

Factors that influence violence in young Australians: Are they the same in Australia and the United States?

Dr Sheryl Hemphill,
Researcher

Centre for Adolescent Health &
School of Psychology,
Deakin University

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Slide 1

s2

Forgive me Sheryl, I am a font freak! Possible to consider using something other than Times New Roman?
"Contemporise" it a bit?

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Acknowledgements



- **Co-authors**
 - Rachel Smith
 - John Toumbourou & Richard Catalano
 - Todd Herrenkohl, Barbara McMorris
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- **U.S. National Institute on Drug Abuse (NIDA) & Australian Research Council (ARC)**

Why study violence in young people?



Teen charged over public park stabbing

Explosion in schoolgirl weapons, violence

Grade five boys armed

‘Cynical shy’ may explain school killers

Student bashing caught on film

14-year term: Detention for umbrella-killer

Girls ‘punched and spat at’ their teacher

Boy’s shooting puts pressure on British PM

Why Violence?

- **Prevalence 10-20%**
- **Peaks in adolescence**
 - make up 57% of offenders but only 20% of the population
- **Young people often victims as well**
 - > 7000 hospitalised/ year due to violence
- **Costly to the community**
 - at least \$32 billion dollars per year (AIC 2003)

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s3

1) Young People victims - is it possible to include a proportion? ie? x% of people admitted to hospital as a result of violence are young people - or something like that?

2) Costly to the community - possible to comment on how this is calculated? What does this mean?

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Today's presentation

- **Report the key finding**
- **Introduce International Youth Development Study**
- **Present findings**
- **Summary of key findings**
- **Implications of findings**

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"Summarise key finding" - findings??
Also summary of key findings listed twice??
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Q. Factors that influence youth violence: Are they the same in Australia and the United States?

A. Some similarities and also some important differences

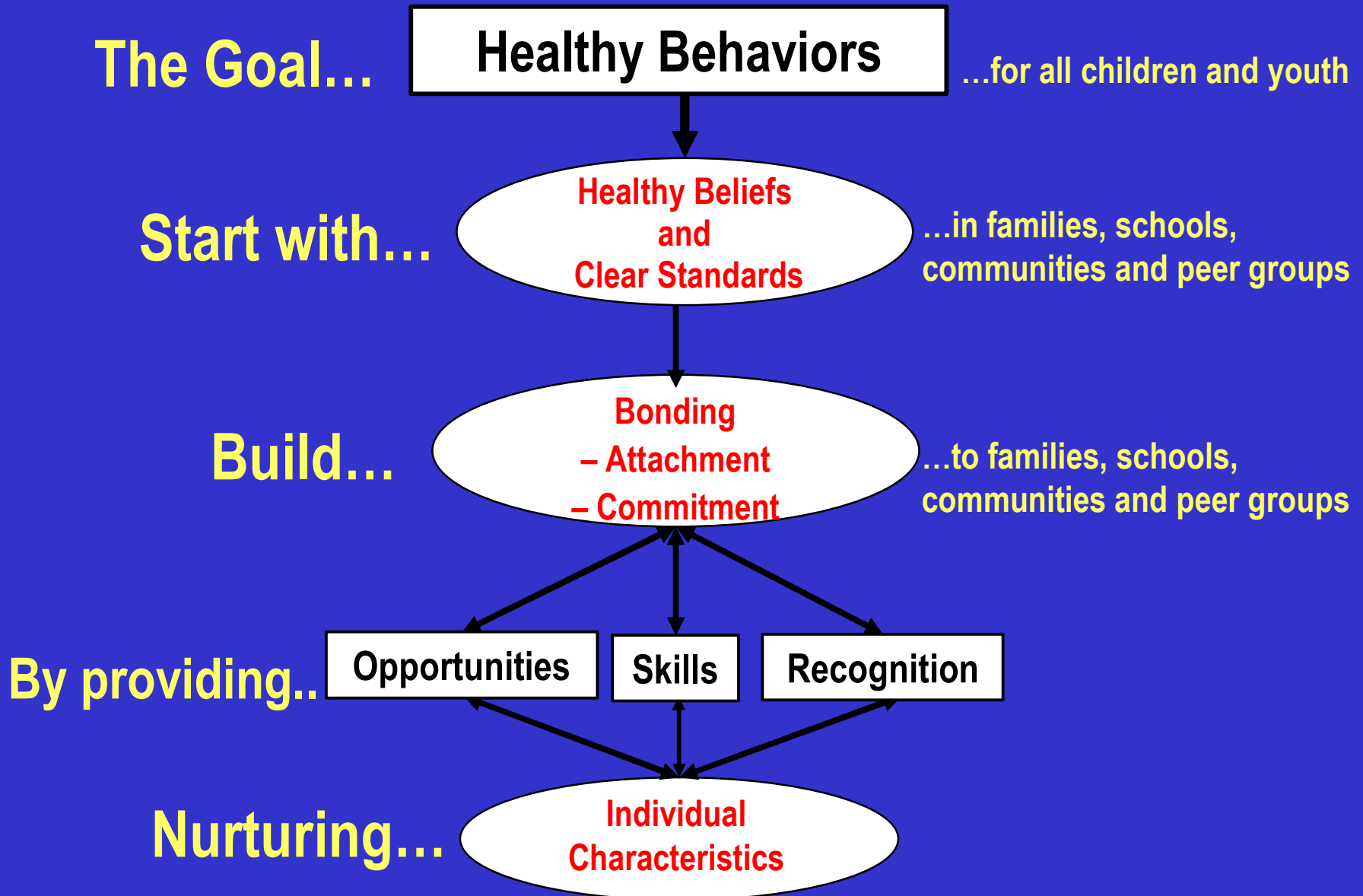
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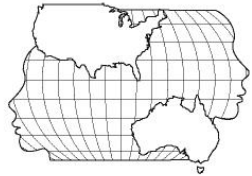
s5

possible to comment briefly on why this comparison is important ?

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The Social Development Strategy





International Youth
Development Study

International Youth Development Study

- Collaboration with Washington State, US
- 1000 students in Years 5, 7 & 9
- Equal numbers of boys and girls
- Followed over time
- Detailed survey of students
- Interview with parents (SES)
- Excellent retention rates

UNITED STATES OF AMERICA



<http://www.lonelyplanet.com/maps/north-america/usa/>

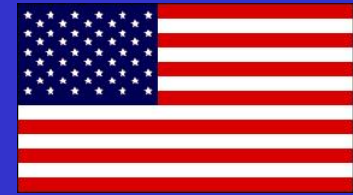
Influences

- **Individual student characteristics**
- **Family**
- **Peers**
- **School**
- **Community**
- **Societal responses to behaviour**





Why Vic & Wash?



- **Similar demographic characteristics**
- **Different policies around problem behaviour**
 - especially substance use
 - also violence and crime (e.g., Gun Free Schools Act in US)

Effects of exclusion from school

- **Students who receive school suspensions and expulsions are often already disadvantaged**
- **Negative consequences for the students excluded from school**
 - **intensifying academic difficulties**
 - **school drop-out**
 - **disengagement from school**
 - **student alienation, crime and delinquency, and alcohol and drug use**

(Bond et al 2007; Hemphill et al 2006; Arcia 2006, American Academy of Pediatrics, Committee on School Health 2003; Stranger 2002; Costenbader & Markson, 1998)



Risk factors

- **Increase likelihood of violent behaviour**
- **E.g.**
 - **student with prior violent behaviour**
 - **family conflict**
 - **community norms favourable to drug use**

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s6

- might want to make comment about the third one, ie. r/ship b/n drug use violence?? why would norms fav to drug use be a risk factor to violence?

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Protective factors

- **Decrease likelihood of violent behaviour**
- **E.g., student control of emotions, attachment to mother**



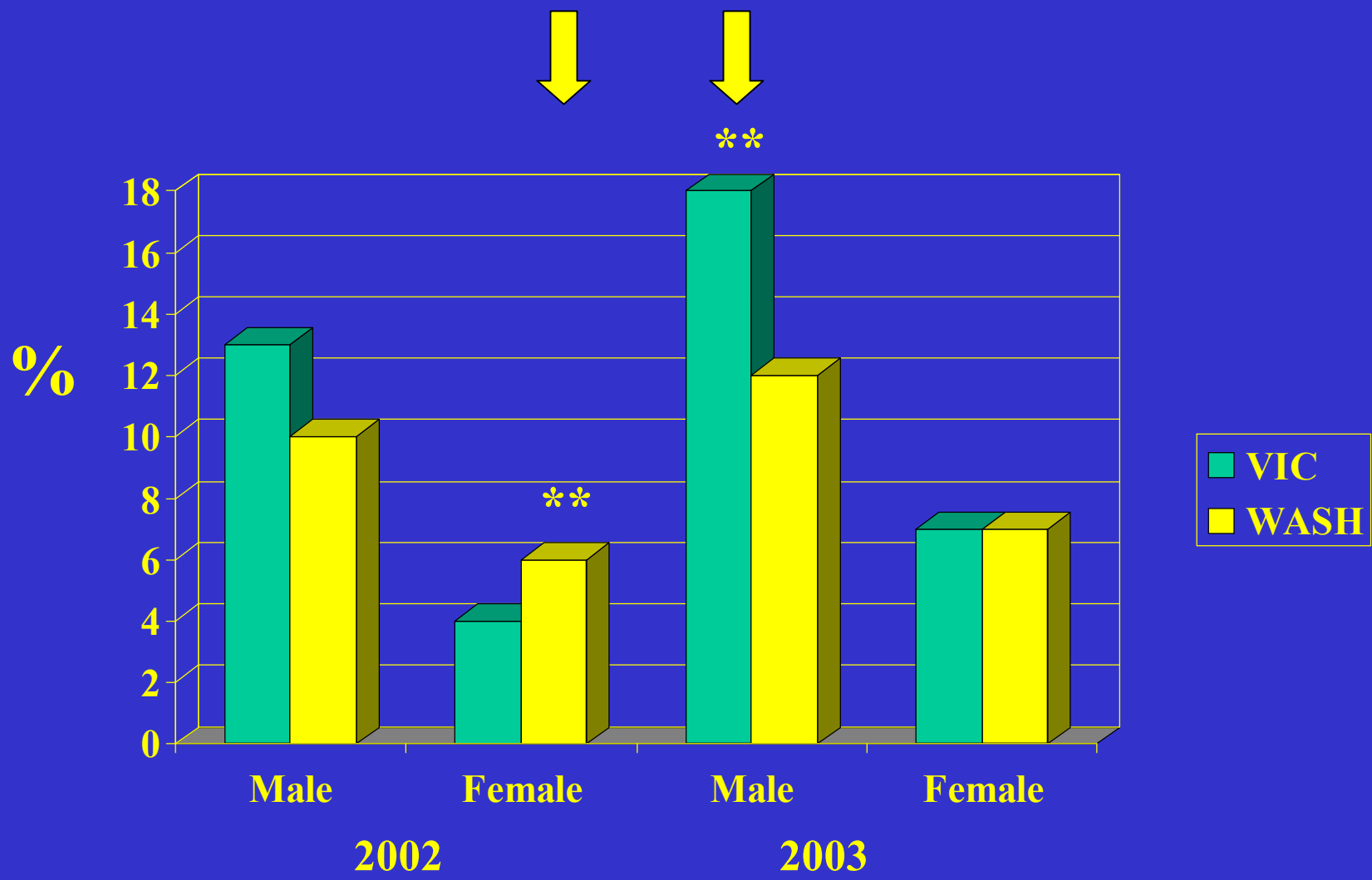
Violence

Whether or not in the past 12 months students:

- **had attacked someone with the idea of seriously hurting them and/or**
- **beaten up someone so badly that s/he required medical treatment**



Rates of violence



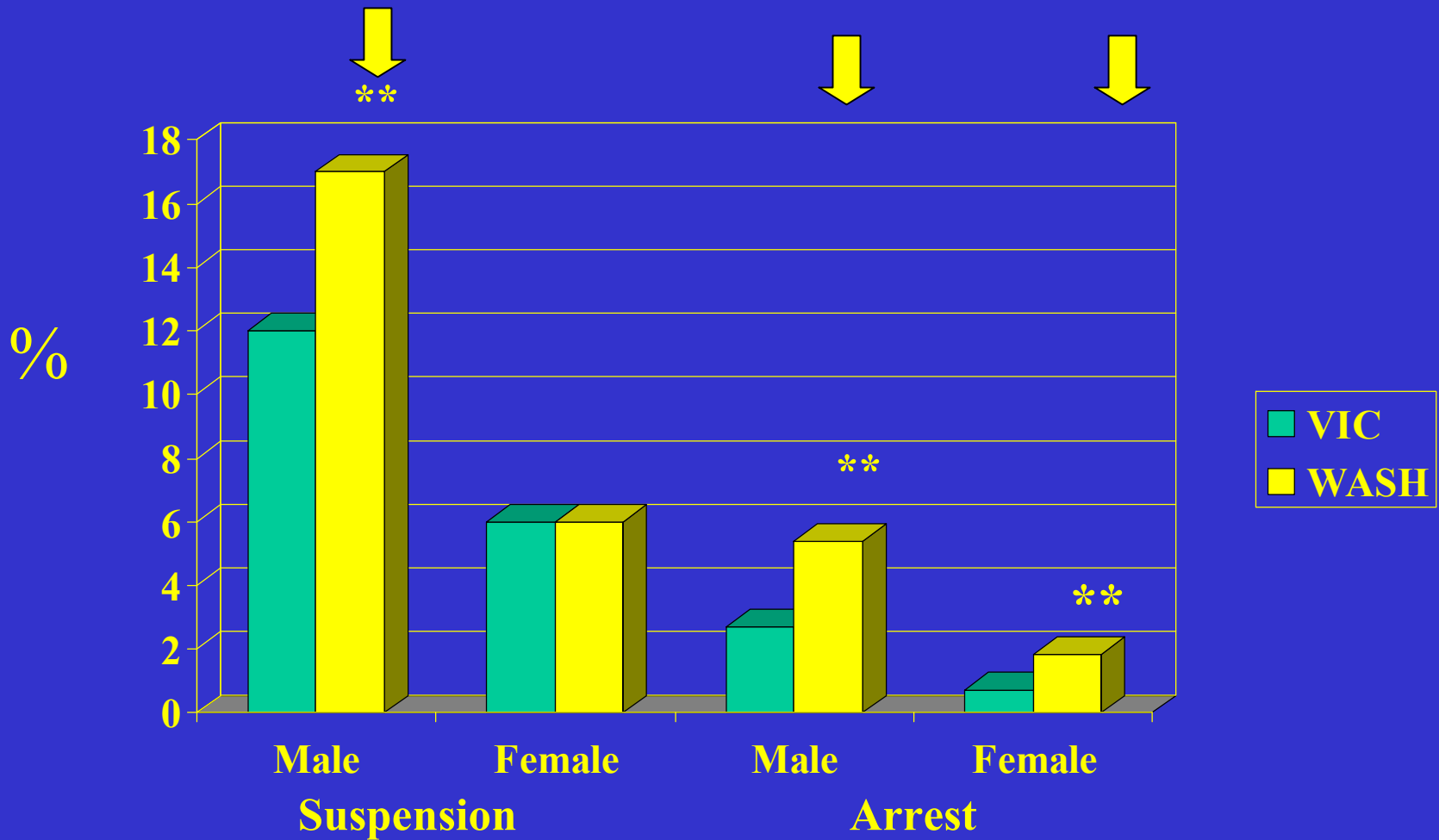
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s7

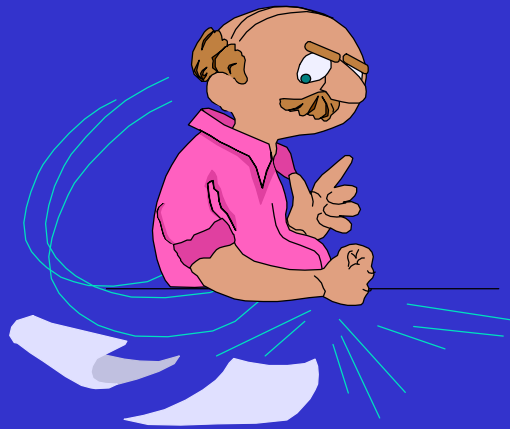
- I'm not quite sure what you mean by the 'top 15%' of the sample in your notes.

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Responses to violence



Factors Influencing Development of Violence



Demographics

	Factor	Vic	Wash
Female	P	✓	✓
Hi SES	P	✗	✗

P = Protective factors

R = Risk factors

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- should that be "High" SES

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Individual student

	Factor	Vic	Wash
2002 violence	R	✓✓✓	✓✓✓
Emotion control	P	✓	✓
Impulsivity	R	✓	✗
Binge drink	R	✗	✗

P = Protective factors

R = Risk factors

Family

	Factor	Vic	Wash
Conflict	R	x	x
Attachment	P	x	x

P = Protective factors

R = Risk factors

Peers

	Factor	Vic	Wash
Viol Peers	R	x	x

P = Protective factors

R = Risk factors

School

	Factor	VIC	WASH
Achievement	R	x	x
Engagement	R	x	x
Opportunity	P	?	x
Recognition	P	x	x

Community

	Factor	VIC	WASH
Disorganised	R	✓	✗
Norms - drugs	R	✓	✗
Enforcement	R	✗	✗
Opportunity	P	✓	✗
Recognition	P	✓	✗

Societal responses

	Factor	Vic	Wash
Suspensions	R	✓	✓
Arrests	R	x	✓

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- I really like the way you've presented the findings from the model - it's clear and easy to understand
- might need to add the P = Protective factor / R = risk factor on this slide?

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Summary of Predictors

Both	Vic Only	WASH only
Female	Community norms	Arrests
Emotion control	Community opportunity	
Past violence	Community recognition	
Suspension	Impulsivity	

Summary of Key Findings

- 1. Some similarities and notable differences relative to US**
 - More factors in AUS (8) vs US (5)
- 2. School suspensions predict later violent behaviour above and beyond other risk and protective factors**

Implications of Findings for Practice

- **Multi-faceted, targeted interventions in early secondary school**
- **Work across a range of levels (e.g., individual, school, community)**
- **Target risk AND protective factors**
- **School suspensions predict later VB**
 - **Are alternative approaches to this needed? If so, what?**

Implications of Findings for Policy

- **Support for Vic policies**
 - of school engagement
 - inclusion rather than exclusion
- **More research needed for a clearer picture**

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s10

- can you elaborate on these a little bit - what does a policy of "school engagement" actually look like - how does it specifically play out in schools??
- same for "inclusion" rather than exclusion
- ie. are schools mandated to reduce suspensions / expulsions??
- the tension is between supporting the violent student and supporting the broader school community - how can schools respond to violence such that both of these concerns are managed effectively???

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Contact Information

Dr Sheryl Hemphill

Centre for Adolescent Health

2 Gatehouse St

Parkville, VIC, 3052

: (03) 9345 6953

Email: sheryl.hemphill@mcri.edu.au

Further reading

- Hemphill, S.A., Toumbourou, J.T. et al. (2006) *Journal of Adolescent Health*, 39, 736-744.
- Hemphill, S.A. et al., (2007) *Journal of School Health*, 77, 303-311.