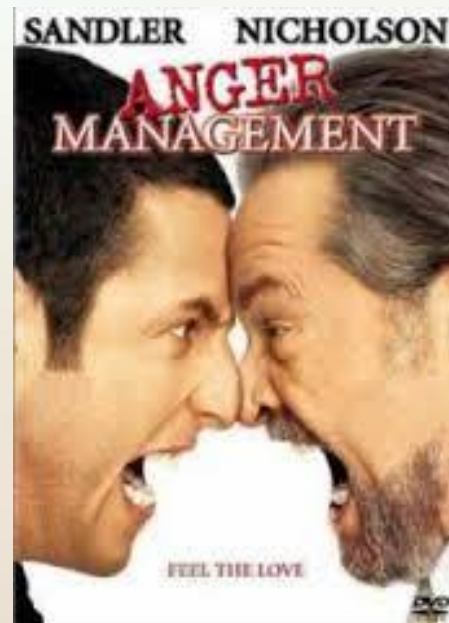


Lecture 2: Media influences on aggression



Media influences on aggression

- A long history of popular fears regarding the effects of violent media is well documented and reinforced in popular culture (Giles, 2010).
- A classic example is Stanley Kubrick's 'Clockwork orange' (1971).
- [clockwork orange](#)



- A further example is 'Child's play 3', wrongly associated with the murder of James Bulger in 1993. (Barker, 1997).

Media content

- Why are we so willing to link violent TV and film to aggression and violence? What about music lyrics and music video?
- Why are we fascinated by `copy cat` acts?
- Are the Media really responsible?
- Individuals who are more likely to act aggressively are `inspired` by the media, but that does not mean that the Media is the cause of the violence... or is it?



- Our lifetime exposure to Media is around nine years (for traditional media viewing), Brewer (2011).
- Estimating our exposure to violence is more difficult. Using the definition of physical force, Wilson et al. (1997) reported figures of around 60% from our total viewing. (NTVS).
- Content analysis is often used to determine the nature and type of violence, however this is confounded with the issues of cartoons, adverts, news programmes and the actual definitions of aggression and violence themselves.
- And, on average, extremely violent movies are seen by 28% of students aged over 10, but Scream was viewed by around 66%! (Sargent et al., 2002). Why?

Different types of aggression

- Indirect aggression- malicious damage, property damage and hostile gestures. This sort of aggression is often portrayed in teenage programmes (Coyne & Archer, 2004).
- Relational aggression- the exploitation of relationships for aggressive ends. For example gossip slander or ostracism (Ostrove et al., 2006).
- It is not surprising that male and female audiences choose differently.



Characteristics of the viewer

- Are young children the most vulnerable?
- According to Anderson et al. (2003) and Gentile (2003) they are, and they feel more anxiety during exposure.
- Young children also have difficulty in distinguishing between fantasy and reality.
- How can researchers reliably assess media influence on children and particularly how can they compare age related differences in media effects?
- A further issue is personality. Do violent individuals select violent viewing? This raises an important point regarding INTERPRETATION.
- Research has shown that an adults commentary following violent media, can alter the children`s interpretation of it (Canter & Wilson, 2003).

Other considerations

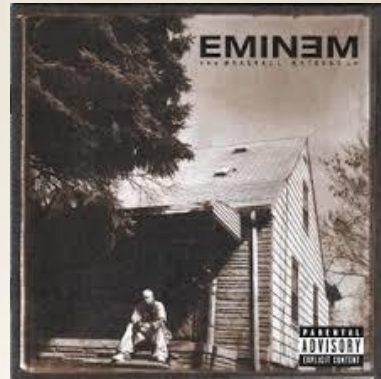
- The consequences of violence-
- This is important because it is not often that we see the consequences for the victim. It is not easy to watch, trivialise or ignore unpleasant consequences. Comstock (1985) suggests that it is far more difficult to imitate violence if the pain of the victim is emphasised.
- An additional point is that less than 20% of the acts on TV are punished, yet those acts that are, are less likely to be copied and those that suffer no consequences are more likely to be imitated (Wilson et al., 1997).
- Justified violence is more likely to provide aggressive responses than other violence. Why? (Script theory- Huesmann & Eron, 1986).

Violent content of TV/Film and Media

- According to the NTVS 90% of movies contain violence, drama's 70%, comedies 35% and reality series 35% (Smith 1998).
- In an analysis of 800 top grossing films, Bleakley et al. (2012) up to 2006, 89% included violence and this steadily increased with time.
- Yokota & Thompson (2000) looked at general audience films targeted at children between 1937 and 1999. 74 films were studied, with all of them containing one or more acts of violence and the duration of the scene increased with time. The common theme was the triumph of good over bad.
- A later analysis (2004), found even more aggression in animated film and TV.

Movie previews and music

- Oliver & Kalyanaraman (2002) looked at 47 previews for movies and found that 76% had at least one scene of aggression and 46% had at least one gun scene.
- Rises in graphic scenes, images and violence is rising steadily from the 1970`s (McIntosh et al., 2003) and Coyne et al. (2011) found that books are ripe with violence.
- Armstrong (2001) looked at 490 `gansta` songs and reported 22% had misogynistic lyrics, and in the analysis, a top selling album by Eminem, 78% of the songs fell into this category.



- Smith & Boyson (2002) analysed 1,962 video`s from music channels-
- 15% contained intentional physical aggression
- Rap contained 29% and heavy metal 27%.
- **The importance of this is the audience:**
- Which is the most popular music for teens?
- 65% of 8—18 year olds listen to rap or hip hop, 32% listen to rock and 27% listen to heavy metal (Roberts et al., 2005).



So, the question is...

Does media violence attract young people?

- Which programmes are most appealing?
- Studies which remove the violence found reduced enjoyment from males but increased enjoyment in females (Berry et al., 1999).
- Weaver & Wilson (2009) edited episodes from prime time TV to create 3 versions;
- 1) graphic violence, 2) sanitized violence, 3) no violence.
- All undergraduate students who viewed the programmes reported enjoying the non violent ones more.

So, the question becomes...

Is it action or violence that is appealing?

- Weaver et al. (2011) created four versions of an original cartoon:
- 1) low action, low violence
- 2) low action, high violence
- 3) high action, low violence
- 4) high action, high violence
- These were shown to 128 children. Results indicated that violence had no impact for ratings of enjoyment, but action did (for boys).

Gender differences

- Compared to girls, boys seek out violent fairy tales (Cantor 1998) films, games and toys (Servin et al., 1999), which persists into adulthood.
- Weaver et al. (2011) highlights the difference between attraction and liking, or more specifically attraction and enjoyment.
- These are two separate things; we may be attracted to certain media, but that doesn't necessarily mean that we will enjoy them.
- Selective exposure- two outcomes- to increase enjoyment through sensation seeking, or to reduce liking or enjoyment.



The research



- Coyne et al. (2008) asked women to view movie clips that were either physically violent, non physically aggressive or, exciting but not physically or verbally aggressive. Following this, they were provided with the opportunity to give feedback and administer a loud noise to an antagonistic researcher. The obvious results prevailed.
- Since the 1950`s much research has been dedicated to test the effects of media on violence (Paik & Comstock, 1994; Wood et al, 1991).

Media violence in the laboratory

- Various theories attempt to provide an answer as to how media impacts on behaviour; Social learning (Bandura, 1961) Social Information Processing: Scripts (Huesmann, 1998), Cognitive priming (Berkowitz, 1984) and desensitisation theory (Murray, 2008).
- Furthermore, much of the research is conducted in laboratory conditions.
- What are the obvious problems with this type of research?

Classic studies



- Bandura & Ross (1961, 1963a, 1963b) found that children who were exposed to an aggressive model were more likely to imitate that behaviour. Furthermore, if the model was rewarded with cookies, they were more likely to copy . In fact the only reasons for not imitating was if the model was punished.
- They also reported that children will learn from animated cartoons (cat-lady).
- Importantly, Hicks (1965) made the observation that the behaviour was still evident 8 months later on.

- Coyne et al. (2008) and Scharrer (2005) also found that adolescents exposed to violence in the laboratory engaged in increased aggression.
- Because of the problems associated with laboratory research, field experiments became more popular.
- Steuer et al. (1971) 3-5 year old children were randomly assigned to watch violent or non violent TV shows in school. Children in the violent group showed significantly more physical aggression towards their peers.
- Boyatzis et al. (1995) showed one episode of power rangers to primary school children and observed their behaviour in the classroom. Compared to a control group, the boys committed significantly more intentional aggression (seven times as much).

- What was so important regarding this study, is that the pro social message displayed at the end of each episode is nowhere as powerful as the violence.
- Liss et al. (1983) also highlights the fact that moral lessons are ineffective when couched in violence.
- However,
- Some researchers; Hill (1997) argue that watching violent TV is a `rite of passage` for adolescents.





Field studies and natural experiments

- Early studies conducted in correctional summer camps in Belgium (Leyens et al., 1975) showed delinquent boys either non violent or violent films over one week. Their levels of physical aggression were recorded and for the violent group their levels of aggression increased. BUT there were problems with the measurement of behaviour- `non independence of data`. i.e. when one boy demonstrated a reaction to another, often other boys `piled in` falsely raising the number of violent acts.
- Feshbach & Singer (1971) looked at the `catharsis` explanation in six boarding schools where children were randomly assigned to watch violent or non violent films. The non violent group displayed more aggression, a result explained by the frustration of not being able to watch the violent TV.

Natural experiments

- Gunter et al. (2002) studying children's viewing patterns in St Helena following the introduction of TV. Teachers' ratings of violent behaviour correlated with the viewing behaviour.
- Joy, Kimball & Zabrack (1986) compared regional areas of Canada (Notel, Unitel & Multitel) and found greater increases of violence in the Notel community as a result of TV exposure to violence.
- Centerwall (1989) compared homicide rates in Canada, US and South Africa. They claimed that the 90% increase in deaths from homicide was due to the early introduction of TV in US and Canada compared to the delayed introduction of TV in South Africa.
- What about other factors that could contribute to crime however?

Longitudinal evidence

- One of the best ways of testing the chicken and egg problem of violence and exposure to aggression.
- Lefkowitz et al. (1977) found that a preference for violent media at age 8 predicts aggression at age 18.
- Johnson et al. (2002) suggested that higher numbers of aggressive acts, assaults and robberies are committed by those individuals exposed to violent TV in adolescence.
- Huesmann and Eron conducted one of the most impressive longitudinal studies in (1986) for over 22 years. They tested pp's at 8, 19 and at 30. They reported that early TV preferences predict the number and seriousness of convictions at age 30 even after controlling for IQ, SES and exposure.

- In addition, they did a three year study of 1,000 children from 5 countries. Despite different crime rates and TV programming, the findings were in the expected direction except for in Australia, and was the same for girls and boys.
- Finally, although the evidence was strongest for early exposure leading to violence, there was some indication of the reverse being true.
- This led Huesmann and Eron to conclude that the precise direction is not crucial as the relationship is probably reciprocal.
- Likewise, Slater (2003) regards the relationship as mutually reinforcing.
- The most recent 15 year longitudinal research from Huesmann and colleagues (2003) supports the idea that both boys and girls are influenced by violent media. 500 children were interviewed and revisited 15 years later. Unlike their early research both boys and girls were equally influenced, because of the acceptance of assertive females, and because of increased violence female characters.

One exception:

- Milavsky et al. (1982) National Broadcasting Company, surveyed some 3,200 young people over a 3-year period, from 1970 to 1973. they reported that whilst there was evidence of aggression as a short term response, this was not linked to long term aggressive behavioural patterns.
- However,
- This is the only finding in this direction. All other longitudinal research indicates a predictive relationship and even goes so far as to predict behavioural problems in school.

Surveys and questionnaires

- Huesmann et al. (2003) **again...** traced media use and aggression over 15 years. They measured TV preference of 500+ children at age 6-10, then followed them up in their twenties.
- In order to address this, they explored whether child TV preferences predict adult TV preferences.
- They found that early exposure and preferences correlated with later adult aggression in both genders. Also, early identification with violent characters and the perceived realism of TV violence predicted later violence, regardless of controlling for other variables.
- They concluded that it is **early childhood exposure** to TV violence that makes the difference.

Who is most at risk?

- Definitely not all individuals under the same level of risk.
- Certain messages are more likely to pose a risk...
- These are `moderating variables`
 - The nature of the violent message (Wilson et al., 2002)
 - Personal characteristics of the child (Bushmann & Huesmann, 2006; Gentile et al., 2004)
 - Environmental factors (Vanderwater, Lee & Shim, 2005)

Cross sectional and correlational research

- One of the most rigorous cross sectional studies was conducted by Messner (1986). He reported that exposure to violent TV was significantly **NEGATIVELY** related to rates of violent crime.
- However, Krahe & Moller (2011) obtained adolescent school children from Germany and asked them to report the frequency of exposure to TV, VG and movies. Experts rated the media by genre and level of violence, which was compared to measures of real life aggression, acceptance of aggression in hypothetical scenarios and their teachers ratings.
- Exposure predicted the teachers ratings!

Early studies

- McIntyre & Teevan (1972) surveyed 2,300 junior and high school children and asked them to list their four favourite programmes, which were analysed for violent content. Measures of aggression were obtained by self report according to a scale of 5 ranging from aggressive acts to serious delinquency. Results were as expected.
- Peer ratings and self reports of violence in hypothetical situations also revealed a similar pattern (Dominic et al., 1972; McLeod et al., 1972).
- Moreover the relationship remained even when controlling for parental education, academic achievement, SES and total amount of viewing time.

More recently:

- Kuntsche et al. (2006) reviewed 30,000 adolescents from eight different countries and found that heavy TV viewing was associated with increased verbal bullying and aggression in all countries even after controlling for gender and age.
- Ybarra et al. (2008) found that exposure to violence on the internet is associated with aggression. Over 1,500 American 10-15year olds were asked about their media viewing, home life, peers and own violent behaviour. Those exposed to depictions of real life engagement with violence were five times more likely to report engaging in violence, even after controlling for household income, trait aggression, alcohol use, delinquent friends and community violence.
- The most popular websites were those involving hate sites, satanic rituals, war or terrorism and those showing people dying.

Qualitative research

- Morrison (1999) interviewed adults and children regarding their understanding of violence and found clear distinctions between playful violence (cartoons) depicted violence (graphic and bloody scenes) and authentic/ naturalistic violence.
- Morrison reported that we base our violence judgements on:
 - 1. how real or convincing the violence is
 - 2. whether or not the violence is justifiable.



Asking the young themselves

- Hagell & Newburn (1994) believe that this is what we should be doing. They interviewed young offenders with violent records and found that these individuals watched less TV and film, demonstrating a lack of engagement with violent media.
- Savage & Yancey (2008) conducted a meta-analysis and concluded that not one study tested hypotheses using meaningful measures, accurate D.V.s or accurate measurements of exposure to violent media.

Meta-analyses

- Meta-analyses are good because they reduce the weaknesses of single studies and they enhance the reliability of findings. They also show that the effects are not purely linked to one country (Huesmann & Eron, 1986).
- Two impressive meta-analyses are by Wood et al (1991) and Paik & Comstock (1994), 23 and 217 studies respectively.
- Whilst they reported correlations as high as .41, the outcome measures were rather broad, as were the stimulus materials.
- Furthermore, Wood et al's study relied on 'emotionally disturbed' children, a particularly vulnerable group.
- In addition, they focused on published studies, which has the potential to be open to publication bias. This is a big concern for much of applied psychology research.

- Hearold (1986) examined 230 studies exploring both pro and anti social influences of TV. He found an effect size of 0.30 between anti social behaviour and violent viewing, which according to Cohen (1988) is a medium effect.
- More recently, Bushman & Anderson (2001) looked at 212 studies looking at the more specific outcome of aggression. They reported a positive significant relationship and, that the effect sizes for studies have been increasing since 1975.
- In addition, they compared the effect sizes between studies on media exposure and violence to other effect sizes in scientific research. For example, the effect size is less between calcium and bone mass, asbestos and cancer, and only slightly higher in smoking and lung cancer.

Value systems and culture

- Our value systems and culture have an impact-
- Schlesinger et al (1998) interviewed 88 men regarding their responses to violent films; the men from `rougher` backgrounds (used to fighting) were more excited by realistic film violence and less likely to label a behaviour as violent if seen as a justifiable punishment.
- Likewise, Gunter (1985) found British audiences viewed knives as more violent than guns. Why?



Videogames

- Thompson & Haninger (2001) assessed 55 `E` (everyone) rated games between 1985 and 2000. 64% included intentional physical aggression and 31% of the game was violent on average. 60% of the games involved injuring someone in order to move forward.
- In `T` (teen) rated games 98% contained violence and this accounted for 36% of the time .
- Scharrer (2004) examined gaming adverts in magazines, out of 1,054 ads, 56% contained violence.
- **Who plays these games?**
- Rideout & Hamel (2006) found that each day, 11% of players are under 6, 60% are between the ages of 8 and 14, with 40% of players being in the 15-18 age category.

Video game violence (VVG)



- An extension of violent film or media or not?
- There are different forms of psychological processing occurring with each activity.
- In gaming, the player is in control of his or her responses. This is different to passive viewing of film. Anderson et al., (2004, 2007) studied children and university students and found that on subsequent learning tasks, aggression could increase by 40%!
- However, Ivory & Kalyanaraman (2007) explored the realism of video games and the subsequent effects. They reported no effects on the aggression measures, only an increase in physiological arousal and excitement.

Why?



- The measure of aggression used by Anderson et al., was simply to blast loud noises at someone, arguably more fun than violent...
- Weber et al. (2006, 2009) using neuroimaging, has identified different patterns of neural activity for defensive violence and lustful aggression. Whilst this is interesting, it tells us very little regarding the long term effects of gaming.
- Olson et al. (2008) used focus groups with adolescent boys, which suggested a role of catharsis, offering the suggestion that VVG's may be a way of reducing violence not causing it...

Theories of media violence:

Social learning theory

- So, catharsis is probably not the answer. So what is?
- One early study (Lovaas, 1961) showed nursery children either violent or non violent cartoons. Then they received 2 toys to play with, a doll that had a lever to hit with and a ball that passes through a maze. The violence exposed children chose the hitting doll toy more frequently to play with.
- Obviously there is the work of Bandura (1961, 1963, 1965), and Bandura referred to this as `disinhibition` because it weakens the normal constraints on behaviour.
- More recently, Bandura (2009) refers to it as abstract modelling as the child is generating a new rule and accompanying behaviour.
- The limitation of this theory is that it only really looks at short term learning, so...

Cognitive priming (Berkowitz, 1984, 1994)

- Stimuli in the media can elicit or activate aggressive thoughts, which in turn `prime` closely related thoughts, feelings and behaviours stored in memory.
- Thus for a short time following exposure, a person remains in a state of activation; a readiness to react, where thoughts and behaviours are at the forefront.
- For example Berkowitz (1973) found that children who read a war comic were more likely to use aggressive words in a sentence construction task, than those who read a neutral comic.

Conditions which enhance priming

- 1) Emotional state (Berkowitz, 1990). If we are in a negative state we are more likely to be primed as we are in a state of readiness (flight or fight).
- 2) Justification (Berkowitz, 1994). If violence is portrayed as morally proper it reduces inhibition.
- 3) Cues in the environment (Jo & Berkowitz, 1994). These remind people and act as triggers to reactivate and sustain thoughts and behaviours. Josephson (1987) showed young boys either violent or non violent TV show which contained walkie talkies. They then went to the gym to play hockey. The referee interviewed the boys beforehand with a walkie talkie. Those exposed to the violence played far more aggressively.
- However, priming only works on previously learned behaviours, so ...

Social information processing (Huesmann, 1998)

- This explains how we develop and maintain behaviour in the form of scripts.
- Information regarding what is likely to happen, how to respond and what is the potential outcome.
- They guide behaviour and aid problem solving and are gained via experience and exposure.
- Once a young child is exposed to high levels of violence or aggression they develop a script that aggression is the way to deal with a situation. Once learned, the script is trialled and learned and therefore reinforced.
- The more it is used the more accessible it becomes and in turn can be triggered by many cues.

A developmental perspective

- Three developmental differences separate infants from junior school age children: level of perceptual processing, fantasy and reality, and concrete to inferential processing.
- In adolescence, metacognitive thinking and adolescent egocentrism play important roles.
- Young children are focused on appearance, sound and action (perceptual boundedness; Springer 2001), whereas older children can focus on the function of scenes, events etc. (Tversky, 1985).
- Older children can be more selective, searching for cues, motives and goals relative to the plot.



Comprehension of reality and fantasy

- The young tend to attribute life to inanimate object, create imaginary friends or talk to TV characters. By age 4 or 5 they can understand whether or not TV is representative of real life by the violations of physical reality (Dorr, 1983).
- However, fantasy characters can still be powerful role models. It is only by 7 or 8 that they begin using multiple cues to judge reality (Wright et al., 1994).
- As they get older they think about how `possible` the behaviour may be, and by the teenage years they reason in terms of how `plausible` the actions or events may be (Dorr 1983).

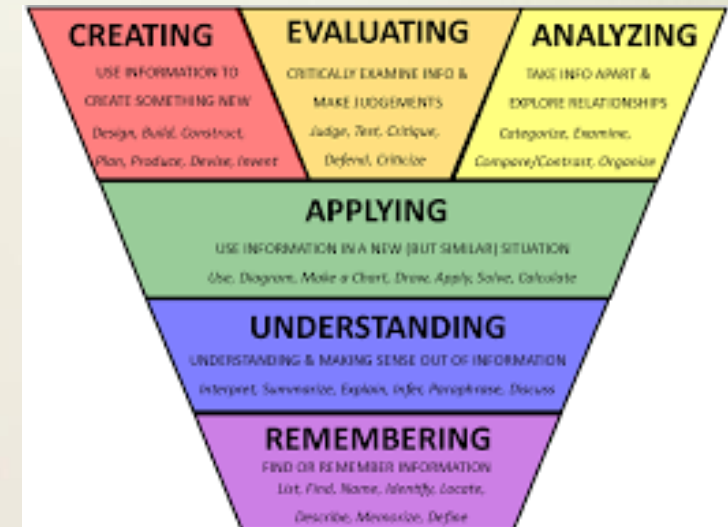


Concrete to inferential thinking

- The young focus on explicit tangible evidence, whereas in much of the media storylines, it is necessary to appreciate the implicit or implied meaning.
- Moreover, temporal contiguity affects children's ability to link scenes together. Until around 9 or 10 children find it difficult to make these judgements (Collins , 1983).

Metacognition

- This is the ability to comprehend, monitor and adjust ones own thought processes during a task.
- Both young and older children find this a challenge (Flavell et al., 2002).
- However by adolescence cognitive skills become routinized therefore freeing up more cognitive resources and allowing the teen to access higher order thinking processes.



Adolescent egocentrism



- Adolescence is the time for experimenting with identity, moving away from parental guidance and shifting towards peers. Adolescents are confronted with decisions involving risk and can appear invincible at times.
- Egocentrism is manifested by a preoccupation with one's own thought and experiences (Greene et al., 2002) and the underestimation of one's own risk.
- Lower processing and activity in the frontal cortex is found in adolescence and when exposed to entertainment violence they often show poorer executive control (Kronenberg et al., 2005).

Can we be desensitised?

- Reduced emotional responsiveness.
- Repeated exposure/viewing can affect our responses and arousal. Habitual consumers of violent screen arousal show low levels of arousal when watching violent movies (Krahe et al., 2011).
- Even within a single programme GSR and heart rate decrease over time during exposure to prolonged violence (Lazarus et al., 1964).
- Farr (2012) argues that this is the reason for the increase in violence in media.

- Children and adults are less emotionally aroused by scenes of real life aggression if they previously watched a violent drama compared to a non violent programme (Thomas et al., 1997).
- Violent video games have the same effect. Carnagey et al. (2007) Students played a violent game for 20 minutes then watched a graphic tape of real life violence. There was less physiological arousal than control group.
- The implications for intervening- Thomas & Drabman (1975). Children shown violent or non violent TV then placed in charge of young children, whilst playing. They were told to get help if the children argued. The primed children were less likely to get help when the young children started fighting.

- Linz et al., (1984, 1988) exposed male undergraduates to 2 weeks of full blown `slasher` films against women. Measures of emotional reaction, perception of violence and attitudes to women in the films were taken.
- Over the 2 weeks their perceptions of violence became less, and when asked to evaluate a rape trial they were less sympathetic and believed it was the woman`s fault.
- **Is desensitisation transitory?**
- Mullin & Linz (1995) varied the amount of time between exposure to violent fictional violence and evaluations of real victims of violence. Males students were exposed to slasher films over 6 days then in an `unrelated` event, asked to watch domestic abuse scene. After 3 days, less sympathy for victim, but after 5 or 7 days, sympathy levels matched the control group.

Food for thought...

- Whilst we can be re-sensitised, does this happen in realty?
- We are constantly exposed to violence, do we have a chance to recover?
- Have we become desensitised without realising?
- Is this a cultural shift?



Guns and media

- Keeping a gun in the house increases the likelihood of homicide or suicide (Miller et al., 2007).
- Jackman et al. (2001) observed 60 boys aged 8-12 as they played in a room full of toys with a hidden unloaded .38 handgun in a drawer. Within 15 minutes, 75% had found it, 63% handled it and 33% fired it.
- Out of 100 top grossing `PG` movies between 1995 and 2004, 70% has at least one gun scene (Binswanger & Cowan, 2009).
- According to priming theory, images of guns can trigger thought or ideas without having been fired. Anderson et al. (1998) found that flashing images on computer primed students to think aggressively.

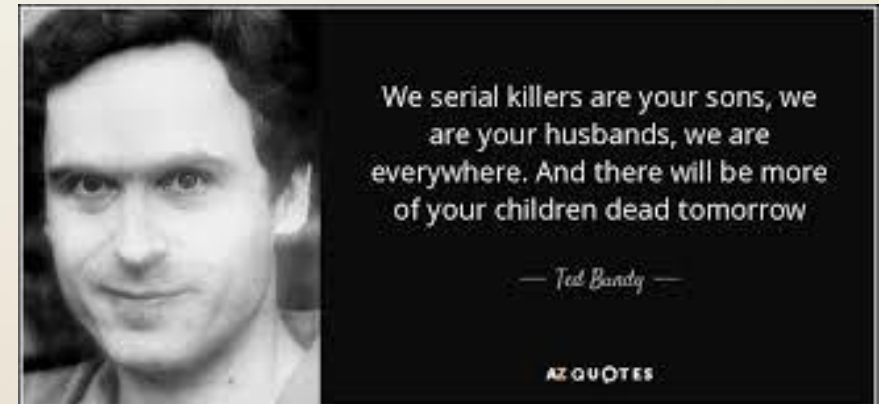
Suicide and media



- Suicide is the third leading cause of death among 10-24 year olds (CDC, 2011). Suicidal thoughts are common in teens; 16% of school children have seriously considered it.
- The media play a role in highlighting it, for example (1994) Kurt Cobain shot himself in the head and media reporting of it was seen to create a concern for copycat behaviour in teen fans.
- This is referred to as the contagion effect (Romer et al., 2006). Because teens identify with the victim, they are more likely to copy their behaviour.
- There are even pro-suicide websites and chat rooms. The contagion effect is stronger in adolescents than adults and they are more sensitive to the effects of priming.

Violent pornography

- There is not enough scope to cover this in the lecture, but here's some more food for thought:
- [Ted Bundy](#)



Can media violence be positive?

- In 1998, Court TV assessed whether TV violence could teach young to be less violent. 513 adolescents were randomly assigned to receive (or not) an anti violence curriculum in school. The 3 week curriculum involved videotaped court cases of teens in risky behaviours where one had died.
- Each week they watched, discussed, role played and completed homework.
- Compared to controls, the verbal and physical aggression was curbed and their levels of empathy increased.



- Huesmann et al., (1983) had students write about the harmful effects of TV violence and the unrealistic nature of specific shows. They later videotaped the children when reading their essays.
- Compared to the `hobby` control group, the children's attitudes and behaviour changed towards violent TV and the relationship diminished. This was still evident 4 months later.
- Interestingly, in studies concerning acquaintance or date rape, the same effects can be found (Wilson et al., 1992; Filotas, 1993). However in both these studies, for some people a boomerang effect was observed; teaching about the perils of violent media enhanced aggression in those inclined to do so...

Concluding comments...

- Media violence is not likely to be the sole cause of adult or youth aggression, nor is it likely to be the single most important contributory factor.
- However, exposure to violent or aggressive media can lead to priming violent behaviour immediately after an encounter.
- Moreover, repeated exposure is predictive of long term aggression into adulthood.
- Girls tend to favour relational aggression, whereas boys will demonstrate a preference for physical behaviour.
- Early childhood exposure poses the most risk to future aggressive acts.