



THE BULLETIN OF THE INTERNATIONAL SOCIETY FOR RESEARCH ON AGGRESSION

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The North American Editor produced this issue

Contents of this Issue

Pg 2	Editorial	Pg 11	Checking in with ISRA members: Teaching and Research during Covid-19
Pg 3	A Message from Our President, Barbara Krahe	Pg 15	Contribute to the ISRA Website by Writing a Blog (and recent posts)!
Pg 4	A Message from Our President-Elect, Eric Dubow	Pg 16	News about ISRA Members
Pg 5	A Message from Our Executive Secretary, Dominic Parrott	Pg 16	Emerging Aggression Researchers
Pg 7	ISRA Statement on Police Violence & Appointment of a Presidential Commission	Pg 18	Two new special issues
Pg 9	Recent papers published in <i>Aggressive Behavior</i>	Pg 20	Call for nominations for early career research award
Pg 10	A note on the 2021 World Meeting	Pg 21	ISRA Flyer

Editorial
Jamie M. Ostrov
North American *Bulletin* Editor



Welcome to the June 2020 edition of the *ISRA Bulletin*.

Thanks also to those that submitted material that we feature within the Bulletin.

In this *Bulletin*, in addition to reports from our President, President-Elect, Executive Secretary, we include the ISRA Statement on Police Violence & Appointment of a Presidential Commission. In addition, we highlight some recent papers from *Aggressive Behavior* and we feature how some of our colleagues from around the world have been adjusting their teaching and research due to COVID-19.

Then, I present news about ISRA: a call for members to contribute a blog to our website, news about ISRA members, and description of the research program of an emerging aggression researcher.

Next, two new special issues on family and school violence are reported as well as a call for applications for an Early Career Research Award in Bullying Prevention. Finally, you will find the ISRA Flyer that is designed to describe our Society, increase our exposure, and attract new members; **be sure to share this flyer with your colleagues and students.**

In closing, 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 or Katja with any materials you would like us to include in the next issue of the *Bulletin*. I look forward to seeing you in Ottawa next year!

Best wishes for health and safety!

-Jamie

A Message from Our President Barbara Krahe

Dear ISRA Colleagues and Friends,

The world has changed dramatically since my message for the last Bulletin, and in a way that none of us would have foreseen at that time. I hope that you and your families have remained healthy throughout these difficult times and have found ways to cope with all the changes and challenges the sudden disruption to our normal lives has brought.



Not being able to come together for our World Meeting in Ottawa this July is one of the sad repercussions of the worldwide pandemic. As you know, we were well on course for an inspiring and enjoyable conference, thanks to the dedicated work of Tracy Vaillancourt and her team and the Program Committee chaired by Eric Dubow. Fortunately, the meeting could be rescheduled for July 2021, and all accepted contributions will have a guaranteed place in the program, with additional space for new submissions closer to the date. Keep an eye on the meeting website, www.isra2020.ca, for news and updates.

The Corona crisis has been a challenge for science, not only for the medical field, but also for aggression research. Although the Corona pandemic is first and foremost a threat to people's physical health, it has soon become clear that it is equally dangerous with regard to their psychological well-being and their social relationships. As aggression researchers, I believe it is our responsibility to alert policy makers and the public of the increased risk of aggressive and violent behavior that is created by the changes imposed to people on their everyday routines. As families are forced to stay at home under increasingly stressful conditions, violence against children and intimate partners is found to increase, as highlighted, for example, by Brad Bushman's piece on the ISRA website: <https://www.israsociety.com/blog/staying-home-during-a-pandemic-isnt-safe-for-everyone>. Moreover, the pandemic has given rise to various forms of intergroup aggression in many parts of the world, such as strong anti-Asian racism and increased support for conspiracy theories about who is responsible for the origin and (mis)handling of the pandemic. As aggression researchers, we have the concepts and the empirical evidence to explain what causes these harmful consequences. The tried and trusted Frustration-Aggression Hypothesis and its elaboration in the form of cognitive neo-associationism and the General Aggression Model offer parsimonious, yet comprehensive explanations as to why and how frustrations and uncertainties caused by economic and work-related stress as well as crowded living conditions increase the risk of aggression and violence. We should all take an active role in introducing this knowledge into societal discourse about the social and psychological effects of the Corona pandemic so that vulnerable groups are identified and harm may be minimized by appropriate protective measures.

On a more upbeat note, we also know a lot about the concept of resilience, highlighting humans' extraordinary ability to adapt to adverse life situations. A very useful set of strategies for

strengthening resilience in coping with crises may be found on the APA website: <https://www.apa.org/topics/resilience>. Let's try to use this advice to help us cope with the current situation so that we and all the people close to our hearts come out of the crisis in the best possible psychological shape.

Cordially,

Barbara

A Message from Our President-Elect, Eric Dubow

This Bulletin comes to you during very difficult and tense times. The COVID pandemic has affected the world physically, socially, and economically. I hope you and your families are weathering this crisis as well as possible.



In the United States, we are now gripped in the throes of a co-occurring, second virulent virus—this one, cultural—that is a horrible part of our nation's legacy of racism, despite the promise of "equality" in both the Declaration of Independence and the Constitution. Of course, we all understand that racism and "otherism," more generally, are prevalent globally, but today the spotlight is on the US. In the US, this virus has been with us since the country was founded, and has come to the surface in

various manifestations over the past two centuries, sometimes seeming to go underground, but we know it's always there and many feel the effects of it every day, whether it is experienced in the education system, the housing system, the economic system, or in everyday social interactions. We can say, "Enough is enough," and as aggression researchers, especially those of us who have studied inter-group relations, we know all too well some of the specific factors that lead to the development of social-cognitive structures and processes that maintain prejudice, discrimination, and violence toward those we perceive as "out-group" members. How frustrating it is that our findings have not been applied widely to affect public policy that could help to make our society more just.

Despite this darkness, and in keeping with Barbara's message, we also know of the resilience of the human spirit. Some of us who study resilience know that individuals have personal and contextual resources to draw upon even in the face of the most traumatic and violent stressors. Here's hoping that *this time*, our nations' leaders can find the *collective resilience* to begin concrete system-wide changes toward equality and justice.

On that high note...I want to apologize that the Scientific Committee was a month late in our reviews of submissions for the World Meeting. We hope you will understand that our personal schedules were disrupted as a result of coping with COVID-related delays. When we postponed the World Meeting for a year, we decided to still review submissions and make decisions, with the idea that individuals could choose to withdraw their submissions (only three did so), or if

their submissions were accepted, they could update their presentations without needing to resubmit. In addition, we agreed to open an additional call for presentations in January/February of 2021 for the July 2021 meeting, so the meeting in July 2021 could be larger than is typical—Tracy has assured us the physical space is available for additional paper and poster presentations. So, be on the lookout for a call for abstracts in early 2021. In addition, I've been in touch with the plenary speakers and they can rearrange their schedules so that part of our program will remain the same. I want to thank the Council members, who reviewed the submissions, for their hard work and flexibility. Our World Meeting in July 2021 will be world class!

Best wishes, and stay safe! Hope to see you next year in Ottawa.

Eric

A Message from our Executive Secretary Dominic Parrott

June 5th, 2020

Dear ISRA Colleagues,

I express my thanks to ISRA President Barbara Krahé and President-Elect Eric Dubow, who have both shared very moving pieces in this issue of the Bulletin related to the state of our world.



Thus, I will not write at length about the COVID-19 pandemic or racial injustices – except to note two things. First, I hope you are finding ways to stay healthy among the many stressors that surround us. And second, as I sit in my office in downtown Atlanta, Georgia approximately one mile from Ebenezer Baptist Church where Dr. Martin Luther King, Jr. served as Co-Pastor, I am reminded of his words:

The ultimate tragedy is not the oppression and cruelty by the bad people but the silence over that by the good people.

I hope you will all, both in your personal and professional lives, keep these words close to your heart so that they may guide your actions now and long into the future.

The postponement of the World Meeting has led to some significant ripple effects for ISRA. Eric Dubow detailed how the Program Committee has adapted to the effect postponement had on submissions to the World Meeting. We will also see other effects that are important to communicate with the ISRA membership. These effects include the schedule of ISRA World Meetings, our elections, and formal conduction of Council and Business Meetings. With the ISRA Constitution and By-Laws at my side, I want to describe these changes in detail.

The schedule of ISRA World Meetings. Since the inaugural 1972 meeting in Tokyo, Japan, ISRA has held a World Meeting in every even-numbered year – with the exception of 2020. Our Constitution states that meetings may *“be held as often as feasible, but in no case less than once every two years.”* Postponing our World Meeting is obviously in conflict with this stipulation in our constitution; however, it was also a decision that ISRA Officers unanimously agreed was unavoidable and justified in the midst of a pandemic. It was also agreed that our time honored practice of holding a World Meeting every other year would continue – with the “new normal” being a meeting in every odd-numbered year. Thus, after the 2021 World Meeting in Ottawa, ISRA members can look forward to another meeting in 2023.

Elections. 2020 was scheduled to be an election year, during which our constitution requires elections to be completed by June 15th. However, ISRA’s By-Laws also state: *“New officers of the Society and new members of Council shall take office at the conclusion of the business meeting of the Society at the Biennial World meeting in the year of the elections.”* Thus, our elections process and transition in leadership must occur at the World Meeting and, more specifically, at the Business Meeting. As a result, all terms of service for our current officers and councilmembers will be extended for one year. 2021 will be our next election year, during which the Society will vote to determine the next President-Elect, Treasurer, Archivist, and 5 Council seats.

Looking forward, I encourage those who have not sought an ISRA office to consider doing so in the future. Please feel free to contact President-Elect Eric Dubow, who will Chair the Nominations Committee in Spring 2021, if you have an interest in running.

Council and business meetings. As noted above, the ISRA business meeting will not be held until the 2021 World Meeting. In the same vein, the ISRA Council traditionally meets at the World Meeting. Although that in-person meeting will not occur, I will coordinate a virtual meeting of our Council in the near future so that we can still conduct ISRA business. A summary of that meeting and any decisions made will be communicated to the ISRA membership via email and/or in the December Bulletin.

Best Regards,



Dominic Parrott
Executive Secretary
International Society for Research on Aggression

ISRA Statement on Police Violence and Appointment of a Presidential Commission

POLICE AGGRESSION AND ITS DISPROPORTIONATE IMPACT ON MINORITY POPULATIONS: A CRITICAL CHALLENGE FOR AGGRESSION RESEARCHERS

Police killings of unarmed civilians and other forms of police aggression – particularly toward racial/ethnic minority groups – have been an unfortunately routine feature of modern life for decades, most recently and prominently in the United States. Yet even a cursory search of news media reports reveals that this form of aggressive behavior is present in countries around the globe. On May 25, 2020, police aggression was brought into sharp focus by the killing of George Floyd by Derek Chauvin, an officer of the Minneapolis Police Department. The video of Mr. Floyd’s death went viral quickly. With no charges filed or arrests made of those officers, large-scale protests began almost immediately – first in the streets of Minneapolis and then around the world. The officers involved in Floyd’s death eventually were arrested, but by then the protests had become enormous and met with aggression from police, as unarmed protestors were fired on with tear gas and rubber bullets amidst a backdrop of property destruction, vandalism, and agitation.

With Mr. Floyd’s killing now elevating the problems and challenges of police aggression to a global focus, it is important to consider what we know so far about the issues involved. As a starting point, it is clear that acts of police aggression and violence disproportionately impact male racial/ethnic minority populations. For example, Black men in the United States hold the greatest risk of being killed by the police, with a 1/1000 chance of being killed by police over their life span – this stands in contrast to a risk of about 1/2000 for all men and 1/33,000 for women.¹ The bias inherent in these estimates appears to manifest in a variety of ways, including how Black men – especially young Black men – are perceived by police, the characteristics of individuals who seek employment as police, and the manner in which police are trained.² These observations from the US are in line with those noted in 2018 by a United Nations panel charged with investigating police killings in the United Kingdom, with UK citizens of African or Caribbean descent at greatest risk of being killed by police.³ Data on rates of police killings and related acts of police aggression disproportionately impacting minority communities around the globe are difficult to come by. But news media reports from around the world certainly underscore the fact that police killings are not limited to Western nations – just in the first several days of June, 2020, we have seen reports of police killings from Mexico⁴ and South Africa.⁵ Media reports also have revealed persistent high or increasing levels of police aggression in China⁶ and Brazil.⁷

Despite the wide body of research available describing the origins and nature of aggressive and violent behavior in the general sense – much of which is readily available in the pages of ISRA’s journal, *Aggressive Behavior* – there is surprisingly little scholarship available on

police aggression specifically. In fact, even within the pages of *Aggressive Behavior*, only one published study has dealt with use of force by police. In that study, police recruits' intentions to use force in hypothetical video-mediated scenarios were heightened in the context of an ego-depleting task, suggesting that police aggression might emanate from a loss of self-control.⁸ The importance of self-control revealed in this study is consistent with studies in other scientific outlets on racial biases in police shootings, suggesting that cognitive control is critical to reducing the impact of any implicit bias or stereotypes.⁹ Yet there are many questions that aggression scholars have not even begun to ask of police violence and aggression, particularly with regard to its disproportionate impact on racial/ethnic minority populations around the world.

Thus, a critical aspect of our challenge is grappling with the gap in the broader aggression research literature left by such a dearth of studies on police aggression. Yet we know there are other, more developed literatures available from which to supplement the literature on police aggression directly and triangulate our analysis – for example, studies on aggression and violence motivated by racial, ethnic, and other intergroup factors; studies of aggressive and violent behavior perpetrated by other state actors, such as soldiers; and studies of the personal and interpersonal conditions that might give rise to extreme acts of aggression, such as stress, conflict, and fear. We need to develop a research literature around police aggression and violence through the multiple disciplinary lenses typically brought to bear on aggression – biological, psychological, sociological, and others. By so doing, we can address this critical moment of social unrest in a manner that can lead to the identification of new methods and modalities for preventing police aggression and improving both perceived and actual safety in communities – especially for minority groups who have disproportionately been the targets of that aggression. To this end, the International Society for Research on Aggression has commissioned a group of experts charged with the task of reviewing the literature on the nature, development, and impact of police aggression and issuing a public statement of their findings. Informed by the current state of scientific knowledge, the Commission's public statement will include public policy recommendations. We anticipate that the important work of this commission will be completed within the year.

References

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- ² Hall, A. V., Hall, E. V., & Perry, J. L. (2016). [Black and blue: Exploring racial bias and law enforcement in the killings of unarmed black male civilians](#). *American Psychologist*, 71, 175–186.
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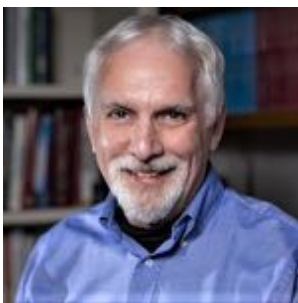
⁶ Kaiman, J. (2016, May 10). [A mysterious death in China raises suspicions of police brutality](#). *Los Angeles Times*.

⁷ Andreoni, M., & Lodoño, E. (2020, May 18). [‘License to kill’: Inside Rio’s record year of police killings](#). *New York Times*.

⁸ Staller, M.S., Muller, M., Christiansen, P., Zaiser, B., Korner, S. & Cole, J.C. (2018). [Ego depletion and the use of force: Investigating the effects of ego depletion on police officers’ intentions to use force](#). *Aggressive Behavior*, 45, 161-168.

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Recent papers in *Aggressive Behavior*



Craig Anderson
Editor-in-Chief, *Aggressive Behavior*

Hatchel, T., Ingram, K. M., Huang, Y., & Espelage, D. L. (2020). Homophobic bullying victimization trajectories: The roles of perpetration, sex assigned at birth, and sexuality. First published: June 8, 2020. <https://doi.org/10.1002/ab.21897>

Ge, X. (2020). Social media reduce users’ moral sensitivity: Online shaming as a possible consequence. First published: June 2, 2020. <https://doi.org/10.1002/ab.21904>

Graf, D., Yanagida, T., Maschler, A., & Spiel, C. (2020). A tool for investigating the differential functions of aggressive behavior in the face-to-face and cyber context: Extending the cyber-aggression typology questionnaire. First published May 7, 2020.

<https://doi.org/10.1002/ab.21894>

Nandi, C., Crombach, A., Elbert, T., Bambonye, M., Pryss, R., Schobel, J., & Weierstall-Pust, R. (2020). The cycle of violence as a function of PTSD and appetitive aggression: A longitudinal study with Burundian soldiers. First published May 3, 2020. <https://doi.org/10.1002/ab.21895>

A Note on the next ISRA World Meeting in 2021

Details about the 24th World Meeting (in Ottawa) were featured in the December 2019 Bulletin. A special statement about the rescheduled meeting, which will take place from July 20-23rd 2021, appears on the ISRA website: <https://www.israsociety.com/special-statement/a-message-about-the-2020-isra-world-meeting>. ISRA will also re-open the submission portal in early 2021 to accommodate new submissions. Please continue to monitor the [ISRA website](#), the [World Meeting website](#), our social media accounts on [Twitter](#) and [Facebook](#), and messages from the ISRA Executive Secretary for updates. *Please contact the local organizing team at isra2020@uottawa.ca should you have any questions*



Checking in with ISRA members around the world...

Editor's Note: I asked ISRA members from different regions around the world to share how COVID-19 has impacted their research or teaching and if they had any advice to share. Thank you to those that shared their experiences. Here are some responses:



1) **Vanlal Thanzami**, Senior Lecturer in Psychology & Undergraduate Program Coordinator, Jeffrey Cheah School of Medicine and Health Sciences, Monash University, Malaysia

If you have been able to continue doing research do you have any suggestions for your colleagues?

I was able to collect data during the lockdown that began on 18th March. Working with a colleague, we used Qualtrics and took advantage of the situation (as everyone was probably bored at home!) to get in there and get data on couples' interpersonal relationships. As my research is mainly quantitative, using surveys, collecting data was not an issue. We just needed to ensure we advertised our study as widely as possible and quickly, before the restrictions were relaxed. So I'm not sure I have any suggestion other than to advertise and be quick! :)

If you have been teaching a course with content relevant for the members of ISRA, do you have any suggestions or resources for your colleagues who may be teaching on-line in the near future?

Online teaching has come with major challenges! We left work on 17th March (when we were just into week 2 of our semester) thinking we would be back at work in two weeks' time. Sadly that was not to be...we are in June now and still at home! I've been doing my "live" classes on zoom. In general, student engagement is a challenge in normal face-to-face classes. With online classes it is the same but I found using "break-out rooms" in zoom encouraged engagement.

These sessions were not planned to be online sessions but because of the situation we were in we had to adapt as we went along. And this was not just the teaching but the assessments as well. We will be carrying out our online delivery for the rest of the year so for semester 2 which begins in August, I will be prepared and will have content that is suitable for online mode. I found letting students get on with activities that they could complete on their own and then feeding back to the class worked. Keeping lectures short (so they get bite-size information) - doing them in segments can be less overwhelming for students.

2) **Christopher P. Barlett**, Associate Professor of Psychology, Gettysburg College, USA

If you have been able to continue doing research do you have any suggestions for your colleagues?

The first suggestion is to use several avenues for online data collection if your research allows. Correlational and longitudinal work with adults can be easily done on Mechanical Turk, Psychological Research on the Net, and other websites. Just be careful that your employing proper methods to make sure the data is trustworthy. Second, is to think outside the box in order

to collect laboratory data. For instance, I am thinking of ways in which I can have a researcher, a confederate, and the participant log onto Zoom to interact with each other and use the CRT, tangram task, or other aggressive behavior measure after being exposed to some experimental manipulation. Such creativity will allow my lab to continue working without using my lab space.

If you have been teaching a course with content relevant for the members of ISRA, do you have any suggestions or resources for your colleagues who may be teaching on-line in the near future?

I teach an aggression seminar for upperclassmen and statistics courses. My aggression seminar is reading intensive and discussion based. So, using Zoom (or any other video conferencing software) worked great for me since I could use break out rooms for discussion, have them virtually raise their hands to participate, etc. There are ways to make aggression seminars interactive with real life examples, applying theory to real-life violence caught on video, etc. and I used Zoom to really showcase these issues.

3) Ian Rivers, Professor of Education for Social Change, University of Strathclyde, UK

If you have been able to continue doing research do you have any suggestions for your colleagues?

I have been able to continue research both qualitative and quantitative using online questions, and telephone/skype/zoom interviews. One of the challenges we have recently faced (working in support of a national organisation) is a desire by those who do not support LGBT+ inclusion to derail online studies of discrimination (particularly surveys) by submitting multiple bogus responses. Depending on the platform used to collect data, these can be filtered out, but there remains a lot of anti-LGBT feeling out there - especially when looking at studies of young people still in school.

If you have been teaching a course with content relevant for the members of ISRA, do you have any suggestions or resources for your colleagues who may be teaching on-line in the near future?

In addition to delivering content via Zoom in real time, for those students who have caring responsibilities or those who are working in priority areas (health, education etc.) I have developed asynchronous resources too which includes narrated powerpoint presentations in 10-15 minute segments (with a transcript - I have used Otter.AI for transcription).

4) Sheri Bauman, Professor of Counseling, College of Education, University of Arizona, USA

If you have been able to continue doing research do you have any suggestions for your colleagues?

Although data collection for one study has been postponed for year, I have been able to continue other projects by moving online and using snowball sampling. I have one project involving focus groups, and I am conducting those groups online using Zoom. I am having smaller groups than I might in person (4 vs. 8 for example) to allow for some awkwardness with the platform. Another project, for which I am collaborating with international scholars, we found a way for parents to give consent online (thanks to Grace Skrzypiec <grace.skrzypiec@flinders.edu.au>) that has been approved by my IRB. Since recruiting via schools is not feasible at the moment, I am using snowball sampling. I emailed contacts, posted on social media, used listservs and other networks, to advertise the project. Interested parties

email me and I send information and consent forms. So far, responses are fewer than I hoped but I am optimistic.

If you have been teaching a course with content relevant for the members of ISRA, do you have any suggestions or resources for your colleagues who may be teaching on-line in the near future?

The class I taught (Group Counseling) is not directly relevant to ISRA. However, I found that having synchronous Zoom meetings with lots of interactive activities, using breakout rooms, and engaging students in the adaptations for the online format was helpful. For example, my school counseling students could not do demonstrations of a classroom group, so they took the opportunity to develop strategies they could use if groups were to be offered online.

5) Wayne Warburton, Associate Professor of Psychology, Macquarie University, Australia

If you have been able to continue doing research do you have any suggestions for your colleagues?

Much of our research involves face to face participation and complex lab setups that make conversion to online delivery difficult, and some studies that have been moved to online delivery have produced poor data due to glitches or functionality deficits in the online delivery platforms. This is compounded when the researchers home computers are subject to poor bandwidth/internet speed. Thus, much of our research is currently on hold. We have been exploring and comparing paid participant pools (comparing MTurk to services like Prolific and Crowdfunder) and have been impressed with some of what Prolific offers in particular (e.g., an option for a representative sample). Some universities (including Macquarie) are helping some researchers with poor home internet speeds by providing temporary 5g-based solutions such as dongles for their laptops.

If you have been teaching a course with content relevant for the members of ISRA, do you have any suggestions or resources for your colleagues who may be teaching on-line in the near future?

The rapid switch to full online delivery of units has been interesting to say the least, but many of us have been surprised at how smoothly the transition has gone, all things considered. Perhaps the most helpful thing for my units has been providing unit staff with clear guidelines on how to use different Moodle functions to manage online delivery, and providing clear work flow descriptions for their online teaching/tutoring. When teaching about aggression online, providing links to the excellent ISRA blogs is pretty cool!

6) Jennifer Lansford, Research Professor in the Sanford School of Public Policy, Duke University, USA

If you have been able to continue doing research do you have any suggestions for your colleagues?

My colleagues and I switched to all online data collection. We have emailed and texted links to Qualtrics surveys whenever possible. For participants not able to complete the surveys in Qualtrics, we've conducted interviews over the telephone. We've also made surveys available in Facebook Messenger, which in some of the countries we're working in has the advantage of being freely available without cutting into participants' data plans. We've been compensating participants for their time using Amazon and other gift codes they can use online.

7) **Shelley Hymel**, Edith Lando Professor in Social and Emotional Learning, University of British Columbia, Canada

If you have been able to continue doing research do you have any suggestions for your colleagues?

Our university is effectively closed to face-to-face anything and all teaching has been migrated to online since March and for the remainder of the year. All research has been put on hold unless it is online. Although these precautions seem to be quite effective in curbing the spread of COVID-19, this has required several students to shift their theses and dissertations. Two have re-designed their studies to include online data collection, and in one case, colleagues across the country who have been part of a national study have offered access to a subset of the data collected to date elsewhere in the country for the student to complete her thesis. It has been very generous and supportive. I have encouraged other students to consider theses using existing data sets. Collaborative research and data sharing are one of those silver linings to this cloud.

8) **Cara Swit**, Senior Lecturer, College of Education, Health, and Human Development, University of Canterbury, New Zealand

If you have been able to continue doing research do you have any suggestions for your colleagues?

Unfortunately, our data collection had to stop but we remained connected with our families and teachers via email. This was to keep the relationships ongoing during the lockdown. Some families indicated that they didn't want to be contacted, but for other families, they appreciated the ongoing discussions and connections. This has allowed us to seamlessly pick up our research and continue data collection.

If you have been teaching a course with content relevant for the members of ISRA, do you have any suggestions or resources for your colleagues who may be teaching on-line in the near future?

Teaching online is not new to me. The two postgraduate papers I teach are completely online so I've built up a nice repository of resources over time. Where possible, look for quality video clips to share with students. I also like to use a flipped classroom approach where I'll have students complete a task prior to the lecture and we use the lecture time to discuss and reflect on the task. For example, the [Centre on the Developing Child](#) has some brilliant resources that can be used as a stimulus for further discussion. My students have provided lots of positive feedback about this approach compared to a typical lecture style format. Because all my students are practitioners, there has been extensive professional development available for them to complete to supplement their learning. I have directed them to [webinars on trauma](#), [APA caregiver briefcase](#), [Early Childhood webinars](#) also provides a range of online resources and PD that can be useful tools that draw on expert knowledge in the field.

9) **Jill Lobbestael**, Associate Professor, Clinical Psychological Science, Maastricht University, the Netherlands,

If you have been able to continue doing research do you have any suggestions for your colleagues?

With several projects we were lucky that we just finished collecting data in the lab, so we could use the COVID period to analyze data and write articles. For some of my PhD students that actually seemed to work out really nicely, because they did not have so many meetings and teaching anymore, which increased their focus on the research projects. For one other project, data collection was just starting up, so that was less ideal timing. We did manage to reframe the study to an online version though; because it included an experimental induction that did require extra technical work, but in the end, it really paid off since we finished recruitment in 1 month (instead of the foreseen 4 months). Suggestions: if you do want to make an online version of an online planned study, be sure to add several questions to check whether participants understood the instructions well. This way, you might have to remove more participants, but you make up for some of the experimental control you lose when leaving the lab. Also, we had good experiences with recruiting participants via social media through personal contacts of all involved researchers; if you explain to friends and family that the COVID situation endangers the data collection of several project and ask for their help in this, many people actually volunteer as participants, even those who usually are not inclined to do so.

If you have been teaching a course with content relevant for the members of ISRA, do you have any suggestions or resources for your colleagues who may be teaching on-line in the near future?

I don't have any experience yet, but will get plenty from September on since my university will switch to hybrid teaching (part online, part offline).

Contribute to the ISRA Website by Writing a Blog!

Our goal is for the ISRA website 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 continues to grow!

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 recent ISRA blog posts worth reading (or reading again!):

[Staying home during a pandemic isn't safe for everyone.](#) By Brad J. Bushman

[The impact of society and culture on recovery from sexual assault.](#) By Emily R. Dworkin

[Preventing and addressing violence against children.](#) By Manuel Eisner, Aja Murray, & Simone Castello

News About ISRA Members

Rob Cramer reports receiving a new grant:

Cramer, R.J., Franks, M., & Cunningham, C.A.

FY 2020

Title: A multi-method study of firearm-related behavior, entrapment and suicide risk among active duty service members.

Funder: US Navy Surgeon General's Clinical Investigations Research Program

Tom Denson also shared news of a new grant:

Denson, T.F., Riva, P., & Gilam, G.

2020-2022

Title: Brain systems implicated in alcohol-related aggression.

Funder: Australian Research Council Discovery Project (DP200101845); AUD\$354,177.

Jamie Ostrov was appointed to a 4-year term on a standing peer review grants committee (Psychosocial Development, Risk, Prevention, PDRP) of the Center for Scientific Review of the US National Institutes of Health (NIH).

Kristin Perry (2018 ISRA Young Investigator and PhD student working with **Jamie Ostrov**) received the Donald Routh Dissertation Grant from the American Psychological Association (APA) Division 53 (Society of Clinical Child and Adolescent Psychology).

Emerging Aggression Researcher

Spencer C. Evans, Ph.D.

Doctoral Program: University of Kansas, Clinical Child Psychology Program

Mentor: Paula J. Fite, Ph.D.

Ph.D. Research Topic

My dissertation research investigated pathways from aggressive behavior in early childhood to depressive symptoms in early adolescence. Prior research and theory had suggested that peer rejection and academic difficulties could function as dual pathways through which antisocial behavior might lead to later depression (i.e., Patterson's failure model); however, the roles of proactive vs. reactive aggression in this model had not been well explored. We collected and analyzed longitudinal teacher-report, youth-report, and school records data following children from preschool to 5th grade. Across different methods and models, reactive aggression (more than proactive aggression) uniquely predicted subsequently poorer peer, academic, and affective outcomes (Evans, Diaz, et al., 2020, under review; Evans & Fite, 2019, *Journal of Abnormal Child Psychology*; Evans, Frazer, et al., 2019, *Journal of Clinical Child Adolescent Psychology*).

Previous Experience

Prior to graduate school, I obtained valuable research and clinical experiences such as working as a Lead Counselor in the Summer Treatment Program at Florida International University. As a Ph.D. student at the University of Kansas, I worked clinically with children, adolescents, and families in a variety of outpatient mental health and school settings. My clinical and research interests began to converge, leading me to want to better understand the developmental course, correlates, and outcomes of youth aggression and irritability in school and community settings. At the same time, I was fortunate to have the chance to work with the World Health Organization in their development of ICD-11 Mental and Behavioural Disorders, where I assisted with the design and execution of field trials and contributed to the formulation of Disruptive Behaviour and Dissocial Disorders based on current evidence. I then completed my predoctoral internship in the Department of Psychiatry and Behavioral Sciences at the Medical University of South Carolina. This led to my current position as a postdoc with John Weisz at Harvard University, where I have pursued evidence-based assessment and treatment research involving clinically referred youth.

Future Career Plans

In January 2021, I will begin as an Assistant Professor in the Department of Psychology at the University of Miami. I am thrilled to have this opportunity to pursue research, teaching, and mentorship in clinical child and adolescent psychology. I plan to continue with the research program I started at Kansas and Harvard, and I very much look forward to mentoring doctoral students and collaborating with colleagues in this work. I am particularly excited to dive deeper into ecological momentary assessment and real-time methods for understanding youth irritability and aggressive behavior in context; to applying meta-analytic and integrated data-analytic techniques to learn more from existing evidence; and to engaging in clinical, school, and community research in youth mental health.

Research Interests

Irritability and aggression in children and adolescents; assessment and treatment of youth emotional and behavioral problems; quantitative methods; developmental psychopathology; academic, behavioral, and social-emotional functioning in the school context; real-time naturalistic assessment; meta-analysis and literature review; professional, scientific, and training issues in psychology.

Recent Special Issues

Family Violence and Youth Violence: Examining the Connections from Interdisciplinary Perspectives (An Extension of Anna Costanza Baldry's Legacy)
Journal of Family Violence (forthcoming)

Jun Sung Hong, Benjamin W. Fisher, Dorothy L. Espelage (Guest Editors)



Adams, T. R., Handley, E. D., Warmingham, J. M., Manly, J. T., Cicchetti, D., & Toth, S. L. (2020). Patterns of dating violence moderate the effect of child maltreatment on suicide risk among disadvantaged minority female adolescents with depressive symptoms. *Journal of Family Violence*. <https://doi.org/10.1007/s10896-020-00153-5>

Benton, T. D., Jones, J. D., Julye, S., Butler, L. L., & Boyd, R. C. (2020). 'Web of violence', depression, and impairment in a clinical sample of adolescents. *Journal of Family Violence*. <https://doi.org/10.1007/s10896-020-00157-1>

Hsieh, Y. P., Shen, A. C. T., Hwa, H. L., Wei, H. S., Feng, J. Y., & Huang, S. C. Y. (2020). Association between child maltreatment, dysfunctional family environment, post-traumatic stress disorder and children's bullying perpetration in a national representative sample in Taiwan. *Journal of Family Violence*. <https://doi.org/10.1007/s10896-020-00144-6>

Mariscal, E. S., Sabina, C., & Cuevas, C. A. (forthcoming). Interpersonal victimization of Latino youth: A latent class analysis. *Journal of Family Violence*.

Mowen, T. J., & Fisher, B. W. (2019). Youth reentry from prison and family violence perpetration: The salience of family dynamics. *Journal of Family Violence*. <https://doi.org/10.1007/s10896-019-00098-4>

Narvey, C., Piquero, N. L., & Piquero, A. R. (2020). Countries where women have more positive interactions with economic decisions and legal rights have lower homicide rates: An exploratory study. *Journal of Family Violence*. <https://doi.org/10.1007/s10896-020-00148-2>

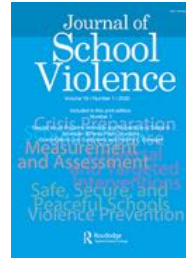
Perry, K. J., Ostrov, J. M., Shisler, S., Eiden, R. D., Nickerson, A. B., Godleski, S. A., & Schuetze, P. (2020). Pathways from early family violence to adolescent reactive aggression and violence victimization. *Journal of Family Violence*. <https://doi.org/10.1007/s10896-019-00109-4>

Valido, A., Ingram, K., Espelage, D. L., Torgal, C., Merrin, G. J., & Davis, J. P. (2020). Intra-familial violence and peer aggression among early adolescents: Moderating role of school sense of belonging. *Journal of Family Violence*. <https://doi.org/10.1007/s10896-020-00142-8>

Firearms Homicide and Perceptions of Safety in American Schools Post-Columbine

Journal of School Violence, (Volume 19, 2020)

Jun Sung Hong & Dorothy L. Espelage (Guest Editors)



Curran, C. F., Fisher, B. W., & Viano, S. L. (2020). Mass school shootings and the short-run impacts on use of school security measures and practices: National evidence from the Columbine tragedy. *Journal of School Violence, 19*, 6-19.

Semprevivo, L. K., Agnich, L. E., & Peguero, A. A. (2020). Is victimization associated with carrying a weapon? Investigating the intersection of sex and race/ethnicity. *Journal of School Violence, 19*, 20-34.

Docherty, M., Sweeten, G., Craig, T., Yang, V. J. H., Decrop, R., Beardslee, J., Piquero, A., Clark, C., & Pardini, D. (2020). Prevalence and risk factors associated with carrying a gun to school during adolescence: A statewide study of middle and high school students. *Journal of School Violence, 19*, 35-47.

Hassett, M. R., Kim, B., & Seo, C. (2020). Attitudes toward concealed carry of firearms on campus: A systematic review of the literature. *Journal of School Violence, 19*, 48-61.

Nickerson, A. B., Shisler, S., Eiden, R. D., Ostrov, J. M., Schuetze, P., Godleski, S. A., & Delmerico, A. M. (2020). A longitudinal study of gun violence attitudes: Role of childhood aggression and exposure to violence, and early adolescent bullying perpetration and victimization. *Journal of School Violence, 19*, 62-76.

Peguero, A. A., Yost, L., Ripepi, M., & Johnson, K. (2020). Weapons at school: Examining the significance of place. *Journal of School Violence, 19*, 77-92.

Schildkraut, J., Nickerson, A. B., & Ristoff, T. (2020). Locks, lights, out of sight: Assessing students' perceptions of emergency preparedness across multiple lockdown drills. *Journal of School Violence, 19*, 93-106.

**Early Career Research Award in Bullying Prevention:
Call for Nominations!**

Call for Applications!!

2020 Alberti Center Early Career Award

The Early Career Award supports our mission to reduce bullying abuse in schools and in the community by contributing knowledge and providing evidence-based tools to effectively change the language, attitudes, and behaviors of educators, parents, students, and society.

The award, a plaque and \$1,000, will recognize an individual who has made exemplary scholarly contributions to the field of bullying abuse prevention and conducted research that has the potential to influence practice and policy.

For application procedure and eligibility requirements, please visit our website at ed.buffalo.edu/alberti/award





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 *Aggressive Behavior* the official journal of ISRA at a discount.
- 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 graduate students nominated by a Fellow of the Society.
- **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/>

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

Dues including *Aggressive Behavior* subscription

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Updated Information see *ISRA home page*.

Official Journal: *Aggressive Behavior*

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