Due to neglect, living on the streets (Anderson, 2000), limited education and psychopathology (Ankarsatar et al., 2007; Nijhof et al., 2011; Vreugdenhil, Doreleijers, Vermeiren, Wouters, & Van den Brink, 2004), sometimes coupled with mild intellectual disability (Van Nieuwenhuijzen et al., 2006), adolescents in secure juvenile institutions often experience difficulties in coping with particular social situations (Van der Helm, Van Nieuwenhuijzen, & Wegter, 2010). For instance, being unable to cope with the perception of social disadvantage often causes feelings of bitterness and anger (Van der Helm, 2011a). These feelings can lead to hostility and diminished feelings of empathy for others (Sato et al., 2009; Van der Helm, Stams, Van der Stel, & Van der Laan, 2011b). In a harsh environment, needing help or giving help may be perceived as a sign of vulnerability for juvenile delinquents, since the code of the street prescribes ‘to have a cool appearance’ and that one should be feared by others (De Jong, 2007). Competition, which is a part of normal social life in our society, is often reframed by juvenile delinquents as aggression, necessitating pre-emptive retaliation (Pinker, 2011, p. 530-534). Finally, adolescents in secure juvenile institutions tend to face a long history of failures at school and conflicts with authorities (Loeber, Slot, Van der Laan, & Hoeve, 2009; Shapiro, Smith, Malone, & Collaro, 2010). Failure to accept authority often aggravates problems, leading to a downward coercive cycle of aggression in encounters with authorities (Granic & Patterson, 2006), which could eventually result in delinquency (Tarry & Emler, 2007).

**Taxonomy of Problematic Social Situations-Adolescent version** (TOPS-A). The TOPS-A was developed by adapting Matthys’ original instrument (Matthys, Cuperus, Maassen, &
Van Engeland, 2001) for self-report use in forensic settings (Van der Helm et al., 2013). The questionnaire consists of 22 items measuring perceived social problem behavior as the main construct. The questionnaire contains four scales: problems with ‘being disadvantaged’ (8 items), problems with ‘facing competition’ (5 items), with ‘accepting/giving help’ (3 items) and with ‘accepting authority’ (6 items). The following questionnaire items are examples of the items per subscale: problems with ‘being disadvantaged’ - ‘When others tell me I have the wrong clothes, I yell at them’ - problems with ‘facing competition’ - ‘When I lose, I quit playing’ - problems with ‘accepting/giving help’ - ‘If someone else feels down, its his/her problem’ - and problems with ‘accepting authority’ - ‘If a group worker is talking, I just interrupt when I feel so’.

Construct validity and reliability of the TOPS-A were established in confirmatory factor analysis and internal consistency analyses (in terms of Cronbach’s alpha) by Van der Helm et al. (2013).

Currently, a training for adolescents with aggression problems, based on the TOPS findings is being evaluated.


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