

Copycat Mass Killings: How Personality Might Moderate Identification with Antisocial

Characters

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Abstract

Research indicates that certain personality traits are prevalent within mass killers. Aggression, social rejection, narcissism, fame-seeking, low self-esteem, and depression are commonalities with mass killers, specifically mass shooters. Identification or idolizing antisocial fictional characters is also a common behavior within these types of offenders. These types of killers often draw inspiration for their own crimes from past criminals or from film and TV, thus committing what is known as a copycat crime. The purpose of the current study will be to examine the effects of social rejection and instigation on the likelihood of identifying with an antisocial character in young adults aged 18-25. I expect that participants in the social rejection with instigation group (Group 1) will identify with an antisocial character more than the other groups. This experiment is a 2-Factorial between-subjects design. The independent variables that will be manipulated are social rejection and instigation, and the dependent variable that will be measured is each participants' likelihood to identify with antisocial characters. The Identification with Fictional Characters Scale will be administered to measure the likelihood of identifying with antisocial characters.

Keywords: copycat crime, mass shootings, personality traits

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A young boy named Luke, who was 27-years-old, fantasized and identified with the Columbine killers his entire life. He was diagnosed with antisocial personality disorder, with narcissistic and schizoid traits, claimed to gain enjoyment from agonizing others, and he had very fragile self-esteem (Suit, 2017). He was issued a restraining order by a young girl after stalking her and threatening her and others with homicide. While already having a whole host of issues, he was also an avid gambler and felt socially isolated, and felt solace knowing the Columbine killers, Eric Harris and Dylan Klebold, felt the same as he did (Suit, 2017). What makes Luke different from many others is that instead of lashing out in violence against the world, he actually sought help. When he was first institutionalized for his destructive behaviors, he opened up about his fantasy about the Columbine killers, his reveling in their massacre, and his development of an online Eric Harris alter-ego (Suit, 2017). Not unlike Luke, many have sought inspiration from the Columbine killers, while others have sought inspiration from films and TV.

In contrast, a 14-year-old boy was inspired by the *Natural Born Killers* movie and decapitated a young girl because of it (Pennell, 1998). In this case, the boy did lash out in violence, but instead of a real-world criminal inspiration, he was inspired by fictional violence. According to Helfgott (2015), *Natural Born Killers* has more linked crimes than any other film, book, or TV show. The “average American child or teenager views 10,000 murders, rapes, and

aggravated assaults on television each year” (Huston et. al, 1992, p. 15). While this statistic is frightening in and of itself, violence in movies can be even worse and have worse implications, especially on a younger audience. For example, two 10-year-old boys murdered a man named James Bulger and claimed *Child’s Play 3* and *Juice* to be their fictional inspiration (Kettle & Phillips, 1993). Younger offenders are more vulnerable to crime influenced by film/TV/video game violence (Pennell, 1998). Interestingly, research reviewed by Helfgott (2008, p.47) has stated “media of pop-culture has played a part in the crimes of 25% of offenders.” These cases beg the question: how many crimes are influenced by either past crimes or by crimes from films and TV?

A crime that “must have been inspired by another previous publicized crime” either in the news or “fictionally/artistically represented” where the offender “incorporates aspects of the original crime” into their own is what is known as a copycat crime (Helfgott, 2008 p. 47). Surette (2012) stated that copycat crimes can be of any crime, ranging from homicide (most serious) to lesser offenses like civil disobedience or petty theft. There are three sources that can influence a copycat crime: media content, persons at risk, and immediate and wider cultural/social settings (Surette, 2012). In his other research, Surette identified seven mechanisms for identifying a crime as a copycat crime related to film and TV: “time order, time proximity, theme consistency, scene specificity, repetitive viewing, self-editing, offender statements, and second-party statements” (Surette, 2015). Surette (2015) primarily stated that the crime must occur after the viewing of the film, that there must be an effort by the offender to keep consistency with the film, that the film must be viewed repetitively, and that the offender statements and second-party statements must identify a film/fictional inspiration by name. Copycat crimes have garnered a lot of attention because of their possible connection to mass shootings.

The main theory associated with the concept of copycat crime is social learning theory, or that people learn from those around them. Imitation can occur from TV, film, or even if a person's actions are simply described out loud (Meindel & Ivy, 2017). While some copycat criminals do draw inspiration from fictional crimes of TV and movies, Luke and many others have drawn inspiration from real-life criminals. Many mass shooters specifically have named the Columbine killers as their inspiration to commit massacres of their own. People are more likely to imitate someone similar to themselves (Meindel & Ivy, 2017). Age, gender, social status, and competency level are all traits people imitate from others (Meindel & Ivy, 2017). The Columbine killer's actions were broadcasted on all platforms being called the deadliest mass shooting in the United States (at the time). Numerous mass shooters were inspired by this level of notoriety and wished the same for themselves. The Virginia Tech shooter named the Columbine killers as his inspiration for committing his own massacre, killing 32 people (Langman, 2018). Langman, in 2018, mentions countless fame-seeking shooters open up to fantasizing about past shooters, having dreams about them, and wanting to imitate their language, dress, and behaviors. The Columbine killers inspired multiple other killers who aimed to pay homage to them in their own attacks by honoring the date of the attack or changing their profile picture to that of Eric Harris, like the Munich killer did before his massacre (Langman, 2018).

Mass shootings, in general, are a current issue within the United States, especially within the last few decades. Despite the US "only having five percent of the world's population, about 31% of the world's mass shootings" have happened in the United States (Meindel & Ivy, 2017, p.368). The copycat effect has been suggested to be correlated to mass shootings; they are labeled as a contagion, as they can spread across the nation quickly. When one mass shooting happens, another one is expected to occur about 13 days later (Meindel & Ivy, 2017). A mass

shooting will occur in the United States approximately once every 12.5 days (Meindel & Ivy, 2017). However, mass shootings are not new, and have been documented as far back as 1949. What is relatively new, of the last few decades regarding these mass killers, is a fascination or identification with either past mass shooters or with violent fictional characters from films or TV shows. Hundreds of films, TV shows, and even books have been cited to be inspiration for certain criminals. A great deal of mass shooters in the United States have also been known to commit their massacres with gaining fame as one of their motives. Fame-seeking is one of many traits mass shooters tend to have in common. What makes a copycat criminal, and what makes a mass shooter? Are there certain traits that are shared between mass shooters and people who identify with fictional characters, and are these people more likely to commit a copycat crime?

High levels of narcissism and aggression are cited the most when discussing specific examples of mass shooters. With the story of Luke, he empathized greatly, to the point of alter-ego fantasization, with the Columbine killers and felt that they were just like him (Kohut, 1971; Suit, 2017). However, they were also incredibly narcissistic. Bushman (2017) discovered that narcissism and large egos are very common traits among mass shooters. Twenge (2003) noted that narcissism is also a key factor in feeling socially rejected; high levels of narcissism are also linked to aggression and violence, and narcissists react badly when they “fail to win.” This makes sense considering that many mass shootings revolve around the offenders feeling rejected by society with the belief that they deserve better because they are better, so they lash out against the world as punishment for being wronged.

Fame-seeking, as mentioned before, is associated with many mass shooters. United States culture, in particular, stresses the importance of fame and glorification of celebrities. Lankford (2017), mentioned that some people are willing to do whatever it takes to be famous- including

killing people. Younger people are more likely to seek fame and idolize famous people in America (Lankford, 2017). Lankford (2017) also states that younger people are more likely to be affected by acts of violence and participate in mass killings. Fame is a motive for some, but not generally a primary motive for all mass shooters. Newman and Fox (2009) mentioned that suicidality and depression were also common among most mass shooters. Specific traits mentioned more than once, and that will be examined in this experiment are: narcissism, aggression, depression, fame-seeking, self-esteem, and social rejection.

Another potential danger alongside these personality traits, is the likelihood to identify with antisocial fictional characters. As mentioned previously, many past killers and other criminals have used fictional characters as inspiration for their crimes. Even the Columbine killers have mentioned *A Clockwork Orange* and *Basketball Diaries* as other inspirations for their massacre (Segal & Enos, 1991; Coleman, 2004). Identifying with antisocial fictional characters is something many people do on a daily basis. As previously mentioned, people imitate others that they see as similar to themselves (Meindel & Ivy, 2017). What if the characters being observed are violent or dangerous? What if the person observing that violent character already has high levels of aggression, social rejection, narcissism, etc.? Are people who are high in these traits more likely to identify with antisocial fictional characters and possibly copy criminal acts of violence?

I want to examine whether or not there is a connection between personality traits and identifying with antisocial characters. I believe that being socially rejected and being instigated may also influence a person's likelihood of lashing out. An analysis, reviewed by Twenge (2003), stated that most school shooters have experienced rejection by their peers. People who have been instigated or frustrated are also more likely to act aggressively and reject others than

those who haven't been instigated (Rule, Dyck, & Nesdale, 1978). Thus, I have chosen social rejection and instigation to see if those, too, may have a connection with identifying with an antisocial fictional character.

The purpose of the current study is to investigate the effects of social rejection and instigation on the likelihood to identify with antisocial characters. Both social rejection and instigation will be manipulated, and four groups will experience different levels of each. One group will experience social rejection and instigation, another will experience no social rejection with instigation, another will experience social rejection with no instigation, and the last group will not experience social rejection or instigation. The initial hypothesis is:

1. The social rejection with instigation group will identify with antisocial characters significantly more than the other groups.
2. Participants that have low self-esteem and high levels of narcissism, depression, social rejection, aggression, and fame-seeking will identify with antisocial characters more than other participants (regardless of the condition they are placed in).
3. Participants that have low self-esteem and high levels of narcissism, depression, social rejection, aggression, and fame-seeking, if placed in any of the groups experiencing either social rejection or instigation, or both, will identify with antisocial characters the most out of any participants in any condition.

Materials and Method

Participants

For this experiment, I will need 100 participants. I would like our participants to be a diverse group of people for race and ethnicity. However, I want our participants to be within the

age range of 18 to 25-years-old. Participants will be selected using convenience sampling, meaning they will be volunteers. I plan to reach out by flyer or email to college campuses to gather participants for the study.

Research Design

For this experiment, I am examining two independent variables: social rejection and instigation. Instigation is a cause of aggressive behavior, so I chose this variable as well (Rule, Dyck, & Nesdale, 1978). I will examine each of their effects (personality, social rejection, and instigation) on the likelihood to identify with an antisocial fictional character. I will have four groups: social rejection with instigation (Group 1), social rejection with no instigation (Group 2), no social rejection with instigation (Group 3), and no social rejection with no instigation (Group 4). This is a 2x2 Factorial between-subjects experimental design.

Materials

- The participants will be asked about their sex, date of birth, and their race (see Appendix A).

Preliminary questionnaires

- In order to measure narcissism, I will administer the Narcissistic Personality Inventory or the NPI (see Appendix B) (Raskin & Hall, 1979).
- In order to measure self-esteem, I will use the Rosenberg Self-esteem Scale (see Appendix C) (Hyatt, et. al., 2018).
- In order to measure fame-seeking I will be administering the Desire for Fame Scale (see Appendix D) (Gountas, et. al., 2012).
- In order to measure social rejection I will administer the Janis-Field Feelings of Inadequacy Scale (see Appendix E) (Chipts.ucla.edu, 2020).

- In order to measure aggression, I will be using the Reactive/Proactive Aggression Questionnaire (see Appendix F) (Hyatt, et. al., 2018).
- In order to measure depression, I will be giving out the Patient Health Questionnaire (see Appendix H) (PHQ-9 Depression Scale).

Other materials

- Acer CB3-532-C47C 15.6" Chromebook (with Chrome OS, Intel Celeron N3060 Dual-Core Processor, 2GB RAM, and 16GB Internal Storage) and Basic On-Ear Headphones with 3.5mm Jack. We will need 25 pairs of headphones and 25 computers.
- The computer game is The Impossible Game (2019) (accessible online at impossiblegame.org).
- Ocean noises on a Blackweb Rugged Bluetooth Speaker, IPX5 Splash Proof Rating, which will also take about 5 minutes using a clip from Youtube (AmbienceTV, 2013).
- A clip from the movie *The Joker* which will last four minutes and 57 seconds (*The Joker*, 2019). The clip will be used on an RCA 480p Home Theater Projector (RPJ143-BLACK).
- The dependent variable, identification with fictional characters, will be measured using the Identification with Fictional Characters Scale, which will be administered after the clip has been finished (see Appendix G) (Igartua, 2010).
- Then, each participant will be debriefed and receive a debriefing form (see Appendix J).

Confederates

- I will be using 25 confederates. Twenty-four for the social rejection groups, and one for the instigation groups. Recruitment will be using the same mechanisms as gathering participants, but it will be advertised that “actors” will be needed instead of participants.

Procedure

Those who have volunteered for this study will first be given a consent form (Appendix I). Then, after having consented to the study, will complete the preliminary questionnaires, including the demographic questionnaire (see Appendix A). Participants will then be randomly assigned to one of the four groups: Group 1, 2, 3, or 4. The preliminary questionnaires will be given so that I can understand each individual's level of narcissism, aggression, social rejection, self-esteem, depression, and fame-seeking.

Each group will be in a classroom setting with the same setup and same prompter, at the same time on different days. On their day of experimentation, they will choose popsicle sticks with numbers from one to 100 from a bag and each participant will be asked to write that number on each of their questionnaires. These numbers will indicate their participant ID which they will write on the top and will ensure anonymity. After the questionnaires have been taken, the groups will begin their part of the experiment. Each participant will be told to hand in their questionnaires when they are finished; the experiment will not proceed until everyone is finished.

Social Rejection Manipulation

Social Rejection will be manipulated using inspiration from Twenge (2003) and also by Leary, Tambor, Terdal, and Downs (1995); Nezlek, Kowalski, Leary, Blevins, and Holgate (1997); and Twenge et. al., (2001). Participants in the social rejection groups, Groups 1 and 2, will individually enter a room of 24 confederates and be told by the experimenter, "For our next piece of this study you will all spend the next five minutes getting to know each other, and at the end you will write down two people you would most like to be partnered up with." There will be a waiting room full of magazines, books, a TV, snacks and drinks for the participants waiting for their turn. At the end of the "getting acquainted" task, I will collect the papers with each person's

desired partners, read through them quickly, and pair the confederates up. The participant will be left alone, and will be approached by the experimenter who will say, "It seems like no one wanted to work with you, so we will proceed to the next activity with you working alone."

Those in the social rejection groups will be told this first and will then proceed on to their instigation tasks right after experiencing the social rejection. Each participant will complete these tasks one by one. The no social rejection groups (Groups 3 and 4) will be told they can get to know each other for about five minutes, and they will simply wait for further instruction. The no social rejection groups will be in a room with the other participants in their condition, no need for confederates.

Instigation Manipulation

For those in the instigation groups (Groups 1 and 3), the computers and headphones will be given out and they will participate in *The Impossible Game* (2019). The participants in the social rejection groups (Group 1 and 2) will be in a room full of confederates. Since Group 2 does not experience instigation, the participants will be dismissed after the social rejection experience. Group 1 will experience the instigation as they are in the room with the confederates. The participants in the instigation groups will be told they are playing a computer game against someone random online. The computer game will be pulled up on the computer before the participants open it. As they are playing "against " the random person (in reality there is a confederate sending messages to them via chat room), the messages on the chat room (inspired by Caprera et. al., (1983) will say things like: "You're not doing it right," "you're really bad at this," "why is this so hard for you?" etc. In the cases of Groups 2, 3, and 4, the confederates will not be in the room; the participants will each receive a computer and a pair of headphones. They will continue to play the game for about five minutes. The non-instigation groups (Groups 2 and

4) will listen to ocean noises (AmbienceTV, 2013) for five minutes, and will be told by experimenters to relax or close their eyes if they want to.

Measuring Identification with Fictional Characters

After the groups complete their social rejection and instigation parts, each participant will rejoin the other participants (if they had been with the confederates) within their condition and will watch a Youtube clip of a scene from the movie *The Joker* that exhibits violence (*The Joker*, 2019). This clip was chosen because the character of the Joker exemplifies antisocial behavior and shows the traits we are looking for in this experiment (depression, aggression, social rejection, fame-seeking, low self-esteem, narcissism). This clip will last four minutes and 57 seconds. After the clips have finished, the participants will all complete the Identification with Fictional Characters Questionnaire. Then, each participants' questionnaires will be collected and kept locked away by the experimenter to ensure confidentiality. Finally, each participant will go through a debriefing, be given a debriefing form (see Appendix J) and will be told of any and all deception used within the experiment.

I am collecting all of the questionnaires and I am going to compare the means of each group's Identification with Fictional Characters. I am then going to compare each individual's personality trait questionnaire scores with their individual level of identification with fictional characters. Then, I will see where the largest correlation lies, and see which of my predictions are correct.

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Appendix A

US Census Bureau Demographic Questionnaire

“ 1. What is your sex? *Mark an X on line* ___ Male ___Female

2. What is your date of birth?

___ Age in years Month___ Day___ Year ____

3. What is your race? *Check all that apply*

- | | |
|------------------------------------------------------------|-------------------------------------------------|
| <input type="checkbox"/> White | <input type="checkbox"/> Vietnamese |
| <input type="checkbox"/> Black or African American | <input type="checkbox"/> Korean |
| <input type="checkbox"/> American Indian or Alaskan Native | <input type="checkbox"/> Japanese |
| <input type="checkbox"/> Chinese | <input type="checkbox"/> Native Hawaiian |
| <input type="checkbox"/> Filipino | <input type="checkbox"/> Samoan |
| <input type="checkbox"/> Chamorro | <input type="checkbox"/> Other Pacific Islander |
| <input type="checkbox"/> Other Race: _____” | |

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Appendix B

Narcissistic Personality Inventory (NPI) (YES OR NO)

Raskin, R. N., & Hall, C. S. (1979).

Narcissistic Response

I see myself as a good leader
I would prefer to be a leader
I am a born leader
People always seem to recognize my authority
I am assertive
I have a natural talent for influencing people
I like having authority over people
I have a strong will to power
I am going to be a great person
If I ruled the world, it would be a much better place
I am an extraordinary person
I like to look at my body
I like to be the center of attention
I like to display my body
I really like to be the center of attention
I like to look at myself in the mirror
I am apt to show off if I get the chance
I like to be complimented
I know that I am good because everybody keeps telling me so
I get upset when people don't notice how I look when I go out in public
I like to start new fads and fashions
I will never be satisfied until I get all that I deserve
I expect a great deal from other people
I insist upon getting the respect that is due to me
I find it easy to manipulate people
I think I am a special person
I can usually talk my way out of anything
I will be a success
I am more capable than other people
I can make anybody believe anything I want them to
I can read people like a book
I can live my life in any way I want to
I would do almost anything on a dare
I wish somebody would someday write my biography
Modesty doesn't become me
I want to amount to something in the eyes of the world
I rarely depend on anyone else to get things done
I like to take responsibility for making decisions
Everybody likes to hear my stories
I always know what I am doing

Appendix C

Rosenberg Self-esteem scale

Rosenberg Self-Esteem Scale (Rosenberg, 1965)

Instructions: Below is a list of statements dealing with your general feelings about yourself. If you strongly agree, circle SA. If you agree with the statement, circle A. If you disagree, circle D.

If you strongly disagree, circle SD.

- | | | | | |
|-------------------------------------------------------------------------------|----|---|---|----|
| 1. On the whole, I am satisfied with myself. | SA | A | D | SD |
| 2.* At times, I think I am no good at all. | SA | A | D | SD |
| 3. I feel that I have a number of good qualities. | SA | A | D | SD |
| 4. I am able to do things as well as most other people. | SA | A | D | SD |
| 5.* I feel I do not have much to be proud of. | SA | A | D | SD |
| 6.* I certainly feel useless at times. | SA | A | D | SD |
| 7. I feel that I'm a person of worth, at least on an equal plane with others. | SA | A | D | SD |
| 8.* I wish I could have more respect for myself. | SA | A | D | SD |
| 9.* All in all, I am inclined to feel that I am a failure. | SA | A | D | SD |
| 10. I take a positive attitude toward myself. | SA | A | D | SD |

Scoring: SA=3, A=2, D=1, SD=0. Items with an asterisk (*) are reverse scored, that is, SA=0, A=1, D=2, SD=3. Sum the scores for the 10 items. Maximum score is 30 and the higher the score, the higher the self-esteem.

Appendix D

The Desire for Fame scale (YES OR NO)

Gountas, J., Gountas S., Reeves, R. A., Moran, L., (2012).

“One day I would like to be famous.

I love the idea of becoming a famous person.

I would like to be famous because other people would perceive me as having more power and influence.

I would like to be a famous celebrity because it would give me a higher social status.

The lifestyle of famous celebrities appeals to me a lot.

If I were famous I would be happier.”

Appendix E

Janis-Field Feelings of Inadequacy scale

Chipts.ucla.edu. (2020).

1= Very Often or Very Confident, 2= Fairly Often or Fairly Confident , 3=Sometimes or Slightly Confident, 4=Once in a Great or While Not Very Confident, 5= Practically Never or Not Confident At All

1. How often do you feel inferior to most of the people you know?
2. How often do you have the feeling that there is nothing you can do well?
3. When in a group of people, do you have trouble thinking of the right things to talk about?
4. How often do you feel worried or bothered about what other people think of you?
5. In turning in a major assignment such as term paper, how often do you feel you did an excellent job on it? (R)
6. How confident are you that others see you as being physically appealing? (R)
7. Do you ever think that you are a worthless individual?
8. How much do you worry about how well you get along with other people?
9. When you make an embarrassing mistake or have done something that makes you look foolish, how long does it take you to get over it?
10. When you have to read an essay and understand it for a class assignment, how worried or concerned do you feel about it?
11. Compared with classmates, how often do you feel you must study more than they do to get the same grades?
12. Have you ever thought of yourself as physically uncoordinated?
13. How confident do you feel that someday the people you know will look up to you and respect you? (R)
14. How often do you worry about criticisms that might be made of your work by your

teacher or employer?

15. Do you often feel uncomfortable meeting new people?
16. When you have to write an argument to convince your teacher, who may disagree with your ideas, how concerned or worried do you feel about it?
17. Have you ever felt ashamed of your physique or figure?
18. Have you ever felt inferior to most other people in athletic ability?
19. Do you ever feel so discouraged with yourself that you wonder whether you are a worthwhile person?
20. Do you ever feel afraid or anxious when you are going into a room by yourself where other people have already gathered and are talking?
21. How often do you worry whether other people like to be with you?
22. How often do you have trouble expressing your ideas when you have to put them in writing as an assignment?
23. Do you often feel that most of your friends or peers are more physically attractive than you?
24. When involved in sports requiring physical coordination, are you often concerned that you will not do well?
25. How often do you dislike yourself?
26. How often do you feel self-conscious?
27. How often are you troubled with shyness?
28. How often do you have trouble understanding things you read for class assignments?
29. Do you often wish or fantasize that you were better looking?

30. Have you ever thought that you lacked the ability to be a good dancer or do well at recreational activities involving coordination?
31. In general, how confident do you feel about your abilities? (R)
32. How much do you worry about whether other people regard you as a success or failure in your job or at school?
33. When you think that some of the people you meet might have an unfavorable opinion of you, how concerned or worried do you feel about it?
34. How often do you imagine that you have less scholastic ability than your classmates?
35. Have you ever been concerned or worried about your ability to attract members of the opposite sex?
36. When trying to do well at a sport and you know other people are watching, how rattled or flustered do you get?

Appendix F

Reactive/Proactive aggression questionnaire

Raine, A., Dodge, K., Loeber, R., Gatzke-Kopp, L., Lynam, D., Reynolds, C.,

Stouthamer-Loeber, M., & Liu, J. (2006).

Instructions: There are times when most of us feel angry, or have done things we should not have done. Rate each of the items below by putting a circle around 0 (never), 1 (sometimes), or 2 (often). Do not spend a lot of time thinking about the items—just give your first response. Make sure you answer all the items (see below).

How often have you.. 1. Yelled at others when they have annoyed you 0 1 2

2. Had fights with others to show who was on top 0 1 2

3. Reacted angrily when provoked by others 0 1 2

4. Taken things from other students 0 1 2

5. Gotten angry when frustrated 0 1 2

6. Vandalized something for fun 0 1 2

7. Had temper tantrums 0 1 2

8. Damaged things because you felt mad 0 1 2

9. Had a gang fight to be cool 0 1 2

10. Hurt others to win a game 0 1 2

11. Become angry or mad when you don't get your way 0 1 2

12. Used physical force to get others to do what you want 0 1 2

13. Gotten angry or mad when you lost a game 0 1 2

14. Gotten angry when others threatened you 0 1 2

15. Used force to obtain money or things from others 0 1 2

16. Felt better after hitting or yelling at someone 0 1 2

17. Threatened and bullied someone 0 1 2

18. Made obscene phone calls for fun 0 1 2

19. Hit others to defend yourself 0 1 2
20. Gotten others to gang up on someone else 0 1 2
21. Carried a weapon to use in a fight 0 1 2
22. Gotten angry or mad or hit others when teased 0 1 2
23. Yelled at others so they would do things for you 0 1 2

Appendix G

The identification with characters scale. Igartua, J. J. (2010). Identification with characters and narrative persuasion through fictional feature films. (YES OR NO)

- I thought I was like the characters or very similar to them
- I thought that I would like to be like or act like the characters
- I identified with the characters
- I felt “as if I were one of the characters”
- I had the impression that I was really experiencing the story of the characters
- I felt as if I “formed part of” the story
- I myself have experienced the emotional reactions of the characters
- I understood the characters’ way of acting, thinking or feeling
- I tried to see things from the point of view of the characters
- I tried to imagine the characters’ feelings, thoughts and reactions
- I understood the characters’ feelings or emotions .
- I was worried about what was going to happen to the characters
- I felt emotionally involved with the characters’ feelings
- I imagined how I would act if I found myself in the place of the protagonists

Appendix H

Patient Health Questionnaire

Over the last 2 weeks, how often have you been bothered by any of the following problems?
(use "✓" to indicate your answer)

	Not at all	Several days	More than half the days	Nearly every day
1. Little interest or pleasure in doing things	0	1	2	3
2. Feeling down, depressed, or hopeless	0	1	2	3
3. Trouble falling or staying asleep, or sleeping too much	0	1	2	3
4. Feeling tired or having little energy	0	1	2	3
5. Poor appetite or overeating	0	1	2	3
6. Feeling bad about yourself—or that you are a failure or have let yourself or your family down	0	1	2	3
7. Trouble concentrating on things, such as reading the newspaper or watching television	0	1	2	3
8. Moving or speaking so slowly that other people could have noticed. Or the opposite — being so fidgety or restless that you have been moving a lot more than usual	0	1	2	3
9. Thoughts that you would be better off dead, or of hurting yourself	0	1	2	3

PHQ-9 Depression Scale. (n.d.).