

Mo-P-1026

### Outcome of dialectical behaviour therapy for adolescents: A project in Stockholm child and adolescent psychiatry

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Dialectical Behavioral Therapy (DBT) was implemented aiming to improve outcome for adolescents with severe emotional instability including traits of borderline personality disorder. Parent skills training groups, family therapy sessions and telephone coaching for parents were added to the standard DBT protocol. The study group was 42 adolescents, age 13 to 17 and 35 patients completed the full treatment protocol. The patients were assessed at baseline, the end of treatment and at a 6-month follow-up by several measures; SCL-90, Strengths and Difficulties Questionnaire (SDQ), SCID II (borderline part), Children's Global Assessment Scale (CGAS), questionnaires on alcohol and drug use, weekly reports of self harm, suicide attempts, emergency department visits and inpatient admissions. The treatment was well accepted by the patients and they showed overall significant improvement across multiple domains. There were important reductions in several of the measures; self harm behaviour as well as significant reductions in depression, anxiety, aggression, emotional symptoms and conduct problems.

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### A phenotypic structure for compulsive-like behaviours in adolescents

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**Objective.**– To examine the validity of the compulsivity spectrum that has been hypothesised to exist across Obsessive-Compulsive disorder (OCD), Eating Disorders (ED), substance abuse (SA) and binge-drinking (BD).

**Method.**– The phenotypic structure of compulsive behaviours was tested in a community-sample of adolescents ( $n=2000$ ), using structural equation modeling.

**Results.**– Compulsivity symptoms best fit a higher-order model, with ED and OCD loading onto a compulsivity factor, and BD and SA loading onto an externalising factor, composed also of ADHD and conduct disorder. The compulsivity construct correlated with NEO-FFI neuroticism (0.638;  $P=0.000$ ), conscientiousness (0.171;  $P=0.000$ ), and exaggerated left lateral OFC activation during commission errors on a Stop-Signal Task (0.102;  $P=0.050$ ). The externalizing factor correlated with extraversion (0.201;  $P=0.000$ ) and TCI impulsivity (0.451;  $P=0.000$ ).

**Conclusion.**– Results suggest that a compulsivity spectrum, found in human and animal studies, also exists in an adolescent, preclinical sample and accounts for variance in both OCD and ED, but not substance-related behaviours.

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### Could maturity gap promote the identity exploration in adolescence? The relationship between maturity gap, identity strategies, and problem behaviors

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Since the viewpoint of “maturity gap” was brought up by Moffitt (1993), the phenomenon that maturity gap increases adolescent's antisocial behaviors and internalizing problem behaviors was supported by past empirical research.

However, what is the mechanism between maturity gap and adolescent's problem behaviors? Based on Moffitt, maturity gap encourage young people to explore their self-identity. But from the viewpoint of Self-Determination Theory (Deci and Ryan, 1985), maturity gap would weaken the motivation of identity exploring and commitment. In order to clarify which point of view was correct, we used the Process Model of Identity (Berzonsky, 1990) and focused on identity strategies (not identity styles) (Tseng, 2011) to explore this issue. Participants were 946 students at junior and senior high schools in Taiwan. They are measured by self-report questionnaires. Consistent with Self-Determination Theory, the results indicate that maturity gap weaken norm-oriented and increase diffused/avoidant oriented identity strategies and then increase problem behaviors. Inconsistent with Moffitt's argument, maturity gap has no impact on the identity strategy of information-oriented (identity exploring) in our results. Based on these findings, we reconsider the relationship between maturity gap, identity strategies, and adolescents' problem behaviors.

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### IJIME among Japanese junior high school students – traditional bullying and cyberbullying

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**Objective.**– This study examines traditional bullying and cyberbullying among Japanese junior high school students.

**Method.**– A total of 1628 Japanese junior high school students participated. They completed a questionnaire on bullying and victimization. In addition, they completed the Strengths and Difficulties Questionnaire (SDQ).

**Results.**– Of the sample, 5.8% (male: 5.3%, female: 6.4%) were victims only, 7.6% (male: 9.3%, female: 5.9%) were bullies only, and 2.3% (male: 2.9%, female: 1.9%) were bully-victims. Further, 1.2% (male: 1.0%, female: 1.3%) were cybervictims only, 1.1% (male: 0.9%, female: 1.3%) were cyberbullies only, and 0.5% (male: 0.9%, female: 0.2%) were cyberbully-victims. The SDQ scores were compared through an ANOVA. The results reveal that, compared to other students, victims and bully-victims scored higher on total difficulties and bullies scored lower on pro-social behavior.

**Conclusion.**– Both bullying and victimization are associated with behavioral problems.

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### Development of the questionnaire AIDA (Assessment of Identity Development in Adolescence)

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**Objective.**– Based on psychodynamics and social-cognitive theories, we developed the self-report inventory AIDA to assess identity development in healthy and disturbed adolescents.