

Longitudinal Relations Between Children's Exposure to TV Violence and Their Aggressive and Violent Behavior in Young Adulthood: 1977–1992

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Although the relation between TV-violence viewing and aggression in childhood has been clearly demonstrated, only a few studies have examined this relation from childhood to adulthood, and these studies of children growing up in the 1960s reported significant relations only for boys. The current study examines the longitudinal relations between TV-violence viewing at ages 6 to 10 and adult aggressive behavior about 15 years later for a sample growing up in the 1970s and 1980s. Follow-up archival data ($N = 450$) and interview data ($N = 329$) reveal that childhood exposure to media violence predicts young adult aggressive behavior for both males and females. Identification with aggressive TV characters and perceived realism of TV violence also predict later aggression. These relations persist even when the effects of socioeconomic status, intellectual ability, and a variety of parenting factors are controlled.

Over the past 40 years, a body of literature has emerged that strongly supports the notion that media-violence viewing is one factor contributing to the development of aggression. The majority of empirical studies have focused on the effects of watching dramatic violence on TV and film. Numerous experimental studies, many static observational studies, and a few longitudinal studies all indicate that exposure to dramatic violence on TV and in the movies is related to violent behavior (Huesmann & Miller, 1994; Huesmann, Moise, & Podolski, 1997). Furthermore, a substantial body of psychological theory has developed explaining the processes through which exposure to violence in the mass media could cause both short- and long-term increases in a child's aggressive and violent behavior (Bandura, 1977; Berkowitz, 1993; Eron, 1963; Huesmann, 1988, 1998; Zillmann, 1979). Long-term effects with children are now generally believed to be primarily

due to long-term observational learning of cognitions (schemas, beliefs, and biases) supporting aggression (Berkowitz, 1993; Huesmann, 1988, 1998), whereas short-term effects with adults and children are recognized as also due to priming (Huesmann, 1998), excitation transfer (Zillmann, 1983), or imitation of specific behaviors. Most researchers of aggression agree that severe aggressive and violent behavior seldom occurs unless there is a convergence of multiple predisposing and precipitating factors such as neurophysiological abnormalities, poor child rearing, socioeconomic deprivation, poor peer relations, attitudes and beliefs supporting aggression, drug and alcohol abuse, frustration and provocation, and other factors. The evidence is already substantial that exposure to media violence is one such long-term predisposing and short-term precipitating factor. The current longitudinal study adds important additional empirical evidence that the effects of childhood exposure to media violence last into young adulthood and increase aggressive behavior at that time for both males and females.

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Theoretical Background

In discussing the alternative theoretical perspectives that have emerged to explain the obtained relations between exposure to violence (family, community, or mass media) and subsequent aggressive behavior in the observer, it is important to distinguish between short-term effects and longer term effects.

In recent theorizing, long-term relations have been ascribed mainly to acquisition through observational learning of three social-cognitive structures: schemas about a hostile world, scripts for social problem solving that focus on aggression, and normative beliefs that aggression is acceptable (Bushman & Huesmann, 2001; Huesmann, 1988, 1998). Building on the accumulating evidence that human and primate young have an innate tendency to imitate whomever they observe (Butterworth, 1999; Wyrwicka, 1996), these theories propose that very young children imitate almost any specific behaviors they see. Observation of specific aggressive behaviors around them increases children's likelihood of behaving in exactly that way (Bandura, 1977; Bandura, Ross, &

Ross, 1963a). Proactive-instrumental aggressive behaviors in children 2 to 4 years old generally appear spontaneously (Tremblay, 2000), as may hostile temper tantrums. However, the observation of specific aggressive behaviors at that age leads to the acquisition of more coordinated aggressive scripts for social problem solving and counteracts environmental forces aimed at conditioning the child out of aggression. As the child grows older, the social scripts acquired through observation of family, peers, community, and the mass media become more complex, abstracted, and automatic in their invocation (Huesmann, 1988). In addition, children's social-cognitive schemas about the world around them begin to be elaborated. In particular, extensive observation of violence around them biases children's world schemas toward attributing hostility to others' actions (Comstock & Paik, 1991; Gerbner, Gross, Morgan, & Signorielli, 1994). Such attributions in turn increase children's likelihood of behaving aggressively (Dodge, 1980; Dodge, Pettit, Bates, & Valente, 1995). As children mature further, normative beliefs about what social behaviors are appropriate become crystallized and begin to act as filters to limit inappropriate social behaviors (Huesmann & Guerra, 1997). Children's own behaviors influence the normative beliefs that develop, but so do the children's observations of the behaviors of those around them, including those observed in the mass media (Guerra, Huesmann, Tolan, Van Acker, & Eron, 1995; Huesmann, 1999; Huesmann, Guerra, Zelli, & Miller, 1992). In summary, social-cognitive observational-learning theory postulates long-term effects of exposure to violence through the influence of exposure on the development of aggressive problem-solving scripts, hostile attributional biases, and normative beliefs approving of aggression.

A major alternative or complementary theory explaining long-term effects is desensitization theory. This theory is based on the empirical fact that most humans seem to have an innate negative emotional response to observing blood, gore, and violence. Increased heart rates, perspiration, and self-reports of discomfort often accompany such exposure (Cline, Croft, & Courier, 1973; Moise-Titus, 1999). However, with repeated exposure to violence, this negative emotional response habituates, and the observer becomes desensitized. The presumption is that lack of a negative emotional response to observing violence also indicates a flat response to planning violence or thinking about violence. Thus, proactive-instrumental aggressive acts become easier to commit.

There are two other quite different theoretical perspectives that have attempted to explain long-term relations between exposure to violence and aggression without hypothesizing any direct effect of violence viewing on aggression. One theory is that aggressive behavior or a correlate of aggressive behavior stimulates exposure to violence and thus engenders the observed relation between them. Observational studies of aggressive children do show that the aggressive child is likely to provoke others, who then respond aggressively to the child, creating a violent environment that the child "observes." For media violence, however, the usual assumption is that the aggressive child simply "likes" watching media violence more than other children do (Atkin, Greenberg, Korzeny, & McDermott, 1979; Fowles, 1999; Goldstein, 1998). Drawing on social comparison theory, Huesmann (1988, 1995, 1998) elaborated on this theme by suggesting that aggressive children feel happier and more justified if they believe they are not alone in their aggression, and viewing media violence makes them feel happier because it convinces them that they are not alone.

The other alternative theory that has been widely discussed is best described as the "third variable" theory. A wide variety of demographic, family, and personal characteristics are known to be correlated both with TV viewing and with aggression, such as social class and IQ (Comstock & Paik, 1991). These theories suggest that the observed long-term positive relations between aggression and exposure to media violence are spurious and are derived from their joint association with one or more of these third variables.

These "third variable" explanations should not be confused with the developmental perspectives on the observational learning and desensitization theories, which also assign important roles to parenting, intellectual ability, and social class as contributors to both exposure to violence and acceptability of aggressive behavior. Children of lower socioeconomic status (SES) and lower IQ are known to watch more TV (Comstock & Paik, 1991), probably for multiple reasons including social norms, cost of alternative entertainments, and frustration with more intellectually demanding tasks. Parents' TV habits and child-rearing practices also influence the child's TV habits (Comstock & Paik, 1991). Of course, early parenting factors such as harsh punishment, rejection of the child, and lack of discipline are also known to influence subsequent aggression by the child (Tremblay, 2000). The difference is that these factors are viewed not as explaining away the "effect" of exposure to violence on aggression but as explaining individual differences in exposure to violence and individual differences in the strength of the effect.

Any of these theoretical processes might also contribute to the shorter term relations between exposure to violence and aggressive behavior. However, two other processes have been widely discussed as playing a role in short-term relations: priming and arousal processes. The observation of stimuli that have been paired in the past with observed violence or that inherently suggest violence (e.g., weapons) activates memory traces for aggressive scripts, schemas, and beliefs sufficiently to make their utilization more probable (Berkowitz, 1993; Josephson, 1987). A provocation that follows a priming stimulus is more likely to stimulate aggression as a result of the priming. Although this effect is short-lived, the primed script, schema, or belief may have been acquired long ago and may have been acquired in a completely different context.

To the extent that observed violence (real world or media) arouses the observer, aggressive behavior may become more likely in the short run for two other possible reasons: excitation transfer (Zillmann, 1979, 1983) and general arousal (Berkowitz, 1993; Geen & O'Neal, 1969). First, a subsequent provocation may be perceived as more severe than it is because the emotional response stimulated by the observed violence is misattributed as being due to the provocation (Zillmann, 1979, 1983). Such excitation transfer could account for a more intense aggressive response in the short run. Alternatively, the increased general arousal stimulated by the observed violence may simply reach such a peak that the ability of inhibiting mechanisms such as normative beliefs to restrain aggression is reduced (Berkowitz, 1993).

It is important to recognize that these theoretical processes are not mutually exclusive. It is perfectly possible both that observational learning, desensitization, priming, and excitation transfer all contribute to the stimulation of aggression by the observation of violence and that more aggressive children do like to watch more violence. However, there is one theory that is incompatible with all

of these processes. Catharsis theory (Feshbach & Singer, 1971; Fowles, 1999) would predict that violence viewing should be followed by reductions in aggression. Because the empirical evidence for any such negative relation is almost nonexistent (see Huesmann, Eron, Berkowitz, & Chaffee, 1991; Paik & Comstock, 1994), catharsis theory seems untenable at this time.

Empirical Background

In contrived experimental studies, children (both boys and girls) exposed to violent behavior on film or TV behave more aggressively immediately afterward (see reviews by Comstock, 1980; Geen, 1983, 1990; Geen & Thomas, 1986). The typical paradigm involves randomly selected children who are shown either a violent or nonviolent short film and are observed afterward as they play with each other. The consistent finding is that children who see the violent film clip behave more aggressively toward each other (Bjorkqvist, 1985; Josephson, 1987) or toward surrogate objects (Bandura, Ross, & Ross, 1961, 1963a, 1963b). In these settings, exposure to violent film scenes clearly causes more aggressive behavior by children immediately afterward.

The demonstration of a relation between the observation of dramatic TV or film violence and the commission of aggressive behavior has not been limited to the laboratory. Evidence from field studies has clearly shown that the amount of TV and film violence a child is regularly watching is positively related to the child's aggressiveness. Children who watch more violence on TV and in the movies behave more violently and express beliefs more accepting of aggressive behavior (see reviews by Anderson, 1977; Chaffee, 1972; Comstock, 1980; Hearold, 1979; Huesmann, 1982; Huesmann & Miller, 1994; Paik & Comstock, 1994; Wood, Wong, & Chachere, 1991). Although the correlations are modest by the standards used in the measurement of intellectual abilities (average = .41 for experiments and .19 for field studies [Paik & Comstock, 1994]), they are highly replicable and are substantial by public health standards (see Rosenthal, 1986). For example, as a comparison, the correlation between cigarette smoking and lung cancer was .34 in Wynder and Graham's (1950) classic study. Moreover, the correlation between childhood exposure to media violence and childhood aggression is highly replicable even across researchers who disagree about the reasons (e.g., Huesmann, Lagerspetz, & Eron, 1984; Milavsky, Kessler, Stipp, & Rubens, 1982) and across countries (Huesmann & Eron, 1986).

Although these one-shot field studies showing a correlation between media-violence viewing and aggression suggest that the causal conclusions of the experimental studies may well generalize to the real world, longitudinal studies with children can test the plausibility of long-term predisposing effects more directly. In perhaps the first longitudinal study on this topic, initiated in 1960 on 856 youth in New York State, Eron, Huesmann, Lefkowitz, and Walder (1972) found that boys' early childhood viewing of violence on TV was statistically related to their aggressive and antisocial behavior 10 years later (after graduating from high school) even after initial aggressiveness, social class, education, and other relevant variables were controlled (Lefkowitz, Eron, Walder, & Huesmann, 1977). A 22-year follow-up of these same boys revealed that their early aggression predicted later criminality at age 30 and that early violence viewing also was independently but weakly related to their adult criminality (Huesmann, 1986, 1995).

A more representative longitudinal study was initiated by Huesmann and his colleagues in 1977 (Huesmann & Eron, 1986; Huesmann, Lagerspetz, & Eron, 1984). This 3-year longitudinal study of children in five countries also revealed that the TV habits of children as young as first graders also predicted subsequent childhood aggression even after initial levels of aggression were controlled. In contrast to earlier longitudinal studies, this effect was obtained for both boys and girls even in countries without large amounts of violent programming, such as Israel, Finland, and Poland (Huesmann & Eron, 1986). In most countries, the more aggressive children also watched more TV, preferred more violent programs, identified more with aggressive characters, and perceived TV violence as more like real life than did the less aggressive children. The combination of extensive exposure to violence coupled with identification with aggressive characters was a particularly potent predictor of subsequent aggression for many children. Still, there were differences among the countries. Although the synchronous correlations were positive in all countries, the longitudinal effect of violence viewing on aggression was not significant for girls in Finland or for all children in Australia. In Israel, there were significant effects for children living in a city but not for children raised on a kibbutz.

A few longitudinal studies have seemed to produce results at odds with the thesis that media-violence viewing causes aggression, but closer inspection of most of these studies reveals that their results are not discrepant but simply not strongly supportive of the thesis. (For a review, see Huesmann & Miller, 1994.) For example, although the National Broadcasting Company's longitudinal study of middle-childhood youth conducted in the 1970s (Milavsky et al., 1982) reported significant regression coefficients for only 2 out of the 15 critical tests of the causal theory for boys, an additional 10 were in the predicted direction. Furthermore, for girls, 3 out of the 15 critical tests were significant and an additional 7 were in the predicted direction.

The Current Study

As the above review indicates, over the past several decades, the correlation between TV-violence viewing and childhood or adolescent aggression has been unambiguously demonstrated. It has also been clearly confirmed that in the short run, exposure to violence causes an increase in immediate aggressive behavior. These effects have been obtained repeatedly for both boys and girls. The few completed longitudinal studies have also suggested that there is a long-term effect of early childhood exposure on aggression later in childhood, in the teen years, and, less strongly, into adulthood. However, these longer term effects have been found only for boys in the existing studies that were initiated in the 1960s.

The current study is a follow-up of the 1977 longitudinal study of 557 children growing up in the Chicago area that we described above and have reported on elsewhere (Huesmann & Eron, 1986; Huesmann, Lagerspetz, & Eron, 1984). Our aim was to investigate the long-term relations between viewing media violence in childhood and young-adult aggressive behavior. The study was designed to provide data that could be used to compare the relative plausibility of the violence effects theories described earlier (observational learning theory or desensitization theory) with the plausibility of the preference-for-violence and "third variable"

theories. However, the study was not designed to contrast observational learning theory with desensitization theory. In addition, the examination of the “third variable” hypotheses in this study, as always, is limited by the actual third variables included in the study.

In the follow-up study, we tracked down as many of the original boys and girls in that U.S. study as we could find 15 years later when they were in their early 20s. We interviewed them, interviewed their spouses or friends, and collected data on them from state archives. In this article, we address four major questions with data from this follow-up: (a) To what extent does early childhood exposure to media violence predict young-adult aggression and violence? (b) Are there gender differences in the predictability? (c) Does the extent to which the child viewer identifies with the aggressive character or believes the plot is realistic affect the strength of the prediction? and (d) To what extent does any long-term relation seem to be due to more aggressive children simply liking to watch violence or seem to be due to some environmental, family, or personal “third variable” that stimulates both childhood violence viewing and childhood and adult aggression?

Method

Participants and Procedure

The data we are analyzing in this article were collected on a sample of youth during two time periods in their lives—an original 2-year period when they were in the first and second or third and fourth grades and a 2-year follow-up period approximately 15 years later when they were in their early 20s. The longitudinal design is summarized in Table 1.

In the original childhood study, 557 first and third graders from public schools in Oak Park, Illinois, and two parochial schools in Chicago, Illinois, were tested and interviewed at least twice, in the spring of their first- and second-grade years (younger cohort) or in the spring of their third- and fourth-grade years (older cohort). These interviews occurred in 1977 and 1978. The children were interviewed in their classrooms, and peer-nomination measures were obtained about observed behaviors, including aggression. The children’s scores over the 2-year period were averaged to provide more accurate single estimates of their TV viewing habits and aggressive behaviors during that early period. In addition, most parents were interviewed once during this 2-year period, and data on the

intellectual ability of the children were obtained from school records. The exact procedures for participant selection and testing are described in Huesmann and Eron (1986). Essentially all first and third graders in Oak Park and all first and third graders in the two Chicago schools formed the pool from which participants were recruited. We obtained active parental permission for 758 children, or about 76% of the eligible children, and collected the initial 2 years of data on 557, or about 73%, of the permission participants. These 557 children constitute the initial sample for the current 15-year follow-up study.

A subset of 505 of these children was reinterviewed in 1979 in the spring of the younger cohort’s third-grade year and the older cohort’s fifth-grade year. Their scores on peer-nominated aggression at that time served as a criterion measure for the longitudinal analyses of childhood effects reported in Huesmann and Eron (1986) and Huesmann, Lagerspetz, and Eron (1984). However, for the current 15-year longitudinal study, we searched for all 557 original participants.

In 1991, when the participants were between 20 and 22 years old, we began the follow-up process. We searched for public archival data on all of the original 557 participants, and we attempted to locate and recruit as many as possible for a follow-up interview. Through searches of public driver’s license records and criminal justice records we obtained archival data on 450 of the original 557 participants (81%). This is called the archival follow-up sample. Its gender composition and age composition are shown in Table 1.

The process of locating and recontacting the original participants for interviews was more complex. None of the participants had been contacted during the prior 15 years. We searched phone records, school records, and pursued social networks for over 2 years. Those participants who were living in the Chicago area were asked to come to the University of Illinois at Chicago to complete the interview. Participants sat at a computer alone in a small room and completed the questionnaire. In addition, they were asked to give the names of the three people who knew them best (excluding parents and siblings) and to rate those people on how well they knew them. If the participant listed his or her spouse, we selected the spouse as the “other” person to be interviewed; otherwise, we selected the person with the highest rating. With the participant’s permission, we then interviewed this other person. Participants were paid \$50 to complete the 3–4-hr interview, and the other persons were paid \$30 for completing a 1–1.5-hr interview.

At the point when no additional participants could be located who were available to do the interview in person in Chicago, the questionnaire was converted into a combination phone and mail interview. In this version, participants were again contacted initially by phone and asked to partici-

Table 1
Data Collection Summary

	Childhood data	Childhood and adult archival data	Childhood, adult archival, and adult interview data
	Wave 1+2	Wave 1+2 → Wave 4	Wave 1+2 → Wave 4
Cohort and gender	1977–1978	1992–1995	1992–1995
Older cohort (ages in years)	Ages 8–9	Age 23	Ages 8–9 → Age 23
Males (<i>n</i>)	125	105	71
Females (<i>n</i>)	133	109	83
Younger cohort (ages in years)	Ages 6–7	Age 21	Ages 6–7 → Age 21
Males (<i>n</i>)	144	119	82
Females (<i>n</i>)	155	117	93
Total (<i>N</i>)	557	450	329
Resampling rate (%)		81	60

pate. If they agreed, a short 20–30-min interview was conducted on the phone, and the remainder of the interview was mailed to the person. During the phone interview, the participants were also asked to give the names of the three people who knew them best and who were not family members and to rate how well those persons knew them. As with the in-person participants, we contacted the “other” person the participant named, either a spouse or the person who had the highest rating if there was no spouse (if the participant gave us permission to contact the person), and asked if that person would be willing to participate in our study. If the person agreed, he or she was sent a mail interview. Participants and “other” persons who participated by phone and mail were paid the same amounts for their participation as those who completed the in-person interviews.

Using these procedures, between 1992 and 1995 we were able to reinterview a total of 398 participants—299 through personal interviews and 99 through phone and mail interviews. In addition, we obtained a total of 356 “other” person interviews (121 of whom were spouses)—181 in person and 175 by mail. However, of the 398 reinterviewed participants, only 329 had provided complete data during the first two waves of the study (i.e., were part of the original sample of 557). Thus our final interview sample size, as shown in Table 1, was 329—153 men and 176 women—or about 60% of the original Wave 1+2 sample of 557 children. Although 40% attrition over a 15-year lag between interviews is about typical for this type of longitudinal research, it requires that some attention be paid to the representativeness of the follow-up sample. Within the sample of 329, there were 299 participants for whom we had obtained a parent interview during the first two waves of the study (161 women and 138 men). There were also 235 who reported that they currently had spouses or “significant others,” and we interviewed 121 of these during our “other” person interviews (65 women and 56 men).

At the time of the follow-up, the reinterviewed participants ranged in age from 20 to 25 years, with a mean age of 22 years. The lag since their initial first- or third-grade interview ranged from 15 to 18 years. The reinterviewed sample was split fairly evenly by gender, with 153 men and 176 women. Although the majority of the reinterviewed sample was Caucasian, about 7.5% belonged to minority groups (compared with 12.9% of the original sample). At the time of the interview, the participants’ level of education ranged from having completed ninth grade to having completed a graduate or professional degree, with the average education level being “some college.” Finally, in terms of SES, the reinterviewed sample was somewhat skewed toward the higher end of the scale, as measured by the Hollingshead and Redlich (1958) status rating of the participant’s father’s most recent occupation, with 65.3% having high-status jobs, 26.9% having medium-status jobs, 5.8% having low-status jobs, and 2% having jobs with an unknown status.

One additional question of importance is how the resampled participants differed from those participants who could not be found after 15 years. We compared the two groups on their initial childhood aggression. The participants for whom we succeeded in locating archival data did not differ significantly from the other participants on childhood aggressiveness. However, the participants whom we succeeded in reinterviewing were less aggressive than those who were lost. This is a typical pattern for longitudinal studies of antisocial and aggressive behavior. The originally more aggressive and antisocial participants are underrepresented in the follow-up interview. Nevertheless, the reinterview process did not reduce the range of aggression scores (from 0 to .82 in the reinterview sample; from 0 to .65 in the dropped sample). The reinterviewed sample also scored higher than those not reinterviewed on childhood intellectual ability ($p < .01$) and on parents’ education ($p < .001$), which again suggests that the reinterviewed sample is a less “at risk” part of the original sample. Given these kinds of resampling differences, we must be somewhat judicious in not underestimating effects because of the loss of more aggressive participants. However, the distribution is not likely to bias us toward detecting effects that are not there.

Child Measures (1970s)

The key original child measures are listed in Table 2 with their reliability coefficients. Details of these measures and the procedures for administering them have been published in Huesmann, Lagerspetz, and Eron (1984) and Huesmann and Eron (1986) and are only summarized below. Test-retest reliabilities were based on the analysis of a subset of 93 children who were retested after 1 month.

Childhood TV-violence viewing. Each year children were presented with 8 lists of 10 TV programs and asked to mark their favorite program on each list and how often they watched it—“every time it’s on,” “a lot, but not always,” or “once in a while.” As described in Huesmann and Eron (1986), the 80 programs used were the most popular that year according to the Nielsen ratings for 6- to 11-year-old children. The programs were divided so that each list of 10 had several violent and several nonviolent programs and was balanced for Nielsen popularity and time shown. The amount of on-screen physical violence portrayed on each program was coded by two raters on a 5-point scale from *not violent* to *very violent*. The raters were clinical psychology graduate students who were trained to follow a written criterion for what constituted violence (i.e., “visually depicted, physical, interpersonal acts that were intended to harm”; see Huesmann & Eron, 1986). The interrater reliability was .75 (Huesmann & Eron, 1986). Some examples of shows rated as *very violent* are *Starsky and Hutch*, *The Six Million Dollar Man*, and *Roadrunner* cartoons. A child’s overall violence score was computed by summing the violence scores for the favorite programs and weighting them by how often they were watched. On the basis of regression analyses predicting concurrent aggression (see Huesmann & Eron, 1986), shows that were watched “every time it is on” were weighted by 10, and shows that were watched “a lot, but not always” were weighted by 1. Shows that were watched only “once in a while” were weighted 0 and did not contribute to the violence score.

Childhood identification with aggressive TV characters. As described in Huesmann and Eron (1986), children were asked how much they acted like or did things like various *adult* aggressive characters, such as the Bionic Woman and the Six Million Dollar Man (2 = *a lot*, 1 = *a little*, 0 = *not at all*). In each year, two aggressive male characters and two aggressive female characters were presented. The children answered questions only

Table 2
Reliabilities of Key Measures

Measure	Coefficient alpha for self-report	Coefficient alpha for peer/other-report	One-month test-retest reliability
Childhood measures			
Peer-nominated aggression	—	.97	.91
TV-violence viewing	—	—	.75
Identification with aggressive TV characters	.71	—	.60
Perceived realism of TV violence	.86	—	.74
Adult and parent measures			
Indirect aggression	.66	.75	—
Verbal aggression	.75	.85	—
Mild physical aggression	.69	.78	—
General aggression	.82	.84	—
Severe physical aggression	.59	.53	—
Aggression toward spouse	.78	.72	—
Aggressive personality	.78	—	—
Aggressive fantasy	.80	—	—
Rejection of child	.62	—	—
Orientation toward mobility	.63	—	—

about characters they had seen. The average identification with *adult* aggressive TV characters was then calculated separately for the male and female characters. We used this "believed similarity" identification measure rather than a "wishful" identification measure because, theoretically, believed similarity should produce stronger observational learning from a model (Bandura, 1969).

Childhood judgments of realism of TV violence. As described in Huesmann and Eron (1986), children were asked to rate how realistic they judged various violent programs to be. They were given a list of 10 violent TV shows, including cartoons, and were asked, "How true do you think this program is in telling what life is really like?" The rating scale was as follows: 3 = *just like it is in real life*, 2 = *a little like it is in real life*, and 1 = *not at all like it is in real life*. The average "realism" score for the programs they had seen was then calculated. Again, our hypothesis was that observational learning would be greater if the viewer perceived the observed behavior as "like it is in real life."

Childhood aggressive behavior. Aggressive behavior in the first two waves of the study was measured with a modified version of the Peer Nominated Index of Aggression (Eron, Walder, & Lefkowitz, 1971; Huesmann & Eron, 1986; Walder, Abelson, Eron, Banta & Laulicht, 1961). Each child was asked to report which children in the class engaged in 10 different aggressive behaviors, such as "starts a fight over nothing" and "pushes and shoves children." One indirect aggression item was included. A child's aggression score was then computed by adding up the number of times the child was named by his or her peers on all 10 items and dividing the sum by the number of students in the class doing the ratings. As Table 2 shows, this scale is extremely reliable, with an internal consistency of .97 and a 1-month test-retest reliability of .91. This scale has been used in a wide variety of studies in different countries with participants of different ages and has shown construct, concurrent, and predictive validity in those settings (Huesmann & Eron, 1986; Huesmann, Guerra, Eron, & Crawshaw, 1994).

Childhood intellectual ability. Intellectual ability was assessed for all children in the third grade with the California Achievement Test (Tiegs & Clark, 1970). The test was given as part of the regular testing program in the schools during the spring of the children's third-grade year. For the younger cohort, a local test, the Oak Park Reading Readiness Test, was used. Because these scores were on different scales, they were each converted to standard scores within grade to represent one common measure of intellectual ability relative to grade.

Parent Measures (1970s)

The *parents' educational levels* were recorded from self-reports, and an average of the mother's and father's levels was computed to be used as a measure of SES. Similarly, the *father's occupation* was recorded and coded according to Warner, Meeker, and Eells's (1960) scale for SES. The scale scores were then reversed so that a higher score indicated higher SES. Parents' educational level was chosen to be the primary measure of SES because it took into account both the mother's and the father's status. Father's occupation was used as a cross-validation measure.

Three measures of self-reported parents' aggressiveness were obtained. *Aggressive personality* was assessed by parents' average score on Scales 4 and 9 of the Minnesota Multiphasic Personality Inventory (Huesmann, Lefkowitz, & Eron, 1978; $\alpha = .78$). *Severe physical aggression* was measured by three items about how many times in the last year the parents had "choked, punched, or beaten another adult," had "slapped or kicked another adult," or had "threatened or actually cut someone with a knife or threatened or shot at someone with a gun" (Huesmann, Eron, Lefkowitz, & Walder, 1984; $\alpha = .60$). *Fantasizing about aggression* was assessed with an adult version of the Aggression scale of the Children's Fantasy Inventory (Rosenfeld, Huesmann, Eron, & Torney-Purta, 1982; $\alpha = .80$).

Four measures of parenting practices and attitudes during the past year were assessed: *rejection of the child* ($\alpha = .62$), *nurturance of the child* (not appropriate for alpha), *harsh punishment of the child* (not appropriate for

alpha), and *mobility orientation* (i. e., willingness to sacrifice to get ahead; $\alpha = .63$). Most of these parent measures have been described in more detail elsewhere (Eron et al., 1971; Huesmann & Eron, 1986).

Finally, two measures of parent TV usage were collected in the parent interviews: *parents' TV-viewing frequency*, as estimated by the parents, and *parents' TV-violence viewing*, based on their self-reports of programs watched (see Huesmann & Eron, 1986, and description in the following section).

Adult Measures (1990s)

Only a subset of all the adult measures administered were used in this article. They included a self-report measure of TV-violence viewing and multiple measures of aggressive and antisocial behavior assessed from different sources.

Adult TV-violence viewing. During the personal or phone interviews, participants were asked to report their three favorite regularly scheduled TV programs during the current year and how frequently they watched them. All three programs were then coded for their level of violence on a scale from 0 (*no visible or off-camera violence*) to 4 (*high visible violence*). Again, the raters were psychology graduate students who were trained to rate shows on the basis of the same written criterion used in the first two waves of the study. Raters were instructed to rate the shows on the basis of the frequency of violence that was visually depicted, physical, intentional, and interpersonal and to rate only those programs that they had viewed themselves. They were instructed to ignore verbal violence, accidental violence, and violence by animals in nature programs. However, violence by cartoon characters was counted. Twenty-seven different raters evaluated the 1,272 programs and videos that participants listed. Raters were instructed to rate only those programs that they had viewed enough to be familiar with the content. The mean rating from all the raters who had viewed the show (two being the minimum acceptable) was then used. Two approaches to intercoder reliability were used: interrater correlations and the average discrepancy from the mean rating. The interrater correlations ranged from .39 to .96 with a mean of .78 (using Fisher's *z*). The average absolute discrepancy from the mean rating was .34, and no discrepancy was greater than .61.¹ A participant's adult TV-violence viewing score was computed as the average violence rating for the participant's three favorite regularly scheduled TV programs, weighted by the frequency of viewing each show.² This approach has been used in a variety of other studies both for parents' reports of a child's TV-violence viewing (Eron et al., 1971, 1972) and for adult reports of their own TV-violence viewing (Eron et al., 1972; Lefkowitz, Eron, Walder, & Huesmann, 1977). TV-violence viewing measured in this way has been shown to correlate moderately with other TV-viewing and behavior variables in expected directions in several samples from different countries (Eron et al., 1972; Huesmann & Eron, 1986; Huesmann, Lagerspetz, & Eron, 1984; Lefkowitz et al., 1977), which lends it construct validity.

Adult aggressive behavior. Data about the participants' current aggressive behavior were obtained from three sources: self-reports, "other" per-

¹ The mean rating was computed for the *n* raters who evaluated the program. Then the average absolute discrepancy between that mean and each individual rating was computed.

² The weights for the frequencies were similar to those used with the children's data (see above and Huesmann & Eron, 1986), but they were modified to fit the 4-point scale used for adult responses. Thus, as for children, a show watched "almost every time it is on" was weighted 10, and a show watched "hardly ever" was weighted 0. "Watching sometimes" was treated as equivalent to "watching once in a while" for children and was weighted 1. The response "usually," which was not available for children, was weighted at 5, the midpoint between "sometimes" and "almost every time it is on."

son reports, and archival state data. The measures used in the participant interview and the "other" person interview are listed in the bottom part of Table 2 along with their internal consistency reliability coefficients. The scaling schemes used for most of these adult measures and the means and standard deviations for men and women are shown in Table 3.

For indirect, verbal, and mild physical aggression, participants were asked to report the frequency of engaging in various behaviors when they "had problems with or got very angry at another person" (Bjorkqvist, Osterman, & Kaukiainen, 1992). The *indirect aggression* scale included six items such as how often the participant responded by "taking the person's things" and "trying to get others to dislike the person." The *verbal aggression* scale included four items such as how often the participant responded by "calling the person names" and "belittling the person's physical abilities or looks." The *mild physical aggression* scale included three items asking how often the participant responded by hitting, kicking, or shoving the person. The *general aggression* scale (Huesmann & Eron, 1986) included 12 items based on the original peer-nomination scale for children but that were rewritten for adults. It included such questions as "How often do you give the finger to others?" "How often do you start a fight over

nothing?" and "How often do you take other people's things without asking?" The response scale for all of these frequency measures ranged from 0 (*never*) to 4 (*very often*). The *severe physical aggression* scale (Huesmann, Eron, et al., 1984) included three items about how many times in the last year the participant had "choked, punched, or beaten another adult," had "slapped or kicked another adult," or had "threatened or actually cut someone with a knife or threatened or shot at someone with a gun."

The participants were also asked to report how frequently they *aggressed against their spouse* (or significant other) using Straus's Conflict Tactics Scale (Straus, Gelles, & Steinmetz, 1980), and they were assessed on *antisocial/aggressive personality* with Scales F, 4, and 9 from the MMPI (Huesmann et al., 1978). The reliabilities for all of these rating scales are respectable, as is shown in Table 2. We also asked the participants to report their frequency of traffic violations and of committing different kinds of specific crimes and whether they had ever been arrested or convicted. For this purpose we used questions from the National Youth Survey (Elliott, Dunford, & Huizinga, 1987).

Table 3
Mean Scores on Major Aggression Variables for Each Gender

Variable	M		SD	p
	Women (n = 176)	Men (n = 153)		
Self-reported				
Frequency of verbal aggression (from 0 = <i>never</i> to 4 = <i>very often</i>)	0.95	1.11	0.77	<i>ns</i>
Frequency of indirect aggression (from 0 = <i>never</i> to 4 = <i>very often</i>)	0.86	0.72	0.60	< .04
Frequency of mild physical aggression (from 0 = <i>never</i> to 4 = <i>very often</i>)	0.37	0.41	0.52	<i>ns</i>
Severe physical aggression (no. of acts in past year; from 0 to ≥ 27)	0.57	1.15	2.15	< .02
Frequency of general aggression (from 0 = <i>never</i> to 4 = <i>very often</i>)	0.94	0.94	0.46	<i>ns</i>
Aggressive personality (sum of <i>t</i> scores on MMPI scales F, 4, and 9)	178.13	185.19	26	< .02
Aggression toward spouse (no. of acts in past year; from 0 to ≥ 72)	1.92	1.20	4.28	<i>ns</i>
Number of “arrests” in past 5 years (range = 0–30)	0.10	0.97	2.04	< .001
Mean violence rating of “arrests” (from 0 = <i>nonviolent</i> to 1.92 = <i>homicide</i>)	0.01	0.06	0.21	< .03
Number of criminal acts in past 5 years (range = 0–111)	4.57	15.88	15.7	< .001
Other-reported				
Frequency of verbal aggression (from 0 = <i>never</i> to 4 = <i>very often</i>)	1.05	1.04	0.88	<i>ns</i>
Frequency of indirect aggression (from 0 = <i>never</i> to 4 = <i>very often</i>)	0.88	0.67	0.61	< .01
Frequency of mild physical aggression (from 0 = <i>never</i> to 4 = <i>very often</i>)	0.20	0.32	0.46	< .04
Severe physical aggression (no. of acts in past year; from 0 to ≥ 27)	0.25	0.61	1.35	< .04
Frequency of general aggression (from 0 = <i>never</i> to 4 = <i>very often</i>)	0.83	0.82	0.48	<i>ns</i>
Aggression toward spouse (no. of acts in past year; from 0 to ≥ 72)	1.32	1.02	2.59	<i>ns</i>
Composite aggression	–.14	.06	.69	< .01
Archival measures				
	(n = 226)	(n = 224)		
Proportion ever convicted of a crime	.00	.05	.16	< .001
Number of moving traffic violations	0.36	1.09	1.52	< .001

Note. MMPI = Minnesota Multiphasic Personality Inventory.

As described earlier, a close friend, spouse, or significant other of the participant was also interviewed and was asked to rate the participant's frequency of engaging in aggressive behavior on the first five rating scales described above as well as to report on the participant's specific criminal and antisocial acts. If the "other" person was the participant's spouse or "significant other," he or she was also asked to complete Straus's Conflict Tactics Scale (Straus et al., 1980). This procedure has been used successfully in past studies (Huesmann, Eron, et al., 1984) and is advantageous because it provides an alternative source of information in addition to self-report. The reliabilities for these "other" person rating-scale aggression measures are also shown in Table 2 and ranged from .53 to .85.

Archival Measures of Aggression

Last, archival data, including criminal conviction records and moving traffic violation records were obtained for each participant from state records. We used the existence of an Illinois driver's license record as the mechanism for defining the sample on whom the state might have criminal records. In other words, if someone with a driver's license did not appear in the criminal conviction registry, he or she was coded as having no "official" convictions. For the archival, self-report, and other-report data on specific arrests or convictions, we also computed a "violence" score based on a system by Rossi, Bose, and Berk (1974). Rossi et al.'s system yields scores that range from 0 for a crime involving no violence (e.g., embezzlement) to 1.92 for a highly violent crime (e.g., homicide). To get driving violation data, we searched for traffic records in Illinois and in other states that would give us access. We assigned participants a score of 0 for moving traffic violations if we obtained access to their records in at least one state and they had no violations.

Results

Composite Aggression Score

One of the first questions to be resolved was whether the multiple adult interview measures of adult aggression could be combined into a single measure of aggressive behavior that could be used in the major analyses. A key question in constructing such a composite was whether to measure aggression differently for men and women. Over the past decade, substantial evidence has accumulated suggesting that women are more likely to engage in indirect forms of aggression, men are more likely to engage in direct physical aggression, and both genders are about equally likely to engage in verbal aggression (Bjorkqvist, Lagerspetz, & Kaukiainen, 1992; Lagerspetz & Bjorkqvist, 1992; Lagerspetz, Bjorkqvist, & Peltonen, 1988).³ Because we wished to compare relations in men and women, we did not want to construct different measures of aggression for the two genders, but we also did not want to construct one measure that was biased toward assessing aggression in men. Our solution was to construct a composite measure from multiple indicators of aggression that assessed both direct and indirect forms of aggression.

We constructed a structural model, displayed in Figure 1, for such a composite from our 11 self-report and other-report rating scale measures of aggression and estimated its parameters from the correlations in the sample of our follow-up participants who had complete data on these measures ($N = 325$). As shown in Figure 1, the structural measurement model fits the adult aggression data well, $\chi^2(26, N = 325) = 28.9, p = .32$, RMSE [root mean square error] = .026, and gives weight to both typically male and typically female behaviors. From this model, we derived a factor score regression equation that was used to estimate the latent aggression

score for each participant with complete data. For participants who had only self-reports or only "other" person reports, we derived a regression prediction of the composite from only those elements they did have.

The composite aggression score within the sample of 329 participants has a mean of 0 with a standard deviation of 0.7. However, the distribution is substantially positively skewed (1.9), as is typical for scales of aggression, with scores ranging from a minimum of -1 to a maximum of 4. Thus, the median score is -0.25 , and the 25th and 75th percentiles are -0.5 and 0.23, respectively.

In Table 3, the mean scores on the composite, its major components, and some other measures of aggressive behavior are displayed for male and female participants along with the scale for each measure. One can see that men scored higher on most questions about serious physical aggression and criminality, but women scored higher on indirect aggression. Men and women scored about equally on verbal aggression, general aggression, and aggression toward spouses no matter who reported it. These results are consistent with previous research on gender differences in aggression and add construct validity to the composite measure. Overall, on composite aggression, men scored slightly but significantly higher than women.

The composite measure of aggression correlated significantly with independent archival indices of aggression, confirming its validity. Archival state records indicated that both men and women who scored higher on our composite measure of aggression committed more moving traffic violations ($r = .29, N = 152, p < .001$ and $r = .14, N = 169, p < .07$, respectively), whereas men who scored higher had also been convicted of more crimes ($r = .18, N = 150, p < .03$). The composite measure also correlated with other-reported and self-reported indices of specific antisocial and violent acts. Both men and women who scored higher on the composite were more likely to have assaulted their spouses according to the reports of their spouses ($r = .71, N = 56, p < .001$ and $r = .65, N = 65, p < .001$, respectively). In addition, those men and women who scored higher on our composite measure of aggression were more likely themselves to report having engaged in criminal behavior ($r_s = .33, N_s = 150$ and $174, p_s < .001$, respectively). The more aggressive men also reported having been arrested more times ($r = .49, N = 153, p < .001$).

In summary, the composite measure seems to be a valid measure of aggressive adult behavior for both men and women. It encompasses a wide variety of different kinds of aggressive behavior, and although highly aggressive men and women may score high on different dimensions, both will score high on the composite. Consequently, the composite measure was the adult criterion measure of aggression used in all subsequent analyses.

Correlations Between Childhood TV-Violence Viewing and Adult Composite Aggression

In Table 4, the correlations between adult aggression and the early TV-viewing variables are shown. One can see that for both

³ Crick and Grotpeter (1995), with minor changes, renamed the indirect aggression construct developed by Lagerspetz and Bjorkqvist (1992) as "relational aggression." However, we prefer to use the original label, which seems to reflect the kind of aggression more accurately.

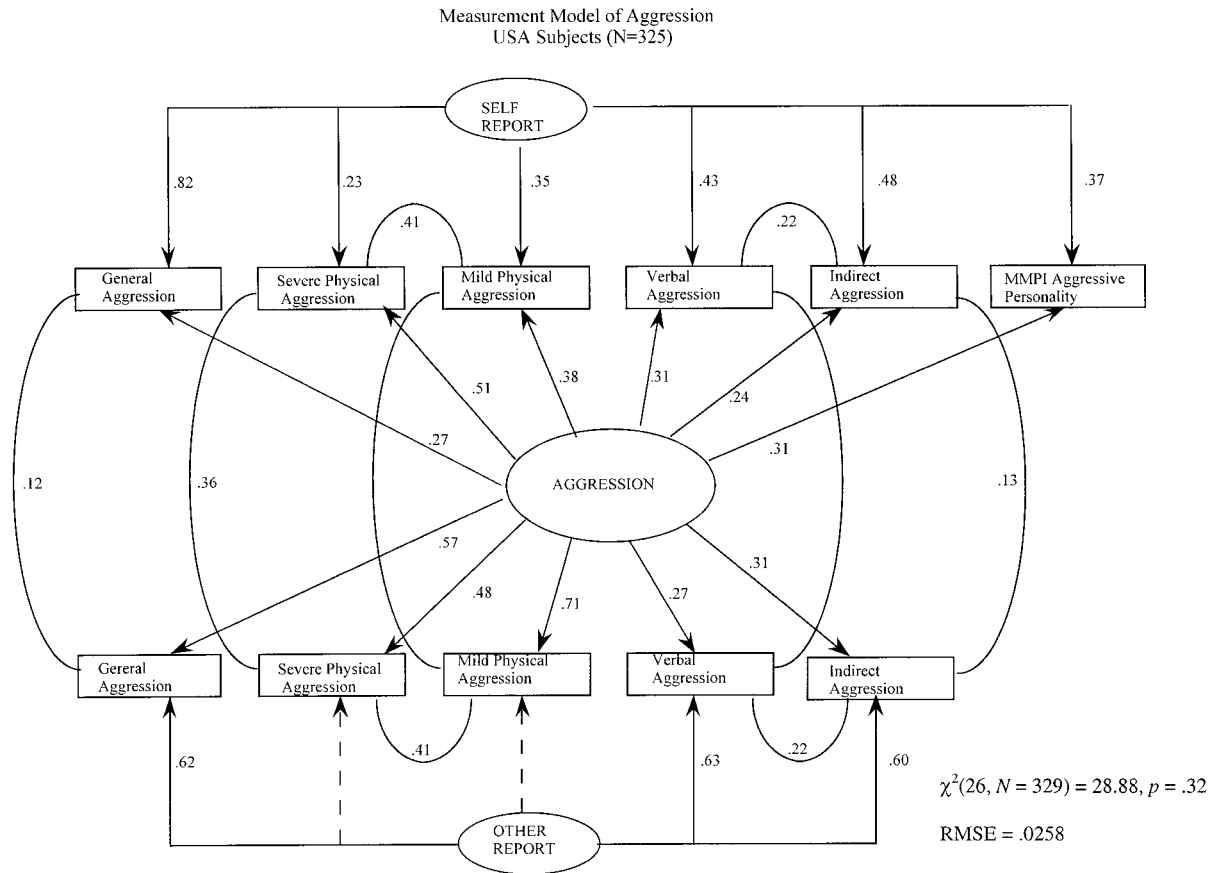


Figure 1. A structural model showing the measurement model for the composite aggression score derived from 11 measures of adult aggressive behavior. Nonsignificant path coefficients are not shown. MMPI = Minnesota Multiphasic Personality Inventory; RMSE = root mean square error.

male and female participants, childhood TV-violence viewing correlates significantly with the composite measure of adult aggression 15 years later. In addition, childhood perceptions that TV violence reflects real life and childhood identification with same-

sex aggressive TV characters significantly correlate with adult aggression 15 years later. The table also shows the correlations between the childhood TV measures and the subscales (see Figure 1) measuring physical aggression and indirect aggression. As

Table 4
Correlations Between Childhood TV Violence Measures and Adult Aggression 15 Years Later

Child TV measures	Adult composite aggression		Adult physical aggression		Adult indirect aggression	
	Men	Women	Men	Women	Men	Women
TV-violence viewing	.21**	.19**	.17*	.15*	.03	.20**
Perceived realism of TV violence	.22**	.25***	.14†	.14†	.05	.28***
Identification with aggressive female characters	.15†	.23**	.05	.09	.01	.19*
Identification with aggressive male characters	.29***	.22**	.14†	.12	.05	.22**

Note. For men, $n = 153$; for women, $n = 176$. Physical aggression is defined in this table as the average of the self- and other-rated severe and mild physical aggression scales, whereas indirect aggression is the average of self- and other-rated indirect aggression scales. Also, all of the correlations with composite aggression remain significant even if the Minnesota Multiphasic Personality Inventory aggressive personality scale is removed from the composite score and only behavioral measures are used.

† $p < .10$. * $p < .05$. ** $p < .01$. *** $p < .001$.

expected, early TV-violence viewing correlates with physical aggression for both men and women but with indirect aggression only for women. Furthermore, identifying with aggressive female TV characters as a child correlates with a woman's indirect aggression but not with her physical aggression. Given that female characters on TV in the 1970s tended to display more indirect aggression than direct aggression, this finding is also not surprising.

In Figure 2, the meaning of these correlations with composite aggression is illustrated with a series of bar graphs. For each childhood TV variable, the participants were partitioned into three categories: those scoring in the upper 20% on the TV variable, those scoring in the middle 60%, and those scoring in the lower 20%.⁴ Then the mean aggression score was plotted for the participants in each category. The figures reveal that in each case the upper 20% of participants on the childhood TV measure scored substantially higher on aggression 15 years later. Female participants in the high childhood TV-violence group, the high childhood TV-realism group, and the high childhood identification with same-sex aggressive character group all scored significantly higher on adult aggression 15 years later. The same was true for male participants in the high groups. One can conclude from these figures that the correlations between childhood TV-violence viewing and adult aggression to a great extent result from the higher aggressive behavior of the adults who were the highest violence viewers as children.

Relations to Specific Aggressive Behaviors

How do these longitudinal relations between early TV-violence viewing and adult composite aggression translate into relations with specific aggressive behaviors? Given the overall significance of the effects on the composite aggression score, examining effects on specific items indicating the aggressive behaviors of most social concern seems justified. Therefore, we compared the participants who were in the high TV-violence viewing group during childhood (the upper 20%) with all other participants on a number of very specific serious aggressive behaviors in the categories of spouse abuse, physical aggression, criminal activities, and driving violations. Because most of these specific antisocial or aggressive behaviors occur with very low frequency, we classified the participants into those who reported engaging in the behavior at least once during the past year and those who said they had not done so during the past year. In Table 5, the results for eight specific behaviors are displayed.

One can see that men who were high TV-violence viewers as children were significantly more likely to have pushed, grabbed, or shoved their spouses, to have responded to an insult by shoving a person, to have been convicted of a crime (according to state records), and to have committed a moving traffic violation (according to state records). For example, men who were high TV-violence viewers in childhood were convicted of crimes at over three times the rate of other men. Women who were high TV-violence viewers as children were more likely to have thrown something at their spouses, to have responded to someone who made them mad by shoving, punching, beating, or choking the person, to have committed some type of criminal act, and to have committed a moving traffic violation. For example, women who were high TV-violence viewers as children reported having

punched, beaten, or choked another adult at over four times the rate of other women. Of course, there are many other specific behaviors on which the high and low TV-violence viewers did not differ significantly. However, there was not a single aggressive behavior on which high TV-violence viewers scored significantly lower than medium and low TV-violence viewers.

Predicting Adult Aggression From Childhood TV-Violence Viewing

These correlations and frequencies demonstrate clearly that childhood exposure to media violence is related to adult aggression. To gain a better understanding of the meaning of these longitudinal relations, we computed multiple regressions in which the relation of early TV-violence viewing to later aggression was examined after controlling for the effects of early aggressive behavior. Essentially, these regressions examined the contribution of early TV-violence viewing to "change" in aggression.⁵ The regressions for girls are shown in Table 6, and the regressions for boys in Table 7.

The first regression in each table shows how adult aggression at the time of our follow-up can be predicted from childhood aggression and cohort (i.e., age at time of the childhood testing). Each subsequent regression equation in these tables examines whether a childhood TV-viewing variable can improve the prediction of adult aggression over what was predicted from early aggression. As Regression 2 in these tables shows, for both male and female participants, early exposure to TV violence significantly predicts adult aggression even when childhood aggression is partialled out of the relation. Moreover, as Regressions 3 and 4 illustrate, the same can be said for identification with aggressive TV characters and perception that TV violence is realistic. Even after the effects of early aggression in predicting later aggression are partialled out, each of these TV-viewing variables significantly predicts aggression when the participants are in their early 20s. For both male and female participants, early TV-violence viewing, identification with same-sex aggressive TV characters, and the perception that TV violence is realistic all predict increases in aggressive behavior beyond what one would expect from participants' early aggressiveness. However, for both genders the additive effect of all three predictors is not much greater than the individual contributions ($R^2 = .102$ for females; $R^2 = .133$ for males).

⁴ Twenty percent was chosen for the size of the extreme groups because any smaller percentage would have produced an $n < 25$ for some groups and reduced power too much. If the mean score for the variables to be plotted differed significantly between genders, we used different cut points for male and female participants; otherwise we used the same. The exact cut point selected was the most extreme score that placed at least 20% in the extreme group.

⁵ Analysis of change scores can be viewed as a special case of "analysis of posttest with pretest as covariate" in which the regression coefficient for the pretest is fixed at 1. By subtracting out from the adult aggression score the maximal prediction from the pretest instead of the simple pretest score, one can interpret the coefficient for early TV-violence viewing as representing the contribution of early TV-violence viewing to the change in adult aggression from what would have been expected on the basis of childhood aggression.

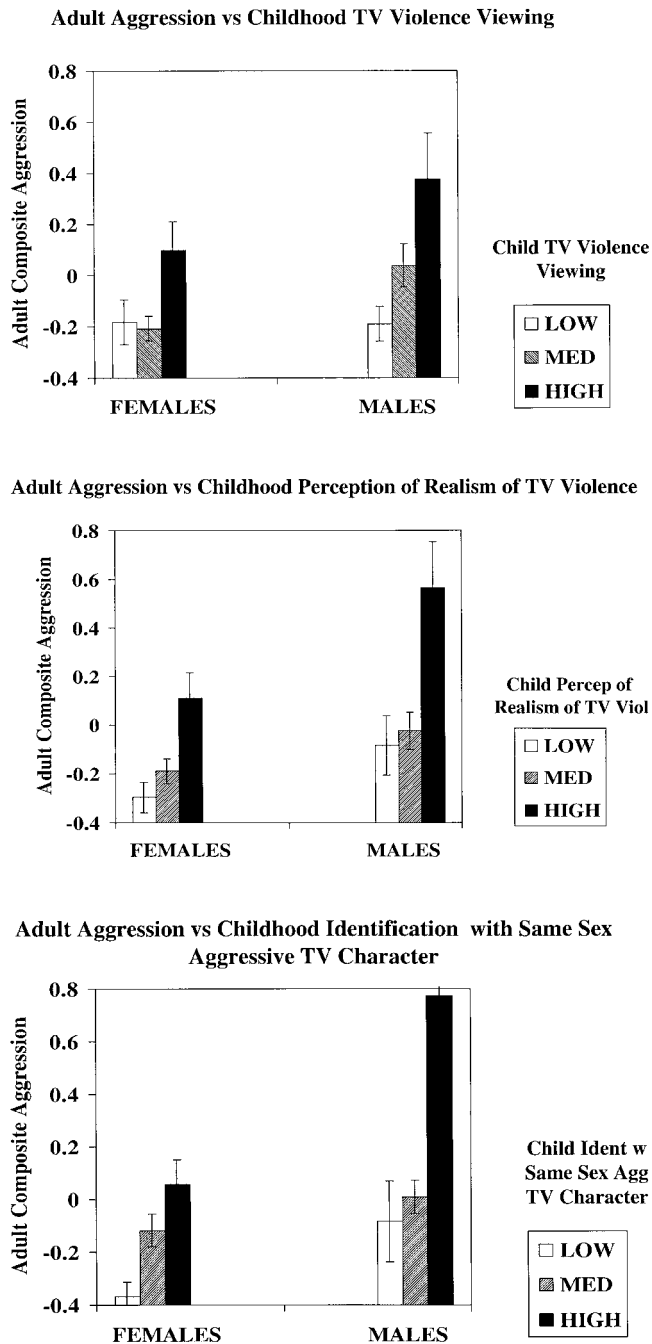


Figure 2. Three bar graphs illustrating the relation between childhood TV habits and adult aggression for 153 males and 176 females. The y-axis variable in these graphs, composite aggression, is positively skewed with a mean of 0, a median of -0.25 , and a standard deviation of 0.7 . The high, medium (med), and low groups on the x-axis represent the upper 20%, the middle 60%, and the lower 20%, respectively, on the TV measure. The exact cut points were the highest and lowest scores that gave at least 20% in the extreme group. For TV-violence viewing, on which males and females scored significantly differently, the cut points were chosen separately for each gender. For the other two TV-viewing variables, the mean scores did not differ by gender and the same cut points were used for each gender. The women who were high TV-violence viewers in childhood scored significantly higher on adult aggression than did other women,

Interactive Effects of the TV-Viewing Scales on Later Aggression

We next examined whether the identification with same-sex aggressive TV characters and the perception that TV violence is realistic not only had main effects on aggression but exacerbated the effects of viewing TV violence. We had found such an interactive effect for boys during childhood in the early waves of this study (Huesmann & Eron, 1986; Huesmann, Lagerspetz, & Eron, 1984). To test for such effects, we expanded the regressions in Tables 6 and 7 that predicted adult aggression to include the interactive effect of childhood TV-violence viewing with identification with same-sex aggressive characters and with the perception that TV violence is realistic. For female participants, we found no significant interactive effects. For male participants, however, we found a significant effect for both interactions. As shown in Table 8, identifying with aggressive male TV characters and perceiving that TV violence is realistic each exacerbated the effects of viewing TV violence on later aggression. Specifically, post hoc decomposition of the interaction showed that for a boy who scored 1 *SD* above the mean on identification with aggressive characters, the standardized partial slope of adult aggression on his childhood TV-violence viewing was $.463$. However, for a boy who scored at the mean on identification, the slope was only $.185$. The corresponding slopes for boys high and at the mean on perception of TV violence as realistic were $.392$ and $.217$, respectively. In other words, for boys, both identification with aggressive male characters and perception that TV violence is realistic significantly exacerbate the relation between childhood TV-violence viewing and adult aggression.

Testing Cross-Lagged Effects From Childhood to Adulthood

The analyses presented thus far suggest that childhood TV-violence viewing is predictive of serious adult aggression and violence for both males and females even after controlling for childhood aggressiveness. The effect is exacerbated for boys who identify with aggressive males in the programs they watch. These results support the hypothesis that the causal effects of media violence that have been demonstrated in the laboratory extend into real life from childhood to adulthood. However, one might wonder if aggressiveness might be stimulating violence viewing as much as violence viewing is stimulating aggression.

To test this possibility, we constructed longitudinal structural models for males and females in which we simultaneously pre-

$t(173) = 2.81, p < .01$, and the men who were high viewers of TV violence in childhood scored higher than did other men on adult aggression, $t(150) = 2.80, p < .01$. Similarly, both girls and boys who thought violent TV shows were "just like it is in real life" (Child Percep of Realism of TV Viol) grew up to behave more aggressively as adults: $t(173) = 3.43, p < .001$ for girls, and $t(150) = 3.62, p < .001$ for boys. Finally, both girls and boys who identified strongly with same-sex aggressive TV characters (Child Ident w Same Sex Agg TV Character) were significantly more aggressive as adults: $t(162) = 2.83, p < .01$ for girls, and $t(144) = 3.97, p < .001$ for boys. Percep = perception; Viol = violence; Ident = identification; w = with; Agg = aggression.

Table 5

Differences in Frequency (%) of Spouse Abuse, Serious Physical Aggression, or Illegal Behavior "At Least Once" in Past 12 Months for High Childhood TV-Violence Viewers Compared With Other Viewers

Adult aggressive behavior	Males			Females		
	High TV-violence viewers	Other viewers	Chi-square significance	High violence viewers	Other viewers	Chi-square significance
Spouse abuse						
Pushed, grabbed, or shoved your spouse	41.7	22.2	$p < .05$	34.6	21.2	<i>ns</i>
Threw something at your spouse	20.8	14.8	<i>ns</i>	38.5	16.5	$p < .02$
Serious physical aggression						
Responded by shoving a person	68.8	50.4	$p < .05$	68.6	43.2	$p < .01$
Punched, beat, or choked another adult	21.9	16.9	<i>ns</i>	17.1	3.6	$p < .01$
Criminal behavior						
Self-reported any crime in last year	62.5	53.4	<i>ns</i>	48.6	25.9	$p < .01$
State-reported convictions	10.7	3.1	$p < .03$	00.0	00.0	<i>ns</i>
Driving behavior						
Self-reported moving traffic violations	87.5	76.3	<i>ns</i>	80.0	57.6	$p < .01$
State-reported moving traffic violations	60.0	39.4	$p < .01$	28.9	28.4	<i>ns</i>

Note. Chi-square significance test is Fisher's exact one-sided test.

dicted adult aggression from childhood TV-violence viewing and adult TV-violence viewing from childhood aggression. The parameters of these structural models are based not just on the longitudinal correlations between aggression and TV-violence viewing but also on the contemporaneous correlations in childhood and adulthood. In Table 9 we present the complete set of observed correlations for males and females on which the models are based.

The significant correlations in Table 9 between childhood TV-violence viewing and childhood aggression for both male and female participants replicate those reported previously for this study with the complete Wave 1+2 sample (Huesmann & Eron, 1986). For both male and female participants, the correlations between childhood TV-violence viewing and adult aggression are also significant (as reported earlier in Table 4). However, only for women does adult TV-violence viewing correlate with adult aggression ($r = .23$, $p < .01$). Correspondingly, women's adult TV-violence viewing is predicted significantly by their childhood TV-violence viewing ($r = .16$, $p < .05$), whereas men's adult

TV-violence viewing is not predicted from their childhood TV-violence viewing. For the developmental theoretical perspectives that emphasize early childhood as the important period for observational learning, the lack of a correlation between adult TV-violence viewing and adult aggression is not unexpected and has been the frequent finding when the criterion measure of aggression is actual behavior (Bushman & Huesmann, 2001; Comstock & Paik, 1994; Eron et al., 1972). The more unusual finding here is that there is a significant relation for women. The other somewhat surprising finding is the lack of significant negative correlations between parents' social status, as measured by parents' education level, and the aggression and TV-violence viewing of their children. When father's occupation was substituted as the indicator of SES, significant correlations did appear between SES and male participants' childhood aggression ($r = .19$, $p < .05$) and their later adult TV-violence viewing ($r = .19$, $p < .05$); however, for female participants, the previously significant correlations between SES and adult aggression and TV-violence viewing disappeared.

Table 6

Predicting Adult Composite Aggression From Childhood TV Variables: Females (n = 165)

Predictor	Standardized regression coefficients			
	Regression 1	Regression 2	Regression 3	Regression 4
Cohort	-.156†	-.163*	-.093	-.075
Childhood aggression	.168*	.125	.125	.133†
TV-violence viewing		.170*		
Identification with same-sex aggressive TV characters			.188*	
Perception that TV violence is realistic				.233**
R ² increase over Regression 1	—	.027*	.031*	.048**
R ²	.039	.066	.070	.087

Note. R² for five-variable model = .102.

† $p < .10$. * $p < .05$. ** $p < .01$.

Table 7
Predicting Adult Composite Aggression From Childhood TV Variables: Males (n = 147)

Predictor	Standardized regression coefficients			
	Regression 1	Regression 2	Regression 3	Regression 4
Cohort	-.097	-.096	-.055	-.054
Childhood aggression	.200*	.161†	.147†	.164†
TV-violence viewing		.226**		
Identification with same-sex aggressive TV characters			.251**	
Perception that TV violence is realistic				.190*
R ² increase over Regression 1	—	.050**	.059**	.033*
R ²	.043	.093	.102	.076

Note. R² for five-variable model = .133.

† $p < .10$. * $p < .05$. ** $p < .01$.

The structural models estimated from the TV-violence viewing and aggression data from Table 9 are shown in the upper panels of Figure 3 for male participants and of Figure 4 for female participants. In these models, one-way paths are hypothesized only when the predictor is measured in time before the criterion. The model for male participants is an excellent fit, with a nonsignificant chi-square statistic and a low RMSE, $\chi^2(2, N = 151) = 0.018, p = .99$, RMSE = .003. The model for female participants is adequate but not as good a fit, $\chi^2(2, N = 174) = 6.45, p = .04$, RMSE = .047. However, for both genders, the path coefficients from childhood TV-violence viewing to adult aggression are positive, statistically significant, and about twice the magnitude of the non-significant path coefficients from childhood aggression to adult TV-violence viewing. Although the positive, nontrivial path coefficients from early aggression to adult TV-violence viewing suggest that more aggressive children may have some tendency to turn to watching more TV violence, the much bigger effect implied by

these models is that early childhood exposure to TV violence stimulates increases in young-adult aggressive behavior in both men and women.

An important issue in evaluating such structural models concerns the possibility that a construct is not measured reliably and therefore cannot predict or be predicted well by other constructs. The lack of correlations for men between early TV-violence viewing and adult TV-violence viewing and between adult TV-violence viewing and adult aggression generates some concern about the adult TV-violence measure along this line. However, adult TV-violence viewing was found to have substantial 1-month test-retest reliability in a pilot test ($r = .70$), and it did correlate with a number of other variables that are not being investigated in this article (e.g., $r = .16, p < .01$ with normative beliefs approving of aggression). In addition, we found the same pattern of correlations for adult TV-violence viewing by men in an earlier study (Eron et al., 1972). Therefore, these concerns can be somewhat alleviated.

Table 8
Predicting Adult Composite Aggression From Childhood TV Variables: Males (n = 147)

Predictor	Standardized regression coefficients	
	Regression 5	Regression 6
Initial cohort	-.122	-.072
Childhood aggression	.104	.126
TV-violence viewing (TV)	.185*	.217**
Identification with same-sex aggressive TV characters (Identification)	.113	
TV × Identification	.278***	
Perception that TV violence is realistic (Perception)		.175*
TV × Perception		.263***
R ² increase over Regression 2 from Table 7	.102***	.087***
R ²	.195	.180

Note. Variables in interactions were standardized (centered) within gender before combining.

* $p < .05$. ** $p < .01$. *** $p < .001$.

Controlling for SES and Intellectual Ability in the Longitudinal Models

One might ask the extent to which the relations in these models might be explained by demographic characteristics such as the educational level or SES of the family. Lower income and lower educational status have generally been found to correlate with more exposure both to TV in general and to media violence in particular (Comstock & Paik, 1991; Eron et al., 1972; Huesmann & Eron, 1986). They also often correlate with greater risk for violent and aggressive behavior (Berkowitz, 1993). Similarly, a child's intellectual ability might also be hypothesized to account for some of the longitudinal relation between childhood exposure to media violence and adult aggression. Scores on IQ and achievement tests are known to be negatively correlated with both TV-violence viewing and aggression (Comstock & Paik, 1991; Huesmann & Eron, 1986; Huesmann, Eron, & Yarmel, 1987). Some studies have suggested that observed longitudinal relations between TV-violence viewing and aggression might be completely explained by these factors (e.g., Milavsky et al., 1982; Weigman, Kuttschreuter, & Baarda, 1986).

The models in the bottom panels of Figures 3 and 4 test this hypothesis. The parents' education and the child's intellectual

Table 9
Longitudinal and Contemporaneous Correlations for Estimating Structural Models Relating TV-Violence Viewing and Aggression

Measure	1	2	3	4	5	6
Males (<i>n</i> = 151)						
1. Childhood peer-nominated aggression	—	.18*	.18*	.08	-.05	-.33***
2. Childhood TV-violence viewing		—	.21**	-.02	-.12	-.25**
3. Adult composite aggression			—	.00	-.06	-.07
4. Adult TV-violence viewing				—	-.08	-.13
5. Parents' educational status					—	.32**
6. Child's intellectual ability						—
Females (<i>n</i> = 174)						
1. Childhood peer-nominated aggression	—	.28***	.13†	.10	.00	-.31***
2. Childhood TV-violence viewing		—	.19**	.16*	-.11	-.19*
3. Adult composite aggression			—	.23**	-.17*	-.02
4. Adult TV-violence viewing				—	-.23**	-.07
5. Parents' educational status					—	.32***
6. Child's intellectual ability						—

† $p < .10$. * $p < .05$. ** $p < .01$. *** $p < .001$.

ability as assessed during Waves 1 and 2 of the study were introduced into the longitudinal structural models as control variables with paths to every other variable. The resulting models for male and female participants both provide a good fit, as indicated by the nonsignificant chi-square statistics and the low RMSEs.⁶ Furthermore, for both male and female participants, the paths from childhood exposure to TV violence to adult aggression remain significant, whereas the paths from early aggression to adult TV-violence viewing are not significant. For males, the difference between the two paths is larger with the control variables introduced; for females, the difference is smaller. In both cases, the most plausible conclusion is that childhood exposure to TV violence is stimulating an increase in adult aggression regardless of the initial aggressiveness of the child, the intellectual ability of the child, or the educational background of the parents. For females, there may well also be a stimulating effect of childhood aggression on later TV-violence viewing, but it is a weaker effect. For males, there is little indication of such an effect. Finally, when father's occupation was again substituted for parents' education as a measure of SES, the key paths in the structural models did not change.⁷

Controlling for Parent Aggression, Parent TV Habits, and Parenting Practices and Attitudes

As discussed in the introduction, it has been established in the past that a variety of parent behaviors and practices are related both to a child's TV-viewing habits and to a child's aggression (Comstock & Paik, 1991; Huesmann & Eron, 1986). The question is whether these parent factors can account for the longitudinal relation between childhood TV-violence viewing and young-adult aggression. Three measures of parent aggression, four measures of parent child-rearing practices, and two measures of parents' TV habits were selected for investigation in this role because of their theoretical significance and likelihood of influence. Each of the nine measures was introduced into the structural equation models shown at the bottom of Figures 3 and 4, with paths of influence

leading to the childhood and adult TV-violence variables and the childhood and adult aggression measures. Table 10 summarizes the key path coefficients for the resulting nine new models for males and females.

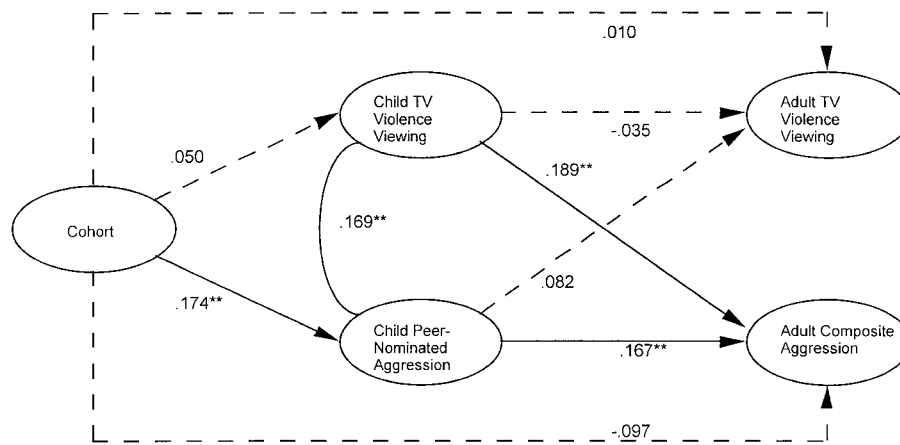
In every case the path from early TV-violence viewing to adult aggression remained significant. It was never reduced substantially by the introduction of a parent variable. The parent factors did correlate with the child's aggression and TV habits in some cases, but this did not account for the longitudinal relations. For example, for female participants, parent rejection of the child in the 1970s correlated .23 ($p < .003$) with childhood aggression and .20 ($p < .009$) with childhood TV-violence viewing; however, it did not reduce the path from childhood TV-violence viewing to adult aggression at all. For male participants, parental rejection of the child in the 1970s correlated .28 ($p < .001$) with childhood aggression, .22 ($p < .009$) with childhood TV-violence viewing, and .14 ($p < .108$) with adult aggression; however, its introduction reduced the path coefficient only from .19 to .18. The implication is not that parent factors are unimportant. They certainly play a role in influencing both aggression and TV habits. However, these results imply that the parent factors that we measured probably do not account by themselves for the longitudinal relations between

⁶ Parents' education and the childhood intellectual ability score were also introduced into the regression equations shown in Tables 7, 8, and 9. For male participants, this introduction did not change any of the regression parameters in any table more than 4%. For female participants, the three positive regression coefficients for early TV viewing on later aggression were reduced slightly (17% on average) when parents' education was introduced, but all three increased when intellectual ability was introduced.

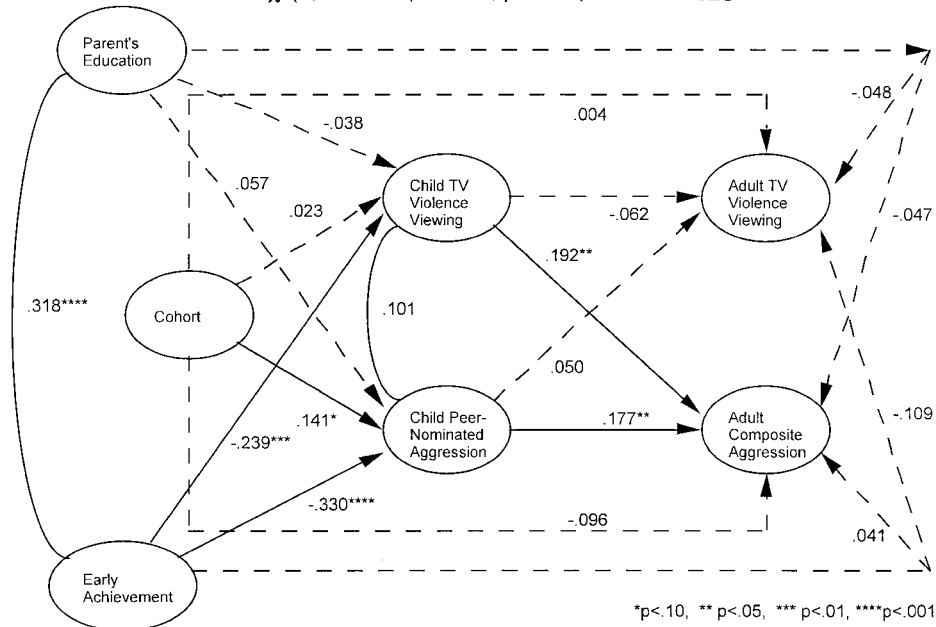
⁷ For male participants, the path from early TV-violence viewing to later aggression became .196 ($p < .05$), whereas the path from early aggression to later TV-violence viewing remained nonsignificant at .024. For female participants, the path from early TV-violence viewing to later aggression became .176 ($p < .05$), whereas the path from early aggression to later TV-violence viewing remained nonsignificant at .146.

MALES

$$\chi^2(2, N = 151) = 0.018, p = .99, \text{RMSE} = .003$$



$$\chi^2(6, N = 151) = 1.71, p = .94, \text{RMSE} = .023$$



* $p < .10$, ** $p < .05$, *** $p < .01$, **** $p < .001$

Figure 3. Two structural models showing the effects for males of TV-violence viewing and aggression in childhood on TV-violence viewing and aggression in adulthood. The models are the same except that parents' education and children's intellectual ability (Early Achievement) are included in the model in the lower panel. Dashed lines indicate nonsignificant paths.

exposure to media violence in childhood and young-adult aggression. Of course, there may be other unmeasured parent factors that do play a bigger role in the relation. Also, although the reliability of the measures of some parenting variables was high (e.g., .7 to .8) for most parental aggression measures and TV viewing, it was more modest for others (e.g., .6 to .7 for rejection and mobility orientation), and for some nonscale measures it was uncertain (e.g., punishment and nurturance). More reliable measures of these constructs might have accounted for more of the effects.

Discussion

In this 15-year longitudinal study of 329 youth, we found that children's TV-violence viewing between ages 6 and 9, children's identification with aggressive same-sex TV characters, and children's perceptions that TV violence is realistic were significantly correlated with their adult aggression. This was true for both male and female participants. It was true for physical aggression for both genders and for indirect aggression for women. Regression analyses that partialled out the effects of early aggression showed

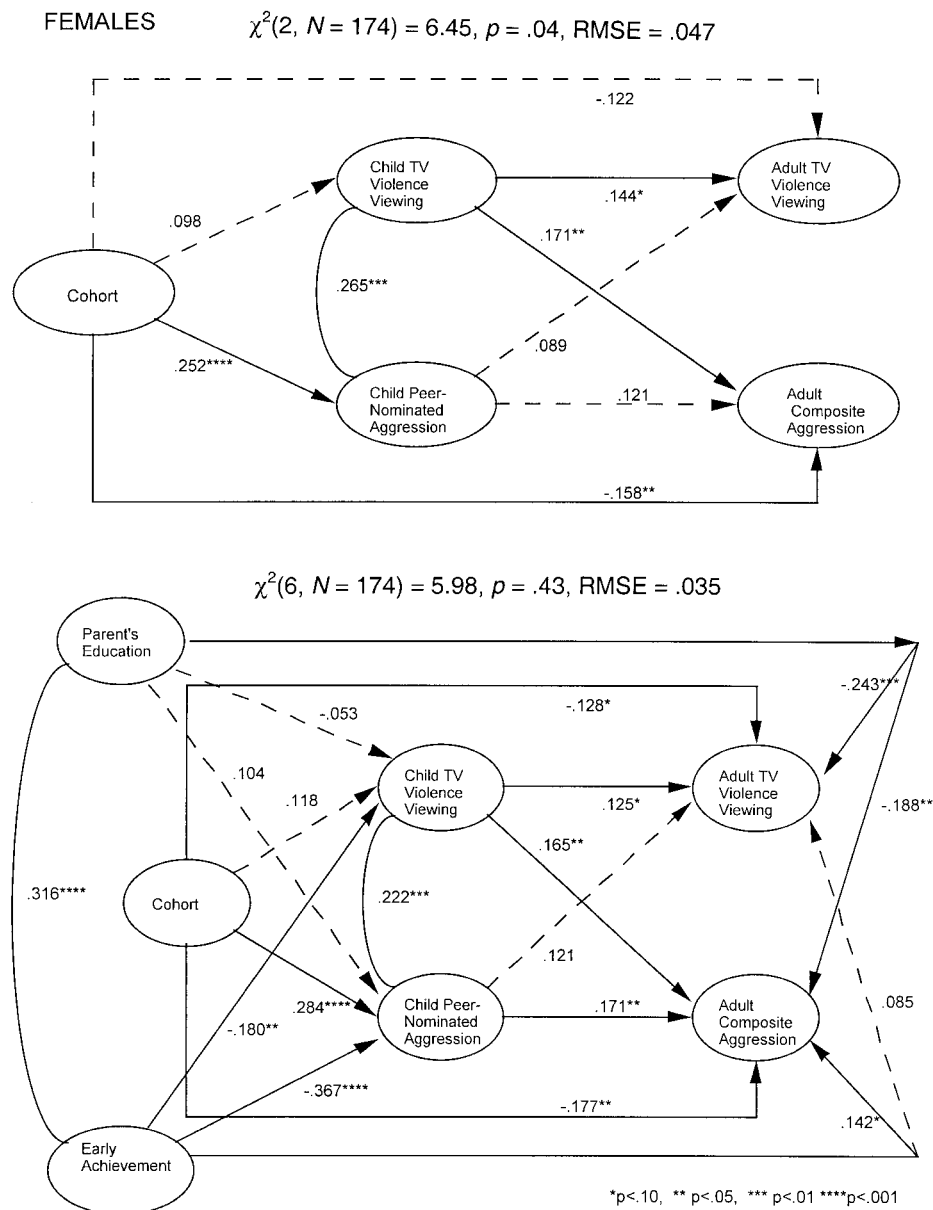


Figure 4. Two structural models showing the effects for females of TV-violence viewing and aggression in childhood on TV-violence viewing and aggression in adulthood. The models are the same except that parents' education and children's intellectual ability (Early Achievement) are included in the model in the lower panel. Dashed lines indicate nonsignificant paths.

that these childhood TV habits were not just correlated with aggression but predicted increases or decreases in aggressive behavior. For both male and female participants, more childhood exposure to TV violence, greater childhood identification with same-sex aggressive TV characters, and a stronger childhood belief that violent shows tell about life "just like it is" predicted more adult aggression regardless of how aggressive participants were as children.

The longitudinal relations primarily reflected the adult behavior of the highest TV-violence viewing children. The upper 20% of boys and girls on any of the three child TV-viewing variables

scored significantly higher on aggression as adults than did the rest of the participants. Furthermore, as adults they displayed a higher frequency of very serious antisocial and violent behaviors.

A longitudinal structural modeling analysis of the directionality of the effects suggested that it is more plausible that exposure to TV violence increases aggression than that aggression increases TV-violence viewing. These structural modeling analyses also demonstrated that the effects were not simply a consequence of lower SES children or less intellectually able children both watching more violence and being more at risk for aggressive and violent behavior. The structural models show that for both boys

Table 10

Structural Models' Cross-Lagged Longitudinal Path Coefficients Between Childhood Aggression and Adult TV-Violence Viewing and Between Childhood TV-Violence Viewing and Adult Aggression While Controlling for Parent Factors During Childhood

Parent variable controlled	Males				Females			
	Child TV violence → adult aggression	z	Child aggression → adult TV violence	z	Child TV violence → adult aggression	z	Child aggression → adult TV violence	z
Parents' physical aggression	.20	2.41*	.06	0.62	.17	2.22*	.09	1.13
Parents' aggressive personality	.19	2.36*	.07	0.83	.17	2.17*	.12	1.48
Parents' aggressive fantasy	.21	2.60**	.04	0.46	.16	2.14*	.11	1.33
Parents' nurturance of child	.19	2.40*	.05	0.56	.17	2.17*	.10	1.24
Parents' punishment of child	.20	2.41*	.06	0.60	.17	2.29*	.14	1.68†
Parents' rejection of child	.18	2.12*	.05	0.56	.17	2.26*	.12	1.40
Parents' mobility orientation	.19	2.32*	.04	0.50	.19	2.43*	.12	1.45
Parents' TV-viewing frequency	.20	2.41*	.05	0.57	.15	2.03*	.12	1.46
Parents' TV-violence viewing	.19	2.37*	.05	0.62	.16	2.16*	.12	1.48

† $p < .10$. * $p < .05$. ** $p < .01$.

and girls, habitual early exposure to TV violence is predictive of more aggression by them later in life independent of their own initial childhood aggression, their own intellectual capabilities, their social status as measured by their parents' education or their fathers' occupations, their parents' aggressiveness, their parents' mobility orientation, their parents' TV viewing habits (including violence viewing), and their parents' rejection, nurturance, and punishment of them in childhood. Furthermore, the structural models suggest that being aggressive in early childhood has no effect on increasing males' exposure to media violence as adults and only a small effect for females.

Nevertheless, these results should not lead one to conclude that children's aggressiveness plays no role in their TV and film preferences. The paths from childhood aggression to adult TV-violence viewing were not significant, but they were all positive, and adult TV-violence viewing is not predicted much better by almost any childhood variable. Furthermore, in the childhood waves of this study, the comparable paths from aggression in one year to TV-violence viewing in the next were positive and significant (Huesmann & Eron, 1986, p. 61). These results certainly are consistent with "justification theory"—that more aggressive children are more likely to watch media violence because it makes their own behavior seem normal. Their subsequent viewing of violence then increases their aggressive scripts, schemas, and beliefs through observational learning and makes subsequent aggression even more likely.

It is particularly interesting that we found longitudinal results that were of about the same magnitude for female as for male participants. In our 1960–1970 (Eron et al., 1972) and 1960–1982 (Huesmann, 1986, 1995) studies of New York children, longitudinal effects were found only for boys. One possibility is that the change in social norms for appropriate female behavior that occurred with the feminist movement of the late 1960s and 1970s has disinhibited female aggression. In addition, the increase in aggressive female models in movies and TV might have engendered a stronger observational learning effect. The combination of these two factors may have led to an increase in the size of the effect for female participants, making detection easier. It is not that girls were not subject to the observational effect in earlier years. Indeed,

they were, as the laboratory experiments showed (Paik & Comstock, 1994). Rather, it is that their use of the learned aggressive behaviors or aggressive scripts was inhibited by their existing normative beliefs about appropriate female roles. This explanation is consistent with the information-processing perspectives on learning aggressive behavior that Huesmann (1986, 1988, 1998) and Dodge (1980) have offered. According to Huesmann's model, learned scripts for aggressive behavior are not followed if they violate individuals' normative beliefs about what is appropriate for them.

Three notable gender differences in the results were found. First, early TV-violence viewing correlated with adult physical aggression for both male and female participants but correlated with adult indirect aggression only for female participants. Lagerspetz et al. (1988) pointed out that indirect aggression is more characteristic of females and more acceptable for them in most societies. The social-cognitive observational learning model suggests that normative beliefs about aggression, hostile biases about the world, and aggressive social scripts are all learned from observing violence. Female participants did not need to have observed indirect aggression to acquire it from observing violence. They only needed to have acquired beliefs more accepting of aggression. This reasoning also suggests that the lack of a finding of a relation between exposure to media violence and female aggression in earlier longitudinal studies may have been due to the failure to measure indirect aggression sufficiently in those studies.

Second, although identification with same-sex aggressive TV characters and the perception that violent TV shows tell about life "like it is" predicted adult aggression for both genders, these factors exacerbated the effect of TV-violence viewing only for male participants. Boys who viewed TV violence and identified with male aggressive TV characters or perceived TV violence as true to life were most at risk for adult aggression. The same gender difference had been found earlier for the childhood data relating TV viewing to subsequent aggression (Huesmann & Eron, 1986)—identification was a moderator for boys but not for girls. Why would this exacerbating effect not occur for girls? Theoretically, it is difficult to believe that identification and perception of realism do not enhance observational learning in girls as well as

boys. One possibility is that for girls, the relation between early exposure to violence and subsequent aggression is due more to cognitive and emotional desensitization to violence than to observational learning. Desensitization should not depend as much as observational learning on identification or perceptions of realism. Such a hypothesis cannot be tested with the current data but should be examined in future research.

The third notable gender difference was apparent in the structural models. For both male and female participants, there was no significant statistical effect of childhood aggression on adult TV-violence viewing. However, whereas for males the path coefficient from aggression to TV-violence viewing was virtually zero, for females it was a nontrivial positive value. This finding suggests that aggressive females may be more prone than aggressive males to use violent media to make themselves feel better and more justified about their own behavior (Huesmann, 1988). In a culture in which female aggressiveness is still less accepted than male aggressiveness, feeling justified about one's aggressive behavior could well be more important for females than for males.

Although longitudinal nonexperimental data do not provide a strong test of causation, they can be used to compare the relative plausibility of alternative causal perspectives. These results are certainly consistent with the observational learning and desensitization theories, which predict long-term statistical effects of early TV-violence viewing on later aggression after the effects of early aggression are statistically controlled. The results are much less consistent with the theoretical perspective that more aggressive children turn to watching more violence because they like it or because it serves as justification for their own aggression (Huesmann, 1982). Only for female participants was there a suggestion of such a long-term effect, and the effect estimate was not significant. The hypotheses that these longitudinal effects could be completely explained by "third" variables such as social class, intellectual ability, parent aggression, or parenting differences also did not receive much support. The effects remained even when the variance due to these factors was partialled out in our regression equations and structural models. However, intellectual ability and parents' education did seem to account for some of the effect in female participants. It may be that social norms for female behavior that inhibit the modeling of media violence are related to educational level or intelligence whereas for males this is not true.

Of course, a variety of parenting factors have been shown in the past to be related to both a child's exposure to media violence and that child's later aggression—for example, parents' intellectual ability and social class, parents' viewing habits, and parents' aggression (Comstock & Paik, 1991; Potter, 1999). In the current study, many of these correlations were again found for at least one gender (e.g., for intellectual ability, parental rejection of the child, and parents' frequency of TV viewing). It seems plausible that these factors are indeed influencing both the child's aggressiveness and the child's exposure to media violence. Which children are placed most at risk of being exposed to media violence and of experiencing other learning conditions that reinforce the lessons taught by media violence is undoubtedly influenced by parent factors. However, given the pattern of results obtained, it is not very likely that the relations between early exposure to media violence and subsequent aggression are completely due to these "third" variables.

The effect sizes for media violence on aggression revealed in this longitudinal study are modest; however, there are few other factors that have been shown to have larger effects. That is not surprising considering the large number of factors that must converge before serious adult aggression occurs. Furthermore, as Rosenthal (1986) has pointed out, a correlation of .20 can represent a change in the probability of violence from 50/50 to 60/40, which is large enough to generate social concern.

One might also wonder whether the attrition in the sample made it unrepresentative and biased the results. This seems unlikely. Archival data were obtained on 80% of the original sample and interview data on 60%. An analysis of the attrition data showed that those who were not reinterviewed tended to be slightly more aggressive as children. Thus, it seems more plausible that, if anything, the attrition weakened the relations between TV-violence viewing and aggression.

Implications for Prevention of Violence

Overall, these results suggest that both males and females from all social strata and all levels of initial aggressiveness are placed at increased risk for the development of adult aggressive and violent behavior when they view a high and steady diet of violent TV shows in early childhood. The obvious follow-up question is whether society can do anything to prevent or at least moderate this effect.

Several points provide us with guidelines. First, we do not need to be as concerned about adults' or even teenagers' exposure to media violence as much as we do with children's exposure. Media violence may have short-term effects on adults, but the real long-term effects seem to occur only with children. This makes some societal controls more palatable in a society that places a high premium on the rights of adults to watch whatever they want.

Second, we need to be aware that media violence can affect any child from any family. The psychological laws of observational learning, habituation/desensitization, priming, and excitation transfer are immutable and universal. It is not, as some have suggested, only the already violence-prone child who is likely to be affected. True, media violence is not going to turn an otherwise fine child into a violent criminal. But just as every cigarette one smokes increases a little bit the likelihood of a lung tumor some day, the theory supported by this research suggests that every violent TV show increases a little bit the likelihood of a child growing up to behave more aggressively in some situation.

Third, the violent films and TV programs that probably have the most deleterious effects on children are not always the ones that adults and critics believe are the most violent. What type of violent scene is the child most likely to use as a model for violent behavior? It is one in which the child identifies with the perpetrator of the violence, the child perceives the scene as telling about life like it is, and the perpetrator is rewarded for the violence. Thus, a violent act by someone like Dirty Harry that results in a criminal being eliminated and brings glory to Harry is of more concern than a bloodier murder by a despicable criminal who is brought to justice. Parents need to be educated about these facts.

Finally, we must recognize the economic realities of media violence. Violence sells. Both children and adults are attracted to violent scenes by the action and intense emotions. Many of the most popular shows and popular films for children have contained

violence. Violent TV shows appear to be a little cheaper to produce on the average. Hamilton (1998) reported that from 1991 to 1993, the average production fee per hour for network prime time TV programming was about \$1,094,000 for nonviolent shows and \$998,000 for violent shows—about 10% cheaper in other words. A more telling statistic may be the finding that among shows with some violence, those with more violence actually cost less. Each additional violent act seems to reduce the cost by about \$1,500. Of course, these are only averages for production costs. What really counts are the ability of a TV show to attract enough sponsors to cover its cost or to attract enough syndicated buyers and the ability of a video game to attract enough buyers to cover its cost. Here, a variety of marketing issues become important. For example, foreign markets become very important in these calculations, and generally violent shows and games are easier to sell in foreign markets than are other kinds of games or shows. More specifically, the probability of a TV show being exported successfully increases about 16% if it is violent (Hamilton, 1998).

The easiest way to reduce the effects of media violence on children, of course, is to reduce children's exposure to such violence. Prevention programs aimed at reducing exposure could obviously be targeted either at the production sources of the violence or at the child viewing the violence. In a society with strong protections for free speech, it is probably always going to be easier to target prevention efforts at the viewing child than at the producer. However, a more informed legal debate is needed on this subject. Broadcasters and film and program makers cannot avoid all responsibility for what children are exposed to. The argument that "people watch it so we give it to them" is not valid in a modern socially conscious society, and it is unrealistic to expect parents to control completely what children watch in a society with multiple TVs in each household, VCRs everywhere, and both parents working. Furthermore, it is the exposure of the 2- to 14-year-old child that is of the greatest concern here, as described in this article. The social value of reductions in the exposure of adults and even older teenagers is probably small compared to the social value of reducing younger children's exposure.

The ongoing V-chip social experiment is one such attempt to reduce children's exposure by giving parents a mechanism to control what the TV will allow to be broadcast through it. The problem is that the possibilities for this technology were greatly reduced from the start by the producers of violent shows, who managed to scuttle any idea of a content-based rating system that would actually allow parents to make judgments on the basis of violent content. Instead, only age guideline ratings are broadcast for most programs. Why did the producers do this? One can only speculate, but it is certainly likely that income from violent shows would be substantially reduced if violent labels were added—as much because sponsors would withdraw as because parents would actually program them out with the V-chip.

With regard to interventions aimed at the viewing child, there are a number of possibilities. Again, of course, simply reducing children's exposure through parental intervention is an obvious approach. However, the theory and results described in this article suggest a number of approaches aimed at changing the effect of any observed violence on the child as well. Nathanson (1999) recently found that parental co-viewing of and commenting on the programs seems to reduce the effects of TV violence on the child, probably because it reduces the child's identification with the

perpetrator, reduces the child's perception of the violence as real, and reduces the likelihood that the child will rehearse the observed violent script in fantasy or play immediately after observation. Huesmann, Eron, Klein, Brice, and Fischer (1983) showed that the effects of violence on second graders could be reduced by a targeted school-based attitude change intervention that inculcates them with the beliefs that violence on TV does not tell about the world as it is and should not be imitated. A number of interventions based on teaching critical viewing skills in schools are being promoted, though few have yet to undergo rigorous evaluation. One of the problems with many of these interventions may be that they do not focus on those moderating variables that have been shown to be theoretically relevant, such as identification by the child with perpetrators, perception of violent acts as justified, and perception of violent scripts as realistic.

Although some questions remain to be resolved about the exact extent of the effect of observed violence on aggressive and violent behavior and its importance relative to other causal factors, the current study provides compelling additional evidence that habitual exposure of children to violence in the media (or in the real world around them) does have lasting effects on their propensity to behave aggressively and violently. Future research should probably be directed much more at elaborating and testing the kinds of interventions that parents, schools, producers, and the government can promote that will mitigate these long-term effects.

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To start this lecture, it is best to develop a working list of definitions related to crime and that will keep resurfacing in this course.

What is a norm?

A norm is a value defined by the culture which one lives in. Whatever society accepts as “normal” becomes accepted as a norm. This doesn’t mean it has to be right or ethical.

What is deviance?

Deviance can best be defined as a violation of the norm through disapproved behaviour or approved behaviour.

What is a crime?

A crime is defined as any act that violates the criminal law and is punishable by the province. Usually involves criminal intent or conscious desire to commit an unlawful act. Criminal law is a social phenomenon while crime is a social product.

What is the Conflict Perspective?

Conflict theorists argue certain behaviours are legally defined as crime and those controlling power and resources determine what is crime.

What is Criminology?

Criminology explains violations of the criminal law and societal reactions. Furthermore, it examines the following aspects of crime while trying to answer the following questions:

1. Types of criminals – Who are they? What types of crimes do they commit? Why do they commit their crimes? Why do they return to crime after prison terms?
2. Needs and motivations – Why do certain individuals feel the need to commit crimes? How does it satisfy them and make them feel good about themselves? How does guilt, shame and remorse fit in?
3. Learning skills to commit crime – Where do criminals learn the skills needed to commit their crimes? Does crime run in families? Is it true some criminals watch police shows on TV to learn new skills?
4. Reduction of commitment to the law – Has society become more tolerant of crimes committed? Are we desensitized to crime and seeing it committed? Opportunity to violate the law – As technology continues to progress, is it easier to commit crimes? Have crimes become more sophisticated today?
5. Criminal careers – Since technology has made crimes easier to commit, is it easier to make more money committing crimes? Drug trafficking and ID thefts and fraud are at all-time highs. More people are getting rich breaking the law. Reactions to crimes – How does society view specific crimes today or all crimes for that matter? Reading about them and seeing them on TV all of the time, have we become more apathetic to them? Have we become more fearful and cautious?
6. Justice system – Does the justice system work? Does it punish justly? Is it fair? Is the entire judicial system in Canada held accountable for prescribing justice?
7. Punishment – Does system of rewards and punishment work within the judicial system? Does it carry out what it intends to do and does it work the way it is intended?

The punitive system acts on the following premises:

- Deterrence – The system is set up in a way to encourage criminals not to commit crimes again. Does it work?
- Incapacitation – This aspect of punishment aims to remove the criminal from society through prison terms. Get them off of the street!
- Retribution – This premise states that criminals should pay for their crimes. Does a jail term really equate with restorative justice?

- Rehabilitation – The judicial/penal system is created to supposedly cure criminals from committing crimes again. Do you think it is working?

| Where do Crimes Start/Come From?

The best place to start studying and evaluating crimes is to figure out how it evolves. This is where the argument begins...

Is it Nature or is it Nurture? What do you think?

Nature

This side of the argument asserts that individuals are born with a certain predisposition toward certain behaviours. Theorists assert criminal behaviour has an innate component which means the predisposition toward crime is passed on in the genes. The natural view on criminal behaviour asserts individuals are mentally ill or "sick".

Nurture

In this argument, individuals learn to become criminals and behave badly because this is a by-product or function of their learning. Individuals learn to become criminals through their observations, direct or indirect experiences, or modeling of others they emulate or respect as role models or teachers. The nurture view of criminal behaviour asserts individuals behave in "bad" ways.

Question to Consider: At this point in your learning, what do you consider to be the primary cause of criminal behaviour? Are you a Naturist or a Nurturist? Or perhaps you believe both nature and nurture interact to produce criminals? Most individuals like to believe it is a combination of the two or you have to weigh in influencing factors given physical health, mental health, society, status, gender, familial structure and spirituality.

| Historical View of Nature as a Cause (Biology)

Historical Biology was the first to try and come up with some logical reasons/explanations as to why individuals became criminals. Here is a list of 4 of the most common biological assertions.

Physiognomists

These practitioners believed one could tell if an individual had a predisposition toward crime by the shape and size of one's ears and eyes. They collected samples of prisoners and studied their eyes and ears to determine commonalities. It was not a very accurate or reliable testing method.

Phrenologists

Like physiognomists, phrenologists were not too accurate in their predictions regarding criminal behaviour. These individuals studied the size and shape of the skulls of criminals. They studied lumps, dents and irregularities in skull structure.

Lombroso

He theorized that criminals were "atavisms". Atavisms are people who are born out of time and who are similar to primitive people or lower animals. It was believed these people inherited their primitive behaviours from parents which were passed down from generation to generation. It was also believed those living in poverty that had poor diets and lacked essential nutrition, vitamins and minerals had a predisposition to this syndrome.

predisposition to this syndrome.

William Sheldon Examined Somatypes

Sheldon was the first to link somatotype (one's body shape/structure) to criminal behaviour. Sheldon grouped individuals into three different somatypes:

- a. Endomorphic - These individuals were usually round, chunky and soft physically. Personality wise they were very peaceful and slow in their movements.
- b. Ectomorphic - These individuals are very lean and usually "skinny" in the physical statures. Personality wise they are weak and even fragile.
- c. Mesomorphic - These individuals are characterized as having stalker, muscular body types. They tend to be very active and more athletic. Personality wise they possess a greater propensity toward aggression.

What did Sheldon find after he studied their body structures and criminal careers?

Overall, individuals possessing mesomorphic somatypes were more likely to display criminal behaviours over the other types. In fact, delinquency in mesomorphic somatypes was two times higher. Keep in mind however, that the validity and reliability, like the previous three were not very accurate and most instances were based on subjective (biased) judgments.

Therefore, early biological research and findings were unreliable, not very valid and really, a "shot in the dark" in trying to predict criminal behaviour and understand its biological origin.

What are your thoughts on the Nature versus Nurture Argument? What side of the fence do you stand on? I will state this much...the argument has never been solved and agreed upon by any large contingency of

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Experts share eight things to know about how to spot a liar: 'We're giving an edge to the lie-catchers'



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Life is a dance of deception, much of it consisting of "white" or altruistic lies designed to spare other people's feelings.

GETTY IMAGES/THINKSTOCK

Kelowna, B.C., psychologists Michael Woodworth and Stephen Porter train judges, police, lawyers, psychologists and even the FBI in the art of spotting lies. "We're trying to give professionals such as police a tool box of valid techniques for spotting high-stakes lies," Mr. Porter says. "We're giving an edge to the lie-catchers." Reporter Paul Luke shares eight things you should know about the UBC profs' work.

1. Deception is a universal practice. Life is a dance of deception, much of it consisting of "white" or altruistic lies designed to spare other people's feelings, Messrs. Porter and Woodworth say. "We don't know of anybody who doesn't use deception. It's a normal part of human social interaction," Mr. Porter says. "We're all going to use some level of deception through our lives and there's nothing unhealthy about it. There are shades of grey that go all the way up to the full-on black."

2. Deception is an evolutionary adaptation. It can enable people to become successful in acquiring resources and passing their genes through social relationships. "Lying on your [online dating profile](#) can lead to more mating opportunities," Mr. Porter says. On the flip side, you could become Bernie Madoff, the U.S. investment adviser sentenced to 150 years in prison for his Ponzi scheme. "Going to prison or being ostracized by your social group is not evolutionarily advantageous," Mr. Porter notes.

3. People, on average, lie twice daily. At the same time, humans have what Mr. Porter calls "a truth bias." We generally assume others are telling the truth — unless given reason to think otherwise.

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4. Nervousness is not a sure sign of a lie. The untrained individual often pounces on nervousness as a symptom of deception, Mr. Woodworth says, but that can be a mistake. In what is called the "Othello effect," a person may show signs of anxiety under questioning but be telling the truth. Any customs officers at border crossings knows this. "People start feeling nervous and guilty although they haven't got a bloody thing in their bags," Mr. Woodworth says.

5. Lying is on the rise. Narcissism, a personality trait associated with lying, has been increasing since the 1970s, research shows. Self-reported rates of plagiarism and cheating among university students have also risen in recent decades, Mr. Porter says. "I'm not a moral philosopher but I think we should keep deception to a minimum," Mr. Porter says. "When it becomes a highly accepted or even encouraged way of dealing with others it will foster a huge amount of distrust."

6. Always watch the forehead. Many people who tell big lies acquire a [vener](#) of polish, Mr. Porter says, avoiding the stereotypes of fidgeting or excessive arm movements. But there is no such thing as a perfect, flawless lie, the pair say. Those trained to detect deception can spot the giveaways. Murderers pleading on television for the return of loved ones will try to mimic distress, Mr. Porter says. But the "the grief muscles" in the forehead — the corrugators — are difficult to control, he says. A lying pleader may accidentally activate a nearby muscle — the frontalis — which conveys surprise, he says. "People trying to fake distress may look surprised or astonished," he says. "They look like deer caught in headlights."

7. There are other signs. Mr. Woodworth says fakers unintentionally choose words that distance themselves from what they're saying. Instead of saying "I" or "we," they turn to words such as "anybody" or "somebody." Even psychopaths — who are 2.5 times more likely to [win](#) release in parole hearings — may leak other emotions into the face when they're faking remorse, Mr. Porter says. "They often show something called duping delight," Mr. Porter says. "They enjoy pulling the wool over people's eyes and a trained observer can detect a little smirk."

8. Even the best liars fail, in some way. Highly motivated people with a lot riding on their deceptions will screw up more often, Mr. Woodworth says. "Keeping track of all the communication channels when you're lying puts an extra cognitive load on a person," Mr. Porter says. "You have to keep your story straight, watch your body language and facial expression. Even the most practised liars can't keep leakage out of all the channels."

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AROUND THE WEB

WHAT'S THIS?

|TV and Psychological Development

Does television have the ability to shape the human mind? Does television influence people in ways that could lead them to committing crimes? What do you think about the following?

Some researchers estimate that children under 2 spend at least 2 to 3 hours a day watching television. This amount can increase up to 4 hours a day for a child 8 to 10 years of age. By the time you graduate from high school, you will have spent over 15,000 hours watching television! Obviously, television is an important element in our modern culture. What effect does this have on people?

The most controversial and studied issue is the effect of watching television violence and aggression on a child's behavior. Many research studies consistently support that violence on television leads to aggression in children and teens.

I (Peter Sacco) did my dissertation on TV and viewing habits in teens. I selected 3 groups of teens:

1. "A" students - high achievers
2. "C/D" students - low achievers
3. Delinquents - those currently incarcerated.

I wanted to know what types of shows these individuals watched. I used a variety of shows including; comedy, dramas, sports, games shows, police/crime, music videos and documentaries. I found that both the high school students preferred sitcoms, sports and some music videos. On the other hand, the delinquents preferred police shows and music videos the most. When asked why, the main reasons were the sex and violence in the music videos and...they watched police shows to see how crimes were being committed and "how not to get caught"! What do you think of that?

What I learned is many looked for role models in these videos and TV shows. I want you to look at [Albert Bandura Bobo Doll Experiment](#)

What do you see in this video in terms of violence potential?

When children and teens watch television, they form beliefs about what the world is like and what they want it to be—their social learning potential!

Their views and reality, including their views of how people act towards one another, are influenced by the characters they see on television. Most adult TV, even cartoons themes include negative motives such as jealousy, revenge, corruption, and violence. While adults may view these programs as entertainment and not base conclusions about their social world on them, children, especially those 5 and younger, do not have the cognitive sophistication to separate television reality from everyday experiences. Even though some people will say it's just television, theorists know it has the ability to affect the minds of viewers. FYI, whether there is any truth to the matter or not, serial killer Ted Bundy claimed that his early exposure to

pornography as a child affected him in a negative manner!

Current research is demonstrating that there are two types of TV viewers; Active Viewers and Passive Viewers. Active viewers purposely select the shows they watch and can discern and discriminate what they are watching. They are more goal-oriented in their program selection and limit their daily viewing. Passive viewers on the other hand are like sponges. Many allow what they are watching to seep into their unconscious minds without consciously critically evaluating it. These individuals are most likely to be effected negatively through their viewing habits. Furthermore, many become desensitized to the violence and sex they see on TV and require increased doses or intensities.

Can you think of any examples of negative television programs or video games that might effect a child's development? What about positive ones? How do you think television has effected your own development?

| Physical Abuse in Children

While most parents provide safe environments for their children, there are a number of cases reported in which children are physically, sexually, or psychologically abused or neglected by their parents or step-parents. The rates of abuse/sexual assaults is very high in stepparent marriages. In some instances, pedophiles marry into single parent households to get access to kids!

Please read [Childhood Sexual and Physical Abuse in Adult Patients With Borderline Personality Disorder](#) published on adult childhood sexual/physical abuse and the implications leading to mental health disorders. Later in the course there will be greater in depth discussions of personality disorders such as borderline personality disorder which is the central theme of this article.

| What is Considered Child Abuse/Assault?

This would entail physical or mental injury, sexual abuse, negligent treatment, or mistreatment of children under the age of 18 by adults entrusted in their care. Current research also suggests the notion of spiritual abuse which occurs within the context of certain religious beliefs, denominations and cults.

Child abuse is viewed a social problem resulting from a variety of causes. Many abusive parents were themselves mistreated as children, suggesting that these parents are passing onto their kids what was done to them—abuse! There is a saying, "Today's catchers are tomorrow's pitchers!" This translated—you catch (receive) the abuse, you are most likely going to be dishing it out next!

Stressed environments are more likely to perpetuate abuse against children. Children coming from these backgrounds are more likely to have physical or behavioural problems at an earlier age. Societal issues such as unemployment, addiction, domestic violence, and social environment may aggravate an abusive situation. Visible minorities who come from lower socio-economic statuses generally report higher rates of abuse, low birth weight babies and lack abilities to provide adequate health care, nutrition, education and opportunity which may correlate to such high abuse rates.

Ninety percent of those who abuse children are men. Perhaps the most devastating effect of sexual abuse is that the child's often seduced into participating in the activity but later believes it's their fault. A low number of children who are molested will go on to become sex offenders themselves and abuse kids. On the other hand, it should be noted than most sex offenders of kids were sexually abused themselves!

|The Worst Abuse Happens Closest to Home!

When the offender is someone that the child knows well, the child not only experiences the trauma and stress of abuse, but the child is also violated in terms of trust. The child is also forced into keeping the incident a secret as not to get the perpetrator into trouble, or getting into trouble with the other parent. Most times when the "issue" is revealed, adults unintentionally dismiss the child's attempts to tell about the incident because of the idea of sexual abuse is hard for them to accept. As a matter of fact, some parents don't want to accept it because they feel guilty themselves. Interestingly, more current research shows mothers are more likely to hurt or kill their babies. This could be due to more time spent with babies, stress/depression and socioeconomic hardships.

Here are some stats on violence crimes which involve kids. The stats include both incidences for adult perpetrators, child victims and adult child victims of sexual assault.

- Dr. Gene Abel estimates that between 1% and 5% of our population molest children. *CNN Specials Transcript #454-Thieves of Childhood*
- 40% of the offenders of victims under age 6 were themselves juveniles. A similar proportion (39%) of offenders of victims ages 6 through 11 were also juveniles. For older juvenile victims, the proportion of juvenile offenders dropped to 27%. *Sexual Assault of Young Children as Reported to Law Enforcement, 7/00, NCJ 182990, U.S. Department of Justice*
- Adults were the offender in 60% of the sexual assaults of youth under age 12. Rarely were the offenders of young victims strangers. Strangers were the offender in just 3% of sexual assaults against victims under age 6 and 5% of the sexual assault of victimizations of youth ages 6 through 11. *Sexual Assault of Young Children as Reported to Law Enforcement, 7/00, NCJ 182990, U.S. Department of Justice*
- 2/3 of all prisoners convicted of rape or sexual assault had committed their crime against a child. *BJS Survey of State Prison Inmates, 1991.*
- 3/4 of the violent victimizations of children took place in either the victim's home or the offenders home. *BJS Survey of State Prison Inmates, 1991*
- Males are reported to be the abusers in 80-95% of cases. *Thoringer, D., et al., 1988.*
- About 60% of the male survivors sampled report at least one of their perpetrators to be female. *Mendel, 1993*
- The typical offender is male, begins molesting by age 15, engages in a variety of deviant behavior, and molests an average of 117 youngsters, most of whom do not report the offense. *Dr. Gene Abel in a National Institute of Mental Health Study*
- 71% of male offenders are under the age of 35. *Dr. Ann Burges, Dr. Nicholas Groth, et al. in a study of imprisoned offenders*
- 3/4 of sexual predators are younger than 35. About 80% are of normal intelligence or above. *Profiles from the FBI Academy and the National Center for Missing & Exploited Children*

| What is Psychology?

Psychology is a branch of social science. It is the study of the mind. Psychology studies both individual and group behaviours - it compares individuals to the group and see how and why individuals do what they do in and out of societal norms.

Psychology is the study of desire, need and motivation-what makes people tick. Have you ever wondered why someone does things, even when they seem crazy or stupid? Have you ever wondered why you engage in the same self-defeating behaviours over and over again, even then they are damaging?

Psychology started out as a philosophy but divorced away to become it's own discipline. It developed its own domain of research, theories and methodology. Its goal was to prove cause/effect relationships between individuals and their actions.

Psychology is not an exact science as no two people are exactly alike; therefore no two minds are identical. When studying "true" sciences mathematics and physics are exact sciences in that they are always quantifiable... $2 + 2$ always equals 4!

| What Makes Psychology Such An Interesting Subject?

It recognizes individuation. Everyone is viewed as their own person.

No two people are identical. Even though two or more people may act or react the same ways, their underlying reasons/motivations are different because of their lifelong experiences and perceptions derived from experiences.

In order for psychology to be effective, it must recognize the uniqueness in personalities and individual behaviours. Everyone is a unique being with unique qualities.

Psychology avoids stereotyping, which are short-cuts to perceptions. Psychology aims to treat individuals in terms of "case studies" (singular) and employ differential diagnoses.

| Philosophies and Theories Do Not Equal Outcomes

In mathematics $2 + 2 = 4$. In psychology, often times many things just do not add up! Why do people behave so badly when they know they will be punished? Why do women remain in abusive relationships instead of leaving? Why do some filthy rich people hoard every penny and scrounge for more, while some poor or needy person spends their money on wasteful non-necessities? It just does not add up! This is why psychology and the study of the mind is so interesting and so unique. Things and people often times do not add up!

Gestalt psychology was the first to pose the assertion: “The whole is greater than the sum of its parts.” If you were to try and understand someone or their behaviour by breaking them down into components or fractions, you would probably be even more confused. In psychology, the goal is not to try to see the forest from the trees, rather to see how the trees fit in with the forest to facilitate the entire picture.

* Later in this course we will examine serial killers. When you take an in depth look into their psyches, even though you have the research, often times the “what ifs” don’t add up as to why they did the things they did...the hidden underlying variables of the mind!

| What Makes Psychology a Credible Science?

The study of psychology concerns itself with 2 key tenets which add to making it a true science. It relies on both VALIDITY and RELIABILITY.

WHAT IS VALIDITY?

Validity in testing and research is extremely important for making psychology a credible and valid discipline. Validity assumes that you are testing what you are truly trying to test. For example, if you are trying to examine the effects of viewing sex and violence in pornography and whether it makes viewers more or less violent, you would not show them neutral cartoons containing no pornography because you are not testing what is intended.

In the field of psychology, it is very important not to compare apples to oranges because they do not match. They are both round fruits and they both grow on trees, but that says nothing about their true essence. The same is true when you study individuals. You have to develop an accurate measure discriminator and find out what you truly want to know.

WHAT IS RELIABILITY?

Like validity, reliability is essential in the study of psychology. Reliability asserts the formula, Test = Re-Test. For something to be reliable, each time you use the same test, you yield the same answers. For something to be reliable, it must discriminate individual differences, time, social economic status, IQ, gender, race, religion, creed, illness, etc. Tests should be case sensitive so they are fair and that results are reasonable and accurate.

Psychology tries to explain things in terms of motivation and outcomes. Why did someone do what they did leading to their specific outcome? What went into their thinking process which influenced them or motivated them to do what they did?

Psychology concerns itself with what is called cause-effect relationships!

| What is Meant by a Cause-Effect Relationship?

Everything that exists or happens in this world does so because there was some primary mover or actor which set the sequence in motion. According to the law of physics, matter can neither be created nor destroyed. Similarly, something cannot happen unless something caused it to happen. And behind every happening, there is always a motivated cause. Irregardless of incompetence, illness, or naivety, whenever someone creates something, they have caused it. Therefore, behind everything that happens in the corporeal world, there is always a reasonable or logical explanation for why something is as it is.

Now try to wrap your mind any or all of the following situations and try to make sense of these things for yourself:

1. Why would a man kill teenage boys by first drugging them up, having sex with them and then throwing their dead bodies in a crawl space under his house only to have sex with them again?
2. Why would a mother kill 8 of her own children after the first one died of Sudden Infant Death Syndrome only to claim she enjoy the attention she got from her grieving process?
3. Why would a man skin women alive and use their skin to make body suits?
4. Why does someone get sexually aroused by starting fires?

Is Psychology a Science?

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Revised and updated 05/28/2013

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[Click here](#) for a PDF version of this article.

(double-click any word to see its definition)

NOTE: For those with limited reading time, I recommend a newer, more comprehensive article over this one: ["Building Science."](#)

Introduction

Update: When this article first appeared in 2003 it was seen as rather controversial. Since then, because of increased public awareness and due to a number of scandals in the field of psychology, this article's position has moved substantially toward being the prevailing view among scientifically educated people, including Allen Frances, chair of the DSM-IV task force, who has recently [written a book](#) that makes the same points made here, and Thomas Insel, director of the National Institute of Mental Health, who has begun to [take a similar view](#) of the scientific standing of psychiatry and psychology. With respect to the DSM, one of this article's topics, Frances recommends that people no longer use or teach this "Bible" of psychological practice, while Insel and the NIMH intend to phase out the DSM by developing alternative diagnostic and treatment methods based on biological causes rather than psychological symptoms.

Because this article is directed toward educated nonspecialist readers considering psychological treatment, students of psychology are cautioned that terms such as "psychology," "clinical psychology" and "psychiatry" are used interchangeably, on the ground that they rely on the field of human psychology for validation, in the same way that astronomy and particle physics, though very different, rely on physics for validation.

The field of human psychology is a powerful force in modern society, and its influence is widespread – in language, law, the social contract, and in our perception of ourselves. Because legal decisions are sometimes made based on psychology, decisions that might cause someone to be incarcerated or freed, it is important to establish whether psychology is a science or a simple belief system. We should determine whether psychology can be relied on to objectively support the social and legal policies that are based on it. In modern times, such a serious public burden can only be borne by a field that is based on reason, on science. Which [leads](#) to our question: is human psychology steered by science?

What Is Science?

In [order](#) to consider whether psychology is a science, we must first define our terms. It is not overarching to say that *science is what separates human beings from animals*, and, as time goes by and we learn more about our animal neighbors here on Earth, it becomes increasingly clear that science is *all* that separates humans from animals. We are learning that animals have feelings, passions, and certain rights. What animals do not have is the ability to reason, to rise above feeling.

Science's goal is to create reasonable explanations (theories) to describe reality – theories that rely, not on feelings or passions, but on evidence. Science defines "evidence" in a special way that will seem rather strict to someone only familiar with the legal definition. To science, evidence is gathered and evaluated (and sometimes discarded) according to some rigid rules, rules meant to assure that a scientific theory reflects reality *to the best of our ability*.

How strict are science's rules of evidence? Well, let's first compare science to law. The legal definition of evidence is (as one example) a set of observations that appear to associate a particular person with a particular event. Typically, legal proceedings begin with an investigation meant to collect evidence, followed by a trial that establishes whether that evidence meets a criterion – "beyond a reasonable doubt" in criminal proceedings, and "according to the preponderance of evidence" in civil proceedings (in the US). This, by the way, is why O. J. Simpson was found innocent in criminal court, but found guilty in a subsequent civil proceeding – using the same evidence, he wasn't guilty "beyond a reasonable doubt," but he *was* guilty "according to the preponderance of evidence."

In an embarrassing and tragic number of cases, innocent people have been placed on death row (and sometimes executed) based on evidence that, notwithstanding the innocence of the convict, met the "beyond a reasonable doubt" standard, when evaluated by a jury of 12 upstanding citizens, people whom we shall charitably assume paid no mind to the color of the defendant's skin. Relatively recently, new ways of gathering evidence – like [DNA testing](#) – have proven the innocence of a fortunate few death-row inmates, and others who might have gone unpunished have been arrested.

The point here is that *legal evidence is not remotely scientific evidence*. Contrary to popular belief, science doesn't use

sloppy evidentiary standards like "beyond a reasonable doubt," and scientific theories *never become facts*. This is why the oft-heard expression "proven scientific fact" is *never appropriate* – it only reflects the scientific ignorance of the speaker. Scientific theories are always theories, they never become the final and only explanation for a given phenomenon.

As to the ever-popular expression "scientific law," this is often an earnest effort by scientists to bridge the gap between the level of certainty required in science and that accepted in ordinary life. In fact and strictly speaking, there are no scientific laws, only theories about which we are very certain, like entropy and gravity, which, if they were to be tersely expressed in everyday language, would read: "Eventually it will break, and when it does, it is going to fall."

About scientific evidence, philosopher David Hume said, "No amount of observations of white swans can allow the inference that all swans are white, but the observation of a single black swan is sufficient to refute that conclusion." This saying aptly summarizes the difference between scientific evidence and every other kind of evidence, and it dramatizes the difference between science and ordinary human thinking.

This very strict evidentiary standard is essential for science to provide its riches, and it is no problem for people who have been properly educated. But in the lives of people for whom "evidence" means "he said, she said," certain problems are inevitable.

When properly conducted, scientific investigations *never draw conclusions directly from observations*. This may sound unnecessarily strict, but it is necessary for science to accomplish what it does. To demonstrate this, here is a hypothetical conversation between a psychic wannabe (PW) and a scientist (S):

PW: "I successfully predicted 100 coin tosses, therefore I am psychic."

S: "How many total coin tosses were there?"

PW: "200".

S: "So you guessed half correctly, and half incorrectly, yes?"

PW: "Yes – isn't that amazing?"

S: "No, not really. It is the outcome predicted by chance."

(*a day goes by ...*)

PW: "I correctly guessed eight coin tosses *in a row!* Now that's proof that I'm psychic!"

S: "How many total coin tosses this time?"

PW: "Umm, 256."

S: "With that many coin tosses, eight sequential correct guesses has a probability of $\frac{1}{2}$ of coming about by chance. You might be psychic, but there is a much more likely explanation – chance."

This example highlights a cardinal rule of science: *Always consider alternative explanations*, never accept anything at face value.

In everyday life, people are regularly taken in by con men who rely on public ignorance of reason and science. Here's an example – you receive a mailing from someone who wants to be your financial advisor. He predicts that the stock market will fall (or rise) during the next month. At the end of the month, his prediction turns out to be correct. Then, for *six months straight*, he mails you a prediction, and each prediction turns out to be correct. In a quick calculation you realize you would have made several million dollars by following his advice.

Having "proven" his abilities, the financial advisor now wants you to give him control of your portfolio. His is the best performance you have ever seen, he obviously has special skills, what do you do? Well, hopefully you follow the cardinal rule: *Always consider alternative explanations*.

Here is a very likely alternative explanation – the "financial wizard" is a con man, a hustler. Here is how this well-known con works:

1. At the beginning of the six-month period, the "wizard" mails a prediction to a list of 16,384 people. He tells half the people the market will rise, the other half that it will fall.
2. At the end of the first month, he drops half the names from the list (those who got an incorrect prediction) and mails a new prediction to the remaining names.
3. He repeats this procedure for six months, each month dropping half the names and keeping those that got a correct prediction.
4. At the end of six months, he has a list of 256 very hot prospects, each of whom has gotten a seemingly miraculous run of correct predictions, each of whom might just sign up for his "services," each of whom is about to be swindled.

These 256 "marks" (the con-man term for someone about to be "served") must either *consider alternative explanations*, or they stand to lose a lot of money. And very important: for those who decide to accept the con man's services, their decision is *perfectly reasonable* when based on everyday perceptions. Just like many of the claims of the practitioners of clinical psychology, and to someone unable to think critically, it is perfectly reasonable, and it is wrong.

Apart from being filtered through all possible explanations, scientific theories have another important property – they must make predictions that can be tested and possibly falsified. In fact, and this may surprise you, *scientific theories can only be falsified, they can never be proven true once and for all*. That is why they are called "theories," as certain as some of them are

– it is always possible they may be replaced by better theories, ones that explain more, or are simpler, or that make more accurate predictions than their forebears.

It's very simple, really. If a theory doesn't make testable predictions, or if the tests are not practical, or if the tests cannot lead to a clear outcome that supports or falsifies the theory, *the theory is not scientific*. This may come as another surprise, but very little of the theoretical content of human psychology meets this scientific criterion. As to the clinical practice of psychology, even less meets any reasonable definition of "scientific."

What Is Psychology?

Psychology has as its aim the understanding of human behavior, and as a secondary goal, the treatment of behaviors deemed abnormal. Almost immediately upon the formation of the field, efforts were made to place psychological studies on a scientific basis. Early psychological studies were conducted by Wilhelm Wundt at the University of Leipzig, Germany. One of his students, G. Stanley Hall, then went on to establish the first American psychological laboratory at Johns Hopkins University.

Then, in 1900, Sigmund Freud introduced psychoanalytical theory in his book "The Interpretation of Dreams." This was the first ultimately large-scale effort to apply psychological knowledge to the problem of treatment or therapy.

Human psychology and the related fields of psychoanalysis and psychotherapy achieved their greatest acceptance and popularity in the 1950s, at which time they were publicly perceived as *sciences*. But this was never true, and it is not true today – human psychology has never risen to the status of a science, for several reasons:

Ethical considerations.

If you want to study the behavior of rats or pigeons, there are no significant ethical limitations – you can kill them, you can cut them up, you can dress them out in EEG probes while they play violent video games, no one will complain. They are expendable, they are animals.

But as to the study of human beings, there are severe limitations on what kinds of studies are permitted. As an example, if you want to know whether removing specific brain tissue results in specific behavioral changes, you cannot perform the study on humans. You have to perform it on animals and try to extrapolate the result to humans.

One of the common work-arounds to this ethical problem is to perform what are called "retrospective studies," studies that try to draw conclusions from past events rather than setting up a formal laboratory experiment with strict experimental protocols and a control group. If you simply gather information about people who have had a certain kind of past experience, you are freed from the ethical constraint that prevents you from exposing experimental subjects to that experience in the present.

But, because of intrinsic problems, retrospective studies produce very poor evidence and science. For example, a hypothetical retrospective study meant to discover whether vitamin X makes people more intelligent may only "discover" that the people who took the vitamin were those intelligent enough to take it in the first place. In general, retrospective studies cannot reliably distinguish between causes and effects, and any conclusions drawn from them are suspect.

Think about this for a moment. In order  for human psychology to be placed on a scientific footing, it would have to conduct strictly controlled experiments on humans, in some cases denying treatments or nutritional elements deemed essential to health (in order to have a control group), and the researchers would not be able to tell the subjects whether or not they were receiving proper care (in order not to bias the result). This is obviously unethical behavior, and it is a key reason why human psychology is not a science.

Blurring of research, diagnosis and therapy.

This blurring is a problem in mainstream medicine as well as psychology, but it has a more severe form in psychology and psychiatry. It is more severe mostly because of the above ethical limitations, which preclude formal, strict scientific study on human subjects.

As a result, ordinary clinical therapeutic treatments are actually (potentially) a mixture of the three items listed above – research, diagnosis and therapy. If the treatment is routine and uneventful, it is clinical therapy, which most people realize is entirely ineffectual in any case (i.e. with an outcome scientifically indistinguishable from speaking to a bartender or your favorite uncle). If the client shows traits useful for diagnosis, the treatment ipso facto becomes diagnostic. If the interplay between the clinician and the client produces a novel, seemingly useful cause-effect relationship, the treatment becomes research. This clinical opportunism is another reason psychology has the reputation it does – very little distinction exists between gathering knowledge and dispensing knowledge.

This raises another ethical issue, that of *informed consent*. Has the client been properly informed as to the nature of the procedures – will the sessions consist of research, diagnosis, therapy, or some mixture? But there is no remedy for this problem, because the clinician can't tell the client what is going to happen, because he doesn't know, and he is certainly not going to resist publishing any interesting, unforeseen results as research findings.

Overall lax standards.

The items listed above inevitably create an atmosphere in which absolutely anything goes (at least temporarily), judgments about efficacy are utterly subjective, and as a result, the field of psychology perpetually splinters into cults and fads (examples below). "Studies" are regularly published that would never pass muster with a self-respecting peer review committee from some less soft branch of science.

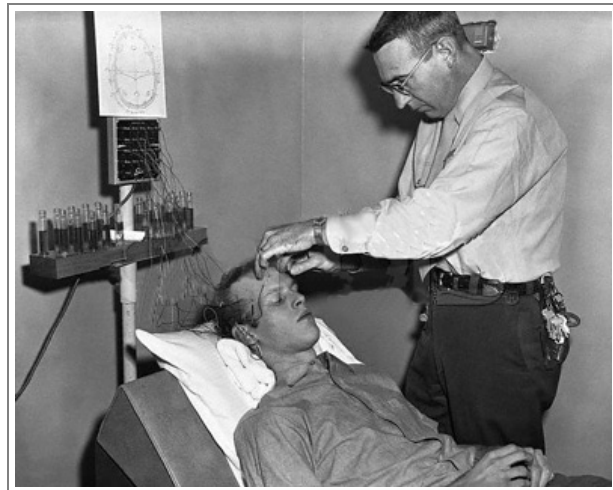
If society correctly evaluated human psychology as a loose grouping of subjective cults and fads, the above summary would not pose any kind of social problem. But in fact there are people who still think human psychology is based in science, all evidence to the contrary. The sad result is that society's engine of legal and social authority is sometimes steered by psychology, sometimes with unjust and terrible consequences. Here is a brief list of historical examples in which psychology's bogus status as a science has produced harm (it is by no means a comprehensive list):

- During World War I, psychologist R. M. Yerkes oversaw the testing of 1.7 million US Army draftees. His questionable conclusions were to have far-reaching consequences, leading to a 1924 law placing severe limitations on the immigration of those groups Yerkes and his followers believed to be mentally unfit – Jews and Eastern Europeans in particular. Yerkes later thoroughly recanted his methods and findings in an 800-page confession/tome that few bothered to read, and the policies he set in motion had the dreadful side effect of preventing the immigration of Jews trying to escape the predations of Hitler and his henchmen later on.

The original test results happened to dovetail with Yerkes' explicit eugenic beliefs, a fact lost on nearly everyone at the time.

- In an effort to answer the question of whether intelligence is primarily governed by environment or genes, psychologist Cyril Burt (1883-1971) performed a long-term study of twins that was later shown to be most likely a case of conscious or unconscious scientific fraud. His work, which purported to show that IQ is largely inherited, was used as a "scientific" basis by various racists and others, and, despite having been discredited, still is.
- In the 1950s, at the height of psychology's public acceptance, neurologist Walter Freeman created a surgical procedure known as "prefrontal lobotomy." As though on a quest and based solely on his reputation and skills of persuasion, Freeman singlehandedly popularized lobotomy among U.S. psychologists, eventually performing about 3500 lobotomies, before the dreadful consequences of this practice became apparent.

At the height of Freeman's personal campaign, he drove around the country in a van he called the "lobotomobile," performing lobotomies as he traveled. There was plenty of evidence that prefrontal lobotomy was a catastrophic clinical practice, but no one noticed the evidence or acted on it. There was — and is — no reliable mechanism within clinical psychology to prevent this sort of abuse.



Walter Freeman performing a lobotomy

These examples are part of a long list of people who have tried to use psychology to give a scientific patina to their personal beliefs, perhaps beginning with Francis Galton (1822-1911), the founder and namer of eugenics. Galton tried (and failed) to design psychological tests meant to prove his eugenic beliefs. This practice of using psychology as a personal soapbox continues to the present, in fact, it seems to have become more popular.

What these accounts have in common is that no one was able (or willing) to use scientific standards of evidence to refute the claims at the time of their appearance, because psychology is only apparently a science. Only through enormous efforts and patience, including sometimes repeating an entire study using the original materials, can a rare, specific psychological claim be refuted. Such exceptions aside, there is ordinarily no recourse to the "testable, falsifiable claims" criterion that sets science apart from ordinary human behavior.

You might enjoy reading:



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One might think that psychology might have learned from its past errors and evolved into a more strict and scientific

enterprise. In fact the reverse seems to be the case. Here are two contemporary examples:

Facilitated Communication

This bogus field sprang into existence, fueled by the wish that specific disabled (autistic, severely retarded) people might be able to communicate with their loved ones after all. It purports to allow communication with a disabled person through the agency of a facilitator, someone who typically holds a writing implement (or operates a keyboard) simultaneously with the disabled person, and the two together create a written account of the disabled person's otherwise inaccessible experiences. Frequently, the "communication" seems to reveal that the disabled person is being abused horribly by parents or caretakers. This in turn has resulted in bogus legal actions, spurred by prosecutors who think psychology is a science.

Was this set of beliefs tested and shown to be flawed in a scientific study? No. Was it called into question because of the utterly fantastic content of the "communications"? No again. How then was the fraud uncovered? Well, the PBS television program "Frontline" showed up and taped some typical clinical practice, revealing some aspects of the practice anyone not brain-damaged should have been able to notice, such as the fact that the disabled person was often looking at the ceiling while supposedly cooperating in keyboard communication, a behavior that requires one to look at the keyboard at least occasionally. The facilitator, of course, was looking intently at the keyboard.

And finally, after evidence of the bogus nature of both the practice and the communications was demonstrated, was the field abandoned? Of course not – it is still widely practiced, with the difference that TV cameras are now typically excluded from the clinics.

Recovered Memory Therapy

In this variation on the above bogus practice, talk-therapy clients are guided to "recovering" repressed memories, typically of horrible childhood abuse, sexual and otherwise. And, like the above practice, these "recovered memories" sometimes cause people to be jailed for vivid, if imaginary, crimes.

In this case, unlike the above, over time the frequency and implausibility of the actionable claims ruined everything for the eager practitioners, and most clients later decided they were talked into the "memories" by the therapist. There have been a number of lawsuits by disgruntled former clients, and wrongly convicted people have been freed.

But, just as in the case of "facilitated communication," science played no role in either the creation or destruction of this aberration, this fad. Science played no part in the creation of either field, although properly designed experiments could have been used at the outset to prove that both fads were not remotely what their advocates claimed. And science had little role to play in the later debunking, because psychology is only coincidentally addressed by science.

Some may object that the revolution produced by psychoactive drugs has finally placed psychology on a firm scientific footing, *but the application of these drugs is not psychology, it is pharmacology*. The efficacy of drugs in treating conditions once thought to be psychological in origin simply presents another example where psychology got it wrong, and the errors could only be uncovered using disciplines outside psychology.

To summarize this section, psychology is the sort of field that can *describe* things, but as shown above, it cannot reliably *explain what it has described*. In science, descriptions are only a first step — explanations are essential:

- An explanation, a theory, allows one to make a prediction about observations not yet made.
- A prediction would permit a laboratory test that might support or falsify the underlying theory.
- The possibility of falsification is what distinguishes science from cocktail chatter.

This doesn't mean psychology lacks theories. It means the theories, when applied to humans, either cannot be tested in a scientifically rigorous way, or the tests fail without anyone noticing or caring. This explains why psychology's frequent theoretical failures tend to be discussed in a courtroom rather than a laboratory or a scientific journal.

As with most professions, scientists have a private language, using terms that seem completely ordinary but that convey special meaning to other scientists. For example, when a scientist identifies a field as a "descriptive science," he is politely saying it is not a science.

Present-day Human Psychology

One might think the dismal history of psychology and the recent revolution in psychoactive drugs might cause more than a few psychologists to wonder whether their field means anything at all. But the absence of a scientific foundation for psychology means that, like religion, it can prevail in the face of overwhelming evidence that it has no fixed, testable content.

This seems an appropriate time (and context) to comment on psychology's "bible": the Diagnostic and Statistical Manual of Mental Disorders and its companion, the International Classifications of Diseases, Mental Disorders Section (hereafter jointly referred to as DSM). Now in its fourth edition, this volume is very revealing because of its significance to the practice of psychology and psychiatry and because of what it claims are valid mental illnesses.

Over the history of the DSM and as a result of valiant efforts, this "bible" of clinical psychology has come to define more and more conditions as evidence of mental illness. As an example, in the current edition, the following conditions are defined as mental illnesses:

- Stuttering
- Spelling Disorder

- Written Expression Disorder
- Mathematics Disorder
- Caffeine Intoxication/[Withdrawal](#)
- Nicotine use/[Withdrawal](#)
- Sibling Rivalry Disorder
- Phase of Life Problem

Putting aside for the moment the nebulous "phase of life problem," excuse me? – "Sibling rivalry" is now a mental illness? Yes, according to the current DSM/ICD. And few are as strict about spelling as I am, but even I am not ready to brand as mentally ill those who (frequently) cannot accurately choose from among "site," "cite" and "sight" when they write to comment on my [Web pages](#). As to "mathematics disorder" being a mental illness, sorry, that just doesn't add up.

The content of this influential volume, a cornerstone of the practice of contemporary psychiatry, has become so ridiculous that professional psychologists have begun openly deriding it. Professors Herb Kutchins of California State University and Stuart A. Kirk of the University of New York found "...there is ample reason to conclude that the latest versions of *DSM* as a clinical tool are unreliable and therefore of questionable validity as a classification system."

Psychiatrist Matthew Dumont wrote this about DSM's pretensions to scientific authority: "The humility and the arrogance in the prose are almost indistinguishable, frolicking like puppies at play. They say: '...while this manual provides a classification of mental disorder...no definition adequately specifies precise boundaries for the concept...' [APA, 1987]...They go on to say: '...there is no assumption that each mental disorder is a discrete entity with sharp boundaries between it and other mental disorders or between it and no mental disorder' [APA, 1987]." It goes without saying that these buried qualifiers do nothing to reduce the apparent authority of this volume among its advocates.

Is the DSM becoming more or less reasonable as time passes? Decide for yourself. Here is a list of years and the number of conditions identified as "mental illnesses" in the DSM for that year:

Year	Number of conditions
1952	112
1968	163
1980	224
1987	253
1994	374

Based on this table and extrapolating into the future using appropriate regression methods, in 100 years there will be more than 3600 conditions meriting treatment as mental illnesses. To put it another way, there will be more mental states identified as abnormal than there are known, distinct mental states. In short, *no behavior will be normal*.

Those who created the DSM intended to standardize diagnostic criteria, so that two clinicians similarly trained, when confronted by the same patient, would be able to use the DSM's guidance to produce the same diagnosis. This ambitious goal, had it been achieved, would have greatly improved the image of psychology as a science. But, notwithstanding the DSM's gradual increase in size and weight, this goal is as remote as ever. Even many of those charged with responsibility for creating and editing the DSM acknowledge that it is not the hoped-for validation of clinical psychology's standing as a science.

Tom Widiger, who served as head of research for DSM-IV, says "There are lots of studies which show that clinicians diagnose most of their patients with one particular disorder and really don't systematically assess for other disorders. They have a bias in reference to the disorder that they are especially interested in treating and believe that most of their patients have." And, because of clinical psychology's supposed status as a science, the patients don't typically object to the diagnosis they are given. Indeed, some of them embrace the diagnosis, however implausible, and proceed to exhibit all the symptoms the clinician expects to see.

Many conditions have made their way into the DSM and nearly none are later removed. Homosexuality was until recently listed as a mental illness, one believed to be amenable to treatment, in spite of the total absence of clinical evidence. Then a combination of research findings from fields other than psychology, and simple political pressure, resulted in the belated removal of homosexuality from psychology's official list of mental illnesses. Imagine a group of activists demanding that the concept of gravity be removed from physics. Then imagine physicists yielding to political pressure on a scientific issue. But in psychology, this is the norm, not the exception, and it is nearly always the case that the impetus for change comes from a field other than psychology.

The Architecture of Science

Since this article's first publication in 2003, I have been engaged in a [running debate](#) with psychologists about whether psychology can be fairly described as "scientific" using [commonly accepted definitions](#) of science. Many psychologists have argued that, because psychological research is carried out and published, and because that research meets many of the criteria describing valid scientific research, it therefore follows that psychology is itself scientific.

But this conclusion sidesteps some evaluation points that can be used to determine whether the existence of scientific research within a field grants scientific status to the field itself. Here are the points:

- Does research address and potentially falsify one or more core theories that define the field?
- Does research honor the [null hypothesis](#) ?
- Does research have the potential to change how the field is practiced?

Point A

Does research address and potentially falsify one or more core theories that define the field? That is an easy question to answer. Let's say I am an astrologer, and I want to carry out a research project — I want to statistically break down the U.S. population by astrological sign. That way, I can order  supplies intelligently and focus my efforts appropriately, with an *evidence-based* idea of who my clients will be. So I consult a statistical database of U.S. births by date , process the data, and break it down by the astrological "signs" (this result is for U.S. births in 2003):

Aries	334,893	8.19%
Taurus	347,647	8.50%
Gemini	348,053	8.51%
Cancer	342,726	8.38%
Leo	381,064	9.32%
Virgo	363,278	8.88%
Libra	349,643	8.55%
Scorpio	345,045	8.44%
Sagittarius	312,977	7.65%
Capricorn	314,750	7.70%
Aquarius	327,456	8.01%
Pisces	322,418	7.88%

Total	4,089,950	100.00%

Okay. I have created a *scientifically valid statistical result* in astrology, and the study turns out to have practical value in the daily activities of astrologers. Does this scientifically valid result *make astrology itself scientific*? No, of course not. Why? Because, regardless of its practical significance, my research doesn't *address or potentially falsify* the core theories of astrology.

When psychologists perform research, some of the results pass muster as legitimate science, but unless those results address and potentially falsify the core theories of psychology, the research cannot confer a scientific status to psychology itself. To summarize, for criterion (A) to be satisfied, psychology must have a theoretical core of testable, falsifiable theories, *and* ongoing research must address and potentially falsify those theories.

For reasons summarized elsewhere in this article, psychology isn't guided by a coherent, falsifiable system of theories, consequently research can't be focused on those theories, and it isn't possible to falsify a nonexistent or poorly expressed theory. One litmus test of this failing is that (unlike fields such as physics and medicine where practice is ruled by research) the *practice* of psychology (clinical psychology) is not measurably influenced by the *theories* of psychology. On this ground, psychology fails **Point A**.

Point B

Does research honor the null hypothesis ? The "null hypothesis" is a scientific precept that says assertions are *assumed to be false* unless and until there is evidence to support them. In scientific fields the null hypothesis serves as a threshold-setting device to prevent the waste of limited resources on speculations and hypotheses that are not supported by direct evidence or reasonable extrapolations from established theory.

Does psychology meet this criterion? Well, to put it diplomatically, if psychiatrist John Mack of the Harvard Medical School can conduct a research program that takes alien abduction stories at face value, if clinical psychologists can appear as expert witnesses in criminal court to testify about nonexistent "recovered memories," only to see their clients vigorously deny and retract those "memories" later, if any imaginable therapeutic method can be put into practice without any preliminary evaluation or research, then no, the null hypothesis is not honored, and psychology fails **Point B**.

Point C

Does research have the potential to change how the field is practiced? The answer to this question is entangled with **point B** above. If clinical psychologists won't honor the null hypothesis, if any idea can become clinical practice without a preliminary scientific evaluation for efficacy and safety, then psychological research can have no effect on clinical practice.

In response to my claim that *evidence-based practice* is to date an unrealized idea, a psychologist recently replied that there is "*practice-based evidence*." Obviously this argument was offered in the heat of the moment and my correspondent could not have considered the implications of his remark.

Practice-based evidence, to the degree that it exists, suffers from serious ethical and practical issues. It fails an obvious ethical standard — if the "evidence" is coincidental to therapy, a client will be unable to provide informed consent to be a research subject on the ground that neither he nor the therapist knows in advance that he *will* be a research subject. Let me add that a scenario like this would never be acceptable in mainstream medicine (not to claim that it never happens), but it is all too common in clinical psychology for research papers  to exploit evidence drawn from therapeutic settings.

As to the various clinical practices that have come and gone over the years, none of them arose from scientific research, to then make their way into clinics — so far, it has been the other way around, with researchers struggling to validate a clinical *fait accompli*. And psychological research, regardless of its merit, has no measurable effect on clinical practice. Therefore psychology fails **Point C**.

Comparison

Let's compare the foregoing to physics, a field that perfectly exemplifies the interplay of scientific research and practice. When I use a [GPS](#) receiver to find my way across the landscape, every aspect of the experience is governed by rigorously tested physical theory. The semiconductor technology responsible for the receiver's integrated circuits obeys quantum theory and materials science. The mathematics used to reduce satellite radio signals to a terrestrial position honors Einstein's [relativity theories](#) (both of them, and for different reasons) as well as orbital mechanics. If any of these theories is not perfectly understood and taken into account, I won't be where the GPS receiver says I am, and that could easily have serious consequences.

Because physical theories are rigorously tested and because the *practice* of physics honors the *theories* of physics, a gigantic airliner can approach a runway and land in conditions of *zero visibility* (a "[Category III approach](#)"), without significant risk to passenger safety. Public trust is well-placed in physics as a scientific discipline.

New research findings that influence theory are immediately acted upon, and physical theory is modified according to the rules of scientific evidence. The result of a change in theory is that every activity remotely related to physics — civil, mechanical and electrical engineering, among others — is required to change its practice in step with new research findings, and a failure to take the *theory* of physics into account can easily end the career of someone engaged in the *practice* of physics.

I [offer](#) this mini-essay and this comparison because most of my psychological correspondents have no idea what makes a field scientific. Many people believe that any field where science takes place is *ipso facto* scientific. But this is not true — there is more to science than outward appearances.

Psychologists on Psychology

The skeptical reader may wonder what psychologists and psychiatrists have to say about the scientific standing of their own field. As it turns out, the more perceptive among mental health professionals freely admit their field is not based in science.

- In the 1950s the [American Psychological Association](#) (hereafter APA) commissioned a study of the scientific standing of psychology. In 1963 the result was published in six volumes as "Psychology: A Study Of a Science" (Koch, S. (Ed.). (1959-1963). New York: McGraw-Hill). [Sigmund Koch](#) , the director of the study, came to these conclusions:

"The truth is that psychological statements which describe human behavior or which report results from tested research can be scientific. However, when there is a move from *describing* human behavior to *explaining* it there is also a move from science to opinion." (emphasis supplied)

"The hope of a psychological science became indistinguishable from the fact of psychological science. The entire subsequent history of psychology can be seen as a ritualistic endeavor to emulate the forms of science in [order](#) to sustain the delusion that it already is a science."

Koch's distinction between *describing* and *explaining* is crucial to the issue of scientific standing. It is a simple matter to describe something, and descriptions are often repeatable, but one cannot shape a scientific theory based only on description. For a scientific theory, one must try to craft an explanation of what has been described. With an explanation in hand, one can design an experiment to see if the explanation has general validity. And crucially, the existence of a testable explanation allows the possibility of [falsification](#) , the key property of all scientific theories.

But as it is now constructed, psychology doesn't try to explain behavior, it is satisfied to collect descriptions of behavior. Those therapies that exist are meant to respond to descriptions, without ever taking the dangerous step of offering a testable, falsifiable explanation.

- In 2005, Dr. Ronald L. Levant (president of the [APA](#)), aware of the above history, penned a daring initiative meant to nudge clinical psychology toward an evidence-based model and away from its present reliance on anecdote and belief. But I think Dr. Levant may have misjudged the present state of clinical practice — on hearing his proposal, rank and file psychologists reacted with a mixture of panic and fury. Here is a quote from Dr. Levant's later defense:

[Evidence-based practice in psychology \(APA, 2005\)](#) : "Some APA members have asked me why I have chosen to sponsor an APA Presidential Initiative on Evidence-Based Practice (EBP) in Psychology, expressing fears that the results might be used against psychologists by managed-care companies and malpractice lawyers."

The rank and file are right, of course. Any effort to move clinical psychology toward an evidence-based model would expose what until now has been a well-kept secret — clinical psychology is not remotely evidence-based, relying instead on anecdotes, dubious extrapolations from animal research, poor-quality retrospective studies and simple belief. To publicly air these facts would trigger a number of legal and practical consequences that psychologists would be wise to avoid. And so far, they have — after a brief uproar in 2005, the APA proposal has been shelved.

In his most revealing sentence, Dr. Levant says, "... psychology needs to define EBP in psychology or it will be defined for us." This acknowledges something that Levant emphasizes in his article — EBP is a *proposal*, a *wish*, not a reality. Scientific psychology lies in the future — at present, we only have the acronym.

- During the 2006 meeting of the American Psychological Association, psychiatrists admitted they have no scientific tests to prove mental illness and have no cures for these unproven mental illnesses (more [here](#)). I've always thought the first step to learning something new is to acknowledge one's own ignorance. It seems the professionals are willing to take this first step.

Conclusion

At this point it must be clear to the intelligent reader that clinical psychology can make virtually any claim and offer any kind of therapy, because there is no practical likelihood of refutation – no clear criteria to invalidate a claim. This, in turn, is because human psychology is not a science, it is very largely a belief system similar to religion.

Like religion, human psychology has a dark secret at its core – it contains within it a model for correct behavior, although that model is never directly acknowledged. Buried within psychology is a nebulous concept that, if it were to be addressed at all, would be called “normal behavior.” But do try to avoid inquiring directly into this normal behavior among psychologists – nothing is so certain to get you diagnosed as having an obsessive disorder.

In the same way that everyone is a sinner in religion's metaphysical playground, everyone is mentally ill in psychology's long, dark hallway – no one is truly “normal.” This means everyone needs psychological treatment. This means psychologists and psychiatrists are guaranteed lifetime employment, although that must surely be a coincidence rather than a dark motive.

But this avoids a more basic problem with the concept of “normal behavior.” The problem with establishing such a standard, whether one does this directly as religion does, or indirectly as psychology does, is that the activity confronts, and attempts to contradict, something that really is a scientific theory – evolution. In evolution, through the mechanism of natural selection, organisms adapt to the conditions of their environment, and, because the environment keeps changing, there is no particular genotype that can remain viable in the long term.

The scientific evidence for evolution is very strong, and evolution's message is that only flexible and adaptable organisms survive in a world of constant change. Reduced to everyday, individual terms, it means no single behavioral pattern can for all time be branded “correct” or “normal.” This is the core reason religion fails to provide for real human needs (which wasn't its original purpose anyway), and this failing is shared by psychology – they both put forth a fixed behavioral model in a constantly changing world.

The present atmosphere among many psychologists and psychiatrists can only be described as panic. This panic is clearly shown in the rapid, seemingly purposeful destruction of the DSM, the field's “bible,” as a legitimate diagnostic tool (because if everything is a mental illness, then nothing is). This panic arises in part from a slow realization that many conditions formerly thought to be mental conditions amenable to psychological treatment, turn out to be organic conditions treatable with drugs (or, like homosexuality, turn out to be conditions not appropriate to any kind of treatment). Further, many traditional clinical practices have been shown to be ineffectual and/or indistinguishable from ordinary experience or nothing at all.

In the final analysis, the present state of psychology is the best answer to the original inquiry about whether it is scientific, because if human psychology were as grounded in science as many people believe, many of its historical and contemporary assertions would have been falsified by its own theoretical and clinical failures, and it would be either replaced by something more scientifically rigorous, or simply cast aside for now.

But this is all hypothetical, because psychology and psychiatry have never been based in science, and therefore are free of the constraints placed on scientific theories. This means these fields will prevail far beyond their last shred of credibility, just as religions do, and they will be propelled by the same energy source — belief. That pure, old-fashioned fervent variety of belief, unsullied by reason or evidence.

Further Reading

- [Head Case — Can psychiatry be a science?](#)
- [Why do psychologists reject science? \(Newsweek\)](#)
- [Can We Blame Our Bad Behavior on Stone-Age Genes? \(Newsweek\)](#)
- [Dark shadows loom over 'facilitated' talk \(MSNBC\)](#)
- [The Doubt Factory](#)
- [The Myth of Mental Illness](#)
- [What is Science?](#)
- [APA Practice Guidelines](#)
- [Therapists get 16 years](#) , about the death of 10-year-old Candace Newmaker in “Rebirthing Therapy.”
- ["The Dictionary of Disorder".](#) New Yorker Magazine, 1/3/2005, Alix Spiegel
- [Science and Pseudoscience in Clinical Psychology](#) , Steven Jay Lynn (Editor), Scott O. Lilienfeld (Editor), Jeffrey M. Lohr (Editor)
- [House of Cards: Psychology and Psychotherapy Built on Myth](#) , Robyn Dawes.
- ["The Mismeasure of Man"](#) , Steven Jay Gould
- [AN EXPERIMENTAL ANALYSIS OF FACILITATED COMMUNICATION](#) by Barbara B. Montee, Raymond G. Miltenberger and David Wittrock NORTH DAKOTA STATE UNIVERSITY
- ["Facilitated Communication: Mental Miracle or Sleight of Hand?"](#) by Dr. Gina Green
- ["A History of Facilitated Communication: Science, Pseudoscience, and Antiscience: Science Working Group on Facilitated Communication"](#) from the *American Psychologist* (1995)
- [Resolution on Facilitated Communication by the American Psychological Association \(August 14, 1994\)](#)
- [Rocky Mountain Skeptics on Facilitated Communication](#)
- [Review of "Crazy" Therapies by Singer and Lalich](#)
- [Autism Resources](#)
- [The Facilitated Communication Institute at Syracuse University](#)
- [Chris Borthwick's Annotated Bibliography](#) and his [Facilitated Communication Training](#)
- [FC Digest](#)
- Gorman, Brian J. "Facilitated Communication in America: Eight Years and Counting," in *Skeptic*, vol. 6 no. 3, 1998.
- [Singer, Margaret Thaler and Janja Lalich. *Crazy Therapies* \(San Francisco: Jossey-Bass, Inc., 1996\). \[Review\]\(#\).](#)

- [Shane, Howard C. *Facilitated Communication : The Clinical and Social Phenomenon* \(Singular Publishers Group, 1994\).](#)

Feedback

- [I know what science is!](#)
- [Selected replies to this article](#)

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In the last lecture we examined more archaic ways in which experts predicted and studied criminals. The following modern ways were used to gather more accurate evidence and offer more credibility. Some of these procedures are still used today.

|Twin Studies

In twin studies, researchers examine both identical twins and fraternal twins to determine what degree genetics plays in criminal behaviour. Identical twins are those individuals coming from the same fertilized egg (monozygote). Fraternal twins on the other hand, are those twins coming from two separate eggs (dizygotes).

As far as the research shows, fraternal twins are more likely to have similar careers in crime 12% of the time. Statistically speaking, this number is quite low and not really significant. Identical twins, on the other hand, are most likely to engage in lives of crime 35% of the time when they become teens and adults. Even though 35% is nearly three times higher, it is still not a highly significant enough number to garner statistical significance. If in fact genetics has a lot to do with a propensity toward committing crimes, then one would expect identical twins to be somewhere between 75-99.9% to make the argument worthwhile.

Keep in mind that while studying twins, you are only getting anecdotal information and reports after the fact most of the time. Therefore, reports could be biased most times. Also, very important to note, since you can't place people in glass prisons throughout their entire lives in order to study them and control social factors, you are probably not going to get the most accurate results. It is next to impossible to control the world and people around twins and isolate them from being influenced. It is very likely, parents, family and socioeconomic status have more to do with criminal development than does biology which would explain the low number of 35%!

|Adoption Studies

Much like twin studies, adoption studies are used to examine the effects of biology on criminal behaviour. It is believed that if a child is given up for adoption at an early age, then their biological parents and family would have no social influence on them. What researchers are hoping for within this domain is that social variables would be more controlled and accounted for. What do researchers find in adoption studies?

Like the twin studies, researchers find very little convincing evidence for biological arguments. Children who had biological parents with prior criminal convictions had a greater chance of being involved in crimes themselves. These crimes however were usually non-violent in nature and were usually property crimes, i.e. Vandalism, breaking and entering, stealing, etc. The statistics do not support a high correlation for significance.

|XYY Chromosome Theory

Here is a very quick lesson in Chromosomes. The normal compliment for genders is:

Males= XY

Females = XX

Human cells have 23 pairs of chromosomes. Chromosomes determine inherited characteristics. The male sperm determines the genetic sex of the child at the point of conception. It is the "Y" part of chromosome which makes a person a male.

1/426 people are born with chromosome disorders. When individuals are born with an extra "X" chromosome, i.e., XXY or XXXY, they have **Klinefelter's** syndrome. They tend to have long arms, poor muscle development, irregular genital development and mental impairment. When individuals are born with an extra Y" chromosome, i.e., XYY, they tend to be very tall, mentally dull, less fertile and more likely to be anti-social in their personalities and behaviours.

XYY chromosome theorists conducted studies with individuals who had this chromosome disorder to examine biological influence.

WHAT DID THEY FIND?

Yes, these men were taller than average. These men also tended to have lower levels of intelligence. Interestingly, these men were more prone to aggression and violence. When you examined their criminal behaviours, they were more likely to have criminal records; however the crimes they commit were usually of a non-violent nature. Therefore, you can probably cross these guys off of your list of potential rapists and serial killers. It would appear they did not possess the "aggression" make-up needed to commit violent crimes!

Before moving onto the sex difference, please visit the following WIKI sites to learn more about [Klinefelter Syndrome](#), [XYY Chromosome Syndrome](#) and [Turner Syndrome](#).

The [Crimino-biologic study of patients with the XYY syndrome and Klinefelter's syndrome](#) is a really interesting study and I am including the abstract for those interested.

| Sex Differences

Much research has been conducted to determine the effect that one's sex has on their life of crime. Is gender a biological precursor to criminal behaviour?

When little boys before the age of 6 years are examined, you tend to find they are more aggressive in their play and behaviours than little girls. It is believed before the age of 6 that children do not engage so much in social learning. Girls are more passive in the games they choose to play, i.e., house, dolls, doctor. Boys on the other hand prefer rougher games like wrestling, cowboys/Indians, and contact sports.

Medical professionals have found that males produce and have more of the hormone testosterone in their bodies. Testosterone is a hormone that has directly been linked to aggression. Interestingly, individuals taking anabolic steroids which contain testosterone and boost levels of testosterone in the body are more likely to be more aggressive, even violent which has been called "Roid Rage".

Studies have shown plasma testosterone levels are higher in offenders who have committed violent crimes while in their late adolescence or young adult lives. This would definitely add support to the biological claim that hormones can cause criminal behaviours.

Also, some research has been done on Premenstrual Syndrome (PMS) but is sparse. Women who commit crimes are more likely to do so during the 4 premenstrual days and the 4 days of menstruation. In the follow-up course Criminal Psychology 2- CRIMINAL MINDS, we will discuss the various syndromes in greater detail.

| Brain Dysfunction

Brain dysfunction would best be classed as individuals suffering from various disorders of the brain. There are many types of brain disorders, i.e., primary dementia (Alzheimer's Disease, Pick's Disease), secondary dementia (Parkinson's disease, Huntington's disease), head injuries, head traumas, mental retardation, etc. For the purpose of this argumentative research, we will examine a couple of the disorders believed to be linked with criminal behaviour.

EPILEPTIC SEIZURES

In epileptic seizures, the individual often times suffers from a lack of aggression control. Someone who has epilepsy sometimes has both left and right hemispheres of the brain overworking simultaneously to produce mental and neurological chaos which needs to be controlled by proper medication. Research shows that the rate of epilepsy is higher among delinquents. Interestingly, there has been some discussion in Canada to make individuals not taking their meds who become violent and commit crimes liable for their actions. No law has yet been passed!

NEUROLOGICAL PROBLEMS

The two most common types of neurological problems the public is most aware of are depression and schizophrenia. Depression is broken down into 2 primary types: Depression and Bi-Polar Disorder.

DEPRESSION

In Depression, individuals may suffer **dysthymia**, which is severe, long term depression. They might suffer **cyclothymia**, which are bouts of severe depression followed by not so severe episodes. They may suffer situational depression whereby at certain times of the year they become depressed like holidays, anniversaries, etc. Some individuals might suffer from **Seasonal Affective Disorder (S.A.D.)** where they

feel down when they get a lack of sunlight or during the "winter blahs". Depression is usually treated with medication or counselling or both depending on the cause. Individuals are usually prescribed **MAO inhibitors** (monoamine oxydase inhibitors) to prevent the over production of dopamine and other neurotransmitters as well as anti-depressants/mood stabilizers, such as Prozac, Paxol, etc.

BI-POLAR DISORDER

In Bi-Polar Disorder, better known as Manic Depression, individuals suffer from chemical imbalances in the brain which have to be stabilized and monitored. Individuals suffer from periods of intense highs in moods and then bottom out to intense lows. Drugs such as lithium carbonate are used to control imbalances.

In both types of depression, research shows individuals are usually not criminals. Most are feeling too low to commit any crimes or acts of violence. In fact, many individuals suffering from depression pose the biggest threat to self in the form of self-mutilation, chemical dependence, or suicide.

SCHIZOPHRENIA

In Schizophrenia, individuals also suffer from intense chemical imbalances in the brain. There are many types of schizophrenia from situational (one time), paranoid to catatonic. With schizophrenia, individuals are unable to block out irrelevant information flooding their senses, hence they become bombarded with stimulus. Neurotransmitters are not being produced satisfactorily in the brain and need to be corrected. Individuals are usually placed on anti-psychotic medication.

Like those suffering from depression, individuals with schizophrenia pose the biggest threat to self. However, individuals suffering from paranoid schizophrenia who are delusional (hear voices) and hallucinate (see people and things that aren't there) may have psychotic episodes and become very violent.

SCHIZOPHRENIA DOES NOT INCREASE RISK OF VIOLENT CRIME

Seena Fazel, Niklas Langstrom, Anders Hjern, Martin Grann, Paul Lichtenstein Journal of the American Medical Association (JAMA), 20 May 2009. A new study from the Swedish medical university Karolinska Institutet and the University of Oxford finds that the severe mental disorder schizophrenia only marginally increases the risk of committing violent crime. Rather, the overrepresentation of individuals with schizophrenia in violent crime is almost entirely attributable to concurrent substance abuse.

In the debate surrounding violent crimes referred to as "acts of madness" or the like, it is often assumed that the violence is a direct result of the perpetrator's mental illness. Previous research suggests that people with schizophrenia, a major psychotic disorder, are at higher risk for violent behaviour. However, there has been some uncertainty as to the magnitude of this risk increase and if it can really be attributed to the violence itself or to other factors.

The new study, presented in the May 20 issue of the scientific journal JAMA, is the largest in this field to date. In it, researchers compared the rate of violent crime in over 8,000 people diagnosed with schizophrenia between 1973 and 2006, and a control group of 80,000 people from the general population of Sweden.

Twenty-eight per cent of those with schizophrenia and co-occurring substance abuse were convicted of violent crime, compared to eight per cent of those with schizophrenia and no substance abuse, and five per cent of the general population.

Hence, the idea that people with schizophrenia are generally more violent than those without is not true," says Dr Niklas Langstrom, one of the researchers behind the study. "People with schizophrenia but no co-occurring substance abuse are insignificantly more violent than people in general.

Neurochemical Explanations

According to theorists, there are two types of aggression individuals display. The two types of aggression are **Affective Aggression** and **Predatory Aggression**.

Affective Aggression

Affective aggression can best be defined as being aggressive whenever one feels the need to protect oneself from an external or internal threat. You might be the calmest, coolest passive person around, but when family or self are threatened, you are likely to react aggressively. This is affective aggression.

Predatory Aggression

Predatory aggression is being aggressive anytime, anywhere, for no apparent reason, no just cause, and there is no internal or external threat. Predatory aggression is the hallmark of psychopaths. They hurt or kill for the sake of destroying. They don't need a logical reason for causing harm.

There are times when individuals and animals can show both types of aggression moments apart. Let me use the cat as an example. Imagine you are really angry with your pet cat and you run after it. You finally get it cornered. In its mind, it perceives you as a threat and thinks you are going to hurt it. The cat begins to growl, hiss and hunches its back. Its tail becomes fluffy, its hair stands up, its eyes become wide and it starts to take swipes with its claws in your direction. This is **Affective Aggression**. It is only trying to defend itself from you. Imagine you look at the cat, laugh and walk away. The cat will calm itself, preen itself and then retreat to a safe place. On its way to its new abode it spots a bird. The cat crouches down and begins to stalk the bird. The cat is not hungry and given the situation it was just in (fight or flight response), the last thing on its mind is eating. Rather it wants to stalk the bird and kill it because that is what is in its nature. The bird poses no threat to the cat and does not even know the cat is there. The cat pounces on the bird in due time and kills it. It does not eat it, rather it walks away or may even bring it to you in its mouth and drop it at your doorway, like a trophy. This is an example of **Predatory Aggression**.

The following is a comparison of the presence and absence of neurotransmitters in the brain during both types of aggression states. The correlations were found using animals displaying instances of Affective Aggression and Predatory Aggression.

Correlation between Neurotransmitters and Aggression States

	Affective Aggression	Predatory Aggression
Neuro-Transmitter		
Serotonin	-	-
Norepinephrine	+	-
Dopamine	+	-
Acetylcholine	+	+

What this chart tells us is during Predatory aggression, animals are less aroused than when they are in an Affective aggression state. Simply put, Affective aggression type has more feeling/emotional awareness.

Impulsive aggression state. Impulsive aggression type has more feeling emotional awareness, whereas Predators are more emotionally detached from their prey.

To learn more about predatory versus affective aggression, I strongly encourage you to read [Animal Models of Aggression](#) which is a scholarly scientific article on aggression in animals and how they correlate to humans

In this same article, the researchers refer to Intermittent Explosive Anger in humans.

Intermittent Explosive Anger Disorder (I.E.A.D)

Intermittent Explosive Disorder is the inability to control violent impulses.

FACTORS

The DSM-V diagnosis requires:

- several episodes of impulsive behavior that result in serious damage to either persons or property, wherein
- the degree of the aggressiveness is grossly disproportionate to the circumstances or provocation
- the episodic violence cannot be better accounted for by another mental or physical medical condition

In the majority of cases where impulsive outbursts of aggression take place, there is also another diagnosis under the DSM-V to which it may be attributed.

OUTCOMES

- Individuals with this disorder experience aggressive impulses which they act upon reflexivity and without thought or concern for the situation and find this lack of control distressing.
- Physiological symptoms such as: tingling, build-up of pressure inside the head or chest, or palpitations may accompany the episode.
- Some individuals report sudden exhaustion or deflated mood after the episode passes.
- Individuals usually have a history of problems with relationships, job loss, criminal behaviour, alcohol abuse and injuries resulting from fights and accidents.

Autonomic Reactivity

The best ways to study autonomic reactivity (involuntary bodily responses) are to use devices to test for blood pressure, heart rate and perspiration.

One of the means used to study perspiration is through the use of a GSR or Galvanic Skin Response machine. The GSR tests for change in the conduction of electrical impulses passed along the skin when the subject is placed in situations which causes them to become aroused. The more aroused the subject

becomes, the more they are likely to sweat and cause changes in the amount of electrical conduction of their skin. Simply put: the more you become aroused, the more you sweat and the more electrical impulses you produce.

Using the GSR, researchers tested two primary groups: normal population samples (non-psychopathic) and abnormal population samples (psychopaths). What did they find?

1. Baselines for psychopaths tended to be lower than for non-psychopathic samples. This means when starting out, non-psychopaths require less stimulation to become aroused.
2. Psychopaths display less autonomic arousal whenever they anticipate a negative experience.
3. Psychopaths are able to detach from, or misidentify with the emotional experience of their victims. This means basically, they don't empathize with the victim's fear!
4. Anticipation of the experience of unpleasant, negative affect will have little or no behavioural consequences for psychopaths. This means you can't frighten a hardened killer by using "deterrence" methods like the death penalty!
5. For psychopaths, their insights for remorse/guilt are imitated or learned, but they have no real shame, guilt or remorse. This means they will do it again because they don't feel bad!
6. Most importantly, for psychopaths, punishment does not work! Prisons and counseling usually will not work!

| The Great Limbic Lobe

Broca played a great role in the study of the brain, primarily the Limbic system in the brain often times referred to in literature as **Broca's Area**.

The limbic system in the brain is made up of the old cortex surrounding the brain stem structures.

SEE: <http://webspace.ship.edu/cgboer/limbicsystem.html>

The Limbic system is responsible for 3 primary qualities:

1. Sensations
2. Perceptions
3. Affects (emotions)

Limbic structures sub serving affects exist in mammals, but are absent in reptiles. **What does this mean?**

The human brain is basically divided into three levels. Higher intelligence is found in the third tier which you hope to find in most humans! The first tier is referred to as the **Reptilian Cerebrotypes**. This level was the first evolutionary step in the human triune brain (3 tier brain).

The **Reptilian Cerebrotypes** is responsible for genetic transmitted behaviours which include the following:

1. Home Site: Place where the creature nests.
2. Selection: The mates they select to reproduce with.
3. Defense: The methods they use to defend their territory.

4. Mating: How they go about procreating.
5. Imitation: How they blend in and camouflage.
6. Hunting: How, when and where they select their locations to stalk prey.
7. Competition: Survival of the fittest.
8. Aggression: How they use violence as a means to secure prey.
9. Feeding: How often they need to satisfy their appetites.

In **Reptilian Cerebrotype**, the parental responses to offspring, hoarding and social behaviour are missing!
In mammals, i.e., humans, parental/maternal drives are very strong. **Reptiles eat their own offspring!**
Humans are the only species besides reptiles which kill their own for the sake of killing! **It is believed that**

In order to study any facet of Psychology, it is important to understand the process of motivation—what makes someone tick. What drives them? Do you know what makes you tick?

When examining serial killers, violent individuals, delinquents or anyone who commits crimes for the matter, it is interesting to try and figure out what motivates them into doing sick, demented and evil deeds.

Motivation - What Motivates You?

Did you know there are only 2 things which motivate everyone on this planet? People are motivated by either fear or gain. If you react because you are afraid of missing out on something or not fitting in, then you are operating on the premise of fear. This is your motivator. On the other hand, if you stand to acquire something, then you are operating on the premise of gain. When you try to gain something at the expense of another person, through aggression, then that is greed.

You can tell a lot about people by their motives and how they act. Interestingly, if people tend to react, then they are on the “fear” side of the motivation continuum. On the other hand, if they are actors, then they are on the “gain” side. What side do you consider yourself to be on? Do you like to chase after the almighty dollar? Do you do things in order to not have bad things happen to you?

Praise, Punishment and Motivation

When individuals engage in behaviors to acquire rewards or avoid punishment, they are said to be driven by extrinsic motivators. They are motivated by acquiring things or recognition. When they are driven by esteem needs and feeling good about themselves without receiving recognition or rewards, they are said to be driven by intrinsic motivators.

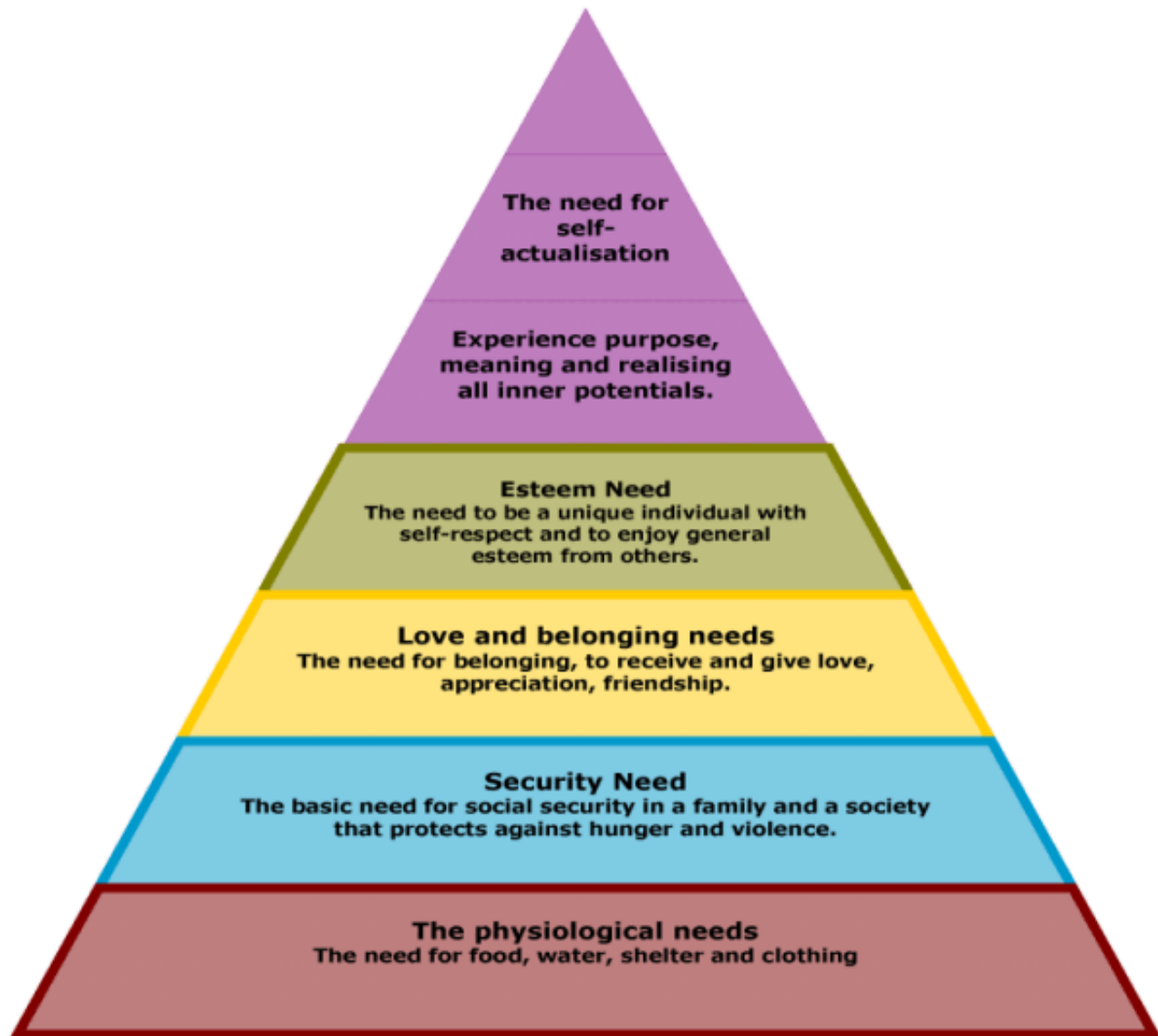
It is believed that Westerners (North Americans) are driven more by what is on the outside—what we see and what we want. We are inundated with media and technology. Is it any wonder we get caught up in appearances?

The famous Humanistic Psychologist Abraham Maslow studied the various levels people strive for to recognize some degree of success in their lives. Some strive to get to higher points while others are content to settle for less.

MASLOW'S HIERARCHY OF NEEDS

Maslow's Hierarchy of Needs which examined Humanistic psychology and motivation is considered the bench mark for examining motivation and how people think and feel and act throughout their lives.

Study the various levels of the pyramid and see where you think you fit in.



The bottom three levels can best be interpreted as being more extrinsic whereas the top three levels which are more difficult to achieve and less strive for are perceived as being intrinsic in nature.

At this point in your life, where do you see yourself? Ten years from now, where would you hope to be?

Studying Motivation

Motivation has been studied by researchers, psychologists and other behavioral specialists for centuries now. Some of the ways in which this has been done include; theoretical studies which analyze various types of motivation and design theories to explain it and practical studies such as case studies of individuals and what motivated them within the confines of the study. There are also comparative studies which compare one theory to another in order to explain motivation and behavior. The same principles which are used to explain the “norm” are now being used to explain the abnormal—serial killers, rapists and pedophiles. Why do they deviate from the “norm”? What makes them different?

Some of the theories for explaining motivation are as follow:

Attribution Theory

This theory asserts that individuals explain the causes for your success and failures. You create the attributes which lead to where you get! In essence, you are the master of your own fate.

Locus of Control

Personality trait that determines whether you attribute success or failure to yourself or outside of yourself... Do you attribute it or blame it on others? Of course, criminals often times will blame their childhood, abuse and or lack of love as the reason they went bad!

Expectancy Theory

Based on your belief system! Your efforts depend on your expectations of rewards.

Learning Goals = Mastery—your desire of knowledge and self-improvement

Performance Goals = Gain recognition – you strive to get attention!

Have you ever seen the TV series America's Dumbest Criminals? It sometimes makes you wonder why people do stupid things! Perhaps it is for the recognition even if it makes you look "dumb"!

| Learned Helplessness

- Self-fulfilling prophecy or expectation based on previous experiences that failure will happen.
- Often times, some people will blame their unfortunate pasts or bad events for what they are today—delinquent, bad, a victim or depressed. In this state, individuals believe they are always victims or on the wrong side of the fence.
- An interesting argument can be made for convicted and now released killer Karla Homolka. The argument is often made for her being a victim of Paul Bernardo and in a helpless situation. What do you think?

| Moral Reasoning

Lawrence Kohlberg – 6 stages of moral development. Kohlberg is the famous psychologist who examined and researched how our morals develop. Why is it we act the way we do in light of various consequences?

His premises are used to explain psychological behaviour as well as deviance.

There are strong correlations between violence, anger and aggression. Much of the book What's Your Anger Type? is based on working as a psychotherapist and anger management group leader in private practice, Canadian Mental Health Association as well as Canada Probation Services and EAP programs for policing, government sectors and other private companies.

The purpose of the journal exercises using What's Your Anger Type? is to introduce you to the various forms of aggression and anger people use. After studying some of the criminal types and methods for committing crimes, it is my goal for you to see that there are a diversity of angers and aggressions and that no two people are the same

no two people are the same.

I would like for you to read through [Christopher I. Eckhardt, Ph.D. 's Research Paper](#).

Nature versus nurture

Heart Attack: How Your Body Warns You Days Before (howlifeworks)

From Wikipedia, the free encyclopedia

Scholarly and popular discussion about **nature and nurture** relates to the relative importance of an individual's innate qualities ("nature" in the sense of nativism or innatism) as compared to an individual's personal experiences ("nurture" in the sense of empiricism or behaviorism) in causing individual differences in physical and behavioral traits.

The phrase "nature and nurture" in its modern sense was coined^{[1][2][3]} by the English Victorian polymath Francis Galton in discussion of the influence of heredity and environment on social advancement, although the terms had been contrasted previously, for example by Shakespeare (in his play, *The Tempest*: 4.1). Galton was influenced^[4] by the book *On the Origin of Species* written by his half-cousin, Charles Darwin. The concept embodied in the phrase has been criticized^{[3][4]} for its binary simplification of two tightly interwoven parameters, as for example an environment of wealth, education, and social privilege are often historically passed to genetic offspring, even though wealth, education, and social privilege are not part of the human biological system, and so cannot be directly attributed to genetics.

The view that humans acquire all or almost all their behavioral traits from "nurture" was termed *tabula rasa* ("blank slate") by philosopher John Locke. The blank slate view proposes that humans develop only from environmental influences. This question was once considered to be an appropriate division of developmental influences, but since both types of factors are known to play interacting roles in development, most modern psychologists and other scholars of human development consider the question naive—representing an outdated state of knowledge.^{[5][6][7][8]}

One may also refer to the concepts of innatism and empiricism as genetic determinism and environmentalism respectively. These two conflicting approaches have influenced research agendas for a century. While genetic determinism holds that the development is primarily influenced by the genetic code of a person, environmentalism emphasises the influence of experiences and social factors. In the twenty-first century, a consensus is developing that both genetic and environmental agents influence development interactively.^{[9]:85}

In the social and political sciences, the nature versus nurture debate may be contrasted with the structure versus agency debate (that is, socialization versus individual autonomy). For a discussion of nature versus nurture in language and other human universals, see also psychological nativism.

In their 2014 survey of scientists, many respondents wrote that the familiar distinction between nature and nurture has outlived its usefulness, and should be retired. One reason is the explosion of work in the field of epigenetics. Scientists believe that there is a long and circuitous route, with many feedback loops, from a particular set of genes to a feature of the adult organism. Culture is a biological phenomenon: a set of abilities and practices that allow members of one generation to learn and change and to pass the results of that learning on to the next generation. ^[10]
^[11]

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Scientific approach

To disentangle the effects of genes and environment, behavioral geneticists perform adoption and twin studies. These seek to decompose the variance in a population into genetic and environmental components. This move from individuals to populations makes a critical difference in the way we think about nature and nurture. This difference is perhaps highlighted in the quote attributed to psychologist Donald Hebb who is said to have once answered a journalist's question of "which, nature or nurture, contributes more to personality?" by asking in response, "Which contributes more to the area of a rectangle, its length or its width?"^[12] For a particular rectangle, its area is indeed the product of its length and width. Moving to a population, however, this analogy masks the fact that there are many individuals, and that it is meaningful to talk about their differences.^[13]

Scientific approaches also seek to break down variance beyond these two categories of nature and nurture. Thus rather than "nurture", behavior geneticists distinguish shared family factors (i.e., those shared by siblings, making them more similar) and nonshared factors (i.e., those that uniquely affect individuals, making siblings different). To express the portion of the variance due to the "nature" component, behavioral geneticists generally refer to the heritability of a trait.

With regard to personality traits and adult IQ in the general U.S. population, the portion of the overall variance that can be attributed to shared family effects is often negligible.^[14]

In her Pulitzer Prize-nominated book *The Nurture Assumption*, author Judith Harris argues that "nurture," as traditionally defined in terms of family upbringing does not effectively explain the variance for most traits (such as adult IQ and the Big Five personality traits) in the general population of the United States. On the contrary, Harris suggests that either peer groups or random environmental factors (i.e., those that are independent of family upbringing) are more important than family environmental effects.^{[15][16]}

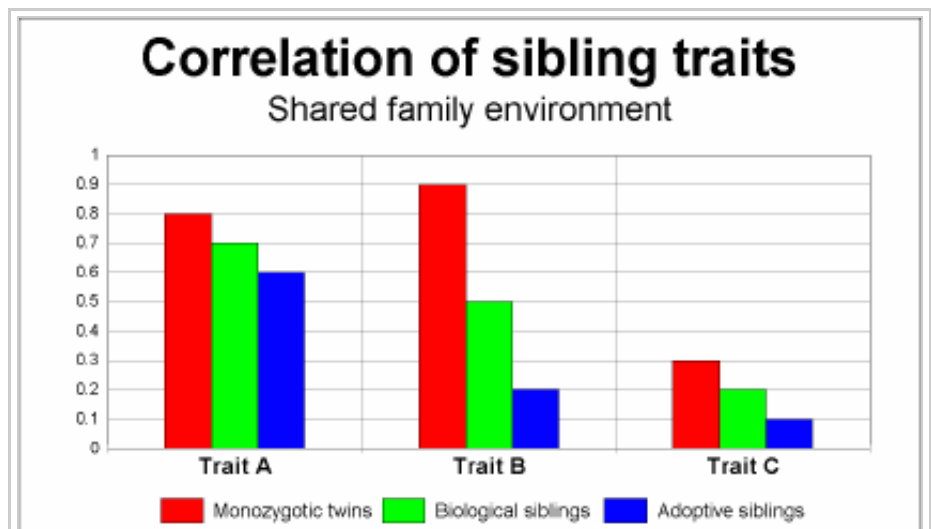
Although "nurture" has historically been referred to as the care given to children by the parents, with the mother playing a role of particular importance, this term is now regarded by some as any environmental factor in the contemporary *nature versus nurture* debate. Thus the definition of "nurture" has expanded to include influences on development arising from prenatal, parental, extended family, and peer experiences, and extending to influences such as media, marketing, and socio-economic status. Indeed, a substantial source of environmental input to human nature may arise from stochastic variations in prenatal development.^{[17][18]}

Heritability estimates

Main article: Heritability

It is important to note that the term *heritability* refers only to the degree of genetic variation between people on a trait. It does not refer to the degree to which a trait of a particular individual is due to environmental or genetic factors. The traits of an individual are always a complex interweaving of both.^[19] For an individual, even strongly genetically influenced, or "obligate" traits, such as eye color, assume the inputs of a typical environment during ontogenetic development (e.g., certain ranges of temperatures, oxygen levels, etc.).

In contrast, the "heritability index" statistically quantifies the extent to which variation *between individuals* on a trait is due to variation in the genes those individuals carry. In animals where breeding and environments can be controlled experimentally, heritability can be determined relatively easily. Such experiments would be unethical for human research. This problem can be overcome by finding existing populations of humans that reflect the experimental setting the researcher wishes to create.



This chart illustrates three patterns one might see when studying the influence of genes and environment on traits in individuals. Trait A shows a high sibling correlation, but little heritability (i.e. high shared environmental variance c^2 ; low heritability h^2). Trait B shows a high heritability since correlation of trait rises sharply with degree of genetic similarity. Trait C shows low heritability, but also low correlations generally; this means Trait C has a high nonshared environmental variance e^2 . In other words, the degree to which individuals display Trait C has little to do with either genes or broadly predictable environmental factors—roughly, the outcome approaches random for an individual. Notice also that even identical twins raised in a common family rarely show 100% trait correlation.

One way to determine the contribution of genes and environment to a trait is to study twins. In one kind of study, identical twins reared apart are compared to randomly selected pairs of people. The twins share identical genes, but different family environments. In another kind of twin study, identical twins reared together (who share family environment and genes) are compared to fraternal twins reared together (who also share family environment but only share half their genes). Another condition that permits the disassociation of genes and environment is adoption. In one kind of adoption study, biological siblings reared together (who share the same family environment and half their genes) are compared to adoptive siblings (who share their family environment but none of their genes).

In many cases, it has been found that genes make a substantial contribution, including psychological traits such as intelligence and personality.^[20] Yet heritability may differ in other circumstances, for instance environmental deprivation. Examples of low, medium, and high heritability traits include:

Low heritability	Medium heritability	High heritability
Specific language	Weight	Blood type
Specific religion	Religiosity	Eye color

Twin and adoption studies have their methodological limits. For example, both are limited to the range of environments and genes which they sample. Almost all of these studies are conducted in Western, first-world countries, and therefore cannot be extrapolated globally to include poorer, non-western populations. Additionally, both types of studies depend on particular assumptions, such as the equal environments assumption in the case of twin studies, and the lack of pre-adoptive effects in the case of adoption studies.

Interaction of genes and environment

Heritability refers to the origins of differences between people. Individual development, even of highly heritable traits, such as eye color, depends on a range of environmental factors, from the other genes in the organism, to physical variables such as temperature, oxygen levels etc. during its development or ontogenesis.

The variability of trait can be meaningfully spoken of as being due in certain proportions to genetic differences ("nature"), or environments ("nurture"). For highly penetrant Mendelian genetic disorders such as Huntington's disease virtually all the incidence of the disease is due to genetic differences. Huntington's animal models live much longer or shorter lives depending on how they are cared for^[citation needed].

“ Many properties of the brain are genetically organized, and don't depend on information coming in from the senses. ”

—Steven Pinker

At the other extreme, traits such as native language are environmentally determined: linguists have found that any child (if capable of learning a language at all) can learn any human language with equal facility.^[21] With virtually all biological and psychological traits, however, genes and environment work in concert, communicating back and forth to create the individual.

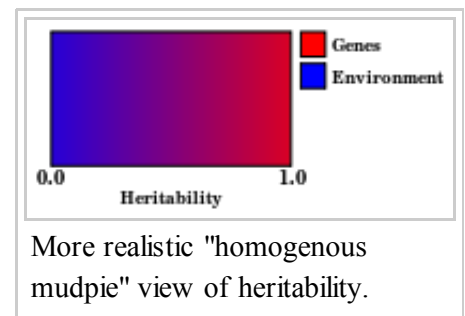
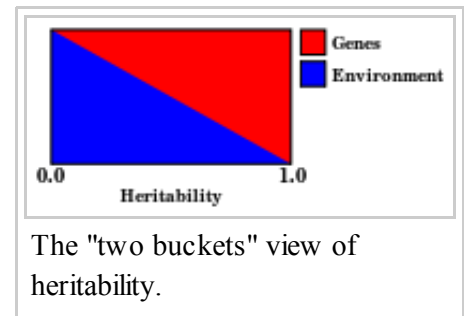
At a molecular level, genes interact with signals from other genes and from the environment. While there are many thousands of single-gene-locus traits, so-called complex traits are due to the additive effects of many (often hundreds) of small gene effects. A good example of this is height, where variance appears to be spread across many hundreds of loci.^[22]

Extreme genetic or environmental conditions can predominate in rare circumstances—if a child is born mute due to a genetic mutation, it will not learn to speak any language regardless of the environment; similarly, someone who is practically certain to eventually develop Huntington's disease according to their genotype may die in an unrelated accident (an environmental event) long before the disease will manifest itself.

Steven Pinker likewise described several examples:^[23]

concrete behavioral traits that patently depend on content provided by the home or culture—which language one speaks, which religion one practices, which political party one supports—are not heritable at all. But traits that reflect the underlying talents and temperaments—how proficient with language a person is, how religious, how liberal or conservative—are partially heritable.

When traits are determined by a complex interaction of genotype and environment it is possible to measure the heritability of a trait within a population. However, many non-scientists who encounter a report of a trait having a certain percentage heritability imagine non-interactional, additive contributions of genes and environment to the trait. As an analogy, some laypeople may think of the degree of a trait being made up of two "buckets," genes and environment, each able to hold a certain capacity of the trait. But even for intermediate heritabilities, a trait is always shaped by both genetic dispositions and the environments in which people develop, merely with greater and lesser plasticities associated with these heritability measures.



Heritability measures always refer to the degree of *variation between individuals in a population*. That is, as these statistics cannot be applied at the level of the individual, it would be incorrect to say that while the heritability index of personality is about 0.6, 60% of one's personality is obtained from one's parents and 40% from the environment. To help to understand this, imagine that all humans were genetic clones. The heritability index for all traits would be zero (all variability between clonal individuals must be due to environmental factors). And, contrary to erroneous interpretations of the heritability index, as societies become more egalitarian (everyone has more similar experiences) the heritability index goes up (as environments become more similar, variability between individuals is due more to genetic factors).

One should also take into account the fact that the variables of heritability and environmentality are not precise and vary within a chosen population and across cultures. It would be more accurate to state that the degree of heritability and environmentality is measured in its reference to a particular phenotype in a chosen group of a population in a given period of time. The accuracy of the calculations is further hindered by the number of coefficients taken into consideration, age being one such variable. The display of the influence of heritability and environmentality differs drastically across age groups: the older the studied age is, the more noticeable the heritability factor becomes, the younger the test subjects are, the more likely it is to show signs of strong influence of the environmental factors.

Some have pointed out that environmental inputs affect the expression of genes (see the article on epigenetics). This is one explanation of how environment can influence the extent to which a genetic disposition will actually manifest.^[citation needed] The interactions of genes with environment, called gene–environment interactions, are another component of the nature–nurture debate. A classic example of gene–environment interaction is the ability of a diet low in the amino acid phenylalanine to partially suppress the genetic disease phenylketonuria. Yet another

complication to the nature–nurture debate is the existence of gene–environment correlations. These correlations indicate that individuals with certain genotypes are more likely to find themselves in certain environments. Thus, it appears that genes can shape (the selection or creation of) environments. Even using experiments like those described above, it can be very difficult to determine convincingly the relative contribution of genes and environment.

A very convincing experiment conducted by T.J. Bouchard, Jr. has shown data that has been significant evidence for the importance of genes when testing middle-aged twins reared together and reared apart. The results shown have been important evidence against the importance of environment when determining, happiness, for example. In the Minnesota study of twins reared apart, it was actually found that there was higher correlation for monozygotic twins reared apart (.52) than monozygotic twins reared together (.44). Also, highlighting the importance of genes, these correlations found much higher correlation among monozygotic than dizygotic twins that had a correlation of .08 when reared together and -.02 when reared apart (Lykken & Tellegen, 1996).

Obligate vs. facultative adaptations

Traits may be considered to be adaptations (such as the umbilical cord), byproducts of adaptations (the belly button) or due to random variation (convex or concave belly button shape).^[24] An alternative to contrasting nature and nurture focuses on "obligate vs. facultative" adaptations.^[24] Adaptations may be generally more obligate (robust in the face of typical environmental variation) or more facultative (sensitive to typical environmental variation). For example, the rewarding sweet taste of sugar and the pain of bodily injury are obligate psychological adaptations—typical environmental variability during development does not much affect their operation.^[25] On the other hand, facultative adaptations are somewhat like "if-then" statements.^[26] An example of a facultative psychological adaptation may be adult attachment style. The attachment style of adults, (for example, a "secure attachment style," the propensity to develop close, trusting bonds with others) is proposed to be conditional on whether an individual's early childhood caregivers could be trusted to provide reliable assistance and attention. An example of a facultative physiological adaptation is tanning of skin on exposure to sunlight (to prevent skin damage).

Advanced techniques

The power of quantitative studies of heritable traits has been expanded by the development of new techniques. *Developmental genetic analysis* examines the effects of genes over the course of a human lifespan. For example, early studies of intelligence, which mostly examined young children, found that heritability measures 40–50%. Subsequent developmental genetic analyses found that variance attributable to additive environmental effects is less apparent in older individuals,^{[27][28][29]} with estimated heritability of IQ being higher than that in adulthood.

Another advanced technique, *multivariate genetic analysis*, examines the genetic contribution to several traits that vary together. For example, multivariate genetic analysis has demonstrated that the genetic determinants of all specific cognitive abilities (e.g., memory, spatial reasoning, processing speed) overlap greatly, such that the genes associated with any specific cognitive ability will affect all others. Similarly, multivariate genetic analysis has found that genes that affect scholastic achievement completely overlap with the genes that affect cognitive ability.

Extremes analysis, examines the link between normal and pathological traits. For example, it is hypothesized that a given behavioral disorder may represent an extreme of a continuous distribution of a normal behavior and hence an extreme of a continuous distribution of genetic and environmental variation. Depression, phobias, and reading disabilities have been examined in this context.

For a few highly heritable traits, some studies have identified loci associated with variance in that trait in some individuals. For example, research groups have identified loci that are associated with schizophrenia in subsets of patients with that diagnosis.^[30]

Nature and nurture

“Give me a dozen healthy infants, well-formed, and my own specified world to bring them up in and I'll guarantee to take any one at random and train him to become any type of specialist I might select – doctor, lawyer, artist, merchant-chief and, yes, even beggar-man and thief, regardless of his talents, penchants, tendencies, abilities, vocations, and race of his ancestors.” – John B. Watson

The nature side of this debate emphasizes how much of an organism reflects biological factors. But, on the other hand genes are activated at appropriate times during development and are the basis for protein production. Proteins include a wide range of molecules, such as hormones and enzymes that act in the body as signaling and structural molecules to direct development. When looking at the influence of genes in the Nature vs. Nurture debate there has been found to be variation in the promotor region of the serotonin transporter gene (5-HTTLPR). The discovery of this inherited, genetic "happiness gene" is promising evidence for the nature side of the debate when measuring life satisfaction (Jan-Emmanuel De Neve, 2010). The nurture side, on the other hand, emphasizes how much of an organism reflects environmental factors. In reality, it is most likely an interaction of both genes and environment, nature and nurture, that affects the development of a person. Even in the womb, genes interact with hormones in the environment to signal the start of a new developmental phase. The hormonal environment, likewise, does not act independently of the genes and it cannot correct lethal errors in the genetic makeup of a fetus. The genes and the environment must be in sync for normal development. Similarly, even if a person has inherited genes for taller than average height, the person may not grow to be as tall as is genetically possible if proper nutrition is not provided. Here too the interaction of genes and the environment is blurred. It has been suggested that the key to understanding complex human behaviour and diseases is to study genes, the environment, and the interactions between the two equally.^[31]

IQ debate

Main article: Heritability of IQ

Evidence suggests that family environmental factors may have an effect upon childhood IQ, accounting for up to a quarter of the variance. The American Psychological Association's report "Intelligence: Knowns and Unknowns" (1995) states that there is no doubt that normal child development requires a certain minimum level of responsible care. Here, environment is playing a role in what is believed to be fully genetic (intelligence) but it was found that severely deprived, neglectful, or abusive environments have highly negative effects on many aspects of children's intellect development. Beyond that minimum, however, the role of family experience is in serious dispute. On the other hand, by late adolescence this correlation disappears, such that adoptive siblings no longer have similar IQ scores.^[14]

Moreover, adoption studies indicate that, by adulthood, adoptive siblings are no more similar in IQ than strangers (IQ correlation near zero), while full siblings show an IQ correlation of 0.6. Twin studies reinforce this pattern: monozygotic (identical) twins raised separately are highly similar in IQ (0.74), more so than dizygotic (fraternal) twins raised together (0.6) and much more than adoptive siblings (~0.0).^[32] Recent adoption studies also found that supportive parents can have a positive effect on the development of their children.^[33]

Personality traits

Main article: [Personality psychology#Genetic_bases_of_personality](#)

Personality is a frequently cited example of a heritable trait that has been studied in twins and adoptions. The most famous categorical organization of heritable personality traits were created by Goldberg (1990) in which he had college students rate their personalities on 1400 dimensions to begin, and then narrowed these down into "The Big Five" factors of personality—Openness, conscientiousness, extraversion, agreeableness, and neuroticism. The close genetic relationship between positive personality traits and, for example, our happiness traits are the mirror images of comorbidity in psychopathology (Kendler et al., 2006, 2007). These personality factors were consistent across cultures, and many experiments have also tested the heritability of these traits. Identical twins reared apart are far more similar in personality than randomly selected pairs of people. Likewise, identical twins are more similar than fraternal twins. Also, biological siblings are more similar in personality than adoptive siblings. Each observation suggests that personality is heritable to a certain extent. A supporting article had focused on the heritability of personality (which is estimated to be around 50% for subjective well-being) in which an experiment was conducted using a representative sample of 973 twin pairs to test the heritable differences in subjective well-being which were found to be fully accounted for by the genetic model of the Five-Factor Model's personality domains.^[34] However, these same study designs allow for the examination of environment as well as genes. Adoption studies also directly measure the strength of shared family effects. Adopted siblings share only family environment. Most adoption studies indicate that by adulthood the personalities of adopted siblings are little or no more similar than random pairs of strangers. This would mean that shared family effects on personality are zero by adulthood. As is the case with personality, non-shared environmental effects are often found to out-weigh shared environmental effects. That is, environmental effects that are typically thought to be life-shaping (such as family life) may have less of an impact than non-shared effects, which are harder to identify. One possible source of non-shared effects is the environment of pre-natal development. Random variations in the genetic program of development may be a substantial source of non-shared environment. These results suggest that "nurture" may not be the predominant factor in "environment". Environment and our situations, do in fact impact our lives, but not the way in which we would typically react to these environmental factors. We are preset with personality traits that are the basis for how we would react to situations. An example would be how extraverted prisoners become less happy than introverted prisoners and would react to their incarceration more negatively due to their preset extraverted personality.^{[19]:Ch 19}

Genetics

Genomics

Main article: [Genomics](#)

The relationship between personality and our own well-being is influenced and mediated by genes (Weiss, Bates, & Luciano, 2008). There has been found to be a stable set point for happiness that is characteristic of the individual (largely determined by our genes). Happiness fluctuates around that setpoint (again, genetically determined) based on whether good things or bad things are happening to us ("nurture"), but only fluctuates in small magnitude in a normal human. The midpoint of these fluctuations is determined by the "great genetic lottery" that we are born with, which leads us to conclude that how happy we may feel at the moment or overtime is simply due to the luck of the draw, or gene. This fluctuation was also not due to educational attainment, which only accounted for less than 2% of the variance in well-being for women, and less than 1% of the variance for men. (Lykken & Tellegen, 1996).

With the advent of genomic sequencing, it has become possible to search for and identify specific gene polymorphisms that affect traits such as IQ and personality. These techniques work by tracking the association of differences in a trait of interest with differences in specific molecular markers or functional variants. An example of a visible human traits for which the precise genetic basis of differences are relatively well known is eye color. For traits with many genes affecting the outcome, a smaller portion of the variance is currently understood: For instance for height known gene variants account for around 5-10% of height variance at present.^[*citation needed*] When discussing the significant role of genetic heritability in relation to one's level of happiness, it has been found that from 44% to 52% of the variance in one's well-being is associated with genetic variation. Based on the retest of smaller samples of twins studies after 4,5, and 10 years, it is estimated that the heritability of the genetic stable component of subjective well-being approaches 80% (Lykken & Tellegen, 1996). Other studies that have found that genes are a large influence in the variance found in happiness measures, exactly around 35-50%(Roysamb et al., 2002; Stubbe et al., 2005; Nes et al., 2005, 2006).

Linkage and association studies

In their attempts to locate the genes responsible for configuring certain phenotypes, researches resort to two different techniques. Linkage study facilitates the process of determining a specific location in which a gene of interested is located. This methodology is applied only among individuals that are related and does not serve to pinpoint specific genes. It does, however, narrow down the area of search, making it easier to locate one or several genes in the genome which constitute a specific trait.

Association studies, on the other hand, are more hypothetic and seek to verify whether a particular genetic variable really influences the phenotype of interest. In association studies it is more common to use case-control approach, comparing the subject with a relatively higher or lower hereditary determinants with the control subject.

Philosophical difficulties

Philosophical questions regarding nature and nurture include the question of the nature of the trait itself, questions of determinism, and whether the question is well posed.

As well as asking if a trait such as IQ is heritable, one can ask what it is about "intelligence" that is being inherited. Similarly, if in a broad set of environments genes account for almost all observed variation in a trait then this raises the notion of genetic determinism and or biological determinism, and the level of analysis which is appropriate for the trait. Finally, as early as 1951, Calvin Hall^[35] suggested that discussion opposing nature and nurture was fruitless. Environments may be able to be varied in ways that affect development: This would alter the heritability of the character changes, too. Conversely, if the genetic composition of a population changes, then heritability may also change.

The example of phenylketonuria (PKU) is informative. Untreated, this is a completely penetrant genetic disorder causing brain damage and progressive mental retardation. PKU can be treated by the elimination of phenylalanine from the diet. Hence, a character (PKU) that used to have a virtually perfect heritability is not heritable any more if modern medicine is available (the actual *allele* causing PKU would still be inherited, but the *phenotype* PKU would not be expressed anymore). It is useful then to think of what is inherited as a mechanism for breaking down phenylalanine. Separately from this we can consider whether the organism has other mechanisms (for instance a drug that breakdown this amino acid) or does not need the mechanism (due to dietary exclusion).

Similarly, within, say, an inbred strain of mice, no genetic variation is present and every character will have a zero heritability. If the complications of gene–environment interactions and correlations (see above) are added, then it appears to many that heritability, the epitome of the nature–nurture opposition, is "a station passed."^[36]

A related concept is the view that the idea that *either* nature *or* nurture explains a creature's behavior is an example of the single cause fallacy.

Free will

Some believe that evolutionary explanations describes factors which limit our free will, in that it can be seen to imply that we behave in ways in which we are 'naturally inclined'. J. Mizzoni wrote "There are some moral philosophers (such as Thomas Nagel) who believe that evolutionary considerations are irrelevant to a full understanding of the foundations of ethics. Other moral philosophers (such as J. L. Mackie) tell quite a different story. They hold that the admission of the evolutionary origins of human beings compels us to concede that there are no foundations for ethics."^[37]

Critics of this ethical view point out that whether or not a behavioral trait is inherited does not affect whether it can be changed by one's culture or independent choice,^[38] and that evolutionary inclinations could be discarded in ethical and political discussions regardless of whether they exist or not.^[39]

Leda Cosmides and John Tooby noted that William James (1842–1910) argued that humans have *more* "instincts" than animals, and that greater freedom of action is the result of having more psychological instincts, not fewer.^[40] Daniel C. Dennett explores this idea in his 2003 book *Freedom Evolves*.

In popular culture

The nature vs. nurture debate has come up in fiction in various ways. An obvious example of the debate can be seen in science-fiction stories involving cloning, where genetically identical people experience different lives growing up and are consequently shaped into different people despite beginning with the same potential. An example of this is *The Boys from Brazil*, where multiple clones of Hitler are created as part of a Nazi scientist's experiments to recreate the Führer by arranging for the clones to experience the same defining moments that Hitler did, or *Star Trek: Nemesis*, where the film's villain is a clone of protagonist Captain Jean-Luc Picard who regularly 'defends' his actions by arguing that Picard would do the same thing if he had lived the clone's life (although Picard's crew argue that Picard has shown a desire to better himself from the beginning that the clone has never displayed). Other, more complex examples include the film *Trading Places*- where two wealthy brothers make a bet over the debate by ruining the life of one of their employees and promoting a street bum to replace him to see what happens-, the series *Orphan Black*, featuring multiple clones of one woman shaped in various ways by their upbringing (Ranging from a cop to a con artist to a religious assassin), or the differences between the Marvel Comics characters Nate Grey and Cable, two people who are essentially alternate versions of each other from two different timelines, beginning with the same power potential but developing in a highly different manner afterwards due to Cable's military training contrasting with Nate's reliance on his powers.

Implications in law

Recently, the nature versus nurture debate has entered the realm of law and criminal defense. In some cases, lawyers for violent offenders have begun to argue that an individual's genes, rather than their rational decision-making processes, can cause criminal activity.^[41] Early attempts to employ a genetic defense were concerned with XYY syndrome – a genetic abnormality in which men have a second Y chromosome. However, several critiques argue that XYY individuals are not predisposed to aggression or violence, discrediting the theory as a plausible criminal defense.^[42]

Evidence that supports the genetic defense stems includes H.G. Brunner's 1993 discovery of what is now known as Brunner Syndrome, and a series of studies on mice. Proponents of the defense suggest that individuals cannot be held accountable for their genes, and as a result, should not be held responsible for their dispositions and resulting actions.^[42] If a single gene mutation is the reason for aggressive behaviour, there is a possibility that aggressive offenders would have a genetic excuse for their crimes.^[42] Genetic determinism has been debated for its plausibility of use in the judicial system for some time, yet "the use of a 'genetic defense' in the courtroom is a fairly new phenomenon."^[42] In the United States, use of genetics in court defense has been used and successful in reducing sentencing for violent offenders, for "certain predispositions may reduce the blameworthiness of the offender."^[42]

Canadian Judge Justice McLachlin denotes, "I can find no support in criminal theory for the conclusion that protection of the morally innocent requires a general consideration of individual excusing conditions. The principle comes into play only at the point where the person is shown to lack the capacity to appreciate the nature and quality or consequences of his or her acts."^[43]

Several mitigating factors already shape the purposes and principles of sentencing in relation to genetics such as impairment of judgment and a disadvantaged background. A 'genetic predisposition to violence' could fall similarly under the same statute laws 718c in the USA as a mitigating factor in crime if the science behind genetic determinants can be found conclusive.^[42] However, Duke University researcher Laura Baker disagrees, as "although genes may increase the propensity for criminality, for example, they do not determine it."^[43]

See also

- Behavioural genetics
- Behavioral epigenetics
- Dual inheritance theory
- Heritability
- Genetic determinism
- Ghost in the machine
- Niche picking
- Noble savage
- *The Nurture Assumption* (book)
- Social determinism
- Tabula rasa
- Nature vs. Culture

Online videos

- Nature or Nurture (<http://vimeo.com/19889788>) Norwegian video with English subtitles.

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What is a pedophile and/or molester? Are they the same? Are they different? Are there different types? In this lecture, you will learn about the various types of pedophiles and molesters and what makes them tick!

| What is a Molester?

A molester is any adult who has sex with children or fondles them.

| What is a Pedophile?

A pedophile is listed under paraphilias as listed in the DSM-V under sexual disorders— Paraphilias and Sexual Variants.

The term is translated from Greek-- it means "lover of children".

The individual gets sexual arousal and or gratification exclusively and primarily from having sex with children.

The classification for being a pedophiles states that children are usually less than 13 years of age while offender must be at least 16 and 5 years older than the victim.

Not all pedophiles are molesters and not all are pedophiles!

Thought Question: *What do think about the following situation? A website has 21 year old female models dress like young girls, with their hair cut really short, they are very petite and dress like young school girls. Who has the website geared this toward? If adults get aroused by this, are they pedophiles?*

Please check out [The Madonna Complex: A New Kind of Sex Addiction](#) article I wrote on sex addiction and the Madonna complex for those interested. I am a monthly columnist/contributor/member for Canadian Centre for Abuse Awareness which is an excellent organization. There is also an exceptional article on child porn in the magazine as well as stats and cyber policing of child porn.

| Children's Suffrage

If you were in the child protective services field, a child/youth worker or someone who suspects abuse/assault in kids, what would you look for?

The following are signs and symptoms professionals should look for if they believe children have been molested.

1. Poor appetite – many can't eat or in some cases develop forms of Anorexia Nervosa to make themselves sick or less appealing physically. Please read [Sexual Abuse and Eating Disorders](#) to learn more about eating disorders linked to sexual abuse.
2. Headaches – kids will start complaining of headaches or migraines.

3. Nightmares – the frequency of nightmares increases. Many children begin having recurrent nightmares or night terrors (worse than nightmares).
4. Sleeping problems – many kids develop a fear of going to bed as this is where the sexual assault often times happens.
5. Decline in school performance – many kid can't concentrate or lose their focus for learning. As a matter of fact, some kids fail on purpose to hopefully get "sent" away to a private school or as a way of screaming for help.
6. Urinary tract infections – health practitioners might find infections due to std's.
7. Acting out behaviors - kids act out in school and may throw tantrums as a way of displacing their pain and shame. This is also a way for them to cry out for help.
8. Sexually focused behaviors – some kids begin displaying highly evolved sexual behaviors which they could only know from watching or participating in.
9. PTSD - Post Traumatic Stress Disorder (DSM-V) – Some kids begin reliving the experience over and over. This is referred to as Flashbacks and some develop clinical Depression. Please [U.S. Department of Veterans Affairs: Child Sexual Abuse](#) to learn more about PTSD.

Who are the Pedophiles?

There are **3** different types of pedophiles:

1. Seduction (ritualistic pedophile)

These comprise the largest group. They court the child in order to gain trust and confidence to lower child's inhibitions. Once they gain the child's trust, they trade sex for affection. Often times they use multiple victims. They have great social skills! They are a "good listener" to kids. Moreover, they are able to identify with kids. They know what kids like and learn about what interests kids. These pedophiles are usually coaches, teachers, pack leaders, etc. who have chosen their professions or opportunities to work with kids. Please check out the article ["Sheldon Kennedy shocked over coach's pardon"](#) for one of Canada's most discussed cases involving Sheldon Kennedy.

2. Introverted

These pedophiles are less socially apt than seduction types. They lack social skills to seduce children. They don't possess the abilities to capture the child's attention. Overall, they are most likely to be a "peeping Tom" or a flasher.

3. Sadistic

This is the worst of the worst in terms of pedophiles. They like to see children suffer. They get most aroused by seeing a child in pain. If they abduct a child, they are most likely to use force on the child. They don't care if the child was to get hurt badly or die! These individuals very much like violent/snuff pornography. They collect anything that has to do with child suffrage. They are the least common type of pedophile.

Who are the Molesters?

There are **4** types of molesters:

1. Situational

- These molesters do not have a true preference for children. As a matter of fact, they usually are not pedophiles!
- They are an impulsive offender looking for an opportunistic chance to grab a child.
- Furthermore, the child serves as a substitute for an adult.
- They may have left a bar or strip club highly aroused and are looking for sex. No adult wants

- They may have left a bar or strip club highly aroused and are looking for sex. No adult wants to part-take in the act with them. They use a child instead if they can find access to a child.
- The molesters are most likely to use coercion and threats to get the child to cooperate.
- After they have molested the child, they threaten the child to keep the child quiet.
- These molesters are likely to use own children for sex!

2. Morally Indiscriminant

- These molesters are very impulsive. They take and use children as they become available.
- They are often very abusive to their wife, kids, family and friends.
- They are always on the lookout for vulnerable children or opportunities - i.e., runaways or lost children. They troll for them when they are in the mood.
- The individuals are most likely to use force to make the child comply. They are also likely to buy children gifts to manipulate them

3. Sexually Indiscriminant

- These molesters are highly ritualistic. They FBI coined the phrase "tri-sexual" to describe these individuals since they try sex with anyone, even animals! Please check out the article [Exposure - The JonBenet Ramsey Story](#) to learn more about JonBenet Ramsey and her murder.
- They are most likely to have sex with own children. For them, the child's gender is not an issue in their selection.
- These molesters are likely to use multiple victims. They are working more than one sexually at one time.
- They usually come from middle and upper class families. They have the money and means to seduce children and cover up their assaults.
- These molesters tend to use pornography, but very little child pornography interestingly enough!

4. Inadequate

- These molesters are usually mentally retarded, senile or psychotic. Perhaps the best way to describe them as they are often labeled as a social misfit!
- They are very insecure and very curious about children. As a matter of fact, the reason they prefer children is they perceive children as non-threatening for relationships.
- The Inadequate molester is likely to molest children either known or unknown to them.
- Of all the molesters, they are very likely to collect porn and child porn. Child porn turns them on the most!
- After molestation, they are most likely to kill or injure the child.

Interesting Facts

Here is some other information worth noting about pedophiles and molesters... FYI:

- There are fewer pedophiles than molesters.
- Most molesters seem to prefer male victims.
- Males are more likely to be victims at younger age because they are more accessible. They are allowed more freedom from parents to be involved in extracurricular activities like sports, clubs and play.
- Most pedophiles/molesters are higher up in the social class.

8% of all molestation is stranger-related! This means most times the child knows their nemetrator

87% of all molestation is stranger related. This means most times the child knows their perpetrator.

- It usually takes an average of 2.5 years before the offender is caught.
- Recidivism is very high amongst pedophiles. You are not going to rehabilitate too many because children are their sexual preference. Sure they are model citizens and harmless in prisons, however,

|What is Polygraph?

Polygraph, any of various scientific recording devices designed to register a person's bodily responses to being questioned. Popularly known as a lie detector, the polygraph has been used chiefly in criminal investigations, although it is also used in employment and security screening practices.

Because no machine can unerringly recognize when a person is lying, the polygraph results are used in conjunction with other evidence, observations, and information. Emotional stress reflected by this test, for instance, need not be due to lying. On the other hand, a subject may be a pathological liar and therefore show no measurable bodily responses when giving false answers. Ordinary nervousness, individual physical or mental abnormalities, discomfort, excessive pretest interrogation, or indifference to a question also affect test accuracy.

The polygraph can, however, provide a basis for an evaluation of whether or not the subject's answers are truthful. This test has also been helpful in exonerating innocent persons accused of crimes.

A polygraph is actually several instruments combined to simultaneously record changes in blood pressure, pulse, and respiration. The electrical conductivity of the skin's surface can also be measured as increased sweat-gland activity reduces the skin's ability to carry electrical current. The Reid polygraph, devised in **1945** by the **American criminologist John Edward Reid**, also records muscular movement. Apparatus worn by the seated subject includes a so-called pneumograph tube around the chest, an ordinary blood-pressure cuff, and electrodes on the fingers and surfaces of the hand. The actual physiological changes are transmitted, through small panel unit, into synchronized readings on moving graph paper or computer screen; these parallel graphs are then correlated and interpreted to determine whether the subject is lying.

The polygraph relies heavily on **Autonomic Nervous System Activity (ANS)**. Messages that are carried between the Central Nervous System (CNS) and the heart, lungs, and other organs and glands are carried by the Autonomic Nervous System. This system is called the “autonomic” system because such activities are independent of your control. These activities are generally performed without conscious control or sensation. The ANS acts as a control system, maintaining homeostasis in the body. The ANS affects the heart rate, digestion, respiration rate, salivation, perspiration, diameter of the pupils, urination, and sexual arousal. The ANS is the subsystem of the Peripheral Nervous System that carries messages between the Central Nervous System and the heart, lungs, and other organs and glands in the body.

The ANS readies your body for danger or stress, and is responsible for increased heartbeat and blood pressure. This “readiness” is often termed the fight or flight response. Like other parts of the nervous system, the sympathetic nervous system operates through a series of interconnected neurons. The sympathetic neurons are frequently considered part of the peripheral nervous system, although there are many neurons that lie within the central nervous system. **Arousal–Fight or Flight** is most often associated with ANS. American physiologist Walter Cannon considered the role of the autonomic nervous system in response to external stimuli. Please review the [Flight-or-Flight Reaction](#) for more information.

Proper conditions and procedure are essential in polygraph testing. The room used should be plain, quiet, comfortable, and private; two-way mirrors and microphones are sometimes used as legal precautions.

The examiner's role is also important. He must be consistently objective and should be thoroughly trained in scientific interrogation to reduce the inherent human error.

"Polygraph," Microsoft® Encarta® Online Encyclopedia 2000

The FBI uses the polygraph as an investigative tool and cautions that the results should not be relied upon to the exclusion of other evidence or knowledge obtained during the course of an investigation. This policy is based upon the fact that, a) the polygraph technique has not reached a level of acceptability within the relevant scientific community, b) scientific research has not been able to establish the true validity of polygraph testing in criminal applications, c) there is a lack of standardization within the polygraph community for training and for conducting polygraph examinations.
- Special Agent James Murphy, Head of the FBI Polygraph Unit

Please visit [Gajitz - History of the Polygraph](#) to see some sample pictures of what polygraph equipment looks like.

| How is the lie detected?

The polygraph will test three aspects of the human physiology:

1. Respiration (pneumograph tracings)
2. Changes in skin resistance/skin conductance (electrodermal activity tracing)
3. Relative blood volume and pulse rate, (cardiovascular tracing)

The lie is detected by physiological changes that occur in the body when a person is not truthful. When a person is deceptive, there are numerous physiological changes which occur, such as:

1. Increase or decrease in blood volume
2. Increase or decrease of the heart rate
3. Changes in respiration, perspiration

When a person is truthful, the body functions within its normal patterns with no significant or consistent changes. The average amount of time it takes to conduct a good polygraph test is anywhere between 2 -2 1/2 to 3-3 1/2 hours. The test is broken into three parts:

Pre-Test

Here the individual is told what is involved. They are asked simple questions like their name, address, etc. This is done to get them relaxed and calm.

In-Test

This is when the actual test is administered by the polygrapher.

Post-Test

At this stage, the results are interpreted by the polygrapher and discussed with the individual being tested.

| Distinct Types of Polygraph Tests

There are 3 distinct types of tests which are used during the session:

'A' Test

This type of test asks the individual if they were directly involved with the crime. i.e., did you kill someone?

Knowledge Test

This part of the test asks the individual if they know who committed the crime or if they have any knowledge of the crime.

Peak Of Tension Test

This is a test to see if the individual shows any strong reaction to specific questions asked of them. If you suspect an individual might have some information about a specific crime, you ask them several questions to reduce the possibilities to more specific areas. For example, if someone like John Wayne Gacy buried bodies in a particular region and he won't tell you where, you would ask him about each particular location and watch for GSR changes. Check out [John Wayne Gacy Jr.](#) to learn more about the belief that Gacy had buried many more victims.

Polygraph tests according to former NRP Detective Sgt. (polygraph specialist) Scott McClean are 93-98% accurate. They are however not admissible in the court. Rather, they are used as an investigative aid. If the individual has already been charged with the crime, the polygraph would not be used. Scott also points out the expert does not test victims. He cites the example of the Mahaffeys (see Leslie Mahaffey--victim of Paul Bernardo). He said that if you were to test someone like them who believed by not leaving the door unlocked, and Paul Bernardo was able to abduct her, they would blame themselves. If you asked them if they aided in the crime, emotionally crushed, they might really believe they were part of the process. Scott also points out that one can test someone for a crime committed 15-20 years earlier.

Please check out [Key events in the Bernardo/Homolka case](#) to learn more about this case.

| How can Polygraphs be beaten?

Well, the only two ways known for the polygraph to be beaten are:

1. Self-Hypnosis

Self-hypnosis allows the individual to create a heightened state of awareness which allows them to focus on something outside of what they are being asked. So when the polygraph interviewer asks them about specifics, they cast their mind on neutral things.

Learn more about [Self-hypnosis](#) on Wikipedia.

2. Sociopathic Personalities

These individuals believe in their own lies. Some are pathological liars who have the ability to convince others to believe their lies. In the last lecture we referred to them as Anti-social personality

types.

Sociopaths

| Profiling is a Science

It was really brought to the forefront and gained credibility when retired **FBI Special Agent Robert Ressler** interviewed over one hundred killers throughout the USA to find out common threads in their thinking. Ressler introduced a young John Douglas into profiling and together they created some of the greatest and most basic techniques now widely used around the world today. **Roy Hazelwood**, also a retired FBI Special Agent is one of the pioneers in creating profiles for violent sexual offenders.

This is used in courts of justice, highly regarded in **United States Judicial System**.

As a science, it relies on scientific articles of proof. These articles include **DNA** samples (blood, semen, saliva, hair, etc.), fiber samples such as clothing, carpeting, etc.

PROFILING IS A PSYCHOLOGICAL SCIENCE

It is used to predict criminal behaviour (pre & post offense)

Pre-offense behaviour

Is what the person does and how they behave before they commit the actual crime

Post-offense behaviour

How individuals behave after they have committed their crime. Have they changed their appearance in any way? Are they relying more on substances/alcohol? Are they highly moody and violent? Some of the more interesting things you see in post-offense behaviours is the perpetrator returning to the crime scene, visiting victim grave sites, joining police investigations, sending letters to the victim's families and even taunting the police.

PROFILING IS A CRIMINAL SCIENCE

For it to be made into a criminal science, it looks for commonalties in criminal behaviour. Profilers will not provide police with a profile of a suspect if they already have a suspect in custody.

It looks for **Modus Operandi (M.O.)**. A criminal's M.O. is what they use to carry out their crime. For example, Ted Bundy put a fake cast on to lure co-eds to him in an attempt to make them feel pity for "the handsome man with the temporary disability." Watch the movie *Silence of the Lambs*. Serial killer Buffalo Bill uses a similar M.O.

It also looks for **Signature**. Signature is a calling card or message of arrogance left by the criminal to let officials know this individual is taking credit for the crime. An example might be to leave messages written in blood, or the perpetrator might take certain trophies from the crime scene, i.e., hair samples from victims.

If you have time, I strongly encourage you to read the book *Whoever Fights Monsters* by Robert Ressler. It is awesome at explaining profiling. To learn more about Robert Ressler, please read [Robert K Ressler: Taking on The Monsters](#) and skim through how the FBI and Ressler created criminal profiling as a science.

[Taking on the Monsters](#) and skim through how the FBI and Hessler created criminal profiling as a science, as well as some of the more famous cases.

| What is a Psychopath?

Psychopath is the legal term for a criminal mind. Anti-Social Personality is the clinical term for a criminal.

Anti-social personality is listed in the **Diagnostic and Statistical Manual for Mental Health Disorders (DSM-V)**. It is listed under Personality Disorders as a Personality Disorder on AXIS 2 under Cluster B.

Individuals with anti-social personality disorders often display the following qualities:

1. Anti-social behaviours – Individuals go against the norms and laws of society.
2. Behave irresponsibly – Individuals do dumb things and take risky chances.
3. Break the law – They disrespect the law.
4. Irritability – Have a history of angry mood swings.
5. Recklessness – Have no value for property or life.
6. Aggression (physical or verbal) – Demonstrate a history of violence.
7. Show no sense of shame – Don't embarrass easily.
8. Show no regard for the truth – They are pathological liars.
9. Use positive feelings as a ploy – Very good at manipulating people.
10. Superficially charming and manipulates others for personal gain.
11. Very impulsive and thrill seeking.

Please read [Exploring Serial Murder From a Social Learning Perspective](#) about how Social Learning leads to serial killer development.

Research on anti-social individuals have found that these individuals differ from the norm when it comes to major "affect" experiences and responses. They operate under lower levels of anxiety, especially while telling lies or deceiving others. Do not avoid negative consequences—deterrence does not work!

They have a history of juvenile delinquency as well as a history of promiscuity or very short-term relationships. Often times, they live a very parasitic lifestyle where they force, coerce or take advantage of family and friends. They have a grandiose sense of self-worth.

| The MacDonald Triad

MacDonald (1963) observed in his most sadistic patients a triad of childhood cruelty to animals, fire-starting and frequent bed-wetting. Such maladaptive childhood behaviours often result from poorly developed coping mechanisms. This triad, although not intended to predict criminal behaviour, provides the warning signs of a child under considerable stress. Children under substantial stress, particularly in their home environment, frequently engage in maladaptive behaviours, such as these, in order to alleviate the stress produced by their surroundings. This is not to say that all children who are under stress and engage in maladaptive

behaviours go on to become serial killers, but such behaviours are often observed in the childhoods of established serial killers (Hickey, 2002). The MacDonald Triad is used as a warning sign to parents, teachers and youth workers to seek help for a child exhibiting such behaviours.

When you study their EEG abnormalities (Brain Waves), they have slower brain wave activities which cause dysfunction in inhibitory function which often leads to getting into trouble.

WHAT IS THE DIFFERENCE BETWEEN A PSYCHOPATH AND SOCIOPATH?

Research suggests that,

psychopaths are a stable proportion of any population, can be from any segment of society, may constitute a distinct taxonomical class forged by frequency-dependent natural selection, and that the muting of the social emotions is the proximate mechanism that enables psychopaths to pursue their self-centered goals without felling the pangs of guilt. Sociopaths are more the products of adverse environmental experiences that affect autonomic nervous system and neurological development that may lead to physiological responses similar to those of psychopaths. Antisocial personality disorder is a legal/clinical label that may be applied to both psychopaths and sociopaths (Walsh & Wu, 2008).

In the end, psychopathy is best characterized as more of an "innate phenomenon" whereas sociopathy, which has very similar clinical presentations to psychopathy, is more the result of environmental factors (poverty, exposure to violence, permissive or neglectful parenting, etc.).

So, some might say psychopaths are born/carry genes that perpetuated anti-social personality disorder and sociopaths are more on the nature side of the coin! Walsh, A., & Wu, H.H. (2008). Differentiating antisocial

| Case Study Exercises in Profiling

So you want to be a profiler?

Work through the following 5 Case Studies below and see how well you do at identifying the key components of each crime scenario. Discuss your answers online with other students. These are for your own practice as they are not due or for credit. You can send them to me if you would like feedback on them.

| Profiling Scenario 1

There is a new residential area going up in a revitalized part of Niagara Falls. The condo estates which they are building retail starting at \$400,000! There are 65 of these complexes in all. There were similar ones also being built in NOTL and also St. Catharines. Five months ago, the ones built in St. Catharines were burned down by a suspected arsonist. Two thirds of all the units were destroyed. In NOTL, one half of the units were burned down on two separate occasions. Since development has started in Niagara Falls, during the last 3 weeks, the new condos have been torched twice.

Fire investigators have found flares and traces of gasoline at the sites which have led investigators to believe there is an arsonist on the loose. To date there have been no witnesses who can ID the same individual at any of the scenes. Numb luck would have it that at the last crime scene, one of the residents recorded some of the crowd of onlookers using her Blackberry.

In all scenarios, it appears the suspected arsonist prefers to burn down the completed or near completed buildings first and then strikes at the newly started structures. There are other new apartment buildings being built in nearby vicinities but these have yet to be attacked.

Developers need to finish the condos in Niagara Falls as soon as possible as there are ties into retirement communities. The builders are worried they will have to start from scratch. You have been brought in to profile the scene and the info presented. How would you address the following:

1. What is the suspect's M.O.
2. What is the suspect's signature used at the crime scene.
3. If you were putting together a potential composite (non physical), who would you be looking for; i.e. gender, age range, marital status, etc.
4. What would be motivating factors leading to their motivation to commit the crimes? Be as creative/insightful as you want!
5. What do you think the probability of catching this perp in the near future is; High, Low or Impossible...Why?

| Profiling Scenario 2

A large company calls you in to get your input into a potentially violent situation which several employees are worried about. The female employees are worried most. Over the last two weeks in the women's washroom there have been three messages printed in bold, black marker stating the following; ALL WOMEN ARE BITCHES, ALL WOMEN ARE LOSERS AND SHOULD DISAPPEAR, JUST WAIT YOU BITCHES!

The company employs a couple hundred workers. Several female employees have gone to their union and management asking that something be done as soon as possible or they are not going to come into work. The union has asked for surveillance cameras and/or security to be posted near the washrooms. Since cameras were posted outside the washrooms, a couple of cars belonging to women employees have been damaged (paint was keyed in one case, tires slashed in the other). Condoms were also thrown on the windshield of female manager's car with a short letter stating the following; If you are going to screw me, at least use protection!

Surveillance has now been mandated in the parking lots and escorted car walks after dark are now being made available to women. As recent as a couple of days ago a new note was mailed to the manager of the company in a discreet white envelope with the statement; Just me again...the worst is yet to come if you think you can use rent-a-cops to scare me off!

How would you address the following:

1. What is the suspect's M.O.
2. What is the suspect's signature used at the crime scene.
3. If you were putting together a potential composite (non physical), who would you be looking for; i.e. gender, age range, marital status, etc.
4. What would be motivating factors leading to their motivation to commit the crimes? Be as creative/insightful as you want!
5. What do you think the probability of catching this perp in the near future is; High, Low or Impossible...Why?

Profiling Scenario 3

The second murder victim has been found in less than a month. This vic is 24 years old, female, blonde hair and blue/green eyes. She is a master's degree student. She is petite, but athletic. The first murder victim was a 22 year old university student, honor's student. She too had blonde hair, fair complexion and she too was petite.

Both murders occurred off campus in rental properties less than two square miles within the vicinity of the university. The first murder occurred closest to the university. At this point, there are no eyewitnesses. Both women were killed within their own homes and were alone at the time even though they had other tenants.

Initial police reports state neither of the women had reported any harassments or incidents of being stalked in the past or currently leading to the times of their murders. There was no sign of breaking and entering. There were no prints left at the crime scene. Trace and sexual assault units report both women were raped, but no semen or saliva specimens were left at the scene. Both women had been choked with a pink ribbon

left behind at the crime scene as ligature marks were left in their necks. Medical examiner reports state both women were raped prior to time of death and post mortem. The ribbon used to strangle the women was left tied up in a bow at both scenes.

These murders occurred in the fall. Ground was still hard and no frost or moisture. There were no shoe impressions or prints left at the site. Pulling finger prints off the door knob has been exhausting given the flow of traffic in and out of the house. There are too many prints and smudges. One might not even belong to the perp.

How would you address the following:

1. What is the suspect's M.O.
2. What is the suspect's signature used at the crime scene.
3. If you were putting together a potential composite (non physical), who would you be looking for; i.e. gender, age range, marital status, etc.
4. What would be motivating factors leading to their motivation to commit the crimes? Be as creative/insightful as you want!
5. What do you think the probability of catching this perp in the near future is; High, Low or Impossible...Why?

Profiling Scenario 4

A woman comes forward to police stating she was raped over a month ago. She was in a local night club. She didn't come forward because she was too embarrassed as well as afraid the perpetrator would harm her. The police collected information from the victim. She is 21 years old, brunette, average build and was alone at the club. She remembered meeting and talking with several men known and unknown to her throughout the evening but doesn't remember who she left the club with. She woke up later the next morning in a vacant building. She was bleeding from the vagina as well as suffering inner thigh bruises. She was also anally raped.

Within the next two months, another woman reported being raped. She was raped in a field early morning. She was picked up at a bar 15 minutes away from the bar the first victim was picked up at. She could not remember who or what the man looked like she left with as she was semi-conscious. She doesn't remember consuming that much alcohol nor was she using drugs. She is 30 years old, larger build with multi-colored hair. She went for a rape kit but there were no DNA samples left on her person. She too had been anally raped.

The police are now soliciting management at various night clubs to meet them to organize a prevention project. How would you address the following:

1. What is the suspect's M.O.
2. What is the suspect's signature used at the crime scene.
3. If you were putting together a potential composite (non physical), who would you be looking for; i.e. gender, age range, marital status, etc.

4. What would be motivating factors leading to their motivation to commit the crimes? Be as creative/insightful as you want!

5. What do you think the probability of catching this person in the near future is? High, Low or

Why is it Important to Study Serial Killers?

It is important to study serial killers because it answers the following:

1. Why? Why would an individual enjoy taking lives?
2. Who? Who is most likely to become a killer? Who are most likely to become victims?
3. When? Chronologically speaking, when are they most likely to kill in their lives?
4. Where? What types of areas/vicinities are they most likely to select their victims from?
5. WHAT? What do they get out of killing?

Interestingly, when you can answer some or all of these questions while interviewing a serial killer in captivity, you can also use this same understanding to try and track down a killer at large!

Diagnosing a Psychopath

Just exactly how are psychopaths diagnosed? There are entire courses taught on this subject matter, usually at a Master's degree or Ph.D. level. The most common method used by psychologist and psychiatrists to discern whether or not someone is a psychopath is to use the Hare Psychopathy Checklist. Hare argues that the test should only be considered valid if administered by a suitably qualified and experienced clinician under controlled and licensed conditions.

The following attributes are measured and tested for on the checklist to determine whether or not the individual is a psychopath. The characteristics are measured on 3 levels:

FACTOR1: PERSONALITY "AGGRESSIVE NARCISSISM"

- Glibness/superficial charm
- Grandiose sense of self-worth
- Pathological lying
- Cunning/manipulative
- Lack of remorse or guilt
- Shallow affect
- Callous/lack of empathy
- Failure to accept responsibility for own actions

FACTOR2: CASE HISTORY "SOCIALLY DEVIANT LIFESTYLE"

- Need for stimulation/proneness to boredom
- Parasitic lifestyle
- Poor behavioral control
- Lack of realistic long-term goals
- Impulsivity
- Irresponsibility
- Juvenile delinquency
- Early behavior problems
- Revocation of conditional release

TRAITS NOT CORRELATED WITH EITHER FACTOR

- Promiscuous sexual behavior
- Many short-term marital relationships
- Criminal versatility

Please check out the [Evaluating the Screening Version of the Hare Psychopathy Checklist: An Item Response Theory Analysis](#) scholarly article on screening psychopaths.

Killer Types

There are five primary types of killers:

Passion Killers

They kill in the heat of the moment, usually someone they know who is close to them. These killers are very remorseful after the fact and are less likely to ever kill again. Could be a spouse catching their mate having an affair, or a very angry fight which gets out of hand.

Serial Killers

These killers have careers in killing and do so over a period of time. They are not remorseful for their killings and if let loose, they are likely to kill again.

Mass Killers

These killers kill many people at one time, like blowing up a building. They are also likely to kill first before taking their own lives. Many of them are motivated by cultists, terrorists or political ideologists.

Mass/Serial Killers

These killers continually kill many over periods of time. They are the worst! They are most notably war criminals.

Spree Killers

These killers go and shoot/bomb individuals usually over many different periods of time...you can fit them under the Mass/Serial Killer types.

In previous lectures, we examined the clinical term for psychopaths as being labeled Anti-Social Personality Disorder. Serial killers are all anti-social in their personalities and their behaviours. Their lives and histories pretty much demonstrate their maliciousness and lack of regard for societal values. There have been many killers throughout the history of mankind. John Douglas discusses many of these killers in *Mind Hunter*, which if you are reading you will note what each is infamous for. Here is a list of some of history's most

which if you are reading you will note what each is infamous for. Here is a list of some of history's most notorious killers.

I have provided short links for those interested in learning more about them that I have not already covered in past lectures.

Jack the Ripper

He/She killed in late 1800's. The murders occurred in the White Chapel killings (London district). In all there were 5 murders, but some believe it was many more. It was the style of killing of the 5 prostitutes which put the focus on the 5 as they were severely mutilated and disemboweled. The killer used a scalpel. The killer was never caught. There are many theories as to whom the Ripper was. This is one of the more interesting essay topics for this course!

For more information review: [Criminal Minds: Jack the Ripper](#)

Adolph Hitler

Hitler is considered a Serial/Mass murderer. He killed millions before and during World War II. Imagine waking up one morning and the entire population say 4.5 million people of Toronto are gone. That is the equivalent for what Hitler was responsible for killing in his eugenics movement through genocide. Saddam Hussein would also be classified as this type of killer.

For more information review: [Wikipedia: Adolf Hitler](#)

Edward Gein

Gein killed women in 1950's in Plainsfield, Wisconsin. He skinned the women he killed in order to stitch the skins into body suit with the purpose of becoming his mother. Several well known movies are based on Gein and his killings; Psycho, Texas Chain Saw Massacre and Silence of the Lambs.

For more information review: [House of Horros: Ed Gein](#)

David Berkowitz

He killed 6 men/women in the 1970's. He was a New York mailman. No, the term "going postal" did not come from him! He preferred killing couples in their cars with gunshot wounds to their heads. He was most notably known as the "Son of Sam". His killings occurred in New York City. Do you know where he got his famous nickname "Sam" from? He claimed the neighbor's dog "Sam" was possessed and told him to kill. He later recanted this story and said he made it all up to make him sound more "scary". At one point, New York City was under curfew due to the fear he caused.

For more information review: [Criminal Minds: David Berkowitz](#)

Theodore Bundy

Bundy was executed in 1989 for abducting, raping and killing female co-eds. He used the Modus Operandi of removable car and sling to lure women to his infamous VW and lead them to feel sorry for him because he couldn't lift his possessions into his car. Once there, he would blind-side them. He used the signature of covering bodies with a blanket in the forest. Occasionally he would visit the dead bodies and have sex with them. His killings started in Seattle, Washington where there was no death penalty and he moved to Florida

them. His killings started in Seattle, Washington where there was no death penalty and he moved to Florida where there was a death penalty. He was caught in Florida. He also escaped twice from confinement. Interestingly, Bundy once worked at rape crisis centre for women! Also, he had an incredibly high IQ.

John Wayne Gacy

Gacy was the Chicago contractor who killed teenage boys. He would seduce them with drugs and then have sex with them. Once done with them, he would kill them. Gacy was a pillar businessman in the community. As a matter of fact, he dressed as a clown for sick kids in the hospital. Gacy would often keep boys alive under his house in a crawl space before burying them. His property was a burial ground. It is believed Gacy killed many more young men and teens while he was out of town as well as burying them in concrete foundations he poured.

Albert DeSalvo

DeSalvo is better known as Boston Strangler. He has also been called the Measuring Man and the Green Man. He killed in the 1960's in Boston by strangling elderly women and then having sex with their dead bodies. His father abused him as a child – He witnessed father having sex with prostitutes. During his incarceration until the time he died, he claimed he was not the killer!

For more information review: [Criminal Minds: The Boston Strangler](#)

Jeffrey Dahmer

Dahmer was a cannibal! He killed homosexual males in Milwaukee area. He killed young males without a true preference for race/ethnicity which made his selection process unique. He was fascinated with road kill as a young boy and collected them. He killed his first victim while a teenager after having sex with the young man. He lived with his grandmother for a while before she made him move out due to the stench he created in the basement from the dead bodies.

Dahmer used to slip his victims tranquilizers, aka the date rape drug. He would then have sex with them. Dahmer believed in creating human zombies by pouring acid into their brains. His hope was to have living sex slaves. He also tried to preserve parts of dead bodies. He ate some of his victims. He believed that eating the bodies would allow them to live on in him!

For more information review: [Wikipedia: Jeffery Dahmer](#)

Lawrence Bittaker

He killed 5 girls with Ray Norris, who he met in prison for sex crimes. They used pliers and ice pick to kill and torture girls in a “death van” they created to abduct them in parking lots. Their plan was to kill a girl for every age between 13-19.

For more information review: [Wikipedia: Lawrence Bittaker and Roy Norris](#)

Paul Bernardo

He was also known as the Scarborough Rapist. He killed 2 teenage girls in his St.Catharines home. He dumped the bodies for authorities to find. He made pornographic films. He beat up his wife Karla Homolka whom he made comply with him in his killings, including her own sister.

Charles Manson

He is the famous cult leader who created the Manson family. He is incarcerated today still, each year denied parole. He is most know for the killing of Sharon Tate, who was pregnant at the time. She was married to famous director Roman Polanski. All the killings occurred Los Angeles area 1969. They were known as Helter Skelter, named after famous Beatles song. Manson never actually killed anyone himself!

For more information review: [Charles Manson and the Manson Family](#)

Ed Kemper

He is the 6'9" giant serial killer from Colorado. Of all the serial killers, he has one of the highest IQs. He killed his grandparents as a teen before moving onto murdering 6 co-ed females. In the end he decapitated his mother before going to a phone booth to call the police to turn himself in.

For more information review: [Criminal Minds: Edmund Kemper](#)

Wayne Williams

He is most infamous for being known as the Atlanta Child Killer. He is accused of killing 30 kids between 1979-82. He is one of the few known Black American serial killers. He was convicted of just 2 murders.

For more information review: [The Atlanta Child Murders](#)

Richard Speck

Speck killed 8 students nurses Chicago, 1966. His murders were of the mass killing type. He became a transgender in prison.

For more information review: [Criminal Minds: Richard Speck](#)

Arthur Shawcross

He murdered prostitutes and women in Upstate New York from 1988-90. Before that, 15 years earlier, killed young girl, convicted manslaughter and served 12 years. He sexually molested victims before and after death and then gutted their bodies. He was indicted for 11 murders in 1990. He claimed insanity, MPD and PTSD as a former Vietnam veteran; this defense didn't work in getting him acquitted!

For more information review: [Crime Life: Arthur Shawcross](#)

Gary Leon Ridgway

He was recently charged with Green River murders. This investigation went on for more than 3 decades. He killed prostitutes. Some estimates have Ridgeway killing close to 100!

For more information review: [Serial Killers: Gary Leon Ridgway](#)

Robert Pickton

He is the most recent Canadian serial killer from British Columbia. He killed women and then fed their bodies to pigs.

For more information review: [Criminal Minds: Robert Pickton](#)

| Some Explanations Why Individuals Kill

WHY DO INDIVIDUALS BECOME SERIAL KILLERS?

Biological Explanations

They possess certain Bio-chemical problems in the brain (see earlier lecture).

Psychological Explanations

They possess low self-esteem/self-worth. They tend to have a neurotic thinking mindset. They possess irrationalizations about the world and people.

Social Explanations

They model themselves after negative role models (abusive parents). They become conditioned to believe violence is acceptable and positive. Eventually, they accept dysfunctional lives.

Familial

They have been witness to too much abuse while they were young. Some model themselves after their abusive fathers. Others become conditioned to violence and anti-social lifestyles.

| Does Rehabilitation Work for Psychopathic Killers?

These are some of the Rehabilitation Methods used for Psychopaths:

1. **Incarceration** (going to jail)
It is more punishment than re-training. It does not deter or correct problem. It is very good for getting criminal off street! They are likely to fall back into life of crime once released.
2. **Therapy - psychotherapy** (counseling)
Some support/self-help groups do help, not too effective in treating anti-social personality disorders.
3. **Drugs**
Anti-psychotic drugs help sedate and reduce violent tendencies.
4. **Capital Punishment**
Seems to work best for serial killers...you eliminate the problem!

Please read the following short scholarly article [Psychopathy and Antisocial Personality Disorder: A Case of Diagnostic Confusion](#) written by Robert D. Hare. Pay close attention to the psychopathy checklist linked to serial killers.

| Why are there very few female serial killers?

3 reasons:

1. Men have higher levels of testosterone which is linked to aggression and violence.
2. Males who come from abusive backgrounds are hostile, abusive and aggressive toward others, while women tend to keep it in and punish themselves.

3. When women are involved in serial killings, they tend to be in nursing homes and hospitals. These women who kill have murders labeled as "mercy homicides" or "hero homicides" where they truly believe they are helping the patient. They don't use knives or guns, rather drugs or suffocation.

Check out [Wikipedia: Genene Jones](#), one of the more prolific Angel of Death killers in the USA.

| Profiling Serial Killers

What should professionals, police, community look for in possible killers? Below are a list of qualities investigators look for:

Post Offense Behaviours

- a. Change of physical appearance- killer may grow facial hair or shave.
- b. They start drinking very heavily or engage in excessive drug use.
- c. They start missing a lot of work.
- d. They become very nervous, edgy and irritable.
- e. They start watching a lot of news and follow investigations.
- f. They get involved with the police investigation to get inside information.
- g. They send cards and flowers to family survivors.
- h. They call the family or stalk the family's house.
- i. They visit the grave site/funeral/memorial service of the victim.
- j. They begin collecting news clippings of murders and investigations.
- k. They relive the experience through sexual perversions, i.e., video tapes/pictures.
- l. They get into domestic disputes and fits of rage.
- m. Some fall into bouts of depression.

The Unabomber was an interesting investigation over decades in the USA as was the Zodiac killings. To learn more review:

- [Criminal Minds: Theodore Kaczynski - Unabomber](#)
- [Criminal Minds: The Zodiac Killer](#)

| Potential Future Homicidal Killers/Maniacs

There are four tell-tale shocking behaviours to look for in potential future psychopaths. I have been asked by parents, social workers and law enforcement workers on occasion for what to look for. Here are some of the things to identify:

1. Animal Torture
the child or teen has an excessive interest in torturing animals or becomes fixated on collecting dead carcasses. Using a magnifying glass to burn insects like ants or potato bugs does not qualify.
2. Bed-Wetting
individuals who are well beyond the diaper years, i.e. over 8 years of age who continually wet the bed...There is no biological reason for the urinary problem.

3. Pyromania
individuals who enjoy starting fires for no apparent reasons, including their own property or family property
4. Highly developed sexual fantasies and sexual behaviours at a very early age in their lives. I am talking about children, usually under the age of 10 with sexually vivid imaginations and fantasies, such as Sadomasochism, Bondage and Domination and rape. When they molest their younger siblings there is a big problem.

In all of these situations, what professionals and parents should be alarmed about is when you discipline the child and the child keeps returning back to the behaviour unafraid, non-phased and showing no remorse...You have a problem!!!

Profile for a Stalker

Many times when you see stalkers in movies they are usually portrayed as violent men who stalk women, usually ex-wives/girlfriends. Well, here are the qualities a professional looks for when they profile stalkers. If you were looking at the average “profile for a stalker”, here is what you would find...

1. They possess a complex mixture of thoughts and feelings. Basically, their feeling and thought states resemble rollercoaster rides!
2. They resent the success of others and are very jealous. They are likely to damage property, careers as well as the reputation of others.
3. They have a very irrational jealousy...they believe they have to protect someone or better yet, they own them which they perceive as belonging to them.
4. They are obsessed with the need to control the object of their jealousy. This is done through stalking, spying, abuse or controlling behaviors.
5. Their jealousy is based in their fear of being abandoned. At some early point in their lives, a parent left the family and the child felt abandoned. They become obsessed with making someone love them and possessing that person. This is covered in great depth in the
6. Co-Dependency as an Addiction course in this program.
7. They experienced some deep, traumatic loss early on in life, perhaps parent died or left them. Like the last quality, they were made to feel a parent “ran out on them”.
8. They have a tremendous distortion about what love is and how to love. They equate love with possession and ownership.
9. They use controlling behaviors like following, hitting and physical harm. When they are unable to control their mate with superficial charm, lies and deception, they revert to abuse.
10. They are a pusher and a puller - when someone gets close to them they push them away and when someone leaves they pull them back. To truly feel love makes them feel uncomfortable!
11. Their concept of self is tangled around shame- they view the essence of their being as "bad", "wrong", "disgusting" and "dirty".

Most stalkers suffer from personality disorders as listed in the DSM-V. Below are some of the personality and the traits that demonstrate their behavior. The following personality disorders best characterize a stalker. They have inflexible and maladaptive personality traits that cause significant functional impairment or subjective distress.

1. Borderline Personality

- They are unstable in their relationships. They are always moving from one relationship to the next—rebounding!
- They are very moody and poor self-image.
- These individuals are very erratic emotionally— having extremes in anger, sarcasm, irritability, and argue a lot. They seek out and engage others in conflict.
- They show very impulsive behaviors. Many are likely to possess addictions or aspects of addiction.
- They have not developed a clear sense of self and do not understand loyalties. They literally “bite the hand that feeds them” and hurt people who try to help them.
- They are likely to suffer from depression, perhaps manic depression. When they are up, they are up and when they depress, they really bottom out.

- This personality disorder is more common in women and often some history of child abuse has occurred. (This personality disorder is best portrayed by Glenn Close in the movie Fatal Attraction)

2. Anti-Social Personality Disorder

- Please refer to lecture notes on Psychopaths!

3. Narcissistic Personality

In this personality disorder these common attributes are present:

- The individual possess a grandiose view of self. They believe they are “extra” special and beyond the laws and rules of society. They believe they are literally a “gift from God” to the world!
- They are magical thinkers! They believe and live out fantasies in their minds. They take advantage of others to make themselves feel better and fit into their twisted fantasies. In fact, “They are Awesome!”
- Many possess aggressive behaviors. These aggressive behaviors can be verbal or physical acts. Whatever they can do to control their partner they will do—even violating their partner.
- These individuals always put self first before others. They believe they are most deserving of anything and everything.
- Finally, they are most likely to develop feelings of superiority. Superiority complexes are usually created by Inferiority Complexes caused in early childhood. One develops a superiority complex to psychologically overcome their feelings of inferiority. For more information, read up on [Adler's Complexes](#)

4. Dependent Personality

- In this personality disorder, the individual lacks self-confidence and self-reliance. They don't feel good about themselves.
- Their partners usually run their lives and make all of their decisions.
- Once again, they possess an intense fear of being abandoned. They worry about being alone.
- They constantly need to be in relationships. Being with someone gives them a sense of identity.
- Even though they are being taken care of, they still need to control someone. Interestingly, by being passive and cared for, they control their mate!

|What is the Etiology to stalking?

What causes a person to become this way?

1. Developmental deprivation they lacked or never received in childhood. The parents or parent never showed love and affection.
2. Infantile needs were never met. They feel insecure as a result of feeling abandoned and unloved.
3. They suffer from an inferiority complex. When one feels inferior they can go 1 of 3 ways:
 - i. They become severely depressed and withdraw.
 - ii. Get help and overcome inferior feelings.
 - iii. Develop Superiority Complex to overcome feelings of inferiority. What does this mean? They become the rejecters or bullies of others first!
4. For some men to become secure in their masculinity, they must become over involved in a woman's life. By controlling a woman, this makes them feel superior.
5. Paranoia is often a hallmark in stalkers. The paranoid behaviors are used to protect the individual

from humiliation and against ego collapse. This becomes their abandonment protector. They would rather push woman away and then stalk her than her leave him!

6. Primitive, violent, starving physical needs are sometimes used to describe the personality and behaviors of a stalker and batterer. Some men can't control themselves (testosterone rush) and become over-aggressive and act desperately.

Interestingly, many abused women who are stalked by ex-lovers assert that the batterer's original possessiveness was initially attractive to them when they first met!

Classification of Stalkers

Here is a list of the most common stalker-types with examples:

Simple Obsessional

A prior relationship exists between the victim and the stalker which includes the following: acquaintance, neighbour, customer, professional relationship, dating and lover. The stalking behavior begins after either: the relationship has gone bad, or the offending individual perceives some mistreatment. The stalker begins a campaign either to rectify the impasse, or seeks some type of retribution. http://www42.statcan.ca/smr08/2006/smr08_012_2006-eng.htm

Erotomania

Based on the Diagnostic Statistical Manual, 4th ed. (DSM IV 4th Ed.). The central theme of the delusion is that another person is in love with the individual. The delusion often concerns idealized romantic love and spiritual union rather than sexual attraction. The object of affection is usually of a higher status and can be a complete stranger. Efforts to contact the victim are common, but the stalker may keep the delusion a secret. Males, seen most often in forensic samples, come into contact with the law during misguided pursuits to "rescue" the individual from some imagined danger.

Love Obsessional

Similar to the erotomaniac individuals: The victim is almost always known through the media. The delusion that the victim loves them may also be held. The erotomaniac delusion is based on one of several delusions and psychiatric symptoms. These individuals may be obsessed in their love, without having the belief that the target is in love with them. Their goal is to make his/her existence known to the victim. http://www.trutv.com/library/crime/criminal_mind/psychology/stalkers/1.html

The Rejected

As a result of a relationship dissolution (i.e. estrangement, disruptions, break-ups) from an ex-partner (but inclusive of a parent, friend, or work associate) this type of stalker can be observed desiring a

The nurture argument asserts that Psychopaths are not born (innate), rather they are made psychologically. The following types of psychological theories provide explanations for why individuals become psychopathic.

Psychoanalytical Perspective

When you see or hear the term Psychoanalytical, the name **Sigmund Freud** should come to mind. Freud was the Father of Psychoanalysis. Other great psychoanalysts worked with Freud or followed him and contributed greatly to psychoanalysis, i.e., **Carl Jung** (archetypes), **Alfred Adler** (birth order), etc.

Psychoanalysts, both older and contemporary ones have an interesting assertion as to why individuals commit crimes or become psychopaths. They pose the three following reasons:

- A. Certain individuals commit crimes because of guilt developed in childhood. Something experienced either to self or others has caused them to feel a sense of guilt and/or shame. This later is transferred onto others by being displaced in the form of aggression.
- B. People are anti-social by nature (innate/biological) and socialization is needed for the child to avoid becoming a criminal. According to psychoanalysts, those who become criminals wind up getting the wrong type of socialization.
- C. Criminals/Deviants tend to have an over-riding/strong ID. To recap what intro-psyche courses say about the ID, EGO and Superego:

ID

pleasure-seeking part of the personality. It exists for the mere purpose of instant gratification. It operates on the pleasure principle

EGO

the ego is best described as the part of the personality which keeps harmony through its mediation of the impulses of the ID and the nagging tendencies of the Superego. The ego is usually the logical state of a person's mind which keeps things rational

Superego

The best way to describe the Superego is to view it as a psychological parent. It is the over-demanding social authority or conscience. It is always in opposition with the ID

Perhaps the best way to describe the relationship between the ID, EGO and SUPEREGO is to imagine your head is the EGO, and a little angel sitting on one shoulder is your SUPEREGO, while the little devil tempting you on the other shoulder is your ID. Your SUPEREGO is unable to balance the ongoing conflicts and eventually the ID wins out and long term troubles occur.

When the EGO cannot mediate effectively, the individual develops certain difficulties called Neurosis and Psychosis. According to Freud, these develop because of poor maternal relationships accompanied with the 3 situations mentioned above.

Neurosis

is a functional disorder which a person has which causes them difficulties coping in their everyday lives. Neurosis is linked more with anxiety disorders; like panic attacks, phobias and irrational fears,

than it is to aggression. Neuroses have been linked to impulsive crimes like: **Kleptomania** (shop lifting), **sexual perversions** (flashing) and **Obsessive-compulsive disorders**.

Psychosis

is a disorder characterized by lack of contact with reality. It should be noted that **5% of prison inmates** suffer from psychotic disorders. Many psychoses involve hallucinations and delusions which can and may lead to episodes of aggression and violence, sometimes seen in **schizophrenia**.

Neuro-linguistic Programming (NLP)

NLP theorists believe individuals are products of their ancestors' experience. They believe experiences and incidents in our lives are recorded in our minds and passed down genetically to offspring. For example, if some great ancestor was very unforgiving and harbored resentment during their life, it is quite likely their unforgiving ways were so strong that they created an impression in the person's mind which was later transferred down the line in their genes. For those who believe people are born evil and that it is passed on in the genes, NLP would best try to explain that argument. There is very little physical and testable evidence to support NLP claims to explain criminal behaviour.

To learn more about the validity of NLP, please visit the [Neuro-linguistic programming WIKI site](#)

Multiple Personality Disorder (MPD)

MPD is the result of some tragic, stressful or traumatic event in a person's life. MPD is also referred more commonly as **Dissociative Identity Disorder**.

MPD is usually created when sexual abuse or physical abuse occurs in a child's life over a long period of time. The individual develops a new personality(s) to try and cope with the traumas they have endured.

MPD usually starts in childhood and rarely begins in adulthood. MPD is a very rare mental health disorder. Many criminals in the past and present try to use MPD in insanity pleas to try and avoid harsher sentences. Interestingly, a good psychiatrist/psychologist will look at the criminal's past history for child abuse issues and the history of other crimes perpetuated by MPD.

In some cultures, MPD gets mistaken or believed to be a form of **demonic possession**. This would account for the explanation of when someone claims John Doe was so evil and violent and did things which weren't in their nature.

Please check out the [Multiple Personalities: Crime and Defense](#) and read a couple of the stories as they pertain to criminal cases and how successful perpetrators were using it as a defense.

Conditioning Theory

One of the most common types of conditioning theories is **Classical Conditioning/Reinforcement**. This

theory asserts people are attracted to behaviours that **reinforce positive qualities** and they avoid behaviours which produce **punishment**

Pavlov demonstrated this with the dog and bell by making the dog salivate at the ringing of the bell because it knew it would be fed. **B.F. Skinner** demonstrated this using rats and mazes.

Basically, this theory says **criminals commit crimes** because it gives them **monetary rewards** and **individuals avoid committing crimes** because it **brings punishment**.

To learn more about Pavlov and Skinner, visit:

- [Pavlov's Dogs - How Ivan Pavlov Discovered Classical Conditioning](#)
- [B. F. Skinner Personality Theories](#)

| Social Learning Theory

Albert Bandura was the noted psychologist who put together this theory and it explains criminal behaviour the best. Basically, it asserts we model what we see and believe it to be true when it matches our perception of reality.

Everyone possesses constructs, ways in which we view the world. Many people think in terms of polarized thinking where everything is on a continuum. For example:

- good vs. bad
- right vs. wrong
- hot vs. cold

When we are taught at young ages certain things are true, we are unable to abstractly (**Jean Piaget**) discern between what is right and wrong. For example, if a son witnesses his father abuse his mother, he is going to develop constructs which reflect the fact that it is okay for men to abuse women. He will later use these same beliefs and behaviours in his own relationships.

In Social Learning Theory, we live our lives vicariously through others which is referred to as **Looking Glass Self**. This says that we are drawn to others who reflect our own personalities (beliefs, values, mores, standards, etc.). This summed up is "**Birds of a Feather Flock Together**". Criminals and delinquents will seek each other out because they are similar and reinforce one another.

| Moral Development

Moral development is a topic of interest in psychology. Lawrence Kohlberg explained the development of moral reasoning and how it impacts society. Kohlberg outlined six stages within three different levels.

LEVEL 1: PRE-CONVENTIONAL MORALITY

Stage One - Obedience and Punishment

The earliest stage of moral development is common in young children, but adults are capable of expressing this type of reasoning. At this stage, children see rules as fixed and absolute--concrete thinking. Obeying the rules is important because it is a means to avoid punishment.

Stage Two - Individualism and Exchange

In this stage of moral development, children account for individual points of view and judge actions based on how they serve individual needs.

LEVEL 2: CONVENTIONAL MORALITY

Stage Three - Interpersonal Relationships

This stage of moral development is focused on living up to social expectations and roles. There is an emphasis on conformity, being "nice," and consideration of how choices influence relationships.

Stage Four - Maintaining Social Order

In this stage of moral development, people begin to consider society as a whole when making judgments. The focus is on maintaining law and order by following the rules, doing one's duty, and respecting authority.

LEVEL 3: POST-CONVENTIONAL MORALITY

Stage Five - Social Contract and Individual Rights

In this stage, people begin to account for the differing values, opinions, and beliefs of other people. Rules of law are important for maintaining a society, but members of the society should agree upon these standards.

Stage Six - Universal Principles

The final level of moral reasoning is based upon universal ethical principles and abstract reasoning. At this stage, people follow these internalized principles of justice, even if they conflict with laws and rules.

In lecture for students, I pose these case scenarios for them to discuss in groups and then present to the class. The object is to remain as objective as possible. Read through these case studies on your own and see how you feel, keeping in mind Kolberg's levels.

One--You are on vacation in Mexico for one week. While there on your first day, you witness a murder. You have options:

1. you can go to the police and tell them what you saw. You might be considered a suspect
2. you can go to the police and tell them what you saw. You might be detained the rest of your trip and not get a vacation. In either case coming forward may stop other murders from occurring.
3. Say nothing and enjoy the vacation you waited for a long time to have and besides it's not your country or problem

Two--You are best friends with a couple who are about to become married. You know both he and she very well and love both of them equally. You witness one of them cheating on the other before the marriage.

What would you do? By coming forward you risk wrecking their marriage as well as losing their friendships and they are your best friends. You also have no substantial proof to back it up as it is happening this moment before your very eyes at a bar.

Three--You are applying to get into a Master's program or Ph.D. program you have tried so hard to get into. You worked very hard to score at the top of your class in your undergrad program. You are thrown a curve ball and learn you have to take an entrance exam for your program which is a general test which encompasses all areas of studies, some of which you haven't studied for nearly a decade. You find out that someone has answers for this test in advance and you can cheat on the subject matter you don't know in order to compliment your subject area you are proficient in.

Four--You find \$100,000 in cash in a field in a leather case which seems weathered. The case appears to have been in the field for some time. This amount of money is the answer to many of your financial problems. You consider whether the money is stolen, lost or simply a gift from the heavens. If stolen, is the money marked? Also, is it gang/mafia money and will someone come looking for it? You really want to keep it.

Five--You feel that your government is corrupt and always pocketing money! In fact, you are outraged by the amount of taxes you pay and by how the government keeps hiking gas prices. Basically, you feel things are unfair. You feel you will never get ahead financially no matter how hard you are working. You seem to always be paying taxes! In fact, you can't stand the current government and you never elected them. Someone close to you shows you a way to bilk the system illegally and get out of paying as much in taxes. You can save thousands in taxes however there is a slim chance you can be detected by government officials.

Six--You are at the edge of a cliff and see your child and their playmate holding on for dear life as they are about to plummet 3 stories down onto rocks. You have only one chance to save one child. Your child is much further away and a lot harder to reach. The probability of rescuing your child is 10%. On the other hand, you can secure your child's friend by reaching for them first and likely 99.9% to save that child. However, while reaching for that child, time will run out for your own child. There is only the chance to save one!

De-Sensitization

is a term often linked with Social Learning. It basically states that whatever stimulates you the most will only do so for a period of time before you have to move on to something stronger to produce similar excitation. In essence, you build up a tolerance. The more you see of something, say violence on television, the more likely you are to tolerate it and even get bored with it until something more violent comes along.

Catharsis

this is a term often associated with Social Learning and De-Sensitization. For anything to be cathartic, it has the ability to release stress and be very therapeutic for mind/body. Everyone has different constructs. If you have constructs which say violence is good, you might choose violent movies/TV or do violent deeds because you find them to be stress releasing.

In class, when I teach this course or seminars on Addictive Personalities (at Niagara College), I offer

View Pornography-->Harder Porn-->Strip Clubs-->Prostitutes-->Rape-->Snuff

[illegible]

What's Your Anger Type?

WHAT'S YOUR ANGER TYPE?

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For all of you who read this book, I hope it helps you with whatever struggles you are having with your emotions. Always remember one thing, you can feel and think whatever you choose. You don't have to be angry!

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Foreword

“What Is Your Anger Type?” is a very informative, enlightening, educational and entertaining book which sheds tremendous light on the whole emotion of anger! I strongly recommend this book for anyone dealing with their own personal anger management issues, or living with those possessing anger management problems.

I am an individual who has dealt with her own fair share of anger issues which were a bi-product of my addiction/use and recovery. The concepts and strategies in this book helped me not only with my anger management and aggression issues, but also with my recovery for substance abuse. It helped me understand why I was angry, why I carried a chip on both shoulders and then to come up with ways for creating positive change in my life.

Whether you are young or old, male or female, Western or Eastern culture, this book will definitely help you if you apply the principles Peter teaches. If you are a parent or a teacher, I would highly recommend this book if you have a short fuse around children. I know my anger types, now I hope you find yours and do something positive! Good luck!

Andrea P.
Toronto, Canada



1

AN INFORMAL INTRODUCTION TO YOUR ANGER

*In the beginning the universe was created. This has made a lot of
people angry and been widely regarded as a bad move.*

Douglas Adams

Do you have an anger management problem? Is there something or someone around you, or in your life who is always getting under your skin? Do you just want to explode? Do you feel like you are literally at the end of your “anger control leash”? If you answered yes to any of these questions, then this book can definitely help you and perhaps even save you from detrimental situations!

Let’s face it... everyone gets angry. Anger is a normal and acceptable human emotion just as happiness, joy, surprise, sadness and angst. Unfortunately, most times anger is expressed in non-productive and unacceptable ways which society deems as inappropriate. No one complains about individuals who are happy all the time. Well, some people might actually start wondering about you if are always smiling. That is definitely a good thing! Similarly, most wouldn’t be insensitive to individuals who are experiencing bouts of sadness. Why then is anger looked at in a less productive light? Perhaps it is due to the few isolated incidents which make news and media because someone has behaved so badly when they were enraged. Maybe, it could be due to the urban legends/myths of people becoming “superhuman” monsters during their fits of rage leading them to kill! Could it be how movies and television portray anger and vengeance for wrong doings? How far will people go when

they are angry? Could they really lose it mentally, psychology and emotionally when they become enraged? Have you ever experienced meltdown?

Interestingly, everyone has the ability to control all facets of how they act, due to how they feel, which in turn is precipitated by their thought processes. We can all control our anger because we can all control the seeds which start the process... our thoughts!

Think angry thoughts – ☐ Feel angry – ☐
Act angry – ☐ Become angry

This is the flowchart process I use when working with clients to explain how and why they become angry. I will definitely explain it in greater detail later in the book. I want you to examine briefly in order to see my personal stance on how I believe anger begins, flourishes and ends. Stay tuned!

Anyone reading this book will learn the following 8 key points:

- 1) If we think it, we'll feel it, we'll act that way, and over a long period of time, we may even take on that behavior and become it... an angry person.
- 2) Anger is a normal and healthy emotion. All people emote and if we all emote, we are capable of becoming angry at any point in our lives.
- 3) Since we are all able to exert control over our emotions, then we can determine how we choose to express our anger.
- 4) Anger is a secondary emotion. Some other emotion or thought process always comes before anger.
- 5) There are 12 different types of anger and most of us possess some, even many of them given different situations and periods in our lives.
- 6) We all possess a distinct behavioral style for dealing with the world and people around us.
- 7) There are ways for managing and controlling your anger in more effective and productive ways if you are willing to work at it.

- 8) It's never too late to modify negative, destructive expressions of anger and replace them with optimal, acceptable alternatives.
- 9) The same simple rules for managing anger apply to everyone, equally to both males and females and even children.
- 10) It's okay to laugh at yourself sometime. Hey, I am sure others do!

In a Sentence or Two, What bothers you Most?

Before delving any further into this book, take a few minutes, or longer if you require to take a casual self-inventory of your own anger. Moreover, pay close attention to all the specific people, places, situations and things which contribute to your anger. List anything and everything you can think of no matter how foolish or absurd things may sound.

Things that I get angry most at are...

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Hopefully, you haven't had to count past 10! If so, don't fret.

Now that you have listed your top 10 anger precipitators, compare them with the most common irritants people usually report as being their all-time triggers. As you look through the list, see if you can pick out a common theme.

.

Common Anger Triggers

1. spouse
2. children
3. co-workers
4. boss
5. traffic
6. rude people
7. dogs pooping on your lawn
8. bad weather (too much rain/snow)
9. governments/politicians
10. taxes
11. long line-ups
12. bad drivers
13. inflation
14. drunk people
15. gossipers
16. slow restaurant service
17. congested parking lots
18. messy kids/spouses
19. people who cheat
20. sports teams you root for who always lose
21. bad parents
22. rules which make no sense
23. racism/discrimination
24. TV/cable problems
25. bad Internet service
26. people who talk during movies
27. obnoxious sports fans
28. people who let you down
29. plans which fall through/disappointment
30. people who abuse the social assistance/support system
31. tardiness in others
32. self
33. when life treats you unfairly
34. stupidity
35. barking dogs
36. babies crying uncontrollably
37. hard to follow directions/instructions
38. people who smoke in your space
39. ban on smoking (for smokers)
40. people who stand too close or sit too close to you and invade your personal space
41. when someone wakes you up
42. telemarketers
43. door to door solicitors
44. when someone doesn't listen to you or understand you
45. litter bugs
46. people who don't flush toilets/urinals
47. road construction
48. trains holding up traffic
49. plane delays
50. things/cars breaking down

How many “irritants” on the list were you able to relate too as “triggers” for your own anger? Throughout this book I will use these two terms “irritants” and “triggers” to refer to those people, events or things you attribute to causing you to experience anger. Also, I will show you how nothing can make you angry unless you allow it that power. Even though something from the above list can attribute to your anger, it can’t make you angry! Nothing can make you angry on it’s own unless you let it! When you look at the title of this book *What’s Your Anger Type?*, you’re probably asking yourself is there more than one type of anger, and if so what type(s) of anger do I have? Identifying what type of anger you possess is probably the best place to start. Once you identify your anger type, then you can identify your triggers/irritants and modify behaviors, situations and perceptions to create new ways of feeling.



2

AND YOUR ANGER TYPE IS?

*The biggest misconception about me is that
I'm angry and violent. But I'm a real sweetie.*
Jack Nicholson

Want to Know What Your Anger Type Is?

If you want to know more about what type of anger you possess, it would be a good idea to complete the self-administered questionnaire. The outcome of the questionnaire will show you what types of anger exist and which one(s) you possess. In subsequent chapters, you will be provided with explanations and descriptions of each anger type. The questions I have created have been developed from administering hundreds of sample questions to hundreds of clients, patients, students, employee assistant program participants and general interest groups who have shown common characteristics for patterns of anger. I have selected 36 of the best possible questions which illuminate specific anger types. Please take a few moments to complete the following questionnaire following the specified directions.

What's Your Anger Type Quiz

You will need a pen or pencil to complete this test. On a separate sheet of paper please make a list from 1-36 or circle your answers in the book. For each question, write down the corresponding score which best describes your feeling. When completing this quiz, it is very important to think about your answers in the present moment.

Do not answer questions based on how you once behaved or how you wish you behaved. The best way to determine your particular anger type(s) is to be as honest as possible and give yourself the rating which first comes to mind. Do not rationalize or think too much about each question. Also, do not get worried if you feel you are answering too many questions as being “most of the time”. Just because you answer a lot of questions as being true of your feelings and behaviors does not make you crazy, sick or insane! The purpose of this quiz is not to diagnose, but rather to identify anger patterns and types to make appropriate thought, feeling and behavior modifications.

Please give yourself a numerical score for each question. Write down the number which best represents how you are feeling, thinking or behaving in that particular situation.

0 - Does Not Pertain To Me 1 - Sometimes True For Me
3 - Often The Case For Me 5 - Always The Case For Me

1. No matter what the situation is, I try to never get mad. To get mad would not be good.
0 1 3 5
2. Whenever my computer screen freezes up I impatiently pound on the mouse. I don't have time for this crap!
0 1 3 5
3. I like getting angry because it really pumps me up. I feel like I can do anything when I am angry.
0 1 3 5
4. When I get angry I stay angry for a long time. It's just so hard to let it go.
0 1 3 5
5. I tend to really lose emotional control when I get mad. I just can't think rationally.
0 1 3 5

6. In my relationships I tend to get jealous quite easily.
0 1 3 5
7. I tend to get really annoyed whenever I get stuck in traffic jams. I have no patience.
0 1 3 5
8. I find myself easily getting into arguments and debates with others over trivial things.
0 1 3 5
9. There is rarely a day that goes by in which I don't get mad.
0 1 3 5
10. When I am angry I usually like to hide my feelings and pretend I am not angry.
0 1 3 5
11. I really get upset whenever someone puts me down or insults me.
0 1 3 5
12. I am most motivated whenever I am angry. My anger moves me toward action.
0 1 3 5
13. I feel very uncomfortable whenever I am faced with confrontations or conflicts. I try to avoid them.
0 1 3 5
14. I get so angry when I get pop ups on my Internet. I curse and swear. Damn advertisements!
0 1 3 5
15. Watching fights in sports, on television or in real life excites me. I actually get pumped up!
0 1 3 5

16. Forgiving others who have wronged me is very difficult. I just can't seem to forgive and forget.

0 1 3 5

17. The best way to describe me when I am mad is a time bomb. I get so angry I explode!

0 1 3 5

18. I tend to have a habit of putting people down behind their backs.

0 1 3 5

19. Whenever someone cuts me off when I am driving, I curse them with fingers or fist gestures and yell at them.

0 1 3 5

20. I like to prepare for an argument with someone even though they have no idea it is coming. I argue to win!

0 1 3 5

21. I am angry most of the time throughout the course of a day. This seems to be a common feeling I experience.

0 1 3 5

22. I don't get mad... I prefer to get even!

0 1 3 5

23. Whenever I discuss my personal beliefs or ideals, I find myself defending them aggressively. If people don't like what I think or believe, then to heck with them!

0 1 3 5

24. I find when I am angry I can get what I want much easier. My anger gets me what I want!

0 1 3 5

25. I have always been taught anger is bad and I should never show it.

0 1 3 5

26. Nothing annoys me more than telemarketers... they piss me off! What gives them the right to call my house?

0 1 3 5

27. Whenever I get angry or someone around me does, I get really excited. My heart starts to race and I feel things getting out of control.

0 1 3 5

28. I tend to relive the wrongs people have done to me over and over in my head. I just can't shake these thoughts!

0 1 3 5

29. When I get angry I punch, throw or break things.

0 1 3 5

30. I dislike people who get everything they want in life. Why does everyone else get the breaks?

0 1 3 5

31. When people in front of me drive too slow, I get angry. They shouldn't be driving if they don't drive the speed limit!

0 1 3 5

32. I tend to find fault with people and things in life. I just wish things would be more the way I would like them to be.

0 1 3 5

33. I have dreams in which I get into fights and come out the winner. I like these kinds of dreams because they make me feel good even though they are not real.

0 1 3 5

34. If someone has hurt me or wronged me, I will see to it they experience the same kind of hurt as well.

0 1 3 5

35. I can't talk about politics, religion or personal subjects without feeling myself getting upset or even angry. These types of topics should not be discussed as they only lead to disagreements.

0 1 3 5

36. I tend to work best under stress and pressure. I prefer deadlines because I seem to always get things done at the last minute.

0 1 3 5

Please tally your score (the numbers you circled). Once you have tabulated your score, compare them with the following measures:

150 - 180 points Severe Anger Management Problems

120 - 149 points Moderate Anger Management Problems

80 - 119 points Mild Anger Management Problems

30 - 79 points Stressed/Frustrated Easily

0 - 29 points Cool As A Cucumber

Just because you had a score which was extremely high (the severe anger management domain) don't fret. I will provide you with tools for dealing with your anger problems later in the book. For now though, it's not your total score you'll focus on, rather the subset scores which match up to each specific category of anger.

There are 12 types of anger you were tested for. Your anger usually falls within one of these 12 anger types. In order to better understand which specific type of anger you possess, please re-tally your scores using the following method.

Add your scores in threes combining the questions in the following groups:

Subgroups

1 Questions: 1, 13, 25

2 Questions: 2, 14, 26

3 Questions: 3, 15, 27

4 Questions: 4, 16, 28

5 Questions: 5, 17, 29

6 Questions: 6, 18, 30

7 Questions: 7, 19, 31

8 Questions: 8, 20, 32

9 Questions: 9, 21, 33

10 Questions: 10, 22, 34

11 Questions: 11, 23, 35

12 Questions: 12, 24, 36

For each subgroup, you will have a different score. Each score will represent a specific type of anger. Once you have a score for each subgroup, please compare the score with the matching measures:

Measures

12 - 15 Very High 9 - 11 High 5 - 8 Moderate 1 - 4 Low

If you scored in the "Very High" or "High" range for the 3 questions in each subgroup, then you possess the characteristics for that specific type of anger. Generally, most people score high or very high in a couple of the specific categories for anger. Keep in mind, the type of anger you possess may change or shift depending on what events are taking place in your life. Also, since most of us experience stress and frustration as a by-product of the busy lives we lead, it would be expected to possess some type of anger some of the time. Really, when you think about it, no one is immune to anger!

Each of the subtypes of anger possesses an "anger component" at the core of the domain, however how the anger evolved and why it continues to transgress occurs for different reasons. In the subsequent chapters, you will be provided with a working definition for each type of anger focusing on its beginnings, its M.O. (method of operation) and its typical outcome.

The following subgroups of questions matched up with each distinguished anger type:

Subgroup Anger Type

- 1 Resistant/Passive
- 2 Internet/Computer Rage
- 3 Addictive Anger
- 4 Petrified Anger
- 5 Compressive Anger
- 6 Jealousy
- 7 Road Rage
- 8 Conflictual Anger
- 9 Habituated Anger
- 10 Passive-Aggression
- 11 Moralistic Anger
- 12 Manipulative Anger



3

RESISTANT AND PASSIVE ANGER

If you kick a stone in anger, you'll hurt your own foot.
Korean Proverb

When you were a child, did your parents ever tell you anger is “bad” and you should never show it? Were you ever punished for getting upset and then banished to your bedroom, or if in school, to the corner? Perhaps your parents were of the mindset “children should be seen and not heard”? If you scored “high” or “very high” for the questions pertaining to resistant/passive anger, then you may have issues with anger as an emotion!

Resistant/passive anger is the type of anger learned from parents, role models and teachers who lack emotional expression or dismiss anger as a healthy emotion. In fact, this type of anger is passed on from generation to generation by those who are adverse to expressing emotions they view as negative. They also try to avoid all forms of conflict in their lives. They endorse an affirmation that “anger is bad” and should be avoided at all times. Some families and cultures view the expression of anger as a weakness! They believe when one expresses emotions such as anger and sadness, they are revealing their psychological weaknesses. Moreover, media (TV shows and movies) usually portray angry people as really “losing it”. Some movies have gone so far in depicting anger as a mental health illness requiring committal to a psychiatric ward or serious

on-going counseling. Is it any wonder some people avoid anger like the plague?

When you were a child growing up, were you around parents and family members who argued and fought all the time? Did the constant fighting give you butterflies and make your stomach upset? Did you worry someone was going to get hurt? Perhaps you? Another of the reasons resistant/passive anger affects people is from being raised in dysfunctional families where fighting often occurred. Most times, things ended badly, where conflicts were not resolved. Family members literally let the sun go down with anger weighing heavy in their hearts. You might have felt so sad and helpless from the bickering and fighting that you just withdrew. You may have felt totally helpless and made a conscious promise to never get angry or disagree with anyone because it might lead to similar fighting. The groundwork was laid and you literally trained the mind to avoid anger at all costs by keeping everything inside. This is not good! Did you know that anger turned inward and never expressed sometimes has the ability to take on a detrimental emotion called depression?

If you keep everything inside of yourself and never vent your frustrations, anger and emotions, these feelings are going to rot inside of you like some old cheese you leave in the back of the refrigerator. In the beginning you know what anger is. The more you keep suppressing it you lose track of what it is exactly. It literally becomes some kind of disfigured entity like moldy cheese which becomes discolored and hard to discern anymore. The longer it stays in the tray and bacteria cultures, it becomes more difficult to clean. Often times people suffering from depression will colorfully describe their moods as gray or black all the time. That is what depression feels like for many... a dark pit! They feel helpless, hopeless and hapless. They feel they have little or no control over their lives. They feel like their opinions don't matter and no one cares. Why is that? For starters, they don't dare speak up because they might offend, challenge, or better still... make someone angry! According to this type of anger, you must avoid anger at all costs even if that means making yourself feel ill.

Here are some situations where resistant anger is at its worst. Can you see yourself in any of these situations?

Scenario #1

Sandra is fed up with people using her. She feels like she is always giving to people but never getting anything in return. One of her closest friends Amanda is the prime culprit in her books. She feels Amanda takes advantage of her and uses her. She has a hard time saying "no" to Amanda's requests. She worries however if she refuses her, Amanda might like her less or not want to be her friend at all! This really bothers Sandra. She has made a conscious decision to say "no" next time Amanda asks her to baby sit her kids. A friend from Sandra's past calls her and invites her to go to a concert this coming Friday night. Sandra is ecstatic and can't wait to go. The next day Amanda calls her and asks her to baby sit the same night as the concert. Amanda tells her it is so important as she has the "dream date" of her life. Sandra can hear the loud "no's" screaming in her head. Before she even knows what happened, she has agreed to baby sit Amanda's kids thus forfeiting going to the Friday concert. She is so upset with Amanda. She hates Amanda! She hates herself for agreeing!

What is the cause of Sandra's anger? Her inability to say no due to fear of rejection.

What are the precipitating factors? Others know they can take advantage of Sandra so they place burdens and decisions on her they know they can get away with. Sandra is a pleaser due to her low self-esteem as she worries if she becomes her own person people will stop liking her. Do these friends of hers actually like and respect her?

Scenario #2

Ivan asks Nick if he wants to see a movie Saturday night. Nick's response is, "yeah, if you want too." Ivan asks Nick which movie he would like to see. "I don't know, whatever you want," replies Nick. "Do you want me to pick you up or do you want to get me?" Ivan asks Nick. Nick shrugs his shoulders, "Doesn't matter to me." Ivan asks Nick if he prefers to see the early show or the late show. "Either one is okay with me," replies Nick. Ivan starts to feel very frustrated with Nick's indecisiveness. Nick on the other hand, feels very pressured by Ivan asking him to make choices. Ivan wishes he would have never asked Nick to hang out with him in the first place.

What is the cause of Nick's resistant anger? He doesn't know how to make decisions for himself. He tends to go with the flow, never being the initiator.

What are the precipitating factors? Nick has probably had people plan things for him in the past and help make his decisions for him. It is a good bet Nick has never been taught how to be assertive. In fact, he has probably been coddled by over-protective parents. Ivan on the other hand becomes frustrated and annoyed over Nick's indecisiveness. Nick perceives Ivan's invite as a burden to him forcing him to invest mental effort in making a decision.

Scenario #3

Kelly was taught by her parents at an early age little girls should be seen and not heard. As a 25 year old lady, she now works for a firm as a secretarial assistant. She feels her boss and other co-workers place unrealistic workloads on her desk. She is unable to get caught up. Her boss has asked her on occasion if she would like an assistant to help her. She has blatantly refused to have an assistant stating everything is under control. The stress from work is really getting to her. She rarely sleeps, eats and is miserable most of the time. She has grown to hate going to work. She resents her boss more each day. Noticing her recent discomfort and unhappiness, her boss requests a meeting with her to discuss her mood swings. She assures her boss everything is fine and that it's a woman thing, not

to worry. He suggests bringing in an assistant and she argues she doesn't need one. In fact, she requests more work to take home for the weekend as she claims this is her passion. Her boss gives in to her requests. Weeks later, while leaving work late one afternoon, she notices she has left her keys inside the car and the doors are locked. Kelly picks a large chunk of brick and starts bashing in the driver's window before smashing all the windows. She cowers to the ground and begins to break down.

What is the cause of Kelly's anger? Being stressed and over-worked.

What are the precipitating factors? Kelly's main problem is she doesn't know how to do things in moderation. She doesn't seek help when she needs it and when it is offered to her. She has learned to keep everything inside and not be a burden to others. Most important, Kelly does not have an outlet for her stress. She needs to learn to get the emotional garbage out before it festers inside of her, thus leading to her emotional breakdown.

Have you ever heard the term "nervous breakdown"? Clinically speaking, there is no such thing. Perhaps the best way to refer to this loosely slung, slang term is to view it as mental burnout. The precipitating cause is persistent or escalating stress in one's life which leads to unceasing frustration. Eventually, you get to the point where you can't take it anymore and reach meltdown. Here are some of the signs and symptoms to look for with this type of anger:

- | | |
|-------------------------------|--------------------------------|
| - chronic fatigue | - suicidal thoughts |
| - nausea/vomiting | - social isolation/withdrawing |
| - constant colds | - drinking/drug use |
| - small aches/pains | - pessimism |
| - feeling tired and run down | - irrational fears |
| - loss of appetite | - depression |
| - sleep disturbances/insomnia | |
| - mental flashbacks | |
| - frequent crying spells | |

Interestingly, depression seems to be the most common by-product of resistant anger. The individual is so pre-occupied with not being angry that they become highly focused on the emotion unconsciously. Consequently, what happens is the anger is turned inward and manifests itself in the form of depression. Rather than expel the negative feelings which are building inside you, you hold onto them and try to extinguish them inside of yourself. Sure the anger gets watered down, however it becomes diluted into a more “acceptable” emotion for yourself... depression.

Think about it for a moment. What emotion is more likely to receive greater empathy and sympathy? Anger or depression? If you're angry, people avoid you because they perceive you as dangerous. On the other hand, if you are depressed, you are perceived to be less of a threat. In fact, people will actually start to feel sorry for you and actually enable your depression. So you actually get to be “accepted” more readily for being depressed.

Have you ever been around someone or know someone who constantly complains all the time? Are they always complaining about some ache or pain? They are never happy! Do you literally have to pull teeth whenever you try to get them to make a decision or commit to something? Well, this resistant type of anger allows this person to engage in this passive, helpless mindset where they rely on others to make their decisions for them. Some individuals with resistant anger could be classified as possessing an almost “sado-masochistic” nature. In fact, the only time they feel alive is when they are “in pain” or complaining about something. From my work with clients, these are some of the behavioral attributes individuals with this anger type display:

- allowing others to make decisions for them
- feeling used and unappreciated
- frustrating to others because they show no initiative or assertion
- saying yes when they want to say no
- being in situations they don't want to be in
- blaming others for their unhappiness

- constantly seeking other's approval
- feeling like every situation is the same

The bottom line with this anger type is they never feel good about themselves. The world is always unfair to them. They were dealt a bad hand of cards. There is some sort of conspiracy going on where everyone is against them. They just don't understand why things are the way things are. They have developed a method of self-defeating thinking and they have trapped themselves in a lazy, irrational, stereotypical way of perceiving the world.

I was talking to Dr. Robert Schuller a great man who teaches the world possibility thinking through his famous television show *The Hour of Power* and the awesome books he has written. I asked him what he thought was one of the most important needs humans possess. He told me self-esteem. According to Schuller, for the disappointed, no condition is ever hopeless and helpless!

Bottom line: People with this type of anger require assertiveness training and self-esteem growth.



4

INTERNET AND COMPUTER RAGE

No man can think clearly when his fists are clenched.
George Jean Nathan

I'm am sure everyone reading this book uses a computer or has had at least one experience using a computer. Moreover, I am sure the majority of readers are connected to the Internet and surf the Web on a regular basis. Did you know the computer you just bought became obsolete within a year or less right after you walked out of the store with it? Well, just knowing that would annoy the heck out of me! You see, the reason why computers become obsolete is technology is changing so fast and the industry is trying to keep up with the advancement rat race. Guess who the rats are chasing after the technological cheese? Well, that would be you and me! We have become part of the process, constantly trying to keep up and stay in sync with change.

Computer technology is very much like the fast food industry... I want it right here, right now! Most of us do not practice patience. The irony is most industries and homes use computers to do tasks faster and more efficiently. The operative word in the last statement is "faster". The problem becomes how fast is fast enough?

Recently, I switched over from dial-up Internet to high speed Internet. I was one of those archaic dial-up users who was too lazy to make the switch to high speed. Colleagues and friends

kept telling me I'm going to be amazed at the difference between dial-up versus high speed. In fact, I was told "you are going to tell yourself you should have switched much sooner once you see the difference!" Guess what? I made the switch and they were right! The speed was incredibly faster! There was one thing I was left to ponder with high speed. Several high speed users I knew were still complaining that things weren't fast enough. Wow! For me, it was like comparing a ten speed bicycle to a motorcycle. I could see the obvious difference. For them, they had become desensitized to the speed and now needed an even quicker Internet fix!

Internet speed freaks are one thing, but the Internet "ragers" are those who displace their dissatisfaction with the speed through forms of aggression and even violence. Here are some of the most common symptoms of Internet rage I have had reported to me while doing research for this type of anger:

- you're waiting for the URL site to change and you're growing impatient
- you're screen freezes and you start pounding the mouse or keys
- pop ups keep appearing on your screen and you start swearing
- you're e-mail is overloaded with junk mail and you start cursing
- blind ads are sent to you and you actually reply with nasty e-mails
- you participate in Internet chat to precipitate arguments
- you have to constantly be surfing the Net to get your fix or else you go into withdrawal and get very irritable
- you start stalking others in chat rooms or through their e-mail
- you've actually punched your monitor when things were moving too slow or froze up
- you've actually picked up the monitor and thrown it at the wall or out the window

When doing anger management counseling, I recall one individual was so irate when their screen froze, that they picked up their monitor and threw it out a window of an office building. They forgot they were on one of the higher floors and nearly pegged a pedestrian walking below! Now that's Internet rage with attempted manslaughter!

When I was doing research for this book, lack of Internet speed or the computer not functioning faster were the two most common complaints I heard. In fact, those who became aggressive due to lack of speed only made matters worse when they pounded the mouse or the keyboard as it only froze things up and made them angrier. Some actually punched the "older style monitors" breaking finger nails and fingers!

A colleague of mine who is a university professor, teaching in computer technology, actually teaches her classes a "must hands off skill" the first lecture. She instructs students to guard against Internet rage by having them sit on their hands after clicking the mouse twice. Anymore than twice she asserts is only adding to the computer freezing up and there being further frustration. "Hands under your glutes" is her favorite line! It might be one of the harder things to do, resisting the urge to click the heck out of the mouse. The constant clicking however becomes a precursor to your frustration and anger.

Telemarketers

A similar frustrating technological occurrence which irritates many people are telemarketers, those who phone you at home and try to sell you something. What is it about telemarketers that upsets you? Most say they are just a nuisance. They hate being called at home and disturbed. I can buy that. If you are like myself, your home is your private domain. I operate under the premise that if I want to purchase something, then I can just look it up in the yellow pages or on the Internet.

For some reason it seems telemarketer calls are on the rise. I have been noticing more calls to my house. This occurrence is something I don't get angry about or lose sleep over as that would be foolish.

I believe if the callers are a major concern to you and you are in dire straights to protect whatever sanity you have left, then I would suggest trying the following options which I have learned from interviewing people and speaking to law enforcement officials:

- change your phone number to an unlisted number
- put a block on your phone for all unknown numbers
- call the companies or clearing houses directly and ask that your number be taken off their lists
- screen all your calls through call answer
- screen all your calls through call display
- politely tell marketers you are not interested
- speak another language if you can if they are persistent and keep calling you back (remember, I got this from someone who tried it and claimed it worked!)

Getting flustered and upset every time a telemarketer calls can wreck your day. There is no need to get upset over something you can totally control. Why take it out on your family and guests? Furthermore, why beat up the helpless phone? I am sure you would rather spend your money other ways instead of constantly replacing broken phones!



5

ADDICTIVE ANGER

Anger as soon as fed is dead. 'Tis starving makes it fat.
Emily Dickinson

As you are reading this, how would you respond to the following statements? I have a hard time living my life in moderation? I get bored quite easily and I always need something or someone to create excitement for me? I am the type of person who loves to take risks. I like to live on the edge! I get very depressed and suffer mood swings unless I am doing something stimulating. I love the intense rush that comes with getting angry! I sometimes get into fights, verbal or physical because it gives me a sense of power and mastery over others. The adrenaline rush I get from my anger is better than any stimulating drug. Getting angry is better than sex!

If you answered yes to any of these statements or scored high in this section of the anger test, then you would be considered to possess Addictive Anger. As this type of anger implies, anger becomes very much like a substance or “addiction” for the individual. Anger becomes a vice because it provides you with one or more of the following feelings:

- gives a sense of instant gratification
- provides relief to negative or depressive moods
- offers some instant reward or reinforcement for the behavior

When I conduct seminars, workshops, support groups and classes on anger management, most individuals snicker or roll their eyes when they are taught about this type of anger. The most common question I am often asked is, “Who in their right mind would want to get high or stoned on anger?” That is a very fair question. I am going to give you three scenarios where you might see this type of anger used or precipitated.

Scenario #1

There are some professional sports like boxing, football and hockey where fighting and aggression are expected and encouraged. Ever heard of the famous hockey expression? Last night I went to a fight and a hockey game broke out? If you watch professional hockey, you are well aware each team carries one or two players referred to as “enforcers”, “police officers” or “goons”. Their chief role is to protect the higher skilled players on their teams by fighting with the “goons” from the other teams they play. This type of player usually receives a minimal amount of ice time, but when they are called upon, they are out on the ice looking for a fight. They get pumped up on the bench as they await their “seek and destroy” mission! Did you know this player is a catalyst for motivating their own team and fans? The fighting creates a frenzy and gets everyone including the fans pumped up! Everyone’s adrenaline starts to rush.

Ask a minority of hockey fans and they will tell you they go to the games to see the fights. I have interviewed hockey fans in the past for other assignments I worked on and something really struck me. Many reported to me they welcomed the fights because they were very cathartic for themselves. You see, catharsis means “release” or stress reducer. For these fans, watching two goons pounding it out on the ice was actually stress relieving for them! In fact, some of these same fans said they sometimes wished they could suit up and get out there and toss a few punches!

What is the cause of anger? Boredom and the need for stimulation.

What are the precipitating factors? The need for a high level of arousal and adrenaline rush.

Scenario #2

If you're a movie buff, you are probably familiar with the movie *Raging Bull* which starred Robert DeNiro as Jake La Motta. This movie portrayed the boxer both in and out of the ring. DeNiro was fantastic in the movie earning him high acclamations. Actor Joe Pesci plays DeNiro's brother Joey La Motta in the movie. As part of his pre-fight rituals, Pesci is ordered by DeNiro to slap him in the face and get him pumped up. DeNiro thrives on this aggression as a means for getting pumped up for his opponents. And guess what? It works! It literally looks like the trainers of roosters at cock fights or pit bulls at dog fights getting their dogs psyched up using aggression. You see this all the time with football players before and during the game endorsing and facilitating aggression. Their own teammates slap them around and yell at them to get them "more angry". It would appear it seems to work as a motivating factor for some athletes.

Anger is used as a motivating factor!

What is the cause of anger? The perceived need for an external motivator.

What are the precipitating factors? Looking outside of yourself to satiate boredom, create excitement and fulfill some kind of longing for satisfaction.

Scenario #3

For this example, I will use the Friday night bruiser who likes going to bars to drink and then get into fights. Typically, this is an individual who lacks self-esteem, has come from an abusive family, has a history of being a bully, and believes the best form of communication involves some form of aggression. Years ago, I was working with individuals mandated into anger management counseling because they were arrested for severe acts of aggression. What I found most disturbing is that these individuals had premeditated their Friday night fights. They purposely drank because they knew it would make them more aggressive and want to fight. In fact, I recall one individual telling me he would go to bars on the weekends when he

knew they would be busy because he knew someone would bump into him and this would precipitate his anger and lead him into wanting to fight. When I asked him what would possess anyone to want to get into a fight and possibly hurt someone badly or get hurt his simple response to me was "the rush"!

What is the cause of anger? Loneliness and boredom.

What are the precipitating factors? The need for attention and recognition.

Addictive anger for some literally becomes their vice. Part of my career involves working in the field of addictions both as a practitioner and as a professor. I find many individuals with addictions have extreme difficulty living their lives in moderation. Their lives are never in proper balance. Over the years I have learned that some people really do possess what are called "addictive" personalities. I believe they are socialized at an early age, by parents or someone close to them to become addictive by nature. They may have witnessed loved ones around them with addictions and they followed in their footsteps.

Have you ever heard the term "dry drunk"? This often times refers to the individual who is in recovery for alcoholism or another substance who begins behaving obsessively or compulsively in some other form. Another more acceptable "vice", perhaps excessive attendance to support groups/counseling or religious fundamentalism becomes the substitute for their drinking or drugging. In essence, they have controlled their substance use, but their addictive personality has not been modified.

Individuals with addictive anger are perhaps in some ways like "dry drunks". They are very addictive in their nature and need something outside of themselves to stimulate their personalities. Much like a compulsive gambler who requires slot machines, card tables, roulette wheels or bingos to provide them with an adrenaline rush, the addictive anger type requires conflict leading to aggression to satiate their thirst for adrenaline. It has been said to me a number of times by individuals possessing this anger type that if they weren't getting into fights all the time, they would be bored as hell!

In fact, I have had some individuals actually tell me if they weren't raging all the time, then they would have to find a stimulant such as cocaine, crack or ephedrine to provide them with this "superhuman" adrenaline rush they get.

Some time ago I asked Dr. William Glasser, the creator of Reality Therapy for his view on addiction. He asserted something very profound. He believes addiction separates you from people. You find happiness with people and being around them. On the other hand, pleasure which you find in addiction is usually without people. Is it any wonder your anger pushes people away or you find yourself alone?

People with addictive anger need to find respectable, social activities, events and means to satisfy their boredom.



6

PETRIFIED ANGER

*For every minute you remain angry, you give up sixty seconds
of peace of mind.*

Ralph Waldo Emerson

Here is a simple nature lesson to shed some light on petrified anger and how similar it is to wood. So imagine if you will a healthy tree standing growing in the forest. It rests beside the waters edge. The tree is functioning and productive. One day the tree becomes stressed out with a disease which persists for a prolonged period of time. It's ability to function weakens and insects, sensing this, start to feed on the tree until it eventually dies. Over the years the roots of the tree eventually rot out and the tree topples over into the river. The fallen trunk and branches get swept away until it winds up in the bottom of the lake where over the years it becomes petrified. Mother nature preserves the tree through petrification. All things being equal, this tree will in essence lie fixed in that state at the bottom of the lake for countless years. Aquarium owners who have petrified drift wood in their aquariums can relate to what I am talking about!

You are probably asking yourself at this point, what the heck does petrified driftwood have to do with anger? Simple! Petrified wood undergoes the same kind of process petrified anger follows. Over a period of time, behaviors, attitudes and personalities become solidified and preserved.

Imagine you are the tree. You function healthy and normal as a child. Everything seems to be good. One day you are forced to deal with unwanted stresses and negativity. Someone does something bad to you or hurts you in such a way it affects your life. You perceive the event as very bad. You believe this situation has caused you prolonged or permanent harm. The experience has left you feeling negative, cynical and hopeless. In fact, you feel sickened by the event or “diseased”. You relive the event in your mind over and over. This further facilitates your negative perception of what happened to you. This only makes you angrier. This feeds your irrational thought process, insidiously eating away at you like a disease. Your thought process toward this event and similar ones becomes automatic. Consequently, it becomes solidified or “petrified” like the tree trunk at the bottom of the lake. Over a period of time you have formed a biased perception of what happened and that becomes your truth. Even if your perception of the event was wrong or those involved in causing you hurt tried to make amends, your petrified thought process distorts and shades your perception of the event.

Here are three examples of petrified anger at work:

Scenario #1

Your best friend borrows \$50 from you. Your friend comes to you and tells you they are a little short of money that week for their bills. You offer to help them by giving them \$50. They reluctantly accept the money, but only on the condition they will pay you back in full next month. Being the decent, altruistic person you are you say, “Not a problem, it’s only fifty bucks, don’t worry about it!” Next month comes and your friend doesn’t pay you back. It bothers you they never offered you the money, but you excuse it thinking they are short of money again and they will pay you when they get it. Another couple of weeks pass. A month passes. Now you are really starting to get annoyed. Your friend has not once brought up the subject of the fifty dollars they owe you. You are starting to feel used. Finally, you start to drop hints about the money to your friend. There is no response on their part. Unnerved, you come right out and ask about the money. Your friend responds by telling you they were under the impression you didn’t care about the money or

expect to be paid back. This really sends you over the edge. How dare they take you and your money for granted!

Of course you can’t just let bygones be bygones and swallow your pride. You take issue with your friend’s complacency. Your friend tries to downplay the situation and even makes light of it which further irritates you. You walk away angry. They may or may not walk away angry as well, but they definitely know where they stand with you. The longer this situation lingers unresolved, the further apart the two of you grow. Even if your friend repaid you the full amount with interest, this would still not be enough to salvage the friendship. The unpaid \$50 is no longer the issue as it has become the principle of the matter. You want their most solemn, deepest part of the soul apology which is never going to come.

Instead of forgiving and forgetting, you choose to hold onto the vendetta and wallow in the glory of knowing you were right and your friend was wrong. Basically, you feel it is better to be right and lose a friendship than be the one to cave in and accept your friend’s apology. In essence, you grow to enjoy reliving the bitter feelings you have toward your friend over and over.

What is the cause of your anger? Feeling used and taken for granted by your friend.

What are the precipitating factors? Not confronting your friend sooner and being honest with how you feel about them not paying you back. You basically assumed they would pay you back even though you never asked them too. Are you mad at them or more at yourself for not being more assertive in the first place?

Scenario #2

Your family and people of that country were victims of war crimes committed against them decades ago. The wrong doers of the heinous crimes have been brought to justice, some no longer living. You have never resolved the inner conflict and bitterness toward the race of people who committed these crimes.

Now when someone of that specific race tries to get friendly with you, you ignore them. You stereotype all people from that race

as part-taking in those war crimes. You feel it is most rewarding, perhaps vengeful to hate all people of that race or wish them ill will. You basically become what you've accused the perpetrators of the crimes and that race of people of being, racists!

What is the cause of your anger? Continued perceived wrongs done to you at the expense of others.

What are the precipitating factors? Your inability to forgive and let go of past transgressions which cannot be undone.

Scenario #3

As a child your father left you, your siblings and your mother to support themselves. You never heard a word from your father for years. You saw how your mother used to cry herself to sleep nights. You saw how she was late with bill payments. You saw how she tried to contact him many times for some financial assistance and emotional support, but he never returned her calls. He wanted no part of any of you. Now you are a young lady, you find it very difficult trusting men. In fact, a couple of the men you were last involved with facilitated newer trust issues. You pushed them away! You have a tendency to not get close to men because you worry about getting burned. Your mantra is; "it is better to error on the side of caution than trust another man, especially after what your father did to you and your mother." No man will ever hurt you that way again! According to you, "all men are the same!" Your belief system holds that all men are reasonable facsimiles of the father which deserted you. You have never overcome the hurts and disappointments he caused you. Now you carry with you a hardened, bitterness which you displace on men you meet. You have chosen to hate all men!

What is the cause of your anger? Expecting men to be exactly the way you would like them to be and disappointed when they are not.

What are the precipitating factors for your anger? Not forgiving what your father did to you and your family by abandoning you. Instead, you blame and accuse men you meet for being what your father was. You have made all men into psychological carbon copies of your father!

For most individuals, petrified anger becomes second nature. When you ask them how long they have had this anger toward someone in particular, they can usually tell you in great details the times, dates and particulars of what happened. People with petrified anger literally become obsessed with their feelings of anger and hostility. They derive some sense of satisfaction over reliving what happened because it spurs on feelings of rage. In their minds, they believe that by reliving the event, getting angry and feeling hatred toward the "wrong doer" exacts some sort of revenge. Nothing could be further from the truth. While you are reliving the event and getting yourself worked-up, the target of your hostility has more than likely moved on and could care less what happened in the past. I am sure they felt some discomfort, hurt or anger in the beginning, but they have basically chucked it into the "out of sight, out of mind bin". Wake up folks, these people are the ones who sleep well! While you're losing sleep still trying to flog a dead horse, these people are enjoying deep R.E.M. sleep.

Like resistant anger, people with petrified anger lock everything inside of themselves and start to cause themselves unnecessary suffering. If you keep reliving the same event over again, you basically become like an individual who suffers from posttraumatic stress disorder (PTSD). This disorder carries with it some very unpleasant feelings and physical disorders:

- | | |
|-------------------|--|
| - bitterness | - constant worrying |
| - flashbacks | - irritability |
| - depression | - increased alcohol/
drug consumption |
| - anxiety | - bodily aches and pains |
| - fear | - increased blood pressure |
| - nausea/vomiting | - increased heart rate |
| - insomnia | |

In essence, petrified anger is like a mocked form of PTSD. The individual really truly believes they were victimized, abused or exploited. For some, their distorted reality leads them to believe they were like a “casualty of war”, much like an individual who suffers PTSD from serving in the Vietnam or the Persian Gulf war.

What many individuals don't understand is that by reliving their experiences repetitiously, the mind tricks the body into believing the experience is real. The body reacts accordingly and prepares itself for fight mode. Over a period of time, you actually tax your body by putting it into what Walter Cannon called the “Fight or Flight Syndrome“, where you keep creating adrenaline rushes which tax the central nervous system. Given time, the body could actually suffer from what Hans Selye found in his General Adaptation Syndrome model. In a very condensed form, this model asserts that the more we are in this “high state of alert” posturing, the more we drain ourselves and weaken our immune systems possibly causing serious or permanent damage. Perhaps the best way to summarize how this model fits in with petrified anger is as follows:

- Event • Anger • Bitterness • Relive Experience
 • Elevated Blood Pressure • Adrenaline Rush • Repeat Cycle Too
 Many Times • Weakened Immune System • Exhaustion
 (mental or physical illness)

Is it really worth feeling this bitterness toward someone? Does it bring you that much satisfaction in that it could literally age you faster and make you sick? Are you a fan of such shows like *The Sopranos* or movies like *The Godfather* or *Good Fellas*, that vendettas are the only way to settle old scores? Always remember, forgiveness goes along way for everyone involved, mostly you!



7

COMPRESSIVE ANGER

People who fly into a rage always make a bad landing.
 Will Rogers

If you possess this type of anger, you are a walking time bomb! Three things to know right from the get go: 1) You possess a short fuse, (2) You have a sensitive trigger, and (3) others close to you probably know which buttons to push to get you going.

Earlier in the book I discussed that anger is a normal, healthy emotion that everyone experiences. I also eluded to the point that individuals who “act crazy” when they are angry literally give anger it's negative, maniacal connotation. This is compressive anger! I've had clients, colleagues and friends claiming they go from zero to sixty in 0.001 seconds when they snap! In fact, when I ask them what they are thinking about to get themselves in this dither, they claim they didn't have time to think. They just explode! Of course, this is not true. You have to think about something first before you can create that feeling for yourself. I will however assert there are certain individuals out there who are puppeteers who know exactly what buttons to go after to stimulate you to explode faster if you possess this type of anger.

The following are three scenarios which depict compressive anger. All possess the same element, becoming irrational without first rationalizing.

Scenario #1

You are rushing for work. Always waiting until the last minute to get things done. What you could have prepared the night before, you put off until the morning. Unforeseen obstacles arise as they usually do and your kids are not co-operating with you. You ask yourself, “why me?” This further fuels your fire as you start to believe everyone is against you. There are some mysterious forces at work purposely trying to make you miserable. You thrive off of this irrational belief process and this precipitates greater frustration. Finally, the kids are off to school and you are on your way to work. If traffic is co-operative, then you will make it to work with 30 seconds to a minute to spare. It looks good. You’re going to do it! That was until the train came, the long one I might add. Guess what? For sure you’re going to be late for work! You sit and stew in the car, pounding the steering wheel and cursing at the top of your lungs at the engineer.

Anger Cause: Frustration

Precipitating Factors: Bad planning, procrastination

Scenario #2

You come home from work. Your teenage son has 4 pairs of shoes strewn about the entrance in your hallway. He is sitting in the living room with his feet propped up on the coffee table. This in itself is enough to ignite your ire. However, there are bigger fish to fry. The night before as well as before going to work in the morning, you asked him to cut the lawn. In fact, it was more of an order you barked out seeing as he didn’t cut the lawn the three previous days when asked. You confront him and ask him why the lawn isn’t cut, as if you really need an answer. From the time you pulled into the driveway until you saw him seated on the sofa, you couldn’t wait to confront him.

You didn’t have such a great day at work today. It was a matter of time before your fuse was fully lit. Before he even has a chance to give you a reason, you tear into him fiercely. Your blood pressure has risen to it’s boiling point and the foulest of words start spewing

from your mouth. You feel your head getting lighter and hot. Your temple starts beating at a feverish rate. You’ve gone from zero to sixty in microseconds. This sets the tempo for the rest of your evening as you start yelling at other members of your family. At night’s end, you go to bed with a migraine headache and no one wants to talk to you. And one more thing... The lawn never did get cut!

What is the cause of anger: Stress, frustration and disappointment.

Precipitating Factors: Lack of discipline and lack of corrective consequences.

Scenario #3

Heather arrives home from work late. Her husband Anthony inquires as to why she is late. She informs him she stopped for coffee with some of her girlfriends after work to plan for an upcoming baby shower. Anthony is irate she would do that and not come home and have dinner ready for the kids. Anthony starts yelling at her demanding her place is in the home to support her family. Anthony accuses her of not caring for the kids or him. He asserts she does this on purpose to defy him. In the past he has had a history of abusing Heather both verbally and physically. Recently, he reluctantly agreed to her working again after she threatened to leave him. Anthony believes she is “taking advantage” of her freedom. Before they discuss the situation any further, Anthony is already grabbing her arm!

What is the cause of anger? Anthony’s irrational beliefs.

What are the precipitating factors? Lack of communication, unrealistic expectations, irrational and rigid thinking.

Compressive anger is perhaps one of the most serious anger types as it has the propensity to cause immediate harm. The hallmark of compressive anger is individuals lose their abilities to rationalize and control the situation. In fact, this type of anger usually causes the individual to lose control of themselves as well as the situation they are in. The key ingredients in this anger are violence and

aggression, two emotions which eventually lead to irreparable damage.

Over the years I have worked with many clients and couples who possessed this type of anger. This type of anger was very common in domestic violence and battered spouse syndrome. I believe all forms of violence are wrong and should not be tolerated. No one should stay in abusive relationships as they are not only harmful to the victim, but to the children who witness this abuse as well. Typically, domestic abusers possess compressive anger and their spouse usually becomes the target of their projected low self-esteem and inadequacies. More often than not, abusers come from abusive dysfunctional families themselves. They were either a victim of abuse or watched one parent abuse the other. They irrationally learned aggression solves problems which is furthest from the truth.

In my book *Why Women Want What They Can't Have*, I discuss why people stay in abusive relationships and the dynamics involved. The book focuses on Object Relations Cycle and the whole gambit of abuse. To quickly summarize the abuse, in many cases men tend to be the physical abusers and women use emotional abuse, or push their mate's buttons to antagonize the abuse. This may sound absolutely ludicrous, and I am in no way saying abused women seek abuse or ask for it, but many become patterned participators in the cycle of abuse. They realize their mates are bigger and stronger. The only damage some can do is emotionally aggravate/abuse to retaliate. In most domestic abuse situations, the cycle literally plays like a broken record which follows the same repetitious script. She knows he has a short fuse and intentionally or unintentionally provokes him to eruption. Once he becomes abusive, she mocks him and points out, "see, you never changed, you still pick on women", or "wow, it takes a lot of courage to beat on a helpless woman." This is further likely to frustrate his already weakened ego state and perpetuate further violence.

I spoke with Dr. Susan Weitzman, author of the great book *Not To People Like Us!* You might have seen Weitzman discussing her book on Oprah. Her book focuses on domestic abuse seen in

upper class families. She told me something which reaffirmed my own findings. Men can become habituated to abusing their wives, while their wives can become habituated to certain lifestyles and use excuses to justify the abuse.

People with compressive anger need to take anger management counseling, workshops, or support groups in order to identify their triggers and nip "trigger manipulation" in the bud. Most people with compressive anger most likely identify certain people in their lives or situations as their triggers. Unfortunately, most will blame the situation or the person rather than identifying their own interpretation and irrational belief system as the core problem. Once you can identify what your triggers are, then you can interpret your irrational thinking patterns. The key is to learn to respond differently to the people or situations which you believe provoke you.

If you recall, most people with compressive anger problems will assert their anger happens too fast, from zero to sixty in microseconds! They contend they don't have time to think, they just explode! Quite the opposite is true. You do have time to think as it is your perception of the situation first, then your irrational thinking process (albeit fast) which leads you to feeling anger. I do believe some individuals learn this anger like a skill or talent through repetition and are capable of putting minimal mental effort to get them to that level of anger. Stereotypes are shortcuts to perceptions. Moreover, they are lazy perceptions. Rather than look at each situation and individual differently each time, you start to stereotype similar situations you're in or individuals you see often. You expect them to be the same and behave the same, thus stimulating your preconceived notions for how you will respond.

In abusive relationships, both parties play the anger and abuse out as if they were reciting the same script over and over again. In fact, many of my former clients would say it started the same way, the plot was the same and the outcome was predictable. People can master their compressive anger much like a musician mastering the piano, a golfer perfecting their swing or smoker lighting a cigarette! It becomes second nature to them with minimal discriminating thought invested.



8

JEALOUSY

Anger and jealousy can no more bear to lose sight of their objects than love.

George Eliot

Besides being one of the seven deadly sins listed in the Bible, jealousy is also a type of anger some people possess. Jealousy when left unchecked and allowed to progress, could escalate into other anger types such as petrified and compressive. Individuals with jealousy anger develop it through repetitious experiences of rejection, betrayal and loss. Many of their experiences occurred very early on in life when they experienced some kind of abandonment/rejection from a parent, or they experienced personal loss, perhaps the death of a loved one. Some individuals may have been raised in a lower class environment where nice clothing, shoes, toys and opportunities were hard to come by and other children who were more fortunate, made fun of them and belittled them. This could have led to rejection by their peers, or made them feel unwanted and worthless.

The hallmark of jealousy anger is perceived ownership and possession. The individual with jealousy has learned to try to possess whatever comes into their life. Many individuals who have jealousy issues usually live their lives in fear of rejection or loss. The pain of losing someone or being rejected early on in life created deep wounds which never healed. Individuals are also likely to have

never forgiven those who have wronged them in the past and this has only caused the wound of jealousy to fester deeper.

These are some of the negative attributes associated with jealousy:

- Angered by people more successful than you.
- Believes the world owes you something.
- Believes there is some higher power in control who manipulates people like puppets on a string.
- Believes loyalty exists to one person only.
- Always believes in reciprocity when you do something for another person.
- Needs to be the focal point of attention from partners and best friends.
- Keeps a running score card of favors done for others.
- Possesses irrational beliefs where you believe people are conspiring to hurt you or use you.
- Fears getting close to others due to fear or rejection.
- Possessiveness of loved ones or things you own.
- Fears commitment.
- Checking and stalking behaviors of those you are currently involved with or former relationships.
- Uses abusive and controlling behaviors.

There is a psychological term listed in the DSM-IV, the medical bible called obsessive compulsive disorder. People with the disorder obsess over thoughts which create stress and frustration. They may also engage in obsessing behaviors such as checking, washing, etc., to alleviate their tensions. This by no means is a form of jealousy anger. In fact, I have counseled clients possessing Obsessive Compulsive Personality Disorder which is found in the DSM-IV under personality disorders. The hallmark of this personality disorder diagnoses the individual with traits which include; perfectionism, controlling behaviors, possession and irrational

jealousy. In most cases, individuals with this personality disorder did in fact experience rejection and loss early on in life, along with other factors which led to their developing this disorder. Moreover, people with this disorder usually do possess jealousy anger!

Here are some examples which illustrate jealousy anger:

Scenario #1

Ten year old Allan gets reprimanded by his fifth grade school teacher for punching a classmate who took the atlas from Allan's desk. The atlas belongs to the classroom and Allan had used the book to find some destinations for a class project he was working on. He was finished with the book, but left it on his desk. The student asked Allan if he could use the atlas and Allan said no. Observing Allan away from the desk, working on something else, the student thought he would take the book and quickly look up something and return the book to the desk before Allan noticed. When sent to the principle's office, it was acknowledged in Allan's file he had a history of stealing small articles from other students as well as hoarding.

What is the cause of Allan's anger? Jealousy

What are the precipitating factors? Feeling inadequate, low self-esteem, feeling the need for power.

Scenario #2

After repeated marital counseling attempts and interventions, Lucy has finally decided to leave her husband Tim. The biggest complaint Lucy has had about Tim throughout their four years together is he never shares his feelings with her and there is little, if any communication in their marriage. Lucy has voiced her need for emotional intimacy repeatedly, but Tim has told her that is "not him" and he is not into that "pop psychology crap". Frustrated, Lucy has consciously made the decision to move on with her life. Acknowledging the severity of the situation this time, Tim has initiated going for marital counseling. Lucy has told him it is too late for that! Tim tells her he will do whatever counseling it takes to save their marriage and also promises to change. Lucy points

out that has been his common element of manipulation throughout their four years, that whenever she threatens to leave, he promises to change. Unfortunately, the "changes" last long enough to appease her and for him to become complacent again in the relationship. After repeated attempts to salvage the marriage, Tim realizes she is gone for good his time. A year has past and Tim is still stalking her! Lucy started dating someone only to have him dump her because he was afraid of the threats Tim was making. Tim keeps telling her he has changed and to "please give me one last chance"!

What is the cause of Tim's anger? Rejection, feeling abandoned, feeling betrayed.

What are the precipitating factors? Perhaps rejection in childhood from parents, loved ones or repeated failed relationships with women he has been intimate with in the past.

Scenario #3

Marty works at a blue collar job and pulls in an average income. He is married with two children. They live next door to the Johnson's. Mr. Johnson is professionally employed and "only buys" the best for his family. The Johnson kids are always bragging to Marty's kids about what their parents bought them. Marty's own wife and children have sarcastically rubbed it in his face that they wished they had more, or were rich. Deep down, this really bothers Marty. He wishes he could offer them more, but the opportunity to earn a higher income is just not in the cards. Most of his income goes toward their mortgage and bills and also toward, "keeping up with the Johnsons". Marty's wife has not worked in four years since their daughter was born. She believes the man should be the bread winner in the family and refuses to go back to work. She really believes it is up to Marty to give her and the kids a life comparable to the Johnson family. On several occasions, Marty has suggested they move into a more modest house which would allow them to get out of debt faster. His wife does not agree. Mr. Johnson just purchased a top of the line car and Marty came home to see his wife and son enamored with the car. At the dinner table that night, his wife starts asking when they will buy a new car. Frustrated and

fed up, Marty leaves the table and takes off for a few hours. He has a couple of drinks at a local bar close to home. Arriving home close to midnight, he ogles the new car in the Johnson driveway. He notices all the lights are off in their house. They must be sleeping. Just before going into his house, he picks up a rock from his flower bed and throws it as hard as he can at the car. He hits it dead on and the alarm sounds. He disappears into the house as the lights in the Johnson house come on.

What is the cause of Marty's anger? Envy and jealousy.

What are the precipitating factors? Financial stress, emotional stress and frustration.

Individuals with this anger type feel inadequate about themselves much of the time. They are most likely comparing themselves to others they wish they were like, or wishing for what others have. Interestingly, they would deny ever wanting to be like anyone else. In fact, they put down those they most want to be like. They criticize other peoples' success, acquired possessions, usually demeaning anything positive or beautiful about them. Some people with jealousy anger are likely to use putdowns in front of people to try and make themselves look better.

Perhaps the worst place to see jealousy anger rearing its ugly head is after the breakup of a relationship. When the individual with jealousy gets rejected and feels spurned, they will go to great lengths to try and salvage the relationship. It is during this time the individual will try to bargain, compromise and promise to change in order to be given one more chance. When the final dissolution of the marriage becomes obvious to the "rejected", they are unwilling to accept the outcome. They believe if they "could just get their ex-mate to listen and give them another chance", things would work out. They begin pressuring their ex-mate for "another chance" further pushing them away. As their mate pulls further away, they start to pursue them, believing persistence produces romance. What they believe to be romantic often times becomes stalking behaviors, harassment and aggression. This only alienates their estranged spouse more, causing fear and resentment. When you examine

domestic cases where "peace bonds" or restraining orders have been issued, the perpetrator usually possesses jealousy anger.

Individuals with jealousy anger really do need counseling, support groups or courses which will enhance self-esteem building. Moreover, those with unresolved issues stemming from childhood probably require more intense therapy to reprogram their irrational thinking tendencies.



9

ROAD RAGE

In times of great stress or adversity, it's always best to keep busy, to plow your anger and your energy into something positive.

Lee Iacocca

Over the last decade so much has been made about road rage. I have been asked by members of police forces I have worked with as to why I think the number of road rage incidents has increased and continues to increase? I believe there are a number of reasons we are seeing the number of enraged drivers losing it on road ways:

- increases in the number of drivers
- city populations are growing
- people are becoming lazy drivers in that they take for granted the rules of the road and don't signal
- lack of courtesy to other drivers
- we live in an instant gratification society where we are always rushing
- bad time management leading to lateness/rushing
- influx of immigrants who abide according to their own cultural driving norms
- multi-tasking while driving: talking on the phone, smoking, eating/drinking, watching television, reading the paper, putting on make-up, shaving, arguing with children

- a greater number of larger/taller vehicles which you can't see around: SUV's, pick-up trucks and vans
- lack of law enforcement for traffic violators
- too many places to get too in a short period of time
- simply put, just bad drivers

The most common complaint I usually hear is that the reason road rage occurs is due to the age of the driver. Notice I didn't list this above? I don't believe the age of the driver has anything to do with road rage. I often hear young drivers complaining about seniors driving too slow or erratically. On the other hand, I hear elder drivers complain that younger drivers drive too fast or too recklessly! I also hear women complain about men driving without any courtesy or sensitivity. Conversely, I hear men complain female drivers multi-task which causes erratic driving. I have also heard that it's only members of a certain culture or country which are the worst drivers which I also don't buy! There are a number of reasons which lead to poor driving and eventually to road rage.

After speaking with individuals in law enforcement, particularly highway and traffic divisions, I've compiled a list of traffic infractions which can lead to road rage or are episodes of road rage. When you drive, if you are guilty of committing any of these offenses, you might be considered a "road rager"!

Do you:

- 1) Follow too closely vehicles in front of you?
- 2) Fail to signal when changing lanes?
- 3) Drive too fast, way above the speed limit?
- 4) Flash your high beams at other drivers who go too slow in front of you?
- 5) Cut people off intentionally?
- 6) Purposely go too slow or keep braking to annoy drivers behind you?

- 7) Purposely speed up to prevent other drivers from passing you?
- 8) Run amber and red lights?
- 9) Ignore the flashing lights/stop signs of school buses?
- 10) Fail to pull over when an EMS vehicle has it's lights flashing?
- 11) Drive too slow in the fast lane/passing lane on the highway?
- 12) Make obscene gestures or yell at other drivers?
- 13) Throw your trash/litter out the window?
- 14) Multi-task instead of paying attention to the road when driving?
- 15) Drive an unsafe vehicle, or vehicle which pollutes the air?
- 16) Drive without a seat belt?
- 17) Drive recklessly on purpose to impress passengers?
- 18) Engage in races with other drivers while putting others at risk?
- 19) Drive while intoxicated or too tired?
- 20) Follow drivers who have wronged you to try and even the score, or confront them by arguing or fighting?
- 21) Throw objects or spit at other vehicles?
- 22) Chase after someone while calling the police to report them?
- 23) Threaten other drivers with a weapon?
- 24) Follow the other driver home or to a parking lot and cause damage to their vehicle while they are way from it?
- 25) Purchase a larger vehicle with the sole purpose of intimidating other drivers?

If you answered yes to several of these questions, then you might consider yourself a “road rager”!

Some individuals I interviewed report becoming a whole different personality when they get behind the wheel of their car. In fact, some have told me they feel more powerful and indestructible. They crank up the volume on the radio and they feel ready to conquer the Indy 500! Also, I have had some drivers tell me they feel a certain anonymity or disassociation from themselves when they climb into their vehicles. This is very true for those who have tinted or blackened windows where you can't see into their vehicles.

Some drivers reported “feeling trapped” as their prime catalysts. They can't tolerate being caught in traffic jams which creates discomfort. Many times when people are already late for appointments, bumper to bumper traffic only adds to their frustration and may spill out into them aggressing. Drivers operating smaller cars often complain about larger vehicles and trucks when they are stuck in traffic. Many say the most annoying aspect of their experience is their inability to see around the large vehicle in front of them. Furthermore, others complain being unable to see around a large vehicle engaged in stop and go traffic becomes tedious due to the sudden stops. This experience sends individuals into irate states, some actually challenging transport trucks in their little sedans!

Here are a couple of examples of road rage in action. Perhaps you can relate to one or all of them?

Scenario #1

You are driving in the fast lane of the highway on route to your cottage. The weekend finally arrives and you make tracks. The trip starts out good until you hit the main arteries of the highway where traffic gets congested. This will easily delay your arrival time by at least an hour. This frustrates you as it is usually a four hour trip. Your kids in the back seat start complaining that they are “bored”. The refrain of “Are we there yet?” starts up. This starts to get under your skin, especially listening to your wife repetitively sighing and telling them to shut up. Finally, there is a bit of a break in the traffic. You put the foot to the metal and try to make up for lost time. It

looks like clear sailing in front of you. You worry this might not last long, that there might be another congestion down the road so you go even faster. Your wife warns you about your speed and you tell her to mind her own business. Fifteen minutes later, a highway ranger tags you for speeding. You were caught doing way above the maximum speed. You become infuriated that you got caught! You are even more upset with the highway ranger for not being more sympathetic to your being stuck in traffic for nearly an hour. You flunk the attitude test with the cop and he charges you to the maximum!

What is the cause of the anger? Road rage caused by stress and frustration.

What were the precipitating factors? Feeling righteously justified to speed because the world owed you for the traffic jam which inconvenienced your vacation.

Scenario #2

It's holiday season and you wait until the last minute to do your gift buying. Definitely, not in the holiday spirit, you force yourself to go to the shopping mall. Pick a number! Just trying to find a parking place is impossible. Finally, you see a car pulling out and you race to the spot. You arrive at exactly the same moment as another driver. You both position your cars toward the spot so neither one of you can get in. You start honking at one another and begin making obscene gestures. Cars are starting to line up as they try to pass. These drivers are now getting upset. You won't budge, neither will the other driver. Finally, mall security comes and asks both of you to get out of your cars. You both reluctantly agree. Security asks one of you to step down and find another spot. Neither of you will agree to this. There is no way you will give up "your" coveted spot! After ten more minutes of this absurd behavior, a police officer arrives at the scene. You are both informed neither one of you will get the spot. This makes you totally irate and you start complaining to the police officer. You start yelling at the other driver and making threats. Before you know it, you are being charged with uttering

threats, disturbing the peace and obstructing justice! All in the name of a parking spot.

What is the cause of the anger? Believing that another driver showed no respect for you.

What were the precipitating factor? Feeling cheated/robbed of the spot, frustrated from the traffic in the parking lot and believing others didn't respect your value as a human being.

Scenario #3

You are driving on the highway and it seems everyone is doing at least ten miles an hour over the speed limit. The highway is three lanes wide and you keep pace with the flow. You are on your way to work which normally takes a half hour but you think you can shave ten minutes off your arrival time. A sportscar flies past you as do two others. You decide to keep pace with them and begin following behind. Easily, they are twenty miles an hour over the speed limit. There are at least five cars now in front of you as you trail behind. Suddenly, out of nowhere you see sirens flashing behind you. You pull into the right hand lane expecting the cop to drive past you and ticket one of the sportscars. As you move into the right lane, so does the cop. It is you who gets ticketed! You angrily start yelling at the cop for pulling you over. You plead, "How come those cars going a lot faster weren't caught first?" The cop says nothing other than you were going well over the speed limit and breaking the law and you are the one getting the ticket. After all is said and done, you get back into your car and onto the highway, purposely driving the speed limit in the fast lane and forcing traffic to pass you.

What is the cause of the anger? Believing you were wrongly ticketed and mistreated.

What are the precipitating factor? Irrationally believing that if other people break the law then it must be okay and that you are no longer accountable. Minimizing the wrong doing you were doing and maximizing the same wrong others were doing.

With all the technological advances and safety features in motor vehicles, traffic fatalities are not diminishing. In fact, it seems that

the rates for violating driving laws keeps increasing. One of the greatest concerns I have observed, as have many traffic enforcement officials is the growing number of people running not just amber lights, but red lights! I have interviewed people I know who run amber lights and asked them why? Their responses are startling! Some asserted they had been hit from behind in the past because they were in fact slowing down to stop for an amber light. The driver behind had expected them to run the amber light so they didn't even try to slow down. The next thing they knew, the driver behind them was glued to their bumper! Some people have consciously or unconsciously set their minds to this apprehension and hold no qualms about running the light. A colleague and friend of mine who is a cop made an interesting observation. When pulling over drivers who had run amber lights and red lights, he got these responses. Red light violators said, "I'm sorry, I know I did wrong by running that light! Please go easy on me." Conversely, amber light violators most often reported the following, "It was only yellow and thought I could beat it before it turned red!" Yellow means stop too at traffic lights!

I predict in the near future, there will be more defensive driving classes, driving skills classes and stiffer penalties for road rage offenders. If fatalities continue to increase and insurance premiums go up, society will have no choice other than re-educate people to improve their driving skills.



10 CONFLICTUAL ANGER

*Anger is never without an argument,
but seldom with a good one.*
George Saville

Would you consider yourself to be an over-analytical person? Are you always beating things to death until you get the answer you want? Most times are you still not satisfied with the answer? Has anyone ever referred to you as a fault finder? Are you able to find the black cloud in the rainbow? Do you make mountains out of mole hills? Do you enjoy getting into arguments and disagreements with others because this gives you a sense of power and control? If you answered yes to one or more of these statements then you might be an individual who possesses conflictual anger!

The trademark of this type of anger is feeling a sense of inferiority. Psychoanalyst Alfred Adler referred to individuals who have low self-esteem, lack communication skills and possess poor social skills as being those most likely to possess this complex. Generally, people feeling like outcasts from society are likely to feel inferior. This complex was created early in life when they were rejected by their parents, families, were part of dysfunctional families, or felt rejected by society. They felt they did not fit in and started to develop feelings of alienation and even isolation. Many people who go through this process become extremely passive and may even become depressed. Some develop a sense of learned helplessness and this facilitates the onset of depression and hopelessness.

Some individuals possessing inferiority complexes grow frustrated and discontent with their current situations. Rather than remain in a helpless and hopeless mindset, they learn to overcome these passive feelings by replacing them with more aggressive feelings. These aggressive feelings create an altogether new complex known as the superiority complex. Individuals learn how to overcome their sense of helplessness and rejection by developing a more aggressive thinking style. They become fed-up with the fact they were rejected early on in life. They despise further rejection! Instead of feeling victimized, they learn to be the “rejectors”. If they could reject others first, before they get rejected, then they would no longer feel helpless and worthless. Some learned to “even up the score” by being a bully. They would abuse or reject others first before it could be done to them. Of course, many of these individuals actually misperceived others’ intentions. Others could have been intending the best, but because of repeated rejection, the one rejected starts perceiving all situations as being the same!

The key element in this type of anger is a sense of feeling powerful through the creation of arguments, conflicts and disagreements. The individual possesses some degree of a superiority complex because of their previous/present feelings of inferiority and they engage others in arguments as a means of flexing their superiority. I have had colleagues in the world of law enforcement assert that some individuals wish to become cops because it would give them a sense of power and authority they have never felt. They would be able to use their badge as an extension of their manhood. One police officer I know has referred to this as “little, big man syndrome”. I have even heard stories from others who, wear shirts one size too small to make them appear larger, or wear shirts one or two sizes bigger so the label on the shirt makes them appear larger than they are! Obviously, this is taking the complex one step too far!

Here are some examples which demonstrate how individuals display conflictual anger. Perhaps you can see some of these traits within yourself.

Scenario #1

You are a member of the school board and regularly expected to attend staff meetings. After the last meeting, the principle of the school called you into his office to discuss some concerns. The main issue was some fellow teachers accused you of having hidden agendas and purposely creating arguments and disagreements, even over the smallest of issues. For years, you have felt that no one really listens to you. And when you do make your point known, no one takes you seriously. You find others, especially at these staff meetings who make stupid suggestions which are always getting validated by other teachers. Lately, since challenging their suggestions and as one teacher put it, “being the stick in the mud”, it seems your colleagues now find you to be argumentative. In closing your meeting with the principle, he points out that from his own observations, you are probably alienating your colleagues and they are probably going to pull further away from you.

What is the cause of the anger? Feeling inferior to your peers.

What are the precipitating factors? Believing your peers think they are better than you and also holding the perception if the former statement is true, then this must make you worthless. All is based on irrational thinking!

Scenario #2

You write editorials to your local newspaper on a weekly basis. Everyone in your community knows who you are from reading your editorials. Unfortunately, you are getting known as a “fault finder” with everything. It seems all of your editorials come across as attacks on members in political offices and government expenditures. Over the last year, you have applied for several jobs and no one is calling you in for interviews. In fact, some of the positions you applied for were being advertised by the same government officials you had lambasted in the newspapers. You call the places you have applied too to see how they can shed insights as to how you might qualify for a job, but they are not returning your phone calls. This makes you more irate and you criticize the city even further in your new editorials.

What is the cause of the anger? Being rejected. This inflames your elevated sense of self-worth.

What are the precipitating factors? Frustration over being rejected which was created by your own doing.

Scenario #3

Before going to work, you and your wife had an argument over the smallest of things. In fact, your wife tells you she can't even remember how the argument even started. You remember though! Before leaving the house, you still take another jab at getting in the last word. Neither of you have spoken throughout the entire day. As you arrive home, you see her car parked in the driveway. You are fumed over the fact that she never called you at work to say hi. You begin telling yourself she believes you were wrong and that she was in the right, thus winning the argument. This starts to really get you mad. How dare she not have the decency to at least call you at work! You grow more infuriated! You are already planning for the argument you will start once you get in the house. You drive around the block a couple of times planning your argument and rebuttal.

What is the cause of the anger? Your sense of self-righteousness, and fear of being wrong.

What were the precipitating factors? Perhaps repeated failures in the past, feeling worthless and believing if you make a mistake it would mean not only failing in that situation, but also failing as a person.

Conflictual anger has its roots in failures experienced early on in life which were either magnified by parents, teachers or caregivers. You internalized the failure as being representative of yourself as a person. You may have learned from parental disputes that solutions did arise from fighting, albeit they were dysfunctional most times. You were taught to believe that being abrasive or argumentative produces results. Ever heard the expression, "the squeaky wheel always gets oiled"? For this type of anger, I am not just referring to the squeaky wheel, rather the entire rusting axle!

Let me ask you a question. Is it better to be wrong and still have friends and people like you, or are you of the mindset that it is better to be right and win arguments with the risk of alienating people? Most people with conflictual anger fall into the second part of the question. They trick themselves into believing they would actually admit their mistakes when they are wrong. What feeds their anger is their inability to accept and believe they could be wrong! To accept being wrong would mean they are bad people who make stupid decisions. If this is the case, then this must make them stupid people! Doesn't this line of logic sound ridiculous? It is! This however has become the thinking process for the individual with conflictual anger. They need to stop being too critical of themselves and perceiving others as always judging their performances. If an actor was to play a role in a movie which absolutely stunk, would this make them a bad actor? Definitely not. It was only a single event. In reality, this shouldn't make or break the person. Furthermore, say the actor's performances in all of the movies they appeared in stunk, does this make them a bad person overall? Definitely not! You have to separate the person from their performance. There is no such thing as a bad person. There are people who do bad things. Individuals with this anger type need to distinguish between these two states and remove the "perfectionist" pressures they are placing on themselves and others. Remember, discussions can be just discussions. They do not always have to become arguments!



11

HABITUAL ANGER

Resentment is like taking poison and waiting for the other person to die.

Malachy McCourt

Has anyone close to you ever told you that you seem angry most of the time? Perhaps all of the time? Do you feel angry most of the day almost every day? Do you tend to watch a lot of movies which have as their central theme vengeance, aggression and violence? Does this act as a catharsis for you, helping you relieve your own feelings of aggression? Do you tend to have recurrent dreams or similar dreams which have as their message, anger and violence? Do you seem to wake up angry each day and go to bed each night feeling angry? Well, these are some of the most common attributes for possessing habitual anger!

As its name implies, habitual anger is a habit. For this person, anger becomes a habit. It is no different from the person who makes happiness, joy and peace their chosen feelings. This type of anger usually started early in life. It persisted into teenage years because of repetition. It eventually stuck because the candidate possessing this anger never challenged themselves to acknowledge it or change it. Habitual anger may have become a conditioned response to witnessing parents and caregivers who were angry most of the time. You might have grown up in a very depressed environment where dysfunction was the norm. Having experienced this type of negativity and pessimism, it could have led you to repeated

frustrations. Ultimately, this culminated in you becoming an angry person. Habitual anger is very easy to see in others when you are on the outside looking in. If you are on the inside looking out, when others point your anger out to you, it only infuriates you. Like pouring gasoline on a fire, your habitual anger consumes you that much more!

Here are some examples where habitual anger is most often seen. If you possess habitual anger, do you see yourself in any of these situations?

Scenario #1

You got to bed late last night. You were tired, but couldn't sleep. It could have been drinking the two cups of coffee close to bed time. You tossed and turned most of the night. Finally, just when you fell asleep, you were rudely awakened by your blaring clock radio. And to make matters worst, the song which woke you is one you absolutely despise! It's time to get up and get ready for work. You rush to put out your garbage which you should have put out the night before. As you dump the garbage off at the street, your smiling friendly neighbor wishes you a good morning. Seeing your neighbor all bright and cheery annoys you more. What gives them the right to be so happy this morning? You get in the car and drive to work. Everyone is either driving too slow or too fast. You believe some are purposely trying to make you late for work. Every radio station is playing the same "garbage" music, or the damn disk jockeys are all talking blather which totally annoys you! You smile at another co-worker as you pull into the parking lot but they fail to return a smile. This infuriates you. You hold the door open for some people on the way in and there is not so much as a "thank you". You tell yourself people are annoying. You hate them!

What is the cause of your anger? Believing life owes you more and that you are entitled to things being easier.

What are the precipitating factors? Stress and frustration caused by negative perceptions and expectancies of other people.

Scenario #2

You get the newspaper first thing in the morning and read the headlines. Every headline appears to be screaming doom and gloom. You read about what the government is doing and what it isn't doing. This infuriates you. You decide to save some time getting ready for work so you turn on the television to get more informed about what is going on in the world. It seems three out of every four news captions are either discussing wars, acts of terrorism or problems with the economy. It seems the world is full of nothing but chaos and disarray. You start to think to yourself about the dead-end job you are going to out of necessity to pay your bills. You ask yourself, "what's the point, the government just taxes me to death anyway?" It seems to you everything in life is a waste of time! No matter how hard you try to get ahead you get screwed! The news reaffirms your negative beliefs about people and the world. Your day is wrecked before you've even left the house to start making things happen.

What is the cause of your anger? Seeking out negative affirmations which feed your negative expectations of people and the world.

What are the precipitating factors? Maintaining negative stereotypes and being attracted to negativity which feeds and influences them. Your negative outlook is like a magnet which attracts or seeks out like-minded themes.

Scenario #3

You hate the way people drive. It makes you angry that bad things are always happening to innocent people. You hate paying taxes. You believe the government are crooks. Waiting in lines at grocery stores or gas pumps annoys you. It annoys you when delivery people don't deliver things on time. Your neighbor's garbage blew on your lawn, you could kill him! Your satellite receiver went down, man you're miffed! The damn weather! It rains or snows all the time. People stare at you in restaurants when you are eating. How dare they? And if that isn't enough, your food is always over-cooked or cold. You go to have a bath and there's not enough hot water. Damn the kids outside having fun and screaming! They are so annoying.

Your flight has been delayed due to inclement weather. Damn pilot! No one co-operates with you. It seems everyone is against you.

What is the cause of your anger? Being a fault finder and expecting everything to be the way you like it.

What is the precipitating factors? Setting yourself up or others to fail or fall short of the mark. You personalize situations and really believe the world hates you and you are always angry. Expect the worst and hope for the best!

Habitual anger has as its core tenet the unwillingness of the person to change their negative, faulty thinking style. They believe they are right to be angry all the time because in many ways they really believe people are purposely out to make them miserable. The greatest challenge of the individual with habitual anger is to try and change their irrational thinking. They literally are the ones who never hope for the best, but always expect the worst. They are pessimistic thinkers who believe that by being guarded in their emotions, that is being cynical all the time, they don't run the risk of being disappointed. Habituated thinkers are lazy thinkers! They never challenge preconceived notions and irrational beliefs. They take whatever they are given and go with it even though their perceptions are totally wrong. They are the bearers of doom and gloom.

Remember, stereotypes are short cuts to perceptions. When you think according to stereotypes, you are acting as a passive thinker. You are not challenging your thought process to see other reasons, options or outcomes. You are most likely to interpret similar situations the same way. In fact, you may even start using the same reaction for all situations, angry thinking!

In one of the scenarios, I mentioned things that people become angry with; bad weather, waiting in lines, technical inconveniences and other unfortunate situations. Do you get angry when these things happen to you? If you answered yes, then I have this next question for you. How does getting angry possibly help, improve or change the situation? It doesn't! Getting angry over things out

of your control only frustrates matters and always makes things worse.

Habituated anger in many ways is like an addiction. This type of anger has already become habit forming for the individual. Remember, some addictions are the by-product of conditioning. When situations arise, something stimulates you and you respond. Over time, we become sensitized or conditioned to respond to situations that are the same. This process leads to habituation, even addiction!

Last year I had a great discussion with Jack Canfield, co-creator of Chicken Soup For The Soul and his great new book The Success Principles For Healthy Habits. Anyone possessing habituated anger should definitely consider reading his book. Canfield told me habits are useful in that they help people save time, but unfortunately the habits you are currently using are only good enough to get you to where you currently are!

People with habituated anger require changing their habituated thinking patterns and responses. They need to challenge themselves to create new scripts for responding to situations which may look the same or be altogether different. You need to modify lazy thinking patterns!



12

PASSIVE-AGGRESSION

*Resentment is an extremely bitter diet, and eventually
poisonous. I have no desire to make my own toxins.*

Neil Kinnock

Are you an individual who doesn't get mad, you just prefer to get even? Do you appear cool as a cucumber on the outside, but feel like a volcano about to erupt on the inside whenever you get into arguments or disagreements? Do you appear to co-operate with others, but inside you plot and create hidden agendas to sabotage other's plans? Do you purposely go out of your way to spread gossip and insults about others, including family and friends? These are all signs of an individual possessing passive-aggressive anger.

Perhaps the best way to depict an individual possessing this anger is they use it to get what they want, which they are usually unsure of what that is to begin with. Their method of operation involves taking advantage of others. Most times, people using anger in this manner get what they intended only to find out it wasn't really what they wanted. Others, who felt taken advantage of avoid them at all costs because they feel used, betrayed and humiliated.

Individuals with passive-aggressive anger most times behave like hypocrites. They say one thing but do another. They literally talk out of both sides of their mouths. Observers will catch this and over a period of time start to feel very uncomfortable around them. Those observing passive-aggressive individuals don't know what to

expect other than the general outcome: I will be exploited in some way, shape or form!

From my own experiences working with this anger type, I have found most individuals possess feelings of inferiority. In fact, I believe some would love to take that leap toward the opposite pole of superiority, but either don't know how too or are afraid of whatever success it might bring them.

There is a famous expression which asserts, "I'd rather attempt something great and fail, than do absolutely nothing and succeed". The second part of that expression basically sums up the thought process for an individual using passive-aggressive anger. They want to go somewhere, but they just don't know where. Furthermore, they are threatened by others getting to their destinations, so they don't want them to get there either! I believe many factors have a lot to do with the development of passive-aggressive anger, which would include jealousy, rejection, experiencing abuse, feeling alienated and not setting positive short-term or long-term goals.

What I have learned from individuals with passive-aggressive anger is that many are mimickers or imitators. They are less likely to step out on their own and take risks. Rather, they will try to be like others, copy others, or in some cases even try to become someone they are not! Two exceptional Hollywood movies portray this. If you've never seen *Single White Female* or *The Talented Mr. Ripley*, I strongly recommend them. Obviously they are sensationalized to extremes, but they offer you a taste of what an individual with this anger behaves like and could possibly become.

"Passive-aggressive" is thrown around quite loosely in society, most times in accusatory joking manners. A few years ago, it became a "catch phrase". The following are examples which show passive-aggressive anger at work.

Scenario #1

Charles has lived in the United States for ten years. He left Denmark after he and his wife split up. He accused her of leaving him and also has said she has made their two daughters hate him. He has

never been back to visit them, nor does he call them. Charles took a job in a factory as a skilled tradesman upon arriving in Pittsburgh. He has worked in the same factory ever since. He has few friends and has always felt like he doesn't fit in, even though he tries. For the last two years he has grown tired of his co-worker's jokes and Danish voice imitations. He doesn't find them funny in the least. He has never told them to stop or that it bothers him. He always smiles and goes with the flow. This day is different. He has had enough! He joins his co-workers at the lunch table and listens to their jokes. In fact, he even encourages them to joke about him more. He glances at his watch and leaves the lunch room ten minutes before lunch is over. He goes back to his work place and gets out his blow torch. He goes to his co-workers work sites and heats their wrenches and pliers until the metal is white hot. By the time his co-workers return, the tools are no longer glowing. Several of the workers grab their tools and start screaming. He finds this amusing. Some of the workers suffer second degree burns. Charles is accused of the offence and eventually confesses. The company cannot terminate him as he has been a proficient employee and he also threatens to go to the Human Rights Commission and lodge harassment and racism charges. The company sends him to an anger management group.

What is the cause of Charles's anger? Feeling inferior and totally frustrated.

What are the precipitating factors? Feeling worthless and degraded. By not addressing others with his concerns, it only leads to further feelings of hopelessness and degradation which eventually leads to his perceived need for "getting even".

Scenario #2

Jack is involved in the film industry. He has made several pitches to production companies in an effort to try and get his work produced. Each time his work has been rejected, he has been invited to submit new proposals. A colleague of Jack's, Paul offers him a chance to work on one of his productions. Jack is invited to the first production meeting and reluctantly accepts. He is invited to provide input in their brainstorming session. The team is very upbeat and

full of enthusiasm. Whenever Jack offers his ideas, they are always negative and focus on the impossibilities. Paul is concerned with Jack's attitude as several other members of the team view Jack as a "downer". Paul meets with Jack suggesting this project is probably not a good match for him and maybe he should work on his own ideas. Jack agrees and leaves the project. Jack bad-mouths Paul's project to other friends, saying it will never go anywhere and that it is a waste of time. This is what he tells others as to why he left the project.

What is the cause of Jack's anger? Rejection and repeated failures.

What are the precipitating factors? Frustration and rejection due to an elevated sense of self-worth. Jack is very rigid in his thinking and is not willing to co-operate with others and work as a team. Due to his inability to help others succeed in their endeavors, others will not help him with his own.

Scenario #3

Stan is a 12th grader who is very popular amongst his male peers. He is the star of the high school football team. Stan does whatever it takes to succeed. He has often been accused of using people to get ahead. He has a habit of bad mouthing his friends and others to make himself look better. Recently, he asked Susan out, an attractive, popular girl from his math class. She has been at the top of the honor roll with her grades and belongs to many of the school's organizations. Susan politely declined the invitation saying she was just too busy with school. After Stan insistently pressed her for the date, she finally told him he wasn't her type. Smitten by the rejection, Stan started telling others Susan was a slut. To save face amongst his peers, he told them he had sex with her and that she was "too easy" for his liking. He insisted he likes good, clean girls and not white trailer trash. The gossip quickly made it's cycle throughout the school thus tarnishing Susan's reputation. Susan's parents have sought advice from a lawyer to pursue pressing charges against Stan.

What is the cause of Stan's anger? Rejection.

What are the precipitating factors? Stan's grandiose sense of self and his perception that he is better than everyone else. Stan also views rejection as a sign of failure and can't deal with failure so he creates situations which demean others to make him feel better.

Passive-aggressive anger produces situations and outcomes of uncertainty, chaos, hurt and misunderstandings. The way most passive-aggressive people deal with situations is to look at how they can twist a situation to suit them without any regard for the feelings of others. Usually neither party feels good about what has happened. Those with passive-aggressive anger may feel victorious or momentarily satisfied at first, however this feeling eventually wanes and they are left with a feeling of emptiness. Especially, if they have hurt or insulted someone, they are definitely likely to feel lonely or be alone!

Having worked with individuals with passive-aggressive anger, one central trait which most possess is their inability to get what they really want in life. In fact, most really don't know what they really want because they tend to fly by the seat of their pants and let things happen as they may. They don't plan well thought out short-term and long-term goals. I once asked an individual I was counseling with passive-aggressive anger about their lack of goals and their response caught me off guard, "It's hard to create and set well-defined goals when you have no basic working definition of yourself." I asked this client what he meant by this and his answer was even more remarkable, "Most people like myself, who are passive-aggressive are really phonies, we are wannabees!" Wow!

Passive-aggressive anger is solely rooted in misperception and deception. Not only does the individual with this type of anger do this unto others, but they also do it to themselves. Perhaps the first step in the process for resolving passive-aggressive anger is for the individual to introspect themselves and take a deep look inward. Obviously, what is making you tick isn't working for the best. You need to know the "why's" and "how's" of your behavior. The greatest obstacle for overcoming this type of anger is to accept you are your own worst enemy. You need to realize your behaviors are based on your current thought processes which are not working.

You need to modify them. This can only be done only after you have accomplished two things: Knowing who you are and knowing what you really want! There are great self-help books which help individuals find answers to these questions. I suggest taking the inner journey to find the why's and the how's!



13

MORALISTIC ANGER

*Holding on to anger is like grasping a hot coal
with the intent of throwing it at someone else;
you are the one getting burned*

Buddha

Perhaps the best way to define moralistic anger is intense “self-righteousness”! Moralistic anger is based on rigid and fundamentalist thinking.

If you possess this anger type, you probably perceive situations as:

Right versus Wrong
Good versus Evil
Black and White
Good or Bad
All or Nothing

Almost all perceptions for individuals with this type of anger fall on a polarized continuum. Their perceptions reside at either end of the spectrum, but there is no in between. In fact, everything is either/or with no gray areas. For the individual with moralistic anger, they would perceive anything in the “gray area” or middle as non-committal to forming opinions and decisions. They often times refer to those outside the constraints of their thinking process as either the opposition or fence-sitters!

The cause for moralistic anger can usually be traced back to rigid thinking learned from growing up in families who were highly idealistic or extreme fundamentalists. At an early age, children

learned there would be no middle ground. Compromises were out of the question! Everything was always based on the all or nothing principle.

Some of the worst wars and conflicts in the history of humanity were caused by moralistic anger. Think about the Nazi Holocaust and the millions of people who were murdered in the name of a cause. What about the discrimination and racism which exists in the world? Perhaps the two greatest causes of racism are fear and ignorance. The worst part of this is that both are by-products of faulty thinking leading to stereotypes. These stereotypes are created because individuals are unable to think for themselves in “gray” terms. Instead, they accept force-fed beliefs which reside on polarities of black or white thinking. They are extremists in the truest sense!

The hypocrisy of the matter is most wars and disputes are created because of religious beliefs. In fact, most if not all religions practice love and peace. When ideals are threatened, love and peace get tossed out the window and violence is seen as a means to attain peace which already existed in the first place before religion and politics got involved! Wars don't kill, people do! And these people kill because of their moralistic anger.

When I work with clients possessing this type of anger I have noticed a central tenet at the root. Many are highly perfectionist in their thinking believing there is no room for failure. Moreover, to be wrong would indicate their failures and shortcomings. This would further reveal to them they are indeed not perfect. The greatest barrier holding them back from thinking flexibly is their fear. Individuals with moralistic anger fear being wrong. Some may feel if they have to compromise then their way of thinking must be wrong. Remember, these individuals think in terms of polarized thinking where there are only two possible outcomes. They are usually hell-bent in their convictions and any shifts toward the center would be viewed as leading toward the opposite pole which they are against. Therefore, they hold on tooth and nail to their set beliefs and opinions. Compromise is not an option! Any compromise would equate with a perception of being wrong which translates to

failure. For the those with moralistic anger, convictions are set in stone and frozen like the ice age!

Read the following scenarios and see how you feel about them. Do you agree with what is going on? Can you see yourself in any of these situations as the rigid thinker?

Scenario #1

A local church has put together a program to bring greater awareness to their community about the sins of having abortions. They preach that abortion is murder! Any woman having an abortion is guilty of killing her child. They target the medical community and assert that Pro Choice centers promote and advocate abortion. They distribute information in front of these centers to women coming in. Several times the police have been called to break up these peaceful demonstrations which have left people passing by feeling uncomfortable. A doctor in the community who performs abortions is labeled a murderer by the church group. In fact, posters with his picture accusing him of infanticide are being posted around the city. Tired of the harassment he decides to close up his practice and move to another city. Upon hearing this, the group is happy they have run him out of town. Still not satisfied, one of the members decides the doctor is getting away too easy to continue his “killing spree”. Days later, the doctor is shot dead. The member claims he did it to save the hundreds who were being murdered by the doctor. At his arraignment, the member claims, “Thou shalt not kill, the doctor was doing this and I stopped a murderer!”

What is the cause of the member's anger? An extreme sense of self-righteousness.

What are the precipitating factors? Rigid and fundamentalist thinking which shaded his own ability to discriminate between what is really right and what is really wrong. Ironically, he committed the very act for which he was accusing the doctor and women having the abortions.

Scenario #2

A police officer races down the highway in an unmarked car. You notice he does not have his sirens on. The cop is doing well over the speed limit. What gives him the right to do this when he is not even in pursuit of anyone? You decide that if he can break the law, then you too have the right to do the same speed as he is doing. You start to tail him and you do so for a couple of miles. Finally, he switches on his signals and moves into the right lane, slowing down. You pass him. As you continue, he flies up behind you and pulls you over. You are just miffed. He asks for your license and registration. You angrily give it to him and also call him a hypocrite. You threaten to challenge the ticket in court claiming you will bring a complaint against the cop for speeding. When the case does go to court, you find out the cop was discretely tailing a suspect with other police officials. Boy, did you assume wrong!

What is the cause of the anger in this situation? Feeling stupid after making assumptions without having all the facts. Remember the old saying about why you shouldn't assume?

What are the precipitating factors? Possessing feelings of self-righteousness even in the face of breaking the law.

Scenario #3

The government raises tuition for all university students. The costs to attend university are already high to begin with. Several students who are disgruntled with the increased costs decide to protest what the government is doing. They organize a march in front of the minister's office at the government building to voice their differences. They picket all morning as their numbers grow into the hundreds. Finally, the police are called in to break up the unlawful gathering as it is disrupting traffic and effecting other businesses. The police politely ask everyone to leave or they will be forced to charge violators with trespassing and disturbing the peace. Several of the protestors become belligerent and storm the government building. Those making it inside trash the statues in the foyer and also spray paint the walls. They are charged. Total

damage is well over \$50,000. The damaged statues were paid for through tax payers dollars!

What is the cause of the rioters' anger? Feeling cheated and exploited by the government.

What are the precipitating factors for their anger? Believing they have the right to defend their self-righteous beliefs and force others to listen. Also, believing the means justifies the ends no matter what they are forced to do as they believe since they were being "exploited", they had the right to retaliate in a manner which they deemed necessary.

I have found people acting on their moralistic anger to be very similar to those with passive aggressive anger. The only difference is they are more intentional and actually want the recognition for what they are doing. Like passive aggressive anger, they act first and then think later. Unlike passive aggressive anger, their intentions started out good, but their emotions got out of control. Unfortunately, it is this latter feature which usually gets them in trouble when angry, especially when they believe they are above the law!

Moralistic anger is good for some individuals when it forces them to take a stand or act when they otherwise wouldn't have. Some people are so passive they constantly get taken advantage of. Others are constantly in neutral waiting for others to do their fighting or dirty work for them. I believe most people are at their strongest and most motivated whenever their ideals are threatened. This is sometimes the kick in the butt they need to get them going.

Perhaps some of the greatest heroes and success stories can trace their motivation to moralistic anger. These individuals, when faced with personal adversity were able to rise to the challenge. They looked conflict right in the eyes and didn't back down. This has been the best selling story for those overcoming hardships due to oppression, wars, exploitation and abuse. They would not allow their personal beliefs to be comprised and they were willing to fight for them, even die for them!

Remember, anger itself is not a bad emotion. It is how you use your anger which makes it good or bad. Moralistic anger when used constructively and productively has the greatest potential for doing good. Some of the greatest historical movements for example; abolishment of slavery, survivors of the Holocaust, Women's Liberation, Christianity and free democracies happened because of moralistic anger. Brave and resilient people believed in a cause and were willing to go the distance. No matter how great the challenges or the threats, these people were willing to stand strong. In fact, they were typically the recipients of aggression but they wouldn't succumb to failure. They weren't fighting because something wrong was done to them and they were seeking vengeance. Instead, they were seeking to do what was right to correct the situation because an enormous insult was done to others as well as themselves.

When moralistic anger is used constructively, closed doors and boarded windows have a way of getting opened. The key to getting what you want through this anger is to know what you want and then address your intentions with others through discussions and compromise. Obviously, the examples I mentioned above included wars where violence unfortunately became the only solution. Even then, it was done for what was best for the greatest good. Your moralistic anger should not be rooted in aggression and violence. If you are propagating peace, then you shouldn't be brandishing a gun to get peace! Moralistic anger is used to correct a "wrong doing" rather than provoking that wrong into greater insults.

It is very hard to rationalize when you are irrational. Moralistic anger is one of those anger types where the rational (proper ideals) can spill into the irrational (improper behaviors). The key to getting what you really want is to use your moralistic anger as a motivating factor to create change, but you do so in an assertive, amicable, and peaceful manner.



14

MANIPULATIVE ANGER

Malice drinks one-half of its own poison.
Seneca

Has anyone ever referred to you as a poor sport or a crybaby? When you were a child, when you didn't get your way did you pack up your toys and go home? Did you refuse to play with others who didn't want to play by your rules? Are you a sore loser? Are you any or all of the above today? If you answer yes, then you might have manipulative anger!

What is manipulative anger? It can best be described as scheming or controlling behaviors used to get you what you want. The famous psychiatrist Eric Berne described three states people play; the balanced adult role, the parent role and the child role. The balanced adult role is behaving and acting responsibly. You focus on the here and now. The parent and the child roles can be used in the proper context or in ways which generate dysfunction. For example, a parent plays the parent role through nurturing or caring for their children. On the other hand, a married woman may play the parent role to her irresponsible drug using, alcohol abusing husband. She thus enables his behavior and treats him like a child! An adult male may play the child role when he joins his friends for a game of pickup hockey. Within this situation, the child role is used appropriately. Conversely, this same man might throw a temper tantrum when he learns his wife has made plans to go out as a

family the same night he had plans to play hockey. To get even, he sulks and pouts the whole night. This is obviously playing the child role in a dysfunctional manner. Children use anger to manipulate, so do adults!

Most individuals possessing manipulative anger usually show one or both traits of self-centeredness and impatience. Both of these traits were learned in early childhood and continue to thrive into adulthood. The self-centeredness trait usually evolved from parents who spoiled their children and bent over backwards for them. They thought they were being great parents by giving their children everything they asked for. Impatience developed when the child didn't get their own way and threw tantrums until they got what they wanted. Their parents usually gave in to keep peace and shut the kid up! I often wondered who this ploy was geared toward; trying to really make the kid happy, or giving the kid what they wanted so they wouldn't have to listen to them? I am sure most times it was the latter which became habit after enabling the child's response in the first place!

Have you ever been out shopping and observed some child wailing and screaming as if their parent was torturing them in the most heinous way? As you get closer to the screaming child you hear parts of the conversation. You learn the child is crying over the fact their parent refused to buy them the coveted box of cereal they wanted containing the special prize. Their parent decides to apply some quick pop psychology they just learned from some expert telling them it's okay to say "no" and just let the child cry. Furthermore, they are told to "just ignore the child" even when they are out in public. "Great", I've always thought to myself. I've watched this "skit" play itself out in the supermarket and I usually observe the same outcome. The child's face starts to turn redder as they scream louder. They eventually plop themselves on the floor and start flopping around like a salmon out of water. People start staring at the parents hoping they will do something. The parents start to grow embarrassed. This facilitates an immediate response to make all parties happy. Into the shopping cart goes the coveted box of cereal. Case closed! The crying stops and the child is instantly

relieved. It's like a wonder drug. Fellow grocery shoppers are thankful they don't have to listen to the shrieking, their eardrums are spared further abuse! And best of all the parent has controlled the situation once again. Or have they? Who controls who? If the parent was in control of the situation, then why not just put the cereal in the basket in the first place and save yourself and others the torment? On the other hand, does the child hold all the cards because they know if they scream long enough they will win?

If I was a betting man, I would put my money down on the child! This is a conditioned response the parent has created. They have taught their child the longer and louder you cry, I will buckle under pressure and give into you. The child already knows this because they have played this broken record, slow dance since they were young enough to recognize how powerful an actor they are in the situation. Basically, the child has the parent trained!

Some of the worst cases I see manipulative anger at play is with couples coming in for marital counseling. After a few moments of counseling, you notice the roles being divided and differentiate the parent from the child. Interestingly, this dysfunctional "parent-child" dichotomy is usually at the root of their marital discord.

Here are a few examples where manipulative anger is at work. Perhaps you can see yourself in these situations behaving like the child?

Scenario #1

You live in a dorm at college. You have a roommate. Your desk is on one side of the room and your mate's is on the other. You are listening to soft music as you do your homework. Your mate comes into the room and puts on the television set, quite loud. Rather than ask them to lower it, you turn the volume up on your stereo. Your mate looks at you and smiles. They turn up the volume on the television. Before you know it, you are exchanging volume changes until both of you have the volume cranked up as high as they will go. The neighbors next door are wrapping loud on the walls at the ruckus. You refuse to lower the volume until your roommate turns the volume down on the television. She finally lowers it and

shakes her head at you. You nod to her and lower the volume on your stereo. You win! Your roommate gets up to leave and turns to you. "All you had to do was ask and I would have lowered it in the first place", she says.

What is the cause of anger in this situation? Believing you should be respected and catered too in all situations, even when compromise is an option.

What were the precipitating factors? Possessing a grandiose sense of self and believing you are entitled to anything and everything you want.

Scenario #2

Sam and Jane are a married couple having a discussion about their son. Jane makes a statement to Sam that he is never around and always working. She wishes he would make more time for their son and start attending more of his baseball games and school activities. Sam asserts he is working hard to give both of them a better lifestyle. Jane says she appreciates it, but still wants Sam to try harder and spend more time doing things with their son. Sam becomes miffed by Jane's allegation he is not a good father. Jane tells him she never implied he was a bad father and never insinuated anything of the sort. Jane tries to explain her point and make him understand her intention. Sam's response is "whatever". She continues the conversation and Sam turns up the volume on the television. Insulted, Jane tells Sam she doesn't appreciate his immaturity. Sam's response is "whatever". Frustrated, she tells him she is going to bed. Sam's response, "whatever".

What is the cause of Sam's anger? Personalizing Jane's constructive criticism as a direct attack on his fathering skills.

What are the precipitating factors? It could be that Sam realizes Jane is speaking some truth and feels guilty. Also, it could be that Sam is used to making all the decisions and feeling in control. He can't stand the fact that he is wrong and interprets Jane as being a "mother figure" to him and trying to correct him. Sam definitely has an enflamed ego!

Scenario #3

Kim is a 17 year old who just got her driver's license. Her father lets her use the family car, but has placed a 10 p.m. curfew for having the car home. It is Friday night and her friends are planning to go to a dance which is outside of the city limits. None of them drive. Kim is the only driver among them. They ask her if she would be able to drive. This is going to be the dance of the year! Anyone who is part of the "in crowd" will be there. Kim feels the urgency to be a part of this event. By driving her friends, she will definitely be the cool young lady her friends are painting her out to be. She asks her father for the car and he has no objection other than she is to have it back by 10 p.m. She argues it is not a school night and his demands are ridiculous. He tells her it has to be back by 10 p.m. or no car. She argues with him and makes some unruly remarks. Offended and hurt by her remarks, he revokes the use of the car and also grounds her. Upset by the turn of events, she threatens to run away from home. Her father tells her to do what she feels she should do. She makes further remarks such as, "I'm not kidding, I will run away and you will never see me again." Hurt but appearing not phased by her remarks, he walks away from her. She screams at him, "I hate you!"

What is the cause of Kim's anger? Getting her request rejected when she felt she is entitled to anything she wants.

What are the precipitating factors? Perhaps Kim has gotten too much in the past and is used to stretching the limits with her father and this time he is making no compromise. She may be used to using power plays such as threats to get her way and this time it is not working and this enrages her.

Manipulative anger can perhaps best be described as a form of regression. The individual regresses into a thinking state which is based on, "me, me, me". Early on they learned that if they pouted or carried on like a spoiled brat, their parent would give in. In fact, parents unconsciously reward their behaviors and only encourage them to continue behaving this way.

There is an old saying, “if it isn’t broken, don’t fix it”. Well, for the individual using their manipulative anger to get what they want, they don’t view their behavior as needing to be fixed. Furthermore, even if you are aware the behavior you are using is inappropriate but it is getting you everything you want, do you think you will be inclined to want to change it? Remember, any change on your part is going to take work and that might require too much thought and energy. On the other hand, you may keep “winning” and getting what you want at the risk of pushing family, friends and people away from you. Over time, people will become tired of your spoiled sport antics. If people keep telling you to grow up they might really mean change your selfish behavior and be more co-operative.

People grow frustrated when others behave like children. Adults will say they are ready to pull their hair out because of their child’s immature behavior. Just think how much more frustrating it is to deal with adults acting the same way? I find people who keep behaving this way eventually wind up alone as no one wants to parent or mentor them because most choose to remain the same.

Manipulative anger is often a short cut for conflict resolution, which involves honest and mature communication. Communication takes work with the investment of ideas and feelings. Those using manipulative anger are lazy when it comes to resolving conflicts. They take shortcuts toward a dysfunctional resolution. They only want what they want and what is best for them. They really don’t care about the other person’s feelings when the conflict is occurring. In fact, these individuals tend to be conflict avoidant of situations which reveal their own short-comings and mistakes. Their arguing and childlike behaviors become a power play to detract from the real issues. I have found their pouting and sulking are smoke screens to try and make the other individual feel guilty and cave in. For those dealing with individuals using manipulative anger, if you refuse to cave in, then they would have to re-evaluate their problem solving skills and change them. Stop enabling them to behave as children and encourage them to modify their dysfunctional thinking patterns. Some experts might refer to this as “tough love” which is often used by parents with their teenagers. Tough love is based on the ability to

say one word and mean it: NO! Most parents are afraid their teens will hate them or they will push them away. Well, the opposite is actually true. Teens will learn to respect their parent’s answers and learn others will always hold more power in certain situations. The same is true for those using manipulative anger. Tough love is never out of vogue for any age or gender. By saying no and not giving in, you are telling others you care because you are truly doing what is best for them. Moreover, you are telling them you no longer think of them as a child. You are an adult and you are going to treat adults like adults should be treated!



15

WHAT MOTIVATES YOUR ANGER?

If you do not wish to be prone to anger, do not feed the habit, give it nothing which may tend to its increase
Epictetus

What Motivates Your Anger?

In the lectures I teach on addictions, I cover motivation and motivational interviewing. Since people with anger management problems possess anger in much the same way an addict possesses and acts out an addiction, I thought I would break it down even further into motivating factors.

Did you know there are only 2 things which motivate people? Gain and fear! In fact, if you are motivated by extremes of gain, then you would be said to be motivated by personal greed.

I want you to take a few moments and make a list of things you believe you are motivated by. These could be people in your life, things that you own or hope to own, activities you do, places you spend time at, your biggest turn-ons or things you most try to avoid.

Anything which drives you to want more, or you stand to accumulate personal profit on would fit under the heading of gain. Anything you try to avoid because it produces any amount of anxiety or fear would fit under fear. Everything on your list will fall under one of these two headings. I sometimes get people asking me, well what about religion? People will assert religion, moreover faith doesn't

fit under either category. They believe it is its own entity. Wrong! If I am a Christian and believe in my faith, I do so because I want to walk through those pearly gates. Conversely, by being a Christian, my faith and salvation will keep from going to the less desirable destination called hell! Now what's even more interesting, is that once people recognize religion falls under motivational reasoning, they can further introspect and determine why they are religious in the first place. Do you subscribe to your faith for reasons of fear, or are you religious because you believe you will gain something? Not to turn this into a religious book, but I will point out that when people's religious convictions are strongly motivated by fear, they are more likely to possess moralistic anger! I have found that religious fundamentalism is largely based in fear and this can lead to very irrational, egotistical beliefs thus spurning their anger.

I want you to look at your list of motivating factors. I now want you to place them under one of three columns.

Motivated By Gain Motivated By Fear Motivated By Gain/Fear

1.1.1.

2.2.2.

3.3.3.

4.4.4.

5.5.5.

Now that you have that done, I want you to look first at the "Motivated By Gain" column. Is there anything in your list which suggests that greed has developed? I am a firm believer people should definitely strive for what they really want in their lives. There is definitely nothing wrong with being successful and gaining more. When does striving for success become a bad habit, even a bad addiction? When your life falls out of balance and you are basically becoming a workaholic because of greed. You are no longer functioning optimally. Instead you have an "addiction to work" for all the wrong reasons. In essence, your passion for what you love doing gets superceded by greed.

Gain is a great motivator because it helps us achieve both short-term and long-term goals. Without goals we would be living with one foot in the grave. Goals give people reasons to live and want to get out of bed every morning. Most people I have met who lack goals are very miserable because they tend to be lost. They possess no direction. In fact, those lacking direction because they lack goals are people most likely to possess resistant anger and jealousy! If you possess these types of angers, could the reason be your lack of goal setting?

Gain is good. Goals are great! By focusing on both of these things in your life it leaves you little time to commiserate and be miserable. Goals keep you in cruise control, preventing you from getting hung up by road blocks or racing against time recklessly!

It is when your sense of gain becomes enflamed and swells into "greed" that anger management problems are most likely to occur. People motivated by greed are likely to find their lives spinning out of control. It is like hitting a patch of black ice at high speed and not being able to regain control of your car. Most individuals who get caught in their own world of greed begin developing perfectionist personalities. The bottom line, everything becomes all or nothing for you. The only thing you will accept for yourself is success. You begin placing unrealistic expectations on yourself. You become a perfectionist!

Whenever you place unrealistic expectations on yourself you definitely set yourself up for a world of frustration and failure. Perfectionists possess words like "must" and "should" which leads them no room for compromise. Anything short of what they want to attain would mean they have failed. The longer most people operate under the premise of greed, the more likely they are to operate outside the box of principles and morals they had hoped to live by.

Have you ever met someone or heard about someone who changed because they became rich or started earning a lot of money? It's as if this person changed over night! You'd swear aliens abducted them and robbed them of their integrity. The more money some

people possess, the more they become misers! Money does not buy happiness for most people. Instead, they become more miserable. Some are driven for more not because of their greed for becoming richer, but their fear of believing they do not possess enough! This is also greed.

Greed usually has at its behavioral roots aggression. Aggression is getting what you want at whatever cost. Aggression knows not empathy or sympathy. People who get in your way are steamrolled over. They are viewed more as obstacles and nuisances. Since they are viewed as obstacles, you are more likely to disregard their needs and desires. The more they frustrate you in attaining your greed-based goals, the more likely you are to act out aggressively toward them. In fact, your perception of people as obstacles to your success could facilitate hostilities or even a hatred of others. You might grow very angry and miserable around others. Your primary response becomes one of anger. Ever watched the movie "A Christmas Carol"? What do you think Ebenezer Scrooge was made of? He was definitely a man cut from the cloth of greed!

Greed has a way of leading people to act without empathy. To be empathetic is to put yourself in another's shoes and see why it is they are doing what they are doing, feeling what they are feeling, and truly trying to understand them. Greed does not allow for this experience of interpretation. All empathy is superseded by the individual's lust for greater success and acquisitions. Individuals who are around "greedy" individuals will pick up on their selfishness and start avoiding them. I have seen so many who have the most money, houses, cars and material possessions who are the loneliest. They may never truly be alone, however deep down they are very lonely. They strive to attain more hoping this will remove their feelings of loneliness. Unfortunately, this is rarely the case!

I have found working with some people who have the most and who want more (the greedy types) are usually the most angry. They will tell me they dislike people because people only use them or want something from them. They have developed trust issues. They can't discern between who is authentic versus who is out to bilk them. So rather than take a chance trusting again, they choose to remain

alone and miserable. After years of feeling alone and miserable, they want to know how they can be happy again! Furthermore, many of them possess “anger issues” as they call it and want to know how to overcome their hostile feelings.

I have found that most people with trust issues are this way due in part because they don't trust their own judgment. Greed has blinded them and literally robbed them not only in their ability to be empathetic to others, but to themselves as well. They have become so displaced from their own feelings they have severed ties from getting in touch with themselves. They doubt their own decision making skills which leads to frustration and disappointment. These recurring experiences lead to stress which eventually creates misery. This misery becomes habitual anger which the individual has a hard time shaking. Eventually, not only are they greedy and miserable, but now they have anger management issues.

A book I highly recommend reading is *Cracking The Millionaire Code* written by Mark Victor Hansen, co-creator of *Chicken Soup For The Soul* and Robert G. Allen. I spoke to Hansen and asked him his views on greed versus financial success. He believes greed is never solved. His advice is to tithe and give as this truly gets people excited and makes them happy!

Fear too is a very terrible motivator. Fear leads most individual to act out in random and unplanned ways. Fear acted upon is usually a knee jerk reaction. I am sure there are situations when people need to act out of fear for survival, such as tragic situations or when lives are threatened. These are heat of the moment situations where immediate action is called for. Even then, looking back on these situations, most people will say they handled the matter as best as they could given what they had, but wish they could have had more time to plan.

When I refer to fear as a motivator, I am asserting fear as the prime and only motivating factor for the individual in all situations. They go to work because they fear losing their job. They get married because they are afraid of being alone. They have children because they fear their biological clock is ticking. They don't take chances or

risks because they are afraid of failure. They settle for mediocrity because they might lose everything they have. They believe it is better to hold on to what they have and not lose it, than strive for more and take a chance for something better. They literally always stay in the shallowest of ends because they are afraid of drowning. The funny part is they may even know how to swim or could learn how to swim but their fear immobilizes them!

The contradiction about living in fear is people believe this is what is most comforting and safest. They hold on tooth and nail to what they've got! The thought of taking any kind of risk or chance is discomforting. Conversely, those with fear as their prime motivator tend to resent the success of others who have taken risks. Here some well-known comments, maybe you've heard some of them or used them yourself:

“It's just a matter of time before his luck is going to run out.”

“Life is not fair!”

“Some people get all the breaks!”

“I was dealt a bad hand.”

“It's just a matter of time before lady luck shines on me.”

“People who play the stock market or speculate are no different from gamblers.”

“We're going to pay for this later!”

“What goes around comes around.”

“Everything always evens up.”

“I'm safest behind my four walls.”

“Hope for the best, but expect the worst.”

“You can't fail if you don't try.”

“I'd rather keep what I have than take risks to have more.”

“If it's meant to be...”

“No harm no foul.”

“I don't believe in taking chances.”

“I believe I am middle of the road.”

“I like things plain and simple.”

Imagine living your life this way? What do you actually have to look forward too, growing old and dying? This way of thinking is horrible, not to mention depressing! In being motivated by fear, you create a sense of learned helplessness for yourself. You surrender living and just exist.

Jealousy was one of the types of anger I discussed earlier. Jealousy is perhaps the most common anger type motivated by fear. People living ultraconservative lives whine and complain about others who are more successful than they are. They ask, “why them and not me?” My question to this type of thinking is, why not them? Perhaps they took the chances you were too afraid to take! Don’t be jealous of other’s success because you were too damn lazy to get into the game and answer the call.

Fear as a motivator is usually learned from parents and families. Rather than challenging your irrational fears or lack of assertiveness, you blindly accept things as they are and how things have always been. It is sad because your goals fall well short of your ultimate potential. In fact, some of the goals you set for yourself were predetermined from how your parents lived their own lives, ultraconservative. The latter part of the famous quotation, “I’d rather attempt to do something great and fail, than do absolutely nothing and succeed” becomes your unconscious mission statement. Is it any wonder why you are always unhappy and miserable? You are your own worst enemy. You resent the success and perseverance of others because you are unwilling to step out of the windowless boxes you live in and take chances. Many times when you try to step out of the box, your conditioned apprehension incapacitates you. This frustrates you. You get angry at yourself and of course others, who are willing to take chances. I’ve been asked before, “what advice would you give to someone living this way?” My advice is simple and honest. “Just do it damn it and live!” Try life!



16

ANGRY PERSONALITIES

Anger dwells only in the bosom of fools.
Albert Einstein

Personality Types

Every individual has a unique and different personality. Some people are extroverted. They are emotionally expressive. They like to talk and socialize. They like to engage in a multitude of activities. They are the life of the party. They wear their hearts on their sleeves. Others might be introverted. They keep to themselves. They don’t like displaying their emotions. They keep everything inside. They avoid social situations and people. They prefer their own company over the company of others. These two personality types are obviously extremes.

Introverted X-----x-----x-----x-----x-----X Extroverted
(withdrawn/quiet) (outgoing/expressive)

Most people usually fall somewhere in the middle between the large “X’s”. If you are living in the western world, which is highly competitive and requires people to be more outgoing, being totally introverted probably won’t get you what you want. On the other hand, being excessively extroverted could also produce drawbacks as you might be accused of being too aggressive and obnoxious. This is why falling in between and practicing some degree of

moderation management for emotions is perhaps the optimal way to be.

Introverts Versus Extroverts

How do you perceive the words “Introverted” and “Extroverted”? Do you have positive connotations with one or both words? Do you view one as being more negative than the other? Since this book is about anger and anger management, let's look at some of the nuances with each of these styles when they apply to anger.

Firstly, there is nothing wrong with either one of these personality styles. Extremes of these styles may fit some people like a glove and totally work for them. Others on the other hand may feel totally uncomfortable trying to act introverted or extroverted when this is not the makeup of their personalities. Much like anger, it is how you express it or use it which determines whether it is an asset or liability!

What types of anger do you think fit in with Introverted personality style? Remember, introverts tend to keep things inside and have a hard time expressing or asserting themselves. Reread through the various anger types. From clients I have worked with possessing introverted personalities, I have found the following anger styles matching up with this personality style:

Resistant/Passive Anger

Jealousy Anger

Passive-Aggression Anger

Manipulative Anger

Internet/Computer Anger

All of these anger types have one thing in common; the inability to express feelings in a mature, honest, assertive manner. Almost everything gets locked up inside and stays inside. Perhaps if the introverted individual with these types of anger management problems was to slide along the personality scale toward extroversion, they might find precipitators of their anger change dramatically. Of course this is going to take time and effort. I

highly recommend self-esteem/assertiveness classes, seminars and reading self-help books.

What about an Extroverted personality style? What types of anger do you think fall within its domain? Here is what I came up based on the observations and reports of my clients:

Addictive Anger

Compressive Anger

Road Rage

Conflictual Anger

Habitual Anger

Moralistic Anger

Since extroverts are more emotionally ardent, their anger types would definitely reflect their personalities. People who are extremely passionate about life also tend to be passionate when expressing their emotions. Some emotions expressed too passionately can be very discomforting for others. Anger is definitely one of these emotions. Extreme extroverts with anger management problems might take anger management classes and workshops which would teach them how to become more assertive when expressing anger. There are so many great books on this subject.

Most individuals do not really take the time nor do they care to learn about themselves and their personality styles. Hey, if it works and it isn't broken, then why fix it, right? For those wanting to learn more about themselves and their personality styles, there are courses offered at colleges and universities which are definitely worth taking. Also, there are exceptional, non-clinical books worth reading. I have a list of books I would highly recommend for those interested in learning more about personalities.

(See Recommended Reading List Appendices).

Behavioral Styles

Some psychologists and learning theorists would assert that personalities are set by the time we reach adolescence. Some believe who we are then is who we will always be. Our personalities define who we are and what we are. I agree with these theories to an extent. I do believe we can modify or intensify our personalities through our behaviors. Behaviors are always being learned, reshaped and modified throughout our lives. They are never set in stone unless we want them to be. We can change them. We can unlearn negative behaviors we don't want or like! Just like dogs, we are never too old to be taught new tricks!

There is an analogy I use with clients and students when discussing the difference between personality style and behavior. If you own a DVD player, I want you to imagine that is your personality. It is the hardware which plays movies. It remains the same unless you adjust the control switches on it. It can and will play only the DVD's you insert into it. Correct? Well, let's say for the most part you are a movie buff like myself. You watch lots of movies. You are always looking for something good to watch which will entertain you. You watch your movie to escape from the real world for a couple of hours. The movie ends and you remove it from the player. The DVD player remains in a state of flux until you load the next movie. Are you with me so far?

Now let's say you pick up a new release from the video store. It's movie night and you are excited about the prospect of being entertained for a couple of hours. You load the movie. You've got your popcorn ready to eat and the movie begins. Twenty minutes into the movie you realize you've picked a dud! The movie really sucks! You are very disappointed and decide not to watch the rest of it. At this point what do you do? Do you bring the DVD back to the store? Or, do you bring your DVD player to the store and complain that it plays bad movies? I am sure some people have done the latter! Rather, you would bring the DVD back since it is not the DVD player's fault that the movie you picked tanked! In fact, if you purchased the movie and possess compressive anger, you might actually drill the movie at the wall! Hopefully, you wouldn't throw

the DVD player at the wall or else that would be a very expensive lesson!

The point I am trying to make is you don't throw out the baby with the bath water! The DVD player is like the personality and the DVD's are in essence the behaviors the personality plays. Knowing this, you could have a less desirable personality capable of being adjusted through the modification of your behaviors. All hope is not lost!

If you want to play good movies in the DVD player, it is a good idea to read up on the movie to learn about what you are watching. If you want to act out good behaviors, then it is an even better idea to learn about the various behavioral styles you can use.

There are a multitude of behaviors people engage in on a daily basis. Most behaviors are acted out to suit the personality style of the individual, or they are held onto because some people are too lazy to change them. You always have the ability to think what you want to think and act how you want to act. With that said, you can modify or change any behavior you are uncomfortable with.

For the purpose of this chapter, I am going to break behaviors down into 5 distinct categories:

- Assertive
- Aggressive
- Explosive
- Passive-Aggressive
- Passive

I will explain how these behaviors differ from one another and are unique in their own right. As I asserted earlier, you can modify or change any behavior.

Assertive Behaviors

Assertiveness is the hallmark of success in personal and professional living. People who are assertive go places in life. In fact, they get to where they want to go and further. The greatest reason for their success is their ability to behave assertively. Moreover, their

assertiveness breeds the element most important to personal success: RESPECT!

People behaving assertively give and get respect from others. They understand that in order for their own success to occur, it is beneficial to help others reach their goals. Assertive people understand empathy and how it works. Simply defined, empathy is the ability to put yourself in another person's shoes and see the world through their eyes. You are able to relate to what they are thinking and feeling. If you are able to relate to their personalities, then you are more likely to understand them. If you are taking the time to understand someone, then it shows them you care and respect them. Respect is the key element to assertiveness!

To be assertive is to be goal oriented. You set both short-term and long-term goals. When you set goals, you set targeted destinations for yourself. You are in motion moving toward something desired. This is the first part of assertiveness, knowing what you want. The second part of the assertiveness equation is going out and getting it. What becomes more important is not going out and getting it, rather how you go out and get it. Assertive people get things by respecting others as well as themselves. Assertive people are driven. Yes they are motivated by gain. And they rarely settle for mediocrity. They want more in life!

The equation for assertiveness would like something like this:

Being Knowing Getting Respecting The Assertive,
 = What You + What You + Needs, Feelings and want Want
 Want Rights of Others

Perhaps one of the greatest books ever written on assertiveness which has become a landmark bestseller for decades is *How To Win Friends And Influence People* written by Dale Carnegie. The key premise of Carnegie's book is developing exceptional communication skills based on assertiveness training. I highly recommend reading this book or taking one of the many Carnegie courses offered around the world.

Assertive people understand that others have feelings too. They understand the human factor. They learn not to walk over others to get what they want. They understand that lying and cheating is wrong. They reject the manipulation and exploitation of others. Aggression and violence is not part of their problem solving make-up. They understand that open and honest communication is the best standard. Sometimes others might not like hearing what you have to say, however you gain their respect due to your honesty. Assertive people separate the person from their actions. If someone does something wrong or bad, you bring it to their attention. You criticize the behavior and not the individual. Remember, you don't throw the baby out with the bath water! The assertive person separates the artist from their work so to speak. If they recognize someone is doing something wrong, they constructively criticize to help the other person get it right. They realize that most if not all situations are "win-win". If you help someone change their behavior for the better, it will also make your situation better. Assertive people realize this.

Assertive individuals do not practice short cuts to perceptions more commonly known as stereotypes. They are fact finders and truth seekers. They use their communication skills to learn about others. They pay attention to details and try to remain objective. They focus on educating themselves from their experiences to make themselves wiser. Truly successful, assertive people believe there are no failures, rather lessons learned through living. When applying these principles to their daily living, others hold them in high esteem.

Others want to be around you when you are assertive. They trust your judgments. They view you as rational and objective. Have you ever had someone come to you with a problem and they sought your advice? If you were overly critical and emotional with them, they probably grew apprehensive in coming to you with future problems. No one wants to get ripped apart and criticized, right? Assertive people realize this and they are problem solvers. Their minds operate from a solution-focused perspective. They believe every problem possesses within it solutions and they want to find them.

If you are overly emotional, your feelings will blind you causing you to miss possible solutions.

Do you know anyone who flies off the handle whenever you bring your problems to them? I am guessing by now you avoid telling them your problems, right? On the other hand, I am sure friends and colleagues who are caring listeners enjoy both your trust and respect.

When it comes to anger, assertive people just get mad, they don't get even. They don't make impetuous decisions in the heat of the moment. They know when to take time outs to ground their emotions. They are truly the "grace under fire" people. They acknowledge their anger and then know when to let go of it. They know how to stop their anger from running and ruining them. They recognize anger as a normal part of their lives as they do other emotions. Assertive people know where to draw the line in all facets of their lives, including how they experience anger.

Aggressive Behaviors

An aggressive behavioral style is what it sounds like, behavior rooted in aggression. Many people assume that aggression is the same as violence and that is not always true. You can behave aggressively but never become violent. On the other hand, when you become violent you are always aggressive, that is exceedingly aggressive! What is an aggressive behavioral style? In many ways it looks like assertiveness at many levels until you remove the empathetic component. Remember, empathy is taking into account the other person's feelings and needs. Empathy is non-existent in aggressive behavior. Aggressive individuals choose to become ignorant to the feelings of others. Aggressive behavior is best described as getting what you want without recognizing or acknowledging the needs of others. Simply put, it's steamrolling over others to get what you want!

Working with clients in anger management groups, classes and one on one for years has taught me most individuals with aggressive personality styles suffer from "me first" syndrome. Whether they actually say it or imply it, you can't miss their resounding, "me, me,

me". It is almost like a tenor warming up for a coveted solo. People with aggressive personality styles most often seek out people with weaker personalities to dominate. Their prime candidate is someone with a passive behavioral style who will put up with their abuse! Assertive people recognize aggressive individuals and avoid them, or minimize their involvement with them. Assertive people seek out amicable, "win-win" situations. They recognize that aggressive individuals play for keeps. Aggressive individuals never play to lose.

People with aggressive personality styles play to win. You will often hear them refer to people in general as "winners" and "losers". They are polarized thinkers, where winners versus losers are on the extreme ends of their continuum. Assertive people recognize the gray areas between the poles and hope to bring people around them toward the "winner's" pole. Aggressive people don't care about losers as long as they win and get what they want! In fact, many aggressive people take comfort in seeing others lose as it makes them feel more powerful!

Perhaps one of the most telling qualities of people with aggressive behavior is most times they act before thinking. Moreover, they may think but their thinking doesn't encompass all potential consequences as they are hell-bent on getting their own way. Aggressive people do not consider the feelings of others. When aggressive people are angry their emotions rule. They fly by the seat of their pants! Instead of stepping back and collecting their thoughts, they use their anger as a "super charger" to drive them even more.

Aggressive people are individuals who need to step back from situations where their emotions flood their ability to remain rational. In essence, they need to take time outs! Several anger types match up with aggressive behavior. Perhaps the most common types identified are:

- | | |
|---------------------|---------------------|
| - Compressive Anger | - Road Rage |
| - Addictive Anger | - Conflictual Anger |
| - Jealousy | - Moralistic Anger |

Bare in mind any of the anger types listed in this book could be identified as fitting into any of the behavioral styles, but you tend to find specific types fitting like a glove with certain personalities.

If you ever have a chance to read any books on stress or personality types, check out type A and type B personalities. Extreme type A personalities fit quite nicely with aggressive behavioral styles. Extreme type A's are people who are highly aggressive and driven by success. They possess several qualities which make their aggressiveness more pronounced. They are more likely to be hostile. They get what they want when they want it! They are extremely competitive. Everything becomes a score card for wins and losses. Of course they prefer to be in the winner's circle. Their motto could best be described as, "take no prisoners!" Extreme type A's are also very time urgent and time restricted. Everything is scheduled to the minute or the second. Lateness or unplanned delays send them over the edge. Type A's will resort to extreme means of aggression to succeed. When sudden death overtime crosses them, the rule book gets thrown out and anything goes! I will discuss extreme type B's in the section on Passive Behaviors.

People behaving aggressively usually will experience some degree of success. Many of them compromise friendships, partnerships and working relationships at the expense of their desire for success. Do you like being ordered around or bossed around? Do you like working for someone who is very successful, but likes to yell, scream and belittle employees? Do you like to feel like you need to walk on egg shells around certain people because they might get "mad" at you? This is what it is like being around aggressive people. Most people are too afraid to confront the aggressive individual because they are afraid they might get chastised. Furthermore, those having the guts to confront the aggressive individual will usually find their constructive criticisms are met with resistance, disbelief and accusations of jealousy, insecurity or stupidity! Remember, the true essence of the aggressive individual is to get what they want and not care about others, or what others think and feel. Aggressive types become their own worst enemy since they push away those who really care. People eventually grow sick and tired of being

belittled. People grow weary of being taken for granted. No one likes to be treated like a doormat! Highly success people who are aggressive types usually have clones around them who want to be successful like them and ride their coat tails. When the harsh reality of isolation sets in, they ask themselves "why doesn't anyone like me or care about me?" That's because you pushed them away!

Explosive Behaviors

Explosive behavior is very similar to aggressive behavior except you add a couple of sticks of dynamite, gasoline and matches! People who are over-anxious and quick to react at all times possess explosive behaviors. They are always a spark away from maniacal frenzy!

I have spoken with colleagues of mine who are doctors. On many occasion they have asserted explosive behavioral types are those who are high risk cardiac patients. They tend to always have elevated high blood pressure (non-essential hypertension) which has no clear biological cause. In fact, it is their angry thoughts which gets their blood boiling. You can see the veins in their neck or temple pulsating.

Like aggressive behavior types, Explosives are definitely extreme type A personalities. They get what they want, when they want it, how they want it at whatever cost. They do not care who gets in their way. If people get hurt, they view them as "casualties of war". Explosives show no signs of guilt, remorse or shame in doing what they do. If you have a chance to read any abnormal psychology textbooks or The Diagnostic and Statistical Manual IV, do check out the section on Personality Disorders on Axis-II. Pay attention to two specific personality disorders: Anti-social and Borderline. I am not saying all people with explosive behaviors possess these personality disorders, but I will bet most individuals with either of these 2 personality disorders possess explosive behavior styles.

People with explosive behavioral styles possess few, if any close friends. They have associates and colleagues. These people usually associate with them because they have something to gain by being around them. Most people are too afraid to be in their company.

They probably have witnessed episodes of extreme aggression or violence and worry they will turn on them. Moreover, some people are just too embarrassed to be around them because of their spur of the moment tirades!

Some of the anger styles which are often seen in explosive behavioral types are as follows:

- Compressed Anger
- Petrified Anger
- Addictive Anger
- Habituated Anger
- Road Rage
- Conflictual Anger

Of all the behavioral styles discussed, Explosives need to learn behavioral management strategies which teaches them assertiveness training. For all the explosive behavioral types of clients I have worked with, the first thing I have taught them is how and when to use "time outs". Just like a parent has to monitor their child's behavior when they are misbehaving, these individuals need to parent themselves! They need to learn how and when to step back. They need to learn to teach themselves when enough is enough! Unfortunately, most individuals who behave this way are very reluctant to seek help and make changes. From my own experiences, as well as other professionals I work with, they only seek help when they are mandated by courts or when they believe this is their last chance to save their marriages or jobs. Most times they seek help for the wrong reasons as they are forced to get help. Furthermore, they are usually looking for a quick makeshift solution to save their bacon. They come in for counseling to change for others. They receive counseling to make the courts and attorneys happy. They seek counseling to learn ways to sweet talk spouses, family members, bosses and co-workers. Rarely do they ever seek change because they believe they need it.

People with explosive behavioral styles are a lot like alcoholics. They need to lose everything and hit rock bottom before they seek

help. I truly believe if they are sincere about changing, anything is possible!

Passive-Aggressive Behaviors

People who behave passive-aggressively behave much like the passive-aggressive anger style. Often times I've been asked what the ultimate motive or goal is for the passive-aggressive individual? This is tough to answer but I would assert the goal would fall somewhere between the aggressive and the passive behavioral style. Passive-aggressive people get what they think they want, but are rarely sure of what they really want. Their desires are very much like an ice cream parlor's flavor of the month special. They change from moment to moment, thoughts and ideas blow like the wind constantly shifting directions. The funny part is they are unsure of what they really want and those around them are usually at a total loss for what passive-aggressive people want.

Passive-aggressive individuals resemble people with aggressive behavioral styles in the way which they pursue what they want. They too walk over others to satisfy their needs and desires. Furthermore, they are more likely to use and manipulate others to get what they want. In the beginning, others might not be aware they are being used. When they do catch on, passive-aggressive people possess few if any close friends. No one trusts them!

Have you ever been used by someone? Were you able to ever trust that person again or respect them the same way you originally did? Probably not! People are smart and eventually get tired of being played. Passive-aggressive people will try the same shtick, but others start to grow weary and jaded. Passive-aggressive people are always learning new and alternative ways to manipulate others. In the end, passive-aggressive individuals usually find each other. Ironically, they become critical and leery of each other which in some way fashions poetic justice!

Some of the anger types associated with passive-aggressive behaviors fit under the following for obvious reasons:

- Passive-Aggression
- Moralistic Anger
- Manipulative Anger
- Conflictual Anger

Aggressive people are quite straightforward when it comes to expressing emotions. They say what they intend to say. Passive individuals say little or nothing. Passive-aggressive people are an enigma! You rarely ever know where you stand with them. Rarely, do you ever feel comfortable around them. If you are passive-aggressive, you probably feel uncomfortable living in your own skin.

I have worked with many individuals possessing passive-aggression. Those admitting they had a problem were those who introspected long, hard and deep within themselves. What most of the them reported is they hated to make decisions and take positions in their lives. Some reported they were forced to make major or serious decisions early in life which led them to grow uncomfortable when taking sides. Some said their inability to make decisions spilled over into other facets of their lives which made them proverbial fence-sitters. Those seeking help to modify or change their passive-aggressive behavioral styles claimed they grew tired of the splinters in their ass. They wanted change! They wanted people to like them and understand them. First, they needed to understand themselves!

Many individuals with personality disorders have at the core of their disorder passive-aggression. I don't know if one manufactures the other as much as it compliments it. Ironically, it is their narcissism and perfectionism which prevents them from seeking help.

The key element for change for passive-aggressive people is to enhance their decision making skills. Once they master their ability to make decisions for themselves, soundly and rationally, their manipulative, standoffish manners are greatly reduced. They no longer carry the hidden agendas they are accustomed too. Furthermore, they no longer feel the need to use and manipulate others. They learn how to say what they mean. Their goals are

defined and everyone involved with them is aware of what they are seeking. They are able to attract people to them and keep people interested in them. They are no longer perceived as threats!

Passive Behaviors

Passive behavior is very similar to passive anger. Both are extremely flaccid! Passive behavioral styles can best be summed up as never getting what you want unless you like wallowing in misery. Passive individuals tend to always get used because they allow others to rob them of their rights. They get mad at others for using them and mad at themselves for allowing themselves to be used!

Passive individuals never seem to get what they want. Unlike passive-aggressive people who are uncertain about what they really want, passive people know what they want but are afraid to go out and get it. In fact, they allow others, likely aggressive individuals to use them and control them. Passive individuals whine about how unfair life is. They allege to be victims. The sad part is they like to play the victim role because it gives them something to complain about!

Some of the most common anger types associated with passive behavior are:

- Resistent/Passive Anger
- Internet/Computer Rage
- Jealousy
- Petrified Anger

The most common element associated with passive individuals is their sense of learned helplessness. They truly believe they are in situations beyond their control. Moreover, they believe they are forced to stay there. Some like to play the martyr's role whereby they allow others to enable their passivity.

Recall aggressive individuals are most likely to possess extreme type A personalities. The opposite is true for passive individuals. They are most likely to possess extreme type B personalities.

Type B personalities are most likely to possess attributes opposite of type A styles. Most type B personalities are very carefree. They get exploited and used by others. Some recognize it, while others are totally oblivious to the fact! Extreme type B's rarely budget their time well. They may wait to the last minute or run out of time because their time management is not very good. They get frustrated because they procrastinate and then when things are due they get flustered by other's expectations. Some Type B's let others use their time so they literally have no time for themselves. They are then likely to complain that no one respects their time! Type B's are non-competitive and are more likely to miss out on things they want. They may even refer to themselves as losers and laugh about it. The sad part is, deep down many really do feel like losers and reduce themselves to this unconscious association.

Much like aggressive behavioral styles, passive individuals require courses, workshops and books on assertiveness training and esteem building. Most are no where near getting what they really want. I have never met an individual robbed of their integrity and dignity who is truly happy. Furthermore, anyone relinquishing their personal freedoms and liberties with the sole purpose of pleasing others is not likely to feel satisfied.

Most passive individuals discuss change, but rarely ever follow through. Like aggressive individuals, they usually have to experience some major life event, tragedy or adversity which will motivate them toward change. So many passive individuals are afraid of change. They dread the potential failure which may ensue through re-creating themselves. Many have known repeated failure and can't imagine the thought of experiencing new kinds of failure. They would rather dance with the devil they know than waltz with the monsters in the light.

Working with passive clients has taught me some people actually find solace and comfort in misery. This feeling becomes akin to them and they choose to hold on to what is known versus the unknown. I once worked with an individual suffering from chronic depression. He offered something very profound,

"The only feeling I have ever known is depression. How would I ever recognize what joy is? And if I did and it was as good as people say, would it not make me more depressed if the joy was suddenly taken away from me? For this very reason, I would rather remain depressed!"

As this outlook probably makes sense to the individual with depression, I am sure it also fits with many passive individuals. Passive individuals feel extremely helpless or believe others control them. Even though most are aware they do little to get out of their

perceived "hopeless, helpless and hapless" situations, they are content to play the victim role as it gives them masochistic mastery over their lives. This is their sense of control.

I have spoken with colleagues of mine who are medical doctors, psychologists, psychiatrists and nurses. Most have pointed out that those individuals who live with extreme passive behavioral styles are more likely to complain about being sick, tired, run down, possess nagging aches and pains, and suffer from depression. Passive individuals are most likely to be characterized as sponges and receptive canisters for other people's demands. They take in other people's garbage. It builds and builds until it overflows. These individuals feel like they are drowning in a toxic vat. These toxins poison them with thoughts of helplessness and depression. Some become so overwhelmed it incapacitates them.

Have you ever been around someone who projects a lot of negativity and despair? Do you enjoy listening to someone constantly complain about their circumstances? How does it make you feel? Well, if you possess compressive anger I am sure you feel like choking the hell out of them! Most people feel completely drained being around passive people. I refer to people such as these as "psychical vampires". They burden you and leave you feeling emotionally drained!

Most assertive people have a very low tolerance for passive people as they do aggressive people. You definitely get tired of carrying conversations, perhaps even relationships. Explosive types have next to zero tolerance for passives, as do passive-aggressive people.

Interestingly, aggressive behavioral types thrive on passive people. They complete each others' utter dysfunction!

When you look at relationships where domestic violence exists, you can usually find one of the partners being the aggressive type while the other one is the passive type. In fact, you might view the aggressive individual and passive individual as one in the same but on different ends of the continuum.

Aggressive ----- Passive
(abuser/enforcer) (victim/receiver)

Many passive individuals who are victims of abuse learned it from abusive and dysfunctional parents. They learned they needed to rely on others for nearly all facets of their lives. They were taught early on to become dependent on others. Hence, the term "co-dependency" arose from this type of dysfunctional relationship. I won't get into all the intricacies of how co-dependent relationships evolve, maintain and dissolve as you could read countless books and still get different opinions. There are good books on the subject. A couple of years ago I wrote a popular selling book *Why Women Want What They Can't Have* which explored the whole dynamics of relationships and abuse factors. I strongly recommend reading it if you have repeated failed relationships or are currently in a dysfunctional one. It will shed light on the "why's" and "what to do's".

Passive individuals definitely need to take assertiveness training workshops. The source of their problem is low self-esteem which leads to inferiority. When you build your self-esteem you become more self-sufficient and self-directed. This will definitely get you out of the doldrums of passivity and into the world of assertiveness if you practice it and stay with it.

Remember, this flowchart:

I Think It • I Feel It • I Act It • I Become I!

Translated in positive and accountable terms:

I Think Assertive Thoughts • Feel Assertive • Act Assertive

Passive individuals definitely need to take assertiveness training workshops. The source of their problem is low self-esteem which leads to inferiority. When you build your self-esteem you become more self-sufficient and self-directed. This will definitely get you out of the doldrums of passivity and into the world of assertiveness if you practice it and stay with it.

Remember, this flowchart:

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I Think Assertive Thoughts • Feel Assertive • Act Assertive
• I Become Assertive!

Hey, what do you have to lose?



17

HOW TO MANAGE YOUR ANGER

When angry count four; when very angry, swear.
Mark Twain

Manage Your Anger

Everyone gets angry at some point. Anger is not a bad emotion, but it's how you act and use it which makes it detrimental! With that said, most people do a pretty good job at managing their emotions. On the other hand, there are those who don't and require new strategies for keeping their anger in check.

The anger management strategies I am about to discuss are geared toward those with anger management problems. These techniques were not created for individuals living with people with anger management problems. I do believe you can use them with angry people and it could de-escalate their anger. Keep in mind, this book was written for people dealing with anger management issues of their own who want to change!

I have been working with clients for nearly fifteen years. I have made suggestions for dealing with anger management based on what I have read in books, learned from other therapists and most importantly, from my clients. My clients are the best source of feedback for what works versus what needs to be modified. The most rewarding experience I have working with clients who have anger management problems is when they stop coming for counseling

because their anger is in check. Whatever they did worked. They finally got it!

I often create anger management plans with clients offering them a variety of strategies. Most times, the client and myself decide what we think will work best for their personality and behavioral style.

Over the years, we have tried many methods for controlling and modifying detrimental anger. My clients use all of these approaches. I hope one or more work for you if you are having difficulty with managing your anger.

The Big Adios

I have been asked many times, is just walking away when you are angry a form of running away from your problems? My response is NO! Remember, you are the one with the anger management problem and depending on what kind of anger style you possess, you could do more harm than good if you choose to remain in your current situation.

The famous psychologist Dr. Albert Ellis wrote a book *How Stop Others From Pushing Your Buttons*. I think the book is exceptionally helpful and I used many of his principles when working with my own clients. Basically, it teaches you how to change your thinking patterns. If you are the explosive or aggressive type of individual who is put in situations where you don't have time to think things through immediately, sometimes "exit stage left" is going to be a better option for you. If your anger gets you into trouble with the law, your boss or with your family because you become violent, then this is perhaps your best option. It is better to have a job or family tomorrow and think things through rationally, than throw it all away in a New York minute!

An important point I want to make is you shouldn't use this strategy for all situations all the time. If you do, then I would contend you are a runner. This strategy is a bandage solution until you get anger management counseling and support. Eventually, you will have to get to the root of what is making you angry. You can't run from everyone. Remember, conflict is good. It brings to the forefront the

need for change. If you run whenever conflict or adversity stares you in the face, you will be the ultimate loser! You will miss out on opportunities for personal growth and positive change.

Running is the best option when you run the risk of becoming violent or hurting someone. The people you are running from will probably be those who see you angry most of the time or push your buttons. Should they ask you where you are going, the best advice is to say nothing or that you'll talk to them later when you are more calm. Let them know you are upset and then beat it! At this point if both of you haggle over who is going to get the last word in, then you will recreate the situation as it usually begins and ends, out of control!

Keep in mind, you are the one with the anger management problem. It is not your concern at that moment how the other person feels. It is important to recognize how you feel and get the hell out of there before ripping someone's head off!

Laminated Reminders

This strategy was suggested by a man who was charged with assaulting his girlfriend. My client has a very prominent position in society both with his career and the volunteer organizations he belongs too. One night he had too much to drink and proceeded to slap his girlfriend in public after he accused her of nagging him. He warned her to stop, but she wouldn't let up. He got the last word in with a slap and was charged with assault. He said this was the most embarrassing experience he had ever encountered as his name made page three of the local newspaper due to the incident. He was instructed by the judge to get anger management counseling and this is when he came to see me. We discussed what happened and how he was feeling after the incident. Fortunately for him, his girlfriend had forgiven him. All of the organizations he is involved with were also forgiving. He wanted to know what intervention he could put in place so an incident like this wouldn't happen again. After a couple of sessions, I learned from him that after he has a couple of drinks he becomes aggressive. I also learned that his greatest motivator is his fear of losing everything he had worked

for. Up until that point he was driven by greed. He was greatly humbled by what happened. This incident was good in a way because it knocked him off his pedestal of greed. I think his fear of losing everything was a great new motivator. It encouraged him to change and shift away from greed as his primary motivator. It helped him realize that gain was a more acceptable motivating factor.

Together, we came up with the following game plan. First, he would have no more than one drink occasionally when out in public or with his girlfriend. I suggested he avoid drinking all together. His drinking was a by-product of his needing to unwind from his professional life. We discussed the "greed factors" he possessed and he agreed if he took his foot off the proverbial accelerator for success and put things on cruise control, then he wouldn't have to drink to take the edge off. He agreed to this and this helped a lot. In subsequent sessions we also discussed the reasons for his intense desire for success and learned he had self-esteem issues causing him to feel inferior. Months later when these revelations were unraveled and accepted, greed became non-existent.

In the initial duration, he needed something which would serve as a daily reminder for what had happened. He acknowledged the write-up in the local newspaper regarding his assault charge was very embarrassing. Just the sight of it made him sick. It literally made him want to vomit. Why not try the same principle they do with alcoholics using aversion therapy? Some alcoholics will use Antabuse, a drug which makes them violently ill whenever they drink. Well, I thought we would try "news clipping aversion therapy"!

I had him make several scaled down versions of the article and had him laminate them like credit cards. He was to carry one in his wallet, glove box of his car, brief case, etc. He was to always have one on hand. Also, if he went to the bar, he would take it out and place it next to his wallet as a reminder. This approach worked! It produced the results he wanted. He mentioned there were two near occasions for aggression and the card saved his bacon and got him out of the situation before it festered. Six years later, he is doing great and has learned to manage his anger!

I realize everyone doesn't have a police report or newspaper clipping advertising their anger management issues. That is good thing! I do encourage individuals to try laminated reminder cards! For those clients who want to try this approach, I have them write down what they are afraid of on paper (in regards to their anger), something which makes them feel good (a loved one/child), or something spiritually motivating and have it laminated. For this to work, it has to be something which touches your heart and mind. It has to motivate you. It will stimulate your thinking process to the present moment. If it does, then it is a sure bet it will counteract your aggressive thought process. Give it a try, what do you have to lose? Don't be tomorrow's local news story!

Perspective Taking

In this approach, I teach clients what it feels like to be in another person's shoes. This approach is very much like assertiveness training. In assertiveness training, one of the key elements is reflective listening. I teach students who want to be counselors the skills for reflective listening. Most reflective listening training and skills come from the wonderful work of Carl Rogers and his Client-centered Therapy approach. I strongly recommend reading some of his books to master these skills.

Reflective listening skills are at the heart of perspective taking and can often de-escalate conflict and confrontations before they get out of hand. The two major ingredients for reflective listening are:

- 1) Listening with intention/active listening
- 2) Paraphrasing

Listening with intention requires listeners to become active participants in the conversation, not only in speaking but also in listening. When most people communicate, they think of what they are going to say or how they will answer while the other person is talking. Rather than fully devoting their undivided attention to the speaker, they are contemplating possible responses.

Listening with intention involves just what it implies. You listen to both the denotation and connotation of the speech. Denotation is

the superficial surface level dialogue others offer us when they speak. Denotation is the simple spoken word. The gist of what is said. Connotation on the other hand is the emotional, subjective meaning underlying the words. Connotation provides the ingredients which gives words true meaning. Always remember, words don't mean, people do!

To listen with intention means listening for the true meaning within spoken words. Rather than analyzing the words themselves, active listening requires the listener to seek out the true intention for what was said. When you focus on the intention of words spoken, your mind no longer has time to dwell on confrontational and aggressive responses. If you are a hot-head always waiting for the chance to respond to further fuel the argument, this approach might save headache and regret.

Sometimes people say things they don't mean or say things in the heat of the moment without thinking first. Their subjectivity overrides their objectivity. Many prolonged arguments and fall-outs are the result of misspoken or unintended words. If you are the type of individual who possesses conflictual anger, then situations such as these are prime catalysts for your ire! Remember, you are the one with the anger management problem and it is not the other person's fault for getting you all bent out of shape and "making" you become aggressive. You are in control of your mind and body. How you decide to respond is up to you. Remember, no one can make you angry! That decision is totally up to you. My guess is, if you have a personality which thrives on conflict and manipulation, then you are probably chomping at the bit to fire counter-attacks during arguments. In fact, you are most likely an individual who likes to strike below the belt or launch stored up grievances at the other person. Listening with intention helps to deviate from your conflictual, aggressive thought process. When you are too busy listening with intention, you are distracting yourself from your own irrational thought process, you're need to argue.

What would you think if I said, "it's raining cats and dogs"? If you listen without intention, then you are just listening to the spoken words. You probably say to yourself, "so what, big frigging

deal!" On the other hand, when you listen with intention to, "it's raining cats and dogs", you might see I have offered you something a little more profound than just the basic spoken words. I might have actually uttered this statement because I care about you, it's cold and rainy, and I don't want you to catch a cold. Argumentative people usually pay attention to the superficial part of this statement and get ready to say something sarcastic in return. "What do you think, I am an idiot and blind that I can't see that it is raining?" You may even take the implication the other person is insulting you and asserting you are incapable of taking care of yourself. On the other hand, the subjective meaning implies the other person really cares about you and your well-being. Funny, sometimes we disagree over something we are in total agreement over due to the interpretation and intention of the remarks people make.

Paraphrasing is the process of seeking clarification or reaffirming what the other person has said. Paraphrasing is putting into your own words what the other person has said to you. It clarifies to you and the speaker the true intention and meaning for what has been said. This alone can prevent misunderstandings and ugly arguments. Clarification is important as it guards against the word ASSUME. I am sure you know what assume stands for:

ASS / U / ME

You don't want to make an ass of yourself or the other person! Reaffirming allows the listener to stick too or alter their point of reference. If you agree with what the speaker has said, then you can attest to what they are saying. On the other hand, should you disagree, then you can protest what is being said. Either way it lets the speaker know you are listening to them instead of firing off responses created before hand.

If you go back to my original example, "it's raining "cats and dogs", paraphrasing would clarify and reaffirm the spoken meaning and the intention of this statement. For example:

Original Statement: It's raining cats and dogs.

Paraphrase: It sounds to me like it's really raining hard.

Clarification: If I hear you correctly, you are concerned for my well being and you don't want me to get wet. The individual you are having this discussion with can now respond back to you in either agreement or disagreement.

The major goal of perspective taking is to keep the lines of communication open. If you possess aggression, practicing this approach shows others you are open-minded and willing to listen. If you were to continue to practice your rigid thinking process and be less responsive to listening to others, you will soon get the label "stubborn" or "hardhead". People will not want to talk to you because they know all you want to do is argue. They will perceive you as not wanting to listen to them because what they have to say is less important. I cannot reiterate this point enough! Perspective taking gets you out of your combative attitude as it obstructs your argumentativeness and encourages listening. If you want to see the quality of your relationships and social interactions improve, I strongly recommend using this approach!

Own Your Feelings!

Whenever I work with clients one on one, or in anger management groups, one of the first points I present to them is that no one person can make you angry unless you allow yourself to become angry. Not surprisingly, clients strongly object to my "ridiculous" statement. I usually smile at them and ask them if they think I could make them do something against their will. I've even gone so far as to ask, "Could I be your God or better yet, some perverse puppeteer who can make you do whatever I want, even making you angry?" Of course they think about it for a moment. Before they are ready to offer me an answer, I badger them with another quick question, "Do you think your wife, husband, boss, or whomever makes you mad is God over your life?" They usually offer me a very definitive "No"! I then have them stop in their tracks and ask them to rethink what they were just trying to convince me of. Here is the line of reasoning I provide them with:

"Okay, it is your spouse, or boss who makes you angry, right? Well, if they can make you angry, then I am sure they are responsible

for all of your other emotions as well, joy, sadness, fear, etc. Right? Just think about what you are telling me! Furthermore, think about what you are trying to convince yourself of. You are leading yourself to believe others are responsible for what you are feeling or not feeling. You are basically an empty emotional mind waiting to be fed and filled by others. Also, once filled, you become a puppet. They can then make you dance around however way they choose. You are pretty much like a monkey dancing around to the sounds of the organ the puppeteer is grinding. Poor you! Sounds like you can't make any emotional decisions for yourself. Someone literally has their hand stuck in your backside and you are their dummy sitting on their knee! They truly are God to you. How does that make you feel?"

At this point, there is usually a prolonged moment of silence as my clients ponder what I have just said. The silence is usually broken by a nervous laugh, snorting, head-shaking or knee slapping. The response I hear next is one I'd swear was memorized by each client, "Wow, I never thought of it that way!" Once more, there is usually a prolonged silence as my clients ponder this new revelation. Almost like clockwork the next comment or question they make is always the same, "It's only my wife who gets under my skin." "It's only my husband who annoys the hell out of me!" "My kids are on my last nerve." "I hate my boss and my place of work!"

If you go back to the beginning of this book, I asked you to make a list of the people, situations or things which you get most angry at. I am sure the same person or situation heads your list in frequency. It's not like they were purposely put on this planet to annoy you even though you might want to believe that! Rather, you have created an "anger script" in your mind toward this person whereby you make them the villain or source of your angst. You give them power they don't possess. Even if they did have some power over you, it is how you choose to respond which determines their degree of mastery over you. I want you to remember the following:

- 1) You own your feelings and only you can feel your emotions.
- 2) No one can control you unless you let them.

- 3) Even when you let someone control you, you are still in total control as you choose how you will allow them to manipulate you.
- 4) Accusing others for making you mad or creating other emotions in you allows you to try to escape responsibility for what you are thinking and feeling.
- 5) No one including yourself can make you feel angry unless you first think something to stimulate your emotions.
- 6) Only you can decide on whether to get angry or not, just as you can decide to get sexually aroused or not. Contrary to popular opinion, what gets aroused below the waist can only get excited once the brain perceives excitement and arousal! The same holds true for anger.
- 7) The mind can only devote its full attention to one thing at a time! If someone around you is trying to engage you in a conflict and you are too busy fantasizing about some tropical oasis, the likelihood of you getting upset isn't very high!
- 8) Those you get angry with the most are usually people close to you who you have an emotional vested interest in.
- 9) Perhaps the reason you are really getting mad is you wish to be the puppeteer (controlling) and others are not co-operating with you!
- 10) Why should everything always have to go your way or be the way you like it? Perhaps you are a perfectionist putting too much pressure on yourself and others!

In perspective taking I discussed active listening while engaging others in conversation. Guess what? When you own your feelings, you actively listen to your thought process! What are you telling yourself to make yourself angry? There must be something. Others can't annoy you unless you perceive them as an annoyance and you make yourself upset at the thought of them. Perhaps you have a stereotypical mental script for each person you deal with in your daily life. Situations always turn out the same because your thoughts, actions and behaviors are scripted based on previous

encounters. Moreover, if you are using repetitious scripts with the same individuals, they are probably doing the same with you as they have told themselves, "Here we go again!" We are very much like Pavlov's dogs. Over a period of time we respond the same way to the same individuals because we perceive them as remaining in a flux state (stimulus) and we respond the same way without applying any active thought process (response).

When you and your spouse argue or fight all the time I'll bet it looks like the same movie playing itself over and over again. Do you see the same cast of characters? Do you also see the same scene or plot? At the rate you're disputes are going, they're probably close to catching up to the cheesy slasher movie sequels! If one or both of you start wearing goalie masks, then I would definitely start to worry!

I want you to go back to the example of the organ grinder and the monkey. I want you to picture it in your mind. Who actually controls who? Does the monkey dance because the organ grinder plays the music? Are people amused by the monkey jumping around? Or does the monkey dance to make the organ grinder play more music in order to make him look silly and ridiculous in his costume? Who looks more silly? In constant domestic disputes, there is always an organ grinder and a monkey. Which one are you?

If you choose to own your emotions, no one can control you. In fact, you start to gain better control over your own thought process. You no longer become a circus side show, rather a very polished performer! The choice to think, feel, act and become is always yours.

Stay in the Present

Most people get a great sense of comfort from reliving emotions and experiences from the past. Interestingly, the emotions and experiences are not always pleasant ones! Some people prefer to hold onto negative experiences because it gives them a sense of perceived power or comfort. As discussed earlier, this is at the root of petrified anger!

Why do so many people choose to live in the past? The answer is quite simple. They derive a sense of comfort from the past because it is non-threatening. They already know what has happened. The future has yet to come so we have no control over the future. The same can be said about the past. We have no control over the past because it has already happened. We cannot go back and change it!

The only time frame we possess total control over is the present. What I find most interesting when I work with clients is they resist feeling and existing in the present the most! The reason why is they have to invest thought and emotion into the present and for some, this is quite threatening! Furthermore, to work in the present means to change existing negative thought patterns. This takes a lot of work and some people are not willing to invest the time, energy or emotions. They hold onto what they know even though it is detrimental and negative, rather than risk gaining something more positive. Generally speaking, when it comes to self-analysis and change, most people are lazy!

If you are an individual possessing an anger management problem which is habitual and petrified, you need to get out of the past! If time traveling machines in movies really existed, then life truly would be so much easier. You could go back and change things. Unfortunately, these movies are fantastical. Your anger management problem is real and requires change!

In essence, you have to create your own mental time traveling machine which will keep your emotions in the present state. This is paramount when you are involved with people you perceive as having wronged you in the past. I am sure you are able to transport yourself back in time in a blink of an eye to the unfortunate situation you were a part of involving the other person. This gets the juices flowing, the pulse racing and the angry thoughts recurring all over again. You need to stop this if you are ever going to move on!

There are several questions I ask clients to think about when discussing their anger:

- 1) How is getting angry today undoing what happened in the past?
- 2) How is getting angry now making you feel good in the present?
- 3) Can you actually go back and change what happened?
- 4) Do you think those who did wrong to you still dwell on what happened and get as upset as you?
- 5) Do you believe you are in control of yourself right here, right now in the present?
- 6) If you answered yes to the last question, what do you want to feel right now? What would make you feel great?
- 7) If vengeance or ill harm is wished upon the person from the past, then you are not living in the present! How can you get into a positive, present feeling state now? What is a positive, happy thought for you now?
- 8) What goals would you like to set for yourself which will make you a "present" thinker?

I like to spend at least one session going through this process to allow clients to recognize a few things:

- 1) You can only control the present.
- 2) Only you control your thoughts, feelings and actions.
- 3) The past will always remain unchanged.
- 4) Your present will soon become the past and wouldn't you rather build on healthier pasts?
- 5) Anything you choose to be or do is up to you.

This exercise teaches clients autonomy, empowerment and hope. They are taught to teach themselves daily, hourly, or moment to moment reminders to live in the present. Once you do this enough times, living in the present becomes second nature. In fact, you become so into living in the present it distracts your thought processes from drifting back into the past. You can't think of past wrongs done to you when you are thinking about feeling good right now!

Parroting

Parroting is a bizarre yet interesting approach which works well for individuals with compressive anger who are screamers. Interestingly, I learned this approach by watching children get their way with parents. It is a tenacious, "wear them out" approach which usually does get results!

When you were a child did you ever drive your parents insane during long car rides asking repeatedly, "Are we there yet?" Do you remember how crazy this use to make your parents? They were willing to do just about anything to shut you up! Being a nag actually does have it's virtues on occasion.

What is important to remember is you possess the anger management problem and you will try using this approach to prevent yourself from blowing up and screaming at those who push your buttons. Furthermore, if you're nagging bothers them, then it becomes their issue to contend with. I am only suggesting what might work at de-escalating your compressive anger. Rather than you exploding, you will get to be the nag and drive someone else nuts for a change!

Parroting works just as it suggests. You repeat the same thing over and over again until you get what you want. You are not hurting, harming or threatening anyone. In fact, you are basically asserting your intention on the other person and leaving it up to them to respond.

This approach works remarkably well if you are a parent having difficulty getting your kids to listen to you. I have taught this approach to several clients. They have used it with their children tweaking it here and there. In the end, it usually produces favorable results. Kids start doing what they are asked to do so their parents will stop nagging them.

A great success story for this technique involved a gentleman I had as a client a few years ago. He was married to a woman who had a teenage son from a previous marriage. The son did not like him and often would start arguments between he and his mother. My client had an anger management problem which was deeply embedded in

compressive anger. He claimed he could go from zero to sixty in under a second. He would erupt on his stepson whenever he didn't do what he was told. He would leave the fourteen year old chores to complete while he was at work. The teenager would never do what he was told due to laziness and defiance. This would set my client off when he came home from work. Things would escalate into a war between he and his wife. One night he actually grabbed the teen and shook him around. His wife threatened to leave him if an event like this ever happened again. My client came to me looking for ways to control his anger when his stepson defied him.

I explained the parroting method to him and he thought I was nuts! I asked him what did he have to lose except his marriage? He agreed to try it. He was instructed to remain calm next time a chore was not completed. He was to approach the son and sit next to him and politely point out what he didn't do. If he still didn't complete the chore, he was to follow him around all day and night, nicely bringing it to his attention. He used little post-it reminders all over the house. My client found humor in this and actually thought it would be fun to try. He viewed it as a perverse form of psychological punishment toward the teen. He loved it! He tried it and guess what? It worked!

He reported his wife was not too impressed with the approach but if it prevented him from losing it, then she would co-operate since it was her ultimatum that he receive anger management. He decided to modify it and took it one step further. He actually called the son's school to speak with the principle. The principle called the boy to the office and gave him his stepfather's message, "The lawn needs to be cut!" He was so embarrassed by the message and the worry of him doing it again that the first thing he did when he went home was cut the lawn. My client couldn't get him to complete this chore for more than three weeks and just like that, the lawn was cut weekly without further grief. I should also add, my client's wife is now using this same approach with my client. What goes around indeed comes around!

Cathartic Sublimation

Catharsis means to release or relieve stress. Sublimation means to direct your aggression onto socially acceptable activities. Sublimation comes from Psychoanalysis. It is a defense mechanism used to direct unacceptable sexual feelings or aggression onto something society views as acceptable. For example, instead of punching your spouse or kicking the cat, you go and strike a punching bag. Cathartic sublimation is great for those possessing lots of stress and frustration who need a safe target to direct it at. This approach is highly recommended to all even if you do not have anger management problems. It is a great method for stress reduction.

Most people are weighed down by the burdens of everyday living. They are highly stressed and seek some kind of escape. I recommend this technique if you have lots of stress in your life, or if you are just seeking some sort of escape. Here is a list of some of the activities my clients swear by:

- working out/exercise
- walking/hiking
- meditating
- martial arts
- comedy (television/movies)
- swimming
- gardening
- listening to music
- shopping
- weekend getaways/vacations
- long drives
- reading
- painting
- playing with pets
- praying
- napping

Since everyone is different, it is best to select a cathartic activity you find most relaxing and non-taxing. Just taking a 15 to 20 minute walk each day will do wonders for calming your mind and body. Also, if you are cooped up in doors all the time, I highly recommend getting outside and enjoying fresh air and nature. The key aspect of this exercise is to remove yourself as far away as possible from the rigors of everyday living. You might call this a brief vacation from reality. Give it a try, it may work wonders for you!

Deflecting

Deflecting is one of the more interesting techniques developed for people with severe anger problems. It also works very well for those who have a hard time taking criticism. Don't get me wrong, criticism is a good thing. When given constructively and taken constructively, you can really work on improving yourself. Unfortunately, when criticism is tossed out during arguments, it is rarely given constructively or taken constructively!

Deflecting is a technique which is not for the squeamish! It requires the individual with the anger management problem to remain cool, calm and composed for it to work. You are probably saying to yourself that if you possessed these attributes in the first place, you wouldn't need this technique or this book! Yes, you're right, but this technique is great for recreating the dynamics in relationships with those you have detrimental conflict and anger issues with. It really does work if you will exercise patience and practice!

Earlier I discussed how many relationships possessing conflict and dysfunction operate like a movie replaying itself repetitiously. Those involved along with yourself are like actors playing the same roles over and over again. You have created solidified cognitive scripts which you play out to the tee. The argument begins the same way, plays out the same way and ends the same way, or sometimes harsher. This is not good! You have become sensitized to the script and have become a lazy thinker. You have chosen to remain the same in your perceptions and responses to the other person. This buttresses the person's perception of you, who you are in conflict with. This enables their own "lazy" script to be acted out yet again! What you

have developed is a Pavlovian stimulus-response situation. I am sure it is difficult to determine who is figuratively ringing whose bell in your situation because it has grown so old!

Perhaps the greatest instigator of personal insult is name calling. No one likes to be called names. If someone makes fun of your appearance, weight, flaws, defects, you take it to heart. It hurts like hell! Your response is typical, you come out swinging! The worst is when someone hits you below the belt with their comments which rip through your weak spots whatever they may be. Ever notice as an argument becomes more personal with someone close to you, you start to throw everything you can muster at that person? You literally chuck everything at them except the kitchen sink. Thank God that's bolted down or that too would probably be flying!

When you get into heated discussions with people you are closest with, family and friends, it seems they have a way of yanking onto your greatest heart strings. I am sure most don't try to intentionally hurt you, but their emotions get the better of them during heated arguments. All rationale and objectivity is thrown out the window when the gloves come off. Since they are so close to you, they know how to hit you below the belt using past transgressions. Even though some people claim to have forgiven you for what you did in the past, it appears they haven't truly forgotten during arguments. They nail you with what bothers you the most. It's as if they have stored up grievances to be used against you during arguments. They know your vulnerabilities!

If you are the individual who erupts when someone starts attacking you, then deflecting may be your best line of defense. In fact, it may be the best and only anger management technique you may ever need to use. Remember, this approach is used by individuals with anger management problems when dealing with others who definitely know how to provoke them. It is a great approach for modifying "lazy" argumentative scripts for both of you. If you change your script, then the other person will have to change their own because it no longer produces the same results or ignites the same response. Fasten your seatbelts and learn how it works!

Firstly, you will need to re-train your own thinking process. Tell yourself that individuals who verbally attack you are insecure and desperate. This is the honest truth. If someone has to try and put you down to make themselves feel more superior, it is because they have low self-esteem, plain and simple! Once you give in to put downs, you help increase their perceived superiority over you. Don't fall into this trap! Try to view the individual attacking you as emotionally delayed in their social skills. Perceive them as a little child requiring attention. Face it, if a child calls you names you are less likely to take it to heart because you make note of where it is coming from. Do the same with adults who try to put you down. Once you perceive them as a child in an adult's body, thank them for whatever they are telling you, or pleasantly agree with them.

I am sure you are probably thinking I am nuts for suggesting this. Trust me, it really does work! The following is a great instance from a client I worked with whose wife was emotionally and mentally abusive toward him. After being goaded into arguments, he could not handle the mental abuse and would literally/figuratively come out swinging. He was growing more physically abusive each time. The couple really did love each other, neither of them wanting a divorce. It really was a case of "can't live with them, can't live without them!" Since he came to me for anger management, I offered this technique to him. He commented I was crazy for even suggesting this approach. He refused to try it. I suggested he get a good lawyer since the next physical attack on his wife may get him arrested, or even kill her! Even though he kept claiming it was all his wife's fault for calling him names, I informed him he had the ultimate control over his emotions and actions. By controlling himself and choosing to change his responses, he would inadvertently motivate her to change. In fact, both would realize she could no longer "control" the situation as he put it. He agreed to try it. The key attributes required when using this approach are perseverance and persistence. There is no going back once you start it or else it reaffirms the other person's belief that they can provoke you at will!

Here was what this client claimed his wife was doing which would send him over the edge:

"My wife calls me names all the time. She is a fitness fanatic, and I am not. As you can see I am very much overweight. She calls me a fat pig! She calls me various dinosaur-related names. She tells me I'm disgusting. She says I am a terrible lover. She makes fun of my manhood! She makes negative comments about my family. I recently got laid off and she says I am totally useless. I am trying to find new work or upgrade my schooling. She accuses me of being a loser. Funny part is she says she hates me when we fight, but after she will apologize and still say it's my fault. I really do love her and she says she loves me! I really do feel bad whenever I shove her or hit her."

How would deflecting work in this situation? How could it help change this detrimental and abusive condition?

Deflecting taught my client the following:

- 1) Perceive your wife as a big kid who feels insecure at times, especially when she makes derogatory comments to you.
- 2) You are to take each insult and turn them around into perceived constructive criticisms. You will thank her for pointing out your shortcomings.

For example: "You are a fat pig!"

Your response: "Thank you honey for pointing out I have a weight problem. I am glad you are concerned for my well-being."

- 3) You are to act and appear sincere when responding to insults. Avoid showing displeasure or anger. When someone senses this, they smell blood in the water!
- 4) When the next round of attacks happen as I am sure they will, offer a short smile with a kind, agreeable statement.

For example: "Gee honey, you've really pointed out some things I need to work on. I love you for that."

- 5) If and when you feel your blood and ire boiling, remain calm and walk away offering a gratuitous statement.

For example: “Sweetheart, you’ve given me lots to think about and I will go and do some thinking right now. Thank you.”

- 6) Get out of there! I am sure parting shots will be fired your way. Whenever this happens, say nothing or tell the person you care.

For example: “I love you too.”

- 7) Always remember, you are the one with the aggression or compressive anger problem. You can’t afford to lose it and hit the other person!

- 8) As you use this technique more and become more comfortable with it, use mild humor and smile whenever someone rips into you. It shows the other person, at least outwardly you are not bothered by put downs.

Remember way back when in elementary school how teachers used to tell students to ignore the class clown? By ignoring the class clown, they would realize no one was stimulated by their antics and they would be forced to move onto something more stimulating, hopefully schoolwork! The same is true in relationship disputes. The other person will realize your triggers can no longer be manipulated and they will have to find more mature means for capturing and holding your attention!

The client who I used as an example used this technique to perfection and it really did change the dynamics of his marriage and saved it! His wife was forced to modify her own behaviors. They now have two children and everything is much better. This is not to say they don’t argue anymore. It is how they argue which is now making the difference!

If all else fails, then I would suggest trying this approach. It does take practice and patience on your part. You have to work it through and over time I believe you will get the positive results my clients have gotten. Happy deflecting!



18

CHILDREN AND ANGER

Anybody can become angry—that is easy; but to be angry with the right person, and to the right degree, and at the right time, and for the right purpose, and in the right way—that is not within everybody’s power and is not easy.

Aristotle

One of the growing complaints I keep hearing from parents and teachers today is how angry children are becoming! As a professor, I am constantly informed of the plethora of workshops and organizations focusing on childhood bullying. Why is there so much aggression and bullying going on in children and teens? Colleagues of mine and parents I have spoken with have a number of their own hypotheses.

Some believe it is due to the high incidence of attention deficit and hyperactivity disorders, along with other mental health disorders children possess. Others assert it is due to the media. Kids are watching more television shows and movies which promote sex and aggression. The most popular types of video and Internet games kids are playing are usually laden with violence. Furthermore, I have heard parents argue it is because of incompetent teachers and poor educational systems. On the other hand, I have heard several teachers assert it is due to insufficient parenting skills and discipline. Take your pick!

What do I think is the cause of higher incidences of anger in children? For starters, I believe there is a combination of factors. I

would cite some of the reasons just mentioned. Having worked with families, couples and children in therapy, I do believe the ultimate cause of angry children is rooted in dysfunctional families. From what I have experienced, three distinct precipitating factors stand out:

- 1) Communication within the family circle is non-existent or minimal at best.
- 2) One or both parents, as well as older siblings and extended family members use aggression regularly in their daily lives and this is witnessed by younger children.
- 3) Children are being verbally, emotionally, physically or sexually abused.

Anger very much follows a simple physics principle for matter: You can't get something from nothing! Anger in children had to be born from something. Kids either had to experience it first hand (victim) or witness it. Family dynamics precipitate emotions and perhaps external stimuli such as media or peers serve as catalysts.

Let's examine each of the three factors I suggested.

Lack of Communication

In other books and articles I have written, I often use statistics I have heard or learned from professionals and experts specializing in communication. One statistic I heard is very much worth noting in this chapter. According to some experts, did you know the average amount of time parents engage in effective and productive communication with their children is under 10 minutes per day? Every time I hear statistics like this I am floored! Is it any wonder children lack self-discipline skills? Furthermore, do you think some children feel neglected enough to use anger as a means for getting attention?

For parents who believe I am way off base, then I would welcome feedback from you telling me what you think the reason is. If your kids are messed up because of society and media, then why haven't you intervened? If it's due to bad teachers and school systems, then why not put your kids in private schools or boot camps? I

have found the best parents are those who recognize they are both part of the problem and part of the solution when they have kids with anger management problems. Furthermore, those who keep passing the buck and believing it's everyone else's fault are living in a fantasy world. Interestingly, to admit your child has an anger problem might lead you to admit you have one yourself! If you choose to just keep sweeping the dirt under the rug, there won't be a shovel big enough to scoop up the crap that will eventually grow to knee deep!

If you engage your children in active communication on a daily basis, you will know what your kids are thinking and feeling. Help to shape their lives instead of shipping them out to someone else to do what you should be doing. Love your children instead of neglecting their emotional needs. Neglect fuels anger because children get tired of feeling abandoned and unwanted.

Witnessing Aggression in the Home

How can anyone witnessing aggression and dysfunction on a regular basis not be affected by it? Children who grow up in homes where anger is a staple emotion expect it. They start to view it as the norm for thinking, feeling, behaving and acting. Albert Bandura's Social Learning Theory is very accurate in aggressive, dysfunctional homes. Children observe aggressive behavior from those they model or adore, their parents. Over a period of time they learn aggression works for getting what you want. Monkey see, monkey do! If you act like a barbaric ape, your child is most likely to become like you. Remember, you taught them to swing from the tree! For as long as I have been a therapist, I have never counseled a client who came from an extreme dysfunctional family who didn't possess some kind of depression, anxiety or personality disorder. Frankly, personality disorders are not good!

Parents can help facilitate positive personality growth in their children if they recognize their own dysfunction. In working through your own anger and aggression problems you are applying preventative medicine for your own children in becoming the next generation of aggressors. If and when you are told by others to

get family counseling, anger management or some kind of social support to remedy family dynamics, I strongly advise you take this input as constructive, helpful criticism. Moreover, when you see your child acting out and getting into trouble, this is a sign that an intervention is needed. Things need to change before they worsen and rankle out of control. Preventative medicine is the best approach!

Being a Victim

I mentioned I never worked with a client who witnessed dysfunction on a regular basis and developed a healthy psyche. Most people who are victims of abuse grow tired of it and will eventually come out swinging. I have heard from experts asserting that children who are abused at home usually take it out on other children or teachers at school. Conversely, children who are bullied at school are more likely to abuse younger, smaller siblings, even their parents. Being abused and constantly witnessing violence creates cold, hostile aggressive feelings. At some point, people reach their maximum boiling point and snap! Has your child received too much abuse that they have reached their boiling point? Who will they take their aggression out on? Perhaps it might be you!

When you are fed something long enough, you eventually become it. Remember the old expression, you are what you eat! You get fed enough vile and violence and you will definitely become it since you know it best! Parents perpetuate violence in their own children by constantly abusing them. Abuse is wrong! If you are abusing your children, stop! You are creating the next chip off the old block, perhaps worse! Teach your children abuse and violence is not the answer. You can undo what has been done if you recognize it sooner instead of later. Remember, your kids look up to you. You are their primary role model. You need to set the example for them to live by.

I chatted with Dr. Bernie Seigel, the famous medical doctor best known for his work with children and patients suffering from terminal illness. Bernie as he is known by his beloved readers and fans truly believes in the healing of the soul and the promotion of love. He especially promotes this concept in parent-child relationships.

He believes parents should always persist in loving their children which teaches them loving behavior. If you are loving your kids, you are not teaching them anger and hatred!

There are many great books focusing on children and behavioral/anger management problems. My expertise is adults. I have included a suggested reading list of some good books which I highly recommend.



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TIRED OF FIGHTING?

*The world needs anger. The world often continues to allow evil
because it isn't angry enough.*
Bede Jarrett

Anger is a normal healthy emotion. Always remember, it is how you use it which makes it productive and helpful, or destructive and detrimental. To be angry is to celebrate your humanity. You have the right to think, feel and act. No one should ever tell you not to get angry. That is your right. In fact, more people should get angry. Perhaps this will initiate the changes which are needed in today's society!

Anger is a sign that something is discomforting and change is needed. Most people are afraid of change and avoid it like the plague. Interestingly, most would rather get angry and bitch about the way things are, rather than get angry and try to make a difference. Anger signifies dissatisfaction and a call for action. Use your anger assertively, productively and with good intention. When you use your anger with positive intention, you will strive toward win-win situations!

The purpose of this book was to help readers with anger management problems realize they can control their anger and that it need not control them. The key points I want readers to take with them can be summarized in 10 short thoughts:

- 1) You always own your emotions.
- 2) No one can make you mad.
- 3) Anger like any emotion will not last forever.
- 4) You need to identify triggers for your anger.
- 5) Life is too short to stay mad at someone.
- 6) Just as there are differences in people, there are differences in types of anger.
- 7) Find the anger management technique which works best for you.
- 8) Seeking arguments will most likely always initiate anger.
- 9) Never go to bed angry.
- 10) You can feel whatever you choose to feel.

ANGER INVENTORY

Now that you've finished reading this book, you can apply the principles and strategies to your own life. I suggest reading this book through again, especially the chapters which pertain to you. Over the next 30 days, keep a log of events, situations or instances when you feel angry. Fill out the following form. I recommend duplicating this form so you have several copies for each day in which you do these exercises.

1) What types of anger do I possess?

2) In which situations/people I am with, in or around did my anger get precipitated?

3) On a scale of 1-10, how did I handle my anger today?

4) Very important! What was I telling myself or thinking about at the time I got angry? What was my self-talk which made me mad? Take 5-10 minutes to relive this situation and meditate on it.

5) What could I have done differently instead of getting angry? What can I do next time a similar situation arises? What thoughts do I need to retrain?

6) What anger management strategies will work best for me? Which one should I learn/practice?

7) Is there an anger management support group within my community I can join should my anger problems get worse? It is always good to have a safety valve!

8) Is there an “anger management buddy” I can find to vent with whenever extreme situations arise? Perhaps a therapist?

9) Parting thoughts... You choose to be angry or you can choose not to be angry!



REFERENCE SOURCES

Movies:

Raging Bull

1980 Directed by Martin Scorsese

Single White Female

1992 Directed by Barbet Schroeder

The Talented Mr. Ripley

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Recommended Readings:

The Success Principles

Jack Canfield, and Janet Switzer

Defining Mental Health As A Public Health Problem

William Glasser M.D.

Cracking The Millionaire Code

Mark Victor Hansen and Robert G. Allen

Don't Throw Away Tomorrow

Robert H. Schuller.

Meditations For Overcoming Life's Stresses And Strains

Bernie Siegel M.D.

Not to People Like Us: The Hidden Abuse in Upscale Marriages

Dr. Susan Weitzman

Children and Anger:

Defying the Defiance

Tip Frank, Mike Paget & Jerry Wilde

Adult Children: The Secrets of Dysfunctional Families

John Friel

Healthy Anger: How to Help Children and Teens Manage Their Anger

Bernard Golden

Parenting the Explosive Child: The Collaborative Problem Solving Approach

Ross Greene & Stuart Ablon,

The Explosive Child: a New Approach for Understanding and Parenting Easily Frustrated, Chronically Inflexible Children

Ross Greene

Seeing Red:

An Anger Management and Peacemaking Curriculum for Kid

Jennifer Simmonds

*The Parent's Book About Bullying:
Changing the Course of Your Child's Life*
William Voors

Treating Troubled Children and Their Families
Ellen F. Wachtel

www.parentbooks.ca



ABOUT PETER ANDREW SACCO

Peter has been working with individuals in private practice and support groups for over a decade. Peter specializes in anger management classes, workshops/seminars, individual coaching and counseling. As a professor, he teaches at universities and colleges both in the United States and Canada. He teaches courses in addiction studies, police studies, criminal psychology and education. Peter continues to produce television shows and was the host of "Mental Health Matters".

Other books Peter has written include:
Why Women Want What They Can't Have
Fear Factors.

To learn more about Peter and his work or to book him for a speaking engagement, please visit his website:
www.petersacco.com