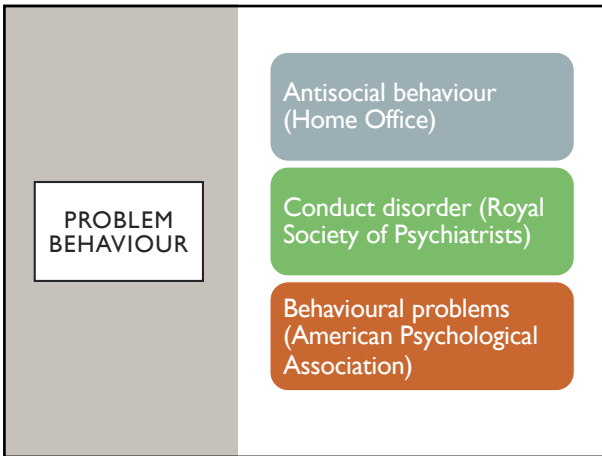
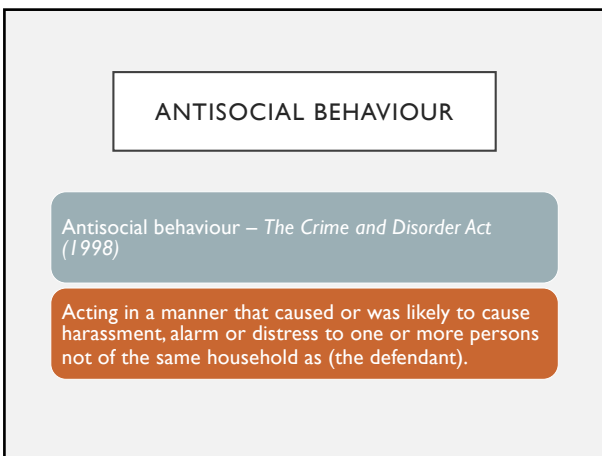








CONDUCT DISORDER

CD is a persistent *pattern* of antisocial behaviour in which the rights of others are violated or in which major social rules are broken (APA, 2005).

Oppositional defiant disorder (more common in children aged 10 years or younger).

PREVALENCE

The Office of National Statistics (ONS) surveys of 1999 and 2004 reported that their prevalence was 5% among children and young people aged between 5 and 16 years.

Conduct disorders nearly always have a significant impact on functioning and quality of life.

CD have a steep social class gradient, with a three-to fourfold increase in prevalence in social classes D and E compared with social class A.

The 2004 survey found that almost 40% of looked-after children, those who had been abused and those on child protection or safeguarding registers had a conduct disorder.

*Antisocial behaviour and conduct disorders in children and young people: Recognition, intervention and management, (NICE, 2013, p. 1).

NATIONAL SURVEY OF THE MENTAL HEALTH OF CHILDREN AND YOUNG PEOPLE IN ENGLAND (2017)

- 6% of 11–16 year-olds experience diagnosable conduct problems.
- More common among boys (4%) than girls (2%).
- Estimated risk of conduct problems is consistently higher (50–80%) among boys than girls across large cohort studies
- Limited information on the extent to which problems vary by region and ethnic group, or gender and ethnic group.

ANTISOCIAL BEHAVIOUR

Bullying

Shoplifting

Sexual violence

Truancy

Public disturbance

Graffiti

Racial harassment

Use of a weapon

Use of illegal substances

CAUSES

- Genetic predispositions
- Physiological influences
- Familial and environmental influences
- Individual characteristics (developmental course)

RISK FACTORS

Gender

Parental (parenting styles, substance use)

Contextual (ethnic issues)

Peer influence

Developmental issues (hyperactivity, learning disabilities)

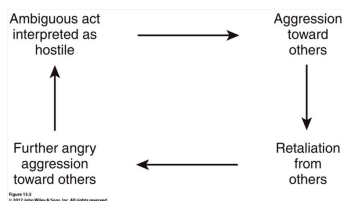
Accelerated pathways to adulthood

Co-occurrence with other mental health problems

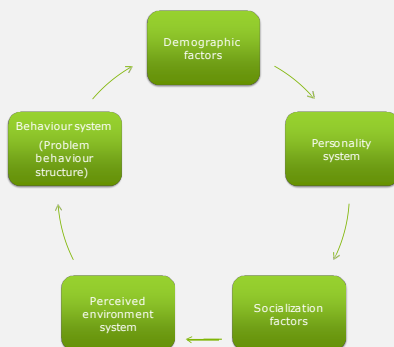
PSYCHOLOGICAL THEORY

- Cognitive theory
- Social cognitive theory
- Problem-behaviour theory (Jessor)
- Moral development (Kohlberg)

COGNITIVE THEORY



PROBLEM-BEHAVIOR THEORY



APPROACHES TO ASB

- Studies suggest that effective treatment of CD involves working not only with the individual children/youths, but with their **network** of influences such as family, school, and peer group (Baker & Scarth, 2002).
- Keywords: systemic, mediational and integrative.

Cognitive & behavioural strategies

Environmental strategies

Behavioural management

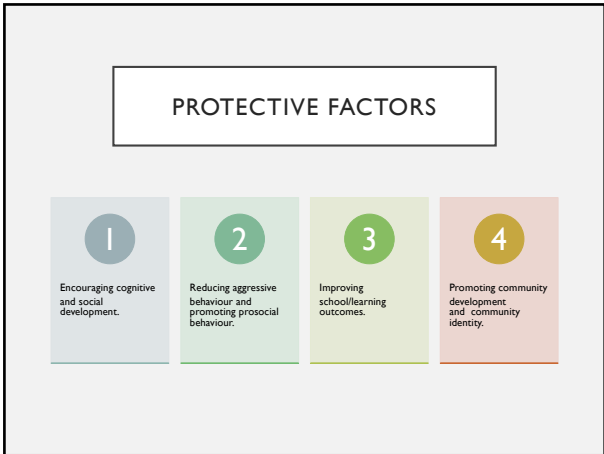
PREVENTION

PROTECTIVE FACTORS

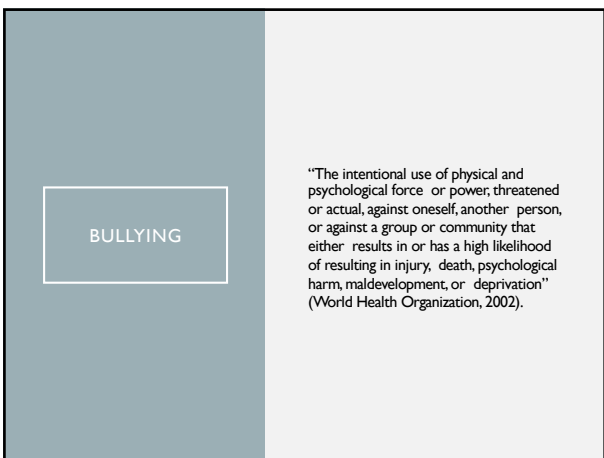
1Facilitating parent-child healthy attachments

2Preventing child abuse and family violence

3Improving parenting skills and family cohesion







BULLYING

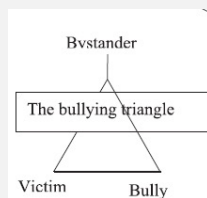
- School bullying – (James, 2010):
 - Intention to harm: bullying is deliberate, with the intention to cause harm. For example, friends teasing each other in a good-natured way is not bullying, but a person teasing another to upset them is bullying.
 - Harmful outcome: one or more persons are hurt physically or emotionally.
 - Direct or indirect acts: bullying can involve direct aggression, such as hitting someone, as well as indirect acts, such as spreading rumours.

BULLYING

- Repetition: bullying involves repeated acts of aggression: an isolated aggressive act, like a fight, is not bullying.
- Unequal power: bullying involves the abuse of power by one or several persons who are (perceived as) more powerful, often due to their age, physical strength, or psychological resilience.

BULLYING

Reactive
Proactive
Bystanders



BULLYING

Almost half (46%) of children and young people say they have been bullied at school at some point in their lives.

38% of disabled children worried about being bullied.

18% of children and young people who worried about bullying said they would not talk to their parents about it.

Over half (55%) of lesbian, gay and bisexual young people have experienced homophobic bullying at school.

38% of young people have been affected by cyber-bullying, with abusive emails (26%) and text messages (24%) being the most common methods.

Chamberlain, T., George, N., Golden, S., Walker, F., & Benton,

T. (2010) *Tellus4 national report*. London: Department for Children, Schools and Families.

House of Commons
Education and Skills Committee

Bullying

Third Report of Session 2006-07

Report, together with formal minutes, oral and written evidence

Ordered by the House of Commons
to be printed 12 March 2007

MS 66

Printed by the Parliamentary
Printer to the House of Commons

BULLYING

Types of bullying:

Physical/verbal
Relational/social Sexual
Cyberbullying

Prejudice-driven bullying

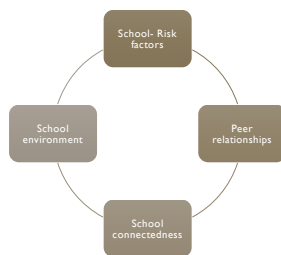
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BULLYING

Risk factors:

Age
Gender
Race/ethnicity
Sexual orientation
Learning/developmental disabilities
Intelligence
Inter-parental violence & lack of parental involvement

BULLYING



BULLYING

Ofsted (2012, p. 10) - *Bullying: Effective action in secondary schools*:

“Staff in the schools visited showed rather less certainty in dealing with name-calling and other verbal abuse about sexuality than any other matters. Pupils also find this area difficult. They were aware that, under the guise of ‘having a laugh,’ some pupils make personal comments about others’ sexuality, such as using the expression ‘you’re gay,’ of boys, in a condemnatory, homophobic tone. [...] While many pupils dismiss such statements as simply silly, others, particularly those trying to make sense of their own sexuality, can clearly feel very uncomfortable in a climate marked by crude stereotyping and hostility to difference”.

BULLYING PREVENTION

No place for bullying : How schools create a positive culture and prevent and tackle bullying (Ofsted, 2012):

The school has a set of clear, inclusive values that are understood and lived by all members of the school community.

The behaviour policy is explicit about the way in which pupils should treat each other and the messages are consistently reiterated and reinforced.

Staff consistently model positive behaviour in their interactions with each other, with parents and carers, and with pupils.

BULLYING PREVENTION

Pupils and staff understand the importance of using inclusive and non-derogatory language.

Pupils are helped to understand the difference between banter and interactions that can threaten or hurt.

All staff receive appropriate and regularly updated training to give them the knowledge, skills and confidence to teach pupils about diversity and the effects of bullying.

Staff consistently and firmly challenge inappropriate interactions, including prejudice-based and aggressive language.

EXAMPLE

Creating a Positive Environment – (Curwin & Mendler, 1997)

1. Identify the school's core values
2. Create rules and consequences based on these values
3. Model these values
4. Eliminate interventions that are not congruent with these values (e.g. using sarcasm or criticizing students in front of others).

Orpinas, P. & Horne, A. M. (2003). School bullying: Changing the problem by changing the school. *School Psychology Review*, 32 (3),431-444.

The Five Bee's:

Be Respectful
Be Responsible
Be Honest
Be Ready to Learn
Be Your Personal Best

- BEE Character Education Program - "The Handbook of Success"
- Teacher/Parent training (conflict resolution, anger management, effective communication, respect for self and others).
