

### BACKGROUND

- Adolescence and young adulthood is an important period for the development of delinquent lifestyle and risk behaviour (we have to note that many delinquencies has no continuation in adulthood)
- Substance use and delinquent behaviour is often considered to have common roots as both of them is socially non-accepted and non-conventional,
- According to Jessor (1997) the substance use is a type of delinquent behaviour, as well as youth crimes, school failure, early sexual activity
- Adolescents' social-cultural environment and their relationship with parents and family has an important role in development of life satisfaction and health
- Lack of any parent has unfavourable impact on well being (higher depression and aggression scores, feeling lonely and unhappy)
- Lack of mother correlates rather with low self esteem, whilst lack of father with risk behaviour
- In this aspect those living in foster care environment are considered to be multiple disadvantaged population
- Factors for explaining development and maintenance of substance use and delinquent behaviour:
  - *Intrapersonal factors:* lack of adaptive and adequate coping mechanisms, social problem solving skills, anxiety, depression, unsolved detachment-attachment problems, sensory seeking behaviour, impulsivity, feeling bored, aggression, low self control skills
  - *Peer group influences:* peer acceptance or exclusion, peer group norms, peer group may help communications skills and coping, on the other hand can result non-healthy lifestyle and delinquent behaviour
  - *Family factors:* family structure and functioning, direct parental models (delinquent, antisocial lifestyle, norms, attitude), lower parental control, monitoring, poor parent-child attachment, genetic predispositions, abuse or neglect
- **Research question: what variables will predict high deviance (CBCL deviance scale scores)**

### METHOD

- **Aim:** to investigate drug consumption habits and its correlates of 15-18 year old young people living in institutional care
- **Institutional care profile:**
  - children's home: at least 12 at most 40 children, larger educational institutions, more traditional
  - foster home: at most 12 children in a house, more family like environment
- The study was carried out in 2003 by colleagues of public health departments
- **Sample size:** N=1008 (48 state institutions)
  - mean age 16,52 (sd:1,02)
  - gender: 53,8% boys, 46,2% girls
  - ethnics: 36,1% considered themselves gipsy, 62,5% Hungarian, 1,4% other
- **Method:** anonym, self administered questionnaire
- **Topics:** family, peer relations, school climate, bullying, risk behaviour (according to ESPAD study), subjective health, children's rights, life satisfaction
- **Scales applied:** Child Behaviour Checklist (CLCB) Deviance, Psychology Immune System Questionnaire, Child Depression Inventory, Rosenberg Self Esteem, Life Satisfaction, Psychological and Somatic Symptoms

### RESULTS

- According to deviance scores we divided the sample to high (6 and above) and low (0-5) scores (based on quartiles)
- Aim: to identify variables the best distinguish these two groups
- Method: binary logistic regression
- In the logistic regression analysis the outcome variables was high deviance score

#### Predictive and risk factors for high deviance (scores above 6)

	Variables	OR	CI
<b>Self control (PISI scale)</b>	Average (reference)		
	Below average	<b>2,311**</b>	1,32-4,06
	Above average		Ns.
<b>Liking school</b>	Very much or little (reference)		
	Not very much	<b>1,71**</b>	1,06-2,77
	Not at all	<b>3,47**</b>	1,69-5,45
<b>School achievement</b>	Average or better than average (reference)	<b>0,34**</b>	0,16-0,73
	Worse than average		
<b>Bullying</b>	Not being a bully	<b>0,42**</b>	0,28-0,64
	Being a bully		
<b>Institute</b>	Children's home		
	Foster home	<b>0,49**</b>	0,32-0,76
	Elsewhere		Ns.

Mean of the deviance scale (CBCL) on the whole sample (N=773)  
**m=4,23, sd.=2,438 (HBSC 2006 m=3,11, sd.=2,5)**

Applying analysis of variance **no significant differences**

- in type of school
- in gender (!)

**Significant differences** between

- age groups (15-16 yrs vs. 17-18 yrs)
- ethnical groups (gipsy students scored higher)
- type of institutional care (children's home vs. foster home: in children's home it is higher)

The models explains for 23,5% (Nagelkerke R Square) of the differences

- Young people scoring lower than average self control scores have by 2,4 times higher risk for having high level of deviance than those scoring average
- Young people not liking school very much have 1,8, those not liking the school at all have 3,5 times higher chances to have high deviance scores than those liking a school at least a little
- Those adolescents feeling labelled worse than average students by their teachers have 3,3 times higher chances to have higher deviance scores than others
- Student bullying others have 2,6 times higher chance to be deviant, than those not bullying others
- Young people living in foster care homes have 0,5 less chance to score high on deviance scale than their peers in children's home

### REFERENCES

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### CONCLUSIONS

- The type of institutional care matters
- The school climate and environment can compensate for disadvantage
- It is worth to work on enhancement of school achievement by extra courses or teacher's extra help
- Bullying issues are to manage in the school and in the children's home environment