XIII. Workshop Aggression 2008
University of Potsdam, Campus Am Neuen Palais
6 - 8 November 2008

Keynote Speakers:

Prof. John Archer, University of Central Lancashire, Preston, UK
A Cost-Benefit Approach to Aggressive Behaviour

Prof. Thomas Münte, University of Magdeburg, Germany
Reactive Aggression:
Some Remarks from a Cognitive Neuroscience Perspective
Dear Colleagues,

It is our pleasure to welcome you to the XIII Workshop Aggression in Potsdam, once the town of the Prussian kings and royal residences. The workshop will be held at a historic site: the main campus of the University of Potsdam next to the Neues Palais. We will offer you a scientific programme that includes 26 individual presentations and a poster exhibition on various topics in aggression research. We are delighted to announce two internationally renowned keynote speakers, Prof. John Archer (University of Central Lancashire, UK) and Prof. Thomas Münte (University of Magdeburg, Germany).

Potsdam is famous for its palaces and parks, its gardens and villas, and its numerous museums. Being a military and garrison town in the past, Potsdam today is a city of films and media as well as a university city. With a focus on learning and research, the reputation of Potsdam substantially rests upon work in the natural sciences in the fields of Astro- and Gravitation Physics and Earth Sciences. The "Einstein Tower" on the Telegrafenberg, one of the most significant expressionist buildings, is an impressive symbol of the link between landscape, architecture and science.

As organizers, we have tried our best to make your stay as pleasant as possible and hope that you will have time to take pleasure in our city with its rich history, art and many opportunities to relax and enjoy.

We would like to thank the Social Psychology Section of the German Psychological Association and the Universitätsgesellschaft Potsdam e.V. for their financial support. We hope that the workshop will stimulate fruitful discussions and controversial debates, not only in the meetings but also during our social programme. Join us for an exciting academic exchange that will extend our knowledge.

Steffen Bieneck and the organizing team
Directions

The workshop will be held at the University of Potsdam, Campus am Neuen Palais. The central campus of the university is located next to Park Sanssouci, where many of the university offices and institutes can be found in the historic buildings of the 'New Palace' (Neues Palais).

Travel directions:

If you arrive by plane:
The nearest airport for transatlantic flights is Berlin-Tegel. European flights come into Berlin Tegel or Berlin Schoenefeld. Onward journey to the campus from both airports takes about an hour by public transport.

From Berlin Tegel
• take the Airport Bus (109) to Berlin Charlottenburg S-Bahn Station
• change to the S-Bahn (S 7) to Potsdam Hauptbahnhof
• from there take a short train ride or bus ride to the campus (approx. 4 mins. by train, 20 min. by bus with lines X5, 605, 606 (goes to Golm) or 695 (goes to Pirschheide)) until stop "Lindenallee"

From Berlin-Schoenefeld
• short walk from Airport Terminal to train station
• take regional train to Potsdam Hauptbahnhof (1 direct train per hour)
• from there take a short train ride or bus ride to the campus (approx. 4 mins. by train, 20 min. by bus with lines X5, 605, 606 (goes to Golm) or 695 (goes to Pirschheide)) until stop "Lindenallee"

If you arrive by train
• connect to Potsdam Hauptbahnhof
• from there take a short train ride or bus ride to the campus (approx. 4 mins. by train, 20 min. by bus with lines X5, 605, 606 (goes to Golm) or 695 (goes to Pirschheide)) until stop "Lindenallee"

For further connection details please refer to the following homepages of the public transport system:

Deutsche Bahn (German Train Company)

Verkehrsverbund Berlin-Brandenburg (VBB) - Bus and train timetable information

BVG (to search for connections)
http://www.fahrinfo-berlin.de/Fahrinfo/bin/query.bin/en?id=0.1&
**Friday, 07.11.2008**

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<tr>
<th>Location</th>
<th>Departure 07:31</th>
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<td>Sanssouci</td>
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Directions to the social evening dinner

You could enjoy a walk through the park (blue line) or you can catch the bus 606 from “Neues Palais” just outside the workshop venue (red line) that goes every 10 minutes and takes 10 minutes to “Luisenplatz”, a place that you simply cross to get to the restaurant.
## Friday, 7th November 2008

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<td>08.30 – 09.00</td>
<td>Arrival, Dinner Registration</td>
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<tr>
<td>09.00 – 09.10</td>
<td>Welcoming address (Bldg. 08, Room 0.60)</td>
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<tr>
<td>09.15 – 09.45</td>
<td>Banse, R., Rebetez, C., Böhme, H., &amp; Schubert, W. - <em>Implicit and explicit aggressiveness, traffic-related attitudes, and objective driving behaviour</em></td>
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<td>09.45 – 10.15</td>
<td>Giebel, S. - <em>Violence</em> as a predictor for the recidivism in juvenile offenders</td>
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<tr>
<td>10.15 – 10.45</td>
<td>Frączek, A. – <em>Changes in intensity and character of juvenile aggressive offences in Poland, (16 years follow up data)</em></td>
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<td>10.45 – 11.05</td>
<td>Coffee Break</td>
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<td>11.05 – 11.35</td>
<td>Schultze-Krumbholz, A., &amp; Scheithauer, H. - <em>Cyberbullying - a problem among students in Germany? Results of a pilot study - need for longitudinal studies on risk and protective factors</em></td>
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<td>11.35 – 12.05</td>
<td>König, A., &amp; Steffgen G. - <em>Do victims of bullying tend to be cyber bullies?</em></td>
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<td>12.05 – 12.35</td>
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<td>12.35 – 14.00</td>
<td>Lunch (Mensa, Bldg. 12)</td>
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## Aggression, gender, and culture I (Chair: S. Bieneck) – Lecture Hall 0.59

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<th>Time</th>
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| 14.00 – 15.00 | **Keynote lecture**  
Münte, Th. – *Reactive aggression: Some remarks from a cognitive neuroscience perspective*  
(Introduction: B. Krahé) |
| 15.00 – 15.30 | Eyssel, F., & Bohner, G. - *Rape myth acceptance: A cognitive schema?* |
| 15.30 – 16.00 | Romero Sánchez, M., Durán, M., Carretero-Dios, H. Megías, J. L., & Moya Morales, M. C. - *Exposure to sexist humor and rape proclivity: The mediator effect of aversiveness ratings* |
| 16.00 – 16.30 | Gabriel, U. & Skorpe Tennfjord, O. - *Stereotypic expectations as explanation for gender differences in the moral judgment of domestic violence* |
| 16.30 – 16.50 | **Coffee Break** |

## Aggression, gender, and culture II (Chair: I. Möller) – Lecture Hall 0.59

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<td>16.50 – 17.20</td>
<td>Kaufmann, M., Weiss, T., Wey, N., Bosak, J., &amp; Sczesny, S. - <em>Anger reactions of women and men to gender-role relevant provocations</em></td>
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<td>17.20 – 17.50</td>
<td>Neuhaus, J., Hannover, B. - <em>Two sides of a coin: Extending the Culture-of-Honor concept by female gender-role attitudes</em></td>
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<td>17.50 – 18.20</td>
<td>Wolfradt, U. - <em>Self-esteem, aggression and impulsiveness. A cross-cultural study</em></td>
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<td>20:00</td>
<td><strong>Dinner: Wiener Café (Luisenplatz, Potsdam)</strong></td>
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| 09.00 – 10.00 | **Lecture Hall 0.59**<br>Keynote lecture<br>Archer, J. – *A cost-benefit approach to aggressive behaviour*  
(Introduction: B. Krahé) |
| 10.00 – 10.30 | **Interpersonal violence I (Chair: J. Felber) – Room 0.64**<br>Wettstein, A., & Thommen, B. – *The observation-system for the analysis of aggressive behavior in classroom-settings BASYS*  
Frączek, A. - *Concept and Categories of readiness to interpersonal aggression (theoretical considerations)* |
| 10.30 – 11.00 | **Intervention I (Chair: A. Berger) – Lecture Hall 0.59**<br>Brenk, C., & Schmitt, M. - *Reducing anger through flexibilization of attributional processes*  
Fischer, P. - *Threat to social order and authoritarian parenting: Evidence that high terror threat increases authoritarian parenting inclinations* |
| 11.00 – 11.20 | **Coffee Break**                                                       |
| 11.20 – 11.50 | **Interpersonal violence II (Chair: J. Felber) – Room 0.64**<br>Wettstein, A., & Thommen, B. - *From the diagnosis of aggressive behavior to the improvement of teaching-learning-processes; Quality of teaching and prevention of aggressive behavior - three video studies*  
Mayer, S., Fuhrer, U., & Uslucan, H.-H. - *Integration, assimilation and intergenerational transmission of violence in Turkish migrant families in longitudinal view* |
| 11.50 – 12.20 | **Intervention II (Chair: A. Berger) – Lecture Hall 0.59**<br>Pfetsch, J., & Steffgen, G. - *Reasons for prosocial interventions of bystanders* |
| 12.30 – 13.00 | **Lecture Hall 0.59**<br>The XIVth Workshop and beyond: Future Perspectives  
Chair: B. Krahé |
### POSTERS

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<td>Frączek, A., Konopka, K., &amp; Smulczyk, M.</td>
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<td>Krahé, B.</td>
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<td>Kulawska, W., &amp; Frączek, A.</td>
<td>Specific concomitances of physical and indirect aggression among teenager boys and girls</td>
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<td>Megias, J. L., &amp; Montañés Muro, P.</td>
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<td>Möller, I., &amp; Krahé, B.</td>
<td>Media violence exposure and aggression among German adolescents</td>
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<td>Staude-Müller, F.</td>
<td>Gaming Activity and Aggression - Longitudinal Investigation of the Influence of Violent Video Games on Personality</td>
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**Poster sizes**

All DIN A formats up to DIN A 0 (84.10 cm x 118.90 cm) are possible. You have the choice between portrait (upright) and landscape shape, though portrait is preferred.

**Fixation**

We will provide the fixation material for your poster (clips etc.). Posters may be hung up right from the beginning of the workshop on Friday morning.

**Technical note for presentations**

Notebooks with Office 2003/2007 and LCD projectors will be available for use.
Abstracts

A cost-benefit approach to human aggression

Archer, J., University of Central Lancashire, Preston, UK

Dual process models of aggression, involving both automatic and rational decision-making processes are outlined. Assessment of costs and benefits form the basis of the second of these processes. They are central to social interactionist and evolutionary explanations of aggression, although the level of analysis and the currency involved is very different in the two cases. Studies measuring the perceived costs and benefits of aggression in relation to the level of perpetration and victimization are described in the context of workplace aggression, and bullying among prisoners. One specific aspect of the costs of physical aggression that has featured in evolutionary game theory analyses of animal fighting is Resource Holding Power, and a similar concept, retaliatory power, has been used in some research on human aggression from a social interactionist perspective. This refers to the perceived ability of the opponent to represent a credible threat of violence. Several studies investigating this in humans through self-reports are described. Scenario studies involving young males, students and prisoners of both sexes, are described to assess the extent to which people pay attention to cues indicating coercive power in hypothetical situations. Implications of the findings for motivational models of aggression are presented.

Implicit and explicit aggressiveness, traffic-related attitudes, and objective driving behaviour

Banse, R., Rebetez, C., Böhme, H., & Schubert, W., Universität Bonn

There is evidence from numerous empirical studies that trait aggressiveness is related to driving offences. However, this evidence relies mostly on retrospective self-report data. In the present study a prospective longitudinal design was used to investigate the relation between personality, traffic-related attitudes, and objectively assessed driving behavior. A relatively large sample (N > 500) of male and female drivers participated immediately after passing the theoretical (and before the practical) driving test. Aggressiveness was assessed using standard questionnaire measure as well as by an indirect, latency based measure (the Aggressiveness-IAT). Additionally, demographic background variables, driving related traits (e.g., risk taking), and attitudes (e.g., attitudes toward traffic rules), were assessed. As an objective criterion for driving behavior, all registered traffic offences of the participants were obtained from the German Federal Traffic Agency (KBA). It was expected that explicit and implicit aggressiveness, other traffic related traits, and attitudes would predict driving offences and the withdrawal of the driving license. From the continuing six-year longitudinal study we present first results based on an observation period varying from one to three years. The number of offences and license withdrawals was larger for men than for women. Implicit aggressiveness did not predict offences. However, the following measures were significantly related to offences, particularly for men: Educational background, risk taking, showing off, reactive aggressiveness, and traffic-related aggressiveness. The results will be discussed in the light of the still relatively low base rate of traffic offences in this early stage of the study.

The deescalating effect of music on aggressive affect, cognition, and behavior

Bieneck, S. & Krahé, B., Universität Potsdam

Several studies showed that music containing aggressive lyrics can act as a situational cue eliciting aggressive behavior. Two studies will be reported to show that music without semantic content can also have an impact on aggression. In particular, the studies focused on the de-escalating role of music via eliciting positive mood and reducing the availability of aggression-related cognitions. In Study 1, 111 participants listened to either aversive or calming music before receiving evaluative feedback and being given the opportunity to engage in aggressive behavior. Participants exposed to calming music reported more positive mood than participants exposed to aversive music or those in a no music control condition. Music-induced positive mood was associated with reduced anger and aggressive behavior after receiving evaluative feedback. Study 2 (142 participants) corroborated the buffering effect of calming music on anger following frustration. Listening to calming music reduced participants’ reported level of anger compared to aversive music and a no music control condition.
Calming music also increased response latencies in recognizing aggressive words after a frustration. The results will be discussed in terms of the potential of music to buffer the adverse effects of frustration.

**Differences in the attribution of blame in cases of sexual assault and robbery**

*Bieneck, S., Universität Potsdam*

Research in legal decision making provides evidence that the evaluation of sexual assault cases is influenced by schematic information processing. To clarify, whether those findings are limited to cases with a sexual connotation, two experimental studies have been conducted. 400 participants were presented with scenarios describing incidents of rape and robbery with the victim being either female or male. Subjects rated perpetrator and victim blame for each case. In addition, stereotypic beliefs about sexual assault were measured. Results indicate that the impact of extraneous information is limited to the processing of cases with a sexual connotation.

**Video game violence and aggression: Exploring the implications of players’ media literacy**

*Blake, C., Klimmt, C., Pompetzki, V. & Vorderer, P., HMT Hannover*

The current state of research concerning violent video games’ negative effects has shown that these games exert at least short term influences on the availability of aggressive thoughts. They also tend to increase the likelihood of aggressive or antisocial behaviours on the part of their players. The present study investigates whether media literacy - specifically the competence to differentiate between reality and fiction (RAF competence) - operates as an intervening factor in the described relationship between violent games and aggressiveness. We assume that a well developed RAF competence enables players to ensure themselves about the games - virtually while playing and thus diminishes the transfer of aggressive in-game thoughts and behaviours to real life situations. In an experimental survey (N=72) with 16 to 18 year old male pupils this assumption was inquired. A specific media literacy training was developed and applied in order to create two groups of respondents with differing levels of media literacy. Results show that pupils who took part in the training (n=38) showed slightly lower values on aggression related measures after playing a violent computer game („Battlefield 2“) than those who did not participate in the media literacy training (n=34). As intended, they furthermore showed a significantly improved way of distancing themselves from the game during suitable moments of gameplay. The described positive training effects were not achieved at the expense of the respondents game enjoyment. Perspectives for the theoretical modelling of violent computer games’ effects are discussed.

**Reducing anger through flexibilization of attributional processes**

*Brenk, C., & Schmitt, M., Universität Koblenz-Landau*

Perceived emotional responses to social situations depend on attributions of behavior. Therefore emotions can be influenced by a flexibilization of attributional processes. These ideas have been implemented in a program aiming at an increase of attributional flexibility in intercultural interaction. Participants from multiethnic backgrounds worked with so called Critical Incidents during the course of the program, derived from their own everyday experience. They practiced to question automatic attributional responses in social situations they had collected from interactions in everyday life.

Three techniques were used to practice attributional flexibility: role playing, brainstorming and guided questioning as derived from socratic dialogs.

To test the effectiveness of the program three studies were conducted. In a pre-test the program was tested qualitatively and improved based on the obtained results. In a second study, the measures to be used in the third study were pre-tested. The third study tested the program’s effectiveness quantitatively. Four dependent variables were measured at three points of time.

Comparisons between baseline, post test and follow up data as well as comparisons between experimental and control group suggest effectiveness of the program in terms of learning, acceptance and behavior.
Results show, that participating in the program leads to an improvement of well-being in a situation that according to a pre-test is perceived as anger evoking.

**Social competencies and relational aggression in adolescence: Are social competencies risk or protective factor for the development of relational aggression?**

*Bull, H. D., Bondü, R., & Scheithauer, H., Free University of Berlin*

Social competencies are known to be a protective factor preventing aggressive behaviour. But during the last decade, several studies found evidence that social intelligence and perspective taking - important aspects of social competence may also lead to indirect aggressive behaviour. The (strength of the) relationship between social intelligence, perspective taking and indirect aggression might be moderated by empathy (Kaukininen et al., 1999). Yet it is not well documented whether this relationship can be found with regard to relational aggression, too, and also if and how different information sources lead to different pictures. We will present cross sectional data from 128 adolescents (aged 14-16) and longitudinal data over a 16-month period concerning a sub-sample of 35 adolescents. Perspective-taking was assessed with self-reports. Empathy, social intelligence and relational aggression were assessed on the basis of self-, peer- and teacher ratings. Findings will be discussed with regard to the knowledge about risk and protective factors.


**Rape myth acceptance: A cognitive schema?**

*Eyssel, F., & Bohner, G., Universität Bielefeld*

Rape myths are beliefs that exonerate rapists and blame rape victims (Bohner, 1998). It is well-documented that rape myth acceptance (RMA) may bias judgments of perpetrator guilt and victim blame in specific cases of alleged rape. But what are the mechanisms underlying these effects of RMA, and what are their sufficient and necessary conditions? We present a research program addressing these questions. Specifically, we focus on the cognitive effects of RMA, testing the hypothesis that RMA might serve the function of a cognitive schema, leading to biases in information processing and social judgments. In doing so, we apply classic social psychological paradigms, including mere thinking (Clary, Tesser, & Downing, 1978; Tesser & Conlee, 1975), biased assimilation (Lord, Ross, & Lepper, 1979), and social judgeability (Leyens, Yzerbyt, & Schadron, 1992; Yzerbyt, Schadron, Leyens, & Rocher, 1994). To date, our findings indicate that mere thinking about rape case information, without any additional external input, may not be a sufficient condition for RMA-based polarization of judgments. Other studies reveal, however, that whenever participants receive additional ambiguous or neutral case-related information (biased assimilation conditions), or merely believe they have received case-relevant information (social judgeability conditions), judgments of guilt and blame show greater RMA-based polarization. Interestingly, the biasing effect of RMA is attenuated if participants receive case-relevant information that is unambiguous, i.e. either incriminates or exonerates the defendant. Implications of these findings for theory and application, as well as future directions of our research program will be discussed.

**Threat to social order and authoritarian parenting: Evidence that high terror threat increases authoritarian parenting inclinations**

*Fischer, P., University of Exeter*

The present research investigated how subjective terrorist threat affects authoritarian parenting. Both on attitudinal and behavioral levels we found that typical inductions of terrorist threat (e.g., by exposing participant to pictures of terrorist attacks) increase participants’ inclination for authoritarian parenting (Studies 1 and 2) as well as their actual authoritarian parenting behavior in a parent-child playing interaction (Study 3). The underlying psychological process is likely to be found in the intention to
control the child's future development and thus keep away harm from it. Theoretical and practical implications are discussed.

Changes in intensity and character of juvenile aggressive offences in Poland, (16 years follow-up data)

Frączek, A., Socialization and Aggression Research Group, Warsaw, PL

There is no doubt that in the recent years in all European countries there has been a very evident increase in crime, especially committed by juvenile perpetrators. The aim of this presentation is to show systematic picture of this phenomena in Poland in period between 1991 and 2006 (16 years). In the study we used available statistic of valid court sentences (adults) and judicial decision (juveniles) from archives of Ministry of Justice. Justice conviction were compared in four subpopulations, namely adult males vs. juvenile males, adult females vs. juvenile females and especially we were interested in the dynamic of “aggressive offences” (homicide, serious bodily injury and other bodily injury, assault and battery, use of dangerous tools, punishable threat, compelling by force, rape, theft with violence, robbery) against a background of general crime acts. It was established that: there was much higher increase of the total number of convictions among juvenile males by comparison with adult males and it was much more vivid as “aggressive crime” were under consideration; the same pattern was identified when juvenile females were compared with adult females but the most impressive result was that the most drastic increase in a “aggressive crime” was registered among juvenile females. It looks like that the juvenile females presented the highest level of psychosocial maladjustment as a consequence of sociopolitical transformation in Poland.

Concept and Categories of readiness to interpersonal aggression (theoretical considerations)

Frączek, A., Socialization and Aggression Research Group, Warsaw, PL

In the light of recent studies and presentations in the area of psychology of aggression (see: ISRA meeting in Budapest, July 2008) it is clear, that: there are no vivid efforts to synthesis of existing analytic statements and develop a more general psychological theory of interpersonal aggressive behavior; the typical, long time ago established categories of aggressive behavior and differentiations are basis for empirical studies and conceptual considerations. In consequence (and especially after extensive talks with Berkowitz –ISRA meeting) I would like to propose for discussion several assumptions and suggestions as follows: (1) instead of concentration on aggressive behavior per se, the subject of the studies and conceptualization should be an intrapsychic mechanisms of such behavior; (2) referring to an early works of Berkowitz (publications in 70-80) the best concept to name these intrapsychic mechanisms is “readiness to aggression” understand as a set of psychological processes and structures that underline aggressive manifestations; (3) taking under considerations of existing knowledge it is possible to identify three various patterns of readiness to aggression such as: anger proneness and lack of ability to emotional control (underlying reactive, impulsive aggression); specific habits, scripts and beliefs (underlying task oriented aggressive behavior); stabile need of hurting others as a sources of positive satisfaction (underlying immanent, proactive aggression). There is another question how in the processes of socialization these patterns of readiness to aggression are formed.

Inventory for Readiness to Interpersonal Aggression (IRIA)

Frączek, A., Konopka, K., Smulczyk, M., Socialization and Aggression Research Group, Warsaw, PL

In our opinion the week points of majority of existing instruments to diagnose of aggressive behaviour and its various aspects (we analyse more then 100 tools) are: limitation to measurement of intensity of external manifestations of various forms of aggressive behaviour; lack of clear conceptual prerequisites for categories diagnosed by instrument (typical for purely psychometric approach). In contrast we try to develop an instrument that is derived from conceptualization of patterns of readiness to aggression (see: Frączek presentation) and serve to measure relative strength of its in individual. First, the collection of as man as 240 items from several existing, available tools were categorized as indicators of one of three patterns of readiness (anger proneness and lack of emotional control; specific habits, scripts and beliefs; need for hurting as a source of a satisfaction) by several group of
competent judges. Second, the factor analysis was performed that selected only 30 items which enter into final version of IRIA (covered all three patterns of readiness to aggression). The instrument is characterized by appropriate internal consistency as well as test-retest reliability; females by comparison with males are characterized by totally different profile of patterns of readiness to aggression.

Stereotypic expectations as explanation for gender differences in the moral judgment of domestic violence

Gabriel, U. & Skorpe Tennfjord, O., Norwegian University of Science and Technology (NTNU), Trondheim

With reference to domestic violence past research has repeatedly found violence by a female perpetrator towards a male partner to be rated as less severe than violence by a male perpetrator towards a female partner. In that research fictional case scenarios (vignettes) were employed that solely differed with reference to the sex of the perpetrator and the victim. Gabriel, Gassmann and Locher (2007) suggested this gender asymmetry to reflect gender-stereotypical expectations. More specifically they argued (a) that male direct aggression towards a female is expected to have more severe consequences than female aggression towards a male due to differences in physical strength as well as in vulnerability, and (b) that female direct aggression is counter-stereotypical and therefore receives more attention. This means that raters are more interested in finding an explanation for why the woman behaved in such a (untypical) manner and thus make more elaborated attributions, i.e. account more for situational influences (Gilbert & Malone, 1995).

Based on this rationale we run a series of vignette experiments investigating (1) the gender stereotypical expectations with reference to perpetrator/victim-sex and (2) the influence of explicitness of physical and psychological consequences on the gender asymmetry in the moral evaluation of domestic violence.

„Violence“ as a predictor for the recidivism in juvenile offenders

Giebel, S., KFN Hannover

Objective: It is important to investigate the correlation between the "relapse" in the terms of a new prison sentence with violent crimes and/or violent behaviour in prison.

Approach methods: For 405 juvenile offenders in the prison of Rhineland-Palatinate between 1996 and 2000 the "relapse" in the terms of a new prison sentence four years after leaving the prison is determined.

The influence of violence on „relapse“ is discussed. To determine the influence, different quantitative methods are used: Discriminant analysis, Logistic regression, Answer tree and Neural networks.

Result: Violence has to be seen in a context with other predictors such as social status in the terms of education and occupation, cultural background, nationality etc. For predicting the "relapse" in the terms of a new prison sentence, it is important to note, that violence is only one of many reasons for criminal behaviour. Limitations: The data are based on the survey in the juvenile prisons of Rhineland-Palatinate. Differences between the federal states have to be considered. Conclusion for the application: Violence as predictor has to be seen in the social context.

Anger reactions of women and men to gender-role relevant provocations

Kaufmann, M., Weiss, T., Wey, N., Bosak, J., & Sczesny, S., Universität Bern

Anger reactions represent one important factor for the explanation of aggressive behavior (Krahé, 2001). Anger reactions of women and men in response to provocations might be influenced by their gender roles; men seem to be more concerned about their intellectual abilities (Eisler & Blalock, 1991), whereas women more about their physical appearance (Gillespie & Eisler, 1992). Moreover, the actual social context such as the source of provocation might also have an impact on anger reactions of women and men. In the present study 96 male and female participants were held responsible for a fictitious computer crash either by a male or a female instructor. The instructors provoked them in a gender-role related way by either offending their intelligence or their physical appearance. Pre- and post-measures of state anger (STAXI; Spielberger, 1988) were assessed. With
respect to physical appearance, female and male participants reported an increased anger when offended by a person of opposite sex, whereas both sexes did not show an increased anger when offended by a person of same sex. With respect to intelligence, only female participants provoked by a woman reported a significant increase of anger to these provocations.

**Normative beliefs about aggression, emotional responses to violence and proactive/reactive aggression**

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Proactive aggression is assumed to be a premeditated, controlled action. Reactive aggression is seen rather as an inefficiently controlled angry reaction. According to the model of developmental paths for aggression (Fraczek 2003, 2008) various types of aggression have the different early behavioral prototypes related to different individual characteristics, socializing and contextual factors, leading to the formation of various psychological mechanisms of learning of motivation to aggressive behavior. It was hypothesized that in adult age readiness to proactive aggression and readiness to reactive aggression might be predicted by different emotional traits and different sets of normative beliefs about aggression and emotional responses to violent stimuli. Additionally it was expected that in this age the difference in predictors for two types of aggression should result from various experience in observing violence. The only difference between two kinds of aggression in young adults, who did not have experience in observing violence, was found in their emotional traits. In the sample of young adults, who had such experience, two kinds of aggression correlated with different emotional traits, different normative beliefs and different emotional responses to observed violence. A crucial role of observing violence and normative beliefs about appropriateness of violence for formation of proactive aggression is discussed in the paper from the perspective of social cognitive theory on aggression (Huesmann & Kirwil, 2007).

**Do victims of bullying tend to be cyber bullies?**

*König, A., & Steffgen G., Université du Luxembourg, Research Unit INSIDE*

Do victims of bullying tend to be also cyber bullies? This question has been discussed controversially. While Ybarra and Mitchell (2004) empirically found a link between both, Smith et al. (2007) could not find such a relationship. The present exploratory study investigated 379 students of a luxembourgish middle school as part of the pre-assessment in an evaluation study of an ongoing intervention program. The relationships between different variables were examined by chi square analysis of observed frequencies. Ybarra and Mitchell’s (2004) findings could be confirmed. Findings also support the thesis that there is a link between traditional bullying and cyberbullying, that bullies tend to be cyberbullies, and that victims of bullying tend to be victims of cyberbullying as well. In addition, students who hear of, or witness acts of traditional bullying, or cyberbullying, have a significantly higher chance of being a bully or a cyberbully themselves. Furthermore, ANOVA showed significant differences between cyberbullies and non-cyberbullies regarding measures of social withdrawal behaviour and (moral) indifference towards cyberbullying in general. The implications of the findings are discussed in terms of their impact on interventions for cyberbullying.

**Raising rape awareness through mass media campaigns: An experimental evaluation**

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The study examined the effects of a rape awareness poster campaign on judgements of perpetrator reliability in rape cases differing in defendant-complainant relationship and coercive strategy (force vs. alcohol). N = 2,176 members of the public in the UK rated defendant liability and recommended sentences for six rape scenarios whilst exposed to one of two rape awareness posters, a written paragraph about consent, a combination of both, or a control condition. No effects of the posters or the consent paragraph were found. Recommendations are presented for theory-based media campaigns to raise awareness about sexual assault and to dispel rape myths.
Specific concomitances of physical and indirect aggression among teenager boys and girls

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The aim of the study was to identify concomitances of physical, verbal and indirect aggression in reference to gender of young adolescents. There has been a several studies indicating that girls are more indirectly aggressive and boys more often use physical and verbal aggression to harm others. However, in some recent studies it has been reported that boys are equally indirectly aggressive as girls (Crick, Ostrov, Werner, 2006) and even more (Tomada, Schneider, 1997). 194 school-aged (10 – 13 years old) children were assessed by Peer Nomination Instrument (Crick, Grotpeter 1995) physical, verbal, indirect aggression as well as prosocial behavior, peer acceptance and rejection were identified by classmate peers. As expected, boys manifested more physical and verbal aggressive behaviour than girls, however, they were perceived by their peers as equally indirect aggressive as girls. At the same time the regression analysis show that: indirect aggression ($\beta = 0,60$), rejection ($\beta = 0,22$) and prosocial behaviour ($\beta = 0,15$) predict intensity of physical and verbal aggression ($R^2 = 0,74$; $F=99,6; p<0,001$) among boys. Predictors of girls aggressive behavior were rejection ($\beta = 0,44$) and indirect aggression ($\beta = 0,27$) ($R^2 = 0,38; F= 26,3; p<0,001$).The data indicates that unlike the girls, boys’ behavior manifest a non-normative type of aggression, which may adversely affect their social development.

Integration, assimilation and intergenerational transmission of violence in Turkish migrant families in longitudinal view

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"...the link between being maltreated and becoming abusive is far from direct or inevitable" (Kaufman & Zigler, 1987, p. 190)

The use of physical violence is especially influenced by experience of violence from the parents and can continue through generations. Recent research confirms differences of the transmission of violence between cultural groups in one country, but has not been explored the influence of the acculturation process.

On the base of recent results that could show a higher intergenerational transmission of values and behaviour in families of Turkish origin, it is to assume, that this is similar for violence. Additionally it is to assume that parental orientations of acculturation moderate the process of violence transmission in Turkish families, because to find a balance between two cultural concepts means efforts even if it succeeds.

The longitudinal data of youth of Turkish origin and German youth as well as their mothers and fathers were used for quantitative anlysis. By analysing several dyadic combinations the results confirm that on different generation levels there can be confirmed an intergenerational transmission of violence in families of Turkish origin essentially but not in German families. Finally it can be shown, that the higher the parental integration is the lower is the intergenerational transmission of violence where this is contrary for assimilation.

Important is to mention, that within the acculturation scales there is not asked how much the parents succeed in their efforts to acculturate, but how much they want to and how important it is for them (Berry, 1997, dt. Stromberg, 2001). The results are analysed on the base and for the research on violence and acculturation.

Power asymmetry on intimate partner relationships where there is domestic violence

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The main aim of this research is to analyze the relationship of intimate partner violence (IPV) and gender-based power asymmetry. We have studied if the frequency of IPV is related to victims perceptions in the four gender-based power bases according to Pratto y Walker (2004) model: violence psychological and physical-, resources control, social obligations and ideology. To this aim, we have adapted former scales (Morales, 2005; Villavicencio, 1999) to assess the different factors of gender-based power and IPV. 48 women (IPV victims) answered these questions in an interview format. We have found that: (1) IPV victims perceive less power than their perpetrators in the four power bases; (2) there are significant relationships among these four power bases; when power is
acquired in one of them it is also easier to reach more power in the others. Nevertheless, these relationships are mediated by gender; (3) the frequency of IPV is related more to the assymetry between victim and perpetrator in the control of resources and use of strenght, and finally (4) victims of IPV do not consider equally important the four bases of power as obstacles to leave the relationship. These results will be discussed according to Pratto and Walker (2004) model and other theories of power and control in IPV.

**When ads accompany killing: Memory for brand logos in violent computer games**

*Melzer, A. & Bushman, B. J, Université du Luxembourg*

It has been repeatedly demonstrated of the TV medium that violent program contexts have detrimental effects on brand memory (e.g., Bushman & Bonacci, 2001). Typically, advertised brands embedded in violent TV programs result in poorer memory than did brands that were encoded in a neutral program context. The present pilot study (N=19) tested the generality versus specificity of adverse brand memory effects following either violent or nonviolent game exposure. In both conditions, brand logos were embedded within the context of a racing game and appeared as billboards advertising (i.e., incidental learning). Participants were instructed to “collect” as many bonus points as possible to achieve a high score. In the non-violent condition, bonus items were color shapes distributed along the racetrack. Hitting an item rewarded the player with a bonus score. In the violent condition, items were replaced with human characters, and running over pedestrians was rewarded with a bonus score. Participants’ ratings indicated significant differences in the perceived level of violence between conditions, thus corroborating the effectiveness of the game context variation. However, and in contrast to findings with TV violence, game violence did not impede implicit or explicit brand memory. Eye tracking data indicated that memory results were not mediated by visual attention during encoding (i.e., frequency and intensity of eye fixations on the billboard ads). The findings will be discussed in the context of current approaches to violent media effects and the advertising industry’s recent attempt to utilize computer games as an advertising platform (so-called in-game advertising).

**Media violence exposure and aggression among German adolescents**

*Möller, I., & Krahé, B., Universität Potsdam*

The results of the first wave of a 4-year-longitudinal study will be presented. To examine the link between exposure to violent contents across different types of media and aggression and prosocial behavior, 2,000 7th and 8th graders were asked about their media violence consumption, normative beliefs about aggression, empathy and aggressive as well as helping behavior. To reduce the aggression-enhancing effect of media violence exposure a subgroup of 418 students took part in a 5-weeks intervention program. Short-term results show that although overall media consumption remained unchanged, participants showed a significant decrease in violence exposure.

**Desensitization to media violence as a predictor of aggressive cognitions and behavior**

*Möller, I., Krahé, B., Felber, J., & Berger, A., Universität Potsdam*

A key mechanism linking media violence to aggression is desensitization to violent media images. In this study with 303 adults, skin conductance level (SCL) was recorded during exposure to a violent film scene. Speed of return of SCL to baseline was used as a measure of habituation, recognition of aggressive words in a lexical decision-task and delivering noise blasts were measures of aggressive cognition and behavior. As predicted, the faster participants habituated to the violent film, the faster they recognised aggression-related words and the more aggressive behavior they showed. The findings are discussed in relation to the General Aggression Model.
Reactive Aggression: Some Remarks from a Cognitive Neuroscience Perspective

Münte, T., University of Magdeburg

The neural basis of reactive aggression, especially its control, remains poorly understood. In the past few years we have therefore developed a research program to fill this gap. Using variants of the classical Taylor Aggression paradigm (TAP) we conducted functional neuroimaging and event-related potential (ERP) studies in normal healthy participants. The task is disguised as a reaction-time competition between the subject and two opponents and entitles the winner to punish the loser. It seeks to elicit aggression by provocation of the subject. As each single trial in this task is separated into a decision phase, during which the severity of the prospective punishment of the opponent is set, and an outcome phase, during which the actual punishment is applied or received, the paradigm enables us to analyze the neural events during each of these phases. In an fMRI study, we found specific neural responses in areas related to negative affect, cognitive control and reward processing provide additional information about the cognitive, emotional and motivational processes underlying reactive aggressive behavior.

In an EEG study, participants were selected from a larger sample because of extreme scores in trait aggressiveness, yielding high and low trait aggressive groups. We observed an enhanced frontal negativity in the ERP during the decision phase under high provocation that was positively correlated with the participants' ability to refrain from retaliation. This held true for high trait aggressive participants only, pointing to a higher need for inhibitory and control processes in these people when provoked. During the outcome phase, we detected a mediofrontal negativity in loss compared to win trials, resembling previous ERP findings to negative feedback stimuli, which have been linked to the evaluation of an outcome's valence. This mediofrontal negativity was differentially pronounced in aggressive and nonaggressive participants: Nonaggressive participants showed only a slightly smaller mediofrontal negativity in win than in loss trials, suggesting that for them punishing the opponent had a similar negative valence as being punished.

I will further present preliminary data from a tryptophane-depletion experiment that sought to investigate the role of serotonin in the regulation of reactive aggression.

Two sides of a coin: Extending the Culture-of-Honor concept by female gender-role attitudes

Neuhaus, J., & Hannover, B., Freie Universität Berlin

This paper investigates the association of gender-role attitudes and indirect vs. overt aggression during adolescence. We follow the definition of the culture-of-honor concept (Nisbett, 1993), which is seen as a paternalistic pattern of behavior, linked with the justification of violence due to protection or in response to an insult. German studies (Enzmann et al., 2002) have shown a significant influence of male culture-of-honor attitudes on juvenile delinquency. However, to present, little is known about "the other side of the coin": Culture-of-honor attitudes related to the female gender role. Thus, the original culture-of-honor scale was complemented by items capturing adolescents’ attitudes relating to normative female behavior in the context of culture of honor.

Our analyses of the survey data of 1109 German 9th graders confirmed that the culture-of-honor concept includes not only masculine, but also feminine gender-role expectations. Further, the two sub-dimensions „Male Social Control over Women“ and „Protection of Family“ identified in prior research were replicated for the new scale, including feminine gender-role attitudes, by using hierarchical confirmatory factor analysis.

Finally we found that both, culture-of-honor related masculine, but also feminine gender-role attitudes predict indirect and overt aggression in response to provocations in everyday life situations. Results are discussed with respect to their implications for preventive measures in scholastic contexts.

Reasons for prosocial interventions of bystanders

Pfetsch, J., & Steffgen, G., Université du Luxembourg

What leads to civil courage behavior? This bystander intervention is associated with potential risks in an uncertain situation where fundamental norms are being violated. Civil courage is often defined as a normative oriented and value motivated behavior. Therefore, situational characteristics features like the way of unfair treatment and responsibility of the perpetrator for a confrontation should influence the
willingness to act with civil courage. Also, Krettek (2007) found that Ingroup- or Outgroup-membership of the victim seems to be relevant for the decision to intervene. On side of the observer, civil courage may be motivated through prosocial personality constructs, situational appraisals and emotions. For example, responsibility attributions seem fundamental for the judgment of unfairness, which should motivate a courageous intervention.

To test these assumptions a vignette study presented four different situations of everyday life. 121 participants indicated their intention to show civil courage behavior in such situations. Regarding situational characteristics, group membership was systematically varied but had no impact on helping intentions. In contrast, a variation of responsibility of the perpetrator was strongly associated with lower or higher intentions for civil courage behavior.

Regarding characteristics of the person, generalized self-esteem, anger reaction goals, and observer sensitivity to befallen injustice unexpectedly did not predict civil courage intentions. Instead, the attribution of responsibility to the perpetrator and feelings of challenge and sympathy towards the victim were associated with the intention to behave with civil courage. This suggests that situational appraisals and emotions influence civil courage behavior more strongly than personality constructs.

Exposure to sexist humor and rape proclivity: The mediator effect of aversiveness ratings

Romero Sánchez, M., Durán, M., Carretero-Dios, H. Megías, J. L., & Moya Morales, M. C., Faculty of Psychology, University of Granada, Spain

A recent study has shown that exposure to sexist humor results in increased men’s rape proclivity (Viki, Thomae, Cullen & Fernadez, 2007). In the quoted research, participants were presented sexist and non-sexist jokes similar in terms of funniness ratings. Nevertheless, previous research has concluded that when humor with non-neutral content (sexist humor) is used, aversiveness ratings to this type of humor should be included (Ruch, 2001). It is important to take into account that the research has shown that aversiveness ratings of non-neutral humoristic content tend to explain more percentage of variance of the attitudinal variables than funniness ratings of this type of humor do it (Ruch, 2001). We conducted a study to investigate the effects of exposure to sexist humor on men’s rape proclivity. We are interested in to analyze the mediator effect of aversiveness ratings on men’s rape proclivity when the jokes have previously rated as equally funny. Male participants were exposed to either sexist (N = 58) or non-sexist (N = 52) jokes to rate in terms of their funniness and aversiveness. These jokes were selected on the basis of exploratory and confirmatory factor analysis conducted by Carretero-Dios, Pérez and Buela-Casal (2008). As hypothesized, there was a significant effect of “type of humor” and “Aversiveness”: Exposure to sexist humor compared to non-sexist humor increased the rape proclivity; participants high in aversiveness score to sexist humor showed less rape proclivity compared to participants low in aversiveness ratings to this type of humor. These findings are discussed in relation to previous research.

Virtually mean? Detrimental effects of meanness in video games on cooperative behavior

Rothmund, T., Gollwitzer, M., & Klimmt, C., University of Koblenz-Landau

In three experimental studies we investigated the detrimental effects of experienced meanness in video games on subsequent cooperation in social uncertain situations. In study 1 and study 2 a commercial video game was used as experimental stimulus. Participants played one of two sequences of the video game Bullworth Academy. In study 1 (N=50) participants invested less money in a public goods dilemma after they had played a mean game sequence compared to a non-mean game sequence. This effect was mediated by expectations about others’ willingness to cooperate in the social dilemma situation. In study 2 (N=49) participants invested less money in a subsequent trust game. This effect was moderated by injustice sensitivity from a victim’s perspective (Schmitt, Neumann & Montada, 1995). In study 3 (N=58) we used a Modification of Half-Life 2 as experimental stimulus to differentiate between meanness and violence in video games. Participants played one of three game sequences which were either not mean and not violent, not mean but violent or mean and violent. Compared to the control condition participants invested less money in a subsequent trust game after they had played the violent and mean game sequence but not after they had played the violent but not mean game sequence. Taken together, our studies are a contribution to the research on detrimental effects of violent video games. Results of all three studies indicate that experienced meanness in video games can have detrimental effects on subsequent cooperative behavior that are independent of violence in the game.
Cyberbullying - a problem among students in Germany? Results of a pilot study need for longitudinal studies on risk and protective factors

Schultze-Krumbholz, A., & Scheithauer, H., Freie Universität Berlin

Cyberbullying is a new threat to children’s and youth’s well-being. It describes a specific form of aggression in which electronic media are used to insult, threaten or humiliate others on purpose as well as to damage their social relations by spreading rumors or posting pictures and videos for others to see. Since research in this field is just starting, a pilot study was conducted in Berlin, Germany, to examine the relevance of cyberbullying in German students’ lives and to study the relationship between cyberbullying and traditional bullying. First results of this pilot study will be presented. In this study, a questionnaire for students and their teachers was used for data collection. The central aim of the pilot was to assess the quality of the instruments implemented in the questionnaire. Subjects were 73 students from three classes of a secondary school (Gymnasium) in Berlin. The presentation will be followed by a discussion about some methodological aspects/problems associated with the research subject and conclusions with regard to the need for longitudinal studies on risk and protective factors for the development of cyberbullying behavior.

Gaming Activity and Aggression - Longitudinal Investigation of the Influence of Violent Video Games on Personality

Staude-Müller, F., Christian-Albrechts-Universität zu Kiel

This study was designed to identify antecedents and effects of violent video game use. About 600 German secondary school students (aged 12-16 years) completed a survey twice with an interval of one year assessing the relationships between video game habits and aggression-associated variables (aggressiveness, delinquency, aggressive attitudes, sensation seeking, empathy). Results of hierarchical regression analysis and structural equation models revealed concurrent and lagged effects of violent video game use on aggression variables. It is concluded that theoretical models need to be expanded to also include modalities and external conditions (e.g., parental control) of video gaming.

From the diagnosis of aggressive behavior to the improvement of teaching-learning-processes; Quality of teaching and prevention of aggressive behavior three video studies

Wettstein, A., & Thommen, B., Pädagogische Hochschule Bern

Which significance is given to the instructional quality in the prevention of aggressive behavior? By means of three video studies we trace the way from a person-centered ecological paradigm of aggression research to a multicriterial description of disrupted teaching-learning processes. Study 1 abstracts findings of the development of the behavior observation system for the analysis of aggressive behavior in classroom settings (BASYS: Wettstein, 2008). It can be demonstrated, that aggressive behavior is very situation specific and depends on properties of the instructional setting. The frequencies of the aggressive behavior varied largely between different teachers working at the same class. We interprete the results in a way that not only personal characteristics of the students, but escalating processes between the instructional strategies of the teachers and students behavior influence the appearance of aggression in the classroom.

In study 2 we focus on the interrelation between aggressive behavior and the instruction quality (Evertson & Weinstein, 2006; Helmke, 2003; Helmke & Weinert, 1997; Krapp, 2005; Shulman, 1987; Wang et al., 1993). Classroom disturbances have been conceptualized in terms of specific patterns of teaching-learning processes. 21 lessons have been analyzed by systematic observation. Three indicators of disturbances of teaching-learning processes have been assessed (frequency of aggressive behavior, on-/off-task behavior, communicative style of the teacher). Astonishing high correlations were found between the three indicators. This points to a mutual reinforcement between off-task behavior of the students, aggressive behavior and instructional strategies of the teacher. Finally, in study 3 we present an intervention study. By a pedagogical coaching (Staub & West, 2003; Wettstein & Thommen, 2007) in three special educational classes maladaptive instructional strategies of the teachers, the frequencies of aggressive behavior and the off-task behavior could be vigorously...
reduced. The study demonstrates, that the quality of teaching-learning processes influences largely aggressive student behavior.

References

The observation-system for the analysis of aggressive behavior in classroom-settings BASYS

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Educational or therapeutic measures of aggressive student behavior are often based on the judgments of teachers. Empirical studies show that the objectivity of these judgments is generally low. Starting from an ecological (Lewin, 1969) and a situational perspective (Mischel & Shoda, 1998) we developed a context-sensitive observational system, BASYS, in order to assess aggressive behavior in classroom settings. The observational system was developed and tested in four field-studies in regular and special classes. 178 lessons were videotaped with fixed cameras. Dummy heads registered the acoustic signals.

With the observation-system for the analysis of aggressive behavior in classroom-settings BASYS (Wettstein, 2008) aggressive behavior of 9 to 16 year old students can be analyzed. BASYS exists in a version for teachers in action as well as a version for the uninvolved observer. The BASYS-L, the adaptation for teachers, allows categorizing aggressive behavior while teaching. The aim is to differentiate the perception and the judgments of teachers, so that the judgments can serve as trustable diagnostic information. BASYS-F, the version for an independent observer, in addition contains categories to collect information about the context in which aggressions take place. We show how the interactive observer training BASYS and the program for an automatic statistical evaluation can be implemented in diagnostics and in teacher training. The empirical results show, that after training, teachers were able to make objective observations and that aggressive behavior depends to a large extent on situational factors. BASYS allows identification of problematic people-environment relationships and the derivation of intervention measures.

References
Self-esteem, aggression and impulsiveness. A cross-cultural study

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The presented study wants to examine the empirical relationship between self-esteem, self-concept clarity and aggressive as well as impulsive behavioural tendencies in different culture groups. Previous studies showed that aggression and impulsiveness varied across different cultural contexts (Prochazka & Ekblad, 2000; Bond, 2004; Suris et al., 2005; Ramirez & Andreu, 2006). A negative correlation between self-esteem/self-concept clarity and aggression was found in different studies (e.g., Baumeister, Bushman, & Campbell, 2000; Steffgen, DaSilva & Recchia, 2007). The following instruments were used in the questionnaire study with a sample of German (n = 159), British (n = 190) and Bulgarian (n = 164) college students: Self-esteem scale by Rosenberg (1979), Self-concept clarity Scale by Campbell et al. (1996), Aggression questionnaire (AQ) by Buss and Perry (1992) and Barrett Impulsiveness Scale (BIS) (Patton et al., 1995). The results of the present study showed that the Bulgarian students scored significantly higher in aggression (verbal, hostile) than German and British students, whereas the British students scored higher in impulsivity (attentional) than German and Bulgarian. Substantial gender differences across all culture groups were found. The negative correlation between self-esteem/self-concept clarity and impulsiveness/aggression was the highest for the Bulgarian students. The results are discussed on the background of the meaning of cultural norms for emotional regulation processes.
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