Knowledge Exchange Conference

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Part I
Project Overview

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

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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

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

<table>
<thead>
<tr>
<th>Physical Aggression</th>
<th>Verbal Aggression</th>
<th>Relational Aggression</th>
<th>Cyber Aggression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use fist</td>
<td>Use weapons</td>
<td>Form gangs</td>
<td>Threaten others</td>
</tr>
<tr>
<td>Close physical contact</td>
<td></td>
<td>Isolate others</td>
<td>Intrude others</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>private information</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Disclose indecent information</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slap others’ face</td>
<td>Say something</td>
<td>Gossip</td>
<td>Wrote nasty things on blogs</td>
</tr>
<tr>
<td>Pull hair</td>
<td>that will make</td>
<td>Discredit others on the Internet</td>
<td>Spread rumors through face-book and etc.</td>
</tr>
<tr>
<td></td>
<td>others feel</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>uncomfortable</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Give others</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>nicknames</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Curse others</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scream and shout</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Types of Aggressors

1. **Proactive Aggressors**

2. **Reactive Aggressors**

#### 1. Proactive Aggressors

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

<table>
<thead>
<tr>
<th>Cognitive</th>
<th>Emotional</th>
<th>Behavioral</th>
<th>Social</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Goal orientated, instrumental and self-enhancing</td>
<td>• Calm</td>
<td>• Bully the weak with one’s power and ability</td>
<td>• Accepted by peers</td>
</tr>
<tr>
<td>• Aggression as an effective way to achieve personal goals</td>
<td>• Rational</td>
<td>• Confident</td>
<td>• Gang up</td>
</tr>
<tr>
<td>• Intelligent</td>
<td>• Without empathy</td>
<td>• Deliberate behavior</td>
<td>• Dominance in peer group</td>
</tr>
<tr>
<td>• Well-planned</td>
<td>• Callous-unemotional</td>
<td>• Cold-blooded</td>
<td>• Leader among the peers</td>
</tr>
</tbody>
</table>
Reactive Aggressors ≠ Bullies

2. Reactive Aggressor
(Crick & Dodge, 1994; 1996; Vitaro, Brendgen, & Tremblay, 2002)

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Hostile attributional biases</td>
<td>Very impulsive</td>
<td>Problem-solving deficits in difficult social situations</td>
<td>Isolated and rejected</td>
</tr>
<tr>
<td>Selectively cues picking</td>
<td>Hot temper</td>
<td>Aggressive tendency to solve social problems</td>
<td>Unwelcome by peer</td>
</tr>
<tr>
<td>Attention problem</td>
<td>Inability to control emotions</td>
<td>Aggression as defensive response to frustration and provocation</td>
<td>Blame others easily</td>
</tr>
</tbody>
</table>

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

Part IV
Knowledge Exchange: Project Objectives & Assessments
Multi-dimensional Assessments: Triangulation

Participants
- Parents
- Teachers
- Peers

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

2-Year Longitudinal Studies

Pre-test → 10-session intervention → 5 follow-up checkpoints:
- Post-test
- 3 months
- 6 months
- 1 Year
- 2 Years

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**
  - $\alpha = 0.87$
  - Full score: 24
- **Reactive Aggression**
  - $\alpha = 0.83$
  - Full score: 22

**Effectiveness of treatment group --- Proactive Aggressors**

![Graph showing the effectiveness of the treatment group over time](image)
Reactive Aggression

Effectiveness of Treatment Group-
Reactive Aggressors

Proactive Aggression
Part VI
Knowledge Exchange: Conclusion

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

Thank You
For Your Listening!