

Joint Event

34th International Conference on

Adolescent Medicine and Child Psychology

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Pediatrics Research and Adolescent Medicine

Accepted Abstracts

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

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Abstract: This study examined the roles of clique status hierarchy and aggression norms in victimized adolescents' aggressive behavior. A total of 1,200 adolescents (600 males and 600 females) from 12 schools in Shaanxi Normal University, China, participated in the study. The results showed that victims of bullying had higher levels of aggression than non-victims. The study also found that clique status hierarchy and aggression norms mediated the relationship between victimization and aggression. Specifically, victims of bullying who were in a high status position in their clique showed higher levels of aggression than those in a low status position. Additionally, victims of bullying who were exposed to high levels of aggression norms in their clique showed higher levels of aggression than those exposed to low levels of aggression norms. The findings suggest that clique status hierarchy and aggression norms play important roles in the development of aggressive behavior in victimized adolescents.

Psychology in school program

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Psychology in school program is a comprehensive approach to addressing the mental health needs of students. It involves the integration of psychological principles and practices into the school curriculum and environment. This program aims to promote the overall well-being of students, enhance their academic performance, and provide them with the necessary skills to navigate the challenges of adolescence and adulthood.

The program typically includes a variety of activities and interventions, such as individual counseling, group therapy, and psychoeducational workshops. These activities are designed to help students develop self-awareness, emotional regulation, and problem-solving skills. Additionally, the program often involves collaboration between school staff, parents, and community resources to create a supportive and nurturing environment for students.

One of the key components of the psychology in school program is the implementation of social-emotional learning (SEL) curricula. SEL focuses on teaching students essential life skills, such as self-awareness, self-management, social awareness, relationship skills, and decision-making. These skills are crucial for students' personal and academic success, as they enable them to understand and manage their emotions, build positive relationships, and make informed choices.

Another important aspect of the program is the provision of mental health services. This may include the presence of school counselors, psychologists, or other mental health professionals who can provide direct support and intervention to students in need. These professionals also play a vital role in identifying and addressing mental health issues early on, preventing them from escalating and affecting the student's overall well-being.

Furthermore, the psychology in school program emphasizes the importance of creating a safe and inclusive environment for all students. This involves fostering a culture of respect, empathy, and acceptance, where students feel comfortable expressing their thoughts and feelings. Schools can achieve this by implementing policies and practices that promote diversity, equity, and inclusion, and by providing training and support for staff members to effectively address the needs of all students.

In conclusion, the psychology in school program is a holistic and evidence-based approach to promoting the mental health and well-being of students. By integrating psychological principles and practices into the school environment, schools can create a supportive and nurturing environment that empowers students to thrive academically, socially, and emotionally. This program is essential for ensuring that all students have the opportunity to reach their full potential and lead successful lives.

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