



Wilma L. West Library Resource Notes

Youth Violence

February 2002

The next several Resource Notes will address violence, arguably the cause and effect of societal crises. The subject has many facets, and there is a plethora of information about the subject, as well as a myriad of organizations and government or health agencies studying the issue or implementing programs. Today, I am planning a series of notes to address youth violence, domestic violence, road rage, assessing or predicting violence, and violence in health care settings, but I may discover other sub categories along the way and am open to your suggestions. There are other acts of violence that I consider too large for a Resource Note, including racism, sexism, ethnic cleansing, religious wars, etc. They come under the umbrella of human rights and cultural diversity; so, that may be a way to at least touch on them in the future.

My disclaimer, mentioned in previous Resource Notes, is that these notes are not comprehensive bibliographies or resource lists, but starting places. I do look at the sites listed in the notes and verify the references. Each week, I try to include citations from the occupational therapy literature, as a key objective is to call our attention to the role of occupational therapy intervention and of *occupation* in preventing or alleviating the consequences of societal crises

Once again, an individual interested in youth violence can start with

Here is a small sample of the papers and fact sheets offered by the Centers for Disease Control and Prevention, National Center for Injury prevention and Control:

Includes statistics of the problem and a table of risk factors

1) **Best Practices of Youth Violence Protection: A Sourcebook for Community Action**

The **National Youth Violence Prevention Resource Center**

Sponsored by the Centers for Disease Control and Prevention and the Federal Working Group on Youth Violence, is a definite source that you will want to visit. It provides separate sections for parents & guardians, professionals and teens. For fast navigation to areas of specific interest, a visitor can select one of the "Hot Topics," such as After School Programs, Collaboration in the Community, Gangs, Mental Health, or Youth at Risk.

Not surprisingly, the **American Psychological Association** has a section on youth violence.

Some of the following references appeared in an earlier Resource Note, "Fires in Australia," where we spoke briefly about the role of occupation or habits in juvenile delinquency. It seemed appropriate to include them. Others address parenting skills and self-esteem in adolescent, two significant affects on a youth.

1) Atchison, B. & Nasser, S. (1989). Health promotion for babies and their parents: Starting a developmental enrichment clinic. *Occupational Therapy in Health Care*, 6(1), 17-27.

ABSTRACT: Providing individualized developmental assessment and consultation to parents of well children fosters healthy parenting behavior and provides useful information about enrichment techniques. This article describes the Developmental Enrichment Clinic, which was implemented in 1983 at McLaren General Hospital in Flint, Michigan. Information about the program's philosophy, frame of reference and services is provided. Occupational therapists with expertise and interest in pediatrics can broaden their skills to benefit the well population, thus creating a niche for themselves in the wellness movement.

2) DeForest, D., Watts, J.H. & Madigan, M.J. (1991). Resonation in the Model of Human Occupation: A pilot study. *Occupational Therapy in Mental Health*, 11(2/3), 57-71.

ABSTRACT: This pilot study of resonation 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 resonation since changes in the performance subsystem seemed to have positively influenced subjects' BIS (volition subsystem). Future studies are needed to explain how the resonation dynamic operates.

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

ABSTRACT: 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. Future research is suggested to improve the validity of the instruments used in this study.

4) Esdaile, S. (2000). Mothering Young Children With Disabilities in a Challenging Urban Environment. *The American Journal of Occupational Therapy*, 54(3), 307-314.

ABSTRACT: Objective. This study examined the occupations of mothering very young children with physical disabilities. Method. Two single, urban, Black mothers in their mid-20's were

interviewed with a semi structured protocol. The audiotaped, transcribed data were analyzed with a phenomenological method. Results. The context of the challenging urban environment was an occupation of mothering. The major overarching theme derived from the data was that mothering was "what I got to do" in relation to their particular child. Two sub themes were identified: (a) mothering as caring and (b) the impact of social supports on the occupations of mothering. Conclusion. To plan meaningful, effective interventions, occupational therapy practitioners need to understand the context in which mothering occupations occur and to ensure that mothers' caring occupations and social support needs are addressed in the therapeutic partnership.

5) Farnworth, L. (1998). Doing, being, and boredom. *Journal of Occupational Science*, 5(3), 140-146.

ABSTRACT: My research on the time use and subjective experience of young offenders has uncovered that many experience a high degree of boredom. At first, this boredom appears to be related to their lack of engagement in productive occupations, such as education and work and the predominance of time spent in passive leisure and personal care occupations. The experience of boredom is often associated with ideas of victimization and entrapment. An implicit assumption is that people have a right to not be bored, and that society's obligations include preventing this boredom. One means to achieve this is believed to be through engagement in paid employment. However, in this paper, I will argue that boredom may loom large in our culture today and may be just as prevalent amongst those in paid employment as those who are unemployed. Using my research with young offenders and several literary explanations of the phenomenon of boredom, I will illustrate that boredom is a little understood concept which is intimately linked with human occupation and meaning, and thus is of interest to occupational scientists.

6) Farnworth, L. (2000). Time use and leisure occupations of young offenders. *The American Journal of Occupational Therapy*, 54(3), 315-325.

ABSTRACT: 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 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.

7) Farnsworth, L.J. (1999). The time use and subjective experience of occupations of young male and female legal offenders. . (Australia, juvenile delinquency). Los Angeles, CA: University of Southern California. (Dissertation)

Abstract: Occupational therapy and occupational science literature suggests that there is a relationship between one's use of time and a person's health and well-being. Time budget studies generally indicate that humans have a temporal order to their daily lives which is organized around the occupations of self-maintenance, work and leisure. Young offenders are known to have problematic school attendance and consequently have difficulties in gaining paid employment. Occupations such as paid employment and attending school structure time and develop routines and habits for independent living. However, little is known about how young offenders spend their time. This study investigated how 37 young legal offenders on probation (16 females and 21 males) in Melbourne, Australia, spent their time, and how they experienced this use of time. The study used a combination of research methods, Experience Sampling Method (ESM) and interviewing. Participants were each beeped 60 times over seven days and asked to complete a questionnaire about occupations engaged in, social and physical contexts of the occupations, and subjective experiences while engaged in these occupations. Each participant was interviewed both before and after the ESM data collection. Of their wakeful hours, the young offenders reported spending 57% of their time engaged in leisure occupations such as watching television or listening to music, and 21% in personal care occupations, such as eating and drinking. Only 10% of their time was reported in productive occupations such as education or employment. The time spent in passive leisure occupations was 30% higher than the average Australian adolescent. They were bored 42% of the times that they were beeped, and 62% of their reported time was spent in occupations that they experienced as less challenging than their self-perceived skill levels. Boredom was experienced almost half of the time when they were engaged in passive leisure and personal care occupations, and was less likely to occur when engaged in education, labor force or active leisure occupations. Both the lack of challenges and experience of boredom were directly related to engagement in illegal activities. NOTE: The WLW Library does not have this dissertation in its collection.

8) Feldman, M.A. (1998). Preventing child neglect: Child-care training for parents with intellectual disabilities. *Infants and Young Children*, 11(2), 1-11.

ABSTRACT: Children of parents with intellectual disabilities are at risk for neglect, developmental disabilities, and behavioral and psychiatric disorders. In addition to cognitive impairments, these parents may have numerous risk factors for parenting difficulties including a history of abuse, poverty, stigmatization, extreme stress, a lack of social supports, depression, and limited opportunities to have learned appropriate child-rearing skills. Not surprisingly, parents with intellectual disabilities are over-represented in child custody cases. This article describes an empirically validated assessment and training model. The parent education approach is based on an interactional model of parenting and the view that many parenting problems of parents with intellectual disabilities are due to specific skill deficiencies that are remediable. A case study is used to illustrate various aspects of the assessment and intervention process.

9) Haner, S.L. (1996 Oct). The Role of unconditional positive regard in the development of adolescent self-concept and identity status. *The Journal of Occupational Therapy Students*, 13-15.

ABSTRACT: 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

10) Henry, A.D. & Coster, W.J. Competency beliefs and occupational role behavior among adolescents: Explication of the personal causation construct. *The American Journal of Occupational Therapy*, 51(4), 267-276.

ABSTRACT: 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.

11) Kao, C.C. & Kellegrew, D.H. (2000). Self-concept, achievement and occupation in gifted Taiwanese adolescents. *Occupational Therapy International*, 7(2), 121-133.

ABSTRACT: The education of gifted adolescents that underachieve is a significant problem that impacts on the child's educational opportunities and possible career trajectory. Many researchers propose that a child's self-concept is predictive of academic achievement. Using an occupational science paradigm, this study examined the notion that an adolescent's self concept and academic achievement are also related to the types and time expended in occupation. Eighteen gifted achieving and underachieving Taiwanese junior high school students completed the Multidimensional Self-concept Scale and a time diary for one week in the summer. The results indicated that self-concept, achievement and time expended in academic occupations are positively related. Furthermore, there are differences between these two groups of students in the time expended in academic and social activities. The study has cross-cultural implications regarding the time use of young Taiwanese teens.

12) Knis, L.L. (1995). Coping skills: The play's the thing. *OT Week*, 9(35), 18-19.

ABSTRACT: Learning positive coping skills through occupational therapy-facilitated role play helps children who lack the ability to manage the daily stress of life.

13) 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.

ABSTRACT: 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.

14) Lederer, J.M., Kielhofner, G. & Watts, J.H. (1985). Values, personal causation and skills of delinquents and Nondelinquents. *Occupational Therapy in Mental Health*, 5(2), 59-77.

ABSTRACT: 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. However, results suggest that delinquents value different, more solitary, deviant and self-expressive roles than non-delinquents. Further study is needed on the following aspects of occupational behavior: role, habit patterns, and interests.

15) Lloyd, C. & Watson, D. (1989). Parenting: A group programme for abusive parents. *The Australian Occupational Therapy Journal*, 36(1), 24-33.

16) Nueva, R. (1995). Kids' lives in the balance. *OT Week*, 9(39), 20-21.

ABSTRACT: Occupational therapy training steers high-risk adolescents away from crime and toward a productive future,

17) Olson, L., Heaney, C & Soppas-Hoffman, B. (1989). Parent-child activity group treatment in preventive psychiatry. *Occupational Therapy in Health Care* 6(1), 29-43.

ABSTRACT: This article describes the role that occupational therapy played in a community outreach program instituted collaboratively by a major teaching hospital and a local day care center. The program focused on preschool children at risk for developing psychiatric disorders. A parent-child activity group was introduced and developed by an occupational therapist who was a member of the hospital staff. The frame of reference, the parent-child intervention including the use of play and group process, and the method of monitoring change in families are explained. A case study is also provided.

18) Snyder, C., Clark, F., Masunaka-Noriega, M. & Young, B. (1998). Los Angeles Street Kids: New Occupations for Life Program. *Journal of Occupational Science*, 5(3), 133-139.

ABSTRACT: In the same sense that health intervention focused on the daily occupations of the well-elderly can promote successful aging, 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.

19) Unbehagen, D.L. & Tryon, M.R. (1995). Managing the risk of pregnancy. *OT Week*, 9(24), 18-19.

ABSTRACT: In Galveston, Texas, ambulatory high-risk antepartum women can receive OT assistance in a new outpatient residence program.

20) Virikowic, T.L. (1993). Perspectives on delinquency and the Model of Human Occupation. *Journal of Occupational Therapy Students*, 7(1), 30-41.

ABSTRACT: 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.

21) Valliere, J.M. (1994). Infant mental health: A consultation and treatment team for at-risk infants and toddlers. *Infants and Young Children*, 6(3), 46-53.

ABSTRACT: The number of homeless adolescent parents with infants is increasing nationwide. Homeless adolescent parents are often from highly dysfunctional backgrounds, are usually single, and lack social support, factors that can negatively affect parenting. The infants of such parents are at increased risk for emotional and developmental problems. This article describes an interdisciplinary infant mental health intervention and consultation program in a shelter for homeless adolescents. Approaches to training, consultation, and flexible, nontraditional intervention efforts are discussed.

22) Watson, C. (1994). Perspectives on parenting: Behind every dedicated parent is a person who needs support. *Developmental Disabilities Special Interest Section Newsletter*, 17(2), 4.

23) Williamson, G.G. & Zeitlin, S. (1989). Enhancing the coping of families.

Developmental Disabilities Special Interest Section Newsletter, 12(2), 1-3.

Compiled by Mary Binderman, MLS, Director Of Information Resources, American Occupational Therapy Foundation, Bethesda, MD