

Living with conduct problem youth: Family functioning and parental perceptions of their child

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Online resource 3. *Covariate analysis for conditions comorbid with conduct problems*

FAD subscales	ANOVA		Tukey post hoc			ANCOVA										<i>post hoc</i>	
	F	<i>p</i>	Group	<i>p</i>	<i>d</i>	ADHD		GAD		MDE		AUDIT		DUDIT			
Affective involvement	11.704	0.000	TD – HCU	0.000	-1.170	5.078	0.008 (TD-HCU 0.008)	5.263	0.007 (TD-HCU 0.012)	7.565	0.001 (TD-HCU 0.001)	10.902	0.000 (TD-HCU 0.000)	11.043	0.000 (TD-HCU 0.000)	1\2 >3	
			TD – LCU	0.057	-0.685												
			HCU – LCU	0.028	-0.620						(HCU-LCU 0.042)		(HCU-LCU 0.038)		(HCU-LCU 0.030)		(HCU-LCU 0.027)
General functioning	3.319	0.041	TD - HCU	0.040	-0.628	0.857	0.428	0.481	0.619	2.022	0.138	3.248	0.043 (TD-HCU 0.049)	2.943	0.058		
			TD – LCU	0.139													
			HCU – LCU	0.839													
Roles	5.399	0.006	TD – HCU	0.005	-0.818	3.098	0.050	2.695	0.073	3.898	0.024 (TD-HCU 0.023)	4.847	0.010 (TD-HCU 0.009)	4.550	0.013 (TD-HCU 0.011)		
			TD – LCU	0.055	-0.633												
			HCU – LCU	0.650													
Problem solving	2.193	0.117				1.416	0.248	1.095	0.339	2.774	0.070	2.533	0.085	1.931	0.151		
Communication	0.048	0.953				0.254	0.776	0.224	0.800	0.088	0.916	0.099	0.906	0.017	0.983		
Affective responsiveness	1.104	0.336				1.178	0.313	0.766	0.468	0.791	0.457	1.668	0.194	1.855	0.162		
Behaviour control	0.008	0.992				0.015	0.985	0.073	0.930	0.009	0.991	0.022	0.978	0.023	0.977		

TD= typically developing; HCU = high levels of callous-unemotional traits (and conduct problems); LCU = low levels of callous-unemotional traits (and conduct problems); FAD = McMaster Family Assessment Device; ADHD = Attention deficit hyperactivity disorder; GAD = Generalised anxiety disorder; MDE = Major depressive episode; AUDIT = Alcohol Use Disorders Identification Test scores; DUDIT = Drug Use Disorders Identification Test scores.

There is a statistically significant effect of group on affective involvement even after controlling for the following covariates: ADHD, GAD, MDE, AUDIT, DUDIT. Post hoc analysis indicates a significant difference between the TD and HCU groups and the HCU and LCU groups except when controlling for ADHD where there is no significant difference between HCU and LCU groups.

There is no statistically significant effect of group on general functioning when controlling for ADHD, GAD, MDE or DUDIT. There is no statistically significant effect of group on roles when controlling for ADHD or GAD.

There is no statistically significant effect of group on problem solving, communication, affective responsiveness, and behaviour control after controlling for any of the following covariates: ADHD, GAD, MDE, AUDIT, DUDIT.