

Nunes, K. L., Hatton, C. E., Pham, A. T., Filleter, W. E., Blank, C., & Maimone, S. (2023, November 15-18). *Jumping to conclusions about causes of violence from correlational evidence* [Paper presentation]. American Society of Criminology 78th Annual Meeting, Philadelphia, PA, United States.

**Jumping to Conclusions About Causes of Violence from Correlational Evidence**

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1

**Correlation and Causation**

- Correlation does not demonstrate causation because the research design leaves the results open to alternate interpretations (Shadish et al., 2002; Weisburd, 2010)
- Inferring causation from correlation can lead to erroneous explanations and the development and implementation of ineffective or even harmful interventions and policies (e.g., Harris & Rice, 2015; McCord, 2003; Petrosino et al., 2003; Rice & Harris, 2003)

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2

- Inferring causation from correlation is common among the general public and professionals
  - (e.g., Bleske-Rechek et al., 2015; Harris & Rice, 2015; Motz et al., 2023; Mueller & Coon, 2013; Nunes & Hatton, 2023; Seifert et al., 2022; Sibulkin & Butler, 2019)
- Do researchers do better?
  - Harris & Rice (2015)
  - Nunes et al. (2019)

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**Current Study**

- Examine the validity of inferences drawn by people who have conducted research on violence
- Do the strength of inferences correspond to the strength of methodology?

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4

**Recruitment**

- Participants were recruited through emails sent to the authors of published studies in violence/aggression journals:
  - Aggression and Violent Behavior
  - Aggressive Behavior
  - Journal of Aggression, Maltreatment, and Trauma
  - Journal of Interpersonal Violence
  - Psychology of Violence
  - Trauma, Violence, & Abuse
  - Violence and Victims
  - Journal of Aggression, Conflict and Peace Research

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5

**Participants (N = 43)**

- 79% do research on violent offenders
- 58% employed as researchers, 51% as professors
- Median 11-20 days/month spent on research
- Median 6-10 years doing research
- 86% did (or are doing) a quantitative study for graduate degree
- Median 8 first-author quantitative articles published in peer-review journals
- 60.5% women, 39.5% men
- Median age = 36-40 years old


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6

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### Online Survey

- What is an important factor that may lead a person to violently offend?
- Please provide reference information for one research study that presents results supporting a relationship between this factor and violent offending



7

- Which of the following is **demonstrated** by the results of the study you noted above with regard to the factor you noted?
- Which of the following is the most **plausible interpretation** of the results of the study you noted above with regard to the factor you noted?
- What are the **implications** of the results of the study you noted above with regard to the factor you noted?



8

### Coding of Research Design Used to Test the Relationship Between the Factor and Violent Offending

- Description of a case or sample, but no **relevant** comparison group and no association actually examined between relevant variables ( $n = 9$ )
- Cross-sectional/retrospective non-experimental ( $n = 18$ )
- Single-wave longitudinal non-experimental ( $n = 11$ )
- Multi-wave longitudinal non-experimental ( $n = 0$ )
- Randomized experiment ( $n = 5$ )
- Kappa = 1.00

9

### More Rigorous Designs Permit Stronger Conclusions

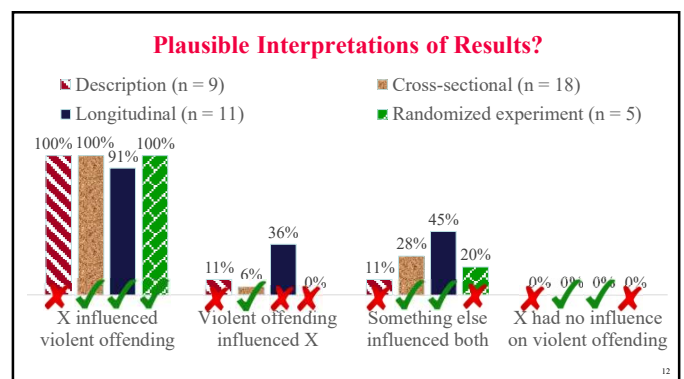
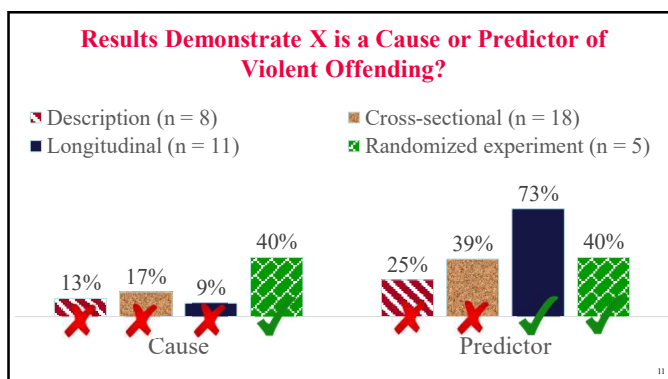
- Description of a case or sample, but no comparisons or associations examined
- Cross-sectional/retrospective non-experimental
- Single wave longitudinal non-experimental
- Multi-wave (the factor was assessed at two or more time points) longitudinal non-experimental
- Randomized experiment

Associated

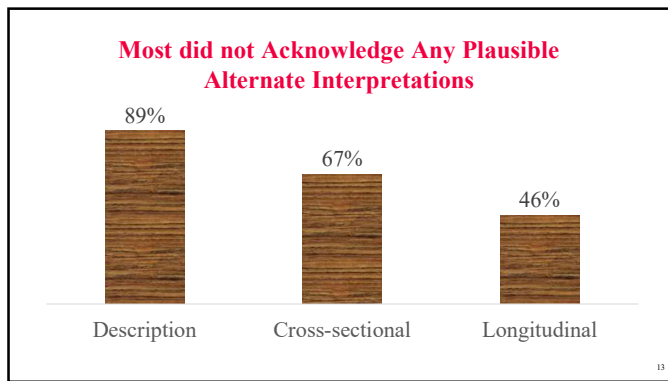
Predictor

Cause

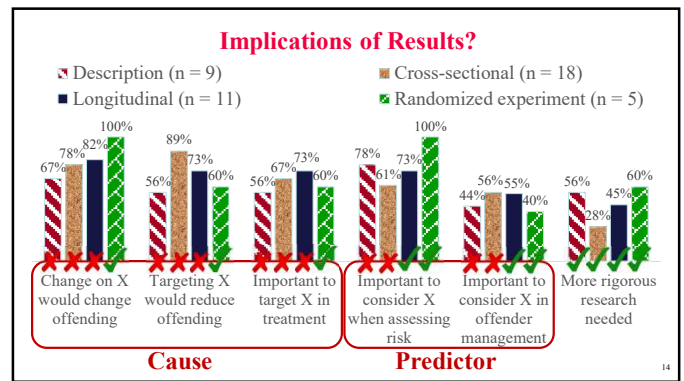
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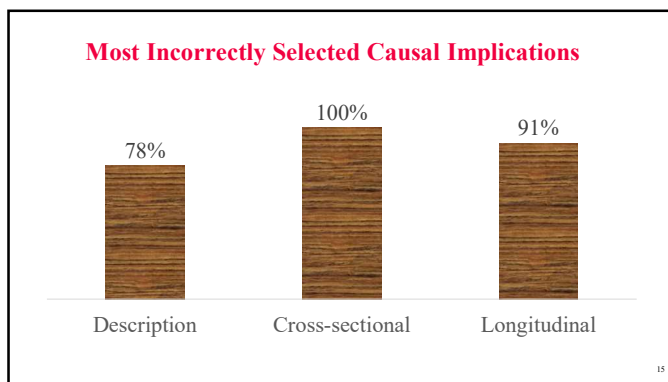
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13



14



15

### Discussion

- The good news:
  - Generally appropriate conclusions when asked directly about prediction and causality
- The bad news:
  - Failure to recognize/acknowledge plausible alternative interpretations
  - Endorsement of invalid conclusions regarding implications

16

### Limitations

- Small sample
- Low response rate
- Wording/format?
- Narrow/rigid focus on research design?
  - (e.g., Rohrer, 2018; Sampson, 2010)

17

### Solutions?

- Some evidence that people can learn to more critically evaluate evidence (e.g., Meuller & Coon, 2013; Motz et al., 2023; Seifert et al., 2022; Sibulkin & Butler, 2019; VanderStoep & Shaughnessy, 1997)
- Consider the opposite (Lord et al., 1984)
  - Imagine if the results were opposite to your expectations
- Researchers and knowledge translators should give more guidance to readers about appropriate inferences (e.g., Adams et al., 2017; Bott et al., 2019)

18

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19

19

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24

24