

Assignment 5

Emma Bozek

Queen's University

November 1st 2017

Topic

The topic of this study is the relationship between *Manipulative Behavior Development* and personality disorder signifiers in preschoolers and primary schoolers.

Problem

A negative school experience (i.e., delinquency, conduct problems, poor relationships, poor academic skills, etc.) has proven to positively correlate to adulthood personality disorders and thus support and guidance of positive personality development is crucial. Diagnosis of personality disorders in youth is not possible due to the nature of the developing brain; however, the literature has identified predictive behaviors of personality disorders, including callous unemotionality and conduct problems, along with the personality trait signifiers of high neuroticism and low conscientiousness. Prevention of personality disorder development is lacking, yet is required and will become more possible as the literature identifies trends in development. Manipulative behavior is the foundation of many personality disorders, and yet it has not been investigated in youth who possess other personality disorder identifiers.

Purpose

The purpose of this mixed methods longitudinal study is to describe manipulation behaviors and their relationship to personality disorder signifiers (i.e., conduct behaviors and callous unemotionality) in preschool and primary school children in southern Ontario school environments. Identification of the relationship between manipulative behaviors and personality disorder signifiers has the potential to assist in understanding and controlling personality disorder development in a schooling environment

Research Question

How do identified conduct and callous unemotional behaviors in preschoolers relate to manipulative behaviors, when controlling for personality traits (i.e. The Big Five)? Do manipulative behaviors serve as a predictor of personality disorders?