

Adolescent Problem Behaviors (Topics)
Psyc 445

Spring, 2014

Instructor: Brian Ackerman
E-mail: BPA@psych.udel.edu
Telephone: 831-2385

Office: 228 Wolf Hall
Office Hrs:

Description and Goals

Two frameworks organize this course: (a) a bioecological systems view of adolescent problem behaviors, and (b) a model-analytic approach to developmental risk. The systems view orders the topics, from an analysis and contrast of biological and social aspects of the pubertal transition, to conceptualizations of conflict and risk in larger family and school systems, to analysis of economic and community contexts of adolescent problem behaviors. The model-analytic approach organizes each topic by conceptualizing and contrasting developmental risk models. The goals of the course are (a) to train you to think critically and systematically about developmental and psychological claims, (b) to conceptualize contextual influences on development in particular social settings, and (c) to expose you to issues concerning educational risk for adolescents.

Course Requirements

(a) The course will have a 120-point exam on Thursday, March 27, and a 150-point cumulative final examination in the finals week. The tests will have an essay format and will concern lecture and discussion material. (b) You must prepare 8 analyses of readings, each worth 20 points, and each about 3 pages long, and you have an option of an 9th analysis for extra-credit (not an option for Honors section). Three pages aren't much--a piece of cake, a walk in the park, a snooze in the backyard hammock--and if you are going to read, you might as well write. The short analyses encourage you to digest the material in advance of class discussion, and provide an opportunity for you to impose a perspective and structure on material, rather than just take a passive stance. The goals are pedagogical more than evaluative. Late submissions will lose 5 points, and I will not accept a submission after the next class after the due date.

I want to be especially clear about the importance of attending class. This message is especially critical for seniors for the Spring semester. There is no textbook in this class, which means that class represents your only access to critical constructs, conceptual domains and perspectives, and analytic strategies and forms. If you miss class you will be at serious risk for failing exams and failing the class. Conclusion: don't take this class if you can't drag your sorry body to just about every class. If you have a hot date every Tuesday afternoon, don't take this class. If you must celebrate St. Patrick's day in some place more ambitious than Newark, like to hit the Spring snow in Aspen, or have a Spring wedding on the Gold Coast in Namibia, don't take this class. If you need to work so that you can eat, starve or don't take this class. If you have to break up with your honey, do it on Thursday night, or don't take this class. If already you can't stand the sight of me or hate this room, don't take this class. If you don't like my ties, grin and bear it.

Grade Criteria

Point Total:	Minimum Grade:
90%	A-
78%	B-
65%	C-
55%	D
< 55%	F

The minimum grade is the grade guaranteed by your point total. Point population characteristics and improvement will result in a grade above the minimum for some of you. I also add in points for class participation--helping me teach this class matters a lot.

So, yes, some students could get a grade \geq yours, even though you have more points. Most important, if you get $< 55\%$ of the points you will fail this class, even if you come to class and try. Simply showing up does not get the job done.

Syllabus

<u>Week of:</u>	<u>Topic</u>	<u>Assignment</u>
Feb 11	I. Theoretical Perspectives	
	A. Adolescence Ethnotheory	
	B. Developmental Risk	
Feb 18	II. Biosocial Models	Arts 1-5
	III. Family System	
Feb 25	A. Systems Model	
Feb 27	B. Family Transformation	Arts 6-11
Mar 6	C. Parenting Style	Arts 12-17
Mar 13, 20	D. Conduct Problems	
	1. Coercion Hyp (SIL)	Arts 23, 18-22
	2. NeuroPsych Trait	Arts 23-27
Apr 8	E. Childhood Sex Abuse	Arts 28-33
	IV. School System	
Apr 15, 22	A. Peer Aggression	Arts 23, 34-39
Apr 29, May 6	B. Educational Risk	Arts 40-46
May 13	V. Exosystem Risk	Arts 47-51
	A. Theoretical Perspectives	
	B. Social Causation Model	
	VI. Emerging Adulthood	

Readings

There are a lot of readings below, but many are small (though pithy). The assignments are spread over 7-to 14-day intervals, which means you have sufficient time if you spread the readings over the time period. The upshot is that I seriously want you to do all the readings. At the very least, you need to understand the abstract, the introduction, and the discussion. Methods and results sections often can be skimmed, though you should take a gander at the figures.

The readings are available through electronic journals on the library website. Go to the electronic journal page on the website. Enter the name of the journal and then enter. Then click on the name that is provided. Be sure to note the dates of the entry and that your selected volume is within those dates. If you are off-campus, at this point the library website will ask for your U-D identification information. Enter and then open up the journal. On the journal website, find the year or volume and enter, and then find the article by page #s. If we suddenly lose access to a journal for some reason (i.e., perhaps the access contract was renegotiated), let me know and I will send material by UD pobox. A few of the articles may serve double duty in that they are assigned for multiple essays. Read them well the first time and life will be easier. Read the articles on-line if you can. You do not have to print most articles. But if you prefer hard copy, focus on printing the theoretical stuff—the abstract, the introduction, and the discussion section.

If the library web-site can't find a journal, it is likely that you entered the wrong name, or perhaps that I provided you with the wrong name.

Early Puberty and BioSocial Risk

1. Ge, X., & Natsuaki, M.N. (2009). In search of explanations for early pubertal timing effects on developmental psychopathology. *Current Directions in Psychological Science*, 18, 327-331.
2. Belsky, J., Steinberg, L., Houts, R.M., Halpern-Felsher, B.L., and the NICHD Early Child Care Research Network (2010). The development of reproductive strategy in females: early maternal harshness → earlier menarche → increased sexual risk taking. *Developmental Psychology*, 46, 120-128.
3. Caspi, A., Lynam, D., Moffitt, E.T., & Silva, P.A. (1993). Unraveling girls' delinquency: Biological, dispositional, and contextual contributions to adolescent misbehavior. *Developmental Psychology*, 29, 19-30.
4. Lynne-Landsman, S.D., Graber, J.A., & Andrews, J.A. (2010). Do trajectories of household risk in childhood moderate pubertal timing effects on substance initiation in middle school? *Developmental Psychology*, 46, 853-868.
5. Rudolph, K.D., & Troop-Gordon, W. (2010). Personal-accentuation and contextual-amplification models of pubertal timing: Predicting youth depression. *Development and Psychopathology*, 22, 433-451.

Family Transformation (aka Storm and Stress)

6. Galambos, N.L., & Almeida, D.M. (1992). Does parent-adolescent conflict increase in early adolescence? *Journal of Marriage and Family*, 54, 737-747.
7. Cook, E.C., Buehler, C., & Blair, B.L. (2013). Adolescents' emotional reactivity across relationship contexts. *Developmental Psychology*, 49, 341-352.
8. Buchanan, C.M., & Hughes, J.L. (2009). Construction of social reality during adolescence: Can expecting storm and stress increase real or perceived storm and stress? *Journal of Research in Adolescence*, 19, 261-285.
9. Goldstein, S.E., Davis-Kean, P.E., & Eccles, J.S. (2005). Parents, peers, and problem behavior: A longitudinal investigation of the impact of relationship perceptions and characteristics on the development of adolescent problem behavior. *Developmental Psychology*, 41, 401-413.
10. Adams, R.E., & Laursen, B. (2007). The correlates of conflict: Disagreement is not necessarily detrimental. *Journal of Family Psychology*, 21, 445-458.
11. Wang, M., Brinkworth, M., & Eccles, J. (2013). Moderating effects of teacher-student relationship in adolescent trajectories of emotional and behavioral adjustment. *Developmental Psychology*, 49, 690-705.

Parenting Style

12. Roche, K.M., Ghazarian, S.R., Little T.D., & Leventhal, T. (2011) Understanding links between punitive parenting and adolescent adjustment: The relevance of context and reciprocal associations. *Journal of Research on Adolescence*, 21, 448-460.
13. Belsky, J., & Beaver, K.M. (2011). Cumulative-genetic plasticity, parenting and adolescent self-regulation. *Journal of Child Psychology and Psychiatry*, 52, 619-626.
14. Steeger, C.M., & Gondoli, D.M. (2013). Mother-adolescent conflict as a mediator between adolescent problems behaviors and maternal psychological control. *Developmental Psychology*, 49, 804-814.
15. Conger, R.D., Patterson, G.D., & Ge, X. (1995). It takes two to replicate: A mediational model for the impact of parents' stress on adolescent adjustment. *Child Development*, 66, 80-97.
16. Simons, R.L., Lin, K.H., Gordon, L. C., Brody, G.H., Murry, V., & Conger, R.D. (2002). Community differences in the association between parenting practices and child conduct problems. *Journal of Marriage and Family*, 64, 331-345.

17. Laird, R.D., Marrero, M.D., Melching, J.A., & Kuhn, E.S. (2013). Information management strategies in early adolescence: Developmental change in use and transactional associations with psychological adjustment. *Developmental Psychology, 49*, 928-937.

Coercion Hypothesis

18. Barker, E.D., Oliver, B.R., & Maughan, B. (2010). Co-occurring problems of early onset persistent, childhood limited, and adolescent onset conduct problem youth. *Journal of Child Psychology and Psychiatry, 51*, 1217-1226.

19. Van Ryzin, M.J., & Dishion, T.J. (2013). From antisocial behavior to violence: a model for the amplifying role of coercive joining in adolescent friendships. *Journal of Child Psychology and Psychiatry, 54*, 661-669.

20. Low, S., Sinclair, R., & Shortt, J.W. (2012). The role of economic strain on adolescent delinquency: A microsocial process model. *Journal of Family Psychology, 26*, 576-584.

21. Barker, E.D., Oliver, B.R., Viding, E., Salekin, R.T., & Maughan, B. (2011). The impact of prenatal maternal risk, fearless temperament and early parenting on adolescent callous-unemotional traits: a 14-year longitudinal investigation. *Journal of Child Psychology and Psychiatry, 52*, 878-888.

22. Trentacosta, C.J., Hyde, L.W., Shaw, D.S., & Cheong, J. (2009). Adolescent dispositions for antisocial behavior in context: The roles of neighborhood dangerousness and parental knowledge. *Journal of Abnormal Psychology, 118*, 564-575.

Neuropsychiatric "Trait" Theory of Conduct Disorder

23. Raine, A. (2008). From genes to brain to antisocial behavior. *Current Directions in Psychological Science, 17*, 323-328.

24. Kendler, K. S. (2005). "A gene for...": The nature of gene action in psychiatric disorders. *American Journal of Psychiatry, 162*, 1243-1252.

25. Meier, M.H., Slutske, W. S., Arndt, S., & Cadoret, R. J. (2008). Impulsive and callous traits are more strongly associated with delinquent behavior in higher risk neighborhoods among boys and girls. *Journal of Abnormal Psychology, 117*, 377-385.

26. Brennan, P.A., Hall, J., Bor, W., Najman, J. M., & Williams, G. (2003). Integrating biological and social processes in relation to early-onset persistent aggression in boys and girls. *Developmental Psychology, 39*, 309-323.

27. Tuvblad, C., Grann, M., & Lichtenstein, P. (2006). Heritability for adolescent antisocial behavior differs with socioeconomic status: gene-environment interaction. *Journal of Child Psychology and Psychiatry, 47*, 734-743.

Childhood Sexual Abuse

28. Kallstrom-Fuqua, A.C., Weston, R., & Marshall, L.L. (2004). Childhood and adolescent sexual abuse of community women. *Journal of Consulting and Clinical Psychology, 72*, 980-992.

29. Bebbington, P.E., et al. (2009). Suicide attempts, gender, and sexual abuse: Data from the 20000 British Psychiatric Morbidity Study. *American Journal of Psychiatry, 166* (October), 1135-1140.

30. Widom, C.S., & Czaja, S.J. (2013). Childhood trauma, psychopathology, and violence. In Widom, C.S (Ed). *Trauma, psychopathology, and violence* (pp. 291-317). New York: Oxford University Press (to be sent by e-mail).

31. Oberlander, S.E, et al. (2011). Childhood maltreatment, emotional distress and early adolescent sexual intercourse: Multi-informant perspectives on parental monitoring. *Journal of Family Psychology, 25*, 885-894.

32. Feiring, C., Simon, V.A., & Cleland, C.M. (2009). Childhood sexual abuse, stigmatization, internalizing symptoms, and the development of sexual difficulties and dating aggression. *Journal of Consulting and Clinical Psychology, 77*, 127-137.

33. Testa, M., Hoffman, J. H., & Livingston, J.A. (2010). Alcohol and sexual risk behaviors as mediators of the sexual victimization-revictimization relationship. *Journal of Consulting and Clinical Psychology, 2010, 78*, 249-259.

Aggression and Peer Relationships in School

34. Cillessen, A.H.N., & Rose, A.J. (2005). Understanding popularity in the peer system. *Current Directions in Psychological Science, 14*, 102-105.

35. Garandeau, C.F., Ahn, H.J., & Rodkin, P.C. (2011). The social status of aggressive students across contexts: The role of classroom status hierarchy, academic achievement, and grade. *Developmental Psychology, 47*, 1699-1710.

36. Rodkin, P.C., Ryan, A.M., Jamison, R., & Wilson, T. (2013). Social goals, social behavior, and social status in middle childhood. *Developmental Psychology, 49*, 1139-1150.

37. Ellis, W.E., & Zarbatany, L. (2007). Peer group status as a moderator of group influence on children's deviant, aggressive, and prosocial behavior. *Child Development, 78*, 1240-1254.

38. Werner, N.E., & Hill, L. G. (2010). Individual and peer group normative beliefs about relational aggression. *Child Development, 81*, 826-836.

39. Faris, R., & Felmlee, D. (2011). Status struggles: network centrality and gender segregation in same-and cross-gender aggression. *American Sociological Review, 76*, 48-73.

School Risk

40. Hochschild, J.L. (2003). Social class in public schools. *Journal of Social Issues, 59*, 821-840.

41. Patrick, H., Ryan, A.M., & Kaplan, A. (2007). Early adolescents's perceptions of the classroom social environment, motivational beliefs, and engagement. *Journal of Educational Psychology, 99*, 83-98.

42. Benner, A.D., Graham, S., & Mistry, R.S. (2008). Discerning direct and mediated effects of ecological structures and processes on adolescents' educational outcomes. *Developmental Psychology, 44*, 840-854.

43. Blackwell, L.S., Trzesniewski, K.H., & Dweck, C.S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. *Child Development, 78*, 246-263.

44. Duckworth, A.L. et al (2011). Role of test motivation in intelligence testing. *PNAS (Proceedings of the National Academy of Sciences), 108*, 7716-7720.

45. Sorhagen, N.S. (2013). Early teacher expectations disproportionately affect poor children's high school performance. *Journal of Educational Psychology, 105*, 465-477.

46. Hart, SA., Soden, B., Johnson, W., Schatschneider, C., & Taylor, J. (2013). Expanding the environment: gene x school-level SES interaction on reading comprehension. *Journal of Child Psychology and Psychiatry, 54*, 1047-1055.

Exosystem Stress

47. Yoshikawa, H., Aber, L.J., & Beardslee, W.R. (2012). The effects of poverty on the mental, emotional, and behavioral health of children and youth. *American Psychologist, 67*, 272-284.

48. Doan, S.N., Fuller-Rowell, T.E., & Evans, G.W. (2012). Cumulative risk and adolescent's internalizing and externalizing problems: the mediating roles of maternal responsiveness and self-regulation. *Developmental Psychology, 2012, 48*, 1529-1539.
49. Evans, G.W., & Kim, P. (2012). Childhood poverty and young adults' allostatic load: The mediating role of childhood cumulative risk exposure. *Psychological Science, 23*, 979-983.
50. Dupere, V., Leventhal, T., & Vitaro, F. (2012). Neighborhood processes, self-efficacy, and adolescent mental health. *Journal of Health and Social Behavior, 53*, 183-198.
51. Brody, et al. (2013). Cumulative socioeconomic status risk, allostatic load, and adjustment: A prospective latent profile analysis with contextual and genetic protective factors. *Developmental Psychology, 49*, 913-927.

Guidelines for Course Success

1. Here are three firm rules: (a) I have a **MANDATORY ATTENDANCE** policy. You must come to class. If you miss class (one class) for some unavoidable circumstance, you must get the notes from a good student. (b) I have a **NO CELL PHONE** policy. I am completely irrational concerning any use of cell phones in class. If I see a cell phone once class starts, I will not grade the next thing you hand in. If that is a midterm or final exam, your likelihood of approaching self-actualization will decrease considerably. (c) I have a similar policy concerning computer use in the classroom. Use it to take notes—that's all. If I have any sense that you are using it for other purposes (e.g., e-mail, google), I will exact the same penalty as in (b). Trust me, it is easy to see that you are paying attention to something other than my fulsome appearance and scintillating verbiage.
2. Hand in your analyses on time.
3. Take a critical approach, not a descriptive approach. The course is a tutorial in critical thinking about psychological claims.
4. Do all of the readings. The concepts will be tested.
5. Talk---you are responsible for class excellence and for keeping yourself awake. I am responsible for walking upright and my sweet disposition. The more you talk, the less I cover, and the easier the exams. Ask anybody.
6. Consult with me and your classmates. I don't have any answers but I have a good grasp of the questions.
7. Question all truth claims. I take an ironic stance about most claims in psychology, including my own.
8. Be prepared to be offended. My aim is to provoke, and to upset an often too-comfortable and too-normative ethnotheory that students and parents hold. Offensive concepts and language sometimes are needed to accomplish the aim.

Tentative Event Schedule

<u>Event</u>	<u>Readings</u>	<u>Due Date</u>
Analysis 1	Arts 1-5	Tuesday, Feb 18
Analysis 2	Arts 6-11	Tuesday, Feb 25
Analysis 3	Arts 12-17	Thursday, March 6
Analysis 4	Arts 23, 18-22	Thursday, March 13

Analysis 5 **	Arts 23-27	Tuesday, March 25
Mid-Term Exam		Thursday, March 27
Analysis 6	Arts 28-33	Thursday, April 10*
Analysis 7	Arts 23, 34-39	Thursday, April 17*
Analysis 8	Arts 40-46	Thursday, May 1*
Analysis 9	Arts 47-51	Thursday, May 8*

* Dates are tentative.

** Extra-credit.