



Wilma L. West Library Resource Notes

Girl Scouts: Serving Time and the Community

July 2004

During my commute to the office one morning, the above headline caught my attention. Just the day before, a friend told me she had agreed to be "Cookie Mom" for her daughter's Brownie troop, and then asked if I wanted to place an order. My response was an immediate yes, for several reasons. (1) I love Thin Mints and Tagalongs. (2) I was a "cookie Mom, in a past life. (3) I have fond and frustrating memories of selling cookies both as a Girl Scout (GS) myself and an assistant to Rachel, my daughter, for several years. On the web site of the Girl Scouts of the USA, <http://www.girlscouts.org>, I learned this annual event began more than eighty years ago. Perhaps this is only a tradition for American GS troops; so, I can only say that the level of success in the annual cookie sale determines the troop's programs for the next year; so, leaders and scouts work untiringly to sell as many boxes as possible.

Ordering the cookies triggered fond memories of times shared with Rachel at GS events and of her satisfaction and pride with each badge she earned. And, yes, she still has her sash and vest on which we sewed them. Over the years, I was an active parent volunteer and then a troop leader. We had few, if any, discipline problems; so, I certainly cannot say I have shared the experiences or the skills needed to lead a group of teenage girls ". . . convicted of murder, drug dealing, assault and other crimes."

The article was written by Jodi S. Cohen, a Chicago Tribune reporter, and printed in the Style section of the Washington Post, Monday, January 5, 2004, page C9. Troop 344 meets in the Southern Oaks Girls School, a maximum-security juvenile facility in Union Grove, Wisconsin. Its Mission statement from its web site, <http://www.wi-doc.com/SOGS.htm> , is:

"Southern Oaks Girls School (SOGS) provides a safe, secure, and humane environment with innovative treatment and educational programs designed to change the behaviors of delinquent girls. The girls are challenged and held accountable for their behaviors as they receive services and training to prepare them for their return to the community."

It was an official of the Girl Scouts of Racine County who introduced the idea of a GS troop at the facility to Patricia Ogren, the Superintendent, who saw the similarity in the goals of Southern Oaks and of Girl Scouts: "developing self-potential, relating to others, developing values and contributing to society."

Jerry Travis of the National Institute of Justice (NIJ) reiterated the above mission and goals in his "foreword" to the 1998 report on a study of programs initiated by local chapters of several youth organizations, in cooperation with local police that focused on at-risk youths. Travis wrote, "National Youth organizations . . . have for generations enabled young people to engage in

wholesome, enjoyable activities after school, with their peers, in safe places, and under the supervision of experienced adults. They have also helped teenagers develop teamwork and leadership skills while participating in sports, game, crafts, and community activities. "(p. vii) (Bold added by the author.) The full text of this report, Kids, Cops, and Communities is published by the NIJ in its publication Issues & Practices, and available in a PDF file at <http://www.ncjrs.org/pdffiles/169599.pdf> .

Following are a few other national organizations for youth. Notice similarities in their mission statements to that of the Girl Scouts and of the Southern Oaks Girls School.

US Youth Soccer

Welcome to US Youth Soccer The Game for All Kids!® At US Youth Soccer we provide a fun, safe and healthy game for ALL KIDS...big kids, little kids, tall kids, short kids, young kids, older kids...kids who want to play for one season, kids who want to play for twenty seasons, kids who play strictly for fun, and kids who want to compete at the highest level possible. Kids are different, and because they are different their physical, social and psychological needs are different. We at US YOUTH SOCCER recognize this and our programs are aimed at meeting the different needs of ALL KIDS.

Boys & Girls Club of America

In every community, boys and girls are left to find their own recreation and companionship in the streets. An increasing number of children are at home with no adult care or supervision. Young people need to know that someone cares about them.

Boys & Girls Clubs offer that and more. Club programs and services promote and enhance the development of boys and girls by instilling a sense of competence, usefulness, belonging and influence.

Boys & Girls Clubs are a safe place to learn and grow -- all while having fun. It is truly The Positive Place for Kids.

Camp Fire USA

Camp Fire USA is one of the nation's leading not-for-profit youth development organizations, currently serving 735,000 children and youth annually. Camp Fire USA, with national headquarters in Kansas City, Mo., provides all-inclusive, coeducational programs in hundreds of communities across the United States. Founded in 1910, Camp Fire USA's outcome-based programs include youth leadership, self-reliance, after school groups, camping and environmental education and child care.

Girls Incorporated

Girls Incorporated is a national nonprofit youth organization dedicated to inspiring all girls to be strong, smart, and bold. For over 55 years, Girls Inc has provided vital educational programs to millions of American girls, particularly those in high-risk, underserved areas. Today, innovative programs help girls confront subtle societal messages about their value and potential, and prepare them to lead successful, independent, and fulfilling lives.

Of course, these are also some of the same objectives occupational therapy practitioners are working to accomplishing with their interventions with youths in many settings. From OT SEARCH, I compiled this list of references on the topic occupational therapy intervention or assessment with juvenile delinquents or teen offenders and included a few on activities or occupations in this age group, as well as the development of competency, social skills, or autonomy.

Passmore, A. (2003). The occupation of leisure: three typologies and their influence on mental health in adolescence. *OTJR: Occupation, Participation and Health*, 23, 76-83.

In the occupational therapy literature reviewed, limited empirical research has tested the links between the occupation of leisure and health. This study examines the influences of leisure participation on mental health outcomes in adolescents and investigates the mediating constructs of self-efficacy, competence, and global self-worth as hypothesized in an a priori model developed from earlier research. With the use of a population-based approach, this study surveyed 850 adolescents aged 12 to 18 years, using a standardized self-report battery. Structural equation modeling was employed to investigate relationships and test the goodness-of-fit of the hypothesized model. Results demonstrate that leisure participation has a significant and positive relationship with mental health, and positively influences self-efficacy, competence, and global self-worth. However, results also show that only selected forms of leisure are positive influences on adolescent mental health development. These findings provide evidence to support a theoretical basis for the relationship between the occupation of leisure and health, and are discussed in relation to occupational therapy ideology.

Cunningham, A. (2002). Social skills intervention for teens with ADHD. *OT Practice*, 7(20), 10-15.

Although occupational therapy practitioners employed by a school system provide services through IDEA or Section 504, this author provides intervention through a pilot program development project funded by a small grant, allowing her to address adolescent students' ability to engage in occupation across many performance areas and contexts.

Gourley, M. (2002). CAREERS: Making a difference one girl at a time. *OT Practice*, 7(19), 9-10.

Gonzales, C. (2002). CAREERS: In her own words: Celina's story. *OT Practice*, 7(19), 9-10.

Huebner, RA, Emery, LJ & Shordike, A. (2002). The Adolescent Role Assessment: psychometric properties and theoretical usefulness. *The American Journal of Occupational Therapy*, 56, 202-209.

OBJECTIVE: Fostering career adaptability may improve vocational outcomes for adolescents. This study examined the responses of adolescents on the Adolescent Role Assessment (ARA) to explore its usefulness as a measure of career adaptability. **METHOD:** The ARA was administered to 101 adolescents 12 to 17 years of age. Descriptive statistics, reliability analysis, and factor analysis were generated from the ARA scores. Dominant narrative themes were coded into the six domains of the ARA and into the domains identified in the factor analysis. **RESULTS:** The internal consistency of the ARA was low with few differences in findings across age. The identified factors-developing aspirations, self- efficacy, interpersonal competencies,

and autonomy-are consistent with constructs of career adaptability found in the literature and differentiated low and high scorers. CONCLUSION: Major changes to the ARA content and scaling or development of a new assessment of career adaptability using the factor structure are recommended for clinical and research applications.

Farnworth, L. (2000). Time use and leisure occupations of young offenders. *The American Journal of Occupational Therapy*, 54, 315-325.

Objective. The overall goal of this study was to understand the time use, including leisure occupations, of a sample of young offenders in Melbourne, Australia. **Method.** This study investigated how 37 probationary young offenders (from 13-18 years of age) spent their wakeful time during 1 week. The study used a combination of the Experience Sampling Method and interviewing. Participants were beeped 60 times over 7 days and, each time, they were asked to complete a questionnaire about the occupations in which they were engaged. Each participant was interviewed both before and after the Experience Sampling Method data collection about their everyday lives, including their leisure occupations. Data were analyzed qualitatively and quantitatively. **Results.** The young offenders reported that they were engaged in leisure occupations, predominantly passive, 57% of the times beeped, and in personal care occupations 21% of the times beeped. Only 10% of the times beeped did they report being engaged in productive occupations such as education or employment. The time spent in passive leisure occupations was 30% higher than for the average Australian adolescent. Leaving school and lack of financial and human resources contributed to the high percentage of engagement in passive leisure occupations. **Conclusion.** Findings from this study help us to understand the relationship between use of time and social well-being, particularly the nature of time use of young offenders, and will help to inform occupational therapy practices with such groups.

Willoughby, C, Polatajko, H, Currado, C, Harris, K & King, G. (2000). Measuring the self-esteem of adolescents with mental health problems: Theory meets practice. *The Canadian Journal of Occupational Therapy*, 67, 230-238.

Occupational therapists frequently address the self-esteem of young clients despite little empirical evidence that the clients have low self-esteem to begin with, and that the occupational therapy intervention is effective in addressing self-esteem. This article examines the self-esteem of 39 adolescents with mental health problems referred to a prevocational programme in an effort to compare clinical practice with empirical findings. The Self-Perception Profile for Adolescents and the Importance Rating Scale for Adolescents are employed to compare the self-esteem of the adolescents with mental health problems with the normative sample, prior to (n=39) and upon completion of the pre-vocational programme (n=14). Results indicate no difference between the two groups' self-esteem and no change in self-esteem scores following participation in the pre-vocational programme. Global self-esteem is significantly correlated with physical appearance and behavioral conduct (n=39). Competence-importance discrepancy scores are significantly related to global self-esteem (n=14). This finding supports the theory that it is the domain of self-concept which is low and important to the adolescent which will influence her/her self-esteem. These results are consistent with previous studies. Possible explanations for the discrepancy between clinical perceptions and objective findings are discussed. Implications for practice are presented.

Florey, LL. (1999). Transformations in a summer camp: The role of occupations. *Mental Health Special Interest Section Quarterly*, 22, 2-4.

Parlato, L, Lloyd, C & Bassett, J. (1999). Young occupations unlimited: an early intervention programme for young people with psychosis. *The British Journal of Occupational Therapy*, 62, 113-116.

Early intervention and prevention in psychosis is a relatively new area of practice for clinicians working in mental health. An important task for the young person following a psychotic disorder is the redefinition of self in relation to the disorder and the development of valued social and vocational roles. Occupational therapists have developed an early psychosis intervention programme, known as the Young Occupations Unlimited programme, which aims to promote health and wellbeing by encouraging participation in a variety of self-chosen and self-satisfying occupations.

Henry, AD. (1998). Development of a measure of adolescent leisure interests. *The American Journal of Occupational Therapy*, 52, 531-539.

OBJECTIVE: Two studies examined the internal consistency and test-retest reliability of the Adolescent Leisure Interest Profile (ALIP), an 86-item measure of adolescent leisure activity interest, leisure participation, and feelings about leisure. In addition, leisure activity interests and participation of adolescents with and without disabilities were described, and the ability of the ALIP to discriminate among four groups of adolescents was examined. **METHOD:** After preliminary item development, two separate reliability studies of the ALIP were conducted. The ALIP was administered twice to 88 adolescents with psychiatric, learning, and physical disabilities and to 28 adolescents without disabilities. In both studies, the second administration took place from 7 days to 14 days after the first. In addition, data from the first administration in both reliability studies were combined to examine the ability of the ALIP to discriminate among adolescents with and without disabilities. **RESULTS:** Using Cronbach's alpha to estimate internal consistency and Pearson product-moment correlations to examine test-retest reliability, acceptable levels of reliability for total scores derived from the ALIP were found in both studies. Virtually all test-retest reliability coefficients for the six total scores exceeded .60 for all participants except those with learning disabilities. Internal consistency estimates for a total score of overall level of interest in the activities exceeded .90 in both studies. Although there were few differences among the four study groups in terms of activity leisure interests or participation, there was some evidence that total scores on the ALIP can discriminate among adolescents with and without disabilities. **CONCLUSION:** The ALIP appears to have good reliability and may be useful as a clinical and research tool.

Snyder, C, Clark, F, Masunaka-Noriega, M & Young, B. (1998). Los Angeles street kids: New Occupations for Life Program. *Journal of Occupational Science*, 5, 133-139.

In the same sense that health intervention focused on the daily occupations of the well-elderly can promote successful ageing, programs aimed at the daily occupations of at-risk youth may act as a potential deterrent to street gang activity. In the city of Los Angeles, thousands of young people come under the influence of gang culture and in turn, lead lifestyles destructive to themselves and society. This paper begins with a few statistics which paint a grim picture of the existence of street gang members and the impact of street gang involvement. Following, there is a story of one youth's path from immigration to the United States to his involvement with a street gang which eventually led to his participation in the New Occupations for Life Program. This pilot program, developed by the University of Southern California Department of Occupational Science and Occupational Therapy, targeted the harmful occupations for 100 Hispanic and African-American teenagers at risk for gang involvement. The program provided a safe context

for disestablishing gang allegiances, building community, and exploring socially acceptable, productive occupations. In this liminal space, these at-risk youth were given the opportunity to experience other "modes of being" within the context of meaningful and enjoyable occupations. Clark and her colleagues offer their interpretation of this transformative process and share their optimism about the power of occupation to change the lives of at-risk youth.

Henry, AD & Coster, WJ. (1997). Competency beliefs and occupational role behavior among adolescents: Explication of the personal causation construct. *The American Journal of Occupational Therapy*, 51, 267-276.

According to the Model of Human Occupation (MOHO), beliefs regarding competency can influence whether a person's occupational role behavior is adaptive or maladaptive. Such beliefs are considered to be part of a person's sense of "personal causation". This article reviews some of the theoretical underpinnings of the personal causation construct. Issues addressed are the distinction between competency beliefs and locus of control (another aspect of personal causation according to the MOHO); the domain-specific nature of competency beliefs; and, in particular, the evidence for a relationship between competency beliefs and actual behavior. The article focuses on competency beliefs and their relationship to three domains of occupational behavior that have relevance for adolescents: academic ability, social competence, and physical competence. Implications for clinical practice with adolescents with psychiatric disorders are addressed.

Haner, SL. (1996). The role of unconditional positive regard in the development of adolescent Self-concept and identity status. *The Journal of Occupational Therapy Students*, 13-15.

Because adolescence is the development period during which personal identity status is shaped and achieved, the literature was reviewed to determine what role unconditional positive regard (acceptance and respect regardless of the circumstances) might play in the development of personal identity status. The review indicates that a positive self-concept may be facilitated by unconditional positive regard from significant others. Positive parental attitudes and communication techniques may encourage self-confidence and an active, positive response to new and challenging situations.

Henry, AD & Coster, WJ. (1996). Predictors of functional outcome among adolescents and young adults with psychotic disorders. *The American Journal of Occupational Therapy*, 50, 171-181.

Adolescents and young adults who experience the onset of a psychotic disorder often demonstrate major disruptions in occupational and social functioning. Yet, certain persons appear to be at a greater risk for impaired functioning after an episode than others. This review of the psychiatric research literature on outcomes in psychotic disorders identifies several variables predictive of occupational and social functioning among young persons with both affective and nonaffective psychoses. Variables predictive of functional outcomes include diagnosis, symptom severity, duration of onset of symptoms, age of onset of symptoms, gender, stressful life events, premorbid functioning, and social supports. A model for conceptualizing the relationships of these variables to functioning is presented, and the implications for occupational therapy practice and research are discussed.

Barrows, C. (1996). Clinical interpretation of "Predictors of Functional Outcome among Adolescents and Young Adults with Psychotic Disorders". *The American Journal of Occupational Therapy*, 50, 182-183.

Bullis, M & Paris, K. (1995). Competitive employment and service management for adolescents and young adults with emotional and behavioral disorders. *Special Services in the Schools*, 10, 77-96.

Adolescents with emotional and behavioral disorders (EBD) pose difficult service delivery problems as they display the types of behaviors that are least tolerated in school, work, and community settings. This population has (a) the highest drop-out rate (over 50%) and (b) the highest unemployment rate (52%) four years after leaving high school of all disability groups served by special education. Further, there are few transition programs and interventions with documented long-term benefit for this population and age group. Given the variety and severity of the complex problems associated with EBD (e.g., poverty, substance abuse, family planning, counseling, criminal activities, etc.), and the poor transition experiences of this population, it is imperative that a coordinated system of vocational training and social support be afforded adolescents and young adults with EBD to have maximum effect. This article describes such a service model and summarizes preliminary data on the effect of the program.

Virikowic, TL. (1993). Perspectives on delinquency and the Model of Human Occupation. *Journal of Occupational Therapy Students*, 7, 30-41.

Adolescents with delinquent behaviors display a multitude of behavioral patterns that affect several aspects of their life-styles, including work, school, self-care, and leisure. A multifactorial and complex interaction of dysfunctional biological, sociological, and psychological factors has been attributed to the development of such behaviors. The Model of Human Occupation provides a framework for occupational therapy assessment and intervention that addresses the performance skills and underlying performance components that may be maladaptive or dysfunctional for the adolescent.

Pape, SB. (1993). Community Resource Group: a new approach to reintegrate adolescents with their community. *Occupational Therapy Practice*, 4(2), 33-38.

This article describes one occupational therapist's experience in using community professionals to enhance occupational therapy treatment on an acute care adolescent mental health unit that includes adolescent substance abuse patients. Community Resource Group was developed to provide adolescents with substance abuse and related mental health conditions opportunities to meet with community professionals to explore a variety of organizations that promote educational, vocational, and chemical-free recreational participation after discharge. The unique element of Community Resource Group was the opportunity it provided for inpatient adolescents to meet and interact with the community organization representatives versus solely reading organization information brochures or "hearing" of the organization's opportunities and benefits from the occupational therapist alone.

Gresham, FM & Elliott, SN. (1993). Social Skills intervention Guide: systematic approaches to social skills training. *Special Services in the Schools*, 8(1), 137-158.

Social skills training procedures that can be used in a group format are described. These procedures are contained in the Social Skills Intervention Guide (Elliott and Gresham, 1991)

which is a systematic approach to teaching social skills to children between the ages of 6 and 16 years. A system for classifying social skills deficits based on acquisition/performance deficits and presence/absence of interfering problem behaviors is described. Implementation issues such as selection and grouping of students, establishing group rules, and monitoring student progress are also described as well as a means of monitoring student progress in social skills training groups.

Nelson, DL & Peterson, CQ. (1991). The effects of competitive vs. cooperative structures on subsequent productivity in boys with psychosocial disorders. *The Occupational Therapy Journal of Research*, 11, 93-105.

The long tradition of experiments that compare the relative benefits of competition and cooperation is relevant to research and theory development in occupational therapy. In this study, three subject groups structured for competition were compared to three-subject groups structured for cooperation in terms of subsequent productivity (task accomplishment). Thirty- six males (18-36 years old) residing in a treatment facility for non- psychotic psychosocial disorders participated in both competitive and cooperative dice games after random assignment to counterbalanced orders. After each dice game, subsequent group activity was assessed by counting the number of correctly modeled pieces in a tinker toy task. Results did not support the hypothesis that a cooperative experience would enhance subsequent group activity...

Sullivan, M. (1991). Use of the Comprehensive Occupational Therapy Evaluation Scale in determining occupational therapy treatment effects on levels of self- esteem and perceived self- efficacy. Denton, TX: Texas Woman's University. (Master's thesis)

This study investigates whether changes in the interpersonal and task behaviors typically targeted and documented in occupational therapy treatment correspond with levels of self- esteem and levels of perceived self-efficacy. Six adolescent inpatients of a private, acute care psychiatric hospital with mean age of sixteen were selected for study. Occupational therapy treatment was given through the traditional, task- oriented activity group utilizing arts and crafts media. Subjects were measured on interpersonal and task behaviors after each treatment session with the Comprehensive Occupational Therapy Evaluation Scale (COTE). Self- esteem was measured every third session of treatment by subject completion of the Rosenberg Self- Esteem Scale (RSE). Self-efficacy levels were also measured every third session by subject completion of an author- constructed self-efficacy scale. Statistical analysis of variance for repeated measures and the...

DeForest, D, Watts, JH & Madigan, MJ. (1991). Resonance in the Model of Human Occupation: a pilot study. *Occupational Therapy in Mental Health*, 11(2/3), 57-71.

This pilot study of resonance in the model of human occupation examines the belief that successful performance of craft activities will positively influence belief in skill (BIS). Juvenile delinquents participated in craft activities and interviews to help answer the question "What is the difference in the youths' BIS before and after intervention?" Increases in BIS were significant for: (a) the combination of craft activities in which the youths participated, and (b) other performance subsystem activities not specifically practiced during the study. This offers preliminary support for resonance since changes in the performance subsystem seemed to have positively influenced subjects' BIS (volition subsystem). Future studies are needed to explain how the resonance dynamic operates.

Lancaster, J & Mitchell, M. (1991). Occupational therapy treatment goals, objectives, and activities for improving low Self-esteem in adolescents with behavioral disorders. *Occupational Therapy in Mental Health*, 11(2/3), 3-22.

This paper examines the concept of self-esteem: its definitions and the association between low self-esteem and adolescents with behavioral disorders. It also provides goals and objectives for OT intervention based upon the taxonomy in the affective domain (Krathwohl, Bloom, & Masia, 1964) and suggests activities integrated into the model of human occupation (Kielhofner, 1985). Finally, a scheme organizing goals, objectives, and activities is offered to occupational therapists which can be used in the treatment planning process.

Ebb, EW, Coster, W & Duncombe, L. (1989). Comparison of normal and psychosocially dysfunctional male adolescents. *Occupational Therapy in Mental Health*, 9(2), 53-74.

The purpose of this study was to examine whether variables defined as critical by the model of human occupation (Kielhofner & Burke, 1980, 1985), could discriminate normal (n=18), and psychosocially dysfunctional (n=15), groups of male adolescents. Discriminant analysis was used to evaluate several variables simultaneously in order to determine group membership. Measures used were the following: Locus of Control Scale for Children (Nowicki & Strickland, 1973), Occupational Questionnaire (Riopel, 1981), Role Checklist (Oakley, 1982), Modification of Matsutsuyu's Interest Checklist (1969) and the Adapted Adolescent Functional Performance Evaluation. Results showed that the model variables did successfully differentiate between the normal and psychosocially dysfunctional groups. Further data analysis indicated that the number of current and future roles as well as the number of strong interests proved to be the most valuable variables in this discrimination...

Weissenberg, R & Giladi, N. (1989). Home Economics Day: a program for disturbed adolescents to promote acquisition of habits and skills. *Occupational Therapy in Mental Health*, 9(2), 89-103.

Adolescents hospitalized for mental illnesses have been participating in a program of therapy which was designed to compensate for their functional disabilities by a suitable therapeutic milieu. The program, implemented once a week at Geha Psychiatric Hospital, is termed Home Economics Day. It revolves around the preparation and consumption of food as a means for promoting the acquisition of habits and skills required in daily living, in a setting of interpersonal relationships. Home Economics Day consists of a sequence of six phases, including the meal shared by patients and staff. All patients participating have shown improvements in motor-action skills (cutting vegetables, eating, etc.), in their familiarity with kitchen tools and terms, and in the speed of performing any given task. Improvements in task-procedure skills varied, in accordance with the level of cognitive functioning of the individual patient.

Barris, R, Vickie, V & Baron, KB. (1988). A comparison of psychiatric patients and normal subjects based on the Model of Human Occupation. *The Occupational Therapy Journal of Research*, 8, 3-23.

This study examined the empirical validity of the model of human occupation in psychosocial occupational therapy. A battery of instruments corresponding to the components of the model was administered to young adult patients with chronic conditions, patients with eating disorders, and normal adults and adolescents. The only variables on which the groups did not differ significantly were the Fatalism subscale of the Internal- External Scale and the Future Meaning

dimension of the Life Attitude Profile. A series of comparison regressions using ratings on each of four roles from the Role Performance Scale as criterion variables generally was more useful in explaining the performance of the group with eating disorders and less useful with the young adult group with chronic conditions. The regressions were also more useful in explaining social and productive role performance than in explaining leisure or self-management role performance. In the most successful model, life purpose, self-control, existential vacuum, and family environment explained 46% of the variance in social role performance by the group with eating disorders. For young adult patients with chronic conditions, the best model- consisting of existential vacuum, past roles, self-control, family environment, and life purpose-accounted for 32% of the variance in performance of the productive (work or education) role. For the adolescents hospitalized with psychiatric disorders, skills, family environment, life purpose, and past roles accounted for 35% of the variance in social role performance.

Mann, WC & Klyczek, J. (1988). Commentary on "The A comparison of psychiatric patients and normal subjects based on the Model of Human Occupation." *Occupational Therapy Journal of Research*, 8, 24-31.

Barris, R & Dickie, V. (1988). Response to Commentary on "A comparison of psychiatric patients and normal subjects based on the Model of Human Occupation." *The Occupational Therapy Journal of Research*, 8, 32-37.

Hardison, J & Llorens, LA. (1988). Structured craft group activities for adolescent delinquent girls. *Occupational Therapy in Mental Health*, 8(3), 101-117.

This was a study of the effects of a craft group for teenage delinquent girls with suspected vestibular processing difficulties. The craft group was led by an occupational therapist which met for two hour sessions lasting six weeks. There were 6 qualified participants but only 3 were available as subjects for the study due to attrition prior to the pretest. Subjects were administered the Occupational Therapy Clinical Observation Evaluation, Bay Area Functional Performance Evaluation, and the King- Devick Saccadic test for pre- and post testing. Careful analysis of the craft group process and design indicated growth individually and collectively.

Agrin, AR. (1987). Occupational therapy with emotionally disturbed children in a public elementary school. *Occupational Therapy in Mental Health*, 7(2), 105-114.

This article describes a model of delivering occupational therapy services to a class of emotionally disturbed children in a public elementary school. It was determined that many of the children were placed in a special class because of inappropriate social skills. A weekly occupational therapy program was developed to address the children's lack of age-appropriate social skills. A task-oriented group was chosen as the format, with activities selected based upon the level of the children's group interaction skills. The children exhibited an improvement in their social skills over the course of the school year.

Gangl, ML. (1987). The effectiveness of an occupational therapy program for chemically dependent adolescents. *Occupational Therapy in Mental Health*, 7(2), 67-88.

This research study, conducted at a residential treatment center for chemically dependent and emotionally disturbed youth, was designed to answer the following questions: is occupational therapy effective in producing behavioral change in the adolescent chemically dependent

population and, if so, what are the factors producing the change? An assessment tool was designed and used in conjunction with observations to determine each resident's behavioral status before and after involvement in occupational therapy groups. All residents admitted to Jamestown were involved in a Work Skills Group (focusing on pre-work skill development) and/or a Relationship Skills Group (focusing on interpersonal skill development...

Sholle-Martin, S. (1987). Application of the Model of Human Occupation: assessment in child and adolescent psychiatry. *Occupational Therapy in Mental Health*, 7(2), 3-22.

The model of human occupation is proposed to be an effective basis for occupational therapy assessment in child and adolescent psychiatry. The theoretical tenets of this model are reviewed with emphasis on the development of human occupation during childhood and adolescence. Application of the model is demonstrated through the presentation of human occupation assessment batteries currently in use on short-term, diagnostic and research units for child and adolescent psychiatric inpatients. In addition, two case studies demonstrate the model's effectiveness in conceptualizing the occupational functioning of this population.

Baron, KB. (1987). The Model of Human Occupation: a newspaper treatment group for adolescents with a diagnosis of conduct disorders. *Occupational Therapy in Mental Health*, 7(2), 89-104.

The Model of Human Occupation is used as a theoretical framework to review literature on the diagnosis of conduct disorder in adolescence. Specific occupational dysfunctions typical of this population are highlighted. A Newspaper Treatment Group based on this model is described on three levels of treatment: exploratory, competence and achievement. The purpose of this group is to facilitate healthy adaptation in this population.

Barris, R, Kielhofner, G, Martin, RMB, Gelinas, I, Klement, M & Schultz, B. (1986). Occupational function and dysfunction in three groups of adolescents. *The Occupational Therapy Journal of Research*, 6, 301-317.

This study examined the characteristics of occupational function and dysfunction in adolescents with a psychophysiological illness and compared these adolescents to a group with psychiatric diagnoses and a group of high school students who were not being treated for medical or emotional problems. Using the model of human occupation as a theoretical framework, data were collected on the status of volition and habituation subsystem components. Analysis of variance revealed few differences among the groups; consequently, a discriminant function analysis was performed to determine whether group differences would be identified when variables were treated as an aggregate. The model that was tested accurately discriminated all normal subjects from the others and accurately classified 7 of the psychiatric subjects and 9 of the psychophysiological subjects. This model included the following variables: locus of control, total rating of competence during a typical day; total rating of importance of activities during a typical day; number of not-valued roles; strong interests in the past ten years; total rating of enjoyment; number of past roles, and time spent in each of work, play, and daily living tasks.

Lederer, JM, Kielhofner, G & Watts, JH. (1985). Values, personal causation and skills of delinquents and nondelinquents. *Occupational Therapy in Mental Health*, 5(2), 59-77.

A study exploring the occupational nature of juvenile delinquency from the perspective of the Model of Human Occupation is presented. Because of the complex etiology and lack of a coherent occupational therapy conceptualization of delinquency, this study and literature review serve as beginning points for further investigation. Literature is presented on variables in the volition and performance subsystems, specifically values, internal/external locus of control and perceptual motor skills. Scott's Personal Values Scales (1965), the second half of the Role Checklist (Oakley, 1981), the Locus of Control Scale for Children (Nowicki- Strickland, 1973), and the Developmental Test of Visual-Motor Integration (Beery & Buktenica, 1967) were used to measure the variables simultaneously in a group of adolescent delinquents and age-matched non- delinquents to see whether the groups differed. No statistical differences were found between groups on the variables studied...

Snyder, S. (1985). Comprehensive inpatient treatment for the young adult patient. *Occupational Therapy in Mental Health*, 5(2), 47-58.

The young adult chronic patient is one of the most rapidly growing populations of psychiatric patients in the United States. These patients often lack internal controls, exhibit suicidal or assaultive behavior, or suffer from substance abuse, and they frequently require inpatient care. This paper describes a comprehensive inpatient program for this population which emphasizes an integration of psychotherapy, vocational rehabilitation, socialization, and unit structure. A blend of psychodynamic and behavioral principles is employed to assist the young adult in achieving viable adult autonomy.

Smyntek, L, Barris, R & Kielhofner, G. (1985). The Model of Human Occupation applied to psychosocially functional and dysfunctional adolescents. *Occupational Therapy in Mental Health*, 5(2), 21-39.

This study investigated differences between two groups of adolescents- those hospitalized with psychosocial problems and a nonhospitalized group. The model of human occupation was used as a framework for identifying the dependent variables of self-esteem, locus of control, feelings of efficacy, interests, values, roles, and habits. Although expected differences in personal causation emerged, other findings were more equivocal. The paper presents a review of the literature on psychosocial dysfunction in adolescence, organized according to subsystems of the model. Following a description of the methodology used, results are presented along with a discussion of their meaning and limitations of the study.

Blakeney, AB. (1985). Adolescent development: an application to the Model of Human Occupation. *Occupational Therapy in Health Care*, 2(3), 19-40.

Adolescence is a period of development considered by most to be transitory. It is often viewed as filled with storm, rebellion, and conflict. Although the profession of occupational therapy has developed special practice areas and generated research in the areas of pediatrics and gerontology, little focus in our literature has been placed on adolescents and their special needs in development and treatment. This paper presents an overview of normal development in adolescence. The model of human occupation is used as structure to organize research from other fields to provide therapists with useful guidelines.

Shannon, PD. (1983). The adolescence experience. *Occupational Therapy in Mental Health*, 3(2), 73-81.

The behaviors characterizing the adolescent period are examined, followed by the identification and explanation of the developmental tasks of adolescence. Each of these tasks is defined as "developmental continuums" and the element of choice is seen as the common denominator underlying each of these behavioral continuums. Finally, the contributions of occupational therapy to adolescent development and to task mastery in adolescence are presented.

Paulson, CP. (1980). Juvenile delinquency and occupational choice. *The American Journal of Occupational Therapy*, 34, 565-571.

Juvenile delinquents and the chronically ill or disabled share a common role of "nonproductive" members in a utilitarian society. The exploratory, case method study described here uses the Occupational Behavior frame of reference in examining the relationships between the maturational and occupational choice processes, and how their progression can be supported or constrained by environmental factors. The study and its findings then served as a basis for the design and implementation of a full-time occupational therapy program at the facility in which the study was conducted.

Zinkus, PW, Gottlieb, MI & Zinkus, CB. (1979). The learning-disabled juvenile delinquent: a case for early intervention of perceptually handicapped children. *The American Journal of Occupational Therapy*, 33, 180-184.

The relationship between learning disabilities and juvenile delinquency is examined from an historical perspective as well as from the author's investigations. The majority of studies suggest that learning disabilities occur with significant frequency in delinquent populations. Perceptual disorders can be a significant cause of academic underachievement and poor social adaptation among youthful offenders. Preliminary results of an investigation of the learning-disabled delinquent confirm that the perceptually handicapped child is at high risk for developing these behavioral problems. As one of the first professionals who may be involved in the evaluation and treatment of the perceptually handicapped child, the occupational therapist is a key person in effecting early intervention. Early intervention is considered of prime importance as one preventive measure of juvenile delinquency.

Black, MM. (1976). Adolescent Role Assessment. *The American Journal of Occupational Therapy*, 30, 73-79.

Adolescence is a complex period when children are expected to shed their dependencies and achieve a level of independence as adults. Frequently, adult independence is achieved through the occupational role where individuals recognize personal assets and liabilities and participate cooperatively in the society. The decision-making process that guides adolescents in the search for an occupational role is occupational choice. This paper traces the development of skills necessary for the occupational choice process. An instrument is presented that attempts to identify deficiencies in the occupational choice process and to provide content for occupational therapy intervention. Its usefulness in screening deviant adolescents in order to identify those who may be at high risk in the occupational choice process is discussed.

Jodrell, RD & Sanson-Fisher, R. (1975). Basic concepts of behavior therapy: an experiment involving adolescent girls. *The American Journal of Occupational Therapy*, 29, 620-624.

This paper attempts to summarize some of the basic principles and approaches of behavior therapy that occupational therapists may find useful for application in many areas of practice. It

attempts to do this by describing an experimental application of the behavioral modification approach within a treatment unit for disturbed adolescent girls. Two social skills, compliance and social greeting, are dealt with in this article. These skills are two of the many behaviors labeled "performance survival skills" shown in recent studies to be necessary for successful community adjustment.

Paulson, CP. (1975). *Delinquency and occupational choice*. Los Angeles, CA: University of Southern California.

Loveland, CA Little, VL. (1974). *Juvenile Correctional System*. *The American Journal of Occupational Therapy*, 28, 537-539.

Christiansen, CH & Davidson, DA. (1974). *A community health program with low achieving adolescents*. *The American Journal of Occupational Therapy*, 28, 346-350.

Peper, BJ & Le Grow, D. (1956). *Tutoring for behavioral delinquents*. *The American Journal of Occupational Therapy*, 10, 147-149.

Barrett, LM. (1953). *The scope of occupational therapy in the remand home*. *Occupational Therapy*, 16, 157-159.

The following are from MEDLINE/PubMed.

Kuo, PH, Yang, HJ, Soong, WT & Chen, WJ. (2002). *Substance use among adolescents in Taiwan: associated personality traits, incompetence, and behavioral/emotional problems*. *Drug & Alcohol Dependence*, 67(1), 27-39.

BACKGROUND: Despite that adolescent substance use is increasingly prevalent throughout the world and leads to increased risk of progression to illicit drug use, few studies have examined in detail individual features that are associated with such use. We aimed to examine personality traits, incompetence, and behavioral/emotional problems in relation to adolescent substance use and possible interactions between these factors. **METHODS:** Junior high school adolescents (N = 905) randomly selected from Taipei in 1996 completed a questionnaire consisting of substance use experience, the Junior Eysenck Personality Questionnaire (JEPQ), and the Tridimensional Personality Questionnaire (TPQ). Students' parents (N = 854) were asked to complete the Child Behavior Checklist. Logistic regression was used to assess the relationship between substance use and personality traits or behavioral problems. **RESULTS:** The most commonly used substance was liquid substance (alcohol and refreshing beverage), followed by tobacco and betel nut with an age-related trend in boys. Associated factors of substance use included higher Extroversion and lower Lie Scale (as measured in the JEPQ), higher Novelty Seeking (as measured in the TPQ), poorer School Competence, and more Delinquent Behavior, Aggressive Behavior, and Somatic Complaints. The associations remained unchanged with potential confounders controlled for. **CONCLUSIONS:** Adolescents who use substance have specific individual features that are readily assessable by existing instruments. This bears important implications for the early intervention of substance abuse in adolescents. Copyright 2002 Elsevier Science Ireland Ltd.

McHale, SM, Crouter, AC & Tucker, CJ. (2001). *Free-time activities in middle childhood: links with adjustment in early adolescence*. *Child Development*, 72(6), 1764-78.

This study assessed links between free-time activities in middle childhood (hobbies, sports, toys and games, outdoor play, reading, television viewing, and hanging out) and school grades, conduct, and depression symptoms both concurrently and 2 years later, in early adolescence. It also explored two mechanisms that might underlie activity-adjustment links: whether the social contexts of children's activities mediate these links, child effects explain these connections, or both. Participants were 198 children ($M = 10.9$ years, $SD = .54$ years) in Year 1, and their parents. In home interviews in Years 1 and 3 of the study, mothers rated children's conduct problems, children reported on their depression symptoms, and information was collected on school grades from report cards. In seven evening phone interviews, children reported on the time they spent in free-time activities during the day of the call and their companions in each activity. Links were found between the nature of children's free-time activities and their adjustment. The social contexts of free-time activities explained activity-adjustment links to a limited degree; with respect to child effects, evidence also suggested that better adjusted children became more involved in adaptive activities over time.

Passmore, A & French, D. (2001). Development and administration of a measure to assess adolescents' participation in leisure activities. *Adolescence*, 36(141), 67-75.

This paper describes the development and administration of a measure (a self-report questionnaire) to assess the participation of adolescents in leisure activities. Questionnaire items were generated through a content analysis of focus group interviews with 130 young people aged 12 to 18 years. Specifically, the activities of approximately a thousand adolescents were investigated through a three-factor leisure typology--achievement, social, and time-out leisure--together with the leisure parameters of enjoyment, freedom of choice, and frequency of participation. Further, leisure engagement was examined based on gender and age (i.e., changes in activity participation across the adolescent years). The results are discussed in terms of the practical and theoretical implications of the relationship between gender and age in leisure activity participation.

Shanahan, MJ & Flaherty, BP. (2001). Dynamic patterns of time use in adolescence. *Child Development*, 72(2), 385-401.

Patterns of time use are tangible representations of individual identity and the meaning of age groups in the life course. How do young people allocate their time to multiple domains of involvement, including the school, workplace, family, and peer group? Drawing on longitudinal data from the Youth Development Study ($N = 1,010$), a person-centered analytic strategy was used to describe configurations of time use through the high school years. Over half of the students were engaged in many domains, although a substantial percentage of students focused their time on one or two domains outside the school. Students who were highly engaged in multiple domains tended to remain so across grade levels, whereas students focused on one or two domains frequently changed their commitments. Plans for school, grade point average, future orientations that emphasize marriage and good citizenship, and gender significantly predicted time-use patterns. These findings elucidate connections among school, work, and other contexts through the high school years.

Delle Fave, A & Bassi, M. (2000). The quality of experience in adolescents' daily lives: developmental perspectives. *Genetic, social, and general psychology monographs*, 126(3), 347-367.

The authors analyzed the pattern of experience fluctuation in adolescents' daily activities. Italian high school students (N = 120; 16-20 years of age) were tested with the experience sampling method, a technique based on on-line sampling of daily life and experience. A total of 4,794 forms were gathered and analyzed by means of a model for the study of experience fluctuations. Among daily activities, studying at home, doing classwork, watching television, and having structured leisure were selected as the focus of analysis on the basis of their frequency and meaning in the adolescents' lives. Results showed that (a) daily activities have unique experiential profiles, (b) engagement may be used as an index of long-term commitment to a given activity, (c) studying at home and doing classwork share this basic component and can foster behavioral development, (d) structured leisure can play an edifying role at the short-term level for a socially integrated transition to adulthood, and (e) watching television is associated with lack of goals and engagement and is a source of apathy. The results (a) shed light on the role of daily life experience in shaping individual development and (b) provide suggestions for educational and psychosocial intervention in adolescence.

Mahoney, JL & Stattin, H. (2000). Leisure activities and adolescent antisocial behavior: the role of structure and social context. *J Adolescence*, 23(2), 113-127.

The goal of this study was to understand better how the structure and social context of adolescent leisure activities relates to antisocial behavior. A representative sample of 703 14-year-olds and their parents were assessed concerning adolescent involvement in community-based leisure activities, peer and adult social relations, and antisocial behavior. Results showed that participation in highly structured leisure activities was linked to low levels of antisocial behavior, while participation in activities with low structure (i.e. a youth recreation center) was associated with high levels of antisocial behavior. Overall the results were similar for boys and girls; however, the combination of involvement in a low structured activity and the absence of any highly structured participation appeared especially problematic for boys' antisocial behavior. Participants of low structured activities were also characterized by deviant peer relations, poor parent-child relations, and they received low support from their activity leader compared to adolescents engaged in more structured community activities. Findings are discussed in terms of their implication for prevention research.

Lifrak, PD, McKay, JR, Rostain, A, Alterman, AI, & O'Brien CP. (1997). Relationship of perceived competencies, perceived social support, and gender to substance use in young adolescents. *Journal of the American Academy of Child & Adolescent Psychiatry*, 36(7), 933-40.

OBJECTIVE: This survey study explores the relationship between area-specific perceived self-competence, perceived social support, gender, and substance use in young adolescents. **METHOD:** Questionnaires were administered to 140 male and 131 female adolescents attending middle school to assess self-perception of competencies, social support, and substance use. Correlations were performed between the predictor variables and the substance use measures. Hierarchical multiple regressions were also used to identify potential interactions between genders, perceived competencies, and perceived social support in the prediction of specific substances. **RESULTS:** Higher perceived scholastic competence was associated with less substance use in both genders. In boys, more perceived support from teachers, and to a lesser degree parents, was associated with less substance use, particularly in those with low scholastic competence. In girls, social support was unrelated to substance use except for support from classmates, which was associated with more cigarette and marijuana use. However, in girls with low scholastic competence, more support from peers was consistently

associated with more substance use. **CONCLUSIONS:** The gender differences in risk factors for early substance use identified in this study deserve further investigation, in view of their potential relevance for adolescent substance abuse prevention and early intervention.

Begg, DJ, Langley, JD, Moffitt, T, & Marshall, SW. (1996). Sport and delinquency: an examination of the deterrence hypothesis in a longitudinal study. *British Journal of Sports Medicine*, 30(4), 335-341.

OBJECTIVE: To determine whether involvement in sporting activity in mid-adolescence would deter delinquent behavior in late adolescence. **METHODS:** Members of a longitudinal cohort study were interviewed at ages 15 and 18 years and, among other topics, were asked questions relating to involvement in physical activity and delinquent behavior. Logistic regression models were used to examine the relation between sports involvement and delinquency at age 15 years and delinquency at age 18. **RESULTS:** After controlling for delinquent behavior and psychosocial factors at age 15, females with moderate or high levels of sporting activity, and males with high levels of sporting activity, were significantly more likely to be delinquent at age 18 years than those with low levels of sporting activity. No significant association was found between sporting activity and aggressive behavior, team sport participation and delinquency, and team sport participation and aggressive behavior. **CONCLUSIONS:** This study did not support the deterrence hypothesis and showed that high involvement in sporting activity, but not team sport, was associated with a subsequent increase in delinquent behavior.

Chung, H & Elias, M. (1996). Patterns of adolescent involvement in problem behaviors: relationship to self-efficacy, social competence, and life events. *American Journal of Community Psychology*, 24(6), 771-784.

Using a sample of 556 adolescents from a suburban community, patterns of various adolescent problem behaviors (e.g., delinquent behavior, smoking, use of alcohol or drugs) and their links to self-efficacy, social competence, and life events were examined. Cluster analysis was conducted to identify four subgroups of adolescents who showed distinct patterns of problem behaviors. These clusters were compared on the measures of self-efficacy, social competence, and life events. Overall results suggest there are meaningful links between adolescents' problem behavior patterns and self-efficacy, the amount and quality of participation in various after school activities, and life events. For example, a subgroup of adolescents who showed uniformly low prevalence of all problem behaviors reported more positive academic self-efficacy, more active participation in sports and nonsports activities, more positive life events, and fewer negative events than adolescents who were involved in multiple problem behaviors. Implications for prevention and future research on adolescent problem behaviors are discussed.

Edelbrock, C, Rende, R, Plomin, R, & Thompson, LA. (1995). A twin study of competence and problem behavior in childhood and early adolescence. *Journal of Child Psychology & Psychiatry*, 36(5), 775-785.

The Child Behavior Checklist (CBCL) was completed by parents of 181 pairs of same-sex twins ages 7-15 (mean age = 11.0 years). Correlations between scores on the CBCL scales for 99 pairs of monozygotic twins and 82 pairs of dizygotic twins indicated significant genetic influences that varied according to the specific area of competence and problem behavior. Model-fitting estimates derived from multiple regression analyses indicated significant genetic

influence on competence in school and on all areas of problem behavior. In addition, significant shared environmental influence was detected for amount and quality of participation in activities, quality of social relationships, performance in school, anxiety/depression, and delinquent behavior. Implications for future work on the mechanisms underlying these effects are discussed.

MacMahon, JR. (1990). The psychological benefits of exercise and the treatment of delinquent adolescents. *Sports Medicine*, 9(6), 344-351.

The conviction that athletic participation imparts desirable educational, social and personal values has been the basis for including recreational sports in the remedial programme for juvenile delinquents. More recently, the psychological benefits of aerobic exercise and increased fitness have been investigated. Changes following intensive exercise include reductions in anxiety, tension and depression, and increased self-esteem. These effects have been variously hypothesized as due to a sense of increased control or mastery, a meditative effect or to alterations in neurotransmitter-levels. Delinquent adolescents comprise a heterogeneous population characterized by clusters of risk factors, handicapping conditions and psychopathology, with a prevalence of depression and low self-esteem far exceeding that of the population at large. Intervention which can benefit these characteristics may be especially useful in preventive or therapeutic programmes in this group. While less intensive recreational play or physically challenging 'Outward Bound' programmes can be effective in improving social attitudes and self-esteem, intensive aerobic exercise may produce greater improvements in self-esteem and depression. Future research must identify the mechanisms by which exercise confers these benefits, whether it enhances other areas, such as social skills or academic performance, and which populations are benefited by such programmes.

To return to the story opening this Resource Note, Troop 344, in the Southern Oaks Girls School, sells cookies through the mail to inmates in other prisons. The project provides marketing and business experience to the girls, as well as self-reliance in being able to finance troop activities.

Compiled by Mary Binderman, MLS, Director of Information Resources, The American Occupational Therapy Foundation, Bethesda, MD.

January 16, 2004

PLEASE NOTE: In checking the internet for additional information on the GS troop at the Southern Oaks Girls School through a couple of search engines, I saw several entries for some pornographic sites. Check out the brief descriptions of the sites.

Compiled by Mary Binderman, MSLS
American Occupational Therapy Foundation
Bethesda, MD.