

RESEARCH CENTRE FOR CHILDREN, SCHOOLS & FAMILIES



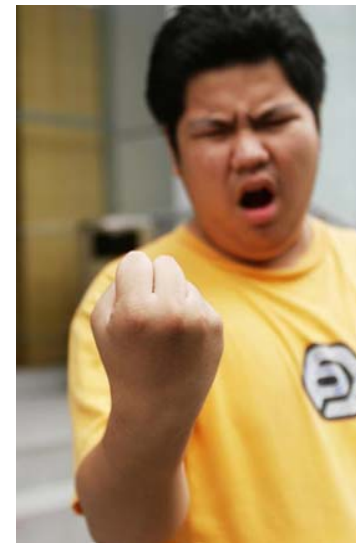
Early predictors of antisocial behaviour: The role of bullying

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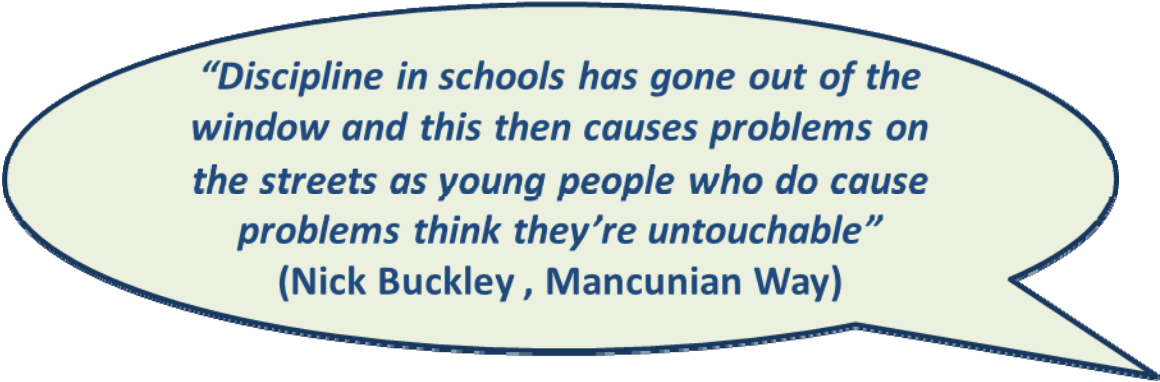


What is antisocial behaviour in young people?



The problem

- Antisocial behaviour growing concern for the public, the media and the government, and has long been the subject of international attention (Smith & Brain, 2000)
- 80% UK public believe antisocial behaviour is increasing (Office for National Statistics, 2013)
- **How do we REDUCE antisocial behaviour and INCREASE prosocial behaviour?**



“Discipline in schools has gone out of the window and this then causes problems on the streets as young people who do cause problems think they’re untouchable”

(Nick Buckley , Mancunian Way)

Early predictors

- Aggressive behaviour experienced within the family environment (parental styles)
- Peer rejection
- Early aggression
- Hyperactive behaviours
- Low pro-social behaviour
- Low academic performance
- Truancy



Bullying

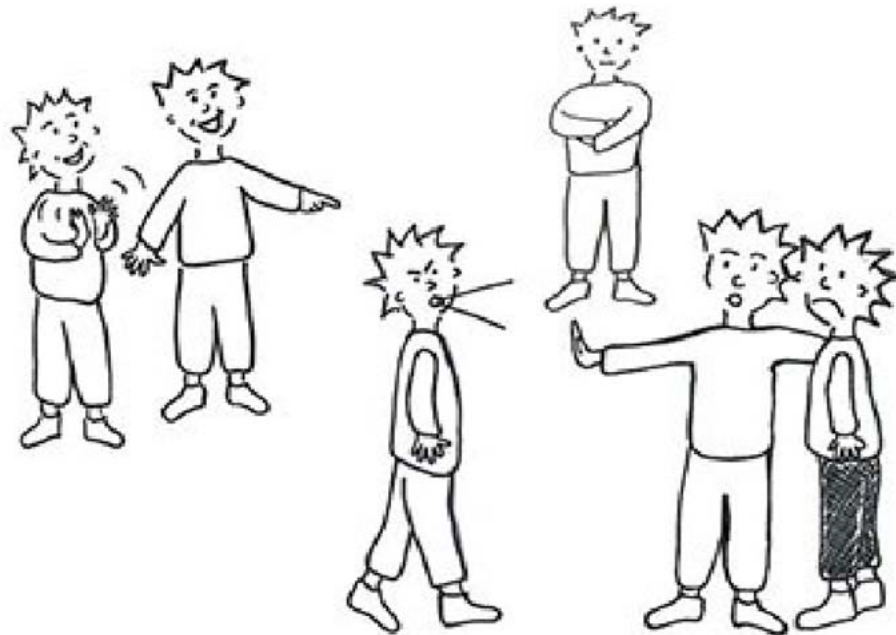
Bullying

- Coie et al. (1991) describe bullying specifically as involving *“proactive aggression in which aggressive acts are employed to achieve interpersonal dominance over another”*
- Forms of aggression associated with bullying
 - Physical bullying (harming other through physical damage and verbal threats)
 - Relational bullying (harming others through purposeful manipulation and damage of peer relationships)

Participant Roles

- Group interaction – not just bully & victim
- Seven primary participant roles identified in any bullying situation:

1. Bully
2. Assistant
3. Reinforcer
4. Defender
5. Outsider
6. Victim (Passive)
7. Victim (Provocative)



Salmivalli, Lagerspetz, Björkqvist, Österman & Kaukiainen, 1996; Unnever, 2005

Who am I?

Social Identity
Family, Peers and School



Bullies

- Feelings of insecurity within their school environment
- Hostile intentions to others
- Less likely by their peers

Victims

- Low self-concept, self worth & self-esteem
- Depression, loneliness and increased social anxiety
- Lack important social attributes, such as friendliness, cooperativeness, and a sense of humour

OBJECTIVES

1. To investigate whether identification with school, family and peers differ between participants years according to bully and victim roles in children aged 6 to 9
2. To investigate whether behavioural difficulties are expressed differently according to bully and victim roles in children aged 6 to 9

Methods

SAMPLE

- Seven teachers
- 170 children, aged 6-9 years
- Year 2, year 3 & year 4 students
- 84 males and 86 females
- Two south London schools

MEASURES

- About Me Questionnaire (Maras, Carmichael, Patel, & Wills, 2007),
- Strengths and Difficulties Questionnaire (Goodman, 1997)
- Understanding the Participant Roles (Monks & Smith, 2010; Monks, Smith, & Swettenham, 2003) self, peer and teacher nominations.

PROCEDURE

Children completed the AM measure individually with support from a researcher in class.

Children then completed the UPR in a separate session away from the class.

Teachers complete SDQ & UPR

Results

- Self, peer and teacher role nominations for bully and victim roles very similar as inter-rater reliability in bully and victim roles
 - Suggests children are aware of their behaviour
- However, less similar to other roles, in particular Reinforcer

Identification with school & family

SELF-NOMINATIONS	Family ID	Mean	SD	School ID	Mean	SD
Bully		3.20	.80		3.02	1.04
Reinforcer		4.11	.76		3.00	1.04
Assistant		3.84	.69		3.60	.94
Defender		3.85	.64		3.34	.93
Outsider		3.63	.74		3.33	.83
Victim (Passive)		3.70	.91		2.57	.82
Victim (Provocative)		3.75	.73		2.91	.87
No role		4.00	.91		3.01	.95

- Bullies were found to have low family identity whereas Reinforcers had high identity
- Victims had the lowest scores of school identity whereas Assistants had the highest scores
- No significant difference in peer ID between roles

Behavioural difficulties

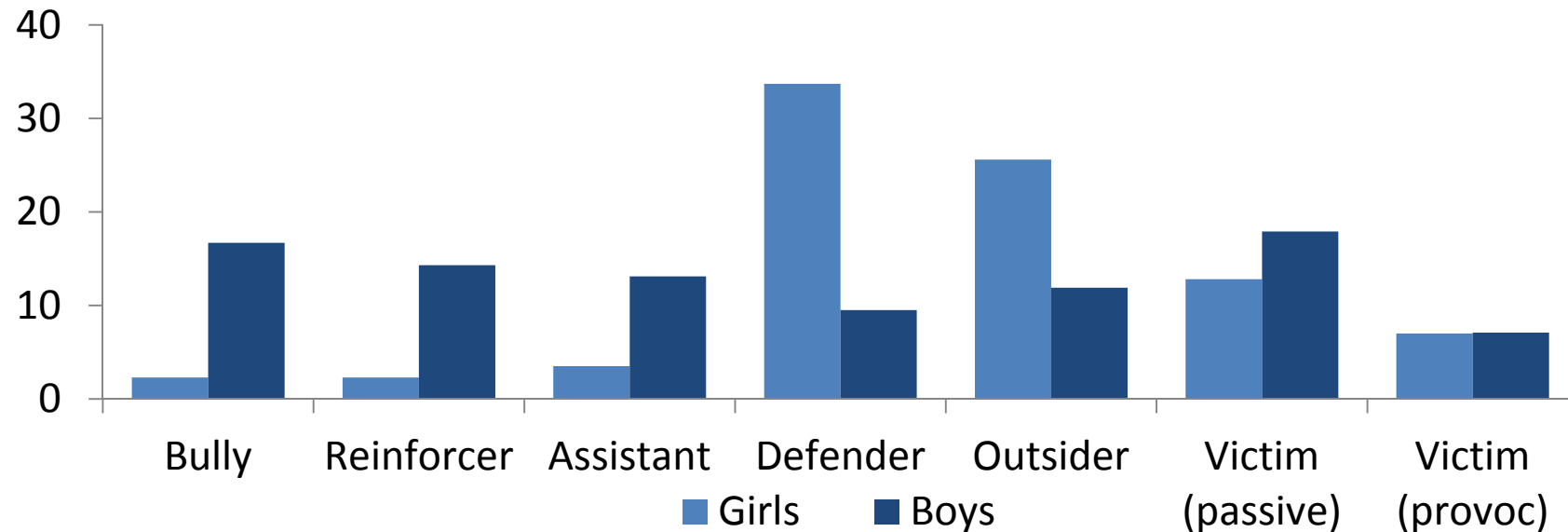
SELF-NOMINATIONS	Conduct problems	Mean	SD	Hyper-activity	Mean	SD
Bully		4.00	2.41		4.55	3.00
Reinforcer		3.68	1.87		4.56	2.92
Assistant		3.36	2.06		4.64	2.11
Defender		1.93	1.86		2.80	2.23
Outsider		1.94	1.77		2.89	1.91
Victim (Passive)		2.80	2.02		4.00	2.36
Victim (Provocative)		3.12	2.85		4.06	2.95
No role		1.70	1.82		3.52	2.06

- Bully had the highest levels of conduct problems whereas Defenders and Outsiders had the lowest
- Similar pattern for hyperactivity problems
- None of the other categories significant (peer, emotion, prosocial)
- Same pattern for self and peer nominations

Results

- By peer and teacher nomination reinforcers were the ones indicated to be the ones that express more prosocial behaviours.

Gender Differences



- Boys more likely to be Bully or Victim
- Girls more likely to be Defender or Outsider
- Girls report more prosocial behaviour whereas boys more likely to report behavioural problems (conduct / hyperactivity)
- Self, peer & teacher ratings very similar

So far...

- Bullies and Reinforcers both highly likely to report behavioural problems but differences in family ID and peer nominations of prosocial behaviour
- Victims have low identification with school
 - cause or effect?
- There are significant gender differences

Thank you for listening!
Hvala za poslušanje!

Any questions?



Contact information

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Mental health and ASB

- 60% of ASBOs had mitigating factor such as mental distress, addiction, or learning disabilities (Home Office, 2002)
- 63% references in TV soaps and drama "pejorative, flippant or unsympathetic" terms included:
 - "crackpot",
 - "a sad little psycho",
 - "basket case"
- (<http://www.time-to-change.org.uk/mental-health-statistics-facts>)

Mental health and ASBOs

- 30% of young people who receive an ASBO have a diagnosed MH disorder or learning disability.
- 37% (127 out of 345) ASBOs were issued to children under the age of 17 who had a diagnosed mental health disorder or an accepted learning difficulty.
- ASB officers reported that only 5 per cent (10 out of 218) cases involved subjects with mental health impairments

(BIBIC, 2007).

ASB and school

- 25% of pupils acknowledged behaving badly in school
- 33% reported that they encountered disruption in class on a daily basis (Haydn, 2014)
- Schools exclusions rates
- Rate of fixed period exclusion has decreased, from 566 exclusions per 10,000 pupil enrolments in 2006/07 to 352 exclusions per 10,000 pupil enrolments in 2012/13.
- Rate of permanent exclusion has decreased from 12 exclusions per 10,000 pupil enrolments in 2006/07 to six exclusions per 10,000 pupil enrolments in 2012/13.