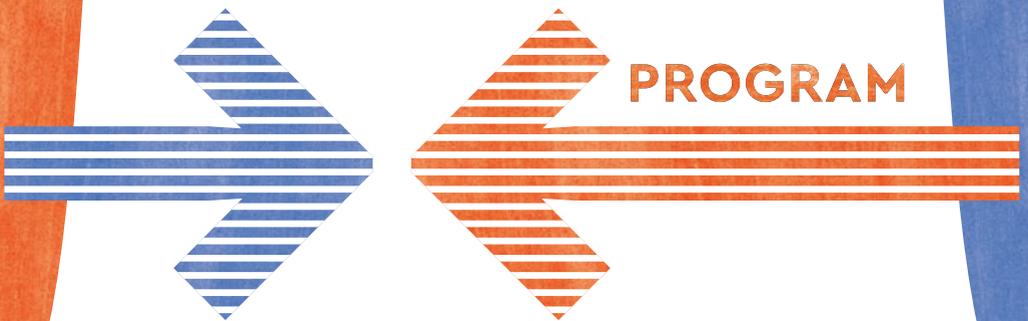




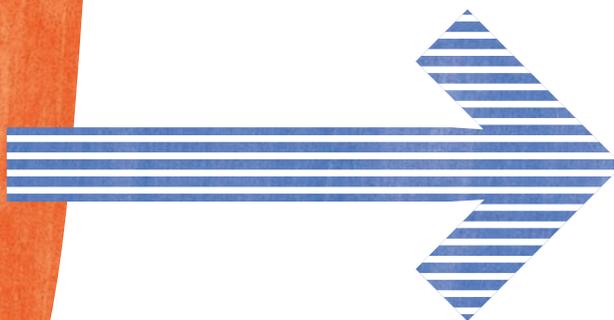
**23<sup>rd</sup> WORKSHOP**  
**ON AGGRESSION**  
**BERLIN 2018**  
**NOVEMBER 1<sup>st</sup>-3<sup>rd</sup>**

- 
- Radicalization,
  - Discrimination, &
  - Aggression



# Content

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# Welcome

## to the 23rd Workshop on Aggression and to Berlin!



© Janine Guldener

Dear colleagues,

it is a great pleasure and an honor to host the 23rd Workshop on Aggression 2018 at the Psychologische Hochschule Berlin.

We are happy that so many of you have followed our invitation and will present your own work or inform yourselves about the current research on a wide range of aggression-related topics. Three keynote lectures and a variety of oral and poster presentations will provide inspiring information. The 23rd Workshop on Aggression will also provide an excellent opportunity for meeting old and new friends and colleagues and for having

interesting discussions in a relaxed atmosphere that welcomes researchers from all stages of their scientific career. Furthermore, this year, presenters will have the opportunity to publish their research in special sections of two scientific journals (International Journal of Conflict and Violence, International Journal of Developmental Science).

This year's main topic will be Discrimination, Radicalization, and Aggression. Both discrimination and radicalization are important current topics that deserve particular attention by aggression research. Discrimination may have a number of negative consequences out of which one may be self-perpetrated discrimination, aggression, or even radicalization. Thus, this year's Workshop on Aggression tries to shed light on these three phenomena separately, but also on whether and how they may be intertwined. An interesting question will also be how our knowledge may be used to prevent them in future.

On behalf of the organizing committee I wish everyone an inspiring conference and a wonderful stay in Berlin!

Rebecca Bondü  
Berlin, November 2018

# General Information

## The Conference Venue

The conference venue is located in the center of Berlin in the **Haus der Psychologie** (House of Psychology). It can easily be reached via car (there are numerous parking spaces with costs around the conference venue) or via public transport. The conference venue is within walking distance (3–5 min) of the S-Bahn and U-Bahn station Jannowitzbrücke (S3, S5, S7, S75, U8) and the U-Bahn (metro) stations Heinrich-Heine-Straße (U8) and Märkisches Museum (U2).



Psychologische Hochschule Berlin (PHB)  
Am Köllnischen Park 2  
10179 Berlin

## WiFi Access

Please ask at the conference desk for further information.

## Food

During the conference, food (lunch, coffee breaks) will be provided.

## Conference Dinner

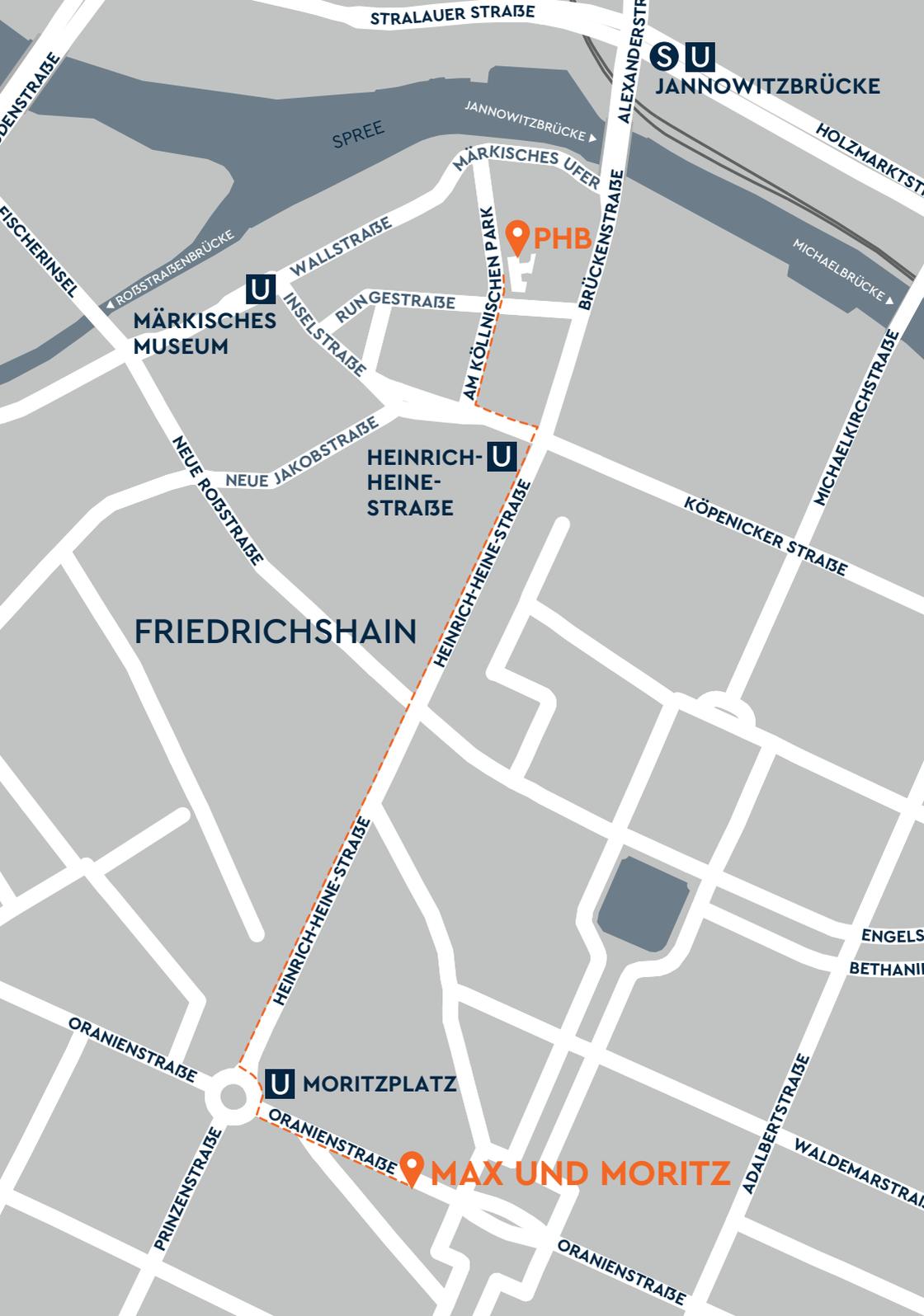
The conference dinner will be held at **Max und Moritz**. You can reach the restaurant via the underground line **U8** (drive one station into the direction of Uhlandstraße to **Moritzplatz**) or walk there (about 18 minutes). The dinner will start at 19.30 o'clock on Friday, November 2nd.



Max und Moritz  
Oranienstraße 162  
10969 Berlin

## Night Life

If you want to go out for a drink afterwards, there are a plenty of bars nearby **Max und Moritz**. For further information, please do not hesitate to ask at the conference desk.



STRALAUER STRAÙE

S U  
JANNOWITZBRÜCKE

FISCHERINSEL

SPREE

JANNOWITZBRÜCKE

ALEXANDERSTR

HOLZMARKTST

MÄRKISCHES MUSEUM

MÄRKISCHES UFER

PHB

WALLSTRASSE

RUNGESTRAÙE

AM KÖLLNISCHEN PARK

BRÜCKENSTRASSE

MICHAELBRÜCKE

U

INSELSTRASSE

HEINRICH-HEINE-STRASSE

U

NEUE ROBSTRASSE

NEUE JAKOBSTRASSE

KÖPENICKER STRASSE

MICHAELKIRCHSTRASSE

FRIEDRICHSHAIN

HEINRICH-HEINE-STRASSE

ENGELS  
BETHANIE

HEINRICH-HEINE-STRASSE

U MORITZPLATZ

ORANIENSTRASSE

PRINZENSTRASSE

ORANIENSTRASSE

MAX UND MORITZ

ADALBERTSTRASSE

WALDEMARSTRASSE

ORANIENSTRASSE

## Poster Price

Young scientists (student participants) with a poster presentation were able to apply for the poster price. Posters that applied for the price are highlighted with a red arrow in our conference colors at the upper right top of the posters.

The poster session will take place in the central hall next to the entrance between 14.30 and 15.30 o'clock on Friday, 2nd. You can vote for your favorite poster with the help of the voting sheet that you find in your conference bag. Please hand in your sheets at the conference desk by the end of the poster session on Friday afternoon.

The poster with most votes will win. The winner of the poster price will be announced at the farewell meeting "Discrimination, Radicalization, and Aggression" on Saturday, 3rd November and awarded 250 Euro.

## Members of the Scientific Committee

- Prof. Dr. Gerd Bohner
- Prof. Dr. Rebecca Bondü
- Prof. Dr. Hildegunn Fandrem
- Prof. Dr. Jan Pfetsch
- Prof. Dr. Erling Georg Roland
- Prof. Dr. Herbert Scheithauer
- Prof. Dr. Janne Støen
- FH-Prof. PD Mag. Dr. Dagmar Strohmeier

## Partners of the 23rd Workshop on Aggression



This conference is supported by the **Deutsche Forschungsgemeinschaft**, an organisation that supports science and research in Germany.  
[www.dfg.de](http://www.dfg.de)



Psychologische  
Hochschule Berlin

**Psychologische Hochschule Berlin** is a private university, established in 2010 by the Professional Association of German Psychologists (BDP). It offers Bachelor and Master degree programs. See [www.phb.de](http://www.phb.de) for more information.

## Workshop-Aggression Website:

<https://workshop-aggression.weebly.com>

# Special Issues

## Call for Papers for Special Sections in the International Journal of Conflict and Violence and International Journal of Developmental Science

Presenters of the 23rd Workshop on Aggression are invited to submit their manuscripts for special sections of the International Journal of Developmental Science and the International Journal of Conflict and Violence. We welcome manuscripts on this year's main topic as well as on all other aggression-related topics from interdisciplinary fields, such as psychology, neuroscience, sociology, education, or political sciences.

Authors interested in submitting a manuscript should submit a proposal (two pages maximum) that outlines the rationale for the study, its sample and methods, a summary of findings, and the most important implications until December 15th, 2018 to [r.bondue@phb.de](mailto:r.bondue@phb.de).

### International Journal of Conflict and Violence (IJCV)

The IJCV provides a forum for scientific exchange and public dissemination of up-to-date scientific knowledge on conflict and violence. The IJCV is independent, peer reviewed, open access, and included in the Social Sciences Citation Index (SSCI) as well as other relevant databases (e.g., SCOPUS, EBSCO, ProQuest, DNB). The journal encompasses contributions from a wide range of disciplines, including criminology, economics, education, ethnology, history, political science, psychology, social anthropology, sociology, the study of religions, and urban studies.



[www.ijcv.org/index.php/ijcv](http://www.ijcv.org/index.php/ijcv)

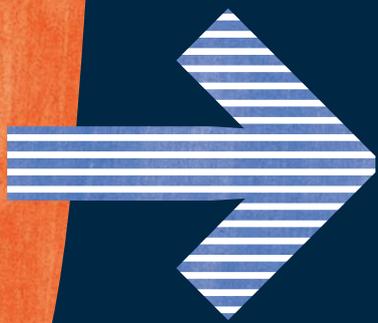
### International Journal of Developmental Science (IJDS)

Aim of the IJDS is to present the state of the art of research in the realm of developmental science conducted in multiple disciplines worldwide. The IJDS provides a platform for diverse types of empirical studies and theoretical papers dealing with bio-psychosocial mechanisms of change, human development, and psychopathology during infancy, childhood, adolescence, and adulthood. Authors are invited to submit original empirical or theoretical contributions as well as methodological and review papers. Manuscripts devoted to interdisciplinary topics of phylogenetic or ontogenetic human development are of particular interest.



[www.iospress.nl/journal/international-journal-of-developmental-science](http://www.iospress.nl/journal/international-journal-of-developmental-science)  
[www.ijds.net](http://www.ijds.net)

# Keynotes



➔ **PROF. DR. ANDREAS BEELMANN | KEYNOTE I**



Prof. Dr. Andreas Beelmann is Professor for Research Synthesis, Intervention, and Evaluation at the University of Jena and head of the Zentrum für Rechtsextremismusforschung, Demokratiebildung und gesellschaftliche Integration (KomRex). Prof. Beelmann is renowned for his expertise in prevention and intervention, aggression, prejudice and discrimination, and meta-analytical research. At this year's Workshop on Aggression Andreas Beelmann will provide insights into his ongoing research on developmental processes of radicalization toward violent extremism.

➔ **DR. PAUL GILL | KEYNOTE II**



Dr. Paul Gill is an Associate Professor in Security and Crime Science at University College London. He has over 60 publications on the topic of terrorist behaviour. He has conducted research funded by the Office for Naval Research, the Department of Homeland Security, DSTL, the European Union, the National Institute of Justice, CREST, Public Safety Canada and MINERVA. Earlier this year, he began an European Research Council Starter Grant project entitled GRIEVANCE. Collectively these grants have been worth over 9 million euro. These projects focused upon various aspects of terrorist behavior including the IED development, creativity, terrorist network structures, and lone-actor terrorism. His doctoral research focused on the underlying individual and organizational motivations behind suicide bombing. This piece of research won the Jean Blondel Prize for the best Ph.D. thesis in Political Science in Europe for 2010. He has published in leading psychology, criminology and political science journals.

➔ **PROF. DR. CHRISTIA SPEARS BROWN | KEYNOTE III**



Prof. Dr. Christia Spears Brown is Professor and Associate Chair at the Department of Psychology and Director of the Center for Equality and Social Justice in the University of Kentucky, USA. Her research involves gender stereotypes, children and adolescents' perceptions of gender and ethnic discrimination, gender and ethnic identity development, and social inequality. Only recently, she has published a book on discrimination in childhood and adolescence. Christia Spears Brown will give a keynote speech about "Discrimination in Adolescence: The Role of Aggression as a Predictor, Manifestation, and Consequence".

# Program Overview



THURSDAY, NOVEMBER 1<sup>st</sup>

17.00

Registration

## LECTURE HALL

18.00 – 18.30

Welcome (Prof. Dr. Rebecca Bondü)

18.30 – 19.30

## KEYNOTE I

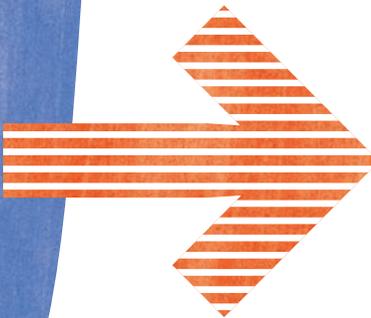
Prof. Dr. Andreas Beelmann

**Radicalisation, violent extremism, and  
discrimination:**

**Toward a developmental theory and models of  
prevention**

19.30

Welcome Reception





	LECTURE HALL	ROOM 3	ROOM 2
9.00–10.00	<b>KEYNOTE II</b> Dr. Paul Gill <b>A systematic review and meta-analysis of the causes of radicalisation and terrorist behaviour</b>		
10.00–10.30	Coffee break (Lobby)		
10.30–12.00	<b>SESSION I.1</b> <b>Discrimination: Intercultural Discrimination, Intercultural Competence</b>	<b>SESSION I.2</b> <b>Radicalization: Psychological Factors Influencing an Individual in the Radicalization Process</b>	<b>SESSION I.3</b> <b>Bullying: Influences on Bullying and Victimization</b>
12.00–13.00	Lunch break		
13.00–14.30	<b>SESSION II.1</b> <b>Bullying: Group-Related (Cyber-)Bullying</b>	<b>SESSION II.2</b> <b>Radicalization: Pathways and Processes Leading to Radicalization</b>	
14.30–15.30	<b>POSTERSESSION</b>		
15.30–16.00	Coffee break (Lobby)		
16.00–17.30	<b>SESSION III.1</b> <b>Bullying: Bullying in the Workplace</b>	<b>SESSION III.2</b> <b>Sexual Aggression: Prevalences and Risk Factors</b>	
19.30	Conference Dinner at Max und Moritz		



## SATURDAY, NOVEMBER 3<sup>rd</sup>

	LECTURE HALL	ROOM 3	ROOM 2
9.00 – 10.00	<b>KEYNOTE III</b> Prof. Christia Spears Brown <b>Discrimination in Adolescence: The Role of Aggres- sion as a Predictor, Manifestation, and Consequence</b>		
10.00 – 10.30	Coffee break (Lobby)		
10.30 – 12.00	<b>SESSION IV.1</b> <b>Bullying and Discrimination: Normative Influences on (Cyber-)Bullying and Discrimination</b>	<b>SESSION IV.2</b> <b>Sexual Aggression: Responses Towards Sexual Aggression Against Women</b>	
12.00 – 13.00	Lunch break		
13.00 – 14.15	<b>SESSION V.1</b> <b>Hate Speech: Online and Offline Group-Related Verbal Aggression</b>	<b>SESSION V.2</b> <b>Bullying and Discrimination: Causes and Consequences</b>	<b>SESSION V.3</b> <b>Collective Violence: Psychological Factors Influencing an Individual in the Radicalization Process</b>
14.30 – 15.45	<b>SESSION VI.1</b> <b>General Aggression: Risk Factors</b>	<b>SESSION VI.2</b> <b>Radicalization: Extremism and Islamism</b>	
15.45	Farewell and Coffee		

# Detailed Program

## DAY 1 → THURSDAY, NOVEMBER 1<sup>st</sup>

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17.00 Registration

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18.00 – 18.30 Welcome (Prof. Dr. Rebecca Bondü)

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18.30 – 19.30 **KEYNOTE I**  
**LECTURE HALL** Prof. Dr. Andreas Beelmann  
**Radicalisation, violent extremism, and discrimination:  
Toward a developmental theory and models of prevention**

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19.30 Welcome Reception

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## DAY 2 → FRIDAY, NOVEMBER 2<sup>nd</sup>

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9.00 – 10.00 **KEYNOTE II**  
**LECTURE HALL** Dr. Paul Gill  
**A systematic review and meta-analysis of the causes  
of radicalisation and terrorist behaviour**

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10.00 – 10.30 Coffee break (Lobby)

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10.30 – 12.00  
LECTURE HALL

**SESSION I.1**

**Discrimination:**

**Intercultural Discrimination, Intercultural Competence**

- L. Juang, Y. Shen, C. L. Costigan, Y. Hou  
Time-varying associations of racial discrimination and adjustment among Chinese-Heritage adolescents in the US and Canada
- M. Schwarzenthal, L. Juang, M. K. Schachner, F. J. R. van de Vijver  
Intercultural socialization in friendships and students' intercultural competence
- S. D. Li  
Discrimination and aggression among Chinese migrant children: Evidence of moderating and mediating effects
- B. Uysal  
Antisocial behavior of adolescent males with migration background: Findings from a longitudinal study in Germany

ROOM 3

**SESSION I.2**

**Radicalization:**

**Psychological Factors Influencing an Individual in the Radicalization Process**

**Symposium: Psychological factors influencing an individual in the radicalization process (C. H. Bora, D. Strohmeier, M. Marian, S. Trip)**

- M. Marian, S. Trip, C. H. Bora A. Hălmăjan, G. Roseanu, M. Drugas  
A structural model of the relationships among personality, irrationality, and extremism mind-set in adolescence
- C. H. Bora, D. Strohmeier, G. Roseanu, S. Trip  
Cognitive factors involved in young European's worries related to terrorism, violence and discrimination
- R. Stan, S. Trip, R. Gabriel, A. Hălmăjan, M. Drugaș, C. Bora, M. Marian  
Values and social axioms in relationship with extremist mind-set
- G. Roseanu, A. Hălmăjan, S. Trip, C. Bora, M. Marian, M. Drugaș, R. Stan  
Irrational beliefs and personality traits as vulnerability factor for extremist acts

ROOM 2

**SESSION I.3**

**Bullying:**

**Influences on Bullying and Victimization**

- K. Charalampous, M. Ioannou, P. Stavrinides, S. Georgiou  
Investigating impulsivity and emotion regulation as parameters affecting long-term victimization and its effects on psychopathology
- P. Stavrinides, M. Ioannou, K. Charalambous, S. Georgiou  
Mindfulness: a blessing or a curse?

- **M. Nikiforou, P. Stavrinides**  
Parenting practices and personal characteristics as parameters of bullying and victimization: A mixed method design
- **L. Dietrich**  
Creating positive school climates: How relationship quality mediates the relationship between teaching quality and academic teasing

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12.00 – 13.00 Lunch break

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13.00 – 14.30

**LECTURE HALL**

**SESSION II.1**

**Bullying:**

**Group-Related (Cyber-)Bullying**

- **A. Schultze-Krumbholz, J. Pfetsch**  
Are there distinct patterns of ethnic online aggression? A latent profile analysis of online behavior and experiences by adolescents in Germany
- **A. Görzig, S. Palmer**  
Do mental illness stereotypes predict bystander behaviour in cyber-bullying? An application of the stereotype content model
- **Daniela Niesta Kayser**  
Comparison, rivalry and threat: The impact of gender, ethnicity, and the color red on negative emotions and perceived threat using electromyograms and functional magnetic response imaging.

**ROOM 3**

**SESSION II.2**

**Radicalization:**

**Pathways and Processes Leading to Radicalization**

- **T. Görgen, B. Kraus, J. Struck**  
Getting others onto a violent track? An analysis of hate speech and incitement to violent acts in extremist online communication
  - **V. Leuschner, N. Böckler, A. Zick, H. Scheithauer**  
Developmental pathways to demonstrative targeted attacks – A comparison of jihadist attackers and school attackers
  - **R. Bondü**  
Leaking in terroristic attacks
  - **D. Kudlacek**  
Offender profiles in regard to political and religious motivated violence
-

14.30 – 15.30

LOBBY

**POSTERSESSION**

- **M. Alonso-Ferres, M. Garrido-Macías, C. Serrano-Montilla, I. Valor-Segura, F. Expósito**  
Gender differences in the neglect coping of romantic relationships' conflict: A mini meta-analysis
- **T. Aral, M. Alabak**  
Emotion regulation mediates the effects of parental rejection on relational aggression in Turkish early adolescents
- **M. Farnicka**  
Paths of aggressive behavior in adolescence – between a perpetrator and a victim
- **M. C. Frommelt, F. Loewenbrueck, U. Hess**  
Too cute to be bad: Baby schema inhibits aggression
- **T. Khan, K. Österman, K. Björkqvist**  
Severity and reasons behind religious intolerance in Pakistan: Perceptions of Sunnis, Shias, Ahmadis, and Christians
- **M. Kleinfeldt, S. Strauss, R. Bondü**  
Links of justice sensitivity with aggressive and prosocial behavior in middle childhood
- **D. Kunyu**  
Educational discrimination in refugee camps: Experiences of youth refugees in Kenya's Dadaab refugee camps
- **J. Neuhaus**  
Reducing hostile attribution bias in elementary school students: Development and evaluation of an image-based prevention intervention
- **P. Petereit, U. U. W. Klau, M. Buades-Rotger, U. Krämer**  
Interindividual differences in aggressive and avoidant reactions to ambiguous social rejection
- **A. Riquelme-Riquelme, M. Romero-Sánchez, J. López-Megías, H. Carretero-Dios**  
Humor to confront sexism? Conceptualization and first evidences about its empirical nature
- **P. Rollin, J. Rees, G. Bohner**  
Just a joke? Sending anti-Muslim jokes to a Muslim chat partner is linked with hostile attitudes and general aggressiveness
- **A. Tlusciak-Deliowska**  
Bullying as an object of adolescents' analysis. The role of age, gender, status in the group and experiences related to peer aggression
- **M. F. Wright, S. Wachs**  
Traditional bully-victim and cyber bully-victim pathways: The role of gender

15.30 – 16.00

Coffee break (Lobby)

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16.00 – 17.30

LECTURE HALL

**SESSION III.1**

**Bullying: Bullying in the Workplace**

**Symposium: Teachers' different roles in cases of traditional and cyber bullying (I. Sjørusø, H. Fandrem, E. Roland)**

- K. Gusfre, J. Støen, H. Fandrem  
Teacher bullying – a literature review
- I. Sjørusø, H. Fandrem, E. Roland  
Victim's perceived social support from teachers in long lasting cases of traditional and cyberbullying in Norway and Ireland
- L. Challenor, I. Connolly, N. James O'Higgins  
Cyberbullying of post-primary teachers by pupils in Ireland
- P. Sischka, G. Steffgen  
Competition and workplace bullying. The moderating role of passive avoidant leadership style.

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ROOM 3

**SESSION III.2**

**Sexual Aggression:  
Prevalences and Risk Factors**

- G. Bohner, L. Saldarriaga, C. Rocha, D. Castro, G. Jiménez-Moya, H. Carvacho, M. C. Velasco  
Sexual violence victimization among undergraduates at a Chilean University
- A. L. Zapata-Calvente, J. L. Megías, M. Moya, D. Schoebi  
Macrosocial and individual factors involved in violence against women by their partners in Europe: A multilevel analysis
- R. Banse, L. Huppertz, K. Babchishin, L. Pullman, M. C. Seto  
Sexual behaviour between siblings: An international online study on prevalence, protection and risk factors
- J. Birke, R. Bondü, M.-L. Heidrich  
Aggressive sexual fantasies and aggressive sexual behavior in those with and without sadomasochistic preferences

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19.30

Conference Dinner at Max und Moritz

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## SATURDAY, NOVEMBER 3<sup>rd</sup>

9.00 – 10.00

LECTURE HALL

### KEYNOTE III

Prof. Christia Spears Brown

**Discrimination in Adolescence: The Role of Aggression as a Predictor, Manifestation, and Consequence**

10.00 – 10.30

Coffee break (Lobby)

10.30 – 12.00

LECTURE HALL

### SESSION IV.1

#### **Bullying and Discrimination:**

#### **Normative Influences on (Cyber-)Bullying and Discrimination**

■ J. Pfetsch, R. Bondü

Justice sensitivity and normative beliefs predict offline bullying and cyberbullying six months later

■ M. Ioannou, K. Charalampous, S. Georgiou, P. Stavrinides

Emotion regulation, impulsivity and moral disengagement: longitudinal predictors of bullying profiles

■ M. Hess, S. Krumm, H. Scheithauer

The relation between social value orientation and bullying in team sports contexts – Investigating the moderating role of social-emotional competencies

■ R. Bondü, F. Engelhard, F. Schwemmer

Linking justice sensitivity, prejudice, and discrimination

ROOM 3

### SESSION IV.2

#### **Sexual Aggression:**

#### **Responses Towards Sexual Aggression Against Women**

■ M. Romero-Sánchez, H. Carretero-Dios, J.L. Megías

Effect of motivational orientation on the relationship between sexist humour exposure and the expression of sexually aggressive tendencies against women

■ C. Serrano-Montilla, J. L. Padilla, L. M. Lozano, I. Valor-Segura

How can we identify police officers' attitudes toward intervention in intimate partner violence cases?

■ M. Garrido-Macías, I. Valor-Segura, F. Exposito

The impact of previous sexual victimization on women's emotional and behavioral responses to a sexually risky scenario

■ G. Sáez, I. Valor-Segura, F. Expósito

The role of the empathy in the negative consequences of sexual objectification

12.00 – 13.00

Lunch break

13.00 – 14.15  
LECTURE HALL

**SESSION V.1**

**Hate Speech:**

**Online and Offline Group-Related Verbal Aggression**

- M. Bilewicz, W. Soral, M. Winiewski, A. Świdorska  
Hate speech or contempt speech? On the emotional foundations of intergroup verbal aggression.
- M. R. Mohseni, N. Döring  
Sexist online hate speech on video platforms: Results of five content analyses

ROOM 3

**SESSION V.2**

**Bullying and Discrimination:**

**Causes and Consequences**

- E. Moreno-Bella, G. B. Willis, M. Moya  
Gender discrimination: The role of economic inequality
- V. Wiesenthal  
Is there any such thing as a bystander
- T. P. Gumpel  
Social dominance and social identity as mediators of youth aggression

ROOM 2

**SESSION V.3**

**Collective Violence:**

**Psychological Factors Influencing an Individual in the Radicalization Process**

- M. Winiewski, D. Bulska  
The role of ideology in acceptance of collective violence
- D. Bulska, M. Winiewski  
Antisemitism and acceptance of Anti-Jewish violence
- W. Soral, M. Bilewicz, M. Winiewski  
Collective violence as a mean to restore personal control: A model of curvilinear relationship

14.30 – 15.45  
LECTURE HALL

**SESSION VI.1**

**General Aggression:**

**Risk Factors**

- E. Holl, A. Melzer  
It's not only the game, it's also the player: The role of player personality in violent video game preference
- V. Mitschke, M. Gollwitzer, A. Eder  
No pain, no mercy? Effects of emotional victim feedback on aggressive behavior
- S. King, J. Endres, M. Stemmler  
Islamists in prison: Insights from a file analysis project

**SESSION VI.2**

**Radicalization:  
Extremism and Islamism**

Symposium: Extremist mindset in Romania: A new scale and its predictive value in organizational settings (M. Drugaș, A. Hălmăjan, G. Roseanu)

■ M. Drugaș, S. Trip, G. Roșeanu, A. Hălmăjan, M. Marian, C. Bora  
The development of a scale measuring extremist mindset in Romania

■ S. Trip, G. Covaci, R. Gabriel, C. Bora, A. Hălmăjan, M. Drugaș, M. Marian

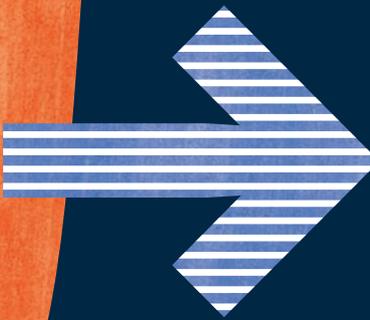
How are the extremists perceived by the Romanian professionals working in NATO and the information and security services?

■ A. Hălmăjan, S. Trip, C. Bora, M. Marian, M. Drugaș, G. Roseanu  
The impact of radicalization on work engagement in Romanian organizations

15.45

Farewell and Coffee

# Abstracts



# Session I.1

## Discrimination:

### Intercultural Discrimination, Intercultural Competence

#### Time-varying associations of racial discrimination and adjustment among Chinese-Heritage adolescents in the US and Canada

LINDA JUANG, YISHAN SHEN, CATHERINE L. COSTIGAN, YANG HOU

UNIVERSITÄT POTSDAM, TEXAS STATE UNIVERSITY, UNIVERSITY OF VICTORIA,  
UNIVERSITY OF TEXAS AT AUSTIN

The aim of our study was twofold: 1) to examine whether the link between racial discrimination and adjustment showed age-related changes across early to late adolescence for Chinese-heritage youth and 2) whether the age-related associations of the discrimination-adjustment link differed by gender, nativity, and geographical region. We pooled two independently collected longitudinal datasets in the US and Canada (N = 498, ages 12–19 at Wave 1) and used time-varying effect modeling (TVEM) to show that discrimination is consistently associated with poorer adjustment across all ages. Importantly, these associations were stronger at certain ages, but for males and females, first- and second-generation, and US and Canadian adolescents differently. There were stronger relations between discrimination and adjustment in early adolescence for males compared to females, in mid adolescence for first-generation compared to second-generation adolescents, and in early adolescence for US adolescents compared to Canadian adolescents. In general, negative implications for adjustment associated with discrimination diminished across the span of adolescence for females, second-generation, US and Canadian adolescents, but not for males or first-generation. The results show that the discrimination-adjustment link must be considered with regards to age, gender, nativity, and region, and that attention to discrimination in early adolescence may be especially important.

#### Intercultural socialization in friendships and students' intercultural competence

MIRIAM SCHWARZENTHAL, LINDA JUANG, MAJA K. SCHACHNER | UNIVERSITÄT POTSDAM || FONS J. R. VAN DE VIJVER | TILBURG UNIVERSITY, THE NETHERLANDS, NORTH-WEST UNIVERSITY, SOUTH AFRICA, UNIVERSITY OF QUEENSLAND, AUSTRALIA

Intercultural friendships are a powerful form of intergroup contact to reduce prejudice (Pettigrew, 1998). Little is known about if and how intercultural friendships may also foster intercultural competence. An important prerequisite for the development of intercultural competence is that students experience and reflect on cultural variations (Gurin, Dey, Hurtado, & Gurin, 2002). We term the degree to which students discuss cultural variations in their intercultural friendships intercultural socialization and explore the following research questions: (1) How are friendship group composition and the length, quality, and interaction frequency of one particular intercultural friendship related to students' intercultural competence? (2) Does intercultural socialization in friendships mediate these relations? (3) Do these relations depend on the students' identification as a cultural majority or minority member? The sample included 571 adolescents in Germany (48.2% female,  $M_{age} = 13.69$  years). Intercultural competence was measured using a self-report questionnaire and open-ended questions capturing the adolescents' interpretation of and reaction to intercultural situations. Quantitative measures tapped into friendship variables. Variables were set in relation to each other using multigroup SEM in Mplus. Results showed that friendship group composition and length, quality, and interaction frequency of a particular intercultural friendship were not directly associated with students' intercultural competence, but only through intercultural socialization. The relations partly varied depending on student's identification with the cultural majority or minority. We conclude that intercultural friendships may foster important skills that are needed in increasingly multicultural societies if cultural variations are actually perceived and actively discussed in these friendships.

## Discrimination and aggression among Chinese migrant children: Evidence of moderating and mediating effects

**SPENCER D. LI** | UNIVERSITY OF MACAU

Prior research has identified discrimination as a predictor of aggressive behavior among migrant children. Few studies, however, have examined how discrimination is related to aggression and whether the relationship is moderated by other social and personal factors. The current research aims at bringing more understanding to these issues. Based on the social bond theory and general strain theory, this study posits that discrimination gives rise to aggression by fostering negative emotions and increasing delinquent association. The positive relationship between discrimination and aggression, however, is not unconditional. Despite discrimination, migrant children who receive adequate social support can develop positive mental affects and conventional social bonds that protect them from

aggressive behavior. To test these hypotheses, this study collected survey data from a probability sample of 1,497 students who attended secondary schools designated for migrant children in one of the largest cities in China. Structural equation modeling analysis was conducted to test the direct and indirect effects of discrimination on aggression when simultaneously assessing the influences of social support. The results show that perceived discrimination reported by the students was positively related to aggression through mental health problems and delinquent peer association. The findings also suggest that social support might mitigate the negative impact of discrimination on delinquency by improving mental health and reducing delinquent association. Theoretical and policy implications of these findings are discussed.

## Antisocial behavior of adolescent males with migration background: Findings from a longitudinal study in Germany

**BURCU UYSAL** | IBN HALDUN UNIVERSITY

A comprehensive examination of antisocial behavior in adolescent males with a migration background compared to their native peers show inconsistent results. The results of our research project "Chances and risks in the life course" (CURL-Study by the DFG Research Center) indicate that there is not a considerable difference between antisocial behaviour of adolescents with and without a migration background. Nevertheless the antisocial behavior of male adolescents with a migration background are put under the microscope because of their controversial nature. Risk factors for the development of antisocial behavior were also examined for adolescent males with and without a migration background. Perceived discrimination is handled as migrant specific risk factor. It was found that the perceived discrimination of male adolescents with migration background has both cross-sectional and longitudinal relationships with antisocial behavior. The theoretical model of the current study was based on the disintegration approach of Anhut and Heitmeyer (2000). After some preliminary analysis, a simplified mediation model was tested longitudinal with Mplus in boys with migration background with the dependent variable "total amount of committed crimes" and "violent crime". The data for this work was collected both in an older (10th and 11th grade students) and younger cohort (6th and 7th grade students) for two years. The model fit of mediation model in older cohort was very good, but not satisfactory in younger cohort. From perceived discrimination and negative parenting extend almost always significant paths over the mediator factors (impulsivity, peer delinquency and acceptance of violence) to violent delinquency in the older cohort.

# Session I.2

## Radicalization: Psychological Factors Influencing an Individual in the Radicalization Process

### Symposium: Psychological factors influencing an individual in the radicalization process

**CARMEN HORTENSIA BORA, DAGMAR STROHMEIER, MIHAI ION MARIAN, SIMONA TRIP** | UNIVERSITY OF ORADEA, UNIVERSITY OF APPLIED SCIENCES UPPER AUSTRIA, UNIVERSITY OF ORADEA

### A structural model of the relationships among personality, irrationality, and extremism mind-set in adolescence

**MIHAI ION MARIAN, SIMONA TRIP, CARMEN HORTENSIA BORA, ANGELICA HĂLMĂJAN, GABRIEL ROSEANU, MARIUS DRUGAS** | UNIVERSITY OF ORADEA

This paper focuses on the relationships among personality, irrational cognitions and radicalization. More specifically, we intend to answer the following research question: What roles do play religiosity, ethnicity, age, personality dimensions and irrational beliefs in the radicalization process? The study involved 295 adolescents aged from 15 to 17 years, of these 170 were boys and 125 were girls. Structural equation modeling (SEM) was the tool for data analysis. SEM was availed to build and test the relationship between the constructs analyzed. Maximum Likelihood (ML) estimation was used to create the model. Some fit indices such as CFI and RMSEA were computed and serve to indicate the aptness of the model. The endogenous variables in our model are the following: frustration intolerance to rules, demands for fairness, self-downing, War-justification of violent acts, God-justification of violence in the name of God, West-sins of the Western nations, and ethnicity. Exogenous variables are represented by religion, age, extraversion, agreeableness, neuroticism, conscientiousness, and intellect/imagination. Causal model for radicalization tested by AMOS indicates a high match degree ( $\chi^2(60)=340,916; p<.001$ ), taking into account the fact that there are no significant differences between the subjects' data and the matrix based on specific connections in our model. Agreeableness and intellect/imagination have a direct causal relationship with the extremist-mind set. The relationship between neuroticism and extremist mind-set is mediated by self-downing. The results support the causal role played by frustration intolerance to rules, demands for fairness, self-downing in extremist mind-set development in adolescents.

## Cognitive factors involved in young European's worries related to terrorism, violence and discrimination

**CARMEN HORTENSIA BORA, DAGMAR STROHMEIER, GABRIEL ROSEANU, SIMONA TRIP** | UNIVERSITY OF ORADEA

According to Ellis (1962) people's beliefs are at the core of their emotions and behaviors. Cognitive factors, such as cognitions, social axioms (Leung & Bond, 2008) or values, explain individuals' day to day decisions. The purpose of this study is to offer an evidence based perspective over the worries of European young people focusing on the influence of beliefs and values. Beliefs investigated in our study are unconditional self/other acceptance and low frustration tolerance and the values are democracy, human rights, diversity and justice and rule of law. The importance of worries like terrorism, injustice, prejudice, discrimination and racism, violence and crime, war in Europe, religious and/or ethnic conflicts, rise of extreme left-wing parties and rise of extreme right-wing parties was assessed by European young people. The sample consisted in 4003 young people from seven European countries aged between 16 and 25 years. Part of our results showed that unconditional self/other acceptance increase worries like injustice and prejudice, discrimination and racism, meanwhile low frustration tolerance increase worries like violence and crime, terrorism, war in Europe and injustice. These results should guide educational policies, education being the most powerful tool to develop global competencies and foster social progress. This study is part of a broader research within the international project Europe 2038 – Voice of the youth.

## Values and social axioms in relationship with extremist mind-set

**ROSANA STAN, SIMONA TRIP, ROSEANU GABRIEL, ANGELICA HĂLMĂJAN, MARIUS DRUGAȘ, CARMEN BORA, MARIAN MIHAI** | UNIVERSITY OF ORADEA

The specific issues of extremism are an important point on the agenda in discussions at global level looking for solutions in order to solve this social problem. Due to the particular cultural context involved, the present research wants to identify the core predictors for the extremist mind-set on Romanian population. Measured throughout six dimensions: Pro-violence, Vile world, God, West, Divine power and Anti-violence dimensions, on a sample of 584 subjects (average age 26.82, s.d.=11.98, 46.1% females), extremist mind-set has different types of correlation with social axioms (social cynicism, religiosity, fate control, reward, social complexity) (Leung and Bond, 2008) and with values (universalism, benevolence, tradition, conformism, security, power, achievement, hedonism, stimulation and

self-direction) (Schwartz, 2003). For example, in case of social axioms, positive correlations are revealed between social cynicism and Divine power, Vile word, God and West dimension, on one hand, and between fate control and Divine power, God and West dimension, on the other hand. In case of values, negative correlations are revealed in case of universalism with Pro-violence and in case of tradition with Vile word. The implications for the opportunity of training programs in this context will be discussed further.

## Irrational beliefs and personality traits as vulnerability factor for extremist acts

**GABRIEL ROSEANU, ANGELICA HĂLMĂJAN, SIMONA TRIP, CARMEN BORA, MIHAI MARIAN, MARIUS DRUGAȘ, ROSANA STAN | UNIVERSITY OF ORADEA**

Previous findings imply that the thinking pattern of militant extremists exists in the general population (Stankov et al., 2010). The extremist mind-set reflects specific beliefs such as: (a) pro-violence thoughts – the justification or advocacy of violence as a means of ideological goal attainment; (b) vile world perception – seeing the world as an evil, unjust, and miserable place; (c) divine power – supernatural forces or utopian ideology that can serve as a cause and rationale for extremist acts; (d) God connection with war; (e) West – Western countries are seen as aggressors that has committed violence against other countries in the world, implying that violence against the West is acceptable. The terrorist acts are not committed by people who suffer from a mental disorder, but the people that have a peculiar constellation of personality traits (Atran, 2003; McCauley, 2002). Harrington (2013) described the relationship between irrational beliefs and extremist ideology. The present study aims to examine relationship between extremist mind-set, personality and irrational beliefs. A number of 584 participants were involved in the study, 46.1% females and 53.9% males, mean age 26.82 (S.D.=11.98). All subjects completed Militant Extremism Scale, Mini-International Personality Item Pool (Mini-IPIP, Donnellan et al., 2006). Participants under 18 years old filled up The Child and Adolescent Scale of Irrationality (Bernard & Cronan, 1999), and The General Attitude and Belief Scale (DiGiuseppe, Leaf, Exner & Robin, 1988) was completed by the participants older than 18 years. The results revealed strong relationships between adaptability and anti-violence attitudes, but adaptability was positively related with the perception of world as being miserable (Vile World), with the belief that one can sacrifice herself/himself and become a martyr (divine power) and with negative attitude to the Western countries. Intellect/imagination is related with all dimensions of the extremist mind set. Neuroticism seems to be important in developing vile world beliefs, tradition – oriented religious beliefs and perceiving Western countries as aggressors. For participants younger than 18 years old, two of irrational beliefs (low frustration tolerance and self-downing) were related

with pro-violence attitudes. Absolutistic demands for fairness support vile word and West dimensions of the extremist mind-set. Irrationality proved to be a strong predictor for the extremist mind set components. Between irrational beliefs, global evaluation of self and other predict pro-violence attitudes. Absolutistic demands for fairness and the need for approval predict vile world dimension. Justification of violence in the name of God was predicted by global evaluation of self and others together with absolutistic demands for fairness. Paper part of the symposium: Psychological factors influencing an individual in the radicalization process

# Session I.3

## Bullying: Influences on Bullying and Victimization

### Investigating impulsivity and emotion regulation as parameters affecting long-term victimization and its effects on psychopathology

**KYRIAKOS CHARALAMPOUS, MYRIA IOANNOU, PANAYIOTIS STAVRINIDES, STELIOS GEORGIU** | UNIVERSITY OF CYPRUS

Background: Long-term victimization can have tremendous consequences for psychopathology in adolescence and later life, and the investigation of the parameters that constitute someone a long-term victim of school bullying or a victim at risk for the development of mental health problems, is highly important but largely unknown (Kunst & Van Wilsem, 2013). Previous research highlights the importance of high emotion regulation skills (Kim & Cicchetti, 2010) and low trait impulsivity (Low & Espelage, 2014) as protective factors in the relationship between child maltreatment and the development of psychopathology. The present study aims to test (a) the interactions between emotion regulation skills and impulsivity in terms of their effects on long-term victimization and (b) the mediating role of impulsivity and emotion regulation in the relationship between victimization and psychopathology. Methods: A sample of 510 Greek-Cypriot adolescents aged 15–18 years old ( $M = 16.0$ ,  $SD = 0.90$ ) were asked to complete a set of questionnaires at two time points with a 4-month interval. The participants completed the Greek forms of the Barratt Impulsivity Scale (BIS-11), the Strengths and Difficulties Questionnaire (SDQ), the Cognitive Emotion Regulation Questionnaire (CERQ) and the Revised Olweus Bullying Victimization Questionnaire (BVQ-R). Results: The analyses

are currently being processed using structural equation modelling. The findings of the present study will add in the literature concerning the risk factors for continuous victimization and will shed light on the potential effectiveness of interventions emphasizing on emotion regulation and self-control (low impulsivity), both for the prevention of long-term victimization and psychopathology development in victims.

## Mindfulness: A blessing or a curse?

**PANAYIOTIS STAVRINIDES, MYRIA IOANNOU, KYRIAKOS CHARALAMBOUS, STELIOS GEORGIU** | UNIVERSITY OF CYPRUS

Background: Previous literature shows the impact of victimization on adolescents' psychopathology, including internalizing emotional problems and social isolation, which may persist up to adulthood (e.g., McDougall & Vaillancourt, 2015). Mindfulness and psychopathic traits are two parameters thought to have opposite roles in bullying involvement and psychopathology development (protective and risk factors, respectively) (Jha et al., 2010; Sutton et al., 1999). The interaction between mindfulness and psychopathic traits and their concurrent impact on bullying involvement and psychopathology development remains uninvestigated. The present study aims to test the mediating or moderating role of mindfulness in the relationship between psychopathic traits, bullying involvement and internalizing/externalizing problems. Method: 405 students aged 15–18 years old from secondary schools in Cyprus participated in the study and completed the BVQ-R (Olweus, 1996), the PECK (Hunt, Peters & Rapee, 2012), the YPI (Andershed, Kerr, Stattin, & Levander, 2002), the CAMM (Greco, Baer, & Smith, 2011), and the SDQ (Goodman, 1997). Confirmatory factor analyses and structural equation models were conducted to examine our hypotheses. Results: High interpersonal psychopathic traits predicted higher mindfulness, which predicted bullying (full mediation was found). Low mindfulness increased the risk to get involved in bullying in cases of high behavioral psychopathy traits. At the same time, when with low psychopathic traits, high levels of mindfulness could protect adolescents from developing internalizing problems after victimization. The findings show a twofold role of mindfulness on bullying involvement and psychopathology development, depending on the levels of psychopathic traits and theoretical and practical implications are discussed.

## Parenting practices and personal characteristics as parameters of bullying and victimization: A mixed method design

**MILITSA NIKIFOROU, PANAYIOTIS STAVRINIDES** | UCLAN CYPRUS, UNIVERSITY OF CYPRUS

The first aim of this study was to investigate the impact of parental and personal characteristics on children's involvement in bullying. The second aim was to examine personal characteristics as moderators in the relationship between parenting and bullying. Additionally, the present study aimed to empirically investigate bullies', victims' and bully/victims' characteristics, their family role and their school processes. In order to address these questions, the present study used a mixed method design which included two phases: a quantitative and a qualitative phase. The first phase of the study included 535 children and pre-adolescents and their mothers. Children completed the Parental Authority Questionnaire, the Bullying and Victimization Questionnaire, The Callous-Unemotional Inventory, and the Basic Empathy Scale while mothers completed the Parental Knowledge Questionnaire. The second phase of the study included 5 families (i.e. mothers, fathers, and a target child/pre-adolescent) that were assessed through semi-structure interviews. Results of the first phase of the study showed that authoritarian parental style, parental control and child disclosure were related to bullying and victimization. Also, the relationship between some aspects of parenting and bullying behaviour were moderated by child's CU traits and empathy. In addition, results of the second phase of the study indicated the profiles of children involved in bullying, their families' background and specific school processes that were related to bullying incidents. The findings provided support for the importance of taking both personal and contextual variables into account for understanding the development of bullying and victimization during childhood and adolescence.

## Creating positive school climates: How relationship quality mediates the relationship between teaching quality and academic teasing

**LARS DIETRICH** | HUMBOLDT-UNIVERSITÄT ZU BERLIN

**Background.** Previous research has found that teaching quality predicts academic teasing behavior among students, as well as the quality of student-teacher and student-student relationships in schools. As a result, it has been theorized that the quality of relationships in schools is an important factor impacting academic and social-emotional student outcomes. **Aim.** This study tests whether the link between teaching quality and student academic teasing behavior is mediated by the quality of student-teacher and student-student relationships. **Methods.** The analytic sample is based on Tripod survey data from the academic years 2013 to 2015 (N=146,044 students from 7,247 classrooms in 131 schools). Participants are secondary students (grades 7–12) across the United States. Structural regression (SR) modelling is applied to develop complex classroom-level path models with

observed variables and latent factors. Mplus 8's complex data option controls for clustering effects at the school-level. Two latent factors developed from six Tripod survey items measure student-teacher and student-student relationship quality, and the Tripod survey item "In this class, students get teased for making mistakes" measures academic teasing. Teaching quality is measured by the Tripod 7Cs. In order to choose the final model, this study compares path models on the basis of the model fit statistics RMSEA, SRMR, and CFI. In cases of comparable fit, more parsimonious models are given preference. Results. Results suggest that approximately half of the relationship between teaching quality and academic teasing (approximately 1/4 th of a standard deviation) is mediated by the quality of student-teacher and student-student relationships. Implications are discussed.

# Session II.1

## Bullying: Group-Related (Cyber-)Bullying

### Are there distinct patterns of ethnic online aggression? A latent profile analysis of online behavior and experiences by adolescents in Germany

**ANJA SCHULTZE-KRUMBHOLZ, JAN PFETSCH**  
TECHNISCHE UNIVERSITÄT BERLIN

According to the 2015 Ageing report of the European Commission, migration to Europe has been constantly increasing since around 2000 and will continue doing so for the next 20 years. Thus, adolescents are increasingly faced with diversity and ethnic heterogeneity in the offline, but also the online world. Apart from potentially favorable effects on social behavior, negative incidents are reported repeatedly. However, little is known about the nature of this behavior or these experiences, especially in the online context. Since ethnic victimization directly threatens adolescents' identity development as well as their psychological well-being (cf. Schmitt, Branscombe, Postmes & Garcia, 2014) more knowledge is urgently needed. In the present study, we aimed to identify patterns of experiences as well as behavior related to ethnic online aggression using data from 191 adolescent students (Mage = 14.78 years, SDage = 1.24 years, rangeage = 12–18 years; 52.9% female, 41.9% male) from Grades 8 to 12. Of those who provided information on this, 75.6% reported to have a migrant background. Separate latent profile analyses were conducted for five different

reasons of aggression for cybervictimization and cyberaggression, respectively. Preliminary analyses show different solutions for the two constructs. For cybervictimization, a 6-class solution seemed most fitting. Examining cyberaggression yielded a 4-class solution. Class descriptions and implications will be discussed as well as the relationship with potential outcomes such as stress, heightened vigilance, and school well-being.

## Do mental illness stereotypes predict bystander behaviour in cyber-bullying? An application of the stereotype content model

**ANKE GÖRZIG** | UNIVERSITY OF WEST LONDON;  
**SALLY PALMER** | GOLDSMITHS, UNIVERSITY OF LONDON

Individuals from discriminated against backgrounds and in particular those with mental health difficulties are disproportionately represented as victims in bullying events. The behaviours of bystanders in bullying events are a crucial factor for the psychological impact on the victim and for prevention strategies (Salmivalli, 2010). Research applying the Stereotype Content Model (SCM; Cuddy, Fiske & Glick, 2008) to mental health conditions has shown that different mental health conditions are perceived differently on the stereotypic dimensions put forward by the model. Behavioural tendencies towards individuals with a certain mental health condition can be predicted from those stereotypic perceptions (Sadler, 2012, 2015). The current research aimed to determine whether the behaviours of bystanders towards an individual with a particular mental health condition is associated with the stereotypic perception of that mental health condition. Two-hundred-fifteen undergraduate students (132 female) aged 18–35 ( $M=22.5$ ) were randomly allocated to one of four conditions. Participants were presented with a cyber-bullying scenario where the victim was represented as a fellow student with one of three mental health conditions (autism, depression, schizophrenia) or a typical student (control). Behavioural intentions following the scenario, stereotypic traits and attitudes associated with the mental health condition as well as contextual factors (e.g., group identification, empathy) were assessed. Multinomial regression analyses using the victim's group membership as the dependent variable demonstrated that behavioural intentions varied between mental health conditions in comparison to the control group whilst taking stereotypic expectancies and contextual factors into account. Implication for prevention and intervention strategies will be discussed.

## Comparison, rivalry and threat: The impact of gender, ethnicity, and the color red on negative emotions and perceived threat using electromyograms and functional magnetic response imaging

**DANIELA NIESTA KAYSER** | UNIVERSITÄT POTSDAM

In two studies we show that negative stereotypical evaluations of same-sex and same-ethnicity targets take place in situations that are considered to trigger comparison processes. This finding is pronounced when target persons are paired with the color red. In study 1 we asked the female participants (N=72) to view target pictures presented on the screen hereby systematically varying the gender and ethnicity (Caucasian, Arab and Afro-American) of the displayed persons and the color on the picture frame (red vs. green). We find a three-way interaction of gender, ethnicity and color, according to which female targets yield a stronger negative emotional effect when they belong to the same ethnicity (as compared with other ethnicity groups) and are paired with red. Male pictures, however, are attenuated in affective negativity when they belong to the same (as opposed to other) ethnicity groups, when presented in red. These same-sex effects in our female sample shown by automatic facial reactions of the corrugator supercilii are replicated with participants' ratings pertaining to attractiveness, trustworthiness, and dominance of target persons. In Study 2 we replicate and extend these findings in a functional magnetic resonance imaging scanner with male respondents (N=24). Participants were exposed to the identical picture set as in Study 1, hereby again varying the surrounding of the stimuli pictures between red and green. We find that the exposure of male participants to faces of male compared with female targets yield a greater activation of neural regions associated with potential threat thereby mirroring perceptions of rivalry. Furthermore, we find a stronger activation in the anterior insula and the cingulate cortex, both brain regions associated with potential threat when the male participants were exposed to faces of same-ethnicity male targets (i.e., European Caucasian targets) as compared with other-ethnicity male targets (i.e., Asian or Arab targets). Most importantly, the activation of brain regions associated with threat was strongest in the red compared with the green color condition when participants looked at Caucasian as compared with Arab or Afro-American targets. These findings imply a higher salience in processing of negative emotions in the red compared with the green condition in a male same-sex rivalry context. Interestingly, rivalry is experienced when viewing pictures of target persons that qualify to belong to one's in-group, which is documented by greater negative emotional reactions in facial muscles, more activity in brain regions related to perceived threat, and respondents' self-evaluations. Stereo-

typical and aggressive consequences likely associated with the documented reactions are discussed and implications for same-sex and same-ethnicity rivalry are drawn.

# Session II.2

## Radicalization:

### Pathways and Processes Leading to Radicalization

#### Getting others onto a violent track? An analysis of hate speech and incitement to violent acts in extremist online communication

**THOMAS GÖRGEN, BENJAMIN KRAUS, JENS STRUCK**  
DEUTSCHE HOCHSCHULE DER POLIZEI

Rationale: While digital media and online communication are transforming almost every segment of everyday life, they also leave their traces in trajectories to radicalization and in the genesis and phenomenology of extremist violent acts. Extremist groups and individuals are using the Internet and social media as means of proclaiming their views, exchanging tactical and strategic information, recruiting supporters, and inciting them to violent acts. The latter aspect has rarely been taken into account in research on extremism and is at the centre of study presented here. Method: Comparative analyses take into account Salafism/jihadism, right-wing extremism, and left-wing extremism and are based on about 450 pieces of online material and on more than 150 files of cases of incitement to extremist violence handled by German criminal courts. Content analyses of extremist "calls to arms" require consideration of historical, cultural, political, and linguistic factors and are conducted by recourse to techniques developed in hermeneutic approaches. Core results and implications: The presentation provides insight into the possibilities to decode hate speech as an incitement to violent extremist acts. Furthermore it gives information about the frequency, spread, content, and of course rhetorical strategies as well as specific narratives. Finally the judicial sentencing and sanctions will be shown and perspectives how to handle this form of online communication.

## Developmental pathways to demonstrative targeted attacks – A comparison of jihadist attackers and school attackers

**VINCENZ LEUSCHNER, NILS BÖCKLER, ANDREAS ZICK, HERBERT SCHEITHAUER** | BERLIN SCHOOL OF ECONOMICS AND LAW, INSTITUT PSYCHOLOGIE & BEDROHUNGSMANAGEMENT DARMSTADT, UNIVERSITÄT BIELEFELD, FREIE UNIVERSITÄT BERLIN

Over the past fifteen years Europe has witnessed a number of targeted attacks in schools by young perpetrators and terrorist attacks in public places by Jihadists. Although both forms of targeted attacks show some similarities there are hardly any comparative research which analyses the similarities and differences in the course of action and the developmental pathways of perpetrators towards the attack. In order to fill this gap, our presentation presents findings from a qualitative analysis of prosecution files comparing the developmental pathways of German school attackers (N = 7; age range: 13 to 23) and Islamist attackers (N = 7; age range: 21 to 28 years) who committed their attacks between 2000 and 2013. Using theoretical coding and constant case comparison, the contribution shows that the two phenomena have overlaps in which developmental processes and social mechanisms are similar. Both school attackers and Jihadist attackers frame their act of violence using cultural scripts and perform the attack on a public stage where victims are attacked not on the basis of personal conflicts but because of their symbolic meaning. Taking into account the similarities in the perpetrators' developmental pathways, the authors propose that it might be more fruitful from an operational perspective to discuss severe target school violence and terrorist attacks under a common concept of demonstrative violence than to artificially assign them to exclusive classes of violence. Such a conceptualization has also strong influence on prevention efforts as it focuses on common social mechanisms rather than different ideological backgrounds.

## Leaking in terroristic attacks

**REBECCA BONDÜ** | PSYCHOLOGISCHE HOCHSCHULE BERLIN

Leaking is defined as announcements of acts of severe violence. By this behavior a person may signal an interest in, ideas about, or even plans for committing such an act. The phenomenon has first been described with regards to school shootings, but by now has also been transferred to further forms of violence, such as terroristic attacks. Several studies have described high rates of leaking also among those committing a terroristic attack for a range of different motives. Hence, leaking may also serve as a starting point for preventive purposes of these attacks. The present talk will

highlight the current state of research on the prevalence and circumstances of leaking in terroristic attacks. It will discuss if and how previous knowledge about leaking in school shootings might be transferred to those attacks and it can be made fertile for preventive efforts in this field of research. Specific problems and challenges in doing so will be outlined.

## Offender profiles in regard to political and religious motivated violence

**DOMINIC KUDLACEK** | CRIMINOLOGICAL RESEARCH INSTITUTE OF LOWER SAXONY - GERMANY

The latest report of the Federal Ministry of the Interior, Building and Community reveals an increase of political and religious motivated hate crime offences over the last decade. This paper presents results from a workup of biographies from political and religious motivated offenders who have committed a violent hate crime in Germany. Results indicate here as well, that the offenders very often show mental health disorders in advance of their attacks, such as social phobia and anxiety or bipolar affective disorder, depression and or paranoid and narcissistic personality disorder. Aside of that it was found, that the internet and social media have shown limited relevance for the processes of radicalisation. Preventive measures and assessment tools should therefore focus more on mental health issues instead of the internet and digital propaganda.

# Session III.1

## Bullying: Bullying in the Workplace

### Symposium: Teachers' different roles in cases of traditional and cyber bullying

IDA SJURSØ, HILDEGUNN FANDREM, E. ROLAND | UNIVERSITY OF STAVANGER

### Teacher bullying – a literature review

KARI S. GUSFRE, JANNE STØEN, HILDEGUNN FANDREM | UNIVERSITY OF STAVANGER

Up to now, research on bullying has mostly focused on bullying between peers. The Norwegian annual pupil-survey shows that around two percent of the pupils experience teacher bullying. The Norwegian education Act states the right to feel safe and experience well-being at school, and strictly forbids all kinds of humiliation against pupils. The law especially emphasizes school-leader's and school-authorities' duty to act if any teacher or school employee humiliates or need more knowledge on the nature and consequences, and how to combat this kind of bullying. This paper aims to review the existing research on the topic, identified through systematic searches in different databases. Teachers or other school-staff who humiliate or bully pupils were the main criteria for identifying the relevant studies. The key words used in the searches were different combinations of "bullying", "humiliation", "victimization", "harassment", "adult" and "teacher". The paper contains mostly peer-reviewed articles from western cultures and critically evaluates and summarizes what present research shows. This type of bullying occurs in all studies, but the measured prevalence differs a lot between countries and within different school-contexts. This may have to do with a variety of methods, validity and reliabilities in the different studies. The paper also discusses different kinds of negative acts, possible reasons for these, consequences and measures. Finally, the need for further research on this topic is discussed.

## Victim's perceived social support from teachers in long lasting cases of traditional and cyberbullying in Norway and Ireland

**IDA SJURSØ, HILDEGUNN FANDREM, E. ROLAND** | UNIVERSITY OF STAVANGER

The Norwegian annual pupils survey shows that 40,5% of the students who are bullied says that no adults in the school knew about the bullying. Additionally 16% reports that the school knew, but that they did not do anything (Utdanningsdirektoratet, 2017). Behind these numbers we find different teachers. This study investigates victims of bullying and their perceived social support from teachers in long lasting cases of traditional and cyberbullying. Social support could be defined as a specific supportive behavior which in general could contribute to a person's physical and mental well-being in addition to possibly function as a buffer under stress (Malecki & Demaray, 2002). The most reported types of social support seems to be emotional and instrumental support (Semmer et al., 2008; Federici & Skaalvik, 2014). The paper presents findings from ten semi-structured interviews from pupils; four Irish and six Norwegian, having experienced either traditional or both traditional and cyber victimization. By long lasting cases of traditional and cyberbullying in this study we refer to closed cases, which had been lasting from 1-7 years. The findings is presented by 4 different teacher 'roles' when looking into the support received when experiencing victimization: safe, ambivalent, passive and aggressive. The findings show that few of the informants describe having experienced a safe teacher, some have experienced ambivalent teachers, half of the informants describe teachers being passive and two of the informants describe experiencing the teacher as a bully. The practical implications of these findings are discussed.

## Cyberbullying of post-primary teachers by pupils in Ireland

**LIAM CHALLENGOR, IRENE CONNOLLY, NORMAN JAMES O'HIGGINS**

DUBLIN CITY UNIVERSITY; DUN LAOGHAIRE INSITUTE OF ART, DESIGN AND TECHNOLOGY

The cyberbullying of teachers by their pupils and the school community has not been researched as widely as peer cyberbullying. The primary focus of this research is to identify the phenomenon of the cyberbullying of post-primary teachers in Ireland. The cyberbullying of teachers by pupils is defined as "the creation of digital texts, images and recordings that portray the teacher in ways that are demeaning and/or ridicule the teacher, which are then transmitted electronically to others" (Kyriacou &

Zuin, 2015, p.267). This research provides further understanding of the online lives of teachers in secondary schools, experiences of victimisation and how this in turn effects a teacher's perception of school climate and help seeking behaviour. Gathering data from 577 post-primary teachers, some of the variables for examination include how teachers self-regulate their profiles on social media, the security and privacy prevention tools used, role model behaviour and their attitudes towards communicating with students online. While 14.8% of participants were aware of another teacher experiencing cyberbullying, only 9.5% (n=55) were direct victims, victimisation predominantly occurred from pupils and parents. This research investigated the types of cyberbullying that teachers experienced and how this in turn effected their own perceptions of school climate by those who had and had not been cyberbullied. Results identify significant difference between victimised and non-victimised teachers. This research utilised a mixed methods design to provide further insight into teacher cyber victimisation, the implications of these findings and recommendations to develop support structures for teachers and schools is discussed.

## Competition and workplace bullying. The moderating role of passive avoidant leadership style.

**PHILIPP SISCHKA, GEORGES STEFFGEN | UNIVERSITY OF LUXEMBOURG**

The aim of the study was to test if competition is a potential risk factor for the occurrence of workplace bullying and if this association depends on the level of passive avoidant leadership style. We proposed that competition and passive avoidant leadership style are positive related to workplace bullying exposure and perpetration. Furthermore, we hypothesized that the effect of competition on workplace bullying exposure and perpetration is moderated through passive avoidant leadership style. An online survey design was employed and data were collected among U.S. employees. The final sample consists of 1,408 respondents. Workplace bullying exposure and perpetration were cross-sectionally assessed via self-labeling and behavioral experience method. Hierarchical regression analyses showed that competition and passive avoidant leadership style are important predictors for workplace bullying exposure and perpetration. Furthermore, the results indicated that the effect of competition on workplace bullying exposure (measured via behavioral method) and self-labeled workplace bullying exposure and perpetration is moderated through passive avoidant leadership style. However, for workplace bullying perpetration (measured via behavioral method) no moderation effect was found. The findings underline the importance of the supervisor's behavior in the occurrence of workplace bullying. Organizations may decrease workplace bullying incidents by training their supervisors to apply a more constructive leadership style.

# Session III.2

## Sexual Aggression: Prevalences and Risk Factors

### Sexual violence victimization among undergraduates at a Chilean University

**GERD BOHNER, LAURA SALDARRIAGA | UNIVERSITÄT BIELEFELD || CAROLINA ROCHA, DIEGO CASTRO, GLORIA JIMÉNEZ-MOYA, HÉCTOR CARVACHO, MARÍA C. VELASCO | PONTIFICIA UNIVERSIDAD CATÓLICA DE CHILE**

As part of a comprehensive campus-wide prevention program, the Pontificia Universidad Católica de Chile (PUC) is implementing a cross-sectional survey on sexual aggression (victimization, perpetration, bystander experiences, and related issues). We report victimization data from the first wave of the survey, which took place in April 2018, i.e. early in the academic year, focusing on undergraduate students (N = 2,046) from three cohorts (Year 1, n = 792; Year 2, n = 601; Year 3, n = 653). Overall, 18.7% of participants reported at least one experience of nonconsensual sexual contact over the previous 12 months (4.3% by force or threat of force; 12.9% while unable to resist; 7.1% by verbal pressure). Women (22.9%) were victimized more frequently than men (9.7%). Among women, victimization rates were highest for Year 1 students (25.7%), intermediate for Year 2 (22.3%), and lowest for Year 3 (19.8%). This might suggest that the university is a safer environment than where students come from before they enter university. In line with this conjecture is the finding that only 10.9% of reported incidents happened in a university context. In most cases, the perpetrators were male (88.9%) and were known by the victim (72.1%); 24.4% were partners, and 35.5% were friends. We will present additional data on risk factors as well as protective factors, and we will discuss our findings in relation to previous research that had suggested higher prevalence rates at Chilean universities.

### Macrosocial and individual factors involved in violence against women by their partners in Europe: A multilevel analysis

**ANTONELLA LUDMILA ZAPATA-CALVENTE, JESÚS L. MEGÍAS, MIGUEL MOYA, DOMINIK SCHOEBI | UNIVERSITY OF GRANADA, UNIVERSITY OF FRIBOURG**

Intimate Partner Violence against Women (IPVAW) is a phenomenon mostly investigated at individual level, ignoring the role of macrosocial variables

and possible interactions between them. In the current study we explored how gender-related macrofactors (traditional gender roles beliefs, attitudes towards equality, economic Gender Equality Index) are related to IPVAV in Europe and how these factors interact with individual-level ones (age, education, childhood victimization, partner's alcohol consumption, aggressive partner) in predicting this violence. Our analysis of the Fundamental Rights Agency Violence Against Women survey (FRA, 2015) highlighted that 26.1% of women in Europe asserted having suffered at least one act of physical, emotional or sexual violence from their current partners. Taking this data and those from the Eurobarometer of Gender Equality and the Gender Equality Index, and using generalized linear mixed models, we found that at country level, attitudes more favourable to equality were related to lower rates of women victimization. Traditional gender roles beliefs (at the country level) did not predict victimization, although they played an important role in cross-level interactions with the individual-level factors related to the partner. Individual-level factors were also related to IPVAV. We suggest that those who wish to reduce the rates of IPVAV victimization focus on promoting social attitudes towards equality and on changing traditional gender role socialization.

## Sexual behaviour between siblings: An international online study on prevalence, protection and risk factors

**RAINER BANSE, LISA HUPPERTZ, KELLY BABCHISHIN, LESLEIGH PULLMAN, MICHAL C. SETO | UNIVERSITÄT BONN**

The aim of the study was to determine the prevalence and predictors of forced and consensual sexual contact (SK) between siblings of different sexes. In an online survey, adults were interviewed in German and English. The German sample (N = 754) lived mainly in Germany and Austria, the English sample (N = 783) mainly in the USA, Canada, Great Britain and Australia. In the German-speaking sample, the prevalence of SK was 12.7%, 87% of which was consensual and 13 % undesired or forced. In addition to explorative sexual behavior, penetrative sexual behavior was predominantly consensual. Forced sexual contact was defined by coercion, bribery or an age difference of the siblings of more than 5 years. Physical neglect and the family's attitude to nudity proved to be predictive of consensual sexual contacts. Sexual abuse by parents and a high level of education were negatively linked to consensual sexual contacts between siblings. Risk factors for sexual abuse between siblings were antisocial traits and antisocial behavior patterns of parents. These results could mainly be replicated in the English sample.

## Aggressive sexual fantasies and aggressive sexual behavior in those with and without sadomasochistic preferences

**JOSEPH BIRKE, REBECCA BONDÜ, MARIE-LUISE HEIDRICH**  
UNIVERSITÄT POTSDAM, PSYCHOLOGISCHE HOCHSCHULE BERLIN

Recent research has provided evidence for the assumption that aggressive sexual fantasies predict aggressive sexual behavior in the general population. However, sexual fantasies including aggression should be common and often consensually acted upon among those with sadomasochistic preferences. Thus, the question arises whether aggressive sexual fantasies also predict (non-consensual) sexual aggressive behavior in this group. We had N = 182 participants with and without sadomasochistic preferences rate the frequency of their aggressive sexual fantasies. We were able to replicate a factor structure similar to that in the general population. Out of this sample, N = 99 reported a preference for sadomasochistic practices; N = 44 reported no such preference. Extremely aggressive sexual fantasies and fantasies about sexual coercion predicted non-consensual sexual behavior beyond other risk factors irrespective of a BDSM preference. Aggressive sexual behavior including potentially consensual aggressive interactions were additionally predicted by a sadomasochistic preference and slightly aggressive sexual fantasies. Hence, severely aggressive sexual fantasies may apparently predispose to non-consensual sexual behavior in both those with and without sadomasochistic preferences.

# Session IV.1

## Bullying and Discrimination: Normative Influences on (Cyber-)Bullying and Discrimination

### Justice sensitivity and normative beliefs predict offline bullying and cyberbullying six months later

**JAN PFETSCH** | TECHNISCHE UNIVERSITÄT BERLIN  
**REBECCA BONDÜ** | PSYCHOLOGISCHE HOCHSCHULE BERLIN

Normative beliefs about aggression (NBA) express the subjective appropriateness of specific forms of aggressive behavior, e.g. physical aggression or cyber aggression. Research has shown a positive relationship of overall NBA for offline bullying (McConville & Cornell, 2003) as well as cyberbullying (Burton, Florell, & Wygant, 2013). How NBA sub-forms predict offline

bullying and cyberbullying, however, is less clear (Wright & Li, 2013). The role of justice sensitivity, as an individual disposition to perceive unfairness and react upon, for both forms of bullying is seldom researched (Bondü, Rothmund, & Gollwitzer, 2016). Justice sensitivity from a perpetrator's perspective (JSP) should be negatively linked, justice sensitivity from a victim's perspective (JSV) should be positively related to bullying. The current study analyzed with structural equation modeling these relationships with  $N = 1070$  students (53% female) at the age of  $M = 13.3$  years ( $SD = 1.7$ ) measured at two time points with a time lag of six months in between (T1: NBA about cyber aggression and NBA for physical aggression, JSP, JSV; T2: cyberbullying and offline bullying). As expected, NBA about cyber aggression was a positive predictor, and NBA for physical aggression was not significantly related to cyberbullying. JSP was a negative predictor, while JSV was not connected to cyberbullying. For offline bullying, on the other hand, NBA about cyber aggression and NBA for physical aggression were significant positive predictors, while JSP predicted offline bullying negatively. Results point at the important role of normative beliefs and justice sensitivity for offline bullying and cyberbullying.

## Emotion regulation, impulsivity and moral disengagement: Longitudinal predictors of bullying profiles

**MYRIA IOANNOU, KYRIAKOS CHARALAMPOUS, STELIOS GEORGIU,  
PANAYIOTIS STAVRINIDES** | UNIVERSITY OF CYPRUS

Background: Recent investigations have been trying to understand the interactions between emotion dysregulation and the involvement in different types of aggressive behavior (e.g., Marsee & Frick, 2007). Brain studies report reduced emotional responses to moral stimuli in young adults with high psychopathic traits, including high impulsivity (Harenski et al., 2009). These findings increase the interest in unraveling the longitudinal relationships between these constructs in the context of school bullying. We aimed to test (a) the longitudinal cross-lagged relationships between impulsivity, moral disengagement, emotion regulation and bullying involvement and (b) the importance of these parameters in predicting the longitudinal bullying profile of adolescents. Method: We examined a sample of 450 Greek-Cypriot middle adolescents aged 15–18 years old ( $M = 16.0$ ,  $SD = 0.90$ ) using a cross-lagged design (three measurements within a 9-month interval). The participants completed the Greek forms of the Youth Psychopathic Inventory (YPI), the Moral Disengagement Scale (MDS), the Cognitive Emotion Regulation Questionnaire (CERQ) and the Revised Olweus Bullying Victimization Questionnaire (BVQ-R). Results: The analyses are currently being conducted with the use of structural equation modeling and latent profile analysis in Mplus. The findings of the study will add in the literature investigating the different types of

adolescents involved in bullying and victimization. Also, the longitudinal investigation using the cross-lagged methodology will reveal the interactions between trait-like parameters (impulsivity, moral disengagement) and time- or context-changing factors (emotion regulation), with the long-term applied aim to shed light on the potential effectiveness of including these dimensions in anti-bullying training programs for adolescents.

## The relation between social value orientation and bullying in team sports contexts – Investigating the moderating role of social-emotional competencies

**MARKUS HESS, STEFAN KRUMM, HERBERT SCHEITHAUER**

GERMAN UNIVERSITY OF HEALTH & SPORTS, FREIE UNIVERSITÄT BERLIN

Behavior in interdependent contexts is guided by social value orientations. In a simplified version, social value orientations either tend to be pro-self, leading to competitive behavior or pro-other, leading to cooperative behavior in social interactions. As the majority of interactions are goal driven, social value orientations are expected to influence these social encounters. Sport represents a context where SVO might be directly observable in many actions. With the present study we first introduce a standardized self-report questionnaire for adolescents measuring SVO within an everyday sports context. In a second step it was hypothesized that in group contexts, pro-self individuals who are low in interpersonal competencies (empathy, perspective-taking) show higher involvement as perpetrators in bullying episodes. We tested this moderated relation between social value orientation in a sports context and bullying in a cross-sectional study with a sample of 450 adolescents (302 male) between 9 and 15 years of age ( $M = 12,4$ ;  $SD = 1,1$  years). Results reveal that high pro-self values are associated with higher bullying perpetration and pro-other values are related to lower bullying. In addition – as expected – social emotional competencies moderate the relation between SVO and bullying perpetration. Results are discussed with respect to the role of social emotional competencies as important aspects moderating the relation between social values held by individuals and their social behavior.

## Linking justice sensitivity, prejudice, and discrimination

**REBECCA BONDÜ** | PSYCHOLOGISCHE HOCHSCHULE BERLIN

**FELICIA ENGELHARD, FELICIA SCHWEMMER** | UNIVERSITÄT KONSTANZ

The tendency to frequently perceive and intensely negatively respond to injustice to one's own disadvantage (victim justice sensitivity) was related to antisocial behavior and conservative values by previous research. Thus,

we assumed that victim justice sensitivity should also be positively related to prejudices against and discrimination of different groups. In contrast, the tendency to frequently perceive and negatively respond to injustice to the disadvantage of others (altruistic perspectives of justice sensitivity), were positively related to prosocial and cooperative behavior by previous research. Hence, we expected those justice-sensitivity perspectives to show negative relations with prejudice and discrimination. We asked  $N = 337$  participants between 16 and 68 years of age ( $M = 26.5$ ,  $SD = 10.93$ ; 79% women) to rate their justice sensitivity, islamophobia, homophobia, and ambivalent sexism against men, as well as self-perpetrated discrimination. Victim justice sensitivity predicted higher levels of discrimination. The altruistic perspectives of justice sensitivity predicted lower levels of prejudice and discrimination. They also mediated the negative effects of experiences of discrimination on self-perpetrated discrimination. Hence, the findings of the present study support the notion that high levels of victim justice sensitivity are related to a broad range of maladaptive behavior. In contrast, the altruistic perspectives of justice sensitivity are potential protective factors against prejudice and discrimination. Furthermore, our results indicate that discrimination may promote discrimination.

# Session IV.2

## **Sexual Aggression: Responses Towards Sexual Aggression Against Women**

### **Effect of motivational orientation on the relationship between sexist humour exposure and the expression of sexually aggressive tendencies against women**

**M. ROMERO-SÁNCHEZ, H. CARRETERO-DIOS, J.L. MEGÍAS**  
UNIVERSITY OF GRANADA

Exposure to sexist humour creates a context in which men feel comfortable expressing aggressive tendencies against women (i.e. self-reported rape proclivity) because this type of humour makes it easier for men who have antagonistic attitudes towards women to express their prejudice without fear of social reprisal. Previous studies have shown that autonomy and control motivations influence aggression as assessed in a subtle context of humour appreciation. In two studies, we examined the hypothesis that priming autonomy versus control motivations would influence the relation-

ship between sexist humour and the expression of sexually aggressive tendencies against women. Study 1 (N = 108) showed that control-primed men with high (vs. low) scores in hostile sexism reported more rape proclivity when they were exposed to sexist humour (vs. neutral humour). In Study 2 (N = 132), these results were partially replicated using an implicit aggression task. These findings highlight the importance of considering both motivational and attitudinal processes in attempting to understand the effect of sexist humour in the expression of aggressive tendencies by men towards women.

## How can we identify police officer's attitudes toward intervention in intimate partner violence cases?

**CELIA SERRANO-MONTILLA, JOSÉ LUIS PADILLA, LUIS MANUEL LOZANO, INMACULADA VALOR-SEGURA** | UNIVERSITY OF GRANADA

Police officers are the first stage that society has to protect intimate partner violence (IPV) victims. Research points out some of these officers still hold tolerant attitudes towards IPV. In Spain, there is not measures to evaluate police attitudes toward this kind of aggression. To evaluate these attitudes there are several scales, being the proposed by Chu & Sun (2014) one of the most popular. It is composed by proactive (pro-arrest and important police task) and reactive (tolerance for domestic violence and minimum police involvement) attitudes toward intervention in IPV cases. The aim of this research is to carry out the adaptation of that scale to Spanish context. Specifically, to fill the gap that exists in the study of validity evidences of the Chu & Sun scale. A total of 296 Spanish police officers took part in the study. We obtained evidences based on internal structure, determining how well items reflects a latent variable and how the items ultimately can be used in the specification of a measurement model. The model with a better fit was the three dimensions bi-factor one. We also found correlations with external variables (e.g., police officers' empathy, ambivalent sexism), obtaining more evidences of validity. Finally, we are investigating into meaning and inequivalence of items which factor loadings don't fit to the expected factors. This research brings to light the importance to have measures to detect correctly patterns that can lead the officers to show inadequacy or suitable responses in IPV incidents.

## The impact of previous sexual victimization on women's emotional and behavioral responses to a sexually risky scenario

**MARTA GARRIDO-MACÍAS, INMACULADA VALOR-SEGURA AND FRANCISCA EXPOSITO** | UNIVERSITY OF GRANADA

Sexual coercion is one of the most humiliating forms of gender violence and may not cause alarm by people who believe that being obligated to perform sexual acts is part of being in a relationship. This research analyzes the influence that previous sexual victimization has on women's emotional and behavioral responses to a sexually risky scenario. It was predicted that victims of sexual coercion would have more tolerance toward partner aggression than no victims (Hypothesis 1) and this relation would be moderated by sexism. Furthermore, sexual aggression would be perceived more negatively in measurement time 2 than measurement time 1 (Hypothesis 2a) and less negatively by victims than no victims (Hypothesis 2b). Finally, it was expected more negative emotions experienced in measurement time 2 than measurement times 1 and 0 (Hypothesis 3a) and by victims than no victims (Hypothesis 3b). College women (N=103) completed a computer task in which they watched a video about a couple scenario that ended in a woman having unwanted sex with her male partner. Participants answered sexism scale and measures about tolerance (implicit), perceptions (probability of leave, responsibility and severity) and emotions in three temporary moments. Results showed that victims tolerated more sexual aggression when they had high hostile and benevolent sexism. Furthermore, women in general, had more negative emotional and behavioral responses in measurement time 2 (vs. time 1 vs. time 0). Finally, women who have been victims of sexual aggression would leave less the relationship, attributed less responsibility to the victim and experienced more negative emotions than no victims.

## The role of the empathy in the negative consequences of sexual objectification

**GEMMA SÁEZ, INMACULADA VALOR-SEGURA, FRANCISCA EXPÓSITO**  
UNIVERSIDAD LOYOLA ANDALUCÍA, UNIVERSIDAD DE GRANADA

According to the objectification theory, when women are sexually objectified their worth is considered only to the extent that their bodies give pleasure and benefits to others. Moreover, sexualization has been considered as an element that elicits the sexual objectification. The present research investigated consequences of female sexualization in female mind attribution, analyzing the role of the empathy as moderator of such

effect. To do so, we conducted an experimental study 2 (sexualization vs non-sexualization) X 2 (empathy vs non-empathy) design. In this online study: First, we exposed participants to a female's photo that portrayed a female target either in a sexualized or non-sexualized way. Secondly, the fifty percent of the participants were asked to empathize with the female of the picture whereas the rest of the participants were not asked to empathize with her. Subsequently, we assessed mind attribution to female of the picture. In the present study 250 participants took part (69 men and 181 female). Results showed a three-way interaction between participant's gender, empathy condition and sexualized condition. Specifically, results showed that only men who did not empathized with the female of picture attributed her less mind to the sexualized women compared to the mind attributed to the non-sexualized women. This study showed the importance of the gender and the empathy in the mind attribution towards sexualized females.

# Session V.1

## Hate Speech:

### Online and offline group-related verbal aggression

#### Hate speech or contempt speech? On the emotional foundations of intergroup verbal aggression.

**MICHAŁ BILEWICZ, WIKTOR SORAL, MIKOŁAJ WINIEWSKI, ALEKSANDRA ŚWIDERSKA** | UNIVERSITY OF WARSAW

Social psychological research has shown that hearing hate speech, a derogatory language about minorities or immigrant groups, increases stereotyping, discrimination and even subtle biases and implicit forms of prejudice (Carnaghi & Maass, 2007; Fasoli, et al., 2015; Greenberg & Pyszczynski, 1985). Although it is known that intergroup verbal aggression can elicit discrimination, the term "hate speech" implies that this process is driven by the emotion of hate. Based on the BIAS map and stereotype content model (Fiske, Cuddy, Glick, & Xu, 2002; Fiske, 2015) we propose that the core emotional mechanism of intergroup verbal aggression is contempt rather than hate. Groups perceived as cold and incompetent often elicit contempt, an emotion leading to passive support for harm towards members of groups stereotyped in such a way. Contempt is the reverse of respect, and it is closely linked to moral disgust (Gervais & Fessler, 2017). On the level of collective emotions, neuroscientific research

based on the BIAS map indicates that people the emotion of contempt causes changes in brain activation: they trigger insula and amygdala activation, while limiting medial prefrontal cortex activation (Harris & Fiske 2006; 2009; 2011). It also motivates violent, non-normative forms of collective action (Tausch et al., 2011). In two nation-wide representative sample correlational studies we analyzed the role of contempt in generating verbal aggression among people exposed to derogatory language. In study 1 we found that people exposed to such language express higher levels of verbal aggression and that this effect is partly mediated by feelings of contempt toward the targets of derogatory language. In study 2 we confirmed that this is contempt rather than hate that mediates the effects of derogatory language exposure on verbal aggression. Study 3 tested the reaction to derogatory language using emotion recognition based on facial expressions (Ekman & Friesen, 1978). This study confirmed that contempt is the most frequently activated emotion when participants are faced with derogatory language about minorities.

## Sexist online hate speech on video platforms: Results of five content analyses

**M. ROHANGIS MOHSENI, NICOLA DÖRING | TU ILMENAU**

Rationale: Sexist discrimination against women is an on-going problem. A modern type of sexist discrimination is Online Hate Speech (OHS): Women may be generally more often the target of OHS than men; and women may be specifically more often the target of sexist OHS than men (Jane, 2016; Wotanis & McMillan, 2014). However, studies on OHS that discriminates against women are lacking. Research is particularly needed on video platforms because they are among the widest-reaching online platforms. Objective: This study investigated if women on video platforms are more often the target of OHS than men (RQ<sub>1</sub>), and if women are more often the target of specifically sexist OHS than men (RQ<sub>2</sub>). Sexist OHS included hate speech that denigrated the target's gender as well as comments that sexually objectified or threatened the target. Methods: The study by Wotanis and McMillan (2014) on sexist OHS on YouTube was chosen for five replications (1: North-American YouTubers from original study; 2: comparable North-American YouTubers; 3: People depicted in fail videos; 4: German YouTubers; 5: German YouNowers). Five quantitative content analyses with a total of N = 24.244 publicly available video comments were conducted. Results: In three of five studies, women on video platforms were generally significantly more often the target of OHS than men (RQ<sub>1</sub>), and women were specifically significantly more often the target of sexist hate speech than men (RQ<sub>2</sub>). Implications: Results indicate that there is a certain pattern of sexist OHS on video platforms, but also that other factors play a role.

# Session V.2

## Bullying and Discrimination: Causes and Consequences

### Gender discrimination: The role of economic inequality

**EVA MORENO-BELLA, GUILHERMO B. WILLIS, MIGUEL MOYA**  
UNIVERSITY OF GRANADA

Economic inequality within a country is relevant because it relates to several social problems. One of such problems is gender inequality: the more economic inequality there is in a country, the more there are gender problems (e.g., less women's salaries, and less percentage of women with an university degree). In this presentation we examined whether attitudes towards both types of inequalities are related. Specifically we investigated if those who perceive more and are more concerned about economic inequality are also those who strive for a more gender egalitarian society. We tested these ideas in one correlational study (N = 143) in which we measured a) perception of income gaps, b) concerns about economic inequality, c) ambivalent sexism and d) gender system justification. Results showed a negative and significant relation between concerns about economic inequality – but not the perception of – and gender system justification. Thus, when individuals are more concerned about economic inequality, they are also more concerned about and justify less the gender system. Implications about gender discrimination are discussed.

### Is there any such thing as a bystander

**VERED WIESENTHAL** | THE HEBREW UNIVERSITY OF JERUSALEM

In schools, aggression takes place in a broad social context, involving many students, all of whom, through their behavior, adopt a position that influences the results. Even though most students tend to report themselves as being opposed to aggression, they often behave in ways that actually lead to and encourage it to continue. Although bystanders form the largest group of those involved in incidents of aggression, and have a sizeable impact on such incidents, their contribution to aggression, in our view, is still underestimated in research and in interventions. Since individuals will not participate in or witness negative events that violate their moral standards, until they have justified to themselves the morality of their actions, we assume that bystanders do not see themselves as participants. Our hypothesis is that bystanders, through several mechanisms of moral justifications (moral disengagement and Belief in a Just World), attempt to reduce dissonance through minimization of their agentic role and conse-

quently they underestimate their part in school aggression and perceive themselves as uninvolved and non-responsible. In fact, we believe that even the term itself, "bystanders", is a euphemistic labeling that reduce their responsibility in schools' aggression. Therefore, our study aim to examine the ways in which bystanders perceives their involvement and responsibility in school aggression, and compare it with how aggressors and victims perceive them.

## Social dominance and social identity as mediators of youth aggression

**THOMAS P. GUMPEL** | THE HEBREW UNIVERSITY OF JERUSALEM

Social identity theory has traditionally examined in-group favoritism as a result of the positive evaluation of one's social group and the need to enhance one's positive social identity that relate to group membership. Despite the fact that group identification predicts the saliency of group identification to self-identity, its relation to outgroup denigration is unclear. Outgroup bias can be attributed to the elevation of the ingroup or denigration of the outgroup, or both. Social dominance theory proposes the existence of a basic human desire to establish and maintain a group based social hierarchy where complex social groups are structured via group based social hierarchies, with several groups on the top and at least one group on the bottom. Sidanius and colleagues have described ideological asymmetry, which refers to systematic differences between members of high-status and low-status groups in the nature of the relationships between group members' basic values and their attitudes toward different groups. Intergroup bias and preferential evaluation of the ingroup relative to the outgroup are conceptually and empirically distinct. Social dominance theory emphasizes the role of social dominance orientation in driving ingroup favoritism and outgroup denigration. We know of no studies which examine such ingroup favoritism and outgroup denigration and its effects on school violence and victimization. In this study, we examine different aspects of social dominance orientation and how it interacts with social identity and is mediated by moral disengagement.

# Session V.3

## Collective Violence: Psychological Factors Influencing an Individual in the Radicalization Process

### The role of ideology in acceptance of collective violence

**MIKOŁAJ WINIEWSKI, DOMINIKA BULSKA** | UNIVERSITY OF WARSAW

Scholars studying intergroup violence distinguish several elements that are crucial for the occurrence of such events. Aggressive ideologies are one of the most important among factors that leads to outbursts of violence (Billig, 1976). Ervin Staub (1989) postulates that ideology is the trigger that help individuals explain frustrations by shifting responsibility for their situation on specific social groups. Dual Process Model, suggested by John Duckitt (2001) is one of the most prominent models integrating two ideological / world view dimensions into explaining prejudice toward other groups. Both Right Wing Authoritarianism (RWA) and Social Dominance Orientation (SDO) are traditionally associated with discrimination and prejudice, however underlying motivations differ. RWA stems from perception of a world as dangerous place and SDO is an outcome of perceiving social world as Darwinian competitive jungle. In current project we tested the role of these are two ideological dimensions in explaining the acceptance of different types of intergroup violence (physical, verbal, isolation, indirect and other). In two large scale representative for Polish population studies (N = 1019, N = 1285) we tested the relation between RWA and SDO and acceptance of different types of violence. Results show that while people with high level of RWA oppose active, confrontational types of violence (such as physical and verbal), as those actions are unlawful, those with high level of SDO accept all active types of violence, as they might help to maintain the status of their ingroup. Our results go in line with the Dual Process Model.

### Antisemitism and acceptance of anti-Jewish violence

**DOMINIKA BULSKA, MIKOŁAJ WINIEWSKI** | UNIVERSITY OF WARSAW

Anti-Jewish hate crimes have a long standing tradition and the most prominent examples are known to broader public from news headlines. Despite the awareness of the consequences of Antisemitism and number of initiatives focused on preventing the violence towards the Jews number of Anti-Jewish hate crimes is relatively high (in reference to size of Jewish community). According to the police data, in 2017 Jews were the third

most attacked ethnic minority (with 112 cases opened), while according to the data of Ministry of Internal Affairs in 2016, out of 962 preparatory proceedings about hate crimes, 17% concerned Jews. In order to address this problem it's crucial to study mechanisms underlying acceptance of the antisemitic attitudes and anti-Jewish violence. This presentation aims to answer questions on relation between antisemitic attitudes and acceptance of violence. Scholars analyzing holocaust and other instances of mass atrocities underline that process of dehumanization driven by ideology is one of the basic condition for violence to occur (Kelman, 1976; Staub, 1989). Following that assumption in two nationwide representative studies conducted in Poland (N = 1019; N = 1285) we tested to what extent different types of Antisemitism (traditional, secondary, conspiracy beliefs) are related to the acceptance of different forms of anti-Jewish violence and whether this relation is mediated by dehumanization of Jews.

## Collective violence as a mean to restore personal control: A model of curvilinear relationship

**WIKTOR SORAL, MICHAŁ BILEWICZ, MIKOŁAJ WINIEWSKI**  
UNIVERSITY OF WARSAW

One of the most frequently cited causes of collective violence (i.e. genocide, ethnic cleansing, pogroms) is the widespread feeling of discord between the aspirations of society members and their current situation, a sense of relative deprivation. Interestingly, in studies so far, little attention was paid to the sense of discord between actions of society members and their outcomes, i.e. sense of control deprivation, and whether such feeling can drive support for the collective violence. Strivings to restore the feeling of personal control may manifest in support or direct involvement in collective violence. However, we expect that control deprivation can turn into collective violence only as long as individuals see that they have at least a slight chance to regain control. From some point, along with the growing sense of uncontrollability, support or direct involvement in collective violence will reduce, as an ineffective strategy. Thus, the relation between control deprivation and collective violence will be curvilinear. We examined these predictions in studies of large, representative samples in Poland. We found evidence for the existence of the predicted curvilinear relation between the intensity of the sense of control deprivation and the support for the use of physical violence against an imaginary group of immigrants. Furthermore, we observed the same relation between control deprivation and the self-reported use of anti-immigrant hate speech. Such relation was particular for those individuals having frequent contact this type of offensive statements. In our presentation, we will discuss these results and present their theoretical and practical significance.

# Session VI.1

## General Aggression: Risk Factors

### It's not only the game, it's also the player: The role of player personality in violent video game preference

ELISABETH HOLL, ANDRÉ MELZER | UNIVERSITY OF LUXEMBOURG

In contrast to the effects of game content, violent video games have less been researched with regard to players' preferences for these games, and whether these preferences are related to certain personality characteristics. Using a novel brief and uni-dimensional self-report measure, the present research examined the role of personality factors and preference for violent video games. A scale of five items was administered in two studies that involved 292 and 180 respondents, respectively. The same scale with two additional items was presented to 190 respondents in the third study, which included measures revealed by prior research to be relevant for understanding violent video game motivation and preference. More specifically, we measured participants' trait aggression, the Dark Triad traits of psychopathy, Machiavellianism, and narcissism. To test for the scale's discriminant validity, trait empathy was also included. In line with other findings in the literature (e.g., Greitemeyer, 2015), results obtained with the self-report measure indicated that players with a propensity for games featuring violent themes show callous, impulsive, and exploitive attributes, whereas narcissism was not a significant predictor. However, and as already suggested by some authors (Hartmann, Möller, & Krause, 2014), a lack of trait empathy was found to predict violent game preferences. The present findings are important with regard to future research on video games that should focus more on the players and their gaming motivation than on the effects of playing alone.

### No pain, no mercy? Effects of emotional victim feedback on aggressive behavior

VANESSA MITSCHKE, MARIO GOLLWITZER, ANDREAS EDER  
UNIVERSITY OF WÜRZBURG, UNIVERSITY OF MUNICH

There is an ongoing discussion whether the aggressor wants to see the victim suffer in a comparable way i.e. suffering hypothesis or if the aggressor wants to deliver a particular message i.e. understanding hypothesis with revenge punishment. In four studies, we modified a competitive reaction time aggression paradigm that included emotional feedback from

the victim via video clips. Participants were provoked and given the opportunity to punish their opponent. The punishment was followed by a short video clip featuring three distinct emotional reactions of the opponent: (1) anger, (2) sadness, (3) pain (and neutral displays as controls). We compared the punishment intensity that was selected by the aggressor in the trials preceding and following the emotional victim feedback. We found a consistent effect of the facial pain display reducing aggressive behaviour in all 4 studies (overall N= 192), supporting the suffering hypothesis. None of the facial displays benefited from a direct feedback (via scale) indicating pain, stressing the strength of employing natural pain displays in contrast to methods that rely on inferring pain (e.g. pain-o-meters). Pairing the facial display of pain with a direct feedback indicating anger did result in a descriptive decrease of the pain effect (dz pain high anger: 0.26; dz pain low anger: 0.43). We found no significant effect of the facial anger display. Punishment after anger displays did not differ from the neutral baseline, consistent with the understanding hypothesis. Facial expressions of sadness only reduced aggressive behavior if disambiguated by direct feedback indicating the absence of anger.

## Islamists in prison: Insights from a file analysis project

**SONJA KING, JOHANN ENDRES, MARK STEMLER**

FRIEDRICH-ALEXANDER-UNIVERSITÄT, KRIMINOLOGISCHER DIENST DES BAYERISCHEN JUSTIZVOLLZUGS, FRIEDRICH-ALEXANDER-UNIVERSITÄT

Violent extremism research is highly in need of quantitative empirical data to substantiate risk assessment approaches and evaluate interventions. At the same time, the field is facing major challenges including access to relevant information and persons. In a cooperation with the Bavarian Ministry of Justice and the Criminological Research Unit of the Bavarian Prison System, we were able to analyze files of N = 70 prisoners who had Islamism-related security labels due to various reasons, ranging from possession of Islamist symbols to a history of serving in (para-)military organizations abroad. In the prison context, these inmates are assigned security labels for being associated with the Salafist scene or with Islamist terror, or for being suspected of being involved. To collect information systematically, we summarized these prisoners' files in a first step and then coded items from risk assessment procedures, a list of behaviors indicating radical beliefs and attitudes as well as biographical strains correlated with criminal reoffending. Our findings suggest that prisoners' files are a valuable source of information in general, and many items used to assess risk for extremist offending differentiate between different groups of prisoners. We will report differences in the prisoners' histories and behaviors and discuss methodological challenges as well as limitations regarding the interpretation of our results.

# Session VI.2

## Radicalization: Extremism and Islamism

### Symposium: Extremist mindset in Romania: A new scale and its predictive value in organizational settings

**MARIUS DRUGAȘ, ANGELICA HĂLMĂJAN, GABRIEL ROȘEANU**  
UNIVERSITY OF ORADEA

### The development of a scale measuring extremist mindset in Romania

**MARIUS DRUGAȘ, SIMONA TRIP, GABRIEL ROȘEANU, ANGELICA HĂLMĂJAN, MIHAI MARIAN, CARMEN BORA** | UNIVERSITY OF ORADEA

We currently refer to the extremist mindset as a social attitude, consisting in accepting, supporting or suggesting the use of violent means to achieve social or political goals set by him/herself or by a group. It is important to note that it can range from non-existent to very strong, so theoretically every member of the society can be located on this continuum. Our aim was to develop a scale to measure extremist mindset, applicable to the general population, using a sample of 585 Romanian participants. We started from Stankov et al. (2010) scales measuring militant extremism, we combined the items and we conducted a confirmatory factor analysis on the 48 items. A good model fit was indicated by the statistical coefficients:  $TLI = 0.87$ ,  $\chi^2 = 1315.43$ ,  $df = 855$ ,  $RMSEA = .051$ . We reached a 6 factors solution: accepting violence as a mean of salvation (Proviolence), believing that the world today is evil and miserable (Vile world), violence in the name of God (God), blaming the Western countries for the aggressions (West), using negotiations and compromise for salvation (Antiviolence), and trusting God and the divine plan (Divine power). The internal consistency coefficients were satisfactory. The scale has already been used in a few studies aiming to identify the impact of radicalization on work engagement and the perception of extremists by Romanian professionals working for NATO.

## How are the extremists perceived by the Romanian professionals working in NATO and the information and security services?

**SIMONA TRIP, GINETA COVACI, ROSEANU GABRIEL, CARMEN BORA, ANGELICA HĂLMĂJAN, MARIUS DRUGAȘ, MIHAI MARIAN**  
UNIVERSITY OF ORADEA

Radicalization is the process of developing extremist beliefs, feelings and behaviors that justify intergroup violence. How to identify vulnerable people at risk of radicalisation? The present study aims to respond this question by of answers offers by Romanian professionals working in NATO and the information and security services. A sample of 53 professionals (15 females and 38 males) complete four scales measuring irrational beliefs, values, social axioms and militant extremist mind-set. They were asked to fill up each scale based on their experience with extremist people by thinking how these persons could answer each item. The results showed a strong overlap between militant extremism mind set and reward for application. A powerful belief in a just world overlaps with advocacy of the use of violence to revenge or gain redemption (Pro-violence), with perception of world as being miserable (Vile world), with tradition-oriented religious beliefs (God), with seeing Western countries as aggressors (West) and with justification of violence by committing it in the name of God (Divine power). Divine power, West, God and Pro-violence were specific components for people high in social cynicism that represents a negative view of human nature. Extremists highly endorsing the beliefs in divine power, vile world and pro-violence proved to be sensitive and to guide their behaviors based on situational changings (social complexity). Power (social status, control over people) seems to be the most powerful radicalization motive. Global evaluation of human worth (belief that some people have more worth than others) was related with extremist mind-set.

## The impact of radicalization on work engagement in Romanian organizations

**ANGELICA HĂLMĂJAN, SIMONA TRIP, CARMEN BORA, MIHAI MARIAN, MARIUS DRUGAȘ, GABRIEL ROSEANU** | UNIVERSITY OF ORADEA

The research aims to evaluate the impact of radicalization on work engagement and its components: vigor, dedication and absorption. In our model, the facets of radicalization are direct predictors of organizational intentions and behavior. In order to test the model, we used a sample of 311 participants living in the metropolitan area of Oradea, Romania, working adults with a mean age of 32.87 years (S.D. = 10.87). 38.3% of these

were men, and 58.8% were religious active. We measured work engagement and its components using the Utrecht Work Engagement Scale – UWES (Schaufeli, Bakker, & Salanova, 2006) and the Extremist Mind Set Scale – EMSS (Drugş, Trip, Roşeanu, Hălmăjan, Marian & Bora, 2018). We used one factor and multifactorial intergroup designs and we conducted analyses of variance and multilinear regressions. We took into consideration the following moderating factors for work engagement: radicalization (with its components: Proviolence, Vile world, God, West, Antiviolence and Divine Power), being active religiously and some demographic variables. The results showed that including the components of radicalization in the predicting model of work engagement lead to an improvement of the model ( $\Delta R^2 = .297$ ,  $p$

# Posteression

## Gender differences in the neglect coping of romantic relationships' conflict: A mini meta-analysis

**MARÍA ALONSO-FERRES, MARTA GARRIDO-MACÍAS, CELIA SERRANO-MONTILLA, INMACULADA VALOR-SEGURA, FRANCISCA EXPÓSITO**  
UNIVERSITY OF GRANADA

Conflicts are inevitable in interpersonal relationships. These can lead to aggressive behaviours and the deterioration of couple relationships when people deal it destructively. The destructive responses, called "negligence" are those characterized by hostile behaviours that exhibit negativity, competitiveness and damage the relationship. Specifically, these responses allow the atrophy of the relationship through controlling and opposition behaviours (e.g., coercion, abuse, threats, insults or criticism). A central issue that may influence the neglect response adopted in a conflict situation is the gender socialization. Previous researches have shown that men, compared to women, traditionally have been socialized to confront directly a situation of alarm behaving more aggressive, neglect or coercively. Therefore, this research attempted to analyse if there are gender differences in the neglect response adopted during a romantic conflict situation. Five studies (N = 912) were carry on in which participants described a conflict situation with their partner. Gender and negligence were evaluated. The results showed gender differences in four of the five studies, that is, a neglect response was used to a larger extent by men compared to women. Additionally, the five studies were meta-analysed using fixed effects in which the mean (effect size) was weighted by sample size. Overall, the effect was highly significant, such that men used more neglect responses during a romantic relationships conflict than women did. The findings were discussed in light of the importance of gender socialization in (harmful) behaviors within romantic relationships conflicts.

## Emotion regulation mediates the effects of parental rejection on relational aggression in Turkish early adolescents

**TUĞÇE ARAL | UNIVERSITÄT POTSDAM**  
**MERVE ALABAK | MAASTRICHT UNIVERSITY**

Parental acceptance-rejection theory indicated that when children perceived parental rejection (i.e., withdrawal of love and care) it led to psychological and behavioral problems in children (Rohner & Britner, 2002) such as aggression. Another line of research examining parental emotionality (e.g., Parke, Cassidy, Burks, Carson, & Boyum, 1992), child emotion regulation (e.g., Eisenberg, Fabes, Guthrie, et al, 1996) and emotional

security (Davies & Cummings, 1994) found that children's emotion regulation was affected by their parents' punitive emotions and, in turn, affected an array of social behaviors, including aggression. Several studies with Western samples indicate that girls are more relationally aggressive than boys (e.g., Crick, 1997; Crick & Grotpeter, 1995), although this difference has not always emerged (e.g., Henington, Hughes, Cavell, & Thompson, 1998; Tomada & Schneider, 1997). A recent study found that there was no significant difference in terms of relational aggression between Turkish boys and girls in grades four through eight (Ates & Yağmurlu, 2010). The present study examines whether Turkish adolescents' emotion regulation mediates the effect of parental rejection on the relational aggression. The sample was consisted of 593 adolescents (%44 girls) in grades fifth and sixth. Results indicated that there was a significant difference between girls' and boys' rating of parental rejection. Boys rated their parents higher in terms of parental rejection than girls. Regression analysis was conducted and it was found that parental rejection positively predicted adolescents' relational aggression for both boys and girls. Later, hierarchical regression analysis was conducted and results showed that adolescents' emotion regulation mediates the effects of parental rejection on relation aggression, indicating that effect of parental rejection on relational aggression seem to be lessened by the adolescents' capability to manage and moderate their emotions. Results were in line with theory and the previous empirical studies.

## Paths of aggressive behavior in adolescence – between a perpetrator and a victim

**MARZANNA FARNICKA** | ZIELONA GÓRA UNIVERSITY

The aim of this study was to advance our understanding of the development of aggression in boys and girls by testing a model combining insights from both social learning theory and developmental psychopathology. The presented research fits into a trend of searching adequate risk indicators for risk behaviour in adolescents. The study group included 789 adolescents. The main determinants of the observed changes in behavior and development of adolescence victim and perpetrator were: temperamental conditions (CAS, Plomin), attachment patterns (IPPA Greenberg), experienced emotions (Miksik, 2003) and developmental tasks undertaking (QDT, Grzegorzewska, 2015). The study confirmed the effect of sex and age. The results obtained emphasise the need to extend the category of potential indicators of social maladjustment risk and factors protecting young people.

## Too cute to be bad: Baby schema inhibits aggression

**MARTHE CLAIRE FROMMELT, ABIAN LOEWENBRUECK, URSULA HESS**

UNIVERSITY OF POTSDAM, HUMBOLDT UNIVERSITY ZU BERLIN

The baby schema (Lorenz, 1943) defines a set of infantile physical features (e.g. round face, prominent forehead, big eyes, small nose and mouth, and chubby cheeks) that are perceived as "cute". Several studies confirm that the baby schema represents an adaptive function as it evokes caregiving and nurturing behavior in its perceiver (Glocker et al., 2009, Kringelbach et al., 2008). The aggression inhibiting effects of the baby schema in humans have not been experimentally confirmed, thus, an experimental study was conducted addressing the question if higher facial baby schema in a target inhibits aggressive behavior in its perceiver compared to low facial baby schema. The shooter bias paradigm (Correll et. al., 2002) was adapted to assess implicit aggressive responses toward targets with varying facial baby schema. Sixty-eight (54 female) young adults completed a first person shooter task on the computer that included shoot/don't shoot decisions toward threatening and harmless alien avatars, whose faces were parametrically morphed into a version with high or low baby schema features. Response latencies and error rates were analyzed. Results show, that participants needed more time and were less likely to shoot at high facial baby schema targets than at low facial baby schema targets. Moreover, an overall response bias in favor of not shooting high baby schema targets compared to low baby schema targets ( $p < .001$ ,  $d(c) = 1.18$ ) was found. The aggression inhibiting effects of the baby schema were experimentally confirmed. It is assumed that non-aggressive responses to high baby schema appearance are biologically predisposed and are additionally enhanced by social perception.

## Severity and reasons behind religious intolerance in Pakistan: Perceptions of Sunnis, Shias, Ahmadis, and Christians

**TAALIA KHAN, KARIN ÖSTERMAN, KAJ BJÖRKQVIST**

ÅBO AKADEMI UNIVERSITY, VASA, FINLAND

The aim of the study was to investigate a perceived severity of religious intolerance, and reasons behind it, among different religious groups in Pakistan. A questionnaire measuring religious intolerance was completed by 199 university students (females  $M = 23.8$  yrs,  $SD 5.3$ , and males  $M = 24.6$  yrs,  $SD 5.6$ ) from four religious groups: Sunni, Shia, Ahmadi, and Christian. Questions regarding the severity of intolerance were included as well as the following seven scales measuring possible causes for it: impact of the school curriculum, lack of knowledge about other groups, impact of hate literature, lack of social justice, family background and peer pressure, media impact, as well as external power influence and history. Respondents of all groups agreed upon the severe level of religious intoler-

ance towards Ahmadis. Regarding the other religious groups, opinions differed. Sunni respondents rated the seven causes for religious intolerance as lower than the others. Sunni and Shia respondents rated the impact of the school curriculum as the significantly most important reason behind religious intolerance, whereas the Ahmadis and Christians rated hate literature as the most important reason. The results suggest that there is a need for further research into social factors that could reduce religious intolerance in Pakistan. Views of different religious groups need to be taken in consideration.

## Links of justice sensitivity with aggressive and prosocial behavior in middle childhood

**MARIA KLEINFELDT, SOPHIE STRAUSS, REBECCA BONDÜ**  
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Individual differences in justice sensitivity, the tendency to perceive injustice and negatively respond to it, can be measured from 10 years onwards. It has reliably been related to aggression and prosocial behavior in adolescents and adults, but possible relations in middle childhood and links of justice sensitivity with social-emotional and social-cognitive skills still have to be examined. We asked the parents of 249 children between 6 and 9 years about their children's justice sensitivity, aggressive and prosocial behavior, and social skills. In line with assumptions, victim justice sensitivity positively predicted aggressive behavior and negatively predicted prosocial behavior, whereas perpetrator and observer sensitivity positively predicted prosocial behavior. All justice-sensitivity perspectives were positively related to prerequisites of prosocial behavior, such as theory of mind and inhibition. Hence, positive links of victim sensitivity with aggression are apparently not due to deficits in social competencies. Inhibition and effortful control, however, were unrelated and anger reactivity as well as negative affect were positively related to victim sensitivity. Thus, the tendency towards aggressive behavior among victim-sensitive children might better be explained by a tendency towards negative affect, particularly anger. Importantly, justice sensitivity shows links to prosocial and antisocial behavior early on and should, therefore, be considered in research at least from middle childhood onwards.

## Educational discrimination in refugee camps: Experiences of youth refugees in Kenya's Dadaab refugee camps

**DAVID KUNYU** | UNIVERSITÄT POTSDAM

Encamped refugee youth encounter multilevel challenges in their efforts to realize their educational ambitions. They range from limited access to vocational education and training to their experiences of system's isolation and discrimination. The process of their inclusion in educational process

is vital for their development, and for pursuit of a more peaceful and progressive society. This study investigates the implementation of the Youth Education Pack (YEP) program (a vocational education program, implemented by Norwegian Refugee Council (NRC)), in Dadaab refugee camps in Kenya. The qualitative study employs a purposive sampling, with a total of 8 informants from the program, interviewed. They comprised of teachers, students, the alumni and the program's management. Semi-structured interviews were used and the collected data was analyzed thematically. The inductively generated themes broadly address the concept of exclusion and discrimination at various levels of the program's implementation. The study reveals deliberate efforts not to develop relevant learning materials and teaching models for refugees, who are mostly of Somali origin. English learning materials and classroom instructions does not aid learning at all, for these students. Even though NRC is mandated to higher local teachers to teach vocations, it should be considerate enough to hire individuals who can speak Somali. Having assistant instructors in the classroom, who are refugees, yet they barely can comprehend English, does not add value to effective teaching and learning. It was also found that Refugee youth are denied access to industries and enterprises to learn and develop skills. Training for vocations without apprenticeship amounts to not learning the skills. The findings also point out to a deliberate lack of education quality control in the program. The mandated authorities rarely visit the camps to evaluate the program, and whenever they did, no feedback was offered. I conclude that the 'refugee' label is a bad omen to refugee youth. They are discriminated, even on their right to education, on such a basis, and this has led to a degradation of their identity and development of a low self-esteem.

## Reducing hostile attribution bias in elementary school students: Development and evaluation of an image-based prevention intervention

**JANINE NEUHAUS** | BERLIN SCHOOL OF ECONOMICS AND LAW

Children need a repertoire of affective, cognitive, and behavioral competencies to deal with complex social situations appropriately. Literature suggests that attributing hostile intent to others in ambiguous social situations increases the likelihood of aggressive responses (Dodge, 2006). Consequently, reducing biased judgments of peers' intents is a key factor for violence prevention during childhood. In this study (funded by the Berlin State Commission against Violence) we developed and evaluated training material to be used in elementary schools for the prevention of peer violence. Inspired by the Metacognition Study Group's trainings for psychosis (Moritz, Woodward & Metacognition Study Group, 2018), we conceptualized and illustrated ambiguous social scenarios. Every single scenario consists of three images, with the first image referring to the end of the scenario, respectively. In view of each image, children had to choose which

of a given range of narratives could best explain the situation. Moving from image to image children learned to integrate new information and reassess their previous decisions. These cognitive operations were supposed to make children's thinking more flexible. In order to evaluate the training, 70 elementary students were surveyed. Pre-post-comparisons confirmed an increase in these students' cognitive flexibility. However, outcome differences depending on the children's dispositions for aggression indicate that the training (as a single measure) was less efficient for highly aggressive children, compared to those low in aggression. Implications for practice and a proper usage of the training material are finally discussed.

## Interindividual differences in aggressive and avoidant reactions to ambiguous social rejection

**PAULINE PETEREIT, DR. ULRIKE URSA WINFRIEDE KLAU, MACIÁ BUADES-ROTGER, PROF. DR. ULRIKE KRÄMER** | UNIVERSITY OF LUEBECK

Social rejection often leads to aggression, yet not in all circumstances. It is commonly assumed that certain personality traits, such as rejection sensitivity (RS), predispose to more aggressive reactions to rejection. However, the exact mechanisms underlying this enhanced sensitivity are not fully understood. Although individuals are sometimes explicitly rejected, in many instances rejection is expressed in an ambiguous manner. Here, we entertain the hypothesis that rejection-sensitive individuals interpret ambiguous social feedback more negatively than their low-RS counterparts and thus react more aggressively to uncertain signals of rejection. To examine this, we aimed to develop a new paradigm to induce explicit as well as ambiguous social rejection. Participants were shown feedback of putative other participants that rated them in a get-acquainted-game. One group of participants received mainly negative feedback (indicating that most people did not want to meet them), whereas the other group received mainly ambivalent feedback (indicating most people wanted to maybe meet them). After feedback presentation, participants played the Fight-or-Escape-Paradigm (FoE), a competitive reaction time task in which participants can either aggress or avoid the confrontation. We hypothesize that negative feedback will induce negative emotions, whereof anger will predict aggression, while sadness will predict avoidance. Most importantly, we assume that people with high RS will interpret the ambivalent social feedback as rejecting, experience more anger and therefore behave more compared to people low in RS. Data acquisition is still going on. This study will help to understand how explicit and ambiguous social rejection lead to aggression in certain individuals.

## Humor to confront sexism? Conceptualization and first evidences about its empirical nature

**ANDRÉS RIQUELME-RIQUELME, MÓNICA ROMERO-SÁNCHEZ, JESÚS LÓPEZ-MEGÍAS AND HUGO CARRETERO-DIOS** | UNIVERSITY OF GRANADA

Subversive humour is a type of humour that tries to subvert social hierarchies and asymmetries. Feminists have considered it a valuable tool for confronting sexism. However, there is no validated material that enables empirical testing of this assertion. The aim of this research was to build a battery of subversive humorous stimuli and to analyse its content validity (expert judges) and internal structure (exploratory factor analysis). To this end, two studies were carried out. In Study 1, the content validity of a set of items (45 jokes and vignettes) was analysed and conceptually differentiated into three types of humour content: confrontation of sexism, disparagement of men and neutral. Five experts from the University of Granada participated in the evaluation of the contents' belonging (category of humour to which each item belongs) and representativeness (degree to which each item is considered representative of the category). Between-judges agreement showed the differentiation of the three types of humor theoretically proposed. In Study 2, the internal structure of the items was analysed. Participants were undergraduates: 66 women and 52 men, between 18 and 46 years old ( $M = 22.21$ ,  $SD = 4.45$ ). The 37 items derived from Study 1 were administered to participants who rated them in terms of funniness and aversiveness. The results showed the existence of three clearly differentiated factors (type of humour): confrontation of sexism, disparagement of men and neutral. These studies represent a significant first step towards understanding the appreciation of humour that confronts sexism and its possible psychosocial implications.

## Just a joke? Sending anti-Muslim jokes to a Muslim chat partner is linked with hostile attitudes and general aggressiveness

**PHILIPP ROLLIN, JONAS REES, GERD BOHNER**  
FACHHOCHSCHULE BIELEFELD, UNIVERSITÄT BIELEFELD

Disparaging humor at the cost of stigmatized groups is a widespread phenomenon. The number of Internet pages collecting such jokes is growing, and jokes targeting Muslims seem to be particularly pervasive online. At the same time, islamophobic attitudes and hate crime against Muslim institutions are on the rise. Indeed, research on prejudiced norm theory has shown that exposure to disparaging humor may disinhibit expressions of prejudice in social interaction. In the current paper we examined the underlying motives and correlates of communicating anti-Muslim humor toward a Muslim target. To do so, we adapted the Computer Harassment Paradigm, an approach well-established in research on sexual harassment. In an online chat-situation, 160 participants had the

opportunity to repeatedly select one of two jokes (one focusing on Muslims, the other focusing on a different societal group) to be sent to a (computer-simulated) Muslim chat partner. Results showed significant correlations between the number of anti-Muslim jokes sent and self-reported islamophobic attitudes as well as general aggressiveness. We discuss theoretical implications of our findings for the motives underlying the use of disparaging humor and practical applications of the paradigm as a valid, simple, and ethically viable behavioral measure of online hate and discrimination.

### **Bullying as an object of adolescents' analysis. The role of age, gender, status in the group and experiences related to peer aggression**

**ALEKSANDRA TLUSCIAK-DELIOWSKA** | THE MARIA GRZEGORZEWSKA  
PEDAGOGICAL UNIVERSITY IN WARSAW, POLAND

The subject of presentation will be the empirical material gathered under the project focused on the perception and understanding of the problem of bullying from the students' perspective. In addition, the project assumed the exploration of the social context of school class. The study involved 90 students aged 9 to 16 (average age: 12.53), including 41 girls (46%) and 49 boys (54%). The research was carried out using various methods. The first stage consists of quantitative research using the self-report method and peer nomination. In the second stage, qualitative research was conducted using the group interview method and the vignette technique. Focused group interviews were conducted in small groups of students separated based on data from the first stage. During group interviews, students analyzed two hypothetical stories of school bullying presented in graphic form. The presented stories include various types of aggressive behavior, including weight-related teasing, homophobic bullying, cyberbullying, physical aggression. Consideration was given to the way young people understand different behaviors that constitute peer bullying, behavior of witnesses and their determinants, identification with different roles of bullying participants, and possible strategies for solving the problems presented. The results document the specificity, but also, despite many similarities, different perspectives of students who differ in roles in their peer group, sociometric status, age and gender. Results enrich the repertoire of explanations, which can contribute to a better and more comprehensive understanding of the social world of children and youth.

## Traditional bully-victim and cyber bully-victim pathways: The role of gender

**MICHELLE F. WRIGHT** | PENN STATE UNIVERSITY

**SEBASTIAN WACHS** | UNIVERSITÄT POTSDAM

Little attention has been given to traditional bully-victim and cyber bully-victim pathways, and how gender might impact these pathways. The purpose of the present study was to examine longitudinal, bidirectional associations between traditional bully-victim and cyber bully-victim involvement, and the potential differences for boys and girls, using cross-lagged models. These relationships were examined over 4 years. Participants were 1,113 10th graders (M age = 16.43; 51% female; 43% White, 13% Black/African American, 40% Latino/Latina, 3% Asian, and 1% biracial) from two high schools in the Midwestern United States. They completed self-reports of how often they were involved in bullying and cyberbullying as bully-victims at four time points over 4 years, with assessments occurring once a year in 7th grade, 8th grade, 9th grade, and 10th grade. Findings revealed differences in traditional bully-victim and cyber bully-victim pathways for girls and boys. The magnitudes of the associations were stronger when traditional bully-victim predicted cyber bully-victim than when cyber bully-victim predicted traditional bully-victim across the 4 years for girls, while the associations between traditional bully-victim and cyber bully-victim did not differ in magnitude across the 4 years for boys, except for the association between traditional bully-victim and cyber bully-victim in 7th grade. Recommendations are provided to help reduce adolescents' involvement as bully and victims in traditional bullying and cyberbullying.

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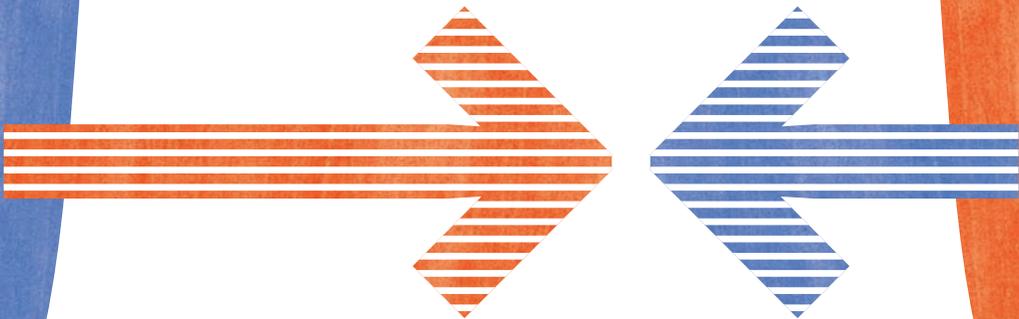
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