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Dimensions of Aggression (Dimension 5)

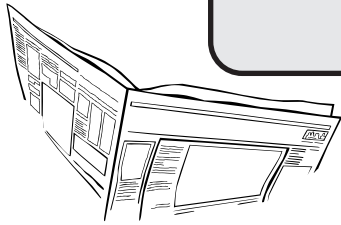
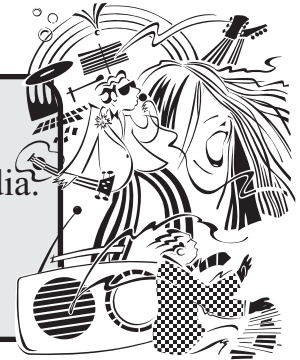
TYPE	BASELINE BEHAVIOR	PRECIPITANT	COGNITIVE FUNCTION	DESCRIPTION OF ACT	RESPONSE	INTERVENTION
<p>Instrumental Aggression “Intimidating Bully”</p>	<ul style="list-style-type: none"> • Uses aggression to get his/her way • Winning through intimidation • Extreme cases of sociopath • Energetic and ambitious but <u>not</u> hyperactive • May come from violent, antisocial environment 	<ul style="list-style-type: none"> • Possibly had a childhood of violence, deviance when antisocial behavior rewarded • Precipitant may be minimal insult, gesture defiance that precipitates a need to establish dominance 	<ul style="list-style-type: none"> • Cognitively intact • Aggression intentional, planned, strategic • May use intimidation and threats direct or indirect to gain and consolidate power 	<ul style="list-style-type: none"> • Duration depends on "political" posture from speed of a snake to slow wearing down of opposition • Act is controlled, not accidental • Object of aggression often a competitor or offender 	<ul style="list-style-type: none"> • Often displays pride in aggression • Rarely blames self rather congratulates self 	<ul style="list-style-type: none"> • Social skills training to increase conflict resolution abilities • Rewards for legitimate achievement • May increase or desire an incentive for pro-social behavior • Interpersonal intervention often

Adapted from Neurological Patterns of Aggression, Robert D. Hunt (1993). *Journal of Emotional & Behavioral Problems*, Vol. II, Issue I.

Violence & Aggression in the Media

Purpose

To increase awareness regarding violence in the media.
To utilize critical thinking skills when
viewing television.



Procedures

1. Hand out student activity sheet on “Violence & Aggression in the Media.”
2. Ask students to select and watch any program from the following categories: family show, soap opera, action/drama, cartoon, commercials or MTV and record the number of violent or aggressive behaviors that occurred during the viewing time.

Follow-Up

1. What conclusions can be drawn from this data?
2. What issues and concerns do you have regarding media violence and aggression?
3. What are the values of the message conveyed in the violent and aggressive acts you observed?
4. What if the message implied in the program you viewed occurred consistently in school? your neighborhood? our nation?
5. If these were the only programs that were viewed by foreigners, what conclusions could they draw about our society?

Violence & Aggression in the Media

Select and watch any program from the following categories: family show, soap opera, action/drama, movie, cartoon, commercial, news or MTV and record your results on this chart.

Program 1: _____
 (name of program, movie, song, commercial, etc.)

Day and Time Viewed: _____
 (day of week/hour a.m. or p.m.)

Types of Violent/Aggressive Acts or Behaviors

	Total Number		Total Number
Guns	_____	Knives	_____
Fists	_____	Hitting	_____
Kicking	_____	Slapping	_____
Biting	_____	Hair Pulling	_____
Burning	_____	Animals	_____
Verbal	_____	Sexual	_____
Racial	_____	Religious	_____
Gender	_____	Power Misuse	_____
Blackmail	_____	Mob/Gang	_____
War	_____	Other	_____