Course Number: SOWO 854

Course Title: Antisocial, Aggressive Behavior in Childhood and Early Adolescence: Theory and Practice

Semester: Fall, 2008

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Office Hours: By appointment and Tuesday, 8:00-9:00

Course Description: This course explores theories and methods related to practice with children whose behavior is disruptive, oppositional, aggressive, or otherwise antisocial. Emphasis is placed on using protective and risk factors to design ecologically and developmentally appropriate interventions.

Course Objectives: Upon completion of the course, students should be able to:

1. Identify and characterize the individual, family, school, peer, and community determinants of conduct problems in childhood and early adolescence.

2. Describe and assess competing theories related to different forms of antisocial, aggressive behavior.

3. Based on theories and research related to antisocial behavior, values in social work, and the NASW Code of Ethics, conceptualize individual, family, school, and community social interventions to prevent and treat conduct problems in childhood.

4. Articulate and apply theory – in professional oral and written form – to the design of social interventions with emphasis on cultural diversity, including the adaptation of interventions on the basis of age, class, color, culture, disability, ethnicity, family structure, gender, marital status, material hardship, national origin, race, religion, spiritual development, sex, sexual orientation, and populations at risk.

Expanded Course Description:
The course extends and applies an ecological, life course perspective to the design of advance practice strategies for antisocial, aggressive behavior in childhood and early adolescence. Course content focuses on understanding the social (individual, peer, family, school, and community), economic (local, regional, and national marketplaces), and political (including the politics of hate and fear related to disability, gender, race, sexual orientation, and other issues of difference) forces that define and shape conduct problems. Emphasis is placed on the development and cultural adaptation of evidence-based interventions.

**Required Texts/Readings:**


**Related Readings:**


Teaching Methods:

Students are expected to complete assigned and independent readings, contribute to the development of a positive learning environment in the seminar, and demonstrate their learning through written assignments and seminar participation. Required readings are identified on the proposed schedule. Students are expected also to conduct independent readings of 12 or more articles or books related to a particular substantive area in antisocial behavior. This reading should be reflected and cited in the final paper.

Class Assignments:

A variety of individual and small group assignments that involve both oral and written products is required. These consist of oral presentations, reaction papers, discussion board participation, a Case Comparative paper, and an Interventive Project. In addition, the final grade will be based on evaluation of seminar participation and seminar leadership. The instructor will lecture on key concepts and content as needed, but the course will be conducted as a seminar in advanced practice. For each class session, students are expected to: attend class regularly and on time; complete all assigned readings prior to class; complete all assignments as scheduled; and participate in class discussions.

In that spirit, students will share responsibility for planning and facilitating class sessions with the instructor. Each seminar participant will be expected to take a Seminar Leadership role for one session. This will involve preparation for and conduct of a class session. Plans for the session will be developed in consultation with the instructor. Seminar Leadership will include:

(1) Selecting and presenting (via PowerPoint and discussion) appropriate conceptual material from assigned, supplementary, and independent reading;
(2) Preparing questions to focus discussion;
(3) Involving the class in the application of concepts;
(4) Facilitating discussion;
(5) Preparing a list of references and other materials (handouts).

A detailed description of oral and written assignments is appended to the Course Outline. The evaluation criteria for Seminar Leadership and other assignments may be found in the attached scoring rubrics.

Grading System:

Scoring rubrics are used for major written and oral assignments. The instructor will judge seminar participation, Seminar Leadership, and oral presentations. The criteria for participation include the quality of your contributions in class. Evidence of reading
and application of ideas to practice will weigh more heavily than the frequency of contributions. Oral class presentations will be judged as one might assess a professional conference presentation. The instructor will rate preparation, organization, content, use of handouts, overheads or PowerPoint slides, and oral style (clarity and effectiveness in communication).

The course grade will be based on 100 points:

- **5** Small Group Assignment: Cultural Diversity and Child Development
- **5** Cultural Diversity: Spanking Research and Posting
- **5** Reaction Paper #1: Native American Culture and the Design of Interventions
- **25** Case Comparison Paper
- **5** Reaction Paper #2: ‘Rites of Passage’ Program
- **20** Leadership of Seminar Session
- **25** Interventive Paper, consisting of
  - Poster Session Presentation (5)
  - Written Paper (20)
- **10** Seminar Participation

**100** TOTAL POSSIBLE

**Grading Criteria:**
- **H** — 100 – 94 points
- **P** — 93 – 80
- **L** — 79 – 70
- **F** — 69 – 0

**Policy on Incomplete and Late Assignments:**

Written assignments must be submitted when due. Unless otherwise indicated, they should be prepared in print format in accordance with APA guidelines, the style required by many leading journals in Social Work and related fields. Because written assignments are the basis for scheduled class presentations, discussions, and activities, late or incomplete submissions will be penalized 20% of the point total for the assignment. Pay special attention to pp. 31-214 of the *Publication Manual* (5th ed.) of the American Psychological Association (2001). Professional, APA style writing is expected, and a small portion of the grade of each written assignment will relate to precision and clarity in writing. Detailed descriptions, guidelines, and grading criteria for each written assignment are attached.

A grade of Incomplete may be given on rare occasions when there is sufficient reason to warrant it. It is the student’s responsibility to initiate a conversation with the instructor to request an Incomplete — instructors have no responsibility to give an Incomplete without such a request. Incompletes are given only for extenuating health, family, or other circumstances.

**Policy on Accommodations for Students with Disabilities:**

Students with disabilities that affect their participation in the course and who wish to have special accommodations should contact the University’s Disabilities Services. Disabilities Services will notify the instructor that the student has a documented
disability and may require accommodations. Students should discuss the specific accommodations they require (e.g. changes in examination format) directly with the instructor. Accommodations and services, which may include – but are not limited to – note-takers, alternative testing, accessible class materials, and interpreters, may be provided by Disability Services (Voice/TDD 962-8300; 966-4041). Learning Disability Services (962-7227) may provide supportive services for students with learning disabilities and attention-deficit/hyperactivity disorders. Students will be asked to provide documentation of the disability/medical condition from an appropriate primary care provider. Working with Disability Services and Learning Disability Services and without lowering academic standards, the instructor will make reasonable accommodations to reduce barriers caused by a student’s disability.

Policy on Academic Dishonesty:

Original work is expected. The UNC has a rich, long tradition of honor. If you have not yet done so, please see the Student Code of Honor: [http://honor.unc.edu/](http://honor.unc.edu/). Note that plagiarism is defined in the Code as “deliberate or reckless representation of another’s words, thoughts, or ideas as one’s own without attribution in connection with submission of academic work, whether graded or otherwise.” Violations of the Honor Code result in an “F” grade and referral to the Honor Court. From this website, here are some helpful guidelines:

**Quotations**: When directly quoting an outside source, the borrowed text, regardless of the amount, must be surrounded by quotation marks or block quoted – single-spaced and indented beyond the normal margins. Every quote must include a source – the author, title, page numbers, etc. – whether an internal reference, footnote, or endnote is used in conjunction with a bibliography page.

**Paraphrasing or Citing an Idea**: When summarizing an outside source or citing another person’s idea, quotation marks are not necessary, but the source must be included.

**Working on Group Projects**: In many classes, group projects are required. When preparing written reports, the names of all persons working on the project should be included.

**Code of Honor affirmation**. If you have any questions, please refer to the APA Style Guide, The SSW Manual, and the SSW Writing Guide for information on attribution of quotes, plagiarism, and appropriate use of assistance in preparing assignments. All written assignments should contain a signed pledge from you stating that, “I have not given or received unauthorized aid in preparing this written work.” The statement should appear on the title page of assignments.

Policies On The Use of Electronic Devices in the Classroom:
The use of electronic devices for non-class related activities (e.g. checking email, playing games, text messaging) is prohibited.

**Other Policies/General Information:**

Written assignments must be submitted in hard copy.

**Course Website:**

The course website may be found at: [http://blackboard.unc.edu/](http://blackboard.unc.edu/) Several assignments require access to the website. Frequent use of the website will be an indicator of seminar participation. If they become necessary, changes in assignments will be posted to the website. The website contains many useful resources and links. Students are expected to let the instructor know immediately if they need assistance in accessing or navigating the course website.
**COURSE OUTLINE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics and Assignments</th>
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<tbody>
<tr>
<td><strong>August 19</strong></td>
<td><strong>INTRODUCTION</strong></td>
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<td>• Course Organization and Expectations</td>
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<td>• Introduction to Course Website</td>
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<td>• Challenges in Developing Programs That Work</td>
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<td>• (Music as) Culture: The Influence of Music on Adolescent Sexual Behavior</td>
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<td><strong>Application of Script Theory:</strong> Does the kind of music to which you listen influence behavior? Is music a cultural influence?</td>
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<td><strong>August 26</strong></td>
<td><strong>THE RISK AND PROTECTIVE FACTOR PERSPECTIVE: ETHNICITY, CULTURE, GENDER, GLBT, AND POVERTY IN CHILD DEVELOPMENT</strong></td>
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<td>• The Basic Risk and Protection Model for Childhood Problems</td>
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<td>• Status of Children in the United States</td>
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<td>• Defining Delinquency and Status Offenses</td>
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<td>• Conduct Disorder</td>
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<td>• Gender Differences</td>
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<td>• Cultural Diversity</td>
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<td><strong>Readings:</strong> Sameroff &amp; Gutman, 2004 (in Allen-Meares &amp; Fraser, pp. 9-26)</td>
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<td><strong>Cultural Diversity and Child Development: Group Presentation:</strong></td>
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Divide into groups of roughly equal size. With others in your group, read one of the following chapters from Text #1 and prepare four .ppt slides that summarize the authors’ points of view. Raise one issue and lead a brief class discussion (Hint: See questions at the end of each chapter). Submit your .ppt file electronically and be sure that all group members are listed on the title slide. It is expected that all group members will contribute significantly to group projects. (This assignment is worth 5 points)


<table>
<thead>
<tr>
<th>September 2</th>
<th>HISTORICAL ATTEMPTS TO EXPLAIN ANTISOCIAL BEHAVIOR: DEMONIC POSSESSION TO BIOLOGICAL POSITIVISM</th>
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<tbody>
<tr>
<td>• Demonic Theory: The devil made me do it!</td>
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<td>• Modern Satanic Cults: Back from the Dark Ages?</td>
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<td>• Classical Theory: Issues of Choice and Reasoning</td>
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<td>• Neo-Classical Theory: Does punishment work?</td>
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<td>• Biological and Biosocial Perspectives</td>
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<td>• Physical Appearance: Are bigger children bullies?</td>
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<td>• Heredity: To what degree is aggressive behavior inherited?</td>
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<td>• Disabilities</td>
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<td>o Attention-Deficit Disorder</td>
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<td>o Developmental Disorders</td>
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<td>• Brain Research: What matter matters and when?</td>
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Readings:

Shoemaker, 3-48


**Additional (Enrichment) Resources:**


**Research Project on Spanking (5 points):** Interview at least three people. Be prepared to discuss your findings in class. Ask: *Is spanking effective in controlling the behavior of disruptive children? Why? Why not?* After class, post your findings to the Discussion Board. **Discuss with others from the class your findings/views on spanking.** Make at least three postings, including posting your findings. How do your findings relate to the findings of others? Do you notice any gender or cultural differences? What would you recommend to clients?

<table>
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<tr>
<th>September 9-16</th>
<th>PSYCHOLOGICAL POSITIVISM AND ANTISOCIAL, AGGRESSIVE BEHAVIOR</th>
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<tr>
<td></td>
<td>• Intelligence and Antisocial Behavior</td>
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<td>• Psychoanalytic Theory</td>
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<td>• Personality Disorders</td>
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<td>• Behavioral Theory</td>
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<td>• Social Learning Theory</td>
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• Moral Development Theory (if time)

Readings:
Shoemaker, 49-80

Assignments: Case Comparison Proposal (1 page) Due Sept 16

Sept 23-30

SOCIOLOGICAL POSITIVISM AND ANTISOCIAL, AGGRESSIVE BEHAVIOR: FROM THE CHICAGO SCHOOL TO MODERN SOCIAL CONTROL THEORY

• Social Disorganization and Anomie
• Lower-Class-Based Theories: Lower-Class Culture?
• Interpersonal or Situational Explanations: Differential Association
• Social Control or ‘Bonding’ Theory: The Attachment Perspective

Readings: (Pace yourself over two weeks)
Shoemaker, 81-208

Reaction Paper: Native American Culture and the Design of Interventions (5 points – due September 30)

1. What is culture? How is it transmitted?
2. What risk factors are identified in the article?
3. How are culture, religion, and language incorporated into prevention programs?
4. From a social control theory perspective, why might fasting, sweatlodges, and smudging be important in developing an intervention?

Additional (Enrichment) Resources:


October 7  CRITICAL THEORIES

• Labeling Theory
• Radical Theory

Readings: Shoemaker, 209-245

GENDER AND ANTI-SOCIAL, AGGRESSIVE BEHAVIOR

• Antisocial behavior in females - Nature and prevalence
• Theories of female delinquency
• The social development of girls
• Relational aggression and gender roles

Readings:

Shoemaker, 246-275


Additional Resources:


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<tr>
<th>October 14</th>
<th>FAMILY AND SCHOOL: A SOCIAL DEVELOPMENT PERSPECTIVE</th>
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<tr>
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<td>•Parenting Skills, Parental Supervision, and Parent-Child Attachment</td>
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<td>•School Violence</td>
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<td>•School Influences on Antisocial Behavior: Do schools cause delinquency?</td>
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<td>•The Social Development Perspective</td>
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Readings:

Rumberger (2004). What can be done to prevent and assist school dropouts? (in Allen-Meares & Fraser, pp. 311-334)
Young, Marchant, & Wilder (2004). School-based interventions for students with emotional and behavioral disorders (in Allen-Meares & Fraser, pp. 175-204)

Additional Resources:


Activity: Pick Seminar Leadership

October 21 PEERS, PEER INFLUENCE, BULLYING, AND GANGS

• Peer Groups and Bullying (Peer Victimization)
• Group Delinquency versus Gangs
• Types of Gangs
• Drug Use and Race/Ethnicity

Readings:


Optional Readings: None

Additional Resources:
[Note: Publications at this site include a 2004 report on “Youth Gangs in Indian Country” and a 2001 report on “Female Gangs.”]

October 28

Case Comparison Review and Presentation: Bring three copies of your Case Comparison with only PID (no names or SSN). Be prepared to make constructive comments on others’ papers. A modified peer review form from the Society for Social Work Research (SSWR), the profession’s leading research-for-practice organization, will be used. As is done in SSWR conferences, you will select four papers. The authors of these papers will briefly present them in class.

November 4

SUMMARY AND REVIEW: WHAT DO WE KNOW? HOW SHOULD WE PROCEED IN DEVELOPING THEORY-BASED, CULTURE-SENSITIVE, GENDER-RELATED INTERVENTIONS?

• What Do We Know about the Causes of Aggressive Behavior?
• Guidelines for Prevention and Intervention
• Skill Application: Designing Culturally Sensitive Programs

Readings:


Shoemaker, 276-297


Reaction Paper on Cultural Adaptation of Interventions: From Martinez and Eddy (2005), respond to the following questions.

1. What theories apply to the design of this program?
2. How are issues of diversity addressed in the program?
3. How might you tailor other programs to be consistent with recent research, theory, and issues of difference? Give one example.
4. Should evidence-based programs be adapted? If so, what process do you suggest?

Interventive Paper Proposal (1 page -- MAX): List in outline form: your paper type (Alternative I, II, III, or IV), the social or health problem (target behavior), relevant theories, and proposed intervention(s). See description of Intervention Paper (attached).

November 11

*** SEMINAR LEADERSHIP ***

9:00 - 10:45 THE FAMILY: HOW TO INTERVENE

- Key Risk and Protective Factors
- Clinical Assessment
- Extended and NonKin Family Concepts
- In-Home Family Interventions
- Involving Parents in Schools
- Parenting Training
- Functional Family Therapy
- Multisystemic Family Treatment

Suggested Resource:


Seminar Leadership:
1.
2.
3.
4.

10:45 - 11:00 Break

11:00 - 11:40 THE PEER GROUP: HOW TO INTERVENE

- Key Risk and Protective Factors
- Assessment Strategies
- Peer Acceptance and Rejection
- Family-Peer Linkages
- Deviancy Training: Heterogeneous versus homogenous groups
• Social Skill Training
• Positive Peer Interaction in Residential Treatment Centers
• Dating Violence Prevention
• Mentoring

Suggested Resources:


Seminar Leadership:
1.
2.
3.
4.

November 18  *** SEMINAR LEADERSHIP ***

9:00 - 10:00  PEER RELATIONS (CONTINUED)
10:00 - 10:15  Break
10:15 - 11:40  THE SCHOOL: HOW TO INTERVENE

• Key Risk and Protective Factors
• School Environment Assessment
• School Violence: What to Do?
• Bullying: Causes and Intervention
• Low Academic Achievement: Tutoring
• Alternative Schools and Beyond (e.g. Residential Schools)

Tip: See the US DOE What Works Clearinghouse website at http://www.w-w-c.org/

For information on the Making Choices program, see: http://ssw.unc.edu/jif/makingchoices/index.htm

Seminar Leadership:
1.
2.
3.
4.
**November 25  *** SEMINAR LEADERSHIP  ***

**GANGS, DRUGS, POVERTY, AND CRIME: HOW TO INTERVENE IN URBAN AREAS**

- Gang Violence Reduction Techniques
- Community Practice and Community Policing
- Community Mobilization Techniques
- Gun Buy-Back Programs

**Suggested Resources:**


National Youth Violence Prevention Resource Center  

National Youth Gang Center  

**Seminar Leadership:**
1. 
2. 
3. 
4. 

**December 2  Paper Presentations – Poster Session**

**Assignments:** Social Intervention Project due.
GUIDELINES FOR THE CASE COMPARISON:
THE “RESILIENCE” PROJECT

From the same neighborhood (or family), select two children: one delinquent or otherwise in trouble child and one not delinquent or in trouble child. The children should be matched on age, gender, and race/ethnicity. [NOTE: Retrospective case construction may be used for one case, but keep in mind that retrospective comparisons may be affected by different historical events.] Fully describe each case and identify the risk and protective factors for both children. Be sure to discuss special issues related to culture, ethnicity, language, religion, sexual orientation, and other issues of difference. Then, using at least two theories, develop a case-based “theory” on the factors that differentiate the children.

Proposal Presentation. A brief (1 page) proposal is due September 16\textsuperscript{th}. The proposal should indicate the problem focus of analysis (e.g., animal abuse, bullying, fighting, gang participation, lying, shoplifting, suicide attempts, truancy, etc.), the setting (e.g. residential treatment center), and the theoretical perspectives that will be used. If you have questions about developing the Case Comparison, these should be noted on the proposal.

Case Comparison Presentation and Peer Review. Using a modified SSWR format, class members will review one another’s case analyses on October 28\textsuperscript{th}. Four papers will be selected and the authors invited to present their papers, i.e. to briefly review them in class. The Case Comparison (6-7 pages, excluding tables and figures) must include the following sections:

(a) \textit{Introduction} -- Explain the purpose of the paper and the broad context of the case, e.g. firesetting in a low-income neighborhood. Disguise exact identities.

(b) \textit{The Situation} -- Briefly describe each case situation, including family history, school-related problems, prior aggressive or antisocial behavior (if any), relevant social characteristics, psychometric data, and broader social influences on the case (e.g. racism, sexism, hate, and other issues related to oppression and discrimination). Use a table to summarize comparative information.

(c) \textit{The Problem Analysis} -- Conduct a comparative analysis of the etiology of the problem behavior, with emphasis on multiple determinants. Include insights from at least two theoretical perspectives. Be sure to use 6-7 references that reflect independent and current reading. Avoid using textbooks or general references. Use recent research from journals. Assess both individual and contextual effects such as poverty and discrimination. Develop a framework that specifies both risk and protective factors for the problem. Can you describe factors that promote resilience?
(d) The Implications -- Based on your analysis, briefly develop and discuss guidelines for practice (prevention, early intervention, or treatment) related to the problem behavior. Do the theories raise any issues related to social work values or ethics? (NOTE: Implications should be developed for your case AND for other similar cases. That is, try to distill from your analysis practice principles.) What do you suggest as theory-based strategies regarding the prevention or treatment of the target problem? Be sure to attend to gender effects (i.e., differing risk/protective factors for females/males and implications that may derive from differing risk structures), African-American and other ethnic or racial groups, and – as they apply to your case – issues of diversity. For example, if you focus on an African American child, broaden your examination to consider differences that might apply were your target child to be Latino, Native American, or white. In addition, attend to ethical or Social Work values in the Implications.

(e) References -- Using APA style, list all references cited in the paper.

(f) Appendices -- Append supporting materials, if used.

Evaluation Criteria. Evaluation criteria for Case Comparison will include: conceptualization of theory, linkage of theory to assessment of case strengths (protective factors) and limitations (risk factors), use of research evidence to support theory and practice recommendations, exploration of gender and race/ethnicity differences (see above), discussion of ethical and Social Work values considerations, use of APA style, and clarity of writing. See attached Scoring Sheet for Case Comparison Project.
SOCIAL INTERVENTION PROJECT: GUIDELINES

The Social Intervention Project should be based on the application of theory (including risk and protective factors) to the design of a prevention or treatment strategy. The paper should demonstrate the linkage between etiological theory and interventive methods. Special attention should be afforded the design and delivery of services for women (including female children), African-American peoples, and – as appropriate for your topic – other issues of difference (e.g., disabilities; gay, lesbian, bisexual, or transgendered issues). In addition, be sure to address ethical issues (conflicts with social work values and ethics) that may arise in the treatment or prevention of antisocial behavior. Four alternatives are available. Regardless of what Alternative you select, your paper should be based on at least 12 professional journal readings, i.e. readings other than those assigned during the semester. These readings should not be from texts or general reference books.

Proposal: A brief (1 page) proposal is due November 4th. The proposal should indicate the focus of project (Alternative I, II, III, or IV), the theoretical perspectives that will be used, and the interventive method(s) to be explored.

Alternative I: Theory and Practice Review

Students may conduct a theory and practice review. Alternative I consists of a 10-page paper (excluding the Title, Abstract, Tables or Figures, and References pages) that discusses the treatment or prevention implications of a particular theory (of your own choosing). This Theory and Practice Review should consist of two parts: (1) presentation and review of an etiological theory of antisocial behavior (five pages); and (2) review of theory-based interventions likely to prevent or correct antisocial behavior (five pages). The paper may suggest your own theory and should make use of causal modeling, network charting, and other skills that you have learned in the class. Be sure to review the research related to the theories and the interventions that you select.

Using causal modeling, you should diagram your conceptual framework for working with antisocial or delinquent youths. Append this as Figure 1. Figures will not count in page calculations. Include as many as you like. Be specific about the relationship between theory and practice implications. Be sure to discuss how theoretical constructs in the first section of the paper are addressed in the interventions discussed in the second section of the paper (This will be critical to the evaluation of the paper and so you may wish to make this explicit in table form.).

At the start of the paper, declare a TARGET BEHAVIOR (i.e. a specific kind of antisocial behavior), an INTERVENTIVE FOCUS (prevention, early intervention, or treatment) and a SETTING (home, school, neighborhood, work site, community-based program, residential treatment program, youth corrections facility, or community at-large). Tie your selected theory or theories to intervention within that SETTING. Explain your approach, identify the critical variables that appear to cause the TARGET BEHAVIOR
(e.g. running away, truancy, drug abuse, school dropout, prostitution, firesetting, burglary, assault, rape, gang participation, self-harm or mutilation, sexual offending against children, eating disorders), and then discuss theoretically-based intervention strategies that might be used by social workers to address the target behavior. Use APA citation style and use citations liberally. Use references and cite studies beyond those discussed in the classroom. The paper is due December 2\textsuperscript{nd}.

**Alternative II: Clinical Project**

As an alternative to the Theory and Practice Review, students may develop and test a clinical strategy in a Clinical Research Project. A Clinical Research Paper of 8-10 pages (excluding the Title, Abstract, Tables, Figures, and References pages) should consist of four parts: (1) an **Introductory Section** that reviews a specific etiological theory of antisocial behavior and applies it to the design of an interventive strategy likely to prevent or correct antisocial behavior (2 pages); (2) a **Methods Section** that describes the means of applying the intervention, the research design, and the measures (1-2 pages); (3) a **Findings Section** that describes the results in terms of proximal and distal outcomes (2-3 pages); and (4) a **Discussion Section** that discusses the implications of the findings (2-3 pages). The paper may suggest your own theory and should make use of causal modeling, network charting, and other skills that you have learned in the class. If you use your own theory, be sure to defend it in an evidence-based fashion.

Using causal modeling, you should diagram your conceptual framework for working with antisocial or delinquent youths. Append this as Figure 1. Figures will not count in page calculations. Include as many as you like. Be specific about the relationship between theory and practice. Discuss how theoretical constructs are expressed in the design of the intervention (This will be critical to the evaluation of the paper and so you may wish to make relationships explicit in table form.).

At the start of the paper, declare a **TARGET BEHAVIOR** (i.e. a specific kind of antisocial behavior), an **INTERVENTIVE FOCUS** (prevention, early intervention, or treatment) and a **SETTING** (home, school, neighborhood, work site, community-based program, residential treatment program, youth corrections facility, or community at-large). Tie your selected theory or theories to intervention within that SETTING. Explain your approach, identify the critical variables that appear to cause the TARGET BEHAVIOR (e.g. running away, truancy, drug abuse, school dropout, prostitution, firesetting, burglary, assault, rape, gang participation), and then discuss the theoretically-based intervention strategy that you will apply. Use APA citation style and use citations liberally. Use references and cite studies beyond those discussed in the classroom. The paper is due December 2\textsuperscript{nd}.

**Alternative III: Community-Based Project**

As an alternative to the Theory and Practice Review and Clinical Project, students may elect to do a Community-Based Project. This should involve collecting and analyzing data on a community or agency problem related to antisocial behavior in childhood or
adolescence. A Community-Based Paper of 9-10 pages (excluding the Title, Abstract, Tables, Figures, and References pages) should consist of four parts: (1) an Introductory Section that identifies a particular kind of antisocial behavior as the focus of the study, reviews an etiological theory of the behavior, applies the theory to a community condition or agency-related problem, and hypothesizes a testable relationship (2-3 pages); (2) a Methods Section that describes the means of collecting data to test the hypothesized relationship (1-2 pages); (3) a Findings Section that describes the results of a quantitative or qualitative data collection and analysis (1-2 pages); and (4) a Discussion Section that discusses the implications of the findings (2-3 pages).

Using causal modeling, the paper should describe a conceptual framework for understanding a community problem. Append your model as Figure 1. Figures will not count in page calculations. Include as many figures as you like. Be specific about the relationship between theory and the problem. Discuss how theoretical constructs are important in conceptualizing the problem and possible solutions (This will be critical to the evaluation of the paper and so you may wish to outline this in table form.). Use APA citation style and use citations liberally. Use references and cite studies beyond those discussed in the classroom. The paper is due December 2nd.

Alternative IV: Treatment Manual for a Specific Social Problem

As an alternative to the Theory and Practice Review, a Clinical Project, or a Community-based Project, students may develop an evidence-based treatment manual related to a specific social or health problem. A major challenge for social workers is the development of evidence-based practice resources. You will help address the paucity of practice resources by creating a treatment manual based on the best available evidence for a specific conduct problem. You may choose to focus on any social or health problem that is relevant to course content and that occurs in childhood or adolescence. You should create a treatment manual that either aims to prevent a problem before it occurs or to intervene after it has occurred. In both cases, you should rely on current theory and research.

Group projects are permitted. A Treatment Manual of 15-20 pages (excluding the Title, Abstract, References, and any figure or graph pages) per contributor should consist of four parts:

1. Introductory Section that describes a target population and a particular kind of problem as the focal point for the intervention (use incidence and prevalence data from peer-reviewed research). In addition, the Introductory Section should review the key explanatory theory(ies) relevant to the problem (briefly explain why you think this is a key explanatory theory for this problem), and it should identify a hypothetical risk mechanism related to the problem (i.e., what will your intervention change and how will this change mitigate or prevent the problem) (4-5 pages).
• Using causal modeling, the paper should briefly describe a conceptual framework for understanding the problem. Append your model as Figure 1. Include as many figures as you like. In the figure and in your writing, be specific about the relationship between theory and the intervention. This might be done by discussing lesson/session objectives in your treatment manual in relation to theory-related content (see below). Discuss how theoretical constructs are important in conceptualizing a risk mechanism and the intervention (This will be critical to the evaluation of the treatment manual.).

• A tip for this section: Be specific in defining your problem and the target population. Use them to describe mediating mechanisms that are malleable in intervention.

2. **Unit 1** should be comprised of three lessons or intervention sessions. Each lesson/session should include: (a) objectives; (b) required materials; (c) specific activities; and (d) tailored application activities based on gender, race/ethnicity, language, religion, and/or GLBT. The activities designed for this section should focus on promoting desired behavioral, cognitive, emotional, social, or social structural changes that will interrupt the theoretical risk mechanism. For some interventions, the lessons/sessions should begin to provide children or their family members with new skills, opportunities, or rewards (6 pages).

3. **Unit 2** should be comprised of three lessons or intervention sessions. Each lesson/session should include: (a) objectives; (b) required materials; (c) specific activities; and (d) tailored application activities based on gender, race/ethnicity, language, religion, and/or GLBT. The activities designed for this section should provide opportunities for participants to practice and generalize new skills or knowledge over time and/or to related settings (e.g., school and family) (6 pages).

4. **Additional Units** (depending on the number of contributors)

5. **Discussion Section** that explores implementation and ethical issues that should be anticipated in delivering the program. This section should also propose an evaluation plan (How will you know your treatment manual is working? What changes do you anticipate in the people who participate in this treatment? How will you measure these changes?) (3-4 pages).

*Tip for the assignment:* Your problem conceptualization in the Introductory Section (i.e., the theory) should be clearly reflected in the specific treatment strategies in Unit One and Unit Two. Consider tying your problem conceptualization to your evaluation plan, by proposing to measure variables delineated in the risk mechanism as outcomes. You may want to consider developing and including a logic model to show the relationships between the problem, treatment strategies, and the anticipated outcomes.
A key aim of this assignment is for you to refine your skills in using peer-reviewed research and empirically-based theory (e.g., social control theory) in developing evidence-based interventions. This is a critical skill for effective social work practice. Thus, I will be carefully reviewing your manual for the use and integration of research knowledge and theory. Use APA citation style and use citations liberally. Use references and cite studies beyond those discussed in the classroom. Your treatment manual is due December 2nd.

Evaluation Criteria

Evaluation criteria for Interventive Projects will include: (a) conceptualization of theory, (b) linkage of theory to specific practice strategies, (c) use of research evidence to support theory and practice recommendations, (d) specific application of theory and practice to women, racial and ethnic groups, and/or persons affected by discrimination (see above), (e) discussion of ethical considerations (including social work values and ethics), (f) use of APA style, and (g) clarity of writing. See attached Scoring Sheet for Intervention Paper.

Assignments Completed in Small Groups

Much research enterprise in social work is collaborative and so work together on an intervention project is encouraged. If you choose to collaborate on the intervention project, be sure that your personal contribution is explicitly identified. Typically, this is done using “by” lines. Your contribution will be graded separately from that of others’ contributions, although the overall appearance and integrity of your collective project will contribute inherently to your grade.
SELECTED COURSE REFERENCES:
THEORY AND RESEARCH ON ANTISOCIAL, AGGRESSIVE BEHAVIOR

This section of the Course References contains a list of resources on the etiology and treatment of antisocial behavior, including research and developmental theory on such special topics as childhood aggression, conduct disorder, covert behaviors (stealing, lying, theft), female delinquency, firesetting, gangs, school dropout, sex offenses, substance abuse, unwanted pregnancy, and violence. In addition, this section lists many resources on the relationship of gender, poverty, and ethnicity/race to antisocial behavior. This list is not exhaustive and is provided only to identify historic and highly regarded sources of information. Students are encouraged to conduct additional literature searches in order to supplement the references listed here.


[SEARCH TIP: In searching for materials on gangs, search the newspapers of large cities, e.g. *Los Angeles Sentinel, New Pittsburgh Courier, Portland Skanner, Sacramento Observer.*]
INTERVENTION REFERENCES FOR SOWO 854

This section of Course References contains specialized references on family, school, and other interventions that have empirical support in the treatment or prevention of antisocial, aggressive behavior. This list is not exhaustive and is provided only to identify major sources of information. Students are encouraged to conduct additional literature searches in order to supplement the references listed here.

Adolescent Pregnancy


**Animal Abuse**


**Attachment Disorders and Attachment Theory**


**Attention Deficit/Hyperactivity Disorder**


**Biological Theory**

Andersen, S. L., & Teicher, M. H. (2000). Sex differences in dopamine receptors and their relevance to ADHD. *Neuroscience and Biobehavioral Reviews, 24,* 137-141.


**Depression and Conduct Problems in Childhood**


**Eating Disorders**


**Functional Family Therapy**


**Gangs and Gang Involvement**


Multisystemic Family Treatment


Multisystemic Therapy - this website provides descriptions and overviews, along with research studies related to MST. http://www.mstservices.com

**Oppositional Defiant Disorder**


Parenting and Aggressive Behavior


**Parenting Training, Family Preservation Services, and Family Treatment**


**Peers: Deviancy Training**


**Runaway Children**


**School Dropout, School Behavior, and School-based Intervention**


**Self-Injurious Behavior: Self-Mutilation and Self-Harm**


**Sex Offenses and Sexual Offending**


**Substance Abuse**


**Surrogate Family Services**


**Television and Video Game Violence**


**Websites: Antisocial Behavior, Aggression, Delinquency, and Youth Violence**

Centers for Disease Control (CDC)
[http://www.cdc.gov](http://www.cdc.gov)

Center for the Study and Prevention of Violence (CSPV)
[http://www.colorado.edu/cspv/](http://www.colorado.edu/cspv/)

Governor’s Crime Commission
[http://www.gcc.state.nc.us](http://www.gcc.state.nc.us)

National Institute of Mental Health (NIMH)

National Institute of Mental Health (NIMH) - Children and Violence Reports
National Youth Violence Prevention Resource Center  
http://www.safeyouth.org/home.htm

North Carolina Child Advocacy Institute (NCCAI)  
http://www.ncchild.org

Office of Juvenile Justice and Delinquency Prevention (OJJDP)  
http://ojjdp.ncjrs.org/

OJJDP Juvenile Justice Journal  
http://ojjdp.ncjrs.org/pubs/general.html#jjjournal

Oregon Social Learning Center (OSLC)  
http://www.oslc.org

Project on Human Development in Chicago Neighborhoods  
(good site for work on social disorganization theory)  
http://phdcn.harvard.edu/

Sourcebook of Criminal Justice Statistics: Online  
http://www.albany.edu/sourcebook/

Youth Risk Behavior Surveillance System (YRBSS)  
http://www.cdc.gov/nccdphp/dash/yrbs/index.htm

Youth Violence: ERIC Clearinghouse on Urban Education  
http://eric-web.tc.columbia.edu/pathways/youth_violence
APPENDICES
SOWO 854 CASE COMPARISON: SCORE SHEET

1. **Strengths** of this Case Comparison include: __________________________________________________________
   _________________________________________________________________________________________________
   _________________________________________________________________________________________________
   _________________________________________________________________________________________________

2. Required content and style (2 points each)
   - Purpose of paper is explained.
   - Table is used to summarize comparative characteristics.
   - Reading is sufficient (at least 6 independent, research-based references – not textbooks)
   - At least two theoretical perspectives are explained and applied
   - Contextual effects (poverty and discrimination) are discussed.
   - Risk and protective (strengths) factors are identified.
   - Social work values and ethics are discussed.
   - Implications for both female and male delinquency are discussed, i.e., gender differences are explored.
   - Implications for African-American, Latino, and other peoples or groups affected by discrimination are discussed.
   - References are in APA style.

3. The link between **theory and behavior** in this paper is (3 points):
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<td>Very Clear</td>
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</tbody>
</table>

4. **Technical** suggestions to improve the effectiveness of your paper (2 points):
   - More citation/evidence needed
   - Less use of quotations
   - Punctuation (see APA style)
   - More use of active verbs
   - Spelling
   - More use of precise language
   - Better paragraph structure (Tip: Start each paragraph with a topic sentence, then use 2-3 middle sentences, and end with a concluding sentence that both summarizes the content of the paragraph and makes a linkage to the topic of the next paragraph)
   - Less use of jargon, clichés, or informal language
   - Use "section headings" to highlight content and guide the reader
   - Sentences occasionally are awkward
   - Use better transitional sentences to link your paragraphs
   - Overall grammar needs improvement
   - Eliminate sexist language (TIP: Use plural form; use gender neutral pronouns)
   - Explain and/or document your points; use more evidence

5. Other comments:
Seminar leadership. Students share responsibility for planning and presenting a class session with the instructor. Each seminar participant is expected to take a special leadership role for one session. This will involve preparation for and conduct of a class session. Plans for the session will be developed in consultation with the instructor. Seminar leadership should include:

(1) Preparing questions to focus discussion;
(2) Selecting and presenting (via PowerPoint) appropriate conceptual material from assigned, supplementary, and independent reading;
(3) Involving the class in the application of concepts;
(4) Facilitating discussion; and
(5) Preparing a List of References and other materials

Title of Seminar: _________________________________________________________________

Rating of Seminar:

_____Presentation of Conceptual Material from Text and Independent Reading (6 points)
_____Class Application or Exercises (6 points)
_____Discussion, Questions, and Facilitation (4 points)
_____References and Other Materials (4 points)
_____TOTAL POINTS

Leaders for Session:

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________

Comments:

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
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_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
1. Strengths of this paper include:__________________________________________________________________
___________________________________________________________________________________________

2. Required content based on Paper description in Course Description (1.5 points each)

- Introduction specifies a target behavior, interventive focus, and setting.
- Theories are identified and adequately described.
- Table or causal model is used to summarize conceptual framework.
- Reading is sufficient (at least 12 independent references).
- Risk and protective factors or risk mechanisms are identified.
- Strengths and limitations of theories are discussed.
- Social work values and ethics are discussed.
- Implications for female delinquency are discussed.
- Implications for African-American, Latino, and other peoples or groups affected by discrimination are discussed.
- References are in APA style.

3. The link between theory and proposed interventive methods in this paper is (3 points):

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<thead>
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<th>Clear</th>
<th>Very Clear</th>
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<tr>
<td>0</td>
<td>1</td>
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</tr>
</tbody>
</table>

4. Technical suggestions to improve effectiveness of paper (2 points):

- More citation/evidence needed
- Less use of quotations
- Punctuation
- More use of active verbs
- Spelling
- More use of precise language
- Less use of "the"
- Better paragraph structure (Tip: Start each paragraph with a topic sentence, then use 2-3 middle sentences, and end with a concluding sentence that both summarizes the content of the paragraph and makes a linkage to the topic of the next paragraph.)
- Less use of informal language, Social Work jargon, and/or clichés
- Use "section headings" to highlight sections of the paper and to guide the reader.
- Sentences occasionally are awkward
- Use better transitional sentences to link your paragraphs
- Overall grammar needs improvement
- Eliminate sexist language; use gender-neutral pronouns
- Explain and/or document your points; use more evidence

5. Poster Presentation (5 points):