

Joint Event

34<sup>th</sup> International Conference on

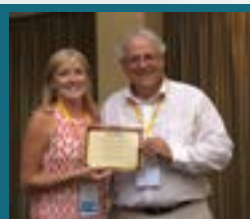
**Adolescent Medicine and Child Psychology**

10<sup>th</sup> International Conference on

**Pediatrics Research and Adolescent Medicine**

**March 20-21, 2023**

**Webinar**



**Accepted Abstracts**

## **The roles of clique status hierarchy and aggression norms in victimized adolescents' aggressive behavior**

**Qingling Zhao\*** and **Caina Li**  
Shaanxi Normal University, China

The healthy context paradox indicates that in “healthy” contexts, with lower bullying or victimization norms, victimization experiences would unexpectedly exacerbate adolescents' adjustment difficulties, yet the underlying mechanisms remain unclear, particularly from the clique perspective. The current 2-year longitudinal multilevel study attempts to examine the conditional effects of both clique structure (i.e., status hierarchy) and clique norms (i.e., aggression norms) on the relationship between individual victimization and aggressive behavior. The sample consisted of 691 Chinese junior high school students (Mage=12.74, SD=0.43; 55.6% boys), who were identified to belong to 153 cliques with sizes varying from 3 to 12 students (Msize=5.08, SD = 1.89), according to the social cognitive map. Participants completed peer-nominated measures at two time points, two years apart. The multilevel models revealed that it was in less hierarchical cliques with lower aggression that victimized adolescents would exhibit more relational forms of aggression (rather than overt forms) two years later. More intriguingly, contrary results were found in all-girls cliques and all-boys cliques. Specifically, victimized girls' overt and relational aggression was higher in cliques with less hierarchy and lower aggression, whereas, in cliques with more hierarchy and higher aggression, victimized boys' relational aggression was higher, which conforms to the healthy context paradox and the peer contagion hypothesis, respectively. These findings highlight that egalitarian cliques with low aggression would promote aggressive behavior of victimized adolescents, especially for girls rather than for boys, which in turn has crucial implications for anti-bullying interventions.

## **Psychology in school program**

**Sushil Kandel**

Amity University, India

Effective education is not possible without a thorough understanding of the children in the classroom. Understanding the individual needs, abilities and challenges of each student is a key to creating a supportive learning environment. To this end, it is critical to classify students into different groups based on their abilities, interests and other relevant factors. This can help to create targeted, individualized educational programs for each student and ensure that their needs are met. In addition to understanding the children, it is also imperative to identify and address any problems they may be facing. This could include issues such as behavioral problems, difficulties with schoolwork, or social and emotional challenges. By identifying and addressing these problems, educators can help to create a more supportive and positive learning environment for all students.

To further support students and their families, a Parent Education Program can be implemented. This program could include workshops, seminars and other educational resources to help parents understand their child's educational needs and support their child's learning.

Another critical aspect of ensuring quality education is providing counseling and training to teachers, parents and school management teams, such as the Parent-Teacher Association (PTA) and the School Management Committee (SMC). These training programs can help equip educators and parents with the skills and knowledge they need to better support students and ensure a positive learning environment.

Problem-solving is also a crucial aspect of quality education. To this end, schools should encourage a culture of collaboration and problem-solving, where educators, parents and students can work together to find solutions to any challenges that arise. This could involve regular meetings, open communication channels and opportunities for feedback and input from all stakeholders.

Maintaining the quality of students, teachers and parents is another key aspect of education. This could involve ongoing professional development for teachers, regular evaluations of student progress and programs to support the well-being and mental health of students and their families. Finally, data maintenance is a key to ensuring quality education. This includes maintaining accurate and up-to-date records for students, teachers, staff, parents and the management team. This information can then be used to assess the quality of education and make necessary improvements. Regular assessments of the quality of education can help to identify areas for improvement, track progress and ensure that students are receiving the highest possible education. The results of these assessments should be reported to all stakeholders, including parents and the wider community, to ensure transparency and accountability.

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In conclusion, understanding children in the classroom, classifying students, addressing child problems, providing parent education and counseling and training, promoting problem-solving, maintaining quality and ensuring data maintenance and assessment are all crucial aspects of ensuring quality education. By taking these steps, schools can create a supportive and effective learning environment for all students and help them to reach their full potential.