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O comportamento antissocial na adolescência: Dimensões individuais de um fenómeno social

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social

Antisocial behaviour in adolescence: Individual dimensions of a social phenomenon

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À minha tia e anjo da guarda, Maria Filomena Murteira.
Ao Diogo, meu melhor amigo e cúmplice de sonhos, sempre.
Ao Henrique, minha vida, razão e emoção.

It is said that even before a river falls into the ocean, it trembles with fear. It looks back at the whole journey, the peaks of the mountains, the long winding path through the forests, through the people, and it sees in front of it such a vast ocean that entering into it is nothing but disappearing forever. But there is no other way. The river cannot go back. Neither can you go back. Going back is impossible in existence; you can only go forward. The river has to take the risk and go into the ocean. And only when it enters the ocean will the fear disappear, because only then will the river know that it is not disappearing into the ocean; rather, it is becoming the ocean.

[Diz-se que mesmo antes de um rio entrar no oceano, ele treme de medo. Olha para trás, para todo o percurso, os cumes das montanhas, o longo caminho sinuoso pelas florestas, pelas pessoas, e vê à sua frente um oceano tão vasto que entrar nele não será mais do que desaparecer para sempre. Mas não há outra alternativa. O rio não pode voltar atrás. Nem tu podes voltar atrás. Voltar atrás é impossível na existência; apenas podes ir para a frente. O rio tem de assumir o risco e entrar no oceano. E só quando entra no oceano é que o medo desaparecerá, porque só nessa altura o rio saberá que não está a perder-se no oceano; está a tornar-se o oceano.]

Osho

Resumo

O trabalho aqui apresentado compila um conjunto de estudos realizados com o propósito de compreender o fenómeno antissocial no contexto do desenvolvimento normativo na adolescência. Não obstante a existência de objetivos específicos distintos, o desígnio último de cada estudo foi integrar uma investigação mais abrangente sobre as tendências antissociais na adolescência e contribuir para avanços significativos nas questões que ainda carecem de resposta, mesmo apesar de todos os estudos prévios disponíveis nacional e internacionalmente.

Partindo de uma reflexão em torno do estado da arte no tema de investigação, são apresentadas algumas especificidades do comportamento antissocial na adolescência, que ilustram a sua significativa complexidade e prevalência neste estágio de desenvolvimento particular. Discutem-se algumas perspetivas teóricas de relevo que poderão contribuir para um adequado enquadramento do presente trabalho e é feita uma revisão de literatura relativa a algumas das variáveis que mais têm sido associadas ao fenómeno antissocial na adolescência, em particular, género, condições socioeconómicas, variáveis familiares, características psicossociais, personalidade, autoconceito e inteligência.

Os estudos empíricos que se seguem foram realizados através de dados obtidos em amostras ocasionais de forma coletiva e anónima. Foram avaliadas condições de vida, tendências comportamentais, personalidade, autoconceito, competências sociais e ambiente familiar através de instrumentos de autorrelato e, quando possível, os encarregados de educação dos jovens auscultados preencheram também uma medida comportamental e um questionário sociodemográfico.

Inicialmente é apresentado um estudo realizado numa amostra ocasional de 489 adolescentes, entre o 5º e o 12º ano de escolaridade, sobre comportamento antissocial, em rapazes e raparigas, e a sua relação com a idade, nível socioeconómico, personalidade, competências sociais, autoconceito e ambiente familiar. Os resultados revelam diferenças de género assinaláveis que espelham características e recursos distintos em rapazes e raparigas. A ausência de diferenças em algumas dimensões é, também, destacada, revelando uma maior igualdade de género, em particular, no que concerne a aspetos familiares e autocontrolo. Foram encontradas relações significativas

entre comportamento antissocial, idade, personalidade, competências sociais, autoconceito e ambiente familiar em ambos os sexos.

O capítulo que se segue apresenta um modelo de equações estruturais testado com a mesma amostra. Os resultados evidenciam uma complexa rede de relações e efeitos envolvidos na explicação do comportamento antissocial na adolescência, chamando a atenção para a importância de considerar o papel das dimensões explicativas, não apenas diretamente, mas também através da sua relação com outras variáveis preditoras.

Apesar de o âmbito deste trabalho se centrar no desenvolvimento normativo na adolescência, o último estudo empírico apresentado é realizado com uma amostra ocasional de 121 rapazes delinquentes. Com efeito, assumindo que existe uma tendência antissocial geral na adolescência, será importante compreender as particularidades de uma população com elevados níveis de tendência antissocial, assim como as manifestações comportamentais que vão para além do que é mais ou menos generalizado na sociedade e que poderão resultar em delinquência. A investigação em causa demonstrou algumas homogeneidades preocupantes na amostra no que se refere ao insucesso académico, ao nível socioeconómico e à dimensão da família. Confirmou-se o papel preditivo da personalidade, autoconceito, autocontrolo e ambiente familiar nos *scores* antissociais, e foram evidenciadas diferenças no psicoticismo, comportamento antissocial e ambiente familiar entre indivíduos com diferentes manifestações comportamentais. Todavia, nenhum dos fatores apresentou correlações com a idade.

Os resultados obtidos sugerem a existência de fatores gerais que explicam a tendência antissocial, desde o desvio *normativo* na adolescência até à delinquência, mas também evidenciam diferenças assinaláveis entre comportamentos distintos em natureza e grau de gravidade. São, ainda, destacados os papéis diferenciados de fatores mais permeáveis à idade e de fatores com maior grau de estabilidade.

De um modo geral, este trabalho permitiu responder a algumas das questões inicialmente colocadas. Através da exploração do papel conjunto da personalidade, competências sociais, ambiente familiar, autoconceito, nível socioeconómico e género nas tendências antissociais entre adolescentes, abriram-se caminhos para novos avanços na investigação e na prática, com o foco colocado no indivíduo e na complexa rede de

fatores que, em conjunto, contribuem para a explicação do comportamento antissocial na adolescência.

Palavras-chave: adolescência, comportamento antissocial, desenvolvimento, personalidade, autoconceito, família, competências sociais

Abstract

This work compiles a group of studies carried on with the purpose of understanding the antisocial phenomenon in the scope of normative adolescent development. Although with different specific goals, the ultimate objective of each study was to be included as part of a thorough research on antisocial tendencies in adolescence and to contribute to significant advances in the unanswered questions that remain, despite all the previous studies that are currently national and internationally available.

Beginning with a reflection on the state of the art of the main topic of research, the specificities of antisocial behaviour in adolescence are presented, illustrating its remarkable complexity and prevalence during this particular stage of human development. Relevant theoretical perspectives that constitute important frameworks for this work are discussed, together with some of the most important variables that have been associated with the phenomenon. Literature supporting their role on adolescent antisocial behaviour is reviewed, specifically, gender, socioeconomic conditions, family variables, psychosocial characteristics, personality, self-concept, and intelligence.

Empirical studies that follow were conducted with data collected collectively and anonymously from occasional samples of adolescents. Self-report measures were used to assess living conditions, behavioural tendencies, personality, self-concept, social skills, and family environment. When possible, parents also filled a behavioural measure and a sociodemographic questionnaire.

Firstly, a study on male and female antisocial behaviours and their relation with age, socioeconomic status, personality, social skills, self-concept, and family environment is presented with an occasional sample of 489 students between the 5th and the 12th grades. Results reveal interesting gender differences that show distinct characteristics and resources in boys and girls. The absence of differences in some variables is also highlighted, revealing increasing gender equality, particularly regarding family factors and self-control. There were significant relations between antisocial behaviour, age, personality, social skills, self-concept and family environment in both genders.

The following chapter presents a structural equations model tested with the same sample. Results evidence a complex net of relations and effects involved in the

explanation of adolescent antisocial behaviour, pointing out to the importance of considering the role of explanatory dimensions, not only directly, but also, in relation to other predictors.

Although the focus of this work was on normative adolescent development, the last empirical study focuses on an occasional sample of 121 delinquent boys. In effect, assuming that there is a general antisocial tendency in adolescence, it is important to understand the peculiarities of a severely antisocial population and the behaviours that go beyond what is more or less generalized in society and may result in delinquency. Research evidenced some worrying homogeneities in the sample on academic achievement, socioeconomic status and family size. Analysis confirmed the predictive role of personality, self-concept, self-control and family environment on antisocial scores. There were differences in psychoticism, antisocial behaviour and family environment according to behavioural sub-types, but none of the factors correlated with age.

In summary, evidence suggests the existence of general factors that explain antisocial tendency, from adolescent *normative* deviancy to delinquency, but also points out important differences between different behaviours in terms of nature and severity. The distinct roles of factors that are more malleable to age and of those who present higher degrees of stability are highlighted.

Overall, this work answered some of our initial questions. By exploring the joint role of personality, social skills, family environment, self-concept, socioeconomic status and gender in antisocial tendencies, it uncovered new paths that may lead to advances in research and intervention, with a focus on the individual and on the complex net of factors that, together, contribute to explain adolescent antisocial behaviour.

Keywords: adolescence, antisocial behaviour, development, personality, self-concept, family, social skills

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Introdução

Os comportamentos antissociais em jovens têm vindo a constituir motivo de crescente preocupação e debate na sociedade atual. A proliferação de exemplos mediáticos e debates públicos sobre o tema remete-nos para a pertinência e urgência desta temática. Se, por um lado, é possível que os jovens de hoje tenham mais comportamentos antissociais do que tinham os jovens de gerações anteriores, também é possível que tal perceção generalizada decorra do maior foco mediático atribuído a este tipo de condutas e ao maior acesso a partilha de informação que as redes sociais hoje nos permitem. Em todo o caso, mais do que nunca, é fundamental aprofundar o conhecimento de que dispomos em Portugal tentando verificar, por um lado, se o comportamento antissocial na adolescência dos dias de hoje poderá considerar-se, de algum modo, *normativo* tendo em conta a natureza das mudanças desenvolvimentais que se verificam neste estágio ou, por outro lado, se verifica uma tendência dos adolescentes para o aumento das condutas desviantes e, em última análise, para uma maior prevalência da delinquência juvenil.

Assim, considerando a complexidade deste fenómeno, importa clarificar alguns conceitos e opções metodológicas. O conceito de comportamento antissocial é definido, neste trabalho, num sentido amplo que inclui não só atos criminosos, mas também comportamentos socialmente desviantes que atentam contra normas ou regras sociais estabelecidas, nos quais se incluem comportamentos impulsivos, conflitos com figuras de autoridade, oposição e agressividade (Morizot & Kazemian, 2015). Trata-se, pois, de um conceito abrangente que se refere a uma considerável variedade de manifestações comportamentais com níveis de gravidade e consequências muito distintos. Tendo em conta esta definição, os comportamentos delinquentes (na adolescência) e criminosos (na idade adulta), poderão ser entendidos como elementos de uma síndrome mais profunda de comportamento antissocial que tende a ser mais persistente e relativamente estável (Farrington, 2007), já que estão enquadrados no conceito de comportamento antissocial mas assumem tal gravidade que poderão ser punidos na sequência de uma condenação (Morizot & Kazemian, 2015). Uma importante corrente na literatura disponível atualmente defende a distinção entre comportamento antissocial limitado à adolescência, com menores consequências individuais e sociais, e trajetórias de comportamento antissocial mais prolongadas, com início precoce na infância e que resultam em consequências mais graves e persistentes para os sujeitos, vítimas e sociedade (Moffitt, 2006).

Com efeito, no que concerne à prevalência do comportamento antissocial, investigações na área têm vindo a evidenciar um inequívoco aumento na participação em comportamentos antissociais na adolescência, quando comparada com outros estádios de desenvolvimento (Morizot & Kazemian, 2015). A *curva da idade do crime* ilustra bem este facto já que apresenta um aumento acentuado da frequência de comportamentos desviantes durante a adolescência, alcançando o seu auge nos últimos anos da adolescência e diminuindo de forma brusca com a entrada na idade adulta (Blonigen, 2010; Moffitt, 1993). Este fenómeno poderá ser explicado através de fatores biológicos (níveis de testosterona, maturação neurológica) e sociológicos (ambiente social, influência dos pares, etc.) (c.f. Blonigen, 2010; Farrington, 2007; Tremblay, 2000).

A este respeito, Moffitt (1993) considera que a delinquência na infância e na idade adulta se trata de uma psicopatologia individual, enquanto, na adolescência, se torna praticamente normativa. Autora de uma das mais reconhecidas teorias desenvolvimentais do crime, identificou inicialmente dois tipos de comportamento antissocial: persistente ao longo da vida (PLV) e limitado à adolescência (LA).

O primeiro, mais raro, grave e patológico, assume um carácter persistente ao longo do ciclo de vida, tendo uma base biológica e refletindo tipicamente comportamentos de violência contra os outros. O comportamento antissocial PLV tem a sua origem em características individuais precoces como a saúde neuropsicológica que se manifesta sob a forma de “variabilidade no temperamento, marcos desenvolvimentais e competências cognitivas” (Moffitt, 1993, p. 687), combinadas com vulnerabilidades do meio que impedem a correção dos problemas individuais da criança e poderão, de facto, contribuir para os acentuar.

Por outro lado, o comportamento antissocial LA inicia-se com a entrada na adolescência e termina tipicamente com a entrada na idade adulta. É considerado generalizado (quase normativo), transitório e menos grave, consistindo maioritariamente em atos não violentos que são instrumentais para o desejo de poder e reconhecimento dos adolescentes, tais como furto, vandalismo, abuso de substâncias, entre outros. Configura, pois, um padrão muito diferente de comportamento que a autora considera quase característico da maioria dos adolescentes: “temo que não possamos compreender a delinquência limitada à adolescência sem primeiro compreender os adolescentes” (Moffitt, 1993, p. 700). Três fatores principais explicam o comportamento antissocial

LA. Em primeiro lugar, o hiato de maturidade (*maturity gap*) entre a infância e a idade adulta em que os adolescentes se encontram: “continuam a ser financeira e socialmente dependentes das suas famílias de origem e são-lhes permitidas poucas decisões realmente importantes. Todavia, querem desesperadamente estabelecer laços íntimos com o sexo oposto, acumular bens materiais, tomar as suas próprias decisões e ser encarados com seriedade pelos adultos. Os adolescentes atuais encontram-se, assim, encurralados num hiato de maturidade, reféns cronológicos de um túnel temporal entre a idade biológica e social” (Moffitt, 1993, p.688-689). Em segundo lugar, o mimetismo social (*social mimicry*), ou seja, a tendência para imitar os comportamentos dos outros, à semelhança do que se verifica nos mecanismos de aprendizagem social (embora não tenha de existir necessariamente uma relação significativa entre o sujeito e a figura cujo comportamento é reproduzido): “quem mimetiza adota o comportamento social dos elementos com maior sucesso para obter acesso a um recurso que lhe é valioso” (Moffitt, 1993, 688). Neste caso, adotar comportamentos de um jovem antissocial PLV poderá significar, para um jovem com comportamento antissocial LA, aceder a um estatuto considerado de maturidade com os seus poderes e privilégios inerentes. Em terceiro lugar, o mecanismo que sustenta os comportamentos antissociais na adolescência é o reforço. Atos como provocar uma figura de autoridade, parecer mais velho (por fumar, ter uma tatuagem, ter dinheiro obtido ilicitamente para gastar) e adotar comportamentos de risco (relações sexuais desprotegidas, condução sob efeito de substâncias, roubo de lojas) são potenciais reforços para a delinquência que se revestem de particular atratividade durante a adolescência (em parte, devido também ao hiato de maturidade).

Ao contrário dos indivíduos com comportamento antissocial PLV, os jovens com comportamento antissocial LA têm um contexto protetor que os desincentiva de continuar uma trajetória persistente de delinquência: “ao chegar a jovens adultos, os que têm um padrão LA e os que apresentam comportamentos antissociais PLV seguem caminhos diferentes. Isto acontece porque as histórias desenvolvimentais e os traços pessoais dos primeiros permitem-lhes a opção de explorar novos caminhos de vida. As histórias e traços dos segundos hipotecaram as suas opções, mantendo-os no caminho antissocial” (Moffitt, 1993, p. 694).

Para além destas duas trajetórias antissociais, e como resultado de diversas investigações realizadas para testar o seu modelo original, Moffitt (2003) sugeriu a

existência de um terceiro padrão de comportamento: “Crônico de Baixa Intensidade”. Este novo grupo inclui indivíduos que adotam comportamentos antissociais mas com baixa intensidade, desde a infância até à adolescência ou desde a adolescência até à idade adulta. Estes indivíduos apresentam maior tendência para depressão, neuroticismo e ansiedade, encontrando-se, em muitos casos, socialmente isolados e com dificuldade em fazer amigos ou manter o emprego.

No mesmo sentido, Patterson e Yoerger (2002) identificaram duas trajetórias de delinquência, de início precoce e de início tardio, que se distinguem pelos padrões de desenvolvimento (sobretudo relativamente ao momento e estágio de desenvolvimento em que os comportamentos antissociais se começam a manifestar), pelos níveis de competência social e pelo contexto em que o comportamento se verifica (família e pares).

A trajetória de início precoce principia-se ao nível pré-escolar e decorre das reações imediatas dos pais, irmãos e pares, que promovem os comportamentos coercivos da criança, já que, com eles, consegue os seus objetivos (faz birras, bate, grita, etc.). Mais tarde, a criança aprende o valor instrumental de outros atos antissociais (como, por exemplo, roubar ou mentir) e quando entra na escola, a associação com pares que adotam comportamentos semelhantes permite a seleção de novos tipos de comportamentos antissociais. Com efeito, as crianças com comportamento antissocial de início precoce tendem a apresentar um défice significativo no seu desenvolvimento social já que aprendem precocemente a adotar comportamentos desviantes e não adquirem as competências sociais necessárias a um adequado ajustamento e adaptação ao meio social. Tais competências tornam-se cada vez mais difíceis de adquirir com a continuação da trajetória antissocial sendo, conseqüentemente, o défice desenvolvimental intensificado (Pateron & Yoerger, 2002).

A trajetória de início tardio começa tipicamente no início ou a meio da adolescência e é, para os autores, muitas vezes devido a práticas parentais inadequadas, sobretudo no que diz respeito ao controlo e monitorização dos comportamentos. Assim, os comportamentos desviantes verificam-se durante a adolescência, junto dos pares, quando as famílias têm menor capacidade para controlar, disciplinar e monitorizar os filhos e quando a resolução de problemas no seio familiar se torna mais difícil. De facto, a ambiguidade do controlo parental tende a aumentar neste estágio de desenvolvimento, já que os adolescentes tendem a passar mais tempo com os pares sem supervisão dos

adultos (Patterson & Yoerger, 2002). Por todo o exposto, os jovens cujos comportamentos antissociais se enquadram nesta trajetória serão mais propensos a desistir de tais opções comportamentais ao atingir a idade adulta, já que têm uma história prévia de comportamentos adaptativos na infância que lhes permite voltar a uma trajetória socialmente ajustada num estágio em que os comportamentos antissociais perdem, em grande medida, o seu valor instrumental. Assim, tal como no caso dos comportamentos antissociais LA (Moffitt, 1993), a trajetória de comportamentos antissociais de início tardio, definida por Patterson & Yoerger (2002) tende a ser relativamente curta.

Também os resultados do Estudo de Cambridge sobre o Desenvolvimento da Delinquência indicam que “os transgressores mais persistentes começam cedo, têm um percurso criminal prolongado e apresentam dificuldades em muitos aspetos das suas vidas” (Farrington, 2008, p. 242). Neste âmbito, Farrington (2004, 2008) refere duas tendências distintas de desenvolvimento da delinquência: tendências antissociais de longo-prazo e ocorrência instantânea de delitos ou outros atos antissociais. A ocorrência repetida de delitos dependerá da interação entre o indivíduo (que tem um certo grau de tendência antissocial) e o meio social, assim como de um processo de tomada de decisão baseado nas oportunidades para a transgressão. As diferenças entre as duas tendências resultam, de acordo com o autor, de processos de motivação (*energizing*), direção e inibição. Por exemplo, o indivíduo pode ser motivado pelo desejo de obter bens materiais, de adquirir um determinado estatuto social junto dos pares ou pela adrenalina associada à transgressão. A tendência antissocial pode, então, ser reforçada se os métodos escolhidos para satisfazer estas motivações não são socialmente aprovados (a escolha dos métodos dependerá da maturidade e competência comportamental do indivíduo). Se as atitudes pró-sociais e crenças do indivíduo estiverem adequadamente internalizadas, a tendência antissocial poderá perder força numa última fase de inibição. De facto, quando os pais promovem e valorizam normas sociais ajustadas e supervisionam adequadamente os filhos, com uma disciplina orientada pelo afeto, os filhos compreenderão que a delinquência está errada (Farrington, 2008). Todavia, fatores como a impulsividade, disfunções neurológicas ou baixa inteligência poderão afetar tais crenças internas, mesmo quando são proporcionadas oportunidades de desenvolvimento adaptativo. Assim, tendo em conta estes elementos de motivação, direção e inibição, o indivíduo tomará uma decisão com

base nas oportunidades, processos cognitivos (avaliação de custos/benefícios e da probabilidade de obtenção de diferentes resultados) e nos elencos comportamentais internalizados.

De um modo geral, todos os autores referidos apontam para uma relação entre precocidade e gravidade/persistência, considerando que quanto mais cedo começam os comportamentos desviantes maior a gravidade e persistência da trajetória antissocial, já que “o comportamento antissocial crônico após a pré-adolescência é a continuação de um padrão que começa precocemente na infância” (Lacourse et al., 2002, p.909). De facto, quando os problemas começam em momentos mais tardios do desenvolvimento, os sujeitos já tiveram oportunidade de desenvolver competências adaptativas e prossociais que funcionam como fatores protetores relativamente a trajetórias antissociais prolongadas (Moffitt, 2006; Patterson & Yoerger, 2002; Thornberry & Krohn, 2004).

Os capítulos que se seguem resultam de um trabalho desafiante de 5 anos que procurou compreender, através de duas amostras distintas e da análise de variáveis significativas, se existe uma tendência antissocial generalizada a todo o comportamento desviante na adolescência (desde comportamentos relativamente inofensivos, até manifestações de delinquência) ou se existem aspetos distintos que fazem com que a delinquência e a transgressão social na adolescência sejam encaradas como fenómenos distintos.

Assim, no primeiro capítulo, é apresentado um enquadramento conceptual do comportamento antissocial na adolescência sob a forma de revisão de literatura em torno dos fatores sociais, familiares e individuais relevantes para análise nos estudos realizados.

No segundo capítulo são exploradas as relações entre comportamento antissocial e características individuais (género, personalidade, competências sociais, autoconceito e perceção de ambiente familiar) numa amostra ocasional de adolescentes em contexto escolar (ver anexos 1, 3, 4 e 5). Com base nos resultados obtidos, são apresentadas linhas orientadoras para intervenção, com o objetivo de promover um desenvolvimento sócioafetivo saudável na adolescência e prevenir, a um nível primário, a escalada de comportamentos desviantes neste estágio de desenvolvimento.

O terceiro capítulo testa um modelo explicativo do comportamento antissocial na adolescência, incluindo dimensões consideradas mais estáveis (psicoticismo e autocontrolo) e dimensões que tendem a diminuir ao longo da adolescência e influenciam negativamente o comportamento antissocial (ambiente familiar e conformidade social), tendo por base os resultados obtidos no estudo apresentado no capítulo anterior. As análises resultaram num modelo robusto e significativo que remete para a natureza distinta de cada preditor e do seu contributo, não só direto, mas através da relação com outros preditores.

No quarto capítulo, é apresentada uma investigação centrada nas características individuais (personalidade, autoconceito, competências sociais), sociais (nível socioeconómico, nível de escolaridade) e familiares (ambiente e composição familiar) de jovens delinquentes, institucionalizados em 5 Centros Educativos de Portugal Continental (ver anexos 1 e 2), com a intenção de elucidar o seu papel individualmente e as suas complementaridades na explicação deste fenómeno. Os resultados obtidos, embora exploratórios, dão-nos importantes pistas para o desenvolvimento de estratégias de intervenção, revelando que, apesar de existirem vulnerabilidades generalizadas a toda a amostra, diferentes tipos de comportamento poderão exigir intervenções distintas.

No final, tecem-se considerações que articulam os diversos estudos desenvolvidos, no sentido de oferecer uma reflexão abrangente e integradora das análises realizadas.

Por detrás dos indicadores estatísticos e das conclusões que aqui se apresentam, encontram-se muitas histórias de vida, desafios e aprendizagens. Ao longo desta investigação, tive a oportunidade de testemunhar diversas realidades e histórias pessoais verdadeiramente impressionantes, ricas e interessantes que, infelizmente, não podem ser adequadamente partilhadas num trabalho desta natureza. Não obstante, foi profundamente gratificante a oportunidade de desenvolver este projeto e acredito que todas as vivências que me proporcionou estão de algum modo integradas no resultado final deste trabalho, como inspiração pessoal e lição de humildade como psicóloga, investigadora e ser humano em desenvolvimento.

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Capítulo I

The antisocial phenomenon in adolescence: What is literature telling us? ¹

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Abstract

Our paper offers a reflection on the state of the art of antisocial behaviors in adolescence, seeking to review and synthesize relevant conclusions from developmental investigation on this subject. We begin by identifying the peculiarities of the antisocial phenomenon in adolescence, with particular focus on social and family aspects that may influence social behaviors at this stage, as well as on individual variables that undergo considerable development in adolescence and may play an important role in risk behaviors, such as psychosocial competence, personality, self-concept, and intelligence. The general conclusion points out questions that remain unanswered. Therefore, work seeking to address some of those questions is presented.

Keywords: antisocial, behavior, risk factors, adolescence, development

Introduction

A general assumption regarding the meaning of antisocial behaviors could be that they describe behaviors that violate social rules intended to promote respect and consideration towards other people's life and property (Burt, Donnellan, Iacono, & McGue, 2011; Kagan, 2004). Such a definition makes it clear that antisocial behavior is a socially determined construct that may include many different subtypes, levels of destructiveness, forms, functions, onsets, and pathways.

Although we can list several examples of possible antisocial acts, the identification and consideration of antisocial behaviors, especially in adolescence, is still defined by a high level of uncertainty. Actually, "examples during childhood and adolescence range from more or less normative behaviors, such as lying and underage alcohol use, to rarer but more severe behaviors, such as animal cruelty, theft and assault" (Burt, 2012, p. 264). Indeed, not only the manifestations of such behaviors present great variability from individual to individual, but also the very concept of antisocial acts presents a big relativity regarding its classification and level of maladjustment involved. A specific antisocial behavior may be considered as such in one culture, but may be accepted and viewed as adjusted in another culture. Also, some antisocial behaviors are almost *normative* for some groups of individuals, even in societies where they are disapproved. We need to look equally at the motivations and levels of pathology behind such behaviors as well, particularly, before adulthood, as it will be further explored, the individuals' behaviors may be motivated by a multitude of factors, some of which do not necessarily involve pathology or intent to harm. In other words, "some criminal acts are indeed normal in the triple sense that: (1) their motivation is moral rather than antisocial, (2) the usual risk factors for crime do not apply, and (3) they do not reflect either social malfunction or personal psychopathology" (Rutter, Giller, & Hagell, 1998, p. 113). Besides, despite being a serious social and public health matter, antisocial behavior in childhood and adolescence is often difficult to quantify because most acts are not formally reported to health or legal entities.

In this paper, we consider human development as "a systematic, organized, intra-individual change clearly associated with age-related progressions which achievement has, in some way, implications for the individuals' type of functioning in a future moment in time" (Rutter & Rutter, 1993 *in* Rutter, 2010, p. 32); thus, using

developmental psychology as the framework to understand adolescent antisocial behavior. Therefore, adolescence is envisaged as a period characterized by the emergence of new abilities in a transformative and integrative process that allows the individuals to adapt to the environment and to themselves. In this context, in order to understand the antisocial act from a developmental perspective, we need to understand at what point in the individual's life it occurred, its origins, and what pathways (i.e., persistence or desistence, more or less severe antisocial behaviors) were followed before and after.

State of the art in antisocial behaviors

There is no doubt that the study of antisocial behaviors carries an immense complexity due to the variability in antisocial manifestations, individuals, and trajectories, which “constitutes a challenge for theory, research and intervention design” (Moffitt & Caspi, 2001, p. 355). Laub, Sampson, and Sweeten (2006, p. 323) recognize, at this purpose that “there will always be a considerable heterogeneity in criminal offending no matter how many factors are taken into account”.

Nevertheless, most authors agree that many different factors contribute to different deviant trajectories. Such factors appear to be related to three major groups – individual characteristics, social environment, and family characteristics – and the impact of each set of variables may be different according to the individuals' age or stage of development (Lahey & Waldman, 2004; Tremblay, 2000, 2010).

When the prevalence of antisocial behaviors is discussed, there is consensus in a particular increase in antisocial behaviors during adolescence. Actually, the rapid increase in deviant behavior during adolescence followed by a rapid decrease after this developmental stage has been named *the age crime curve* (Blonigen, 2010; Moffitt, 1993). Explanations for this phenomenon have included biological aspects, such as the rise of testosterone levels and neurological maturation, and sociological aspects, such as the increase in the environment's role and the peers' influence on the individual's conduct, that typically take place in adolescence (e.g., Blonigen, 2010; Farrington, 2007; Tremblay, 2000). In this regard, Moffitt (1993) argues that both prevalence and incidence of offending are more frequent in adolescence, and that criminal offenders are mostly teenagers because, in childhood, delinquency is more of an individual psychopathology, while in adolescence it becomes almost normative (changing again to

being psychopathological in adulthood). In fact, distinctions in antisocial behaviors can be set according to several criteria, but age appears to be, if not the main focus, at least an important topic of discussion for many (Farrington, 2008; Lahey & Waldman, 2004; Moffitt, 1993, 2003, 2006; Patterson & Yoerger, 2002ab; Thornberry & Krohn, 2004; Zara & Farrington, 2010).

In general, literature points to a relationship between precocity and severity/persistence, considering that the earlier the onset of deviant behaviors, the more severe and persistent the antisocial path will be. It is argued that, when problems start later in development, individuals may have already experienced some prior positive or prosocial opportunities that can serve as protective factors against a persistent delinquent career (Moffitt, 1993, 2003, 2006; Patterson & Yoerger, 2002ab; Thornberry & Krohn, 2004). Sampson and Laub, however, state that “crime declines with age even for active offenders and that trajectories of desistance cannot be prospectively identified based on typological accounts rooted in childhood and individual differences” (2005, p. 17). Regardless of each particular position, it appears to be consensual that the processes and risk factors involved in persistent and chronic antisocial behavior are different from those involved in adolescence-limited deviancy.

From a distinct viewpoint, Tremblay (2000, 2010), recognizes the importance of the age at which behaviors manifest for the severity and persistence of antisocial behavior, but suggests a differentiation of antisocial behaviors according to types of antisocial manifestations instead of age-of-onset. As Loeber and Schmalting (1985, p. 350) previously suggested, “it would be fruitful to use distinct treatment approaches for covert and overt patterns of antisocial behavior, each focusing on separate behaviors and different etiological variables”. In this regard, Burt et al. (2011) found that, contrary to what was anticipated earlier, the age at which antisocial behaviors first manifest is not as important as the behavioral subtypes linked to age-of-onset are for the prediction of antisocial trajectories. In fact, some research has pointed out that, not only different antisocial behavioral subtypes may evidence different behavioral trajectories, but also that developmental trajectories of different types of antisocial behavior may not be driven by the same proximal and causal factors (Burt, 2012; Burt, Donnellan, & Tackett, 2012; Lacourse et al., 2002). In particular, Burt (2012) concluded that aggressive (overt) behaviors tend to be more consistent over time, while rule-breaking (covert) behaviors tend to be more frequent during adolescence.

Interestingly, it appears that the distinction according to behavioral subtypes corresponds more or less to the age-of-onset distinction: physical aggression is particularly characteristic of childhood-onset antisocial behaviors, whereas rule-breaking is linked to adolescence-onset antisocial behaviors (Burt, 2012). This may be explained by aspects related to socioemotional development, since “one of the major developmental challenges of a child is to learn to inhibit physical aggression and use other patterns of action in his attempts to achieve his goals” (Tremblay, 2010, p. 347). In fact, not only Patterson and Yoerger (2002a) suggest that overt forms of antisocial behaviors grow during toddlerhood, whereas in adolescence covert antisocial behaviors tend to be more significant, but also Lahey and Waldman’s model (2004) associates early-onset of antisocial behaviors with less severe forms of overt behaviors, whereas a later onset appears to be related to covert behaviors and aggressive overt behaviors. In summary, it appears that the differences between distinct behavioral subtypes evidence normative aspects of socioemotional development, as the differences between early and late-onset antisocial behavior trajectories also seem to reflect.

Gender

Another interesting aspect concerns the role of gender in antisocial behaviors. Despite the fact that the majority of investigations on antisocial behaviors focus mainly on male offending (e.g., Ayduk, Rodriguez, Mischel, Shoda, & Wright, 2007; Farrington, 2004; Koolhof, Loeber, Wei, Pardini, & D’Escury, 2007), gender differences in antisocial behavior have been widely documented (Bennet, Farrington, & Huesmann, 2005; Berkout, Young, & Gross, 2011; Fergusson & Horwood, 2002; Lahey & Waldman, 2004; Lahey et al., 2006; Moffitt, 1993, 2003, 2006; Tremblay, 2000, 2010). Such differences can be found in the types of behavior that are adopted by males and females, with the former being more likely to engage in overt forms of antisocial behavior and the latter having greater tendency to adopt covert forms, especially by the time they reach adolescence (Tremblay, 2010). The most consistently mentioned differences, though, do not refer so much to the developmental trajectories of offending as to the rate of antisocial manifestations (Fergusson & Horwood, 2002). In fact, research has consistently demonstrated that the frequency in behavior problems is much higher in boys than it is in girls, since “females as a group have been shown to experience lower levels than males of risk factors” (Moffitt & Caspi, 2001, p. 369). Moreover, it appears that even for girls with behavior problems there is a smaller

tendency to engage in more extreme forms of antisocial manifestations when compared to boys (Berkout et al., 2011). Gender, indeed, appears to be one of the most robust predictors of antisocial behavior and one of the most consensual topics in this matter.

Socioeconomic Conditions

Regarding socioeconomic conditions, several authors have suggested the existence of a negative association between socioeconomic status and antisocial behaviors, which has been generally confirmed by studies regarding risk factors for deviant conducts (Church II, Jagers, & Taylor, 2012; Farrington, 2004, 2007; Lahey & Waldman, 2004; Moffitt, 1993, 2003, 2006; Rutter et al., 1998; Thornberry & Krohn, 2004; Tremblay, 2000, 2010). For example, results from the Cambridge Study of Delinquent Development (Farrington, 2004, 2008) have shown that convicted delinquents are more likely to have lived in poorer and larger families, in poor houses, to have depended on social assistance, and to have received negligent care regarding hygiene, nutrition, and clothing. Moffitt (1993) also mentions low socioeconomic status as one of the factors that, combined with a set of other detrimental circumstances, may contribute to place children at a higher risk for developing into life-course-persistent antisocial trajectories, by decreasing the children's opportunities to learn prosocial alternatives to their deviant behaviors. Likewise, Thornberry and Krohn (2004) consider a disadvantaged social structure to be one of the several risk factors responsible for the earliest possible onset of antisocial behaviors (precocious offenders), also defined by persistent and severe deviant trajectories. In summary, socioeconomic disadvantage is believed to be related to more persistent and severe antisocial trajectories that are extended to adulthood, and may even result in criminal convictions.

Nevertheless, it is also somewhat consensual that the effect of socioeconomic conditions on antisocial behaviors may not be immediate, but instead, may have an indirect influence on deviancy, mediated by other living conditions, especially family factors. Actually, "much of the risk for antisocial behavior associated with poverty and social disadvantage is mediated by the adverse effects of prolonged economic (and associated) stresses on family functioning" (Rutter et al., 1998, p. 201). In fact, there are many factors associated with low socioeconomic status that may influence the likelihood of adopting antisocial behaviors and make children and adolescents more vulnerable to deviant conducts, such as criminality in the neighborhood, delinquent peers at school, and few economic resources in the family (Dodge, Coie, & Lynam,

2008; Lahey & Waldman, 2004). Moreover, some family characteristics that have been found to increase the risk for deviancy (e.g., being born to a teenage single mother, having antisocial parents, health and drug problems in the family, having young parents, large family size) and the individual factors that may be related to such conditions, have often been associated with low socioeconomic status.

Family

There is currently no doubt that the role of the family is crucial for the development of social behaviors, since it is within the family that the children first learn how to behave in social settings and will develop “their first socioemotional schemas (...), that become prototypes of social relations” (Haro, 2000, p. 23).

When analyzing existing literature regarding the antisocial phenomenon, it is salient that several family structure variables have already been identified as determinants of adjustment or maladjustment in social conducts. For example, having divorced parents or living in a single-parent family is considered, in some research, as a risk factor for deviancy (Hamama & Ronen-Shenhav, 2012; Moffitt, 1993). However, the most consensual factor that is believed to influence antisocial trajectories is structural change, a concept that may include multiple situations, such as divorce, absence of the father, changes in the primary caretaker, separation from parents, etc. (Farrington, 2004; Foster, Nagin, Hagan, Angold, & Costello, 2010; Moffitt, 1993, 2003, 2006; Patterson & Yoerger, 2002a; Rutter et al., 1998). It appears that, more than acting alone in influencing the children’s social conduct, such structural conditions may act especially due to the underlying family conflict and instability. In fact, parental conflict has been considered a risk factor for the development of antisocial conducts by children (Farrington, 2004; Foster et al., 2010; Rutter et al., 1998; Tremblay, 2010).

Despite the clear contribution of structural variables and family characteristics, research has found that family environment factors have a significant role in antisocial behaviors as well, with many studies mentioning the possibility that, regardless of structural features of the family, it is the way its elements interact with each other that influence the child’s development, in particular, the development of social behaviors (Ahrons, 2007; Hetherington, Cox, & Cox, 1982; Kelly, 2007; Morgado, Vale Dias, & Paixão, 2011; Schneider, 1993; Stadelman, Perren, Groeben, & VonKlitzing, 2010; Taborda Simões, & Ataíde, 2001).

Overall, based on current knowledge in this field, some possible protective factors have been identified to mediate the risk of developing antisocial conduct in childhood and adolescence. First, the development of the children's internal controls, and the implementation of consistent discipline, control, and problem-solving strategies in the family are protective factors against deviant trajectories (Herrenkohl, Hill, Hawkins, Chung, & Nagin, 2006; Laub et al., 2006; Patterson & Yoerger, 2002a; Rutter et al., 1998). There is, in fact, no doubt that "youths benefit when parents provide supervision, set clear rules and expectations for behavior, and reinforce good behavior in their children" (Herrenkohl et al., 2006, p. 211). Moreover, the quality of bonds between parents and their children may work as an important protective factor, especially if the family environment is defined by a good emotional atmosphere, with agreement, cooperation, ability to reach group decisions, responsivity, and explicit and unambiguous communication patterns (Rutter et al., 1998; Veneziano & Veneziano, 1992). Indeed, "parent and family connectedness have been shown to be protective factors against youth violence" (Henrich et al., 2005; Resnick et al., 1997, 2004, *in* Stoddard, McMorris & Sieving, 2011, p. 248).

It should be noted that the influence of the family appears to be stronger in childhood than in adolescence, since at this later stage of development, the role of school and peers becomes more prominent. In fact, "it is expectable that the impact of family factors, as well as of peers or school factors, will not be equal in different ages throughout adolescence" (LeBlanc & Janosz, 2002, p. 46). There is no doubt that adolescence is a developmental stage when individuals tend to spend less time with their families, as the interactions with peers increase in frequency (and, in many cases, occur without adult supervision). Patterson and Yoerger (2002a) consider that a late-onset trajectory of antisocial behaviors is partly due to changes in parental rearing practices during adolescence, when parents may be less effective in dealing with their children, in particular management aspects such as control, discipline, monitoring, problem-solving strategies, and positive reinforcement. Accordingly, Thornberry and Krohn (2004) mention that in adolescence, not only do parents have less control over their children's behaviors, but also that parent-child relations at this stage tend to be more strained and conflicting.

In summary, family variables have an indisputably important role as protective and risk factors for the development of antisocial behaviors. Structural stability, control,

supervision, consistency, good communication, and emotional bonds appear to be essential and consensual family characteristics that have the ability to promote adjusted social behaviors, and, thus, prevent antisocial tendencies.

Psychosocial Characteristics

There are also some particularly interesting developmental perspectives regarding psychosocial characteristics that should be analyzed in relation to antisocial behaviors in childhood and adolescence, since “the developing human capacity to coordinate one’s own perspective and that of other(s) is one of the most, if not *the* most essential ingredient in determining the quality of human social relationships” (Selman & Adalbjarnardottir, 2000, p. 50).

Literature shows us that psychosocial competences are determinant, either as protective or risk factors, in guiding individual’s choices regarding social behaviors (Mota, Matos, & Lemos, 2011; Selman & Adalbjarnardottir, 2000). And they are particularly important to study in childhood and adolescence because they are still in development, at least, until young adulthood (Modecki, 2009; Nunner-Winkler, 2010; Steinberg, 2009). Moreover, decision-making in adolescence may be motivated by different psychosocial factors than in adulthood, such as by peer influence, propensity for risk-taking behaviors or even by time perspective (McLachlan, Gagnon, Mordell, & Roesch, 2010).

In fact, more immature stages of morality have been identified as risk factors for antisocial behaviors, whereas being in more mature stages of moral development may protect against deviant conduct (Monahan, Steinberg, Cauffman, & Mulvey, 2009; Stams et al., 2006). Psychosocial maturity is believed to encourage prosocial and altruistic behavior, serving as a protective factor against several behavior problems. Likewise, perspective-taking ability has been found to lead to more relationship enhancing outcomes, whereas the lack of such competence may, in fact, contribute to facilitating anger arousal in situations of interpersonal provocation (Mohr, Howells, Gerace, Day, & Wharton, 2007). Moral disengagement has also been strongly linked to antisocial behaviors in childhood and adolescence, as well as to delinquent behavior (Bandura, 2002; Bandura, Barbaranelli, Caprara, & Pastorelli, 1996; Bandura, Caprara, Barbaranelli, Pastorelli, & Regalia, 2001; Hyde, Shaw, & Moilanen, 2010), showing

that deviant behavior in adolescence may not only be explained by immature stages of morality, but also by aspects related to cognition and motivation.

In summary, having underdeveloped psychosocial competences appears to encourage antisocial or aggressive behavior, whereas “to the extent adolescents can develop perspective on the complex connections between their own biological, personal, and cultural relationship histories and their own individual health choices in daily life, they are more likely to keep themselves out of harm’s way” (Selman & Adalbjarnardottir, 2000, p. 50).

Empathy should also be taken into account when the role of psychosocial maturity in antisocial behaviors is discussed. In the sense that it concerns the ability to understand and relate to others’ feelings and situations, and it concerns the ability to understand another’s emotional state as well as the sharing of the other’s emotional state (Jolliffe & Farrington, 2004), empathy appears to be part of the general group of psychosocial competencies. In fact, several researchers mention a protective effect of empathy against antisocial behaviors (Batanova & Loukas, 2011; de Kemp, Overbeek, de Wied, Engels, & Scholte, 2007; Dodge et al., 2008; Findlay, Girardi, & Caplan, 2006) since it may elicit altruism and inhibit aggression (Hastings, Zahn-Waxler, Robinson, Usher, & Bridges, 2000; Palmer, 2005; Zahn-Waxler & Radke-Yarrow, 1990 *in* McPhedran, 2009). Furthermore, low empathy has been associated with some types of antisocial behaviors and delinquency (Bennett, Farrington & Huesmann, 2005; Jolliffe & Farrington, 2004, 2011).

It becomes clear that “social interactions are involved in the individuals’ constructions of moral judgments” (Turiel, 2008, p. 489), and that moral judgments may, in turn, influence social interactions. Hence, morality and psychosocial characteristics – that are clearly so important in the children and adolescents’ social experiences – can play a very significant role in antisocial behaviors.

Personality

Personality and individual dispositions also have a significant role in social behaviors in the sense that each person brings to his/her relationships a set of individual traits and characteristics that may influence the way he/she interacts with others, and “the social situations in which individuals find themselves are determined, at least in part, by their personality” (Eysenck & Eysenck, 1985, p.313). People’s personalities are

shaped by their social interactions and contexts and the children and adolescents' personalities may contribute to determine in which activities they participate and in which ways they will spend their free time (Shiner & Caspi, 2008). In fact, there is evidence that prior personality characteristics can predict social relations and, conversely, that social relations may predict changes in personality over time (Robins, Caspi, & Moffitt, 2002).

The study of personality in the scope of antisocial behaviors appears, therefore, especially pertinent. Further, there is a vast array of literature on this matter that has tested the hypothesis that there are differences in personality between individuals who manifest and do not manifest antisocial tendencies (e.g., Eysenck & Eysenck, 1985; Gray, 1991). "Taking personality into account implies accepting the existence of cognitive, affective, and behavioral tendencies that may favor delinquency" (Romero, Luengo, & Sobral, 2001, p. 344-345), and calls our attention to the importance of understanding what characteristics make some individuals more vulnerable to adopt antisocial behaviors than others.

Overall, there is an aspect that appears to be widely reported by authors and researchers as characteristic of individuals with antisocial tendencies: impulsivity (Carrasco, Barker, Tremblay, & Vitaro, 2006; Caspi, 2000; Caspi, Henri, McGee, Moffitt, & Silva, 1995; DeLisi & Vaughn, 2008; Dodge et al., 2008; Farrington, 2004; Fonseca & Simões, 2002; Koolhof et al., 2007; McEachern & Snyder, 2012; Moffitt, 1993, 2003, 2006; Romer et al., 2009; Romero et al., 2001; Rutter et al., 1998). In fact, not only is impulsivity often mentioned together with references to lack of self-control, and weak constraint or failure to delay gratification (Baumann & Odum, 2012), it has also been related to Eysenck's Trait of Psychoticism (Cale, 2006; Colder et al., 2011), the trait that has shown the most significant relationship with antisocial behaviors (Carrasco et al., 2006; Center & Kemp, 2002; Center, Jackson, & Kemp, 2005; Romero et al., 2001). It should be noted that impulsivity, as a general trait, has been found to decline from adolescence to adulthood (Blonigen, Littlefield, Hicks, & Sher, 2010; Steinberg et al., 2009), which may imply that, in general, as adolescents grow into adulthood, they will tend to become less prone to antisocial behaviors. Undoubtedly, adolescence is a stage when sensation-seeking behaviors are at its highest levels and it is possible that such behaviors may, not only, be a characteristic of this period of development, but also "necessary to develop essential social competences to achieve

independency in adulthood” (Luna, 2010, p. 333). It has been suggested that “normative changes in personality may play a significant role in desistance from crime and antisocial behavior during the transition from late adolescence to early adulthood” (Blonigen, 2010, p. 98). Therefore, it is possible that “experience gained during the adolescent period may help adults to recognize the hazards of some forms of risk taking or to provide skills to constrain such activity” (Romer, Duckworth, Sznitman, & Park, 2010, p.327), thus reducing the prevalence of antisocial behaviors in early adulthood.

Self-Concept

There is no doubt that the transformations that take place in adolescence have an impact on how individuals perceive themselves, that is, on their self-concept. When studied in the scope of social functioning, self-concept has been regarded both as a risk and protective factor. Actually, positive self-concept has been related to good mental health, educational benefits, positive development in adolescence, and many adjusted psychological and social outcomes (O’Mara, Marsh, Craven, & Debus, 2006) that protect against behavior problems. Negative self-concept has been associated with aggression and delinquency. Interestingly, research on this issue has shown that aggressive children tend to have polarized self-concepts. Specifically, they tend to maintain either a generally positive or a generally negative self-concept. In this sense, the existence of an association between self-concept and antisocial behaviors is widely acknowledged (Edens, 1999; Leung & Lau, 1989; Salmivalli, 2001; Torregrosa, Ingles, & Garcia-Fernandez, 2011; Ybrandt, 2008; Ybrandt & Armelius, 2004), although the nature of such an association still divides researchers. On the one hand, negative self-concept has been associated with antisocial behaviors, with several studies finding associations between low self-concept and engaging in various forms of deviant conduct, such as aggressive behavior, rule-breaking, and delinquency (Adams, Robertson, Gray-Ray, & Ray, 2003; Edens, 1999; Levy, 1997, 2001; Rätty, Larsson, Söderfeldt, & Larsson, 2005; Torregrosa et al., 2011; Ybrandt, 2008). In fact, not only have antisocial adolescents been found to have a more negative self-concept than non-antisocials (Ybrandt & Armelius, 2004), but also a negative self-concept in adolescence has been related to both internalizing and externalizing behaviors (Adams et al., 2003; Ybrandt, 2008). A possible explanation could be that, in youths with negative perceptions of themselves, aggression may serve as a response or attempt to protect an already devalued self-concept. On the other hand, a considerable body of research has

found associations between antisocial behaviors and positive self-concept. Indeed, an overly positive self-concept is believed to predict increasing levels of aggression and dysfunction (Edens, 1999; Salmivalli, 2001; Ybrandt, 2008) with some research showing that there seems to be a tendency for aggressive children to maintain not only a positive self-concept compared to the perception of others about their characteristics (Edens, 1999), but also to maintain an overly positive perception of themselves or, in other words, an inflated self-view (Salmivalli, 2001). This does not mean, however, that antisocial individuals have higher scores than non-antisocials. Instead, evidence generally suggests that antisocial individuals' perceptions of themselves are high when compared to others' reports about the individuals' characteristics and attributes, which may be due to a perceived instrumentality of delinquency as self-enhancing (Kaplan, 1980 *in* Leung & Lau, 1989). In fact, some authors believe that antisocial conduct may be perceived by aggressive children as a means to maintain a positive self-image, suggesting that "antisocial behavior serves the proactive function of protecting, or perhaps even enhancing an inflated sense of self" (Edens, 1999, p. 167). Moreover, aggressive children are believed to be more likely to blame others for their negative outcomes (Cairns, 1991 *in* Dodge et al., 2008), which may not only explain, but also reinforce their overly positive self-concepts. Therefore, despite the general assumption that a positive perception of the self may serve as a protective factor against deviant conducts, such an inflated self-concept may place antisocial children and adolescents at an even greater risk of maintaining their conduct, since they have less motivation to change and are less prone to learn from past experiences.

Other interesting conclusions arise from studies that focused on components of self-concept rather than on a general score of self-concept. In fact, children and adolescents manifesting antisocial tendencies appear to show a particularly positive self-concept in physical and social domains (Leung & Lau, 1989; Salmivalli, 2001; Torregrosa et al., 2011). These findings may be explained by a loss of motivation from adolescents with low perceptions of themselves to follow behavioral patterns endorsed by authority figures. Such lack of motivation may lead them to turn to delinquent behavior which is often reinforced by peers. Thus, the social component of self-concept is enhanced following the adoption of deviant conduct (Kaplan, 1980 *in* Leung & Lau, 1989). Moreover, several antisocial acts require good physical condition in order to be successfully performed (e.g., fighting, stealing, damaging property), and this may also

promote a positive perception of one's physical abilities and, sometimes, appearance (Torregrosa et al., 2011).

Research based on the multidimensionality of the self-concept proposes, therefore, that theoretical and practical approaches should “focus on specific dimensions of self-concept and then assess the effects of the intervention in relation to that particular self-concept domain instead of, or in addition to, other specific and global components of self-concept” (O'Mara et al. 2006, p. 201).

Intelligence

In the scope of individual characteristics related to antisocial behaviors, intelligence is one of the most consensual factors believed to play a role in deviant conducts. Research focusing on this matter frequently mentions an association between verbal intelligence and antisocial behaviors (Ayduk et al., 2007; Elkins, Iacono, Doyle, & McGue, 1997; Lahey & Waldman, 2004; Loney, Frick, Ellis, & McCoy, 1998). Some possible explanations for this may come from the relation between verbal skills and self-regulatory competences, impulsivity, and feelings of guilt. Specifically, the hypothesis is offered that low verbal intelligence may impair the capacity to “regulate, organize, and maintain patterns of behavior (Luria, 1963) or to use self-verbalization to delay impulses sufficiently to act in a prosocial manner (Wilson & Herrnstein, 1985)” (Loney et al., 1998, p. 243). Nevertheless, more general measures of intellectual capacity have been related to antisocial behavior as well (Fergusson & Horwood, 2002; Huepe et al., 2011; Koolhof et al., 2007), indicating that not only verbal skills may play a role in delinquency (and possibly also in self-regulatory competences).

Among some of the most important findings in this regard, the Cambridge Study of Delinquent Development has not only identified low intelligence and poor school performance as some of the factors involved in the development of delinquency, but has also found that these dimensions may help to predict delinquency in adulthood (Farrington, 2004). Accordingly, many authors have demonstrated that low intelligence may constitute a risk factor for antisocial behaviors (Fergusson & Horwood, 1995; Huepe et al., 2011; Lahey & Waldman, 2004; Levine, 2011; Moffitt, 2006). In particular, some studies have suggested that low IQ may predict persistent antisocial behavior, and that it may be a characteristic shared specifically by persistent delinquents (Elkins et al., 1997). In this regard, Moffitt (1993, 2003, 2006) argues that low

intelligence may, indeed, put children at risk of developing life-course-persistent antisocial behavior, and that higher levels of intelligence, among others, may explain why adolescence-specific antisocial individuals do not persist with deviant behavior later in life, since good cognitive capacity may provide opportunities to learn prosocial skills that protect individuals from antisocial trajectories.

In fact, not only has intelligence been found to constitute both a risk and a protective factor for antisocial behavior (Ayduk et al., 2007), but it also has been shown that low IQ delinquents tend to commit a higher frequency of offenses, and more serious forms of delinquency, than higher IQ delinquents (Koolhof et al., 2007). In summary, high intelligence seems to prevent individuals from engaging in antisocial behavior and, even if those patterns are adopted, having high intelligence may protect them from persistent deviancy and severe offending.

Although there is a wide consensus regarding the influence of intelligence in antisocial behaviors, there is still uncertainty about possible explanations regarding the dynamics of such influence. According to Farrington (2004), low intelligence may have an impact on the development of the individuals' internal beliefs regarding antisocial behaviors and their social adequacy/inadequacy, thus influencing the likelihood of engaging in deviant acts. Levine (2011) suggests that low intelligence impairs the development of decision-making, the ability to compete for resources and material success, and the capacity to learn from experience, which makes individuals more prone to engage in antisocial behaviors. Finally, Huepe et al. (2011) conducted an investigation on the role of fluid intelligence in psychosocial adaptation, reaching the conclusion that intelligence is "a central component of the ability to adapt to social contexts" (p. 2).

Conclusions: What is literature telling us?

This review makes it clear that in the antisocial phenomenon there are still many aspects to be researched and uncovered. Different authors concur when discussing the complex nature and the heterogeneity of antisocial behaviors and some of its underlying factors. However, despite the acknowledgment of the role of several factors, such as the ones discussed above, they are still far from being fully understood and explained. Concerning socioeconomic aspects, it is still uncertain whether a low socioeconomic status may have a direct role on antisocial trajectories or if it is mediated by other

contextual, family, and individual variables. The fact that the weight of family factors in social behaviors is not constant during development also raises the challenge of understanding the dynamics of family structure and environment in determining antisocial trajectories as children develop. It may indicate, for now, that preventive efforts should be made as earlier in development as possible, since, in adolescence, the family's influence on the individuals' behaviors appears to be lower than in childhood. Discussions on psychosocial maturity show us that adolescence, when social relations assume a growing importance in the individuals' lives, and when psychosocial competences are far from being fully developed, is a particularly critical stage to identify, prevent, and/or compensate for psychosocial vulnerabilities. Further, the identification of personality characteristics that can make adolescents more prone to antisocial conduct gives us valuable clues in terms of prevention and intervention with risk-groups. Regarding self-concept, research has not yet clarified if there is a particular pattern that defines a tendency of antisocial adolescents, as there are still aspects to clarify on the role of intelligence in social skills and abilities that enable individuals to restrain or redirect potential misbehavior and vice-versa.

It is our belief that the state of the art in the adolescent antisocial phenomenon provides a valuable starting point from which to develop further research and knowledge, offering important clues for investigation. Overall, the highlight is put on the importance of studying antisocial tendencies and individuals using flexible and open perspectives, and with multiple methodological approaches and instruments, in order to contribute to a more complete understanding of the antisocial phenomenon from a developmental point of view. With this in mind, we propose a project that intends to answer some of the questions raised by recent literature in this subject. The first issue to be addressed is identifying behavior problems manifested in adolescence and their characteristics. Second, we will identify and describe differences between individuals who manifest antisocial behavior and those who do not, and between those who engage in different types of deviant behavior. Gathering such information, we will try to typify different patterns of antisocial behavior in adolescence, based on their nature, frequency, severity, and onset. The role of each of the above-mentioned individual, family, and social factors will then be studied, both individually and in relation to each other. We will also try to define the relative weight of each group of variables in influencing antisocial behavior, and, finally, attempt to find the major risks for

antisocial behavior in adolescence, and ascertain factors protecting individuals from such behavior. In summary, it is our aim to construct a developmental explanatory model for the antisocial phenomenon in adolescence that can provide the possibility of identifying and intervening in risk situations, and that can result in the construction and implementation of prevention programs.

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Capítulo II

Adolescent antisocial behaviour: A comparative analysis of male and female variables related to transgression²

² Morgado, A. M., & Vale Dias, M. L. (2016). Adolescent antisocial behaviour: A comparative analysis of male and female variables related to transgression. *The European Proceedings of Social & Behavioural Sciences*, 13 (aceite para publicação)

Abstract

The adolescent antisocial phenomenon is an important matter for our society due to the increase in frequency and severity of deviant conducts during a developmental stage when individuals face multiple changes. Although most research focuses on male offending, gender differences in antisocial behaviour have been widely recognized. It is important to deepen our knowledge of antisocial behaviour in adolescent males and females, through its related factors and understand gender specificities.

We present a research on antisocial manifestations and their relation with gender, age, socioeconomic status, personality, social skills, self-concept, and family environment in a sample of 489 students between 9 and 17 years old (60.5% females).

Results show common factors that explain why boys and girls have higher antisocial tendencies: psychoticism and social conformity. In girls self-control was also a factor contributing to determine female antisocial tendency. Significant correlations between antisocial behaviour, age, personality, social skills, self-concept and family environment in boys and girls reveal the importance of individual dispositions.

We conclude that there is unexpected equality in contemporary male and female adolescent experiences. Nevertheless, differences in other variables correlated with antisocial behaviour indicate different personal resources and coping mechanisms in boys and that should be addressed in future interventions and longitudinal studies.

Keywords: adolescence, antisocial behaviour, gender differences, personality, self-concept, social skills, family

Introduction

Adolescence is a unique stage of human development with specific characteristics, when individuals do not only strive to adapt to the environment and seek balance, but also to build significant relations outside the family as well as their identity and autonomy, while profound physical, cognitive, moral and socioemotional changes take place (Steinberg, 2009). Therefore, antisocial behaviours that are manifested at this stage cannot be dissociated from all the complexity and significance of such profound developmental events, which must be put in context if we fully wish to interpret and understand the phenomenon.

The social context in which adolescent development takes place is an important factor to consider when studying antisocial behaviour. Several authors have suggested the existence of a negative association between socioeconomic status and antisocial behaviours, which has been generally confirmed by studies on risk factors for deviant conducts (Church II, Jagers & Taylor, 2012; Tremblay, 2010). It is possible that the effect of socioeconomic conditions on antisocial behaviours is not immediate, but through an indirect influence on deviancy, mediated by other living conditions, especially family factors (Pardini, Waller & Hawes, 2015; Thijs, van Dijk, Stoof & Notten, 2015). Furthermore, “boys and girls do not necessarily respond similarly to problems caused by socialisation in a socio-economically disadvantaged family, because they deal differently with stress and strain” (Thijs et al., 2015, p.602), with boys being more affected by low socioeconomic conditions (Moffitt, Caspi, Rutter & Silva, 2004).

There is no doubt that the role of the family is crucial for the development of social behaviours. It is in that context that they will receive reinforcements and/or punishments according to the adjustment of their conducts, allowing them to identify what sets of behaviours are acceptable and may be repeated and what behaviours should be avoided. Therefore, studying the family appears to be a key element to understanding the antisocial phenomenon, its origins and the way it manifests and develops in adolescence (Pardini et al., 2015). At this purpose, literature suggests that families tend to address their sons and daughters' education differently due to cultural expectations and social conventions. For this reason, some researchers found that adolescent girls' social conduct is more susceptible to family stressors (López, Pérez, Ochoa & Ruiz,

2008; Skeer et al., 2011), while others argue that boys may be more vulnerable to poorer family environments (Moffitt et al., 2004).

Eysenck's theory (1996) suggests that individuals are more or less predisposed to behave or react in predictable ways in specific environmental conditions, suggesting that individuals high on extraversion, psychoticism and neuroticism would be less able to react to social urges and, consequently, more prone to deviancy. In other words, individuals with antisocial tendencies present high scores on extraversion, neuroticism, and psychoticism and low scores on the Lie scale (L) from the Eysenck's Personality Questionnaire (EPQ). The lie has been considered as a measure of socialisation and social conformity: "a high score on this scale suggests that the respondent is engaging in impression management. A low score suggests indifference to social expectations and is usually interpreted as an indication of weak socialisation" (Center, Jackson & Kemp, 2005, p.397). Eysenck's assumption has been generally confirmed by recent studies (Center et al., 2005; Morizot, 2015). Again, researchers have consistently found gender differences in Eysenck's personality traits, with boys scoring higher in psychoticism and extraversion and girls scoring higher in neuroticism (Canals, Vigil-Colet, Chico & Martin-Henneberg, 2005; Escorial & Navas, 2007; Lynn & Martin, 1997; Morgado & Vale Dias, 2014).

Impulsivity has been widely pointed out by researchers as characteristic of individuals with antisocial tendencies (Dodge, Coie & Lynam, 2008; Farrington, 2007; Koolhof, Loeber, Wei, Pardini & D'Escury, 2007; Moffitt, 2006) and has been strongly associated with Eysenck's trait of Psychoticism (Colder et al., 2011). Impulsivity is often mentioned together with references to lack of self-control, weak constraint or failure to delay gratification. Undoubtedly, adolescence is a stage when sensation-seeking behaviours are at its highest levels and it is possible that such behaviours may be not only a characteristic of this period of development, but also "necessary to develop essential social competences to achieve independence in adulthood" (Luna, 2010, p. 333). Social skills appear to be determinant, either as protective factors or risk factors, in guiding individual's choices regarding social behaviours. It is quite consensual that the tendency to show altruism, sympathy and respect may be determinant in preventing an antisocial trajectory (Dodge et al., 2008), whereas lack of social sensitivity, empathy and perspective-taking in social interactions may put individuals at higher risk of engaging in antisocial behaviours (Joliffe & Farrington,

2011). In this scope, literature has consistently found that adolescent boys tend to show lower scores both in self-control (Chapple, Vaske & Hope, 2010; Gottfredson & Hirschi, 1990; Higgins, 2004) and empathy (Van Der Graaff, Branje, Wied, Hawk & Van Lier, 2013; Rueckert, Branch & Doan, 2011).

Change that occurs in adolescence does not only have an impact on social behaviours, but also on how individuals perceive themselves, that is, on their self-concept. Social behaviours and self-concept are not only fundamental for an adjusted personal, social, and academic development (Torregrosa, Ingles & Garcia-Fernandez, 2011), but are also believed to mutually influence each other. Positive self-concept has been related to good mental health, educational benefits, positive development in adolescence, and many adjusted psychological and social outcomes (O'Mara, Marsh, Craven & Debus, 2006), that protect against behaviour problems, while negative self-concept has been commonly associated with aggression and delinquency. The existing body of literature regarding this matter has explained some aspects of antisocial adolescents' self-perceptions. However, research has not yet allowed us to clarify if there is a particular pattern that defines a tendency of antisocial children and adolescents regarding self-concept. Some evidence supports associations between positive self-concept and aggressive behaviours, as there is evidence suggesting associations between negative self-concept and aggression. Some authors suggest that girls tend to present generally poorer self-concept than boys (Orr, 2013; Wilgenbusch & Merrell, 1999), but others did not find significant gender differences (Arens & Hasselhorn, 2013).

Problem Statement

Although most research on antisocial behaviours focus on male offending (e.g. Farrington, 2007; Koolhof et al., 2007), gender differences in antisocial behaviour have been widely recognized (Berkout, Young & Gross, 2011; Fergusson & Horwood, 2002; Moffitt, 2006; Tremblay, 2010; Thijs et al., 2015). Such differences begin with the types of antisocial behaviour adopted by males and females, with the former being more likely to engage in overt forms of antisocial behaviour and the latter having greater tendency to adopt covert forms, especially by the time they reach adolescence (Tremblay, 2010). The most consistently mentioned differences, though, do not refer so much to the developmental trajectories of offending as to the rate (Fergusson & Horwood, 2002) and severity (Berkout et al., 2011) of antisocial manifestations. Lanctôt

(2015, p.400) argues that “this gender gap is neither constant across the spectrum of possible behaviors and settings nor is it stable over time. It seems to be wider when antisocial behavior takes more serious forms or occurs outside the family.” Therefore, it is important to further study antisocial behaviour in adolescent males and females and, not only understand its differences, but also understand differences in its related factors.

In this paper we address antisocial behaviours in a sample of adolescents, assuming differences between boys and girls in individual, social and family factors that may explain this phenomenon in this particular developmental stage, such as personality, social skills, self-concept, family environment, and socioeconomic status.

Research Questions

Based on literature, this research asked about male and female antisocial behaviour and related variables and sought to test the following hypotheses:

H1: Boys and girls from low socioeconomic status have significantly higher antisocial scores when compared to adolescents from medium socioeconomic status and high socioeconomic status;

H2: Adolescent boys have significantly higher antisocial scores than adolescent girls;

H3: Adolescent boys and girls present significant differences in terms of personality, social skills, self-concept, and family environment;

H4: Personality, social skills, self-concept, and family environment allow identifying boys and girls that are more likely to display higher antisocial tendencies;

H5: Antisocial tendency and its possible explanatory factors present age variations that contribute to understanding male and female developmental pathways of antisocial tendency.

Purpose of the Study

Our aim was to understand if there is a relation between male and female adolescent antisocial behaviour and socioeconomic status, personality, social skills, self-concept, and family environment.

Research Methods

Participants

Prior to the questionnaires' application, permissions were asked to the Ministry of Science and Education as well as to the National Committee for Data Protection. Afterwards, each school was consulted and agreed to participate. Parents from all the students were asked to give their informed consent to allow their children to participate in the study, and were requested to answer to their part of the sociodemographic questionnaire and to CBCL. All participants that agreed, together with their parents, to participate in the study were assured of the confidentiality and anonymity of their answers. Measures were applied collectively, to small groups in the classroom.

The sample was gathered in three schools from the region of Coimbra (Portugal) and included all the individuals who, together with their parents, agreed to collaborate. 1217 requests were sent from which 40.18% consented to participate. Hence, our occasional sample included 489 individuals with the sociodemographic characteristics presented in table 1.

Table 1.
Sample description

| Sociodemographic Characteristics | Frequency | % |
|----------------------------------|-----------|-------|
| Gender | | |
| Male | 193 | 39.5% |
| Female | 296 | 60.5% |
| TOTAL | 489 | 100% |
| Age | | |
| 9 | 13 | 2.7% |
| 10 | 81 | 16.6% |
| 11 | 87 | 17.8% |
| 12 | 66 | 13.5% |
| 13 | 82 | 16.8% |
| 14 | 68 | 13.9% |
| 15 | 25 | 5.1% |
| 16 | 40 | 8.2% |
| 17 | 27 | 5.5% |
| TOTAL | 489 | 100% |
| School Year | | |
| 5 | 83 | 17.0% |
| 6 | 94 | 19.2% |
| 7 | 74 | 15.1% |
| 8 | 75 | 15.3% |
| 9 | 79 | 16.2% |
| 10 | 23 | 4.7% |
| 11 | 43 | 8.8% |
| 12 | 18 | 3.7% |
| TOTAL | 489 | 100% |
| Socioeconomic Status | | |
| Low | 63 | 12.9% |
| Medium | 243 | 49.6% |
| High | 183 | 37.5% |
| TOTAL | 489 | 100% |

Measures

Variables were measured through an assessment protocol that included a set of self-report questionnaires. The choice of measures was guided by the robustness of its psychometric characteristics, the potential for collective (classroom) and anonymous data collection, its accessibility for individuals with reading skills at a basic level and the potential for replication in distinct cultural contexts (e.g. internationally).

Sociodemographic conditions were assessed through a sociodemographic questionnaire created specifically for this research, divided into two parts: one for the parents and one for their children. The parents' section included questions regarding the individuals' living conditions in order to determine socioeconomic status, while the children's section was composed of several questions regarding their gender, age, school year and involvement in certain types of antisocial behaviour. Parents were also asked to fill the factor "aggressive behaviour" ($\alpha = .69$) of the Portuguese version of the

Child Behaviour Checklist (CBCL, ; Fonseca, Simões, Rebelo, Ferreira & Cardoso, 1994), with items about lying, destroying things, aggression, etc. Adolescents filled collectively, in classroom, the “antisocial” factor ($\alpha = .78$) of the Portuguese version of the Youth Self Report (YSR,; Fonseca & Monteiro, 1999), composed of items related to cruelty, disobedience, fights and threats, etc.

Personality was assessed through the Portuguese version of Eysenck’s Personality Questionnaire for Children (Fonseca, 1989). It is a questionnaire with 81 items with dichotomous answers (yes/no), organized in four scales, as previously described: “psychoticism” ($\alpha = .77$), “extraversion” ($\alpha = .71$), “neuroticism” ($\alpha = .83$), and “lie” ($\alpha = .79$).

The Portuguese version of Piers-Harris Children’s Self-Concept Scale – 2 (Veiga, 2006) was chosen to measure self-concept. In this reduced version there are 60 items with dichotomous answers (yes/no) that allow for a global self-concept measure ($\alpha = .90$), resulting from the sum of scores from 6 factors: “behavioural adjustment” ($\alpha = .80$), “intellectual/school status” ($\alpha = .72$), “physical appearance and attributes” ($\alpha = .67$), “anxiety” ($\alpha = .74$), “popularity” ($\alpha = .68$), and “happiness and satisfaction” ($\alpha = .72$).

To assess social skills, we used the Portuguese version of Social Skills Questionnaire – Student Form (Mota, Matos, & Lemos, 2011), with 39 items ($\alpha = .87$) distributed in 3 scales: “assertion” ($\alpha = .70$), “empathy” ($\alpha = .77$), and “self-control” ($\alpha = .80$). Each item could be answered according to its frequency (0=never, 1=sometimes, 2= many times) and importance (0=non-important, 1= important, 2= essential). We only used the answers regarding frequency, since those are the only allowing quantitative analysis.

Perception of family environment was measured with the Portuguese version of the Family Environment Scale (Matos & Fontaine, 1996), a questionnaire composed of 90 items, corresponding to 10 scales organized in three underlying dimensions: relationship – that includes “cohesion” ($\alpha = .75$), “expressiveness” ($\alpha = .19$), and “conflict” ($\alpha = .65$) – personal growth – including “independence” ($\alpha = .16$), “achievement orientation” ($\alpha = .45$), “intellectual/cultural orientation” ($\alpha = .72$), “active/recreational orientation” ($\alpha = .61$), and “moral and religious emphasis” ($\alpha = .79$)

– and system maintenance – composed of “organisation” ($\alpha = .66$), and “control” ($\alpha = .34$). Items can be answered with a 6 points Lickert scale from 1 (completely disagree) to 6 (completely agree). Due to the low internal reliability of some scales, we chose to use only those above .60 (George & Mallery, 2003) and a global score of family environment ($\alpha = .88$) consisting on all the 90 items in the questionnaire (see, for example, Briere & Elliott, 1993). The items of the “conflict” scale, were inverted for this global score in order to assure that all items were in the same direction, that is, a higher score being equivalent to a general better perception of family environment.

Findings

Our first hypothesis was tested through a one-way ANOVA using IBM SPSS Statistics 20, as presented in table 2, separately for boys and girls. No significant results were found, except for girls in parent reported aggressive behaviour, with significant differences in aggressive behaviour between girls from low and high socioeconomic status.

Table 2.
One-way ANOVA: Differences between socioeconomic status in behavioural measures

| Gender | Dependent Variables | | Sum of Squares | Df | Mean Square | F | P |
|--------|---------------------------|----------------|----------------|-----|-------------|------|-----|
| Male | YSR Antisocial | Between groups | 8.86 | 2 | 4.43 | .41 | .67 |
| | | Within groups | 2030.37 | 186 | 10.92 | | |
| | CBCL Aggressive Behaviour | Between groups | 17.23 | 2 | 8.61 | 1.31 | .27 |
| | | Within groups | 1206.95 | 184 | 6.56 | | |
| Female | YSR Antisocial | Between groups | 12.03 | 2 | 6.02 | 1.27 | .28 |
| | | Within groups | 1329.13 | 281 | 4.73 | | |
| | CBCL Aggressive Behaviour | Between groups | 13.60 | 2 | 6.89 | 3.24 | .04 |
| | | Within groups | 584.17 | 278 | 2.10 | | |

Table 3 presents results from Independent Samples T Tests in order to check for gender differences, which were generally confirmed.

Table 3.
Gender Differences in behavioural measures and individual characteristics/perceptions

| Gender | Variable | Mean | Std. Deviation | T | P |
|--------|-----------------------------------|--------|----------------|-------|-----|
| Male | YSR Antisocial | 3.16 | 3.29 | 5.09 | .00 |
| Female | | 1.88 | 2.17 | | |
| Male | CBCL Aggressive Behaviour | 2.12 | 2.57 | 6.17 | .00 |
| Female | | .97 | 1.46 | | |
| Male | Psychoticism | 2.93 | 3.15 | 4.06 | .00 |
| Female | | 1.95 | 2.17 | | |
| Male | Extraversion | 16.32 | 2.88 | 3.40 | .00 |
| Female | | 15.40 | 3.02 | | |
| Male | Neuroticism | 7.30 | 4.51 | -2.53 | .01 |
| Female | | 8.33 | 4.34 | | |
| Male | Lie | 9.06 | 4.20 | -1.77 | .08 |
| Female | | 9.73 | 3.91 | | |
| Male | Self-Control | 15.17 | 3.92 | -1.64 | .10 |
| Female | | 15.76 | 3.54 | | |
| Male | Empathy | 17.33 | 3.50 | -2.91 | .00 |
| Female | | 18.20 | 2.86 | | |
| Male | Global Self-Concept | 45.83 | 9.66 | 2.39 | .02 |
| Female | | 43.71 | 9.40 | | |
| Male | Behavioural Adjustment | 10.52 | 2.66 | -1.82 | .07 |
| Female | | 10.96 | 2.49 | | |
| Male | Intellectual/School Status | 9.40 | 2.78 | -.17 | .87 |
| Female | | 9.45 | 2.62 | | |
| Male | Physical Appearance/Attributes | 5.42 | 1.85 | 3.92 | .00 |
| Female | | 4.72 | 2.04 | | |
| Male | Anxiety | 5.31 | 2.16 | 5.15 | .00 |
| Female | | 4.27 | 2.17 | | |
| Male | Popularity | 7.90 | 2.10 | 3.34 | .00 |
| Female | | 7.24 | 2.18 | | |
| Male | Happiness and Satisfaction | 7.19 | 1.32 | 1.40 | .16 |
| Female | | 7.01 | 1.47 | | |
| Male | Family Environment | 333.38 | 35.02 | -1.49 | .14 |
| Female | | 338.47 | 36.42 | | |
| Male | Cohesion | 44.01 | 7.72 | .43 | .67 |
| Female | | 44.32 | 7.61 | | |
| Male | Conflict | 22.32 | 6.49 | 1.39 | .16 |
| Female | | 21.46 | 6.48 | | |
| Male | Intellectual/Cultural Orientation | 34.62 | 7.93 | -1.03 | .30 |
| Female | | 35.39 | 7.53 | | |
| Male | Active/Recreational Orientation | 37.72 | 6.25 | -.15 | .89 |
| Female | | 37.80 | 6.58 | | |
| Male | Moral Religious Emphasis | 31.58 | 8.88 | -.14 | .89 |
| Female | | 31.69 | 8.96 | | |
| Male | Organization | 40.80 | 6.19 | -2.15 | .03 |
| Female | | 42.07 | 6.12 | | |

Discriminant analysis was used to conduct a multivariate analysis of variance test of the hypothesis that personality, social skills, self-concept, and family environment characteristics allow to identify adolescents that are more likely to display higher antisocial tendencies (in self and parent-reported scores). In these analyses, we chose to use only global scores of self-concept and family environment due to high

colinearity between the specific factors and the global scores of Piers Harris Children's Self-Concept Scale and Family Environment Scale, respectively.

We performed analysis for boys and girls separately given its significant differences in antisocial scores and in aggressive behaviour scores. Groups were defined according to the normative sample's scores in YSR's antisocial factor (Fonseca & Monteiro, 1999) and to the normative sample's scores in CBCL's aggressive behaviour factor (Fonseca et al., 1994): considering normative samples' mean scores, one group was composed of boys who scored below the mean+one standard deviation and the other group included boys who scored, at least, one standard deviation above the mean of the normative sample. The same criteria were used for girls. Table 4 shows mean scores both in our sample and in the original normative samples.

Table 4.
Means and std. deviations obtained in original normative samples and this research

| | YSR Antisocial | | | | CBCL Aggressive Behaviour | | | |
|-------|---|---------|-----------------|---------|---|---------|-----------------|---------|
| | Original Sample (Fonseca & Monteiro, 1999) | | Research Sample | | Original Sample (Fonseca et. al, 1994) | | Research Sample | |
| | Mean | Std.Dev | Mean | Std.Dev | Mean | Std.Dev | Mean | Std.Dev |
| Boys | 3.44 | 3.51 | 3.16 | 3.29 | 4.2 | 3.8 | 2.12 | 2.57 |
| Girls | 1.92 | 2.48 | 1.88 | 2.17 | 2.5 | 2.3 | .97 | 1.46 |

Because in parent reported aggressive behaviour only very few individuals scored higher than one standard deviation above the mean, analysis from CBCL could not be performed. Table 5 presents the distribution of boys and girls from our sample into groups according to the criteria described above.

Table 5.
Sample distribution according to YSR and CBCL scores

| | YSR Antisocial | | CBCL Aggressive Behaviour | |
|------|-------------------------|-------------------------|---------------------------|-------------------------|
| | Below mean+1std.dev. | Above mean+1std.dev. | Below mean+1std.dev. | Above mean+1std.dev. |
| | Girls | 252 (85.1%) | 33 (11.1%) | 270 (91.2%) |
| Boys | 161 (83.4%) | 28 (14.5%) | 181 (93.8%) | 6 (3.1%) |

For the test on self-reported antisocial behaviour in boys, the overall Chi-square test was significant (Wilks $\lambda = .70$, Chi-square = 61.07, df = 2, Canonical correlation = .54, $p < .001$), confirming the hypothesis. Table 6 shows the classification function coefficients. Reclassification of cases based on the new canonical variables was highly successful: 87.7% of the cases were correctly reclassified into their original categories.

Table 6.
Classification function coefficients – Antisocial (YSR) BOYS

| | Groups Antisocial (YSR) | |
|--------------|-------------------------|---------|
| | -ASboys | +ASboys |
| Psychoticism | .72 | 1.23 |
| Lie | .86 | .67 |
| (Constant) | -5.24 | -7.85 |

Fisher's linear discriminant functions

Regarding self-reported antisocial behaviour in girls, the overall Chi-square test was significant (Wilks $\lambda = .79$, Chi-square = 60.65 , df = 3, Canonical correlation = .46 , $p < .001$), confirming the hypothesis. Table 7 presents the classification function coefficients. Reclassification of cases based on the new canonical variables was highly successful: 90.2% of the cases were correctly reclassified into their original categories.

Table 7.
Classification function coefficients – Antisocial (YSR) GIRLS

| | Groups Antisocial (YSR) | |
|--------------|-------------------------|----------|
| | -ASgirls | +ASgirls |
| Psychoticism | 1.00 | 1.35 |
| Lie | .38 | .15 |
| Self-Control | 1.44 | 1.22 |
| (Constant) | -15.22 | -11.10 |

Fisher's linear discriminant functions

In order to test the fifth hypothesis, we checked for correlations between the behavioural scales, personality traits, self-concept, social skills, family environment and age, as shown in table 8.

Table 8.
Pearson correlations between age, behavioural measures and individual characteristics in boys and girls

| | Boys | | | Girls | | |
|---------------------------|---------|----------------|---------------------------|---------|----------------|---------------------------|
| | Age | YSR Antisocial | CBCL Aggressive Behaviour | Age | YSR Antisocial | CBCL Aggressive Behaviour |
| Age | 1 | .16 * | .04 | 1 | .22 ** | .06 |
| YSR Antisocial | .16 * | 1 | .29 ** | .22 ** | 1 | .36 ** |
| CBCL Aggressive Behaviour | .04 | .29 ** | 1 | .06 | .36 ** | 1 |
| Psychoticism | .03 | .59 ** | .26 ** | .07 | .46 ** | .20 ** |
| Extraversion | .04 | .12 | .19 ** | -.06 | .09 | .06 |
| Neuroticism | .11 | .39 ** | .03 | .23 ** | .41 ** | .17 ** |
| Lie | -.41 ** | -.53 ** | -.17 * | -.29 ** | -.47 ** | -.13 * |
| Behavioural Adjustm. | -.04 | -.63 ** | -.23 ** | -.13 * | -.35 ** | -.17 ** |
| Intellectual/School Stat. | -.17 * | -.40 ** | -.15 * | -.21 ** | -.38 ** | -.12 * |
| Physical App/Attributes | -.07 | -.06 | .05 | -.15 * | -.15 ** | -.03 |
| Anxiety | -.05 | -.32 ** | -.01 | -.23 ** | -.23 ** | -.08 |
| Popularity | -.20 ** | -.20 ** | .09 | -.18 ** | -.17 ** | -.02 |
| Happiness/Satisfaction | -.12 | -.25 ** | .03 | -.26 ** | -.27 ** | -.09 |
| Global Self-Concept | -.14 * | -.44 ** | -.08 | -.26 ** | -.37 ** | -.12 * |
| Family Environment | -.17 * | -.39 ** | -.14 | -.21 ** | -.31 ** | -.11 |
| Cohesion | -.15 * | -.37 ** | -.10 | -.25 ** | -.26 ** | -.09 |
| Conflict | .21 ** | .37 ** | .03 | .27 ** | .33 ** | .18 ** |
| Intellectual/Cultural Or. | -.06 | -.19 ** | -.20 ** | -.21 ** | -.20 ** | -.02 |
| Active/Recreational Or. | -.13 | -.21 ** | -.10 | -.16 ** | -.21 ** | -.08 |
| Moral/Religious Emp. | -.18 * | -.10 | -.05 | -.12 * | -.17 ** | -.10 |
| Organization | -.15 * | -.41 ** | -.11 | -.26 ** | -.30 ** | -.02 |
| Self-Control | -.12 | -.37 ** | -.06 | -.14 * | -.42 ** | -.14 * |
| Empathy | .02 | -.27 ** | -.02 | .06 | -.10 | -.13 * |

Conclusions

Overall, our assumptions on antisocial behaviour were confirmed. Nevertheless, some interesting – and surprising – facts were also evident. In our sample of adolescents from the general population, with mild antisocial characteristics, there were no significant differences in behaviour according to the individuals' living conditions. In fact, more than the living conditions themselves, it appears that our focus should be on the other variables that play a role on adolescent antisocial behaviour (Pardini et al., 2015). However, significant differences in aggressive behaviour between low and high socioeconomic girls suggest, contrary to literature, that females may be more susceptible to suffer from the effects of family disadvantaged on their social behaviour.

Gender differences were confirmed in some dimensions, providing important indications regarding different coping mechanisms and resources in boys and girls related to antisocial trajectories. In line with previous research (Van Der Graaf et al., 2014; Thijs et al., 2015), boys showed higher psychoticism (positively correlated with antisocial tendency) and lower empathy scores (negatively correlated with male antisocial tendency), whereas girls had significantly higher neuroticism scores. Although not significantly correlated with antisocial behaviour, boys also showed higher extraversion scores. The absence of significant gender differences in self-control was surprising and suggests that boys and girls may be more similar in terms of risk-seeking than what literature suggests, possibly due to increasing gender equality in socialisation. Chapple et al. (2010) claim that boys are taught to be risk-taking while girls are taught to be risk-averse as a result of gendered socialisation. Likewise, results on family environment also suggest that there are fewer differences between boys' and girls' perceptions of their families. With these results we may question if, in the Portuguese population, there is increasing gender equality in family environment, that is, on social expectations and the way boys and girls are raised to behave socially. In the same sense, the absence of significant differences in self-control contradicts some previous research (Wong, Slotboom & Bijleveld, 2010) but corresponds to the assumptions of self-control theory (Gottfredson & Hirschi, 1990) and more recent findings from Thijs et al. (2015).

The fact that boys presented a generally better self-concept than girls may offer important clues regarding the role of self-concept as a coping resource in boys, as self-concept negatively correlates with antisocial tendency. However, physical self-concept was not correlated with antisocial behaviour in boys and it may be possible that good physical self-concept may be reinforced by antisocial conducts. In other words, to perform some deviant acts, individuals need to be in good physical shape, which may reinforce one's perception of his physical abilities and appearance (Torregrosa et al, 2011). Moreover, the fact that boys tend to present less anxiety may also promote the continuation of antisocial behaviours, possibly due to overly positive self-confidence and lack of "fear" of potential negative consequences.

Discriminant analysis revealed interesting clues on which individual characteristics we should have in mind when defining preferential targets for intervention. Indeed, results suggest that boys and girls show similar vulnerabilities in

terms of antisocial tendency. In both genders, psychoticism and lie differentiated between higher and lower antisocial tendency and, in girls, self-control also contributed to the distinction between higher and lower antisocial tendency. These results show that, if we wish to target those adolescents more prone to engage in antisocial paths, impulsivity (present in psychoticism and self-control) and attitudes towards social rules are important dimensions to assess.

Psychoticism stood out as a risk factor in both male and female antisocial tendency showing us that the components of this trait should be assessed universally when it comes to the identification of adolescents who may be more vulnerable to follow antisocial trajectories. Furthermore, the inexistence of significant correlations between psychoticism and age suggest that this is a stable factor during adolescence and, thus, may be less permeable to change with interventions. Results made it clear that, in both boys and girls, a personality trait related to aggressiveness, egocentrism, toughness and impulsivity combined with indifference to social expectations and weak socialisation reflect vulnerability of engaging in antisocial behaviour. In girls, self-control, a social skill related to psychoticism, is also important to identify vulnerabilities.

Correlation analysis revealed significant correlations between personality and antisocial tendency in both genders. We found strong positive correlations of antisocial behaviour (self-reported) with psychoticism and strong negative correlations with the lie scale (a measure of social sensitivity) in both genders and, more modestly, between antisocial behaviour and neuroticism. Parent-reported aggressive behaviour also correlated in the same directions with psychoticism, lie and neuroticism (only in girls) although more modestly. Extraversion only correlated significantly with aggressive behaviour in boys with a small effect. The positive correlation between personality and antisocial behaviour evidences the relevance of Eysenck's original assumption that higher antisocial individuals present higher scores in all three personality traits and concurs with "extensive empirical evidence showing that personality traits can predict individuals' concurrent and future adaptation" (Morizot, 2015, p.141). Results on the lie scale also demonstrate the importance "of the degree to which one is disposed to give socially expected responses to certain types of questions" (Center & Kemp, 2002, p. 356), proving the importance of motivational aspects, social engagement and sense of belonging on behavioural choices.

Self-concept also revealed significant negative correlations with antisocial tendency in girls and boys, with stronger effects in boys' self-reported behaviours. All its dimensions revealed significant correlations with self-reported behavioural measures except for physical appearance/attributes in the case of boys. Again, between these dimensions and parent-reported behaviour there were fewer significant relations and with very modest effects: aggressive behaviour was only correlated with global self-concept in girls and with behavioural adjustment and intellectual/school status in boys and girls.

As expected, family environment was significantly and negatively correlated with antisocial behaviour in both genders but, again, only in self-reported scores (with the exception of conflict in boys and intellectual/cultural orientation in girls). Independent of potential causalities that were not assessed in this context, these results show, in line with previous research (Pardini, et al., 2015) that the family's involvement in prevention and intervention can contribute to its success because adolescents' perceptions of the quality of their family relations, of the opportunities that the family provides for growth and its organisation may have an important role on behaviours towards others.

Self-control was significantly and negatively correlated with antisocial behaviour in boys and girls while empathy as only significantly correlated with antisocial behaviour in boys. These results confirm the assumption that social skills play an important role in antisocial tendency, with self-control, related to impulsivity, having a considerable relation with behavioural measures, particularly in the case of girls, for whom this is also an indicator of vulnerability as demonstrated by discriminant analysis results.

Analysis on the relation between age, antisocial behaviour and individual factors reveal, as expected, that as children develop into mid-adolescence, their behaviours become less adjusted (according to self-reports only), while conformity to social rules, family environment perceptions, self-concept and self-control tend to decrease. These results point towards a possible mediating effect of conformity to social rules, self-concept and family environment on the role of age, since these dimensions, which are negatively correlated with antisocial tendencies, also tend to diminish with age in boys and girls. The same applies to neuroticism and self-control in girls, dimensions that are positively correlated with both antisocial behaviour and age in females. The fact that

extraversion psychoticism and empathy were not significantly correlated with age call our attention to the fact that these may be more stable during development and, thus, need a different approach. In addition, the fact that age presented more significant correlations with neuroticism, self-control and specific self-concept and family environment factors in girls also suggests that females may go through developmental change at a faster pace in this age group than boys and that those who display higher antisocial tendencies may be more influenced by developmental change.

Implications

This study offers a novel contribution to existing literature because it addresses gender differences in antisocial behaviour, relating such differences with differences in some of their related factors. We believe that these results open the path for new preventive approaches that focus mainly on the individual and his/her perceptions. Of course, when we discuss an individual's inner world we cannot ignore his/her" perceptions of family environment, which must not be neglected, as our results also suggest. We demonstrate the importance of differences and similarities between boys and girls in adolescent antisocial behaviour and of the necessity to address this issue taking into account gender specificities and vulnerabilities, acknowledging that "boys and girls may indeed differ in their coping mechanisms" (Thijs et al., 2015, p.610). Although, ideally, interventions should be holistic and address as many dimensions of the individual's existence as possible, a more individual centred approach may offer cost and time effectiveness, which is crucial for primary and secondary prevention plans. In addition, the fact that the same essential indicators allow anticipating which boys and girls may be more vulnerable to higher antisocial tendencies offers powerful information to identify those adolescents who may be at higher risk of following an antisocial path. This also suggests that there may be more gender equalities in the underlying risk factors for antisocial behaviour than previously anticipated.

The developmental paths of antisocial behaviour and of its factors reveal the importance of addressing some dimensions as early as possible in development in order to prevent them from making adolescents more vulnerable to antisocial behaviours. Therefore, intervention programs should include activities that promote a positive development regarding self-concept, identification with social rules, and social skills such as understanding other people's perspectives, while encouraging interpersonal debate on anticipating consequences, delaying gratification and engaging in positive and

prosocial interactions with others. For example, also working with peers and the community could help antisocial adolescents to receive the adequate reinforcements for engaging in healthier, more prosocial behaviours. It is equally important to include families in such preventive efforts, capacitating them to establish clear structure, positive relations, while, at the same time, capacitating them to provide their children with the necessary opportunities for personal development and intellectual/ cultural/ recreational stimulation. In fact, adolescence is a developmental stage when individuals tend to spend less time with their families as interactions with peers increase in frequency, and, in many cases, occur without adult supervision. This is a critical moment for the development of interpersonal relations, which may affect the development of social skills and also of one's perceptions of himself.

We acknowledge some limitations in this study. Psychological and developmental deficits were not assessed, neither was drug and alcohol consumption, which could have had some unaccounted effects. In addition, we could not establish causalities due to the cross-sectional design of our study. Furthermore, the sample was not random, since we were dependent on parents' permission for participation, which may also bring some restrictions to the generalisation of results to the population. Nevertheless, the large size of our sample and the combination of self-report and parents' reports regarding behavioural dimensions offers some confidence on conclusions drawn from the gathered data and its validity.

We highlight the fact that results based on parents' reports were less significant and possibly have undervalued, in our sample, the actual behaviour displayed by adolescents. As the comparison between our sample and the original normative sample for the Portuguese population shows, our sample's means and standard deviations were very similar to the original sample in self-reported antisocial behaviour but the same did not apply to parent reported aggressive behaviour. Indeed, in parent-reported aggressive behaviour, only 3.7% of girls and 3.1% of boys scored one standard deviation above the mean of the normative sample. This may suggest some lack of parents' knowledge regarding their children's behaviours. Hence, although parent reports may be important to balance the subjectivity of self-report measures, results reveal that in our sample there is a discrepancy between parent and children's perceptions of the latter's behaviours. Abar, Jackson, Colby and Barnett (2015) argue that parent reports may offer useful information if discrepancies between parents and children are included as variables

themselves. Nevertheless, we believe that other sources of information could have been used (peers, teachers) to obtain a more accurate perspective of reality and understand to what degree parents are actually aware of their children's behaviour. Hence, instead of attempting to mitigate the inevitable subjectivity that comes from the use of self-report measures, this study acknowledged and embraced such subjectivity in order to verify if new and important findings could emerge, which, in our opinion, was the case.

In the future, it would be interesting to study the predictors of antisocial behaviour with a longitudinal design with individuals between late childhood and early adulthood, to verify the evolution of antisocial trajectories. It would be equally useful to replicate the current study with other sources of information to confirm the reliability of parental perceptions regarding their children's behaviour.

Overall, we conclude that psychoticism and social conformity are important risk factors for male and female adolescent antisocial behaviour. Personality, social skills, self-concept and family environment are generally related to both male and female antisocial behaviour although with different magnitudes. Gender differences put in context the fact that boys are more prone to engage in antisocial behaviours and that boys and girls demonstrate vulnerabilities in different dimensions. We were able to define which variables may be more important in defining likelihood to engage in antisocial paths and preferential targets for intervention. It became clear that, with age, individuals tend to show less social conformity and self-control, poorer family environment perceptions and more negative self-concept, while becoming increasingly more prone to antisocial behaviours. This calls our attention to the importance of preventing such aspects from decreasing as early in development as possible, in attempts to prevent adolescent antisocial behaviours, especially with girls, undergoing developmental change at a faster pace.

In sum, results suggest that the same underlying factors determine vulnerability in boys and girls, and that some dimensions correlated with antisocial behaviour do not differ between genders, indicating some equality in contemporary male and female adolescent experiences. Nevertheless, differences in some variables correlated with antisocial behaviour may indicate different resources and coping mechanisms in boys (lower neuroticism and higher self-concept) and girls (lower psychoticism, higher family organisation), that should be addressed in future research and intervention.

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Capítulo III

Antisocial behaviour in adolescence: Understanding risk factors and mediators through a structural equations model³

³ Morgado, A. M., & Vale Dias, M. L. (2016). Antisocial behaviour in adolescence: Understanding risk factors and mediators through a structural equations model. *International Journal of Developmental and Educational Psychology. Revista INFAD de Psicología* (aceite para publicação)

Abstract

In this paper we use a SEM analysis to test an explanatory model for antisocial behaviour in adolescence that includes dimensions that have a direct effect on antisocial behaviour (psychoticism and self-control), and dimensions that are relatively malleable during this developmental stage and mediate the role of age on antisocial behaviour (family environment and conformity to social rules). A structural equations model was tested with a sample of 489 participants between 9 and 17 years old. Results show a good fitting model where psychoticism, self-control, age, social conformity and family environment are intertwined in a complex net of relations and effects involved in the explanation of adolescent antisocial behaviour.

Conclusions embrace the differentiated nature of each predictor and its role both directly and in relation to other predictors. The complexity of adolescent antisocial behaviour became evident, showing that it cannot be addressed in simplistic terms, as we need to account for several variables' direct and indirect effects.

Keywords: antisocial behaviour, personality, self-control, family, adolescence

Introduction

Adolescence stands out as a stage when deviancy is particularly prevalent in comparison to other moments in the lifespan. This paper addresses antisocial behaviour in adolescence presenting a structural equations model that considers psychoticism and self-control having a direct effect on antisocial behaviour, while other variables that undergo developmental change mediate the role of age in the explanation of antisocial behaviour in adolescence.

The rapid increase in deviant behavior during adolescence followed by a rapid decrease after this developmental stage has been identified as the age crime curve (Blonigen, 2010), a curve characterized by a rapid increase in deviancy in mid-adolescence, a peak in late adolescence, a marked decrease in early adulthood followed by a gradual, monotonic decline. Moffitt (2006) developed one of the most influential developmental taxonomies of antisocial behaviours that is based on the age-of-onset of deviant behaviours, arguing that both prevalence and incidence of offending are more frequent in adolescence and that criminal offenders are mostly teenagers. This occurs because, in childhood, delinquency is more of an individual psychopathology, while in adolescence it becomes almost normative (changing again to being psychopathological in adulthood). The Cambridge Study for Delinquent Development presents interesting results regarding distinct predictors for early-onset and late-onset offending (Zara & Farrington, 2010), as well as data relating early-onset with more persistent criminal careers (Farrington, 2007). There is agreement that the processes and risk factors involved in persistent and chronic antisocial behaviour may be different from those involved in adolescence-limited deviancy.

Personality and individual dispositions play an important role in social behaviours as each person brings to his relationships a set of individual traits and characteristics that may influence the way he interacts with others. In fact, prior personality characteristics can predict social relations and, conversely, social relations may predict changes in personality over time (Robins, Caspi & Moffitt, 2002).

Eysenck (1996) suggested that individuals are more or less predisposed to behave or react in predictable ways in specific environmental conditions, arguing that individuals high on extraversion, psychoticism and neuroticism would be less able to react to social urges and, consequently, more prone to deviancy. As Morizot (2015,

p.138) mentions, “personality traits are not merely convenient psychometric aggregates of behaviour consistencies, but are postulated as internal latent dispositions that explain systematic covariation among different cognitions, emotions and behaviours”. Recent empirical evidence has confirmed large significant effects of psychoticism on antisocial behaviour, but the role of extraversion and neuroticism is not as consensual (Carrasco, Barker, Tremblay & Vitaro, 2006; Center, Jackson & Kemp, 2005; Morizot, 2015).

Psychoticism describes a trait that goes from aggressiveness, egocentrism, toughness, and impulsivity, to empathy and caution. Hence, individuals with high psychoticism tend to be more egocentric, impulsive and insensitive to others’ feelings and, consequently, more prone to engage in antisocial behaviours (Carrasco et al., 2006; Center et al., 2005; Morizot, 2015). Morizot (2015), argues that this trait could have been labelled as “disinhibition” or “psychopathy”.

Impulsivity is characterized by poor self-control and is a consensual prominent characteristic of antisocial individuals (Carrasco et al., 2006; McEachern & Snyder, 2012; Morizot, 2015), strongly associated with psychoticism (Cale, 2006) and, more modestly, with extraversion (Morizot, 2015). Gottfredson and Hirschi’s General Theory of Crime (1990) suggests that low self-control is the most important factor in antisocial behaviour and it tends to remain stable across the life course in antisocial individuals: it is developed in the first years of childhood and believed to end up conditioning the choices that people make in their life-course (Fonseca & Simões, 2002). Individuals with low self-control tend to be impulsive, insensitive, action-oriented, present oriented, self-centered, negatively tempered, risk takers, prone to accidents, have a lack of persistence and tenacity, have unstable social relations, and tend to perform poorly and fail to meet the responsibilities of school, work, and family. These individuals “also commit significantly greater amounts of deviant, imprudent, and maladaptive behaviours across numerous contexts than do persons with higher levels of self-control” (DeLisi & Vaughn, 2008, p. 522).

The tendency to show social desirability may be determinant in preventing an antisocial trajectory, whereas lack of social sensitivity, empathy and perspective-taking in social interactions may put individuals at higher risk of engaging in antisocial behaviours, as discussed by authors describing this as a characteristic of individuals with high psychoticism and low self-control. In this purpose, Sampson & Laub (2005) suggest that the occurrence of crime is less likely when informal social control makes

individuals create strong bonds to society. Such social ties are viewed both formally (police, judicial authority...) and informally (family, neighbours...). Consequently, a low score on the Lie scale of Eysenck's Personality Questionnaire has been mentioned as a characteristic of antisocial individuals, since it may correspond to indifference to social expectations. In fact, the Lie scale has been considered as a measure of socialization and social conformity (Center et al., 2005), that is, "of the degree to which one is disposed to give socially expected responses to certain types of questions" (Center & Kemp, 2002, p. 356). A recent study on social influence on risk perception found that, unlike other stages in the life course, adolescents are more influenced by the social expectations of their peers than by the adult social-influence (Knoll, Magis-Weinberg, Speekenbrink & Blakemore, 2015). This could imply that adolescents tend to disregard generally established social rules in favour of what is valued by other adolescents and may collide with the broad societal norms.

Connolly & O'Moore (2003, p.560), argue that "a child's personality is greatly influenced by their upbringing and experiences. Therefore, the experiences of children who come from less cohesive or dysfunctional homes may be related to their personality type". Likewise, "the lack of self-control does not necessarily lead to crime, it can be compensated by circumstances and by other individual characteristics" (Gottfredson & Hirschi, 1990, p. 89). This calls our attention to family environment as an important context of social development. In adolescence family environment tends to be perceived in a more negative fashion compared with other moments in the life course, as "the relationship between adolescents and their parents involves a delicate balancing act, with parents struggling to exert the *right* amount of support and control while continuing to allow their adolescents to explore their autonomy" (White & Renk, 2012, p.158). The development of the children's internal control and the implementation of consistent discipline, control, and problem-solving strategies in the family and of the quality of bonds between parents and their children during this stage are pointed out as protective factors against deviant trajectories (Fonseca & Simões, 2002; Gottfredson & Hirschi, 1990; Pardini, Waller & Hawes, 2015).

Considering the state of the art in antisocial behaviours, our goal was to test a model able to explain antisocial behaviour in adolescence including the dimensions described above. We assumed that some of these dimensions have a direct effect on antisocial behaviour (psychoticism, and self-control), while some diminish as

adolescents develop and play a negative role in antisocial behaviour mediating the role of age on antisocial behaviour: family environment, and social conformity.

Method

Participants

Prior to the questionnaires' application, permissions were asked the Ministry of Science and Education as well as to the National Committee for Data Protection. Afterwards, each school was consulted and agreed to participate in the study. Parents from all the students in the schools were asked to give their informed consent to allow their children to participate in the study, and were also requested to answer to the Portuguese version of Child Behaviour Checklist. All participants that agreed, to participate in the study were assured of the confidentiality and anonymity of their answers. Measures were applied collectively to small groups in classroom.

The sample was gathered in three schools from the region of Coimbra (Portugal) and included all the 489 individuals who, together with their parents, agreed to collaborate. 1217 requests were sent from which 40.18% consented to participate, with the characteristics presented in table 1. Socioeconomic status was determined based on the parents' job title and qualifications (Simões, 1994).

Table 1.
Sample description

| Sociodemographic Characteristics | Frequency | % |
|----------------------------------|-----------|-------|
| Gender | | |
| Male | 193 | 39.5% |
| Female | 296 | 60.5% |
| TOTAL | 489 | 100% |
| Age | | |
| 9 | 13 | 2.7% |
| 10 | 81 | 16.6% |
| 11 | 87 | 17.8% |
| 12 | 66 | 13.5% |
| 13 | 82 | 16.8% |
| 14 | 68 | 13.9% |
| 15 | 25 | 5.1% |
| 16 | 40 | 8.2% |
| 17 | 27 | 5.5% |
| TOTAL | 489 | 100% |
| School Year | | |
| 5 | 83 | 17.0% |
| 6 | 94 | 19.2% |
| 7 | 74 | 15.1% |
| 8 | 75 | 15.3% |
| 9 | 79 | 16.2% |
| 10 | 23 | 4.7% |
| 11 | 43 | 8.8% |
| 12 | 18 | 3.7% |
| TOTAL | 489 | 100% |
| Socioeconomic Status | | |
| Low | 63 | 12.9% |
| Medium | 243 | 49.6% |
| High | 183 | 37.5% |
| TOTAL | 489 | 100% |

Measures

Dimensions were measured through an assessment protocol of self-report questionnaires. The choice of measures was guided by the robustness of its psychometric characteristics, the potential for collective and anonymous data collection, its accessibility for individuals with reading skills at a basic level and the potential for replication in distinct cultural contexts.

Antisocial behaviour was measured through a combination of self-reported and parent-reported dimensions: parents were asked to fill the Portuguese version of Child Behaviour Checklist (CBCL, Fonseca, Simões, Rebelo, Ferreira & Cardoso, 1994), with the factor “aggressive behaviour” ($\alpha = .69$), composed of items about lying, destroying things, aggression, etc., while adolescents filled the Portuguese version of Youth Self-Report (YSR, Achenbach, 1991; Fonseca & Monteiro, 1999), more specifically, its

“antisocial” factor ($\alpha = .78$), with items related to cruelty, disobedience, fights and threats, etc.

Personality was assessed through the Portuguese version of Eysenck’s Personality Questionnaire for Children (Fonseca, 1989), an 81 items questionnaire with dichotomous answers (yes/no), organized in four scales: “psychoticism” ($\alpha = .77$), “extraversion” ($\alpha = .71$), “neuroticism” ($\alpha = .83$), and “lie” ($\alpha = .79$). We only used the “psychoticism” and “lie” scales, given our hypotheses and literature review.

To assess self-control, we used the Portuguese version of Social Skills Questionnaire – Student Form (Mota, Matos, & Lemos, 2011), with 39 items ($\alpha = .87$) distributed in 3 scales: “assertion” ($\alpha = .70$), “empathy” ($\alpha = .77$), and “self-control” ($\alpha = .80$). Each item could be answered according to its frequency (0=never, 1=sometimes, 2= many times). For this study, we only analysed the “self-control” factor.

Perception of family environment was measured with the Portuguese version of the Family Environment Scale (Matos & Fontaine, 1996), composed of 90 items, corresponding to 10 scales organized in three underlying dimensions: relationship (“cohesion”, “expressiveness”, and “conflict”), personal growth (“independence”, “achievement orientation”, “intellectual/cultural orientation”, “active/recreational orientation”, and “moral and religious emphasis”), and system maintenance (“organization” and “control”). Items can be answered with a 6 points Lickert scale from 1 (completely disagree) to 6 (completely agree). Given the low internal reliability of some scales, we chose to use only a global score of family environment ($\alpha = .88$) consisting on all the items in the questionnaire. Due to the nature of the “conflict” scale, we inverted its items in order to assure that all items were in the same direction, that is, a higher score being equivalent to a general better perception of family environment.

Results

Our hypotheses stated that a possible explanatory model for adolescent antisocial behaviour would include dimensions directly predicting antisocial behaviour and others that would mediate the role of age. Therefore, we checked for correlations between such variables, presented on table 2.

Table 2.
Pearson correlations between variables in the model

| | Age | P | L | FE | SCont | AS | Agg |
|-------|---------|---------|---------|---------|---------|--------|-----|
| Age | 1 | | | | | | |
| P | .029 | 1 | | | | | |
| L | -.322** | -.380** | 1 | | | | |
| FE | -.203** | -.231** | .391** | 1 | | | |
| SCont | -.128** | -.335** | .449** | .521** | 1 | | |
| AS | .151** | .560** | -.503** | -.355** | -.400** | 1 | |
| Agg | -.012 | .279** | -.167** | -.137** | -.114* | .370** | 1 |

**p< .01 ; *p< .05

NOTES: P (Psychoticism); L (Lie); FE (Family Environment); SCont (Self-Control); AS (Antisocial – Youth Self-Report); Agg (Aggressive Behaviour – Child Behaviour Checklist)

As expected, age does not correlate with psychoticism, but it shows significant but modest correlations with other predictors in the model and with the antisocial scale. Likewise, psychoticism, lie, family environment, and self-control, were correlated with all the other predictors and with both behavioural dimensions.

The Hypothesized Model

A structural equations model (SEM), based on the literature review and previous data (Morgado & Vale Dias, 2016) was tested. The hypothesized model is presented in figure 1., where the circle represents the latent variable “ASB” (Antisocial behaviour) composed of two measured variables (“antisocial” from YSR – AS; and “aggressive behaviour” from CBCL – Agg), represented by rectangles, as all the remaining variables. Absence of a line connecting variables implies no hypothesized direct effect.

As data measuring risk behaviour are often non-normally distributed (Agan et al., 2015), maximum likelihood estimation was used. Variables showed skewnesses ranging from .098 to 2.042 and kurtosis ranging from .322 to 4.028. After checking for outliers, we verified that higher and lower results in each variable came from the legitimate variability in the population. Hence, given the sample size, we chose to maintain all cases that were collected (Warner, 2013). The configuration of missing values supports the assumption of missing at random. Therefore, missing data was handled through the estimation of means and intercepts with AMOS (Agan et al., 2015; Allison, 2003; Graham & Coffman, 2012).⁴

⁴ We tested the same models having replaced missing data with the mean scores of the sample, and having eliminated 18 participants based on the analysis of Z scores for every variable. Results did not

The hypothesized model examined the predictors of antisocial behaviour (ASB), assuming that psychoticism (P) and self-control (SCont) would be correlated between them and have a direct predictive effect on ASB. Psychoticism as a personality trait would also have a direct effect on family environment (FE) and conformity to social rules as assessed by the lie scale of EPQ-J (L). Self-control would also have a direct effect on L and would be correlated with FE. The effect of age on ASB would be mediated by FE and L, also correlated between each other. We included correlations between age and self-control but we did not hypothesize the latter as a mediator of the effect of age on antisocial behaviour.

We found support for the tested model, presented in figure 1., revealing good fit indices: $\chi^2 = 7.762$, $p = .256$ with robust CFI = .998 and RMSEA = .025 .

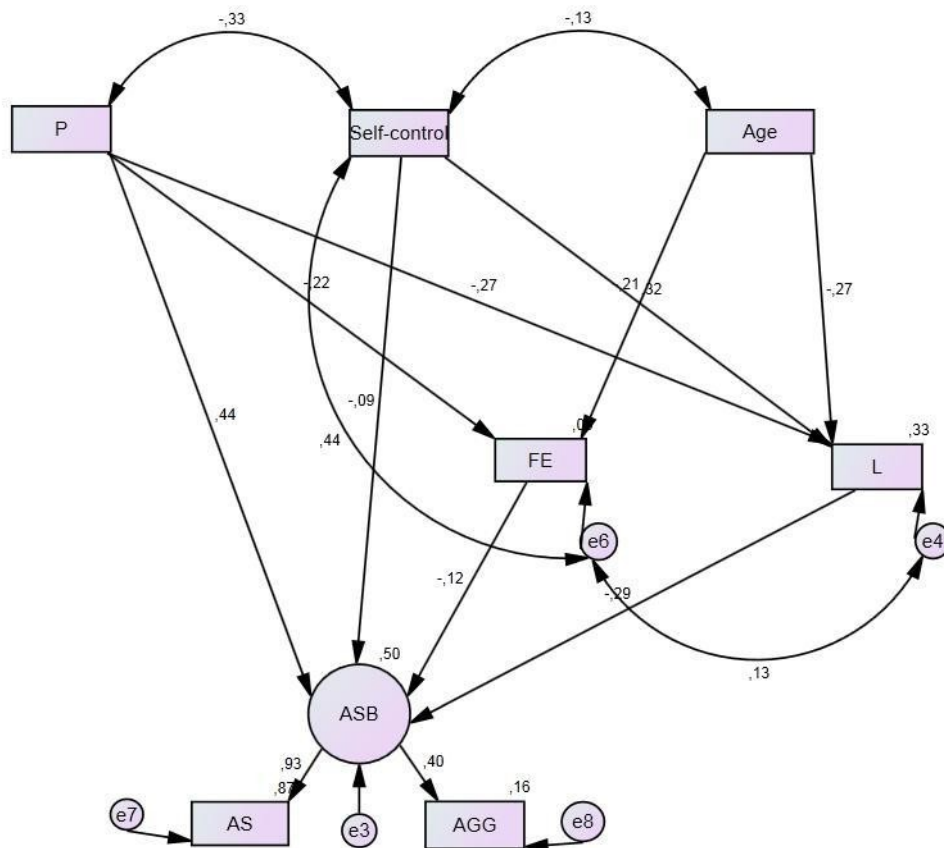


Figure 1.

ASB, as a latent variable, was translated mostly by AS ($\beta = .933$; $p < .001$) and only modestly (but significantly) by Agg ($\beta = .396$; $p < .001$). P and SCont were significantly correlated and with significant covariance estimates (-3.168 ; $p < .001$). P

differ significantly from the models presented in this paper: the same relations were found, but with minor different effects and significance.

directly predicted ASB ($\beta = .438$; $p < .001$), presenting the strongest effect on ASB of the entire model, and showed significant negative effects on FE ($\beta = -.220$; $p < .001$) and L ($\beta = -.266$; $p < .001$). The effect of SCont on ASB was very small and not statistically significant but it was close to the admissible significance value ($\beta = -.087$; $p = .068$). SCont significantly predicted L ($\beta = .325$; $p < .001$) and revealed significant covariances with e6 (FE) (55.732 ; $p < .001$) and age ($-.997$; $p = .005$).

The negative role of age was confirmed on FE ($\beta = -.207$; $p < .001$) and L ($\beta = -.271$; $p < .001$). FE showed a significant role on ASB ($\beta = -.123$; $p = .007$), such as L ($\beta = -.287$; $p < .001$). The errors of these mediating variables had significant covariance and correlations between them. 50% of variance in ASB was accounted for by this model. Table 3 shows, in detail, regression weights from the final model and table 4 presents covariance estimates.

Table 3.
Regression weights

| | Estimate | Std.Error | Std. Estimate | P |
|-------------|----------|-----------|---------------|--------|
| FE ← Age | -3.468 | .749 | -.207 | < .001 |
| L ← Age | -.509 | .071 | -.271 | < .001 |
| L ← P | -.405 | .060 | -.266 | < .001 |
| FE ← P | -2.998 | .608 | -.220 | < .001 |
| L ← SCont | .354 | .044 | .325 | < .001 |
| ASB ← P | .424 | .039 | .438 | < .001 |
| ASB ← FE | -.009 | .003 | -.123 | .007 |
| ASB ← L | -.182 | .028 | -.287 | < .001 |
| ASB ← SCont | -.060 | .033 | -.087 | .068 |
| AGG ← ASB | .318 | .049 | .396 | < .001 |
| AS ← ASB | 1.000 | | .933 | < .001 |

Table 4.
Covariances

| | Estimate | Std.Error | P |
|------------------|----------|-----------|--------|
| P ↔ SCont | -3.168 | .473 | < .001 |
| Age ↔ SCont | -.997 | .352 | .005 |
| e4 (L) ↔ e6 (FE) | 15.072 | 4.735 | .001 |
| e6 (FE) ↔ SCont | 55.732 | 6.166 | < .001 |

Discussion and Conclusions

Even though psychoticism has a direct effect on antisocial behaviour during adolescence, while other individual characteristics are more malleable and mediate the effects of adolescent development, it is reductive to assume that they exert independent influences on antisocial behaviour. As our model shows, there is a complex net of relations and influences between predictors of antisocial behaviour.

Antisocial behaviour was, in fact, directly predicted by psychoticism, that also predicted family environment and social conformity. In fact, an individual with tendency for low empathy, egocentrism and impulsivity may have greater difficulty in building adjusted social relations, including those inside the family, affecting the general family environment. As children grow into adolescence, family relations become more complex and “require going beyond unilateral concepts such as parental warmth or restrictiveness to more reciprocal constructs” (Maccoby & Martin, 1983 *cit in* Grotevant & Cooper, 1985, p.415) that embrace, among others, the contribute of the children’s personality characteristics to the overall family environment. The role of psychoticism on conformity to social rules is equally significant. Indeed, a less empathic, more egocentric and impulsive individual may be less able or motivated to follow rules that aim to promote respect towards other people and social interests when they go against his/her own immediate desires and needs. All these dynamics illustrate the direct and indirect effect of psychoticism on antisocial behaviour, on the relation of adolescents with their families and with society in general.

We confirm the importance of psychoticism on adolescent antisocial behaviour at several levels. Indeed, there is a tendency for normative changes in personality in adolescence, during the transition into adulthood (Blonigen, 2010) which may explain the fact that, despite not being correlated with age, psychoticism has a role in other factors that have a significant relation with age. Thus, the role of psychoticism appears to be both direct and indirect, through its role on social conformity and family environment.

Results on self-control were the most surprising of our model. Contrary to our assumptions, we did not find significant direct effects of this variable in antisocial behaviour. However, the fact that it was correlated with psychoticism (that includes a dimension of impulsivity characteristic of self-control) and predicted social conformity suggests that self-control must be taken into account in explanatory models for antisocial behaviour. Its role is not so much direct, as expected, but mediated by social conformity. Indeed, our results suggest that adolescents with lower self-control (consequently with higher impulsivity and difficulty in delaying gratification and meeting social responsibilities) may easier disregard social rules and, for that reason, are more likely to engage in antisocial behaviours. Furthermore, self-control was negatively correlated with age, indicating that, as children develop into adolescence, they tend to

show less self-control and, in parallel, higher antisocial tendencies. Self-control was also correlated with family environment, showing, again, the important relation between children's characteristics, including self-control, and family environment. Indeed, when family management is ineffective or inconsistent, it may result in children's low self-control (Higgins, 2004). In turn, children with low self-control may perceive their family's environment more negatively or contribute to an overall decrease in the quality of the family environment.

The effect of age on antisocial behaviour was mediated by the role of family environment and conformity to social rules which are found to decrease with age and negatively affect antisocial behaviour, as expected.

Results on family environment confirm the importance of this context of development, which is also related to self-control and predicted by psychoticism, as discussed above. Indeed, as children develop into adolescence, family environment tends to become more negatively perceived. Because such negative perceptions have a direct impact on antisocial behaviour, it is important to understand to what extent these changes in family environment may have a *normative* effect in a *normative* phenomenon that will naturally decrease (the predictor and the antisocial behaviour) as most individuals enter into young adulthood.

Conformity to social rules was the strongest mediator of the relation between age and antisocial behaviour and also mediated the role of self-control on antisocial behaviour. Results reveal the importance of sensitivity to social expectations, that is, social desirability, in explaining the role of self-control and age on antisocial behaviour. It also showed significant covariance with family environment. As Calvo, González & Martorell (2001) suggested, higher antisocial and aggressive individuals are less concerned about helping others, show less respect towards others and also show higher impulsivity scores. Furthermore, increased family cohesion has been found to strengthen the children's engagement in behaviours that are consistent with prosocial norms with which the family identifies (Pardini et al., 2015). These results highlight the importance of understanding motivations for deviancy and the mechanisms that explain why some individual dispositions and perceptions have a role on antisocial behaviour.

Generally looking at this model, several dimensions explain the antisocial phenomenon in adolescence. However, while some were found to develop with age,

contributing to higher antisocial scores (family environment and conformity to social rules), psychoticism had a direct effect, while presenting no correlation with age and self-control, correlated with age, only had an indirect effect through its role on social conformity. Social conformity was not only an important mediator of the relation between age and antisocial behaviour, but also a mediator of the relation between self-control and antisocial behaviour.

This study has some limitations. Psychological and developmental deficits were not assessed, neither was drug and alcohol consumption, which could have had some unaccounted effect on behaviour. In addition, the sample was not random, since we were dependent on parents' permission for participation, which may also bring some restrictions to the generalization of results to the population. Nevertheless, the large size of our sample offers some confidence on the generalization of conclusions. Results based on parents' reports were less significant and possibly have undervalued, in our sample, adolescents' problematic behaviour. This may indicate some lack of parents' knowledge regarding their children's behaviours. Hence, although parent reports are important to balance the subjectivity of self-report measures, results suggest that they may be far from the reality. Other sources of information could have been used (peers, teachers) to obtain a more accurate perspective of reality.

A future possibility for research would be a longitudinal research design to verify if, over time and without any intervention, those individuals with less psychoticism would show lower antisocial tendency, while those with higher psychoticism would show higher tendency to maintain a deviant trajectory. We anticipate that the stability of psychoticism and the relation with age of other predictors could possibly explain the difference between adolescence-limited *normative* antisocial behaviour and more persistent trajectories. In any case, it would be important to understand what can be done to prevent both adolescence-limited and life-course-persistent antisocial behaviour since these two antisocial trajectories may require distinct approaches.

Another important direction would be to assess the effect of interventions focused on conformity to social rules (in which psychoticism and self-control have a role) and on family environment (also predicted by psychoticism and related with self-control) in order to verify if we could reverse the direction of the relations between those factors. In other words, to find out if, by increasing adolescents' motivation to

follow social rules and by fostering positive perceptions of family environment, we could have significant improvements in terms of impulsivity/dishinhibition.

Our model proves the importance of holistic preventive approaches that are able to acknowledge this complexity. It is crucial to embrace the differentiated nature of each predictor and understand its role both directly and in relation to other predictors. We also acknowledge the need for further research with longitudinal design to confirm our assumptions regarding the specific role of these variables in more and less persistent antisocial trajectories in order to address different intervention needs.

In summary, this research draws our attention to the complex net of relations that is involved in the explanation of adolescent antisocial behaviour. We highlight the role of psychoticism on antisocial behaviour and the role of self-control on the mediators of the role of age on antisocial behaviour, as well as the utmost importance of social conformity – the strongest moderator of the effect of age on antisocial behaviour. Indeed, the complexity of adolescent antisocial behaviour became quite evident, showing that it cannot be addressed in simplistic terms, as we need to account for the involvement of both direct and indirect effects, most of which are related to age differences.

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Capítulo IV

Portuguese juvenile delinquents: An exploratory study from a sample of institutionalized young offenders⁵

⁵ Morgado, A. M., & Vale Dias, M. L. (2016) Portuguese juvenile delinquents: An exploratory study from a sample of institutionalized young offenders. *Análise Psicológica* (aceite para publicação)

Abstract

Severe antisocial behaviour in adolescence is a matter of concern in every society, especially when it translates in juvenile delinquency that persists through adulthood. In this study, we asked a sample of 121 institutionalized male juvenile offenders (between 14 and 20 years old) to fill several self-report measures to understand young delinquents and their social and academic conditions, behaviour, and individual dispositions.

Results reveal peculiarities on academic achievement, socioeconomic status and family size. Analysis confirmed the role of personality, self-concept, self-control and family environment on antisocial scores, especially psychoticism, neuroticism, social conformity, and family environment. Different behavioural subtypes reflect differences in psychoticism, antisocial behaviour and family environment. However, there were no correlations between antisocial tendency and age, school year or family size.

Our paper contributes to existing knowledge that supports intervention approaches, stressing that, unlike age, school year or family size, different types of behaviour may require differentiated interventions.

Keywords: antisocial behaviour; adolescence; delinquency

Introduction

The term antisocial behaviour refers to a diversity of behaviours that violate social rules intended to promote respect and consideration towards other people's life and property and "must be interpreted as a social event, with meaningful subtypes, topographies, antecedents, and functions" (Dodge, Coie & Lynam, 2008, p. 437). Hence, by definition, its study carries an immeasurable complexity due to the variability in antisocial manifestations, individuals, and trajectories. Such complex and heterogeneous nature, especially in adolescence, is well acknowledged in literature regarding this issue, and many theories have attempted to describe and explain the antisocial phenomenon, its origins, determinants, trajectories, manifestations, degrees of severity, and persistence mechanisms.

Particularly relevant to understanding the dynamics of adolescent delinquency (in opposition to adolescent deviant behaviours that are found in the general population) is Moffitt's theory (1993, 2006). The author postulates the existence of two types of antisocial behaviour: the life-course-persistent (LCP) and the adolescence-limited (AL). The latter, initiated in early adolescence, usually ceasing in young adulthood, is considered to be generalized (almost normative), transient, and less severe, consisting mainly of non-violent acts that are instrumental for the adolescent's desire for power and acknowledgement, such as theft, vandalism, substance abuse, etc. LCP, on the contrary, is rarer, more severe and persistent across the lifespan. Moffitt postulates that LCP antisocial behaviour has its origins in very early individual characteristics, such as neuropsychological health, that manifest as "variability in infant temperament, developmental milestones and cognitive abilities" (Moffitt, 1993, p. 687), combined with environmental disadvantages that prevent the correction of the child's individual problems, and may, in fact, contribute to exacerbate them: "under such detrimental circumstances, difficult behaviour is gradually elaborated into conduct problems and a dearth of prosocial skills (...), academic failure and a dearth of job skills. Over time, accumulating consequences of the youngster's personality problems and academic problems prune away the options for change" (1993, p. 687). In fact, also the Cambridge Study for Delinquent Development argues that "the more persistent transgressors start early, have long criminal careers and present difficulties in many aspects of their lives" (Farrington, 2008, p. 242).

From this perspective, LCP antisocial individuals are somehow trapped by their circumstances, that is, at first by their characteristics and, later, by their contexts. In fact, little opportunity is available for this group of individuals to learn prosocial alternatives to their behaviours: “deviant behaviours later in life may thus reflect early individual differences that are perpetuated or exacerbated by interactions with the social environment: first at home, and later at school” (Moffitt, 1993, p. 683).

A different, but equally important, framework for understanding adolescent antisocial behaviour is suggested by Tremblay (2010), placing the focus on behavioural subtypes, rather than on age-of-onset. According to this author, diverse types of antisocial behaviour entail different developmental trajectories as different resources and characteristics are involved in distinct types of antisocial behaviour. In fact, the frequency of overt behaviours (like physical aggression) generally decreases with age, while the frequency of covert behaviours (such as rule breaking) tends to increase.

In this context, a developmental perspective may provide important insight and valuable clues to understanding what needs to be addressed in order to prevent and amend antisocial manifestations in adolescence, especially concerning specific contexts and individual characteristics (Morgado & Vale Dias, 2013).

There are several individual and contextual factors that have been mentioned to contribute to increasing the severity of antisocial behaviour to the point where it is translated into long-term delinquency. Farrington (2007) argues that delinquency is an element of a bigger syndrome of antisocial behaviour that tends to be persistent and relatively stable. Among others, the author refers to impulsivity, low intelligence (or poor school performance), poor parental rearing practices, antisocial family, and poverty as factors involved in the development of delinquency.

A negative association between socioeconomic status and antisocial behaviours has been generally confirmed (Church II, Jagers & Taylor, 2012; Rutter, Giller, & Hagell, 1998; Tremblay, 2010). Yet, the effect of socioeconomic conditions on antisocial behaviours may not be direct but mediated by other living conditions, such as family functioning (Rutter et al., 1998). Indeed, the family’s role is crucial for the development of social behaviours, since it is within the family that children will learn and rehearse social interactions, get reinforcements or punishments according to the adjustment of their conducts, and, therefore, identify what sets of behaviours are

acceptable and may be repeated and what behaviours should be avoided. Hence, family structure factors (single parenting, divorce, family dimension, etc.) and the conflict that may be involved have been identified as determinants of social conducts (Pardini, Waller, & Hawes, 2015; Stadelmann, Perren, Groeben & VonKlitzing, 2010). Family management practices, including control, discipline, supervision, and rejection (Farrington, 2007), as well the quality of communication and relations within the family (Laub, Sampson & Sweeten, 2006; Tomé, Camacho, Matos & Simões, 2015) have been mentioned as significant risk factors for involvement in violence, delinquency and other antisocial manifestations.

The importance of considering the role of individual dispositions in adolescent antisocial behaviour is also evident and has been previously explored in the Portuguese context with juvenile delinquents, in particular regarding psychopathic, callous-unemotional and narcissistic traits, and self-esteem (Pechorro, 2011; Pechorro, Ray, Barroso, Marôco & Gonçalves, 2014; Pechorro, Silva, Marôco, Poiares & Vieira, 2012).

One of the most solid theories on personality and antisocial behaviour (Eysenck & Eysenck, 1985) – that has been widely tested and discussed (e.g. Center & Kemp, 2002) – suggests a specific profile consisting of high scores on the three Eysenck's personality traits – extraversion (high energy, sociability, stimulation seeking, activity, assertiveness), neuroticism (susceptibility to anxiety and quick emotional arouse), and psychoticism (aggressiveness, egocentrism, toughness, and impulsivity) – and low scores on the Lie scale (L) from the Eysenck's Personality Questionnaire (EPQ), which has been considered as a measure of socialization and social conformity.

In the scope of social functioning, self-concept is regarded both as risk factor and protective factor. Although the existing body of literature has already explained some aspects of antisocial children and adolescents' self-perceptions (Pechorro et al., 2012), research has not yet allowed us to clarify if there is a particular self-concept pattern that defines a tendency of antisocial adolescents. Despite the uncertainties around this matter, one aspect appears to be consensual: self-concept is entailed in adolescent development, has a significant role to play in the development of social behaviours (Salmivalli, 2001; Torregrosa, Ingles, & Garcia-Fernandez, 2011), and, consequently, in the development of antisocial trajectories at this stage of the lifespan. In this sense, analyses regarding different components of self-concept appear to be particularly relevant, since research has been pointing out peculiarities when it comes to

physical and social components of self-concept in antisocial adolescents (Salmivalli, 2001; Torregrosa et al., 2011).

Likewise, social skills appear to be determinant – either as protective factors or risk factors – in guiding individual's choices regarding social behaviours (Mota, Matos & Lemos, 2011; Selman & Adalbjarnardottir, 2000). It is quite consensual that the tendency to show altruism, sympathy, and respect may be determinant in preventing an antisocial trajectory (Batanova & Loukas, 2011; Dodge et al., 2008), whereas lack of social sensitivity, empathy and perspective-taking in social interactions may put individuals at higher risk of engaging in antisocial behaviours (Jolliffe & Farrington, 2004; Pechorro et al., 2014). In addition, social skills and antisocial behaviour have an important impact on school achievement. Indeed, children who bring a limited behavioural repertoire or limited social skills by the time they enter school may be more difficult to handle in the classroom, increasing the likelihood of poor academic performance, poor attachment to teachers, lower school commitment and rejection by conventional peers (Payne & Welch, 2015). Hence, adolescence, when social relations assume a growing importance in the individuals' lives, and when social skills are still far from being fully developed (Steinberg, 2009), may be a critical stage to identify, prevent and/or compensate for psychosocial vulnerabilities.

In this paper we address individual dispositions and perceptions with focus on personality, self-concept, social skills and family environment. Although such dimensions have been widely studied individually, their role on adolescent antisocial behaviour is still far from being fully understood and explained (Morgado & Vale Dias, 2013), especially when it comes to considering multiple dimensions in the same research design, which may provide a more complete understanding of each dimension and, due to joint analysis, of their complementary contributions on the explanation of adolescent antisocial behaviours.

With this study we intend to better understand a sample of institutionalized delinquent boys, namely their behavioural manifestations, personality, self-concept, social skills, and perceived family environment. Hence, our hypotheses were developed with a descriptive and exploratory purpose, in order to understand, on the one hand, if institutionalized adolescent delinquents would share some of LCP antisocial individuals' characteristics (Moffitt, 1993) and, on the other hand, if different

behavioural manifestations in these same individuals would, as suggested by Tremblay (2010), reflect distinct characteristics and resources:

H1: Eysenck's personality traits (psychoticism, extraversion and neuroticism) are positively correlated with antisocial behaviour while the "lie" scale of EPQ-J negatively correlates with antisocial behaviour

H2: Social skills, self-concept and perception of family environment are negatively correlated with antisocial behaviour

H3: Antisocial tendency and individual dispositions are related with age, school year and family size

H4: Juvenile delinquents with different behavioural subtypes present differences in antisocial behaviour scores and individual dispositions

Method

Participants

The sample for this study included 121 boys with a history of delinquency institutionalized in five juvenile detention centres in different Portuguese regions, originally coming from all the country and living in urban areas (mostly greater Lisbon and Porto). Regarding their nationality, 86% were Portuguese, 13.2% came from African Portuguese Speaking Countries and only one individual was from another European country. Participants were predominantly of low socioeconomic status (88.4%) and with an average of 3.5 siblings. The age range of our sample is from 14 to 20 years old (mean = 16.54 ; std. deviation = 1.22). In terms of education, participants were attending professional and technical courses corresponding from the 5th to the 9th grade (45.5% were attending courses corresponding to the 2nd cycle: 5th and 6th grades). Almost half of our sample (46.3%) reported having been institutionalized due to both overt (i.e. aggression, threats) and covert behaviours (i.e. theft, drug dealing, destruction), with 38% reporting only covert behaviours and 15.7% only overt behaviours.

Table 1 shows some of the sample's sociodemographic characteristics.

Table 1.

Sample description

| Sociodemographic characteristics | Frequency | % |
|----------------------------------|-----------|------|
| <i>Age</i> | | |
| 14 | 5 | 4.1 |
| 15 | 18 | 14.9 |
| 16 | 37 | 30.6 |
| 17 | 36 | 29.8 |
| 18 | 20 | 16.5 |
| 19 | 3 | 2.5 |
| 20 | 2 | 1.7 |
| TOTAL | 121 | 100 |
| <i>Socioeconomic Status</i> | | |
| Low | 107 | 88.4 |
| Medium | 12 | 9.9 |
| High | 2 | 1.7 |
| TOTAL | 121 | 100 |
| <i>Number of siblings</i> | | |
| 0 | 12 | 9.9 |
| 1 | 14 | 11.6 |
| 2 | 24 | 19.8 |
| 3 | 22 | 18.2 |
| 4 | 15 | 12.4 |
| 5 | 12 | 9.9 |
| >/=6 | 22 | 18.2 |
| TOTAL | 121 | 100 |

Measures

The studied variables were measured through self-report questionnaires, selected based on their psychometric characteristics, filling conditions (collectively and anonymously), and accessibility for individuals with basic reading skills.

Sociodemographic conditions were assessed with a Sociodemographic Questionnaire built specifically for this research, with open questions on the individuals' characteristics and living conditions, such as their age, school level, family size and socioeconomic status. Socioeconomic status was determined based on families' qualifications and occupations, following the criteria used by Simões (1994).

Behavioural characteristics were assessed with the Portuguese version of Youth Self-Report (YSR, Achenbach, 1991; Fonseca & Monteiro, 1999). Although the questionnaire includes 6 scales, we only considered results from the "antisocial" scale, composed of items related to cruelty, disobedience, fights and threats, which obtained a strong reliability score ($\alpha = .82$).

Personality was assessed through the Portuguese version of Eysenck's Personality Questionnaire for Children (EPQ-J, Fonseca, 1989), organized in four scales: "psychoticism" ($\alpha = .66$), "extraversion" ($\alpha = .72$), "neuroticism" ($\alpha = .71$), and "lie" ($\alpha = .73$) according to Eysenck's personality theory previously described.

To measure self-concept, the Portuguese version of Piers-Harris Children's Self-Concept Scale – 2 was used (PHCSCS-2, Piers & Herzberg, 2002; Veiga, 2006). This reduced version includes 60 items that provide a global self-concept measure ($\alpha = .84$), resulting from the sum of scores from 6 factors: "behavioural adjustment" ($\alpha = .75$), "intellectual/school status" ($\alpha = .68$), "physical appearance and attributes" ($\alpha = .63$), "anxiety" ($\alpha = .67$), "popularity" ($\alpha = .53$), and "happiness and satisfaction" ($\alpha = .59$). The two last factors were not considered due to low internal reliability (George & Mallery, 2003).

To assess social skills, we used the Portuguese version of Social Skills Questionnaire – Student Form (SSQ, Gresham & Elliot, 1990; Mota et al., 2011), namely its "empathy" ($\alpha = .74$), and "self-control" ($\alpha = .77$) scales. Each item could be answered according to its frequency and its considered importance. We used the answers regarding frequency since those are the only allowing quantitative analysis.

Perception of family environment was measured with the Portuguese version of the Family Environment Scale (FES, Moos & Moos, 1986; Matos & Fontaine, 1996), with 10 scales organized in three underlying dimensions: relationship – "cohesion" ($\alpha = .80$), "expressiveness" ($\alpha = .32$), and "conflict" ($\alpha = .57$) – personal growth – "independence" ($\alpha = .22$), "achievement orientation" ($\alpha = .39$), "intellectual/cultural orientation" ($\alpha = .70$), "active/recreational orientation" ($\alpha = .47$), and "moral and religious emphasis" ($\alpha = .75$) – and system maintenance – "organization" ($\alpha = .59$), and "control" ($\alpha = .41$). Due to the low internal reliability of most scales (George & Mallery, 2003), we chose to use only a global score of family environment ($\alpha = .88$) consisting on all the 90 items in the questionnaire (see, for example, Briere & Elliott, 1993). Due to the nature of the "conflict" scale, we inverted its items for this global score in order to assure that all items were in the same direction, that is, a higher score being equivalent to a general better perception of the family environment.

Procedures

Prior to the instruments' application, permissions were asked to the Ministry of Justice as well as to the National Committee for Data Protection (CNPD). After each juvenile detention centre agreed to collaborate, youths were asked to provide their informed and voluntary collaboration, being assured of the confidentiality and anonymity of their answers. Our sample was occasional and included all the individuals who agreed to participate from the 175 who were consulted (acceptance rate of 69%). The protocol was applied collectively and anonymously in two sessions. Although it would have been beneficial to have access to the individuals' formal reports regarding the conditions of their institutionalization, the need to ensure anonymity prevented us from gathering that additional information. Data was, then, inserted on IBM SPSS (v.22) and analysed with the same program.

Results

A considerable percentage of our sample came from low socioeconomic status (88.4%) and 58.7% reported having 3 or more siblings. All individuals were still at basic school levels, with almost half of the sample attending classes corresponding to the Portuguese 2nd cycle of basic school (corresponding, on average, to ages 10-12).

To test the first three hypotheses, we performed Pearson correlations, as shown in table 2, to check for relations between antisocial behaviour, individual dispositions, age, school year, and family size. Hypotheses concerning personality, self-concept, social skills and family environment factors were generally confirmed with psychoticism (.65), lie (-.57), and behavioural adjustment (.62) showing the strongest correlations with antisocial behaviour, followed by family environment (-.40) and global self-concept (-.36). The hypotheses regarding the relation between antisocial tendency and age, school year and family size were refuted. Results only show significant (but modest) correlations between school year and psychoticism (.24) and school year and intellectual/school status (.20).

Table 2.

Pearson correlations: Antisocial behaviour, individual dispositions, age, school year and family size

| | YSR Antisocial | Age | School Year | Family Size |
|--------------------------------|----------------|------|-------------|-------------|
| YSR Antisocial | 1 | .00 | -.08 | -.09 |
| Psychoticism | .65 ** | -.04 | .24 * | -.02 |
| Extraversion | .13 | -.01 | .05 | -.04 |
| Neuroticism | .35 ** | .08 | .17 | .03 |
| Lie | -.57 ** | .02 | -.10 | .17 |
| Global Self-Concept | -.36 ** | .05 | .09 | -.05 |
| Behavioural Adjustment | -.62 ** | .03 | -.03 | .04 |
| Intellectual/School Status | -.26 ** | -.08 | .20 * | -.05 |
| Physical Appearance/Attributes | .12 | .06 | .08 | .17 |
| Anxiety | -.09 | -.15 | -.04 | -.10 |
| Empathy | -.18 | .12 | .08 | -.04 |
| Self-Control | -.30 ** | .18 | -.03 | -.10 |
| Family Environment | -.40 ** | .09 | .07 | -.02 |

**p<.005; *p<.03

Taking into consideration these results, we tested a multiple regression model in order to verify, in all variables correlated with antisocial behaviour, those that would stand out as its predictors. Table 3 shows that psychoticism, lie, neuroticism and family environment revealed significant predictive value, accounting for 56% of the variance.

Table 3.

Multiple linear regression model (Stepwise): Predictors of antisocial scores

| Dependent Variable | Independent Variable | R | Adjusted R ² | F | P | Beta Std. | P |
|--------------------|------------------------|-----|-------------------------|-------|-----|-----------|-----|
| YSR Antisocial | EPQ-J Psychoticism | .76 | .56 | 36.65 | .00 | .44 | .00 |
| | EPQ-J Lie | | | | | -.28 | .00 |
| | EPQ-J Neuroticism | | | | | .16 | .00 |
| | FES Family Environment | | | | | -.15 | .00 |

To test for differences according to behavioural subtypes, we performed One-Way ANOVA that revealed significant differences between groups in antisocial behaviour, psychoticism, behavioural adjustment and family environment, as table 4. demonstrates.

Table 4.
One-way ANOVA: Differences between behavioural subtypes

| Dependent Variables | Groups | Mean Scores | | Sum of Squares | Mean Square | F | P |
|--------------------------------|--------------|-------------|----------------|----------------|-------------|-------|-----|
| YSR Antisocial | Overt | 5.89 | Between groups | 386.57 | 193.28 | 10.14 | .00 |
| | Covert | 8.74 | Within groups | 2249.50 | 19.06 | | |
| | Overt+Covert | 10.95 | | | | | |
| Psychoticism | Overt | 4.21 | Between groups | 85.46 | 42.73 | 4.88 | .01 |
| | Covert | 5.50 | Within groups | 1032.37 | 8.75 | | |
| | Overt+Covert | 6.57 | | | | | |
| Extraversion | Overt | 13.47 | Between groups | 14.44 | 7.22 | .62 | .54 |
| | Covert | 14.35 | Within groups | 1379.10 | 11.69 | | |
| | Overt+Covert | 14.46 | | | | | |
| Neuroticism | Overt | 9.63 | Between groups | 5.85 | 2.92 | .22 | .80 |
| | Covert | 9.17 | Within groups | 1574.16 | 13.34 | | |
| | Overt+Covert | 9.63 | | | | | |
| Lie | Overt | 8.00 | Between groups | 45.89 | 22.95 | 1.93 | .15 |
| | Covert | 7.37 | Within groups | 1404.08 | 11.90 | | |
| | Overt+Covert | 6.39 | | | | | |
| Global Self-Concept | Overt | 41.26 | Between groups | 309.97 | 154.98 | 2.30 | .11 |
| | Covert | 40.35 | Within groups | 7954.05 | 67.41 | | |
| | Overt+Covert | 37.46 | | | | | |
| Behavioural Adjustment | Overt | 8.47 | Between groups | 91.99 | 45.99 | 4.82 | .01 |
| | Covert | 7.46 | Within groups | 1127.01 | 9.55 | | |
| | Overt+Covert | 6.14 | | | | | |
| Intellectual/School Status | Overt | 8.79 | Between groups | 30.18 | 15.09 | 2.10 | .13 |
| | Covert | 8.41 | Within groups | 852.15 | 7.22 | | |
| | Overt+Covert | 7.55 | | | | | |
| Physical Appearance/Attributes | Overt | 5.42 | Between groups | 1.59 | .80 | .24 | .80 |
| | Covert | 5.76 | Within groups | 400.13 | 3.39 | | |
| | Overt+Covert | 5.63 | | | | | |
| Anxiety | Overt | 4.68 | Between groups | .85 | .43 | .10 | .91 |
| | Covert | 4.93 | Within groups | 499.04 | 4.23 | | |
| | Overt+Covert | 4.88 | | | | | |
| Empathy | Overt | 16.37 | Between groups | 27.61 | 13.81 | 1.19 | .31 |
| | Covert | 15.56 | Within groups | 1345.53 | 11.60 | | |
| | Overt+Covert | 15.00 | | | | | |
| Self-Control | Overt | 13.89 | Between groups | 44.20 | 22.10 | 1.62 | .20 |
| | Covert | 14.04 | Within groups | 1579.08 | 13.61 | | |
| | Overt+Covert | 12.78 | | | | | |
| Family Environment | Overt | 367.61 | Between groups | 11985.10 | 5992.55 | 4.24 | .02 |
| | Covert | 353.52 | Within groups | 159596.737 | 1412.36 | | |
| | Overt+Covert | 339.52 | | | | | |

Discussion

This research intended to study a challenging phenomenon and sample, composed of a group of institutionalized delinquent boys that have committed an offense before reaching the legal age to be trialled in adult courts. We hypothesized that personality, social skills, self-concept and perception of family environment were correlated with antisocial behaviour. We also anticipated that antisocial behaviour and individual dispositions were related with age, school year and family size and that

juvenile delinquents with different behavioural subtypes would present differences in antisocial behaviour scores and individual dispositions

The majority of boys whose behaviour justified an institutionalization came from disadvantaged social contexts, suggesting, in line with previous research (Farrington, 2007; Moffitt, 2006), that low socioeconomic status may place individuals at higher risk for antisocial conducts. This confirms the need to direct our preventive efforts to youngsters living in disadvantaged social and economic contexts where boys are more vulnerable to antisocial behaviours. Also noteworthy is the fact that a considerable amount of individuals in our sample had 3 or more siblings, which is highly above average for the Portuguese population. In fact, although there is no official data on the number of siblings of Portuguese adolescents, according to the population census, the fertility rate was 1.45 in 2001 and 1.35 in 2011. Furthermore, the rate of Portuguese families with a total of 6 or more elements was only of 3% in 2001 and 2% in 2011. This reality in Portugal is in line with findings from the Cambridge Study of Delinquent Development indicating a higher likelihood of convicted delinquents to have lived in poorer and larger families (Farrington, 2007).

Likewise, the fact that all boys over 15 years of age were still in basic school levels (when it is expected that, at 15, Portuguese students are attending the first year of secondary education) indicates a prior unsuccessful academic trajectory with several retentions, since, in juvenile detention centres, students have mandatory classes according to their school level at the moment of institutionalization. It is possible that, as postulated by Moffitt (1993), these individuals have developmental and cognitive disadvantages that, combined with environmental disadvantages such as those found in this study, may explain, at least partially, such academic failure. In fact, literature generally confirms the comorbidity between conduct behaviors, developmental delays and consequent school failures and dropout (Farrington, 2007; Paterson & Yoerger, 2002; Payne & Welch, 2015; Thornberry & Krohn, 2004). The Cambridge Study of Delinquent Development has not only identified low intelligence and poor school performance as some of the factors involved in the development of delinquency, but has also found that these dimensions may help to predict delinquency in adulthood (Farrington, 2004). Indeed, together with results on the correlation between antisocial behaviour and academic self-concept, this indicates the utmost importance of developing efforts towards preventing academic failure, for example, by empowering

these boy's roles as students, improving their academic self-concept with personalized and meaningful reinforcement systems in their school achievements.

The hypothesis that Eysenck's personality traits were positively correlated with antisocial behaviour while the lie scale presented a negative correlation was confirmed (except extraversion that did not show significant results). The same variables were also found to predict antisocial scores, together with family environment, that was negatively correlated with antisocial behaviour. Connolly & O'Moore (2003, p.560), argue that "a child's personality is greatly influenced by their upbringing and experiences. Therefore, the experiences of children who come from less cohesive or dysfunctional homes may be related to their personality type". Hence, these results reveal the importance of a positive involvement of the family in juvenile offenders' lives, in efforts to promote socially adjusted behaviours that can, hopefully result in desistance from criminal trajectories. Thus, effective interventions should include families, capacitating their members to create positive, harmonious relationships, coherent management practices and to stimulate personal growth, and prosocial interactions.

We found a significant correlation between antisocial behaviour and self-control, but the same did not occur with empathy. These results highlight the particular relevance of a tendency for impulsivity, aggressiveness, emotional instability or tension in antisocial behaviours.

Results on behavioural and global self-concept suggest that delinquent boys with higher antisocial scores perceive themselves as less behaviourally adjusted and in a more negative perspective. In other words, they appear to acknowledge the maladjustment of their behaviours, suggesting a cognitive understanding of social rules, but do not show sensitivity to such rules (as illustrated by results on the lie scale – negatively correlated with antisocial behaviour), possibly because they have not internalized them adequately. As the Cambridge Study for Delinquent Development (Farrington, 2007) suggests, the occurrence of frequent offenses depend on the interaction between the individual (who has a certain degree of antisocial tendency) and the social environment, as well as on a process of decision-making based on opportunities for deviancy: there are motivational factors for an antisocial act and, if the methods chosen to satisfy such motivations are socially disapproved, then an antisocial tendency may be strengthened. On the contrary, the same study suggests the existence of inhibiting factors, that is, if socially learned attitudes and beliefs are internalized,

antisocial tendencies can be reduced. In fact, when parents promote and value legal norms and adequately supervise their children, practicing a discipline oriented by affection, children will understand that delinquency is wrong. However, impulsivity, neurological dysfunctions and low intelligence may affect the development of such internal beliefs, even when adequate environments are provided. In addition, also global self-concept was negatively correlated with antisocial behaviour which indicates, as expected, that individuals may perceive themselves more negatively due to their predispositions to negatively relate with the surrounding environment. Indeed, an individual that perceives himself poorly is less likely to adhere to social expectations due to the lower value attributed to others' judgments. Thus, it would be important to further analyse what motivates the perpetuation of antisocial conducts in individuals who have the ability to perceive their behavioural adjustment as negative but may not be able to act accordingly, and to explore matters of social identity and adjustment as well as the consideration towards others and the ability/motivation to say "no".

Results point out to some differences between individuals who committed offenses of different natures. Such differences suggest that individuals convicted due to both behavioural subtypes may be more vulnerable in terms of their individual conditions (poorer family environment, self-concept and higher psychoticism) and may have a higher antisocial tendency when compared to those convicted due to one subtype of antisocial behaviour. In fact, results indicate that juvenile delinquents manifesting both overt and covert forms of antisocial behaviour may have fewer resources to cope with their circumstances when compared to other young offenders, and therefore, may be more vulnerable to follow a more persistent and severe deviant trajectory. When individuals convicted due to overt and covert behaviours were compared, the latter appeared to be, in line with Tremblay's assumptions (2010), more vulnerable. When compared to overt behaviours, individuals who engage solely in covert behaviours appear to be more vulnerable in terms of impulsivity, toughness and egocentrism, behavioural self-concept, and family environment. It may be the case that, due to the different characteristics of each behavioural subtype, individuals who exclusively engage in serious covert behaviours may exhibit higher levels of defiance, general disregard for rules and hiding from authority figures. As Tremblay (2010, p.347) postulates, "one of the major developmental challenges of a child is to learn to inhibit physical aggression and use other patterns of action in his attempts to achieve his

goals". In other words, covert behaviours, by nature, require higher levels of scheming, which may be associated with higher psychoticism, poorer behavioural self-concept and more negative family environments. The question that remains unanswered is: what triggers what? Do individual dispositions make an individual more likely to engage in covert behaviours or is it that engaging in covert antisocial behaviour makes individuals more vulnerable?

This calls our attention to the need for differentiated approaches according to behavioural subtypes, following Tremblay's argument that "it seems obvious that physical violence and theft require different bio-psycho-social skills and different interventions are needed to prevent or correct these problems" (2010, p. 352). Indeed, differences between groups show us that adolescents convicted due to covert and overt behaviour may be more resistant to change when compared to those who were convicted due to one specific type of behaviour (the same occurs when we compare those who were convicted due to covert behaviour in comparison with overt behaviour). In light of these results, if, on the one hand, psychoticism, behavioural self-concept and family environment should be addressed in all groups, it would be important to work on the specific skills/motivations involved in covert and overt behaviours according to the behavioural subtype displayed by each group (and on both subtypes in the more vulnerable group).

There were no correlations between antisocial behaviour or individual dispositions and age or family size. Regarding school year, only psychoticism and academic self-concept showed significant, but modest correlations. This may be explained by the fact that psychoticism is a trait related to impulsivity (a characteristic that contributes negatively to academic achievement) and by the fact that academic failure highly contributes to poorer academic self-concept. Such results lead to the conclusion that this particular population may be more homogeneous in terms of antisocial behaviour and individual dispositions than we could anticipate. In fact, it appears that there are important vulnerabilities concerning social, familial, and personal domains that cross the studied sample, regardless of their age, school year, and family size.

This study is not without limitations. Our sample is relatively small and occasional since we had to depend on the collaboration of all the visited institutions and on voluntary participation from individuals. Some conditions (psychopathology, drug

consumption, previous life experiences) were not controlled because, to guarantee anonymity, we could not access legal, academic and/or medical reports from these individuals. Moreover, the fact that participants were in a closed environment with significant restraint, away from their usual living environment may have had some unaccounted influence on the results. Due to the limited number of girls in juvenile detention centres and to the unavailability of institutions that include female sectors, our sample only included boys, leaving the important gender factor aside. Finally, it would have been preferable to base our analysis on other measures besides self-report measures. However, due to the peculiarities of our sample (e.g. routines, limited availability) and in order to preserve anonymity, it was impossible to recur to individual interviews. Furthermore, the access to families was extremely difficult due to the geographic distance between the families' homes and the juvenile detention centres and to the small frequency of visits. This may, as well, hamper the implementation of an intervention program such as the one proposed, that would imply families' cooperation.

Nevertheless, we believe that this study has great value for understanding such a challenging population, highlighting the value of personal dispositions and individual perceptions on the explanation of adolescent antisocial behaviours. Hence, due to its broad scope (considering multiple sets of variables independently and taken together), our results deepen our knowledge of the variables in play in severe and persistent adolescent antisocial behaviour. We were able to describe a particular sample of adolescents in terms of their personal, social and family conditions, highlighting several important vulnerabilities in all the three aspects of their lives and according to behavioural manifestations. It is our belief that this exploratory data offers new elements for understanding this challenging population, adding knowledge to the existing literature and calling the community's attention to the need to further study juvenile delinquents' vulnerabilities in the most important domains of their lives. We recognize the importance of differentiated interventions according to behavioural subtypes and suggest that, in future studies with these populations, research focuses on studying large datasets with both male and female offenders with longitudinal designs, to accompany and study their trajectories as well as the variables highlighted in this study. We also believe that using qualitative data (e.g. focus groups, observations) could complement what we already know about this population and provide some clarification

on the cognitive and emotional aspects underlying young offenders' different behavioural choices.

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Discussão Geral

Embora cada estudo envolva dados distintos e discussões específicas, uma análise conjunta de todas as conclusões oferece também informação relevante para uma melhor compreensão deste fenómeno complexo.

Uma das primeiras conclusões dos estudos desenvolvidos com a população geral, em consonância com o estudo da amostra de jovens delinquentes, prende-se com a presença de alguns fatores comuns ao comportamento antissocial verificado nos adolescentes em geral e ao comportamento delinvente de jovens a cumprir medida tutelar educativa que indica a existência de uma tendência antissocial com diferentes níveis de gravidade e consequências. De facto, o psicoticismo revelou-se significativamente relacionado com o comportamento antissocial em todos os estudos desenvolvidos. Tal como antecipado em estudos anteriores, este traço de personalidade parece ser um dos preditores mais robustos do comportamento antissocial podendo inclusivamente explicar a maior prevalência de comportamentos antissociais no sexo masculino e sendo fundamental na identificação de rapazes e raparigas que serão mais vulneráveis a este tipo de escolhas comportamentais. Fica, pois, confirmado o papel inequívoco do comportamento impulsivo e egocêntrico na tendência antissocial independentemente das suas manifestações e gravidade (Morizot, 2015). Também o neuroticismo é confirmado, em ambas as amostras como relacionado com a tendência antissocial, possuindo um papel preditivo nos comportamentos antissociais de jovens delinquentes. Tal não foi o caso na amostra recolhida em contexto escolar, já que estudos prévios às análises realizadas no capítulo III não revelaram um papel significativo deste traço de personalidade no comportamento antissocial. É possível que algumas das suas características estejam patentes em outras variáveis explicativas do comportamento antissocial (como é o caso da instabilidade, falta de ponderação e rápida ativação emocional no psicoticismo e no autocontrolo) e, em jovens com comportamentos antissociais de menor gravidade, os resultados de neuroticismo não apresentem valor preditivo tão destacado. Ao contrário do esperado, a extraversão não se revelou relacionada com o comportamento antissocial em nenhuma das amostras, colocando em causa a hipótese de Eysenck (1996; Center, Jackson & Kemp, 2005) quanto à relação entre uma maior propensão para procura de sensações fortes, elevada atividade e energia e sociabilidade e tendência para comportamentos antissociais.

Os fatores de personalidade correlacionados com a tendência antissocial (psicoticismo e neuroticismo) não apresentaram correlações significativas com a idade

em nenhuma das amostras, exceto no caso das raparigas da amostra recolhida em escolas, o que nos leva a assumir a estabilidade temporal destas disposições individuais e, conseqüentemente, uma maior dificuldade nas intervenções que visem a sua modificação, pelo menos no sexo masculino.

A conformidade com as normas sociais apresentou correlações significativas com o comportamento antissocial em ambas as amostras, sugerindo a existência de conflitos com a autoridade (Moffitt, 1993) e controlos sociais informais baixos (Sampson & Laub, 2005) no comportamento antissocial adolescente, também independentemente das suas manifestações e gravidade. Constituiu, ainda, um importante mediador da relação entre a idade e o comportamento antissocial na amostra recolhida em escolas, sendo um dos fatores cuja evolução normativa durante a adolescência poderá explicar a maior prevalência dos comportamentos antissociais neste estágio de desenvolvimento. De igual modo, revelou-se uma variável mediadora do efeito do autocontrolo no comportamento antissocial, sugerindo a existência de uma forte componente motivacional na impulsividade, já que esta decorre de atribuições que suscitam escolhas comportamentais associadas a gratificações mais ou menos imediatas. O autocontrolo revelou-se também significativamente correlacionado com o comportamento antissocial em ambas as amostras, não tendo apresentado diferenças entre géneros na amostra recolhida em escolas, ao contrário do que se tem vindo a verificar em estudos anteriores (Chapple, Vaske & Hope, 2010; Thijs, van Dijk, Stoof & Noten, 2015). Tal poderá indicar uma maior igualdade entre rapazes e raparigas em termos das expectativas, competências e papéis sociais que desempenham atualmente, pelo menos na sociedade portuguesa. O autocontrolo revelou-se, ainda, um indicador de vulnerabilidade em raparigas, indicando a importância da avaliação desta competência social em conjunto com outras disposições individuais na sinalização de situações de risco nas adolescentes.

Também a percepção de ambiente familiar apresentou correlações significativas com a tendência antissocial em ambas as amostras estudadas, constituindo um preditor importante em todos os estudos realizados, o que demonstra o papel imprescindível das percepções de harmonia familiar nas transgressões sociais mais e menos graves durante a adolescência. Apesar da ideia de que este contexto de desenvolvimento é relegado para segundo plano durante a adolescência (com a primazia do grupo de pares), fica evidenciado o impacto significativo da família nas escolhas comportamentais durante a

adolescência (e.g. Pardini, Waller & Hawes, 2015; Patterson & Yoerger, 2002), destacando-se a importância do envolvimento da família e do seu papel, para além da infância, no desenvolvimento social adaptativo dos filhos. De igual modo, o seu papel mediador do efeito da idade no comportamento antissocial revela, à semelhança da conformidade com as normas sociais, que ao longo da adolescência, a percepção de ambiente familiar tende a ser mais negativa, impactando, por sua vez, os comportamentos sociais dos adolescentes.

De facto, algumas mudanças normativas verificadas na adolescência poderão contribuir para a explicação do comportamento antissocial neste estágio de desenvolvimento, como é o caso da menor conformidade social e de um ambiente familiar mais negativo. É possível que, devido ao hiato de maturidade (Moffitt, 1993), à medida que avançam na adolescência, os jovens se sintam mais encurralados pela dependência em relação aos pais e, por esse motivo, desenvolvam percepções mais negativas do seu ambiente familiar. De igual modo, atos de provocação para com figuras de autoridade, que potenciem uma aparência de maioridade e a adoção de comportamentos de risco poderão afigurar-se particularmente atrativos neste estágio de desenvolvimento (Moffitt, 1993), sendo reforçados pelos pares como socialmente aceitáveis, relegando para segundo plano o respeito pelas normas generalizadas da sociedade e podendo verificar-se na sequência da menor supervisão e comunicação familiar (Patterson & Yoerger, 2002). O mesmo não se verifica nos jovens delinquentes, nos quais estas variáveis não apresentam as mesmas variações de acordo com a idade, revelando disposições e percepções bastante distintas daquelas que caracterizam o desenvolvimento normativo.

O autoconceito constituiu um importante fator associado à tendência antissocial na população geral, tendo-se verificado correlações significativas em todas as suas dimensões com a tendência antissocial com exceção do autoconceito físico no caso dos rapazes. Também na amostra de jovens delinquentes, o autoconceito revelou-se significativo de um modo geral, exceto no caso do autoconceito físico e ansiedade. De um modo geral o autoconceito negativo tem vindo a ser associado a agressões, desobediência e delinquência (Räty, Larsson, Söderfeldt & Larsson, 2005; Torregrosa, Ingles, & Garcia-Fernandez, 2011; Ybrandt, 2008). Todavia, a ausência de correlações significativas entre comportamento antissocial e autoconceito físico em rapazes (delinquentes e não delinquentes) poderá ser reflexo de diferenças de género no que

concerne à prevalência de comportamentos antissociais e ao nível do papel atribuído à aparência e condição física. Com efeito, tem sido amplamente verificada uma tendência para grandes diferenças de género na adolescência ao nível do autoconceito, com as raparigas a apresentar perceções mais negativas do que os rapazes neste domínio (Orr, 2013). Também neste âmbito, diversos estudos verificaram uma tendência para uma perceção positiva dos atributos físicos por parte de adolescentes com maior tendência antissocial, já que muitos comportamentos desta natureza requerem uma boa condição física para serem concretizados (como roubar, lutar, destruir propriedades, etc.) e, conseqüentemente, poderão promover um bom autoconceito a este nível (Torregrosa et al., 2011).

No que diz respeito ao nível socioeconómico, enquanto o comportamento antissocial parece transversal a todos os contextos socioeconómicos, na amostra de adolescentes da população geral, o comportamento delinvente apresenta-se mais circunscrito a jovens de meios mais desfavorecidos, já que a quase totalidade dos jovens da amostra recolhida em centros educativos era de nível socioeconómico baixo (anexo 9). Elliott, Dupéré e Leventhal (2015) referem interações entre fatores de risco individuais e contextos de vida desfavorecidos que poderão explicar as escolhas antissociais dos jovens. Com efeito, é possível que filhos de famílias de baixo estatuto socioeconómico se encontrem expostos a diversos fatores de risco relacionados com esta condição que aumentam a sua probabilidade de se envolverem em condutas antissociais (Pardini, et al., 2015). De igual modo, na amostra de jovens delinquentes ficou evidente uma preocupante presença de insucesso escolar (elevada quantidade de retenções), verificando-se a frequência de níveis escolares muito abaixo daquilo que seria expectável tendo em conta a idade dos indivíduos. Também neste caso existe um amplo consenso na literatura quanto à relação entre fraco desempenho académico, atrasos desenvolvimentais e problemas de comportamento (Farrington, 2007; Paterson & Yoerger, 2002; Payne & Welch, 2015; Thornberry & Krohn, 2004).

Numa investigação mais aprofundada em torno das variáveis explicativas do comportamento antissocial na população geral foi testado um modelo explicativo no sentido de verificar o papel de cada variável no conjunto dos preditores deste fenómeno. Assim, o psicoticismo e o autocontrolo foram incluídos como variáveis predictoras com efeito direto na tendência antissocial, e a idade foi incluída como variável com efeito indireto na tendência antissocial, sendo mediada pelo papel do ambiente familiar, e

conformidade social, os quais tendem a diminuir ao longo do desenvolvimento na adolescência. O autoconceito não integrou o modelo de equações estruturais testado já que, em estudos preliminares realizados, este não revelou um papel significativo na explicação do comportamento antissocial. Tal poderá dever-se ao facto de o autoconceito ter sido considerado globalmente ao invés de terem sido introduzidos os seus fatores específicos. É, também, possível que este fator não seja, efetivamente, preditor de comportamentos antissociais, mas pelo contrário, decorrer destes. Essa hipótese não foi testada pois excede o âmbito deste trabalho, mas as questões relativas às consequências pessoais do comportamento antissocial serão problemáticas pertinentes e interessantes a explorar futuramente.

A empatia não foi incluída neste modelo dado o seu papel moderado apenas no comportamento antissocial autorrelatado e devido ao facto de sensibilidade social estar, em parte, presente na escala de mentira do EPQ-J que procura avaliar a conformidade com as normas sociais (não sendo equivalente à empatia, constitui uma componente deste construto). A extraversão também não foi considerada dados os resultados pouco significativos já discutidos e tendo em conta que, em estudos recentes (Cale, 2006; Morizot, 2015), verificam-se relações mais evidentes entre os componentes de impulsividade deste traço (e não dos de sociabilidade) e o comportamento antissocial, encontrando-se estes também bem patentes no autocontrolo e psicoticismo.

O modelo testado confirmou o papel direto do psicoticismo e o papel indireto da idade (mediado pela conformidade social e ambiente familiar) e do autocontrolo (mediado pela conformidade social) no comportamento antissocial. Destaca-se o papel da conformidade social como mediadora do papel da idade e do autocontrolo no comportamento antissocial, estando também correlacionada com o psicoticismo e o ambiente familiar. Revelou-se, portanto, uma variável associada a todas as outras variáveis analisadas e claramente transversal ao fenómeno antissocial. Foi, assim, possível verificar o elevado nível de complexidade envolvido na explicação do comportamento antissocial na adolescência, dada a intrincada rede de relações encontrada entre os seus preditores.

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Formulações Conclusivas

O objetivo principal deste trabalho foi o de compreender o comportamento antissocial na adolescência através de uma perspectiva centrada não apenas em aspetos patológicos, mas sobretudo em características desenvolvimentais, assumindo, como Oliveira e Pais (2010, p.465), que “a adolescência não pode mais ser considerada um processo que decorre por etapas, devendo, antes, ser vista como uma etapa longa, complexa e dinâmica, com diferentes momentos”.

As disposições individuais e os fatores contextuais são, assim, considerados no âmbito do desenvolvimento normativo, mais do que numa perspectiva clínica centrada em manifestações antissociais mais graves e estruturais. Rutter (2010, p.57) sugere que “os estudos desenvolvimentais precisam de se centrar em diferenças individuais e também em determinar continuidades e descontinuidades entre normalidade e doença”. Tal abordagem permite compreender as tendências antissociais gerais dos adolescentes, antes de assumirem manifestações mais graves com consequências sérias e, por vezes, irreversíveis para as vítimas e para os transgressores.

O papel da sensibilidade relativamente às normas sociais no comportamento antissocial demonstra a importância das construções sociais no comportamento social dos adolescentes, sendo um fator de risco para comportamentos antissociais em rapazes e raparigas. Abordar esta questão, no sentido de promover controlos sociais informais e desconstruir uma imagem positiva que o comportamento antissocial tende a assumir junto dos adolescentes, poderá ser uma opção frutuosa para desencorajar a transgressão neste estágio de desenvolvimento. De facto, esta dimensão, que reflete mudanças normativas na adolescência, ajuda-nos a perceber a razão pela qual a adolescência é caracterizada por uma elevada prevalência de comportamentos antissociais e explica, em parte, por que razão os jovens com menor autocontrolo têm mais tendência para comportamentos antissociais. Antecipa-se, assim, a possibilidade de se fomentar as competências sociais através da promoção de atitudes e comportamentos prosociais que reforcem a motivação para comportamentos ajustados, a ponderação e a adequada avaliação dos benefícios a curto, médio e longo prazo das escolhas comportamentais dos adolescentes.

A importância do psicoticismo em todos os estudos realizados confirma o papel de um traço de personalidade que tem vindo a ser comprovadamente associado a impulsividade e temeridade. De facto, este traço – mais resistente a mudanças, pelo menos durante a adolescência – parece assumir um papel direto e indireto no

comportamento antissocial, através do seu efeito no ambiente familiar e na conformidade social. Este traço de personalidade é, ainda, um fator de risco comum a rapazes e raparigas da população geral.

O comportamento antissocial na adolescência e a delinquência apresentaram características comuns relacionadas com o psicoticismo, o neuroticismo, o autoconceito, o ambiente familiar, a conformidade social e o autocontrolo. Todavia, resultados obtidos noutras dimensões comprovam a existência de diferenças assinaláveis. Os resultados sugerem, assim, que a tendência antissocial em delinquentes se encontra predominantemente associada a dimensões individuais (que, neste grupo, não apresentam variações conforme a idade dos indivíduos) e a contextos mais estruturais relativos às suas condições de vida. Além disso, verificaram-se diferenças importantes no que concerne à vulnerabilidade dos delinquentes institucionalizados devido a delitos de naturezas diferentes, sendo os que cometeram crimes tanto de natureza agressiva como de desobediência a autoridades os mais desfavorecidos em termos de recursos pessoais, seguidos dos que se envolveram apenas em crimes de desobediência.

Em suma, os estudos apresentados demonstram que diferentes populações requerem diferentes abordagens de intervenção uma vez que, enquanto as manifestações antissociais nos adolescentes da população geral parecem fortemente motivadas por mudanças desenvolvimentais normativas, a delinquência na adolescência parece envolver fatores mais estruturais e resistentes a mudanças. Tais diferenças também se estendem a manifestações distintas de delinquência, já que jovens delinquentes cuja institucionalização foi motivada por delitos de desobediência e de agressividade apresentaram maior tendência antissocial, maior psicoticismo e percepções mais negativas do seu autoconceito comportamental e do seu ambiente familiar em relação aos institucionalizados apenas por um destes tipos de atos.

Sugerem-se, pois, abordagens diferenciadas e centradas em características individuais, reconhecendo que uma variável explicativa da tendência antissocial poderá também afetar outras variáveis explicativas já que “um único mecanismo por si só raramente funciona exclusivamente como fator protetor ou fator de risco unitário para o desajustamento” (Ayduk, Rodriguez, Mischel, Shoda, & Wright, 2007, p. 375). Como Payne e Welch (2015, p.238) também referem, os fatores de risco tendem a acumular-se e interagir, frequentemente sobrepondo-se uns aos outros, razão pela qual é tão “difícil desembaraçar efeitos individuais”.

Independentemente da importância reconhecida de outras variáveis que definem as experiências dos adolescentes e as suas motivações (como é o caso do grupo de pares), os resultados permitem-nos antecipar que uma abordagem centrada no indivíduo, que apresenta vantagens logísticas, económicas e temporais, poderá ser eficaz, pelo menos a nível primário e secundário, ou seja, em comportamentos antissociais verificados nos adolescentes da população geral. Efetivamente, as experiências existenciais dos adolescentes, o seu desenvolvimento socioafetivo e as suas perceções poderão marcar a diferença nas suas tendências antissociais. Apesar da existência de fatores externos passíveis de promover ou desencorajar determinadas manifestações antissociais, as disposições, perceções, competências e motivações para aceitar ou recusar determinadas escolhas comportamentais residem, em última análise, no indivíduo.

A outro nível, em jovens delinquentes, a prevalência assinalável de nível socioeconómico baixo e o insucesso escolar verificada na amostra estudada, chama a atenção para a importância de intervenções mais exaustivas e complexas que incluam outras dimensões da vida dos adolescentes. Com efeito, nestes casos extremos de tendência antissocial, para além das características individuais, surgem importantes aspetos contextuais que poderão determinar a manutenção ou desistência nas trajetórias desviantes.

Em suma, e respondendo à grande questão inicial deste trabalho, fica evidenciado que o comportamento antissocial na adolescência, em geral, encontra uma grande parte da sua explicação em fatores relacionados com mudanças desenvolvimentais que ocorrem neste estágio de desenvolvimento, havendo, ainda assim, características individuais que colocam determinados indivíduos em maior risco de se envolverem neste tipo de comportamentos. É, pois, fundamental, adotar olhares distintos relativamente a tendências antissociais que se verificam nesta etapa da vida em cerca de 11% das raparigas e 14% dos rapazes adolescentes, e relativamente à delinquência juvenil de teor mais grave e persistente em adolescentes em condições de particular vulnerabilidade a nível individual, familiar e social.

Limitações e Direções Futuras

No projeto de investigação original, pretendia-se analisar o comportamento antissocial na sua relação com o *bullying* e a delinquência e comparar a amostra de

adolescentes da população geral com a amostra de adolescentes institucionalizados em Centros Educativos. Também se pretendia compreender o papel de diversas variáveis no comportamento antissocial tais como as competências sociais, relações familiares, autoconceito, personalidade, nível intelectual, nível socioeconómico e género.

Devido a limitações de cariz metodológico, não foi possível cumprir a totalidade dos objetivos inicialmente traçados. Com efeito, dadas as limitações no tempo de que os adolescentes dispuseram para colaborar com este estudo (devido às metas curriculares que não puderam, evidentemente, ser prejudicadas) e a exigência de anonimato nas respostas determinada pela Comissão Nacional de Proteção de Dados (anexo 1), não foi possível recolher dados para avaliar situações de *bullying* ou diferentes tipos comportamentais nem realizar entrevistas individuais, remetendo questões de cariz sociodemográfico e comportamental para breves questionários de autorresposta a serem preenchidos pelos participantes (anexo 6) e respetivos Encarregados de Educação (anexo 7). Pelo mesmo motivo, não foi possível recolher dados relativos ao nível intelectual, já que uma administração coletiva das Matrizes Progressivas Estandarizadas de Raven exigia uma disponibilidade de tempo que não foi conseguida nas escolas. Embora tenha sido possível administrar este instrumento nos Centros Educativos, os resultados obtidos não permitiram a realização de análises de relevância já que se verificou uma elevada frequência de resultados muito baixos nesta prova: 87% dos sujeitos apresentaram resultados abaixo do percentil 50, segundo as normas para Portugal do instrumento para jovens entre os 12 e os 17 anos na versão “papel e lápis” de Raven, Court & Raven, 1998 (anexo 11).

Apenas foi possível realizar análises relativamente a diferenças de género na amostra recolhida na população geral, pois, para além de a população feminina institucionalizada em Centros Educativos ser significativamente mais reduzida que a masculina, as instituições que acolhem raparigas delinquentes não deram o seu consentimento para a participação nesta investigação (anexo 2). De facto, ambas as amostras recolhidas foram ocasionais e, como tal, mesmo considerando apenas os participantes masculinos de ambas as amostras, houve importantes assimetrias nas suas distribuições em termos de nível socioeconómico, ano de escolaridade, idade e experiências (anexos 9 e 10) que impediram a realização de um estudo empírico comparativo.

Algumas condições não foram avaliadas como défices psicológicos ou de desenvolvimento e o consumo de álcool ou drogas, que poderiam ter um efeito nos resultados obtidos, sobretudo na amostra recolhida em Centros Educativos. Acresce o facto de os indivíduos desta amostra se encontrarem num ambiente fechado com limitações significativas na sua vida diária e longe dos seus contextos de vida habituais, o que poderá, de algum modo, ter influenciado os resultados. Além disso, também relativamente à amostra recolhida em Centros Educativos, apenas foi possível obter dados comportamentais e sociodemográficos com base no autorrelato (anexo 8), já que o acesso às famílias foi extremamente difícil devido à distância entre o local de residência das famílias e os Centros Educativos, assim como devido à reduzida frequência de visitas.

Não obstante, os estudos apresentados suscitaram reflexões importantes que resultaram em conclusões significativas e robustas. Foi possível responder, com confiança, a algumas das questões iniciais e assim contribuir para o avanço na investigação e intervenção, promovendo um conhecimento mais aprofundado do papel da personalidade, competências sociais, ambiente familiar, autoconceito, nível socioeconómico e género no fenómeno antissocial na adolescência. Não tendo sido possíveis comparações estatísticas entre as duas amostras recolhidas, ainda assim foi possível tecer algumas considerações que resultaram em conclusões importantes no que diz respeito a diferentes graus de tendência antissocial em adolescentes que acrescenta valor a este trabalho.

A relevância do autorrelato, muitas vezes subestimado pela sua inerente subjetividade, fica também patente neste trabalho. De facto, os estudos apresentados são ilustrativos do valor do autorrelato no estudo do comportamento antissocial na adolescência, já que permitiram a obtenção de dados significativos que teriam sido impossíveis de obter com outras medidas numa amostra tão alargada como a que foi alvo desta investigação. Apesar de não ser um método perfeito (tal como nenhum o é) ao invés de subestimar a subjetividade que o caracteriza, importa reconhecê-la e tirar o máximo partido das informações que dela se podem retirar.

Futuramente, sugere-se um novo teste das conclusões retiradas, já que as limitações supracitadas apenas possibilitaram um estudo de natureza transversal e com uma amostra ocasional. Assim, estudos futuros deverão incluir metodologias longitudinais e experimentais, por um lado para confirmar a importância dos fatores

destacados neste trabalho e analisar a variabilidade intraindividual ao longo do tempo (desde a infância até à entrada na idade adulta) nas tendências antissociais, personalidade, competências sociais, ambiente familiar e autoconceito e, por outro lado, para verificar a eficácia de intervenções centradas nas variáveis individuais aqui sugeridas.

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Anexos

- 1| Autorização da Comissão Nacional para a Proteção de Dados
- 2| Autorização da Direção Geral de Reinserção e Serviços Prisionais
- 3| Autorização do Gabinete de Monitorização de Inquéritos em Meio Escolar
- 4| Pedido de Autorização para Escolas
- 5| Pedido/Formulário de Autorização para Encarregados de Educação
- 6| Questionário sociodemográfico para adolescentes da população geral
- 7| Questionário sociodemográfico para encarregados de educação
- 8| Questionário sociodemográfico para adolescentes institucionalizados em Centros Educativos
- 9| Características sociodemográficas das amostras recolhidas
- 10| Estatísticas descritivas: Dados obtidos no questionário sociodemográfico
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Anexo 1

Autorização da Comissão Nacional para a Proteção de Dados



AUTORIZAÇÃO N.º 6516 /2012

I. Do Pedido

Alice Murteira Morgado, no âmbito da sua Tese de Doutoramento, notificou à CNPD um tratamento de dados pessoais com a finalidade de elaborar um estudo observacional sobre “O fenómeno anti-social: Variáveis significativas para a construção de um modelo desenvolvimental explicativo”.

Serão incluídos no estudo dois grupos, um dos quais composto por alunos da população em geral que frequentem o ensino básico e secundário entre o 5.º e o 12.º anos e o outro composto por jovens internados em centros educativos. Será ainda pedido aos pais dos alunos que preencham um questionário

A participação no estudo consiste na aplicação de alguns questionários sobre variáveis como maturidade psicossocial, relações familiares, autoconceito, personalidade, nível intelectual, nível socioeconómico e género.

Os dados pessoais que a investigadora pretende recolher dos encarregados de educação são: grau de parentesco com o educando, idade, sexo, profissão, habilitações literárias, área de residência, naturalidade, nacionalidade, estado civil, n.º de elementos do agregado familiar, grau de parentesco dos elementos do agregado familiar, reprovações escolares, dificuldades de aprendizagem do educando, preocupação com os seus comportamentos e avaliação do seu comportamento.

Já os dados pessoais a recolher junto dos alunos são: idade, sexo, ano de escolaridade, n.º de irmãos e suas idades, área de residência, naturalidade, nacionalidade, alguma vez assistiu ou esteve envolvido em situações de roubo/agressão/insultos/destruição de objetos/ameaças físicas/ameaças verbais, quantas vezes no último ano, quando foi a última vez, onde, quem estava envolvido (amigos próximos, colegas, familiares, desconhecidos), foste causador ou vítima dessas situações, questionário de aspetos comportamentais, de avaliação da



competência psicossocial, da personalidade, das relações familiares, autoconceito e inteligência.

A investigadora no estudo solicitará consentimento informado aos representantes legais dos menores, que conservará consigo em lugar de acesso reservado.

Os dados serão recolhidos num caderno de recolha de dados em formato papel.

Para que sejam associados os questionários dos encarregados de educação dos menores aos seus educandos, será atribuído um código aos questionários composto pelo dia e mês de nascimento dos pais e dos alunos.

Os destinatários serão ainda informados sobre a natureza facultativa da sua participação e garantida confidencialidade no tratamento.

II. Da Análise

Porque em grande parte referentes à vida privada, os dados dos participantes no estudo têm a natureza de sensíveis, razão pela qual o respetivo tratamento só pode basear-se no consentimento expresso, esclarecido e livre dos titulares dos dados, nos termos do disposto no nº 2 do artigo 7º da Lei nº 67/98, de 26.10, ou dos seus legais representantes.

Por esta razão é necessário o «consentimento expresso do titular» – entendendo-se por consentimento qualquer manifestação de vontade, livre, específica e informada, nos termos da qual o titular aceita que os seus dados sejam objeto de tratamento – o qual deve ser obtido através de uma “declaração de consentimento informado”, onde seja utilizada uma linguagem clara e acessível.

Nos termos do artigo 10.º da Lei nº 67/98, a declaração de consentimento tem de conter a identificação do responsável pelo tratamento e a finalidade do tratamento,



devendo ainda conter informação sobre a existência e as condições do direito de acesso e de retificação por parte do respetivo titular.

Como decorre da declaração de autorização, cujo modelo está junto aos autos, os titulares dos dados, ou os seus legais representantes, apõem as suas assinaturas nos mesmos, deste modo satisfazendo as referidas exigências legais, pelo que a Comissão Nacional de Protecção de Dados considera existir legitimidade para o tratamento dos dados que a requerente se propõe realizar (alínea h) do art. 3º, e nº2 do art. 7º da Lei nº 67/98, de 26.10).

A informação tratada é recolhida de forma lícita (art.º 5º, n.º1 al. a) da Lei 67/98), para finalidades determinadas, explícitas e legítimas (cf. al. b) do mesmo artigo) e não é excessiva.

O fundamento de legitimidade é o consentimento expresso do titular dos dados. Porque haverá recolha de dados de menores, terá de haver consentimento a prestar pelos legais representantes. Impõe-se, ainda, que a criança seja ouvida e em função da idade, nos termos da lei, ela própria preste a sua anuência à recolha de dados pessoais para participação no estudo. O estudo deve ter em conta o superior interesse da criança.

III. Da Conclusão

Assim, nos termos das disposições conjugadas do n.º 2 do artigo 7.º, n.º1 do artigo 27º, al. a) do n.º 1 do artigo 28º e art. 30º da Lei de Protecção de Dados, com as condições e limites fixados na referida Deliberação n.º 227/2007, que se dão aqui por reproduzidos e que fundamentam esta decisão, e ainda com a condição aqui fixada, autoriza-se o tratamento de dados supra referido, para a elaboração do presente estudo.

Termos do tratamento:

Responsável pelo tratamento: Alice Murteira Morgado



Finalidade: Estudo observacional sobre "O fenómeno anti-social: Variáveis significativas para a construção de um modelo desenvolvimental explicativo".

Categoria de Dados pessoais tratados:

- dos encarregados de educação: grau de parentesco com o educando, idade, sexo, profissão, habilitações literárias, área de residência, naturalidade, nacionalidade, estado civil, n.º de elementos do agregado familiar, grau de parentesco dos elementos do agregado familiar, reprovações escolares, dificuldades de aprendizagem do educando, preocupação com os seus comportamentos e avaliação do seu comportamento;

- dos alunos: idade, sexo, ano de escolaridade, n.º de irmãos e suas idades, área de residência, naturalidade, nacionalidade, alguma vez assistiu ou esteve envolvido em situações de roubo/agressão/insultos/destruição de objetos/ameaças físicas/ameaças verbais, quantas vezes no último ano, quando foi a última vez, onde, quem estava envolvido (amigos próximos, colegas, familiares, desconhecidos), foste causador ou vítima dessas situações, questionário de aspetos comportamentais, de avaliação da competência psicossocial, da personalidade, das relações familiares, autoconceito e inteligência.

Entidades a quem podem ser comunicados: Não há.

Formas de exercício do direito de acesso e retificação: Junto da responsável pelo tratamento.

Interconexões de tratamentos: Não há.

Transferências de dados para países terceiros: Não há.

Prazo de conservação: Os dados pessoais dos participantes devem ser eliminados um mês após a defesa da Tese.

Dos termos e condições fixados na Deliberação n.º 227/ 2007 e na presente Autorização decorrem obrigações que o responsável deve cumprir. Deve, igualmente, dar conhecimento dessas condições a todos os intervenientes no circuito de informação.

Lisboa, 13 de Agosto de 2012

Helena Delgado António (Relatora)

Anexo 2

Autorização da Direção Geral de Reinserção e Serviços Prisionais



Alice Murteira Morgado <alicemmorgado@gmail.com>

FW: Trabalho de doutoramento em Centros Educativos

Joao Agante <Joao.Agante@dgrs.mj.pt>
Para: Alice Morgado <alicemmorgado@gmail.com>

7 de novembro de 2012 às 11:26

Bom dia,

Informo que o seu pedido para um trabalho em Centros Educativos foi autorizado por despacho do Senhor Subdiretor Geral, Dr. Luis Couto, em 06-11-2012, podendo ser efectuado nos Centros Educativos de **Santo António, Mondego, Olivais, Padre António de Oliveira e Bela Vista**.

Deverá oportunamente contactar estes Centros Educativos para combinar o que houver por conveniente.

Agradecemos o envio de uma cópia do trabalho final, quando estiver concluído.

Com os melhores cumprimentos

João Agante



Técnico superior

Direcção Geral de Reinserção e Serviços Prisionais
Direcção de Serviços de Estudos e Planeamento
Serviços Centrais - Av. Almirante Reis, nº 72

1150-020 Lisboa

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Anexo 3

Autorização do Gabinete de Monitorização de Inquéritos em
Meio Escolar



Monitorização de Inquéritos em Meio Escolar

Início » Consultar inquéritos » **Ficha de inquérito**

Identificação da Entidade / Interlocutor

Nome da entidade:

Instituto de Psicologia Cognitiva, Desenvolvimento Vocacional e Social

Nome do Interlocutor:

Maria da Luz Vale Dias e Alice Murteira Morgado

E-mail do interlocutor:

valedias@fpce.uc.pt

**Instituto de Psicologia
Cognitiva, Desenvolvimento
Vocacional e Social**

Sair

Área reservada

- Dados da entidade
- Consultar inquéritos
- Registar inquérito
- Instruções

Dados do Inquérito

Número de registo:

0040800003

Designação:

O FENÓMENO ANTI-SOCIAL: VARIÁVEIS SIGNIFICATIVAS PARA A CONSTRUÇÃO DE UM MODELO DESENVOLVIMENTAL EXPLICATIVO

Descrição:

NO SENTIDO DE PROMOVER UM CONHECIMENTO APROFUNDADO E DE CONTRIBUIR PARA A EXPLICAÇÃO DO FENÓMENO ANTI SOCIAL, O INQUÉRITO QUE SE PROPÕE INSERE-SE NUM PROJECTO DE INVESTIGAÇÃO NO ÂMBITO DE UM DOUTORAMENTO EM PSICOLOGIA DO DESENVOLVIMENTO PELA FACULDADE DE PSICOLOGIA E DE CIÊNCIAS DA EDUCAÇÃO DA UNIVERSIDADE DE COIMBRA. O PROJECTO É VOCACIONADO PARA O ESTUDO DOS COMPORTAMENTOS ANTI-SOCIAIS E DO RELACIONAMENTO INTERPESSOAL NA SUA RELAÇÃO COM O BULLYING E A DELINQUÊNCIA ATRAVÉS DE UM QUADRO CONCEPTUAL DESENVOLVIMENTISTA. DESTACA-SE, PORTANTO, A IMPORTÂNCIA DO ESTUDO DO PAPEL DE ALGUNS FACTORES SOCIAIS, FAMILIARES E INDIVIDUAIS QUE PODERÃO CONSTITUIR FACTORES PROTECTORES OU FACTORES DE RISCO PARA A OCORRÊNCIA DESTES PROBLEMAS DE COMPORTAMENTO. PROPÕE-SE, ENTÃO, O ESTUDO DAS SEGUINTESS POSSÍVEIS VARIÁVEIS EXPLICATIVAS ATRAVÉS DE INSTRUMENTOS DE INQUÉRITO E AVALIAÇÃO PSICOLÓGICA: MATURIDADE PSICOSSOCIAL, RELAÇÕES FAMILIARES, AUTO CONCEITO, PERSONALIDADE, NÍVEL INTELECTUAL, NÍVEL SÓCIO ECONÓMICO E GÉNERO. OS INSTRUMENTOS QUE PROPOMOS INTEGRAR NO INQUÉRITO EM MEIO ESCOLAR SÃO OS SEGUINTESS:

- YOUTH SELF REPORT (YSR, ACHENBACH, 1991; VERSÃO PORTUGUESA, FONSECA ET AL., 1999);
- QUESTIONÁRIO SÓCIO-DEMOGRÁFICO (CONSTRUIDO NO ÂMBITO DA INVESTIGAÇÃO);
- "RELATIONSHIP QUESTIONNAIRE (REL-Q)" (SCHULTZ, & SELMAN, 2003);
- SOCIAL SKILLS QUESTIONNAIRE – STUDENT FORM (GRESHAM, & ELLIOTT, 1990; VERSÃO PORTUGUESA, MOTA, MATOS, & LEMOS, 2011);
- FAMILY ENVIRONMENT SCALE – FES (MOOS & MOOS, 1986; VERSÃO PORTUGUESA MATOS & FONTAINE, 1992);
- PIERS-HARRIS CHILDREN'S SELF-CONCEPT SCALE (PHCSCS-2, PIERS, & HERTZBERG, 2002; VERSÃO PORTUGUESA, VEIGA, 2006);
- QUESTIONÁRIO DE PERSONALIDADE DE EYSENCK PARA CRIANÇAS (EPQ-J, FONSECA, & EYSENCK, 1989);
- MATRIZES PROGRESSIVAS ESTANDARDIZADAS DE RAVEN (RAVEN, 1999).

DADA A EXTENSÃO DO INQUÉRITO, PRETENDEMOS PROCEDER À RECOLHA DE DADOS JUNTO DOS SUJEITOS EM DOIS MOMENTOS, DE FORMA A EVITAR SITUAÇÕES DE FADIGA E DESINTERESSE.

Objectivos:

OS RESULTADOS QUE SE ESPERAM OBTER ATRAVÉS DA RECOLHA DE DADOS PARA A INVESTIGAÇÃO APRESENTADA REFEREM-SE À PRODUÇÃO E CONSOLIDAÇÃO DE CONHECIMENTO CIENTÍFICO NA ÁREA DO COMPORTAMENTO ANTI SOCIAL E RELAÇÕES INTERPESSOAIS NA INFÂNCIA E ADOLESCÊNCIA, QUE SE TRADUZAM NUMA POSSIBILIDADE DE IDENTIFICAÇÃO, SINALIZAÇÃO E INTERVENÇÃO EM SITUAÇÕES DE RISCO, BEM COMO NA IDENTIFICAÇÃO DE LINHAS ORIENTADORAS PARA A CONSTRUÇÃO E IMPLEMENTAÇÃO DE PROGRAMAS DE PREVENÇÃO. AO MESMO TEMPO PRETENDE-SE ENRIQUECER O ESPÓLIO DE RECURSOS DISPONÍVEIS PARA A INVESTIGAÇÃO E PRÁTICA EM PSICOLOGIA NA ÁREA ESPECÍFICA EM ESTUDO. OS OBJECTIVOS SÃO, ENTÃO OS SEGUINTESS:

1. TRADUZIR, ADAPTAR E VALIDAR O "RELATIONSHIP QUESTIONNAIRE (REL-Q)" (SCHULTZ, & SELMAN, 2003) PARA A POPULAÇÃO PORTUGUESA, DESTINADO A CRIANÇAS E ADOLESCENTES EM IDADE ESCOLAR;
2. IDENTIFICAR E CARACTERIZAR PROBLEMAS DE COMPORTAMENTO VERIFICADOS DURANTE O DESENVOLVIMENTO DE CRIANÇAS E ADOLESCENTES;
3. IDENTIFICAR E CARACTERIZAR DIFERENÇAS EXISTENTES ENTRE CRIANÇAS E ADOLESCENTES QUE MANIFESTAM E NÃO MANIFESTAM COMPORTAMENTOS ANTI-SOCIAIS;
4. IDENTIFICAR E CARACTERIZAR DIFERENÇAS EXISTENTES ENTRE CRIANÇAS E ADOLESCENTES QUE MANIFESTAM DIFERENTES TIPOS DE COMPORTAMENTOS ANTI-SOCIAIS;
5. ESTUDAR A RELAÇÃO ENTRE COMPORTAMENTOS ANTI-SOCIAIS E MATURIDADE PSICOSSOCIAL E COMPREENDER A NATUREZA DA REFERIDA RELAÇÃO;
6. ESTUDAR A RELAÇÃO ENTRE COMPORTAMENTOS ANTI-SOCIAIS E VARIÁVEIS INDIVIDUAIS, SOCIAIS E FAMILIARES, NOMEADAMENTE, RELAÇÕES FAMILIARES, AUTO CONCEITO, PERSONALIDADE, NÍVEL INTELECTUAL, NÍVEL SÓCIO ECONÓMICO E GÉNERO;

- Início
- Pesquisar inquéritos

7. IDENTIFICAR FACTORES PROTECTORES E FACTORES DE RISCO PARA A OCORRÊNCIA DE COMPORTAMENTOS ANTI SOCIAIS, ATRAVÉS DO ESTUDO COMPARATIVO DE CRIANÇAS E ADOLESCENTES QUE MANIFESTAM E NÃO MANIFESTAM PROBLEMAS DE COMPORTAMENTO;
DEFINIR LINHAS ORIENTADORAS PARA PROGRAMAS DE INTERVENÇÃO VOCACIONADOS PARA A PREVENÇÃO DE COMPORTAMENTOS ANTI SOCIAIS E PROMOÇÃO DE COMPETÊNCIAS PESSOAIS E SOCIAIS.

COM ESTA PROPOSTA, AFIGURA-SE, PORTANTO, A POSSIBILIDADE DE UM CONTRIBUTO PARA AVANÇOS DO PONTO DE VISTA TEÓRICO, METODOLÓGICO E PRÁTICO NA ÁREA DOS COMPORTAMENTOS ANTI-SOCIAIS E DO RELACIONAMENTO INTERPESSOAL, JÁ QUE, ATRAVÉS DA ANÁLISE DOS RESULTADOS QUE FOREM OBTIDOS, SE PRETENDE CONTRIBUIR PARA UM MODELO COMPREENSIVO PARA O FENÓMENO ANTI-SOCIAL, PROCEDER À VALIDAÇÃO DE INSTRUMENTOS PARA A POPULAÇÃO PORTUGUESA E DEFINIR LINHAS ORIENTADORAS PARA PROGRAMAS DE INTERVENÇÃO.

Periodicidade:

Pontual

Data do início do período de recolha de dados:

09-04-2012

Data do fim do período de recolha de dados:

08-04-2013

Universo:

ALUNOS DO 2º E 3º CICLOS DO ENSINO BÁSICO E ALUNOS DO ENSINO SECUNDÁRIO

Unidade de observação:

ALUNO

Método de recolha de dados:

ADMINISTRAÇÃO COLECTIVA, EM CONTEXTO DE SALA DE AULA OU OUTRO CONTEXTO QUE PROPORCIONE UM AMBIENTE SEMELHANTE, DE INSTRUMENTOS DE AVALIAÇÃO PSICOLÓGICA, SOBRETUDO DE AUTO-RESPOSTA

Inquérito registado no Sistema Estatístico Nacional:

Não

Inquérito aplicado pela entidade:

Sim

Instrumento de inquirição:

00408_201202161540_Documento1.pdf (PDF - 239,02 KB)

Nota metodológica:

00408_201208141143_Documento2.pdf (PDF - 169,53 KB)

Outros documentos:

00408_201208141143_Documento3.pdf (PDF - 153,98 KB)

Data de registo:

14-08-2012

Versão:

2 (2)

Dados adicionais

Estado:

Aprovado

Avaliação:

Exmo(a) Senhor(a)Dr(a). Alice Murteira Morgado
Venho por este meio informar que o pedido de realização de inquérito em meio escolar é autorizado uma vez que, submetido a análise, cumpre os requisitos de qualidade técnica e metodológica para tal.
Com os melhores cumprimentos
Isabel Oliveira

DGE

Observações:

a) Compete à Direção de cada Agrupamento/Escola autorizar a realização/aplicação deste estudo. b) Conforme se explicita na autorização nº 6516/2012 da CNPD, deverá ser garantido o anonimato dos participantes e a confidencialidade dos dados recolhidos para além de se obter a prévia recolha do consentimento expresso e informado da pessoa que participa no estudo (quando maior de idade) e também dos alunos (menores de idade) pelo seu encarregado de educação ou seu representante legal. Não deve em caso algum comprometer-se a protecção do cidadão e dos seus dados pessoais (Lei nº67/98 de 26 de Outubro e Lei nº41/2004 de 18 de Agosto) para efeitos de tratamento de dados pessoais por meios total ou parcialmente automatizados.

Outras observações:

Sem observações.

Anexo 4

Pedido de Autorização para Escolas

Coimbra, 2013

Exmo. Senhor Diretor,

No âmbito dos trabalhos que tem vindo a desenvolver para o Doutoramento em Psicologia do Desenvolvimento pela Faculdade de Psicologia e de Ciências da Educação da Universidade de Coimbra, a Mestre Alice Murteira Morgado, bolsista de doutoramento pela Fundação para a Ciência e a Tecnologia, pretende realizar uma investigação sobre “O fenómeno antissocial: Dimensões significativas para a construção de um modelo desenvolvimental explicativo”, sob a orientação da Prof.Doutora Maria da Luz Vale Dias.

Este estudo, já registado e autorizado pela Comissão Nacional de Proteção de Dados (CNPD) e pela Direção Geral de Inovação e de Desenvolvimento Curricular (DGIDC) do Ministério da Educação e Ciência, tem como propósito investigar o comportamento antissocial na infância e na adolescência, procurando averiguar alguns dos fatores individuais, sociais e familiares aí envolvidos. Para o efeito, pretende-se auscultar alunos do 5º ao 12º ano de escolaridade, através de um conjunto de instrumentos de avaliação psicológica a serem aplicados em contexto de sala de aula em duas ou três sessões distintas (uma de 90 minutos e uma de 45 minutos, ou três de 45 minutos) ou, então em uma ou duas sessões a combinar fora do horário letivo. Todos os tempos poderão ser cedidos de acordo com o que for logística e pedagogicamente mais conveniente para a escola e para cada professor/turma.

Venho assim, por este meio, solicitar autorização para a concretização, na escola que dirige, do projeto de investigação que apresento, estando ao dispor para qualquer questão que necessite de mais esclarecimento.

Com os meus melhores cumprimentos,

Alice Murteira Morgado

alicemmorgado@gmail.com

“O fenómeno antissocial: Variáveis significativas para a construção de um modelo desenvolvimental explicativo”

Doutoramento em Psicologia do Desenvolvimento pela Faculdade de Psicologia e de Ciências da Educação da Universidade de Coimbra

Projeto financiado pela Fundação para a Ciência e a Tecnologia através de Bolsa Individual de Doutoramento (Referência: SFRH/BD/77702/2011)

Doutoranda: Alice Murteira Morgado, Mestre em Psicologia da Educação, Desenvolvimento e Aconselhamento pela Faculdade de Psicologia e de Ciências da Educação da Universidade de Coimbra

Orientação Científica: Prof.Doutora Maria da Luz Bernardes Rodrigues Vale Dias, Professora Auxiliar da Faculdade de Psicologia e de Ciências da Educação da Universidade de Coimbra

Projeto de trabalho:

O projeto proposto pretende versar o estudo dos comportamentos antissociais e do relacionamento interpessoal na sua relação com o *bullying* e a delinquência. Partindo de um quadro conceptual desenvolvimentista para a análise das referidas dimensões (Gibbs, 2003; Moffitt, 2003; Schultz, & Selman, 2003; Taborda, Formosinho, Fonseca, & Vale Dias, 2011), destaca-se a importância do estudo do papel de alguns fatores sociais, familiares e individuais que poderão constituir fatores protetores ou fatores de risco para a ocorrência destes problemas de comportamento. Assim, através do estudo de variáveis como maturidade psicossocial, relações familiares, autoconceito, personalidade, nível intelectual, nível socioeconómico e género, serão esperados resultados que permitam clarificar questões relativas ao modo como os comportamentos antissociais se desenvolvem e manifestam, possibilitando uma compreensão mais detalhada do fenómeno. As técnicas e instrumentos que se pretendem utilizar para recolha de dados relativos a cada construto são as seguintes:

- **Comportamento:** Youth Self-Report (YSR, Achenbach, 1991; Versão portuguesa, Fonseca et al., 1999), Child Behavior Checklist (CBCL, Achenbach, 1991; Versão portuguesa, Fonseca et al., 1994), Questionário Sociodemográfico para recolha de informação relativa ao envolvimento em situações desviantes (construído no âmbito da investigação);

- **História e características individuais e familiares:** Questionário Sociodemográfico para Pais ou Encarregados de Educação (construído no âmbito da investigação);
- **Maturidade Psicossocial e Relações Interpessoais:** Relationship Questionnaire (REL-Q, Schultz, & Selman, 2000); Social Skills Questionnaire – Student Form (Gresham, & Elliott, 1990; Versão portuguesa, Mota, Matos, & Lemos, 2011);
- **Relações familiares:** Escala de Ambiente Familiar: Family Environment Scale – FES (Moos & Moos, 1986; Versão Portuguesa, Matos & Fontaine, 1992);
- **Autoconceito:** Piers-Harris Children’s Self-Concept Scale (PHCSCS-2, Piers, & Hertzberg, 2002; Versão portuguesa, Veiga, 2006);
- **Personalidade:** Questionário de Personalidade de Eysenck para Crianças (EPQ-J, Fonseca, & Eysenck, 1989);
- **Nível Intelectual:** Matrizes Progressivas Estandarizadas de Raven (Raven, 1999).

Pretende-se, então, recolher dados em escolas do 2º e 3º ciclos do ensino básico e escolas secundárias, assim como em centros educativos. O intuito é o de constituir dois grupos significativos de sujeitos, um dos quais composto por alunos da população geral que frequentem o ensino básico e secundário entre o 5º e o 12º ano e outro composto por jovens internados em centros educativos. Desta forma, será possível, não apenas uma caracterização de cada um dos grupos no que se refere às variáveis em estudo, mas também averiguar e investigar as diferenças existentes entre jovens cuja conduta motivou internamento em centros educativos e jovens da população geral. Mais especificamente pretende-se:

1. Identificar e caracterizar problemas de comportamento verificados durante o desenvolvimento de adolescentes;
2. Estudar a relação entre comportamentos antissociais e maturidade psicossocial e compreender a natureza da referida relação;
3. Estudar a relação entre comportamentos antissociais e variáveis individuais, sociais e familiares, nomeadamente, relações familiares, autoconceito, personalidade, nível intelectual, nível socioeconómico e género;
4. Identificar fatores protetores e fatores de risco para a ocorrência de comportamentos antissociais, através do estudo comparativo de crianças e adolescentes que manifestam e não manifestam problemas de comportamento;

5. Definir linhas orientadoras para programas de intervenção vocacionados para a prevenção de comportamentos antissociais e promoção de competências pessoais e sociais.

Acreditamos, assim, poder promover um conhecimento mais aprofundado das diversas trajetórias de desenvolvimento envolvidas no vasto espectro dos comportamentos antissociais, desde comportamentos considerados normativos na adolescência, até comportamentos delinquentes de gravidade considerável.

Os resultados que se esperam obter através da proposta de investigação apresentada referem-se, assim, à produção e consolidação de conhecimento científico na área do comportamento antissocial e relações interpessoais na adolescência, que se traduzam numa possibilidade de identificação, sinalização e intervenção em situações de risco, bem como na identificação de linhas orientadoras para a construção e implementação de programas de prevenção. Ao mesmo tempo pretende-se enriquecer o espólio de recursos disponíveis para a investigação e prática em psicologia na área específica em estudo.

Considerações éticas

Todo o programa de trabalhos será pautado pelo cumprimento e defesa das normas éticas e deontológicas definidas pelo Código Deontológico da Ordem dos Psicólogos Portugueses. Será, portanto, assegurada a prestação de informação necessária ao consentimento informado para participação na investigação prévio à recolha de dados junto da amostra, assim como serão garantidos o anonimato e a confidencialidade de todos os dados recolhidos. Tendo em consideração a necessidade de auscultar os pais/encarregados de educação dos sujeitos, e tendo em conta a dimensão do conjunto de questionários, serão gerados códigos numéricos para cada sujeito que não permitam a sua identificação, mas que permitam associar os dados recolhidos junto do sujeito em momentos distintos tal como associar os dados do sujeito com os dados recolhidos junto dos seus pais/encarregados de educação.

Esta recolha de dados encontra-se devidamente autorizada pela **Comissão Nacional de Proteção de Dados com a autorização nº 6516/2012**, nos termos das disposições conjugadas do nº2 do artigo 7º, nº1 do artigo 27º, al. a) do nº1 do artigo 28º e art. 30º da Lei de Proteção de Dados.

Encontra-se igualmente registada com o **nº0040800003** e aprovada pela **Direção Geral de Inovação e de Desenvolvimento Curricular (DGIDC) do Ministério da Educação e Ciência**.

Anexo 5

Pedido/Formulário de Autorização para Encarregados de
Educação

PEDIDO DE AUTORIZAÇÃO

Alice Murteira Morgado, Bolseira de Doutoramento pela Fundação para a Ciência e a Tecnologia e a realizar Doutoramento na Faculdade de Psicologia e de Ciências da Educação da Universidade de Coimbra, pretende realizar uma investigação sobre “O fenómeno antissocial: Dimensões significativas para a construção de um modelo desenvolvimental explicativo”, em jovens do 5º ao 12º ano.

Este estudo, registado e autorizado pela Comissão Nacional de Proteção de Dados (CNPD) e pela Direção Geral de Inovação e de Desenvolvimento Curricular (DGIDC) do Ministério da Educação e Ciência, tem como objetivo investigar a influência de diversos fatores associados ao comportamento antissocial das crianças e adolescentes. As suas conclusões poderão contribuir para um melhor entendimento dos comportamentos dos jovens nesta fase de vida, o que permitirá obter pistas para a prevenção e intervenção junto de indivíduos em risco de desenvolverem condutas antissociais.

A auscultação aos alunos será feita, na escola, através de questionários. É também solicitado aos encarregados de educação o preenchimento de um breve questionário que lhe enviamos juntamente com o presente pedido.

O **anonimato** e a **confidencialidade** de todas as respostas de alunos e encarregados de educação serão totalmente garantidos, pelo que, caso autorize a participação do seu educando neste estudo, iremos separar o formulário de autorização do questionário de forma a que não seja possível associar o nome do seu educando às informações a ele correspondentes.

Ficarei ao dispor para quaisquer esclarecimentos adicionais de que necessite através do e-mail: alicemmorgado@gmail.com.

Atenciosamente,

Alice Murteira Morgado

Formulário de autorização

Eu _____, Encarregado de Educação do
aluno _____ do ____º ano, turma _____ n.º _____
declaro que autorizo não autorizo (colocar um X no quadrado que se aplica) o meu educando a
participar na investigação sobre “O fenómeno antissocial: Dimensões significativas para a
construção de um modelo desenvolvimental explicativo”,

Encarregado de Educação _____

(Assinatura)

Anexo 6

Questionário sociodemográfico para adolescentes da população
geral

Questionário Sociodemográfico
(Morgado, & Vale Dias, 2011)

Por favor responde às questões que se seguem de acordo com o que se aplica às tuas condições de vida. Todos os dados são anónimos e confidenciais.

1. Idade:_____ 2. Sexo:_____ 3. Ano de escolaridade:_____

5. Número de irmãos:_____ 5.1. Idades dos irmãos:_____

6. Área de Residência:_____

7. Naturalidade:_____

8. Nacionalidade:_____

9. Alguma vez assististe ou estiveste envolvido em situações de... (podes assinalar mais que uma)

Roubo?

Destruição de objetos ou locais?

Agressão (luta)?

Ameaças físicas?

Insultos?

Ameaças verbais?

10. Foste tu o(a) causador(a) de alguma das situações que assinalaste acima (podes assinalar mais que uma)?

Roubo

Destruição de objetos ou locais

Agressão (luta)

Ameaças físicas

Insultos

Ameaças verbais

11. Foste tu o(a) vítima de alguma das situações que assinalaste acima (podes assinalar mais que uma)?

Roubo

Destruição de objetos ou locais

Agressão (luta)

Ameaças físicas

Insultos

Ameaças verbais

12. Onde ocorreu/ocorreram a(s) situação/situações que assinalaste?_____

Anexo 7

Questionário sociodemográfico para encarregados de educação

Questionário Sociodemográfico [Pais]

(Morgado, & Vale Dias, 2011)

Por favor responda às questões que se seguem de acordo com o que se aplica às suas condições de vida e às do seu educando. Todos os dados são anónimos e confidenciais.

1. Grau de Parentesco com o seu educando: _____

Sobre si, por favor responda às seguintes questões

2. Idade: _____ 3. Sexo: _____ 4. Profissão: _____

5. Habilitações Literárias:

4º ano (ou menos)

Licenciatura

6º ano

Mestrado

9º ano

Doutoramento

12º ano

Sobre **o seu educando**, por favor responda às seguintes questões:

8. Número de elementos no agregado familiar: _____

9. Área de Residência: _____

10. Grau de parentesco dos elementos do agregado familiar com o jovem (assinalar mais de um campo, se necessário):

Pai

Avós

Mãe

Tios

Irmãos

Outros: _____

11. Tem reprovações?

Não

Sim. Quantas? _____ Em que ano(s) de escolaridade? _____

Anexo 8

Questionário sociodemográfico para adolescentes
institucionalizados em Centros Educativos

Questionário Sociodemográfico
(Morgado, & Vale Dias, 2011)

Por favor responde às questões que se seguem de acordo com o que se aplica às tuas condições de vida. Todos os dados são anónimos e confidenciais.

1. Idade: _____ 2. Sexo: _____ 3. Ano de escolaridade: _____
4. Profissão do Pai: _____ da Mãe: _____
5. Número de irmãos: _____ 5.1. Idades dos irmãos: _____
6. Área de Residência: _____
7. Naturalidade: _____
8. Nacionalidade: _____
9. Indica, por favor, qual o motivo pelo qual estás no Centro Educativo: _____
10. Alguma vez assististe ou estiveste envolvido em situações de... (podes assinalar mais que uma)
- | | |
|---|---|
| <input type="checkbox"/> Roubo? | <input type="checkbox"/> Destruição de objetos ou locais? |
| <input type="checkbox"/> Agressão (luta)? | <input type="checkbox"/> Ameaças físicas? |
| <input type="checkbox"/> Insultos? | <input type="checkbox"/> Ameaças verbais? |
11. Foste tu o(a) causador(a) de alguma das situações que assinalaste acima (podes assinalar mais que uma)?
- | | |
|--|--|
| <input type="checkbox"/> Roubo | <input type="checkbox"/> Destruição de objetos ou locais |
| <input type="checkbox"/> Agressão (luta) | <input type="checkbox"/> Ameaças físicas |
| <input type="checkbox"/> Insultos | <input type="checkbox"/> Ameaças verbais |
12. Foste tu o(a) vítima de alguma das situações que assinalaste acima (podes assinalar mais que uma)?
- | | |
|--|--|
| <input type="checkbox"/> Roubo | <input type="checkbox"/> Destruição de objetos ou locais |
| <input type="checkbox"/> Agressão (luta) | <input type="checkbox"/> Ameaças físicas |
| <input type="checkbox"/> Insultos | <input type="checkbox"/> Ameaças verbais |
13. Onde ocorreu/ocorreram a(s) situação/situações que assinalaste? _____

Anexo 9

Características sociodemográficas das amostras recolhidas

| | Amostra Escola N=489 | | Amostra Centros Educativos N= 121 | |
|-----------------------------|----------------------|------|-----------------------------------|------|
| | Frequência | % | Frequência | % |
| Género | | | | |
| Masculino | 193 | 39.5 | 121 | 100 |
| Feminino | 296 | 60.5 | 0 | 0 |
| Idade | | | | |
| 9 | 13 | 2.7 | 0 | 0 |
| 10 | 81 | 16.6 | 0 | 0 |
| 11 | 87 | 17.8 | 0 | 0 |
| 12 | 66 | 13.5 | 0 | 0 |
| 13 | 82 | 16.8 | 0 | 0 |
| 14 | 68 | 13.9 | 5 | 4.1 |
| 15 | 25 | 5.1 | 18 | 14.9 |
| 16 | 40 | 8.2 | 37 | 30.6 |
| 17 | 27 | 5.5 | 36 | 29.8 |
| 18 | 0 | 0 | 20 | 16.5 |
| 19 | 0 | 0 | 3 | 2.5 |
| 20 | 0 | 0 | 2 | 1.7 |
| Ano de escolaridade | | | | |
| 5 | 83 | 17.0 | 13 | 10.7 |
| 6 | 94 | 19.2 | 43 | 35.5 |
| 7 | 74 | 15.1 | 35 | 28.9 |
| 8 | 75 | 15.3 | 3 | 2.5 |
| 9 | 79 | 16.2 | 27 | 22.3 |
| 10 | 23 | 4.7 | 0 | 0 |
| 11 | 43 | 8.8 | 0 | 0 |
| 12 | 18 | 3.7 | 0 | 0 |
| Nível Socioeconómico | | | | |
| Baixo | 63 | 12.9 | 107 | 88.4 |
| Médio | 243 | 49.6 | 12 | 9.9 |
| Elevado | 183 | 37.5 | 2 | 1.7 |
| Nacionalidade | | | | |
| Portuguesa | 478 | 97.8 | 104 | 86.0 |
| PALOP | 6 | 1.2 | 16 | 13.2 |
| Europeia | 1 | .8 | 0 | 0 |
| Outra | 4 | .2 | 1 | .8 |
| Local de Residência | | | | |
| Urbano | 433 | 88.5 | 120 | 99.2 |
| Rural | 56 | 11.5 | 1 | .8 |
| Número de irmãos | | | | |
| 0 | 83 | 17 | 12 | 9.9 |
| 1 | 292 | 59.7 | 14 | 11.6 |
| 2 | 87 | 17.8 | 24 | 19.8 |
| 3 | 15 | 3.1 | 22 | 18.2 |
| 4 | 9 | 1.8 | 15 | 12.4 |
| 5 ou + | 3 | .6 | 34 | 28.1 |

Anexo 10

Estadísticas descriptivas: Datos obtenidos nos cuestionários
sociodemográficos

| | Amostra Escola N=489 | | Amostra Centros Educativos N= 121 | |
|--|----------------------|------|-----------------------------------|------|
| | Frequência | % | Frequência | % |
| Causador de Comportamento Antissocial | | | | |
| Não se aplica | 357 | 73 | 0 | 0 |
| Roubo | 2 | .4 | 8 | 6.6 |
| Agressão | 78 | 16 | 10 | 8.3 |
| Destruição | 3 | .6 | 0 | 0 |
| Ameaças | 17 | 3.5 | 4 | 3.3 |
| Mais de 1 | 32 | 6.5 | 99 | 81.8 |
| Vítima de Comportamento Antissocial | | | | |
| Não se aplica | 396 | 81 | 83 | 68.6 |
| Roubo | 8 | 1.6 | 3 | 2.5 |
| Agressão | 12 | 2.5 | 6 | 5 |
| Destruição | 1 | .2 | 0 | 0 |
| Ameaças | 51 | 10.4 | 6 | 5 |
| Mais de 1 | 21 | 4.3 | 23 | 19 |
| Testemunha de Comportamento Antissocial | | | | |
| Não se aplica | 343 | 70.1 | 115 | 95 |
| Roubo | 10 | 2 | 2 | 1.7 |
| Agressão | 31 | 6.3 | 2 | 1.7 |
| Destruição | 9 | 1.8 | 0 | 0 |
| Ameaças | 42 | 8.6 | 0 | 0 |
| Mais de 1 | 54 | 11 | 2 | 1.7 |
| Local onde ocorreu | | | | |
| Não se aplica/NR | 306 | 62.6 | 2 | 1.7 |
| Escola | 121 | 24.7 | 8 | 6.6 |
| Casa | 3 | .6 | 1 | .8 |
| Rua | 37 | 7.6 | 64 | 52.9 |
| Vários locais | 20 | 4.1 | 46 | 38.0 |
| Internet | 2 | .4 | 0 | 0 |

Anexo 11

Estatísticas descritivas: Dados obtidos nas Matrizes Progressivas
Estandarizadas de Raven em Centros Educativos

Statistics

| | | Inteligência | Inteligência Percentil |
|----------------|---------|-------------------|---------------------------|
| | | Resultados Brutos | (Normas Portuguesas 1999) |
| N | Valid | 118 | 118 |
| | Missing | 3 | 3 |
| Mean | | 34,75 | 19,44 |
| Median | | 34,50 | 5,00 |
| Mode | | 33 | 5 |
| Std. Deviation | | 8,699 | 21,876 |
| Minimum | | 8 | 5 |
| Maximum | | 53 | 90 |

Inteligência Percentil (Normas Portuguesas 1999)

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 5 | 66 | 54,5 | 55,9 | 55,9 |
| | 10 | 5 | 4,1 | 4,2 | 60,2 |
| | 15 | 5 | 4,1 | 4,2 | 64,4 |
| | 20 | 4 | 3,3 | 3,4 | 67,8 |
| | 25 | 2 | 1,7 | 1,7 | 69,5 |
| | 30 | 11 | 9,1 | 9,3 | 78,8 |
| | 35 | 7 | 5,8 | 5,9 | 84,7 |
| | 40 | 3 | 2,5 | 2,5 | 87,3 |
| | 50 | 3 | 2,5 | 2,5 | 89,8 |
| | 55 | 2 | 1,7 | 1,7 | 91,5 |
| | 60 | 2 | 1,7 | 1,7 | 93,2 |
| | 70 | 3 | 2,5 | 2,5 | 95,8 |
| | 80 | 3 | 2,5 | 2,5 | 98,3 |
| | 90 | 2 | 1,7 | 1,7 | 100,0 |
| | Total | 118 | 97,5 | 100,0 | |
| Missing | System | 3 | 2,5 | | |
| Total | | 121 | 100,0 | | |

Inteligência (Resultados Brutos)

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 8 | 1 | ,8 | ,8 | ,8 |
| | 17 | 2 | 1,7 | 1,7 | 2,5 |
| | 18 | 3 | 2,5 | 2,5 | 5,1 |
| | 22 | 3 | 2,5 | 2,5 | 7,6 |
| | 23 | 5 | 4,1 | 4,2 | 11,9 |
| | 25 | 1 | ,8 | ,8 | 12,7 |
| | 26 | 6 | 5,0 | 5,1 | 17,8 |
| | 27 | 2 | 1,7 | 1,7 | 19,5 |
| | 28 | 3 | 2,5 | 2,5 | 22,0 |
| | 29 | 4 | 3,3 | 3,4 | 25,4 |
| | 30 | 7 | 5,8 | 5,9 | 31,4 |
| | 31 | 5 | 4,1 | 4,2 | 35,6 |
| | 32 | 4 | 3,3 | 3,4 | 39,0 |
| | 33 | 8 | 6,6 | 6,8 | 45,8 |
| | 34 | 5 | 4,1 | 4,2 | 50,0 |
| | 35 | 7 | 5,8 | 5,9 | 55,9 |
| | 36 | 5 | 4,1 | 4,2 | 60,2 |
| | 37 | 3 | 2,5 | 2,5 | 62,7 |
| | 38 | 2 | 1,7 | 1,7 | 64,4 |
| | 39 | 4 | 3,3 | 3,4 | 67,8 |
| | 40 | 2 | 1,7 | 1,7 | 69,5 |
| | 41 | 5 | 4,1 | 4,2 | 73,7 |
| | 42 | 7 | 5,8 | 5,9 | 79,7 |
| | 43 | 6 | 5,0 | 5,1 | 84,7 |
| | 44 | 2 | 1,7 | 1,7 | 86,4 |
| | 45 | 3 | 2,5 | 2,5 | 89,0 |
| | 46 | 3 | 2,5 | 2,5 | 91,5 |
| | 47 | 2 | 1,7 | 1,7 | 93,2 |
| | 48 | 2 | 1,7 | 1,7 | 94,9 |
| | 49 | 1 | ,8 | ,8 | 95,8 |
| | 50 | 2 | 1,7 | 1,7 | 97,5 |
| | 51 | 1 | ,8 | ,8 | 98,3 |
| | 53 | 2 | 1,7 | 1,7 | 100,0 |
| | Total | 118 | 97,5 | 100,0 | |
| Missing | System | 3 | 2,5 | | |
| Total | | 121 | 100,0 | | |

Anexo 12

Estatísticas descritivas: Variáveis em estudo na amostra recolhida
em escolas

| Idade | | | | | |
|--------------|-------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 9,00 | 13 | 2,7 | 2,7 | 2,7 |
| | 10,00 | 81 | 16,6 | 16,6 | 19,2 |
| | 11,00 | 87 | 17,8 | 17,8 | 37,0 |
| | 12,00 | 66 | 13,5 | 13,5 | 50,5 |
| | 13,00 | 82 | 16,8 | 16,8 | 67,3 |
| | 14,00 | 68 | 13,9 | 13,9 | 81,2 |
| | 15,00 | 25 | 5,1 | 5,1 | 86,3 |
| | 16,00 | 40 | 8,2 | 8,2 | 94,5 |
| | 17,00 | 27 | 5,5 | 5,5 | 100,0 |
| | Total | 489 | 100,0 | 100,0 | |

| Idade | | |
|----------------|---------|---------|
| N | Valid | 489 |
| | Missing | 0 |
| Mean | | 12,6135 |
| Median | | 12,0000 |
| Mode | | 11,00 |
| Std. Deviation | | 2,14149 |

| Psicoticismo | | | | | | |
|---------------------|---------|-----------|---------|---------------|--------------------|--|
| | | Frequency | Percent | Valid Percent | Cumulative Percent | |
| Valid | ,00 | 133 | 27,2 | 27,3 | 27,3 | |
| | 1,00 | 111 | 22,7 | 22,8 | 50,1 | |
| | 2,00 | 72 | 14,7 | 14,8 | 64,9 | |
| | 3,00 | 53 | 10,8 | 10,9 | 75,8 | |
| | 4,00 | 39 | 8,0 | 8,0 | 83,8 | |
| | 5,00 | 23 | 4,7 | 4,7 | 88,5 | |
| | 6,00 | 19 | 3,9 | 3,9 | 92,4 | |
| | 7,00 | 8 | 1,6 | 1,6 | 94,0 | |
| | 8,00 | 9 | 1,8 | 1,8 | 95,9 | |
| | 9,00 | 9 | 1,8 | 1,8 | 97,7 | |
| | 10,00 | 4 | ,8 | ,8 | 98,6 | |
| | 11,00 | 3 | ,6 | ,6 | 99,2 | |
| | 12,00 | 1 | ,2 | ,2 | 99,4 | |
| | 13,00 | 1 | ,2 | ,2 | 99,6 | |
| | 15,00 | 1 | ,2 | ,2 | 99,8 | |
| | 17,00 | 1 | ,2 | ,2 | 100,0 | |
| | Total | | 487 | 99,6 | 100,0 | |
| | Missing | System | 2 | ,4 | | |
| | Total | | 489 | 100,0 | | |

| Psicoticismo | | |
|---------------------|---------|---------|
| N | Valid | 487 |
| | Missing | 2 |
| Mean | | 2,3368 |
| Median | | 1,0000 |
| Mode | | ,00 |
| Std. Deviation | | 2,63982 |

Extraversão

| | | Frequency | Percent | Valid Percent | Cumulative Percent | |
|-------|-------|-----------|---------|---------------|--------------------|--|
| Valid | 2,00 | 2 | ,4 | ,4 | ,4 | |
| | 4,00 | 1 | ,2 | ,2 | ,6 | |
| | 5,00 | 1 | ,2 | ,2 | ,8 | |
| | 6,00 | 1 | ,2 | ,2 | 1,0 | |
| | 7,00 | 5 | 1,0 | 1,0 | 2,0 | |
| | 8,00 | 3 | ,6 | ,6 | 2,7 | |
| | 9,00 | 7 | 1,4 | 1,4 | 4,1 | |
| | 10,00 | 8 | 1,6 | 1,6 | 5,7 | |
| | 11,00 | 15 | 3,1 | 3,1 | 8,8 | |
| | 12,00 | 21 | 4,3 | 4,3 | 13,1 | |
| | 13,00 | 21 | 4,3 | 4,3 | 17,4 | |
| | 14,00 | 51 | 10,4 | 10,4 | 27,8 | |
| | 15,00 | 58 | 11,9 | 11,9 | 39,7 | |
| | 16,00 | 63 | 12,9 | 12,9 | 52,6 | |
| | 17,00 | 70 | 14,3 | 14,3 | 66,9 | |
| | 18,00 | 88 | 18,0 | 18,0 | 84,9 | |
| | 19,00 | 49 | 10,0 | 10,0 | 94,9 | |
| | 20,00 | 25 | 5,1 | 5,1 | 100,0 | |
| | Total | | 489 | 100,0 | 100,0 | |

Extraversão

| | | |
|----------------|---------|---------|
| N | Valid | 489 |
| | Missing | 0 |
| Mean | | 15,7628 |
| Median | | 16,0000 |
| Mode | | 18,00 |
| Std. Deviation | | 2,99675 |

Neuroticismo

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | ,00 | 16 | 3,3 | 3,3 | 3,3 |
| | 1,00 | 15 | 3,1 | 3,1 | 6,3 |
| | 2,00 | 25 | 5,1 | 5,1 | 11,5 |
| | 3,00 | 38 | 7,8 | 7,8 | 19,2 |
| | 4,00 | 30 | 6,1 | 6,1 | 25,4 |
| | 5,00 | 33 | 6,7 | 6,7 | 32,1 |
| | 6,00 | 41 | 8,4 | 8,4 | 40,5 |
| | 7,00 | 38 | 7,8 | 7,8 | 48,3 |
| | 8,00 | 39 | 8,0 | 8,0 | 56,2 |
| | 9,00 | 41 | 8,4 | 8,4 | 64,6 |
| | 10,00 | 36 | 7,4 | 7,4 | 72,0 |
| | 11,00 | 27 | 5,5 | 5,5 | 77,5 |
| | 12,00 | 20 | 4,1 | 4,1 | 81,6 |
| | 13,00 | 28 | 5,7 | 5,7 | 87,3 |
| | 14,00 | 22 | 4,5 | 4,5 | 91,8 |
| | 15,00 | 17 | 3,5 | 3,5 | 95,3 |
| | 16,00 | 5 | 1,0 | 1,0 | 96,3 |
| | 17,00 | 10 | 2,0 | 2,0 | 98,4 |
| | 18,00 | 8 | 1,6 | 1,6 | 100,0 |
| | Total | | 489 | 100,0 | 100,0 |

| Neuroticismo | | |
|---------------------|---------|---------|
| N | Valid | 489 |
| | Missing | 0 |
| Mean | | 7,9243 |
| Median | | 8,0000 |
| Mode | | 6,00 |
| Std. Deviation | | 4,43260 |

| Mentira (L) | | | | | |
|--------------------|-------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | ,00 | 3 | ,6 | ,6 | ,6 |
| | 1,00 | 5 | 1,0 | 1,0 | 1,6 |
| | 2,00 | 11 | 2,2 | 2,2 | 3,9 |
| | 3,00 | 25 | 5,1 | 5,1 | 9,0 |
| | 4,00 | 20 | 4,1 | 4,1 | 13,1 |
| | 5,00 | 27 | 5,5 | 5,5 | 18,6 |
| | 6,00 | 34 | 7,0 | 7,0 | 25,6 |
| | 7,00 | 37 | 7,6 | 7,6 | 33,1 |
| | 8,00 | 38 | 7,8 | 7,8 | 40,9 |
| | 9,00 | 31 | 6,3 | 6,3 | 47,2 |
| | 10,00 | 45 | 9,2 | 9,2 | 56,4 |
| | 11,00 | 50 | 10,2 | 10,2 | 66,7 |
| | 12,00 | 46 | 9,4 | 9,4 | 76,1 |
| | 13,00 | 34 | 7,0 | 7,0 | 83,0 |
| | 14,00 | 31 | 6,3 | 6,3 | 89,4 |
| | 15,00 | 15 | 3,1 | 3,1 | 92,4 |
| | 16,00 | 21 | 4,3 | 4,3 | 96,7 |
| | 17,00 | 13 | 2,7 | 2,7 | 99,4 |
| | 18,00 | 3 | ,6 | ,6 | 100,0 |
| Total | | 489 | 100,0 | 100,0 | |

| Mentira (L) | | |
|--------------------|---------|---------|
| N | Valid | 489 |
| | Missing | 0 |
| Mean | | 9,4622 |
| Median | | 10,0000 |
| Mode | | 11,00 |
| Std. Deviation | | 4,03457 |

Aspeto Comportamental (Autoconceito)

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------|-----------|---------|---------------|--------------------|
| Valid | 2,00 | 6 | 1,2 | 1,2 | 1,2 |
| | 3,00 | 11 | 2,2 | 2,3 | 3,5 |
| | 4,00 | 9 | 1,8 | 1,9 | 5,3 |
| | 5,00 | 7 | 1,4 | 1,4 | 6,8 |
| | 6,00 | 4 | ,8 | ,8 | 7,6 |
| | 7,00 | 14 | 2,9 | 2,9 | 10,5 |
| | 8,00 | 23 | 4,7 | 4,7 | 15,2 |
| | 9,00 | 27 | 5,5 | 5,6 | 20,8 |
| | 10,00 | 47 | 9,6 | 9,7 | 30,5 |
| | 11,00 | 78 | 16,0 | 16,0 | 46,5 |
| | 12,00 | 130 | 26,6 | 26,7 | 73,3 |
| | 13,00 | 130 | 26,6 | 26,7 | 100,0 |
| | Total | | 486 | 99,4 | 100,0 |
| | Missing | System | 3 | ,6 | |
| Total | | 489 | 100,0 | | |

Aspeto Comportamental (Autoconceito)

| | | |
|----------------|---------|---------|
| N | Valid | 486 |
| | Missing | 3 |
| Mean | | 10,7881 |
| Median | | 12,0000 |
| Mode | | 12,00 |
| Std. Deviation | | 2,56751 |

Estatuto Intelectual e Escolar (Autoconceito)

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 1,00 | 4 | ,8 | ,8 | ,8 |
| | 2,00 | 7 | 1,4 | 1,4 | 2,3 |
| | 3,00 | 6 | 1,2 | 1,2 | 3,5 |
| | 4,00 | 12 | 2,5 | 2,5 | 6,0 |
| | 5,00 | 15 | 3,1 | 3,1 | 9,0 |
| | 6,00 | 25 | 5,1 | 5,1 | 14,2 |
| | 7,00 | 42 | 8,6 | 8,6 | 22,8 |
| | 8,00 | 41 | 8,4 | 8,4 | 31,2 |
| | 9,00 | 58 | 11,9 | 11,9 | 43,1 |
| | 10,00 | 71 | 14,5 | 14,6 | 57,7 |
| | 11,00 | 87 | 17,8 | 17,9 | 75,6 |
| | 12,00 | 75 | 15,3 | 15,4 | 91,0 |
| | 13,00 | 44 | 9,0 | 9,0 | 100,0 |
| | Total | | 487 | 99,6 | 100,0 |
| Missing | System | 2 | ,4 | | |
| Total | | 489 | 100,0 | | |

Est.Intelectual e Escolar (Autoconceito)

| | | |
|----------------|---------|---------|
| N | Valid | 487 |
| | Missing | 2 |
| Mean | | 9,4292 |
| Median | | 10,0000 |
| Mode | | 11,00 |
| Std. Deviation | | 2,68256 |

Aparência e atributos físicos (Autoconceito)

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | ,00 | 12 | 2,5 | 2,5 | 2,5 |
| | 1,00 | 19 | 3,9 | 3,9 | 6,4 |
| | 2,00 | 32 | 6,5 | 6,6 | 13,0 |
| | 3,00 | 45 | 9,2 | 9,3 | 22,3 |
| | 4,00 | 64 | 13,1 | 13,2 | 35,5 |
| | 5,00 | 88 | 18,0 | 18,2 | 53,7 |
| | 6,00 | 108 | 22,1 | 22,3 | 76,0 |
| | 7,00 | 73 | 14,9 | 15,1 | 91,1 |
| | 8,00 | 43 | 8,8 | 8,9 | 100,0 |
| | Total | | 484 | 99,0 | 100,0 |
| Missing | System | 5 | 1,0 | | |
| Total | | 489 | 100,0 | | |

Ap. e atributos físicos (Autoconceito)

| | | |
|----------------|---------|---------|
| N | Valid | 484 |
| | Missing | 5 |
| Mean | | 4,9938 |
| Median | | 5,0000 |
| Mode | | 6,00 |
| Std. Deviation | | 1,99533 |

Ansiedade (Autoconceito)

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | ,00 | 12 | 2,5 | 2,5 | 2,5 |
| | 1,00 | 32 | 6,5 | 6,6 | 9,0 |
| | 2,00 | 49 | 10,0 | 10,1 | 19,1 |
| | 3,00 | 66 | 13,5 | 13,6 | 32,6 |
| | 4,00 | 72 | 14,7 | 14,8 | 47,4 |
| | 5,00 | 57 | 11,7 | 11,7 | 59,1 |
| | 6,00 | 66 | 13,5 | 13,6 | 72,7 |
| | 7,00 | 81 | 16,6 | 16,6 | 89,3 |
| | 8,00 | 52 | 10,6 | 10,7 | 100,0 |
| | Total | | 487 | 99,6 | 100,0 |
| Missing | System | 2 | ,4 | | |
| Total | | 489 | 100,0 | | |

Ansiedade (Autoconceito)

| | | |
|----------------|---------|---------|
| N | Valid | 487 |
| | Missing | 2 |
| Mean | | 4,6817 |
| Median | | 5,0000 |
| Mode | | 7,00 |
| Std. Deviation | | 2,22114 |

Popularidade (Autoconceito)

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 1,00 | 9 | 1,8 | 1,8 | 1,8 |
| | 2,00 | 9 | 1,8 | 1,8 | 3,7 |
| | 3,00 | 13 | 2,7 | 2,7 | 6,4 |
| | 4,00 | 20 | 4,1 | 4,1 | 10,5 |
| | 5,00 | 36 | 7,4 | 7,4 | 17,9 |
| | 6,00 | 43 | 8,8 | 8,8 | 26,7 |
| | 7,00 | 69 | 14,1 | 14,2 | 40,9 |
| | 8,00 | 82 | 16,8 | 16,8 | 57,7 |
| | 9,00 | 129 | 26,4 | 26,5 | 84,2 |
| | 10,00 | 77 | 15,7 | 15,8 | 100,0 |
| | Total | | 487 | 99,6 | 100,0 |
| Missing | System | 2 | ,4 | | |
| Total | | 489 | 100,0 | | |

Popularidade (Autoconceito)

| | | |
|----------------|---------|---------|
| N | Valid | 487 |
| | Missing | 2 |
| Mean | | 7,5031 |
| Median | | 8,0000 |
| Mode | | 9,00 |
| Std. Deviation | | 2,17153 |

Satisfação/Felicidade (Autoconceito)

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------|-----------|---------|---------------|--------------------|
| Valid | ,00 | 3 | ,6 | ,6 | ,6 |
| | 1,00 | 1 | ,2 | ,2 | ,8 |
| | 2,00 | 5 | 1,0 | 1,0 | 1,8 |
| | 3,00 | 10 | 2,0 | 2,1 | 3,9 |
| | 4,00 | 8 | 1,6 | 1,6 | 5,5 |
| | 5,00 | 28 | 5,7 | 5,7 | 11,3 |
| | 6,00 | 56 | 11,5 | 11,5 | 22,8 |
| | 7,00 | 110 | 22,5 | 22,6 | 45,4 |
| | 8,00 | 266 | 54,4 | 54,6 | 100,0 |
| | Total | | 487 | 99,6 | 100,0 |
| | Missing | System | 2 | ,4 | |
| Total | | 489 | 100,0 | | |

Satisfação/Felicidade (Autoconceito)

| | | |
|----------------|---------|---------|
| N | Valid | 487 |
| | Missing | 2 |
| Mean | | 7,0780 |
| Median | | 8,0000 |
| Mode | | 8,00 |
| Std. Deviation | | 1,41351 |

Autoconceito Global

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 10,00 | 1 | ,2 | ,2 | ,2 |
| | 12,00 | 1 | ,2 | ,2 | ,4 |
| | 15,00 | 1 | ,2 | ,2 | ,6 |
| | 17,00 | 1 | ,2 | ,2 | ,8 |
| | 18,00 | 1 | ,2 | ,2 | 1,0 |
| | 19,00 | 1 | ,2 | ,2 | 1,2 |
| | 20,00 | 2 | ,4 | ,4 | 1,7 |
| | 22,00 | 2 | ,4 | ,4 | 2,1 |
| | 23,00 | 7 | 1,4 | 1,4 | 3,5 |
| | 24,00 | 3 | ,6 | ,6 | 4,1 |
| | 25,00 | 5 | 1,0 | 1,0 | 5,2 |
| | 26,00 | 3 | ,6 | ,6 | 5,8 |
| | 27,00 | 7 | 1,4 | 1,4 | 7,2 |
| | 28,00 | 4 | ,8 | ,8 | 8,1 |
| | 29,00 | 9 | 1,8 | 1,9 | 9,9 |
| | 30,00 | 6 | 1,2 | 1,2 | 11,2 |
| | 31,00 | 5 | 1,0 | 1,0 | 12,2 |
| | 32,00 | 6 | 1,2 | 1,2 | 13,4 |
| | 33,00 | 7 | 1,4 | 1,4 | 14,9 |
| | 34,00 | 5 | 1,0 | 1,0 | 15,9 |
| | 35,00 | 10 | 2,0 | 2,1 | 18,0 |
| | 36,00 | 8 | 1,6 | 1,7 | 19,6 |
| | 37,00 | 7 | 1,4 | 1,4 | 21,1 |
| | 38,00 | 19 | 3,9 | 3,9 | 25,0 |
| | 39,00 | 9 | 1,8 | 1,9 | 26,9 |
| | 40,00 | 7 | 1,4 | 1,4 | 28,3 |
| | 41,00 | 17 | 3,5 | 3,5 | 31,8 |
| | 42,00 | 10 | 2,0 | 2,1 | 33,9 |
| | 43,00 | 12 | 2,5 | 2,5 | 36,4 |
| | 44,00 | 12 | 2,5 | 2,5 | 38,8 |
| | 45,00 | 18 | 3,7 | 3,7 | 42,6 |
| | 46,00 | 21 | 4,3 | 4,3 | 46,9 |
| | 47,00 | 24 | 4,9 | 5,0 | 51,9 |
| | 48,00 | 28 | 5,7 | 5,8 | 57,6 |
| 49,00 | 29 | 5,9 | 6,0 | 63,6 | |
| 50,00 | 25 | 5,1 | 5,2 | 68,8 | |
| 51,00 | 24 | 4,9 | 5,0 | 73,8 | |
| 52,00 | 27 | 5,5 | 5,6 | 79,3 | |
| 53,00 | 25 | 5,1 | 5,2 | 84,5 | |
| 54,00 | 23 | 4,7 | 4,8 | 89,3 | |
| 55,00 | 20 | 4,1 | 4,1 | 93,4 | |
| 56,00 | 13 | 2,7 | 2,7 | 96,1 | |
| 57,00 | 5 | 1,0 | 1,0 | 97,1 | |
| 58,00 | 8 | 1,6 | 1,7 | 98,8 | |
| 59,00 | 4 | ,8 | ,8 | 99,6 | |
| 60,00 | 2 | ,4 | ,4 | 100,0 | |
| | Total | 484 | 99,0 | 100,0 | |
| Missing | System | 5 | 1,0 | | |
| Total | | 489 | 100,0 | | |

| Autoconceito global | | |
|----------------------------|---------|---------|
| N | Valid | 484 |
| | Missing | 5 |
| Mean | | 44,5434 |
| Median | | 47,0000 |
| Mode | | 49,00 |
| Std. Deviation | | 9,54710 |

| Coesão (Amb. Familiar) | | | | | |
|-------------------------------|--------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 19,00 | 2 | ,4 | ,4 | ,4 |
| | 20,00 | 1 | ,2 | ,2 | ,7 |
| | 21,00 | 1 | ,2 | ,2 | ,9 |
| | 23,00 | 4 | ,8 | ,9 | 1,8 |
| | 24,00 | 1 | ,2 | ,2 | 2,0 |
| | 25,00 | 1 | ,2 | ,2 | 2,2 |
| | 26,00 | 1 | ,2 | ,2 | 2,4 |
| | 28,00 | 5 | 1,0 | 1,1 | 3,5 |
| | 29,00 | 3 | ,6 | ,7 | 4,2 |
| | 30,00 | 6 | 1,2 | 1,3 | 5,5 |
| | 31,00 | 11 | 2,2 | 2,4 | 7,9 |
| | 32,00 | 5 | 1,0 | 1,1 | 9,1 |
| | 33,00 | 11 | 2,2 | 2,4 | 11,5 |
| | 34,00 | 6 | 1,2 | 1,3 | 12,8 |
| | 35,00 | 13 | 2,7 | 2,9 | 15,7 |
| | 36,00 | 14 | 2,9 | 3,1 | 18,8 |
| | 37,00 | 10 | 2,0 | 2,2 | 21,0 |
| | 38,00 | 11 | 2,2 | 2,4 | 23,4 |
| | 39,00 | 7 | 1,4 | 1,5 | 24,9 |
| | 40,00 | 17 | 3,5 | 3,8 | 28,7 |
| | 41,00 | 10 | 2,0 | 2,2 | 30,9 |
| | 42,00 | 10 | 2,0 | 2,2 | 33,1 |
| | 43,00 | 20 | 4,1 | 4,4 | 37,5 |
| | 44,00 | 16 | 3,3 | 3,5 | 41,1 |
| | 45,00 | 28 | 5,7 | 6,2 | 47,2 |
| | 46,00 | 34 | 7,0 | 7,5 | 54,7 |
| | 47,00 | 17 | 3,5 | 3,8 | 58,5 |
| | 48,00 | 23 | 4,7 | 5,1 | 63,6 |
| | 49,00 | 28 | 5,7 | 6,2 | 69,8 |
| | 50,00 | 31 | 6,3 | 6,8 | 76,6 |
| 51,00 | 33 | 6,7 | 7,3 | 83,9 | |
| 52,00 | 26 | 5,3 | 5,7 | 89,6 | |
| 53,00 | 17 | 3,5 | 3,8 | 93,4 | |
| 54,00 | 30 | 6,1 | 6,6 | 100,0 | |
| | Total | 453 | 92,6 | 100,0 | |
| Missing | System | 36 | 7,4 | | |
| Total | | 489 | 100,0 | | |

| Coesão (Amb. Familiar) | | |
|-------------------------------|---------|---------|
| N | Valid | 453 |
| | Missing | 36 |
| Mean | | 44,1943 |
| Median | | 46,0000 |
| Mode | | 46,00 |
| Std. Deviation | | 7,64519 |

Conflicto (Amb. Familiar)

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 9,00 | 6 | 1,2 | 1,3 | 1,3 |
| | 10,00 | 7 | 1,4 | 1,5 | 2,9 |
| | 11,00 | 6 | 1,2 | 1,3 | 4,2 |
| | 12,00 | 11 | 2,2 | 2,4 | 6,6 |
| | 13,00 | 11 | 2,2 | 2,4 | 9,0 |
| | 14,00 | 17 | 3,5 | 3,7 | 12,8 |
| | 15,00 | 18 | 3,7 | 4,0 | 16,7 |
| | 16,00 | 19 | 3,9 | 4,2 | 20,9 |
| | 17,00 | 24 | 4,9 | 5,3 | 26,2 |
| | 18,00 | 23 | 4,7 | 5,1 | 31,3 |
| | 19,00 | 33 | 6,7 | 7,3 | 38,5 |
| | 20,00 | 31 | 6,3 | 6,8 | 45,4 |
| | 21,00 | 21 | 4,3 | 4,6 | 50,0 |
| | 22,00 | 28 | 5,7 | 6,2 | 56,2 |
| | 23,00 | 29 | 5,9 | 6,4 | 62,6 |
| | 24,00 | 25 | 5,1 | 5,5 | 68,1 |
| | 25,00 | 22 | 4,5 | 4,8 | 72,9 |
| | 26,00 | 23 | 4,7 | 5,1 | 78,0 |
| | 27,00 | 17 | 3,5 | 3,7 | 81,7 |
| | 28,00 | 22 | 4,5 | 4,8 | 86,6 |
| | 29,00 | 16 | 3,3 | 3,5 | 90,1 |
| | 30,00 | 4 | ,8 | ,9 | 91,0 |
| | 31,00 | 9 | 1,8 | 2,0 | 93,0 |
| | 32,00 | 10 | 2,0 | 2,2 | 95,2 |
| | 33,00 | 6 | 1,2 | 1,3 | 96,5 |
| | 34,00 | 3 | ,6 | ,7 | 97,1 |
| | 37,00 | 4 | ,8 | ,9 | 98,0 |
| | 38,00 | 1 | ,2 | ,2 | 98,2 |
| | 40,00 | 1 | ,2 | ,2 | 98,5 |
| | 41,00 | 2 | ,4 | ,4 | 98,9 |
| | 42,00 | 1 | ,2 | ,2 | 99,1 |
| | 43,00 | 2 | ,4 | ,4 | 99,6 |
| 44,00 | 2 | ,4 | ,4 | 100,0 | |
| | Total | 454 | 92,8 | 100,0 | |
| Missing | System | 35 | 7,2 | | |
| Total | | 489 | 100,0 | | |

Conflicto (Amb.Familiar)

| | | |
|----------------|---------|---------|
| N | Valid | 454 |
| | Missing | 35 |
| Mean | | 21,8062 |
| Median | | 21,5000 |
| Mode | | 19,00 |
| Std. Deviation | | 6,48941 |

Orientação Intelectual/Cultural (Amb.Familiar)

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 15,00 | 1 | ,2 | ,2 | ,2 |
| | 16,00 | 1 | ,2 | ,2 | ,4 |
| | 17,00 | 1 | ,2 | ,2 | ,7 |
| | 18,00 | 1 | ,2 | ,2 | ,9 |
| | 19,00 | 4 | ,8 | ,9 | 1,8 |
| | 20,00 | 6 | 1,2 | 1,3 | 3,1 |
| | 21,00 | 4 | ,8 | ,9 | 4,0 |
| | 22,00 | 8 | 1,6 | 1,8 | 5,7 |
| | 23,00 | 9 | 1,8 | 2,0 | 7,7 |
| | 24,00 | 13 | 2,7 | 2,9 | 10,6 |
| | 25,00 | 8 | 1,6 | 1,8 | 12,3 |
| | 26,00 | 13 | 2,7 | 2,9 | 15,2 |
| | 27,00 | 9 | 1,8 | 2,0 | 17,2 |
| | 28,00 | 14 | 2,9 | 3,1 | 20,3 |
| | 29,00 | 13 | 2,7 | 2,9 | 23,1 |
| | 30,00 | 11 | 2,2 | 2,4 | 25,6 |
| | 31,00 | 18 | 3,7 | 4,0 | 29,5 |
| | 32,00 | 35 | 7,2 | 7,7 | 37,2 |
| | 33,00 | 27 | 5,5 | 5,9 | 43,2 |
| | 34,00 | 25 | 5,1 | 5,5 | 48,7 |
| | 35,00 | 25 | 5,1 | 5,5 | 54,2 |
| | 36,00 | 17 | 3,5 | 3,7 | 57,9 |
| | 37,00 | 16 | 3,3 | 3,5 | 61,5 |
| | 38,00 | 15 | 3,1 | 3,3 | 64,8 |
| | 39,00 | 24 | 4,9 | 5,3 | 70,0 |
| | 40,00 | 18 | 3,7 | 4,0 | 74,0 |
| | 41,00 | 18 | 3,7 | 4,0 | 78,0 |
| | 42,00 | 20 | 4,1 | 4,4 | 82,4 |
| | 43,00 | 15 | 3,1 | 3,3 | 85,7 |
| | 44,00 | 12 | 2,5 | 2,6 | 88,3 |
| | 45,00 | 8 | 1,6 | 1,8 | 90,1 |
| | 46,00 | 9 | 1,8 | 2,0 | 92,1 |
| | 47,00 | 14 | 2,9 | 3,1 | 95,2 |
| | 48,00 | 6 | 1,2 | 1,3 | 96,5 |
| | 49,00 | 5 | 1,0 | 1,1 | 97,6 |
| | 50,00 | 2 | ,4 | ,4 | 98,0 |
| | 51,00 | 4 | ,8 | ,9 | 98,9 |
| | 52,00 | 4 | ,8 | ,9 | 99,8 |
| | 53,00 | 1 | ,2 | ,2 | 100,0 |
| | Total | 454 | 92,8 | 100,0 | |
| Missing | System | 35 | 7,2 | | |
| Total | | 489 | 100,0 | | |

Or. Intelectual/Cultural (Amb. Familiar)

| | | |
|----------------|---------|---------|
| N | Valid | 454 |
| | Missing | 35 |
| Mean | | 35,0793 |
| Median | | 35,0000 |
| Mode | | 32,00 |
| Std. Deviation | | 7,69265 |

Orientação Ativa/Recreativa (Amb. Familiar)

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 12,00 | 1 | ,2 | ,2 | ,2 |
| | 17,00 | 1 | ,2 | ,2 | ,4 |
| | 20,00 | 1 | ,2 | ,2 | ,7 |
| | 22,00 | 1 | ,2 | ,2 | ,9 |
| | 23,00 | 1 | ,2 | ,2 | 1,1 |
| | 24,00 | 7 | 1,4 | 1,5 | 2,6 |
| | 25,00 | 3 | ,6 | ,7 | 3,3 |
| | 26,00 | 2 | ,4 | ,4 | 3,7 |
| | 27,00 | 10 | 2,0 | 2,2 | 5,9 |
| | 28,00 | 7 | 1,4 | 1,5 | 7,5 |
| | 29,00 | 10 | 2,0 | 2,2 | 9,7 |
| | 30,00 | 11 | 2,2 | 2,4 | 12,1 |
| | 31,00 | 18 | 3,7 | 4,0 | 16,1 |
| | 32,00 | 20 | 4,1 | 4,4 | 20,5 |
| | 33,00 | 24 | 4,9 | 5,3 | 25,8 |
| | 34,00 | 15 | 3,1 | 3,3 | 29,1 |
| | 35,00 | 34 | 7,0 | 7,5 | 36,6 |
| | 36,00 | 30 | 6,1 | 6,6 | 43,2 |
| | 37,00 | 26 | 5,3 | 5,7 | 48,9 |
| | 38,00 | 22 | 4,5 | 4,8 | 53,7 |
| | 39,00 | 23 | 4,7 | 5,1 | 58,8 |
| | 40,00 | 31 | 6,3 | 6,8 | 65,6 |
| | 41,00 | 20 | 4,1 | 4,4 | 70,0 |
| | 42,00 | 20 | 4,1 | 4,4 | 74,4 |
| | 43,00 | 23 | 4,7 | 5,1 | 79,5 |
| | 44,00 | 24 | 4,9 | 5,3 | 84,8 |
| | 45,00 | 22 | 4,5 | 4,8 | 89,6 |
| | 46,00 | 14 | 2,9 | 3,1 | 92,7 |
| | 47,00 | 8 | 1,6 | 1,8 | 94,5 |
| | 48,00 | 5 | 1,0 | 1,1 | 95,6 |
| | 49,00 | 7 | 1,4 | 1,5 | 97,1 |
| | 50,00 | 4 | ,8 | ,9 | 98,0 |
| | 51,00 | 2 | ,4 | ,4 | 98,5 |
| 52,00 | 4 | ,8 | ,9 | 99,3 | |
| 53,00 | 3 | ,6 | ,7 | 100,0 | |
| | Total | 454 | 92,8 | 100,0 | |
| Missing | System | 35 | 7,2 | | |
| Total | | 489 | 100,0 | | |

Or.Ativa/Recreativa (Amb.Familiar)

| | | |
|----------------|---------|---------|
| N | Valid | 454 |
| | Missing | 35 |
| Mean | | 37,7687 |
| Median | | 38,0000 |
| Mode | | 35,00 |
| Std. Deviation | | 6,44397 |

Ênfase Moral e Religiosa

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 12,00 | 1 | ,2 | ,2 | ,2 |
| | 13,00 | 1 | ,2 | ,2 | ,4 |
| | 14,00 | 7 | 1,4 | 1,5 | 2,0 |
| | 15,00 | 4 | ,8 | ,9 | 2,9 |
| | 16,00 | 5 | 1,0 | 1,1 | 4,0 |
| | 17,00 | 12 | 2,5 | 2,6 | 6,6 |
| | 18,00 | 6 | 1,2 | 1,3 | 7,9 |
| | 19,00 | 13 | 2,7 | 2,9 | 10,8 |
| | 20,00 | 8 | 1,6 | 1,8 | 12,6 |
| | 21,00 | 11 | 2,2 | 2,4 | 15,0 |
| | 22,00 | 11 | 2,2 | 2,4 | 17,4 |
| | 23,00 | 10 | 2,0 | 2,2 | 19,6 |
| | 24,00 | 16 | 3,3 | 3,5 | 23,2 |
| | 25,00 | 11 | 2,2 | 2,4 | 25,6 |
| | 26,00 | 15 | 3,1 | 3,3 | 28,9 |
| | 27,00 | 13 | 2,7 | 2,9 | 31,8 |
| | 28,00 | 20 | 4,1 | 4,4 | 36,2 |
| | 29,00 | 22 | 4,5 | 4,9 | 41,1 |
| | 30,00 | 19 | 3,9 | 4,2 | 45,3 |
| | 31,00 | 18 | 3,7 | 4,0 | 49,2 |
| | 32,00 | 23 | 4,7 | 5,1 | 54,3 |
| | 33,00 | 16 | 3,3 | 3,5 | 57,8 |
| | 34,00 | 18 | 3,7 | 4,0 | 61,8 |
| | 35,00 | 21 | 4,3 | 4,6 | 66,4 |
| | 36,00 | 20 | 4,1 | 4,4 | 70,9 |
| | 37,00 | 16 | 3,3 | 3,5 | 74,4 |
| | 38,00 | 11 | 2,2 | 2,4 | 76,8 |
| | 39,00 | 14 | 2,9 | 3,1 | 79,9 |
| | 40,00 | 7 | 1,4 | 1,5 | 81,5 |
| | 41,00 | 10 | 2,0 | 2,2 | 83,7 |
| | 42,00 | 14 | 2,9 | 3,1 | 86,8 |
| | 43,00 | 14 | 2,9 | 3,1 | 89,8 |
| | 44,00 | 11 | 2,2 | 2,4 | 92,3 |
| | 45,00 | 7 | 1,4 | 1,5 | 93,8 |
| | 46,00 | 6 | 1,2 | 1,3 | 95,1 |
| | 47,00 | 8 | 1,6 | 1,8 | 96,9 |
| | 48,00 | 4 | ,8 | ,9 | 97,8 |
| | 49,00 | 3 | ,6 | ,7 | 98,5 |
| | 50,00 | 1 | ,2 | ,2 | 98,7 |
| | 51,00 | 1 | ,2 | ,2 | 98,9 |
| | 52,00 | 1 | ,2 | ,2 | 99,1 |
| | 53,00 | 1 | ,2 | ,2 | 99,3 |
| | 54,00 | 3 | ,6 | ,7 | 100,0 |
| | Total | 453 | 92,6 | 100,0 | |
| Missing | System | 36 | 7,4 | | |
| Total | | 489 | 100,0 | | |

Ênfase Moral e Religiosa (Amb. Familiar)

| | | |
|----------------|---------|---------|
| N | Valid | 453 |
| | Missing | 36 |
| Mean | | 31,6468 |
| Median | | 32,0000 |
| Mode | | 32,00 |
| Std. Deviation | | 8,91919 |

Organização (Amb. Familiar)

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 22,00 | 1 | ,2 | ,2 | ,2 |
| | 25,00 | 1 | ,2 | ,2 | ,4 |
| | 26,00 | 1 | ,2 | ,2 | ,7 |
| | 27,00 | 4 | ,8 | ,9 | 1,5 |
| | 28,00 | 1 | ,2 | ,2 | 1,8 |
| | 29,00 | 4 | ,8 | ,9 | 2,6 |
| | 30,00 | 5 | 1,0 | 1,1 | 3,7 |
| | 31,00 | 9 | 1,8 | 2,0 | 5,7 |
| | 32,00 | 9 | 1,8 | 2,0 | 7,7 |
| | 33,00 | 11 | 2,2 | 2,4 | 10,1 |
| | 34,00 | 7 | 1,4 | 1,5 | 11,7 |
| | 35,00 | 19 | 3,9 | 4,2 | 15,9 |
| | 36,00 | 25 | 5,1 | 5,5 | 21,4 |
| | 37,00 | 24 | 4,9 | 5,3 | 26,7 |
| | 38,00 | 16 | 3,3 | 3,5 | 30,2 |
| | 39,00 | 36 | 7,4 | 7,9 | 38,1 |
| | 40,00 | 27 | 5,5 | 5,9 | 44,1 |
| | 41,00 | 26 | 5,3 | 5,7 | 49,8 |
| | 42,00 | 30 | 6,1 | 6,6 | 56,4 |
| | 43,00 | 20 | 4,1 | 4,4 | 60,8 |
| | 44,00 | 25 | 5,1 | 5,5 | 66,3 |
| | 45,00 | 28 | 5,7 | 6,2 | 72,5 |
| | 46,00 | 22 | 4,5 | 4,8 | 77,3 |
| | 47,00 | 22 | 4,5 | 4,8 | 82,2 |
| | 48,00 | 19 | 3,9 | 4,2 | 86,3 |
| | 49,00 | 17 | 3,5 | 3,7 | 90,1 |
| | 50,00 | 10 | 2,0 | 2,2 | 92,3 |
| | 51,00 | 2 | ,4 | ,4 | 92,7 |
| | 52,00 | 15 | 3,1 | 3,3 | 96,0 |
| | 53,00 | 10 | 2,0 | 2,2 | 98,2 |
| | 54,00 | 8 | 1,6 | 1,8 | 100,0 |
| | Total | 454 | 92,8 | 100,0 | |
| Missing | System | 35 | 7,2 | | |
| Total | | 489 | 100,0 | | |

Organização (Amb. Familiar)

| | | |
|----------------|---------|---------|
| N | Valid | 454 |
| | Missing | 35 |
| Mean | | 41,5617 |
| Median | | 42,0000 |
| Mode | | 39,00 |
| Std. Deviation | | 6,17582 |

Ambiente Familiar Global

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------|-----------|---------|---------------|--------------------|
| Valid | 260,00 | 1 | ,2 | ,2 | ,2 |
| | 278,00 | 1 | ,2 | ,2 | ,4 |
| | 284,00 | 1 | ,2 | ,2 | ,7 |
| | 287,00 | 1 | ,2 | ,2 | ,9 |
| | 289,00 | 1 | ,2 | ,2 | 1,1 |
| | 290,00 | 1 | ,2 | ,2 | 1,3 |
| | 292,00 | 1 | ,2 | ,2 | 1,6 |
| | 293,00 | 1 | ,2 | ,2 | 1,8 |
| | 296,00 | 1 | ,2 | ,2 | 2,0 |
| | 297,00 | 1 | ,2 | ,2 | 2,2 |
| | 300,00 | 3 | ,6 | ,7 | 2,9 |
| | 301,00 | 2 | ,4 | ,4 | 3,3 |
| | 304,00 | 1 | ,2 | ,2 | 3,6 |
| | 305,00 | 3 | ,6 | ,7 | 4,2 |
| | 306,00 | 2 | ,4 | ,4 | 4,7 |
| | 307,00 | 1 | ,2 | ,2 | 4,9 |
| | 310,00 | 2 | ,4 | ,4 | 5,3 |
| | 313,00 | 1 | ,2 | ,2 | 5,6 |
| | 314,00 | 3 | ,6 | ,7 | 6,2 |
| | 315,00 | 3 | ,6 | ,7 | 6,9 |
| | 316,00 | 1 | ,2 | ,2 | 7,1 |
| | 318,00 | 2 | ,4 | ,4 | 7,6 |
| | 320,00 | 1 | ,2 | ,2 | 7,8 |
| | 321,00 | 5 | 1,0 | 1,1 | 8,9 |
| | 322,00 | 2 | ,4 | ,4 | 9,3 |
| | 323,00 | 2 | ,4 | ,4 | 9,8 |
| | 324,00 | 1 | ,2 | ,2 | 10,0 |
| | 325,00 | 3 | ,6 | ,7 | 10,7 |
| | 326,00 | 5 | 1,0 | 1,1 | 11,8 |
| | 327,00 | 1 | ,2 | ,2 | 12,0 |
| | 328,00 | 5 | 1,0 | 1,1 | 13,1 |
| | 329,00 | 3 | ,6 | ,7 | 13,8 |
| | 330,00 | 2 | ,4 | ,4 | 14,2 |
| | 331,00 | 6 | 1,2 | 1,3 | 15,6 |
| | 332,00 | 1 | ,2 | ,2 | 15,8 |
| | 333,00 | 1 | ,2 | ,2 | 16,0 |
| | 334,00 | 3 | ,6 | ,7 | 16,7 |
| | 335,00 | 4 | ,8 | ,9 | 17,6 |
| | 336,00 | 1 | ,2 | ,2 | 17,8 |
| | 337,00 | 4 | ,8 | ,9 | 18,7 |
| | 338,00 | 6 | 1,2 | 1,3 | 20,0 |
| | 339,00 | 1 | ,2 | ,2 | 20,2 |
| | 340,00 | 3 | ,6 | ,7 | 20,9 |
| | 342,00 | 4 | ,8 | ,9 | 21,8 |
| | 343,00 | 2 | ,4 | ,4 | 22,2 |
| | 344,00 | 2 | ,4 | ,4 | 22,7 |
| | 345,00 | 5 | 1,0 | 1,1 | 23,8 |
| | 346,00 | 3 | ,6 | ,7 | 24,4 |
| | 347,00 | 4 | ,8 | ,9 | 25,3 |
| | 348,00 | 4 | ,8 | ,9 | 26,2 |
| | 349,00 | 3 | ,6 | ,7 | 26,9 |
| | 350,00 | 3 | ,6 | ,7 | 27,6 |
| | 351,00 | 6 | 1,2 | 1,3 | 28,9 |
| | 352,00 | 2 | ,4 | ,4 | 29,3 |

| | | | | |
|--------|----|-----|-----|------|
| 353,00 | 4 | ,8 | ,9 | 30,2 |
| 354,00 | 5 | 1,0 | 1,1 | 31,3 |
| 355,00 | 3 | ,6 | ,7 | 32,0 |
| 356,00 | 1 | ,2 | ,2 | 32,2 |
| 357,00 | 1 | ,2 | ,2 | 32,4 |
| 358,00 | 2 | ,4 | ,4 | 32,9 |
| 359,00 | 2 | ,4 | ,4 | 33,3 |
| 360,00 | 1 | ,2 | ,2 | 33,6 |
| 361,00 | 4 | ,8 | ,9 | 34,4 |
| 362,00 | 6 | 1,2 | 1,3 | 35,8 |
| 363,00 | 4 | ,8 | ,9 | 36,7 |
| 364,00 | 7 | 1,4 | 1,6 | 38,2 |
| 365,00 | 3 | ,6 | ,7 | 38,9 |
| 366,00 | 7 | 1,4 | 1,6 | 40,4 |
| 367,00 | 7 | 1,4 | 1,6 | 42,0 |
| 368,00 | 4 | ,8 | ,9 | 42,9 |
| 369,00 | 8 | 1,6 | 1,8 | 44,7 |
| 370,00 | 5 | 1,0 | 1,1 | 45,8 |
| 371,00 | 11 | 2,2 | 2,4 | 48,2 |
| 372,00 | 5 | 1,0 | 1,1 | 49,3 |
| 373,00 | 3 | ,6 | ,7 | 50,0 |
| 374,00 | 8 | 1,6 | 1,8 | 51,8 |
| 375,00 | 3 | ,6 | ,7 | 52,4 |
| 376,00 | 2 | ,4 | ,4 | 52,9 |
| 377,00 | 3 | ,6 | ,7 | 53,6 |
| 378,00 | 4 | ,8 | ,9 | 54,4 |
| 379,00 | 5 | 1,0 | 1,1 | 55,6 |
| 380,00 | 2 | ,4 | ,4 | 56,0 |
| 381,00 | 4 | ,8 | ,9 | 56,9 |
| 382,00 | 4 | ,8 | ,9 | 57,8 |
| 383,00 | 3 | ,6 | ,7 | 58,4 |
| 384,00 | 2 | ,4 | ,4 | 58,9 |
| 385,00 | 4 | ,8 | ,9 | 59,8 |
| 386,00 | 5 | 1,0 | 1,1 | 60,9 |
| 387,00 | 7 | 1,4 | 1,6 | 62,4 |
| 388,00 | 9 | 1,8 | 2,0 | 64,4 |
| 389,00 | 6 | 1,2 | 1,3 | 65,8 |
| 390,00 | 3 | ,6 | ,7 | 66,4 |
| 391,00 | 5 | 1,0 | 1,1 | 67,6 |
| 393,00 | 6 | 1,2 | 1,3 | 68,9 |
| 394,00 | 3 | ,6 | ,7 | 69,6 |
| 395,00 | 3 | ,6 | ,7 | 70,2 |
| 396,00 | 7 | 1,4 | 1,6 | 71,8 |
| 397,00 | 2 | ,4 | ,4 | 72,2 |
| 398,00 | 1 | ,2 | ,2 | 72,4 |
| 399,00 | 4 | ,8 | ,9 | 73,3 |
| 400,00 | 3 | ,6 | ,7 | 74,0 |
| 401,00 | 3 | ,6 | ,7 | 74,7 |
| 402,00 | 1 | ,2 | ,2 | 74,9 |
| 403,00 | 6 | 1,2 | 1,3 | 76,2 |
| 404,00 | 5 | 1,0 | 1,1 | 77,3 |
| 405,00 | 4 | ,8 | ,9 | 78,2 |
| 406,00 | 1 | ,2 | ,2 | 78,4 |
| 407,00 | 5 | 1,0 | 1,1 | 79,6 |
| 408,00 | 5 | 1,0 | 1,1 | 80,7 |
| 410,00 | 2 | ,4 | ,4 | 81,1 |

| | | | | |
|----------------|-----|-------|-------|-------|
| 411,00 | 6 | 1,2 | 1,3 | 82,4 |
| 412,00 | 4 | ,8 | ,9 | 83,3 |
| 413,00 | 1 | ,2 | ,2 | 83,6 |
| 414,00 | 2 | ,4 | ,4 | 84,0 |
| 415,00 | 4 | ,8 | ,9 | 84,9 |
| 416,00 | 1 | ,2 | ,2 | 85,1 |
| 417,00 | 3 | ,6 | ,7 | 85,8 |
| 418,00 | 2 | ,4 | ,4 | 86,2 |
| 419,00 | 2 | ,4 | ,4 | 86,7 |
| 420,00 | 7 | 1,4 | 1,6 | 88,2 |
| 421,00 | 4 | ,8 | ,9 | 89,1 |
| 422,00 | 1 | ,2 | ,2 | 89,3 |
| 423,00 | 2 | ,4 | ,4 | 89,8 |
| 424,00 | 2 | ,4 | ,4 | 90,2 |
| 425,00 | 3 | ,6 | ,7 | 90,9 |
| 428,00 | 2 | ,4 | ,4 | 91,3 |
| 429,00 | 1 | ,2 | ,2 | 91,6 |
| 430,00 | 2 | ,4 | ,4 | 92,0 |
| 432,00 | 2 | ,4 | ,4 | 92,4 |
| 433,00 | 2 | ,4 | ,4 | 92,9 |
| 434,00 | 4 | ,8 | ,9 | 93,8 |
| 435,00 | 1 | ,2 | ,2 | 94,0 |
| 436,00 | 3 | ,6 | ,7 | 94,7 |
| 437,00 | 1 | ,2 | ,2 | 94,9 |
| 438,00 | 4 | ,8 | ,9 | 95,8 |
| 439,00 | 1 | ,2 | ,2 | 96,0 |
| 440,00 | 1 | ,2 | ,2 | 96,2 |
| 443,00 | 2 | ,4 | ,4 | 96,7 |
| 444,00 | 2 | ,4 | ,4 | 97,1 |
| 445,00 | 1 | ,2 | ,2 | 97,3 |
| 446,00 | 1 | ,2 | ,2 | 97,6 |
| 447,00 | 1 | ,2 | ,2 | 97,8 |
| 448,00 | 2 | ,4 | ,4 | 98,2 |
| 452,00 | 1 | ,2 | ,2 | 98,4 |
| 453,00 | 1 | ,2 | ,2 | 98,7 |
| 454,00 | 2 | ,4 | ,4 | 99,1 |
| 455,00 | 1 | ,2 | ,2 | 99,3 |
| 462,00 | 1 | ,2 | ,2 | 99,6 |
| 463,00 | 1 | ,2 | ,2 | 99,8 |
| 475,00 | 1 | ,2 | ,2 | 100,0 |
| Total | 450 | 92,0 | 100,0 | |
| Missing System | 39 | 8,0 | | |
| Total | 489 | 100,0 | | |

Ambiente Familiar Global

| | | |
|----------------|---------|----------|
| N | Valid | 450 |
| | Missing | 39 |
| Mean | | 336,4244 |
| Median | | 336,5000 |
| Mode | | 330,00 |
| Std. Deviation | | 35,91024 |
| Minimum | | 239,00 |
| Maximum | | 421,00 |

| Empatia | | | | | |
|----------------|--------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 6,00 | 3 | ,6 | ,7 | ,7 |
| | 8,00 | 3 | ,6 | ,7 | 1,3 |
| | 9,00 | 2 | ,4 | ,4 | 1,8 |
| | 10,00 | 3 | ,6 | ,7 | 2,4 |
| | 11,00 | 5 | 1,0 | 1,1 | 3,5 |
| | 12,00 | 11 | 2,2 | 2,4 | 6,0 |
| | 13,00 | 19 | 3,9 | 4,2 | 10,2 |
| | 14,00 | 29 | 5,9 | 6,4 | 16,6 |
| | 15,00 | 22 | 4,5 | 4,9 | 21,5 |
| | 16,00 | 33 | 6,7 | 7,3 | 28,8 |
| | 17,00 | 46 | 9,4 | 10,2 | 38,9 |
| | 18,00 | 50 | 10,2 | 11,1 | 50,0 |
| | 19,00 | 54 | 11,0 | 11,9 | 61,9 |
| | 20,00 | 76 | 15,5 | 16,8 | 78,8 |
| | 21,00 | 61 | 12,5 | 13,5 | 92,3 |
| 22,00 | 35 | 7,2 | 7,7 | 100,0 | |
| | Total | 452 | 92,4 | 100,0 | |
| Missing | System | 37 | 7,6 | | |
| Total | | 489 | 100,0 | | |

| Empatia | | |
|----------------|---------|---------|
| N | Valid | 452 |
| | Missing | 37 |
| Mean | | 17,8473 |
| Median | | 18,5000 |
| Mode | | 20,00 |
| Std. Deviation | | 3,15823 |

| Autocontrollo | | | | | | |
|----------------------|---------|-----------|---------|---------------|--------------------|--|
| | | Frequency | Percent | Valid Percent | Cumulative Percent | |
| Valid | 5,00 | 1 | ,2 | ,2 | ,2 | |
| | 6,00 | 4 | ,8 | ,9 | 1,1 | |
| | 7,00 | 4 | ,8 | ,9 | 2,0 | |
| | 8,00 | 7 | 1,4 | 1,5 | 3,5 | |
| | 9,00 | 12 | 2,5 | 2,7 | 6,2 | |
| | 10,00 | 14 | 2,9 | 3,1 | 9,3 | |
| | 11,00 | 23 | 4,7 | 5,1 | 14,4 | |
| | 12,00 | 34 | 7,0 | 7,5 | 21,9 | |
| | 13,00 | 34 | 7,0 | 7,5 | 29,4 | |
| | 14,00 | 40 | 8,2 | 8,8 | 38,3 | |
| | 15,00 | 48 | 9,8 | 10,6 | 48,9 | |
| | 16,00 | 47 | 9,6 | 10,4 | 59,3 | |
| | 17,00 | 33 | 6,7 | 7,3 | 66,6 | |
| | 18,00 | 40 | 8,2 | 8,8 | 75,4 | |
| | 19,00 | 47 | 9,6 | 10,4 | 85,8 | |
| | 20,00 | 17 | 3,5 | 3,8 | 89,6 | |
| | 21,00 | 28 | 5,7 | 6,2 | 95,8 | |
| | 22,00 | 19 | 3,9 | 4,2 | 100,0 | |
| | | Total | 452 | 92,4 | 100,0 | |
| | Missing | System | 37 | 7,6 | | |
| Total | | 489 | 100,0 | | | |

| Autocontrollo | | |
|----------------------|---------|---------|
| N | Valid | 452 |
| | Missing | 37 |
| Mean | | 15,5221 |
| Median | | 16,0000 |
| Mode | | 15,00 |
| Std. Deviation | | 3,70377 |

| Antissocial (YSR) | | | | | |
|--------------------------|--------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | ,00 | 141 | 28,8 | 29,7 | 29,7 |
| | 1,00 | 97 | 19,8 | 20,5 | 50,2 |
| | 2,00 | 57 | 11,7 | 12,0 | 62,2 |
| | 3,00 | 52 | 10,6 | 11,0 | 73,2 |
| | 4,00 | 45 | 9,2 | 9,5 | 82,7 |
| | 5,00 | 24 | 4,9 | 5,1 | 87,8 |
| | 6,00 | 22 | 4,5 | 4,6 | 92,4 |
| | 7,00 | 10 | 2,0 | 2,1 | 94,5 |
| | 8,00 | 12 | 2,5 | 2,5 | 97,0 |
| | 9,00 | 3 | ,6 | ,6 | 97,7 |
| | 10,00 | 2 | ,4 | ,4 | 98,1 |
| | 11,00 | 2 | ,4 | ,4 | 98,5 |
| | 12,00 | 2 | ,4 | ,4 | 98,9 |
| | 13,00 | 1 | ,2 | ,2 | 99,2 |
| | 14,00 | 1 | ,2 | ,2 | 99,4 |
| | 15,00 | 2 | ,4 | ,4 | 99,8 |
| | 18,00 | 1 | ,2 | ,2 | 100,0 |
| | | Total | 474 | 96,9 | 100,0 |
| Missing | System | 15 | 3,1 | | |
| Total | | 489 | 100,0 | | |

| Antissocial (YSR) | | |
|--------------------------|---------|---------|
| N | Valid | 474 |
| | Missing | 15 |
| Mean | | 2,3903 |
| Median | | 1,0000 |
| Mode | | ,00 |
| Std. Deviation | | 2,74605 |

Comportamento Agressivo (CBCL)

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | ,00 | 214 | 43,8 | 45,7 | 45,7 |
| | 1,00 | 100 | 20,4 | 21,4 | 67,1 |
| | 2,00 | 66 | 13,5 | 14,1 | 81,2 |
| | 3,00 | 30 | 6,1 | 6,4 | 87,6 |
| | 4,00 | 16 | 3,3 | 3,4 | 91,0 |
| | 5,00 | 12 | 2,5 | 2,6 | 93,6 |
| | 6,00 | 10 | 2,0 | 2,1 | 95,7 |
| | 7,00 | 8 | 1,6 | 1,7 | 97,4 |
| | 8,00 | 5 | 1,0 | 1,1 | 98,5 |
| | 9,00 | 4 | ,8 | ,9 | 99,4 |
| | 10,00 | 2 | ,4 | ,4 | 99,8 |
| | 12,00 | 1 | ,2 | ,2 | 100,0 |
| | Total | 468 | 95,7 | 100,0 | |
| Missing | System | 21 | 4,3 | | |
| Total | | 489 | 100,0 | | |

Comportamento Agressivo (CBCL)

| | | |
|----------------|---------|---------|
| N | Valid | 468 |
| | Missing | 21 |
| Mean | | 1,4316 |
| Median | | 1,0000 |
| Mode | | ,00 |
| Std. Deviation | | 2,05430 |

Anexo 13

Estadísticas descriptivas: Variáveis em estudo na amostra recolhida
em Centros Educativos

| Idade | | | | | |
|--------------|-------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 14,00 | 5 | 4,1 | 4,1 | 4,1 |
| | 15,00 | 18 | 14,9 | 14,9 | 19,0 |
| | 16,00 | 37 | 30,6 | 30,6 | 49,6 |
| | 17,00 | 36 | 29,8 | 29,8 | 79,3 |
| | 18,00 | 20 | 16,5 | 16,5 | 95,9 |
| | 19,00 | 3 | 2,5 | 2,5 | 98,3 |
| | 20,00 | 2 | 1,7 | 1,7 | 100,0 |
| | Total | 121 | 100,0 | 100,0 | |

| Idade | | |
|----------------|---------|---------|
| N | Valid | 121 |
| | Missing | 0 |
| Mean | | 16,5372 |
| Median | | 17,0000 |
| Mode | | 16,00 |
| Std. Deviation | | 1,21820 |

| Psicoticismo | | | | | |
|---------------------|-------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | ,00 | 4 | 3,3 | 3,3 | 3,3 |
| | 1,00 | 7 | 5,8 | 5,8 | 9,1 |
| | 2,00 | 7 | 5,8 | 5,8 | 14,9 |
| | 3,00 | 14 | 11,6 | 11,6 | 26,4 |
| | 4,00 | 10 | 8,3 | 8,3 | 34,7 |
| | 5,00 | 15 | 12,4 | 12,4 | 47,1 |
| | 6,00 | 19 | 15,7 | 15,7 | 62,8 |
| | 7,00 | 4 | 3,3 | 3,3 | 66,1 |
| | 8,00 | 15 | 12,4 | 12,4 | 78,5 |
| | 9,00 | 8 | 6,6 | 6,6 | 85,1 |
| | 10,00 | 12 | 9,9 | 9,9 | 95,0 |
| | 11,00 | 3 | 2,5 | 2,5 | 97,5 |
| | 12,00 | 3 | 2,5 | 2,5 | 100,0 |
| Total | 121 | 100,0 | 100,0 | | |

| Psicoticismo | | |
|---------------------|---------|---------|
| N | Valid | 121 |
| | Missing | 0 |
| Mean | | 5,7934 |
| Median | | 6,0000 |
| Mode | | 6,00 |
| Std. Deviation | | 3,05210 |

Extraversão

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3,00 | 1 | ,8 | ,8 | ,8 |
| | 4,00 | 1 | ,8 | ,8 | 1,7 |
| | 6,00 | 2 | 1,7 | 1,7 | 3,3 |
| | 7,00 | 2 | 1,7 | 1,7 | 5,0 |
| | 8,00 | 1 | ,8 | ,8 | 5,8 |
| | 9,00 | 4 | 3,3 | 3,3 | 9,1 |
| | 10,00 | 6 | 5,0 | 5,0 | 14,0 |
| | 11,00 | 3 | 2,5 | 2,5 | 16,5 |
| | 12,00 | 13 | 10,7 | 10,7 | 27,3 |
| | 13,00 | 14 | 11,6 | 11,6 | 38,8 |
| | 14,00 | 9 | 7,4 | 7,4 | 46,3 |
| | 15,00 | 15 | 12,4 | 12,4 | 58,7 |
| | 16,00 | 14 | 11,6 | 11,6 | 70,2 |
| | 17,00 | 13 | 10,7 | 10,7 | 81,0 |
| | 18,00 | 16 | 13,2 | 13,2 | 94,2 |
| | 19,00 | 6 | 5,0 | 5,0 | 99,2 |
| | 20,00 | 1 | ,8 | ,8 | 100,0 |
| | Total | 121 | 100,0 | 100,0 | |

Extraversão

| | | |
|----------------|---------|---------|
| N | Valid | 121 |
| | Missing | 0 |
| Mean | | 14,2645 |
| Median | | 15,0000 |
| Mode | | 18,00 |
| Std. Deviation | | 3,40776 |

Neuroticismo

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00 | 1 | ,8 | ,8 | ,8 |
| | 3,00 | 3 | 2,5 | 2,5 | 3,3 |
| | 4,00 | 6 | 5,0 | 5,0 | 8,3 |
| | 5,00 | 6 | 5,0 | 5,0 | 13,2 |
| | 6,00 | 13 | 10,7 | 10,7 | 24,0 |
| | 7,00 | 12 | 9,9 | 9,9 | 33,9 |
| | 8,00 | 12 | 9,9 | 9,9 | 43,8 |
| | 9,00 | 9 | 7,4 | 7,4 | 51,2 |
| | 10,00 | 12 | 9,9 | 9,9 | 61,2 |
| | 11,00 | 10 | 8,3 | 8,3 | 69,4 |
| | 12,00 | 10 | 8,3 | 8,3 | 77,7 |
| | 13,00 | 9 | 7,4 | 7,4 | 85,1 |
| | 14,00 | 5 | 4,1 | 4,1 | 89,3 |
| | 15,00 | 8 | 6,6 | 6,6 | 95,9 |
| | 16,00 | 3 | 2,5 | 2,5 | 98,3 |
| | 17,00 | 1 | ,8 | ,8 | 99,2 |
| | 19,00 | 1 | ,8 | ,8 | 100,0 |
| | Total | 121 | 100,0 | 100,0 | |

| Neuroticismo | | |
|---------------------|---------|---------|
| N | Valid | 121 |
| | Missing | 0 |
| Mean | | 9,4545 |
| Median | | 9,0000 |
| Mode | | 6,00 |
| Std. Deviation | | 3,62859 |

| Mentira (L) | | | | | |
|--------------------|-------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | ,00 | 2 | 1,7 | 1,7 | 1,7 |
| | 1,00 | 3 | 2,5 | 2,5 | 4,1 |
| | 2,00 | 9 | 7,4 | 7,4 | 11,6 |
| | 3,00 | 7 | 5,8 | 5,8 | 17,4 |
| | 4,00 | 9 | 7,4 | 7,4 | 24,8 |
| | 5,00 | 15 | 12,4 | 12,4 | 37,2 |
| | 6,00 | 11 | 9,1 | 9,1 | 46,3 |
| | 7,00 | 12 | 9,9 | 9,9 | 56,2 |
| | 8,00 | 12 | 9,9 | 9,9 | 66,1 |
| | 9,00 | 8 | 6,6 | 6,6 | 72,7 |
| | 10,00 | 10 | 8,3 | 8,3 | 81,0 |
| | 11,00 | 9 | 7,4 | 7,4 | 88,4 |
| | 12,00 | 6 | 5,0 | 5,0 | 93,4 |
| | 13,00 | 5 | 4,1 | 4,1 | 97,5 |
| | 14,00 | 3 | 2,5 | 2,5 | 100,0 |
| Total | | 121 | 100,0 | 100,0 | |

| Mentira (L) | | |
|--------------------|---------|---------|
| N | Valid | 121 |
| | Missing | 0 |
| Mean | | 7,0165 |
| Median | | 7,0000 |
| Mode | | 5,00 |
| Std. Deviation | | 3,47607 |

| Aspeto Comportamental (Autoconceito) | | | | | |
|---|-------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 1,00 | 3 | 2,5 | 2,5 | 2,5 |
| | 2,00 | 6 | 5,0 | 5,0 | 7,4 |
| | 3,00 | 9 | 7,4 | 7,4 | 14,9 |
| | 4,00 | 8 | 6,6 | 6,6 | 21,5 |
| | 5,00 | 16 | 13,2 | 13,2 | 34,7 |
| | 6,00 | 16 | 13,2 | 13,2 | 47,9 |
| | 7,00 | 17 | 14,0 | 14,0 | 62,0 |
| | 8,00 | 9 | 7,4 | 7,4 | 69,4 |
| | 9,00 | 7 | 5,8 | 5,8 | 75,2 |
| | 10,00 | 4 | 3,3 | 3,3 | 78,5 |
| | 11,00 | 15 | 12,4 | 12,4 | 90,9 |
| | 12,00 | 4 | 3,3 | 3,3 | 94,2 |
| | 13,00 | 7 | 5,8 | 5,8 | 100,0 |
| | Total | | 121 | 100,0 | 100,0 |

A. Comportamental (Autoconceito)

| | | |
|----------------|---------|---------|
| N | Valid | 121 |
| | Missing | 0 |
| Mean | | 7,0083 |
| Median | | 7,0000 |
| Mode | | 7,00 |
| Std. Deviation | | 3,18720 |

Estatuto Intelectual e Escolar (Autoconceito)

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1,00 | 1 | ,8 | ,8 | ,8 |
| | 2,00 | 4 | 3,3 | 3,3 | 4,1 |
| | 3,00 | 2 | 1,7 | 1,7 | 5,8 |
| | 4,00 | 2 | 1,7 | 1,7 | 7,4 |
| | 5,00 | 15 | 12,4 | 12,4 | 19,8 |
| | 6,00 | 11 | 9,1 | 9,1 | 28,9 |
| | 7,00 | 14 | 11,6 | 11,6 | 40,5 |
| | 8,00 | 13 | 10,7 | 10,7 | 51,2 |
| | 9,00 | 18 | 14,9 | 14,9 | 66,1 |
| | 10,00 | 17 | 14,0 | 14,0 | 80,2 |
| | 11,00 | 13 | 10,7 | 10,7 | 90,9 |
| | 12,00 | 7 | 5,8 | 5,8 | 96,7 |
| | 13,00 | 4 | 3,3 | 3,3 | 100,0 |
| Total | | 121 | 100,0 | 100,0 | |

Est. Intelectual/Escolar (Autoconceito)

| | | |
|----------------|---------|---------|
| N | Valid | 121 |
| | Missing | 0 |
| Mean | | 8,0744 |
| Median | | 8,0000 |
| Mode | | 9,00 |
| Std. Deviation | | 2,71160 |

Aparência e atributos físicos (Autoconceito)

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------|-----------|---------|---------------|--------------------|
| Valid | ,00 | 1 | ,8 | ,8 | ,8 |
| | 1,00 | 1 | ,8 | ,8 | 1,7 |
| | 2,00 | 7 | 5,8 | 5,8 | 7,4 |
| | 3,00 | 8 | 6,6 | 6,6 | 14,0 |
| | 4,00 | 14 | 11,6 | 11,6 | 25,6 |
| | 5,00 | 16 | 13,2 | 13,2 | 38,8 |
| | 6,00 | 28 | 23,1 | 23,1 | 62,0 |
| | 7,00 | 28 | 23,1 | 23,1 | 85,1 |
| | 8,00 | 18 | 14,9 | 14,9 | 100,0 |
| Total | | 121 | 100,0 | 100,0 | |

Ap.Atributos Físicos (Autoconceito)

| | | |
|----------------|---------|---------|
| N | Valid | 121 |
| | Missing | 0 |
| Mean | | 5,6446 |
| Median | | 6,0000 |
| Mode | | 6,00 |
| Std. Deviation | | 1,82966 |

Ansiedade (Autoconceito)

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | ,00 | 1 | ,8 | ,8 | ,8 |
| | 1,00 | 7 | 5,8 | 5,8 | 6,6 |
| | 2,00 | 9 | 7,4 | 7,4 | 14,0 |
| | 3,00 | 16 | 13,2 | 13,2 | 27,3 |
| | 4,00 | 17 | 14,0 | 14,0 | 41,3 |
| | 5,00 | 21 | 17,4 | 17,4 | 58,7 |
| | 6,00 | 19 | 15,7 | 15,7 | 74,4 |
| | 7,00 | 19 | 15,7 | 15,7 | 90,1 |
| | 8,00 | 12 | 9,9 | 9,9 | 100,0 |
| | Total | 121 | 100,0 | 100,0 | |

Ansiedade (Autoconceito)

| | | |
|----------------|---------|---------|
| N | Valid | 121 |
| | Missing | 0 |
| Mean | | 4,8678 |
| Median | | 5,0000 |
| Mode | | 5,00 |
| Std. Deviation | | 2,04101 |

Autoconceito Global

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 17,00 | 1 | ,8 | ,8 | ,8 |
| | 18,00 | 1 | ,8 | ,8 | 1,7 |
| | 21,00 | 1 | ,8 | ,8 | 2,5 |
| | 23,00 | 1 | ,8 | ,8 | 3,3 |
| | 24,00 | 1 | ,8 | ,8 | 4,1 |
| | 25,00 | 1 | ,8 | ,8 | 5,0 |
| | 26,00 | 3 | 2,5 | 2,5 | 7,4 |
| | 27,00 | 3 | 2,5 | 2,5 | 9,9 |
| | 28,00 | 1 | ,8 | ,8 | 10,7 |
| | 29,00 | 4 | 3,3 | 3,3 | 14,0 |
| | 30,00 | 2 | 1,7 | 1,7 | 15,7 |
| | 31,00 | 3 | 2,5 | 2,5 | 18,2 |
| | 32,00 | 1 | ,8 | ,8 | 19,0 |
| | 33,00 | 7 | 5,8 | 5,8 | 24,8 |
| | 34,00 | 5 | 4,1 | 4,1 | 28,9 |
| | 35,00 | 3 | 2,5 | 2,5 | 31,4 |
| | 36,00 | 2 | 1,7 | 1,7 | 33,1 |
| | 37,00 | 4 | 3,3 | 3,3 | 36,4 |
| | 38,00 | 6 | 5,0 | 5,0 | 41,3 |
| | 39,00 | 10 | 8,3 | 8,3 | 49,6 |
| | 40,00 | 10 | 8,3 | 8,3 | 57,9 |
| | 41,00 | 9 | 7,4 | 7,4 | 65,3 |
| | 42,00 | 4 | 3,3 | 3,3 | 68,6 |
| | 43,00 | 3 | 2,5 | 2,5 | 71,1 |
| | 44,00 | 2 | 1,7 | 1,7 | 72,7 |
| | 45,00 | 4 | 3,3 | 3,3 | 76,0 |
| | 46,00 | 4 | 3,3 | 3,3 | 79,3 |
| | 47,00 | 6 | 5,0 | 5,0 | 84,3 |
| | 48,00 | 4 | 3,3 | 3,3 | 87,6 |
| | 49,00 | 2 | 1,7 | 1,7 | 89,3 |
| | 50,00 | 3 | 2,5 | 2,5 | 91,7 |

| | | | | |
|-------|-----|-------|-------|-------|
| 51,00 | 1 | ,8 | ,8 | 92,6 |
| 52,00 | 1 | ,8 | ,8 | 93,4 |
| 53,00 | 4 | 3,3 | 3,3 | 96,7 |
| 55,00 | 2 | 1,7 | 1,7 | 98,3 |
| 56,00 | 1 | ,8 | ,8 | 99,2 |
| 57,00 | 1 | ,8 | ,8 | 100,0 |
| Total | 121 | 100,0 | 100,0 | |

Autoconceito Global

| | | |
|----------------|---------|---------|
| N | Valid | 121 |
| | Missing | 0 |
| Mean | | 39,1570 |
| Median | | 40,0000 |
| Mode | | 39,00 |
| Std. Deviation | | 8,29860 |

Ambiente Familiar Global

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------|-----------|---------|---------------|--------------------|
| Valid | 270,00 | 2 | 1,7 | 1,7 | 1,7 |
| | 280,00 | 2 | 1,7 | 1,7 | 3,4 |
| | 281,00 | 1 | ,8 | ,9 | 4,3 |
| | 292,00 | 1 | ,8 | ,9 | 5,2 |
| | 295,00 | 1 | ,8 | ,9 | 6,0 |
| | 296,00 | 1 | ,8 | ,9 | 6,9 |
| | 297,00 | 1 | ,8 | ,9 | 7,8 |
| | 298,00 | 1 | ,8 | ,9 | 8,6 |
| | 303,00 | 1 | ,8 | ,9 | 9,5 |
| | 305,00 | 2 | 1,7 | 1,7 | 11,2 |
| | 306,00 | 1 | ,8 | ,9 | 12,1 |
| | 307,00 | 1 | ,8 | ,9 | 12,9 |
| | 310,00 | 1 | ,8 | ,9 | 13,8 |
| | 311,00 | 1 | ,8 | ,9 | 14,7 |
| | 312,00 | 3 | 2,5 | 2,6 | 17,2 |
| | 313,00 | 3 | 2,5 | 2,6 | 19,8 |
| | 315,00 | 1 | ,8 | ,9 | 20,7 |
| | 316,00 | 1 | ,8 | ,9 | 21,6 |
| | 317,00 | 3 | 2,5 | 2,6 | 24,1 |
| | 318,00 | 2 | 1,7 | 1,7 | 25,9 |
| | 321,00 | 1 | ,8 | ,9 | 26,7 |
| | 324,00 | 2 | 1,7 | 1,7 | 28,4 |
| | 325,00 | 2 | 1,7 | 1,7 | 30,2 |
| | 326,00 | 1 | ,8 | ,9 | 31,0 |
| | 327,00 | 2 | 1,7 | 1,7 | 32,8 |
| | 328,00 | 2 | 1,7 | 1,7 | 34,5 |
| | 330,00 | 2 | 1,7 | 1,7 | 36,2 |
| | 331,00 | 2 | 1,7 | 1,7 | 37,9 |
| | 332,00 | 1 | ,8 | ,9 | 38,8 |
| | 334,00 | 2 | 1,7 | 1,7 | 40,5 |
| | 335,00 | 2 | 1,7 | 1,7 | 42,2 |
| | 336,00 | 1 | ,8 | ,9 | 43,1 |
| | 339,00 | 1 | ,8 | ,9 | 44,0 |
| | 340,00 | 1 | ,8 | ,9 | 44,8 |
| | 342,00 | 2 | 1,7 | 1,7 | 46,6 |
| | 343,00 | 1 | ,8 | ,9 | 47,4 |
| | 344,00 | 2 | 1,7 | 1,7 | 49,1 |

| | | | | | |
|---------|--------|-----|-------|-------|-------|
| | 345,00 | 1 | ,8 | ,9 | 50,0 |
| | 346,00 | 2 | 1,7 | 1,7 | 51,7 |
| | 348,00 | 1 | ,8 | ,9 | 52,6 |
| | 349,00 | 1 | ,8 | ,9 | 53,4 |
| | 350,00 | 1 | ,8 | ,9 | 54,3 |
| | 351,00 | 3 | 2,5 | 2,6 | 56,9 |
| | 354,00 | 1 | ,8 | ,9 | 57,8 |
| | 356,00 | 1 | ,8 | ,9 | 58,6 |
| | 357,00 | 2 | 1,7 | 1,7 | 60,3 |
| | 361,00 | 3 | 2,5 | 2,6 | 62,9 |
| | 364,00 | 1 | ,8 | ,9 | 63,8 |
| | 366,00 | 2 | 1,7 | 1,7 | 65,5 |
| | 367,00 | 2 | 1,7 | 1,7 | 67,2 |
| | 368,00 | 1 | ,8 | ,9 | 68,1 |
| | 369,00 | 1 | ,8 | ,9 | 69,0 |
| | 370,00 | 1 | ,8 | ,9 | 69,8 |
| | 371,00 | 2 | 1,7 | 1,7 | 71,6 |
| | 372,00 | 2 | 1,7 | 1,7 | 73,3 |
| | 373,00 | 1 | ,8 | ,9 | 74,1 |
| | 376,00 | 2 | 1,7 | 1,7 | 75,9 |
| | 377,00 | 1 | ,8 | ,9 | 76,7 |
| | 378,00 | 1 | ,8 | ,9 | 77,6 |
| | 380,00 | 1 | ,8 | ,9 | 78,4 |
| | 381,00 | 2 | 1,7 | 1,7 | 80,2 |
| | 384,00 | 1 | ,8 | ,9 | 81,0 |
| | 385,00 | 2 | 1,7 | 1,7 | 82,8 |
| | 386,00 | 1 | ,8 | ,9 | 83,6 |
| | 387,00 | 1 | ,8 | ,9 | 84,5 |
| | 388,00 | 1 | ,8 | ,9 | 85,3 |
| | 393,00 | 1 | ,8 | ,9 | 86,2 |
| | 394,00 | 1 | ,8 | ,9 | 87,1 |
| | 396,00 | 1 | ,8 | ,9 | 87,9 |
| | 403,00 | 3 | 2,5 | 2,6 | 90,5 |
| | 406,00 | 1 | ,8 | ,9 | 91,4 |
| | 409,00 | 1 | ,8 | ,9 | 92,2 |
| | 411,00 | 1 | ,8 | ,9 | 93,1 |
| | 412,00 | 1 | ,8 | ,9 | 94,0 |
| | 413,00 | 1 | ,8 | ,9 | 94,8 |
| | 414,00 | 1 | ,8 | ,9 | 95,7 |
| | 424,00 | 1 | ,8 | ,9 | 96,6 |
| | 427,00 | 1 | ,8 | ,9 | 97,4 |
| | 437,00 | 1 | ,8 | ,9 | 98,3 |
| | 440,00 | 1 | ,8 | ,9 | 99,1 |
| | 441,00 | 1 | ,8 | ,9 | 100,0 |
| | Total | 116 | 95,9 | 100,0 | |
| Missing | System | 5 | 4,1 | | |
| Total | | 121 | 100,0 | | |

Ambiente Familiar Global

| | | |
|----------------|---------|----------|
| N | Valid | 116 |
| | Missing | 5 |
| Mean | | 349,1897 |
| Median | | 345,5000 |
| Mode | | 312,00 |
| Std. Deviation | | 38,62662 |

| Empatia | | | | | |
|----------------|--------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 7,00 | 1 | ,8 | ,8 | ,8 |
| | 8,00 | 2 | 1,7 | 1,7 | 2,5 |
| | 10,00 | 3 | 2,5 | 2,5 | 5,0 |
| | 11,00 | 8 | 6,6 | 6,7 | 11,8 |
| | 12,00 | 13 | 10,7 | 10,9 | 22,7 |
| | 13,00 | 13 | 10,7 | 10,9 | 33,6 |
| | 14,00 | 7 | 5,8 | 5,9 | 39,5 |
| | 15,00 | 13 | 10,7 | 10,9 | 50,4 |
| | 16,00 | 14 | 11,6 | 11,8 | 62,2 |
| | 17,00 | 11 | 9,1 | 9,2 | 71,4 |
| | 18,00 | 13 | 10,7 | 10,9 | 82,4 |
| | 19,00 | 5 | 4,1 | 4,2 | 86,6 |
| | 20,00 | 5 | 4,1 | 4,2 | 90,8 |
| | 21,00 | 5 | 4,1 | 4,2 | 95,0 |
| | 22,00 | 6 | 5,0 | 5,0 | 100,0 |
| | | Total | 119 | 98,3 | 100,0 |
| Missing | System | 2 | 1,7 | | |
| Total | | 121 | 100,0 | | |

| Empatia | | |
|----------------|---------|---------|
| N | Valid | 119 |
| | Missing | 2 |
| Mean | | 15,4286 |
| Median | | 15,0000 |
| Mode | | 16,00 |
| Std. Deviation | | 3,41128 |

| Autocontrolo | | | | | | |
|---------------------|---------|-----------|---------|---------------|--------------------|--|
| | | Frequency | Percent | Valid Percent | Cumulative Percent | |
| Valid | 4,00 | 1 | ,8 | ,8 | ,8 | |
| | 5,00 | 2 | 1,7 | 1,7 | 2,5 | |
| | 6,00 | 2 | 1,7 | 1,7 | 4,2 | |
| | 7,00 | 2 | 1,7 | 1,7 | 5,9 | |
| | 8,00 | 1 | ,8 | ,8 | 6,7 | |
| | 9,00 | 4 | 3,3 | 3,4 | 10,1 | |
| | 10,00 | 6 | 5,0 | 5,0 | 15,1 | |
| | 11,00 | 20 | 16,5 | 16,8 | 31,9 | |
| | 12,00 | 17 | 14,0 | 14,3 | 46,2 | |
| | 13,00 | 13 | 10,7 | 10,9 | 57,1 | |
| | 14,00 | 10 | 8,3 | 8,4 | 65,5 | |
| | 15,00 | 4 | 3,3 | 3,4 | 68,9 | |
| | 16,00 | 11 | 9,1 | 9,2 | 78,2 | |
| | 17,00 | 8 | 6,6 | 6,7 | 84,9 | |
| | 18,00 | 4 | 3,3 | 3,4 | 88,2 | |
| | 19,00 | 7 | 5,8 | 5,9 | 94,1 | |
| | 20,00 | 4 | 3,3 | 3,4 | 97,5 | |
| | 21,00 | 1 | ,8 | ,8 | 98,3 | |
| | 22,00 | 2 | 1,7 | 1,7 | 100,0 | |
| | | Total | 119 | 98,3 | 100,0 | |
| | Missing | System | 2 | 1,7 | | |
| | Total | | 121 | 100,0 | | |

Autocontrollo

| | | |
|----------------|---------|---------|
| N | Valid | 119 |
| | Missing | 2 |
| Mean | | 13,4370 |
| Median | | 13,0000 |
| Mode | | 11,00 |
| Std. Deviation | | 3,70899 |

Antissocial (YSR)

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | ,00 | 4 | 3,3 | 3,3 | 3,3 |
| | 1,00 | 2 | 1,7 | 1,7 | 5,0 |
| | 2,00 | 5 | 4,1 | 4,1 | 9,1 |
| | 3,00 | 5 | 4,1 | 4,1 | 13,2 |
| | 4,00 | 6 | 5,0 | 5,0 | 18,2 |
| | 5,00 | 6 | 5,0 | 5,0 | 23,1 |
| | 6,00 | 4 | 3,3 | 3,3 | 26,4 |
| | 7,00 | 12 | 9,9 | 9,9 | 36,4 |
| | 8,00 | 9 | 7,4 | 7,4 | 43,8 |
| | 9,00 | 12 | 9,9 | 9,9 | 53,7 |
| | 10,00 | 5 | 4,1 | 4,1 | 57,9 |
| | 11,00 | 9 | 7,4 | 7,4 | 65,3 |
| | 12,00 | 7 | 5,8 | 5,8 | 71,1 |
| | 13,00 | 3 | 2,5 | 2,5 | 73,6 |
| | 14,00 | 14 | 11,6 | 11,6 | 85,1 |
| | 15,00 | 6 | 5,0 | 5,0 | 90,1 |
| | 16,00 | 6 | 5,0 | 5,0 | 95,0 |
| | 17,00 | 5 | 4,1 | 4,1 | 99,2 |
| | 19,00 | 1 | ,8 | ,8 | 100,0 |
| Total | | 121 | 100,0 | 100,0 | |

Antissocial (YSR)

| | | |
|----------------|---------|---------|
| N | Valid | 121 |
| | Missing | 0 |
| Mean | | 9,3140 |
| Median | | 9,0000 |
| Mode | | 14,00 |
| Std. Deviation | | 4,68692 |