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*Chapter 10*

**PARENTAL KNOWLEDGE AND ITS SOURCES:  
TESTING THEIR PREDICTIVE VALUE FOR  
VIOLENT AND NON-VIOLENT BEHAVIOUR  
IN ADOLESCENCE**

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**ABSTRACT**

Parental knowledge, defined as the level of knowledge that parents have of their child's whereabouts, activities and friendships, is one of the most studied parenting practices regarding the involvement in problematic behaviour in adolescence. Evidence has suggested that parents may obtain information through three sources: adolescent disclosure, parental solicitation, and parental control. Overall, research has shown that lower

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levels of this parenting practice and its sources are related to higher levels of adolescent antisocial behaviour, both violent and non-violent. However, some studies have proposed a distinction between such types of antisocial behaviour and indicated that violent and non-violent behaviour have different predictors and follow different trajectories. In this chapter, the results of a study aimed at analysing the effects of parental knowledge and its sources on violent and non-violent antisocial behaviour, as well as the mediating effects of parental knowledge on the relationship between its sources and antisocial behaviour, are presented. The study was carried out using a sample of 394 adolescents enrolled in 11 secondary schools in Galicia (North West of Spain) who were followed-up during three years. Adolescents were aged 12 to 15 and 49.9% were females in T1. Adolescent disclosure, parental solicitation and parental behavioural control were assessed at T1, parental knowledge was evaluated at T2, and aggression and rule-breaking were assessed at T3. The results clearly show that violent and non-violent antisocial behaviour is predicted by different parenting practices and influenced by the adolescent-parent relationships. In this chapter, the relevance of strengthening positive parenting skills in order to prevent the development of antisocial behaviour in adolescents is highlighted.

**Keywords:** parental knowledge, adolescent disclosure, aggression, rule-breaking, adolescence, mediation effects

## INTRODUCTION

Adolescence is a period full of changes and challenges for children and, of course, also for parents. In this developmental stage, a great number of modifications occur in children's lives at different levels, involving different processes (Bronfenbrenner 2005; Magnusson and Stattin 2006), and all these types of variations in adolescence naturally affect the family system. Therefore, parents and adolescents have to redefine their relationships in order to re-establish the balance of the parent-adolescent dyad and the harmony of the whole family system (Granic, Dishion and Hollenstein 2003). Generally, adolescence does not constitute a developmental period marked by high conflict and adolescents mostly follow a normative development. Despite that, adolescents can occasionally show some type of

problematic behaviour. In fact, some studies have indicated that the majority of adolescents are involved in some type of minor antisocial behaviour throughout adolescence (Le Blanc 2015).

The first attempts to initiate the establishment of autonomy and independence, especially in early adolescence, may lead to increasing levels of conflict in parent-adolescent relationships (Collins and Steinberg 2006; Sorkhabi 2013; Steinberg 2017). In this challenge of obtaining more autonomy, the parent-adolescent dyad will go through a process of negotiation (Buehler 2006; Longmore, Manning and Giordano 2013) and such a process of readapting family relationships are determined by the type of parenting style and practices employed. Thus, the level of confrontation between parents and adolescents is determined by how parents manage this situation of restructuration of roles within the family context (Collins and Laursen 2004; Darling, Cumsille and Peña-Alampay 2005), as well as by the adolescent's perception of the legitimacy of exerting parental authority in their personal matters (Darling et al. 2005; Smetana 2011; Steinberg 2017). In this process, limits and responsibilities should be re-defined by both parents and adolescents in order to adapt the family system to the natural increment of adolescent behavioural autonomy. In this regard, children with authoritative parents seem to show the lowest levels of rebelliousness and resistance to control compared to children with other parenting styles (Sorkhabi 2013).

Although it is true that the time spent with the family and the frequency of communication are reduced during adolescence, it is also true that lower quantity does not necessarily imply lower quality (Collins and Steinberg 2006; Keijsers and Poulin 2013). Research currently proposes that parent-adolescent relationships and the management of changes in the family system in adolescence are a reflection of the patterns of family interactions established during childhood. Families who promote positive parent-children relationships and maintain confidence and closeness also maintain the level of communication throughout adolescence (Collins and Laursen 2004; Granic et al. 2003; Guan and Fuligni 2016). Therefore, parents should gradually allow more opportunities for independent decision-making within a positive family climate of support and warmth, hence facilitating

communication and encouraging children to disclose information about their increasingly autonomous life (Darling et al. 2009; Tilton-Weaver et al. 2010). Inversely, research has repeatedly found that a lack of positive parenting practices (e.g., warmth, communication, parental knowledge) and poor family management lead to conflict patterns, violent manifestations, problematic behaviour, and even delinquency during adolescent development (e.g., Fagan et al. 2011; Herrenkohl et al. 2006).

Parental knowledge is one of the parenting practices more thoroughly studied in research as regards normative and antisocial adolescent development. It has been conceptualised as the level of knowledge that parents have of their child's whereabouts, activities and friendships (traditionally named "monitoring"; Kerr and Stattin 2000; Stattin and Kerr 2000). Research has indicated that the level of parental knowledge can be obtained by different sources of information which correspond to both passive (e.g., child disclosure) and active parenting strategies (e.g., parental control and parental solicitation) (Eaton et al. 2009). Child or adolescent disclosure refers to the information that adolescents spontaneously share with their parents; parental control makes reference to the information that parents obtain through establishing rules or asking for explanations as regards whereabouts or friendships; and parental solicitation refers to the information that parents obtain through talking with their children and asking about their lives (Kerr and Stattin 2000; Stattin and Kerr 2000). These sources have been linked to higher levels of parental knowledge (e.g., Ahmad et al. 2015; Kerr and Stattin 2000). However, some longitudinal studies found that child disclosure was the only source that significantly predicted parental knowledge (e.g., Cutrín et al. 2019b; Kerr, Stattin and Burk 2010; Willoughby and Hamza 2011).

Research has confirmed the absence of parental knowledge as one of the major risk factors of antisocial behaviour in adolescence (Hoeve et al. 2009; Racz and McMahon 2011). Low levels of parental knowledge have been consistently related to higher levels of involvement in delinquent activities and antisocial behaviour (e.g., Lahey et al. 2008; Laird et al. 2003) as well as substance use (e.g., Lippold et al. 2016; Sitnick, Shaw and Hyde 2014). Furthermore, the three sources of knowledge have been linked to different

types of problematic behaviour. In this regard, low levels of child disclosure (e.g., Ahmad et al. 2015; Eaton et al. 2009; Kerr et al. 2010; Kerr and Stattin 2000; Oliva et al. 2007; Vieno et al. 2009), low levels of parental control (e.g., Parra and Oliva 2006; Willoughby and Hamza 2011), and low levels of parental solicitation (e.g., Jiménez-Iglesias et al. 2013; Keijsers et al. 2009) have been repeatedly associated with higher levels of delinquency, antisocial behaviour, rule-breaking, and substance use. Nevertheless, both the lack of parental control and the absence of parental solicitation have not always been found as significant risk factors of delinquency and antisocial behaviour in adolescence (e.g., Cutrín et al. 2019a; Gault-Sherman 2012; Muñoz, Pakalniskiene and Frick 2011; Oliva et al. 2007; Rekker et al. 2017).

Although several studies have assessed delinquency or antisocial behaviour as a global construct, research has consistently indicated that violent and non-violent types of problematic behaviour have different predictors (e.g., Burt, Mikolajewski and Larson 2009; Kennedy, Burnett and Edmonds 2011; Slattery and Meyers 2014) and follow different trajectories (e.g., Loeber, Burke and Pardini 2009; López-Romero, Romero and Andershed 2015; Maughan et al. 2000). Moreover, non-violent behaviour, especially rule-breaking, is the most common type of antisocial behaviour in normative adolescence, whereas violent behaviour is limited to more severe antisocial manifestations and therefore uncommon in normative youth (e.g., Burt 2012; Burt and Klump 2012). The robust distinction between aggression and rule-breaking supports the need to analyse the effects of parenting practices on both types of antisocial behaviour separately.

Based on the foregoing, this chapter presents the results of an investigation aimed at analysing the effects of parental knowledge and the sources of knowledge on aggression and rule-breaking throughout adolescent development. The study focused on examining the existence of: (1) direct effects of child disclosure, parental solicitation, and parental control on parental knowledge; (2) direct effects of child disclosure, parental solicitation, parental control, and parental knowledge on aggressive and rule-breaking behaviour; and (3) indirect effects of child disclosure, parental

solicitation, and parental control on aggression and rule-breaking through the level of parental knowledge.

## METHODS

### Participants

The current study is a quasi-experimental, ex post-facto research. The initial sample was composed of 640 adolescents who participated in a longitudinal study carried out in a three-year period in 11 state secondary schools of the Autonomous Community of Galicia (NW Spain). Participants in T1 aged 12 to 15 ( $M = 12.49$ ;  $SD = 0.67$ ), 45.4% were females, and were enrolled in the 1st grade of compulsory secondary education. From this sample, 78.4% of adolescents lived with both parents, 16.9% lived only with their mother, 2.3% lived only with their father and 2.3% lived with other relatives. Youths presented similar cultural and social characteristics regarding ethnicity and socio-economic background; most of them (more than 90%) being Galician, white, and coming from middle and low-middle income contexts. Only adolescents who participated in the three waves of the longitudinal study were included in the final sample of the current study. Therefore, the final sample was composed of 394 adolescents aged 12 to 15 ( $M = 12.32$ ;  $SD = 0.50$ ), 49.9% females.

The level of attrition between T1 and T2 was 22% ( $N_{T2} = 499$ ) and between T1 and T3 was 38.4% ( $N_{T3} = 394$ ). Significant differences were found between participants and non-participants in T2 regarding gender  $\chi^2(1) = 5.66$ ,  $p = .017$ , age  $t(637) = 5.82$ ,  $p < .001$  and antisocial behaviour at T1  $F(1, 578) = 44.415$ ,  $p < .001$ , as well as participants and non-participants in T3 regarding gender  $\chi^2(1) = 8.30$ ,  $p = .004$ , age  $t(637) = 8.63$ ,  $p < .001$  and antisocial behaviour at T1  $F(1, 578) = 35.432$ ,  $p < .001$ , non-participants in the follow-ups being mostly males, older, and showing higher frequency of antisocial behaviour than participants.

## Measures

### *Adolescent Disclosure (T1)*

The level in which adolescents spontaneously reveal information about their life with their parents was assessed using a self-reported 4-item scale included in the Parental Knowledge Questionnaire (PKQ; Cutrín et al. 2019b) (e.g., “You tell them what you do when you go out”;  $\alpha = .79$ ). The PKQ is a measure for the assessment of parental knowledge and its sources of information (i.e., adolescent disclosure, parental solicitation, and parental control) which was validated in Spanish normative adolescents. The scales which comprise the PKQ were mostly adapted from the original scales proposed by Kerr and Stattin (2000). Items were scored from 0 (*never*) to 3 (*always*).

### *Parental Solicitation (T1)*

The degree in which parents ask directly to adolescents about information of their lives was evaluated by a self-reported scale composed of 4 items which is included in the PKQ (Cutrín et al. 2019b) (e.g., “Your parents initiate conversations about things that happened during a normal day at school”  $\alpha = .68$ ). Items were scored from 0 (*never*) to 3 (*always*).

### *Parental Control (T1)*

The level of control and rules established by parents to know adolescent’s whereabouts, activities, and friendships was assessed using a self-reported 6-item scale included in the PKQ (Cutrín et al. 2019b) (e.g., “If you have been out very late, they require that you explain what you did and whom you were with”;  $\alpha = .78$ ). Items were scored from 0 (*never*) to 3 (*always*).

### *Parental Knowledge (T2)*

The degree of parental knowledge regarding adolescent’s whereabouts, activities, and friendships was measured by a self-reported scale composed of 8 items which is included in the PKQ (Cutrín et al. 2019b) (e.g., “Your

parents know what you do during your free time”;  $\alpha = .79$ ). Items were scored from 0 (*never*) to 3 (*always*).

#### *Aggression (T3)*

Aggressive behaviour was assessed by a self-reported scale of 6 items included in the short Spanish version of the Antisocial Behaviour Questionnaire (ABQ; Luengo et al. 1999) (e.g., “Fighting and hitting someone”;  $\alpha = .63$ ) previously validated in Spanish normative adolescents. Items were scored from 0 (*never*) to 3 (*very often*).

#### *Rule-Breaking (T3)*

A self-reported scale of 6 items included in the short Spanish version of the ABQ previously validated in Spanish normative adolescents (Luengo et al. 1999) was used to evaluate rule-breaking (e.g., “Spending the night out without permission”;  $\alpha = .60$ ). Items were scored from 0 (*never*) to 3 (*very often*).

As control variables, gender (0 – male, 1 – female) as well as the same measures for aggression and rule-breaking at T1 were included in the models (aggression T1  $\alpha = .64$ ; rule-breaking T1  $\alpha = .66$ ).

## **Procedure**

Compliance with ethical standards was taken into account throughout the investigation. The study was approved and funded under a predoctoral grant by the regional government of Galicia community (Programa de axudas á etapa predoutoral da Xunta de Galicia). The study was initially presented to the heads of 24 secondary schools. Qualified psychologists from the research group visited the 11 schools that agreed to participate in the prospective study and explained the objectives of the research. Parental consent was requested and, subsequently, adolescent assent was obtained at the moment of the questionnaire implementations. To collect the data, the qualified psychologists visited the centres during school hours in order to provide proper instructions to the adolescents, who answered the self-

reported scales in the classroom. The total questionnaire was composed of 150 items to be answered in a class period of 50 minutes. Adolescent participation was voluntary and confidentiality of information was totally guaranteed. Personal but anonymous codes were used to match questionnaires throughout the three waves of the study. Follow-ups were carried out each year, with approximately 12 months between waves.

### **Statistical Analyses**

IBM SPSS Statistics 20 and MPLUS 7 were used to conduct the statistical analyses. Firstly, reliability, descriptive analyses and partial correlations controlling for gender were carried out. Subsequently, structural equation models were tested in order to analyse direct and mediation effects of parenting practices on aggression and rule-breaking. Robust Maximum Likelihood method (MLR), which is robust to a non-normal distribution of the data, was used to compute the model. The goodness-of-fit indexes  $\chi^2/DF$ , CFI, RMSEA, and SRMR were used to estimate the models, considering as criteria for an optimum fit  $\chi^2/DF < 2-3$ , CFI  $> .95$ , RMSEA and SRMR  $< .05$ ; and for an acceptable or reasonable fit  $\chi^2/DF < 4$ , CFI  $> .90$ , and RMSEA and SRMR between .08 and .10 (Byrne 2012; Hu and Bentler 1999).

## **RESULTS**

Descriptive statistics are displayed in Table 1. It is noteworthy the low scores on aggression and rule-breaking reported by adolescents. Partial correlations show positive and significant inter-correlations among the sources of knowledge and between each source and parental knowledge (see Table 1). Only adolescent disclosure and parental knowledge are significantly and negatively associated with both aggression and rule-breaking. Aggressive and rule-breaking behaviours are significantly and positively correlated.

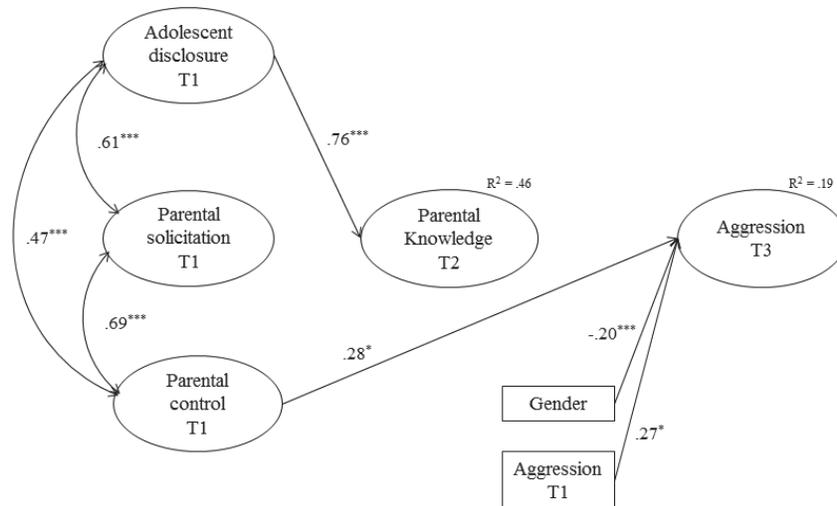
**Table 1. Descriptive statistics and partial correlations among the study variables controlling for gender**

	Discl (T1)	Solic (T1)	Contr (T1)	Know (T2)	Aggr (T3)	Rule (T3)
<i>M</i>	8.43	6.94	14.62	18.62	0.34	1.24
<i>SD</i>	3.06	2.87	3.71	3.86	0.86	1.78
Range	0-12	0-12	0-18	0-24	0-18	0-18
Discl (T1)	1					
Solic (T1)	.43***	1				
Contr (T1)	.39***	.48***	1			
Know (T2)	.55***	.24***	.23***	1		
Aggr (T3)	-.14*	-.05	.09	-.15*	1	
Rule (T3)	-.22***	.00	-.02	-.33***	.29***	1

Note. Discl (T1): disclosure; Solic (T1): solicitation; Contr (T1): control; Know (T2): knowledge; Aggr (T3): aggression; Rule (T3): rule-breaking. The mean scores are calculated based on the sum of the items; the range represents the maximum sum score of the scale.

\*  $p < .05$ . \*\*\*  $p < .001$ .

Structural equation models show adequate goodness-of-fit indices for aggression,  $\chi^2/DF = 1.39$ ,  $p < .001$ , CFI = .92, RMSEA = .04 [.03, .04], SRMR = .06, as well as for rule-breaking,  $\chi^2/DF = 1.57$ ,  $p < .001$ , CFI = .89, RMSEA = .05 [.04, .05], SRMR = .07. The model for aggression is shown in Figure 1. The results indicate that adolescent disclosure is the only source that significantly predicts the level of parental knowledge one year later. Aggressive behaviour is only positively predicted by parental control. Control variables (i.e., gender and aggression at T1) are significantly related to aggression, with males showing higher levels of aggression. The model for rule-breaking is shown in Figure 2. The results indicate that adolescent disclosure is, again, the only source that significantly predicts the level of parental knowledge one year later. Rule-breaking is only negatively predicted by parental knowledge. Control variables do not show significant relationships with rule-breaking.

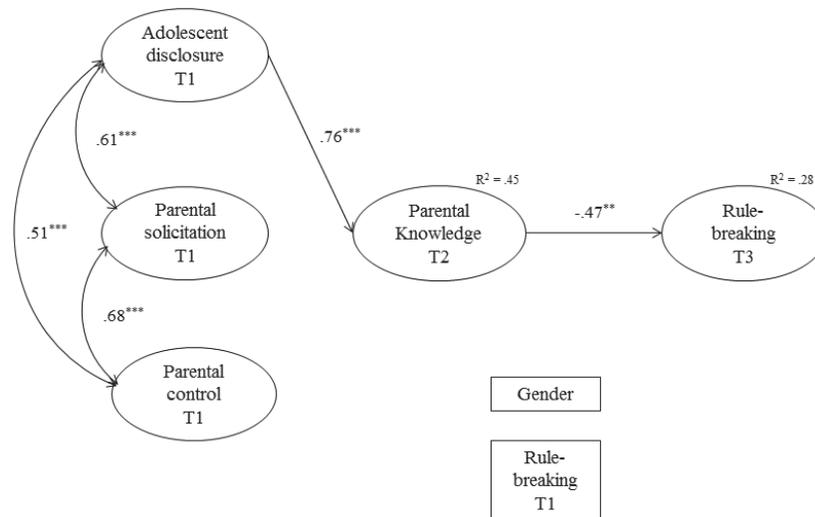


The model shows standardized regression coefficients, coefficients of determination, and correlations between the sources of knowledge. Nonsignificant relationships are not represented in the model. For simplicity, the structural model is not represented in the figure. Lambda coefficients for adolescent disclosure were between .47 and .88; for parental solicitation, between .46 and .77; for parental control, between .35 and .73; for parental knowledge, between .37 and .74; and for aggression, between .31 and .66.

\*  $p < .05$ . \*\*\*  $p < .001$ .

Figure 1. Structural equation model for the direct effects of sources of knowledge and parental knowledge on aggression controlling for gender and aggression in T1.

Standardized indirect effects for the sources of knowledge indicated that adolescent disclosure through increasing the level of parental knowledge indirectly predicts lower levels of rule-breaking ( $\beta = -.36, p = .016$ ) but does not predict lower levels of aggression ( $\beta = -.12, p = .341$ ). Because solicitation and control were not related to the level of parental knowledge, indirect effects of parental solicitation does not significantly predict aggression ( $\beta = .03, p = .466$ ) nor rule-breaking ( $\beta = .09, p = .152$ ), as well as indirect effects of parental control does not significantly predict aggression ( $\beta = -.01, p = .726$ ) nor rule-breaking ( $\beta = -.02, p = .723$ ).



The model shows standardized regression coefficients, coefficients of determination, and correlations between the sources of knowledge. Nonsignificant relationships are not represented in the model. For simplicity, the structural model is not represented in the figure. Lambda coefficients for adolescent disclosure were between .45 and .88; for parental solicitation, between .47 and .73; for parental control, between .36 and .69; for parental knowledge, between .41 and .74; and for rule-breaking, between .15 and .59.

\*\* $p < .01$ . \*\*\* $p < .001$ .

Figure 2. Structural equation model for the direct effects of sources of knowledge and parental knowledge on rule-breaking controlling for gender and rule-breaking in T1.

## DISCUSSION

This chapter presented findings regarding the longitudinal effects of parental knowledge and its sources on aggression and rule-breaking in adolescence, as well as the mediating effects of parental knowledge on the relationship between its sources and antisocial behaviour. Firstly, regarding the direct effects of the sources of knowledge, our results indicated that only adolescent disclosure is a significant source of the level of knowledge one year later. In line with other research (e.g., Criss et al. 2015; Cutrín et al. 2019b; Kerr et al. 2010; Vieno et al. 2009; Willoughby and Hamza 2011),

only higher levels of adolescent disclosure in the 1<sup>st</sup> grade of compulsory secondary education (T1) are significantly related to higher levels of parental knowledge in the 2<sup>nd</sup> grade (T2). Our results did not show the presence of parental control and parental solicitation as significant predictors of higher levels of parental knowledge, as previous studies have found (e.g., Cutrín et al. 2019b; Kerr et al. 2010).

These findings suggest that parentally-passive forms of obtaining information regarding their children's lives may be even more effective than active strategies (Eaton et al. 2009). On the other hand, higher levels of adolescent disclosure, parental solicitation and parental control did not directly predict lower levels of both violent and non-violent antisocial behaviour, in line with other research (e.g., Cutrín et al. 2019a; Muñoz et al. 2011; Oliva et al. 2007; Rekker et al. 2017; Willoughby and Hamza 2011).

With regard to parental knowledge, evidence has shown that low levels of parental knowledge is one of the most robust risk factors of involvement in delinquency and antisocial behaviour (e.g., Lahey et al. 2008; Laird et al. 2003; Racz and McMahon 2011). However, few studies have specifically addressed its influence on rule-breaking behaviours (e.g., Laird and LaFleur 2016); therefore, this chapter specifically aimed at analysing such relationships. Our results showed that rule-breaking in the 3<sup>rd</sup> grade (T3) is only predicted by the level of knowledge that parents had about their children's lives in the 2<sup>nd</sup> grade. In addition, regarding the mediating effects of parental knowledge on the relationship between its sources and antisocial behaviour, our findings indicated that only adolescent disclosure through increasing the level of parental knowledge indirectly predicts lower levels of rule-breaking in the 3<sup>rd</sup> grade. Although several studies found significant direct effects of child disclosure on delinquency, antisocial behaviour, and rule-breaking (e.g., Ahmad et al. 2015; Eaton et al. 2009; Keijsers et al. 2009; Kerr et al. 2010; Oliva et al. 2007; Vieno et al. 2009), our results suggest that these effects might disappear in the long term. Thus, only through the mediation of increasing levels of parental knowledge, adolescent disclosure significantly predicts a lower involvement in rule-breaking behaviour two years later.

On the other hand, aggression in the 3<sup>rd</sup> grade is only predicted by the level of parental control in the 1<sup>st</sup> grade. The results showed a positive relationship which indicates that higher levels of parentally-active behaviour of control predict higher levels of aggressive behaviour two years later. Other studies have pointed out the negative effects that high levels of control have on adolescent adjustment (Harris-McKoy 2016; Laird et al. 2010). Adolescents seem to react with hostility and opposition to high levels of control which can be perceived as an illegitimate authority and an intrusion in the personal sphere of their lives (Darling et al. 2005). This is in line with previous studies that found significant associations between the use of negative and coercive parenting practices, such as an excessive parental control or overreactivity to child's conduct, and the manifestation of violence throughout childhood and adolescence (De Haan, Prinzie and Deković 2012; Van Ryzin and Dishion 2013). All these findings support the distinction between aggression and rule-breaking that previous research has consistently shown. In this regard, the results of the current chapter clearly indicated that aggressive behaviour and rule-breaking have different parenting predictors. Other studies have similarly found that both types of antisocial behaviour are predicted by different factors (e.g., Burt et al. 2009; Kennedy et al. 2011; Slattery and Meyers 2014).

The findings presented in this chapter support previous evidence regarding the differential effects of parenting practices on distinct types of antisocial behaviour, specifically, violent and non-violent and, therefore, the categorization of violent and non-violent behaviour as two separate constructs (Burt 2012). Given the lack of influence of parenting practices on aggressive behaviour, the results suggest that aggression might be more influenced by individual factors (e.g., Burt et al. 2009). Specifically, it seems that the adolescent's emotional reaction to parenting might explain the positive relationship between parental control and aggression. On the other hand, rule-breaking is more influenced by parenting practices. Thus, mostly passive types of parenting behaviour (Eaton et al. 2009) show a significant predictive value for rule-breaking in adolescence: adolescent disclosure (indirectly) and parental knowledge (directly). As one of the most frequent antisocial behaviour mostly limited to adolescent stage, rule-breaking might

be influenced by more common patterns of parent-adolescent relationships than aggression, which has been associated with more specific and persistent developmental trajectories (López-Romero et al. 2015).

### **Limitations**

Further research is needed to confirm these findings using larger samples and including parent-reports to avoid the potential effects of the shared method variance. Moreover, to replicate these results in forensic and clinic-referred samples would contribute to better understand the role of parenting practices in the development of violent and non-violent antisocial behaviour. In addition, an individual approach should be included in future studies and personality profiles taken into account in order to clarify their contribution to aggressive manifestations of antisocial behaviour.

### **Implications**

All of these findings highlight the relevance of strengthening positive parenting skills, as well as avoiding the use of coercive and negative parenting practices, in order to prevent the development of antisocial behaviour in adolescents. Research has indicated that specific parenting conducts may directly prevent the onset of deviant tendencies but may not be successful in the decline of already established antisocial patterns (Buck and Dix 2014). Therefore, positive parenting skills training would be a means for effectively preventing problematic behaviour especially when dealing with normative adolescents and before the antisocial onset (Kumpfer and Alvarado 2003). The findings of this chapter also suggest that enhancing positive and communicative parent-child relationships might be particularly effective to prevent rule-breaking since this would promote adolescents' willingness to disclose information, in line with previous research (Keijsers et al. 2009; Racz and McMahon 2010). In this regard, clinical practitioners should consider to address parent-child relationships focusing on support

and communication as a target of intervention since they are the base for establishing openness and disclosure, which, in turn, is the main source of parental knowledge. Parental knowledge should also be a key target of intervention in family-based programs since research has shown that it similarly influences adolescent behaviour cross-culturally in diverse contexts, hence it seems to be a universal factor related to antisocial behaviour (Cutrín et al. 2019b). Some prevention programs implemented in the Spanish context specifically based on parenting skills training have presented encouraging results, avoiding the onset of aggressive patterns in high-risk children (Romero et al. 2009) and general antisocial behaviour in normative adolescents (Orte, Ballester and March 2013).

In conclusion, previous evidence has proposed that parenting styles and practices play an essential role in the psychological transition from childhood to adulthood. In this regard, the current study specifically found that parenting practices influence adolescent behaviour and seem to have differential effects on violent and non-violent antisocial behaviour. While the lack of positive parenting practices did not predict aggression two years later, rule-breaking were predicted by the lack of adolescent disclosure and parental knowledge. These results may be showing different patterns in the development of antisocial behaviour during adolescence.

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