

Crime in Children and adolescents

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Abstract: This research has been designed and executed with the objective of studying the role of parents' training to their incompatible adolescents in order to create compatibility in counties of Tehran Province. At first teachers and officials of six girls, guidance schools in Tehran counties were requested to introduce their incompatible students according to the factors of Behavioral Assessment Questionnaire of Kanrez. In the next stage, the parents of incompatible students are invited to answer the form of parents' opinion about their adolescents' behavior at home related to behavioral assessment questionnaire of Kanrez. In case the opinions of both groups (parents and teachers) are somehow the same for diagnosis of adolescents' incompatibility, the incompatible students are listed in the final list of sample group. Therefore, 24 persons were selected as samples and they were divided randomly in two test and control groups. But six guidance schools were selected randomly among the girls' guidance schools in Tehran counties. The methodology of applying the extant paper is pretest and posttest semi-experimental researches without random selection including comparing the behavioral performance of test group with control group. So that at first, both test and control groups are tested with respect to the behavioral assessment questionnaire of Kanrez, parents form as pretest and then for 2 months with the presence of parents of test group the sessions of parents training were held and in the final stage, test group and control group were analyzed via behavioral assessment questionnaire, parents form (which has been standardized among the adolescents of girls, guidance schools of Tehran counties) and has been applied as their posttest. Analyzing the results via t test indicated that statistically no significant difference within the range of 0.01 has been observed between the averages of scores for pretest and posttest of each one of the test and control groups and this means that family's training regarding the parents of criminal incompatible adolescents is effective on their compatibility. Since at present the number of adolescents and youths under 24 years old in our country forms about 1/3 of the whole population and consequently, Iran is considered as the young countries in the world, identifying the behavioral problems of adolescents and youths and creating the best and most appropriate interaction methods for promoting the psychic health of this age group has been very important.

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1. Introduction

The beginning of human life- the same germinal life - is a period that the germ is dependent purely on mother and it gradually goes towards independency so that in the next periods the dependency is faded and instead the independency becomes outstanding and obvious. Among the human growth periods the adolescence is very important because it is the last growth stage of children during which the parents and instructors may help them actively in order to find their way in life; it is the last stage that the parents can be pattern for them; proceeded with family activities and provide suitable opportunities and have direct contact with training process. At the end of this period, most of adolescents go to university, seek for job, marry and briefly enter into their independence world (BnJ. (2003)). Adolescence has been deemed either as the viewpoint of adolescents or the parents since years ago this period has been more difficult than childhood and it has been considered as a conflict

stage and sometimes life difficult period. Why? The first and the clearest answer is that adolescence particularly the first years is the period of physical, sexual, mental and cognitive as well as social requirements changes. It is unfair that exactly when the teenager passes the physical adolescence with an unprecedented speed, the community asks him to be independent. So the adolescents not only have to deal with growth they also changes should attempt to gain an identity for themselves and find a personal answer for this question that "who I am"? The crime is the differences between sexual compatibility and other incompatible behaviors. The adolescents who can act diverse social and individual roles are socially and emotionally more prepared for future life and marriage. (Bernstein .G.A..P.H.Svingen and B.D. Garfinkel(2000)). The adolescence is a period of experiencing extensive changes in cognitive, neural-biological and social contexts. One of the subjects which must be highly considered in the adolescence is identification of their compatibility characteristics and it must be noted that any leakage in this context

may lead to harmful consequences such as crime. Perception of compatibility styles may be effective on clinical therapy (particularly counseling), educational planning, administrating the course classes and identification of growth period of the adolescents (Frydenberg & Lewis, 1993). Compatibility is a general concept which is referred to any strategy that a person uses for administrating the stressful situations in life including real and unreal threats. (Sadok & Sadok, 2003). The compatibility has two main actions: when a problem is confronted it is called as "problem-oriented compatibility" and when it is attempted for pacifying the emotional states it is called as "emotion-oriented compatibility". The efficiency of compatibility becomes significant in the context of structure or existing conditions. In confronting the mental pressures due to occupational or economical problems, the methods which make the person far from the problem are more effective but about the problems resulted from interpersonal relationship, the methods that involve the person in problems more, have more efficiency (Folkman & Lazarus, 1985). The difference between compatibility resources of people is dependent on the history of individual life, social and cognitive growth, prestress experience, motivation system, beliefs and the structure and sensitivity of the receptors (Ritchie, Matrin H. (2005)). Cognitive-behavioral method has extensive application for helping the people for better administrating the stress replying. Via this method, a pattern based on the concepts of initial evaluation (evaluation of an event meaning) and secondary evaluation (what can do about that event) is applied (Dimsdale, Keefe & Stein, 2000). The effectiveness of these methods for improving the compatibility and remission of the people affected by chronic diseases has been proved (Parker et al, 1995; Milne, Joachim & Niedhardt, 1986)

1.1. Explanation of subject

Doubtless the requirement for any cultural deep and integrated mutation in each society is basic changes and evolution in its educational system and essential mutation in the educational and training programs of the schools is subject to the compatibility of value system applicable for the families and schools and mental readiness and tendency of the parents for accompanying with the planners and instructors of the schools. Most people reprove the parents due to having uncomfortable, vicious, restless and unsuccessful treatments, and the problems they may create. Even the experts of education and training after precise perusing and studying the statistics related to the adolescents having emotional-psychic problems or probably victims of crime, reprove and rebuke the parents and

often deem them as guilty. Here this essential question is raised that who helps the parents and what effort and policies are applied for assistance and education towards presenting the effective methods for training their children? Therefore and considering the importance of answering these important and determining questions the following question is raised for the researcher: if the family training is effective on creation of compatibility for incompatible and criminal adolescents? Is the family training effective on psychic health of the family?

2.1. The importance and necessity of the research

The adolescents and youths form a great population all over the world. The estimation provided by Ionesco statistics in this context indicate that within 1960-2000, the age group of 15-24 has been exceeded from 415 million persons to 1280000000 persons. Furthermore, the most number out of this amount are living in third world and our country Iran forms about 1/3 of this population, this active and gross population may not be ignored (Loeber, R. (1990)). The adolescents and youths' problems are different in various societies and cultures. The problems of rural adolescents is not similar to adolescents problems, even the adolescents and youths living in a big city follow the different micro-cultures and have various social bases but have not the similar problems. Principally what is considered as a problem in a society may be not a problem in another society. The problems of this period are sometimes connected to each other like chain rings and each one led to another one. Increasing the problems is a danger that threatens the adolescent and youth and makes problems for them. If these problems are not removed, other problems may be created and consequently led to individual and social deviation, crime and other undesirable outcomes (Taylor, J., McGue, M., & Lacono, W. (2000)). The family is the first and most important base for growing the adolescents' emotions. Social, economical and cultural status, the parents' educational level, customs, family members, wishes and ideals of the parents are considered as the effective factors on the growth of adolescents' emotions. The adolescent should release the thought, dependencies and relations of childhood and achieve the new skills; the successful transfer from childhood to adolescence requires changing the concept of self and this is not possible without the assistance of the acquaintances and particularly well-informed parents. Here the adolescent needs the guidance of well-informed people for conformity with the environment and identification and evaluation of the acquaintances. The family due to close contact with the adolescent may lead him towards the ingenuity and sincerity or hatred and hate. If the family

understands its role in the adolescents training and learn and apply the appropriate method, many of behavioral and emotional disorders will not be created (Frydenberg, E.(1997).

3.1. The research objective

Reviewing the role of family training in creation of compatibility for incompatible (criminal) adolescents studying in girls' guidance schools of Tehran counties has done.

4.1. Research hypothesis

This research includes one objective and main hypothesis:

The family's training is effective on creating the compatibility for incompatible girl adolescents studying the guidance school course.

5.1. The research literature and review

In this section, at first the principle concepts and theoretical fundamentals related to the research subject are raised and then the studies and researches applied in Iran and foreign countries in this regard are explained briefly. The family training is a type of group education which includes an expanded educational plan and helps them to promote their knowledge and capabilities in the context of training the child and adolescent desirably. The family training is preventive extensively and prevents from creation of social and emotional incompatibilities and helps the progress and improvement of child and adolescent's psychic health. In family training like individual training, it is attempted to introduce the principles and concepts of child and adolescent growth and conducting the child and adolescent in different states and identify the child and adolescent's problems in different ages of life and learn the conduct modes. Adolescence is referred to as a transient period from childhood to adulthood. This period has no specified age range but is beginning from 12 and is continued until the last years of second decade of the life in which the physical growth is completed somehow. In this period the adolescent achieves the sexual maturity, constitutes his individual identity independent from his familial identity and is confronted with his subsistence affairs (Connors.C.K.E.(2005)). The adolescence is a period between childhood and adulthood that its range and duration is not specified and varies depending on different people and societies. Its commencement is concurrent with sexual maturity but commonly may state that the adolescence lasts from 12 years old until almost 18 to 21 years old (Parker,J.C. et.al.(1995)). Connors.C.K.E (2005) has studied the relationship between child training by parents and their self-esteem. The results of this research indicated that a high positive relationship exists between logical power to the opinionated and left-freely, independent

and targeted children and they have more self-confidence and responsibility. Ritchie,Matrin H (2005) have applied a research on 213 school consultants regarding the determined range and the nature of development of consultants in the context of parents' skill and training and counseling. According to this research it was concluded that still the communication with the parents is weak and the consultants don't spend enough time for communicating with the parents (counseling services).

Taylor,J.,McGue,M.,&Lacono,W.(2000) as respect to the parents' training have applied a study on 31 young spouses and stated the results are useful. Tennies,Robert H.A.(2002) was divided into three categories upon evaluation of communication program and contact of the parents in the Bokaraton Armenian school whose children were troubled. The communication of each one of the parents group with school led to the improvement of children and also higher educational progress. Cok et al (1991) have analyzed the emotional style of parents and family system. In this research the social communication model for clearing the dynamisms related to the parents' emotional style has been used as the guideline for parent conduct with the child. The results gained from 70 families who were seeking for clinical services for an adolescent member indicated that firstly motivate the emotional style of their parents so that take them at risk and secondly this negative emotion stimulation of the parents helps to expressing the negative emotion of the adolescents to their parents. The pattern that can show the contexts of crime better of all is a cumulative pattern (Loeber, 1990), Taylor, Mc. Gue and Racono (2000) have estimated that the role of uncommon environment in appearing low and medium crime is 56%, the role of genetics 1% and the role of common life traits 26%. Satter .I.M.(2004) through comparing the compatibility styles of prisoners in public courts of Varamin with the control group including employees of this prison concluded that the prisoners in comparison with the employees are not different as respect to the application of conforming strategies (rational and separate) but the rate of utilization of nonconforming strategies (emotional and avoidant) is more. The jailed women applied nonconforming strategies significantly more in proportion to the jailed men.

Hill, H.M. et.al (1996) in a research, has taught the cognitive-behavioral approach to the parents of the adolescents who were referred by the supportive organizations via group method. In this method, patterning, feedback, social reinforcement, giving homework methods were applied. In these sessions, the wrath controlling and replacing

inappropriate behaviors instead of them were discussed. The results indicated that the taught parents after training have showed fewer wraths in conducting the adolescents, after training. Rosenberg et al (2003) in their applied study have reviewed the responsibility of the students and communication between parents-children or their educational performance in the guidance school course. A group consist of 120 families with the first child whose age is within 11 to 16 have participated in this research. Evaluation of adolescents' responsibility including the rate of self-reliance, professional tendency, strengthens against the pressure of the same age adolescents and participation in familial responsibility. Generally, the sectional studies indicated that the adolescents' being responsible is related with the parents' action which has been described as power and educational success. But the researches indicated that the responsibility is a correlation but not a pre-occurrence, educational success increases the parents' power, therefore it is not still clear that an adolescent whose parents are rather easy dealing, more acceptor and had less control psychologically, had better performance in school than the other classmates (Rosenberg et al, 2003).

2. Material and Methods

1.2. Statistical society, sample and sampling method:

The sampling group in this research consisted of all girl students studying in one of the grades of the guidance school of Tehran Counties in the academic year 2009-10. The samples were 24 persons of incompatible students in the guidance school course which were selected among the sampling group members via multistage cluster sampling method. According to this method, among the counties of Tehran the Education Departments of two Varamin and Boumehen counties were selected randomly and a list of girl guidance schools was provided, then three schools of each district (altogether 6 schools) were selected via simple random sampling method and in the last stage 24 persons were selected as sample among the selected schools and considering the respective factor and were divided randomly in two test and control groups. The procedure was in a way that after choosing three schools of each county via simple random method, we approached these schools and discussed with the relative officials regarding the research and the characteristics of the adolescents who should be analyzed as the examinee. In the next stage, the teachers of the selected students were asked to consider the factors of behavioral assessment questionnaire of Kanrez, answer the parents form and

state their personal answer and pursuant to which the parents of students of three schools were invited and requested to answer the behavioral assessment questionnaire of Kanrez, parents form which had been standardized in this age range by the researcher in Tehran counties, guidance school course. In case the students were diagnosed as incompatible adolescents, by parents and teacher, they were considered as samples. Therefore 24 incompatible students were selected as samples out of 6 schools of two Tehran counties, among this range 12 persons were selected as test group and 25 persons as control group for participation in the research.

2.2. Research methodology

The methodology applied for this research is semi-experimental method, pretest and posttest plan with control group. This research has been applied with the objective of studying the effect of family training for creating the compatibility for incompatible adolescents. The general purpose of the research is comparing the effect of family training on the test group (incompatible adolescents who have been identified as the incompatible adolescent by the school officials and teachers and their parents have been trained sufficiently in this context) with control group (incompatible adolescents who have been identified as incompatible adolescent by the school officials and teachers but their parents have not been trained sufficiently in this context). In this paper, family training is independent variable and adolescents' incompatibility is dependent variable. Family training means offering psychological information regarding adolescence, familiarizing the parents with the educational, emotional and social problems as well as the mode of emotional, social, religious and also sexual training and the appropriate communication with them and the educational environment (school). Moreover familiarizing with the counseling services, during the group training sessions, the parents are taught how to promote their student and his capabilities in the context of education and training desirably. In this paper, the family training sessions were held for 12 sessions each one 75 min. At first, about 20 to 30 min, the concepts and principles of adolescent growth and the procedure of conducting with the adolescent regarding the incompatibilities and problems of this period have been taught via speech and workshop methods by the family training instructor and then for 20 to 30 min the techniques and behavior therapy have been taught to the parents. During the training course, after every two or three sessions, one session has been allocated to the question and answer session and reviewing the training in the previous sessions. In these sessions, the family training instructors were utilized in Tehran and its counties. Also, in the extant

research according to the presented factors available in the behavioral assessment questionnaire of Kanrez, parents form which has been stabilized by the writer within the age range of 12 to 15 years old of students studying in the guidance school of Tehran counties and based on the scores they have gained for this question, the vicious adolescents have been identified as incompatible adolescents.

3.2. Measurement tools

In order to gather the data for this research, the behavioral assessment questionnaire of Kanrez, parents form has been used for identification of incompatible students. For executing the mentioned questionnaire, at first the teachers of the students were requested to state their opinions based on the introduced factors in the questionnaire accurately and according to their observations. Then the parents (mainly mothers) of the students who have been identified as incompatible adolescents were invited separately to attend in an assembly at school.

4.2. Assessment questionnaire of Kanrez, parents form

The questionnaire applied in this research has been presented by Kanrez in 1969 and is consisted of 48 articles and includes an extensive part of behavioral problems common among the children suffer from behavioral disorders. This list of behavioral symptoms is answered by the parents according to their observations and then the information about the children and adolescent's behaviors. In this questionnaire, four degrees of behavioral problem's strength and weakness have been considered. The parents (particularly the mothers) are asked, in case of non-existing a behavioral problem in the adolescent, mark the first option. If a behavioral problem exists but it is less intense, mark the second option. If behavioral problem exists and its intense is average, mark the third option and finally if the problem severity is high, mark the fourth option. While scoring this questionnaire, if the first option (nothing) has been marked, no point is applied. If the second option (a little) has been marked, one point is applied and if the third option has been marked as (average) two points and finally if the fourth option has been marked, three points are applied. The total gained points in each questionnaire forms the total score of behavioral symptoms list. The scores gained from each questionnaire and in the basic examinee is used for reviewing the differences existing between the examinees in a group and comparing these groups in the pretest and posttest. The studies applied on the parents' grading scale of Kanrez indicate that it has sufficient validity and reliability (Garnezy, N. 1993). Furthermore, the provided factorial analysis supports the first five provided factors by the scale. It has been

proved that Kanrez's grading scale has an appropriate internal stability, retest reliability and judge reliability. Also, statistically a significant correlation exists between teacher and mother-father (Garnezy, N. 1993). This tool has been used in many cultures extensively (Osofsky, J.D. 1995). The behavioral problems which have been sampled by grading scales of Kanrez have been found with different frequency degrees in all studies (Jaffe, P.G., Wolfe, D., and Wilson, S. 1984).

3. Results

1.3. Data analysis

In this stage the tables of raw scores, the form of reliability index rate have been calculated via Cronbach's alpha coefficient and formula of sum totals. Through applied factorial analysis the factorial structure gained from the scales has been studied and then the validity index of the test has been analyzed. Statistical analysis of this research and standardization of measurement tools have been applied aiding SPSS software. In the mean statistical method, the gained standard deviation is calculated via descriptive statistical methods and many diagrams have been exhibited. Also, by inferential statistics and t test for the independent and dependent mean values the significance of difference between mean values of difference of pretest, posttest scores of both test and control groups and pretest and posttest of each one of test and control groups were examined.

Table 1: it has shown t test of independent groups on the counseling effectiveness with the cognitive-behavioral approach on the compatibility of incompatible adolescents

	Difference between the mean values	Standard deviation	Factor error	Ratio	Degree of freedom	Alpha rate
Test	1.02	1.8	0.51			
Control	7.12	7.2	2.1	8.1	22	1%

As it is observed the group counseling with the cognitive-behavioral approach is effective on a family that has an incompatible adolescent. The comparison of average scores indicates that tendency to the incompatibility in the test group has been reduced significantly. For determining the stability, the effect of group counseling with the cognitive-behavioral approach on the compatibility of incompatible adolescents during the time, correlated t test has been used for test group, in posttest and following stages.

Table2: it has shown Correlated t test for comparing the scores average of test group compatibility in posttest and pursuit stages

Stage	Mean value	Standard deviation	Standard error	T test	Degree of freedom	Alpha rate
Test group	60.5	5.3	105			
Pursuit group	60.17	5.02	1.4	0.93	11	0.36

As it is observed no significant difference exists between compatibility of incompatible adolescents of test group in posttest and pursuit stages and it certifies this fact that the effect of group counseling on the compatibility of incompatible adolescent has a relatively appropriate stability over time. Considering the results of this study, undoubtedly the family is the most important and major education and training center for everyone and it is considered as one of the educational and training institutions of the society. Therefore, explaining any thought and word regarding the training of individuals particularly the children, adolescents and youths is not correct without considering the vital role of the family. Therefore, the parents training, holding training sessions for family training, using family therapy method and studying the status and success of adolescent or youth in the family are ever introduced as preventive strategy. All these efforts are rooted in this thought that an effective, dynamic and healthy system is a system that should benefit from the empathy, sympathy, cooperation and coordination of health, aware and lively families. Thus all these efforts are based on this principle that the "capability" of mothers, fathers, teachers, training instructors and planners for education and training of children and adolescents- these real capitals of the society- rely on their awareness and knowledge on principles, techniques and art of education, psychology and other relevant science. It seems that the first and the most important step in the education process is familiarizing the parents and teachers with the principles and methods of making right human relationship and investment on family training. So in this course, it should be confirmed that children are primarily the training product of family and the roots of future race's personality are formed in the family.

4. Discussions

In this research during 12 sessions of family training, the following concepts and instructions will reduce the incompatibility of adolescents:

- 1- Familiarizing the parents with the content and process of sessions;
- 2- Informing the parents of the history of studies and the opinions of experts on adolescence;

- 3- Introducing the application of behavior improvement principles;
- 4- Familiarizing the parents with the child training methods;
- 5- Informing the parents of the necessity of discipline in the socialization process of the adolescent;
- 6- Informing the parents of deficient relationships between parents and children and the effect on the adolescent's personality;
- 7- Introducing the growth traits in the adolescence (12 to 15 years old);
- 8- Training the stability to parents so that the adolescent understands how to react against special behavior;
- 9- Training the parents the principles and methods of communicating with children;
- 10- Familiarizing the parents with methods of awarding the desirable behaviors of children;
- 11- Familiarizing the parents with punishment methods for children;
- 12- Familiarizing the parents with self concept and identity growth in the adolescent, psychological problems of the adolescence and reduce of inappropriate behaviors.

In the last session, at first a summary of all previous sessions was presented and the questions of participated members were answered.

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