
PL-4.-PLENARY LECTURE

**PHYSICAL AGGRESSION IN THE FAMILY: PREVALENCE RATES,
PRIMARY PREVENTION,
AND IMPLICATIONS FOR REDUCING SOCIETAL VIOLENCE**

Straus, Murray A.

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Part I describes how much physical aggression occurs between family members. It presents prevalence rates for intra-family physical assaults based on data from nationally representative samples of families in the USA and other countries. This includes separate rates for physical assault in the following types of family relationships: husband-to-wife, wife-to-husband, parent-to-child, child-to-parent, and between siblings. For each of these, there are rates for both minor and severe assaults. For example, the US National Family Violence Surveys have found 94% of parents of children age 4 reported hitting the child in the previous 12 months, and 12% of husbands and 12% of wives reported hitting their partner in the past 12 months. Part II is about the effects corporal punishment by parents on children's physical aggression and antisocial behavior. Corporal punishment is defined as the use of physical force with the intention of causing a child to experience pain, but not injury, for the purpose of correction or control of the child's behavior. The focus is on research to test the hypothesis that corporal punishment by parents increases the probability that a child will subsequently be physically aggressive. It is based on results from several recent prospective and retrospective longitudinal studies. These studies found that, after controlling for many other variables, corporal punishment explains a significant part of the variance in each of the types of family violence described in Part I, and also variance in non-family assault. Part III argues that, because corporal punishment is a risk factor for subsequent physical aggression, and because corporal punishment is among the earliest life experiences of children and is usually a child's first experience of violence (over a third experience it before age 1 in the USA), it can be said that the family is the cradle of violence in the society. Consequently, primary prevention of disapproved forms of family violence such as wife-beating and physical abuse of children, and also primary prevention of physical aggression outside the family, needs to involve ending the socially approved form of family violence in the form of corporal punishment.

IS-4.-INVITED SYMPOSIUM

**PHARMACOLOGICAL CONTROL OF AGGRESSION:
FROM ANIMAL STUDIES TO HUMANS**

Organizer:

Cherek, Don R.

Department of Psychiatry and Behavioral Science, University of Texas Health Science, USA.

Symposium Abstract:

This symposium will present data supporting a major role for serotonin and possibly GABA in the regulation of aggressive behavior in animals and humans and demonstrate consistency in studies conducted across animal and human subjects. Studies with mice high or low in aggressive behavior indicate that more sensitivity in the postsynaptic 5-HT system among the high aggressive mice. Also, systemic and localized administration of 5-HT_{1a} and GABA-A agonists inhibited aggressive behavior. Data will be presented from rodents studying aggressive behavior induced by apomorphine which is suppressed by 5-HT_{1a} agonists and GABA agonists. Human laboratory studies will present data that indicates that 5-HT releasing agent d-fenfuramine and the GABA-B agonist baclofen selective decrease aggressive behavior. Lastly, clinical and laboratory studies will be reviewed which support a role for 5-HT in regulation and control of human aggression. Clinical trials of potentially useful drugs to alter and control human aggression are lacking.

**IS-4.1.- TRAIT VERSUS STATE AGGRESSION IN RATS AND MICE:
DIFFERENTIAL INVOLVEMENT OF SEROTONERGIC
NEUROTRANSMISSION**

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Numerous experiments have shown an inverse relationship between brain serotonergic (5-HT) neurotransmission and aggression, in humans and in animals. This led to the so-called 5-HT deficiency hypothesis of aggression. This hypothesis is based on aggression as a trait characteristic, but it is questionable whether it can be extrapolated to aggression as a state. Therefore, in the studies presented here, a distinction is made between the individual propensity to express aggression, as a trait characteristic, and the actual display of aggressive behaviour as a state phenomenon. In mice, selectively bred for high or low levels of aggression, there is an upregulation of postsynaptic 5-HT_{1a} receptors in the aggressive individuals, both in the number of receptors and in mRNA expression. In a randomly bred strain of rats, with a large inter-individual variation in aggressiveness, such a difference in number of receptors could not be shown. However, in a functional challenge test, i.e. the hypothermic response after administration of a 5-HT_{1a} agonist, the response was strongest in the aggressive individuals, both in rats and mice. These findings show that the postsynaptic part of the 5-HT system is more sensitive in aggressive individuals than in non-aggressive ones. This may be a compensatory upregulation due to a lower basal 5-HT neurotransmission in these aggressive individuals, which is in accordance with the 5-HT deficiency hypothesis. With regard to the act of aggressive behaviour itself, the effects of systemic administration of 5-HT_{1a} or 1b agonists, or local administration of a 5-HT_{1a} or GABA_A agonist in the dorsal raphe nucleus were studied. Inhibition of 5-HT neurons by these means lead to inhibition of aggression. This points to an activation of the 5-HT system when aggressive behaviour is actually performed. From these findings the hypothesis is raised that high aggressiveness as a trait characteristic is associated with a low 5-HT neurotransmission, while aggressive behaviour itself is correlated with an increase in 5-HT transmission.

IS-4.2.- EFFECT OF SEROTONIN AND GABAERGIC COMPOUNDS ON APOMORPHINE-INDUCED AGGRESSIVE BEHAVIOUR IN MALE RATS

Allikmets, L., Skrebuhova-Malmros, T., Pruus, K. and Matto, V.

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Repeated treatment with low doses (0.5-1 mg/kg s.c. 1-2 weeks) of apomorphine (APO), an unselective dopamine agonist on pre- and postsynaptic receptors, is inducing spontaneous aggressive behaviour in male rats. This pathology of behaviour has been proposed to be an equivalent to affective or psychotic aggressive behaviour in humans. The APO-aggressiveness is effectively antagonised by D₁ and D₂ receptor blockers, neuroleptics, opiates and intensified by adren- and dopaminergic agonists (direct and indirect). In our experiments on male Wistar rats we analysed the effect of 5-HT receptors' agonists and antagonists and GABA agonists, also different antidepressants on APO-aggressiveness. Both serotonin- and GABAergic mechanisms are involved in different pathologies of affective behaviour – anxiety, depression, dysthymia, impulsivity, panic and sleep disorders etc. Aggressive behaviour was measured in specially designed cages, where the animals were put pairwise immediately after APO injection. The time of latency and the intensity of aggressiveness were measured. 5-HT_{1A} agonist buspirone suppressed aggressiveness but gepirone and 8-OH-DPAT did not have significant effect. 5-HT_{2A} agonist DOI (1-3 mg/kg) shortened the latency and increased the intensity of aggressive attacks. Antagonists of 5-HT_{2A} receptors ketanserin (2.5-5 mg/kg) and ritanserin (5 mg/kg) moderately increased the latency but had no effect on the intensity of aggressiveness. Risperidone (0.1-0.3 mg/kg) an atypical neuroleptic drug with high potency of 5-HT₂ and D₂ blocking activity suppressed aggressiveness completely. 5-HT₂ antagonist quipazine attenuated APO-aggressiveness significantly. 5-HT₃ antagonists MDL-72222 (4 mg/kg) and tropisetron (0.1-0.3 mg/kg) increased the latency of aggressiveness but ondansetron was ineffective. GABA_B receptor agonists phenibut (100 mg/kg) and baclofen (2-8 mg/kg) had suppressive effect on aggressiveness. Also benzodiazepines (indirect GABA agonists) suppressed APO-aggressiveness. Noradrenergic antidepressants desipramine and maprotiline facilitated the APO-aggressiveness, serotonergic antidepressants fluoxetine and citalopram had some suppressive effect only in high doses (40 mg/kg), but their antiaggressive effect was increased in combination with serotoninpotentiating drugs. Serotonergic antidepressants trazodone (5-20 mg/kg) antagonized APO-aggressiveness. The results indicate that 5-HT_{1A}, 5-HT_{2A} and GABA receptors are modulating the APO-induced aggressive behaviour. 5-HT_{1A} agonists have some antiaggressive and 5-HT_{2A} agonists proaggressive effect.

IS-4.3.- EVALUATION OF THE EFFECTS OF SEROTONERGIC AND GABAERGIC DRUGS ON HUMAN AGGRESSION AND IMPULSIVITY

Cherek, D.R. and Lane, S.D.

Department of Psychiatry and Behavioral Science, University of Texas-Houston Health Science Center, USA

Laboratory procedures were used to determine the effects of different types of serotonergic agents and a GABAergic drug on human aggressive and impulsive responding. The Point Subtraction Aggression Paradigm (PSAP) was used to measure human aggressive, escape and monetary responding. The PSAP procedure involved subjects responding for monetary rewards, and exposing subjects to provocations (subtractions of their earnings) and recording aggressive responses (money subtracted from other fictitious person) and escape responses (protecting their earnings from the other person). Impulsivity was measured using a delayed reward procedure with adjusting delay intervals, a procedure used initially with animals. Subjects chose immediate smaller rewards (impulsive option) and larger rewards after longer delays (non-impulsive option). Initial experiments with serotonin releaser, d,l-fenfluramine found a dose-related decrease in aggressive and impulsive responding and no effects on escape and monetary responding among adult male antisocials. In an additional study, we determined the effects of d-fenfluramine on male parolees with and without a history of childhood conduct disorder (CD). D-fenfluramine reduced aggressive responding significantly in CD subjects but not in controls; escape responding was reduced in both groups; impulsive responding was not significantly decreased and there were no effects on monetary responding. These decreases in aggressive responding could not be attributed to sedative effects of fenfluramine since (1) to reductions in monetary responding was observed, and (2) no changes in reaction times in the impulsivity were noted. Newer studies involve the chronic administration of paroxetine (Paxil) a serotonin reuptake inhibitor, on aggressive and impulsive responding. Concurrent placebo subjects are currently participating to clarify time-related changes, which were observed during chronic paroxetine treatment. Initial studies with a GABA-B agonist, baclofen, indicate selective dose-related decreases in aggressive responding among CD subjects. Consistency of these results with animal studies presented in this symposium will be discussed.

IS-4.4.- **EVIDENCE FOR A MODULATING ROLE OF 5-HT IN CLINICAL AGGRESSION**

Bond, A.

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Many strands of evidence, including post-mortem studies, CSF examination and neuroendocrine challenge studies, now support the existence of an inverse relationship between central serotonergic activity and impulsive aggressive behavior in humans. Most of the research has been correlational and has sought to demonstrate relationships between a history of aggressive behavior or trait measures of hostility and various markers of serotonergic function. Neuroendocrine challenge studies using drugs with different serotonergic actions have shown endocrine responses to be reduced in aggressive individuals and to inversely correlate to scores on different measures of aggression in the healthy population. Similar results have been found for both a non-selective serotonin releasing agent such as fenfluramine and for 5-HT_{1a} agonists such as buspirone and ipsapirone. There is thus some preliminary evidence in humans to support animal work, indicating that impaired 5-HT_{1a} receptor function is associated with increased aggressiveness. However, in correlational studies, it is difficult to disentangle the possible influences of other variables. Experimental methods are therefore an important complementary research strategy. The technique of tryptophan depletion or enhancement can be used to study acute alterations of serotonergic neurotransmission on aggressive feelings and behavior. A number of studies have now shown that tryptophan depletion increases the probability of affective aggression in predisposed individuals while enhancement has the opposite effect. Tryptophan has also been added to other drug treatments in an attempt to control aggressive behavior in psychiatric patients. There are few controlled studies of the treatment of aggressive behavior with serotonergic drugs. This is partly because the propensity for aggressive behavior runs across different diagnoses for which particular drugs are indicated. However, many of the currently used drugs do have effects on the serotonergic system and this may contribute to their efficacy. Specific serotonergic compounds can be divided into agonists and uptake inhibitors. There is some evidence from case reports and small studies that both buspirone and various serotonin re-uptake inhibitors are effective in treating symptoms of impulsivity and irritability as well as in reducing aggressive or self-injurious behavior in patients with borderline personality disorder or learning disabilities.

S-6.-SYMPOSIUM

ETHNICITY, SOCIAL PREJUDICE AND AGGRESSION

Organizer:

Feshbach, Seymour

Department of Psychology, University of California, Los Angeles, Los Angeles, USA.

Symposium Abstract

The three presentations in this symposium are addressed to the theoretical issues and social problems posed by ethnic differences (including racial) and the stereotypes, social prejudice and conflicts that are commonly associated with these differences. The first paper is concerned with the role of ethnic differences, and stereotypes related to these differences, in the perception and treatment of members of another ethnic group. The latter may be perceived as more hostile and aggressive than they actually are, thereby fostering aggressive responses to and from them. The second paper addresses the importance of school-based intervention programs designed to reduce aggression and social prejudice, and discusses the problems encountered and issues raised in implementing such a program. The third paper focuses on the particular role of ethnic differences in aggressive behavior and the need to incorporate ethnic differences and attitudes toward ethnic groups in our theories of aggression.

S-6.1.- **RACIAL STEREOTYPES AND THE TREATMENT OF ETHNIC MINORITY ADOLESCENT OFFENDERS**

Graham, S.

Department of Education, University of California, Los Angeles, USA.

Racial disparity in the American adult and juvenile justice systems is well documented. Ethnic minority offenders are more likely to be arrested, prosecuted, convicted, and incarcerated than are White offenders suspected of comparable crimes. Among minority group offenders, African American males in particular are disproportionately represented at all levels of the justice system. Some researchers have suggested that the stereotypes that justice system officials hold about ethnic minority offenders may partly account for treatment disparity. To date, however, there is little systematic research on either the nature of such stereotypes or the process by which they might influence biased legal decision making. In this presentation I will describe a model of how racial stereotypes might guide decision making in the juvenile justice system. I will make the case that a prevalent racial stereotype is that African American male adolescent offenders are dangerous, violent, adult-like, and not amenable to treatment. I will further argue that stereotyping in this context is largely an automatic process - that is, it is involuntary, unintentional, effortless, and it occurs outside of the perceiver's conscious awareness. Once evoked, stereotypes lead to inferences about the causes of adolescent crime that then have implications for how the offender is treated. Preliminary findings will be reported from a field study of police officers' unconscious stereotypes about African American adolescent offenders.

S-6.2.- **MODIFYING AGGRESSION AND SOCIAL PREJUDICE: FINDINGS AND CHALLENGES**

Feshbach, N.D.

Department of Education , University of California, Los Angeles, USA.

An extensive literature on the development of ethnic prejudice in children exists. Evidence of ethnic bias is found in children of primary age and even younger. However, there is a lack of longitudinal or other data that would guide us regarding the optimal age to intervene for the purpose of reducing ethnic prejudice and promoting positive interethnic social relations. The degree to which ethnic conflicts among children and adolescents are expressed in school violence may be one factor in selecting a target age group, at least initially, for intervention. The incidence of adolescent aggression and violence in schools has become an important matter of public concern and media interest. The problems of school violence and of ethnic conflict and prejudice among school children and adolescents are interwoven (Bodinger-Deliriarte & Sanchez, 1992; Soriano & Soriano, 1994). This was one of the guiding factors in extending our earlier rationale, research, and intervention efforts addressed to empathy and aggression in middle elementary school age children to empathy, aggression and social prejudice in adolescents. In an earlier intervention project, Feshbach and Feshbach (1984) found that training 9-11 year old aggressive and non-aggressive boys and girls in exercises designed to enhance empathy, significantly influenced pro-social behaviors, modified aggressive behaviors, and promoted more positive self-concepts. In this newer project (Konrad, Feshbach & Feshbach, 1999), modifications in standard curriculum and instruction were introduced to classrooms attended by 13-15 year olds. These modifications entail the use of transformational principles derived from N. Feshbach's theoretical model of empathy. A systematic evaluation yielded significant changes in aggression, prosocial behavior and empathy. At the same time, what also emerged from this study are the varied problems entailed in trying to modify social prejudice; e.g., our findings reflect the special role of the teacher in facilitating or hindering intervention programs carried out within the contexts of classrooms and schools. These problems are of both theoretical and pragmatic interest, and are delineated and discussed.

S-6.3.- **ETHNIC DIVERSITY AND THE INTERACTION OF SOCIAL PREJUDICE AND AGGRESSION**

Feshbach, S.

Department of Psychology , University of California, Los Angeles, USA.

While the relations between different ethnic groups can be amicable, these relations have also been characterized by conflict and violence. Indeed, it can be argued that violence between ethnic groups constitutes the major social problem confronting contemporary society. For the purpose of this presentation, we will exclude the situation in which ethnic differences are associated with territorial struggles but focus on ethnic differences within a nation-state where territorial autonomy and independence are not at issue. Problems associated with ethnic diversity are by no means peculiar to multi-ethnic nations such as the United States but with the movement of populations since World War II are common to most nations. The principal issues we wish to address here are the structure of social prejudice, the antecedents of social prejudice, and the relationship between aggression and the different facets of social prejudice. Correlational data from the curriculum transformation intervention project that has been reviewed in the previous presentation are pertinent to this last issue. Social prejudice is a complex construct. One distinction that needs to be made is between negative attitudes towards members of another ethnic group and preference for associations with members of one's own ethnic group. And further, with regard to negative attitudes, stereotypes should be distinguished from support for discriminatory actions. One issue regarding the antecedents of these different components of social prejudice is the contribution of socio-biological, evolutionary factors. Socio-biological interpretations of social prejudice between ethnic groups are also germane to interpretations of aggressive conflicts between ethnic groups. The relative role of biological and social, experiential factors in prejudice and aggression between ethnic groups will be discussed. One major complicating factor is the degree of identity with one's ethnic (including racial) group. Aggression and prejudice toward members of another ethnic group are mutually reinforcing. However, data indicate that prejudice and aggression are imperfectly correlated, and are related to each other only under particular circumstances. The challenge for researchers is to elucidate these circumstances.

S-7.-SYMPOSIUM

**BULLYING BEHAVIOUR AMONG PRISONERS:
RECENT RESEARCH AND IMPLICATIONS FOR INTERVENTION**

Organizer:

Ireland, Jane L.

HMYOI Lancaster Farms and Psychology Department, University of Central Lancashire, UK.

Symposium Abstract

The symposium outlines recent research that has been conducted, or is in the process of being conducted into bullying behaviour among prisoners. The aim of the symposium is to describe the extent of research into this area and to highlight any recurrent themes between them. The papers are diverse in nature and address bullying behaviours among male, female, adult and young offenders. A number of areas are explored such as social problem solving (notably solving conflict situations involving bullying), attitudes towards victims\bullies, attitudes towards the self and the prison system and adjustment to prison. Also described is a longitudinal study addressing bullying among young male offenders. All papers are discussed with reference to implications for intervention into this specific form of aggressive behaviour.

**S-7.1.- DESCRIPTIVE ANALYSIS OF THE NATURE AND EXTENT OF
BULLYING BEHAVIOR IN A MAXIMUM-SECURITY PRISON**

Ireland, C.A. and Ireland*, J.L.

HMP Wymott and Psychology Department, University of Central Lancashire, UK.

*HMYOI Lancaster Farms and Psychology Department, University of Central Lancashire, UK.

This aim of the study was to investigate the nature and extent of bullying behaviour in a maximum-security prison, and to assess prisoners' attitudes towards the victims of bullying. 194 adult male prisoners completed the Direct and Indirect Prisoner Behavior Checklist (DIPCC©: Ireland, 1998, Ireland, 1999) and a modified version of the Rigby and Slee (1991) pro-victim scale. Four distinct groups of prisoners were described: those who solely reported behaviours indicative of bullying others, 'pure bullies', those who solely reported behaviours indicative of being bullied, 'pure victims', those who reported behaviours indicative of being bullied and bullying others, 'bully/victims', and those who reported no such behaviours, 'not-involved' group. The results showed that over half of the prisoners sampled had been bullied in the previous week. Only a small number of prisoners could be classified as either a pure bully or a pure victim, with almost half classified as bully/victims. The most frequent types of bullying used were psychological/verbal and indirect. No significant differences were observed between pure bullies, bully/victims, pure victims and the not involved groups' attitudes towards the victims of bullying or the bullies themselves. The findings hold implications for the development of anti-bullying programs. Such programs should consider the prevalence of indirect forms of bullying, and that a prisoner can be both a bully and a victim. The paper also makes reference to the development of 'focus groups' as an intervention into bullying behaviour.

S-7.2.- THE ROLE OF SOCIAL PROBLEM SOLVING IN BULLYING BEHAVIOUR AMONG MALE AND FEMALE ADULT PRISONERS

Ireland, J.L.

HMYOI Lancaster Farms and Psychology Department, University of Central Lancashire, UK.

The association between social problem solving and bullying among adult male and female prisoners is presented. 406 prisoners (210 males and 196 females) were categorised into four groups: pure bullies, pure victims, bully/victims and those not involved in bullying behaviour using a self-report behaviour checklist. Prisoners completed a questionnaire that presented them with 5 different bullying scenarios. The scenarios described indirect-physical, verbal, sexual, theft-related and indirect incidents of bullying. Prisoners were asked to suggest a 'best' and a 'second-best' way of dealing with each scenario. Responses were classified as aggressive, non-aggressive or ambiguous. It was predicted that those involved in bullying behaviour would produce fewer solutions to the conflict stories than those not involved in bullying, and that bullies and bully/victims would report more aggressive than non-aggressive solutions than the other groups. It was also predicted that bullies and bully/victims would be more likely to choose an aggressive response as their first choice than the other groups, who would opt for non-aggressive solutions. Gender differences were also predicted. The results showed that female bully/victims produced significantly more solutions in response to theft-related bullying than male bully/victims. There were no further significant group or gender differences observed in the number of solutions generated. The bully group favoured aggressive responses for all scenarios. Males reported more aggressive responses than females. The results are discussed with reference to the environment in which the social problem solving is taking place, and the implications of the findings for bullying intervention programmes.

S-7.3.- A REVIEW OF RESEARCH LITERATURE IN BULLYING AMONG PRISONERS: EXPERIENCES AND LESSONS TO LEARN

Tahir, M.H.

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Bullying is an important issue in today's society. Research has addressed its prevalence in schools, workplaces, the armed forces and prisons. The majority of research has focused on the school environment, with research into the bullying that occurs within prisons limited. The nature and prevalence of bullying in prison is of interest, with such environments acting to encourage this type of behaviour. The present paper recapitulates and abridges the research and literature in bullying among prisoners unveiling the current status, highlighting areas that have been missing and making a number of suggestions for future research. In the light of suggested directions for future research the present paper describes a project currently being undertaken that investigates the problem of bullying among Pakistani prisoners. Four different provinces of Pakistan (to broaden the spectrum of prison bullying research) are addressed in the research. The aim of the study is to explore the effects of being bullied or bullying others on a randomly selected sample of adult men and women prisoners (age group 21-45 years). The sample includes those who are married and unmarried, those coming from all different socio-economic classes and with all levels of religious practices. Those who are staying in prisons for more than six months, and serving for a range of offence types are also included. Prisoners were asked to complete measures addressing custodial attitudes, namely (I) attitude towards self, (II) attitude towards other prisoners and (III) attitude towards institutions. The study is being carried out in two parts: one pilot study consisting of approximately 60 prisoners, and the main study consisting of approximately 500 prisoners. This study is being conducted using a modified version of the Direct and Indirect Prison Behaviour Checklist (DIPC © Ireland, 1998) and the Rehabilitation in Correctional Settings Scale (RICS, © Rice, 1970).

S-7.4.- A LONGITUDINAL STUDY OF YOUNG OFFENDER' CONDUCT AND EXPERIENCES IN PRISON

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The present paper describes a longitudinal study into bullying among young male offenders. Bullying represents an abusive behaviour based on a relationship which extends over a period of time. How individuals evolve during this relationship has not been investigated, although researchers have suggested that prisoners develop into bullies as their experience of prison life increases. To date there have been no longitudinal studies into bullying behaviour within a prison environment. The present study attempts to address this by examining the self-reported bullying behaviour of offenders from the day that they were first received into the prison up to the first eight months of their imprisonment. Prisoners were asked to complete behavioural checklists on a weekly basis. Hypotheses included: 1.) bullying behaviour increases over time in prison, 2.) previous experience predicts 'bullying others' and 'being bullied' and 3.) there is no clear distinction between the bully and the victim group. The study is not yet completed but preliminary examination of the data shows a moderate relationship between reporting being a bully and reporting being victimised, and between bullying and both previous prison experience and previous convictions. Those who had previously been in care reported engaging in more bullying behaviours. The most frequently reported form of abuse was verbal abuse, which increased over the first 10 weeks of a prisoner's imprisonment (this was the case for both 'bullying others' and 'being bullied'). Other forms of bullying were less common and there is less evidence of them showing an increase over time. The initial results provide tentative support for the hypotheses: victimisation does appear to increase over time, particularly verbal victimisation, and bullying behaviour is moderately related to previous experience with prison. The moderate relationship between bully and victim items suggests there is no clear distinction between this group, and that those who bully may also be victims. The results are discussed with reference to implications for intervention.

OP-5.-ORAL PRESENTATIONS

DIFFERENT TYPES OF AGGRESSION

OP-5.1.- HITTING, HURTING AND HAVING FUN: WHY VIOLENCE IS ESSENTIAL TO LIFE AND DIFFERENT FROM AGGRESSION

Boyanowsky, E.

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Calls for the end of violence permeate the media, textbooks, university courses, government policy and conferences, for instance this one. Part of the problem is that the terms violence and aggression are used interchangeably. In fact an examination even of academic textbooks reveals both indiscriminate usage and many tortuous attempts to integrate the two concepts, often with the erroneous designation of violence as a particularly nasty form of aggression, that more formally defined phenomenon that we know and love so well. In common parlance and the media, however, no such niceties are attempted and violence is railed against and bemoaned as ubiquitous in human society. Well, indeed it is, and for good reason: nothing would exist without it. An analysis of physical and social phenomena ranging from thunder storms and volcanoes to epileptic convulsions, sex, love making, giving birth and rough and tumble play reveal that the differences between violence and aggression are more than semantic and to recognize them is an essential though neglected task for the serious researcher of human and animal behavior. The author, using data from various studies on the relationships among temperature, aggression and sexual arousal proposes a taxonomy of violence, aggression and violent aggression. This approach uses the legal concept of mens rea, i.e., the mental formation of the intent to do harm, injury or cause death, examines the context for each act and the agentic qualities of the actor or cause of the violent and/or aggressive act placing them in a multidimensional model. Such classification, it is proposed will inform inquiries into the causes of violence and aggression and into the bases of attraction to violence and to aggression and perhaps their consequences for the viewer of such acts in the media.

OP-5.2.- A SOCIAL PSYCHOLOGICAL PERSPECTIVE OF HATE CRIME AS A DISTINCT FORM OF AGGRESSION

Craig, K.M.

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Within the US, intergroup violence has a long history, but it has only been within the last 2 decades that the term hate crime has been invoked to explain a distinctive form of this aggression. The US has no monopoly on hate crime and rates of its occurrence have increased in Europe as well as Canada. A hate crime is an illegal act that involves intentional selection of a victim based on a perpetrator's bias or prejudice against the actual or perceived status of the victim. Hate crime represents a unique form of intergroup aggression which not only includes the intent to harm, but also communicates information about group identity. Hate crimes indicate the perpetrator's bias, and also serve symbolic and instrumental functions. Hate crimes are regarded as serving a symbolic function to the extent that a message, is communicated to a community, neighbourhood or group. Hate crime is instrumental in effectively curtailing the behaviors and movement of members of the victim's group. They restrict the behaviors and choices of large groups of people. Little scholarly attention has focused on hate crime, and attempts to explain its causes, and to describe its victims and perpetrators are rare. Theories on hate crime are located at the intersection of widely accepted theories in aggression research (e.g., realistic group conflict, frustration-aggression theory), and recent social cognitive contributions to the study of intergroup relations. The goal of this presentation is to identify common factors across the different types of hate crimes in order to clarify existing claims about the nature of hate-motivated crimes, their prevalence, causes and impact on victims. First, a review of the literature in this area which distinguishes hate-motivated aggression and violence from similarly egregious aggression is presented. Hate crimes differ from other offenses in multiple ways. Following this a review of relevant theoretical formulations which explain hate crime occurrence is presented, and this is followed by a consideration of empirical research findings.

OP-5.3.- **AGGRESSION AND VIOLENCE AMONG DRIVERS ON THE ROAD TODAY**

Saiz-Vicente, E.J., Pollock, D., Garcia-Sevilla*, J. and Romero-Medina*, A.

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A new phenomenon within the area of traffic safety known as road rage, which appeared as a recent social problem at the end of the decade of the 90's, is an issue of ever increasing importance among drivers, as well as the news media and law enforcement agencies. Each year approximately one hundred thousand accidents with victims occur in Spain. The fraction of these crashes that are due to road rage is totally unknown. In this study an extensive sample of drivers (both professional and from the general population) answered a questionnaire which explored their attitudes and behaviour associated with aggressive practices while driving. A transversal design was used in order to discover the present situation regarding this problem. The attitudes and behaviours dealt with in this investigation include a wide range of aggressive and violent habits. The study indicates that drivers differ with respect to how they classify a list of behaviours that could be considered aggressive. Moreover, significant age differences were found with respect to the level of danger perceived in these aggressive tendencies and violent driving habits. In general, the evaluation of these activities as "extremely dangerous" increases progressively with the driver's age. The evaluation of such habits as tailgating, running red lights, cutting in front of another vehicle, showing anger, insulting, threatening or displaying obscene gestures to other drivers or pedestrians, etc, has shown that age as well as gender are two important factors associated with differences in aggressive conduct. These factors in conjunction with high levels of frustration and emotionality, along with the anonymity provided by the vehicle, can provoke situations which are highly dangerous in a roadway environment

OP-5.4.- **FINDING THE UNEXPECTED: PARADOXICAL REACTIONS OF PROPERTY CRIME VICTIMS**

Greenberg, M.S. and Beach, S.R.

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This study employed a two-wave panel design to investigate cognitive, affective, and behavioral responses to property crime victimization. Three hypotheses were tested: (1) burglary victims will perceive themselves as having less control over what happens to them than those who have not been victimized; (2) victims who believe "it could have been worse", will feel less "wronged" than victims not holding this belief; (3) victims who take security precautions such as installing special locks and security systems will feel safer and therefore less distressed than those who do not take such precautions. A random digit dialing procedure was used to identify 76 burglary victims, 218 theft victims, and 257 nonvictim controls. Participants were interviewed on two occasions (about a year apart) by means of computer assisted telephone interviews (CATI). The results for all three hypotheses were opposite to what was hypothesized. First, burglary victims had higher expectations of control than nonvictims in the short term, but not in the long term. Rather than shattering their assumptions of control, less traumatic victimizations like burglary may pose a challenge to such assumptions, leading to a bolstering of their beliefs in control in the short term. Second, victims who believed it could have been worse reported feeling more wronged than those who did not hold this belief. Our data suggest that holding this belief heightens perceptions of vulnerability, which enhances feelings of being wronged. Third, victims who took security precautions in response to the crime were more distressed, both short- and long-term, than those who did not take such precautions. We contend that such precautionary behavior activates victims' memories of the crime and serves as a reminder of the dangers lurking about. The paper concludes with a discussion of suggestions for future research.

**OP-5.5.- COMPUTERISED INTERACTION SIMULATION IN THE
ASSESSMENT OF AGGRESSION-RELATED RESPONSE STYLE
AND DISPOSITIONS**

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Diagnosis of aggression-related response patterns and dispositions can be substantially enhanced through the use of computer-simulated social interaction tasks. "Mimics" is an interactive software environment designed on the basis of schematised cross-cultural "facial universals" (Ekman, 1992,1999) to elicit and assess aggression responses in a "conflict / cooperation" choice paradigm (Aidman & Shmelyov, 1997). A computer game-like scenario requires "the player" to manipulate schematic facial expressions of an "Avatar" in order to negotiate through a number of "hosts" who display facial expressions from the same range as the Avatar's. The hosts' reactions to the Avatar depend on both their and Avatar's expressions and range from friendly and supportive to obstructing or even expressly aggressive. The Avatar has a choice of negotiating with, or attacking, the hosts. Comprehensive recording of player's moves and interactions has allowed a number of fine-grained behavioural indices of aggressive responses, including the percentage of unprovoked attacks (aggression as an intrinsic choice), the percentage of retaliatory attacks (aggression mirroring), frustration-driven attacks (aggressive over-reaction to frustration), as well as tendencies to passive responding to aggression - the choice of either a frowning expression (threatening) or a new route (evasion) after suffering an attack. General behavioural indices are also computed, such as spontaneous activity, social flexibility and determination (sustaining the game after a critical loss of power). Construct validity of these measures has been supported by a predictable pattern of their associations with Bass and Perry (1992) Aggression Questionnaire scores and Bjorkvist et al. (1993) measures of indirect aggression. A key advantage of the method over self-report measures of aggression is in its capacity to reach beyond verbal declarations thus reducing impression management and other self-presentation effects in the measurement of aggression.

OP-5.6.- AGGRESSION BETWEEN SPECIES

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Interspecies aggression is a topic that has rarely been discussed at meetings of the International Society for Research on Aggression. ISRA members' research concentrates on aggressive behavior that is interpersonal or that occurs between groups; in interspecies aggression members of one species attack members of another species. Sometimes the winner eats the loser, but the interactions are not always predatory. Aggression also occurs in competitive or parasitic interactions when, for example, hyenas chase a solitary lion away from prey that they killed. Violent, harmful, intentional attacks by humans on other species are actually quite common. Are attacks on other animals a different phenomenon from our attacks on each other? Self-defense (whether justified or not) is one major reason for our aggression toward each other. During human evolution our ancestors defended themselves daily against animals that were bloodthirsty, powerful, and occasionally venomous, animals that were ferocious predators and competitors. Our long-standing attempts to eliminate creatures like wolves and rattlesnakes, the fear they engender, and their appearance in our myths and nightmares may be grounded in human evolution. Our response to them is out of proportion to the danger they pose to us in the modern world. Indeed, our aggression toward other species endangers them to the point of extinction. We hunt and kill wild animals even when we do not eat them, and we use them in cruel and sometimes sadistic entertainment. We force domestic animals to work for us as slaves, and "sacrifice" them in science, often without considering alternative means of gathering data. There is a large literature on the extent to which attacks on animals are precursors of violence toward other humans. Thus, understanding interspecies aggression may be important for our understanding of human interpersonal aggression, and I will discuss evidence for this transfer phenomenon. My primary focus will be to examine some theories and models of aggression within our species to see if they can account for the abuse of other animals, and the attacks that we make on them.

OP-5.7.- **ON THE NEED TO KILL ENEMIES: HOW DEHUMANIZATION
AND THE CULTIVATION OF HATRED LEGITIMATE
ORGANIZED VIOLENCE**

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The perception that people need enemies—"enemization"—has played a major role in the history of human hatred and conflict. What renders people susceptible to this perception? The complex psychosocial process of basic combat training (BCT) in the military provides clues to the teaching of hate in society at large. BCT devalues recruits and brutalizes them. Since they are forbidden to oppose their Drill Instructors, recruits deflect the cruelty they experience into active aggression against others. Armies train recruits to have a "Free-Floating Enemy". Their commander designates a specific embodiment of the enemy to be destroyed. Enemy Formation ("Enemization")—through dehumanization of self and "others" and loss of compassion—is essential to prepare for war and killing. The core of enemization is splitting between good and evil, between the good-self and the bad-self. One's own "bad-self" is attributed to the enemy who is relabelled as a faceless subhuman "pseudo-species", thus increasing the opportunities for projection. This reinforces the social permission given to our soldiers—"the good-self"—to destroy the designated enemy. Despite the end of the Cold War, combat and enemization have been normalized as "facts of life". Meanwhile, veterans live on with internalized catastrophic reality and with an unceasing internal awareness of the "enemy". Moreover, intolerance of the presence of the "other" within a majoritarian social context contributes to "enemization" and violence leaving vast numbers of victims in its wake—genocide, code-named "ethnic cleansing". These victims suffer from Posttraumatic Stress Disorders (PTSD)—which the author played a central role in delineating. Traumatologists have largely been "stretcher bearers of the social order", providing palliation of war-related trauma. Can traumatologists collaborate with students of aggression to go beyond this role—to an analysis of the phenomenon of enemization? Such an approach could focus our combined expertise on possible ways of dismantling the army-and-enemy system, the manhunt, which is a human invention. By undoing the social structures underlying enemy creation, we may be able to prevent PTSD lest it remain with us unchanged, a moral outgrowth of war and persecution under different names—from DSM III to DSM X. Besides studying BCT, I have accessed soldier's narratives, fiction, biographies, memoirs etc., to elucidate individual and group perceptions and personifications of the enemy. I have also depicted the healing process I call "de-enemization".

OP-6.-ORAL PRESENTATIONS

AGGRESSION DURING CHILDHOOD

OP-6.1.- DIFFERENTIATING CHILDHOOD CHARACTER MODELS OF AGGRESSION: A RATIONALE FOR TREATMENT

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There is general agreement that causal pathways of aggression comprise dynamic, interacting individual and contextual factors resulting in aggressive phenotypes. In children, identification of individual and contextual predictors of aggression is complicated by rapidly changing social, cognitive, and emotional developmental processes. Thus, a coherent classification system for organizing causes of aggressive behavior for children remains elusive; hindering efforts to prevent and treat aggression in a prescriptive, research-based manner. A review of the literature indicates a multiplicity of risk factors that differentially contribute to children's aggressive acts. This raises questions regarding early identification and whether or not early intervention is appropriate. One exception is the United States Federal Special Education law (P.L. 105-17) mandate to conduct functional behavioral assessment in cases of disruptive and aggressive behavior. Miller, Tansy, and Hughes (1998) provide a comprehensive multimodal approach to functional behavioral assessment that shows promise for guiding the identification of the pathogenic cause of a particular child's aggressive tendencies. However, the requirement is only stipulated for special education students. Children that evidence social maladjustment, or conduct disorder are excluded from special education services, thus, excluding many who act aggressively from mandated evaluation of the cause and treatment. We advocate for the extension of multimodal functional behavioral assessment to all children that evidence aggressive tendencies. While system-wide interventions are laudable, they do not effectively address the complexities of aggressive behavior for the most severely disordered, violent children. Even after a child has acted aggressively there continues to be a tendency to avoid considering causal mechanism and in strategically linking casual pathways to interventions. Multimodal functional behavioral assessment represents a solution to the problems of both identifying cause and prescribing treatments. In this approach a child's contexts are systematically examined for important and controllable distal, proximal, physiological, and intrapsychic causal factors related to aggressive behavior. After the pathogenic process has been identified interventions evidencing treatment validity for a specific cause are systematically examined and arranged for implementation. Finally, review of the intervention plan and outcome evaluation concludes the assessment-treatment cycle.

OP-6.2.- ANGER PRIMING IN 14 MONTH OLD CHILDREN

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We have previously demonstrated an attack priming effect in rodents in which exposure to, and attack upon, a "priming" target systematically reduces the latency and increases the probability of attack on a second identical "probe" target. Such priming generalizes across different situations by inducing a transient, relatively specific, centrally mediated increase in "aggressive arousal". We have argued that attack priming may be involved in variety of phenomena within the domain of aggressive behavior such as escalating threat, the duration and intensity of agonistic encounters, redirection of aggression (priming can be viewed as a formal model of redirection), and the alteration of sensori-motor function and narrowing of attention during combat. The collectivity of such effects may account for animals' "commitment to aggression" i.e., their willingness to initiate and continue fighting despite distraction, substantial energy expenditure, injury, and risk of being preyed upon or defeated. We have also conjectured that humans may experience a comparable priming of anger. We now report that when mothers of 14 month old children (N=88) provoked them twice in the same laboratory frustration/restraint situation, the children's response to the second trial provocation was intensified. Struggling increased by 8%, protest vocalization by 38%, and angry facial expressions by 40%. A MANOVA showed a significant overall increase in second trial anger responding. Because a common, anger-provoking intervention by a child's mother is involved, these observations provide a simple, ecologically valid experimental model for anger escalation which exactly parallels the "attack priming" paradigm previously developed to investigate escalation in other species.

OP-6.3.- PREFERENCES FOR PHYSICAL DISCIPLINE BY PARENTS OF DEAF CHILDREN

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There is growing evidence that children with disabilities may be at increased risk for child maltreatment. With respect to physical abuse, it has been hypothesized that communication limitations may play a role in increasing the use of physical discipline in response to child transgressions and that this increased use of physical discipline can escalate into physically abusive episodes. It has also been suggested that the behaviors of the child with disabilities might actually occasion the increased use of physical discipline. To determine whether parenting a deaf child increases parental tendencies to use physical discipline, a sample of mothers of profoundly deaf children seeking a cochlear implant ($n=57$), a sample of mothers of profoundly deaf children who were not seeking a cochlear implant ($n=22$), and a sample of mothers of normally hearing children ($n=27$) participated in a standardized analog parenting task. In response to visual depictions of developmentally appropriate but irritating child behaviors, as well as frankly deviant behaviors, mothers of deaf children endorsed significantly greater use of physical discipline. Additionally, mothers of deaf children were more likely to report a willingness to escalate their disciplinary behavior in response to depictions of repeated transgressions by the child. There were no differences between the two groups of parents of deaf children, indicating that parents seeking a cochlear implants and parents not seeking a cochlear implant for their child do not differ with respect to willingness to endorse physically coercive discipline. Consistent with previous research with this paradigm, depictions of dangerous and destructive behaviors were more likely to result in endorsements of physical discipline. Because a standardized testing paradigm was used for all parents, the findings suggest that rearing a deaf child results in a generalized pattern of increased use of physical discipline that is not specific to the deaf child in the home. The findings have implications for abuse prevention efforts among parents of deaf children and, perhaps, other communicatively limited children.

OP-6.4.- HUMAN VIOLENCE: A TREATABLE EPIDEMIC

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Human violence is a preventable disease. Its causes are generally known to us and, in many cases, it is treatable. So why do we have such a problem in dealing with it? This paper attempts to cover both these issues. The roots of violence lie in the secret violence of family life (figures). Women and children are more likely to be abused, threatened or even killed by members of their own family than by anybody else and the traditional male head of the family is usually the agent of violence. It commonly leads to a form of post traumatic stress disorder manifested as psychiatric illness in women and violent crime in men. It is proposed that a major underlying factor is damage to the attachment system in infancy and early childhood. Research findings in attachment and post traumatic stress disorder will be presented showing the link between disorganised attachment in infancy and personality disorders that lead to domestic violence and social violence (such as borderline personality disorder, dissociative disorders and other forms of psychopathology). These findings show important links between damage to our attachment system and human violence. Whilst 2/3 of our population is brought up capable of forming secure loving relationships, another 1/4 have the potential to bully and hurt when giving permission or encouragement to do so. But nearly 1/5 of the population is already so damaged by abuse and terror that these men and women will often end up in hospitals if they are women, or in prison if they are men. Violence can be prevented by attending to humanity's needs for secure attachment both in the home and in the community. This means better health care before and after birth, education for parenting, high quality nursery education, diminished legitimate violence in the media and by the government, and above all, reducing the gap between the rich and the poor, a form of structural violence that is the biggest predictor of violence in the world.

OP-7. ORAL PRESENTATIONS

ROLE OF PARENTS IN THE AGGRESSION OF THEIR CHILDREN

OP-7.1.- PARENTING PRACTICES, SELF-CONTROL AND ADOLESCENT DELINQUENCY

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Adolescence is a critical developmental period that predestines adult well-being and functioning and that is characterized by an upsurge in delinquent behavior. Implicitly blaming the parents, this increase in delinquency has been attributed to parenting practices characterized by low levels of support and control. The question arises, however, whether parents directly affect adolescent delinquency. Recent studies have shown that young people who are not able to control their impulses and emotions are more likely to engage in delinquent and violent behavior. Furthermore, adolescent self-control may be affected by the way they are raised by their parents. In sum, the present study tested a model in which parenting practices affect adolescent delinquency indirectly through the mediating influence of adolescent self-control. Self-report questionnaires were administered among 326 13-17-year old boys and girls, assessing (1) parenting practices, such as monitoring, affection expression and use of disciplinary methods, (2) self control, and (3) delinquency (e.g., petty crime, aggressive acts). High correlations between self-control and delinquency were found (r 's between .40 and .51, $p < .001$). Furthermore, parenting practices explained about 20% of the variance in adolescent self-control. Hierarchical regression analyses confirmed that self-control mediates the link between parenting practices and delinquency. Additionally, direct but small effects of some parenting practices on delinquency emerged. Moreover, mothers' parenting practices contributed more strongly to adolescent self-control and delinquency than fathers' parenting practices. These findings underline the crucial role of self-control in adolescent delinquency. Parents are to be blamed but the question is for what. Implications for research and prevention are discussed.

OP-7.2.-MEDIATION OF PARENTAL SOCIALISING PRACTICES IN THE RELATION BETWEEN EARLY AGGRESSIVE TV VIEWING AND AGGRESSIVE BEHAVIOUR IN ADULTHOOD

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To investigate the long-term effects of childhood exposure to television violence, follow-up data were collected in the early 1990s on a sample of 106 Polish youth in their early 20s, who had previously been tested and interviewed when children three times between years 1979 and 1981 (Huesmann & Eron, 1986). In accord with recent cognitive modifications of social learning theory (Bandura, 1986) and results of the parallel American study (Huesmann & Moise, 1998), our hypothesis is that early childhood aggressive TV viewing exerts long-term effect on behaviour of its viewers. The multiple regression analyses and structural modelling techniques of the follow-up data revealed that – contrary to the US sample – frequent childhood exposure to television violence does not predict young adult aggressive behaviour, independently of gender, SES or IQ. The lack of such relationship was pointed out so far only by a few researchers (Milavsky et al., 1982; Sheehan, 1986; Wiegman et al., 1992). It is further hypothesised that aggressive behaviour and its mechanisms result primarily from deficiency in socialisation processes, with important role played by inappropriate parental socialising practices (Fraczek, 1993). They are seen not only as influential of social behaviour but also as mediators of the relation between childhood exposure to TV violence and interpersonal aggression. Correlation and regression analyses show differences between the groups distinguished on the basis of the influence: a few influenced were more often rejected, punished by parents and certain kinds of their behaviours were reinforced. A constellation of these practices is found to predict their interpersonal aggression in adulthood. The mediating effects of the practices in the relationship between early aggressive TV viewing and level of interpersonal aggression in adulthood are confirmed with structural modelling analyses. The knowledge acquired from this research is exploratory for the Polish population and shows that in spite of general lack of longitudinal effects of early aggression viewing on aggressive interpersonal behaviour in adulthood, in a few influenced, a constellation of certain parental socialising practices could be seen as mediator of the effects.