



THE BULLETIN OF THE INTERNATIONAL SOCIETY FOR RESEARCH ON AGGRESSION

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The European Editor produced this issue

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Editorial
Katja Bertsch
European *Bulletin* Editor



*Welcome to the December 2021 edition of the **ISRA Bulletin**.*

I hope this Bulletin finds you well and in good health! Although many of us have been facing difficulties caused by the Covid-19 pandemics in a more or less direct way, there is light at the end of the tunnel: as you can read in Tracy Vaillancourt's message (see next page), the upcoming ISRA world meeting is planned to take place in-person in Ottawa next July. After so many online meetings and endless hours of video conferences, I am personally looking forward to this event and to seeing many of you in person after such a long time!

*Until then, I am very thankful to present you some existing news about ISRA and from ISRA members in this **Bulletin**. As usual, we will start with messages from our President-Elect, Tracy Vaillancourt, our President, Eric Dubow, our Executive Secretary, Dominic Parrot, and the Editor-in-Chief of*

Aggressive Behavior, Craig Anderson.

Next, you will find some information on the currently running ISRA Speaker Series as well as about the ISRA Blog followed by news about ISRA members latest achievements (awards, books, studies...).

Finally, four Emerging Aggression Researchers present us their recent work and interests which is followed by information about recent and forthcoming special issues on aggression and violence.

*Please remember that our goal for the **Bulletin** is to keep our members informed of scholarship in the area of aggression and to share each other's work. So, please email me with any materials you would like us to include in the next issue of the **Bulletin**.*

I wish all of you a Merry Christmas and am looking forward to seeing you in Ottawa next summer!

Best wishes, Katja

A Message from our President-Elect Tracy Vaillancourt

Greetings from Ottawa, the site of the 2022 ISRA World Conference!

You are probably wondering how likely it is that we will have an in-person ISRA conference this summer (July 18-22) given the continued COVID-19 infection rates around the world and the discovery of the new Omicron variant. Despite these realities, it is very likely that the meeting will indeed take place fully in-person this summer. This hopeful outlook is based on a few important factors including the vaccination rates in Canada and abroad. Canada currently has vaccinated 76.4% of the total population and we are now vaccinating children between the ages of 5 and 12. Our booster program is in full swing which will provide an extra layer of protection. We do recognize however that not all our members come from countries with the same coverage, and this is driven to some extent by vaccine inequity.



Before you pack your bags there are a few things to know about traveling to Canada. All travelers are eligible to enter Canada if they qualify as a fully vaccinated traveler regardless of citizenship. To qualify as a fully vaccinated traveler to Canada, you must:

- have received at least 2 doses of a Government of [Canada-accepted](#) COVID-19 vaccine or a mix of 2 accepted vaccines or at least 1 dose of the Janssen/Johnson & Johnson vaccine,
- have received your second dose at least 14 full days prior to the day you enter Canada.

You can upload your proof of vaccine using the [ArriveCAN](#) app. It is very easy to use and will reduce your time at passport control.

Right now, to enter Canada, you will also need a pre-entry molecular test within 72 hours of your scheduled departure flight to Canada. The only travelers currently exempt are Americans if their stay in Canada is no longer than 72 hours. A rapid antigen test will not be accepted. Below is a list of accepted types of molecular tests:

- PCR - Polymerase chain reaction
- Nucleic acid test (NAT) or Nucleic acid amplification test (NAATs)
- Reverse transcription loop-mediated isothermal amplification (RT-LAMP)

For more information about travelling to Canada please consult the Government of Canada [website](#).

With these important details out of the way, we want to remind you that if you had a poster, presentation, or symposium accepted for the 2020 conference you are welcome to still present this information at the 2022 world meeting (see Eric's comments in his letter). We will also be opening the submission portal in

January for new proposals. The dates will be communicated shortly but, in the meantime, please mark your calendars for the following dates: **February 15 symposia; March 15 papers/posters; April 15 notification to authors.**

We hope you have a wonderful holiday season, and we look forward to seeing you all face-to-face in the new year!

Tracy, Shelley, and Patti

A Message from our President Eric F. Dubow



Dear ISRA Colleagues and Friends,

We are now almost at the end of our second year of struggling with the COVID pandemic. The original outbreak and now its variants continue to tax the social and economic fabric of our lives. Yet, with a majority of the populations across many countries now vaccinated, we are moving ahead with the “new normal,” which includes masking while interacting with others and returning to a hybrid work environment, some days in person, some days remote! On a personal level, even as we grieve for lost loved ones, we find the resilience to move forward. And so, it is in our work lives as well.

Speaking of moving forward, we are planning for our World Meeting in July 2022 **IN PERSON** in Ottawa, Canada (July 18-22). Tracy Vallaincourt, Patti McDougall, and Shelly Hymel are our local meeting organizers. Our ISRA World Meeting website (<https://isra2022.ca/#1585581774910-aea7606f-f77c>) presents information on how we’re handling programming for the 2022

meeting. Here are some key details:

1. If your presentation for the cancelled 2020 meeting was accepted, you can list it on your CV as “accepted for presentation” and plan to present it at the 2022 World Meeting. We recognize that between the time of acceptance in 2020 and the 2022 World Meeting, the abstract may change (e.g., additional data collected, new interpretations of those data, etc.). We welcome you presenting your original work or an updated version of your work. *However, if you wish to withdraw your submission prior to review, please contact me (I am the Chair of the Program Committee for the 2022 meeting) (edubow@bgsu.edu) by April 1, 2022, and let me know you want to withdraw your presentation.*
2. ISRA will also re-open the submission portal in early 2022 to accommodate new submissions. We expect the same general timeline to apply, with symposia due in mid-February, oral and poster presentations due in mid-March, and all decisions rendered by mid-April.
3. If you applied for the ISRA 2020 Student Travel Award, and you still want to be considered, you will need to apply again for the 2022 meeting. We decided this because we realize that students who applied in 2020 may now have received their degrees and are no longer students. *So, only new applications for the Student Travel Awards will be reviewed for the 2022 World Meeting.*

4. If you applied in 2020 for consideration of your presentation for the Lagerspetz Award, and you still want to be considered, you will need to contact me (edubow@bgsu.edu) to let me know you still want to be considered for 2022. And for those who are submitting new abstracts, there will be a box to check if you want your new abstract to be considered for a Lagerspetz Award.
5. The Young Investigator (YI) Program will be chaired by Dominic Parrot and Tom Gumpel. We encourage graduate students, postdoctoral fellows and early career faculty within 3 years of their terminal graduate degree to apply. The program includes a pre-conference workshop, meetings with mentors, networking, and financial support. The YI Review Committee selects YI participants based on the originality and promise of their work in human or animal, observational, experimental, or theoretical analyses of aggression. *Only new applications for the Young Investigators Program will be reviewed for the 2022 World Meeting. So, if your 2020 abstract was accepted and you indicated you wanted to apply for the YI program, you'll need to re-apply.* We made this decision because the program is designed for early career aggression researchers *within three years of their degree*, so that criterion still remains. The meeting website describes details for applying for the YI program.
6. COVID-related travel requirements. ISRA will disseminate, on the World Meeting website, COVID-specific travel information regarding requirements for traveling to Canada, recognizing that conditions may change at the time of the World Meeting.

In the meantime, best wishes during this holiday season, Happy New Year, and stay safe! Hope to see you in 2022 in Ottawa.

Eric

A Message from our Executive Secretary Dominic Parrott



Dear ISRA Colleagues,

As we come to the end of 2021, I have a great deal of optimism for ISRA. There are many reasons to be optimistic, including our long-awaited World Meeting being held in-person in Ottawa next year as well as the launching of a virtual speaker series that has attracted significant attention. But perhaps the biggest reason for my optimism is our membership, which has not only been resilient during the pandemic, *but nearly tripled* in 2021.

The reason for this membership increase is, without question, the structural changes that ISRA made to its dues structure at the end of 2020. As a reminder, in December 2020, ISRA Council approved a new dues structure designed to make it easier for new members to join, stay involved in the Society over several years, and eventually find ISRA to be the “professional home” that they remain a part of for the duration of their careers. The cornerstone of this plan is that ISRA provides **free membership** to all students (undergraduate or graduate), early career investigators within 3 years of their terminal graduate degree, and members from lower- and middle-income countries as determined by the World Bank. We also require that all new applications – regardless of whether that new member receives a free membership – receive an endorsement from one ISRA member.

The response from this change was overwhelming. We have added over 150 new members who qualified for free membership in 2021. With our World Meeting coming next year, ISRA hopes that many of our new members will attend and discover for themselves the special quality that has “hooked” so many of us to the Society: The opportunity to form personal and professional relationships that can last a lifetime.

Long-term ISRA members agree that ISRA’s strength lies within its members and our ability to connect with one another. So, as we move into 2022, please remember to renew your ISRA membership and encourage your colleagues, peers, and/or students to join ISRA as well. All 2021 members should have received an email with instructions for how to renew your membership, which can be done entirely online.

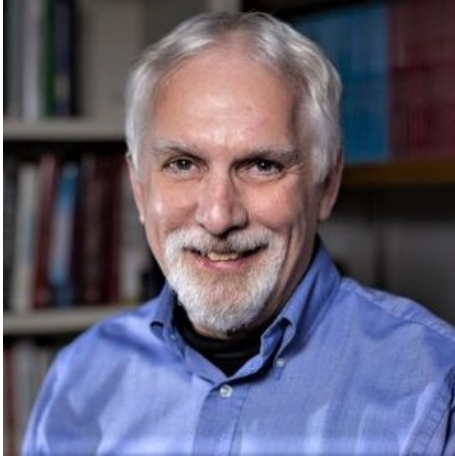
I look forward to seeing you in Ottawa!

Best Regards,

Dominic Parrott

Executive Secretary
International Society for Research on Aggression

A Message from the Editor in Chief of *Aggressive Behavior*
Craig Anderson



Hello ISRA Friends and Colleagues,

Another year has passed in the life and times of *Aggressive Behavior*, a full year of COVID-19. One consequence of the pandemic has been that it has become somewhat more difficult to get appropriate scholars to agree to review new manuscripts. This is not surprising, given the additional workloads, family crises, lockdowns... that many scholars have faced. Nonetheless, journal operations have continued to go smoothly, thanks to our Editorial Board, our ad hoc reviewers, our intrepid Associate Editors, and our Wiley publishing staff.

One of my fears for the journal was that the pandemic might lead to a decline in the number or quality of submission to AB. Fortunately, that hasn't happened. We are on track to have about the same number of new submissions this year as in past years (about 270-280), and the quality remains quite high.

In June, President Eric Dubow and I participated in the National Academy of Sciences **International Perspectives in U.S. Psychological Science Journals Workshop**, which ISRA co-sponsored. Among other things, we learned quite a lot about the need to make English language journals more accessible to international scholars, as both consumers of science and as researchers submitting their work to our journals.

We also learned a great deal about some of the barriers that hamper the sharing of science worldwide, especially for scholars in low and moderate income countries (as defined by the United Nations). For example, many scholars cannot submit their data and research plans to the most popular open science outlets because there is a fee that they cannot afford. As more journals require authors to deposit their data on such web sites, good science from these scholars may become even more isolated. Similarly, many scholars (and their libraries) cannot afford the subscription fees of most journals.

One additional thing that I learned from this workshop is that ISRA and our publications are well ahead of most psychologically oriented associations and journals in terms of reducing barriers to membership and publication to international scholars, including those from low to moderate income countries. For instance, ISRA membership (and therefore access to our publications) is now free for scholars from low to moderate income countries. Less formally, the Editors of AB have always been willing to spend considerably more effort and time to working with relatively novice authors from all countries, relative to other quality journals. Nonetheless, we need to continue to explore ways to enhance the international reach of our society and journal.

Finally, please note that the journal's new "Brief Reports" option for journal submissions is operational. There were a few glitches with our submission site last summer, but those have been fixed.

Regards,



Craig A. Anderson, Ph.D.

Distinguished Professor of Liberal Arts & Sciences
Editor in Chief: *Aggressive Behavior*

ISRA Speaker Series

Beginning in Fall 2021, ISRA Speaker Series has been featuring leaders in the research on violence and aggression. Please pre-register in this free of charge online series (13:00 Eastern Standard Time) or watch the recorded videos of the past talks. <https://www.israsociety.com/speaker-series>

ISRA Speaker Series

FEATURING LEADERS IN THE RESEARCH OF VIOLENCE AND AGGRESSION



November 10, 2021
**DR. AMARNATH
AMARASINGAM**
Queen's University



December 8, 2021
**DR. TRACY
VAILLANCOURT**
University of Ottawa



January 12, 2022
DR. DAYU LIN
New York University



February 9, 2022
DR. DOMINIC PARROTT
Georgia State University



March 9, 2022
DR. REBECCA BONDÜ
Psychologische Hochschule
Berlin

Visit www.isra2022.ca to register and learn more about this exciting webinar series.



Contribute to the ISRA Website by Writing a Blog!

ISRA's new website is now just over one year old. Our goal is for the site to become a nexus for interchange on aggressive behavior among scholars & researchers. We typically post 1-2 new blog posts per month, the links for which are then disseminated via Twitter and Facebook. Indeed, ISRA has cultivated a growing audience on these social media platforms whom we can reach immediately. Blog length can range from several paragraphs to a page or more. Please see <http://www.israsociety.com/blog/> to see the archive that has developed over the 18 months!

ISRA is open to our members' ideas about the topic of a proposed blog post. We respect your time and want this contribution to be of minimal burden to you. So, we would suggest that you not prepare something completely new; rather, it should be a blog that is relatively easy for you to write, based in works you have already published, etc. (it can even be in collaboration with a colleague or a student). In the end, it should be a piece that would be easily digestible by scholars and the public. For those of you who might wonder, "How do I write a blog?" – well, we can even provide you with a blog about how to write a blog!

If you are interested, please contact ISRA Executive Secretary Dominic Parrott at parrott@gsu.edu and let him know a topic that would work well for you and a month during the upcoming year that you would like to submit it for dissemination on the ISRA website.

Some notable blogs from the past few months include:

Hollywood's Love of Guns Increases the Risk of Shootings – Both On and Off the Set by Brad Bushman and Dan Romer

Narcissistic People Aren't Just Full of Themselves – New Research Finds They're More Likely to Be Aggressive and Violent by Brad Bushman and Sophie Kjaevik

How Can We Better Assess Peoples' Motivations for Perpetrating Intimate Partner Aggression? by Miklós B. Halmos

News About ISRA Members

Awards, Achievements, and Announcements

Lisabeth DiLalla, Southern Illinois University School of Medicine was awarded as a Charter Fellow of Sigma Xi by the National Science Honor Society in 2020

Lisabeth DiLalla is also the President-Elect of the Behavior Genetics Association, an international society that promotes research into the connections between heredity and behaviour.

Mike Potegal officially retired from the University of Minnesota in January, though still doing a bit of teaching. He has planned or ongoing research projects with colleagues here and there on his long-term interests, having to do with EEG recording from young children with and without tantrums and brainstem mechanisms of aggression in hamsters. However, he is mostly now working on a broad review of aggressive arousal and motivation and how such central states shape overt aggressive behavior in humans and other animals, his career-long focus of interest. He has joined the staff of Aggressive Behavior as an Associate Editor to help keep up with current research but would welcome communication, comments and questions from any folks who share his interest in central aggressive states and related issues. His email address is: poteg001@umn.edu

Klaus Miszek points out previous Khodadad lectures on the neuroscience of aggression which can be accessed via the following link:

<https://www.youtube.com/channel/UCmPAfZeGPaDbo2cb7T2tGrw/videos>



TUFTS UNIVERSITY
DEPARTMENT OF PSYCHOLOGY PRESENTS

Hurt People, Hurt People: How do traumatic stress mechanisms increase risk of selfishness and aggression?

The Seventh Annual G.V.R. Khodadad
Endowed Lecture on the Neurobiology of
Aggression



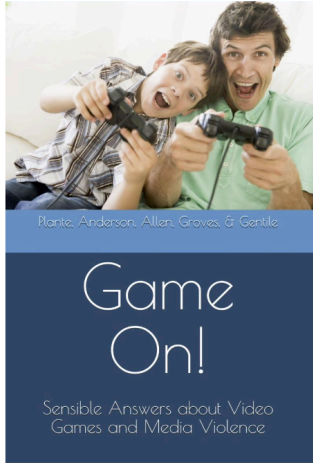
Rajita Sinha, Ph.D.
Foundation Fund Professor of Psychiatry,
Neuroscience, and Child Study
Yale University

FRIDAY, OCT. 29TH 2021
1:30 P.M.
TUFTS UNIVERSITY
BRAKER HALL 001
8 UPPER CAMPUS ROAD
MEDFORD, MA 02155

For more information contact Prof. Klaus A. Miczek
klaus.miczek@tufts.edu

This October, Prof. Rajita Sinha, the Foundations Fund Professor in the Department of Psychiatry at Yale University and Professor of Neurobiology and Child Study gave a presentation. Dr. Sinha is also the Chief of the Psychology section in Psychiatry and Co-Director of Education at the Yale Center for Clinical Investigation, home of the NIH supported Yale Clinical Translational Science Award. She is internationally known for her pioneering research on the mechanisms underlying chronic stress and adversity to negative health consequences and those underlying resilient coping that promote health and disease prevention.

Books and Articles



Craig Anderson and colleagues our 2020 book *Game On! Sensible Answers about Video Games and Media Violence* free to everyone. To reduce public uncertainty about the documented harmful effects of violent entertainment media, they ask that members of ISRA to consider making this book available to your various audiences. The book contains 57 FAQs, each with a very short, very readable (i.e., by teens and older) answer, and a much more detailed answer. The FAQs include simple questions such as, "Why should I care about media violence effects?" and "Should I be discussing media violence with my children?". Also included are more complicated methodological, statistical, and philosophy of science questions such as, "Can you prove that violent media causes aggression?" and "Can laboratory studies tell us anything about real-world aggression?".

Link 1:

<http://www.craiganderson.org/wp-content/uploads/caa/GameOn%21book.html> . In addition to descriptions and reviews of the book, this web page includes a direct download link to the free pdf version of the book (Link 2 below). It also includes links for purchasing Kindle and print versions through Amazon.com.

Please note that this book was written with multiple audiences in mind:

- Parents and other caregivers
- Gamers
- Children's advocates
- Teachers
- Policy-makers
- Scientists
- Game designers

It also is useful for instructors at high school, college, and graduate school levels, as a primary or supplementary textbook:

- Media literacy and media effects courses
- Research methods in psychology and other behavioral sciences
- Social psychology courses
- Aggression and violence courses

Link 2:

<https://www.craiganderson.org/wp-content/uploads/caa/abstracts/2020-2024/GameOn.pdf> . This is the he direct download link for the free pdf version of the book.

Brad Bushman and colleagues have published a new meta-analysis on the effects of sexualized media on aggression-related outcomes: Burnay, J., Kepes, S., & Bushman, B. J. (in press). Effects of violent and nonviolent sexualized media on aggression-related thoughts, feelings, attitudes, and behaviors: A meta-analytic review. *Aggressive Behavior*. [doi:10.1002/ab.21998](https://doi.org/10.1002/ab.21998)

Brad Bushman also published an article in The Conversation about gun violence: Hollywood's love of guns increases the risk of shooting – both on and off the set (this article can also be found at the ISRA blog: <https://www.israsociety.com/blog/hollywoods-love-of-guns-increases-the-risk-of-shootings-both-on-and-off-the-set>)

In addition, **Brad Bushman** had an interview with Sanjay Gupta about “Why Am I So Angry” which can be found here:

<https://edition.cnn.com/audio/podcasts/chasing-life?episodeguid=64b08b92-1bae-445f-8885-adb00168c806>

Peter G. Miller and colleagues have published a new paper at Drug and Alcohol Review: de Andrade, D., Puljevic, C., Miler, P. G., Tayloer, N., Curtis, A., & Ferris, J. (2020). The value of identification scanner technology in monitoring and detecting banned patrons in entertainment precincts. *Drug and Alcohol Review*. <https://doi.org/10.1111/dar.13225>

Peter G. Miller would also like to share that he and his colleagues have published the Queensland Alcohol-related violence and Night Time Economy Monitoring (QUANTEM) report which can be accessed here: <https://www.publications.qld.gov.au/dataset/quantem-report>

Katja Bertsch and colleagues have published several papers on aggression in borderline personality disorder and underlying mechanisms. Importantly, they have tested a Mechanism-based Antiaggression Psychotherapy in a proof-of-concept study and investigated possible mechanisms of change using behavioral and neuroscientific experiments. For details, see:

1. Bertsch, K., Back, S., Flechsenhar, A., Neukel, C., Krauch, M., Spieß, K., Panizza, A., & Herpertz, S.C. (2021). Don't make me angry: frustration-induced anger and its link to aggression in women with borderline personality disorder. *Frontiers in Psychiatry*. doi: 10.3389/fpsy.2021.695062.
2. Herpertz, S. C., Matzke, B., Hillmann, K., Neukel, C., Mancke, F., Jaentsch, B., Schwenger, U., Honecker, H., Bullmann, R., Cackowski, S., Krauch, M., Borzikowski, C., Bertsch, K., & Dempfle, A. (2020). A mechanism-based psychotherapy approach to aggressive behavior in borderline personality disorder: findings from a randomized controlled trial. *British Journal of Psychiatry*. doi: 10.1192/bjo.2020.131.
3. Honecker, H., Bertsch, K., Spieß, K., Krauch, M., Kleindienst, N., Herpertz, S. C., & Neukel, C. (2021). Impact of a mechanism-based anti-aggression psychotherapy on behavioral mechanisms of aggression in patients with borderline personality disorder. *Frontiers in Psychiatry*. doi: 10.3389/fpsy.2021.689267.
4. Neukel, C., Bertsch, K., Wenigmann, M., Spieß, K., Krauch, M., Steinmann, S., & Herpertz, S. C. (2021). A mechanism-based approach to anti-aggression psychotherapy in borderline personality disorder: group treatment affects amygdala activation and connectivity. *Brain Sciences*, 11. <https://doi.org/10.3390/brainsci11121627>.

Emerging Aggression Researchers

Vered Zioni-Koren, PhD

Doctoral Program: The Hebrew University of Jerusalem

Mentor: Thomas P. Gumpel, Zvi Bekerman

PhD Research Topic: Besides its function as a place of learning, the school setting is also a place that many students associate with the prolonged risk of physical harm, intimidation, fear, and shame. A growing body of evidence indicates that violence is generally a common occurrence in school settings, and a vast number of students perceive their school environment as unsafe.

My study hypothesis was that adolescent involvement in bullying and situations of aggression in school settings will be associated with their sense of coercion and obedience and power hierarchy-based conflictual student-teacher relationships; it is posited that these types of relationships underlie every school system. More specifically, my study examined "role-switching" and the role played by the teacher in the creation of bullying and risk situations in the classroom setting, as a coercive and obedience demanding environment.

Observations were conducted in a 10th grade classroom (aged 15-16 years) of 30 students (15 boys and 15 girls), in a general education comprehensive middle and high school, in a semi-rural setting in the center of Israel. The research included a range of qualitative methods based on observations and in-depth interviews. Data collection lasted for one school year (10 months). Observations were conducted on different days, at different times, in and out of the classroom, in different classes and with different teachers. Approximately 450 hours of classroom material were gathered and recorded in detailed field notes, and 50 hours of audio-recorded interviews with teachers and students.

Observations indicated that role switching was indeed demonstrated by several students. The study found support for individual students who performed contradictory roles that were not, and could not, be held simultaneously – for example, bully and victim. On the other hand, observations identified examples of role switching back and forth. Episodes of role-switching were often due to the role of the classroom teacher at the time, as well as the social context shaped by the teacher.

Study findings revealed that teachers often positively or negatively influence and contribute to classroom aggression, by the roles they play in reshaping student participant roles. Further, findings suggest that there was significant fluidity in students' participant roles across different class subjects and teachers: in a specific classroom with a supportive teacher (a teacher who encourages and inspires a particular student during lessons), a student may be able to adopt a dominant participant role of bully or defender. In contrast, in a classroom with an oppressive teacher (a teacher who behaves disrespectfully, humiliates and oppresses particular students during lessons), a student may adopt more peripheral roles, that of an outsider or a victim. Situated at the top of the classroom's social hierarchy and occupying the position of a (negative) role model to

the group of students, teachers have the power to influence, contribute to, and even amplify the extent of bullying in their classrooms, even in their own bullying behavior.

Similar to students, educational staff members were beholden to the hierarchical power structure of the school environment as well, and they too experienced a sense of coercion and demand for obedience from their school administration and their peer teachers. Research literature on the potential mutual association between students' bullying and students' embeddedness in a school environment characterized by coercion, obedience and power relations is lacking. My research suggests that the school environment, which is rooted in competition and coercion, where students are commonly evaluated and ranked according to their grades and academic achievements, facilitates, and even promotes, aggressive and bullying behavior among the students, between teachers and students and among the educational staff.

Recent Publication

Gumpel, T. P., Zioni-Koren, V., & Bekerman, Z. (2014). An ethnographic study of participant roles in school bullying. *Aggressive Behavior*, 40(3), 214-228. <https://doi.org/10.1002/ab.21515>

Vered Wiesenthal, Ph.D.

Doctoral Program: The Hebrew University of Jerusalem

Mentor: Thomas P Gumpel

I recently graduated my doctoral study in education at the Hebrew University of Jerusalem in Israel, my master's degree is in special education and I am a special education teacher.

PhD Research Topic: My doctoral research focused on investigating the role of bystanders in school aggression. We examined the relationship between different groups of students in the school context (aggressors, victims and bystanders), their levels of moral disengagement (MD) and belief in a just world (BJW), and their perceptions about how bystanders are involved in aggressive acts, and whether they perceive them as morally responsible for their actions. We evaluated whether these different groups are differentiated in their levels of MD and BJW, and examined whether MD and BJW have an impact on the participants' perceptions of bystanders' involvement.

We found that, whereas victims perceived bystanders as responsible for the bullying and aggression, aggressors did not see bystanders as involved participants; and, the bystanders completely absolved themselves of any responsibility for their inaction. We also found that the MD of both victims and aggressors influence how they perceive bystanders' involvement, often resulting in the perception of bystanders as non-involved and non-responsible for school aggression. In addition, we identified a novel group, named cyber-participants.

Career plans: I hope to start my post-doctoral research and to pursue an academic career. My plan is to further examine factors and mechanisms which influence how students perceive their own and others involvement in school bullying and aggression. Ultimately, I hope to translate my findings to develop aggression reduction intervention programs that are adjusted to the students' agentic participant roles.

Recent Publications:

Gumpel T. P., Koller, J., Weintraub, N., Werner, S., & Wiesenthal, V. (2020). The 3P model for creating sustainable educational reform: an epilogue to the special issue. *Journal of Educational Administration*, 58(5), 571-584. <https://doi.org/10.1108/JEA-03-2020-0074>

Gumpel, T. P., Koller, J., Weintraub, N., Werner, S., & Wiesenthal, V. (2020). The 3P model for creating sustainable educational reform: An epilogue to the special issue. *Journal of Educational Administration*, 58(5), 571-584. <https://doi.org/10.1108/jea-03-2020-0074>

Gumpel, T. P., Wiesenthal, V., & Söderberg, P. (2015). Narcissism, perceived social status, and social cognition and their influence on aggression. *Behavioral Disorders*, 40(2), 138-156.

Werner, S., Gumpel, T. P., Koller, J., Wiesenthal, V., & Weintraub, N. (2021). Can self-efficacy mediate between knowledge of policy, school support and teacher attitudes towards inclusive education? *PloS one*, 16(9), e0257657. <https://doi.org/10.1371/journal.pone.0257657>

Miklós B. Halmos, PhD

Doctoral Program: Georgia State University

Mentor: Dominic Parrott, PhD

Post-Doc: Division of Violence Prevention, U.S. Centers for Disease Control and Prevention

I am a community psychologist trained as a violence researcher and program evaluator. I am currently training as a post-doctoral evaluation fellow conducting federal violence prevention programming evaluations at the U.S. Centers for Disease Control and Prevention. I hold a Bachelor of Science (Honors) in Psychology from the University of New Orleans and a Masters and PhD in Community Psychology from Georgia State University.

PhD Research Topic: My doctoral research under Dr. Parrott focused on investigating individual and situational risk factors for violence perpetration, with a focus on alcohol-facilitated intimate partner violence. I was involved in numerous laboratory-based aggression and alcohol studies utilizing advanced analytical approaches and behavioral paradigms to assess the proximal and temporal associations between risk factors and aggression outcomes. My dissertation project funded by the Center for Research on Interpersonal Violence at Georgia State University (<https://violence.gsu.edu>) examined cognitive and affective mechanisms for interpersonal violence

amongst sexual minority individuals. During my graduate studies I also gained extensive experience conducting program evaluations for a number of local, regional, and national domestic violence organizations as well as interning at the CDC conducting health promotion policy and programming evaluations.

Previous Experience: As an undergraduate I worked with Dr. Monica Marsee examining risk factors for youth aggression and delinquency in community and incarcerated populations. As a post-bac I worked as a laboratory manager for Dr. Peter Giancola at the University of Kentucky coordinating studies examining the intersection between alcohol intoxication and violence.

Career Plans: Following the completion of my post-doctoral fellowship I plan to pursue a career in public health conducting applied research and program development and evaluations for violence prevention. My goal is to support and guide the science, development, and implementation of prevention programming to address multiple domains of violence. I am dedicated to fostering health equity and addressing social determinants of health as they relate to the disproportionate burden of violence experienced by marginalized communities and populations. Much to my mentor's joy I plan to pursue a career at the CDC and to stay in Atlanta, GA.

Recent Publications:

Parrott, D. J., **Halmos, M. B.**, Stappenbeck, C., & Moino, K. (2021, online first). Intimate partner aggression during the COVID-19 pandemic: Associations with stress and heavy drinking. *Psychology of Violence*, online preprint, doi:10.1037/vio0000395.

Halmos, M. B., Parrott, D. J., Henrich, C. C., & Eckhardt, C. I. (2020). The structure of aggression in conflict-prone couples: Validation of a measure of the Forms and Functions of Intimate Partner Aggression (FFIPA). *Psychological Assessment*, 32(5), 461–472. doi:10.1037/pas0000806

Emily N. Lasko, Ph.D.

Doctoral Program: Virginia Commonwealth University

Advisor: David S. Chester, Ph.D.

I am an aggression researcher broadly interested in the social neuroscience underlying aggression and the dispositional mechanisms that foster and mitigate violent behavior. I received a Bachelor's degree in Psychology from the University of North Carolina-Wilmington, a Master's degree in Experimental Psychology from Georgia Southern University, and a Ph.D. in Social Psychology from Virginia Commonwealth University.

Ph.D. Research Topic: My doctoral research focused on examining the differences and commonalities between psychopathy and sadism at the psychometric and behavioral levels. Specifically, across two studies we tested the factor structure of sadism and identified the amount

of variance it shared with psychopathy's factor structure. We further tested whether psychopathy could be distinguished from sadism via the underlying motivation for aggression (e.g., pleasure vs. financial gain). I completed this research under the supervision of Dr. David S. Chester, Dr. Nicholas Thomson, Dr. Jeff Green, and Dr. Jim Bjork, using both survey and behavioral experimental methods.

As part of this research, we found that sadism is in fact a separate construct from psychopathy with a unique factor structure (four factors: control, physical sadism, verbal sadism, and vicarious sadism). Sadism also exhibited distinctions from psychopathy in its relations to other variables such as masochism, cognitive empathy, trait spitefulness, and self-reported motives for aggression (Lasko, E.N. et al., 2021).

Post-doctoral Research: I am currently a postdoctoral research fellow working with National Center for the Analysis of Violent Crime (NCAVC). Utilizing a wide variety of data sources and analytical methods, I work with a team of other researchers and analysts to examine violent crime trends and characteristics of criminal offenders and their victims in an effort to predict and prevent future similar occurrences.

Career Plans: My career plan is to continue working within the federal government as a research scientist, applying my research on the neurobiological and psychological factors that contribute to and precipitate violent behavior to ongoing operational issues and needs.

Recent Publications:

Lasko, E.N., Chester, D.S. (2021). Measurement Invariance and Item Response Theory Analysis of the Taylor Aggression Paradigm. *Assessment*, 1073191121996450.

Lasko, E.N., Chester, D.S. (2020). What makes a 'successful' psychopath? Longitudinal trajectories of adolescent offenders' antisocial behavior and impulse control as a function of psychopathy. *Personality Disorders: Theory, Research, and Treatment*.

Lasko, E. N., Chester, D. S., Martelli, A. M., West, S. J., & DeWall, C. N. (2019). An investigation of the relationship between psychopathy and greater gray matter density in lateral prefrontal cortex. *Personality Neuroscience*, 2.

Recent and Forthcoming Special Issues

Special Section: The Queensland Alcohol-related violence and Night-Time Economy (QUANTEM) project. *Drug and Alcohol Review*, 40 (5). Guest Editors: Tim Stockwell and Penny Buykx; Link: <https://onlinelibrary.wiley.com/toc/14653362/2021/40/5>

Frontiers Research Topic: Unlearning of Aggressive Behavior and Mechanisms of Change. Guest Editors: Svenja Taubner, Sonja Protic, Thorsten Fehr, Katja Bertsch; Link: <https://www.frontiersin.org/research-topics/15154/unlearning-of-aggressive-behavior-and-mechanisms-of-change>

Description: While aggression is an indispensable part of human existence, it needs to be *unlearned* in the service of social adaptation to the cultural context. About 70% of children show forms of aggressive behavior with a peak in aggressiveness at the age of two years. This is followed by a steady decline in aggressiveness in most children, which leads to the hypothesis that children do not learn to be aggressive, but instead, learn to not be aggressive. Failed unlearning of aggressive behavior represents a life-long risk on an individual level (e.g. severe mental disorders, antisocial lifestyle), on an interpersonal level (e.g. intimate partner violence, child maltreatment) as well as at a societal level (e.g. costs of treatment and incarceration, victimization, extremism). Therefore, effective prevention and treatment of individual physical, verbal and relation aggression has manifold benefits: immediate for the individual, his/her social environment and long-term positive consequences for future partners and offspring as well as a collaborative and peaceful society.

Although longitudinal research has repeatedly shown that aggressive behavior is associated with biological, psychological and social risk, research has failed so far to identify causal mechanisms that would inform effective prevention of aggressive behavior. A “Nothing-Works”-Pessimism remained for a longtime regarding the prevention of chronic aggressive behavior when treatment programs especially fail to demonstrate efficacy when it comes to treating aggressive adolescents and adults. This Research Topic aims to update this to challenge the “nothing works” perspective. To develop more effective treatments and prevention, we need to better understand the psychological and neural mechanisms behind aggression. Thus, our goal for this Research topic is to gather the current state of the art about unlearning of aggressive behavior and mechanisms of change focusing on studies which deal with aggressive behavior from a perspective of developmental psychopathology, time-life-perspective, (functional) brain correlates and treatment. One of the proposed mechanisms this Research Topic will focus on is mentalization (i.e. the human capacity to understand behavior in terms of mental states). Other core mechanisms that seem crucial for aggression to be also covered are reward processing along with frustrated non-reward processing, impulsivity, as well as impulse control and anger regulation.

Frontiers Research Topic: Anger and Interpersonal Aggression, Volume II. Guest Editors: Nelly Alia-Klein, Silvia Pellegrini, Edelyn Verona; Link: <https://www.frontiersin.org/research-topics/28902/anger-and-interpersonal-aggression-volume-ii>

Description: Most anger and aggression occur in a social context where interpersonal violence is a major public health concern across the world, (WHO 2014). Interpersonal aggression is often accompanied by anger and can manifest directly in the form of physical fights or verbal insults, or more indirectly in the form of social rejection and intimidation. These harmful societal consequences entail enormous costs in health, criminal justice, and social welfare systems and reduce mental well-being in the victims and perpetrators. Although actuarial data in humans show that interpersonal aggression/violent crime occurs between people who know each other, the majority of animal and human experimental paradigms measures anger and aggression in an artificial laboratory context where animals or human participants are exposed to “strangers”. While bio-behavioral factors, identified in such paradigms are being characterized, deep phenotyping from knowledge on neuro-circuits as well as social and environmental factors underlying anger-infused interpersonal aggression is lacking to date.

Here, we call for original studies and commentaries which address bio-behavioral risk markers (e.g., genetic, neuro-circuits, hormones) of anger and aggression in “interpersonal” relationships across species, as well as their interaction with social (e.g., social rejection, isolation, bullying), and environmental factors (e.g., stress, temperatures, crowded urban places). In addition, we seek studies and/or commentaries on resilience and mental well-being factors that mitigate anger and aggressive behaviors. As exemplified by the list of guest editors, we adopt a translational perspective to strengthen the dialogue between animal and human aggression researchers. For example, we are interested in animal (e.g., housed together; mating partners) and human (e.g., peer-pressure) models of “anger” and interpersonal aggression. Moreover, we are intrigued to learn more about the impact of state versus trait anger, reactive versus proactive aggression styles (e.g., psychopathy versus intermittent-explosive disorder), reward sensitivity, and circadian rhythms as well as alcohol and other abusive substances on interpersonal aggression and its bio-behavioral risk markers. We invite all researchers working on these topics to contribute.



THE INTERNATIONAL SOCIETY FOR RESEARCH ON AGGRESSION

Founded in 1972

ISRA: An Interdisciplinary Society

ISRA, the International Society for Research on Aggression, founded in 1972, is an international interdisciplinary, organization dedicated to the study and dissemination of information on the causes and consequences of aggressive behavior and violence in all of its forms and contexts.

The Social Burden of Violence

The human capacity for aggressiveness and violence inflicts a considerable burden on society. Obviously, it can lead to death and immediate physical injury, but it also creates long-term physical and emotional disabilities. In addition, violence has a profound effect on those who witness it, such as the families and communities of the victims. Moreover, it impairs the ability of communities to address important public health issues, such as infectious diseases, malnutrition, urban decay, and environmental hazards. Violence and aggression often prevents the delivery of critical public services, such as emergency management and education. Such effects on society tend to exacerbate the very adverse social conditions that promote aggression, facilitating a vicious circle, with violence as a crucial factor.

home page: <http://www.israsociety.com/>

ISRA's Core Mission

Effectively addressing violence and aggression, whether it be child abuse, domestic violence, homicide, terrorism, sexual violence, or civil wars, requires a sustained focus by international scientists. *ISRA's principal mission* since 1972 is to show that aggression and violence, as well as alternative ways to resolve conflicts, can be successfully studied using scientific methods.

Members, Meetings and Media

- *ISRA* members gather for *World Meetings* every other year on alternating continents.
- All members receive a free electronic subscription to *Aggressive Behavior*, the official journal of *ISRA*.
- Members receive the *ISRA E-Bulletin*.

From Understanding to Solutions

Finding solutions to the pervasive consequences of aggression, requires a multidisciplinary approach. To understand the complex causes, our research addresses brain and other physical processes that underlie the human capacity for violence and the psychological processes that facilitate violent actions. Strategies providing alternatives to violence are studied together with the social factors that serve to promote or prevent violent behavior. Importantly, students of aggression studies are increasingly moving beyond the simple awareness of new results in other disciplines, to develop important research

approaches that span multiple disciplines. As a result, novel areas of synergy and convergence between different disciplines and methodologies emerge. *ISRA meetings* and media provide the forum and the multidisciplinary audience.

Join ISRA & Turn page! ►

A Multidisciplinary Society

ISRA is home to virtually all scientific disciplines interested in aggression and violence, such as psychology, neuroscience, anthropology, animal behavior, endocrinology, primatology, psychiatry, genetics, pharmacology, sociology, and criminology. Joining *ISRA* will help you to reach the right audience for your own research. Its meetings provide an optimal forum to learn about novel concepts and advances in other fields. Members enjoy reduced registration fees at *ISRA meetings*.

Awards

- Each World Meeting the **John Paul Scott Award** is presented to a scientist with a distinguished lifetime contribution to aggression research.
- **Presentation Awards** are granted to young scientists for excellence in presentation of original research to a multidisciplinary audience.

The ISRA Logo

The ISRA logo reflects our intention to advance the understanding of a deeply rooted behavior. The humanoid figure in the logo was modified from a petrograph called "the warrior" on the Minnesota-Ontario border¹⁾. The figure seems to express the ambivalent human attitude towards aggression. The figure faces us, a spear in its left hand, reflecting potential to kill. The tip of the spear points downwards, so the weapon is not

about to be thrown. The right hand is up and open, a stop-signal in many cultures, and often a signal of peaceful intent. The heart-shaped body expresses force and human's emotional nature.

¹⁾ M Furtman, *Magic on the rocks* (2000) ISBN: 0-916691-02-0

Home page: <http://www.israsociety.com/>

Membership

ISRA has four kinds of members:

- **Fellows** are scientists working in any biological, psychological or social science on problems of aggression.
- **Associates** are scientists or professionals supportive of the Society's goals but who are not actively engaged in aggression research.
- **Student members** are undergraduate and graduate students.
- **Life Fellows** are chosen on a significant lifetime record in aggression research.

Joining ISRA

In order to join the society, please visit the ISRA webpage at:

<http://www.israsociety.com/membership/>

Current dues for Fellow and Associate members are \$60.00 per year. ISRA provides free membership to students, early career investigators, and other applicants who reside in lower- and middle-income countries as defined by the World Bank.

If you have any questions please contact ISRA Executive Secretary Dominic Parrott at parrott@gsu.edu

Updated Information see *ISRA home page*.

Official Journal: Aggressive Behavior
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