

Session 5: Conduct disorder

Striking behaviour – being classified as conduct disorder – on the one hand is subject to subjective interpretation of the onlooker and on the other its severity is determined by the context in which it can be observed. This means that the very same behaviour can be felt as a nuisance and burden in a specific social environment, and quite fitting in another place. For the person displaying such a kind of behaviour it can be meaningful; for outside observers, however, it can be strange, dangerous or stupid.

That's why a definition of conduct/behaviour disorder in the strict sense is difficult as there are no clear dividing lines. Reasons for this incidence may be dependent on disposition and/or developmental delays. Social indicators, such as family, education, peer groups, or school may influence the manifestations or give rise to them. The manual of disorders includes, among other things, aggression/violence, hyperactivity, speech disorder, attention deficit syndrome, minimal cerebral dysfunction, concentration disorders, exclusion, handling conflicts, neglect and eating disorders. Studies show that boys display significantly more problems with social behaviour and are more often aggressive or hyperactive.

Girls, however, have more often emotional problems that express themselves as anxiety, depression or eating disorders. Besides family therapeutic approaches and pharmacological approaches a training of social competences has been established as a preventive educational offer for boys (and girls).

The following collection of materials targeting at conduct disorder offers five activities with boys (and girls):

1. Always in motion

In the first activity "Always in motion" we are closely looking at the comprehensive and holistic way of living and learning. This activity is a didactic plea for testing the motor and coordinative abilities and skills in the context of breaks more often. A whole series of different movement games are presented here in order to promote trustful company with one's own body and to develop respectively reflect social experiences in the boys' group.

2. Problems of children with ADHD

This activity provides knowledge on the subject areas of hyperactivity, impulsivity and Attention Deficit Hyperactivity Disorder (ADHD).

These areas are usually the causes of problems with self-control, the interpretation of verbal and nonverbal signals of others, sticking to rules, etc.

From this activity boys will learn to understand verbal and nonverbal expressions of other children, to control their own behaviour, and to display desirable behaviour.

3. Smelly Feet

"Smelly Feet" is an interactive unit which encourages boys to develop a radio advertisement against sweaty feet and present it. This unit has been designed to train cooperation, group relations, negotiating skills with others as well as skills needed to work in teams. Finally, the social experiences made in this unit will be discussed (feedback culture) and reported.

4. Expedition Robinson

Besides the joy of movement the activity "Expedition Robinson" integrates community experiences and tolerance experiences. This recreational and educational experience for

boys strengthens their motor skills as well as group identity. In order to manage the course of tasks each participant is challenged to concentrate and to proof condition. The feedback sessions addressing the experiences will be a standard for coming to terms with the experiences.

5. Tell me who your friend is, and I'll tell you who you are

The unit "Tell me who your friend is, and I'll tell you who you are" takes up the interpersonal relationships of boys/of the group and has been designed to train the self-perception and perception of the participants.

Being one's very self, as well as being able to respect the opinion of others are the objectives of this activity.