michael Rutter, MD, Institute of Psychiatry, King's College, London, UK*

"This is a superb, cutting-edge volume that advances our understanding of why some youth and adults are aggressive and commit acts of violence against others. *Developmental Origins of Aggression* should be required reading for students from a wide variety of fields--including psychology, medicine, social work, criminology, and sociology--who are interested in human behavior."--*Frederick P. Rivara, MD, MPH, Department of Pediatrics, University of Washington School of Medicine*

Information on Media and Children

Websites:

ISRA member, John Murray, provides the following information about two websites:

- 1) www.johnmurray.org/tele.htm: This is a collection of research articles and related material at Kansas State University on violence and television in children.
- 2) www.cmch.tv: This is a website at Harvard Medical School dedicated to research on media and children.

A Few Recent Articles/Reports:

- 1) **Media and Youth Socialization: Underlying Processes and Moderators of Effects**
by Eric F. Dubow, L. Rowell Huesmann, and Dara Greenwood
To appear in J. Grusec and P. Hastings (Eds.), *Handbook of socialization*.
Guilford Press.

In this chapter, we present recent statistics describing the prevalence of children's exposure to television, video games, the computer, and music, paying particular attention to age, gender, and socioeconomic differences. Next, we examine theoretical explanations describing the underlying processes by which media exposure influences youth. Because this research generally shows that some youth are more affected by media exposure than other youth, we examine factors that moderate the effects of media exposure on youth. Finally, we present a section on selected examples of media effects; here, we highlight selected empirical research on the degree to which media exposure is associated with specific outcomes for youth at three developmental levels (preschool-age, middle childhood, adolescence). Specifically, we examine the socializing impact of educational programming on preschoolers, the effect of violent content on children, and the impact of sexual content on adolescents.

- 2) **Roberts, D. F., Foehr, U. G., & Rideout, V. J. (2005). *Generation M: Media in the lives of 8-18 year-olds*. Menlo Park, CA: The Henry J. Kaiser Family Foundation.**

Released in March of 2005, this comprehensive report is based on a nationally representative sample of 2,032 students in grades 3 through 12 who responded to a school-based survey, supplemented by media diaries from 694 of these students. The report covers descriptive statistics on children's media use (screen, print, audio, and interactive media), aspects of the media environment (e.g., household rules concerning use), and the relation between media use and individual traits (e.g., academic performance, personal contentedness).