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REDUCING AGGRESSION IN CHILDREN THROUGH  
PSYCHOEDUCATION AND FAMILY INTERVENTIONS**Zulfa Saleh<sup>1</sup>, Syed Mohamad Syed Abdullah<sup>2\*</sup><sup>1</sup> School of Educational Studies, Universiti Sains Malaysia, Malaysia  
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**DOI:** 10.35631/IJEPC.955032.This work is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)**Abstract:**

The study focuses on behavioral disorders and aggression in children and adolescents, examining three main areas: adapting behavioral interventions to cultural and contextual factors, implementing parental and family interventions for child behavioral health, and utilizing psychoeducational interventions for aggression and behavior disorders. A meticulous examination and integration of top-notch studies were carried out using the PRISMA approach. The findings from Theme 1 indicate that the use of social skills training and cognitive-behavioral approaches leads to a significant decrease in hostility and an improvement in behavioral outcomes. Theme 2 emphasizes the efficacy of parental and family interventions in diminishing aggressive behaviors through the improvement of parenting skills, communication, and family dynamics. Theme 3 highlights the significance of cultural and contextual modifications, acknowledging that customized interventions are both more efficient and enduring. To effectively manage aggressiveness in children and adolescents, it is important to use a comprehensive approach that combines psychoeducational therapy, family-centered initiatives, and culturally relevant modifications. By adopting a multidisciplinary approach, not only may aggressive behavior be reduced, but resilience and coping strategies can also be promoted, resulting in healthier developmental outcomes. The study also emphasizes the importance of integrating behavioral approaches and psychoeducation with a focus on prevention when it comes to combating and preventing teenage violence among us.

**Keywords:**

Aggression Reduction, Behavioral Interventions, Cultural Adaptations, Family Dynamics, Parental Interventions, Psychoeducational Therapies

**Introduction**

Aggression and behavioral disorders in children, as well as adolescents, are very common maladjustment that affects their social, emotional, and intellectual growth profoundly (Abid et al., 2024). The majority of them highlighted the need for parent involvement and tailored intervention based on individual-level assessment due to the specific demands of children by implementing evidence-based holistic treatments aimed at addressing multiple factors surrounding those issues (Limbu et al., 2022). Psychoeducational treatments like cognitive-behavioral strategies and social skills improvement linked with them can be really beneficial in diminishing violent practices along with improving emotion control (Sukhodolsky, D. G., Smith, S. D., McCauley, S. A., Ibrahim, K., & Piasecka, J. B., 2022). Moreover, parent and family involvement in these interventions is critical as it increases the child's engagement and leads to better behavioral outcomes.

It cannot be overemphasized that tailored cultural context need-based treatments are necessary. Interventions tailored to the cultural and socioeconomic contexts of target populations, such as those in Tunisia and Japan, have shown promise for reducing levels of aggression or promoting better behavioral attitudes. In addition, the mental health of parents as well, particularly ones who have experienced trauma or post-traumatic stress disorder (PTSD), should also be taken into account, given their psychological state can affect, in turn, how children may behave (Al-Turkait, F. A., & Ohaeri, J. U., 2014). Longitudinal studies highlight the importance of early identification and continued support to prevent persistent behavior problems (Becker et al., 2015)

Supporting at-risk youth is an essential element of both community-based and school-based intervention efforts. Both the Coping Power program and after-school poly-strengths programs have shown significant improvements in social-emotional skills for at-risk urban adolescents, with this greater proficiency leading to lower levels of anxiety and aggression (Boxmeyer et al., 2007; Cromer et al., 2019). Psychoeducational techniques and a culturally appropriate and family-centered approach offer an integral strategy for mitigating the incidence of violence among children and adolescents.

**Literature Review**

Children and adolescents' aggression creates significant challenges, especially the ones caused by their behavioral disorders that lead to problematic behavior, demanding more holistic interventions. Research findings demonstrate that psychoeducational interventions, incorporating cognitive-behavioral and social skills training strategies, are effective at reducing aggression levels and improving behavior (Abid, Gaddour, & Hmissa, 2020). For instance, the Blue Hope initiative in Tunisia or individual arousal-biofeedback sessions seem to be successful at reducing aggressive behaviors and improving emotion regulation among youth (Aggensteiner et al., 2020). Cognitive-behavioral therapy (CBT) works really well at alleviating thought patterns and emotional responses, which are responsible for aggressive behavior (Ale & Krackow, 2011). When applied in a school setting, these psychosocial

educational interventions can significantly enhance the social skills and emotional health of children and adolescents (Ando et al., 2007). The integration of social skills training strengthens peer relationships, an essential aspect in preventing aggressive behaviors (Greco, Cataldi, & Fischetti, 2020).

Family and parental interventions are essential in the development of healthy behavior for children. There has been a significant reduction in aggressive behaviors among children by parents participating in structured or manualized programs to improve parenting skills (Adelman et al., 1988). Parental involvement in psychoeducational interventions has been shown to improve outcomes since parents play a major role in changing their kids' future (Boxmeyer et al., 2007). Intervention through learning family relations and dynamics is a significant predictor of positive child behavior (Akande, 2001; Akdemir & Gunduz, 2019). A focus on the mental health of parents, especially those with a history of trauma or PTSD, is important as parental psychological well-being can influence that behavior in children (Al-Turkait & Ohaeri, 2008). Longitudinal studies have reinforced the significance of early, continuous interventions and highlighted that regular parental/family involvement can halt lasting behavioral problems (Becker, Rothenberger, & Sohn, 2014).

This depends on the cultural and contextual adaptation by adapted interventions. Programs will be culturally and economically tailored for the target populations to increase relevance making sense in their lives (Fung, Fox, & Harris, 2014). School-based programs sensitive to cultural norms and values, as described in the automated anger management interventions review by Feindler and Engel (2011) and the cyberbullying prevention program paper by Herrera-López et al. (2017), show better efficacy in reducing aggression. Interventions in the community that showed large effects on both family dynamics and child behavior include other psychosocial interventions, such as the Early Pathways program (Jordans et al., 2012). These results reinforce the need to explore evidence-based interventions while also being culturally competent and contextually fit so as to enhance their effects further (Alimoradi et al., 2018; Bourchtein et al., 2019). Altogether, the fusion of psychoeducational with family-revolted and culturally competent strategies exchange provides a holistic treatment representing raving in children or adolescents. Three main goals are intended to be accomplished in this study. The researcher aims first to find out how well psychoeducational treatments, like cognitive-behavioral methods and social skills training, help kids and teens better control their emotions and act less aggressively. Second, this study wants to find out how youths' behavioral outcomes change when their parents are involved in psychoeducational programs. In the end, the researcher wants to find ways to make behavioral programs work better by adding interventions that are suitable for the culture and the situation. By achieving these goals, this study also intends to shed light on all the aspects that have a role in helping young people reduce aggressive behavior. Table 1 is a summary of the entire previous study.

Table 1

Intervention Type	Target Population	Outcomes	Cultural/ Contextual Adaptation	Key Studies
Psychoeducational Interventions	Children and Adolescents	Reduction in aggression, improved behavior, and emotion regulation	Sensitive to cultural norms and values	(Abid, Gaddour, & Hmissa, 2020); (Aggensteiner et al., 2020); (Feindler & Engel, 2011)
Cognitive-Behavioral Therapy (CBT)	Children and Adolescents	Alleviates thought patterns and emotional responses, reducing aggressive behavior	Culturally tailored when applied in different settings	(Ale & Krackow, 2011); (Fung, Fox, & Harris, 2014)
Social Skills Training	Children and Adolescents	Enhanced social skills, improved peer relationships, reduced aggressive behavior	Integrates cultural and economic considerations	(Ando et al., 2007); (Greco, Cataldi, & Fischetti, 2020); (Herrera-López et al., 2017)
Family/Parental Interventions	Parents and Families	Significant reduction in children's aggressive behaviors, improved parenting skills	Tailored to family dynamics and culturally sensitive	(Adelman et al., 1988); (Boxmeyer et al., 2007); (Akanle, 2001); (Akdemir & Gunduz, 2019); (Al-Turkait & Ohaeri, 2008); (Becker, Rothenberger, & Sohn, 2014)
Community-Based Psychosocial Interventions	Children, Adolescents, and Families	Large effects on family dynamics and child behavior	Programs are adapted to fit cultural and contextual needs	(Jordans et al., 2012); (Alimoradi et al., 2018); (Bourchtein et al., 2019)

**Methodology**

In research, the methodology refers to the systematic plan and procedures used to conduct a study, ensuring the process is structured, reliable, and valid. It encompasses the overall research design, including the selection of participants, data collection techniques, and analysis methods. A well-defined methodology provides a clear framework for how the study will be carried out and how data will be interpreted to achieve the research objectives (Creswell, 2014). In this study, the methodology includes identification, screening, eligibility, and data abstraction and analysis.

**Identification**

This research was the first stage of this process, which we initiated by searching through relevant literature to identify potential records in databases. Two main databases were employed for the search. 1) Scopus: This search yielded the identification of 471 records. 2) Web of Science (WOS): This search resulted in 238 records. Correspondingly, 709 records were examined through these database searches.

**Table 1: The Search String**

Scopus	TITLE-ABS KEY (("psychoeducation" OR "psychoeducational" OR "mental health education" OR "psychologicaleducation") AND (child OR youth OR adolescent) AND (aggress OR violent OR hostile OR "behavior problems" OR "conduct disorder"))
Web of Science	("psychoeducation" OR "psychoeducational" OR "mental health education" OR "psychological education" ) AND (child OR youth OR adolescent) AND ( aggress OR violent OR hostile OR "behavior problems" OR "conduct disorder" ) (Topic)

**Screening**

The processes for the first stage of research consisted of finding materials and scouring databases. Two primary databases were used: 1) Scopus: The search resulted in 471 records. 2) The search conducted on the Web of Science (WOS) yielded 238 entries. A total of 709 documents were initially identified through these database searches.

**Table 2: The Selection Criterion Is Searching**

Criterion	Inclusion	Exclusion
Language	English	Non-English
Timeline / Years	2020 – 2024	< 2019
Literature type	Journal (Article)	Conference, Book, Review
Publication Stage	Final	In Press

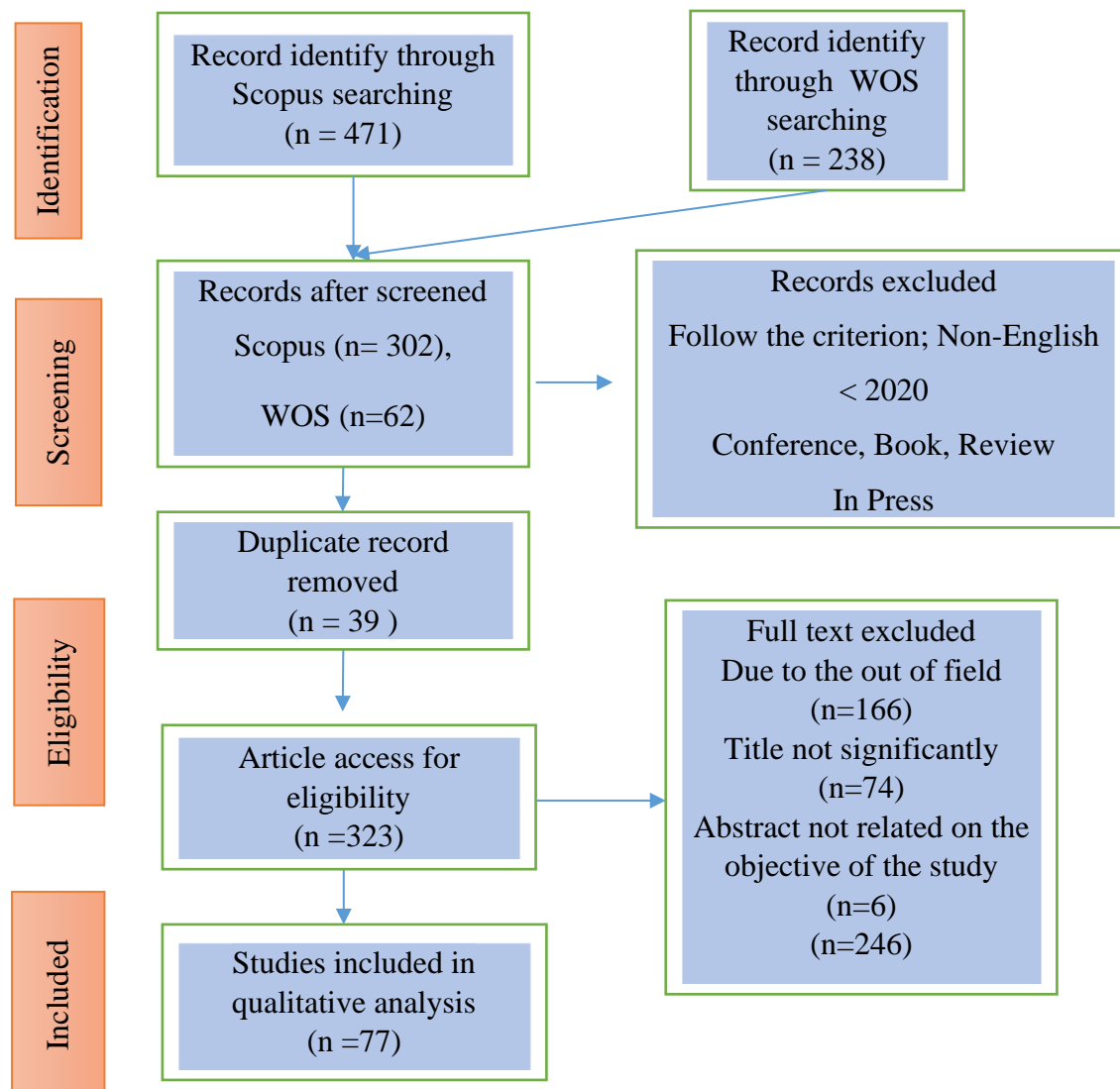
Source : (June, 2024: Scopus and Web of Science)

**Eligibility**

For the third step, known as eligibility, the remaining records were evaluated for their eligibility criteria using the complete text. Articles Assessed for Eligibility: Following the removal of duplicate entries, 323 records were assessed to establish their suitability for inclusion in the

qualitative analysis. Limitations during the eligibility assessment: a total of 166 records were eliminated due to being beyond the scope of the field of research. A total of 74 records were eliminated from the analysis due to their titles lacking significant relevance. 6 records were removed due to the lack of relevance of their abstracts to the study's purpose. The meticulous evaluation of eligibility led to a substantial decrease in the number of records, guaranteeing that only the most pertinent research was taken into account. Finally, 77 articles are available for review (see Figure 1).

### Data Abstraction and Analysis



**Figure 1: Data Abstraction and Analysis: Scopus and Web of Science**

One of the assessment procedures in this study was an integrative analysis, which looked at and synthesized a range of research designs (qualitative, mixed, and quantitative). The goal of the competent study was to identify relevant topics and subtopics. The data collection stage was the first step in the development of the theme. Figure 1 shows how the authors meticulously analyzed a compilation of 77 publications for assertions or material relevant to the topics of



the current study. The authors then evaluated the current significant studies related to aggression and behavioral disorders in children and adolescents. The methodology used in all studies, as well as the research results, are being investigated. Next, the author collaborated with other co-authors to develop themes based on the evidence in this study's context. A log was kept throughout the data analysis process to record any analyses, viewpoints, riddles, or other thoughts relevant to the data interpretation. Finally, the authors compared the results to see if there were any inconsistencies in the theme design process. It is worth noting that if there are any disagreements between the concepts, the authors discuss them amongst themselves. The produced themes were eventually tweaked to ensure consistency. The analysis selection was carried out by two experts, one is in counseling and psychotherapy, welfare and community services, education counseling, guidance, and counseling. Another has skills in community service and welfare, counseling and psychotherapy in the ministry of health. All the experts had experience of 10 years and above. The expert review phase ensures the clarity, importance, and suitability of each subtheme by establishing the domain.

### **Result and Finding**

The results and findings section of the research provides a concise overview of the significant outcomes and discoveries obtained during the investigation. This part provides an overview of the data and evidence gathered, emphasizing important patterns, trends, and relationships that are pertinent to the research goals.

This section presents the key findings from our review on mitigating aggression in children and adolescents through psychoeducational and family-centered interventions. Our review finds that cognitive-behavioral techniques and social skills training have been successful in decreasing aggressive behavior or increasing emotional control. In addition, the active involvement of parents and family is associated with improved behavioral outcomes. Culturally targeted interventions increase effectiveness even more. The results are complemented by the quantitative and qualitative data among the included studies, which report various impacts of these integrative approaches. Three themes are included in this study as follows:

#### ***Theme 1: Psychoeducational Interventions for Children and Adolescents with Aggression and Behavior Disorders***

This issue focuses on whether psychoeducational treatments are effective at reducing aggressive and problem behaviors in children and adolescents. The studies considered various programs as well as cultural and socioeconomic contexts, especially their results and methods. Other than that, the results demonstrate the significance of specific psychoeducational interventions regarding strengthening emotional control, decreasing aggressive behavior, as well as fostering social skills. These methods have proven efficient as cures for behavioral disorders and as preventative remedies, proving that utilising them may offer a long-term solution. Note that psychoeducational interventions are very efficient in managing aggression and facilitating problems among children and teenagers. Hence, the findings of several studies are combined to determine that these interventions reduce behavior disorders among students across various cultural and socioeconomic circumstances.

Consequently, Abid, Gaddour, and Hmissa (2020) performed the randomized controlled trial discussed above where preschool-aged children diagnosed with Autism Spectrum Disorder (ASD) who attended the Blue Hope program indicated substantial progress in their communication and exhibited fewer behavioral problems. This confirmation adds to the

statement that psychoeducational therapies are low-cost individualized interventions designed for developing countries (Abid, Gaddour & Hmissa, 2020). Additionally, Aggensteiner et al. (2020) based their study on the effect on individualized arousal-biofeedback and evaluated its effectiveness regarding children suffering from disruptive behavior disorder. It follows from their analyses that monitoring biofeedback of each individual by means of a person-specific system can significantly reduce their aggression. This means that innovative interventions tailored to a specific condition are essential to ensure the treatment of aggression disorders (Aggensteiner et al., 2020). As corroborated by Ale and Krackow (2011), there is significant efficacy in exposure and response prevention for early children OCD when used with behavioral parent education to address ODD concurrently. The treatment significantly reduced both ODD and OCD sign according to Ale and Krackow (2011). It is, therefore, clear that psychoeducational approaches need to be diversified when addressing problematic behaviors. Validation and reliability of programs: According to Alia, Amat, and Kari (2019), their study revealed the high level of effectiveness in showing results in improved life skills for aggressive adolescents, who were involved in the Soft Skills Psychoeducation Intervention Module (SSPIM). The importance of this finding is related to the role of structured and vetted programs in which results can be measured and predicted. Cultural Adaptations: Ando et al. (2007), who implemented a school-based intervention program in junior high schools across Japan to prevent their students from being aggressive, reported the visible positive change in the relationship to their classmates and the lower rate of aggressive behaviors. This may suggest that such results can be obtained only if a given intervention is culturally adapted.

Benefits for the Short- and Long-Terms: The study by Bradley et al. (2003) that was based on a short psychoeducational parenting course and found significant gains in both aspects across the board at posttreatment for parenting techniques and child behavior, which had attenuated to nonsignificant levels over time. According to Bradley et al., (2003), this study suggests a sustained beneficial effect on child behavior for brief interventions. Chamizo-Nieto, Wallace, and Rey (2020) explored the role of gratitude versus psychoeducational programs in a careful analysis to counteract cyberaggression among adolescents. Furthermore, reductions in aggressive behaviors were also found to be large for both programs, suggesting that alternative strategies may have an equally important impact if they are implemented well (Chamizo-Nieto, Wallace, & Rey, 2020). Parental Involvement and Resilience: In 2020, Cantero-García, Garrido-Hernansaiz, and Alonso-Tapia developed a programme for the promotion of parents' coping mechanisms and resilience. Similarly, the stress and depression among parents decreased, and a better household atmosphere was observed. These elements are one of the many ways parental involvement is notably influential in effective psychoeducational interventions (Cantero-García, Garrido-Hernansaiz, & Alonso-Tapia, 2020).

Integration of Physical Activities: According to Greco, Cataldi, and Fischetti (2020), psychoeducational strategies that integrate karate moves have been shown to increase resilience beliefs, which reflects a sense of self-efficacy among school-aged youth. This innovative view suggests that the combination of psychological education and physical exercise strategies might improve intervention efficacy (Greco, Cataldi, & Fischetti, 2020). The role of psychodynamic approaches: In their 2006 publication, Haar et al. discussed the role of psychodynamic approaches, the mother-child and father-child therapy model, although the child was, of course, partaking in their own treatment, as typically provided by psychodynamic therapies. The former study indicates that children involved in the process of treatment can achieve a significant change in their behaviour (Harel et al., 2006). Community-Based Interventions:



Jones and Selder (1996) found that children brought up in violent communities might derive substantial benefits from participating directly or through mental health professionals within community-centred groups designed to help them develop more healthy coping mechanisms. Their findings hint at the need for local efforts and a community-safe node approach, which offers children alternative mechanisms to better handle high-stress situations (Jones & Selder, 1996). Interdisciplinary Approaches: Kuhn and Albertowski (2020) state that special mental facilities for children with intellectual disabilities need an interdisciplinary pedagogy, therapy as well as approach. This study infers that solving varied and complex behaviour disorders requires a holistic method of treating them, which should be interdisciplinary (Kuhn & Albertowski, 2020).

To conclude, this data indicates the effectiveness of psychoeducational interventions in decreasing assault and conduct difficulties in young individuals and adults. Transwholistic, culturally adjusted interventions are necessary to produce the most of these interventions. Therefore, the investigation is necessitated to evaluate mutually creative approaches and the extended impacts on the well-being and mental health of young people in several settings.

### ***Theme 2: Parental And Family Interventions In Child Behavioral Health Is The Second Narrative-Finding Theme.***

The investigation of Theme 2 revealed the major impact that parents' and families' interventions had in improving children's and adolescents' behavioral outputs. Family therapy strategies, psychoeducation courses for parents, and parental education programs have been examined in detail by researchers who determined that each of these methods had a significant effect on enhancing family cooperation, child behavior management, and parenting skills. Studies underline the necessity of household-centric approaches to enhancing previous mental health disorders, advertising great behavioral modifications, and approaching more intricate conduct difficulties.

Parental involvement with psychiatric instruction apps can affect the behavioral effects of children and teenagers. In particular, evidence for the long-term benefits of structured parenting programs such as The Incredible Years has been shown to produce enduring advantages. Applying culturally and contextually appropriate interventions for these programs will even improve their effectiveness to ensure they cater to the intended public. Findings reinforce the importance of early intervention, reliable diagnostic tools, and individualized strategies to achieve positive behavioral health results.

At the end of this study, one can say that implementing family-based practices combined with community-rooted and culturally sensitive strategies constitutes an all-inclusive model aimed at tackling behavioral disturbance among children and adolescents. This highlights the need for further research and innovative treatments in this area.

### ***Theme 3: Cultural and Contextual Adaptations of Behavioral Interventions in Narrative***

The findings in Theme 3 highlight the need for adaptation to culture and contexts of behavioral interventions across communities. This clearly determines how culturally appropriate psychoeducational programs can reduce and manage negative behavioral outcomes among children and adolescents. Customized interventions that are designed to align with unique cultural norms and socioeconomic conditions result in dramatically improved outcomes.

Research conducted by Alimoradi et al. (2018) establishes how culturally competent strategies can lead to a significant reduction in violence. Other than that, Bourchtein et al. (2019) found that culturally tailored sleep therapies without medication also enhance subjective and objective measures of sleep quality as well as behavioral outcomes. Cultural adaptation is especially beneficial for school-based programs, as indicated by Feindler and Engel (2011), and cognitive-behavioral therapy designed to address trauma-related nightmares (Fernandez et al., 2013).

The importance of culturally tailored responses to young people at risk was stated in Early intervention programs, such as Early Pathways (Fung, Fox, & Harris, 2014). Cultural sensitivity may possess a positive effect on additional workplace treatments for child protection personnel (Geoffrion et al., 2022) and preventive parenting programs (Grolnick et al., 2014).

In addition, the effectiveness of interventions that are tailored to context is evident in school-based mental health treatments (Hanson, 2020) and cyberbullying prevention programs adapted for cultural fit (Herrera-López et al., 2017). With certain populations, group-based intervention appears to be effective in the school setting (Horne, Stoddard, and Bell et al., 2007). A study by Iuso et al. (2020) on psychoeducational programs across alexithymia and rage highlights the potential effectiveness of addressing these concerns at an individual scale over that designed for broader environmentally targeted education efforts and also improved aspects thereof in relevant environments.

Research conducted by Jordans et al. (2012) showed reductions in conduct problems through delivering culturally adapted parental interventions set within the post-war context. This demonstrates the importance of cultural adaptation within trauma-informed care. Overall, the systematic exploration of these studies emphasized culturally and contextually adapted behavioral therapies as key to enhancing mental health outcomes. Future research should deepen the effective aspects of culturally adapted interventions for children and adolescents, as those populations present different needs and demands.

## Discussion

### *Theme 1: Psychoeducational Interventions for Aggression and Behavior Disorders in Children and Adolescents*

The outcomes of the research reviewed stress that psychoeducation therapies are solutions for improving and controlling aggressiveness and disorders in conduct among children as well as adolescents. It is worth noting that the interventions discussed above, such as the Blue Hope program in Tunisia and individualized arousal biofeedback training, have been shown to be associated with significant improvements in emotional regulation and reduced aggressive behaviors (Abid, Gaddour, & Hmissa, 2020; Aggensteiner et al., 2020). Focusing on the effectiveness of these interventions attests to the necessity of community-engaged, individualized strategies suited for families with children.

The merging of numerous treatment methods in psychological treatments has proved very effective. A study conducted by Ale and Krackow (2011) found that treating Obsessive-Compulsive Disorder (OCD) and Oppositional Defiant Disorder (ODD) using the use of exposure with response prevention as well as behavioral parent training. In addition, the validation and reliability of structured programs such as SSPIM emphasize the utilization of

scientifically sound approaches to ensure reproducible changes in behavior control (Alia, Amat, & Kari, 2019).

The implementation success of these interventions depends largely on whether or not they are culturally adapted. Indeed, culturally congruent interventions (e.g., the school-based program in Japan and a karate programming-based anti-bullying intervention) have been shown to be more effective with bullying outcomes when they accurately reflect the cultural characteristics of the participants (Ando et al., 2007; Greco, Cataldi, & Fischetti, 2020). Results Ongoing inquiry and development, as well as further clarification of culturally sensitive psychoeducational programs acknowledging social class distinctions, were highlighted in the conclusions provided here.

### ***Theme 2: Parental and Family Interventions in Child Behavioral Health***

Parent and family interventions have moderate effects on child and adolescent outcomes. Research shows that parent involvement and Psychoeducational programs increase motivation and readiness in the children. This results in greater participation in decision-making and hence fewer behavioral problems (Adelman et al., 1988). There was support for cultural relevancy and content-matched programs with examples such as the aggression management program for boys or the Emotion Regulation Skills Program For Adolescents showing improvement in violent behavior (Akande, 2001; Akdemir & Gündüz, 2019).

As such, the effects of parental trauma on child behavior must be identified and redressed. Al-Turkait and Ohaeri (2008) found that the children of parents with Post-Traumatic Stress Disorder (PTSD) had more depression, anxiety, and conduct disorders. This highlights an imperative of interventions to help parents and, possibly their children as well with coping strategies. The importance of staging early intervention and active monitoring is echoed in longitudinal studies such as that by Becker, Rothenberger, and Sohn (2014), which provide predictive tendencies for when behavioral problems may further into adulthood beyond adolescence.

Consequently, interventions at the community level and/or in schools are essential for high-risk adolescents. For example, the Coping Power program, as well as a series of after-school soft skills programs for urban youth, show higher gains in social-emotional improvement with anxiety or violence reduction (Boxmeyer et al., 2007; Cromer et al., 2019). These results highlight the need for community-based interventions that are accessible and tailored to mental health outcomes associated with children and teens.

### ***Theme 3: Cultural and Contextual Adaptations of Behavioral Interventions***

Interventions targeting behavior change work best when they are locally adapted to cultural and contextual needs. For example, Alimoradi et al. (2018) and Bouchtein et al. (2019) illustrate that culturally tailored interventions have lowered aggressive behavior and improved total sleep-related behaviors along with comorbidities. These findings indicated the necessity to increase awareness of cultural norms and diversity in population behaviour. It should be noted that these factors do influence the outcomes of implementation efforts to a larger extent.

Effective decreasing aggression and enhancing the positive aspects of behavior involve programs school-based cultural sensitivity interventions, for example, with regards such as anger management interventions examined by Feindler and Engel (2011) and cyberbullying

prevention initiatives revealed by Herrera-López et al. (2017). Therefore, the cultural relevance of the program must be a mandatory component of all school-based programs to enhance their effectiveness and the possibility of its adoption by the target population.

In addition, culturally sensitive community and family-based interventions are of equal importance. For example, the Early Pathways program for vulnerable children has been associated with reductions in behavior problems and family functioning as well as improvements following a brief parenting psychoeducation intervention implemented post-war in Burundi (Fung, Fox, & Harris, 2014; Jordans et al., 2012). These results provide further evidence for the necessity of culturally responsive, context-specific approaches to effectively target complex behavioral health problems and alleviate mental health outcomes across diverse communities.

Combining a number of strategies in psychoeducational interventions has been shown to be very effective by itself. Another example is that behavioral parent training proved highly efficacious when combined with exposure therapy plus response prevention to target symptoms of both OCD and ODD (Ale & Krackow, 2011). Moreover, such structured programs like the scientifically based SSPIM also take into account their reliability and validity in behavior management to ensure consistent results (Alia, Amat, & Kari, 2019).

Cultural tailoring is necessary for these interventions to be effective. Fitting the cultural and socioeconomic context of the target population may significantly increase program effectiveness, as shown by programs designed to fit the cultural and socioeconomic contexts of the target population (Ando et al., 2007; Greco, Cataldi, & Fischetti, 2020). These two programs are the Karate-based anti-bullying program and school-based intervention in Japan.

## Conclusion

The results from such inquiries serve to elucidate the significant impact psychoeducational, parental, and culturally tailored interventions have on addressing aggression and behavior problems among children and teenagers. Psychoeducation interventions, such as individualized arousal-biofeedback sessions or the Blue Hope program, have been particularly effective in increasing emotional regulation and reducing aggressive behaviors. This proves the necessity of tailored interventions. This study illustrates that combining treatments, specifically treating OCD and ODD together immediately or using a combined approach, significantly facilitates the outcomes.

Family-based interventions are critical for children's behavioral health. Parent participation and psychoeducational programs significantly improve children's decision-making practices alongside behavioral impacts, as indicated by the research. More recent research has linked parental PTSD to higher levels of stress, depression, and deviant behavior in children, so it is crucial for us to work on healing the traumas our parents have faced. Several longitudinal studies underscore the importance of early intervention and ongoing supervision in minimizing long-term behavior problems. Community and school-based programs like those included in the Coping Power program emphasize how important immediate support, such as that provided by parents, is for improving social and emotional skills.

Behavioral treatments need modifications to the context and culture around them to become smoothly implemented interventions. In the case of the school-based interventions carried out in Japan and general anti-bullying strategies, it has been shown that program success is dependent on adaptation to cultural as well as socioeconomic conditions among the targeted population. Community and family-oriented culturally sensitive treatments have shown significant benefits in behavioral outcomes and family relations. Examples of these interventions include the Early Pathways program and parenting psychoeducation in post-war Burundi. In conclusion, the successful management of aggressiveness and behavior disorders in children and adolescents requires the integration of psychoeducational, parental, and culturally appropriate therapies. In order to have the greatest possible impact and guarantee consistent, quantifiable results in behavior control and mental health, these treatments must be customized to the unique needs of children, their families, and cultural contexts.

In conclusion, the study successfully demonstrates the substantial influence of parental, culturally sensitive, and psychoeducational interventions that are specifically designed to manage aggressiveness and behavioural disorders in children and adolescents, hence fulfilling its objectives. It confirms the efficacy of comprehensive therapy modalities and emphasises how important family participation and cultural adjustment are. These results offer a strong basis for additional investigation, promoting the improvement of these interventions and the quest for novel, culturally appropriate remedies. In the end, our research opens the door to more accurate, successful, and inclusive approaches to managing behavioural problems, improving results for a range of populations.

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