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Psychopathy in 3D : using three dimensions to model psychopathic traits in youth

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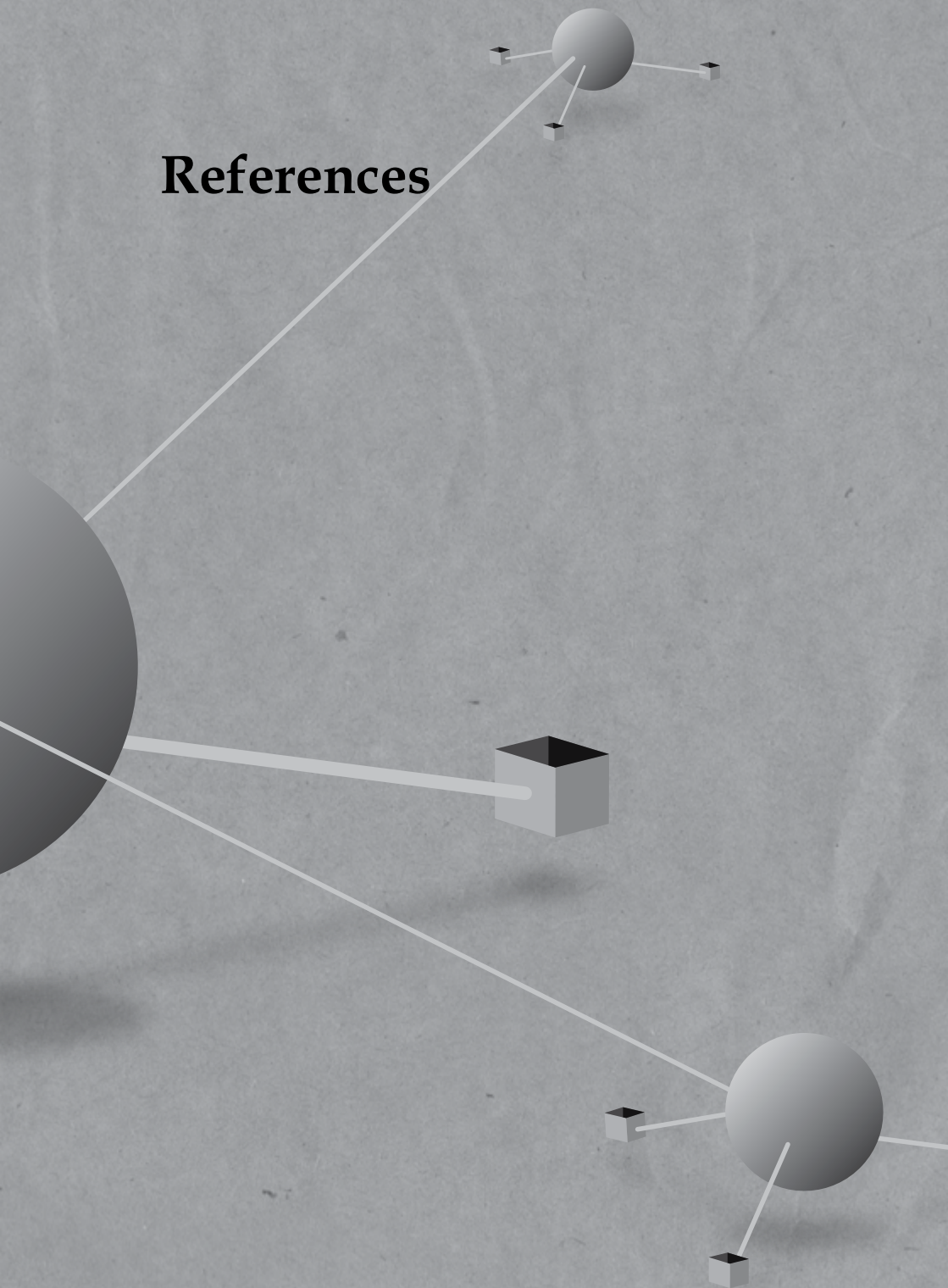
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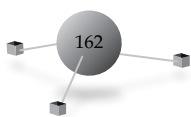
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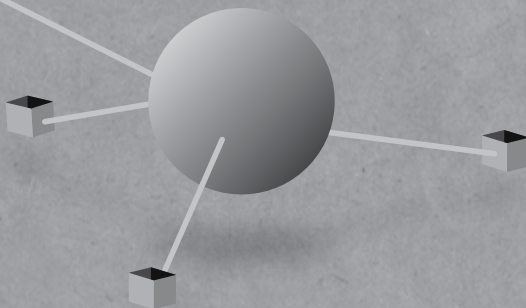
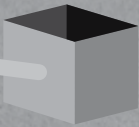
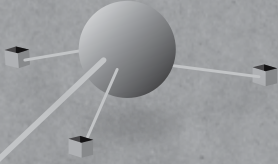
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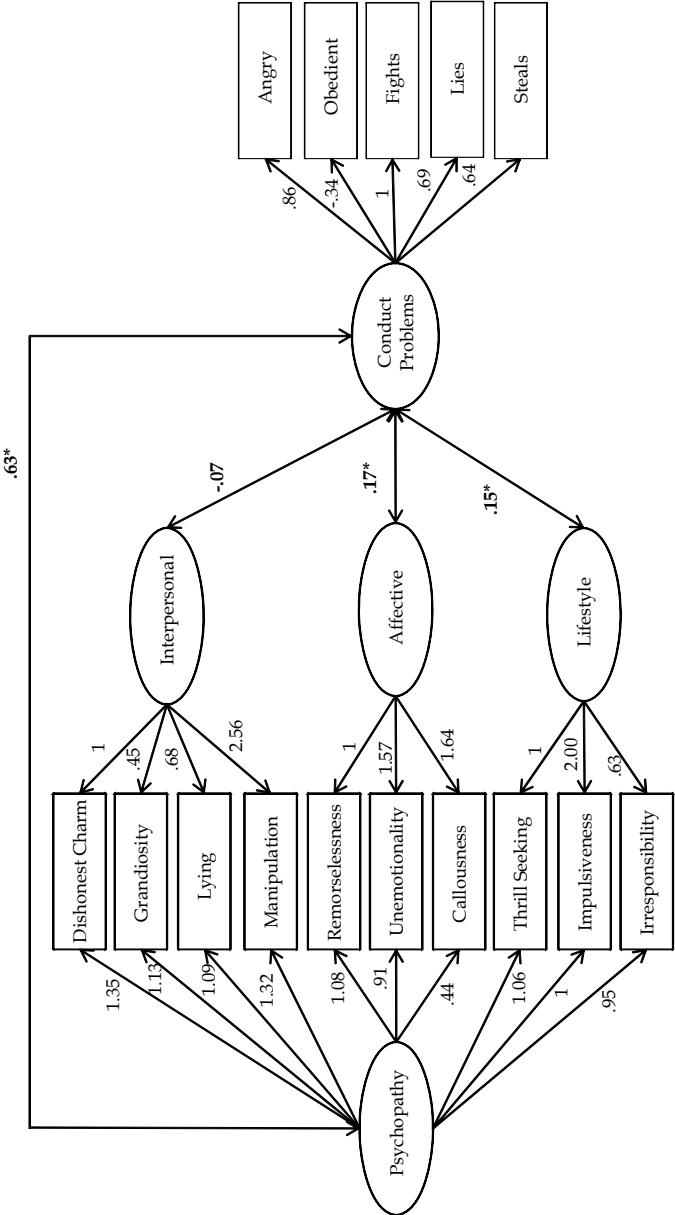
Appendices





Appendix A

The relation between the YPI bifactor model and conduct problems for the total sample ($N = 2,850$) (Chapter 3)



Note. Bold numerals are correlations being estimated, non-bold numerals are fixed factor loadings.

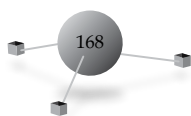
* $p < .05$

Appendix B

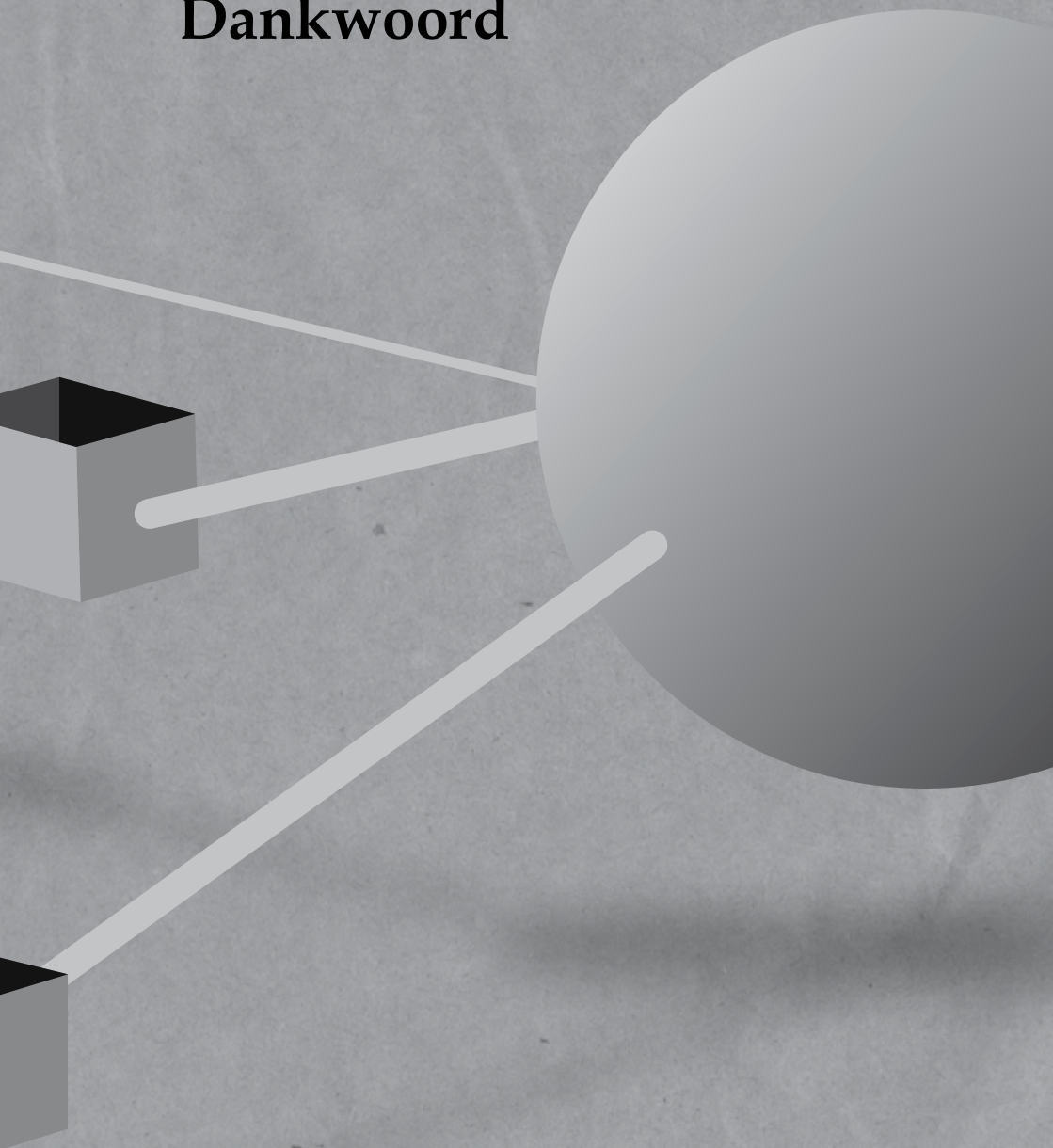
Means and Standard Deviations of the Subgroups for Differences in Gender, Age, and Ethnic Background (Chapter 5)

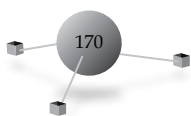
Characteristic		<i>n</i>	Emotion	Conduct	Hyperactivity	Peer	Prosocial	Self-esteem
Low-risk	Boy	580	6.41 (1.56)	6.32 (1.15)	8.54 (2.29)	6.98 (1.65)	12.46 (2.02)	3.21 (0.49)
	Girl	678	7.80 (2.05)	6.26 (1.07)	8.91 (2.36)	6.80 (1.50)	13.35 (1.50)	3.00 (0.50)
	Younger	1091	7.23 (1.98)	6.30 (1.12)	8.77 (2.36)	6.87 (1.57)	12.89 (1.85)	3.08 (0.51)
	Older	142	6.56 (1.62)	6.20 (1.00)	8.51 (2.03)	6.87 (1.52)	13.27 (1.55)	3.23 (0.42)
	Native Dutch	681	7.43 (2.07)	6.17 (1.05)	9.11 (2.24)	6.84 (1.61)	12.83 (1.83)	3.04 (0.49)
	Western immigrant	102	6.75 (1.72)	6.29 (1.08)	8.91 (2.43)	6.58 (1.40)	12.92 (1.84)	3.17 (0.47)
Moderate-risk	Non-Western immigrant	474	6.85 (1.80)	6.46 (1.17)	8.16 (2.33)	7.00 (1.55)	13.11 (1.77)	3.17 (0.54)
	Boy	625	6.86 (1.75)	7.41 (1.53)	9.70 (2.39)	7.22 (1.68)	11.92 (2.01)	3.11 (0.52)
	Girl	261	8.20 (1.95)	7.50 (1.60)	10.31 (2.38)	7.21 (1.52)	12.49 (1.93)	2.96 (0.53)
	Younger	775	7.25 (1.90)	7.44 (1.55)	9.87 (2.41)	7.23 (1.63)	11.99 (2.00)	3.05 (0.54)
	Older	96	7.28 (2.02)	7.42 (1.59)	9.95 (2.39)	7.13 (1.71)	12.82 (1.84)	3.13 (0.49)
	Native Dutch	471	7.32 (1.90)	7.26 (1.48)	10.46 (2.36)	7.06 (1.67)	12.01 (1.97)	3.01 (0.52)
Anxious	Western immigrant	57	6.86 (1.88)	7.53 (1.62)	9.37 (2.70)	7.07 (1.69)	12.11 (1.91)	3.23 (0.49)
	Non-Western immigrant	357	7.22 (1.93)	7.64 (1.60)	9.19 (2.20)	7.45 (1.54)	12.19 (2.04)	3.11 (0.55)
	Boy	38	9.61 (2.14)	7.37 (1.17)	10.71 (2.29)	8.45 (2.01)	12.47 (2.02)	2.41 (0.65)
	Girl	145	11.20 (2.21)	7.50 (1.47)	11.39 (2.30)	7.81 (1.94)	13.06 (1.79)	2.28 (0.54)
	Younger	166	10.95 (2.29)	7.53 (1.40)	11.30 (2.29)	7.96 (1.92)	12.84 (1.87)	2.29 (0.56)
	Older	15	9.67 (1.68)	6.93 (1.44)	10.67 (2.53)	7.67 (2.38)	13.80 (1.32)	2.45 (0.59)

Characteristic	<i>n</i>	Emotion	Conduct	Hyperactivity	Peer	Prosocial	Self-esteem	
PP/ANX-	Native Dutch	133	10.95 (2.26)	7.43 (1.38)	11.41 (2.20)	7.93 (2.03)	12.83 (1.93)	2.26 (0.58)
	Western immigrant	12	11.42 (2.11)	7.67 (1.15)	11.08 (2.91)	8.25 (1.96)	13.33 (1.56)	2.43 (0.49)
	Non-Western immigrant	38	10.39 (2.38)	7.55 (1.59)	10.76 (2.70)	7.89 (1.74)	13.18 (1.63)	2.41 (0.50)
	Boy	235	6.90 (1.78)	8.22 (1.73)	10.40 (2.40)	7.28 (1.79)	11.54 (2.13)	3.20 (0.60)
	Girl	67	8.10 (2.09)	8.42 (1.79)	11.25 (2.32)	7.24 (1.74)	12.12 (1.77)	3.06 (0.58)
	Younger	256	7.19 (1.91)	8.35 (1.78)	10.57 (2.44)	7.26 (1.81)	11.59 (2.10)	3.17 (0.57)
	Older	44	7.07 (2.02)	7.70 (1.47)	10.68 (2.26)	7.34 (1.67)	12.20 (1.82)	3.14 (0.73)
	Native Dutch	155	6.97 (1.87)	8.24 (1.71)	11.04 (2.41)	7.05 (1.71)	11.43 (2.09)	3.21 (0.52)
	Western immigrant	23	7.04 (1.58)	8.39 (1.99)	10.43 (1.83)	7.57 (1.70)	11.91 (1.68)	2.99 (0.67)
	Non-Western immigrant	124	7.44 (2.02)	8.27 (1.75)	10.05 (2.41)	7.49 (1.85)	11.93 (2.08)	3.15 (0.67)
PP/ANX+	Boy	140	8.51 (2.20)	9.81 (1.90)	11.15 (2.38)	8.21 (1.86)	10.80 (2.21)	2.86 (0.56)
	Girl	79	9.78 (2.41)	9.67 (1.99)	12.11 (1.96)	7.80 (1.79)	11.59 (2.65)	2.63 (0.59)
	Younger	198	1.80 (0.47)	1.95 (0.39)	2.29 (0.46)	1.61 (0.36)	2.22 (0.48)	2.76 (0.58)
	Older	14	1.67 (0.47)	1.74 (0.47)	2.36 (0.42)	1.56 (0.34)	2.26 (0.45)	3.00 (0.57)
	Native Dutch	106	9.00 (2.43)	9.51 (2.04)	12.02 (2.00)	7.81 (1.89)	11.47 (2.25)	2.77 (0.54)
	Western immigrant	12	8.00 (1.48)	9.75 (2.34)	11.08 (3.18)	8.00 (1.95)	10.25 (2.09)	2.48 (0.82)
	Non-Western immigrant	101	9.06 (2.34)	9.83 (1.89)	11.00 (2.35)	8.33 (1.75)	10.78(2.54)	2.81 (0.58)



Dankwoord





Dankwoord

Hier ligt dan het product van vijf jaar hard werken. Hard werken vind ik niet erg, en soms vind ik het zelfs heel leuk. Ik heb het niet in mijn eentje gedaan en wil graag een aantal mensen bedanken voor de afgelopen vijf jaar.

Alle studenten die de tijd hebben genomen om de vragenlijst in te vullen en de computertaak te maken, en de scholen die daar de tijd voor hebben ingepland.

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I also would like to thank Henrik for the support from a distance, the opportunity to visit Sweden, and the inspiring ‘psychopathy-talks’. I really enjoyed working with you.

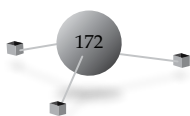
Ook bedank ik mijn stagiaires en studenten voor alle ondersteuning, hulp en inzet tijdens de dataverzameling.

Uiteraard mag ik ook mijn lieve roomies Anouk en Rianne niet vergeten, mijn fantastische ganggenootjes, collega’s, en ook Coen. Bedankt voor alle gesprekken over van alles en nog wat, het luisterend oor, het meedenken, de etentjes, de lunches buiten op de grond uit de wind, en alle positieve woorden wanneer ik die nodig had.

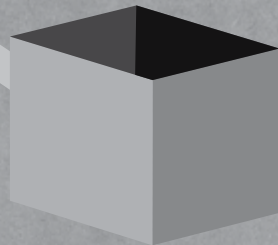
Margo, mijn steun en toeverlaat in het begin van mijn PhD-traject, bedankt voor alle hulp en je vriendschap.

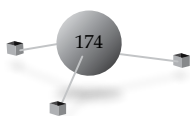
Pap en mam, Riny en Arnold, bedankt voor afleiding, de steun en het luisterend oor die jullie mij afgelopen jaren hebben gegeven, ook al was mijn statistische verhaal niet altijd even gemakkelijk te volgen. Patje, je mag dan wel ver weg zitten, jouw positieve en relaxte houding hangen altijd om mij heen.

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Curriculum Vitae

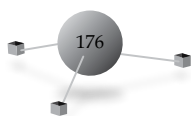




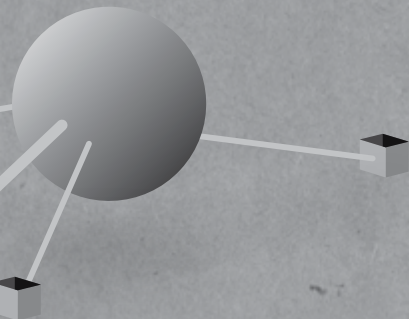
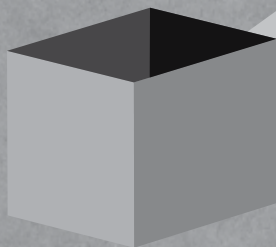
Wendy Zwaanswijk was born on March 7th 1989 in Voorburg, the Netherlands. She completed her secondary education in 2007 at the Alfrink College in Zoetermeer. In 2010, Wendy obtained her bachelor degree Education and Child Studies, after which she continued with the research master Developmental Psychopathology in Education and Child Studies at Leiden University and graduated in 2012. During the years of the research master, Wendy worked as a tutor for first year Education and Child Studies-students and as a research assistant on a project dealing with curriculum based measurement in schools for secondary education.

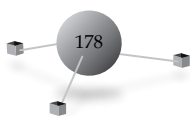
In May 2012, Wendy started as a PhD-candidate at the Department of Clinical Child and Adolescent Studies under the supervision of prof. dr. Paul Vedder, dr. Violaine Veen, and dr. Mitch van Geel. In 2015-2016 Wendy worked at the Bachelor Atelier to assist students with their thesis. During her last year of her PhD-study, she went on a two-week visit to the Örebro University in Örebro, Sweden, to work together with prof. dr. Henrik Andershed, a specialist on the emergence and assessment of psychopathy. They worked on RESUMÉ data collected in Sweden.

At the moment, Wendy is working as a postdoc at ICLON, Leiden University, on a project within the Academic Workshop Diversity (*Kenniswerkplaats Diversiteit*), focusing on school-related questions of three schools for secondary education in The Hague.



List of Publications





- Zwaanswijk, W.,** Veen, V.C., & Vedder, P. (2016). The Youth Psychopathic traits Inventory: A bifactor model, dimensionality, and measurement invariance. *Assessment*. doi: 10.1177/1073191116632340
- Zwaanswijk, W.,** van Geel, M., Veen, V.C., Andershed, H., & Vedder, P. (2016). Brief Report. The relation between the bifactor model of the Youth Psychopathic traits Inventory and conduct problems in adolescence: Variations across gender, ethnic background, and age. *Psychological Assessment*. doi: 10.1037/pas0000407
- Van Geel, M., Toprak, F., Goemans, A., **Zwaanswijk, W.,** & Vedder, P.H. (2016). Are Youth Psychopathic Traits Related to Bullying? Meta-analyses on Callous-Unemotional Traits, Narcissism, and Impulsivity. *Child Psychiatry & Human Development*. doi: 10.1007/s10578-016-0701-0
- Geel, M., van & Vedder, P.H. & Wenink, E. G., & **Zwaanswijk, W.** (2011). Rapportage 'Come-Together' week. University Leiden.
- Zwaanswijk, W.,** van Geel, M., Andershed, H., Fanti, K.A., & Vedder, P. (in press). Variants of psychopathy, and the dependence on gender, age, and ethnic background. *Journal of Personality Disorders*.
- Zwaanswijk, W.,** van Geel, M., & Vedder, P. (submitted). Socioeconomic status and psychopathic traits in a community sample of youth.
- Van Geel, M., Goemans, A., **Zwaanswijk, W.,** Gini, G., & Vedder, P. (submitted). Does peer victimization cause low self-esteem, or does low self-esteem 'attract' victimization: metaanalyses on longitudinal studies.

