

ISRA



2026 WORLD MEETING
ST. CATHARINES, CANADA JULY 20-23

WELCOME FROM THE LOCAL HOSTS

Welcome to ISRA 2026! We are excited to welcome you to St. Catharines, Ontario, Canada!

Brock University is a terrific venue for the ISRA World Meeting, located in the heart of Ontario's beautiful Niagara Region. We are excited to share a diverse and multidisciplinary scientific program of plenary sessions, symposia, and poster presentations featuring the latest, cutting-edge research on aggression. Our vibrant social program includes an opening wine and cheese reception, a trip to Niagara Falls, and a gala dinner at a local winery. We hope these events will provide opportunities for established and emerging scholars from around the world to exchange ideas, develop new collaborations, and contribute to meaningful change in reducing aggression.

We also encourage you to enjoy the Niagara region and its most iconic destinations—Niagara Falls, Niagara-on-the-Lake, and the surrounding wine country, filled with top-rated restaurants, charming shops, and world-class wineries.

We would like to thank everyone who helped organize ISRA 2026, including the ISRA executives and council members, the numerous conference-related committees and reviewers, the student volunteers, and Brock University's conference services. We are also grateful for the support and funding from Brock University, the Lifespan Research Institute, and the Social Sciences and Humanities Research Council of Canada.

Finally, we would like to thank you for being part of ISRA 2026. The success of this meeting is made possible by the contributions of colleagues like you, and we hope that you will have a great time.



Ann Farrell, Ph.D.
Associate Professor, Child and Youth Studies, Brock University



Irene Vitoroulis, Ph.D.
Associate Professor, School of Psychology, University of Ottawa



Tracy Vaillancourt, Ph.D.
Professor and Tier 1 Canada Research Chair, Counselling Psychology, University of Ottawa



WELCOME FROM ISRA PRESIDENT



Wayne Warburton, Ph.D.
Professor, School of
Psychological Sciences,
Macquarie University

ISRA President

Dear Esteemed Colleagues and Guests,

On behalf of the International Society for Research on Aggression (ISRA) it is my absolute pleasure to welcome you all to our 26th world meeting here in the beautiful and historic city of St. Catharines, in Ontario, Canada. What a joy it is to be on the footsteps of beautiful Lake Ontario, Niagara Falls, and the surrounding forests and river valleys!

It is wonderful to welcome such a diverse group to this meeting—scholars from all over the world, from multiple disciplines, and from all stages of their career. Aggression in one form or another, from uncivil behaviour through to violent crime and war, is a substantial social problem in all parts of the world and for all populations. It needs the collaborative efforts of us all to find solutions. Indeed, I have never seen a greater need in my lifetime than right now.

For me, ISRA epitomises two things: genuine collegiality and scientific rigour. At ISRA there is little hierarchy – world-leading researchers happily engage with students and early career researchers, and most members collaborate with scholars outside their discipline and outside their country. Thus, this is a meeting packed with opportunity: to exchange ideas, to form friendships and collaborations, and to begin new research initiatives. From meetings like this begin many of the scientific endeavours that will drive our field forward. Over the next few days, you will have the opportunity to attend a wide array of presentations, workshops and discussions led by some of the foremost experts in our field. You will see the ways in which students and early career researchers are embracing new techniques and shaping the future of our field. You will see cutting-edge research and methodologies, recent theoretical advancements, and empirical findings backed by a sound scientific approach. Together, these will improve our understanding of aggression and ultimately contribute to a more peaceful and just world.

I encourage you to embrace all that this meeting offers, to enjoy beautiful St. Catharines and to enjoy each other's company.

I want to take this opportunity to thank our hosts Brock University, our tireless organising committee, Ann Farrell, Irene Vitoroulis and Tracy Vaillancourt, and the many volunteers and ISRA members who have worked so hard behind the scenes to make this meeting possible. My sincere thanks to you all.

Welcome to St. Catharines and to what promises to be an awesome scientific meeting!

Yours for a truly civil society,

Wayne Warburton





Funding provided by:



We are grateful for support from Brock University's Conference Services, Faculty of Social Sciences, and University Marketing and Communications, Lifespan Research Institute, and for research funding from SSHRC's Connections Grant and the Brock University Exchange Grant. We are also grateful for support from Nicola Coloumbe, Senior Conference Coordinator, Brock University Conference Services.

ISRA CODE OF CONDUCT

The International Society for Research on Aggression (ISRA) is committed to diversity, equity, and inclusion and does not tolerate discrimination or harassment based on gender, gender identity, gender expression, race, ethnicity, national origin, religion, citizenship status, age, sexual orientation, disability, physical appearance, body size, socioeconomic status, criminal record, veteran status, or their intersection. ISRA is committed to providing safe and harassment-free environments at all ISRA activities, whether in-person or online.

Furthermore, ISRA members are expected to establish a culture of respect in which everyone feels welcomed and valued at ISRA activities. To accomplish this, ISRA members are encouraged to speak up when these values are not adhered to. When violations occur, they can be reported by using this anonymous form or by contacting the [Executive Secretary or any Council member](#). If an individual feels that their safety is in jeopardy, they should immediately contact the appropriate law enforcement agency to file a formal complaint.

Violation of this Code of Conduct is considered by ISRA to be a serious form of professional misconduct. Depending on the severity of the misconduct, possible consequences may include a verbal warning, removal from an event without refund, restriction on attending future events, removal of ISRA membership, and forfeiture of previous awards or honors. In addition, ISRA reserves the right to notify a home institution or employer of misconduct.



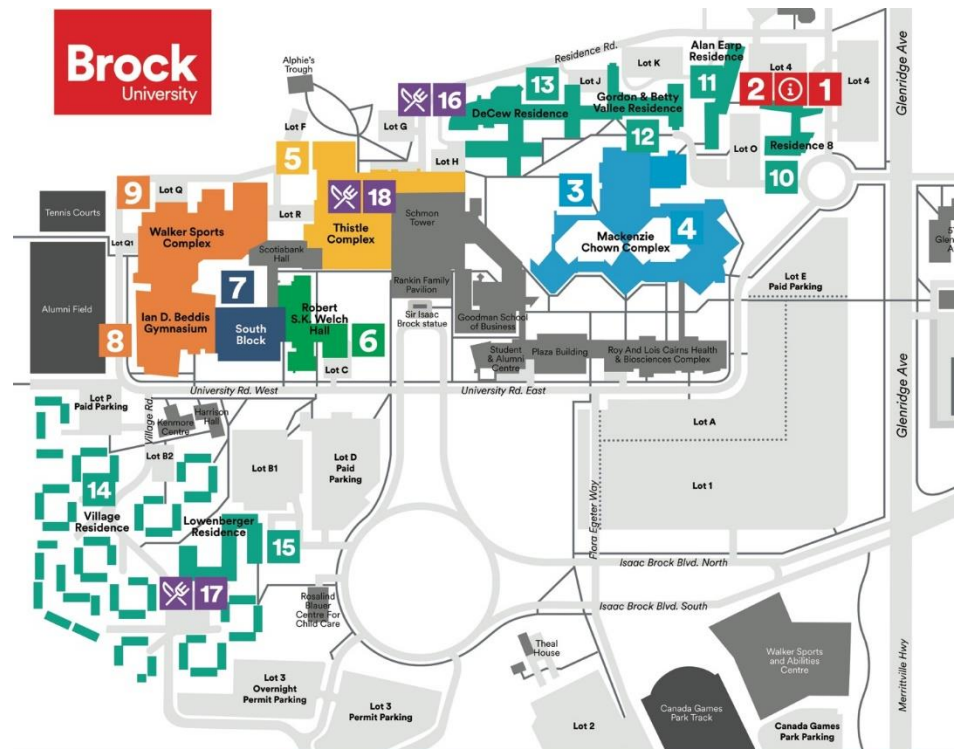
MEETING VENUE: BROCK UNIVERSITY

The International Society for Research on Aggression (ISRA) 2026 World Meeting will take place at Brock University in St. Catharines, Ontario Canada. We acknowledge that the land on which Brock University was built is the traditional territory of the Haudenosaunee and Anishinaabe peoples, many of whom continue to live and work here today. This territory is covered by the Upper Canada Treaties and is within the land protected by the Dish with One Spoon Wampum Agreement. Today this gathering place is home to many First Nations, Métis and Inuit peoples and acknowledging this reminds us that our great standard of living is directly related to the resources and friendship of Indigenous people.

All symposia and poster sessions will occur in the Goodman School of Business. The welcoming address and plenary presentations will occur in the David S. Howes Theatre.

Goodman School of Business: Brock's Faculty of Business, renamed the Goodman School of Business in 2012 following a gift from the University's then-Chancellor Ned Goodman's family foundation, is housed in Taro Hall. Expanded in 2019, the building features a striking two-story glass atrium that serves as a central study and presentation hub, with views facing the iconic statue of Sir Isaac Brock.

David S. Howes Theatre: Located in the Robert S.K. Welch building, the David S. Howes Theatre is where various educational, music, drama and dance performances are held, both student and professional. The David S. Howes Theatre was named after David Howes in 2001 to honour the business owner, philanthropist and former chair of Brock's Board of Trustees.



– Welcome to Brock –

Support Services
<ol style="list-style-type: none"> 1. East Service Desk (Residence 8 lobby) 2. Conference Services Office (Residence 8, Room 227)
Classrooms and Meeting Spaces
<ol style="list-style-type: none"> 3. Mackenzie Chown Complex 4. Pond Inlet 5. Thistle Complex 6. Welch Hall 7. South Block
Walker Sports Complex
<ol style="list-style-type: none"> 8. Ian D. Beddis Gymnasium 9. Bob Davis Gymnasium & Gym 2

Residences
<ol style="list-style-type: none"> 10. Residence 8 11. Earp Residence 12. Vallee Residence 13. DeCew Residence 14. Village Residence 15. Lowenberger Residence
Dining
<ol style="list-style-type: none"> 16. DeCew Dining Hall 17. Lowenberger Dining Hall 18. Market Eatery

brocku.ca/conferences

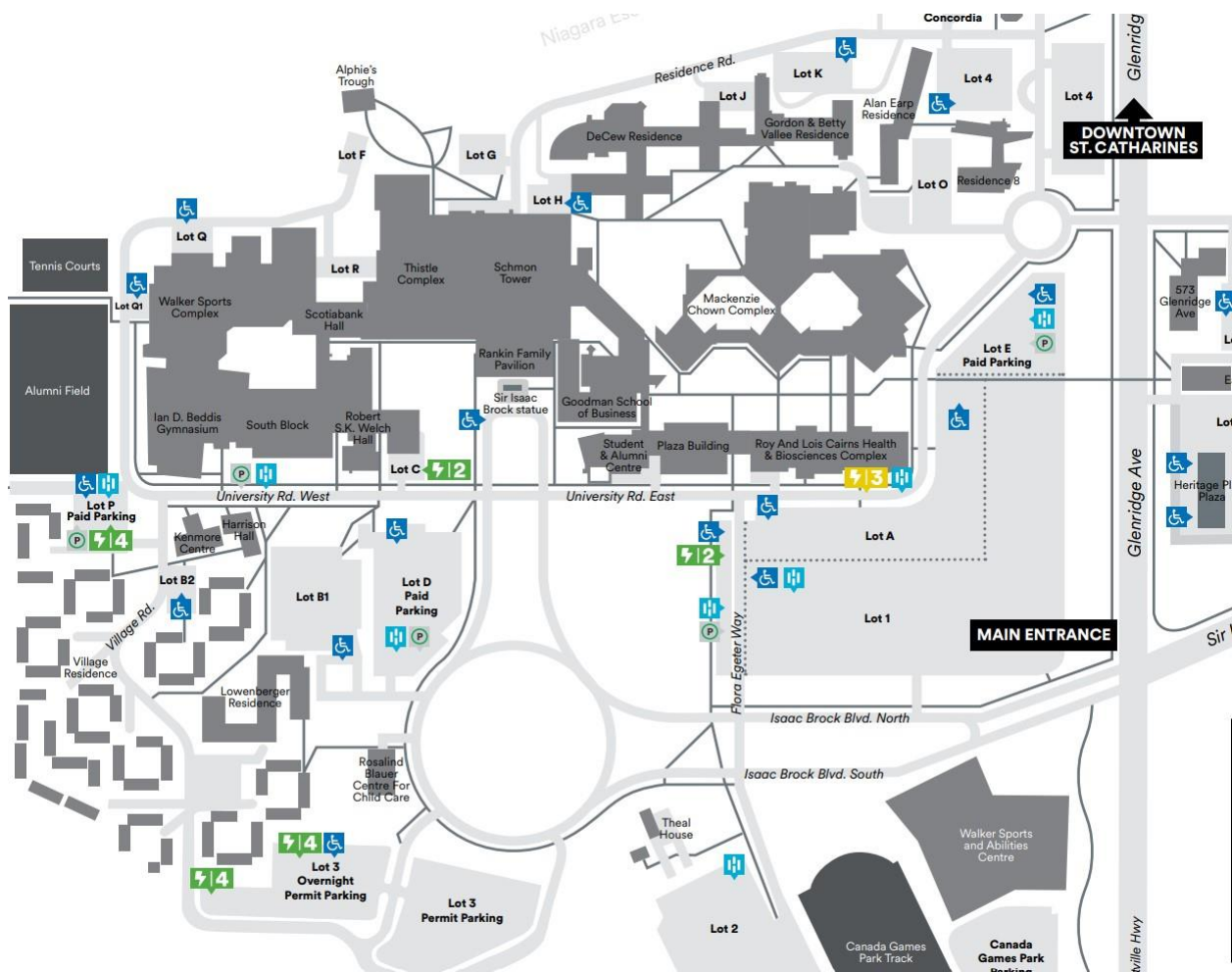
PARKING ON CAMPUS

Paid parking is in effect at Brock's campus every weekday. All vehicles parked at Brock University require payment or a permit. Paid parking is administered through the [HONK Mobile App or website](#) in designated "pay-per-use" parking lots. Those purchasing parking through the HONK Mobile App or website are required to have a HONK account and are required to provide their license plate information prior to purchasing parking privilege.

By default, daytime guests are responsible for purchasing parking independently. Parking Services Staff are available in the Campus Store (main level of the Plaza Building), and in the Rankin Family Pavilion (at the base of the Schmon Tower) for day-of parking inquiries and assistance.

The recommended paid lot for ISRA daytime guests is Lot E (see map below) - please select Lot E option on Honk to acquire parking permit for that location. Purchased permit is only valid in assigned lot and is not transferable.

Note: Guests staying in the on-campus residence for ISRA 2026 will have an included parking space for their vehicle in Lot 4.



ABOUT ISRA

The International Society for Research on Aggression (ISRA) is a professional society of scholars and researchers engaged in the scientific study of aggression and violence. The Society is both interdisciplinary and international, with biennial meetings that alternate between North America and the rest of the world. Members come from several dozen countries with disciplines including anthropology, behavioral endocrinology, behavior genetics, communication, criminology, education, ethology and animal behavior, neuroscience, political science, psychiatry, psychology, and sociology.

Mission Statement: The human capacity for aggressiveness and violence inflicts an awesome burden on society. Obviously, it is a direct cause of death and immediate physical injury, but it also creates long-term emotional and physical disabilities. It also impacts those who witness the violence, and the families and communities of the victims. It is of critical importance, although all too often unrecognized, that the impact of violence on communities impairs the ability of those communities to effectively address important public health issues, such as infectious diseases, malnutrition, urban decay, and environmental hazards and to deliver critical public services, such as public education and emergency management.

Given the complex and pervasive effects, finding solutions to aggressive and violent behavior will require the dedicated efforts of scientists working together in a truly interdisciplinary spirit. Research must address brain and other physical processes that underlie the human capacity for aggression, the psychological processes that facilitate aggressive actions and that can provide alternatives to aggression, and the social factors that serve to promote or prevent aggression. This multidisciplinary approach must also move beyond the simple awareness of findings in other disciplines to the active incorporation of these findings into research that spans multiple disciplines.

The International Society for Research on Aggression is the only interdisciplinary and international organization dedicated to the dissemination of information regarding the causes and consequences of, and solution to, aggressive behavior, in all of its forms and contexts. We are a diverse group of scientists drawn from many different disciplines. Recent findings across these different disciplines and different methodologies have demonstrated important and promising areas of convergence. The fundamental purpose of ISRA is to provide the forum and the interdisciplinary audience through our meetings and our journal, [Aggressive Behavior](#), where such studies can be placed in a broader framework to facilitate the emergence of research with promise to impact human aggression and violence.

Because addressing the issue of aggression and violence will take a persistent concerted effort, it is vital to develop new scientists to take up the challenge of a career in this interdisciplinary field. Therefore, ISRA is devoted to encouraging new scientists to develop an interdisciplinary perspective on aggression. Moreover, because aggression knows no borders, the effort must be international in scope. Excellent basic research is being conducted throughout the world, and the knowledge gained through this research must be made known. In addition, the findings of researchers studying aggression in different cultures and social contexts provide extremely valuable insights that can strengthen the research and practice of researchers in other cultures and contexts. ISRA is dedicated to a truly international approach to aggression and violence. Because some of the most pervasive violent actions occur in countries with few resources, ISRA promotes the participation of scientists from such countries.

Effectively addressing aggression and violence, whether it be child abuse, domestic violence, homicide, terrorism, mass shootings, sexual violence, or civil wars, requires a committed and sustained focus by international scientists. This has been ISRA's mission since 1972, and we need your help to continue our efforts to provide an international, interdisciplinary forum dedicated to the eradication of aggression.

Officers

Past President: Tracy Vaillancourt (Canada)
President: Wayne Warburton (Australia)
President Elect: Dominic Parrott (USA)
Executive Secretary: Brad J. Bushman (USA)
Treasurer: Meagan Docherty (USA)
Archivist: Tom Denson (Australia)

Council Members

Elected in 2022:

S. Alexandra Burt (USA)
Ann Farrell (Canada)
Noni Gaylord-Harden (USA)
Tom Gumpel (Israel)
Jan Pfetsch (Germany)
Kevin Runions (Australia)
Patrik Söderberg (Finland)

Elected in 2024:

Massil Benbouriche (France)
Rebecca Bondü (Germany)
Ashlee Curtis (Australia)
Ken Dodge (USA)
Ruschelle Leone (USA)
Cara Swit (New Zealand)

Editors

Editor-in-Chief, *Aggressive Behavior*: Jane L. Ireland (UK)
European Editor, ISRA Bulletin: Friederike Funk (Germany)
North American Editor, ISRA Bulletin: Irene Vitoroulis (Canada)

ISRA 2026 Scientific Program Committee

Dominic Parrott (Chair)
Massil Benbouriche
David Chester
Nadine Connell
Ann Farrell
Noni Gaylord-Harden
Jill Lobbestael
Jan Pfetsch
Danique Smeijers
Tracy Vaillancourt
Irene Vitoroulis

ISRA 2026 John Paul Scott Award Committee

Tracy Vaillancourt (Chair)
S. Alexandra Burt
Patrik Söderberg
Cara Swit

ISRA 2026 Lagerspetz Award Committee

Paul Boxer (Chair)
Franklin Moreno (Chair)
Craig Anderson
Margaret Azu
Mitch Berman
Rebecca Bondü
S. Alexandra Burt
Ashlee Curtis
Tom Denson
Eric Dubow
Douglas Gentile
Crystal Giesbrecht
Sara Goldstein
Thomas Gumpel
Ines Keygnaert
Sophie Kjaervik
Barbara Krahé
Michael McCloskey
Amanda Nickerson
Jamie Ostrov
Yamini Patel
Kristin Perry
Deborah Richardson

2026 New Investigators Program

Tom Gumpel (Chair)
Ashlee Curtis (Chair)

ISRA 2026 Local Organizing Hosts

Ann Farrell
Irene Vitoroulis
Tracy Vaillancourt



ISRA 2026 VOLUNTEERS



Staff:

Heather Brittain
Amanda Krygsman

Students:

Sabrina Areco
Sierra Barnes
Kamilla Bonnesen
Joseph Cino
Olivia Cooke
Ellie Eriksson
Sarah Nadine Hobson
Amanda Huynh

Aly Julien
Selbi Kurbanova
Sophie-Claire Larocque
Kayla Lewis
Hadas Nir
Matthew Price
Melissa Probert-Gilhooly
Sydney Running
Daniella Silenzi
Abby Towne

WIFI INFORMATION



Network: BrockEvents

Username: brockguest

Password: welcome2brock0726!



BECOME AN ISRA MEMBER

ISRA has four kinds of members:

- 1. Fellows** who shall be scientists from any nation working in any of the biological, psychological, or social sciences on problems of aggression.
- 2. Associates** who shall be scientific or professional persons who wish to support the goals of the Society, but who are not themselves actively engaged in research on aggression.
- 3. Life Fellows** shall be Fellows or non-members nominated by the Nominations Committee and confirmed by the Council, who shall in the opinion of the Committee have made distinguished lifetime contributions to research on aggression. They shall not be officers of the Society at the time of election, and no more than three Life Fellows may be designated in any one biennium. The title shall not be contingent upon payment of dues.
- 4. Student Members** shall be undergraduate or graduate students. Student membership is free.

Benefits of ISRA membership include:

- An electronic subscription to the official journal of the society, *Aggressive Behavior*. Instructions on how to access your electronic subscription are available via the Member Login area of the site.
- Reduced registration costs at ISRA's biennial World Meetings, where attendees can interact with international colleagues who would be otherwise difficult to meet in person.
- Access to member-only support and resources through the ISRA website, including journal articles, videos, and syllabi for use in aggression courses.
- Discounted website design and development services from ScienceSites, a nonprofit organization specializing in building digital platforms to facilitate the communication of scientific research.

Fellow or Associate Membership (2 years): \$120 (USD)

* Membership dues are for two calendar years (January 1, 2025 through December 31, 2026)

Student Membership (1 year): FREE

* For undergraduate and graduate students

ISRA will also provide free membership to any applicant who meets any of the following criteria:

- You are an early career investigator, which is defined as being within 3 years of your terminal graduate degree (or longer periods by application to the Executive Secretary)
- You live in a lower- or middle-income country as defined by the most recent World Bank fiscal year
- You are an Editorial Board member for the journal *Aggressive Behavior*
- You are an ISRA Council Member
- You are an ISRA Life Fellow

The Executive Secretary will determine whether the new member is required to pay dues or receive a free membership for that [membership term](#).



ISRA AWARDS

John Paul Scott Lifetime Achievement Award: The John Paul Scott Award was created in 2006 and is named after John Paul Scott, one of the founders of ISRA, whose research was on aggression in animals, mainly in the 1940s and 1950s. This award recognizes a lifetime or substantial contribution to aggression research. The recipient will formally receive the award and deliver the Scott Award Address at the World Meeting.

Barbara Krahé Mid-Career Award: The Barbara Krahé Award is a mid-career award named after Barbara Krahé, past ISRA President (2018-2020) and Associate Editor of *Aggressive Behavior*. This award recognizes a significant contribution to aggression research within 10-25 years of completing a terminal graduate degree (e.g., PhD) and is awarded at each biennial World Meeting, where the recipient delivers an address.

L. Rowell Huesmann Early Career Award: The L. Rowell Huesmann Award is an early career award named after L. Rowell Huesmann, past ISRA President (1996-1998), ISRA Executive Secretary (1985-1994), and *Aggressive Behavior* Editor (2004-2012). This award recognizes a significant contribution to aggression research within 10 years of completing a terminal graduate degree (e.g., PhD) and is awarded at each biennial World Meeting, where the recipient delivers an address.

Student Travel Awards: Students who are the first author and presenter on any presentation at the World Meeting can apply for a monetary award to support their travel to the World Meeting. To do so, applicants must do the following at the time they submit their abstract: (1) indicate that they wish to be considered for a travel award, (2) upload their current CV, and (3) upload a signed letter of attestation from their current graduate advisor or Department/Program Chair which confirms the applicant's student status.

Lagerspetz Awards: In honor of Kirsti Lagerspetz, ISRA co-founder and contributor to aggression research, the Lagerspetz Awards are given to students, postdoctoral fellows and junior faculty for excellent presentations at the meeting. Applicants must indicate that they wish to be considered for the Lagerspetz award when they submit their abstract. Submit an abstract, show up and do your best!



NEW INVESTIGATORS (NI) PROGRAM

ISRA began its NI Program (formerly known as the Young Investigators Program) at the 2008 World Meeting in Budapest to encourage and assist new scholars at the beginning or early stages of their careers in aggression research. At the July 2026 meeting in St. Catharines, Ontario, Canada, the NI program will continue this tradition by focusing on supporting and facilitating the professional development of junior aggression scholars. The NI Program will include:

1. A Pre-Conference NI Workshop: The 2026 Workshop will bring NIs and group leaders together to engage in didactic and group activities designed to support and facilitate NIs' professional development and, ultimately, research-based career trajectories. Activities will include developing a research program, publishing in peer-reviewed journals, and being competitive in the job market. Activities will also seek to help NIs connect with senior scholars in the field.
2. Meet with mentors: NIs will meet with a different panel of senior mentors during lunch or dinner each day for informal discussions. Mentors may include plenary speakers, who will be available to answer follow-up questions about their presentations.
3. Networking: NIs will meet with senior members of ISRA. They will also have opportunities to interact professionally and socially with other new investigators during and outside the pre-conference workshop. Mutual support and fruitful collaborations have developed out of past NI interactions.
4. Financial support: Awardees will receive partial monetary support to attend the 2026 ISRA World Meeting.
5. NIs participate in special events in the interim years between World Meetings.
 1. NIs organize and present in a Virtual NI Meeting in which they present their research and academic progress.
 2. NIs participate in the ISRA Speaker Series by organizing one speaker event each year.
 3. NIs are eligible to participate in the New Investigators Mentorship Program, where they will collaborate with more senior ISRA researchers for a 2-4-week collaborative internship. ISRA will provide significant financial support for participating NIs.

2026 New Investigators

Abigail J. Anderson (USA)
Jasmine Bigelow (USA)
Kamilla Bonnesen (Canada)
Jewelian Farchild (USA)
Cassidy Hatton (Canada)
Misu Kim (Australia)
Tamar Kraus (Israel)
Romi Paldi (USA)
Monique Piggott (Australia)
Carmen Sánchez-Vázquez (Spain)
Zarmeen Shakil (USA)
Nozomi Yamamoto (Japan)



ISRA 2026 PROGRAM

Scientific Program

The scientific program of the 2026 World Meeting aims to represent multidisciplinary research on aggressive behavior. The foundation of the scientific program includes symposia, oral paper presentations, poster sessions, and invited talks.

Invited talks include the ISRA Presidential Address, the [Scott Lifetime Achievement Award](#) Address, the [Krahé Mid-Career Award](#) Address, the [Huesmann Early Career Award](#) Address, and two Plenary speakers.

Social Program

The social program of the ISRA 2026 World Meeting includes a free welcome reception, the Wine & Cheese Tribute to Dr. Rowell Huesmann on Monday, July 20, a free trip to see Niagara Falls (Horseshoe Falls, transportation included) on the evening of Wednesday, July 22, and a gala dinner at the [Honsberger Estate Winery](#) on the evening of Thursday, July 23 (dinner at a cost, free transportation).

For the Niagara Falls Bus Trip, bus departure from Brock University to Niagara Falls (Hershey's Chocolate World) will be at 17:20 in front of the Goodman Building. Bus departure from Niagara Falls (Hershey's Chocolate World) to Brock University will be at 22:00. Please do not be late as buses will depart promptly and will not wait beyond the scheduled time. Please note that transportation to and from Niagara Falls is provided. However, activities and sightseeing in Niagara Falls are not organized as part of the event and once there, guests are welcome to explore and enjoy the attractions and activities of their choice as there will be no formal tour provided. For some ideas of activities, restaurants, and shopping, please see the links below.

For the gala dinner, bus departure from Brock University to Honsberger Estate Winery will be at 18:20 in front of the Goodman Building. Bus departure from Honsberger Estate Winery to Brock University will be at 22:00. Please do not be late as buses will depart promptly and will not wait beyond the scheduled time.

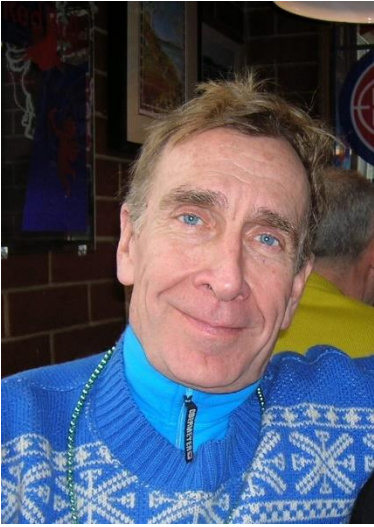
Niagara Parks have generously shared their [brochure](#) full of attractions, restaurants, excursions, and shops. In addition, Niagara Airbus has provided a 10% discount for the Niagara Wine Country Tour using the code: 833.

To learn more about what to do in the Niagara Region, see:

- niagaraparks.com
- niagaraairbus.com/Tours/
- niagaraonthelake.com
- wineriesofniagaraonthelake.com



IN MEMORIAM: L ROWELL HUESMANN



On December 21, 2025, we lost Rowell Huesmann, who passed away peacefully at home in front of his TV, watching his beloved University of Michigan Wolverines basketball team play a game. His wife, Penny, whom many of you have met at previous ISRA World Meetings, passed away just a month before. These were huge losses for his family, and for his extended family of ISRA members.

Rowell was Amos N. Tversky Collegiate Professor Emeritus of Communication Studies and Psychology and Research Professor Emeritus in the Research Center for Group Dynamics, Institute for Social Research, The University of Michigan, for the past 30 years. He was among the world's most influential researchers on the development of aggressive behavior, media psychology, and social cognitive theory related to aggression. He was widely recognized for his work by the American Psychological Association, the National Institutes of Health, the National Academies, and the International Society for Research on Aggression, among other groups.

Rowell's major scientific contributions included directing several longitudinal studies demonstrating: the long-term effects of exposure to media violence on the development of aggressive behavior (e.g., the Cross-National Television Study, the Video Game Violence Study); the continuity of aggression and violent behavior over time and generations, including identifying the social cognitive and emotional mediators of the observational learning of violent behavior (e.g., the Columbia County Longitudinal Study); the development and implementation of social-cognitive interventions to reduce and prevent aggression and violent behavior (e.g., the Metropolitan Area Child Study); and the effects of ethnic-political violence on youth development (the Palestinian-Israeli Exposure to Violence Study).

Rowell most valued his leadership role in shaping the structure and evolution of the International Society for Research on Aggression. He was proud to tell anyone that he attended every World Meeting from 1974-2024. Rowell was ISRA's Executive Secretary from 1985-1994, President from 1996-1998, and Editor of *Aggressive Behavior* from 2004-2012. In 2014, he received ISRA's John Paul Scott Award for Distinguished Lifetime Contributions to Aggression Research. Rowell was known for mentoring the next generation of aggression researchers, and he established the ISRA Huesmann Early Career Award that recognizes an excellent, young aggression researcher who completed their terminal degree within the past 10 years.

We will honor the memory of Rowell at this World Meeting at the opening wine and cheese reception on Monday, where a few of his long-time ISRA friends and colleagues will share remembrances, and in the introduction to the Huesmann Early Career Award recipient's presentation on Wednesday.

Links to published obituaries can be found at:

- <https://record.umich.edu/articles/obituary-l-rowell-huesmann-and-alice-lynn-graham-heusmann/>
- <https://lsa.umich.edu/psych/news-events/all-news/faculty-news/faculty-memorial--l--rowell-huesmann.html>
- <https://psycnet.apa.org/record/2027-50587-001>



ISRA 2026 AT A GLANCE

| Monday, July 20

Time	Event	Location
11:30-16:30	New Investigator Program	Goodman (GSB) 208
16:30-18:00	Registration & Opening Reception	Goodman Atrium
17:00-18:00	Wine & Cheese Tribute to Dr. L. Rowell Huesmann (moderated by Dr. Eric Dubow)	Goodman Atrium
18:00-19:00	Plenary 1: Dr. James Hawdon	Goodman Atrium

| Tuesday, July 21

Time	Event	Location
7:30-8:30	Registration	Goodman Atrium
8:30-9:00	Opening Welcome	David Howes Theatre
9:00-10:00	John Paul Scott Lifetime Achievement Award Address: Dr. Adrian Raine	David Howes Theatre
10:00-10:30	Coffee Break	Goodman Atrium
10:30-12:00	Session 1	Various Rooms
12:00-13:00	Lunch on Own/ New Investigator Lunch	Goodman (GSB) 209
13:00-14:30	Session 2	Various Rooms
14:30-15:30	Coffee Break & Poster Session 1	Goodman Atrium
15:30-17:00	Session 3	Various Rooms
17:00-18:30	Session 4	Various Rooms

| Wednesday, July 22

Time	Event	Location
7:30-8:00	Registration	Goodman Atrium
8:00-9:00	Barbara Krahe Mid-Career Award Address: Dr. Paul Boxer	David Howes Theatre
9:00-9:30	Coffee Break	Goodman Atrium
9:30-11:15	Session 5	Various Rooms
11:15-13:00	Lunch on Own / Council Meeting	Goodman (GSB) 208
13:15-14:15	Coffee Break & Poster Session 2	Goodman Atrium
14:30-15:00	L. Rowell Huesmann Award Introduction by Dr. Eric Dubow	David Howes Theatre
15:00-16:00	L. Rowell Huesmann Early Career Award Address: Dr. Massil Benbouriche	David Howes Theatre
17:20-22:00	Niagara Falls Excursion	Departing from Brock University



| Thursday, July 23

Time	Event	Location
7:30-8:30	Registration	Goodman Atrium
7:30-8:30	New Investigator Breakfast	Goodman (GSB) 209
8:30-9:30	Plenary 2: Dr. Ines Keygnaert	David Howes Theatre
9:30-10:00	Coffee Break	Goodman Atrium
10:00-11:30	Session 6	Various Rooms
11:30-12:30	Lunch on Own	
12:30-14:00	Session 7	Various Rooms
14:00-14:45	Coffee Break	Goodman Atrium
14:00-14:45	Lagerspetz Awards Meeting	Goodman (GSB) 208
15:00-16:00	Presidential Address: Dr. Wayne Warburton	David Howes Theatre
16:00-17:00	Business Meeting	David Howes Theatre
18:20-22:00	Gala Dinner	Honsberger Winery



INVITED SPEAKER FOR OPENING WELCOME



Dr. Lyn Trudeau is an Assistant Professor at Brock University. She is Ojibway-Anishinaabe from Sagamok Anishnawbek First Nation, Eagle Clan. She is cross appointed with Women's and Gender Studies/Sociology, and affiliate of Social Justice and Equity Studies. Lyn's research is through a decolonial lens and feels it is important to honour her cultural background; therefore, she embeds Indigenous knowledge and ways of being in her classrooms and research endeavours. Her research has been working with Elders, storytelling, Indigenous autoethnography, residential schools, Indigenous teacher candidates, international students and reconciliatory efforts. Lyn is also an artistic scholar who engages arts-based research to include creative expression, visual presence, and cultural representation within her works as acts of cultural survivance.



Dr. Ingrid Makus is Dean of the Faculty of Social Sciences at Brock University and an Associate Professor in the Department of Political Science. She earned a BA (Honours) in Political Science and English from the University of Winnipeg, as well as an MA and PhD in Political Science from the University of Toronto. Her research focuses on the gendered dimensions of Western political thought, the underrepresentation of women in contemporary public institutions, and the central role of reproductive politics. She has taught courses in gender and politics, feminist theory, liberal democracy, and the philosophy of law. In addition to her current role as Dean, Dr. Makus has held several senior administrative positions at Brock University, including Chair of the Department of Political Science and inaugural Associate Dean, Research and Graduate Studies, for the Faculty of Social Sciences.



INVITED PLENARY SPEAKERS

Plenary Address

Online hate and a new era of political violence



Dr. James Hawdon is a Professor of Sociology and Director of the Center for Peace Studies and Violence Prevention at Virginia Tech. His research focuses on how communities influence crime, political participation, and responses to tragedies. His recent research has focused on online communities and how they affect political polarization, online hate, and cybercrime. With 11 authored or edited books, over 135 academic journal articles and chapters, and several dozen technical reports, he has published extensively in the areas of online hate and extremism, criminology, the sociology of policing, and the sociology of drugs. His recent book projects include *The Research Handbook on Hate and Hate Crime in Society* (2024), *Perceptions of a Pandemic: A Cross-Continental Comparison of Citizen Perceptions, Attitudes, and Behaviors During Covid-19* (2025), and *Online Hate and Extremism: Patterns of Production, Exposure, and Interventions in a Cross-National Context* (forthcoming 2026). https://en.wikipedia.org/wiki/James_Hawdon

Handbook on Hate and Hate Crime in Society (2024), *Perceptions of a Pandemic: A Cross-Continental Comparison of Citizen Perceptions, Attitudes, and Behaviors During Covid-19* (2025), and *Online Hate and Extremism: Patterns of Production, Exposure, and Interventions in a Cross-National Context* (forthcoming 2026). https://en.wikipedia.org/wiki/James_Hawdon

Plenary Address

And what about the other(ed)?: Sexual and gender-based violence toward marginalized populations



Dr. Ines Keynaert is Professor in Sexual and Reproductive Health and Co-Director of the International Centre for Reproductive Health at Ghent University in Belgium. She is also the Team Leader of the "Gender & Violence" Team, coordinating the research line on violence prevention & response, sexual and reproductive health rights' violations, and on gender and sexual health promotion in hard-to-reach, marginalized and minority groups.

Ines coordinated the first representative Belgian prevalence study on sexual violence in all ages and genders. Currently, she coordinates a myriad of (inter)national studies on a.o. violence against people with a disability, in transit/migration and in conflict settings, in LGBTQIA+ and "Operation Alert," a comprehensive capacity building program on violence for all healthcare staff in all Belgian hospitals. Ines developed, piloted and evaluated the first Belgian Sexual Assault Care Centres and served as expert in the Belgian federal parliamentary research commission on sexual violence in church and beyond. Ines developed diversity-sensitive and trauma-informed clinical guidelines, violence prevention tools and training programs for different settings and regularly provides consultancies for UN organisations, WHO and several governments. In addition to her work at Ghent University, she is also coordinating expert on violence in the Ghent University Hospital and serves as Associate Editor of *Psychology of Violence*.



L. Rowell Huesmann Early Career Award Address

Bridging research and practice: An integrated approach to sexual and interpersonal violence



Dr. Massil Benbouriche is a Full Professor of Psychology and Criminology at the University of Lille (France), where he co-heads the graduate program in Psychology and Justice. Dr. Benbouriche earned his PhD in Experimental Social Psychology from the University of Rennes 2 (France) in 2016, and his PhD in Criminology from the University of Montréal (Canada). He subsequently completed a two-year postdoctoral research fellowship focusing on team science at Wayne State University (MI, USA). He is also a licensed forensic psychologist affiliated with the Care Unit for Perpetrators of Sexual Violence at Lille University Hospital (France). Benbouriche's research program lies at the intersection of psychology and criminology, with a primary focus on sexual violence and violent behaviors. A first axis examines, through experimental and cross-sectional

designs, the role of social cognition and social information processing in the expression and regulation of such behaviors. A second axis focuses on the development, implementation, evaluation, and dissemination of interventions. Specifically, interventional and evaluative studies are conducted to support evidence-based practices aimed at preventing sexual and violent behaviors in both general and offending populations.

Barbara Krahe Mid-Career Award Address

From cognitions to contexts: How developmental studies of aggression can inform violence prevention in the community



Dr. Paul Boxer is a professor of psychology at Rutgers University-Newark. He holds faculty affiliate appointments in the Rutgers School of Criminal Justice and the Rutgers School of Social Work. Boxer also is a co-investigator and adjunct faculty associate in the Aggression Research Program of the Institute for Social Research at the University of Michigan. He received his BA in Psychology from Williams College and his MA and PhD in Clinical and Developmental Psychology from Bowling Green State University. Boxer studies the development and management of youth violence as well as the impact of violent conditions on youth development. He also examines evidence-based practices for helping young people in the juvenile and criminal justice systems. At Rutgers, Boxer has served as the co-director of

the Center on Youth Violence and Juvenile Justice and was the founding research director of the New Jersey Gun Violence Research Center. He has been a member of ISRA since 2002 and a Consulting Editor for *Aggressive Behavior* since 2004. For ISRA, Boxer served on the *Youth Violence Commission* in 2018 and led the *Commission on Police Aggression and its Disproportionate Impact on Minority Populations* in 2021.



John Paul Scott Lifetime Achievement Award Address

The neurobiology of violence: Implications for prediction, prevention and punishment



Dr. Adrian Raine is a Professor of Criminology, Psychiatry, and Psychology at the University of Pennsylvania. He gained his undergraduate degree in Experimental Psychology at the University of Oxford, and his PhD in Psychology from the University of York, UK. His interdisciplinary research focuses on the etiology and prevention of antisocial, violent, and psychopathic behavior in children, adolescents, and adults. He has been the principal investigator on 18 extramural research grants and main mentor on 11 NIH pre- and post-doctoral awards. He has published over 500 journal articles and book chapters in addition to 7 books and has given over 430 invited presentations in 33 countries. His book *The Anatomy of Violence* reviews the brain basis to violence and draws future implications for the punishment, prediction, and prevention of offending, as well as the neuroethical concerns surrounding this work. He is a Fellow of the

American Society for Criminology and past-President of the Academy of Experimental Criminology. Awards include an honorary degree from the University of York (UK) and lifetime achievement awards from the Society for the Scientific Study of Psychopathy, the American Society of Criminology, and the International Society for Research on Aggression.

ISRA Presidential Address

Three ways that worldwide changes impact aggressive behaviour



Dr. Wayne Warburton is a Professor of Developmental Psychology at Macquarie University, Australia. His research centres on issues related to aggressive behaviour, the impacts of media content and media use, and problematic and disordered screen use. He is co-author of several books/textbooks and five statements by international panels of experts on topics related to aggression and/or media. His work and RES@T-A Australia program for teenagers with a screen disorder were the subject of a touching episode of *Australian Story* that followed two teenage boys through the intervention program. Wayne has won multiple awards for his scholarship and teaching, including four from the Australian Psychological Society, and the 2018 Distinguished Scientific Contribution to Media Psychology and Technology Award from the

American Psychological Association (Div 46). Wayne joined ISRA in 2003, has been a council member since 2010 and is current President. He has been on the editorial board of *Aggressive Behavior* since 2019, has served on two ISRA Commissions (media violence 2012; youth violence 2018) and co-organised the 2016 ISRA world meeting with Tom Denson. He is passionate about the importance of aggression research and the role that ISRA can play in supporting aggression researchers and making their findings known. In his view, the work of ISRA has never been more important than it is now.



ISRA 2026 COMPLETE PROGRAM

Instructions for Presenters

- Symposia/Oral Presentations: Rooms will include a computer and projector. Please bring a USB to transfer your presentation to the computer in the room. Personal laptops will not be allowed.
 - Symposia sessions with 3 or 4 presentations will be 90 minutes.
 - Symposia sessions with 5 presentations will be 105 minutes.
- Poster Presentations: Poster boards are 47.5" by 47.5". Tacks will be provided. Posters can be posted at the start of the conference day and taken down at the end of the poster session.

TIME ALLOCATIONS FOR PRESENTATIONS

3 PRESENTERS (90 minutes):

- Three presenters no discussant: 20 minutes for each presentation + 10 minutes questions for each presenter
- Three presenters with discussant: 20 minutes for each presentation + 5 minutes questions for each presenter + 15 minutes for discussant

4 PRESENTERS (90 minutes):

- Four presenters no discussant: 17 minutes for each presentation + 5 minutes questions for each presenter
- Four presenters with discussant: 15 minutes for each presentation + 5 minutes questions for each presenter + 10 minutes for discussant

5 PRESENTERS (105 minutes):

- 16 minutes for each presentation + 5 minutes questions for each presenter





MONDAY, JULY 20, 2026

New Investigators (NI) Program: 11:30-16:30

- Location: Goodman (GSB) 208

Registration and Opening Wine & Cheese Reception: 16:30-18:00

- Tribute to Dr. L. Rowell Huesmann to begin at 17:00
 - Moderated by Dr. Eric Dubow
 - Location: Goodman Atrium



Plenary 1—Dr. James Hawdon: 18:00-19:00

Online hate and a new era of political violence

- Location: Goodman Atrium





TUESDAY, JULY 21, 2026

Registration: 7:30-8:30, Location: Goodman Atrium

Opening Welcome: 8:30-9:00, Location: David S. Howes Theatre

- ISRA 2026 Local Hosts: Drs. Ann Farrell, Irene Vitoroulis, & Tracy Vaillancourt
- Brock University Dean of Social Sciences: Dr. Ingrid Makus
- Indigenous Scholar: Dr. Lyn Trudeau
- ISRA President: Dr. Wayne Warburton

John Paul Scott Lifetime Achievement Award Address—Dr. Adrian Raine: 9:00-10:00

The neurobiology of violence: Implications for prediction, prevention and punishment

- Location: David S. Howes Theatre

Coffee Break: 10:00-10:30, Location: Goodman Atrium

Symposia Session 1: 10:30-12:00

1A: From Victimization to Outcomes: Violence and Well-Being Among 2SLGBTQIA+ Populations

1B: The Role of Power, Control, and Coercion in Aggressive Behavior in Young People

1C: Violence Exposure and Youths' Emotional-Behavioral Adjustment

1D: Media Violence, Violent Scripts, and Aggression

1E: Personality, Individual Differences, and Aggression Risk

Lunch on Own: 12:00-13:00

- Boxed lunches delivered to Goodman Atrium
- New Investigator's Lunch at Goodman (GSB) 209



Symposia Session 2: 13:00-14:30

2A: Bullying and Youth Mental Health: Results from the Health and Peer Relations Study

2B: Aggression, Emotion Regulation, and Psychophysiology

2C: New Methods, Measurement, and Conceptual Advances in Aggression Research

2D: Context, Neighborhoods, and Social Ecology of Aggression

2E: Bullying as a Social and Developmental Process

Coffee Break & Poster Session 1: 14:30-15:30, Location: Goodman Atrium

Symposia Session 3: 15:30-17:00

3A: Motives for Youth Peer Aggression

3B: Contemporary Perspectives on Sexual Aggression and Victimization

3C: Pathways to School Violence: Family, Community, and Individual Risk

3D: Violence Against Women, Intimate Partner Violence, and Threat Assessment

3E: Looking Good! The Surprising Associations Between Dark Traits, Faking, and Victimhood

Symposia Session 4: 17:00-18:30

4A: Methodological Advances for Studying Affective, Behavioral, and Cognitive Processes in the Development of Aggression and Peer Victimization During Early Childhood

4B: Mechanisms of Intimate Partner Aggression in Vulnerable and High-Risk Populations

4C: Complexity in Youth's Experiences of Aggression: Methods, Measurement, and Context

4D: Developmental and School-Based Aggression

4E: Internalizing Processes, Anxiety, and Prosocial Regulation





WEDNESDAY, JULY 22, 2026

Registration: 7:30-8:00

- Location: Goodman Atrium

Barbara Krahé Mid-Career Award Address–Dr. Paul Boxer: 8:00-9:00

From cognitions to contexts: How developmental studies of aggression can inform violence prevention in the community

- Location: David S. Howes Theatre

Coffee Break: 9:00-9:30

- Location: Goodman Atrium

Symposia Session 5: 9:30-11:15

5A: Innovative Methods in Aggression Research

5B: Understanding Violent Behavior Through Attitudinal, Personality, and Social Constructs

5C: Navigating Modern Harassment

5D: Bullying and Intersectionality: Results from the Health and Peer Relations Study

5E: Family Conflict and Violence

Lunch on Own: 11:15-13:00

- Boxed lunches delivered to Goodman Atrium
- Council Meeting at Goodman (GSB) 209



Coffee Break & Poster Session 2: 13:15-14:15

- Location: Goodman Atrium

L. Rowell Huesmann Early Career Award–Special Introduction by Dr. Eric Dubow: 14:30-15:00

- Location: David S. Howes Theatre

L. Rowell Huesmann Early Career Award Address–Dr. Massil Benbouriche: 15:00-16:00

Bridging research and practice: An integrated approach to sexual and interpersonal violence

- Location: David S. Howes Theatre

Niagara Falls Trip

- Bus departure from Brock University: 17:20 in front of Goodman Building to Niagara Falls (Hershey's Chocolate World)
- Bus departure from Niagara Falls (Hershey's Chocolate World) to Brock University: 22:00
- Please do not be late as buses will depart promptly and will not wait beyond the scheduled time.
- Please note that transportation to and from Niagara Falls is provided. However, activities and sightseeing in Niagara Falls are not organized as part of the event and once there, guests are welcome to explore and enjoy the attractions and activities of their choice as there will be no formal tour provided. For some ideas of activities, restaurants, and shopping, please see the links above on the Social Program.



THURSDAY, JULY 23, 2026

Registration: 7:30-8:30, Location: Goodman Atrium

- New Investigator's Breakfast at Goodman (GSB) 209

Plenary 2–Dr. Ines Keygnaert: 8:30-9:30

And what about the other(ed)?: Sexual and gender-based violence toward marginalized populations

- Location: David S. Howes Theatre

Coffee Break: 9:30-10:00

- Location: Goodman Atrium

Symposia Session 6: 10:00-11:30

6A: Intimate Partner Violence: Risk, Consequences, and Family Spillover Effects

6B: Digital Aggression, Online Harms, and Technology-Facilitated Victimization

6C: Rethinking Sex Differences in Aggression: Biological, Social and Contextual Influences

6D: Reactive and Proactive Aggression: Profiles, Trajectories, and Mechanisms

6E: Editors Panel

Lunch on Own: 11:30-12:30

- Boxed lunches delivered to Goodman Atrium



Symposia Session 7: 12:30-14:00

7A: Cyberbullying, Mental Health, and Digital Intervention Strategies

7B: Mental Health in the Context of Peer Aggression

7C: Understanding Bullying Perpetration and Defending

7D: Interpersonal Violence: Exploring Formal & Informal Sources of Education 7E: Progress in Intimate

Partner Violence Treatment: Training, Typology, and Treatment Evaluation

Coffee Break: 14:00-14:45

- Location: Goodman Atrium
- Lagerspetz Awards Meeting Goodman (GSB) 208

Presidential Address–Dr. Wayne Warburton: 15:00-16:00

Three ways that worldwide changes impact aggressive behaviour

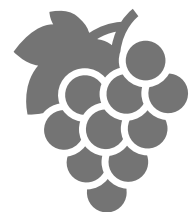
- Location: David S. Howes Theatre

ISRA Business Meeting: 16:00-17:00

- Location: David S. Howes Theatre

Gala Dinner at Honsberger Winery

- Bus departure from Brock University: 18:20 in front of Goodman Building to Honsberger Estate Winery.
- Bus departure from Honsberger Estate Winery to Brock University: 22:00
- Please do not be late as buses will depart promptly and will not wait beyond the scheduled time.



TUESDAY
JULY 21, 2026
SYMPOSIA SESSIONS

TUESDAY, JULY 21 | SESSION 1A: 10:30-12:00

Room: GSB 205

From Victimization to Outcomes: Violence and Well-Being Among 2SLGBTQIA+ Populations | Sarah Hobson, University of Ottawa

Presentation 1: The Erosion of Self: Peer Victimization, Mattering, and Mental Health Among Gender Diverse Youth | Kamilla Bonnesen, Amanda Krygsman, Sarah Hobson & Tracy Vaillancourt, University of Ottawa

Abstract: Gender diverse youth report disproportionately high rates of peer victimization and poor mental health outcomes. Although the link between victimization and distress is well-established, the psychosocial mechanisms driving this association remain understudied. Drawing on theories of identity threat and marginal mattering, we examined whether mattering mediates the relationship between total peer victimization (bullying and sexual harassment) and emotional problems, and whether positive school climate buffers this effect. Methods: Data were drawn from a subsample of the Spring 2025 wave of the Ontario Health and Peer Relations Study (N=3,086 gender diverse adolescents). Principal Component Analysis justified creating a composite total victimization score incorporating both sexual harassment and general bullying ($\alpha = .89$). Analyses were conducted in Mplus using Full Information Maximum Likelihood to handle missing data. We tested a moderated mediation model controlling for grade and racial/ethnic identity. Results: Total victimization was a significant negative predictor of mattering and a positive predictor of emotional problems. Mediation analysis revealed a significant partial mediation effect, indicating that victimization impacts mental health partly by eroding the student's sense of significance. School climate significantly moderated the path between victimization and mattering. Probing revealed a protective buffer; the indirect pathway to distress was significant in schools with poor climate but was non-significant in schools with positive climate. Conclusions: Findings suggest that for gender diverse youth, peer victimization functions as an existential threat that erodes the self. However, inclusive school climates can serve as a critical protective buffer, disrupting the pathway from victimization to identity devaluation.

Presentation 2: Bullying Victimization and Mobile Phone Dependence: Emotional Pathways Among Sexually Diverse Youth | Sarah Hobson, Aly Julien, Amanda Krygsman & Tracy Vaillancourt, University of Ottawa

Abstract: Bullying victimization may increase risk for mobile dependency, defined as the excessive, uncontrollable use of mobile devices that interferes with daily functioning, through emotional challenges. Sexually diverse youth report greater mobile use (McInroy et al., 2019) which, alongside disproportionate exposure to bullying and mental health challenges, may increase vulnerability to dependency. However, few have examined this mechanism in this community. Accordingly, we examined whether emotional challenges mediate the association between bullying and mobile dependency after controlling for grade and race/ethnicity among a subsample of Grade 7-12 Canadian sexually diverse youth from the Health and Peer Relations Study pilot data (N=902; racial/ethnically diverse=32.9%, gender diverse=26.4%, girl=52.8%, boy=20.8%). A moderated-mediation model was first conducted to explore potential gender differences. Although the overall models for emotional problems ($F[3, 898]=54.46, p<.001, R^2 =.15$) and mobile dependency ($F[10, 891]=21.97, p<.001, R^2 =.20$) were statistically significant, there was no evidence of gender differences ($ps>.05$), supporting the exclusion of gender from a simpler mediation model. In the simpler mediation model, emotional challenges partially mediated the association between bullying and



mobile dependency. Bullying was directly and positively associated with greater mobile dependency beyond emotional challenges, $b=.112$, $p<.001$, and indirectly associated with greater mobile dependency through greater emotional challenges, $b=.0659$, 95% CI [.0403, .0954]. Overall, bullying victimization and emotional challenges were significant predictors of mobile dependency among sexually diverse youth in general, with emotional challenges representing a key mechanism. Findings underscore the importance of bullying and mental health prevention and interventions to mitigate problematic mobile use among this community.

Presentation 3: Twenty Years of Social Safety and Bullying in Canada: Implications for Gender Diverse Youth | Kyla Mayne & Wendy Craig, Queen's University

Abstract: Social safety, including perceptions of connection, protection, and inclusion, is a multidimensional construct that is context dependent. Beyond their immediate interpersonal environments, adolescents' experiences of social safety may be shaped by their broader sociohistorical context. Despite the potential importance of birth cohort in influencing adolescents' social environments, little research has looked at social safety and its relationship to bullying victimization across time. Using six cross-sectional cohorts of data (2002-2022) from the Canadian Health Behaviour in School-Aged Children (HBSC) study ($n = 118,764$), I examined cohort differences in the prevalence of, and relationships between, general and sexual bullying victimization and different forms of social safety (community and school safety). Using a multigroup path analysis, with cohort as my grouping variable, I found an increase in magnitude in the relationship between general bullying victimization and school safety over the cohorts, suggesting that the relationship between bullying victimization and school safety is stronger over time, perhaps related to the increase in anti-bullying programs and pro-diversity initiatives. With the inclusion of gender diverse youth in the most recent wave of data collection ($n=26,571$), I was able to analyze the moderating role of gender in the relationship between bullying victimization and social safety and found that the relationship between bullying victimization was stronger for gender diverse youth than for cisgender boys and girls. Findings from this study highlight that through the sociocultural shifts over the last twenty years when it comes to diversity, equity, and inclusion, the association between general bullying victimization and school safety has magnified.

Presentation 4: Early Harm and Enduring Inequities: Childhood Maltreatment and Health Disparities among 2SLGBTQI+ Canadians | Selbi Kurbanova, Chris Buchan-Pham & Irene Vitoroulis, University of Ottawa

Abstract: Childhood maltreatment is a robust predictor of mental and physical health. 2SLGBTQI+ individuals are more likely than non-2SLGBTQI+ peers to experience early-life maltreatment and poorer health, yet the extent to which maltreatment contributes to these health inequities remains unclear. Guided by life-course and minority stress frameworks, we analyzed survey-weighted data from the 2022 Mental Health and Access to Care Survey to examine associations between cumulative childhood maltreatment, health, and help-seeking among Canadians aged 15-64 years (unweighted $N = 7,166$). Childhood maltreatment was modeled as a cumulative continuous exposure, and outcomes included presence of mental health/substance use disorders, chronic conditions, and self-rated mental and general health. Weighted descriptive analyses and multivariable logistic and linear regression models were estimated. Results showed that 2SLGBTQI+ participants were more likely than non-2SLGBTQI+ participants to report childhood maltreatment (64% vs. 49%), including exposure to multiple forms of adversity. Each one-unit increase in cumulative maltreatment was associated with higher odds of mental health/substance use disorders (OR = 1.42, 95% CI 1.35-1.49) and chronic conditions (OR = 1.27, 95% CI 1.22-1.31), as well as poorer self-rated mental and general health. 2SLGBTQI+ identity remained independently associated with adverse health outcomes after accounting for maltreatment. Although 2SLGBTQI+ participants were more likely to access professional and non-professional supports, help-seeking was associated with better health but did not eliminate disparities. These findings identify childhood maltreatment as a central yet incomplete explanation for 2SLGBTQI+ health

inequities and underscore the need for trauma-informed, 2SLGBTQI+-affirming interventions integrating formal and informal supports.

TUESDAY, JULY 21 | SESSION 1B 10:30-12:00

Room: GSB 307

The Role of Power, Control, and Coercion in Aggressive Behavior in Young People | Ann H. Farrell, Brock University

Presentation 1: Towards an Understanding of Power and Control in Teen Dating Violence: Evidence from Theory and Research | Deinera Exner-Cortens, University of Calgary; Katrina Debnam, University of Virginia; Wendy Craig, Queen's University

Abstract: Teen dating violence (TDV) - or the physical, sexual, psychological, and technology-facilitated aggression experienced in dating relationships before age 18 - is experienced by a substantial minority of adolescents globally. Yet, relatively little is known about the role of power and control in shaping TDV prevalence and outcomes. This contrasts with research on adult intimate partner violence, where understandings of power and control have been central to delineating relationships characterized by situational violence (e.g., in response to a time-bound conflict) versus violence with the intent to coerce and control a partner (with a much higher potential for injury and lethality). As TDV is also associated with morbidity and mortality, a recurring question in the field is whether this same 'power and control' framework can be used to understand patterns of TDV, given adolescents' unique developmental and ecological contexts. In this presentation, we will use both theory and research to address this question. For example, recent data we collected with teens in Canada point to potentially different patterns than seen among adults. Among adolescents in this sample (N = 177), we found that 89% of participants reporting physical TDV perpetration also reported high levels of coercive control victimization within their current dating relationship, much higher than the proportion of adults that typically report this pattern. We will conclude by discussing urgent future research directions to more deeply understand the role of power and control in teen dating relationships, including by centering the lived experiences of TDV survivors.

Presentation 2: Simulating Bullying Through Economic Games that Exploit Power | Ann H. Farrell, Rachel Christopher, Natalie Spadafora & Anthony A. Volk, Brock University

Abstract: Economic games can be a novel method to experimentally simulate and investigate bullying. Bullying perpetration and economic game behavior share strategic evaluations of the costs versus benefits for engaging in competitive, coercive behavior compared to engaging in altruistic, cooperative behavior. These strategic evaluations may also be influenced by power imbalances and antisocial personality. However, the association between bullying perpetration and economic game behavior has not been formally tested. Therefore, in a sample of 260 undergraduate students from Ontario, Canada (Mage = 18.37, SDage = 0.80; 67.7% women), we investigated whether: (1) there were significant differences in behavior during the Dictator game (powerful condition), compared to the Ultimatum game (equal power condition), and Ultimatum variation game (powerless condition behavior), (2) self-reported retrospective adolescent bullying perpetration was associated with economic game behavior, and (3) bullying perpetration and economic game behavior were predicted by similar personality traits. As expected, selfish allocations were significantly higher during the Dictator game (i.e., powerful condition) than the Ultimatum and Ultimatum variation games.

However, allocations were more generous during the Ultimatum variation (i.e., powerless condition) game. In addition, self-reported retrospective bullying perpetration significantly predicted behavior during the Dictator game only. Finally, self-reported bullying perpetration and Dictator game behavior were both predicted by lower Honesty-Humility (i.e., exploitative tendencies). Unexpectedly, self-reported bullying perpetration and behavior during the Ultimatum variation game were additionally predicted by lower Agreeableness (i.e., retaliatory tendencies). Findings suggest that economic games may be a tool to experimentally investigate the contexts that contribute to bullying behavior.

Presentation 3: The Relationship Between Cooperative versus Coercive Power and Aggression | Anthony A. Volk, Brock University

Abstract: Social power in adolescence can be broadly categorized into cooperative forms, which generate mutual benefits, and coercive forms, in which gains for the powerful come at others' expense. Each form includes two components: power-holding (e.g., popularity or reputation) and power-enhancing behaviors (e.g., influence tactics or force). Despite their theoretical distinction, prior research has typically assessed social power using single, undifferentiated measures, limiting our understanding of how these forms jointly operate and how adolescents respond to them. Our study addressed this gap by employing a measure that explicitly captured both aspects and forms of social power, and by examining their associations with a range of positive and aggressive peer responses. Using data from 559 adolescents, confirmatory factor analyses demonstrated that cooperative and coercive social power are perceived as distinct constructs, each comprising both power-holding and power-enhancing dimensions. Structural equation models showed that cooperative social power was consistently linked with positive peer responses, including friendship, respect, and general social support. In contrast, coercive social power was associated with fewer positive peer responses (e.g., lower perceived attractiveness or willingness to support in conflict) and with elevated levels of aggressive peer behaviors, such as bullying and victimization. Longitudinal analyses conducted six months later revealed an even stronger divergence between the outcomes associated with cooperative versus coercive social power. Overall, these findings underscore the importance of measuring both components of social power and highlight that cooperative and coercive forms have distinct and meaningful associations with adolescents' social experiences and aggression.

Presentation 4: The Association between Anxious and Avoidant Parental Attachment Styles and Young Adults Experiences with Dating Violence: A Retrospective Quantitative Study | Julia A-M Collin-Pereira & Ann H. Farrell, Brock University

Abstract: Dating violence (DV) among young people is prevalent across the world. One prominent correlation of DV experiences is parental attachment. Previous studies built within the frameworks of attachment theory have found significant associations between DV and parental attachment. However, limited studies have discovered how factors like self-esteem and gender contribute to this relationship. Understanding these mechanisms could support the development of early DV-based intervention planning. Therefore, we examined whether retrospective anxious and avoidant parental attachment styles during adolescence were associated with DV (both perpetration and victimization) during young adulthood indirectly through self-esteem, and whether these associations were moderated by gender. The sample was comprised of 238 young adults ($M_{age} = 20.05$, $SD_{age} = 1.75$; 56.7 % women) who self-reported on retrospective adolescent attachment with parents (avoidance, anxiety), current young adulthood self-esteem, and current young adulthood dating violence perpetration and victimization. Results of regressions revealed that parental anxiety positively predicted DV victimization; however, neither form of attachment predicted DV perpetration. As expected, both forms of attachment predicted lower self-esteem, but self-esteem did not predict DV, indicating no indirect effects. Also, the relationship between parental anxiety and DV victimization was moderated by gender, with this association being significant for women but

not men. These findings suggest that parental attachment styles can predict DV, victimization, but there is a gender-specific effect that persists even when accounting for an individual's self-esteem. Therefore, DV prevention efforts should focus on supporting positive parental relationships early in development, in particular among girls and women.

Discussant: Andrew Dane, Brock University

TUESDAY, JULY 21 | SESSION 1C: 10:30-12:00

Room: GSB 306

Violence Exposure and Youths' Emotional-Behavioral Adjustment: Multi-Method and Multi-National Perspectives | Paul Boxer, Rutgers University; Eric F. Dubow & Meagan Docherty, Bowling Green State University

Presentation 1: Emotional Security and Insecurity of Youth Living in Gang-Controlled and Militarized Communities in Honduras | Franklin Moreno, Temple University; Emilia Quintanilla, Independent Researcher-Honduras; E. Mark Cummings, University of Notre Dame; Paul Boxer, Rutgers University

Abstract: Conditions of safety and insecurity youth grow up in are shaped by different social groups within the neighborhoods. Drawing from exposure to community violence and emotional security models, this paper will examine youth experiences with gangs and law enforcement in Honduras. Exposure to community violence models map the spatial dynamics of violence onto Bronfenbrenner's ecological systems in understanding how such exposure occurs across micro- to macrosystems. In Honduras, gangs and law enforcement directly shape these ecological systems in multiple ways. Research on emotional security amid community violence has examined youth's emotional, cognitive, and behavioral responses to the conflicts. This paper will draw from two studies with youth living in communities of San Pedro Sula, Honduras, that are controlled by gangs and is militarized by two agencies—the National Police and the Military Police for the Public Order. One study is with 12-17-year-olds (N =180), and the second with 10-11- & 14-15-year-olds (N=120). Research questions addressed are: 1) Are there variations in exposure to gangs and law enforcement in the same neighborhoods? 2) What are the relationships between exposure to violence and emotional security for gangs and law enforcement? Measures used are informed by previous research to reflect the local dynamics. Cluster analysis will be used to examine these questions. Preliminary results show that youth report greater exposure to violence by law enforcement compared to gangs, and that their insecurity and security vary by group. Research and policy implications will be discussed.

Presentation 2: Gun Violence Exposure on Social Media and Suicidal Thoughts and Behaviors Among Adolescents | Marcus A. Shipp, Aijia Yao, Paul Boxer, Linda Oshin & Jessica L. Hamilton, Rutgers University

Abstract: Gun violence is a major public health crisis and a leading cause of death among youth. Research indicates that exposure to violence impacts youth mental health, which may disproportionately affect racially/ethnically minoritized (REM) youth. Social media has transformed exposure to violent content, and little is known about frequency of violence exposure on social media, its association with suicidal ideation (SI) and suicidal behavior (SB), and whether it differently impacts REM youth. A national sample of US adolescents (N = 418; 14-17 years [M = 15.98]; 47% female; 56% White) completed an online survey of social media

experiences, SI, and SB. Regression analyses examined race as a moderator between online gun violence exposure and SI and SB. Overall, greater frequency of gun violence exposure was associated with increased likelihood of SI ($B=.52$; $p<.001$) and SB ($B=.68$; $p<.001$). Moderation analyses indicated significant interactions between race and gun violence exposure with the association between gun violence exposure and both SI ($B=.66$; $p<.001$) and SB ($B=.71$; $p<.01$). Surprisingly, despite REM youth reporting greater frequency of exposure to online gun violence, these relationships were stronger for White youth than REM youth, which may suggest potential desensitization to online violence. Findings suggest that greater frequency of online gun violence exposure is associated with a higher likelihood of SI and SB, highlighting the importance of addressing negative mental health consequences of online gun violence exposure among diverse youth to inform policy, clinical work, and suicide prevention efforts.

Presentation 3: Long-term outcomes of conditional adaptation to persistent interethnic-political violence among Palestinian youth | Paul Boxer, Rutgers University; Erika Niwa, Brooklyn College/CUNY; Eric F. Dubow & Meagan Docherty, Bowling Green State University; Khalil Shikaki, Palestinian Center for Survey and Policy Research; Romi Paldi, Rutgers University

Abstract: Scholars have observed what has been termed “pathological adaptation” (Ng-Mak et al., 2004) or “conditional adaptation” (Gaylord-Harden et al., 2018) among youth growing up under conditions of persistent and intensive violence. In this form of adaptation to violence, youth display persistent aggressive or violent behavior in tandem with low levels of emotional distress. This might occur due to the presence of callous-unemotional traits, increasing acceptance or normalization of violence, gradual desensitization to violence, or some combination of those factors (Boxer & Sloan-Power, 2013). In this study we examine the correlates and consequences of conditional adaptation in a sample of youth exposed to ongoing interethnic-political violence (IPV). Participants were Palestinian youth from three age cohorts (starting ages: 8, 11, and 14; $N=400$; 50% female) and their parents, assessed yearly for 3 years and again about 4 years later. Participants experienced chronic high levels of exposure to IPV (Boxer et al., 2013, 2026) resulting in elevated aggressive behavior, emotional distress, and traumatic stress. In an earlier study, Niwa and colleagues (2016) identified youth via trajectory analysis who seemed to show conditional adaptation - stable moderate-to-high aggressive behavior with either stable-low or declining emotional distress. In the present study, we found that by late adolescence or early adulthood, those youth were more aggressive ($p<.001$), more depressed ($p<.05$), and reported more traumatic stress ($p<.01$) in comparison to youth with low aggression and moderate emotional distress over time. We will present additional analysis and consider our findings in the context of developmental theory on aggression.

Presentation 4: Exposure to Violence and the Family Context: Relations to Psychosocial Adjustment among Palestinian Adolescents | Eric F. Dubow, Bowling Green State University; Laura Miller-Graff & E. Mark Cummings, University of Notre Dame; Meagan Docherty, Bowling Green State University; Khalil Shikaki, Palestinian Center for Survey and Policy Research; Lana Khoury, Palestinian Counseling Center; Ola Musleh, Catholic Relief Services

Abstract: We examine potential detrimental impacts of exposure to violence in the context of war on family functioning and adolescent adjustment, following the family stress model (Conger & Elder, 1994) and emotional security theory (Cummings & Davies, 1996; 2010). Data come from the baseline assessments of the Promoting Positive Family Futures Project, a family-focused intervention to support Palestinian parents and adolescents (13-16-year-olds) (Cummings & Miller, 2025). Families were recruited from multiple areas of the West Bank (Dec 2023-current) and in Gaza City, Gaza (Sept 2023-Oct 2023) by regional partners serving the mental health needs of families. Baseline measures were completed by 312 mothers and 261 fathers (approximately 20% from Gaza and 80% from the West Bank; approximately 60% reported no steady income; over 50% had more than three children in the home). These analyses focus on parent reports of their exposure

to violence (ethnic-political, community, and family violence), parental distress (parental depressive symptoms and emotion regulation), family functioning (interparental conflict, emotional security in the family), and adolescent adjustment. A path analysis based on maternal reports supported the family stress model and emotional security theory. Specifically, mothers' exposure to violence predicted higher levels of maternal depression, which in turn predicted lower levels of emotional security in the family environment, which then predicted adolescent emotional and behavioral problems. These findings highlight the need for family-focused interventions, particularly those targeting skills that build emotional security within the family. to promote youth adjustment in the context of political violence.

TUESDAY, JULY 21 | SESSION 1D: 10:30-12:00

Room: GSB 407

Media Violence, Violent Scripts, and Aggression | Assigned Chair TBA

Presentation 1: Why the Aggression Catharsis Hypothesis Must be Wrong | Douglas Gentile, Iowa State University

Abstract: The concept that doing something to “vent” aggression as a method of reducing aggressive feelings and behaviors, such as watching media violence or playing violent video games, continues to enjoy widespread public support despite a lack of empirical support. We will discuss the historical origins of the concept and examine how well these conceptions fit with the modern usage of the aggression catharsis hypothesis. In general, there are four primary flaws with the catharsis hypothesis. First, the metaphor underlying Freud, Breuer, and Lorenz’s conception of aggression is flawed. Aggression is not a drive. Second, although Aristotle did use the term catharsis with relation to violent media (plays and poetry), he did not mean that viewing media violence can purge the viewer of aggressive feelings or behaviors. Furthermore, he describes several detailed requirements of plot and character that must be followed if catharsis is to be achieved, and modern media violence do not meet these requirements. Third, the empirical evidence is not only lacking, it contradicts the catharsis hypothesis. This is seen both in studies attempting to demonstrate catharsis directly, the broader media violence literature, and recent meta-analyses. Fourth, human neuroscience contradicts the catharsis hypothesis. Learning is not hindered by viewing something one more time – it is improved. Taken together, it appears that there is no possible way that the aggression catharsis hypothesis can be accurate. It nevertheless continues to “feel” correct at a phenomenological level, and we will briefly discuss why that is.

Presentation 2: Violent Words and Weapons in Music: Increasing Trends Over the Past Half Century | Brad Bushman, The Ohio State University & Babak Fotouhi, University of Maryland

Abstract: Exposure to violence in the media is one risk factor for aggression. The songs people listen to can contain violent lyrics and mentions of weapons (e.g., guns, knives), which can increase aggression. Violent media content is increasing over time in movies, TV programs, and video games. We conducted a large-scale computational study on the change in violence in songs over the past half century. We analyzed English-language song lyrics from 1970 to 2020. Our dataset contained 539,798 songs, with metadata including genre under three categories: (1) pop, (2) rock, and (3) urban (e.g., rhythm and blues, rap, hip-hop). We analyzed the violent content of song lyrics using two measures: (1) mention of murderous words (e.g.,



“kill,” “murder”), and (2) mention of weapons (e.g., “gun,” “knife”). For all songs pooled together, and for rock and pop genres, there were significant increasing trends of violence during the past half century on both measures (i.e., murderous words, mention of weapons). Rock songs have a higher rate of weapon mentions than do pop songs for all years and have a higher rate of murderous words for nearly all years. Urban music was highest or second highest on both measures all years, peaking in the 1990s, without a statistically significant decline overall. Overall, songs have become more violent over the past half century, both in terms of murderous words and mention of weapons. This increasing violence trend could be a risk factor for aggression.

Presentation 3: Script Theory and Aggression: A Challenge for the Next Generation of Scholars | Douglas Gentile, Iowa State University

Abstract: The late Rowell Huesmann made many advances in our understanding of how children learn aggression, one of which was incorporating Script Theory into this domain from cognitive science. He outlined how children learn aggressive scripts through observation and rehearsal and described how scripts become integrated into complex cognitive schema systems through repeated exposure—especially via family dynamics and media (Huesmann, 1988; 1998). Although this work has been successful, it has not examined the full range of scripts that may be learned from media violence. When examining data on media violence and aggression, we find the typical result that more exposure predicts greater aggressive behavior. In our data, however, we regularly find something that has been overlooked – greater media violence exposure not only predicts higher levels of aggressive behavior, it also predicts higher levels of aggressive victimization. In this conceptual talk, I challenge the next generation of scholars to examine this aspect. Are “victim scripts” learned at the same time as aggressive scripts? How could we find out?

Presentation 4: Relaxation Through Violent Video Games? Results from Lab Testing and Daily Diaries | André Melzer, Gary Lee Wagener, Philip Santangelo, Kim Bojana Vasiljevic, André Schulz & Robert Kumsta, University of Luxembourg

Abstract: Violent video games (VVG) are often associated with negative effects in the literature. Can their use also have positive, particularly relaxing effects, as some players claim? Using a mixed-method approach, the present study tested the effects of repeated VVG exposure on physiological relaxation and psychological stress relief, as well as the moderating role of personality traits. Forty-two participants took part in two laboratory sessions three weeks apart. Before, during, and after playing a VVG for 30 minutes, their physiological relaxation (heart rate variability—HRV) and self-assessed stress levels were measured. Between sessions, participants provided daily diary data on their use of violent and non-violent video games, as well as their perceived stress and relaxation levels. Playing VVG was associated with increased HRV, suggesting short-term physiological relaxation, with no significant difference between the two lab sessions. In contrast, the stress levels reported during the lab sessions and those indicated in the daily diary data remained unchanged, suggesting a discrepancy between the self-reported information and physiological relaxation. In addition, a stress-moderating influence of the dark tetrad personality traits was found, with individuals with higher levels of Machiavellianism and everyday sadism experiencing greater stress relief during VVG. In summary, these results suggest that VVG can provide short-term relaxation, which seems to be particularly true for individuals with elevated levels of certain “dark tetrad” traits. Future research should investigate why self-reported stress levels remain unchanged after playing VVG despite physiological changes, considering both social factors (e.g., social desirability) and physiological factors (e.g., interoceptive awareness).

TUESDAY, JULY 21 | SESSION 1E: 10:30-12:00

Room: GSB 308

Personality, Individual Differences, and Aggression Risk | Assigned Chair TBA

Presentation 1: Antagonistic Politics, Antagonistic Personalities? The Dark Triad and Support for Political Violence | Julie Blais, Dalhousie University; Phil Chen, University of Denver; Scott Pruyers, Dalhousie University

Abstract: Whether it is high-profile events such as the January 6th attack on the U.S. Capitol, or the more everyday occurrences of threats and intolerance levelled against elected officials, political violence has become a growing concern that has implications for the health and stability of democratic politics. Existing research has, for the most part, focused on ideological extremism, partisan affect, and perceived grievances as being the primary drivers of support for political violence. Far less attention, by contrast, has been paid to the role of individual differences in personality traits that may predispose some individuals to view violence as an acceptable political tool. Drawing on original survey data from the United States ($N = 1,088$), this paper explores the relationship between the traits of the Dark Triad (Machiavellianism, narcissism, and psychopathy) and citizens' willingness to endorse the use of political violence (e.g., "it is acceptable to use violence in advancing political goals these days", "violence is sometimes an acceptable way for Americans to express their disagreement with the government", and "violence is justified in the members of the other side act violently first", etc.). Results reveal that support for such violence is related to higher scores on the traits of narcissism (both grandiose and vulnerable) and psychopathy, even when controlling for a variety of other factors (partisanship, ideology, gender, age, etc.). Machiavellianism, by contrast, is largely unrelated to support for such violence, raising questions about the extent to which such individuals truly believe that the ends justify the means.

Presentation 2: Associations of Aggressive Sexual Fantasies and Hostile Femininity with Sexual Coercion in Women | Rebecca Bondü, Psychologische Hochschule

Abstract: Aggressive sexual fantasies have consistently been associated with different sexual-aggression measures in both, men and women. Up to now, however, research has mainly considered risk factors for this behavior as control variables that seem primarily relevant for men, such as rape myths acceptance or hostile attitudes against women. Thus, little attention has been paid to controlling for risk factors that are considered as particularly relevant for sexual-aggression perpetration in women. The present study, therefore, examined the links between aggressive sexual fantasies and sexual coercion in 1,748 women between 18 and 79 years of age ($M = 32.16$, $SD = 11.69$) while controlling for male rape myths acceptance, hyperfemininity, and sexual assertiveness. Aggressive sexual fantasies showed the strongest positive associations with sexual coercion beyond the other risk factors in regression analyses. Male rape myths acceptance and hyperfemininity added to the prediction, whereas sexual assertiveness did not. These findings underscore previous research and further support the notion that aggressive sexual fantasies are a highly relevant factor in sexual aggression in different groups and beyond a broad range of other relevant factors. Thus, research should pay stronger attention to these fantasies and prevention measures should aim to limit their frequency and elaboration.



Presentation 3: Risk Profiles of Aggressiveness and Aggressive Behavior in Soldiers and Civilians with History of Violent Video Game Play | Katarzyna Iwon & Joanna Rajchert, The Maria Grzegorzewska University

Abstract: According to the General Aggression Model (GAM), aggression reflects the interplay of person-level factors (e.g., traits and scripts) and situational influences (e.g., provocation), operating through cognitive, affective, and arousal-related pathways. The model further posits that aggressive personality develops through dispositional characteristics, learned knowledge structures, and repeated experiences that reinforce aggressive ways of perceiving and responding to social situations, such as exposure to violent video games, trauma, or aggressive environments. Soldiers are a relevant population in this context because military service may increase exposure to aggression-related situations and alter norms surrounding the expression of aggression. In this study, we examined whether differences between soldiers and civilians in aggressiveness and aggressive behavior remained significant after accounting for broader aggression-related risk factors, including developmental, personality, cognitive, social-learning, and demographic factors. The sample consisted of 603 men (201 soldiers and 402 civilians) with a history of violent video game play. Participants completed measures of age, intelligence, childhood trauma, pathological personality domains, violent-game character identification, and aggressiveness. They also completed a facial emotion recognition task to assess cognitive-emotional bias and the Competitive Reaction Time Task to assess aggressive behavior. Group status predicted both aggression-related outcomes, but these effects were not robust after other risk factors were considered. Aggressiveness was predicted by childhood trauma, pathological personality domains, and character identification. For aggressive behavior, the effect of group status

Presentation 4: Beyond Male Inceldom: An Analysis of Experiences and Psychological Profiles Among Femcels | Rebecca Bondü & Louisa Stöwe, Psychologische Hochschule Berlin

Abstract: Femcels are an understudied community of women self-characterized by difficulties in forming romantic and sexual relationships. To highlight characteristics of this group, the present study examined group differences between individuals identifying and not identifying as femcels in potentially relevant variables relating to mental-health outcomes and sexual behavior and explored potential heterogeneity within the femcel population through latent profile analysis. We used data from an online survey including $n = 93$ individuals that self-identified as femcels and $n = 1,298$ non-identifying cisgender women. ANCOVAs controlling for age and socioeconomic status showed significantly higher reports of aggressive sexual fantasies, hostile sexism against men, and compulsive sexual behavior among femcels as compared to non-identifying women, with no significant differences in psychological distress and experiences of sexual violence. Latent profile analyses revealed three distinct profiles of self-identifying femcels: A Low-Burden Profile (71%, $n = 67$) with no significant differences from non-identifying women except for significantly higher compulsive sexual behavior, a Moderate-Burden Profile (14%, $n = 12$) with more experiences of sexual violence and higher psychological distress as compared to the Low-Burden Profile, and a High-Burden Profile (15%, $n = 14$) with higher levels of aggressive sexual fantasies, compulsive sexual behavior, psychological distress, and experiences of sexual violence than in the Low-Burden group. These findings suggest substantial intra-group heterogeneity among women who self-identify as femcels, indicating potential differences in causes, pointing to differences in negative effects for others, and highlighting the need for tailored interventions that address varying symptom profiles.

TUESDAY, JULY 21 | SESSION 2A: 13:00-14:30

Room: GSB 306

Bullying and Youth Mental Health: Results from the Health and Peer Relations Study | Tracy Vaillancourt & Irene Vitoroulis, University of Ottawa

Presentation 1: Bullying, Mental Health, and Regional Factors: Pilot Data from the Ontario Health and Peer Relations Study | Ann H. Farrell, Brock University; Mollie J. Eriksson, McMaster University; Tracy Vaillancourt, University of Ottawa

Abstract: To understand factors that contribute to bullying, many researchers have investigated individual, social, and environmental contexts. However, two key limitations remain. First, each of these factors are often examined alone, preventing the understanding of how they interact with one another. Second, local “micro” social factors are the most frequently examined, such as school climate. These limitations are problematic given that youth are nested within their schools, which are then nested within larger communities. Therefore, we are using a multi-method approach to gain a comprehensive understanding of the simultaneous and interactive individual, social, and environmental factors that contribute to youth bullying. We are currently innovatively linking recently collected self-reported pilot data from youth in the Ontario Health and Peer Relations Study (HPRS) to regional Statistics Canada data using school postal codes. The pilot data of the HPRS includes a representative, population-based sample of 12,721 youth in grades 4-12 from 130 schools from urban and rural school districts. Specifically, we will examine whether self-reported bullying victimization is associated with adverse self-reported mental health outcomes in schools and geographic regions characterized by adversity in economic (e.g., income inequality), criminal (e.g., regional violence), and educational domains (e.g., median completed education) as assessed through Statistics Canada data. Currently, the project is in phase one of merging self-reported data with Statistics Canada data through school postal codes. Findings will indicate the broader factors that may be contributing to Canada’s globally high bullying levels to inform more effective prevention.

Presentation 2: From Peer Conflict to Sleep Deprivation: A Multigroup Mediation Analysis of Anxiety Across Gender Identities | Olivia Cooke, Amanda Krygsman, Sarah Hobson, Aly Julien, Kamilla Bonnesen & Tracy Vaillancourt, University of Ottawa

Abstract: Bullying victimization among youth is a significant public health issue linked to adverse mental health and sleep-related outcomes. Although associations between bullying, anxiety, and sleep problems are well-documented, research on the underlying mechanisms and gender differences is limited. Using cross-sectional data from the HPRS study of Canadian youth (N=110,891; 50.4% girls, 46.8% boys, 2.8% diverse), we conducted a multigroup path analysis in Mplus to examine whether anxiety symptoms mediate the relationship between bullying victimization and two sleep outcomes (difficulty falling sleep and difficulty staying asleep) across gender identities. Findings revealed that bullying was associated with greater anxiety ($\beta=0.285, p<0.001$), which in turn was associated with difficulty falling asleep ($\beta=0.352, p<0.001$) and staying asleep ($\beta=0.247, p<0.001$). Indirect effects indicated partial mediation for both outcomes (falling asleep: $\beta=0.212, 95\% \text{BC CI } [.207, .217]$; staying asleep: $\beta=0.151, 95\% \text{BC CI } [.146, .154]$), with direct effects remaining significant. Multi-group analyses revealed that these associations were significantly stronger for girls (falling asleep; $b=0.218, 95\% \text{BC CI } [.209, .226]$; staying asleep $b=0.164, 95\% \text{BC CI } [.157, .172]$) and gender-diverse youth (falling asleep $b=0.119, 95\% \text{BC CI } [.096, .144]$; staying asleep $b=0.083, 95\% \text{BC CI } [.065, .104]$) compared to boys (falling asleep $b=0.202, 95\% \text{BC CI } [.194, .21]$; staying



asleep $b=0.134$, 95% BC CI [.126,.141]) particularly for the path from anxiety to sleep difficulty. These findings indicate that anxiety symptoms play a key mediating role in bullying-sleep pathways for adolescents. School-based health initiatives should prioritize gender-sensitive, anxiety-focused interventions, particularly for girls.

Presentation 3: School Composition as a Moderator of Peer Adversity and Mental Health in Ontario Youth | Chris Buchan-Pham, Amanda Krygman, Tracy Vaillancourt & Irene Vitoroulis, University of Ottawa

Abstract: Bullying victimization and discrimination at school are associated with poorer youth mental health, but these correlations may differ across school contexts. Using a cross-sectional analysis of one time point from the Ontario Health and Peer Relations Study (HPRS) longitudinal study ($N = 163,178$), we tested whether school racialized composition changed the strength of these associations while controlling for grade, gender, immigration status, and school board. Students who reported more victimization also reported greater mental health difficulties ($\beta=0.304$, $p<.001$). Students who reported more discrimination also reported greater mental health difficulties ($\beta = 0.004$, $p < .001$). Immigration status was consistently related to mental health (all $p < .001$): migrant students reported slightly lower mental health difficulty scores than students born in Canada ($b=-0.032$ to -0.049), after accounting for peer adversity and other covariates. In schools with higher racialized composition, the correlation between peer adversity and mental health difficulties was weaker, indicating a small buffering effect. Both interaction terms were negative and significant (both $p\leq.002$). Overall, findings suggest that school context matters: schools with higher racialized composition may reduce, but not eliminate, the mental health burden associated with victimization and discrimination.

Presentation 4: The Safety Pathway: School Climate as a Structural Prevention Strategy for Youth Mental Health | Kamilla Bonnesen, Amanda Krygman, Sarah Hobson & Tracy Vaillancourt, University of Ottawa

Abstract: The escalating youth mental health crisis necessitates a shift from individual treatment to structural prevention. Grounded in ecological systems theory, we examined whether school climate protects population health specifically by suppressing the environmental toxin of bullying victimization. Data were drawn from the Spring 2025 wave of the Ontario Health and Peer Relations Study, a population-based subsample of 152,827 students (Grades 4-12) across 937 schools in Ontario, Canada. We utilized Multilevel Structural Equation Modeling with Full Information Maximum Likelihood to isolate the organizational effect of school climate (Level 2) from individual perceptions, strictly controlling for developmental and demographic confounders. Results indicated that school climate was a robust structural predictor of student mental health ($\beta=0.25$, $p<.001$). Mediation analysis supported the safety pathway hypothesis: this protective association was partially mediated by reduced bullying prevalence ($\beta_{\text{indirect}}=0.15$, $p < .001$). Positive climates were associated with significantly lower aggregate victimization ($\beta=-0.35$, $p<.001$), which in turn predicted better mental health. The cross-level interaction test was non-significant ($\gamma=-0.03$, $p=.37$), indicating no statistical evidence that school climate buffer the distress of victimized students. These findings suggest that school climate functions as a primary prevention strategy rather than a mitigation strategy. The structural benefit lies in risk reduction by preventing bullying victimization. Educational policies strengthening school climate should be prioritized as critical public health interventions to disrupt risk pathways before clinical symptoms crystallize.

TUESDAY, JULY 21 | SESSION 2B: 13:00-14:30

Room: GSB 205

Aggression, Emotion Regulation, and Psychophysiology | Assigned Chair TBA

Presentation 1: When Anger Stays Inside: Effects of Anger Suppression and Post-Suppression Regulation on Anger and Heart Rate Variability | Johannes Larsson, Örebro University; Tom Denson, UNSW; Sofi Oskarsson, Catherine Tuvblad, Hanna Brandt, Amanda Lång & Hugo Hesser, Örebro University

Abstract: To occasionally suppress anger may be functionally adaptive, helping individuals preserve relationships and avoid anger-driven aggression. Nonetheless, suppression may be costly. Research from the thought suppression and emotion regulation literature suggests that suppression can lead to paradoxical increases in thoughts and physiological arousal following suppression. This raises the possibility that feelings of anger may persist after suppression and require further regulation. We aimed to test the immediate and delayed effects of instructed anger suppression, as well as the impact of three post-suppression strategies—continued suppression, rumination, and reappraisal—on anger and heart rate variability (HRV). A total of 203 adults (53.7% female; Mage = 29.42 years, SD = 9.81) from a Swedish university were recruited between September and December 2025. Using a mixed experimental design, participants completed baseline and anger induction phases, followed by instructed suppression and a free-recall phase to assess immediate and delayed effects. Participants were then randomized to one of three post-suppression conditions: Suppression-Suppression (n = 68), Suppression-Rumination (n = 68), or Suppression-Reappraisal (n = 67). Results indicated that suppression effectively reduced anger and increased HRV, both immediately and following free recall. Critically, suppression followed by rumination was associated with heightened anger and reduced HRV relative to the other conditions (ds = .24-1.60), whereas suppression followed by either reappraisal or continued suppression maintained lower anger and higher HRV. These findings suggest that suppression alone may not always be counterproductive. Rather, the downstream consequences of suppression appear to depend on how individuals subsequently engage with anger-related content, with rumination emerging as a particularly maladaptive post-suppression strategy.

Presentation 2: Event-Related Affect Reveals that Disgust Drives Direct Interpersonal Aggression | Annah G. McCurry, Robert C. May & David I. Donaldson, St-Andrews University

Abstract: Most theories of aggression implicate anger as the primary emotional driver, ignoring or minimizing the role of disgust. Other authors argue that disgust leads only to indirect forms of reactive aggression. However, previous research has largely overlooked the possibility of co-occurring emotions due to poor temporal resolution and reliance on self-report measures. Here, we show that disgust and anger frequently co-occur in the context of aggression, making the two emotions difficult—but possible—to distinguish. We introduce the Event-Related Affect (ERA) technique to visualize and analyze the relationship between emotion and aggression with sub-second precision. Using continuous video recordings of spontaneously expressed facial affect during a face-to-face dyadic aggression task, we time-locked analyses to the moment of aggression initiation and examined emotional expressions surrounding this key event. Selective averaging techniques inspired by electroencephalogram (EEG) research were used to characterize affective patterns associated with aggression. Our analysis of 170 participants across diverse relationship types (couples, friends, roommates, and strangers) showed that disgust meaningfully predicts direct aggression. These findings challenge the view that disgust is linked exclusively to indirect forms of aggression



and demonstrate the value of high-resolution, event-based approaches for understanding emotional processes underlying aggressive behavior. We discuss the advantages of ERA over tonic or trait-level approaches, as well as its implications for general theories of aggression, emotion-focused theories of aggression, and ongoing debates within affective neuroscience regarding the nature and measurement of emotion.

Presentation 3: Too Insensitive to Care: Alcohol Increases Human Aggression by Increasing Pain Threshold | Brad Bushman, The Ohio State University; Nathan DeWall, University of Kentucky; Peter Giancola, First Choice Psychology Clinic, Inc.

Abstract: For thousands of years, people have used alcohol to reduce their sensitivity to physical and emotional pain. Previous research has shown that alcohol increases the pain threshold. Previous research has also shown that the pain threshold is positively associated with aggression. This research tests the novel hypothesis that the relationship between alcohol and aggression is mediated by an increased pain threshold. To replicate findings, two experiments were conducted (Experiment 1: N=543; Experiment 2: N=327). In both experiments, heavy social drinkers were randomly assigned to consume either an alcohol or placebo beverage. Next, they reported their pain level to electric shocks that increased in a stepwise manner until the level was described as "painful," which was defined as the pain threshold level. Finally, they delivered painful electric shocks to an ostensible opponent each time they won a competitive reaction time task. Participants won half of the 34 trials (randomly determined). Shock intensity and duration levels were standardized and summed across the 34 trials to create a more comprehensive measure of aggression. Participants who consumed an alcoholic beverage had a higher pain threshold level than those who consumed a placebo beverage. The less pain participants felt themselves, the more pain they inflicted on their ostensible partner via electric shock. Results were nearly identical across both experiments. These findings provide novel evidence regarding one possible reason why intoxicated people behave more aggressively than sober people do. Alcohol intoxication increases aggression partially through its effect on the increasing pain threshold.

Presentation 4: Heterogeneity in early school age respiratory sinus arrhythmia and associations with multiple reporters of aggressive behavior | Kristin Perry, University of Oregon; Pamela Schuetze, Buffalo State University; Stephanie Lanza, Pennsylvania State University; Stephanie Godleski, Rochester Institute of Technology; Azzurra Sartini-Rideout, University of Oregon; Rina Eiden, Pennsylvania State University

Abstract: Respiratory sinus arrhythmia (RSA), an indicator of parasympathetic nervous system functioning at baseline and in response to distress has been linked to aggression for children. However, less is known about how different patterns of RSA relate to aggression across reporters. In a sample exposed to prenatal and early childhood risks, we used a latent class growth analysis to identify classes of RSA across baseline and two negative emotion eliciting tasks at early school age, and evaluated how these classes concurrently related to maternal, teacher, and child report of aggression. Mothers (N=247; 53% male infants; 51% Black, 31% White, 24% Hispanic, and 8% other/mixed race) were recruited in pregnancy into three groups: Prenatal tobacco exposure (n=81), tobacco cannabis co-exposure (n=97), and no substance exposure (n=69) matched on age and education and followed through early school age. A 3-class model was selected taking into account relative fit, interpretability, and class sizes. Classes were characterized by: (1) Low stable, RSA [20.68%; Intercept=5.21, $p<.001$; Slope=0.01, $p=.92$]; (2) Moderate baseline RSA with strong withdrawal [54.35%; Intercept=6.82, $p<.001$; Slope=-0.15, $p<.001$]; and (3) High baseline RSA with moderate withdrawal [24.97%; Intercept=8.34, $p<.001$; Slope=-0.11, $p=.05$]. When controlling for maternal age, prenatal exposure, and early childhood adversity, children in the low stable RSA class had higher maternal-reported aggression

than children in the high baseline RSA with moderate withdrawal class [$c_2(1)=6.41, p=.01$]. There were no other class differences. Low RSA with no change in response to negative emotion may place children at higher risk for aggression as reported by mothers.

TUESDAY, JULY 21 | SESSION 2C: 13:00-14:30

Room: GSB 307

New Methods, Measurement, and Conceptual Advances in Aggression Research | Assigned Chair TBA

Presentation 1: "Preview of "Aggression: An integrated biosocial overview" | Mike Potegal, University of Minnesota

Abstract: General principles govern the motivation and expression of aggression in humans and other animals in conflicts over social dominance/territoriality, reproductive competition and defense against threat. Urgent and persistent, aggressive behavior impacts individuals and groups with traumatic loss, injury and death. Yet, there is currently no single source to which students and their instructors can turn for a broad synopsis of aggressive behavior in all its aspects. This presentation outlines a forthcoming, two volume, university level biosocial textbook that illustrates and integrates dramatic phenomena, from interspecific predation through intraspecific threat displays to defense against predators and conspecifics. Volume 1 chapters move from individual motivation and behavioral tactics in dyadic conflicts to equivalences of aggression typologies in us and other animals; territoriality and social dominance (including bullying); aggression as a reproductive strategy (including sexual coercion); behavioral ecology (game theory); anger and other aggression-relevant emotions; traits and the clinical psychology of internalizing, externalizing and personality disorders; criminality and criminology; genetic influences and their epigenetic modification; development psychology of attachment, parenting, and adolescence limited vs. lifetime persistent aggression; and the neuroscience of central aggressive motivational states ("attractors"). Volume 2 covers intra- and inter-group coalitional aggression (e.g., aggression contagion and riots) and includes evolutionary/historical review of social organization from egalitarian foragers to stratified states, cannibalism and human sacrifice, and aspects of war and genocide (including witch murders and post American Civil War lynching). The final chapter addresses peace-making, from apologies and restorative justice to anti-violent societies. Feedback/suggestions about topic coverage will be requested from attendees.

Presentation 2: Scanner-based Voodoo Doll Task - Aggressive behavior in a transdiagnostic sample | Laura Dukek, Vanessa Murray, Laura Palm, Carolin Hackmann, Julian Starke, Julia Pawliczek, Lisa Wagels & Ute Habel, RWTH Aachen

Abstract: The Voodoo Doll Task (VDT) is a widely used paradigm to assess aggressive behavior. Aggression is measured by the number of pins inserted into a doll representing different people. A new scanner-based VDT was developed to identify characteristics of aggression in a transdiagnostic sample. A total of $N=125$ participants completed an fMRI study, including $N=64$ transdiagnostic patients with mental disorders (age 27.58 ± 9.45 years, 34 female) and $N=61$ sex- and age-matched healthy controls (age 28.74 ± 11.18 years, 32 female). Participants performed two provocation tasks and the VDT inside the scanner. The doll represented five distinct targets (e.g., worst enemy, oneself) across separate trials, allowing participants to insert up to ten pins. Hierarchical cluster analysis ($N=118$), using the Buss-Perry Aggression Questionnaire,

identified three clusters: 1) high aggression, high psychopathology, and low emotion regulation (N= 20), 2) low aggression and psychopathology with high emotion regulation (N= 48), and 3) moderate levels of aggression, psychopathology and emotion regulation (N= 50). Participants in the high-aggression cluster inserted more pins overall ($M_{\text{high}} = 17.35$ vs. $M_{\text{moderate}} = 12.04$ vs. $M_{\text{low}} = 12.17$). They inserted significantly more pins into the doll representing themselves vs. both moderate ($t = 2.732$, $p = .018$) and low aggression cluster ($t = 3.978$, $p < 0.001$), and targeted the doll's head and abdomen more frequently. Results provide preliminary evidence for distinct aggression clusters in patients with transdiagnostic disorders and healthy controls. Participants with higher aggression levels showed more aggressive behavior, especially towards oneself.

Presentation 3: Relational aggression in the workplace: Development and validation of a scale measuring perpetration and victimisation | Megan Pisegna, Kerri Coomber, Michelle Benstead, Dave Skvarc & Richelle Mayshak, Deakin University

Abstract: Relational aggression (RA) involves behaviours intended to damage or manipulate interpersonal relationships and is likely to emerge in workplaces where competition and sustained co-worker interaction are common. Despite this risk, no existing measures specifically assess RA in organisational settings. This study developed and validated the Workplace Relational Aggression among Adults Scale (WRAAS), designed to measure RA perpetration and victimisation at work. Scale items were generated through an extensive review of existing RA measures and grounded in established theory. Content and face validity were evaluated by aggression researchers and clinicians ($n = 16$). Principal components analysis (PCA) was used to refine the scale structure, followed by confirmatory factor analysis (CFA) for validation. Analyses drew on two community samples of Australian adults (PCA: $n = 255$, 18–86 years; CFA: $n = 303$, 18–82 years). The final 22-item WRAAS comprises three correlated subscales with strong internal reliability: direct perpetration (six items, $\alpha = 0.89$), indirect perpetration (eight items, $\alpha = 0.90$), and victimisation (eight items, $\alpha = 0.94$). The scale demonstrated good concurrent and discriminant validity with the Self Report Aggression and Social Behaviour Measure (SRASBM); the current leading adult RA measure. The WRAAS is the first validated instrument specifically developed for organisational contexts, offering a reliable means of assessing the frequency and nature of workplace RA. By distinguishing between direct and indirect forms of perpetration, the scale provides novel insight into how RA uniquely manifests in adult work environments.

Presentation 4: Intergenerational Transmission of Child Abuse Risk: Cognitive Mediators in a Multigenerational Study | Jewelien N. Fairchild & Christina M. Rodriguez, Old Dominion University

Abstract: Although the intergenerational transmission of aggressive parenting behaviors is well documented, few studies utilize multigenerational, multi-informant designs to clarify the mechanisms underlying continuity in child abuse risk. This study examined cognitive processes accounting for the intergenerational transmission of child abuse risk, testing whether prenatal parenting attitudes approving aggressive parenting and knowledge of nonphysical disciplinary options predicted parental child negative intent attributions sequentially mediating associations between first (G1) and second (G2) generation child abuse risk. G2 parents were drawn from a longitudinal study of first-time mothers and their male partners recruited during the third trimester of pregnancy. Multigenerational data were available for 120 G1 mothers of G2 parents. A longitudinal, multi-informant, sequential mediation model was estimated. Latent child abuse risk variables were constructed for G1 and G2 parents. G1 abuse risk was modeled predicting G2 parents' prenatal approval of parent-child aggression (PCA) and knowledge of nonphysical discipline as mediators predicting negative child intent attributions at six months postpartum, which then predicted G2's child abuse risk. G1 child abuse risk predicted greater G2 prenatal approval of PCA use and lower knowledge of nonphysical discipline strategies. Prenatal PCA approval mediated the association between G1 and G2 child abuse risk, both directly and sequentially through increased negative attributions at six months postpartum, whereas

knowledge of nonphysical discipline did not mediate this transmission. Prenatal approval of aggression towards children represents a key cognitive mechanism linking child abuse risk across generations, highlighting pregnancy as a critical period for prevention-focused intervention.

TUESDAY, JULY 21 | SESSION 2D: 13:00-14:30

Room: GSB 407

Context, Neighborhoods, and Social Ecology of Aggression | Assigned Chair TBA

Presentation 1: The Climate Change -> Violence Model | Craig Anderson, Iowa State University; Andreas Miles-Novelo, Fielding Graduate University

Abstract: The Climate Change -> Violence Model illustrates three major routes through which rapid global warming is already increasing violence worldwide. Route 1 consists of direct heat effects on irritability and hostile cognition, operating through individual and group contexts. Route 2—consists of indirect effects of global warming—through failed crops, poverty, family disruptions... —on the creation/development of violence-prone individuals via biological and social developmental problems at pre & post-natal, childhood, and adolescent stages of life. Route 3 consists of indirect effects of global warming—through failed crops, economic and political instability, emigration... —through intergroup conflict, such as civil and political unrest; refugee/internally displaced persons/immigration issues, resource competition (real and imagined), and hostility towards outgroups.

Presentation 2: When Behavior Meets Context: Adolescent Delinquency, Neighborhood Crime, and Sex-Differentiated Cardiovascular Health Outcomes | Abigail J. Anderson & Sylvie Mrug, University of Alabama at Birmingham

Abstract: Neighborhood crime and delinquency are linked to poorer cardiovascular health; however, less is known about longitudinal associations and sex differences. This study examined sex differences in the relationships between adolescent delinquency, neighborhood crime, and cardiovascular markers in young adulthood. Drawn from the Healthy Passages Study, participants included 473 adults (57% female; 78% Black, 22% White) from Birmingham, Alabama, USA. Using hierarchical regression models (see Table 1), cardiovascular outcomes (HR, systolic and diastolic BP, PWV and AI) at age 31 were regressed on adolescent delinquency and neighborhood crime index at age 19, sex, and their interactions. Results showed that greater adolescent delinquency was related to lower systolic and diastolic BP, as well as lower PWV. Further, two significant interactions emerged: neighborhood crime and sex on HR (Figure 1), as well as delinquency and sex on PWV (Figure 2). Neighborhood crime predicted lower average HR in males ($\beta = -.19, p = .008$) but not in females ($\beta = .10, p = .111$). Similarly, delinquency predicted lower PWV in males ($\beta = -.12, p = .007$) but not in females ($\beta = .01, p = .815$). These findings suggest sex-specific associations between adolescent delinquency, neighborhood crime, and later cardiovascular functioning. The unexpected direction of effects among males may reflect nonlinear or threshold effects not captured in linear models while highlighting the need to examine potential mechanisms that may shape long-term cardiovascular health in the context of individual and environmental criminal behavior.



Presentation 3: The Long Reach of Adolescent Neighborhood Context: Longitudinal Links to Adult Criminal Behavior | Abigail J. Anderson, Sylvie Mrug & Christopher C. Henrich, University of Alabama at Birmingham

Abstract: Neighborhood disadvantage and collective efficacy are established predictors of criminal behavior, yet few studies have examined their longitudinal interplay. Further, some studies have failed to document a direct effect, suggesting that the relationships are complex and may be indirect. To clarify the role of adolescent neighborhood exposure in adult criminal behavior, this study investigated direct, indirect, and interactive effects of neighborhood disadvantage and collective efficacy in adolescence on adult violent and non-violent crime via delinquency, violence exposure, and neighborhood disorder. The study uses data from three waves of the Healthy Passages study (ages 16, 18, and 28; N=679; 56% Female, 64% African American, 36% White). Neither disadvantage nor collective efficacy at age 16 directly predicted adult violent or non-violent criminal behaviors (Table 1). Disadvantage was associated with greater disorder at age 18, but not with delinquency nor violence exposure. Delinquency at age 18 predicted both outcomes, while neighborhood disorder and violence exposure were only related to non-violent crime. One indirect effect emerged: greater neighborhood disadvantage at age 16 was related to a lower likelihood of non-violent criminal behavior via greater perceived neighborhood disorder ($b=-.02, p=.046$). Additionally, one interactive effect (Figure 1) was observed for violent criminal behaviors. The slopes at both high ($OR=1.05, p=.475$) and low ($OR=.91, p=.103$) collective efficacy were not significantly different from zero, even though their point estimates were of opposite valence. Findings underscore the complexity of neighborhood effects in crime development, with indirect and interactive patterns emerging in directions that diverged from expectations.

Presentation 4: The Weapons Effect on Ice: Are Weapons on Jerseys Related to More Aggression in Hockey Games? | Katarzyna Iwon, The Maria Grzegorzewska University; Brad J. Bushman, The Ohio State University

Abstract: The present research is grounded in weapons effect research, which posits that the presence of weapons or weapon-related cues can increase thoughts, affect, and behavior related to aggression. Research has demonstrated that aggression can be elicited not only by physical weapons but also by toy weapons, weapon images, and symbolic or contextual cues associated with violence or harm. Although it has rarely been examined in competitive sport. Ice hockey context, characterized by heightened arousal, competition, and normatively accepted aggression, may be particularly sensitive to such cues. Building on these perspectives, our preregistered study examines whether weapon-related symbols on team jerseys and in-game weapon cues (cannon fires) are associated with increased aggression in professional Columbus Blue Jackets (CBJ) ice hockey games. Using archival game-level data from all CBJ regular-season and playoff games since 2010, when the cannon jersey was introduced, we test whether aggressive penalties are higher when the team wears the cannon jersey than when it wears other jerseys, both for the Blue Jackets and for their opponents. We also examine whether cannon fires during home games are associated with aggressive penalties, and whether jersey color contributes independently of weapon symbolism. The results and implications of this study will be discussed, offering insights into whether weapon-related cues in sport may shape aggressive behavior in naturally occurring competitive settings.



TUESDAY, JULY 21 | SESSION 2E: 13:00-14:30

Room: GSB 308

Bullying as a Social and Developmental Process | Assigned Chair TBA

Presentation 1: Understanding Bullying through Students' Lived Experiences: Meanings, Constructions and Contributing Factors in Pakistani Universities | Shahbaz Ali, Katrina Barker & Roberto H. Parada, Western Sydney University

Abstract: Bullying is widely recognised as a harmful form of peer aggression, associated with significant negative effects for those who are targeted, those who perpetrate it, and those who witness it. Since Olweus' seminal work, the study of bullying has largely been confined to school and other non-university settings. Recently, however, bullying in higher education is increasingly being recognized as a persistent and complex issue, yet it remains largely understudied, particularly so within non-Western university contexts like Pakistan. This current qualitative study examined how university students conceptualize bullying and how these behaviours are imbued with meaning within the context of cultural and institutional factors that influence such practices and their perceived consequences. Sixteen in-depth interviews were conducted with purposively selected undergraduate and postgraduate students from public general and medical universities. Reflexive thematic analysis, informed by a phenomenological orientation, revealed that students' conceptualization of bullying is a multifaceted process encompassing verbal, relational, psychological, and institutional dimensions. Participants reported that such harmful experiences are faced or witnessed by students as a routine matter, influenced by social and institutional hierarchical power relations, academic rivalry, traditional learning environments, and peer dynamics. Furthermore, these conditions were also seen to restrict students from resisting, reporting, and/or challenging harmful practices occurring within university spaces and beyond, including off-campus settings connected to student life. Results suggest that bullying in higher education is a socially and structurally constructed phenomenon rather than considering such behaviours as isolated incidents. The current study aims to contribute to students' wellbeing, power, equity, and academic aspirations in tertiary educational settings in Pakistan.

Presentation 2: Coercive synchrony: Bullying as a group-regulatory mechanism in constrained social systems | Thomas P. Gumpel & Raluca Balan, The Hebrew University of Jerusalem

Abstract: Bullying remains a persistent problem across developmental stages, culture, and institutional contexts. Current models of bullying primarily focus on individual traits, moral deficits, or static participant roles, offering a limited explanation for why bullying systems stabilize and persist despite intervention. Drawing on the Social Brain Hypothesis and Multilevel Selection Theory, we present a group-level, phase-based theoretical model that conceptualizes bullying as coercive synchrony, a mechanism used to regulate group functioning within constrained social systems characterized by compulsory membership and low exit options. The model identifies an initial asynchrony trigger, in which persistent asynchrony by certain group members increases coordination costs and collective uncertainty; a second phase of coercive regulation, in which aggression and exclusion impose a dominance-based synchrony; and a final phase of restored predictability, in which stability is maintained through bystander accommodation, selective defending, and the externalization of instability onto a target. Illustrated through the case of school bullying, the framework explains how bullying can function as a self-reinforcing, evolutionarily stable state under conditions of constrained social ecology. By shifting the unit of analysis from individual pathology to group-level



coordination dynamics, the model offers novel theoretical and practical implications for understanding and preventing bullying across institutional settings.

Presentation 3: Disability and Bullying Victimization Among Adolescents in Nepal: The Influence of Community Gender Norms | Zameen Shakil, Alexandria Ree Hadd, Abbie Shervinskie & Cari Jo Clark, Emory University

Abstract: Bullying victimization affects the well-being and academic success of children and adolescents, especially those with disabilities. However, bullying victimization is underexplored in low-middle-income countries. This study investigates the relationship between disability status and bullying victimization while exploring the role of gender norms on this relationship and examining gender differences in Nepal. The sample consisted of 593 Nepali school-going adolescents across 19 municipalities. Logistic regression analyses were conducted to examine the relationship between disability status, measured by Washington Group Short Set on Functioning, and bullying victimization, measured by Reduced-Aggression-Victimization Scale. We then tested if community gender norms moderated this relationship. Subgroup analyses were then conducted by gender. Eight percent of adolescents reported disabilities and bullying, respectively. Adolescents with disabilities had significantly higher odds of experiencing bullying victimization compared to their nondisabled peers ($B = 0.99$, $p = 0.01$). Community gender norms moderated this relationship, such that adolescents with disabilities living in communities with more gender unequal norms had a heightened risk of bullying victimization ($B = 6.84$, $p = 0.02$). Subgroup analysis indicated that the relationship between disability status and bullying victimization was stronger for boys than girls. Our findings highlight the vulnerability of adolescents with disabilities to bullying victimization and the need for gender-sensitive interventions in schools and communities. Targeting harmful gender norms in schools may mitigate bullying victimization for students with disabilities. Further research is needed in low-middle-income countries to explore the role of gender norms on bullying victimization in larger and diverse samples.

Presentation 4: Latent Profile Trajectories of Fighting, Bullying, and Victimization Among Different Racial Groups: The Role of ACE-related Early Adversities and Proximal Adjustment | Paul Espinoza, Sabina Low & Haining Ren, Arizona State University

Abstract: This study examined race/ethnicity-specific joint developmental trajectories of bullying, fighting, and victimization during middle school. Testing whether early adverse experiences and proximal psychosocial factors differentiate membership in these trajectories. A person-centered repeated-measures framework was used to identify heterogeneity in aggression and victimization patterns often obscured in variable-centered analyses. 3,655 students from 36 urban Midwestern middle schools were surveyed across four waves from fall of sixth grade through spring of eighth grade. Measures included bullying, physical fighting, and victimization, along with early adverse experiences (physical abuse, sexual abuse, witnessing intimate partner violence), family adaptive functioning, impulsivity, empathy, and sex. Repeated-measures latent profile analysis (RM-LPA) was estimated separately for racial/ethnic subgroups. Covariates were incorporated using the manual R3STEP approach, and model selection relied on information criteria, likelihood-ratio tests, and classification quality. Profile structures differed across racial/ethnic groups. Biracial, Black, and White adolescents were best represented by three profiles, whereas Hispanic adolescents showed four profiles. Across groups, a large Stable Low profile emerged alongside smaller groups characterized by elevated or shifting aggression and/or victimization. Associations with early adversity varied by subgroup: sexual abuse predicted higher-risk profiles among Hispanic youth, while physical abuse differentiated risk profiles among White and Black youth. Impulsivity increased risk across groups, family adaptive functioning predicted Stable Low membership, and empathy was protective only among Hispanic adolescents. These findings highlight distinct developmental pathways of aggression and victimization across racial/ethnic groups and underscore the importance of culturally responsive prevention and early intervention strategies.

TUESDAY, JULY 21 | SESSION 3A: 15:30-17:00

Room: GSB 205

Motives for youth peer aggression: Considering teasing, aggression, bullying, peer-defending, and dating violence | Erin Knobl, Brock University

Presentation 1: Affectionate or Aggressive? How Social Anxiety Shapes Adolescents' Perceptions of Teasing | Taylor Barker & Naomi Andrews, Brock University

Abstract: Teasing is a common social behavior in adolescence and can function as either a relationship-building practice or a form of harm akin to bullying. Distinctions between affectionate and aggressive teasing are critical, as these motives are associated with markedly different social and emotional outcomes. Drawing on the Social Information Processing (SIP) model, the present study examined whether social anxiety influences how youth interpret the motives underlying teasing interactions. SIP theory suggests that internal schemas, such as fear of negative evaluation, shape whether social cues are interpreted as affiliative or hostile. Participants were approximately 500 students aged 10-14 recruited from five elementary schools in Ontario as part of an ongoing longitudinal study. Students completed tablet-based surveys during class time. Social anxiety was assessed using the Brief Fear of Negative Evaluation Scale, and perceived motives for teasing were measured using an adapted Teasing Communication Scale assessing aggressive, affectionate, and romantic teasing motives. Regression analyses indicated that higher fear of negative evaluation was significantly associated with greater attribution of teasing to aggressive motives. In contrast, fear of negative evaluation was not significantly related to affectionate or romantic teasing motives. These findings suggest that socially anxious youth may be particularly prone to interpreting teasing as hostile rather than affiliative. This study contributes to teasing and aggression research by positioning social anxiety as an antecedent shaping youths' interpretations of social behavior. Findings have practical implications for educators by addressing how anxiety influences social cue processing and decision making in peer interactions to reduce harmful teasing.

Presentation 2: Power dynamics in aggressive behavior: A qualitative exploration of youth's perceptions of motivations behind aggression | Erin Knobl, Oya Pakkal, Naomi Andrews & Taylor Barker, Brock University

Abstract: Aggression in adolescence can have significant negative short- and long-term consequences for those involved. Aggression can be divided into bullying and non-bullying aggression, with the key distinguishing feature being the power dynamics between the target and the perpetrator. Bullying involves a perpetrator with more power than the target, whereas in non-bullying aggression the perpetrator has equal or less power than the target. We aim to understand the similarities and differences between motives for bullying versus non-bullying aggression. A total of 112 participants (74% male, 63% White), provided retrospective insights into their experiences of aggression during adolescence through open ended survey responses. Specifically, they were asked why they thought a peer with more power might target them, and why they thought a peer with equal or less power than them might target them. We analyzed responses using thematic analysis to examine the perceived motivations for aggression by peers with more power or equal/less power. Four main themes emerged, each with several subthemes: target attributes, perpetrator attributes, interpersonal dynamics, and social context-based reasons. Although there was notable overlap between the motives for bullying and non-bullying aggression, several critical distinctions were present. Target demographics, normalized perpetrator behavior, and perpetrator entitlement were more commonly



identified as motives for bullying. In contrast, interpersonal conflicts were more often mentioned in non-bullying aggression. Aggression was used to maintain or show power (bullying) or to obtain power (non-bullying aggression). These critical insights into motivations for bullying and non-bullying aggression can help inform prevention and intervention strategies.

Presentation 3: Defending and Dating: Associations Between Peer-Reported Defending Behaviour and Romantic Desirability in Adolescence | Sydney Running & Anthony A. Volk, Brock University

Abstract: Defending behaviour (prosocial actions used to help a victim) has been broken into subtypes, with some forms signaling dominance or aggression, and others reflecting prosociality (Lambe & Craig, 2020). Previous research has demonstrated the romantic appeal of socially dominant and aggressive adolescents (i.e., bullies; Volk et al., 2015), as well as prosocial youth (Running et al., in-progress), suggesting that different forms of defending may also predict desirability. Four types of defending behaviour were examined: 1. Aggressive defending (fighting back physically or verbally), 2. authority-oriented defending (telling an adult), 3. Comfort-based defending (cheering up the victim), and 4. solution-focused defending (telling perpetrator[s] to stop; Lambe & Craig, 2020). Because these subtypes capture different traits (e.g., dominance, prosociality, compassion), it's important to explore how each relates to dating. Our study leveraged peer-nomination data from a longitudinal study on peer relationships. The four types of defending were examined as predictors of romantic desirability (measured via received dating nominations). Results indicated that all four defending behaviours were positively correlated with dating nominations. However, when entered simultaneously into a multiple regression model, aggressive ($\beta = .11, p = .007$), comfort-based ($\beta = .12, p = .006$), solution-focused ($\beta = .13, p = .003$) uniquely predicted dating, whereas authority-oriented did not ($\beta = .06, p = .152$). Thus, both indirect and direct forms of defending were associated with romantic desirability except for the adult-focused subtype (i.e., authority-oriented). This could be due to the reliance on others not aligning well with mate-valued traits. Theoretical contributions and adolescent romantic development implications will be discussed.

Presentation 4: The Role of Trait and Social Media Jealousy in Young Adult Dating Violence | Kayla Lewis & Ann H. Farrell, Brock University; Mollie J. Eriksson, McMaster University; Tracy Vaillancourt, University of Ottawa

Abstract: Jealousy is an emotion often described as feelings of anxiety, anger, and distrust, usually caused from a sense of threat to a valued interpersonal relationship. Jealousy can occur within relationships in person but also online through social media interactions. Jealousy can contribute to aggression as an adaptive strategy to repair this adverse emotion. However, the extent to which social media jealousy within friendships extends to aggression in romantic relationships is unknown. Therefore, we examined whether trait jealousy and social media friendship jealousy predicted dating violence perpetration and victimization and whether these associations varied by gender. Two samples of participants were examined, in which self-reported questionnaires were used. Participants in Study 1 consisted of 293 young adults (59.5% women, 56.3% White, Mage = 20.15, SDage = 2.21). Participants in Study 2 consisted of 238 young adults (57.1% women, 72.3% White, Mage = 20.05, SDage = 1.74). To analyze the data, we conducted path models to examine whether trait jealousy and social media friendship jealousy predicted dating violence perpetration and victimization, and whether these associations were moderated by gender. In Study 1, trait jealousy positively predicted dating violence perpetration and victimization. In Study 2, social media friendship jealousy positively predicted dating violence perpetration and victimization. In both studies, dating violence perpetration and victimization were highly correlated and there were no significant differences by gender. These results indicate that reducing jealousy in both online and offline contexts may be important for reducing dating violence perpetration and victimization in young adults.

TUESDAY, JULY 21 | SESSION 3B: 15:30-17:00

Room: GSB 306

Contemporary Perspectives on Sexual Aggression and Victimization | Assigned Chair TBA

Presentation 1: Different Instruments, Different Answers: Incongruent Sexual Violence Reporting Across Common Measures | Sarah Baker, Jesse John, Sijia (Leslie) Huang, DJ Angelone & Meredith Jones, Rowan University

Abstract: Sexual violence (SV) remains a significant public health concern on U.S. college campuses, particularly among student-athletes, a population identified as at elevated risk for perpetration and victimization (Adhia et al., 2022; NCES, 2022; Young et al., 2017). The present study compared past-year self-reported SV victimization and perpetration among 345 NCAA Division III college student-athletes using two empirically-validated measures: the Sexual Experiences Survey-Short Form (SES-SFV/SFP; Koss et al., 2007) and the Revised Conflict Tactics Scales-Sexual Coercion subscale (CTS2-SC; Straus et al., 1996). Consistent with hypotheses, prevalence rates were significantly higher on the CTS2-SC than on the SES for both victimization (26.4% vs. 9.0%) and perpetration (25.8% vs. 1.2%). Chi-square tests indicated systematic discordance between measures, with participants substantially more likely to endorse SV victimization, $\chi^2(1, N = 345) = 14.21, p < .001$, and perpetration, $\chi^2(1, N = 345) = 1.64, p = .20$, on the CTS2-SC. Additional chi-square tests revealed significant reporting differences between measures for both victimization, $\chi^2(2, N = 345) = 7.94, p = .019$, and perpetration, $\chi^2(2, N = 345) = 6.86, p = .032$, with the differences particularly pronounced among men. These results carry important implications for research, prevention, and policy. Reliance on a single instrument may underestimate SV prevalence, particularly perpetration, thereby obscuring risk patterns and limiting effective prevention programming. For student-athlete populations, where team culture and institutional pressures may affect reporting, careful measure selection is critical. Multi-method assessment strategies may improve accuracy in campus SV investigation and intervention efforts.

Presentation 2: Sexual Aggression and Victimization Among Adolescents in School: Using a MixIRT Analysis to Examine Measurement Equivalence | Thomas P. Gumpel & Anne Spigt, The Hebrew University of Jerusalem

Abstract: Studies examining the frequency of sexual aggression and victimization in schools have compared different groups of respondents based on age, gender, or involvement in other types of school aggression. Between-group comparisons assume measurement equality. We examine this assumption of measurement equality using a MixIRT analysis, which combines a latent profile analysis with a Rating Scale Model Item Response Theory analysis to determine whether sexual aggressors and victims can be divided into latent classes and whether the latent traits of sexual aggression or victimization have configural, metric and scalar equivalence, and through an examination of differential item functioning (DIF). This is a secondary analysis of 3746 Israeli adolescents responding to a self-report questionnaire regarding sexual aggression and victimization. Data analyses proceeded in five steps, and the unit of analysis was each respondent's responses to the aggressor and victim scales. We conducted a series of exploratory and confirmatory analyses of the aggression/victimization scale to examine configural equivalence, followed by a series of Latent Profile Analyses to determine metric and scalar equivalence. Finally, we examined DIF and Wright Maps using a Rating Scale IRT model. Four latent classes were identified. All items showed configural equivalence, and most exhibited metric and scalar equivalence. An examination of DIF and Wright Maps showed that the structures



of the latent traits across latent classes were fairly similar. However, for all latent classes, measures of sexual aggression and victimization failed to sample the full range of item difficulty (or endorseability).

Presentation 3: Overlapping Risk Factors for Sexual Aggression between Men and Women | Dylan A. John & Antonia Abbey, Wayne State University

Abstract: Theories of sexual aggression (SA) were primarily developed to explain men's SA against women; thus, they include constructs such as hostile masculinity and masculine gender role stress (DeGue & DiLillo, 2004; Malamuth et al., 1991; 2001). Focusing on constructs associated with masculinity limits these theories' applicability to SA that occurs across genders and sexual orientations (Tharp et al., 2013). Men and women may also differ in the types of tactics they use when sexually aggressive (Fornicola & Peterson, 2022; Struckman-Johnson et al., 2003). Participants (N = 295 women; 285 men) were recruited through CloudResearch to complete a survey assessing demographics, childhood adversity, sexual narcissism, psychopathy, sex-related alcohol expectancies, perceived peer approval and pressure for SA, and prior engagement in SA. As expected, men had significantly higher mean levels on all variables with the exception of SA via impaired consent ($p = .48$). Hierarchical regression was used to examine main effects of risk factors (Step 1) and if these main effects were moderated by gender (Step 2). Results indicated that sexual narcissism, psychopathy, and peer approval were positively associated with perpetration ($ps < .01$); however, the relationship between peer approval and SA was the only risk factor moderated by gender, with men having a stronger relationship ($r = .43$) than women ($r = .33$). Additional hierarchical regression analyses were conducted parsing SA based on tactics (i.e., impaired consent and pressure) to explore how gender may function differently by tactics used to obtain sex.

Presentation 4: Identifying Socio-ecological Risk Factors for Adolescent Sexual Harassment Victimization and Perpetration Among a Cohort of Canadian Secondary School Students | Ava Pollinzi, Kate Battista, Tony Volk & Terrance J. Wade, Brock University; Scott T. Leatherdale, University of Waterloo; Karen A. Patte, Brock University

Abstract: Adolescent sexual harassment (SH) represents a critical public health concern, given that victimization and perpetration emerge during this developmental phase. However, Canadian population-level research is limited and inconsistent. This study estimated the prevalence of SH among a large sample of adolescents in Ontario, Canada, and utilized Bronfenbrenner's socio-ecological model to identify key individual, microsystem, mesosystem, and exosystem factors associated with increased SH risk. Cross-sectional survey data were used from 12,788 Grade 7-12 students attending 47 Ontario schools that participated in the 2022/23 COMPASS study. Separate logistic mixed-effects models were conducted to examine predictors of SH victimization and perpetration using a block approach. Overall, 4.0% of students reported victimization in the last 30 days, and 1.0% reported perpetration. Victimization odds were elevated among multiethnic participants relative to their White peers, students who reported being more or less financially comfortable compared to their classmates, and individuals who felt unwelcome at school due to their gender, sex, or appearance; whereas higher educational aspirations, greater school connectedness, and reports of having a happy home life were protective against victimization. Perpetration odds were higher among racialized youth relative to White youth, individuals who reported higher financial comfort compared to their classmates, and students who felt unwelcome at school due to gender or sex. Perpetration odds were lower among cisgender girls and transgender and gender-diverse youth relative to cisgender boys. This study highlights the complex, social nature of adolescent SH and the individual and ecological contexts relevant to developing effective prevention efforts.

TUESDAY, JULY 21 | SESSION 3C: 15:30-17:00

Room: GSB 307

Pathways to School Violence: Family, Community, and Individual Risk | Assigned Chair TBA

Presentation 1: Does Reducing Parental Corporal Punishment Mitigate Adolescent School Violence? Exploring the Role of Attitudes toward Violence and Sex Differences | Ji-Kang Chen & Yang Han, The Chinese University of Hong Kong

Abstract: Parental corporal punishment serves as a well-documented risk factor for adolescent school violence perpetration, yet existing literature has neglected to examine whether escalating versus de-escalating punishment intensity exerts differential effects. Addressing this gap, the present study investigates these asymmetric influences and evaluates attitudes toward violence as a mediator, employing fixed-effects models to account for time-invariant unobserved confounders. Drawing on two-wave longitudinal data from junior high school students in Taiwan, we applied sex-stratified asymmetric fixed-effects linear regressions. Results revealed that, among boys, escalating corporal punishment significantly predicted elevated school violence perpetration, partially mediated by increasingly permissive attitudes toward violence. In contrast, de-escalating corporal punishment yielded no significant association with boys' violence levels, and neither escalation nor de-escalation predicted violence perpetration among girls. These findings indicate that parental corporal punishment may engender irreversible violence-promoting effects in boys: intensification normalizes aggressive attitudes, whereas attenuation fails to reverse entrenched behavioral patterns. Beyond advocating for corporal punishment cessation, interventions should prioritize alternative parenting strategies that directly target and mitigate adolescents' endorsement of violence to more effectively curtail school violence.

Presentation 2: Retrospective Perceptions of Income Inequality, School, and Neighborhood Conditions: Associations with Peer Victimization During Adolescence and Young Adulthood | Joseph Cino, Sierra Barnes & Ann H. Farrell, Brock University; Mollie J. Eriksson, McMaster University; Tracy Vaillancourt, University of Ottawa

Abstract: Several immediate and distal social environmental factors work directly and indirectly with one another to contribute to multiple forms of peer victimization. Bullying is the most prevalent form of peer victimization during adolescence; however, peer victimization typically takes the form of indirect aggression during young adulthood. Therefore, we examined whether retrospective perceptions of school and neighborhood income inequality worked through retrospective perceptions of school climate, neighborhood violence, and neighborhood distrust to predict retrospective adolescent bullying victimization and current young adulthood indirect victimization. Data were from a cross-sectional study of undergraduate students from a university in Canada. The present study included 460 young adults (Mage = 20.2, SDage = 2.18; 59.6% women; 40.4% men; 51.6% white). Participants completed retrospective measures of bullying victimization, perceived school and neighborhood income inequality, school climate, neighborhood distrust, and neighborhood violence during adolescence. They also completed a measure of current young adulthood indirect victimization. Path analyses revealed that higher school income inequality indirectly predicted higher levels of bullying and indirect victimization through lower school climate. In addition, higher neighborhood income inequality indirectly predicted higher levels of indirect victimization through higher neighborhood violence. However, this effect was not found for bullying victimization. Findings highlight the need for early

intervention of environmental risk factors shared by multiple forms of peer victimization. Efforts to prevent peer victimization should focus on improving school climate. For example, improving school cohesion and reducing classroom status hierarchies could reduce perceived inequalities at school and in turn reduce peer victimization.

Presentation 3: Linking Child Maltreatment to Cyber Deviance and School Violence: A Dual-Theory Test of General Strain and Control Model of Criminal Lifestyle Development | Ji-Kang Chen & Yang Han, The Chinese University of Hong Kong

Abstract: Previous research has suggested that child maltreatment and parental corporal punishment increase the risk of youth involvement in school violence and cyber deviance. Various psychological theories have explored the underlying mechanisms of this association. General Strain Theory posits that anger is the key mediator linking parental maltreatment to deviant behaviors, whereas Control Model of Criminal Lifestyle Development emphasizes impulsivity as the critical pathway. Although prior studies have supported for both perspectives, most have relied on cross-sectional designs conducted in Western cultural contexts. To date, little evidence has been offered using longitudinal data within East Asian settings. Guided by General Strain Theory and the Control Model of Criminal Lifestyle Development, this study examined the mediating role of anger and impulsivity in the relationship between parental maltreatment and cyber deviance and school violence, drawing on two-wave follow-up data collected from junior high school students in Taiwan. Results from half-longitudinal mediation analyses revealed that parental maltreatment was indirectly associated with cyber deviance and school violence through impulsivity, with no significant gender differences. These findings support the applicability of the control model of criminal lifestyle development to adolescent cyber deviance and school violence. Moreover, they highlight the importance of interventions aimed not only at preventing child maltreatment but also at reducing impulsivity among adolescents to mitigate risks of cyber deviance and school violence.

Presentation 4: The Recent Surge in Research on Behavioral Threat Assessment in K-12 Schools | Dewey Cornell, University of Virginia

Abstract: Although most prevalent in the U.S., school shootings are an international problem that has a traumatic impact on communities. Even though very few schools have shootings, every school has student threats that raise great concern and lead to many students being removed from school regardless of the seriousness of their threat. Behavioral threat assessment and management (BTAM) is a violence prevention strategy concerned with assessing the seriousness of a threat and taking measured actions to resolve problems or conflicts underlying the threat with minimal use of school exclusion. A 2024 government survey found that 85% of U.S. public schools have BTAM teams, but reports by the National Threat Assessment Center, National Academies of Sciences, and others noted gaps in research support. However, a surge of 20 studies since 2022 provide new evidence to help fill those gaps. Unlike prior studies limited primarily to Virginia, these studies involve thousands of schools across 8 states and Alberta, Canada. This presentation will summarize how these studies build upon prior research around five key questions: (1) How often do schools conduct BTAM? (2) How often do students receiving a threat assessment engage in an act of violence? (3) What kinds of interventions are used? (4) How often are students removed from school and/or arrested as part of a threat assessment? And (5) Does BTAM produce disparities for students of color or students with disabilities? The presentation will note the need to measure the fidelity of BTAM implementation and to investigate different models of BTAM.



TUESDAY, JULY 21 | SESSION 3D: 15:30-17:00

Room: GSB 407

Violence Against Women, Intimate Partner Violence, and Threat Assessment | Assigned Chair TBA

Presentation 1: Examining Corollary Victimization in Intimate Partner Homicide in Australia | Alessia Iancarelli, Northeastern University & Nadine Connell, Griffith University

Abstract: In January 2026, the Queensland Police Service disbanded specialist support for domestic violence incidents. Given that intimate partner homicide (IPH) accounted for 48% of domestic homicides and 16% of all homicides in Australia in 2022–23, domestic and family violence remains a core public safety concern. What is especially concerning is that this ignores the fact that IPH affects both the immediate family and the wider community. Corollary victimization in IPH, where individuals beyond the intimate partner are also killed, including its prevalence and risk factors, remains underexamined in the Australian context. International research indicates that children, new partners, and bystanders account for 20–30% of total fatalities in IPH incidents (Dobash & Dobash, 2012; Lyons et al., 2020). However, in Australia, its extent is unclear and, therefore, we estimate its prevalence, beginning in Queensland. Using a mixed-methods design, we analyzed Queensland Police Service (QPS) crime incident data (QPRIME) from 2018 to 2024. These records capture offense types, case outcomes, and offender-victim characteristics, including age, sex, and relationship indicators. During this period, we identified 346 homicides, including 16 incidents involving at least one offender and multiple victims. Most perpetrators were male. Primary victims were commonly the children of a romantic partner but also included other family members and new partners. Incorporating thematic and content analyses of media reporting, we are also examining additional incident- and relationship-level characteristics to identify risk factors and evaluate system-level responses, thereby informing policy and legal solutions.

Presentation 2: Leaking in the Threat Assessment of Intimate Partner Homicide - GaTe-RAI | Rebecca Bondü & Tanita Rumpf, Psychologische Hochschule Berlin

Abstract: Leaking has been shown to add to the threat assessment in cases of severe targeted violence in public settings, such as school shootings and terrorist attacks. Intimate partner homicide shows some overlapping features, including the lack of consistent offender profiles and risk factors. The present research, therefore, examined whether leaking may also aid threat assessment in cases of severe targeted violence in partner relationships. To this end, we analyzed case files of 79 cases of attempted or completed intimate partner homicide in Germany as well as of 139 control cases in which such an offense was announced, but not committed. We systematically extracted information on leaking characteristics and content, as well as on other warning signals and potential trigger events. Contrasting previous research on severe targeted violence in public settings, only 54% of all perpetrators showed leaking prior to the offense, whereas both other warning signs and potential trigger events were present in a large majority of cases, respectively. Elastic-net regressions with cross-validation identified 14 criteria out of which eight refer to leaking that reliably distinguished between later perpetrators and the control group were identified. These were comprised into the GaTe-RAI risk assessment instrument with an AUC of .83, a sensitivity of .81, and a specificity of .76. These findings indicate that leaking, other warning signs, and potential trigger events should be considered in the threat assessment of targeted violence also in partner relationships.



Presentation 3: Measuring femmephobia: A new tool for studying gender-based violence | Rhea Ashley Hoskin, University of Waterloo and St. Jerome's University; Erin Leigh Courtice, Toronto Metropolitan University; Toni Serafini, St. Jerome's University; Karen L. Blair, Trent University

Abstract: For decades, research has documented the devaluation and regulation of femininity and its connections to various forms of gender-based violence. Yet, while this phenomenon has been observed across different literatures, it has not, until recently, been named or measured as a distinct construct. Recent scholarship has identified this pattern as femmephobia: prejudice directed toward femininity itself. Existing research suggests that femmephobia is a distinct form of prejudice associated with violence and aggression. However, there is currently no measure for this construct. To address this gap, we created the Femmephobic Attitudes Scale (FEMs), which assesses six theorized dimensions (subscales): Feminine Demotion, Feminine Inauthenticity, Masculine Right of Access, Essentialized Femmephobia, Masculine Promotion, and Benevolent Femmephobia (Hoskin, 2020). Participants (N = 905) completed the FEMs alongside sociodemographic and social desirability measures. Exploratory factor analyses revealed support for the theorized structure, with all subscales demonstrating excellent sampling adequacy (KMOs = .919-.979). Feminine Demotion and Masculine Promotion were both unidimensional, each dominated by a single strong factor accounting for ~55-57% of variance. Masculine Right of Access yielded a two-factor solution: (i) femininity as sexual performance, and (ii) femininity as linked to heterosexuality. Essentialized Femmephobia produced three factors: (i) body-based femininity standards, and essentialism about (ii) women and (iii) men. Benevolent Femmephobia showed four factors: (i) protective paternalism, (ii) gay male stereotyping, (iii) feminine virtue, and (iv) physical protection norms. The development of the FEMs represents a critical step toward operationalizing femmephobia as a measurable construct, enabling future research on its role in gender-based violence.

Presentation 4: An experimental examination of the impact of item order, inclusion of filler items, and the use of forgiving language on self-reports of sexual aggression perpetration | Zoë D. Peterson, Andrea Mariani & Carlin Hoffacker, Indiana University - Bloomington

Abstract: There is evidence that self-reports of sexual aggression perpetration may be influenced by social desirability biases, resulting in underreporting. Research on self-report of sensitive topics suggests that small differences in questionnaire format—such as including benign filler items, altering the item order, or including “forgiving” language—may impact participants’ willingness to disclose. We recruited 4,451 men and women through CloudResearch to complete a self-report measure of sexual perpetration—the Sexual Initiation Strategies Scale (SISS). Participants were randomized to complete a version of the measure that varied on three dimensions: inclusion/exclusion of filler items; inclusion/exclusion of forgiving language; and item order (fixed but non-hierarchical vs random vs hierarchical from least to most severe). We used logistic regression to examine main effects and two-way interactions. Gender, filler items, forgiving language, and item order (fixed as the reference) were predictors, and self-report of any sexual aggression on the SISS was the criterion. Men were more likely to report sexual aggression than women. Additionally, individuals who received forgiving language were more likely to report aggression than those who did not; however, that result was moderated by gender, such that the difference was significant for women but not men. Surprisingly, individuals who received filler items were less likely to report aggression than those who did not. Effect sizes for these differences were small, but removing filler items and adding forgiving language are easy changes, so even if they result in a very small increase in the likelihood of reporting, they are likely worth implementing.



TUESDAY, JULY 21 | SESSION 3E: 15:30-17:00

Room: GSB 308

Looking good! The surprising associations between dark traits, faking, and victimhood | Beth Visser, Lakehead University

Presentation 1: 'Just What They're Looking For': An Analysis of Mimicry and Psychopathy in Employment Settings | Hayley Hicks & Angela Book, Brock University; Beth Visser, Lakehead University; Brylee Ritchie, Brock University; Atlas Nikkel, Lakehead University, Lara Papalia, Brock University

Abstract: Are individuals who are higher in psychopathic traits utilizing mimicry as a strategy in the employment application process? The current work explored this question, prompted by evidence that psychopathy can sometimes be associated with success in different professional contexts. Although psychopathy is characterized by traits such as low Honesty-Humility, Emotionality, Agreeableness, and deficits in empathy, some individuals with these traits also display interpersonal charm, charisma, and strategic impression management that may facilitate professional success. One potential mechanism for this success is the use of mimicry to align with organizational expectations and values. The relationship between strategic social mimicry and psychopathic traits was examined in a sample of 346 undergraduate students from two Canadian universities. Participants completed the HEXACO-60, a personality inventory assessing Honesty-Humility, Emotionality, Extraversion, Agreeableness, Conscientiousness, and Openness to Experience, twice. Between the two administrations, participants watched an employment recruitment video developed for this research, which highlighted organizational expectations and desired traits. Additionally, individual levels of psychopathic traits were assessed using the Self-Report Psychopathy Scale. Repeated measures ANCOVA revealed that there were significant shifts in the Honesty-Humility, Emotionality, Extraversion, and Openness to Experience dimensions (in the direction desired by the employer), and self-reported psychopathy moderated these changes. Individuals high in psychopathic traits may engage in the mimicry of personality-related traits as a self-enhancement strategy, framing themselves in a manner that aligns more closely with organizational employment values.

Presentation 2: Saying 'Yes' with an Agenda: Compliance as Strategy in Psychopathy | Veronika Fendler, Brock University; Theresia Bedard & Irine Joseph, Lakehead University; Abby Towne, Brock University; Beth Visser, Lakehead University; Angela Book, Brock University

Abstract: Social compliance is typically conceptualized as a vulnerability factor reflecting submissiveness or difficulty resisting social pressure. In contrast, psychopathy is characterized by interpersonal-affective features (e.g., callousness, manipulativeness) and impulsive-antisocial tendencies, traits not typically associated with heightened compliance. Across three studies (total N = 574; Mage = 22.25, SD = 6.82; 58% male), however, self-reported compliance was positively associated with Self-Report Psychopathy (SRP) scores. This counterintuitive association raises important questions about how compliance is expressed and motivated among individuals with elevated psychopathic traits. Rather than reflecting submissiveness or social vulnerability, compliance in this context may represent strategic or instrumental behaviour, such as impression management or goal-directed social responding. To examine this possibility, psychopathy was inspected to determine whether interpersonal-affective or impulsive-antisocial features primarily drive the association. Further analyses probed HEXACO personality dimensions at the facet level to identify which traits account for shared variance and to explore potential mediating pathways. By situating compliance within a



multidimensional model of psychopathy and a broader personality framework, these findings challenge traditional conceptualizations of compliance as inherently vulnerability-based. Clarifying whether compliance reflects strategic social behaviour versus submissive responding has important implications for understanding interpersonal dynamics in individuals with elevated psychopathic traits and for refining theoretical models of both constructs.

Presentation 3: Proclaiming Victimhood: A Narcissistic Drive for Recognition? | Theresia Bedard, Angela MacIsaac, Beth Visser & Aislin Mushquash, Lakehead University

Abstract: The Tendency for Interpersonal Victimhood (TIV) captures a 'victim mindset,' where such individuals ruminate about past wrongs, lack empathy, exhibit moral elitism, and need recognition for their perceived victimhood. Victim signalers use this perceived victim status to exploit others. Grandiose and vulnerable narcissism are two different forms of narcissism, and it is possible that due to the self-serving nature of TIV and victim signaling, that narcissistic tendencies are related to TIV and victim signaling. In a sample of 400 participants, we investigated connections between narcissism, TIV, and victim signaling. TIV was more strongly related to vulnerable narcissism, while victim signaling was related to vulnerable and grandiose narcissism. TIV mediated the relationship between vulnerable narcissism and victim signaling, Neuroticism and victim signaling, and grandiose narcissism and victim signaling. Thus, narcissism may be important in the experience of TIV and victim signaling. Our findings have implications for violence, as some mass shooters have demonstrated harboring grudges over perceived wrongs, which is similar to TIV, and thus, may indicate that this subset of mass shooters may also have narcissistic tendencies.

Presentation 4: Even the Unmoved Can Move: Inducing Empathy for Scam Victims | Beth Visser, Cody Fogg & Theresia Bedard, Lakehead University; Angela Book, Brock University

Abstract: In a mixed methods design, undergraduate students read a narrative from a scam victim either empathetically or objectively. Our post-vignette manipulation check indicated that participants in the empathy condition expressed greater empathic responding toward the victim/survivor. Further, participants who read empathically had more positive attitudes toward victims/survivors of scams in general. Individuals with higher levels of psychopathy reported lesser empathic responding and more negative attitudes towards victims/survivors of scams, but there was no interaction between psychopathy and empathy/objective condition in the prediction of empathic response or attitudes towards victims/survivors. Successful empathy induction was observed even in those with higher levels of psychopathic traits. Qualitative results included the finding that the participants low in trait empathy were more likely to express indifference to victims/survivors of scams in general.



TUESDAY, JULY 21 | SESSION 4A: 17:00-18:30

Room: GSB 306

Methodological advances for studying affective, behavioral, and cognitive processes in the development of aggression and peer victimization during early childhood | Jamie M. Ostrov, University at Buffalo, SUNY

Presentation 1: Preliminary investigation of a measure of peer emotion socialization in preschool classrooms: Associations with aggression, prosocial behavior, and empathy | Margaret Azu-Narcisse & Jamie M. Ostrov, University at Buffalo, SUNY

Abstract: Prior work demonstrates the importance of parent and peer emotion socialization (ES) in children's social and emotional development, including the development of aggressive behavior (Byrd et al., 2022; Eisenberg et al., 1998). The present study investigates the preliminary psychometric properties of a preschool peer ES measure and examines relations between peer ES and aggressive/prosocial behavior. A sample of 185 children (52% female, M age = 51.57 months, 0.5% American Indian, 7% Asian, 33.5% Black, 31% White, 13% more than one race, 15% other/unknown) were observed during unstructured classroom time over four to eight 10-minute sessions. Observers then globally reported on each child's responses to their peers' emotions (provided ES) and their peers' responses to their emotions (received ES). Observers also reported on physical and relational aggression, prosocial behavior, received prosocial behavior, and empathy. These social behavior measures were regressed on two categories of responses to sadness, anger, and happiness (magnify and reward). The magnify and reward subscales demonstrated reliability across all emotions ($\alpha = .70-.87$). Additionally, associations between received reward responses and received prosocial behavior ($b=0.55-0.68$, $ps<.001$) and associations between provided reward responses and prosocial behavior ($b=0.48-0.61$, $ps<.001$) and empathy ($b=0.49-0.63$, $ps<.001$) yielded evidence of convergent validity. Received reward responses for each emotion were positively associated with relational aggression ($b=0.22-0.25$, $ps<.01$), prosocial behavior ($b=0.35-0.44$, $ps<.001$), and emotion regulation ($b=0.38-0.45$, $ps<.001$). Received magnify responses for anger were positively associated with relational ($b=0.40$, $p<.001$) and physical ($b=0.31$, $p<.001$) aggression. Results suggest that specific peer ES behaviors are associated with preschoolers' social and emotional development. Additional data/analyses will be available for the meeting.

Presentation 2: Examining attribution development: The role of regulation in predicting externalizing difficulties | Sarah Blakely-McClure, Canisius University; Kimberly Kamper-DeMarco, Buffalo State University; Hannah Dickinson, University at Buffalo, SUNY

Abstract: Early childhood is a particularly important period, as children begin forming relationships and developing foundational social skills. Yet little research examines how young children interpret peer experiences, especially of victimization, and how these shape developmental outcomes. Work with older children suggests that attribution variations are associated with self-regulation and maladjustment (e.g., Masaki, 2023). However, less is known about cognitive and emotional responses emerging in early childhood. This pilot study examines early attributions about peer victimization and associations with regulation, peer victimization, internalizing and externalizing symptoms and introduces novel methodology assessing attribution development. Participants include 35 children (19 female; $M=4.77$ years, $SD=0.85$) and their caregivers. The sample was 64% White, 30% Black/African American, 3% American Indian/Alaska Native, and 3% Asian/Asian American. Bivariate correlations indicated internalizing and externalizing attributions were



associated with regulation (HTKS) and internalizing and externalizing problems (BASC) but not parent-reported peer victimization. Hierarchical linear regressions were conducted controlling for gender and found that external attributions uniquely predicting regulation ($\beta=.78$), hyperactivity ($\beta=-.72$), attention deficits ($\beta=-.85$) and atypicality ($\beta=-.61$) leading to follow up assessments of HTKS as a moderator. Using the PROCESS 5.0 macro, there was a significant interaction between HTKS and external attributions predicting attention problems ($b=.003$, $p=.02$) with simple slopes suggesting there was a significant, negative association between external attributions and attention problems for children with low to moderate regulatory skills ($bs=-.15$ and $-.09$, $ps<.05$) whereas the association was not significant for those with good regulation.

Presentation 3: Observations of behavioral coping responses to peer victimization in early childhood | Katy Gardner & Jamie Ostrov, University at Buffalo, SUNY

Abstract: How children respond to peer victimization may affect risk for future peer difficulties, yet methods for examining coping behaviors are limited for preschoolers. This paper tests the validity of using naturalistic observations to capture children's approach (i.e., orientation towards the stressor) or avoidance (i.e., orientation away from the stressor) coping behaviors in response to peer victimization. Study 1 included 105 preschoolers (52.4% female, 47.37 months old) from various backgrounds (e.g., 6.8% Asian, 13.5% More than one Race, 2.7% Latine). Observations were conducted six months apart during the fall (T1) and the spring (T2) of their preschool year. For girls, avoidance coping was stable across timepoints ($\beta = .34$, $p < .01$) and T1 avoidance was positively associated with physical victimization at T2 ($\beta = .28$, $p < .05$). For boys, approach coping was stable across timepoints ($\beta = .28$, $p < .05$) and T1 avoidance was positively associated with physical victimization at T2 ($\beta = .31$, $p < .05$). Study 2 included 302 preschoolers (44% female, 44.70 months old) from various backgrounds (e.g., 9.0% Asian, 3.5% Black, 12.9% More than one Race, 1.2% Latine). Observations were conducted one year apart during the spring of their preschool year (T1) and the spring of their pre-kindergarten year (T2). For girls, avoidance coping at T1 was positively associated with physical victimization ($\beta = .20$, $p < .05$) and relational victimization ($\beta = .26$, $p < .05$) at T2. Findings suggest that avoidance may be particularly ineffective at mitigating risk of later peer victimization.

Discussant: Jamie M. Ostrov, University at Buffalo, SUNY

TUESDAY, JULY 21 | SESSION 4B: 17:00-18:30

Room: GSB 205

Mechanisms of Intimate Partner Aggression in Vulnerable and High-Risk Populations | Cynthia Stappenbeck & Dominic Parrott, Georgia State University

Presentation 1: Gender as a Moderator of the Relation Between Emotion Regulation Difficulties and Perpetration of Cyber Intimate Partner Aggression in At-Risk Young Adults | Emily Patton, Olivia Westemeier, Zoe Zong & Dominic Parrott, Georgia State University; Natasha Gulati, University of Washington; Cynthia Stappenbeck, Georgia State University

Abstract: Cyber intimate partner aggression (IPA) involves using digital tools (e.g., social media, texting) to harass, monitor, or control a partner. Difficulties with emotion regulation (ER) are related to traditional IPA perpetration, however, existing research is widely mixed on whether risk factors for more traditional forms of IPA (i.e., psychological and physical IPA) apply to cyber IPA. This study examined main and interactive effects



of facets of ER difficulties and gender on psychological, sexual, and stalking cyber IPA perpetration among 144 ($M_{age} = 25.8$; 50% men; 61% White) high risk young adults (i.e., heavy drinkers with a history of psychological or physical IPA perpetration). Multiple negative binomial regressions were conducted in R. Greater non-acceptance and impulsivity were associated with higher psychological ($bs = .03-.06$, $ps < .001$), sexual ($bs = .04-.07$, $ps \leq .006$), and stalking ($bs = .02-.03$, $ps \leq .001$) cyber IPA perpetration, while goal-directed difficulties were associated with lower perpetration across all subscales of cyber IPA perpetration ($bs = -.02$ to $-.10$, $ps < .001$). Gender moderated effects of non-acceptance and impulsivity for psychological ($bs = -.02-.05$, $ps \leq .04$) and sexual ($bs = -.08-.22$, $ps \leq .01$) cyber IPA perpetration, and goal-directed difficulties, clarity, and impulsivity ($bs = -.06-.05$, $ps \leq .005$) moderated the effects of stalking cyber IPA perpetration. These findings highlight ER as a key correlate of cyber IPA with gender-specific patterns, reinforcing this mechanism as a cross-context risk factor for aggression in intimate relationships with important prevention implications.

Presentation 2: Risk and Resilience in LGBTQ+ Youth: Peer Victimization, Minority Stress, and the Protective Role of School Supports in Dating Violence | Jennifer A. Livingston, Amy Hequembourg, Weijun Wang & Craig R. Colder, University at Buffalo

Abstract: Peer victimization (PV) has been consistently linked to dating violence (DV) among adolescents. Little is known about this relationship among LGBTQ+ youth, particularly the factors that may buffer or exacerbate this relationship. The current study explored whether minority stress mediates the relation between PV and DV (perpetration or victimization) and tested the moderating role of LGBTQ+ school support in that relationship. We also tested whether those paths differed for cisgender and transgender and gender diverse (TGD) youth. LGBTQ+ youth with dating history ($M = 15.8$ years, $N = 273$, 76.6% White, 28.5% TGD) recruited from New York State participated in an online survey. PV was positively associated with minority stress, which in turn was positively associated with DV perpetration. There was a significant indirect effect from PV to DV perpetration via minority stress. The association between PV and minority stress was unrelated to gender identity. There was a marginally significant indirect effect from PV to DV perpetration via minority stress for TGD youth. The overall model did not differ by gender identity. LGBTQ+ school support did not moderate any of the relationships. For DV victimization, no significant direct or indirect effects emerged; results did not differ by gender identity. Minority stress emerged as a mechanism linking PV to DV perpetration suggesting that reducing minority stress may attenuate pathways from PV to DV perpetration among LGBTQ+ adolescents. No comparable pathway emerged for DV victimization, pointing to the need for additional research to identify potential mechanisms.

Presentation 3: Drinking for Two? Understanding Men's Alcohol Use and Perpetration of Intimate Partner Aggression Perpetration During Pregnancy | Dominic J. Parrott, Georgia State University; Ruschelle M. Leone, University of Colorado Anschutz

Abstract: Intimate partner aggression during pregnancy (P-IPA) is more common than some health conditions routinely screened for during pregnancy (e.g., syphilis); 25% of individuals worldwide experiencing P-IPA (Román-Gálvez et al., 2021). Perpetrators are fully responsible for P-IPA, yet research has almost exclusively focused on victimization experiences, leaving a critical gap in our understanding of the men who perpetrate P-IPA. In other words, despite their central role in this problem, little is known about the men who perpetrate P-IPA. Importantly, our limited understanding of risk factors for P-IPA perpetration prevents the advancement of interventions that protect the well-being of pregnant individuals and their offspring (Azene et al., 2019). This study aimed to address this gap by collecting data on a well-established risk factor for IPA perpetration – heavy alcohol use (Leonard & Quigley, 2017) – as well as other risk and resilience factors across different stages of pregnancy. Between May and September of 2025, we recruited a non-probability sample of 215 cisgender men in the United States who indicated that their intimate partner is pregnant or had a child in

2024-2025. Participants completed measures that assessed their alcohol use, P-IPA perpetration, and relationship functioning during each trimester and the postpartum period. Analyses evaluated the relation between alcohol use and P-IPA at each pregnancy stage as well as how other risk and resilience factors moderated those associations. Data provide new insights on the etiology of alcohol-related P-IPA, including potentially high-risk stages of pregnancy, to inform future studies on the putative mechanisms of this association.

Discussant: Christopher Eckhardt, Purdue University

TUESDAY, JULY 21 | SESSION 4C: 17:00-18:30

Room: GSB 307

Complexity in youth's experiences of aggression: Methods, measurement, and context | Natalie Spadafora, Brock University

Presentation 1: Differing Views of Aggressive Experiences: Comparing Peer Nominations of Aggression from Perpetrator and Target Perspectives | Naomi Andrews, Brock University

Abstract: Self-report and peer nominations of aggression are typically only correlated at low to moderate levels (e.g., Branson & Cornell, 2009). Our novel measurement of aggression comprises dyadic peer nominations from both perpetrator (who do you bully) and target (who bullies you) perspectives. The current research aims to understand the overlap between these two types of peer nominations, to better understand how youth assess their own involvement in aggressive behavior. In a sample of 132 9th graders (46% girls, 53% White), youth reported dyadically on their involvement in aggression. Items assessed direct and indirect bullying and non-bullying aggression. Participants also self-reported frequency of aggression perpetration and victimization. In line with prior research, self-report and peer nominations were only moderately correlated ($r_s \leq .44$). Dyadically, there were 102 dyads nominated by the perpetrator and 203 dyads nominated by the target. Yet, there was only agreement in 11 dyads (A reports bullying B, B reports being bullied by A). Further exploratory analysis indicates these 11 dyads comprise complex relationships, with some dyads nominating one another as best friends, likable, and kind (though also often considered fake). Past research shows that self-reports are more often related to internalizing problems and peer nominations related to social adjustment (Bouman et al., 2012). The current study expands upon this work by identifying that peer nominations differ substantially depending on whether one considers the perpetrator or target's perspective. Further, for the few dyads where there is agreement, more research is needed to better understand these complex relationships.

Presentation 2: Examining Perceived Harm and Adolescent Bullying Victimization | Natalie Spadafora, Ann H. Farrell, Andrew V. Dane & Anthony A. Volk, Brock University

Abstract: In recent years, there has been extensive conversation surrounding how to define bullying. It has often been defined as a behavior that is goal-directed within the context of a power imbalance, and harms another individual (Volk et al., 2014). But how do we know if a behavior causes harm and how do we as researchers measure it? The present study begins to look at this potential difference between frequency of behavior and perceived harm in a sample of 493 high school students (52.7% boys) between the ages of 13 and 18 ($M = 15.50$; $SD = 1.75$). Students were asked to report on both how often they were victimized (i.e.,



"In the past few months how often have the following things been done to you") and their perceived harm (i.e., "How much have you been hurt or harmed (e.g., emotionally, socially or physically) by the following actions"). Structural equation modelling was utilized to create latent variables of "harm" and "victimization frequency" (across all bullying subtypes). Next, associations were examined between both latent factors and a variety of outcomes. Of particular interest, there was a significant positive association between adolescents' perceived harm and emotional problems (but not with reported frequency of victimization). These results raise important questions surrounding reporting of bullying and victimization, including if and how adolescents perceive harm surrounding these behaviors, and what implications that may have.

Presentation 3: Predictors and Externalizing Behavioral Outcomes of Technology and Digital Media Use Profiles | Amanda Nickerson, University of Buffalo; Idean Ettekal, Texas A & M University; Stephanie Fredrick & Hannah Rapp, University at Buffalo

Abstract: There is public health concern about the role of technology and digital media (TDM) use in aggression and mental health. Research is needed to better understand which adolescents are most at-risk for exhibiting certain TDM patterns. This study examined: (a) latent profile analyses of TDM use based on time spent, applications/platforms used, addictive use, cyberbullying, and risky use, (b) child, family, and peer predictors of profiles, and (c) externalizing outcomes of TDM profiles. Participants included 11,875 youth (ages 9-10 years at baseline) from the Adolescent Brain Cognitive Development Study. Approximately half of the participants were female (48%), and the racial/ethnic composition was 49.5% White, 16.6% Black, 23.6% Hispanic, and 5.4% multiple/other races (Garavan et al., 2018). Latent Profile Analyses revealed a 5-class solution of: High users (22.2%), high TV/streamers (18.3%), gamers (17.7%), moderate users (29.4%), and low users (12.3%). Compared to low users, youth in all other classes were more likely to come from low-income backgrounds, to be Black or Hispanic, to be older, and to have lower school engagement. Gender, family conflict, and externalizing behaviors were more variable in predicting class membership. Even after controlling for child, family, and school factors (including baseline externalizing behaviors), higher TDM users were more likely than those in any other class to have more externalizing symptoms. In contrast, TV/streamers, gamers, and moderate users all reported higher externalizing symptoms compared to low users, yet they did not differ significantly from each other. Findings elucidate TDM use patterns that are most problematic for externalizing behavior.

Discussant: Wendy Craig, Queens University

TUESDAY, JULY 21 | SESSION 4D: 17:00-18:30

Room: GSB 407

Developmental and School-Based Aggression | Assigned Chair TBA

Presentation 1: Contextualizing aggression during the middle school transition: The role of social goals within friendship networks | Jasmine Bigelow & Natash Chaku, Indiana University Bloomington

Abstract: Persistent aggression across adolescence is associated with detrimental psychosocial outcomes (e.g., depression, poor academic performance). The middle school transition is a critical moment to examine changes in aggression as youth navigate this novel peer environment. The mechanisms youth use to establish social status ignite a notable surge in aggression, specifically relational aggression (i.e., the

manipulation of social relationships to harm others' or achieve one's status). To elucidate individual differences in aggression, we consider the roles of youths' agentic (dominance) and communal social goals (intimacy) and friendship networks (i.e., the structure and function of relations between friends). The present study surveyed students across their first year of middle school to investigate longitudinal relations between self-reported social goals, friendship network features, and aggression. Pilot results from Bayesian latent growth curve models (Summer: N = 48, 60% female; Winter: N = 35, 66% female; Spring: N = 28, 68% female) indicated that having higher agentic goals ($\beta = 0.24$, $SD = 0.13$) and lower friendship network quality ($\beta = -1.19$, $SD = 0.69$) significantly predicted more aggression preceding the transition. Subsequent analyses will incorporate additional data collection, leveraging greater statistical power to test complex moderation hypotheses. Ultimately, this research will clarify the underlying social cognitive mechanisms of aggression development and how embeddedness in high-risk peer structures amplifies or constrains aggression across the middle school transition. This work offers insights into individually-informed and network-based intervention targets that will reduce adolescent aggression, thus improving the mental health and wellbeing of perpetrators and victims of aggression.

Presentation 2: Sohanjana Antibullying Intervention in Pakistan: A Three- Phase Longitudinal Study | Sohni Siddiqui, Bergische Universität Wuppertal & Anja Schultze-Krumbholz, Technische Universität Berlin

Abstract: Bullying and cyberbullying are pervasive global issues, with significant prevalence reported in Pakistan. Despite this, there has historically been a lack of culturally contextualized interventions tailored for Pakistani society. The Sohanjana Antibullying Intervention was developed to bridge this gap; initial pilot phases demonstrated partial success in reducing school-based bullying. The present study evaluates the long-term effectiveness of this intervention using a quantitative, longitudinal experimental design. Data were collected across three phases: baseline (pre-training), 3-month post-training, and 6-month follow-up. The sample included staff members (N=64; 10 male, 54 female) and students (N=655; 372 male, 283 female) across two urban schools. The intervention was implemented following the training of 6 teachers and 33 peer mentors. To account for the longitudinal nature of the data and manage missing values, a Linear Mixed Model (LMM) was employed for primary analysis. Additionally, Wilcoxon Signed-Rank tests were used to compare pre- and post-training outcomes. Results indicated a significant increase in knowledge regarding bullying and intervention strategies among both teachers and peer mentors. Student data revealed a notable but insignificant decrease in victimization. However, the significant increase in perpetration reports from baseline to the 6-month follow-up suggests a potential sensitization effect. Rather than an actual increase in bullying behavior, this trend likely indicates that the intervention provided students with the conceptual clarity needed to accurately identify and report their own actions as perpetration. On the contrary, staff reports showed significant declines in physical, verbal, emotional, and cyberbullying. These inconsistent results will be discussed along with possible implications and recommendations for research and practice.

Presentation 3: Why do they just stand there? The use of latent profile analysis to examine bystander responsibility, agency, and belief in a just world | Thomas P. Gumpel, The Hebrew University of Jerusalem

Abstract: Most youths are opposed to school aggression and bullying, yet do little or nothing to reduce the frequency of these behaviors among their peers. Studies examining bystander behavior focus on bystander typologies without examining their motivations to remain on the sidelines. In this research, we explore these motivations, present a measure of bystander understanding of their responsibility and agency (R&A) to intervene, and examine the relationship between R&A and bystander behaviors. Method: A measure of bystander responsibility and agency, and two forms of cognitive restructuring were measured: moral disengagement and belief in a just world. Data were collected from 1,479 Israeli middle school students.

Results: Latent profile analyses identified four respondent groups based on bystander R&A, moral disengagement, and general and personal belief in a just world. These four groups were differentiated by lowest, moderate, or highest R&A and lowest, moderate, or highest belief in a just world. A non-biased three-step approach was then used to examine differences between the four classes on three bystander behaviors (assisting the aggressor, help-recruiting, and passive bystanding). Conclusions: Emotional disengagement serves as a regulatory strategy that maintains the bystander's moral self-image and the coherence of their justice beliefs, even in the face of overt harm.

TUESDAY, JULY 21 | SESSION 4E: 17:00-18:30

Room: GSB 308

Internalizing Processes, Anxiety, and Prosocial Regulation | Assigned Chair TBA

Presentation 1: Aggression and Social Anxiety Comorbidity in Young Adults and the Role of Substance Use: A Systematic Review | Monique Piggott & Siobhan O'Dean, The University of Sydney Matilda Centre; Caroline Hunt, The University of Sydney; Emma Barrett & Toni Coote, The University of Sydney Matilda Centre; Lillian Guelen, The University of Wollongong; Katrina Prior, The University of Sydney Matilda Centre

Abstract: A growing body of literature suggests that anger and aggression may represent an under-recognized yet clinically meaningful component of the social anxiety phenotype. These dynamics may be amplified during young adulthood, a developmental period marked by heightened social-evaluative concerns, emotional reactivity, and exposure to substance use. To date, findings in this area have been heterogeneous, limiting theoretical integration and clinical translation. This study provides the first meta-analytic and narrative synthesis of these associations. A systematic search was conducted across nine databases (e.g., MEDLINE, EMBASE). Studies were eligible if they assessed social anxiety and anger or aggression and examined associations between these constructs in young adults aged 18–30 years. Information on substance use and its impact on the social anxiety-anger/aggression association was also extracted where reported. Effect sizes were pooled using multilevel meta-analysis in the metafor package in R. Forty-three studies met the inclusion criteria. There were small-to-moderate positive associations between social anxiety and anger ($r = .25$) and aggression ($r = .11$). Associations were strongest for ruminative and hostile forms of anger and for relational aggression, whereas overt physical aggression showed weaker or inconsistent effects. No studies examined the three-way relationship among social anxiety, anger/aggression, and substance use. Conceptualizing anger and aggression as internalized and ruminative processes may be essential for advancing theory and improving treatment outcomes in socially anxious young adults. Moreover, although social anxiety, anger/aggression, and substance use commonly co-occur, their interplay remains critically understudied, particularly given evidence that substance use may exacerbate dysregulation and socially motivated aggression.

Presentation 2: The Effects of Mindfulness on Empathy, Compassion and Altruism | Kaja Bergmann & Tom Denson, University of New South Wales

Abstract: Empathic responding consists of empathy, compassion, and altruism. They are important prosocial emotions and behaviour that positively influence society. For instance, empathy reduces aggression while a lack of empathy is related to higher aggression, psychopathy and sadism. Furthermore, lower empathy is



found in offenders, speciality violent offenders. Therefore, it is important to develop effective ways to increase empathy. Previous meta-analyses suggest that mindfulness-based interventions have positive effects on empathy, compassion and altruism. Mindfulness is the concept of non-judgmental awareness and attention towards one's own experiences and emotions in the present moment. However, these previous meta-analyses focused on specific subgroups (e.g., healthcare workers) and included small numbers of papers. To address this gap, this meta-analysis is the largest (N = 94) to examine the general population and relevant subgroups and to examine empathy, compassion, and altruism. Published studies and dissertations found on EMBASE, PubMed, ProQuest, PsychINFO were included. Studies included reported quantitative data on empathy, compassion or altruism. A random-effects meta-analytic model confirmed our main hypothesis that mindfulness interventions increase empathy, compassion and altruism. The 280 between-group comparisons and 358 within-group comparisons showed small-to-moderate effects of mindfulness on all outcomes ($g=0.31$, 95%CI [0.21, 0.41], and $g=0.35$, 95%CI [0.27, 0.42], respectively). The effect was larger for compassion ($g=0.46$) than for empathy ($g=0.25$). Furthermore, increased program duration and session frequency predicted larger effect sizes. These data suggest that mindfulness could be part of interventions designed to reduce aggression via increasing empathic responding.

Presentation 3: Laughing Through the Pain: The Social Ambiguity of "Playful" Teasing | Veronika Fendler, Ximena Paredes & Naomi Andrews, Brock University

Abstract: Teasing occupies a socially ambiguous space between affiliation and aggression. While playful teasing can strengthen relationships, teasing may also contain elements of harm that are masked by humour or social expectations (Gordon & Jordan, 2015; Kowalski, 2003). Understanding how individuals interpret these ambiguous interactions is important for clarifying when teasing promotes connection versus when it contributes to negative social experiences. The present mixed-methods study examined retrospective interpretations of playful teasing. Twenty-seven postsecondary participants (Mage = 20.04, 63% female, and 77.8% white) completed qualitative interviews describing a playful teasing experience from their adolescence. They also reported on retrospective measures of social self-perceptions. Although participants were asked to recall playful teasing, many narratives contained elements of embarrassment, humiliation, or social harm. Two independent coders evaluated narratives for level of harm and relationship outcomes (improved, unchanged, or worsened). A Fisher-Freeman-Halton exact test revealed a significant association between perceived harm and relationship outcomes ($p < .001$). Participants whose teasing experiences included harm were substantially more likely to report worsened or unchanged relationships, whereas those whose experiences were coded as non-harmful overwhelmingly reported improved relationships. Participants whose relationships remained unaffected also reported higher social self-concept and perceived popularity than those whose relationships improved. These findings highlight teasing as an ambiguous social interaction in which harmful experiences may be reframed as playful, suggesting that individual social self-perceptions may shape how teasing influences relationship dynamics.

WEDNESDAY
JULY 22, 2026
SYMPOSIA SESSIONS

WEDNESDAY, JULY 22 | SESSION 5A: 9:30-11:15

Room: GSB 205

Innovative Methods in Aggression Research | Danique Smeijers, Radboud University & Thomas F. Denson, University of New South Wales

Presentation 1: Using Latent Profile Analysis to Identify Subgroups of Aggressive People | Thomas F. Denson, University of New South Wales

Abstract: A small proportion of the population is responsible for the vast majority of violence. Identifying people most at-risk for aggression has long been a central aim of aggression research. Latent Profile Analysis (LPA) is an analytic method that can identify subgroups within a data set. This is done by using specific indicator variables to address the question at hand. In an LPA, the indicators are then used to create profiles (also called latent classes or subgroups), based on similar patterns of responding in the data. These profiles can then be examined for their risk for aggression and violence. In this talk, I will describe three studies that used LPA to identify who was most at risk for aggression. In the first study, we found that a group of people characterized by insecure attachment, poor emotion regulation, and failure to seek out their partners when feeling bad, accounted for the vast amount of variance in intimate partner violence. In the second study, we identified a subgroup of people with hoarding disorder who were at risk for direct and displaced aggression based on their symptom reports. In a third study, we identified three subgroups who are at risk for rage attacks based on indicators of childhood maltreatment, trait anger, trait displaced aggression, trait physical aggression, and borderline traits. Together, these findings highlight the utility of using LPA to identify people who are most at risk for committing aggressive acts.

Presentation 2: The use of latent class analysis to identify heterogeneity in Intermittent Explosive Disorder | Michael S. McCloskey & Deborah A.G. Drabick, Temple University; Nicole K. Ciesinski, VA Maryland Health Care System

Abstract: Intermittent explosive disorder (IED) is a common, chronic, and impairing psychological condition defined by recurrent acts of excessive aggression. IED is also associated with several cognitive and affective impairments. However, little is known about the heterogeneity of IED and how this may correspond to aggression severity and related adverse outcomes. A series of two studies using latent class analysis were conducted among individuals diagnosed with IED to ascertain whether distinct IED subgroups (classes) existed that differed in the quality and/or frequency of cognitive-affective symptoms, and if so, to what extent were these classes associated with markers of impairment. The first study (n=105) identified four IED classes that were differentiated primarily by level of emotion dysregulation, with two moderate emotion dysregulation classes differing on their emotional information processing and impulsive tendencies. The second, larger study (n=504) also found four distinct IED classes primarily distinguished by the patients' severity of emotion dysregulation. However, in this sample, the two moderate emotion-dysregulated classes both endorsed callous-unemotional traits and low empathy relative to other classes, a finding which differs from the initial investigation. Across both studies, the higher emotion dysregulation classes tended to show greater impairment (e.g. more aggression, poorer quality of life, more suicidal thoughts and behaviors) relative to the low emotion dysregulation class. The current findings highlight the substantial cognitive and affective heterogeneity within IED that is not captured in the diagnostic criteria, and the importance of considering this heterogeneity when assessing and treating individuals with IED.



Presentation 3: A Drift Diffusion Model Approach to Identifying the Underlying Cognitive Processes of the Hostile Interpretation Bias | Chiara Pignato, Radboud University

Abstract: Aggression regulation problems are consistently linked to an a priori tendency to interpret social cues as hostile, a phenomenon known as the hostile interpretation bias (HIB). Although HIB is considered a core cognitive feature of aggression, the mechanisms that give rise to this bias remain poorly understood. Existing research has largely described HIB at the behavioral level, leaving open the question of how individuals with aggression regulation problems arrive at hostile interpretations. To address this gap, we applied a Drift Diffusion Model (DDM) to data from an established HIB task administered to forensic patients with aggression regulation problems and a control group drawn from the general population. The DDM offers a framework that decomposes binary decisions into components such as evidence accumulation speed, decision caution, and pre-existing response biases. This approach enables us to move beyond surface-level behavioral differences and quantify the cognitive mechanisms that may drive hostile interpretations in aggressive populations. In this talk, I will share the initial results yielded by this approach and discuss their implications.

Presentation 4: Perceiving the evil eye. Identifying the underlying cognitive processes of aggressive behavior | Danique Smeijers, Radboud University

Abstract: Aggressive individuals tend to process social information in a hostile manner (i.e. hostile interpretation bias). This bias is considered to be an important construct for the understanding and treatment of aggression. However, current interventions do not target such cognitive impairments probably because the underlying cognitive processes are still poorly understood. The lack of understanding of aggressive behavior at the level of its underlying causes is also caused by the explanatory gap that is created by traditional models that can only determine the presence of the HIB. To bridge this gap, we have introduced the Computations of Hostile Biases (CHB) model in which we re-conceptualize hostility biases as the result of impairments in reinforcement learning. We further propose a state-of-the-art computational approach to determine which underlying cognitive processes are responsible for the hostile way of social information processing in severe aggressive individuals. By using the Hierarchical Gaussian Filter (HGF), we have analyzed the data of a hostile probabilistic associative learning paradigm of forensic psychiatric patients with aggression regulation problems and a normative control group. The HGF offers a clearly defined mathematical translation of how the corresponding cognitive computations take place and (hierarchically) interact. This makes it possible to directly quantify the level of engagement of each cognitive process proposed by the CHB-model. During this talk, the results of the first study to examine the CHB-model will be presented.

Presentation 5: Mapping Individual Biopsychological Profiles of Antisocial Behavior | Aline Viol, Max Hinne & Inti A. Brazil, Radboud University

Abstract: Current approaches to studying aggression and antisocial behavior often focus on identifying and scoring behavioral patterns, offering limited insight into the underlying mechanisms that generate these patterns. Understanding the role of biological and cognitive processes requires examining not only their unique contributions but also how their interactions contribute to aggressive behavior. A focus on individual processes limits our ability to capture the substantial heterogeneity observed among individuals exhibiting excessive aggression and restricts the development of targeted intervention strategies. We present a novel analytical framework for identifying individual biopsychological profiles by integrating heterogeneous data across cognitive and biological domains. At the core of the framework is a Bayesian latent-feature model that identifies hidden structured patterns (i.e., features) within datasets containing diverse (neuro)cognitive task performance measures while preserving meaningful variability across individuals. This approach yields a

network of latent features (i.e., biopsychological profiles) that reflects constellations of biopsychological processes that may interact to produce the patterns observed in the data at both group and individual levels. Our initial analysis of data collected from youth indicates that a group-level profile containing a compact set of latent features ($k = 3$) can be extracted from a dataset comprising 17 cognitive measures. In addition, individualized profiles can be derived that capture participant-specific variability. These biopsychological profiles provide a more holistic characterization of the individual and may support clinical applications such as diagnostic classification.

WEDNESDAY, JULY 22 | SESSION 5B: 9:30-11:15

Room: GSB 307

Understanding Violent Behaviour Through Attitudinal, Personality, and Social Constructs | Kevin L. Nunes, Carleton University

Presentation 1: Do Violent Attitudes Mediate the Relationship Between Trust and Violent Behaviour? | Cassidy E. Hatton & Kevin L. Nunes, Carleton University

Abstract: Low institutional and generalized trust has been linked to violence, but how trust is associated with violence is less understood. In the current study, we examined whether violent attitudes (i.e., how positively or negatively one views violence) mediates the associations between institutional trust (i.e., belief institutions are fair, just, and competent), generalized trust (i.e., trust in unknown others), and aggressive behaviour (i.e., interpersonal, collective violence). Adults ($N = 910$) recruited from an online panel completed self-report measures of trust, violent attitudes, and interpersonal and collective violence. Using structural equation modelling, we tested whether institutional trust was associated with violent behaviour through generalized trust and violent attitudes. We found that institutional trust was associated with generalized trust ($\beta = 0.61$, $p < .001$), generalized trust was negatively associated with violent attitudes ($\beta = -0.14$, $p = .041$), and that violent attitudes were associated with interpersonal ($\beta = 0.90$, $p < .001$) and collective ($\beta = 0.46$, $p = .030$) violence. However, results did not support a serial indirect pathway (interpersonal violence, $B = -0.09$, 95% CI [-0.19, 0.00]; collective violence, $B = -0.08$, 95% CI [-0.19, 0.00]). We did find a significant indirect effect between institutional trust and collective violence through generalized trust ($B = 0.38$, 95% CI [0.21, 0.61]). These findings suggest that trust may be more relevant for understanding collective rather than interpersonal violence, and that although violent attitudes are associated with both interpersonal and collective violence, they may not act as a mediator between trust and violence.

Presentation 2: Subjective Inequality, Psychopathy, and Aggression | Kristopher J. Brazil & Cassidy E. Hatton, Carleton University

Abstract: A strong association exists between objective measures of economic inequality and aggression. Places where economic resources are more unequally distributed among people have higher rates of aggression. Studies have found that several societal-level mechanisms (e.g., trust, social cohesion) may partly explain the link between inequality and aggression. Our study aimed to add to this body of research by examining (1) whether subjective perceptions of inequality also are associated with aggression and (2) whether psychopathy (e.g., a personality style of callousness, manipulation, and impulsivity) may serve as an individual-level mechanism that may help explain the association. We surveyed 452 students ($M = 19.4$ years, 67% women), administered self-report measures of subjective inequality, psychopathy, and aggression, and



used latent variables with structural equation modelling (SEM). The first SEM showed that Subjective Inequality was associated with Aggression ($\beta = .15, p < .01$). The second SEM introduced Psychopathy as a mediator, the results showing that Psychopathy was associated with Subjective Inequality ($\beta = .21, p < .001$) and Aggression ($\beta = .77, p < .001$), but Subjective Inequality was no longer associated with Aggression ($\beta = -.01, p = .89$). The indirect effect showed Subjective Inequality was associated with Aggression through Psychopathy ($\beta = .16, 95\% \text{ CI } [.07, .26]$). Our findings suggest that the inequality-aggression link can be extended to subjective perceptions of inequality and that psychopathy may be an individual-level mechanism that helps explain why greater inequality eventuates into aggression.

Presentation 3: Testing the Construct Validity of an Experimental Manipulation of Violent Attitudes | Kevin L. Nunes, Cassidy E. Hatton & Benjamin Presta, Carleton University; David S. Chester, Virginia Commonwealth University

Abstract: We have created an experimental manipulation of violent attitudes and found some evidence for its construct validity (Nunes et al., 2021, 2022, 2025). In the current preregistered randomized experiment, we more thoroughly tested the construct validity of our experimental manipulation by examining its effect on the exact construct it is intended to manipulate (attitudes toward general violence) relative to its effects on constructs that are slightly outside of the intended focus (attitudes toward other types of violence and general crime) and constructs that are further beyond the intended focus (mood and psychological reactance) with an online panel of 1401 men in Canada and the United States. Construct validity of our manipulation would be evidenced by larger effects on the measures of general violent attitudes relative to the effects on attitudes toward other types of violence, general crime, mood, and psychological reactance (Chester & Lasko, 2021). As expected, the effects on the measures of general violent attitudes were larger than the effects on most of the other measures. However, contrary to expectations, the manipulation affected the measure of psychological reactance almost as much as it affected the measures of general violent attitudes. Our findings generally support the construct validity of our experimental manipulation of violent attitudes but suggest that it may inadvertently also affect some other constructs beyond violent attitudes.

Presentation 4: An Experimental Test of the Moderating Effect of Violent Attitudes on the Relationship Between Psychopathic Traits and Violent Behaviour | Kevin L. Nunes, Cassidy E. Hatton, Kristopher J. Brazil & Adelle E. Forth, Carleton University

Abstract: Theory and evidence suggest that violent attitudes and psychopathic traits are important for predicting and explaining violent behaviour. However, little is known about the role violent attitudes may play in the relationship between psychopathic traits and violent behaviour. One exception is a recent correlational study, which found some evidence of moderation, such that the relationship between psychopathic traits and violent behaviour was stronger when attitudes were more supportive of violence (Nunes et al., 2025). In the present preregistered study, we examined whether this moderation would be observed for experimentally manipulated violent attitudes. An online panel of 1379 men completed measures of psychopathic traits, were randomly assigned to receive either an anti-violent attitudes message or a control message, then completed measures of violent behaviour, and finally completed a manipulation check measure of violent attitudes. Consistent with past research (Nunes et al., 2022, 2025), the measures of violent attitudes, psychopathic traits, and violent behaviour were intercorrelated and the violent attitudes manipulation reduced violent attitudes and violent behaviour. However, the violent attitudes manipulation did not moderate the relationship between psychopathic traits and violent behaviour. Our findings are inconsistent with the possibility that violent attitudes affect the likelihood that psychopathic traits manifest in violent behaviour.

Presentation 5: Culture of Honor and Mass Shootings in the United States | Katarzyna Iwon, The Maria Grzegorzewska University & Brad J. Bushman, The Ohio State University

Abstract: Mass shootings are generally defined as shootings in which four or more people are injured or killed, which could include the gunman. The United States (US) is an outlier when it comes to mass shootings. Although the locations of mass shootings may appear random, they might be especially common in the southern US, possibly due to an honor culture, which calls for a violent response to threats to one's honor. This study tests that hypothesis. Mass shooting data came from the Mass Shooting Tracker data set (2013-2024). Poisson regression models found that Southern states experienced higher expected numbers of mass shooting incidents (64% higher), and that they were also more deadly (84% higher deaths, 59% higher injuries) compared to non-Southern (i.e., Northeast, Midwest, West) states, even after controlling for population size and the year the mass shooting took place. These results are consistent with the culture of honor theory.

WEDNESDAY, JULY 22 | SESSION 5C: 9:30-11:15

Room: GSB 407

Navigating Modern Harassment: From Individual Developmental Pathways to School-Level Prevention and Population Trends | Kamilla Bonnesen, University of Ottawa

Presentation 1: The Gender Paradox of Sexual Harassment: Intersectional Prevalence and Differential Toxicity in Adolescence | Kamilla Bonnesen, Amanda Krygsman, Sarah Hobson & Tracy Vaillancourt, University of Ottawa

Abstract: This presentation synthesizes findings from two large-scale population-based studies (N = 50,716; N = 41,190) to interrogate the gender paradox of adolescent sexual harassment where boys report higher victimization rates, yet girls exhibit poorer health outcomes. First, using intersectional multinomial logistic regression, we updated Ontario surveillance data, revealing a complex landscape of risk. While boys reported significantly higher rates of frequent sexual harassment (6.1%) than girls (3.1%), intersectional analyses identified that racialized gender-diverse youth face a multiplicative risk burden (14.0%) often invisible in aggregate data. Second, we investigated whether these male prevalence rates reflect measurement noise (e.g., harmless banter) or if girls are disproportionately harmed by similar exposures. Results supported the noise hypothesis; the impact of sexual harassment on mental health was largely explained by general peer aggression for boys. Additionally, strong support emerged for a differential toxicity model: the sexual harassment on mental health regression slope for girls was six times that of boys, indicating that for every incident of harassment, girls experience a significantly steeper decline in well-being. We conclude that while sexual harassment is a valid stressor for all students, the burden of impact is unequally distributed. Public health interventions must pivot from simply counting incidents to measuring the intersectional burden of harm.



Presentation 2: Evolving Assessment of College Sexual Harassment: How Expanded Measurement of Technology-Facilitated Experiences Explains Apparent Increases in Prevalence | Kevin Swartout, Rankin Climate

Abstract: Several recent campus climate assessments conducted in the US have detected seemingly elevated prevalence of sexual harassment relative to assessments conducted five years ago at the same institutions. However, methodological improvements in survey instrumentation –particularly inclusion of technology-facilitated harassment behaviors—explain much of this apparent increase, rather than reflecting actual rises in harassment. Analysis of recent sexual misconduct surveys from multiple research universities (2024-2025) demonstrates substantial measurement expansion since 2019. At several institutions, sexual harassment assessment grew from 5 items in 2019 to 22 items in 2024-2025. Some of this expansion is because more contemporary sexual harassment scales systematically assess technology-facilitated harassment, including unwanted communications via text message, social media, and electronic surveillance, which went largely unassessed in earlier assessments. This measurement shift has coincided with an almost doubling of sexual harassment victimization rates, on average. As an example, 22% of college women at one institution reported past-year victimization in 2024, compared with 12% in 2019. When disaggregating technology-facilitated from in-person sexual harassment, we find comparable or even significantly lower rates of in-person sexual harassment relative to 2019 benchmarks. These findings suggest that improved sexual harassment measurement has resulted in more accurate—and higher—rates of campus sexual harassment rather than escalating aggression. This has critical implications for interpreting longitudinal trends in campus sexual violence and understanding how digital platforms create new contexts for sexually harassing behavior. Future research must distinguish measurement artifacts from substantive climate changes when evaluating prevention program effectiveness.

Presentation 3: Peer aggression perpetration in emerging adulthood: The role of gender-based victimization and childhood conduct problems | Olivia Crescenzi, McGill University; Alexa Martin-Storey, Université de Sherbrooke; Stéphanie Boutin, Université du Québec à Montréal; Caroline Temcheff, McGill University

Abstract: Peer aggression perpetration in emerging adulthood has enduring consequences for perpetrators and victims and is linked with peer victimization. Sexual harassment and homophobic discrimination, forms of gender-based victimization, reinforce social norms surrounding gender and sexuality and result in status loss, consistent with Rubin's Charmed Circle framework. Drawing on Social Dominance Theory, youth may respond to such status threats by perpetrating peer aggression to reassert dominance, and youth with a history of childhood conduct problems (CP) may be at particular risk for this pathway. The current study examined whether (1) sexual harassment and homophobic discrimination were linked with physical and relational peer aggression perpetration in emerging adults, (2) childhood CP moderated these associations, and (3) results varied by sex. Utilizing data from a multi-respondent longitudinal study in Québec (N = 744), participants were followed from childhood (T1; Mage = 8.43) to emerging adulthood (T2; Mage = 19.44). Predictors and outcomes were measured at T2, and childhood CP was measured at T1. Path analyses examined associations between constructs, and constrained and compared models across groups. Findings suggested that sexual harassment and homophobic discrimination were not associated with physical peer aggression, but sexual harassment was associated with higher levels of relational peer aggression. Childhood CP did not moderate these associations. Finally, results varied across sex; peer victimization predicted physical aggression for boys, and relational aggression for both sexes. Findings underscore the relevance of addressing gender-based victimization when studying some forms of peer aggression among youth and inform efforts to interrupt cycles of violence.

Presentation 4: Cyber and Physical Sexual Violence Perpetration in High Schools: Peer and School Staff Moderators in a Cluster-Randomized Trial | Hye-Young Yun, University of California; Dorothy L. Espelage, University of North Carolina at Chapel Hill

Abstract: Sexual violence (SV) in adolescence is a persistent public health and equity concern. Guided by Bronfenbrenner's Person-Process-Context-Time (PPCT) framework, we tested how individual characteristics (person), interpersonal dynamics (process), and school-level norms and intervention assignment (context) uniquely and interactively relate to cyber and physical SV perpetration across high school years (time). Participants were 6,451 high school students (47% female; Mage = 15 years; 45% Latine, 38% White, 2% Asian, 2% Black, and 13% multiracial/other) from 20 urban U.S. schools in a cluster-randomized universal prevention trial. Two-level hierarchical linear models (controlling for baseline perpetration) estimated main effects, within-level interactions, and cross-level moderation of endline perpetration. Male and Black students reported higher perpetration. Dismissive attitudes toward SV predicted both cyber and physical SV. Higher perceived peer willingness to report was associated with less cyber SV and weakened the attitude-cyber association; higher trust in school staff was associated with less physical SV and weakened the attitude-physical association. At the school level, we found no detectable direct effects after covariate adjustment. Instead, cross-level interactions indicated weaker attitude-perpetration associations (i.e., flatter slopes) in schools where program assignment co-occurred with stronger anti-SV norms-peer reporting norms for cyber SV and staff-trust norms for physical SV. Findings identify context-specific mechanisms and suggest that universal prevention benefits when embedded in aligned climates that mobilize peer influence online and trusted adult authority offline.

Presentation 5: Child Sexual Abuse and Sexual Aggression among Adolescents in Germany: Prevalence and Associations | Isabell Schuster & Katharina Brand, Freie Universität Berlin; Sascha Hein, Freie Universität Berlin and Yale University; Barbara Krahé, University of Potsdam; Paulina Tomaszewska, Charité Universitätsmedizin Berlin

Abstract: Child sexual abuse (CSA) and sexual aggression in adolescence are major public health concerns, with international studies indicating high prevalence rates and a substantial association between the two problems. Yet, comprehensive data from Germany are lacking. Therefore, we examined the prevalence of CSA as well as sexual aggression victimization and perpetration after the age of consent (14 years) among adolescents in Germany. In addition, the associations between CSA and sexual aggression victimization and perpetration were examined. N = 1,695 German adolescents (67.8% female; Mage = 16.33 years) completed an online questionnaire, assessing CSA before the age of 14 and sexual aggression after the age of 14. Overall, 28.2% of female and 15.8% of male adolescents reported CSA. The rate of sexual victimization after age 14 was 61.9% for female and 37.3% for male adolescents. The perpetration rate was 14.6% among female and 19.1% among male adolescents. Rates of CSA and sexual victimization after age 14 were higher for females, and perpetration rates after age 14 were higher for male adolescents. Gender differences for CSA and overall sexual aggression rates were significant. About four in five CSA victims reported later sexual victimization. Victims of CSA were also more likely to report sexual aggression perpetration than non-victims. High prevalence rates of CSA and sexual aggression were found in our sample of German adolescents. The findings indicate substantial rates of revictimization and a heightened risk of engaging in sexually aggressive behavior among CSA victims. Implications for prevention are discussed.



WEDNESDAY, JULY 22 | SESSION 5D: 9:30-11:15

Room: GSB 306

Bullying and Intersectionality: Results from the Health and Peer Relations Study | Irene Vitoroulis & Tracy Vaillancourt, University of Ottawa

Presentation 1: Individual and School-Level Victimization in Early Adolescence: Gender Differences Across Elementary and Middle School Contexts | Heather Brittain, Amanda Krygman, Sarah Hobson, Irene Vitoroulis & Tracy Vaillancourt, University of Ottawa

Abstract: Early adolescence marks a peak in bullying involvement and the emergence of emotional problems (EP), with higher bullying victimization associated with elevated EP risk, especially for girls (Halliday et al., 2021). The transition to middle school is associated with changes in bullying victimization and EP (Schwartz & Gorman, 2018) and may compound such associations. In the current study we examined how students' EP were associated with individual bullying victimization (within-school), school-level victimization, school type (middle vs. elementary), and gender, using a subsample of students from the Canadian population-based Health and Peer Relations Study (Grades 5-7; N=41,121; 49.6% girls, 48.1% boys, 2.2% gender-diverse). There was a significant main effect of gender (diverse>girls>boys; $F(2, 38560.44)=1422.12, p<.001$) and individual victimization ($b=0.280, p<.001$). The association between victimization and emotional problems was moderated by gender, $F(2, 38,540.68)=28.81, p<.001$), such that the within-school effect was significantly stronger for girls than boys ($b=0.040, p<.001$) and gender-diverse students ($b=0.060, p=.010$). School-level victimization was also associated with EP ($b=0.181, p=.008$), and this effect was moderated by gender, $F(2, 38275.47)=5.22, p=.005$. EP were exacerbated for girls in middle-schools with higher school-level victimization ($b=0.239, p=.008$). Girls may be particularly sensitive to being bullied and to middle school environments marked higher overall victimization. Overall, results highlight the importance of considering both individual and contextual victimization processes during the middle school transition and underscore the need for school-wide prevention efforts.

Presentation 2: Bullying Victimization and Mattering: An Intersectional Analysis of Sexual Orientation and Gender Identity Among Youth | Sarah Hobson, Amanda Krygman, Heather Brittain, Anjalika Khanna Roy & Tracy Vaillancourt, University of Ottawa

Abstract: Youth who experience bullying victimization often report lower mattering, the perception of being valued by others. Yet this association remains underexplored across intersections of sexual and gender identity. Using Spring 2025 data from the Health and Peer Relations Study, we examined whether sexual orientation and gender identity moderated the association between bullying and mattering among a subsample of Canadian youth in Grades 7-12 (N=52,298; racial/ethnically diverse=65.5%, sexually diverse=15.1%, gender diverse=2.8%), controlling for grade and race/ethnicity. After accounting for covariates, the three-way interaction between bullying, sexual orientation, and gender identity was significant ($F[2, 52284]=6.27, \Delta R^2 =.0002, p=.002$). Overall, bullying was negatively associated with mattering across most groups. Among sexually diverse youth, this bullying-mattering relation differed by gender identity ($F[2, 52284]=24.07, p<.001$), with stronger negative associations for girls ($b=-.359, p<.001$) than boys ($b=-.301, p<.001$) but not for gender diverse youth ($b=-.089, p=.164$). Among straight youth, bullying was also negatively related to mattering for girls ($b=-.332, p<.001$), gender diverse youth ($b=-.304, p<.001$), and boys ($b=-.285, p<.001$) with no gender differences observed ($F[2, 52284]=1.743, p=.175$). However, sexual orientation moderated the bullying-mattering association only among gender diverse youth ($F[1,$



52284]=10.55, $p=.001$), such that the relation was significant for straight ($b=-.304$, $p<.001$) but not sexually diverse individuals ($b=-.089$, $p=.164$). Collectively, results indicate that bullying undermines mattering for most youth, with meaningful variation at specific intersections of sexual and gender identity. Findings highlight the importance of intersectionality for understanding the psychosocial impact of bullying and informing anti-bullying and well-being prevention and intervention efforts.

Presentation 3: Discrimination, Mental Health, and Help-Seeking Among Black Students in Ontario: A Cross-Sectional Study | Aly Julien, Amanda Krygsman, Sarah Hobson, Irene Vitoroulis & Tracy Vaillancourt, University of Ottawa

Abstract: In the present study, we investigated the association between discrimination and the mental health of Black Ontario students in Grades 4 to 12 and explored Black students' use of school-based mental health support and its potential moderating effects. A cross-sectional study was conducted with 646 Black students (mean age=12.51, $SD=2.34$; 52.1% girls, 47.9% boys) drawn from the Health and Peer Relations Study. Data analysis included descriptive statistics, correlations, chi-square tests, and regression analyses. Gender, grade level, and mental health support were examined as moderators of the association between discrimination and mental health outcomes. Results indicated that discrimination was significantly associated with poorer mental health. Girls reported higher scores for emotional problems (70.7%) than boys (29.3%). Despite these challenges, only 16.0% of Black students reported interest in consulting a school mental health professional in the past year. The most frequently accessed source of support was friends of the same age (girls: 22.3%, boys: 19.4%). Discussing emotional problems was linked to better mental health. These associations between discrimination and Black students' mental health highlight an urgent need for culturally responsive, accessible mental health services in schools in Ontario. Policies should address both discrimination and low help-seeking behaviour, particularly among those facing chronic discrimination.

Presentation 4: Inequities in the Search for Help: An Intersectional Analysis of Bullying Reporting Among Ontario Youth | Melissa Probert-Gilhooly, Kamilla Bonnesen, Sarah Hobson, Amanda Krygsman & Tracy Vaillancourt, University of Ottawa

Abstract: Bullying is a pervasive concern associated with detrimental long-term effects on adolescent well-being. Although students are encouraged to disclose bullying, little is known about how disclosure behaviour and perceived outcomes vary across intersecting social identities. We examined the intersectional associations between gender, race/ethnicity, and bullying disclosure experiences. Data were drawn from a subsample of the Spring 2025 Ontario Health and Peer Relations Study (HRPS), which surveyed students in Grades 4 through 12 ($N= 40,937$). The analytic sample included students who reported experiencing bullying within the past school year and provided valid data on gender, race/ethnicity, and disclosure outcomes. We categorized disclosure as: "Did not tell", "Told and things got worse", "Told and things stayed the same", or "Told and things got better." A high log-linear analysis examined the three-way interaction between gender (boy 45.5%, girl 50.9%, gender diverse 3.6%), race/ethnicity (63.3%), and the four-level disclosure profile. Overall, two-thirds of victimized students reported bullying. Results revealed a significant three-way interaction ($\chi^2=25.14$, $p<.001$), indicating that disclosure experiences differed by the intersection of race/ethnicity and gender. BIPOC gender diverse students were the least likely to report bullying (40.2%), and those who did report were overrepresented in the "worsened" category (11.8%). In contrast, White girls (32.1%) and boys (34.0%) who disclosed were more likely to report improved outcomes than their gender-diverse peers (17.9%). These findings highlight that bullying disclosure outcomes are not uniform and underscore the need to examine systemic factors shaping inequities in reporting and school responses.

Presentation 5: Interpreting Harm: How Students Explain Bullying and Its Impact on Their Mental Health | Hadas Nir, Amanda Krygsman, Sarah Hobson, Kamilla Bonnesen, Aly Julien & Tracy Vaillancourt, University of Ottawa

Abstract: Bullying victimization is a well-established risk factor for emotional distress and suicidal behaviour in adolescents. Prior research has extensively examined risk factors for involvement; however, relatively little attention has been paid to how students interpret the reasons for their victimization. We utilized a subsample of the Spring 2025 Ontario Health and Peer Relations Study (HPRS) data collection, restricting the analytic sample to students who experienced bullying in the last school year and provided valid data for the reasons for victimization items (N=97,897, 50.4% girls, 46.8% boys, 2.8% gender diverse). We conducted a series of logistic regression analyses to assess gender differences across the five most frequently endorsed reasons (appearance, body size, social behaviour, emotional expression, and speech patterns) and the category "I don't know why I was bullied." We applied a Bonferroni-Holm adjustment to control for multiple comparisons. Appearance-based reasons were the most frequently endorsed overall (37.3%). Across all five specific reasons, boys were significantly less likely than girls to endorse the six main reasons for being bullied (ORs = 0.55-0.88, $ps < .001$), whereas gender-diverse students were significantly more likely than girls to endorse them (ORs=1.35-2.28, $ps < .001$). We observed no significant gender differences for the "I don't know why" category ($padj = .107$). These findings demonstrate that student interpretations of harm are significantly shaped by gender identity. Understanding these explanations is essential for informing equitable, trauma-informed interventions that address the specific vulnerabilities of marginalized youth.

WEDNESDAY, JULY 22 | SESSION 5E: 9:30-11:15

Room: GSB 310

Family Conflict and Violence | Assigned Chair TBA

Presentation 1: The Dynamics of Mother-Child Conflict | Annah G. McCurry, Robert C. May & David I. Donaldson, University of St. Andrews; Elizabeth A. Shewark, University of Notre Dame; Kelly L. Klump & S. Alexandra Burt, Michigan State University

Abstract: Although conflict is a normative feature of mother-child relationships, there is considerable variation in conflict recovery. Some dyads recover quickly, whereas others become "stuck" in coercive cycles. Dynamic Systems, Rupture-Repair, and Coercion theories propose that conflict dynamics distinguish adaptive from maladaptive conflict, but empirical tests have been limited by coarse time scales. Here, we used continuous, twice-per-second Interpersonal Circumplex (warmth, dominance) coded mother-child interactions from a large population-based twin sample (Michigan State University Twin Registry; 1,687 pairs; children aged 6-11, mean=8, $SD \approx 1$; 49% female, 82% White). We quantified conflict micro-dynamics and tested links with child behaviour problems, integrating (i) cross-lagged Actor-Partner Interdependence Models of dyadic influence, (ii) recurrent-event Andersen-Gill hazard models of child-initiated conflict, and (iii) event-locked analysis of rupture-repair responses. APIMs showed that warmth coupled in-phase and dominance showed anti-phase complementarity, with mothers exerting stronger dampening effects on children's dominance. Hazard models showed children were 166% more likely to initiate conflict when mothers were cold, and 66% less likely when mothers were dominant. Event-locked trajectories revealed asymmetric and incomplete recovery after rupture. Higher dyad-mean dominance predicted greater



behaviour problems, whereas greater dominance complementarity predicted fewer problems. Such findings indicate that precise dyadic dynamics and recovery predict child behavioural adjustment.

Presentation 2: Chaos, Conflict, and Unpredictability in the Home: A Network Analysis with Child-to-Parent Violence | Travis Harries, David Skvarc, Emma Marshall, Richelle Mayshak & Ashlee Curtis, Deakin University

Abstract: Child-to-parent violence (CPV) is a prevalent form of violence in the community which is poorly understood. Early CPV behaviours are likely to be associated with broader familial and household instability and dysfunction, however, these relationships have not been explored. Thus, the current study aimed to explore the associations between early life instability, home chaos and conflict, mental health, and CPV in childhood. A sample of 431 parents (reporting on children aged 5-12 years) completed an online survey measuring a range of parent, child, and household factors. A network analysis was conducted. Caregiving helplessness was most central to the network (i.e., it shared the most unique associations with other variables in the analysis). Only child cognitive functioning and caregiving helplessness shared direct partial correlations with CPV. Cross-sectional partial correlations indicated several indirect relationships with CPV via caregiving helplessness, including home chaos and parent mood disorder diagnosis. Parent ADHD was related to more home chaos and poorer child cognitive functioning, as well as early life unpredictability. Early life unpredictability was strongly related to parent experience of IPV, which shared a cross-sectional indirect association with CPV via caregiving helplessness. These findings highlight the complex familial and household context surrounding CPV, pointing to a range of indirect and interactional effects which could be probed in future research. In particular, research and intervention could focus on caregiving helplessness in the context of high home chaos.

Presentation 3: Sibling bullying and aggression: A meta-analysis | Jannica Laiho, Åbo Akademi University; Sophie Kjærvi, Norwegian Center for Violence and Traumatic Stress Studies; Patrik Söderberg, Åbo Akademi University; Thomas Gumpel, Hebrew University of Jerusalem

Abstract: Sibling aggression, including sibling bullying, is a common form of intra-familial violence that has been linked to several negative mental-health outcomes. Previous research has shown that interpersonal factors, such as family violence, sibling rivalry, and peer bullying, are associated with sibling aggression. However, the literature remains fragmented, and comparatively little is known about the associated intrapersonal factors. To address this gap, we are conducting a meta-analysis examining the interpersonal and intrapersonal factors associated with the perpetration and victimisation of sibling aggression. Additionally, the analysis will examine the extent to which study quality, age, and gender moderate these associations. To achieve this, five databases were systematically searched in accordance with PRISMA guidelines, resulting in 18,486 studies, of which 146 studies met the inclusion criteria. Included studies are currently being coded for effect size, study characteristics, and sample characteristics by two independent coders. The correlation coefficient, r , will be used as the effect size index. Data will be analysed using R with a random-effects model, as the assumption of independent effect size estimates required for a fixed-effects model is likely to be violated given that studies report multiple correlations. Data extraction and coding are underway, with analyses expected shortly. Meta-analytic results will be presented at the conference and discussed in relation to developmental frameworks of family relationships, advancing understanding of sibling bullying within the broader context of sibling aggression and identifying directions for future research.

Presentation 4: Cognitive Dysfunction, Household Chaos, and Child to Parent Conflict and Violence | Ashlee Curtis, Deakin University; Wayne Warburton, Macquarie University; Travis Harries, Deakin University

Abstract: Chaotic or unpredictable household environments may foster dysfunctional family dynamics, including child-parent conflict and child-parent violence (CPV). This study examined the independent and interactive effects of perceived child cognitive dysfunction and household chaos on child-parent conflict and CPV. An online survey was administered through Prolific to 431 parents of children aged 5-12 years. Results revealed significant main effects of both child cognitive dysfunction and household chaos on conflict ($b_s = 0.25$ and 1.12 , respectively; $p_s < .001$) and CPV ($b_s = 0.03$ and 0.08 , respectively; $p_s < .001$), with no significant interactions for either outcome. Examining CPV by function (reactive, proactive, and affective), household chaos demonstrated a significant main effect on reactive CPV ($b = 0.03$, $p < .001$). A significant interaction further indicated that the association between household chaos and reactive CPV was strengthened at average ($b = 0.03$, $p < .001$) and low ($b = 0.05$, $p < .001$) levels of perceived child cognitive dysfunction. No significant main effects or interactions were observed for proactive or affective CPV. These findings highlight the importance of considering both individual-level factors and the broader family environment when understanding child-parent conflict and CPV. Neuropsychological assessment of both children and parents involved in these behaviours represents a critical direction for future research, with particular attention to how cognitive dysfunction in either party may interact with environmental stressors to elevate risk.

Presentation 5: Child-to-Parent Violence and Parent Adverse Childhood Experiences | Travis Harries, David Skvarc, Richelle Mayshak & Ashlee Curtis, Deakin University

Abstract: Child-to-parent violence (CPV) is a prevalent form of violence in the community which is poorly understood. The likelihood of CPV developing is largely dependent on the parent's capacity for regulated, responsive, and consistent caregiving during challenging parenting situations. These capacities may be hindered parents' dissociative states during times of conflict, which are related to their adverse and maltreatment experiences in childhood. However, few studies have considered parents internal states and childhood experiences relevant to CPV. This study aimed to explore the relationship between parents' adverse experiences in childhood, their recent dissociative symptoms, and their experiences of CPV. Four hundred and thirty-one parents (55% mothers) of children aged between 5 and 12 (50.8% girls) from the general population completed an online survey. There was a positive indirect relationship between adverse childhood experience score and child-parent conflict ($\beta = .12$, $p < .001$) and parent-directed aggression ($\beta = .08$, $p = .015$) via dissociative experiences. These indirect relationships were only significant for parents with a diagnosed mental health condition. Dissociation experiences were uniquely associated with a proactive function of parent-directed aggression ($\beta = .28$, $p < .001$). It is necessary for prevention and intervention efforts for CPV to consider the childhood experiences of parents, and more specifically, how adverse experiences may impact day-to-day functioning in ways that can be influential for parenting and consequently, the child-parent relationship. These findings also contribute to a recently developed and published model of early onset parent-directed aggression, by providing a potential mechanism by which unpredictability and harshness within the child-parent relationship may increase the risk of CPV.

THURSDAY
JULY 23, 2026
SYMPOSIA SESSIONS

THURSDAY, JULY 23 | SESSION 6A: 10:00-11:30

Room: GSB 205

Intimate Partner Violence: Risk, Consequences, and Family Spillover Effects | Assigned Chair TBA

Presentation 1: The Burden of Interpersonal Violence in Australia: National Estimates of Intimate Partner and Sexual Violence and Their Psychological Correlates | Monique Piggott, Siobhan O'Dean, Samuel Jones, Amy Leigh Rowe, Kiara Roche, Tim Slade & Cath Chapman, The University of Sydney Matilda Centre

Abstract: Intimate partner violence (IPV) and sexual violence (SV) represent severe forms of interpersonal aggression with psychological consequences. Reliable epidemiological data are critical for estimating prevalence, identifying patterns of victimisation, and understanding mental health burden associated with violence exposure. Using nationally representative data from the 2020–2022 Australian National Study of Mental Health and Wellbeing (NSMHWB), this study provides estimates of lifetime prevalence, onset, and chronicity of IPV, rape, sexual assault, and stalking among Australian adults. Additionally, sex differences in victimisation and associations with mental health and SUD was assessed. Using data from 15,893 respondents in the NSMHWB, weighted prevalence, mean age of first occurrence, and number of victimisation events were estimated for each violence type. Weighted regression models assessed sex differences in victimisation patterns. Weighted binary logistic regressions with sex interactions examined associations between violence exposure and lifetime DSM-IV mood, anxiety, and SUD. Females reported higher prevalence of IPV, rape, sexual assault, and stalking than males, and experienced more violence types and chronic victimisation. SV typically began in adolescence, with males reporting earlier first rape but females experiencing more repeated victimisation. Across violence types, victimisation was associated with increased odds of lifetime mood, anxiety, and SUD. SV was more strongly associated with mood disorders in males and SUDs in females. IPV and SV are common in the Australian population and linked to adverse mental health outcomes. These findings highlight the psychological burden of violent victimisation and underscore the importance of trauma-informed, sex-sensitive public health responses.

Presentation 2: When home affects work: Intimate partner violence and doctor-certified sickness absence by gender | Sophie Kjærviik & Maria Teresa Grønning Dale, 'Norwegian Center for Violence and Traumatic Stress Studies; Håkon Gjessing, University of Bergen

Abstract: Intimate Partner Violence (IPV) is recognized as a contributor to long-lasting adverse health outcomes, including physical and mental health problems. However, few studies have used objective health and work registry data or examined gender differences in population-based samples. This study investigated associations between adulthood IPV exposure and doctor-certified sickness absence and examined whether gender moderates these associations. A random population-based sample of 2,485 adults (51% men; Mage = 43.62) completed a telephone survey assessing violence exposure. Survey responses were linked to 15-month post-survey registry data on sickness absence, workdays, income, and disability benefits. Using unadjusted and adjusted hurdle models, controlling for age, civil status, education, and income, we examined associations between exposure to any adulthood IPV (at least one type) and specific IPV types (physical and psychological) and sickness absence. Exposure to any adulthood IPV was associated with higher odds of sickness absence (adjusted OR = 1.29, 95% CI [1.06, 1.57]). Women had higher overall odds of sickness absence than men (adjusted OR = 2.05, 95% CI [1.71, 2.45]). Notably, among women exposed only to



psychological IPV (without physical IPV), the odds of sickness absence were significantly elevated (adjusted OR = 1.66, 95% CI [1.09, 2.54]). Psychological IPV, the most prevalent form of partner violence, emerged as a stronger predictor of sickness absence than physical violence, highlighting the substantial workforce consequences of non-physical abuse. IPV represents both a public health concern and a structural stressor with measurable labor-market implications. Public health and occupational sectors should recognize psychological IPV as a serious risk factor for reduced work participation.

Presentation 3: A Typology of Intimate Partner Homicides in Germany and Their Relations with Leaking and Other Warning Signs | Rebecca Bondü & Tanita Rumpf, Psychologische Hochschule Berlin

Abstract: Intimate Partner Homicide (IPH) is a heterogeneous phenomenon: Perpetrators differ in motives, risk factors, and pre-attack behaviors. Recently, research has pointed to the value of leaking, other warning signs, and potential triggering events for the assessment of IPH risk, but it is unknown whether they equally apply to different perpetrator groups. The present study, therefore, examined offender profiles and their relations with leaking and other warning signs in a sample of 91 IPH perpetrators (89% men) from Germany. Preliminary results of Latent Profile Analysis favored a four profile-solution: The first profile (53%) comprised well-adjusted perpetrators low in pre-offense violence and controlling behavior, general antisocial behavior, and mental-health problems; the second profile (18%) comprised perpetrators mainly characterized by high pre-offense; the third profile (16%) comprised perpetrators with low own controlling and violent behavior, but high controlling and violent behavior by their partners; the fourth profile (13%) comprised perpetrators with high general antisocial behavior, controlling behaviors and physical intimate partner violence (IPV) with some indication of bidirectionality of IPV. Subsequent comparisons indicated differences particularly in leaking behavior and other warning signs between profiles, but not so much in potential trigger events. As a general tendency, both the first and the fourth offender group often showed stronger expressions than the two other profiles (e.g., frequency of leaking, death threats, announcements of an offense to third parties, perpetrator tries to convince the later victim to stay in the relationship, perpetrator realizes that the relationship has finally ended). Our findings highlight that diverse profiles may lead to IPH and that these may be characterized by different accompanying leaking and warning signs, that are important to consider in threat assessment.

Presentation 4: Intimate Partner Violence and Psychological and Physical Parent-Child Aggression: Cross-Lagged Analysis Comparing Mothers and Fathers | Edoardo Modanesi, Christina M. Rodriguez & Jewelina N. Fairchild, Old Dominion University

Abstract: Given the alarming overlap between intimate partner violence (IPV) and parent-child aggression (PCA), examining the longitudinal and bidirectional influences between these forms of violence is critical. Drawing on family systems theory and the spillover hypothesis, the present study examined the bidirectional association between IPV (both perpetration and victimization) and PCA (both psychological and physical) across the transition to parenthood, comparing mothers and fathers. The sample included 186 women and 146 men who provided data when their children were 6 months, 18 months, and 4 years old. Two cross-lagged panel models were estimated separately for IPV perpetration and victimization and compared across mothers and fathers. Results broadly supported a spillover effect from couple conflict to PCA for both parents. Specifically, mothers' IPV perpetration and victimization predicted both psychological and physical PCA from 6 to 18 months postpartum. Similar effects were observed for fathers' IPV perpetration, but not victimization. Although spillover effects were more consistently observed among mothers than fathers, formal tests revealed no statistically significant gender differences. In contrast, greater use of physical or psychological PCA did not predict later IPV among either mothers or fathers during this early developmental period. These findings highlight the interconnected nature of violence within family systems during early childhood, as patterns of couple aggression may spill over into parenting practices and contribute to aggression toward

children. The results underscore the importance of early IPV screening and parenting interventions during the transition to parenthood.

THURSDAY, JULY 23 | SESSION 6B: 10:00-11:30

Room: GSB 307

Digital Aggression, Online Harms, and Technology-Facilitated Victimization | Assigned Chair TBA

Presentation 1: The First Response Matters: Reactions to Sextortion Disclosure and Survivors' Emotional Experiences | Selbi Kurbanova, Sean Mackenzie, David Knox & Irene Vitoroulis, University of Ottawa

Abstract: Sextortion, a form of technology-facilitated sexual exploitation involving threats to distribute intimate images, is increasingly recognized as a form of interpersonal violence with serious consequences for survivors. However, little is known about how survivors' disclosure experiences shape their immediate emotional responses. Our study examines reactions to sextortion disclosures, focusing on how survivors experience the initial responses they receive when sharing their experiences with informal supporters such as friends, family members, or partners. Participants were recruited across Canada through social media and community organizations. Semi-structured interviews were conducted with both survivors of sextortion and support persons to whom survivors disclosed their experiences. Preliminary qualitative analysis of early interviews ($N \approx 6$; 4 survivors, 2 support persons) examines the types of responses described and how these reactions shaped survivors' immediate emotional experiences. Although participants largely reported supportive reactions, they identified meaningful differences in the forms these responses took. Common responses included emotional validation and belief, expressions of concern and reassurance, shock and anger on behalf of the survivor, and practical offers or acts of assistance (e.g., helping block or report the offender). Participants described feeling relief, increased safety, and a greater sense of support when their disclosures were met with belief and empathy, while emphasizing the importance of not having their experiences dismissed or minimized. These preliminary findings highlight the importance of early social responses following sextortion disclosure and suggest that even supportive reactions may shape survivors' emotional experiences in distinct ways.

Presentation 2: Adolescent Sexting, Boundary Violations, and Cyberaggression | Matthias Boehmer & Ann-Sophie Lang, University of Luxembourg

Abstract: Sexting in adolescence is often treated as an online risk behavior. From an aggression-research perspective, this framing obscures an important distinction: the impact of sext receipt may depend less on sexting per se than on whether the interaction is relationally close and consensual or socially distant and boundary violating. This study examined sender context, emotional reactions, and responses using a dataset derived from a questionnaire survey on adolescent sexting. Participants were 480 adolescents aged 12-19 years ($M = 14.92$, $SD = 1.68$; 52.1% female). Measures covered sext receipt and sending, sender context, emotional reactions, pressure to send, handling of received sexts, and forwarding behavior. Overall, 34.2% had received a sext, 21.9% had sent one, and 10.4% reported pressure to send. Among recipients, negative reactions varied by sender context, from 4.2% for crushes and 13.5% for (ex-)partners to 77.8% for online-only contacts and 87.9% for unknown senders. In logistic regression, unknown senders ($OR = 39.38$), online-



only contacts (OR = 23.14), and friends (OR = 8.69) showed higher odds for negative reactions than (ex-)partners, whereas gender was not significant. Receiving sexts also predicted sending (OR = 3.30), together with age (OR = 1.49), but not gender. The findings suggest that the aggression-relevant aspect of adolescent sexting lies less in prevalence than in the exposure to unsolicited, non-consensual, or socially distant sexual content. Non-consensual sext receipt may therefore be conceptualized as a form of sexual victimization which overlaps with cyberaggression, highlighting prevention approaches which target boundary violations rather than sexting in general.

Presentation 3: Antagonistic Personality Traits and Online Trolling: Psychopathy and Machiavellianism Matter More than Narcissism | George Fazaa, University of Toronto; Julie Blais & Scott Pruysers, Dalhousie University

Abstract: Online trolling – typically defined as the deliberate provocation of others with the intention to upset, frustrate, or humiliate – has become a common and routine feature of online political and social discourse. Although trolling is generally nonviolent in nature, it reflects a broader willingness to support the harming of others, endorse cruelty, and engage in norm violation. While a growing body of research examines how antagonistic personality traits relate to trolling behaviour and attitudes, several shortcomings are evident including a reliance on short measures of traits (such as the Short Dark Triad; just 12 items), the use of small samples of undergraduate students, and a focus on personality traits in isolation of other potentially relevant covariates. We address these limitations by using more fulsome and robust measures of personality (more than 100 items to measure the antagonistic traits), making use of a large and generally representative sample of Canadian adults (N = 1725), and including a variety of controls (age, gender, political ideology, social media use, etc.). Results from linear regression analyses reveal that several underlying facets of psychopathy, Machiavellianism, and narcissism significantly relate to participants' higher endorsement of trolling attitudes and behaviours. However, a subsequent dominance analysis revealed that psychopathy and Machiavellianism matter more than narcissism for understanding online trolling attitudes and behaviours. Uncovering the relative importance of various factors is an important step in identifying the most promising targets for subsequent interventions.

Presentation 4: "Google, how can I help my child?" An environmental scan assessing the quality of online information on interventions for child disruptive behaviours | Sanjna Navani, Emmanuelyn Valente, Anna Can, Shaelynne Chassé & Joyce H. L. Lui, Concordia University

Abstract: Parents are seeking information about children's health online, especially for challenges they feel ill-equipped to handle themselves, such as children's disruptive behaviours (DBs). However, the vast quantity of content available online makes it challenging for parents to identify credible and evidence-based resources. Given the potential risks associated with low-quality information—delayed or misguided treatment, increased anxiety—it is essential that parents access high-quality information, so they can identify and access evidence-based DB treatment. We are conducting an environmental scan of publicly available information on DB interventions in Canada. A codebook comprising validated measures and novel items was developed and refined through pilot testing to analyse webpage quality. Four coders conducted province-specific searches simulating parent queries. Data were extracted from webpages, 20% of which were double-coded. Descriptive statistics will assess trends in usability and accessibility, readability, transparency, credibility and trustworthiness, reliability, actionability, and scientific accuracy. We will assess cross-domain associations and whether quality varies across location (province or territory), sector (private, public, or non-governmental), and language (English or French). Preliminary results suggest that webpages will score higher on webpage-related domains, such as readability, and lower on content-related domains, such as credibility. We expect low scientific accuracy: most pages will fail to provide information on established evidence-based DB treatments. Our results will inform a framework of the components of high-quality information and

assessing information on DB interventions, offer practical guidelines for parents, and improve health information communication, ultimately better supporting Canadian families.

THURSDAY, JULY 23 | SESSION 6C: 10:00-11:30

Room: GSB 306

Rethinking Sex Differences in Aggression: Biological, Social, and Contextual Influences | Chiara Gramegna, Uniklinik RWTH Aachen

Presentation 1: Evolving Understandings of Masculinity and Intimate Partner Violence | Elizabeth Summerell, Adelaide University; Siobhan O'Dean, The University of Sydney; Iana Wong & Thomas Denson, The University of New South Wales

Abstract: Globally, men perpetrate intimate partner violence (IPV) at disproportionate rates. Yet although most IPV is perpetrated by men, most men are not violent. Consequently, there is a pressing need to better understand the psychological processes that may predispose some men to violence. Research has consistently identified masculine gender socialization as a key risk factor for IPV. However, psychological understanding of both masculinity and IPV has evolved considerably over recent decades. This talk will overview historical shifts in conceptualizations of masculinity and IPV respectively, focusing primarily on North American perspectives, and provide a narrative review of extant research on the masculinity-IPV relationship. Particular attention will be given to three promising psychological mechanisms: gender role stress, emotion dysregulation, and insecure adult attachment. Understanding how conceptualizations of masculinity and IPV have evolved is essential for identifying emerging research priorities and ensuring that evidence-based prevention and intervention efforts are appropriately tailored to contemporary sociocultural contexts.

Presentation 2: How Context and Alcohol Risk Shape Sex Differences in Aggression | Chiara Gramegna, Ute Habel & Carmen Weidler, Uniklinik RWTH Aachen

Abstract: Sex differences in aggressive behavior are well documented, yet less is known about how these differences are modulated by situational provocation and clinical vulnerability related to alcohol use disorder (AUD). We investigated how sex, group, and provocation interact to shape aggressive responses in healthy controls, patients with alcohol use disorder (AUD), and first-degree relatives of patients with AUD. Fifty-eight participants completed the Taylor Aggression Paradigm (TAP) with parametrically manipulated provocation. Aggressive responses (i.e., punishment selections) were analyzed using linear mixed-effects models accounting for within-subject variability. Across groups, provocation strongly increased aggressive responses ($p < .001$). Males showed higher overall aggression than females; however, sex differences were modulated by both provocation and group. A significant Sex \times Provocation interaction indicated steeper provocation-related increases in aggression in males ($p < .001$). Critically, this effect was further moderated by group, as reflected by a significant three-way Sex \times Group \times Provocation interaction ($p = .009$). Healthy controls exhibited stable sex differences across provocation levels, whereas patients with AUD showed a convergence of male and female aggression at high provocation levels. In first-degree relatives, provocation disproportionately increased aggressive responding in females, leading to reduced sex differences under high provocation. These findings suggest that sex differences in aggression are dynamically shaped by contextual provocation and altered in individuals with AUD as well as first-degree relatives, highlighting the importance of considering both sex and vulnerability status in models of aggressive behavior.



Presentation 3: A Multimodal Investigation of Sex-Specific Aggression in Violent Offenders | Manuel Krebs & Ute Habel, Uniklinik RWTH Aachen; Klaus Boers, University of Münster; Jost Reinecke, University Bielefeld

Abstract: Aggressive behavior shows pronounced sex differences. Cross-cultural research indicates that men are more likely to engage in physical aggression, whereas women tend to use indirect forms. The longitudinal study Crime in the Modern City (CrimoC) (Boers et al., 2019) investigated the sociological and criminological contributors to violent delinquency across multiple waves. Participants were classified into four distinct offender trajectories based on violent delinquency: repeated, occasional, early-declining, and non-violent offenders. The present project is an extension of CrimoC, incorporating a comprehensive neuro-bio-psychological assessment, and building on this rich longitudinal dataset. This sample offers a unique opportunity to examine sex-specific patterns of aggression in adulthood. The assessment of aggression is multifaceted, encompassing trait measures, the Taylor Aggression Paradigm (within the MRI), and clinical evaluation of state aggression (OAS-M). The current sample comprises 65 adults (39 men, 26 women), including 36 classified as repeated, occasional or early declining violent offenders and 29 classified as non-violent offenders. Preliminary analyses explore the question of whether persistent violent offenders exhibit elevated levels of aggression relative to the other subgroups, and whether these patterns differ according to sex. The multimodal approach facilitates the investigation of the interplay between biological, psychological, and social mechanisms that underpin aggressive behavior. The findings from this ongoing study will be presented at the symposium, offering insights into sex-specific mechanisms of aggression in a longitudinally characterized offender sample.

THURSDAY, JULY 23 | SESSION 6D: 10:00-11:30

Room: GSB 407

Reactive and Proactive Aggression: Profiles, Trajectories, and Mechanisms | Assigned Chair TBA

Presentation 1: Reactive and Proactive Aggression in Children: Fear Conditioning Correlates | David Quevedo-Barber, Universitat Autònoma de Barcelona; Anastasiya Ivanova-Serokhivostova, Universitat Autònoma de Barcelona and Universitat Oberta de Catalunya; Albert Bonillo, Silvia Fuentes & Beatriz Molinuevo, Universitat Autònoma de Barcelona; Roser Nadal, Universitat Autònoma de Barcelona and Instituto de Salud Carlos III

Abstract: Aggressive behavior (AB) represents a heterogeneous construct with important clinical and social consequences. The literature suggests distinct neurobiological and psychological correlates of reactive aggression (ReAg) and proactive aggression (PrAg). Fear-related processes may help elucidate these differences, as externalizing behaviors have been linked to impaired fear conditioning (FC). However, few studies have characterized the potential dissociation between ReAg and PrAg, particularly from a sex-dependent perspective in prepubertal children and while considering the multidimensional nature of fear. The aim of this study was to evaluate associations between ReAg, PrAg, and FC using a differential conditioning protocol (Ivanova-Serokhivostova et al., 2022), examining physiological, cognitive, and affective fear responses as well as potential sex differences. The sample included 190 children (57.3% girls; Mage = 7.63, SD = 0.84) from the ABCD-Sabadell cohort (Spain), oversampled for aggressive behavior. Fear conditioning was measured as the difference between CS+ and CS- scores on physiological (skin

conductance response), cognitive (US expectancy and contingency awareness), and affective (arousal and valence) indicators. Results indicated that the protocol successfully elicited differential CS+/CS- fear responses. Sex emerged as a predictor of impaired cognitive conditioning. PrAg, but not ReAg, significantly predicted reduced affective conditioning (arousal). During late acquisition, PrAg also predicted reduced cognitive conditioning (expectancy). Finally, a negative association emerged between PrAg and cognitive conditioning during late extinction. These findings suggest a dissociation between ReAg and PrAg in fear conditioning, with PrAg more strongly associated with reduced cognitive and affective conditioning and lower cognitive extinction. Although girls showed reduced cognitive conditioning, no significant sex-dependent differences were observed in the associations between aggression subtype and fear conditioning.

Presentation 2: Co-developmental trajectories of reactive and proactive aggression in early childhood: Predictors, outcomes and physiological correlates | Carmen Sánchez-Vázquez, Laura López-Romero, María Álvarez-Voces, Universidade de Santiago de Compostela; Lorena Maneiro, Instituto Universitário de Lisboa; Beatriz Díaz-Vázquez, Universidade de Santiago de Compostela; Kostas Fanti, University of Cyprus

Abstract: Reactive and proactive aggression have been extensively studied, and although the usefulness of their distinctiveness has been evidenced, less is known about the joint trajectories that they follow as they emerge and develop during childhood. The main purpose of the present study is to identify co-developmental trajectories of reactive and proactive aggression using longitudinal data (three assessments over a two-year period) from a large sample of children ($n = 2683$; 48.3% girls), aged 3 to 6 at the study onset ($M = 4.25$; $SD = 0.91$). Early predictors and longitudinal outcomes of the different trajectories will be explored, and patterns of HR activity measured during a passive viewing task will be examined in a subsample of 393 children (43.5% girls) aged 8 to 12 ($M = 10.31$; $SD = 0.95$). Based on parent-reports, three co-developmental trajectories were identified: Co-occurrent (8.6%), Primarily Reactive (27.4%), and Normative (64%). Regarding the aggressive trajectories, Grandiose-Deceitful traits and inconsistent parenting increased the likelihood of following the Co-occurrent trajectory, relative to the Primarily Reactive. More severe outcomes were identified in the Co-occurrent trajectory, which also yielded significantly lower levels of mean heart rate activity in response to stimuli depicting threat. These results underscore the importance of identifying distinct developmental patterns of the functions of aggression, considering their joint development from an early age. The implications of the results will be discussed, emphasizing their potential to facilitate preventive interventions, which could be tailored to the co-occurring nature of reactive and proactive aggression.

Presentation 3: Parent- and Teacher-Based Latent Profiles of Reactive and Proactive Aggression and Conduct Problems in Early Childhood | Anastasiya Ivanova-Serokhivostova, Universitat Autònoma de Barcelona and Universitat Oberta de Catalunya; Bernat Soley, Universitat Autònoma de Barcelona and Instituto de Salud Carlos III; Eva Penelo, Silvia Fuentes & Albert Bonillo, Universitat Autònoma de Barcelona; Roser Nadal, Universitat Autònoma de Barcelona and Instituto de Salud Carlos III; Beatriz Molinuevo, Universitat Autònoma de Barcelona

Abstract: Aggressive behavior (AB), a transdiagnostic symptom with reactive and proactive forms, does not uniformly co-occur with conduct problems (CP), contributing to heterogeneity in children's behavioral difficulties. However, person-centered studies typically examine AB or CP separately and rely on a single informant, limiting insight into how these behaviors manifest across contexts. The present study explored profiles of reactive and proactive aggression jointly with CP using separate reports from primary caregivers and teachers in the ABCD Sabadell cohort (Spain), comprising 842 first-grade children ($M_{age} = 6.83$, $SD = 0.31$; 49.30% girls). Latent profile analyses based on the Proactive/Reactive Aggression Scale and the CP scale from the Strengths and Difficulties Questionnaire identified three distinct profiles. Based on caregiver ratings,

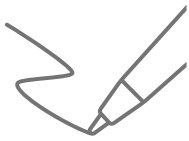
profiles included Well-Adjusted (82.4%; 51.0% girls), Reactive/CP (9.9%; 48.8% girls), and Aggressive/CP (7.6%; 30.2% girls). Based on teacher ratings, profiles included Well-Adjusted (62.5%; 55.6% girls), Reactive (28.4%; 39.7% girls), and Aggressive/CP (9.1%; 37.8% girls). Both informants identified Well-Adjusted and Aggressive/CP profiles; however, teachers identified a distinct Reactive profile characterized by emotional dysregulation in the absence of CP. Boys were overrepresented in the Aggressive/CP profiles across both informants and in the teacher-reported Reactive profile. No significant sex differences were observed in the remaining profiles. These findings highlight the heterogeneity of AB and suggest that boys are more frequently represented in the most problematic behavioral profiles. Notably, a profile emerged whose interpretation differed by informant, underscoring the importance of incorporating multiple informants to capture context-specific manifestations of children's behavioral difficulties. Future research should integrate models of AB and CP to inform more targeted interventions.

THURSDAY, JULY 23 | SESSION 6E: 10:00-11:30

Room: GSB 308

EDITORS PANEL | Thomas P. Gumpel & Ashlee Curtis

Brad Bushman, The Ohio State University; Eric F. Dubow, Bowling Green State University; Ann H. Farrell, Brock University; Tracy Vaillancourt, University of Ottawa



Meeting with the Editors. A panel session in which editors of leading journals in aggression and violence research discuss the publication process, common reasons manuscripts succeed or fail in review, and practical advice for early-career researchers navigating submission and revision. Panelists: Brad Bushman (Psychology of Violence), Ann Farrell (Aggressive Behavior), Eric Dubow (Developmental Psychology), and Tracy Vaillancourt (Frontiers in Child and Adolescent Psychiatry). Moderated by Tom Gumpel and Ashlee Curtis. The session is open to all attendees, with ample time reserved for questions from the audience.



THURSDAY, JULY 23 | SESSION 7A: 12:30-14:00

Room: GSB 205

Cyberbullying, Mental Health, and Digital Intervention Strategies | Assigned Chair TBA

Presentation 1: Early adolescent cyberbullying and its lasting impact on emotional wellbeing and school success | Sarah Halliday, Tess Gregory, Amanda Taylor & Deborah Turnbull, Adelaide University

Abstract: Cyberbullying research has predominantly focused on mid-to-late adolescence, despite increasing digital engagement among those under 13 years of age. Consequently, little work has examined the outcomes of cyberbullying victimisation for early adolescents (10-13 years old), particularly related to positive aspects of wellbeing, which are recognised to contribute independently to mental health. This study investigated whether cyberbullying victimisation in early adolescence predicts later positive and negative emotional wellbeing, and academic achievement. Participants were 9,139 South Australian students drawn from a population-based cohort. Cyberbullying victimisation was self-reported in Grade 6, with emotional wellbeing outcomes (happiness, sadness, worries, and life satisfaction) and academic achievement (reading and numeracy) measured in Grades 7 and 9. Mixed-effects regression models controlled for relevant child, peer, school, and community factors. Cyberbullying victimisation in Grade 6 was associated with significantly poorer emotional wellbeing one year later, including lower happiness and life satisfaction scores and higher sadness and worries scores. Victimization was also associated with significantly lower scores on reading and numeracy measures in both Grade 7 and Grade 9, indicating sustained negative academic effects into later school grades. Associations remained significant after adjusting for covariates. Findings highlight that early adolescent cyberbullying victimisation is not a transient experience, but one that has ongoing emotional and academic impacts over time. This study demonstrates the importance of considering and monitoring the emotional wellbeing and academic outcomes of cyber-victimisation beyond the immediate instance.

Presentation 2: Examining Sleep Quality and Duration as Mediators in the Prospective Relationship between Cybervictimization and Mental Health Among an Adolescent Cohort | Mackenzie L. Pilkington, Kate Battista, William Pickett & Ann H. Farrell, Brock University; Scott T. Leatherdale, University of Waterloo; Karen A. Patte, Brock University

Abstract: Sleep is a modifiable behaviour that could enhance cyberbullying interventions and may be involved in the causal pathway linking cybervictimization to poor mental health. Prior cyberbullying mediation research has yet to incorporate multiple sleep metrics and explore associations with positive mental health among adolescents. The purpose of this study was to: 1) Examine the prospective associations between cybervictimization at baseline and sleep (quality and duration) one year later; 2) Evaluate both sleep quality and duration as mediators in the prospective relationship between cybervictimization and mental health. A three-year linked sample of Canadian adolescents (N = 5,123) enrolled in the COMPASS study from 2021/22 to 2023/24 was analyzed. Two linear regression models were used to evaluate cybervictimization as a predictor of sleep quality and duration. Three parallel mediation models were created to evaluate sleep quality and duration as mediators in the prospective relationship between cybervictimization and each mental health outcome (anxiety, depression, and flourishing). Cyberbullied youth report on average ten minutes shorter sleep duration (B = -10.47, [95%CI: -20.11; -0.84]), but similar sleep quality (B = -0.03, [95%CI: -0.13;



0.08]) to their peers. Adjusting for covariates, both sleep quality and duration functioned as significant mediators in the relationship between cybervictimization and each mental health outcome. However, once baseline sleep and mental health were added, both the direct and indirect effects became non-significant. Sleep is an unstable mediator suggesting cybervictimization may have a more immediate effect on several aspects of adolescent sleep and mental health. Expanding school-based cyberbullying prevention initiatives is recommended.

Presentation 3: “Hey ChatGPT, I'm being bullied online, what can I do?” - Can AI chatbots help young people deal with bias-based cyberbullying? | Anja Schultze-Krumbholz, Technische Universität Berlin; Sohni Siddiqui, Bergische Universität Wuppertal

Abstract: Bias-based cyberbullying is a form of intentional and repeated aggressive online behavior against a victim based on their actual or perceived identity-related characteristics (Hinduja & Patchin, 2022). Despite the high number of children and adolescents with a migrant background (Eurostat, 2024), with disabilities (European Council, 2024), and from the LGBTQ+ community (Statista, 2016) in European countries, research on bias-based cyberbullying remains very limited (Schultze-Krumbholz, 2024), even though these groups are more vulnerable to victimization. Existing anti-bullying programs largely fail to address these groups (Siddiqui & Casale, 2025). Youth from these groups may need to seek support elsewhere. This study therefore uses a Delphi design to evaluate chatbot-generated ideas on how to deal with bias-based cyberbullying. Systematically developed prompts on three types of bias-based cyberbullying were entered into the most popular free chatbots (as of November 2025) to generate ideas for action. In the first round, nine experts (seven female, aged 35-51) from research, counselling, and education contexts evaluated the proposed actions. The proposed actions were predominantly perceived as helpful and supportive. Overall, the experts made more recommendations for action than the AI. Although they initially agreed with all of the suggestions, they subsequently pointed out significant weaknesses: e.g., questionable and contradictory suggestions, stereotyping of bullies, and the illusion of perfect solutions. In a final round, recommendations for action based on the experts' consensus will be compiled and compared with the chatbots' responses. The suitability of AI-based self-help for young people will be discussed.

THURSDAY, JULY 23 | SESSION 7B: 12:30-14:00

Room: GSB 307

Mental Health in the Context of Peer Aggression | Assigned Chair TBA

Presentation 1: Historical Variation in the Strength of the Peer Victimization-Depressive Symptoms Association Across Fifteen Years of Adolescence (2009-2024) | Paul Espinoza, Brooke Johnson & Sabina Low, Arizona State University

Abstract: Despite extensive evidence linking peer victimization to depressive symptoms, little is known about whether the strength of this association varies across historical cohorts. Using repeated cross-sectional data from 36 public middle schools in a Midwestern County (N = 48,023), we examined variation across six cohorts assessed between 2009 and 2024. Peer victimization was significantly associated with depressive symptoms in every cohort; however, the magnitude of this association declined from 2009 through 2021 before rebounding in 2024. School connectedness and parental support were included to estimate indirect effects as cross-sectional associative pathway decompositions, not causal mediation. This pattern was evident in

baseline models and persisted after accounting for school connectedness and parental support. Although the overall association fluctuated historically, school connectedness and parental support remained consistently associated with depressive symptoms across cohorts.

Presentation 2: Not All Bystanders Are Affected Alike: Latent Profiles of Violence Exposure, Bystander Roles, and Adolescent Mental Health | Tamar Mann-Kraus & Thomas P. Gumpel, The Hebrew University of Jerusalem

Abstract: Bystanders constitute the majority of students present during aggressive incidents, and their exposure may be associated with a range of psychological outcomes. Existing research often treats bystanders as a homogeneous group or classifies them according to predefined behavioral categories, potentially overlooking important individual variability. Consequently, it remains unclear how different factors cluster within individuals to shape vulnerability following exposure. The present study applied a person-centered approach to examine whether distinct profiles of bystanders could be identified based on exposure, behavioral involvement, and psychological characteristics, and whether these profiles differed in psychological outcomes. Participants were 206 adolescents aged 13-16 years. Indicators included bystander roles (assistant, defender, outsider), exposure to physical, relational, and sexual aggression, trait anxiety, empathy, moral disengagement, and just-world beliefs. Latent profile analysis was used to identify subgroups of bystanders based on these indicators. Age and gender were examined as covariates, and psychological outcomes were examined as distal outcomes using a nonbiased three-step procedure. Four latent profiles emerged, differentiated primarily by type of aggression exposure and bystander role, and to a lesser extent by trait anxiety and moral disengagement. The profiles differed significantly across all psychological outcomes. These findings highlight the heterogeneity of adolescent bystanders and demonstrate that the psychological implications of bystander exposure vary according to distinct constellations of exposure, behavioral involvement, and psychological characteristics, moving beyond traditional role-based classifications. Adopting a person-centered perspective may improve understanding of bystander experiences and help identify adolescents who are particularly vulnerable following exposure to school aggression.

Presentation 3: From Psychosis to Offending: Deciphering the Neural and Clinical Markers of Criminality in Schizophrenia Spectrum disorders with and without Substance Use | Li Ting Lin & Albert C. Yang, National Yang Ming Chiao Tung University

Abstract: Patients with schizophrenia spectrum disorders (SSDs) often exhibit emotional, cognitive, and behavioral dysfunctions and are at elevated risk for criminal and violent behavior, particularly when comorbid with substance use. We collected resting-state EEG and clinical data from patients with SSDs with and without a criminal history. Patients with a criminal record were further divided into four subgroups based on substance use history (SUH) and crime type (violent vs. non-violent). EEG signals were analyzed using sample entropy and multiscale entropy (MSE) across delta to gamma frequency bands. Patients with SSDs, a history of substance use, and violent offending showed distinct entropy patterns compared to those without a substance use history ($p < .05$). Theta entropy at O2 was associated with delusions ($p = .015$), while mean beta MSE at T3 was associated with both delusions and criminal history ($p = .01$). Comparisons between violent and non-violent crime groups revealed significant associations between entropy and delusions (Fp1, theta sample entropy; $p = .009$) and between entropy and attention (F7, theta sample entropy; $p = .01$). Analyses across all five groups identified differences in brain complexity measures that were associated with clinical characteristics, including IQ (Fp2, beta sample entropy; $p = .007$), anxiety (F7, average theta MSE; $p = .02$), and illness duration (Pz, average alpha and gamma MSE; $p = .035$ and $p = .01$, respectively). These

findings demonstrate that entropy measures are sensitive markers for distinguishing SSD subtypes characterized by differences in criminal history and substance use. The results suggest potential links between neural complexity, behavior, and clinical profiles, providing insight into mechanisms that may underlie violent behavior and informing future targeted interventions in this population.

THURSDAY, JULY 23 | SESSION 7C: 12:30-14:00

Room: GSB 306

Understanding Bullying Perpetration and Defending: Integrating Prevention Evidence with Personality Traits and Motivation | Antonio Camacho, Universidad de Córdoba

Presentation 1: Mapping SEL in Bullying Prevention Programs: A Global Systematic Review | Luz E. Robinson, Emerson Eichler, Grace Ryder, Hannah Yamour, Natalie Ha & Ximena Miramontes, University of South Carolina

Abstract: Bullying and peer aggression often emerge in childhood and peak during adolescence. Research indicates these experiences are linked to long-term internalizing, externalizing, and academic difficulties. In response, schools around the world have adopted a wide range of anti-bullying programs. Many of these programs include elements aligned with social-emotional learning (SEL). However, it remains unclear how SEL is actually integrated into anti-bullying efforts, which competencies are prioritized, and whether SEL components are directly connected to changes in bullying outcomes. This presentation includes findings from an ongoing systematic review of anti-bullying programs in primary schools. Using the five CASEL core SEL competencies as a guiding framework, we examine how programs incorporate SEL through explicit instruction or embedded practices. Following PRISMA guidelines, the review includes randomized controlled trials, quasi-experimental studies, and pilot evaluations published in English and Spanish between 2000 and 2025. Programs are coded for the presence and emphasis of SEL components, the contexts in which they are delivered (e.g., classroom lessons, teacher practices, schoolwide initiatives), and the reported effects on bullying outcomes. Preliminary analyses reveal substantial variation in how SEL is integrated, delivered, and evaluated within anti-bullying programs. By mapping how SEL is currently integrated across programs, this review highlights strengths, inconsistencies, and gaps in the field, with the goal of informing prevention research and school-based programming.

Presentation 2: The Longitudinal Associations between HEXACO Personality Traits and Bullying | Anthony A. Volk, Brock University

Abstract: Understanding how personality traits shape the development of bullying perpetration remains a central challenge in developmental and personality research. Although the HEXACO model has been shown to predict bullying, most evidence comes from cross-sectional studies that cannot capture how personality and bullying co-evolve during adolescence. Our study examined both between-person and within-person longitudinal associations between bullying perpetration and the HEXACO traits across three years. Participants were 392 Canadian youth (Mage = 11.88, SD = 1.42; 49.5% boys) who completed annual measures of bullying and personality. Random Intercept Cross-Lagged Panel Models were used to



differentiate stable trait-like differences between individuals from year-to-year fluctuations within individuals. Consistent with prior work, adolescents lower in Honesty-Humility—reflecting more exploitative and self-serving tendencies—showed higher levels of bullying perpetration at the between-person level. At the within-person level, decreases in Honesty-Humility were associated with concurrent increases in bullying, indicating that short-term rises in exploitative tendencies correspond to momentary shifts in aggressive behavior. However, no significant within-person cross-lagged effects emerged: changes in personality did not predict later bullying, nor did bullying predict subsequent personality change. These findings underscore the importance of separating stable individual differences from within-person variability when modeling developmental pathways. Results suggest that bullying is most strongly linked to enduring exploitative dispositions rather than dynamic personality change. Identifying youth with persistently low Honesty-Humility may therefore be particularly important for targeted prevention efforts.

Presentation 3: The quality of motivation to defend: Reciprocal longitudinal links with bullying defending in adolescence | Antonio Camacho, Rosario Ortega-Ruiz & Eva M. Romera, Universidad de Córdoba

Abstract: Bystander research has largely focused on how much adolescents defend, leaving a key gap in understanding the quality of motivation—why they defend—and how these reasons co-evolve with defending over time. The present study applies Self-Determination Theory to explore within-person bidirectional associations between defending and the motivational regulations (autonomous, introjected, and external), and to examine how these regulations are dynamically interrelated over time, to clarify when and why defending and motivation to defend are sustained. Participants were 817 adolescents ($M_{AgeT1} = 12.47$, $SD = 0.59$, 56% girls) aged 12-14 years at Time 1, in the first year of middle school, who completed questionnaires at four times at one-year intervals. Analyses were conducted using Random Intercept Cross-Lagged Panel Model to disentangle stable between-person differences from within-person fluctuations. Results indicated that defending and autonomous motivation to defend were reciprocally linked at the within-person level. Introjected motivation did not predict later defending but defending predicted subsequent increases in introjected motivation. Finally, external motivation showed a negative association with autonomous motivation and undermined defending indirectly. Overall, these findings support Self-Determination Theory in which defending is sustained primarily through autonomous regulation, whereas externally controlled reasons inhibit internalization by weakening self-endorsement. In this view, enduring defending reflects the consolidation of volitional, value-based motives, not compliance with external contingencies, and points to autonomy-supportive social contexts as the most plausible developmental route for stabilizing defending across adolescence by fostering need satisfaction and integrated commitment to protect peers.

Discussant: Kevin Runions, CHEO Research Institute

THURSDAY, JULY 23 | SESSION 7D: 12:30-14:00

Room: GSB 407

Interpersonal Violence: Exploring Formal & Informal Sources of Education | Melanie Dawn Douglass, York St John University

Presentation 1: Understanding consent in a cross-national sample: The effect of sex education and alternate sexual communities. | Melanie Dawn Douglass, York St John University; Melanie MacEacheron, Arizona State University; Anna Macklin, York St John University

Abstract: In part due to the proliferation of image-based sexual violence, there has been considerable recent attention relating to how social media and exposure to graphic materials may shape attitudes towards interpersonal violence. In tandem, efforts to reduce harassment have focused on Healthy Relationships and consent-based education in an effort to promote positive social attitudes. However, the efficacy of these programmes in shaping behaviours is not well understood. They have also been critiqued for neglecting LGBTQIA+ communities, many of whom have well-established practises that focus consent. To explore these issues, a two-study cross-national survey was collected with participants (study 1) from the UK and (study 2) from a US university. Analysis revealed national differences in attitudes/knowledge regarding consent and sex education. In addition, differences were found between those engaging with paraphilic pornography and alternate sexual practises (e.g., BDSM), compared with those who did not. These results and their implications will be discussed in light of previous literature. Possible avenues for improving existing education programmes to ensure they represent diverse perspectives will also be explored.

Presentation 2: Examining the Relationship Between Moral Disengagement and Sexual Consent Attitudes and Behaviours | Ella Lauber-Hamm, University of Saskatchewan; Carie Buchanan, St. Thomas More College

Abstract: While university campuses are a high-risk space for sexual violence, limited research has examined how cognitive mechanisms such as moral disengagement intersect with sexual consent attitudes and behaviours. This study aims to investigate the relationship between moral disengagement and sexual consent attitudes and behaviours among undergraduate students, with attention to gender and perceived behavioural control. The present study used a cross-sectional survey design to recruit a target 300 participants. Those surveyed completed demographic information, the Moral Disengagement Scale, and Sexual Consent Scale-Revised. It was hypothesized that higher moral disengagement scores would be associated with lower endorsement of positive consent attitudes, greater use of indirect consent behaviour, and permissive consent norms. Gender is anticipated to moderate this relationship, with stronger associations for cisgender men than cisgender women or gender-diverse individuals. Additionally, reduced perceived behavioural control pertaining to sexual consent was expected to be associated with increased reliance on moral disengagement mechanisms. Results and their implications will be discussed, including how they clarify the cognitive mechanisms underlying sexual decision making and help inform more consent education and sexual violence prevention initiatives on campuses.

Presentation 3: Understanding Intimate Partner Violence on Campus: Comparing Indigenous and Non-Indigenous Students' Educational Exposure and Recognition Using a Two-Eyed Seeing Framework | Chelsea Ochoa, University of Saskatchewan; Carie Buchanan, St. Thomas More College



Abstract: Intimate partner violence (IPV) is a major public health issue worldwide. Consistent with other countries, Indigenous peoples of Canada experience disproportionately high rates due to colonial and systemic factors. University campuses are key contexts for examining IPV awareness, yet little research compares Indigenous and non-Indigenous students' understanding and responses. Guided by the Two-Eyed Seeing framework, this mixed-methods study will explore whether these differing pathways of knowledge influence the recognition of abusive behaviors, understanding of healthy versus unhealthy relationship dynamics, and the perceived importance of intervention among undergraduate students. Participants completed an anonymous online survey with open-ended questions regarding prior exposure to IPV education and participation in bystander intervention programs. The survey also included demographic questions, the IPV Recognition Measure, and the Bystander Intervention Scale. Qualitative data from open-ended questions were analyzed using reflexive thematic analysis to examine students' experiences and sources of IPV knowledge. The quantitative data was analysed for potential differences between Indigenous and non-Indigenous students on both the IPV Recognition Measure and the Bystander Intervention Scale, and for interactions with demographic variables (e.g., gender, sexual orientation, year of study), which might contribute to those differences. Results and their implications will be discussed.

THURSDAY, JULY 23 | SESSION 7E: 12:30-14:00

Room: GSB 308

Progress in Intimate Partner Violence Treatment: Training, Typology, and Treatment Evaluation | N. Zoe, Hilton, Waypoint Centre for Mental Health Care and University of Toronto

Presentation 1: Creation and evaluation of professional training for intimate partner violence (IPV) treatment planning | N. Zoe, Hilton, Waypoint Centre for Mental Health Care and University of Toronto; Elke Ham & Jasmeen Kaur, Waypoint Centre for Mental Health Care

Abstract: The Risk, Need, Responsivity (RNR) model of effective correctional service prioritizes higher risk individuals for treatment. Validated IPV risk assessment tools such as the ODARA are widely used in correctional services. However, there is little guidance as to how to apply the RNR model to IPV treatment. We created a professional training module on "Treatment needs and evidence-based treatment planning in IPV" as part of updates to ODARA 101, a free online training program completed by over 1,500 professionals each year from around the globe. This presentation will describe the development and content of the training and will present preliminary results of an evaluation. The evaluation had three objectives: 1. Assess the training's accessibility, relevance, and user-friendliness. 2. Learn how users prefer to engage with training features (basic content, deeper dives, tests). 3. Test users' knowledge of evidence-based treatment planning in IPV. Training was created with input from RNR and IPV content experts. Lessons cover the RNR principles, how to use the ODARA to apply the risk principle, and how to assess and apply effective treatments to criminogenic treatment needs. Training format include self-paced written and video presentations and optional knowledge-check quizzes. 30 professionals from victim services, policing, and correctional/forensic services completed the training and a post-training knowledge test and user survey. Initial results show that participants find the content useful, value video content, and successfully demonstrate knowledge. Professional training in evidence-based IPV treatment planning will now be accessed through ODARA 101.



Presentation 2: Implications of Typology for Intimate Partner Violence Treatment | Crystal J. Giesbrecht, University of Saskatchewan and Provincial Association of Transition Houses and Services of Saskatchewan (PATHS)

Abstract: This presentation will provide an overview of intimate partner violence (IPV) typology research and the implications for interventions with men who perpetrate IPV, situated within the Risk-Need-Responsivity (RNR) Model of Offender Assessment and Treatment. The principles of RNR emphasize assigning individuals to treatment based on their level of risk, criminogenic needs (i.e., dynamic risks), and responsivity. Researchers have highlighted the applicability of the RNR Model to IPV interventions. Typology research highlights potential differences in RNR factors across perpetrator types and can inform treatment approaches tailored to these groups. This presentation will draw on findings from three studies: (1) a systematic review of 190 studies of typologies of men who perpetrated IPV published between 1974 and 2024; (2) creation of an empirical typology based on criminal history and antisocial attitudes using a sample of 7,781 men under community correctional supervision; and (3) a survey and interviews with professionals who facilitate IPV treatment/intervention programs in Saskatchewan. The systematic review and development of the typology of men who perpetrated IPV under community supervision provide insight into characteristics of perpetrator types, similarities and overlap between these types, and treatment outcomes. Practitioner perspectives highlight experiences and challenges associated with incorporating RNR principles into IPV programming and working with different perpetrator types. Findings from these studies highlight characteristics of perpetrator types, areas of similarity and overlap across typologies, and corresponding implications for treatment planning in line with the principles of RNR. Practical implications for treatment and future directions for research will be discussed.

Presentation 3: Evaluation of community-based treatment for self-referred partner violent men in Sweden | Joakim Petersson, Örebro Universitet

Abstract: The aim of this presentation is to present the preliminary outcomes from a three-year research project evaluating the effects of treatment provided by social services and nongovernmental organizations to self-referred partner violent men in Sweden. The current project collaborated with six social services and NGOs in Sweden to study the following three objectives: To what extent can treatment reduce the use of IPV and improve other outcomes (e.g., attitudes against women)? How do clients describe the perceived efficacy of treatment and their self-identified needs? How do therapists describe their experiences of working with clients, including challenges and possibilities? A mixed-methods design was used, including clients' self-report questionnaires pre- and post-treatment as well as semi-structured interviews with clients at the start and end of treatment (estimated to n = 30), and with therapists (n = 20). Data collection is still on-going and the post-treatment results from the client questionnaires will be available in May 2026. However, preliminary results from the interviews show that most clients perceive the treatment to be useful, e.g., improving their conflict resolution skills, and gaining insights about their use of psychological IPV and its impact. Overall, the clients are perceived by therapists to be low-risk clients, and presenting various criminogenic needs, however, some clear patterns emerge (e.g., emotional dysregulation). Finally, clients are perceived as responsive to treatment, such as a general willingness to change their violent behavior.



TUESDAY
JULY 21, 2026
POSTER SESSION

TUESDAY, JULY 21 | POSTER SESSION 1: 14:30-15:30

Room: Goodman Atrium

(1) Does Testosterone Increase Violent Attitudes in Men? | Anastasia E. Weir, Kevin L. Nunes, & Cassidy E. Hatton, Carleton University; Justin M. Carré, Nipissing University

Abstract: Contrary to popular belief that testosterone strongly influences aggression, research shows only weak, positive associations between testosterone and human aggression. However, the relationship is moderated by personality, such that testosterone is more strongly associated with aggression for men characterized by dominance, low self-control, and independent self-construal. Although prior studies have examined testosterone in relation to aggressive behavior, little research has examined testosterone in relation to violent attitudes. The present study examined whether a similar pattern of main and interactive associations would be found for violent attitudes. Men ($N = 140$; M age = 23 years) recruited from a Canadian university and surrounding community provided baseline salivary testosterone and completed self-report measures of personality traits (dominance, self-control, and self-construal) used to construct a personality risk index (PRI). Participants were then randomly assigned to receive intranasal testosterone (11 mg) or placebo and completed the violent attitudes measure. The PRI was significantly positively correlated with violent attitudes ($r = .21, p < .05$), whereas baseline testosterone ($r = -.02$) and manipulated testosterone ($r = -.10$) showed small, nonsignificant negative correlations with violent attitudes. In a hierarchical regression analysis, manipulated testosterone showed no significant main effect on violent attitudes, and the PRI did not moderate the effect of testosterone on violent attitudes. Our findings suggest that the relationship between testosterone and violent attitudes may not mirror the relationship between testosterone and aggressive behavior. Future research should attempt to replicate our findings and explore whether violent attitudes moderate the effect of testosterone on aggressive behavior.

(2) "Maybe He Likes Pushing People": Children's Attributions of Hostility and Expected Responses to Ambiguous Peer Provocations | Victoria Figgs, Sara Goldstein, & Jana Shelley, University of Delaware

Abstract: Hostile attribution bias (HAB) is a key social-cognitive process associated with children's aggressive behavior, yet less is known about how children's aggression-related cognitions are shaped by perceived messages from important adults. This pilot study examined associations among children's hostile intent attributions, normative beliefs about aggression, and perceived parent and teacher expectations in response to ambiguous peer provocation. Relational, physical, and verbal aggression were included. Participants were 49 children in 1st through 4th grade (M age = 7 years, 10 months; $SD = 1.07$; 21 girls, 28 boys). Children completed measures of hostile intent attributions, aggression-related beliefs, perceived parent and teacher expectations, self-reported aggressive and prosocial behavior, and school climate, plus an open-ended question about aggressive responding in peer provocation situations. Children's hostile attributions for physical provocations were positively associated with perceived parent expectancy beliefs for physical provocations ($r = .33, p < .01$) and verbal provocations ($r = .39, p < .01$). Children's normative beliefs about aggression were also positively associated with perceived parental normative beliefs across aggression types ($r_s = 0.47-.77, p_s < .01$). In contrast, school climate was unrelated to teacher expectancy beliefs, and perceived parent and teacher expectations did not predict self-reported relational aggression, $F(3, 35) = 0.17, p = .92$, or physical aggression, $F(3, 35) = 0.22, p = .88$. Qualitative responses most often reflected reactive interpretations of aggression. These findings suggest that perceived parental norms may help shape children's aggression-related cognitions and may be useful targets for prevention.

(3) Victimization and minority stress in LGBTQ+ youth at the intersection of gender and sexual identity | Samuel Levy, Craig Colder, Amy Hequembourg, Jennifer A. Livingston & Weijun Wang, University at Buffalo

Abstract: Victimization and minority stress experiences are common among LGBTQ+ youth and are linked to a variety of negative outcomes. Many unique sexual and gender identities are included under the LGBTQ+ umbrella, but limited work has examined victimization and stress across a range of diverse gender identities, and at the intersection of gender and sexual identity. This study examined victimization and stress in 333 LGBTQ+ youth aged 14-18 ($M = 15.92$). Youth reported gender identity (girl, boy, transgender girl, transgender boy, non-binary or genderqueer, or other), sexual identity (gay or lesbian, bisexual+, or other), and measures of minority stress (Sexual Minority Adolescent Stress Inventory) and victimization (Sexual and Gender Minority Based Victimization; Cyber Victimization). Differences in victimization and stress were examined across gender identity groups, then across sexual identity within each gender category using ANOVAs. Differences were observed on two of three measures across gender identity groups. Youth identifying as transgender or gender diverse (TGD) reported higher levels of victimization and stress than those identifying as girls or boys. Among TGD youth, there was a non-significant trend of transgender boys reporting the highest levels of victimization and stress. There were no differences in victimization or stress across sexual identity (either within gender identity groups or in the overall sample). Based on these findings, TGD youth appear to be at elevated risk for victimization regardless of sexual identity. Resources and support informed by TGD youths' lived experiences may be particularly impactful in reducing victimization and related negative outcomes for these youth.

(4) Canadian Youth Soccer Referee Abuse and Retention | Ellie Eriksson, University of British Columbia & Heather Brittain, University of Ottawa

Abstract: Referees are often subject to abuse from players, coaches, and spectators; this workplace hostility is associated with poorer mental health, lower job satisfaction, and reduced sustainability in officiating (Downward et al., 2024). Notably, little is known about these experiences among youth referees despite its popularity as a first job for adolescents. In this study, we examined if exposure to abuse as a soccer referee was associated with intention to quit and the mediating role of mental health. We partnered with nine Canadian provinces to assess youth referees' experience with abuse. Participants included 1287 White (59%) referees (69% boys), aged 14-16 years, who self-reported on their abuse during the 2025 summer soccer season. Results indicated that most youth referees experienced abuse (84%) with many reporting abuse from an adult (81%; 73% coaches, 74% parents, 44% spectators). Seven percent of referees (10% of girls; 5% of boys; $\chi^2(1)=7.68, p=.006$) reported an intention to quit within 12 months. Season average abuse was not directly associated with planning to quit, but was associated with depression symptoms, $r=.31, p<.001$. Controlling for gender, average abuse was indirectly associated with intention to quit via depression symptoms (OR=1.44, 95%CI[1.19, 1.75]). Our results replicate findings among adult soccer referees (Eriksson et al., 2025). Findings indicate that exposure to abuse can have harmful consequences for youth by contributing to mental health difficulties, thereby increasing the likelihood of withdrawal from sport officiating. Like other workplaces, sport needs to be a safe and inclusive environment, to support youth wellbeing and sustained participation.



(5) Autonomic Correlates of Maladaptive Personality Traits Reverse in Clinical Psychiatric Populations | Mikhail Votinov, Research Centre Jülich; Han-Gue Jo, Kunsan National University; Inka Camilla Hiß, Central Institute of Mental Health Mannheim; Hashim Pulloorssangattil, Indian Institute of Technology Hyderabad; Habib Bhuiyan, Kunsan National University; Adrian Raine, University of Pennsylvania; James Blair, Virginia Commonwealth University & Ute Habel, RWTH Aachen University

Abstract: Low resting heart rate and reduced skin conductance are among the best-replicated biological correlates of antisocial and psychopathic traits. Meta-analyses of over 100 studies have confirmed this pattern (Ortiz & Raine, 2004; Lorber, 2004; de Looft et al., 2022). However, this evidence derives almost exclusively from forensic and community samples. Whether the same autonomic substrate underlies maladaptive personality features in clinical psychiatric populations remains untested. 153 participants (41 healthy controls, 64 Major Depressive Disorder [MDD], 48 Schizophrenia Spectrum Disorder [SSD]) completed the Antagonism domain of the Personality Inventory for DSM-5 (PID-5) with five facets (Deceitfulness, Callousness, Grandiosity, Manipulativeness, Attention Seeking). Electrodermal activity ($n = 140$) and cardiac measures from photoplethysmography ($n = 120$) were recorded during rest and a structured clinical interview. Moderated regression tested diagnosis-dependent associations. In healthy controls, Deceitfulness, Callousness, and Grandiosity all predicted lower heart rate, replicating the classic hypoarousal pattern. In MDD, the pattern reversed. Deceitfulness predicted higher skin conductance and Grandiosity predicted reduced vagal tone, suggesting anxious concealment rather than fearlessness. In SSD, Attention Seeking predicted higher vagal regulation, consistent with polyvagal social engagement. Of 21 direction reversals identified between healthy and clinical groups, 11 were statistically significant (Fisher z , $p < .05$). Effects were present at rest, linear, and four of six antagonism interactions survived medication control. The hypoarousal-antagonism link does not generalize to mood and psychotic-spectrum disorders. Identical antagonism scores reflect different autonomic processes across diagnoses, challenging the application of forensic risk models to psychiatric populations.

(6) FKBP5 Haplotype Moderated the Impact of Peer Victimization on Reactive Aggression but not Proactive Aggression | Lu Zhengxu, Li Xi, Hu Congxiu, Chi Xiaohui, Ji Linqin & Zhang Wenxin, Shandong Normal University

Abstract: Aggressive behavior has its roots in genetic underpinnings and is shaped by developmental context. However, whether and how gene-environment interactions operate differently across distinct subtypes of aggression remains untested. Proactive aggression is characterized as goal-directed, instrumental behavior, whereas reactive aggression constitutes an angry or defensive response to a perceived threat or provocation, both of which may have unique genetic mechanisms. Therefore, leveraging data from a community sample of 969 Chinese adolescents (mean age 12.32 ± 0.49 years old at Time 1, 50.4% girls), this study investigated whether the interactions between FKBP5 Haplotype and peer victimization operate distinctly across these two types of aggression. The results showed that both physical and relational victimization could significantly predict reactive aggression, but not predict proactive aggression. More importantly, FKBP5 haplotypes could moderate the association between relational victimization and reactive aggression rather than proactive aggression. Specifically, individuals carrying one or two copies of the CATT haplotype exhibited higher levels of reactive aggression when experiencing relational victimization, compared to their counterparts carrying other FKBP5 haplotypes. These findings are key in elucidating the distinct gene-environment interaction mechanisms underlying different types of aggressive behaviors that are of potential theoretical and translational significance.

(7) The impact of preschool aggression on kindergartener' academic performance and school engagement over and above other externalizing behaviors | Azzurra Sartini-Rideout, University of Oregon; Jamie M. Ostrov, University at Buffalo, SUNY; Annie Murray-Close, University of Vermont & Kristin J. Perry, University of Oregon

Abstract: Early childhood behavioral difficulties, including externalizing behaviors (e.g., hyperactivity/distractibility, aggression) and callous-unemotional (CU) behaviors, may negatively impact later developmental and school-based outcomes. Less is known about the unique effects of these behaviors, particularly relational aggression, on academic performance and school engagement across the transition to kindergarten. The goal of this study was to examine these unique effects on kindergarten school outcomes. Data were collected in the fall of preschool and kindergarten for 319 children (M age = 51.76 months). Aggression, school engagement, and academic performance were assessed via teacher report. Hyperactivity/distractibility and CU behaviors were assessed via parent report. Bivariate correlations indicated that pre-kindergarten physical ($r = -.22, p < .01$) but not relational ($r = -.06, p = .45$) aggression was negatively associated with kindergarten school engagement. Relational ($r = -.04, p = .62$) and physical ($r = -.11, p = .15$) aggression were not associated with academic performance. Next, a multiple regression analysis controlled for preschool behavioral difficulties, preschool academic performance and engagement, child gender, SES, and age. Preschool physical aggression showed a non-significant, negative trend with kindergarten school engagement ($\beta = -.18, p = .09$). Preschool hyperactivity/distractibility was negatively associated with kindergarten academic performance ($\beta = -.25, p < .01$). Relational aggression and CU behaviors did not predict school outcomes. Findings highlight the importance of considering the unique and overlapping effects of aggression relative to other early behavioral difficulties on school adjustment across the transition to kindergarten. Future research should consider the unique and shared mechanisms linking these distinct behavioral difficulties to school outcomes.

(8) To Cooperate or Manipulate? An Evolutionary Perspective on Bullying and Social Power | Kyle T. Edwards, Andrew V. Dane, Anthony A. Volk, Naomi C. Z. Andrews, & Ann H. Farrell, Brock University

Abstract: Bullying has been shown to have adaptive functions, and some research has suggested this may be partly due to perpetrators making flexible use of both coercive and prosocial strategies. The current study probes this possibility further by examining whether bullying is differentially associated with two distinct affiliative strategies - genuine cooperation and social manipulation. Our study also examines whether bullying and the two affiliative strategies have differential relations with cooperative and competitive aspects of social power. A sample of 477 adolescents (45.5% girls; Mage = 15.50) completed peer nomination measures assessing direct and indirect bullying, cooperative strategies, social manipulation, and three facets of social power: social dominance, peer affection, and dating popularity. Multigroup path modeling by gender indicated that both direct and indirect forms of bullying were significantly associated with social manipulation but not cooperative strategies. Path analyses examining bullying and the two affiliative strategies in relation to social power found that bullying was positively associated with social dominance and dating popularity (direct only), but relations were moderated by levels of social manipulation and gender. Social manipulation had significant positive relations only with competitive aspects of social power, whereas cooperative strategies had significant positive associations with all three aspects of social power, and most strongly with peer affection. These findings underscore the importance of understanding how bullying may be combined with social manipulation and highlight the potential of promoting cooperative strategies as alternatives to bullying within anti-bullying interventions.

(9) When Violence Is Everywhere: Multi-Context Exposure, Normative Beliefs, and Youth Aggression from Middle Childhood to Middle Adolescence | Romi Paldi, Paul Boxer, Rutgers University and University of Michigan; Meagan Docherty & Eric Dubow, Bowling Green State University and University of Michigan; Brad Bushman, The Ohio State University; Craig Anderson & Douglas Gentile, Iowa State University

Abstract: Exposure to violence is a well-established predictor of aggression. Despite existing research on this issue, relatively less is known about mechanisms underlying this association. Guided by social-cognitive information-processing theory (Huesmann, 1998), we examined whether normative beliefs supporting aggression mediate relations between exposure to violence across contexts and subsequent aggressive behavior. We also explored developmental variation in these relations. Data were drawn from a multi-cohort longitudinal study of American youth in starting grades of 2, 4, and 9 (N = 1,422; 45% female), over three waves spanning middle childhood to mid-adolescence. Exposure to violence was measured via parent ratings of family violence, youth ratings of school and neighborhood violence, and coder assessments of violent media preferences. Youth aggression was indicated via a composite of youth, parent, and teacher ratings. Normative beliefs were self-rated by youth. Multigroup path analyses indicated that our hypothesized model demonstrated excellent fit to the data ($\chi^2[12]=23.14, p=.027; RMSEA=.026$). Across cohorts, greater exposure to violence was associated with more approval of aggression, which in turn predicted higher levels of subsequent aggressive behavior. The full hypothesized mediated pathway was evident in the Grade 4 cohort, suggesting - in line with theory - that middle childhood to early adolescence represents a sensitive developmental span for the consolidation of aggression-supportive social-cognitive schemas. Results extend prior work by demonstrating that violence exposure contributes to youth aggression, and confirming the importance of normative beliefs as key social-cognitive mechanisms linking environmental socialization to behavioral outcomes. Implications for social-developmental theory and intervention will be discussed.

(10) Effects of iTBS Stimulation of the Right Temporoparietal Junction on Aggression on Offenders and Controls: Preliminary Results | Julia Quedenbaum & Lisa Wagels, Uniklinik RWTH Aachen, Research Center Jülich; Lucia Hernandez Pena, Uniklinik RWTH Aachen, University of Cambridge; Manuel Krebs, Uniklinik RWTH Aachen

Abstract: Intermittent Theta Burst Stimulation (iTBS) can enhance activity in neural networks regulating aggression and empathy. This study investigates whether iTBS targeting the right temporoparietal junction (rTPJ) can reduce aggressive behavior in offenders compared to non-offender controls. A 2x2 crossover design was used, with participants (offender vs. non-offender control, n = 21) received iTBS over the rTPJ and Vertex (control site). The Taylor Aggression Paradigm (TAP) and ShockSelf-ShockOther task (SS-SO) were used to measure aggression and pro- versus antisocial behavior. In the SS-SO, participants choose how many shocks they would accept for varying amounts of money; either for themselves or the opponent, while the participant receives the money. In the TAP, participants could deduct money from the opponent in repeated rounds of a rock-paper-scissors game. After rTPJ stimulation, offenders were less likely to choose the higher shock option compared to Vertex stimulation, independent of who they chose for. The non-offenders selected more shocks for the opponent, unaffected by stimulation. In the TAP, both groups deducted more money in the high provocation block, irrespective of stimulation site, with no group differences. Self-reports indicate higher aggressiveness and depressive symptoms in the offenders and higher selfishness in the non-offenders. This study provides a novel approach applying neuromodulation to address aggressive behavior and empathy in offenders and non-offenders. Preliminary results suggest that iTBS of the rTPJ might increase empathic decision making in the SS-SO. However, due to a limited preliminary sample size the current results should be interpreted cautiously.



(11) Bystanders at Risk: A Meta-Analysis of the Psychological Effects of Bystander Exposure to School Aggression | Tamar Mann-Kraus & Yael Malin, Hebrew University of Jerusalem; Sophie L. Kjærviik, Norwegian Centre for Violence and Traumatic Stress Studies; Thomas P. Gumpel, Hebrew University of Jerusalem and Åbo Akademi University

Abstract: This meta-analysis examines the relation between bystander exposure to school aggression and psychological outcomes, and whether this relation varies for different types of bystanders. In total, 145 effect sizes across 45 records and 47 independent studies were included (N = 72,029; mean age range 8.6-17.1 years). Using a random-effects model, the meta-analysis yielded a small overall effect size ($r = .16$; [.13, .20]). Exposure to aggression was significantly related to anxiety, depression, externalizing symptoms, internalizing symptoms, somatization, and suicide ideation. Exposure to all forms of aggression: bullying, harassment, and school violence was significantly related to adverse psychological outcomes, with no significant difference between the forms. All types of bystanders, witnesses, assistants, outsiders, and defenders were significantly affected. The relation between exposure and psychological outcomes was significant across ages and for both collectivistic and individualistic cultures. Significant results were obtained in cross-sectional and longitudinal studies and in published and unpublished studies. Sensitivity analyses raise concerns about potential publication bias and outliers in the overall effect and several moderators. The results confirm that bystander exposure to school aggression is generally associated with small adverse psychological outcomes, though effects vary across contexts. The findings stress the importance of enhancing efforts to improve school climate to support students' mental health and well-being. Possible explanations for the findings, implications, and future research directions are discussed.

(12) Big Feelings, Small Bodies: Early Childhood Processes Associated With Later Aggression | Aayushi Gandhi, Brock University

Abstract: This paper develops a structured integrative review (narrative/theoretical synthesis) examining early developmental pathways to later aggression, focusing on early childhood (0-6/7). Rather than treating early aggression or externalizing as a fixed within-child trait, the review asks two linked questions: how the literature conceptualizes early aggression (stable trait vs early risk indicator vs context-sensitive developmental pattern), and which ecological contexts are described as amplifying, buffering, or reshaping pathways over time. Guided by an ecological developmental framework, the synthesis maps converging evidence across longitudinal trajectory studies and mechanism-focused work to clarify what is most consistently associated with later aggressive outcomes. Across the reviewed literature, three clusters recur: (1) early-starting trajectories of physical and relational aggression/externalizing that show meaningful heterogeneity and continuity/change over time; (2) developmental mechanisms that help explain pathway consolidation, particularly emotion/self-regulation processes and social-cognitive processing patterns (e.g., hostile attribution and response generation); and (3) contextual conditions that shape interpretation and course, including caregiver-child interaction patterns, early education/classroom climates, and early peer processes (e.g., rejection, conflict, and relational aggression). Importantly, the review treats "early signs" as probabilistic and developmentally malleable, emphasizing that similar behaviors can take on different meanings and developmental implications depending on context, timing, and the supports available. The paper contributes an integrative model that links early processes, pathway heterogeneity, and ecological shaping mechanisms, offering a non-deterministic framework for understanding early aggression in ways that can inform developmentally sensitive prevention and early intervention.

(13) The Dark Tetrad Traits Differentially Predict Gossip Frequency and Motives | Adam C. Davis, Canadore College; Tracy Vaillancourt, University of Ottawa; Steven Arnocky, Nipissing University

Abstract: Evidence supports that gossiping can be an effective way to compete for salient survival and reproductive resources, including status and mates. Some previous work suggests that individual differences in the dark personality traits included in the Dark Triad (e.g., psychopathy) predict gossip and specific motives underpinning the behaviour. However, this work is limited, characterized by smaller sample sizes, and has yet to consider a larger suite of malevolent personality traits included in the Dark Tetrad. In the current study, 516 North American adults (M_{age} = 37.90, SD = 12.76; 53.1% female) completed self-report measures for the Dark Tetrad, gossip frequency, and motives for gossiping. Controlling for biological sex, psychopathy emerged as the strongest positive predictor of gossiping, as well as the negative influence and protection motives for the behaviour. Machiavellianism was the strongest positive predictor of enjoyment of gossiping and was the only positive predictor of the information gathering motive. Results align with and extend previous work on personality and gossiping from an evolutionary perspective by emphasizing nuance among dark dispositions in predicting gossip frequency in addition to the motives influencing the behaviour.

(14) Illuminating the Epigenetic Consequences of Parent-Child Conflict: Evidence from a Twin Difference Design | Logan Gillenwater, Michigan State University; Shaunna Clark, Texas A&M College of Medicine; Colter Mitchell, Luke Hyde, & S. Alexandra Burt, Michigan State University

Abstract: Parent-child conflict is a robust predictor of adverse child outcomes, including chronic disease, psychiatric morbidity, and antisocial behavior. Yet, the mechanisms by which it alters youth development remain unclear. Epigenetic modifications to the genome, such as DNA methylation, have emerged as a potential biological mechanism by which external stressors, such as interpersonal conflict, durably alter developmental trajectories. DNA methylation involves the binding of a methyl group to a cytosine-phosphorus-guanine (CpG) site and typically impedes transcription at the methylated site. DNA methylation is theorized to be regulated in part by endogenous stress signals, such as cortisol, thus altering genetic expression in response to environmental stress without altering the underlying nucleotide sequence. This study thus aims to illuminate the effects of parent-child conflict on DNA methylation. We will conduct a methylome-wide association study to identify differentially methylated probes (DMPs) associated with parent-child conflict. We will leverage an existing sample of 404 adolescent twins with saliva samples that have been assayed for methylation at >850,000 CpG sites. Parent-child conflict was measured via parent- and child-report on the parent-child conflict subscale of the Parental Environment Questionnaire (PEQ) ($\alpha = 0.88$ and 0.90 , respectively). Responses on the PEQ from each twin-primary caregiver dyad will be averaged to create a composite conflict score for each dyad. We will conduct pathway analyses on significant DMPs to identify biological pathways associated with parent-child conflict. Finally, we will employ a twin difference design to evaluate whether these methylomic modifications are environmental origin or a consequence of genetic confounding.

(15) The Relationship Between Nightmares and Aggression Accounting for the Impact of Insomnia | Ella Coker, Elizabeth Farizo, Michael Nadorff, & Mitchell Berman, Mississippi State University

Abstract: The association between sleep disturbances (notably insomnia) and aggressive behavior has been of increasing interest to aggression researchers. Specifically, an emerging literature supports the notion that insomnia is positively related to aggressive behavior (see Sarzetto et al., 2021 for a review). Many individuals who report chronic insomnia also experience nightmares (Delage et al., 2024). However, the association between nightmares and aggression is not well established despite the association between nightmares and constructs related to aggression, such as suicide ideation (Nadorff et al., 2011) and impulsive behavior (Faerman et al., 2024). Nightmares are thought to represent repeated aversive events (Nielsen, 2017), which

might account, in part, for the relation between insomnia and aggression. This study aimed to (1) determine if nightmares are related to aggressive behavior, and (2) if nightmares add predictive value above insomnia symptoms in a sample of 843 college students (56.7% Female, 73.2% White). Participants completed self-report measures of aggression (BPAQ), Insomnia (ISI), and nightmares (DDN). As expected, nightmares and insomnia were related ($r = .32, p < .001$). A hierarchical multiple regression model (Step 1: Gender; Step 2: Insomnia; Step 3: Nightmare frequency and severity) revealed that insomnia was significantly correlated with aggression ($r = .28, p < .001$) and nightmares were uniquely associated with aggression beyond the effect of insomnia, $F(2, 840) = 44.03, p < .001$. Given that treatment exists for nightmares (Nadorff et al., 2015), future empirically supported interventions for aggression should consider the inclusion of treatment of nightmares as well as insomnia.

(16) Peer victimization and bullying as predictors of loneliness in preschool: Testing the impact of a social skills intervention program | Katherine Kasoff, Katy Gardner & Jamie Ostrov, University at Buffalo, SUNY

Abstract: Research suggests that loneliness in early childhood is associated with subsequent psychological difficulties. Understanding predictors of loneliness may help to tailor interventions to target factors that may buffer against these negative psychosocial consequences early in development. Previous research suggests that peer victimization and aggression predict loneliness in preschool-aged children. The Early Childhood Friendship Project (ECFP-3) is an ongoing teacher-implemented intervention designed to reduce aggressive behaviors and promote friendship in preschool classrooms. Given the associations between negative peer experiences and loneliness, the present study investigated whether this intervention moderates the relations between peer victimization and bullying, and subsequent loneliness. Participants were 235 preschoolers (43.8% female, $M_{age} = 51.64$ months, $SD = 3.47$) from diverse backgrounds (57.9% White, 20.6% African American/Black, 8.7% Hispanic/Latine) in cohorts 1 and 2 of the current phase of ECFP-3. Loneliness was measured in the fall (T1) and spring (T2) of the preschool year using reports from research assistants trained in direct naturalistic observations in the classroom. Teachers reported on the physical and relational subtypes of bullying and victimization at T1. All measures were reliable (Cronbach's α 's $\geq .80$). Severity ($(z_{victimization} + z_{bullying})/2$) and directionality ($(z_{victimization} - z_{bullying})/2$) variables were created and acted as predictors in the models (for similar approach see Essex et al., 2003, Perhamus & Ostrov, 2023). Relational directionality predicted T2 loneliness ($\beta = 0.34, p < .05$), indicating that preponderance of relational victimization relative to bullying is associated with T2 loneliness. Post-hoc tests to confirm the nature of this association are planned.

(17) Institutional trust in higher education: Measurement differences by gender and sexual orientation | Yamini Patel & Lee Branum-Martin, Georgia State University; Kevin Swartout, Rankin Climate, LLC

Abstract: Sexual misconduct is one of the most prevalent, yet underreported crimes on college campuses. For student survivors, obtaining support services often entails disclosing their victimization experiences to university staff members. Thus, measuring students' trust in their institutions to appropriately handle such cases can be a crucial component of campus climate surveys, now federally mandated to be implemented biannually. Given that sexual misconduct so disproportionately affects women and people of sexual and gender minorities, students may conceptualize trust in their institution differently. This study employs confirmatory factor analysis of the 11 items of the Anticipated Institutional Support Survey, which evaluates students' perceptions of how they believe their educational institution would respond to reports of sexual violence victimization. The current study follows an initial series of exploratory factor analyses that identified a two-factor solution for the AIS measure, suggesting students view their institution along positive and negative dimensions. We then tested for measurement equivalence across gender and sexual orientation groups to understand how the items may differentially reflect institutional trust. Results suggest that the items

function essentially equivalently but that groups differed substantially in how positively and negatively they assumed their institutions would support them in cases of sexual misconduct. By refining this measure, institutions can more accurately evaluate overall perceptions that might deter disclosure. Enhancing anticipated support is not merely a compliance goal; it is a foundational requirement for creating an environment where student survivors feel safe enough to access the university resources they need to cope with their experiences.

(18) The Role of Peer Rejection in the Relations between Callous-Unemotional Behaviors and Loneliness in Early Childhood | Gretchen Mueller, Emily Hong, & Jamie Ostrov, University at Buffalo, SUNY

Abstract: Callous-Unemotional (CU) traits have been linked to negative friendship quality in children and a tendency to be less liked by peers (Ackermann et al., 2019; Graziano et al., 2015). CU traits are also associated with higher levels of loneliness in children from grades 3-6 above and beyond externalizing behavior (Haas et al., 2017). We attempted to replicate Haas et al. (2017) in a preschool population and tested whether peer rejection has a mediating role in the relations between CU behaviors and loneliness, controlling for externalizing behavior. Additionally, we expanded the definition of externalizing behaviors based on a model by Perry and Ostrov (2018), which specifies more traditional behaviors (physical aggression and hyperactivity) and additional behaviors that have not been typically considered (relational aggression and deception). Participants were 120 preschoolers (37.5% female, $M_{age} = 51.77$ months, $SD = 3.34$). CU behaviors and externalizing behaviors were measured in the fall (T1), peer rejection was measured in the spring (T2), and loneliness was measured in the summer (T3). All measures were reported by classroom observers, and all measures were reliable (Cronbach's $\alpha \geq .70$). We tested a mediational pathway with and without externalizing behavior as a covariate. The direct effect of CU behaviors on loneliness was not significant ($\beta = .171$, $SE = .10$, $p = .103$). The hypothesized mediational pathway was supported with a statistically significant indirect effect ($\beta = .117$, $SE = .050$, 95% CI [.038, .233]). Externalizing behavior did not account for any significant variance in peer rejection or loneliness.

(19) Distinct Personality Profiles of Bullying and Victimization: Dark Triad and HEXACO Predictors in Adolescence | Samantha McMahon & Anthony A. Volk, Brock University

Abstract: Personality traits are an important factor in understanding individual differences in bullying behaviour. Prior research has linked bullying to broad personality traits (e.g., the Big Five) as well as to maladaptive traits such as the Dark Triad. However, fewer studies have examined the unique contribution of Dark Triad traits when broader personality structure is simultaneously considered, particularly when distinguishing between bullying perpetration and victimization. The present study examined the relative contributions of Dark Triad traits (psychopathy, Machiavellianism, and narcissism) and HEXACO personality traits to adolescent bullying involvement. Participants were 388 adolescents (ages 14-18) who completed measures of Dark Triad traits, HEXACO personality, and self-reported bullying and victimization. Hierarchical regression analyses were conducted controlling for age and sex. Results indicated substantial overlap between bullying and victimization, with victimization strongly predicting bullying behaviour and bullying strongly predicting victimization. After accounting for demographics and HEXACO traits, bullying behaviour was uniquely associated with higher narcissism and Machiavellianism and lower conscientiousness. In contrast, victimization was uniquely associated with higher psychopathy and lower extraversion. These findings suggest that distinct personality traits may characterize different roles within bullying dynamics. Overall, the results highlight the importance of considering both maladaptive personality traits and broader personality structure when examining aggression-related behaviours in adolescence.

(20) Exploring Longitudinal Associations between Functions of Aggression, Executive Functioning, Prosocial Behavior, and Social Dominance | Emily Hong & Jamie Ostrov, University at Buffalo, SUNY

Abstract: Prior work has established longitudinal associations in the forms (i.e., relational, physical) and functions (i.e., proactive, reactive) of aggression on social-affective processes in young children (Ostrov et al., 2013). Notably, the prior study found that proactive relational aggression was related to positive outcomes (i.e., increased emotion regulation skills, decreased peer rejection). Given that proactive aggression includes behaviors that are expressed to accomplish instrumental goals and reflect purposeful planning, executive functioning and social dominance may be particularly important constructs to examine in understanding how children navigate social relationships. Prosocial behavior has also been linked to social dominance, but social dominance was not found to be associated with changes in prosocial behavior in the past (e.g., Ostrov & Guzzo, 2015). More work in younger populations is needed to explore the cognitive processes and social consequences of aggressive and prosocial behaviors, particularly over longitudinal timepoints to explore bidirectional influences. This is a secondary data analysis and the sample consists of 301 children (Mage=44.70 months; 43.5% female) from 4 cohorts. Families were recruited in the spring of their preschool year (Time 1; T1) and followed into the spring of the following year (Time 2; T2). All measures were reliable (Cronbach's $\alpha > .70$). Results of the present study show that greater executive functioning at T1 is associated with decreased proactive relational aggression ($\beta=-0.33$, $p = .001$) and decreased social dominance ($\beta=-0.28$, $p = .011$) at T2. Prosocial behavior at T1 is associated with decreased social dominance ($\beta=-0.36$, $p < .001$) at T2.

(21) The Relation Between Hostility and Violence Perpetration Moderated by Sleep Quality in Incarcerated Men | Elizabeth Farizo, Ella Coker, & Mitchell Berman, Mississippi State University

Abstract: Heightened hostility is positively associated with aggression and violence perpetration (Buss & Perry, 1992; McGarry et al., 2023; Ramírez & Andreu, 2005). Research has also demonstrated a relationship between sleep and increased aggressive behaviors. The purpose of this study was to examine whether sleep quality moderates the relationship between hostility and violence perpetration in an incarcerated population. Participants included 262 men (ages 18-73) incarcerated in a detention center in the Southeastern United States. The majority self-identified as Black (59.9%). Each participant completed questionnaires assessing sleep quality (WHOQOL), hostility (BPAQ), and violence perpetration while incarcerated. A moderated regression analysis revealed that both hostility ($b = .03$) and poor sleep quality ($b = .08$) were related to violence perpetration. A significant interaction between hostility and sleep quality in predicting violence perpetration also emerged, $b = .05$, $SE = .01$, $t = 4.52$, $p < .001$. Simple slopes analysis indicated that hostility was not significantly related to violence at low levels of general sleep disturbances ($b = .08$), but was positively associated with violence perpetration at moderately poor ($b = .251$, $p < .001$) and very poor sleep quality ($b = .361$, $p < .001$). Results suggest that sleep quality affects the relationship between hostility and violence perpetration during incarceration. Future interventions for aggression should consider both hostile cognitions and sleep quality in violence prevention efforts, particularly in jail and prison settings.

(22) Good Guys with Guns: Comparing Firearm Carriers with Non-Carriers and Non-Owners | Matthew Czmer, Travis Ray, & Michele Parkhill, Oakland University

Abstract: Although men frequently cite personal protection as their reason for carrying firearms, defensive use is rare whereas accidental injuries are more common. Drawing on theories of masculinity, carrying firearms can be viewed not only as a protection practice, but a gendered performance of strength and control in the face of a perceived threat. Research suggests men who carry guns perform hegemonic masculinity through fantasies of self-defense and strength, yet little work compares the differences between men who carry guns (carriers, $n=69$), men who own but do not carry (non-carriers, $n=102$), and non-gun owners (non-

owners, $n=228$). These groups were compared on measures of hegemonic masculinity (e.g., Male Role Norms, Male Gender Roles Stress, Hostility Toward Women) and general gun attitudes (e.g., Gun Attitudes Scale, Gun Enthusiasm Scale). Carriers scored higher than both non-carriers and non-owners on almost every measure of hegemonic masculinity and gun attitudes which indicates they more strongly endorse "traditional" masculine traits as well as a greater affinity for guns and greater aversion towards gun control measures. Interestingly, non-carriers did not differ from non-owners on Hostility Towards Women, Honor Ideology for Manhood, Male Gender Role Stress, and General Aggression, suggesting they more closely resemble non-owners on measures of hegemonic masculinity. These results suggest that for carriers, guns may be tied to their sense of masculinity and future gun control efforts that focus specifically on reduction in carrying behaviors could have more success.

(23) Sweet or Bitter? A Meta-Analysis on Pleasantness and Unpleasantness of Revenge | Karolina Dyduch-Hazar, Julius-Maximilians-University of Würzburg, Germany & Sophie L. Kjaervik, Norwegian Centre for Violence and Traumatic Stress Studies

Abstract: This meta-analysis examined what revenge feels like. We located 54 research reports ($k = 99$), including 14,612 participants and spanning from 1974 to 2025. Revenge was associated with pleasant feelings ($r = .19, [.12, .25]$) but not unpleasant feelings ($r = .06, [-.06, .17]$). Specifically, revenge was pleasant when both enacted and envisioned. This association was stable across assessment time and measurement type. However, these pleasant feelings subsided with time, suggesting that revenge was sweeter during the activity than shortly after. Findings were consistent across publication status and preregistration presence. Conversely, revenge was unpleasant when envisioned, but not when enacted. The association between revenge and unpleasant feelings decreased over the last fifty years and was moderated by preregistration presence, showing that revenge was related to unpleasant feelings in non-preregistered studies but not in preregistered ones. These results indicate that revenge is particularly pleasant during the act, emphasizing the rewarding character of retaliatory actions. They challenge the notion that revenge has bitter aftertaste.

(24) Do Aggressive Responses Differ Between Ostracism vs Rejection?: Preliminary Ongoing Study with Arranged-Cyberball | Nozomi Yamamoto, The University of Osaka & Yusuke Moriguchi, Kyoto University

Abstract: Social exclusion is categorized into two types: ostracism and rejection. Ostracism involves implicit exclusionary intent (e.g., being ignored), whereas rejection involves explicit exclusionary intent (e.g., being told "I hate you"). The impacts of the ostracism and rejection could differ. For example, rejection may lead participants to evaluate excluders as more hostile than in ostracism, due to the clarity of hostile attention. Since evaluating others as hostile predicts later aggression, rejection could lead to greater aggression toward excluders than in ostracism. However, direct comparison has been difficult as these types were typically examined using different experimental paradigms (e.g., cyberball, future-life paradigm). To address this point, we adapted cyberball game (as known as ostracism paradigm; Williams & Jarvis, 2006) into rejection style. While standard-cyberball requires selecting who to pass to, the arranged version requires selecting who not to pass to, mimicking explicit exclusion. We hypothesized that arranged-cyberball increase perceived attention and hostility by excluders and increase later aggression compared to standard-cyberball. Preliminary results of ongoing study ($N = 15$, Mage = 20.9; 7 females) has shown that excluded participants in arranged-cyberball perceived higher attention from excluders than those excluded in standard-cyberball. Excluded participants' perceived hostility was high in both cyberballs. Moreover, exclusion in arranged-cyberball led to inserting more pins to excluders' illustration than in standard-cyberball in voodoo-doll task. These findings suggest that arranged-cyberball increases the salience of perceived attention from excluders and later aggression compared to standard-cyberball. This study is the first step in differentiating effects of ostracism and rejection.

(25) Application of the Defensive Attribution Hypothesis to Sexual Assault Attributions | Jesse John, Luke Gallagher & DJ Angelone, Rowan University; Damon Mitchell, Central Connecticut State University

Abstract: Sexual assault remains pervasive in the United States, with 81% of women and 43% of men reporting lifetime sexual victimization and LGBTQ+ individuals at even higher risk (NSVRC; Flores et al., 2020). The risk of technology-mediated sexual assault appears substantial, with 30% of adults using dating apps and up to 84.3% reporting technology-facilitated sexual violence (Anderson et al., 2020; Snaychuk & O'Neill, 2019). Observers' blame attributions can influence survivor disclosure and recovery (e.g., Ullman, 1996; Wright et al., 2024). Further, the defensive attribution hypothesis (DAH) suggests that people attribute less blame to similar others in order to psychologically distance themselves from the possibility of similar harm (Shaver, 1970; McCaul et al., 1990). Participants ($N = 635$; $M_{age} = 19.70$, $SD_{age} = 3.31$) read one of eight crime reports describing a sexual assault scenario that varied by how the victim and perpetrator met (at a party or via a dating app), as well as the gender and sexual orientation of those involved. We hypothesized that participants would attribute less blame to victims when with similar sexual orientation or dating app attitudes. Preliminary results suggest that sexual minority participants attribute significantly less blame to gay or lesbian victims than non sexual minority participants ($t(295) = -3.360$, $p < .001$). Contrasting the DAH, for participants exposed to online meeting scenarios, higher dating app attitudes were very weakly associated with blaming the victim more ($r = .132$). Understanding these patterns is important because it can inform how sexual assault education and intervention efforts are designed.

(26) The Impact of Teacher-Child Racial/Ethnic Match on Ratings of Aggression and Peer Victimization in Preschool | Josephine Mbiah, Emily Hong, & Jamie Ostrov, University at Buffalo, SUNY

Abstract: Children of color increasingly represent majority of students within early childhood education programs in the United States, whereas teachers remain predominantly White (Downer et al., 2016; Head Start, 2024). This discrepancy may influence teachers' perceptions and ratings of children's behavior which is linked to disproportionate discipline practices (Downer et al., 2016). The cultural synchrony hypothesis suggests shared racial or ethnic identity promotes greater understanding and more positive behavioral ratings (Blake et al., 2016). We tested the impact of preschool teacher-child racial/ethnic matches on teachers' ratings of aggression and peer victimization, extending prior research with school-aged children. Participants were 422 preschoolers (40% male, $M_{age} = 4$ years) and their teachers from a diverse sample in the US (26.7% Black, 46.7% White, 21.4% Hispanic/Latine, and 16.4% Other races/ethnicities) to examine racial/ethnic match. Teachers reported on children's aggression/victimization in the fall using the PSBS-TF and PPVM-TR-R (Cronbach's α 's $\geq .70$; Crick et al., 1997, 1999). Welch's ANOVAs revealed among Black teachers, matched children received lower ratings of physical victimization, $F(1, 45.91) = 31.42$, $p < .001$. Among White teachers, matched children received higher ratings of relational victimization, $F(1, 260.00) = 11.17$, $p < .001$, physical victimization, $F(1, 208.50) = 13.66$, $p < .001$, relational aggression, $F(1, 243.93) = 11.29$, $p < .001$, and physical aggression, $F(1, 222.25) = 4.02$, $p = .046$. Among teachers categorized as Other, matched children received lower ratings of physical victimization, $F(1, 3.34) = 10.23$, $p = .043$, and relational aggression, $F(1, 4.37) = 27.59$, $p = .005$.



WEDNESDAY
JULY 22, 2026
POSTER SESSION

WEDNESDAY, JULY 22 | POSTER SESSION 2: 13:15-14:15

Room: Goodman Atrium

(1) Witnessing and Stopping Bullying at School: Indirect Associations between Bullying and Indirect Aggression | Sierra Barnes & Ann H. Farrell, Brock University

Abstract: Evidence suggests continuity of multiple forms of aggression across development. However, the social-environmental contexts that contribute to these associations are understudied, including the larger climate of bystanders. Therefore, we used path models to examine the indirect effects of retrospective bystander contexts in school (i.e., witnessing bullying, stopping bullying) in the associations between retrospective high school bullying (i.e., perpetration, victimization) and current young adulthood indirect aggression (i.e., perpetration, victimization). We expected a significant indirect effect from bullying to indirect aggression through both witnessing bullying and stopping bullying. Specifically, higher stopping behavior was expected to predict lower indirect aggression, and higher witnessing bullying was expected to predict higher indirect aggression. Self-reported data were collected from a cross-sectional sample of 375 young adults (M_{age} = 19.91, SD_{age} = 1.95; 56.7% women) was collected. Significant indirect effects were found for men only, with higher bullying victimization indirectly predicting higher indirect aggression perpetration through witnessing bullying ($b = .024$, $se = .013$, $\beta = .049$, $p = .001$, 95% CI [.004, .057]). Also, higher bullying perpetration indirectly predicted higher indirect aggression perpetration through witnessing bullying for men only ($b = .043$, $se = .020$, $\beta = .059$, $p = .026$, 95% CI [.015, .092]). Findings highlight the role of bystanders in the continuation of aggressive behavior. Specifically, witnessing bullying without bystander intervention may contribute to the continued use of aggression among boys and men. Encouraging peer bystander intervention in schools may help reduce a tolerance of aggression, and in turn the continued use into adulthood.

(2) Parental Psychological Control and Emerging Adults' Relational Aggression Across Friendship and Romantic Contexts | Victoria Figgs, Gabi Spencer, & Sara Goldstein, University of Delaware; John Gunn, Gwynedd Mercy University; Leah Kitchen, University of Delaware

Abstract: Relational aggression involves behaviors intended to harm others through the manipulation of social relationships, such as social exclusion and malicious gossip. Although relational aggression has been linked to negative psychosocial outcomes, most existing research has focused on friendships, with less attention to romantic relationships. The current study addresses this gap by examining relational aggression among emerging adults across two developmentally important relationship contexts: friendships and romantic relationships. Participants were college-attending emerging adults at a mid-sized public university in the Northeastern United States ($N = 304$; M_{age} = 21.02 years; 72.6% female). The sample was racially and ethnically diverse (50% White/European American, 23.4% Hispanic/Latino/a/x, 11.5% Black/African American, 6.3% Asian/Asian American/Pacific Islander, and 6.6% multiracial/mixed ethnic-racial background). Data were collected through surveys administered in university classrooms. Measures assessed relational aggression, relational victimization, maternal/paternal psychological control, and maternal/paternal warmth ($\alpha s > .70$). Preliminary analyses included four MANOVAs examining maternal and paternal warmth and psychological control as predictors of aggression and victimization. Overall, findings indicated that psychological control was associated with relational aggression across relationship contexts. For example, in the model predicting relational aggression from maternal control and warmth, significant multivariate effects emerged for maternal psychological control ($p < .05$), gender ($p = .01$). Additional analyses for the poster will examine relations with depression and psychological pain; these variables are key mental health indicators and have not yet



been explored with regard to relational aggression in romantic contexts. Implications for practitioners and higher education professionals will be discussed in the poster.

(3) Adverse Childhood experiences, 'Masculinity' and aggression: A complex relationship | Peter Miller, Hannah Bereznicki, Joshua Stow, Travis Harries, Jennifer Cui, Georgiana Cameron, Emma Masiero & Ashlee Curtis, Deakin University

Abstract: The relationship between Adverse Childhood Experiences, conformity to gender norms and Aggression has been often described, but is complex and has been undermined by simple measurement of ACEs and unsophisticated understandings of the predictors of people strongly adhering to gender norms. Recent research has pointed to a number of specific ACEs as being strong predictors of men adhering to masculine norms (especially sexual abuse), but it is unclear if this translates into subsequent aggressive behaviour. In this study, we seek to further explore the role of ACEs in aggression and gender conformity by using detailed assessment of the experiences, including frequency of event, carer/peer relationship with victim, gender of perpetrator and whether the individual was a family member or not. We will then model whether the relationship is ACEs-Aggression relationship is mediated by gender norm conformity. An online panel of 475 participants (258 females, 214 males, and 3 others) aged between 18 and 91 years ($M = 43.02$, $SD = 19.39$) completed an online survey were included in data analysis. The survey included demographic items, the State-Trait Anger Expression Inventory-2, the Gender Role Attitudes Scale, and an extended ACEs survey. Early correlations show strong overall correlations between ACEs and aggression and some specific ACEs and gender conformity. Regression models are currently being conducted and will be included in the presentation. Conclusion: These findings raise important questions about why some individuals adopt more fixed gender beliefs and show more aggressive behaviours.

(4) Examining the Role of Parent-Child Dysfunctional Interaction on Aggression and Victimization in Early Childhood | Hannah Dickinson, University at Buffalo, SUNY; Kimberly Kamper-DeMarco, SUNY Buffalo State University; Sarah Blakely-McClure, Canisius University

Abstract: Aggression and victimization in early childhood are associated with negative developmental and adjustment outcomes. Prior research has linked parent-child relationships with children's peer difficulties during this period. Examining parent-child interactions may therefore help clarify contexts that contribute to these behaviors. The present study examined whether parent-child dysfunctional interaction was associated with aggression and victimization in preschoolers. Participants included 35 preschool children (54% female, $Age = 4.52$ years, $SD = 0.87$) and their primary caregivers from the Northeastern United States. Families visited the Relationships and Social Development Lab for 40 minutes, during which children completed developmentally appropriate games and interviews while caregivers completed questionnaires about their child's functioning. Caregivers reported on their child's relational and physical aggression using the Children's Social Behavior (CSB) scale and on victimization using the Children's Social Experiences (CSE) scale. Parent-Child Dysfunctional Interaction (P-CDI) was reported by caregivers using the P-CDI subscale from the Parenting Stress Inventory (PSI). All measures were reliable (Cronbach's α 's $\geq .70$). Analyses controlled for child gender and age, and relational and physical forms were combined to create composite aggression and victimization variables. Hierarchical linear regressions indicated that lower P-CDI scores (reflecting greater parent-child dysfunction) were associated with higher levels of aggression ($\beta = -.70$, $p = .001$) and victimization ($\beta = -.60$, $p = .008$). These findings suggest that dysfunctional parent-child interactions may play an important role in children's aggression and victimization experiences with peers. Implications for how the parent-child dynamic may increase children's risk for negative peer interactions will be discussed.



(5) Psychological Consequences of Antisemitism: Associations with Traumatic Stress, Distress, and Ostracism Among Jewish Adults | Romi Paldi, Rutgers University; Grace Fernandez & Ali Block, Columbia University; Yael Silverstein, New York University; Caryn Block, Columbia University

Abstract: Antisemitism represents a form of intergroup aggression that can have significant psychological consequences for Jewish individuals. Recent years have seen a marked increase in antisemitic incidents in many parts of the world, heightening concern about their potential impact on the well-being of Jewish communities. The present study examined whether exposure to contemporary antisemitism is associated with traumatic stress, psychological distress, and perceived social exclusion among Jewish adults, and whether these associations vary as a function of Jewish identity centrality. Participants were 2,908 Jewish adults who completed measures of contemporary antisemitic experiences (Contemporary Antisemitism Experience Scale; CAES), racial-based traumatic stress (RBTS), psychological distress (PHQ-4), and perceived ostracism. Regression analyses indicated that greater exposure to antisemitism was significantly associated with higher racial-based traumatic stress ($b = .67, \beta = .53, p < .001$), greater psychological distress ($b = .22, \beta = .26, p < .001$), and stronger perceptions of ostracism ($b = .42, \beta = .42, p < .001$). Moderation analyses using PROCESS tested whether Jewish identity centrality moderated the relationship between antisemitism exposure and each psychological outcome. Results indicated that identity centrality did not significantly moderate the associations between antisemitism and traumatic stress, psychological distress, or perceived ostracism ($p > .05$). These findings suggest that contemporary antisemitic experiences are associated with multiple forms of psychological harm, including trauma-related symptoms, distress, and perceived social exclusion. Importantly, these associations were evident regardless of the strength of participants' Jewish identity, highlighting antisemitism as a form of aggression with broad psychological consequences.

(6) Validity screening in Canadian youth | Amanda Krygsman, Heather Brittain & Tracy Vaillancourt, University of Ottawa

Abstract: Previous research has demonstrated higher prevalence rates for risk items such as bullying for full samples compared to samples undergoing validity screening (Cornell et al., 2012). Researchers have retained high quality data by screening out those who indicate they are not answering honestly, those who fail attention checks, and those deemed as mischievous on open-ended response options (Cornell et al., 2012; Storozuk et al., 2024). We used spring 2025 data from the Health and Peer Relations Study (N=175,720) to examine whether bullying victimization and perpetration were higher when including all respondents and lower following screening for validity. We screened those who: 1) indicated they were not honest on the survey; 2) answered attention questions incorrectly (Gr 7-12: three or more; Gr 4-6: two or more); 3) had at least one mischievous open-ended response that was agreed upon by a research assistant or associate; 4) indicated an inconsistent grade level; or 5) a combination of 1, 2, 3 or 4. The Solberg & Olweus (2003) cut-off and the general item were used to examine the different types of validity screening. Rates of inflation were found for the full sample for all forms of validity screening (reporting dishonesty: 4.9% victimization, 12.5% perpetration; incorrect attention items: 2.9% victimization, 12.5% perpetration; flagged mischievous open-text: 1.9% victimization, 5.9% perpetration; inconsistent grade level: 3.9% victimization, 12.5% perpetration; and combination of methods: 5.9% victimization, 24.1% perpetration). Findings highlight the importance of considering validity screening for retaining high quality data and inferences made using prevalence population-based data.

(7) The Relevance of Violent Attitudes in Forensic Psychiatric Violence | Benjamin Presta, Carleton University; Julia Fraser, McMaster University; Heather Moulden, St. Joseph's Healthcare Hamilton; Kevin L. Nunes, Carleton University

Abstract: There is correlational and experimental evidence that violent attitudes—the extent to which an individual approves or disapproves of violence—are related to violent behaviour in general and correctional populations. However, the role of violent attitudes in forensic psychiatric violence is less understood. Violence on forensic psychiatric hospital units occurs more frequently than on other units, to the detriment of both patients and staff. The goal of the current study was to measure violent attitudes in forensic psychiatric patients, examine their relationship with violence, and evaluate if they are uniquely informative after controlling for established predictors such as risk assessment scores and psychiatric diagnoses. We collected and analyzed data from 41 male forensic psychiatric patients ($M = 43.07$ years). This included their violent attitudes, risk assessment scores, prior violence convictions, diagnoses, and past inpatient violent behaviour. In preliminary results, violent attitudes had moderate correlations with risk assessment scores ($r = .32$) and inpatient violent behaviour ($r = .28$), and a small correlation with prior violent convictions ($r = .09$), such that increased violent attitudes were associated with greater assessed risk, violent behaviour, and prior violent convictions. Hierarchical regressions revealed that violent attitudes were not significantly independently associated with prior violent convictions ($sr^2 = .02$) and inpatient violence ($sr^2 = .06$) after controlling for risk assessment scores. Though sample size was small, these preliminary results suggest that violent attitudes are associated with forensic psychiatric violence, but they may not provide much unique information beyond formal risk assessment tools.

(8) Power Balances in Aggression: Associations to Peer Regard and Relations in Adolescence | Emily Dale & Andrew Dane, Brock University

Abstract: Bullying is a form of aggression defined by a power imbalance favouring the perpetrator, but relatively little is known about aggression in power balances in which the perpetrator has equal or less power relative to the victim. To address this gap in the literature, this proposed research will examine power balances in which the perpetrator has more, equal, or less power than the victim to investigate how they are associated with peer regard and peer relations. This research seeks to understand how peer contexts and interactions with peers may facilitate, trigger, or incentivize aggression within different power balances. Peer nominations were collected from a high school in Southern Ontario to assess aggression within the three power balances, attractiveness, prestige, dominance, as well as the number of friendships. Regression analyses are planned to answer the research question. Based on previous research, we expect high power perpetration to be positively associated with dominance, prestige, and attractiveness. Moreover, we anticipate that equal power perpetration will be positively associated with attractiveness and the number of friendships. In contrast, low power perpetration will be positively associated with the number of friendships but negatively related to prestige and attractiveness. This research has the potential to make significant contributions to the field by building on the existing, albeit limited, research on the balance of power. Additionally, it may offer valuable insights into how various interactions and experiences with peers could provide a context for the perpetration of aggression within different power balances.

(9) From Peer Victimization to Disordered Eating Behaviors: Does Friend Support Matter? | Anne-Sophie Dufour & Lyna Houchi, Université du Québec à Montréal; Isabelle Ouellet-Morin & Frank Vitaro, Université de Montréal; Michel Boivin, Université Laval; Mara Brendgen, Université du Québec à Montréal

Abstract: Peer victimization (PV) is associated with disordered eating behaviors (DEBs) during adolescence. As peer relationships become increasingly salient during this developmental period, friend support may play

a key moderating role in this association—an issue that still awaits investigation. This study examined whether perceived friend support moderates the association between three latent trajectories of PV (low, moderate, high) and DEBs in late adolescence, and whether this moderation varies by sex. The sample included 544 adolescents (54% girls). PV and friend support were measured repeatedly from ages 13 through 17 years (Social Experiences Questionnaire; Network of Relationships Inventory), and DEBs were assessed at age 17 and 19 years (SCOFF Questionnaire). Compared to the low trajectory, the moderate and high PV trajectories were associated with higher DEBs (p s < .001). Moreover, a significant interaction was observed between the high PV trajectory (vs. low) and friend support (β = 0.389, p = .025), but not for the moderate trajectory. Conditional effects indicated that the effect of high (vs. low) PV on DEBs was non-significant at low friend support, but increased at mean (β = 0.427, p < .001) and high levels of friend support (β = 0.607, p < .001). This moderation did not vary by sex. Differences in friendship dynamics across PV levels may explain these findings. Among adolescents with low PV, friend support likely reflects protective interactions. In contrast, among those with high PV, friend support may be more closely tied to less adaptive relational processes such as co-rumination, which could exacerbate DEBs.

(10) Cybervictimization and Online Sexual Victimization among First-Year College Students: Associations with Mental Health | Sara Goldstein, Kate Riera, Victoria Figgs, Gabi Atienza Spencer & Megha Garg, University of Delaware; Ellie Wroten, McNeese State University

Abstract: Recently, various iterations of cybervictimization (aggression mediated through technology) have emerged as potential stressors for youth. One type of cybervictimization, online sexual victimization, including sextortion (the threat to share sexual images without consent) and nonconsensual sexting (sharing sexual images without consent), is a relatively new factor that impacts youth. Studying these factors during developmental transitions, such as during the transition to college, is particularly critical. First-year college students attending a mid-sized public university in the United States (N = 507; M age = 18.63 years; 77% female; 73% European American/White). Students answered questions about online sexual victimization, cybervictimization, depression, anxiety, and stress, suicidal cognition, alcohol use, and hopelessness. Students completed surveys online. In our sample, 8.4% had experienced cybervictimization (CV); 7.3% had experienced online sexual victimization (OSV) during the past 12 months. Those who experienced OSV and CV had greater distress as compared to their peers. Preliminary chi-square analyses indicate that youth who had experienced OSV were more likely to have suicidal ideation (p < .05), and clinically significant anxiety (p < .001), depression (p < .001), and stress (p < .001). Youth who had experienced CV were more likely to have clinically significant anxiety (p < .05). Preliminary t-tests indicate that both CV and OSV were associated with hopelessness (p s < .05) and problematic alcohol use (p s < .01). Data were collected during Spring 2025; the poster will include additional analyses and if possible will also present follow-up data which are currently being collected.

(11) The Effect of Multiple Types of ACE Exposures on IPV Perpetration in Adulthood | Caroline Salemy, Ruby Herrera & Liz Shelleby, Northern Illinois University

Abstract: Research has consistently demonstrated that individuals who experience adverse childhood experiences (ACEs) are at an elevated risk of perpetrating intimate partner violence (IPV) in adulthood (Zhu et al., 2024). Exposure to multiple ACEs has been shown to be more strongly associated with IPV perpetration, compared to a single exposure (Jiang et al., 2025; Kaufman-Parks et al., 2023). To explore the potential additive effects of multiple types of ACEs on IPV perpetration, the present study examines the relationship between ACEs and IPV perpetration using data from the National Longitudinal Study of Adolescent to Adult Health (Add Health). Add Health is a nationally representative study of adolescents recruited during the 1994-1995 school year (n =20,745) and followed through adulthood. Exposure to ACEs was measured via self-report items that occurred prior to age 18 (reported at Wave I and retrospectively at Wave III). Exposure

(yes/no) was assessed for emotional abuse and neglect (EAN), neighborhood violence (NV), and physical or sexual abuse (PSA), with a sum score created to tally exposure across all ACEs assessed. IPV perpetration was measured via self-report items at Wave III (ages 18-26). A regression analysis conducted using SPSS showed that exposure to ACEs was significantly associated with higher IPV perpetration in adulthood ($b=0.102$, $p<.001$). These results remained significant when controlling for sex and race. This study replicates and expands the current literature by providing support for the dose-response relationship between ACEs and IPV perpetration in a nationally representative sample of emerging adults.

(12) Theory of Mind and Self-Control as Predictors of Prosocial and Antisocial Behaviors in Adolescence | Zahra Karimi Valoojerdy, Brock University; Nathalia Cristina Dinis Pereira, Federal University of Paraná; Huma Khalid & Sandra L. Bosacki, Brock University; Victoria Talwar, McGill University

Abstract: Adolescence is a key period for social-cognitive, moral, and self-regulatory growth within the peer context. Data were collected in a North American context using a cross-sectional design with performance-based and self-report measures. In a diverse sample of 562 adolescents ($M_{age} = 15.13$ years, $SD = 1.77$), we examined whether Theory of Mind (ToM) or the ability to read the minds of others, and self-control predicted prosocial behavior (self-reported kindness) and antisocial behavior (Machiavellian tendencies, characterized by manipulative and self-serving interpersonal strategies). ToM was not associated with kindness, but it was significantly and negatively associated with Machiavellian behaviours. Mediation analyses showed that proficiency in mindreading predicted higher self-control; however, self-control did not predict kindness, and the indirect effect was not significant. Moderation analyses indicated that self-control and gender did not change the strength of ToM-kindness or ToM-Machiavellianism associations. Results suggest that proficiency in reading the emotions and thoughts of others may function more as a protective factor against antisocial behavior than as a driver of prosocial behavior. Effect sizes indicated small-to-moderate associations between Theory of Mind and antisocial behavior.

(13) What Difference Has It Made? Changes in Self-Reported Sexual Perpetration Pre- and Post- #MeToo | Carlin Hoffacker, Indiana University; Addison Vogt, Purdue University; Sarah Buday, Washington University Pain Center; Zoë D. Peterson, Indiana University

Abstract: Founded by activist Tarana Burke and popularized following actress Alyssa Milano's use on Twitter in 2017, the #MeToo movement has been associated with a national increase in attention to issues of sexual aggression (SA). This study examined the differences in reported sexual coercion and assault rates at a midwestern university six years before and after the rise of the #MeToo movement. In the 2010-11 (T1) and 2023-24 (T2) academic years, 840 university students from a psychology subject pool at a midsize, urban public university completed a survey about Sexual Beliefs and Interactions. Using The Sexual Experiences-Long Form Perpetration measure (SES-LFP), we hypothesized that self-reported rates of coercion and assault would decrease over time due to the increase in awareness around issues of sexual aggression. Chi-square analyses revealed a significant decrease in men's and women's reported rates of coercion between T1 (18.8%) and T2 (8.7; $p<.001$) overall, but no statistically significant change in rates of assault perpetration ($p = .664$) over time. Further, logistic regression analyses found no significant interaction of timepoint by gender in predicting either category of sexual perpetration. Results suggest that in the 13 years straddling the popularization of #MeToo, there have been meaningful decreases in men's and women's self-reported rates of sexual coercion perpetration, but not sexual assault perpetration. Given that recent research suggests coercion and assault victimization remain high, this change may reflect a decrease in social desirability associated with coercive behaviors and correspondingly lower willingness to endorse coercion perpetration.

(14) Cyber Aggression and Parent-Adolescent Dynamics: A Mixed-Methods Exploration | Dorit Olenik Shemesh & Tali Heiman, The Open University of Israel

Abstract: Cyber aggression refers to the deliberate use of digital platforms to harm, intimidate, or harass others, including cyberbullying, online threats, exclusion, and other hostile interactions. It is particularly common among adolescents and can have profound emotional and social consequences. This study examined adolescents' involvement in cyber aggression, focusing on cyber victimization from an intergenerational perspective, incorporating both adolescent and parent perceptions regarding parent-child dynamics. A mixed-methods design was employed, comprising two research strands: 1. A quantitative component with a large-scale sample of 2800 adolescents assessed the role of parental involvement, control, and parent-child relationships in cyber victimization. Generalized Estimating Equation (GEE) analyses revealed that excessive parental control was associated with lower risk awareness, while strong parent-child relationships enhanced risk awareness and resilience. 2. A qualitative component involved fifty semi-structured interviews with adolescents and parents. Thematic analysis identified five interrelated factors influencing cyber victimization: social status and skills, peer and parent relationships, risk awareness, screen-time exposure, and prevention programs. Both strands were interpreted through a risk-resilience framework, highlighting vulnerabilities and protective factors as experienced by adolescents and parents. Integrating quantitative and qualitative findings underscores the complex psychological mechanisms linking parental effects to cyber victimization. The study results suggest translating theoretical insights into practical interventions to prevent cyber aggression, focusing on evidence-based programs that empower both adolescents and parents. Key strategies include strengthening intergenerational communication, enhancing parental guidance, and fostering healthier digital environments, thereby equipping youth to navigate online challenges safely and resiliently.

(15) Joint Impact of Executive Function and Emotion Regulation on Aggression Subtypes in Early Childhood | Katherine Kremer, Margaret Azu-Narcisse & Jamie Ostrov, University at Buffalo, SUNY

Abstract: Aggression is a common issue in early childhood with the potential for lasting negative consequences. Previous literature has suggested that lower levels of executive function (EF) and emotion regulation (ER) are independently associated with increases in aggressive behavior during early childhood (Helmsen et al., 2013; Schoemaker et al., 2013). The present study examined the joint roles of EF and ER in aggression during early childhood. Additionally, the study expanded upon previous literature by examining relational aggression (i.e., social exclusion) in addition to physical aggression. Participants (N = 319, 52.0% male, 75.5% White, 4.1% Hispanic/Latinx) were 3 to 5 years old (M age = 4.31 ± 0.31 years). Data was collected in the fall (T1) and spring (T2) of preschool. EF was measured using child performance on the Head-Toes-Knees-Shoulders observational measure. ER was parent-reported, and preschool teachers reported on physical and relational aggression. Main effects and two-way interactions were tested with regression models, using separate models for physical and relational aggression. A significant interaction was found between EF and ER for physical aggression ($\beta = -0.26$, $p = .047$, $SE = 0.13$). Greater T1 EF was associated with decreased T2 physical aggression among children with high, but not low, T1 ER ($\beta = -.41$, $p = .02$, $SE = 0.17$). This suggests that children with both high ER and high EF show less physical aggression than children with just one of these skills. Exploring potential precursors to aggression is essential for identifying children most at risk for aggressive behavior.

(16) Children's Automatic Processing of Adult Face Aggression Cues | Enguang Chen & Xinyue Zhang, Shandong Normal University; Yuan Sang, Huanxiu Chengnan Primary School; Liqi Zhu, Hailing Wang, & Wenxin Zhang, Shandong Normal University

Abstract: The detection of threatening information conveyed by faces is crucial for human survival and development, especially for children. Previous research has shown that adults perceive male faces with a high facial width-to-height ratio (fWHR) as more aggressive and process this information automatically. However, it is unclear whether children possess similarly. In this study, two experiments were conducted with children ($9.61 \pm .67$ years) to explore their ability to perceive aggression based on fWHR and whether they automatically process this information. In Experiment 1, children were asked to rate the perceived level of aggression in adult faces with high and low fWHR. It was found that high fWHR faces were perceived as more aggressive than low fWHR. In Experiment 2, visual mismatch negativity (vMMN) was used as an indicator to explore automatic processing further in an oddball paradigm. Children were asked to detect fixation size while being presented with adult faces with high or low fWHR in the background. It was observed that high fWHR faces induced vMMN in the 270–330 ms time range, while low fWHR faces did not, suggesting that children are able to automatically process high fWHR faces but not low fWHR. These results suggest that children can detect aggression cues through fWHR and automatically process high fWHR faces.

(17) Alexithymia and Offending Behaviour: Emotional Processing Difficulties and Aggression Risk in Prison Populations – A Systematic Review | Misu Kim, University of Technology, Sydney

Abstract: Alexithymia, characterised by difficulty identifying and describing emotions, has increasingly been examined in relation to emotional dysregulation and behavioural control. Although the construct has been widely studied in clinical and psychological contexts, its relevance within prison populations remains less clearly synthesised. The present study conducted a systematic review of empirical research examining alexithymia among incarcerated individuals and its potential relevance to offending behaviour. A structured search identified 32 peer-reviewed empirical studies published between 1972 and 2024 that investigated alexithymia in prison-based samples. Studies were screened using predefined inclusion criteria and findings were synthesised thematically. Across the literature, alexithymia was frequently associated with childhood trauma, emotional dysregulation, and a range of co-occurring psychological difficulties including depression, post-traumatic stress disorder, and substance misuse. Several studies also reported associations between alexithymia and impulsive or reactive forms of aggression, although results varied depending on offence type and measurement approaches. Overall, the evidence suggests that alexithymia represents a significant emotional processing difficulty within many prison populations. While it should not be interpreted as a direct cause of offending behaviour, alexithymia may interact with trauma exposure and broader psychosocial vulnerabilities in ways that increase behavioural risk. These findings highlight the potential importance of emotional awareness and regulation in offender rehabilitation and suggest directions for future research on emotional processing and aggression.

(18) Examining the association between victim incapacitation and case status in cases attached to unsubmitted sexual assault kits | Jessalynn Ellis & Emma Lathan, Auburn University; Jessica Duncan, Private Practice; James "Tres" Stefurak, University of South Alabama; Jennifer Langhinrichsen-Rohling, University of North Carolina

Abstract: Sexual assault (SA) is a pervasive public health issue. SAs vary in their contextual characteristics, including tactics used by perpetrators to incapacitate victims. Prior research suggests that case characteristics may shape investigative decisions and case outcomes. However, limited research has examined how presence and type of victim incapacitation relate to case dispositions. Understanding these associations is important for identifying factors that may influence how SA cases progress through the criminal justice system.

This study examines whether 1) incapacitation type (i.e., involving substance use, weapons, unconsciousness, threats, physical force) predict case disposition (i.e., cleared, not cleared, failed to file, unfounded, exceptionally cleared, complaint/warrant refused, other), and 2) the number of incapacitation methods present in an incident is associated with case disposition. Data were drawn from N=1412 SA case files attached to unsubmitted SA kits obtained in Mobile, Alabama. Incident characteristics, including the presence and type of victim incapacitation and investigative case status, were coded from each file. Two multinomial regression analyses were conducted. Weapon-related incapacitation, substance-related incapacitation, and victim unconsciousness were associated with increased odds of cases not being cleared relative to cleared cases. Number of incapacitation methods present was not associated with case disposition. Results suggest SA victim incapacitation relates to less favorable investigative outcomes among cases attached to unsubmitted SA kits. Developing a broader conceptualization of incapacitation, regardless of type, as a marker of non-consent strategically used to perpetrate SA may be key to shifting away from the current dialogue of SA as a forcible or penetration-centered crime.

(19) Transactions Among Stressful Life Events, Executive Functions, & Externalizing Behaviors Across Adolescence | Aleija Rodrigo-Ramirez, Ziwei Zhang, & Arielle Baskin-Sommers, Yale University

Abstract: Literature suggests that there is a link between stressful life events, neurocognition, and adolescent externalizing. However, longitudinal investigations examining the dynamic interplay between these constructs remain limited. Using six years of data from the Adolescent Brain Cognitive Development (ABCD®) Study (N = 7,796), we applied a Bayesian cross-lagged panel model to explore the transactional associations among hot executive functions, cool executive functions, stressful life events, and externalizing behaviors. We also examined whether hot and cool executive functions mediate the relationship from stressful life events to externalizing behaviors. Hot and cool executive functions were measured via an affective and non-affective 2back behavioral task (ages 12, 14, 16), stressful life events were measured via the Adverse Life Events Scale (ages 11-16), and externalizing behaviors were measured via the Child Behavior Checklist externalizing scale (ages 11-16). Results show that stressful life events and externalizing behaviors bidirectionally influence each other across adolescence. Results also indicate transactional interplay in which stressful life events and externalizing behaviors undermine hot and cool executive functions, which then exert distinct patterns of influence on later stressful life events and externalizing behaviors. However, the effects from stressful life events to externalizing via hot and cool executive functions do not appear to constitute a mediation at these multi-year timescales. These findings altogether suggest that hot and cool executive functions display separable transactions with stressful life events and externalizing behaviors, and that stressful life events and neurocognition are important constructs in the longitudinal study of adolescent externalizing.

(20) Social Comparison Linking Antisocial Personality Traits and Indirect Aggression: The Moderating Role of Gender | Daniella Silenzi & Joseph Cino, Brock University; Mollie J. Eriksson, McMaster University; Tracy Vaillancourt, University of Ottawa; Ann H. Farrell, Brock University

Abstract: Although social comparison can be used adaptively to assess an individual's relative standing, it can also be associated with indirect aggression perpetration and victimization. Social comparison and indirect aggression can vary due to individual differences in antisocial traits and gender. For instance, women typically report higher social comparison and indirect aggression than men, whereas men typically report higher antisocial traits than women. However, the extent to which social comparison links antisocial traits to indirect aggression differently for women and men is unclear. Therefore, we examined whether the dark tetrad traits (Machiavellianism, narcissism, psychopathy, sadism) predicted indirect aggression indirectly through social comparison and whether these associations would be stronger among women than men. Data were from two cross-sectional studies comprising of young adults at a university in Ontario, Canada. Study 1 included 460 young adults (Mage = 20.2, SDage = 2.18; 59.6% women) and study 2 included 375 young adults (Mage =

19.92, SDage = 1.95; 56.7% women). Results of path analyses indicated that in study 1, social comparison predicted indirect aggression perpetration for women. In study 2, social comparison predicted indirect perpetration and victimization for women and men. In studies 1 and 2, Machiavellianism predicted social comparison for women and men, and higher psychopathy predicted lower social comparison for women and men. Findings indicate that social comparison indirectly links antisocial personality traits with indirect aggression perpetration and victimization for women and men. Efforts to decrease indirect aggression should focus on reducing social comparison for individuals higher on antisocial personality traits.

(21) Everyday aggression in voluntary relationships: A scoping review | Deborah S. Richardson, Robert S. Bledsoe, Madison Guinn, Tommi Fuller, Alexis Edge, Alex Chriswell, & Erin Prentiss, Augusta University

Abstract: This scoping review aims to identify research that explores how adults in close relationships (e.g., friends, romantic partners) harm one another through physical, verbal, sexual, or psychological forms, using direct, indirect, or passive strategies. Richardson and Green (2006) found that type of relationship is a better predictor of form of aggressive action (i.e., indirect, direct) than is gender of target or aggressor. Although there has been notable focus on gender differences in the use of the various forms of aggression (e.g., Archer, 2000), to date relatively little research has examined the forms of “everyday aggression” that occur in close relationships. The scoping review covers peer-reviewed empirical studies published in English since 2000 that address specific aggressive behaviors among voluntary relationship partners. Studies of aggression among individuals who do not or have not had an ongoing relationship, bullying, and behavior in abusive relationships are excluded. Our protocol follows the Preferred Reporting Items of Systematic Reviews and Meta-Analyses (PRISMA) guidelines for scoping reviews. The initial search of PsychINFO identified over 6000 potentially relevant articles. Preliminary review of titles and abstracts revealed that less than 10% of those will be considered for further review. We anticipate that initial review of full articles will further reduce the number of articles to be included in the review. We aim to create a coherent map of the psychological literature that addresses the nature of “everyday aggression” in close, voluntary relationships. The presentation will review preliminary findings from this extensive scoping review.

(22) Sickness Absence After Experiencing Childhood and Adulthood Violence: Does Gender Make a Difference? | Sophie Kjærvik, Anja Duun Skauge & Alexander, Nissen, Norwegian Centre for Violence and Traumatic Stress Studies; Maria Teresa Grønning Dale, Norwegian Centre for Violence and Traumatic Stress Studies and University of Oslo

Abstract: Exposure to violence is a well-established risk factor for physical and psychological health problems, including disability. However, most research has focused primarily on women, and little is known about whether the impact of violence exposure differs by gender. This study examined whether gender moderated the association between violence exposure, timing of exposure (i.e., childhood only, adulthood only, both childhood and adulthood [revictimization]), and doctor-certified sickness absence. The sample included 2,473 Norwegian adults (Mage = 43.6, 51% men). Survey data on violence exposure were linked to registry data on sickness absence from the Norwegian Labor and Welfare Administration and Statistics Norway. Unadjusted and adjusted hurdle models, controlling for age, civil status, education, and income, were used to examine both the odds of any sickness absence and length of absence if sick. Women had higher overall odds of sickness absence than men (aOR = 2.29, 95% CI [1.90, 2.75]) and risk of longer absence (aRR = 1.25, 95% CI [1.02, 1.52]). Violence exposure increased the odds of any sickness absence (aOR = 1.46, 95% CI [1.22, 1.75]) Revictimization increased the odds of any sickness absence (aOR = 1.94, 95% CI [1.53, 2.45]) and risk of longer absence (aRR = 1.31, 95% CI [1.04, 1.64]). Gender did not moderate these associations. Although sickness absence differs by gender overall, the impact of violence exposure appears comparable for men and women. Public health and occupational sectors should recognize violence as a

structural workforce health issue and implement trauma-informed, gender-inclusive prevention and support strategies.

(23) Association Between Socioeconomic Status, Violent Attitudes, and Violent Behaviour | Joshua Ibbitson, Cassidy Hatton, & Kevin Nunes, Carleton University

Abstract: Past research has found mixed evidence for an association between socioeconomic status (SES) and violent behaviour (VB), but there has been little research on the association between SES and violent attitudes (VA). The current study explores whether the relationship between SES and VA is consistent with the relationship between SES and VB. Data collection is ongoing, but to date 228 university students (20.6% men) have completed self-report measures of SES, VB, and VA. Only some SES measures showed meaningful correlations with VB and VA, and the magnitude and direction of these correlations were not consistent between VB and VA. For men ($n = 47$), SES was generally more strongly correlated with VB than with VA, and some of the correlations were in opposite directions. For example, the SES-Easy Life scale, which measures perceived ease of one's life, showed a small positive correlation with VB ($r = .09$) but a moderate negative correlation with VA ($r = -.20$). For other genders ($n = 181$), SES was generally less strongly correlated with VB than with VA, and again some of the correlations were in opposite directions. For example, the Current SES scale, which assesses perceived financial comfort, showed a moderate positive correlation with VB ($r = .19$) but a small negative correlation with VA ($r = -.12$). These preliminary findings suggest SES may relate differently to VA and VB, and that some SES measures may be more relevant for the understanding of VB and VA than others.

(24) Bisexual Women's Psychological Services Barriers to Campus Sexual Assault Services: The Role of Binegative Microaggressions | Lucy Bhuyan & Zöe Peterson, Indiana University

Abstract: Bisexual women in college experience sexual assault at high rates in comparison to other gender and sexual orientation groups and therefore may be especially in need of sexual assault services on college campuses. Bisexual women also face stigma, or binegativity, due to their bisexual identity, which may impact their decision to seek services following sexual assault. This study aimed to determine whether experiences of binegativity are associated with increased psychological services barriers to college sexual assault services within a bisexual female sample of victims. We hypothesized that experiencing binegative microaggressions would be associated with negative treatment barriers (e.g., beliefs that they will be treated negatively by providers) to sexual assault services, and that this relationship would be mediated by social reactions to disclosure (i.e., how others reacted when they disclosed experiencing sexual assault). Using a Prolific and CloudResearch sample of 157 bisexual women who live in the United States and undergraduates in college and who had experienced illegal sexual assault during college as measured by the 2024 Sexual Experiences Survey- Victimization measure, we found that binegative microaggressions positively predicted negative treatment barriers ($B = .12$ [$SE = .05$], $p < .01$). Additionally, unsupportive acknowledgement social reactions mediated the relationship between binegative microaggressions and negative treatment barriers ($B = .04$ [$SE = .02$], $LLCI = .01$, $ULCI = .09$). These findings speak to the need for programs to combat binegativity on college campuses as well as efforts to better train students to provide helpful support when their peers experience sexual assault.

(25) Evaluating Artificial Intelligence-Supported Strategies for Investigating and Communicating School-Based Bullying and Aggression | Roderick A. Sherlock, InfoNet Blaise Pascal, Inc.

Abstract: The INBP UVDBase Project (Phase 4; 2026) examines whether artificial intelligence (AI)-supported tools can improve the investigation and communication of school-based bullying and aggression for individuals and families. Building on prior work integrating human oversight with AI-assisted reporting systems, the current phase focuses on enhancing case reporting, incident visualization, and cross-case analysis within complex, real-world contexts of peer aggression. This study evaluates emerging AI solutions against established system features, including: (a) standardized incident attribute coding using the WABF (2021) "Palette of Description" for single- and multi-case profiling; (b) machine-readable, pre-coded meta-descriptor strings enabling thematic clustering, pattern detection, and API-based case summarization; (c) privacy-preserving reporting supports (e.g., redaction, deidentification, and selective intra-record encryption) designed to reduce reporting reluctance and increase victim/family engagement; and (d) scenario visualization via graphical vignettes generated from anonymized, synthetic test cases. Generative AI models are trained on unstructured narrative incident reports ($n = 150$), and AI-driven image generation models are used to iteratively produce scenario depictions based on pre-coded incident templates ($n = 265$). AI-integrated outputs are compared with traditional reporting approaches on dimensions of contextual completeness, accuracy, concision, and usability. Qualitative user experience (UX) evaluations and comparative analyses are conducted to assess the effectiveness of these tools in supporting clearer, more actionable representations of bullying incidents. Findings will inform the potential role of AI in augmenting reporting systems, improving communication among stakeholders, and supporting more effective responses to school-based aggression.



ISRA 2028

June 26-30

VAASA, FINLAND

