Transitions in Adolescents' Antisocial Behavior:

The Role of Self-Control, Peers, and Parents

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Presentation Overview

- Background

- Methods

- Results

- Summary & Implications

- Limitations and Future Directions

Background (1)

- Antisocial behavior (ASB) contributes to maladjustment
(Cook et al., under review; French & Conrad, 2005; Hair et al., 2009).

- Individual, family, and peer factors predict ASB
(Ardelt & Day, 2002; Carroll et al., 2006; Connell et al., 2011; Reid et al., 2002).

- Lack of research examining ASB in rural and non-metropolitan adolescents
(Briddell, 2007).

Background (2)

- Prevention efforts strengthened if research (Harris & Jones, 1999)
  - identified subgroups of ASB
  - risk and protective factors associated with subgroups
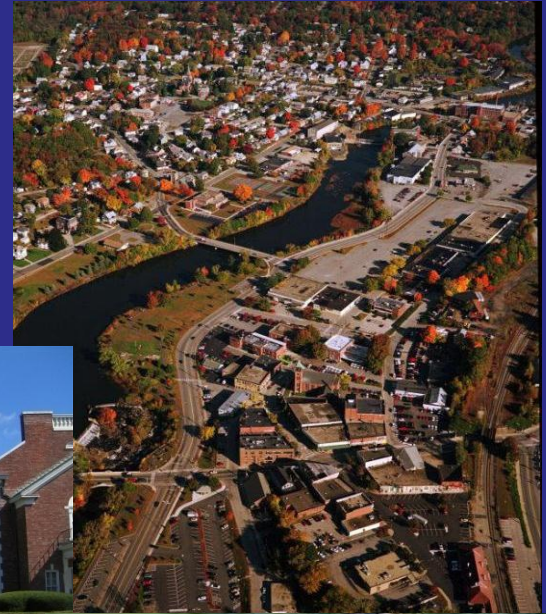 - and did so in a given population

Study Objectives

1) Understand patterns of antisocial behavior and changes over time

2) Examine the effect of youth self-control, positive parenting, and negative peer influence

The Study Region

Methods

- **Participants**
  - 550 6th – 10th graders
  - 45% Girls
  - 92.0% European American
- Data Collection
  - School based within classrooms
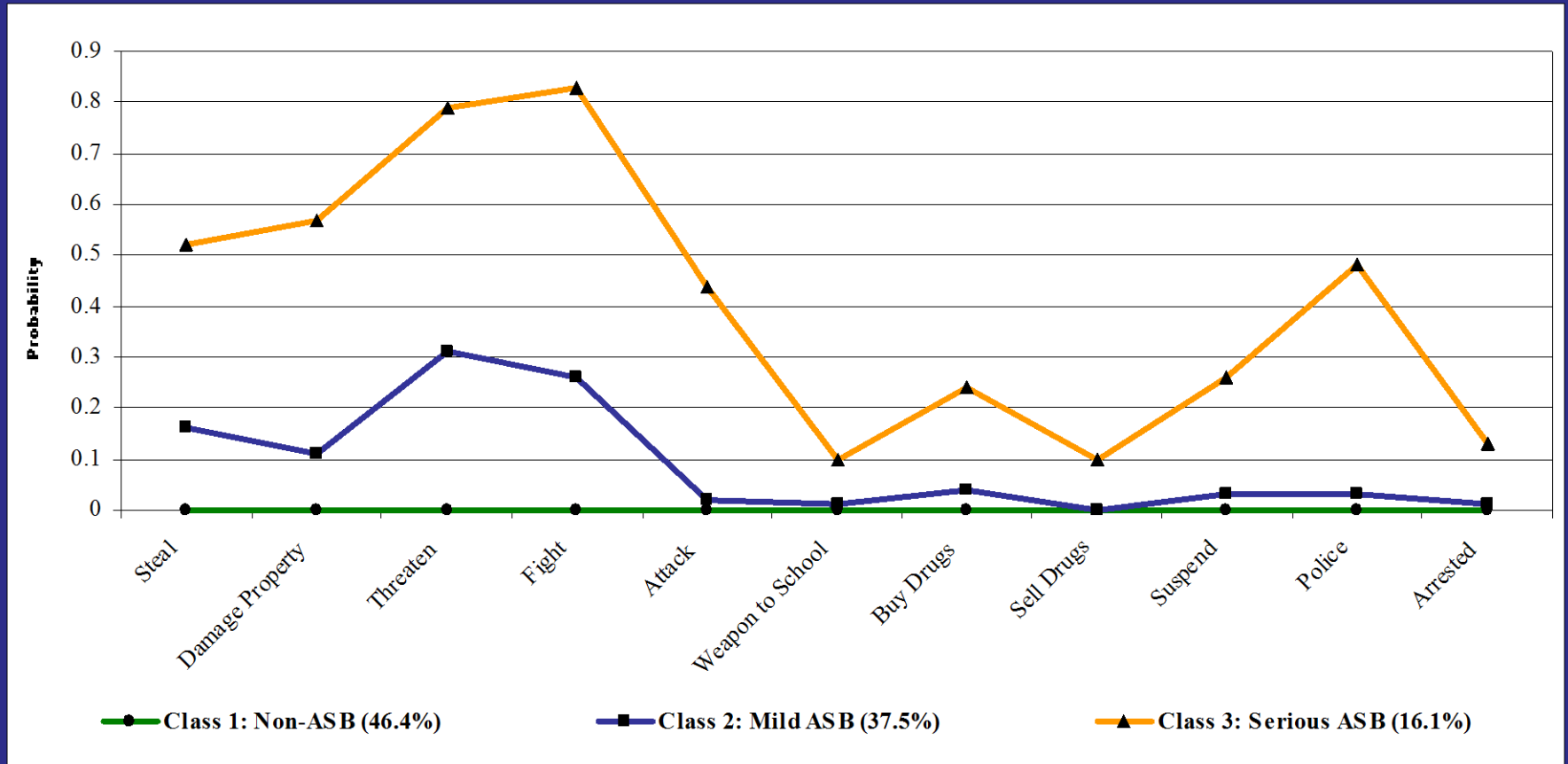 - Self-report survey matched Time 1 (Fall) to Time 2 (Spring)

Methods

- **Independent Variables:**
  - Positive Parenting ($\alpha = 0.83$)
  - Negative Peer Influence ($\alpha = 0.78$)
  - Impulsivity ($\alpha = 0.73$)

- **Dependent Variable:** Antisocial Behaviors
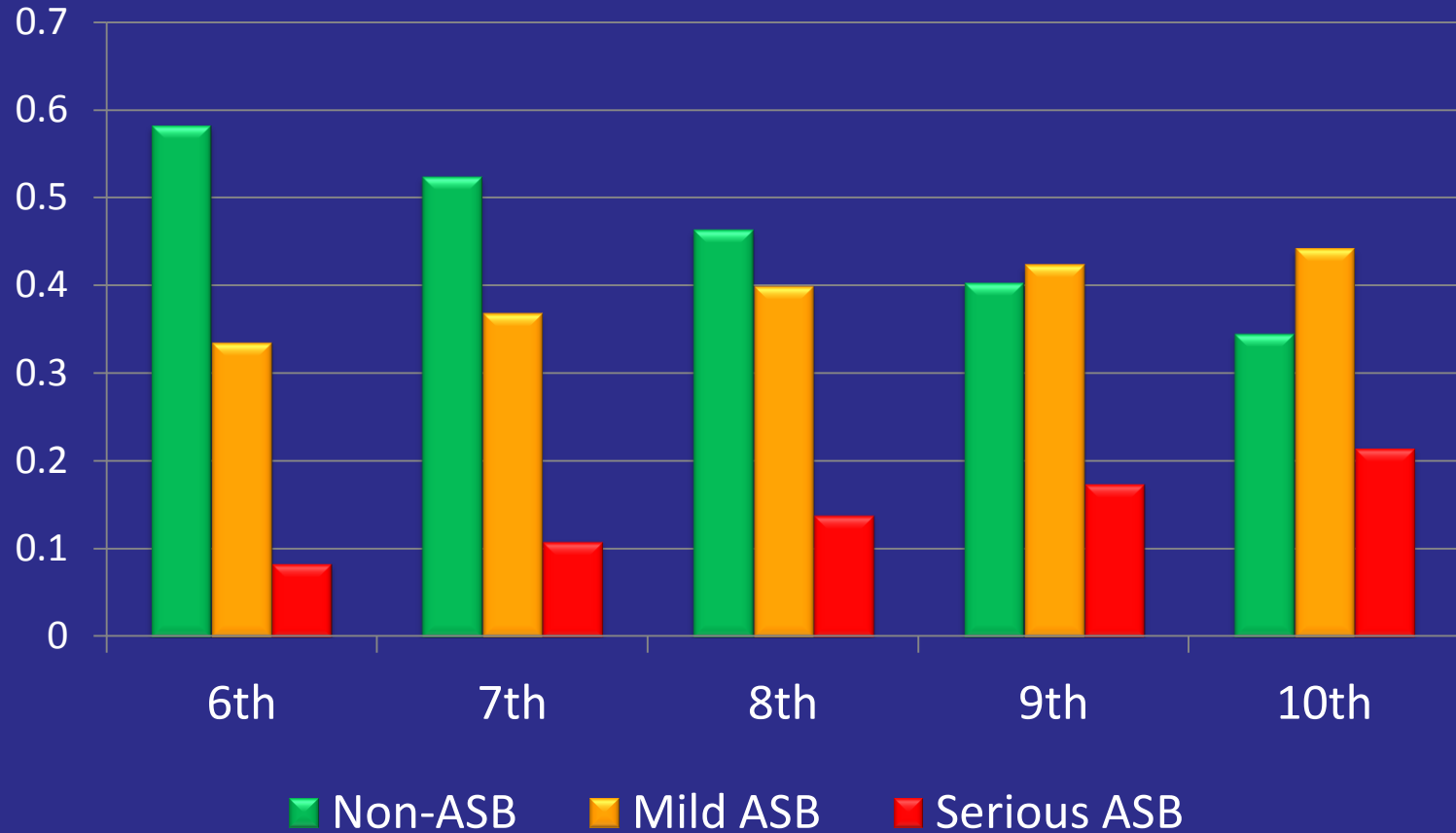
- **Analytic Approach:** Latent Transition Analyses
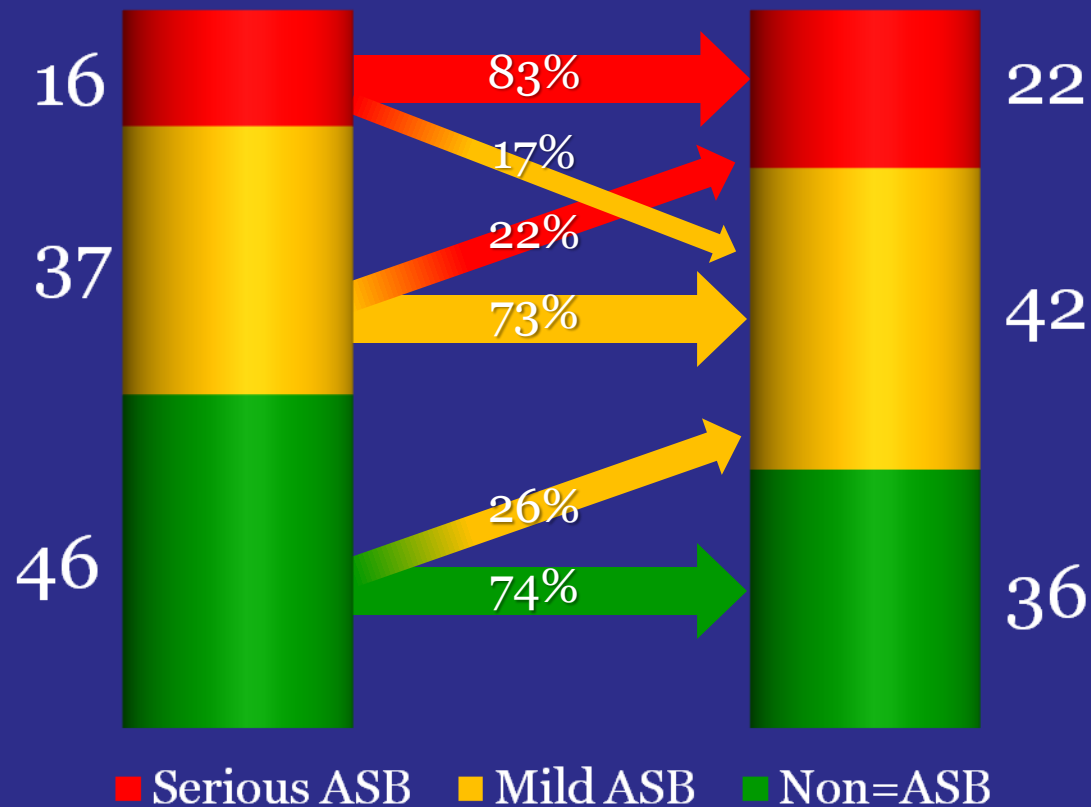
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Results – Latent Class Analysis

Group Prevalence (by Grade)

Latent Transition Probabilities (conditioned on Time 1 ASB)

16 — 83% → 22
17%
22%
37 — 73% → 42
46 — 26% → 36
74%

■ Serious ASB   ■ Mild ASB   ■ Non=ASB

Results – Predictors of ASB W1 Classes

	Wave 1		
	Mild vs. Non	**Serious vs. Non**	**Serious vs. Mild**
Grade	0.89	0.86	1.36
Sex (Male)	0.98	7.36*	9.15*
Impulsivity	3.25*	35.87*	9.06*
Parenting	0.18*	0.05*	0.14*
Peer ASB	33.12*	176.09*	2.71*

Results – Predictors of ASB Transitions

	Transition Patterns		
	Escalators vs. Stable Non	**Stable Mild vs. Stable Non**	**Stable Serious vs. Stable Non**
Grade	0.68*	0.82	0.94
Sex (Male)	0.59	1.40	7.31*
Impulsivity	4.07*	5.89*	64.74*
Positive Parenting	0.23*	0.04*	0.02*
Peer ASB	6.49	44.91*	217.61*

[a] Referent Group is Stable Non-ASB

Summary And Implications

- Behavior patterns over time suggest stage-sequential process

- Self-control, positive parenting, and negative peer influence predicted classes and transitions

- The relation of risk and protective factors to ASB development were consistent across gender and age groups

Future Directions

- Employing multiple methods and measures of study constructs

- Identifying risk and protective factors that are specific to rural areas

- Comparing across communities

Acknowledgements

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Thank You !

Any questions please contact

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