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**Universitat Autònoma
de Barcelona**

Influence of Limited Prosocial Emotions into the Relation between Conduct Disorder and Criminal Behavior across Gender

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ABSTRACT:

The present study aims to study the relation between criminal behavior and Conduct Disorder (CD), taking into account the influence that may have the presence of Limited Prosocial Emotions (LPE)/Callous-Unemotional (CU) traits and gender. For such purpose, bibliographic research has been performed, and also a study of statistical data about juvenile delinquency from a gender perspective, in the European, national and Catalan context. A sample of 43 families from AFATRAC, ASFATAC and PETALES, who are relatives of problematic youth aged 14 to 26 years old, participated. This questionnaire consisted of the following instruments: a 15-item scale was performed to assess CD, questions regarding criminality were used to evaluate the variable Criminal Behavior, and the Inventory of Callous-Unemotional traits (ICU) and the Limited Prosocial Emotions Questionnaire (LPEQ) were used to analyze the variable LPE. Regarding results, a significant positive relation between CD and criminal behavior was observed, independently of gender and LPE characteristics.

KEYWORDS: Conduct disorder, criminal behavior, limited prosocial emotions, callous-unemotional traits, gender perspective, juvenile delinquency.

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ABBREVIATIONS

ADHD	Attention-Deficit/Hyperactivity Disorder
AFATRAC	<i>Associació de Familiars d'Afectats per Trastorns de Conducta</i>
ASFATAC	<i>Asociación de Familiares de Adolescentes con Trastorno Alimentario y/o Conducta</i>
APA	American Psychiatric Association
APD	Antisocial Personality Disorder
ApS	<i>Aprenentatge i Servei</i>
CD	Conduct Disorder
CEJFE	<i>Centre d'Estudis Jurídics i Formació Especialitzada</i>
CGPJ	<i>Consejo General del Poder Judicial</i>
CU	Callous and unemotional
DSM-5	Diagnostic and Statistical Manual of Mental Disorders
EU	European Union
ICD	International Classification of Diseases
ICU	Inventory of Callous-Unemotional Traits
IDESCAT	<i>Institut d'Estadística de Catalunya</i>
INE	<i>Instituto Nacional de Estadística</i>
LPE	Limited Prosocial Emotions
LPEQ	Limited Prosocial Emotions Questionnaire

MIC	Mean Interitem Correlation
ODD	Oppositional Defiant Disorder
PETALES	<i>Asociación Ayuda Mutua Adversidad Temprana y Apego</i>
SRD	Self-Reported Delinquency
SPSS	Statistical Package for the Social Sciences
UAB	<i>Universitat Autònoma de Barcelona</i>
WHO	World Health Organization

1. INTRODUCTION

Conduct disorder (CD) is a mental health disorder located in the Disruptive, Impulse-Control, and Conduct Disorder section in the fifth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) that affects the daily life of many families today. CD symptoms have been associated with antisocial behavior by several authors (Damme et al., 2016; Moffitt et al., 2008; Pardini & Frick, 2013). Given that CD youth constitute a risk group when it comes to juvenile criminality, it is especially relevant to study which are the risk factors that encourage criminal behavior in CD youth in order to perform a correct prevention of criminality in such group. It is important to bear in mind the labelling theory, which is given when youth labelled as delinquent are perceived as problematic or dangerous and tend to be socially excluded (Aebi, 2013). Considering the important stigma mental disorders still have nowadays, belonging to a stigmatized group can result in being negatively labelled in society. At the same time, intervention at an early age can help prevent negative labelling.

CD youth represents a heterogenic group that may develop their antisocial behavior across different pathways. In the last version of DSM there is a new specifier, LPE (Limited Prosocial Emotions), which pretends to study a more homogeneous group, with worse prognostic and treatment response. Those who present LPE [that is, they present callous-unemotional (CU) traits], do not feel guilt or remorse for breaking laws and social standards, so there is a higher relation with delinquency. According to Hirschi's control theory (cited by Aebi, 2013), the stronger the youth's social bonds, the lower the likelihood of antisocial behavior, being attachment, commitment, involvement and beliefs the fundamental social bonds. Considering that LPE-youth lack attachment, motivation for fulfilling the social norms and lack of guilt and remorse for breaking the law, they constitute for criminology an important target group.

On the other hand, this project also pretends to contribute knowledge from a gender perspective, since it is intended to study whether LPE, in relation to delinquency and CD, affect males and females in the same way. Therefore, the general aim of

the present final degree project is to study the relation between CD and criminal behavior, considering the effect gender and LPE may have on it.

This final degree project is part of the *Aprenentatge i Servei (ApS)* interdisciplinary project from *Universitat Autònoma de Barcelona (UAB)* that collaborates with *Associació de Familiars d'Afectats per Trastorns de Conducta (AFATRAC)*, with whom there have been regular online meetings. As will be mentioned later, the fieldwork was planned and performed in two different samples: families and youths. However, only the families' results will be shown given the lack of youth participation.

2. THEORETICAL FRAMEWORK

2.1 CONCEPTUALIZING THE CONDUCT DISORDER

To understand what the concept of “conduct disorder” concretely refers to, it is first necessary to mind the definition provided by the last edition of the 5th ed. DSM-5 (American Psychiatric Association [APA], 2013), in which CD is defined as:

A repetitive and persistent pattern of behavior in which the basic rights of others or major age-appropriate societal norms or rules are violated, as manifested by the presence of at least three of the following 15 criteria in the past 12 months from any of the categories below, with at least one criterion present in the past 6 months.

(APA, 2013, p. 469).

The *International Classification of Diseases* (11th ed.; ICD-11; World Health Organization [WHO], 2018) defines the conduct-dissocial disorder as:

A repetitive and persistent pattern of behavior in which the basic rights of others or major age-appropriate social norms, rules, or laws are violated such as aggression towards people or animals; destruction of property; deceitfulness or theft; and serious violations of rules. The behavior pattern is of sufficient severity to result in significant impairment in personal, family, social, educational, occupational or other important areas of functioning.

(WHO, 2018).

Therefore, both international definitions highlight that CD does not only affect the individual himself and the way of interacting with others, but also leads to a considerable discomfort to their families and society, fact that turns this disorder into a significant public health and social concern (Buitelaar et al., 2013).

The definition of CD that will be followed across the present study will be the one quoted by the DSM-5, which establishes the 15 mentioned criteria that can be classified into four different categories (see Table 1): aggression to people and animals, destruction of property, deceitfulness or theft, and serious violations of rules. Moreover, it is also necessary that this behavior causes clinically significant

impairment in social, academic and occupational functioning so this disorder can be identified. However, it is specified that when the individual who presents the mentioned criteria reaches adulthood, other serious criteria may be exhibited, which could lead to an antisocial personality disorder (APD).

Table 1. *Elements that compound the CD criteria*

1. Aggression to People and Animals
<ul style="list-style-type: none"> - Often bullies, threatens, or intimidates others. - Often initiates physical fights. - Has used a weapon that can cause serious physical harm to others. - Has been physically cruel to people. - Has been physically cruel to animals. - Has stolen while confronting a victim. - Has forced someone into sexual activity.
2. Destruction of Property
<ul style="list-style-type: none"> - Has deliberately engaged in fire setting with the intention of causing serious damage. - Has deliberately destroyed other's property.
3. Deceitfulness of Theft
<ul style="list-style-type: none"> - Has broken into someone else's house, building, or car. - Often lies to obtain goods or favors or to avoid obligations. - Has stolen items of nontrivial value without confronting a victim.
4. Serious Violations of Rules
<ul style="list-style-type: none"> - Often stays out at night despite parental prohibitions, beginning before age 13 years. - Has run away from home overnight at least twice while living in the parental or parental surrogate home, or one without returning for a lengthy period. - Is often truant from school, beginning before age 13 years.

Source: Self-elaboration based on APA, 2013.

Specifiers

The DSM-5 establishes three specifiers to concretize the disorder, which are the following ones. Firstly, it is necessary to specify the **starting age** of the first symptom, and whether the individual shows it before age 10 years (childhood-onset type) or after age 10 years (adolescent-onset type). If it is not possible to determine the onset of the first symptom, it must be categorized as unspecified onset. Secondly, the last specifier refers to the **severity** of the disorder, which may be mild, moderate or severe, depending on the gravity of the symptoms and the effect on others. Finally, this latest version of the manual incorporates an innovative specifier that evaluates the **presence of limited prosocial emotions (LPE)**, which is compound by four characteristics; to qualify for this specifier, the individual must fulfill two out of these four, which are: lack of remorse or guilt, callous-lack of empathy, unconcerned about performance (school, work, etc.), and shallow or deficient affect (APA, 2013). Given that LPE constitute an important variable for the study, it will be explained later in depth.

Associated Features Supporting Diagnosis

It is common for individuals with CD to misinterpret the intentions of others as hostile and threatening, to which they tend to respond aggressively. Moreover, they also frequently show negative emotionality and poor self-control, including poor frustration tolerance, irritability, temper outbursts, suspiciousness, insensitivity to punishment, thrill-seeking, and recklessness. Also, a higher-than-expected rate shows suicidal-related features, and substance misuse is also particularly frequent in females.

Development and Course

The first significant symptoms of CD tend to emerge in childhood and adolescence, although it may be diagnosed in adults; however, it is rare to show first symptoms after age 16 years. The course of CD after onset is variable: in the majority of individuals, the disorder remits by adulthood (adolescent-onset type and those with few and milder symptoms that achieve adequate social and occupational adjustment

as adults). In fact, according to Moffitt's study (cited by Buitelaar et al., 2013), many individuals only present antisocial behavior in adolescence. Further studies show that in early-onset type individuals, there is a tendency to experience escalating academic and peer difficulties (Pardini & Frick, 2013), and it is predicted a higher risk of criminal behavior, CD and substance-related disorders in adulthood. In those cases, when symptoms of aggression, property destruction, deceitfulness, and rule violation are exhibited, an APD may be considered (APA, 2013).

Individuals with CD have a higher risk of developing other disorders as adults, such as mood disorders, anxiety disorders, posttraumatic stress disorder, impulse-control disorders, psychotic disorders, somatic symptom disorders, and substance-related disorders.

Symptomatology varies depending on the development of the individual's physical strength, cognitive abilities and sexual maturity. While symptoms that emerge first tend to be less serious (e.g.: lying, shoplifting), conduct problems that emerge later tend to be more severe (e.g.: rape). However, it may vary among individuals, since there may be cases of some engaging in the more damaging behaviors at an early age (APA, 2013).

Risk and Prognostic Factors

Four factors enable us to predict the diagnosis. Firstly, temperamental factors, such as a difficult under-controlled infant temperament and a low IQ. Secondly, environmental factor, which can be divided into family-level risk factors (parental rejection and neglect, inconsistent child-rearing practices, harsh discipline, physical or sexual abuse, lack of supervision, early institutional living, frequent changes of caregivers, large family size, parental criminality, and familiar psychopathology) and community-level risk factors (peer rejection, association with delinquent peer group and neighborhood exposure to violence). Both environmental factors tend to be more common and severe in childhood-onset individuals. The third group are genetic and physiological factors, regarding which it has been noticed that there is a higher risk in, on the one hand, children with a relative (mainly, parents and siblings) with CD, and, on the other, children of biological parents with severe

alcohol use disorder, depressive and bipolar disorder, or schizophrenia or biological parents who have a history of attention-deficit/hyperactivity disorder (ADHD) or CD. Moreover, it should be noted that family history is particularly relevant for individuals with the childhood-onset subtype. Finally, it is possible to detect course modifiers; persistence is more likely for childhood-onset subtype and individuals that qualify for the LPE specifier. This disorder is also more likely to persist in individuals with ADHD and substance abuse (APA, 2013). In fact, according to Frick (cited by Romero, 2001), there is a significant percentage rate of comorbidity between ADHD and CD, since a range between 65% and 90% of the children samples with a CD do also have a diagnostic of ADHD.

Gender and Culture-Related Diagnostic Issues

About the prevalence of the CD, it is estimated to be diagnosed in a range from 2% to more than 10% of the population, with a median of 4%. Although there is no variability between countries with different ethnicity, it is observed a higher prevalence rate among males than among females (APA, 2013). The global prevalence of CD is reported to be 3.6% for males and 1.5% for females, according to a systematic review and meta-analysis performed in 2010 (Erskine et al., 2013). However, even though CD is not as common in girls as in boys, it is still a highly common disorder among clinically referred girls (Keenan et al., 1999).

Therefore, a gender difference in this disorder in terms of prevalence is noted. However, it is not only different the prevalence between gender but also the exhibition of such disorder; while males frequently show fighting, stealing, vandalism and school discipline problems, females are more likely to commit acts that involve lying, truancy, running away, substance use and prostitution (APA, 2013). Although DSM-5 states this difference in symptoms between genders, the DSM-5 criteria were developed and validated mainly on male samples, so it raises the doubt on if DSM-5 should include sex-specific criteria for CD diagnosis (Moffitt et al., 2008).

On the other hand, regarding the diagnosis of this disorder, it is necessary to take into account the cultural environment of the individual, given that depending on the

context some of the patterns of disruptive behavior may be viewed as near-normative, such as context of high-crime areas or war zones (APA, 2013).

Differential Diagnosis

To fully understand the CD, it is also necessary to analyze two other disorders related. These are oppositional defiant disorder (ODD) and APD.

1. Oppositional Defiant Disorder (ODD)

According to DSM-5, both disorders share symptoms that may lead to conflict with authority figures, such as parents and teachers. However, the behavior of an individual with ODD is less problematic than the one with CD, since it refers to “*a pattern of angry or irritable mood, argumentative or defiant behavior, or vindictiveness*”, and does not often include “*aggression toward individuals or animals, destruction of property, or a pattern of theft or deceit*” (APA, 2013). It is commonly observed a comorbid presentation of both disorders, since most CD youth may also present an ODD, what predicts even worse outcomes; however, most youths with ODD do not present CD.

2. Antisocial Personality Disorder (APD)

This disorder is defined as “*a pervasive pattern of disregard for and violation of the rights of others, occurring since age 15 years*” (APA, 2013) and 3 or more out of the 7 criteria listed in the DSM-5 must be fulfilled, which are: (a) failure to conform to social norms with respect to lawful behaviors, (b) deceitfulness, (c) impulsivity or failure to plan, (d) irritability and aggressiveness, (e) reckless disregard for safety of self or others, (f) consistent irresponsibility, and (g) lack of remorse.

Moreover, for a diagnosis it is necessary that the individual, who must be older than 18, has shown symptoms of CD before age 15 years. For this reason, it is considered that both disorders are closely related, since the CD of an individual, when adulthood is reached, may lead to an APD diagnostic.

Conduct Disorder in Female Offenders

Regarding CD in females, several studies outline in its results the fact that the developmental pathways and causal mechanisms that lead to CD may differ between males and females, and insist on the importance of further investigation in gender-specific treatment programs (Sidlauskaite et al., 2018; Smaragdi et al., 2020). Indeed, authors such as Pechorro et al. (2015) affirm that girls have been formerly overlooked for many years in CD research.

On the other hand, other authors that have studied violence among youth mention the impossibility of comparing the results of their studies across gender since the small female sample does not allow such comparison (Kessler, 2004; Keenan et al., 1999). However, although it represents a lower proportion of offenders, the fact that female criminality exists is undeniable, and the limited research done so far on female offenders in the juvenile field turn young female offenders into an important under-investigated subject of study.

2.2. THE LIMITED PROSOCIAL EMOTIONS SPECIFIER

As indicated above, LPE is one of the three specifiers of the CD diagnosis, and it is compound by four characteristics: lack of remorse or guilt, callous-lack of empathy, unconcerned about performance and shallow or deficient affect. To determine the presence of LPE, at least two or more of the four mentioned characteristics must be shown persistently over a significant period of time (more than 12 months) and in more than one set or relationship; moreover, it is important to consider multiple sources of information apart from the person itself, such as other people closely connected with him or her (e.g.: parents, peers, co-workers, etc.) who have known the person for a remarkable period of time (Scheepers et al., 2011).

The LPE specifier was included in the DSM-5, and it evaluates the presence of CU traits for being considered an important characteristic of antisocial youth that leads to severe, persistent and impairing conduct problems, as well as treatment resistance (Kimonis et al., 2015). CU traits refer to the affective component of the multidimensional construct of psychopathy, and its estimated prevalence in youth with CD ranges between 10-50%, who appear to be also evaluated with more severe outcomes on aggression and cruelty, according to a study performed in a sample of youths ($n = 1.138$) from ages 5 to 18 (Kahn et al., 2012). On the other hand, it has been studied that the 2.9% child population present CU traits, but only one-third of this percentage meet the criteria for a CD diagnostic (Buitelaar et al., 2013).

Therefore, it is necessary to analyze these four criteria at a deeper level. Firstly, the lack of remorse or guilt refers to the lack of concern about the negative consequences of a reprehensible action, such as hurting someone or breaking the rules. It is necessary to exclude the situations in which remorse is expressed only after being caught or when facing punishment. Secondly, the callous or lack of empathy refers to the lack of concern the individual presents toward the feelings of others, showing an uncaring and cold attitude. Usually, individuals with lack of empathy will be more concerned about the consequences of their behavior on themselves, instead of being concerned about the negative effects on others. Thirdly, they tend to be unconcerned about performance, which manifests in not

only showing little concern about problems related to poor performance in school or in work, but also not putting enough effort to perform adequately. Lastly, the shallow or deficient affect refers to not expressing feelings or emotions to others, or showing feelings in an insincere, superficial or manipulative way. (APA, 2013)

As stated by several authors such as Frick and Lynam (cited by Campbell et al., 2004), the presence of LPE is a significant factor to take into account when it comes to CD, given the relation between the identification of psychopathic traits in youths and later antisocial behavior. According to Campbell et al. (2004), aggressive and versatile criminal behavior seems to be increased with the presence of a high level of psychopathic traits in youths. This tendency was found in a study conducted in a community sample of adolescents by Andershed, Gustafson, Ktaerr, and Stattin in 2002 (cited by Campbell et al., 2004), in which it was found that psychopathic-like youths demonstrated a more frequent, violent and versatile conduct-problem profile than adolescents with non-psychopathic-like traits.

In a study performed by Pardini & Frick (2013) with the aim to overview differing etiological pathways to CD, it was suggested that individuals with CU traits and with an early childhood-onset CD are more likely to persist in their anti-social behavior when adults. Also, it was found that low temperamental fear is a determining factor that fosters the development of CU traits and, consequently, early conduct problems, since children with such characteristics tend to show little emotional response when being punished. Finally, this study suggests that there are determinant factors that may protect children from developing CU traits over time, such as maternal emotional responsiveness during infancy and an involved parent-child relationship, even if they have a relatively fearless temperament.

Analyzing the LPE from a gender perspective, it is necessary to observe how this specifier affects female offenders with CD. The study performed by Damme et al. (2016) on a sample of detained girls ($n = 147$) in a female youth detention center in Belgium found, among others, that parents of detained girls were particularly relevant to identify girls with CD and LPE, although it is not a 100% accurate source by itself; thus, for valid identification of CD and LPE individuals, there must be several sources of data apart from parental information. Moreover, the study

outlines the importance of self-report information, for being a reliable and cost-effective source of information. This data indicates the importance of relying on several informants in order to analyze CD and LPE variables. On the other hand, when it comes to differences among the sample, it showed that girls with both CD and LPE reported more violent and nonviolent offenses and higher levels of proactive aggression than CD-only female offenders.

However, this study was only performed in a female sample, so it does not allow to conclude whether LPE affect differently males and females with a CD diagnosis in their engagement with criminal activities; therefore, the contribution of the present study will attempt to investigate such gender differences.

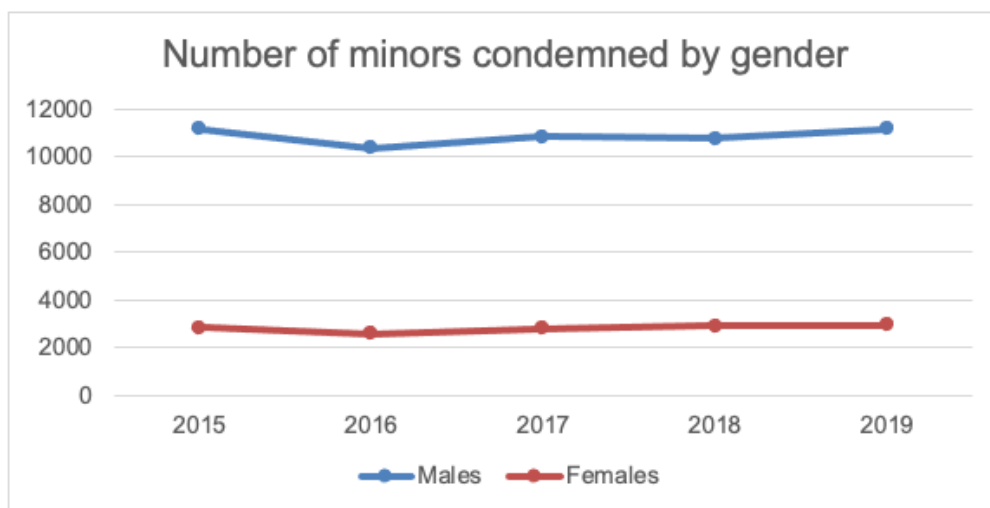
2.3. AN OVERVIEW OF JUVENILE CRIMES BY GENDER

Given that this project aims to perform a study on gender perspective, it is necessary to analyze criminality in our country to identify what is the situation of both male and female delinquency. Moreover, the analysis will also be performed in the context of Catalunya, given that the associations which will participate in the study mostly attend families located in Catalunya, and in the European Union (EU), to acquire a global perspective of the differences between male and female delinquency.

2.2.1. CRIMES IN SPAIN

In Spain, the juvenile jurisdiction is in charge of those young offenders aging 14 to 18 years old. According to statistical data extracted from *Consejo General del Poder Judicial* (CGPJ)¹ from 2015 to 2019, a lineal evolution of female minors condemned can be observed that vary around 3.000 cases, while male youths' statistics range from 10.346 to 11.160 cases. As many years of investigating criminality have revealed, the number of male offenders tends to far outweigh the number of females condemned by the juvenile system (Cámara, 2020; Capdevila et al., 2005).

Figure 1. Youth condemned by the juvenile system by gender



Source: Own elaboration based on data provided by CGPJ (2015-2019)

¹ See Annex 1.

Regarding types of crimes committed by gender, national data gathered by *Instituto Nacional de Estadística* (INE)² in 2019 shown to have registered a total of 21.146 offences committed by male minors, while females have registered a total number of 4.903 crimes. Also, male offenders tend to engage in crimes against public property and socio-economic order, concretely robberies rather than thefts (4.481 robberies and 2.098 thefts registered); whereas, if we observe female data, female offenders tend to proportionally commit more thefts rather than robberies (313 robberies and 757 thefts registered). Nevertheless, both genders are noticeable for committing a large number of offences related to physical injuries, being the number of male offenders superior to female offenders (5.794 male and 1.907 female cases in 2019).

On the other hand, the adopted measures to intervene youth offenders when they are condemned by the juvenile system are wide. In 2019, according to data gathered by CGPJ³, a total of 23.212 measures were adopted to condemned youth. Female offenders tend to receive fewer internment measures in comparison to male offenders (17.6% of males vs. 8.3% females), while girls tend to receive other measures such as admonitions (5.3% of females vs. 2.2% of males) or residence with another person, a family or an educational group (4,1% of females vs. 1,6% of males). Also, community services' measures are slightly higher performed on females (15,2%) than on males (14,5%).

2.2.2. CRIMES IN CATALUNYA

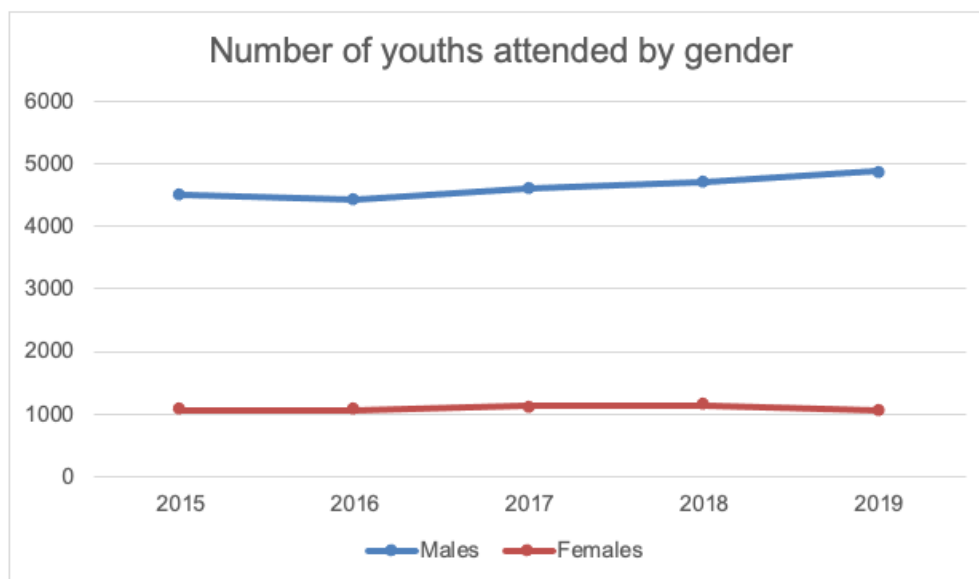
Attending juvenile delinquency in Catalunya (*Institut d'Estadística de Catalunya* [IDESCAT], 2019⁴), a total of 5.926 youths were attended in the juvenile system in 2019, being 4.871 males and 1.055 females. It is important to mention how both genders have a similar evolution over the years: mostly regular but showing males a slight rise from 2016 to 2019, and the number of females descending in 2019.

² See Annex 2.

³ See Annex 3.

⁴ See Annex 4.

Figure 2. Youth attended by the juvenile system by gender from 2015 to 2019.



Source: Own elaboration based on data provided by *Institut d'Estadística de Catalunya* (2015-2019)

Although it is also possible to analyze the number of young people attended across different ages from 14 to 18, this information is not crossed with gender, so it is not possible to conclude how male and female teenagers engage in crime throughout their adolescent years.

According to a study performed from 2010 to 2013 by *Centre d'Estudis Jurídics i Formació Especialitzada* (CEJFE), young female offenders tend to commit more crimes against individuals (28.1% of males vs. 41.8% of females), while young male offenders tend to commit more crimes against property (61% of males vs. 47.3% of females) (Rey, 2015).

In short, it can be observed the significant differences between male and female offenders regarding the number of infractions committed and the type of infractions committed. However, it is not only in this aspect where differences are observed, but also in terms of recidivism males tend to show higher rates than females. In fact, according to CEJFE, the recidivism tax of youth male offenders is 25.2%, while the young female recidivism tax is 12.7% (Capdevila et al., 2005).

Regarding the analysis of which the measures adopted were to intervene the youth in the juvenile jurisdiction of Catalunya, according to data provided by IDESCAT⁵ about attended youth, in 2019 a total of 11.961 interventions were performed in the Catalan juvenile system⁶. Most of the interventions (5.621) were technical advice, which consists of a measure that consists of assessing judges and attorneys about elements that need to be considered to guarantee an adequate judicial procedure to the minor (e.g.: psychological, familiar and educative situation). A total of 3.574 measures were applied in an open environment, and restorative justice measures were applied in 1.794 interventions. Therefore, no tendency of imposing measures that imply the minor's deprivation of liberty is observed, so that the youth can continue to increase and develop social bonds in the community. Only 972 cases were solved applying internment in specific institutions.

2.2.3. CRIMES IN EUROPE

Finally, regarding criminality in the EU context, given the difficulty of access to this data, it has only been possible to extract data by gender about juvenile prisoners. Therefore, the analysis will be centered on youth imprisoned, excluding young offenders who have committed infractions but other measures different from imprisonment have been applied (such as restorative justice, community service, etc.). According to data gathered by EUROSTAT⁷ from 2015 to 2019, Spain has registered a regular number of female imprisonments, varying between 0.86 and 1.16 per hundred thousand inhabitants. Male statistics also show a regular evolution since the imprisonments range from 13.47 and 15.17 per hundred thousand inhabitants.

Comparing this data with other European countries, many countries present a gender gap as well. In cases such as Poland or Italy, which stand out for being two of the highest rates in the EU during the years, these countries also show to have a higher rate of male imprisonment. Poland has the highest female condemned rate

⁵ See Annex 5.

⁶ The number of interventions can be superior to the number of attended individuals, given that some youths go through more than one intervention program during the year.

⁷ See Annex 6.

registered in 2018 (4.12 per hundred thousand inhabitants), but also the highest male youth condemned (48.62 per hundred thousand inhabitants in 2018). Italy, meanwhile, shows the second-highest rate of juvenile female imprisonment in 2018 with 2.59 per hundred thousand inhabitants, but also a male incarceration rate of 26.8 per hundred thousand inhabitants in 2018. Other countries with lower general incarceration rates such as France also show a significant difference among incarceration rates by gender (9.94 per hundred thousand inhabitants of males vs. 0.32 per hundred thousand inhabitants of females).

In short, most countries reflect an unequal imprisonment rate by gender, since the data analyzed show an enormous difference between male and female registrations. However, it is a noticeable fact that a large number of north European countries, such as Norway, Switzerland or Denmark, and for its part, Greece, tend to show a more equal imprisonment rate by gender.

Once statistical data has been reviewed, the fact that young males commit more crimes than female youth is further reinforced. Reference should, however, be made to the fact that the study of criminality has been an androcentric social science since most theories have been raised over male delinquency; not only because of the huge difference between male and female criminality rates, but also because of the tendency of science to overlook women. The majority of investigations performed so far on juvenile delinquency are, in fact, theories about male juvenile crime; this fact consequently places young women at a disadvantage, since most prevention and intervention programs have not been designed attending their characteristics and needs (Bartolomé et al., 2009).

2.4. JUSTIFICATION, OBJECTIVES AND HYPOTHESIS

After having reviewed the existing bibliography on the subject matter, it is clear there is not only a need of further investigation about CD in youth and its relation with criminal behavior when the specifier LPE is present in such disorder, but also to perform such research taking into account gender perspective.

Therefore, the **research question** of the present study would be the following one:

Are LPE and gender factors that influence the relation between criminal behavior and conduct disorder?

This investigation takes place as an interdisciplinary study across the project of *ApS* of UAB, which will consist of periodical meetings with students of different disciplines who also study the CD, the tutors, and some members of AFATRAC. Given this opportunity, the study is performed on AFATRAC and other associations families through a questionnaire that gathers the different variables of interest in order to extract relevant information about the subject matter.

The **general objective** of this research is to study the relevance of the specifier LPE and the variable of gender in the proven relation between CD and engagement in criminal behavior. Therefore, this study will allow observing sex differences in criminal behavior when these young individuals present CD-symptoms with or without LPE, which may lead to significant conclusions to prevent juvenile delinquency from individuals that meet the mentioned characteristics, both in males and females.

GENERAL OBJECTIVE:

To study the relation between criminal behavior and CD-symptoms, considering gender and LPE.

HYPOTHESIS:

The relation between criminal behavior and CD-symptoms remain independently of gender and the presence of LPE traits.

However, other **specific objectives** result from this main overall aim. The study population consisted of families of youth that present CD-symptoms. It needs to be noted that those families have been organized in associations because they share a common problem; however, at the same time there may be a lot of diversity among youth, such as different diagnosed disorders (e.g.: ODD, ADHD, etc.) Therefore, the specific objectives and their corresponding hypothesis pretend to prove if the reviewed literature is confirmed in this study population, and if possible, acquire new knowledge:

OBJECTIVE 1.

To study gender differences in criminal behavior.

HYPOTHESIS:

Male youths present more criminal behavior than female youth.

OBJECTIVE 2.

To study gender differences in LPE and CD-symptoms.

HYPOTHESIS:

Male youths present higher punctuation of LPE and CD-symptoms than female youth.

OBJECTIVE 3.

To study the relation between CD and LPE depending on gender

HYPOTHESIS:

The relation between CD and LPE remains independently of gender.

OBJECTIVE 4.

To study the relation between criminal behavior and CD-symptoms and LPE.

HYPOTHESIS:

There is a positive relation between criminal behavior and CD-symptoms and LPE.

OBJECTIVE 5.

To study the relation between criminal behavior and CD-symptoms depending on LPE and gender.

HYPOTHESIS:

The relation between CD and criminal behavior remains independently of gender and LPE.

OBJECTIVE 6.

To study the relation between age of crime engaging and CD when introducing LPE.

HYPOTHESIS:

The relation between age of crime engaging and CD is stronger when introducing LPE.

3. METHODOLOGY

The following study is a quantitative research project. The methodology of the research was performed through a questionnaire in a sample of families of different associations of relatives affected by CD. It is important to note that the initial intention of the study was to have both self-report and parental informants, in order to gather information from different sources. However, given the characteristics of the youth target population, and even though they were encouraged to participate multiple times, very low participation of youth was achieved ($n = 7$). Given the circumstances, the self-report informants were excluded from the analysis of the study.

3.1. PARTICIPANTS

The participants of the study consisted of a sample of families ($n = 43$) who are members of AFATRAC, *Asociación de Familiares de Adolescentes con Trastorno Alimentario y/o Conducta* (ASFATAC) or *Asociación Ayuda Mutua Adversidad Temprana y Apego* (PETALES). Inclusion and exclusion criteria were, in the case of youth, any male or female person aged 14 to 26 with conduct problems and who have not been in privation of freedom situation the last 12 months; in the case of the families, the participants were any person whose child met the mentioned criteria. Participation was voluntary and anonymous.

Though 74 families answered the questionnaire, a subset of 9 families was removed from the sample because of their youth has been in privation of freedom situation in the last 12 months. Additionally, 4 youth did not fulfill the age criteria, since they were older than 26. The remaining 18 families started to respond to the questionnaire but did not complete it.

Of the total sample of 43 families who were finally included in the present analysis, 69.8% were families of male youth ($n = 30$), and 30.2% of a female youth ($n = 13$) who aged 14 to 26 years old ($M = 20.74$, $SD = 3.23$), mostly Spanish (76.7%). The primary respondents reporting on their youth were mothers (83.7%), parents (11.6%) and other caregivers (4.7%). Also, 55.8% of youth were adopted, while

44.2% were biological; and 58.1% live with both parental figures, while 25.6% live with only one parental figure. A huge number of them are currently studying (32.6%), unemployed (18.6%) or not even looking for a job nor studying/working (27.9%).

3.2. MEASURES

The designed questionnaires have different sections. Firstly, several questions were made in order to relate the answers of the youth with the answers of the families, so that it was possible to know what families' answers corresponded to each youth' answer. However, this purpose was not carried out given the low number of youth participants.

Secondly, a few questions were made to describe the sociodemographic characteristics of the participants, such as youth's genre, age, nationality, employment situation, if the youth is adopted, foster or biological, etc.

Moreover, different standardized instruments were included in order to assess CD and LPE, and questions regarding criminality were included to evaluate Criminal Behavior.

3.3.1. CRIMINAL BEHAVIOR

For the youth questionnaire, the Self-Report Delinquency (SRD) scale is a 24-item list of acts representative of the full range of motives for which youth can be arrested. With this instrument, it is possible to measure if the youth has shown criminal behavior in the last twelve months (Pechorro et al., 2019). However, after some meetings with AFATRAC members, it was decided to only perform the instrument to the youth sample, since families may not be aware of all the criminal acts the youths may be involved in, and consequently was not finally considered because of the exclusion of juvenile sample.

On the other hand, families as well as juveniles were asked about the youth's first crime, their age of engagement and the measures adopted, and a question about if

the youth was in a situation of deprivation of liberty, in order to discard participants who did not have the opportunity of engaging in criminal activity.

The final variable of Criminal Behavior acquired from the families' responses was created by the question "Has the youth ever committed a crime?" [*¿Alguna vez el/la joven ha cometido un delito?*"], generating a dichotomous variable depending on if the response was affirmative or negative.

3.3.2. *CONDUCT DISORDER (CD)*

A 15-item scale was designed according to the criteria of the DSM-5 in order to quantify the score of the youth's CD (APA, 2013). Each item was scored on a 4-point Likert-type scale of 0 (never), 1 (hardly ever), 2 (often) and 3 (always). The total score ranged between 0 and 45.

Even though this instrument was mainly self-designed, it was inspired by the instrument used by Pineda et al. (2006), which consisted of a 14-item checklist adapted from DSM-IV. This instrument was performed in Spanish to the youth participants as well as the family participants.

In the current sample, Cronbach's alpha for the total CD-score was .816 (Mean Interitem Correlation [MIC] = .226).

3.3.3. *LIMITED PROSOCIAL EMOTIONS (LPE)*

The Inventory of Callous-Unemotional Traits [ICU; (Kimonis et al., 2015)] is a 24-item self-report scale designed to evaluate CU, and each item was scored on a 4-point Likert-type scale of 0 (not true), 1 (somewhat true), 2 (very true) and 3 (definitely true). Even though both parental version and youth version instruments were used in the study, only the parents' version was analyzed given the low response of youth to participate. In this study the Spanish version of the instrument of the "*Unitat d'Epidemiologia i Diagnòstic en Psicopatologia del Desenvolupament*" of the UAB was used (Ezpeleta et al, cited by Molinuevo et al., 2020). To create a total score, the items which were worded negatively are recoded

so that higher scores indicate higher levels of CU traits (Walker et al., 2020). The internal consistency (α) was .906 (MIC = .294).

The Limited Prosocial Emotions Questionnaire (LPEQ) is a 6-item questionnaire developed to assess which participants have LPE, according to the DSM-5 specifier of CD (Castagna et al., 2020), and was self-translated into a Spanish version in order to perform it in both youth and families' informants; however, only the performed in the families' sample was considered. The internal consistency (α) was .795 (MIC = .437).

3.3. PROCEDURE

Since the initial intention was to obtain two groups of participants, questionnaires for both youth⁸ and families⁹ were designed. Before participants were to take place in the study, the pertinent informative documents for the participating youth and their families were designed in order to invite them to participate¹⁰.

Both questionnaires were carried out online through the platform *EncuestaFacil* in Spanish, from the period of 26th March until 18th April. The first one consisted of a questionnaire that evaluated the different variables of the study from youth respondents. The second questionnaire was designed for evaluating the affected families point of view, and to have more reliable data in CD and the LPE specifier, since it is recommended by the DSM-5 (APA, 2013) to have another source of information in these variables. This last questionnaire was performed along with students from other disciplines who also take part in the *ApS* project, so the families did not have to answer multiple questionnaires and to avoid overwhelming them. For this reason, only the necessary specific instruments were chosen to evaluate the variables, taking into account the number of items to avoid an extensive questionnaire.

⁸ See Annex 7 for Youth Questionnaire

⁹ See Annex 8 for Families Questionnaire

¹⁰ See Annex 9 and 10.

3.4. STATISTICAL ANALYSIS

For this study, the Statistical Package for the Social Sciences (SPSS) for Windows was used. First, descriptive information of the sample, such as youth's age, gender, and adoption among others, was computed.

To evaluate the internal consistency of the instruments' scores, Cronbach's alphas (α) were calculated and interpreted as poor ($\leq .60$), marginal (.80-.69), acceptable (.70-.79), good (.80-.89) and excellent ($\geq .90$; (Barker, Pristang & Elliot, cited by López-Romero et al., 2019).

The Chi-Square test was used to compare if there are differences by gender regarding whether they have committed a crime or not. To study the relation between CD and LPE depending on gender, zero-order correlations and a partial correlation between variables were computed.

To analyze mean differences in the instruments' scores depending on criminal behavior and gender, student's *t*-tests were computed, and the effect size of mean comparison was estimated using Cohen's *d*. This index was interpreted as small: $d = 0.2$, medium: $d = 0.5$, and large: $d = 0.8$ (Cohen, cited by Molinuevo et al., 2020). Mean differences were also analyzed to explore the relation between crime engagement, CD and LPE.

For testing the significance of LPE in the relation between CD and Criminal Behavior by gender, five logistic regression models were run: a first model evaluating CD and gender in Criminal Behavior, a second and third model evaluating CD and LPE (ICU first, then LPEQ), and a fourth and fifth model evaluating the relation depending on both gender and LPE (ICU first, then LPEQ).

4. RESULTS

4.1. OBJECTIVE 1. TO STUDY GENDER DIFFERENCES IN CRIMINAL BEHAVIOR

Table 2 shows the results of criminal behavior across gender, in which it appears that 46.5% of the youth have committed at least one crime.

Table 2
Gender differences in Criminal Behavior with Chi-Square Analyses

Gender		Criminal Behavior			χ^2	
		No	Yes	Total		
Male	Count	14	16	30	1.856	
	Expected Count	16.0	14.0	30.0		
	% within Gender	46.7%	53.3%	100.0%		
	% within Criminal Behavior	60.9%	80.0%	69.8%		
	% of Total	32.6%	37.2%	69.8%		
	Female	Count	9	4		13
		Expected Count	7.0	6.0		13.0
		% within Gender	69.2%	30.8%		100.0%
		% within Criminal Behavior	39.1%	20.0%		30.2%
		% of Total	20.9%	9.3%		30.2%
Total	Count	23	20	43		
	Expected Count	23.0	20.0	43.0		
	% within Gender	53.5%	46.5%	100.0%		
	% within Criminal Behavior	100.0%	100.0%	100.0%		
	% of Total	53.5%	46.5%	100.0%		

These results indicate that there is no statistically significant relationship between criminal behavior and gender ($p = .173$).

4.2. OBJECTIVE 2. TO STUDY GENDER DIFFERENCES IN LPE AND CD-SYMP TOMS

Table 3 shows the different outputs resulting from the instruments used in the study for measuring LPE and CD depending on gender. As shown, mean in LPEQ is higher in males than in females ($p < .05$). However, no significant differences were observed in ICU and CD by gender ($p > .05$).

Table 3

Mean differences on LPE and CD-symptoms depending on Gender

	Gender	N	Mean	SD	<i>t</i>	<i>d</i> (Cohen)
LPEQ	Male	30	8.57	3.47	2.09*	0.68
	Female	13	6.08	3.84		
ICU	Male	30	1.60	0.52	1.17	n.a.
	Female	13	1.39	0.62		
CD	Male	30	10.43	5.67	0.75	n.a.
	Female	13	9.00	5.97		

Note. LPEQ = Limited Prosocial Emotions Questionnaire; ICU: Inventory of Callous-Unemotional traits (Total Score Parents); CD = Conduct Disorder; n.a. = not applicable.

** $p < .01$; * $p < .05$.

4.3. OBJECTIVE 3. TO STUDY THE RELATION BETWEEN CD AND LPE DEPENDING ON GENDER

Firstly, the relation between CD and LPE is studied for the whole sample, and positive and statistically significant relations are observed, meaning that the more presence of CD-symptoms, the higher punctuation in LPE (see Table 4).

Table 4

Zero-order and partial correlations between CD-symptoms and LPE

	ICU		LPEQ	
	Z-O	Partial ^a	Z-O	Partial ^a
CD	.45*	.44*	.48*	.47*

Note. CD = Conduct Disorder; ICU = Inventory Callous-Unemotional traits; LPEQ = Limited Prosocial Emotions Questionnaire.

^aPartial correlations controlling for gender.

* $p < .01$

As it can be observed in the partial correlation (see Table 4), the signification in the correlation between CD and LPE does not change when including gender.

4.4. OBJECTIVE 4. TO STUDY THE RELATION BETWEEN CRIMINAL BEHAVIOR AND LPE AND CD-SYMP TOMS

Previously, results about the relation between CD and LPE are presented. Table 5 presents the different means scoring the instruments depending on Criminal Behavior. Significant statistical differences between CD-symptoms score and Criminal Behavior were found ($p = .001$), in the sense that youths who have committed at least one criminal act show more CD-symptoms than those who have not committed any crime. The effect size of this difference was large ($d = 1.05$). However, no differences are observed in LPE depending on if a crime has been committed or not, according to both ICU and LPEQ instruments ($p > .05$).

4.5. OBJECTIVE 5. TO STUDY THE RELATION BETWEEN CRIMINAL BEHAVIOR AND CD-SYMP TOMS DEPENDING ON LPE AND GENDER

Table 6 displays the results addressing the aim of testing the significance of LPE and gender in the relation between Criminal Behavior and CD-symptoms. It can be observed that in all the regressions the relation between CD and Criminal Behavior remains, independently of gender and LPE (evaluated by ICU and LPEQ).

Table 5

Mean differences on LPE and CD-symptoms depending on Criminal Behavior

	Criminal Behavior	N	Mean	SD	<i>t</i>	<i>d</i> (Cohen)
CD	No	23	7.48	4.40	3.49***	1.05
	Yes	20	12.90	5.85		
LPEQ	No	23	7.13	3.79	1.30	0.40
	Yes	20	8.60	3.58		
ICU	No	23	1.41	0.50	1.69	0.51
	Yes	20	1.69	0.59		

Note. CD = Conduct Disorder; LPEQ = Limited Prosocial Emotions Questionnaire; ICU: Inventory of Callous-Unemotional traits (Total Score Parents).

*** $p < .001$

Table 6

Multiple regressions on the relation between Criminal Behavior and CD-symptoms depending on LPE and Gender

	<i>b</i>	SE	OR
Gender	-0.943	.807	0.39
CD	0.218	.080	1.24**
ICU	0.163	.689	1.18
CD	0.208	.085	1.23*
LPEQ	-0.032	.106	0.97
CD	0.228	.088	1.26*
Gender	-0.935	.812	0.39
ICU	0.069	.729	1.07
CD	0.214	.088	1.24*
Gender	-1.108	.848	0.33
LPEQ	-0.078	.115	0.93
CD	0.247	.094	1.28**

Note. CD = Conduct Disorder; ICU = Inventory of Callous-Unemotional traits (Total Score Parents); LPEQ = Limited Prosocial Emotions Questionnaire; OR = odds ratio.

** $p < .01$; * $p < .05$.

4.6. OBJECTIVE 6. TO STUDY THE RELATION BETWEEN AGE OF CRIME ENGAGEMENT AND CD-SYMPTOMS WHEN INTRODUCING LPE.

When relating the variable Age of crime onset with CD-symptoms and LPE, no significant relations are observed ($p > .05$) (see Table 7).

Table 7

Zero-order correlations between Age of first crime and CD-symptoms and LPE

	CD		
Age of crime onset	Z-O	Partial ^a	Partial ^b
	.18	.19	.15

Note. CD = Conduct Disorder; ICU = Inventory of Callous-Unemotional traits (Total Score Parents); LPEQ = Limited Prosocial Emotions Questionnaire.

^aPartial correlation controlling for ICU.

^bPartial correlation controlling for LPEQ.

5. DISCUSSION

The main purpose of this study was to analyze the relation between criminal behavior and CD-symptoms considering important variables such as gender and LPE, which are variables that tend to influence criminal behavior. Overall, the findings of this study confirm the positive relation between criminal behavior and CD, and it remains independently of gender and LPE/CU traits.

Firstly, regarding the differences by gender in criminal behavior, it is observed that no statistically significant differences were found. Therefore, the expected hypothesis, which was that male youth present more criminal behavior than female youth according to the statistical data analyzed, cannot be fulfilled, although it can be due to the sample limitation, especially the small number of female youths. However, this matter should be further researched, since criminality differences in gender may not be that much relevant in CD-youth sample as in the general population, given that the target population has a much higher crime rate by itself (Damme et al., 2016). It may also be due to the heterogeneous characteristics of sample; for this reason, future research including other variables may be of interest.

Secondly, gender differences in LPE and CD-symptoms were studied. The expected hypothesis is partially accepted, given that male youth present significantly a higher LPE score than females using the LPEQ instrument, but not in ICU. Regarding CD-symptoms, contrary to what was expected and in line with what was found in objective one, not significant differences were observed according to gender. The heterogeneous characteristics of the sample may also explain this lack of differences, given the sample consists of families organized because they have youth with these problems.

When studying if the relation between CD and LPE remains independently of gender, results of partial correlation revealed that no differences were found when including gender in the analysis, suggesting that the relation between CD and LPE is significant by itself both in males and in females.

The fourth aim was to study the relation between criminal behavior and CD-symptoms, as well as with LPE. As it was expected in the hypothesis, the results show a significant positive relation between criminal behavior and CD-symptoms. Therefore, these results corroborate literature that associated CD with antisocial behavior and criminality (Pardini & Frick, 2013). Notwithstanding, the results did not show a significant relation between criminal behavior and LPE, contradicting studies that suggest a significant association between the presence of CU traits and severe conduct problems, crime engaging or aggression (Buitelaar et al., 2013). This may be due to, once again, the heterogeneous characteristics of the sample, and specially the fact that 55.8% of youth were adopted, given that they may have experienced certain adversities at an early age. This would explain, in part, the presence of behavioral problems that may not necessarily have led to the development of CU traits if the environment of the adoptive families has been optimal.

When studying the relation between CD and criminal behavior depending on LPE and gender, the results do not show any statistically significant relation when introducing LPE in the relation between CD and Criminal Behavior. Since multiple authors claim that the presence of CU traits lead to more serious antisocial behavior and conduct problems (Campbell et al., 2004; Frick et al., 2014), it can be inferred that this low significance can be given to the limited number of the sample. The same way, gender does not seem to generate differences in the relation; however, when interpreting these results, the female sample limitation must be considered.

Finally, the last hypothesis regarding the relation between age of crime onset and CD when introducing LPE cannot be accepted given that no differences were observed in the results. However, these results contradict literature, probably due to the sample limitation, since according to (Pechorro et al., 2015), CD youth with the specifier LPE tend to engage in crime at an earlier age than non-LPE CD-youth.

6. CONCLUSIONS

6.1. IMPLICATIONS

Once the results of the study have been analyzed, no particular influence of LPE or gender in the relation between CD and Criminal Behavior was obtained. The study not only confirmed that when youth showed CD-symptoms, it is more probable that they engage in criminal behavior, but it also demonstrated that CD-symptoms constitute the most predictive variable of the study, above LPE or gender.

These results have important implications for CD-youth's families, given that those who comply with the symptomatology of a CD diagnosis are more likely to develop delinquent behaviors, which lead to, given the age of the youth in the sample of the study, a chronification of their problematic behavior, and develop an APD. Therefore, is of great importance for CD-youth and their families to intervene with adequate treatment at a very early age.

6.2. LIMITATIONS

It is necessary to first highlight the additional difficulty of this study regarding the target population analyzed. This study was made in families of three different associations through a questionnaire designed by different students participating in the *ApS* project, and different questions were made according to each student TFG. The result of this was both advantageous and disadvantageous. On the one hand, this interdisciplinary questionnaire allowed us not overwhelming the families with multiple questionnaires, so that they only had to answer only one. On the other hand, this can also discourage families from participating, given the length of the questionnaire and the fact that they are tired and demotivated because of the situation with their youth. Consequently, the number of the sample was very limited ($n = 43$); if the sample had been more numerous, the results would have been more satisfactory in terms of significance.

Additionally, it is important to mention that this study has only gathered data from a single source of information, which is the families of CD-youth. It was attempted

from the very first moment to avoid this limitation by performing the study on youth themselves; however, the sample was not representative enough ($n = 7$) despite having contacted them multiple times. It is necessary to bear in mind the characteristic personalities of these young people, which probably are not motivated to participate in a long questionnaire where there are multiple questions about criminality, either because of fear of making their behavior public or simply because they do not want to.

In addition, it is necessary to bear in mind the pandemic situation, which has conditioned how the study has been developed, given that it has forcibly limited the direct contact with the participants of the study and the associations involved.

6.3. FUTURE LINES OF RESEARCH

Since there is a sample limitation, it would be interesting to perform future research on a larger families' sample to compare results by gender more adequately. Moreover, it is also necessary to perform this study not only in families but in youth themselves. Recalling the study of Damme et al. (2016), which mentioned the importance of self-report information, self-report information become essential in this study since it investigates criminal behavior as a main variable. Youth will always be more reliable about this data than their families who may not be fully aware of their criminal behavior. Furthermore, regarding LPE, multiple studies (Damme et al., 2016; Scheepers et al., 2011) and DSM-5 (American Psychiatric Association, 2013) affirm the importance of multiple sources to evaluate this variable correctly.

Therefore, an interesting future line of research would be to further investigate CD in youth in relation with crime in a more numerous sample, including the variable of LPE, and especially pay attention to gender differences. Regarding families' participation, it would be a good encouragement to offer them compensation for participating, such as resources for improving the affective bond with their problematic youth (e.g.: free problem-solving courses).

However, it is also important to develop lines of investigation including other variables, such as nationality, adoption, social class, or multiple conditions of youth who are deeply related to CD, such as neonatal withdrawal (especially, on adopted children) or comorbidity with other disorders such as ADHD. In this respect, adoption seems to play a fundamental role in CD target population since more than half of the sample was non-biological (55.8%). It would be interesting to further investigate CD researching why adoption is so common in this target population, considering the presence of biological factors such as neonatal abstinence syndrome, or social factors such as the racialization suffered by some adopted children, especially those who with non-Caucasic features.

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ANNEXES

ANNEXES 1: NUMBER OF CONDEMNED MINORS BY GENDER IN 2019 (CGPJ)

	Total edad		
	Ambos sexos	Hombre	Mujer
Total	14112	11160	2952
Menores con una infracción penal (delitos y faltas)	8868	6895	1973
Menores con una infracción penal: delito	8868	6895	1973
Menores con dos infracciones penales (delitos y faltas)	2834	2274	560
Menores con tres infracciones penales (delitos y faltas)	1093	888	205
Menores con cuatro o más infracciones penales (delitos y faltas)	1317	1103	214

(*) Edad a la comisión de la primera infracción penal

Notas:

Fuente: Explotación del INE del Registro Central de Sentencias de Responsabilidad Penal de los Menores con una infracción penal

Source: Consejo General del Poder Judicial (CGPJ), 2020.

ANNEXES 2: TYPE OF PENAL INFRACTIONS BY GENDER AND YEAR IN SPAIN 2015-2019 (INE)

Resultados nacionales

Condenados. Todos los delitos

Infracciones penales según sexo

	2019	2018	2017
A Delitos			
Total	26.049	24.340	22.269
Hombres	21.146	19.595	18.020
Mujeres	4.903	4.745	4.249
1 Homicidio y sus formas			
Total	52	33	38

Hombres	44	29	34
Mujeres	8	4	4
3 Lesiones			
Total	7.701	6.698	5.671
Hombres	5.794	4.988	4.239
Mujeres	1.907	1.710	1.432
6 Contra la libertad			
Total	2.556	2.274	1.798
Hombres	1.902	1.710	1.332
Mujeres	654	564	466
6.1 Detenciones ilegales y secuestro			
Total	16	11	8
Hombres	14	11	6
Mujeres	2	0	2
6.2 Amenazas			
Total	2.182	2.044	1.568
Hombres	1.615	1.523	1.146
Mujeres	567	521	422
6.3 Coacciones			
Total	358	219	222
Hombres	273	176	180
Mujeres	85	43	42

7 Torturas e integridad moral			
Total	1.863	1.630	1.624
Hombres	1.400	1.170	1.180
Mujeres	463	460	444
8 Contra la libertad e indemnidad sexuales			
Total	548	408	332
Hombres	537	401	331
Mujeres	11	7	1
8.1 Agresiones sexuales			
Total	60	69	103
Hombres	59	68	103
Mujeres	1	1	0
8.2 Abusos sexuales			
Total	165	95	107
Hombres	161	94	107
Mujeres	4	1	0
8.99 Otros delitos contra la libertad e indemnidad sexuales			
Total	323	244	122
Hombres	317	239	121
Mujeres	6	5	1
10 Contra la intimidad, derecho a la propia imagen			
Total	188	164	127

Hombres	147	131	88
Mujeres	41	33	39
13 Contra el patrimonio y el orden socioeconómico			
Total	10.147	10.346	10.075
Hombres	8.755	8.759	8.582
Mujeres	1.392	1.587	1.493
13.1 Hurtos			
Total	2.855	3.349	2.992
Hombres	2.098	2.446	2.152
Mujeres	757	903	840
13.2 Robos			
Total	4.794	4.802	5.006
Hombres	4.481	4.405	4.607
Mujeres	313	397	399
13.4 Robo y hurto de uso de vehículo			
Total	429	425	469
Hombres	413	406	442
Mujeres	16	19	27
13.5 Usurpación			
Total	59	79	81
Hombres	33	49	51
Mujeres	26	30	30

13.6 Defraudaciones			
Total	372	311	297
Hombres	305	239	232
Mujeres	67	72	65
13.9 Daños			
Total	1.456	1.233	1.054
Hombres	1.262	1.078	932
Mujeres	194	155	122
13.14 Receptación y blanqueo de capitales			
Total	146	134	160
Hombres	135	123	151
Mujeres	11	11	9
13.99 Otros delitos contra el patrimonio y orden socioeconómico			
Total	36	13	16
Hombres	28	13	15
Mujeres	8	0	1
17 Contra la seguridad colectiva			
Total	1.322	1.216	1.171
Hombres	1.252	1.154	1.093
Mujeres	70	62	78
17.3 Contra la salud pública			
Total	314	222	243

Hombres	283	201	223
Mujeres	31	21	20
17.4 Contra la seguridad vial			
Total	987	982	906
Hombres	951	942	850
Mujeres	36	40	56
17.99 Otros delitos contra la seguridad colectiva			
Total	21	12	22
Hombres	18	11	20
Mujeres	3	1	2
18 Falsedades			
Total	54	62	67
Hombres	44	54	51
Mujeres	10	8	16
20 Contra la Administración de Justicia			
Total	629	582	535
Hombres	453	426	404
Mujeres	176	156	131
20.5 Acusación y denuncia falsa			
Total	44	45	30
Hombres	14	11	15
Mujeres	30	34	15

20.7 Obstrucción a la justicia			
Total	107	97	89
Hombres	66	73	70
Mujeres	41	24	19
20.8 Quebrantamiento de condena			
Total	460	421	399
Hombres	360	330	303
Mujeres	100	91	96
20.99 Otros delitos contra la Administración de Justicia			
Total	18	19	17
Hombres	13	12	16
Mujeres	5	7	1
22 Contra el orden público			
Total	876	827	753
Hombres	716	696	626
Mujeres	160	131	127
R Resto de delitos			
Total	113	100	78
Hombres	102	77	60
Mujeres	11	23	18

Source: Instituto Nacional de Estadística (INE), 2020.

ANNEXES 3: ADOPTED MEASURES IN JUVENILE JUSTICE IN SPAIN IN 2019 (CGPJ)

	Total		Hombre		Mujer	
	Valores absolutos	Porcentaje	Valores absolutos	Porcentaje	Valores absolutos	Porcentaje
Total	23212	100	19056	100	4156	100
Asistencia a un centro de día	111	0,5	98	0,5	13	0,3
Amonestación	637	2,7	415	2,2	222	5,3
Convivencia con otra persona, familia o grupo educativo (menores)	477	2,1	308	1,6	169	4,1
Internamiento						
Internamiento abierto	130	0,6	117	0,6	13	0,3
Internamiento cerrado	674	2,9	646	3,4	28	0,7
Internamiento semiaabierto	2405	10,4	2181	11,4	224	5,4
Internamiento terapéutico en régimen cerrado, semiaabierto o abierto	507	2,2	426	2,2	81	1,9
Libertad vigilada	10057	43,3	8322	43,7	1735	41,7
Prohibición de aproximarse o comunicarse con la víctima	1343	5,8	1130	5,9	213	5,1
Prestación en beneficio comunidad	3393	14,6	2763	14,5	630	15,2
Permanencia de fin de semana	394	1,7	352	1,8	42	1,0
Privación permiso de conducir	41	0,2	41	0,2	0	0,0
Realización de tareas socio-educativas	2718	11,7	2003	10,5	715	17,2
Tratamiento ambulatorio	325	1,4	254	1,3	71	1,7

Source: Consejo General del Poder Judicial (CGPJ), 2020.

ANNEXES 4: ATTENDED MINORS BY SEX AND GENDER IN CATALUNYA 2015-2019 (IDESCAT)

Justícia juvenil. 2015-2019

Menors i joves atesos. Per sexe, edats i nacionalitat

Font: Departament de Justícia. Direcció General d'Execució Penal a la Comunitat i Justícia Juvenil.

	2015	2016	2017	2018	2019
Per sexe	5.564	5.481	5.731	5.843	5.926
Homes	4.498	4.416	4.609	4.707	4.871
Dones	1.066	1.065	1.122	1.136	1.055
Per edats	5.564	5.480	5.731	5.843	5.926
Menys de 13 anys	0	0	0	0	0
14 anys	152	135	116	113	133
15 anys	641	661	630	623	574
16 anys	1.013	980	1.089	1.043	1.083
17 anys	1.394	1.367	1.321	1.429	1.434
18 anys i més	2.363	2.333	2.574	2.630	2.700
No consta	1	4	1	5	2

Source: Institut d'Estadística de Catalunya (IDESCAT), 2020.

ANNEXES 5: ADOPTED MEASURES IN JUVENILE JUSTICE IN CATALUNYA IN 2019 (IDESCAT)

Justiça juvenil. 2019

Intervencions efectuades. Per tipus d'assistència. Províncies

Font: Departament de Justícia. Direcció General d'Execució Penal a la Comunitat i Justícia Juvenil.

Nota: Les intervencions són el nombre total de casos que han estat en execució efectiva durant l'any. El nombre d'intervencions és superior al nombre de persones ateses ja que moltes passen per més d'un programa d'intervenció durant l'any.

	Barcelona	Girona	Lleida	Tarragona	Catalunya
Jurisdicció menors (14-18 anys)	8.639	1.060	950	1.312	11.961
Assessorament tècnic	4.278	419	440	484	5.621
Mediació reparació	1.254	226	120	194	1.794
Mesures en medi obert	2.344	364	337	529	3.574
Mesures en centres	763	51	53	105	972
Intervencions administratives a menors	24	1	2	1	28
Assistència voluntària en medi obert	24	1	2	1	28
Internaments voluntaris en centres	0	0	0	0	0
Internaments de menors de la DGAM	0	0	0	0	0
Total intervencions efectuades	8.663	1.061	952	1.313	11.989

Institut d'Estadística de Catalunya

<https://www.idescat.cat/pub/aec/894>

Source: Institut d'Estadística de Catalunya (IDESCAT), 2020.

ANNEXES 6: PRISONERS BY SEX 2015-19 (EUROSTAT)

Time frequency		Annual						
Age class		Juvenile						
Sex		Females						
Unit of measure		Number		%=Per hundred thousand inhabitants				
TIME	2015	2016		2017		2018		
GEO (Labels)	Number	%	Number	%	Number	%	Number	
Belgium	4	0,36	:	:	:	:	:	
Bulgaria	1	0,17	0	0	1	0,17	2	0,35
Czechia	3	0,33	8	0,87	7	0,75	6	0,63
Denmark	0	0	0	0	1	0,18	0	0
Estonia	2	1,68	1	0,83	1	0,82	1	0,82
Ireland	1	0,17	1	0,17	:	:	:	:
Greece	4	0,43	10	1,09	8	0,88	10	1,1
Spain	35	0,86	41	1,01	35	0,86	47	1,16
France	28	0,39	33	0,46	30	0,42	23	0,32
Croatia	4	1,08	7	1,93	6	1,69	6	1,72
Italy	100	2,04	94	1,94	95	1,98	123	2,59
Cyprus	1	1,21	0	0	1	1,22	0	0
Latvia	3	1,77	0	0	1	0,58	0	0
Lithuania	1	0,39	1	0,4	1	0,4	3	1,22
Luxembourg	0	0	0	0	0	0	0	0
Hungary	15	1,9	17	2,04	8	0,96	10	1,2
Malta	0	0	0	0	2	5,26	:	:
Netherlands	10	0,6	14	0,84	18	1,08	19	1,15
Austria	12	1,63	11	1,59	10	1,35	8	1,08
Poland	243	7,25	107	3,21	158	4,74	138	4,12
Portugal	:	:	:	:	:	:	:	:
Romania	16	0,88	20	1,1	20	1,11	6	0,34
Slovenia	0	0	1	0,57	:	:	2	1,12
Slovakia	3	0,61	0	0	0	0	0	0
Finland	9	1,71	11	2,1	6	1,15	4	0,77
Sweden	0	0	0	0	0	0	2	0,19
England and Wales	0	0	0	0	0	0	0	0
Scotland	15	2,98	:	:	:	:	:	:
Northern Ireland (UK)	0	0	0	0	0	0	0	0
Iceland	0	0	0	0	0	0	0	0
Liechtenstein	0	0	0	0	0	0	0	0
Norway	0	0	1	0,18	2	0,36	:	:
Switzerland	1	0,14	0	0	0	0	3	0,41
Montenegro	0	0	0	0	0	0	0	0
North Macedonia	:	:	0	0	:	:	:	:
Albania	0	0	1	0,34	0	0	0	0
Serbia	9	1,5	12	2,02	6	1,01	12	2,03
Turkey	74	0,67	79	0,71	80	0,72	93	0,84
Bosnia and Herzegovina	:	:	:	:	1	:	1	:
Kosovo (under United Nations	0	:	2	0,7	2	0,75	2	0,74

Source: Self-elaborated based on data provided by EUROSTAT (2021).

Time frequency		Annual						
Age class		Juvenile						
Sex		Males						
Unit of measure		Number		%=Per hundred thousand inhabitants				
TIME	2015	2016		2017		2018		
GEO (Labels)	Number	%	Number	%	Number	%	Number	
Belgium	10	0,86	:	:	:	:	:	
Bulgaria	45	7,4	27	4,41	29	4,72	25	4,08
Czechia	95	9,89	77	7,92	67	6,8	57	5,7
Denmark	6	1	16	2,67	8	1,34	12	2,01
Estonia	22	17,49	28	22,08	19	14,81	13	10,02
Ireland	59	9,59	13	2,14	:	:	:	:
Greece	9	0,93	12	1,25	5	0,52	14	1,45
Spain	634	14,74	609	14,16	580	13,47	653	15,17
France	680	8,99	725	9,56	742	9,85	746	9,94
Croatia	47	11,99	38	10,45	47	12,5	38	10,31
Italy	1.146	22,05	1.231	23,89	1.335	26,17	1.353	26,8
Cyprus	23	28,13	15	17,33	20	23,23	16	18,58
Latvia	39	21,8	43	23,76	40	21,82	35	18,96
Lithuania	84	31,23	57	21,44	50	20,13	49	19
Luxembourg	2	3,64	7	1,21	2	3,36	0	0
Hungary	337	38,11	290	32,92	229	26,02	191	21,69
Malta	14	35,27	16	42,27	16	39,58	:	:
Netherlands	401	22,86	407	23,27	402	23,06	386	22,26
Austria	98	12,58	105	13,49	132	16,79	121	15,32
Poland	3.154	89,27	2.061	58,65	1.969	56,05	1.715	48,62
Portugal	:	:	:	:	:	:	:	:
Romania	300	15,64	387	20,24	375	19,71	270	14,27
Slovenia	3	1,62	8	4,29	:	:	25	13,25
Slovakia	86	16,74	76	14,82	72	14	83	16,07
Finland	80	14,56	82	14,95	92	16,77	87	15,95
Sweden	18	1,76	13	1,25	24	2,24	22	2,01
England and Wales	680	10,83	635	10,04	649	10,17	642	9,98
Scotland	447	84,75	:	:	:	:	:	:
Northern Ireland (UK)	0	0	0	0	0	0	0	0
Iceland	0	0	0	0	0	0	0	0
Liechtenstein	0	0	0	0	0	0	0	0
Norway	5	0,87	2	0,35	9	1,55	:	:
Switzerland	18	2,36	19	2,48	39	5,02	25	3,2
Montenegro	5	6,87	4	5,54	12	17,72	4	5,93
North Macedonia	:	:	18	8,29	30	13,92	:	:
Albania	89	26,83	58	18,19	40	11,85	21	6,47
Serbia	219	34,48	227	35,95	228	36,27	213	34
Turkey	2.247	19,16	2.323	19,79	2.758	23,47	2.894	24,64
Bosnia and Herzegovina	:	:	:	:	23	:	36	:
Kosovo (under United Nations	41	:	57	18,92	36	12,54	42	14,53

Source: Self-elaborated based on data provided by EUROSTAT (2021).

Encuesta: TFG CUESTIONARIO JÓVENES

Pág. 1.- PRESENTACIÓN

Bienvenido/a,

Mi nombre es Noelia Sánchez Alonso, estudiante del grado de Criminología de la Universidad Autónoma de Barcelona, y el siguiente cuestionario pertenece a mi Trabajo de Final de Grado acerca del trastorno de conducta y su relación con la delincuencia.

El objetivo de este estudio es obtener información acerca de los/as jóvenes con problemas de conducta y los déficits sociales que pueden presentar, para posteriormente analizar qué diferencias se observan entre chicos y chicas.

Te propongo que respondas a una serie de preguntas lo más sincero/a que puedas sobre tu manera de ser y de relacionarte con otras personas. Recuerda que no hay respuestas correctas o incorrectas, y que tu participación en el estudio es muy importante para aportar datos a la investigación, dado que solo se puede llevar a cabo con la colaboración de los/as jóvenes a quienes va dirigido el cuestionario.

Tu participación es voluntaria y puedes retirarte cuando lo desees. La confidencialidad de tus respuestas quedará absolutamente garantizada, dado que en ningún caso aparecerá tu nombre y la manera de identificarte será a través de un código. La información recogida será analizada manteniendo el anonimato y de manera grupal, por lo que en ningún momento se informará a nadie de tus respuestas individuales.

Si tienes alguna duda te animo a dirigirte al siguiente correo electrónico: tfg.criminologia2021@gmail.com

¡Muchas gracias por tu participación!

Noelia Sánchez Alonso

Pág. 2.- IDENTIFICACIÓN

Previamente a los instrumentos del cuestionario, nos gustaría preguntarte una serie de datos que servirán para relacionar la información que facilites con la de tu familia.

Preg.1.- Por favor, indica la inicial de tu nombre. En caso de tener más de un nombre, indica la inicial del primero (p. ej., A).

(* Esta pregunta es obligatoria)

Preg.2.- Por favor, indica la inicial de tu primer apellido (p. ej., A).

(* Esta pregunta es obligatoria)

Preg.3.- Por favor, indica la inicial de tu segundo apellido (p. ej., A).

(* Esta pregunta es obligatoria)

Preg.4.- Por favor, indica el Código Postal de donde vives habitualmente (en caso de vivir en dos lugares con Código Postal diferente, indica ambos).

Código Postal (1): _____

Código Postal (2): _____

Pág. 3.- INFORMACIÓN SOCIODEMOGRÁFICA

Preg.5.- Género:

(* Esta pregunta es obligatoria)

(* Marque una sola opción)

Hombre

Mujer

Otro (Por favor

especifique)_____

Preg.6.- Fecha de nacimiento (dd/mm/aaaa):

(* Esta pregunta es obligatoria)

Preg.7.- Nacionalidad:

(* Esta pregunta es obligatoria)

(* Marque una sola opción)

Española

Etrangera (Por favor

especifique)_____

Preg.8.- ¿Cuántos años hace que resides en España?

(* Esta pregunta es obligatoria)

Preg.9.- ¿Con quién vives en tu domicilio habitual? Selecciona todas las que se correspondan con tu situación.

Una figura parental (padre o madre)

Dos figuras parentales (padre y madre, dos padres, dos madres)

Hermanos/as

Abuelos/as

Otro (Por favor

especifique)_____

Preg.10.- Situación laboral actual:

(* Esta pregunta es obligatoria)
(* Marque una sola opción)

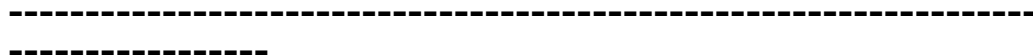
- Estudiando
- Trabajando
- En paro
- Ninguna de las opciones anteriores
- Otro (Por favor especifique)_____

Preg.11.- Indica si tu familia es:

(* Marque una sola opción)

- Adoptiva
- De acogida
- Biológica

Pág. 4.- CUESTIONARIO 1



A continuación, te vamos a preguntar sobre cosas que la gente joven hace a veces y que están prohibidas. Queremos saber cuales has hecho tú en los ÚLTIMOS DOCE MESES.

Verás que algunas preguntas se refieren al ámbito educativo. En caso de que en los últimos doce meses no hayas estado estudiando, responde las preguntas en relación a tu trabajo. Si tampoco has estado trabajando, responde NS/NC.

Por favor, recuerda que nadie (ni tu familia, ni tus profesores, ni la policía) será informada sobre lo que nos digas. La respuesta es totalmente anónima.

Preg.12.- En los ÚLTIMOS DOCE MESES, ¿has estado en situación de privación de libertad (p. ej., internado en un centro de menores, en prisión, etc.)?

(* Esta pregunta es obligatoria)
(* Marque una sola opción)

- Sí
- No
- Otro (Por favor especifique)_____

En los ÚLTIMOS DOCE MESES, cuántas veces...

(* Esta pregunta es obligatoria)
(* Marque una sola opción por fila)

(* Contestar solo si :
han contestado a " En los ÚLTIMOS DOCE MESES, ¿has estado en situación de privación de libertad (p. ej., internado en un centro de menores, en prisión, etc.)?" : "No" de la página "CUESTIONARIO 1" o además
han contestado a " En los ÚLTIMOS DOCE MESES, ¿has estado en situación de privación de libertad (p. ej., internado en un centro de menores, en prisión, etc.)?" : "Otro (Por favor especifique)" de la página "CUESTIONARIO 1" .)

	Nunca	Algunas veces al año	Algunas veces al mes	Algunas veces a la semana	Cada día	NS/NC
1. ¿Has robado (o intentado robar) un coche o una moto?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. ¿Has robado (o intentado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

robar) alguna cosa de valor superior a 50€?

3. ¿Has comprado, vendido o guardado cosas robadas (o has intentado hacer alguna de estas cosas)?

4. ¿Te has fugado de casa?

5. ¿Has andado con un arma escondida?

6. ¿Has robado (o intentado robar) cosas de valor inferior a 5€?

7. ¿Has atacado a alguien con intención de herir gravemente o matar?

8. ¿Te han pagado para tener relaciones sexuales?

9. ¿Has tenido relaciones sexuales con una persona que no conocías?

10. ¿Has estado involucrado/a en luchas de grupos rivales?

11. ¿Has vendido hachís o marihuana?

12. ¿Has pegado (o amenazado con pegar) a un profesor/a u otra persona adulta de la escuela?

13. ¿Has pegado (o amenazado con pegar) a tu madre y/o a tu padre?

14. ¿Has pegado (o amenazado con pegar) a

compañeros/as de clase?

- | | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 15. ¿Te has comportado de forma antisocial en un lugar público? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. ¿Has vendido drogas duras como heroína, cocaína, LSD o éxtasis? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. ¿Has conducido un coche o una moto sin el permiso del propietario/a? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. ¿Has tenido (o intentado tener) relaciones sexuales contra la voluntad de la otra persona? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. ¿Has usado la fuerza para robar dinero o cosas de otros/as estudiantes? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. ¿Has usado la fuerza para robar dinero o cosas del profesorado u otro adulto de la escuela? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. ¿Has usado la fuerza para conseguir dinero o cosas de otras personas (que no sean estudiantes o profesorado)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. ¿Has robado (o intentado robar) cosas con valor entre 5€ y 50€? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. ¿Has irrumpido en un edificio o vehículo (o intentado irrumpir) para robar algo o solo para echar un vistazo? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. ¿Has pedido dinero o cosas a | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

personas
desconocidas?

Preg.13.- ¿Alguna vez has cometido un delito?

(* Esta pregunta es obligatoria)
(* Marque una sola opción)

- Sí
 No

Indica a continuación a qué edad cometiste tu primer delito:

(* Contestar solo si :
han contestado a " ¿Alguna vez has cometido un delito?" : "Sí" de la página
"CUESTIONARIO 1" .)

Este primer delito, ¿qué delito fue?

(* Marque una sola opción)

(* Contestar solo si :
han contestado a " ¿Alguna vez has cometido un delito?" : "Sí" de la página
"CUESTIONARIO 1" .)

- Robo o hurto
 Agresión física
 Tráfico de drogas (p. ej., marihuana o hachís)
 Agresión sexual
 Otro (Por favor
especifique)_____

¿Qué medida se te impuso por el delito?

(* Contestar solo si :
han contestado a " ¿Alguna vez has cometido un delito?" : "Sí" de la página
"CUESTIONARIO 1" .)

- No se me impuso ninguna medida
 Medida económica (p. ej., multa)
 Internamiento en régimen abierto
 Internamiento en régimen semiabierto
 Internamiento en régimen cerrado
 Permanencia de fin de semana en un centro
 Trabajo/prestaciones en beneficio de la comunidad
 Convivencia con otra persona, familia o grupo educativo
 Otro (Por favor
especifique)_____

Pág. 5.- CUESTIONARIO 2

A continuación, te vamos a preguntar sobre cosas que la gente joven hace a veces y que están prohibidas o mal vistas socialmente. Queremos saber cuáles has hecho tú en los ÚLTIMOS DOCE MESES.

Por favor, recuerda que nadie (ni tu familia, ni tus profesores, ni la policía) será informada sobre lo que nos digas. La respuesta es totalmente anónima.

Preg.14.- En los ÚLTIMOS DOCE MESES...

(* Esta pregunta es obligatoria)
(* Marque una sola opción por fila)

	Nunca	Rara vez	A menudo	Siempre
1. ¿Has acosado, intimidado o amenazado a otras personas?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. ¿Has provocado de manera intencional incendios?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. ¿Has invadido la casa, el edificio o el vehículo de alguien?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. ¿Te has quedado fuera de casa por la noche sin permiso?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. ¿Has iniciado peleas o has arremetido físicamente contra otros?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. ¿Has destruido a propósito cosas que pertenecen a otras personas?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. ¿Has engañado a otras personas para quitarles dinero u obtener objetos ajenos?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. ¿Te has fugado o escapado de casa por más de 24h?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. ¿Has utilizado armas u objetos que pueden hacer daño a otros (bates, cuchillos, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. ¿Te consideras cruel con las personas y/o que te gusta hacerlas sufrir?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. ¿Has robado objetos de valor cuando has tenido la oportunidad?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. ¿Has robado o atracado usando armas o amenazando a otros?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. ¿Has forzado o amenazado a alguien para tener relaciones sexuales?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. ¿Has sido cruel con los animales y/o te gusta hacerles sufrir?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. ¿Has faltado a la escuela o al trabajo?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Pág. 6.- CUESTIONARIO 3

Por último, queremos hacerte unas preguntas sobre tu manera de ser y de relacionarte con las personas cercanas de tu alrededor (tu familia, tus amigos, tu pareja, etc.).

Por favor, recuerda que nadie (ni tu familia, ni tus profesores, ni la policía) será informado sobre lo que nos digas. La respuesta es totalmente anónima.

Preg.15.- Por favor, lee cada frase y decide en qué grado te describe. Marca la casilla que creas que corresponde a cada una de las afirmaciones, y no dejes ninguna sin responder.

(* Esta pregunta es obligatoria)

(* Marque una sola opción por fila)

	No es cierto	Un poco cierto	Muy cierto	Definitivamente cierto
1.- Expreso mis sentimientos abiertamente.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.- Lo que yo considero que es "correcto" o "incorrecto" es diferente de lo que piensan otras personas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.- Me importa hacer bien el trabajo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.- No me importa a quién le hago daño para conseguir lo que quiero.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.- Me siento mal o culpable cuando hago algo malo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.- No muestro mis emociones a los demás.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.- No me importa llegar a tiempo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.- Me preocupan los sentimientos de los demás.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.- No me importa si me meto en líos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.- No dejo que mis emociones me controlen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.- Me es indiferente hacer las cosas bien.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.- Parezco muy frío/a y con falta de interés en los demás.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 13.- Admito fácilmente que estoy equivocado/a. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14.- Es fácil para los demás ver cómo me siento. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15.- Siempre trato de hacer las cosas lo mejor que puedo. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16.- Pido perdón a quienes he hecho daño. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17.- Trato de no herir los sentimientos de los demás. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18.- No muestro remordimiento cuando hago algo malo. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19.- Soy muy expresivo/a y emotivo/a. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20.- No me gusta dedicar tiempo a hacer bien las cosas. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21.- No me importan los sentimientos de los demás. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22.- Escondo mis sentimientos. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23.- Me esfuerzo mucho en todo lo que hago. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24.- Hago cosas para que los demás se sientan bien. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Preg.16.- Por último, necesitamos que respondas las siguientes afirmaciones seleccionando la respuesta que te describa mejor habitualmente.

(* Esta pregunta es obligatoria)

(* Marque una sola opción por fila)

- | | No me identifico para nada | Me identifico un poco | Me identifico bastante | Claramente me identifico |
|--|----------------------------|--------------------------|--------------------------|--------------------------|
| 1. Muestro falta de culpa después de portarme mal con alguien o hacerle daño. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Muestro falta de empatía por otras personas que están dolidas, tristes o afligidas. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. No me preocupo por mi rendimiento escolar, laboral o de otras | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

actividades
similares.

4. Aparte de
enfado, no muestro
sentimientos o
emociones de una
manera que
parezca real,
sincera o genuina.

5. Muestro
sentimientos o
emociones solo
cuando me
beneficio de ello (p.
ej.: mostrarme
triste para evitar
un problema).

Preg.17.- En general, considero que causo...

(* Esta pregunta es obligatoria)

(* Marque una sola opción)

- No causo problemas
- Problemas leves
- Problemas moderados
- Problemas serios

Pág. 7.- AGRADECIMIENTOS

¡Muchas gracias por tu participación!

**Recuerda que si tienes alguna duda o comentario, puedes
contactarme a través del siguiente correo electrónico:
tfg.criminologia2021@gmail.com**

Encuesta: TFG CUESTIONARIO FAMILIAS

Pág. 1.- PRESENTACIÓN

Bienvenido/a,

El siguiente formulario pertenece al Trabajo de Final de Grado de Criminología a cargo de la Universidad Autónoma de Barcelona, realizado por Noelia Sánchez Alonso.

El objetivo de este trabajo es investigar acerca de la influencia que tiene el especificador "con emociones prosociales limitadas" en los y las jóvenes que presentan problemas de conducta y su relación con la delincuencia, para posteriormente analizar qué diferencias se observan en función del género.

La confidencialidad de la información recogida quedará absolutamente garantizada, dado que los datos personales que se piden tienen exclusivamente la finalidad de relacionar la información facilitada por la familia con la facilitada por el/la joven. Esta información será analizada manteniendo el anonimato y de manera grupal, por lo que en ningún momento aparecerán publicadas las respuestas a nivel individual.

Queremos agradecerle sinceramente la atención que nos concede, dado que este tipo de investigación solo puede llevarse a cabo con la colaboración de la familia.

Si tiene cualquier duda o desea realizar alguna pregunta sobre el estudio, puede dirigirse al siguiente correo electrónico: tfg.criminologia2021@gmail.com

¡Muchas gracias por su participación!

Noelia Sánchez Alonso

Pág. 2.- IDENTIFICACIÓN

Previamente a los instrumentos del cuestionario, nos gustaría preguntaros una serie de datos que servirán para relacionar la información facilitada por diversas fuentes de información.

Preg.1.- Por favor, indique la inicial del nombre del/la joven. En caso de tener más de un nombre, indique la inicial del primero (p. ej., A).

(* Esta pregunta es obligatoria)

Preg.2.- Por favor, indique la inicial del primer apellido del/la joven (p. ej., A).

(* Esta pregunta es obligatoria)

Preg.3.- Por favor, indique la inicial del segundo apellido del/la joven (p. ej., A).

(* Esta pregunta es obligatoria)

Preg.4.- Por favor, indique el Código Postal de donde vive habitualmente el/la joven (en caso de vivir en dos lugares con Código Postal diferente, indique ambos).

Código Postal (1): _____

Código Postal (2): _____

Preg.5.- Indique la relación que tiene usted con el/la joven:

(* Esta pregunta es obligatoria)

(* Marque una sola opción)

Padre

Madre

Hermano/a

Abuelo/a

Otro (Por favor

especifique) _____

Pág. 3.- INFORMACIÓN SOCIODEMOGRÁFICA

A continuación, le pediremos que responda una serie de preguntas acerca del/la joven. Es importante que responda en función de la información del/la joven, y no de la información de la persona que está completando el formulario.

Preg.6.- Género del/la joven:

(* Esta pregunta es obligatoria)

(* Marque una sola opción)

Hombre

Mujer

Otro (Por favor

especifique) _____

Preg.7.- Fecha de nacimiento del/la joven (dd/mm/aaaa):

(* Esta pregunta es obligatoria)

Preg.8.- Nacionalidad del/la joven:

(* Esta pregunta es obligatoria)

(* Marque una sola opción)

Española

Extranjera (Por favor

especifique) _____

Preg.9.- ¿Cuántos años hace que reside en España?

(* Esta pregunta es obligatoria)

Preg.10.- ¿Con quién vive en su domicilio habitual? Seleccione todas las que se correspondan con la situación del/la joven.

- Una figura parental (padre o madre)
- Dos figuras parentales (padre y madre, dos padres, dos madres)
- Hermanos/as
- Abuelos/as
- Otro (Por favor especifique)_____

Preg.11.- Situación laboral actual del/la joven:

(* Esta pregunta es obligatoria)

(* Marque una sola opción)

- Estudiando
- Trabajando
- En paro
- Ninguna de las opciones anteriores
- Otro (Por favor especifique)_____

Preg.12.- Indique si el/la joven es:

(* Marque una sola opción)

- Adoptado/a
- De acogida
- Biológico/a

Pág. 4.- CUESTIONARIO 1

A continuación, nos gustaría que respondiera algunas preguntas sobre la conducta delictiva del/la joven.

Le recordamos que la respuesta es totalmente anónima.

Preg.13.- En los ÚLTIMOS DOCE MESES, ¿ha estado en situación de privación de libertad (p. ej., internado en un centro de menores, en prisión, etc.)?

(* Esta pregunta es obligatoria)

(* Marque una sola opción)

- Sí
- No
- Otro (Por favor especifique)_____

Preg.14.- ¿Alguna vez el/la joven ha cometido un delito?

(* Esta pregunta es obligatoria)

(* Marque una sola opción)

- Sí
- No

Indica a continuación a qué edad cometió el primer delito:

(* Contestar solo si :
han contestado a " ¿Alguna vez el/la joven ha cometido un delito?" : "Sí" de la página "CUESTIONARIO 1" .)

Este primer delito, ¿qué delito fue?

(* Marque una sola opción)

(* Contestar solo si :
han contestado a " ¿Alguna vez el/la joven ha cometido un delito?" : "Sí" de la página "CUESTIONARIO 1" .)

- Robo o hurto
- Agresión física
- Tráfico de drogas (p. ej., marihuana o hachís)
- Agresión sexual
- Otro (Por favor especifique)_____

¿Qué medida le fue impuesta por el delito?

(* Contestar solo si :
han contestado a " ¿Alguna vez el/la joven ha cometido un delito?" : "Sí" de la página "CUESTIONARIO 1" .)

- No le fue impuesta ninguna medida
- Medida económica (p. ej., multa)
- Internamiento en régimen abierto
- Internamiento en régimen semiabierto
- Internamiento en régimen cerrado
- Permanencia de fin de semana en un centro
- Trabajo/prestaciones en beneficio de la comunidad
- Convivencia con otra persona, familia o grupo educativo
- Otro (Por favor especifique)_____

Pág. 5.- CUESTIONARIO 2

Las siguientes preguntas son acerca de cómo se comporta y/o se relaciona el/la joven en determinadas situaciones. Nos gustaría saber cuáles ha presentado el/la joven en los ÚLTIMOS DOCE MESES.

Le recordamos que la respuesta es anónima.

Preg.15.- En los ÚLTIMOS DOCE MESES...

(* Esta pregunta es obligatoria)

(* Marque una sola opción por fila)

	Nunca	Rara vez	A menudo	Siempre
1. ¿Ha acosado, intimidado o amenazado a otras personas?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. ¿Ha provocado de manera intencional incendios?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. ¿Ha invadido la casa, el edificio o el vehículo de alguien?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 4. ¿Se ha quedado fuera de casa por la noche sin permiso? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. ¿Ha iniciado peleas o ha arremetido físicamente contra otros? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. ¿Ha destruido a propósito cosas que pertenecen a otras personas? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. ¿Ha engañado a otras personas para quitarles dinero u obtener objetos ajenos? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. ¿Se ha fugado o escapado de casa por más de 24h? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. ¿Ha utilizado armas u objetos que pueden hacer daño a otros (bates, cuchillos, etc.)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. ¿Considera que el/la joven es cruel con las personas y/o que le gusta hacerlas sufrir? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. ¿Ha robado objetos de valor cuando ha tenido la oportunidad? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. ¿Ha robado o atracado usando armas o amenazando a otros? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. ¿Ha forzado o amenazado a alguien para tener relaciones sexuales? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. ¿Ha sido cruel con los animales y/o le gusta hacerles sufrir? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. ¿Ha faltado a la escuela o al trabajo? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Pág. 6.- CUESTIONARIO 3

Por último, nos gustaría hacerle unas preguntas acerca de la manera de ser del/la joven y de su manera relacionarse con las personas cercanas de su alrededor (familia, amigos, pareja, etc.).

Le recordamos que la respuesta es anónima.

Preg.16.- Por favor, lea cada frase y señale en qué grado describe al/la joven marcando la casilla que crea que corresponda. No deje ninguna pregunta sin responder.

(* Esta pregunta es obligatoria)

(* Marque una sola opción por fila)

	No es cierto	Un poco cierto	Muy cierto	Definitivamente cierto
1.- Expresa sus sentimientos abiertamente.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.- Parece que no sabe la diferencia entre el bien y el mal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.- Le importa su trabajo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.- No le importa a quién hace daño para obtener lo que quiere.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.- Se siente mal o culpable cuando hace algo malo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.- No muestra emociones.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.- No le importa llegar a tiempo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.- Le preocupan los sentimientos de los demás.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.- No le importa si se mete en líos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.- No deja que sus emociones lo/la controlen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.- Le es indiferente hacer las cosas bien.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.- Parece muy frío/a y con falta de interés en los demás.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.- Admite fácilmente que está equivocado/a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.- Es fácil ver cómo se está sintiendo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.- Siempre trata de hacer las cosas lo mejor que puede.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.- Pide perdón a quienes ha hecho daño.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.- Trata de no herir los sentimientos de los demás.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 18.- No muestra remordimiento cuando hace algo malo. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19.- Es muy expresivo/a y emocional. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20.- No le gusta dedicar tiempo para hacer bien las cosas. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21.- No le importan los sentimientos de los demás. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22.- Esconde sus sentimientos. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23.- Se esfuerza mucho en todo lo que hace. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24.- Hace cosas para que los demás se sientan bien. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Preg.17.- Por último, necesitamos que responda las siguientes afirmaciones seleccionando la respuesta que describa mejor al/la joven habitualmente.

- (* Esta pregunta es obligatoria)
 (* Marque una sola opción por fila)

- | | No describe al/la joven | Le/la describe un poco | Le/la describe bastante | Claramente le/la define |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Muestra falta de culpa después de portarse mal con alguien o hacerle daño. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Muestra falta de empatía por otras personas que están dolidas, tristes o afligidas. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. No se preocupa por su rendimiento escolar, laboral o de otras actividades similares. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Aparte de enfado, no muestra sentimientos o emociones de una manera que parezca real, sincera o genuina. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Muestra sentimientos o emociones solo cuando se beneficia de ello (p. ej.: mostrarse triste para evitar un problema). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Preg.18.- En general, el/la joven causa...

(* Esta pregunta es obligatoria)

(* Marque una sola opción)

- No causa problemas
- Problemas leves
- Problemas moderados
- Problemas serios

Pág. 7.- AGRADECIMIENTOS

¡Muchas gracias por su colaboración!

Recuerde que si tiene alguna duda o comentario, puede dirigirse al siguiente correo electrónico: tfg.criminologia2021@gmail.com

ANNEXES 9: INFORMATION SHEETS FOR YOUTH QUESTIONNAIRE

SHEET ADDRESSED TO YOUTH PARTICIPANTS

Te invitamos a participar en el estudio del Trabajo Final de Grado de Criminología de la *Universitat Autònoma de Barcelona*, realizado por la alumna Noelia Sánchez Alonso.

¿Qué objetivo tiene este estudio?	El objetivo general de este trabajo es estudiar la influencia de características de la personalidad relacionadas con la conducta prosocial en la relación entre los problemas de conducta y delincuencia desde una perspectiva de género.
¿Por qué has sido seleccionado/a para participar en el estudio?	Te invitamos a participar porque cumples los requisitos para incluirte en la investigación: <ul style="list-style-type: none"> • Edad comprendida entre 14 y 24 años. • No haber estado privado/a de libertad los últimos doce meses. • Tener familiares que pertenecen a una asociación de personas con problemas de conducta.
¿Por qué participar?	<p>Porque para conocer por qué algunos/as jóvenes se comportan diferente a otros/as y poder buscar una solución para ayudar a aquellos/as que tienen más problemas de comportamiento, es necesario estudiar estos comportamientos.</p> <p>Para ello, nos gustaría obtener información tanto por parte de los/las jóvenes como de sus familias acerca de diversos temas relacionados con los problemas de conducta y los déficits sociales y emocionales que se pueden presentar, para posteriormente analizar desde la perspectiva de género las diferencias entre chicos y chicas.</p> <p>En esta investigación no hay respuestas correctas o incorrectas, y tu participación en el estudio es muy importante para aportar datos a la investigación, dado que solo se puede llevar a cabo con colaboración de los/as jóvenes a quienes va dirigido el cuestionario.</p>
¿En qué consiste la participación?	<p>La participación en el estudio es totalmente <u>VOLUNTARIA Y ANÓNIMA</u>. En ningún caso aparecerá tu nombre, y habrá un código para identificarte. La información recogida será analizada manteniendo el anonimato y de manera grupal, por lo que en ningún momento se informará a nadie de tus respuestas individuales.</p> <p>Para llevar a cabo este estudio, es necesario adquirir información tanto de los/las jóvenes con problemas de conducta como de sus familias. El cuestionario en el que nos gustaría que participaras es el que va dirigido a los/las jóvenes, que tiene una duración aproximada de entre 10 y 15 minutos.</p>
¿Dónde y cuándo se hará la evaluación?	El cuestionario se administrará a través del formato online, haciendo uso de la plataforma <i>EncuestaFacil</i> , que garantiza la confidencialidad, hasta el 11 de abril de 2021.
¿Cómo participar?	Mediante el acceso al enlace que las familias harán llegar a los/las jóvenes.
Más información sobre el estudio	Si tienes alguna pregunta te animo a contactarme al siguiente correo electrónico: tfg.criminologia2021@gmail.com

SHEET ADDRESSED TO THE FAMILIES OF THE PARTICIPANTS

<p>Estimadas familias, les informamos que su hijo/a está invitado/a a participar en el estudio del Trabajo Final de Grado de Criminología de la <i>Universitat Autònoma de Barcelona</i>, realizado por la alumna Noelia Sánchez Alonso.</p>	
<p>¿Qué objetivo tiene este estudio?</p>	<p>El objetivo general de este trabajo es estudiar la influencia de características de la personalidad relacionadas con la conducta prosocial en la relación entre los problemas de conducta y delincuencia desde una perspectiva de género.</p>
<p>¿Por qué su hijo/a ha sido seleccionado para participar en el estudio?</p>	<p>Se le ha invitado a participar porque su hijo/a cumple los criterios de inclusión de la investigación:</p> <ul style="list-style-type: none"> • Edad comprendida entre 14 y 24 años. • No haber estado privado de libertad los últimos doce meses. • Tener familiares que pertenecen a una asociación de personas con problemas de conducta.
<p>¿Por qué participar?</p>	<p>La obtención de información acerca de los problemas de conducta es muy importante para conocer sus causas, sus características y sus posibles soluciones, tanto a nivel de prevención como de intervención. Concretamente, la participación del/la joven en este estudio nos aporta información sobre los problemas de conducta, determinados déficits sociales y emocionales que pueden presentar, su comportamiento delictivo, y las diferencias en función del género. Resulta especialmente importante la participación del/la joven en la investigación, dado que solo es posible llevarla a cabo con su colaboración.</p>
<p>¿En qué consiste la participación?</p>	<p>La participación en el estudio es totalmente <u>VOLUNTARIA Y ANÓNIMA</u>.</p> <p>Para esta investigación, es necesario obtener información tanto de los/las jóvenes con problemas de conducta como de sus familias. Por este motivo, la realización de esta investigación consiste en dos formularios:</p> <ul style="list-style-type: none"> - Jóvenes: Se les facilitará un enlace a un formulario en el que se valorará la manera de comportarse, de sentirse y de relacionarse de su hijo/a en diferentes situaciones. - Familias: Se facilitará un enlace a un formulario en el que se solicitará información acerca de la misma temática, pero desde el punto de vista de la familia del joven encuestado.
<p>¿Dónde y cuándo se hará la evaluación?</p>	<p>El cuestionario se administrará a través del formato online, haciendo uso de la plataforma <i>EncuestaFacil</i> que garantiza la confidencialidad, hasta el 11 de abril de 2021.</p>
<p>¿Cómo participar?</p>	<p>Mediante el acceso al enlace que se proporcione a las familias desde la asociación organizadora, y que deberán hacer llegar a los/las jóvenes.</p>
<p>Más información sobre el estudio</p>	<p>Si tiene cualquier pregunta o desea realizar algún comentario acerca del estudio pueden ponerse en contacto con Noelia Sánchez Alonso a través del siguiente correo electrónico: tfg.criminologia2021@gmail.com</p>

ANNEXES 10: INFORMATIVE SHEET FOR FAMILIES' QUESTIONNAIRE



<p>Estimadas familias: Les invitamos a participar en un estudio interdisciplinar en relación a trabajos de final de grado de diferentes carreras, realizados por Noelia Sánchez Alonso (Criminología), Dolina del Amo Barceló y Xènia Llena Sopena (Terapia Ocupacional), Anna Illas Gràcia (Educación) y Clara Solas Ligeró (Enfermería).</p>	
<p>¿Qué objetivo tiene este estudio?</p>	<p>La finalidad de este cuestionario es recoger datos para proponer intervenciones destinadas a trabajar la calidad de vida de los miembros de AFATRAC y de otras asociaciones de familiares con hijos/as que presentan problemas de conducta.</p>
<p>¿Por qué han sido seleccionadas para participar en el estudio?</p>	<p>Se les invita a participar porque cumple los criterios de inclusión de la investigación:</p> <ul style="list-style-type: none"> • Formar parte de una asociación de familiares con hijos/as que presentan problemas de conducta. • Tener al menos un/a hijo/a con alteraciones conductuales de edad comprendida entre 14 y 26 años.
<p>¿Por qué participar?</p>	<p>La obtención de información acerca de los problemas de conducta es muy importante para conocer sus causas, sus características y sus posibles soluciones, tanto a nivel de prevención como de intervención. Por esta razón, la participación de las familias es muy importante para el estudio, dado que nos permite conocer cuál es su visión sobre la situación actual tanto familiar como del/la joven.</p> <p>En caso de querer facilitar información sobre más de un/a joven, pueden rellenar dos veces la encuesta.</p>
<p>¿En qué consiste la participación?</p>	<p>La participación en el estudio es totalmente <u>VOLUNTARIA Y ANÓNIMA</u>.</p> <p>Para esta investigación, es necesario obtener información tanto de los/las jóvenes con problemas de conducta como de sus familias. Por este motivo, la realización de esta investigación consiste en un formulario acerca de diversos ámbitos de los/las jóvenes con problemas conductuales, y acerca de la propia experiencia familiar, con la finalidad de detectar las necesidades y problemáticas que se muestran, y así poder ofrecer unas intervenciones más adecuadas e individualizadas.</p> <p>Al tratarse de un formulario con respuestas subjetivas acerca de vuestra vivencia, no existen respuestas correctas o incorrectas. El tiempo estimado de este cuestionario es de entre 15 y 25 minutos.</p>
<p>¿Dónde y cuándo se hará la evaluación?</p>	<p>El cuestionario se administrará a través del formato online, haciendo uso de la plataforma <i>EncuestaFacil</i> que garantiza la confidencialidad, hasta el 11 de abril de 2021.</p>
<p>¿Cómo participar?</p>	<p>Mediante el acceso al enlace que se proporcione a las familias desde la asociación organizadora. Será necesario que, en este mismo formulario, den el consentimiento para usar los datos que proporcionen con finalidad únicamente académica. En caso de que su hijo/a quiera participar, también hay un cuestionario para jóvenes, por lo que agradeceríamos que nos contactaran.</p>
<p>Más información sobre el estudio</p>	<p>Si tienen cualquier pregunta o desean realizar algún comentario acerca del estudio pueden ponerse en contacto con las integrantes del proyecto a través del siguiente correo electrónico: tfg.afatrac@gmail.com</p>