Knowledge Exchange Conference

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Part I

Project Overview

Project C.A.R.E. :
Children and Adolescents at Risk Education

香港城市大學
City University of Hong Kong

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Award
- 2009 Teaching Excellent Award Winner, City University of Hong Kong
- 2010 Outstanding Graduate Award, the University of Hong Kong, Department of Social Work and Social Administration

Research Interests
- Childhood and youth aggression
- Proactive aggression and reactive aggression
- School bullying and victimization
- Treatment and intervention

Project Award

– Won the **Outstanding Project Award** in 2008

– Out of over 7,000 QEF projects in 10 years

優質教育基金 Quality Education Fund

Funding

- Total **$11,000,000**

-2006-07	1st time: 1 year
-2007-09	2nd time: 2 years
-2009-11	3rd time: 2 years

Part II

School Collaboration

Recruitment School

- Fax and email to all schools
- Introductory seminar
- Written agreement
- Selection criteria
- Waiting list: 128 secondary schools & 135 primary schools

No. of Serving Schools & Participants

- Total **77 Schools**:
  - 25 primary schools & 52 secondary schools
- **Students:** **39,746**
- **Teachers:** **5,883**
- **Parents:** **6,246**

Part III

Knowledge Exchange: Project Concepts

New Concept

Aggression ≠ Bullying

- **NOT** all aggressive behaviors are bullying behaviors
- The common concept on bully is **too simplified**
- Counselling should be **targeted on specific type of aggressor** so as to reduce the aggressive behavior much effectively

Definition of "Bullying"

- Aggression as a way to obtain **instrumental goals** (e.g. money, materials, power etc.)
- Aggression **NOT** driven by frustration, hostility or perception of threat
- **Positive** evaluation of aggression and its consequence
- Select the **weak** as target of bullying

(Crick & Dodge, 1996; Glew. Rivara, & Feudtner, 2000; Toblin, Schwartz, Gorman, & Abou-ezzeddine, 2005)

Presentations of Aggression	Physical Aggression	Verbal Aggression	Relational Aggression	Cyber Aggression
Male	➡ Use fist ➡ Use weapons ➡ Close physical contact	➡ Speak foul language ➡ Quarrel and argue with others	➡ Form gangs ➡ Isolate others	➡ Threaten ➡ Intrude other private information ➡ Disclose indecent information
Female	➡ Slap others' face ➡ Pull hair	➡ Say something that will make others feel uncomfortable ➡ Give others nicknames ➡ Curse others ➡ Scream and shout	➡ Gossip ➡ Discredit others on the Internet ➡ Form small groups ➡ Socially exclusion	➡ Wrote nasty things on blogs ➡ Spread rumors through face-book and etc.

Types of Aggressors

操控型攻擊者

1. Proactive Aggressors

2. Reactive Aggressors

反應型攻擊者

Proactive Aggressors = Bullies

1. Proactive aggressor

(Crick & Dodge, 1994; 1996; Vitaro, Brendgen, & Tremblay, 2002)

Cognitive	Emotional	Behavioral	Social
• Goal orientated, instrumental and self-enhancing • Aggression as an effective way to achieve personal goals • Intelligent • Well-planned	• Calm • Rational • Without empathy • Callous-unemotional • Cold-blooded	• Bully the weak with one's power and ability • Confident • Deliberate behavior controlled by external reinforcement	• Accepted by peers • Gang up • Dominance in peer group • Leader among the peers

Reactive Aggressors ≠ Bullies

反應型攻擊者

2. Reactive Aggressor

(Crick & Dodge, 1994; 1996; Vitaro, Brendgen, & Tremblay, 2002)

Cognitive	Emotional	Behavioral	Social
• Hostile attributional biases • Selectively cues picking • Attention problem	• Very impulsive • Hot temper • Inability to control emotions • Easily angry • Depressed • Anxious	• Problem-solving deficits in difficult social situations • Aggressive tendency to solve social problems • Aggression as defensive response to frustration and provocation • Retaliatory aggressive response	• Isolated and rejected • Unwelcome by peer • Blame others easily

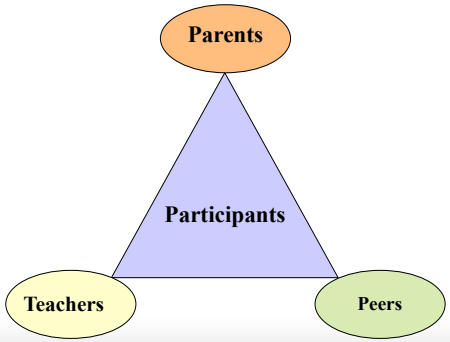
Part IV

Knowledge Exchange: Project Objectives & Assessments

Project Objectives

- **Scientific Evidence-based Research**
  - Develop effective anti-aggression interventions through quantitative and qualitative approaches
- **Longitudinal Studies**
  - Two-year studies with multiple checkpoints
- **Theoretical Framework**
  - Based on Cognitive-Behavioral Therapy (CBT)
- **Ecological Approach**
  - Intervene and involve multi-dimensional roles: Students, teachers, parents, school social workers

Multi-dimensional Assessments: Triangulation



Quantitative & Qualitative Assessments

Step 1: Filling in student self-reported questionnaires (Quantitative)

Step 2: Data analysis

Step 3: Individual structured interview: students, teachers and parents (Qualitative)

- Step 4: Student Treatment Group (Primary and Secondary)
- Step 4: Parent Treatment Group (Primary schools only)
- Step 4: Parent Child Parallel Group (Primary schools only)
- Step 4: Ambassador Programme (Secondary Schools only)

2-Year Longitudinal Studies

Pre-test ⟶ 10-session intervention ⟶ 5 follow-up checkpoints:

Triangulation: Students, Teachers, & Parents

Part V

Knowledge Exchange: Group Intervention & Evaluation

Group Intervention

- **Tailor-made interventions** for **specific subtypes**: Proactive aggression and Reactive aggression
- **9** Group members (P.4 – P.6 & F.1 – F.3 students)
- **10** sessions, about **1.5** hours per session
- Conduct at **schools**
- Reframed as leadership training group to **avoid labeling effect**
- **Cognitive-behavioral Therapy**
- Led by professional **social workers**

Major Measurement

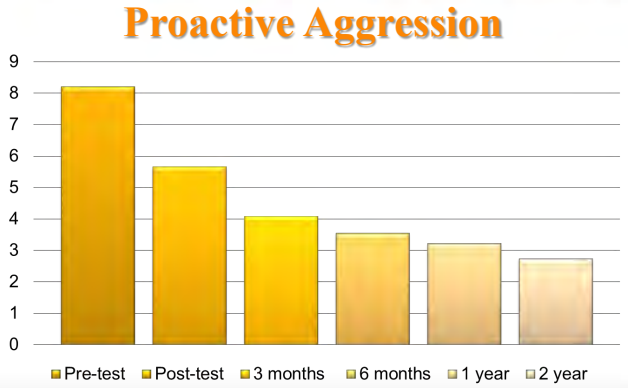
Reactive and Proactive Aggression Questionnaire
(RPQ; Raine, Dodge, Loeber, Gatzke-kopp, Lynam & Reynolds, 2006)

➢ Two subscales, total 23 questions, 3-point scales

- **Proactive Aggression**
  - α = 0.87
  - Full score: 24
- **Reactive Aggression**
  - α = 0.83
  - Full score: 22

Effectiveness of treatment group --- Proactive Aggressors

Proactive Aggression

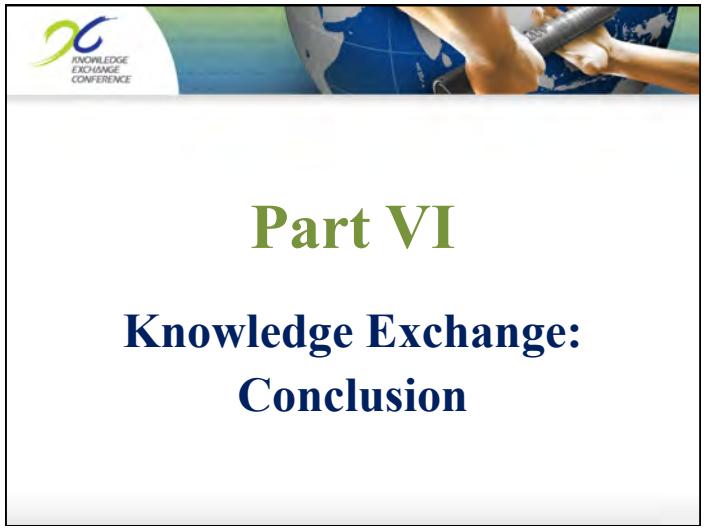


Reactive Aggression
14
12
10
8
6
4
2
0
Pre-test
Post-test
3 months
6 months
1 year
2 years

Effectiveness of
Treatment Group-
Reactive Aggressors
反應型攻擊者

Reactive Aggression
14
12
10
8
6
4
2
0
Pre-test
Post-test
3 months
1 year
2 years

反應型攻擊者
Proactive Aggression
6
5
4
3
2
1
0
Pre-test
Post-test
3 months
1 year
2 years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Part VI
Knowledge Exchange:
Conclusion

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Conclusion
1. Discover new knowledge in understanding youth aggression and school bullying
2. Innovate new effective interventions for reducing youth aggression and victimization
3. From scientific evidence-based research to clinical practice
4. Enrich frontline educators' and helping professionals' knowledge and counselling skills
5. Reduce school violence, homicide, assaults, bullying, and related crimes in community

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Thank You
For Your Listening!