
EDHD 635
Adolescents At Risk
Tuesdays (4:15pm) Online
Spring 2018

Instructor: Megan Hurley, Ph D.
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Office Hours: By appointment

Course Description: EDHD 635 is a graduate level course designed to allow students in the Master's of Education program to study current research on diversity and risk behaviors that impact adolescent student learning and achievement. The course will begin with an overview of general issues, and then focus on topic specific issues that put adolescents at risk for academic failure and other negative trajectories. The theme of diversity will be woven throughout the discussions of the various topics. Research will be discussed in a format for application of knowledge into the everyday classroom interactions and activities.

Course Objectives:

1. Gain understanding about the psychological and social issues secondary education minority students face.
2. Gain understanding about strategies (personal and academic) that target at-risk and diverse secondary student populations
3. Define an area of personal interest and apply research results into classroom experiences. Present this information orally and in written form.

Format of the class: Class will be online, using Canvas.

For online classes: The class will be involved in discussions from a core set of readings/chapters listed in the syllabus. Each week, one student will be responsible for "getting us started". **This will require the student leader to briefly summarize the readings and create 3 thought questions.** These questions should focus on personal classroom experience with the current topic, and tying in the content of the readings. I will periodically post interviews/articles/websites related to the topic for the class to include in our discussions.

The leader **MUST** send me (via email) the summaries/questions by 12pm on Tuesdays. I will post the leader's summary and questions, so that weekly the material will be ready by Tuesday at 4pm.

Online classes will be available for students to read and respond for one week. The material will be available on the class day (Tuesdays) by 4pm. The material will become read only on the following Monday evening at 5pm. Thus for each online class you will have about a week in which to read and respond. It will be helpful if you check into the class more than once a week (if for example you read and respond on Tuesday evening and do not check again, you will miss the comments and contributions of the other class members who do so later in the week).

Instructor Support: I will be available via email (meganhurley32@hotmail.com), and will respond or set up a time for phone contact or skype ASAP. Please feel free to contact me with questions or concerns about the course throughout the semester.

Measurement of Performance (MSGE):

Discussion leading: Each student will select a topic for which they will lead the class discussion. The lead student will provide the group with a written summary of the topic as it relates to the readings. Leaders will also create discussion questions and email them to the instructor by Tuesday (day of class) at 12pm. Each class member will do this **one** time during the semester. (33% of final grade)

Research/reflection paper: Students will build upon what we have discussed in class and write a paper dealing with an appropriate topic and how it impacts their teaching. They will discuss the root of the problem (based on research read), how it is currently handled in the schools now and what new strategies they have learned from the course (through class discussions, readings, guest speakers and searches for additional information). Students will include a specific implementation plan/reflection for this topic in the classroom. This paper will be due at the end of the semester and students will briefly share their conclusions at the last class meeting. A detailed instruction sheet will be given out after the first few weeks of the class. (34% of final grade)

Weekly Participation:

Students will be asked to check into the online class at least twice weekly. Participation requires reading the questions/summaries posted each week. Also students should read all prior posts so that a more engaging discussion can occur. The instructor will contact a student if posting contributions are too curt or lacking sustenance. A scoring rubric will be shared the first week of class. (33% of final grade)

Point distribution:

Discussion Leading = 100 points

Research/reflection paper = 100 points

Weekly class participation =100 points (8 points for 12 sessions, 4 points for discussion leading session)

Final Grades: point totals will be compared to this chart to determine final grades.

A = 300 – 270

B = 269 – 240

C = 239 – 210

D = 209- 180

(F = below 180)

CLASS POLICIES

Academic integrity: The University of Maryland, College Park has a student-administered Honor Code and Honor Pledge. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.studenthonorcouncil.umd.edu/whatis.html>. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. The code prohibits students from cheating, fabrication, facilitating academic dishonesty, and plagiarism. Instances of this include submitting someone else's work as your own, submitting your own work completed for another class without permission, or failing to properly cite information other than your own (found in journals, books, online, or otherwise). Any form of academic dishonesty will not be tolerated, and any sign of academic dishonesty will be reported to the appropriate University officials.

Special needs: If you have a registered disability that will require accommodation, please see the instructor so necessary arrangements can be made. If you have a disability and have not yet registered with the University, please contact Disability Support Services in the Shoemaker Building (301.314.7682, or 301.405.7683 TTD) as soon as possible.

Religious observances: The University of Maryland policy on religious observances states that students not be penalized in any way for participation in religious observances. Students shall be allowed, whenever possible, to make up academic assignments that are missed due to such absences. However, the student must contact the instructor **before** the absence with a written notification of the projected absence, and arrangements will be made for make-up work or examinations.

Course evaluations: As a member of our academic community, students have a number of important responsibilities. One of these responsibilities is to submit course evaluations each term through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is confidential. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for fall semester courses. Please go directly to the website

(www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

Missed single class due to illness: Once during a semester, a student's self-authored note will be accepted as an excuse for missing a minor scheduled grading event in a single class session if the note documents the date of the illness, acknowledgement from the student that information provided in the note is correct, and a statement that the student understands that providing false information is a violation of the Code of Student Conduct. Students are expected to attempt to inform the instructor of the illness prior to the date of the missed class.

Major scheduled grading events: Major Scheduled Grading Events (MSGE) are indicated on the syllabus. The conditions for accepting a self-signed note do not apply to these events. Written, signed documentation by a health care professional, or other professional in the case of non-medical reasons (see below) of a University-approved excuse for the student's absence must be supplied. This documentation must include verification of treatment dates and the time period for which the student was unable to meet course requirements. Providers should not include diagnostic information. Without this documentation, opportunities to make up missed assignments or assessments will not be provided.

Non-consecutive, medically necessitated absences from multiple class sessions: Students who throughout the semester miss multiple, non-consecutive class sessions due to medical problems must provide written documentation from a health care professional that their attendance on those days was prohibited for medical reasons.

Non-medical excused absences: According to University policy, non-medical excused absences for missed assignments or assessments may include illness of a dependent, religious observance, involvement in University activities at the request of University officials, or circumstances that are beyond the control of the student. Students asking for excused absence for any of those reasons must also supply appropriate written documentation of the cause and make every attempt to inform the instructor prior to the date of the missed class.

Required Readings

Readings are available online, or are provided by the instructor.

Readings: Students will read the articles and links listed in the syllabus. Please contact the instructor if there are questions or concerns about any reading. These readings, plus prior readings from the program will serve as the basis for discussion.

Topic 1: General:

Buchler, C. & Gerard, J. (2013). Cumulative family risk predicts increases in adjustment difficulties across early adolescents. Journal of Youth Adolescence. Vol.42, p. 905-920.

Costello, E. J., Copeland, W., & Angold, A. (2011). Trends in Psychopathology Across the Adolescent Years: What Changes When Children Become Adolescents, and When Adolescents Become Adults? Journal of Child Psychology and Psychiatry. Vol. 52(10), p. 1015–1025.

Steinberg, L. (2007). Risk Taking in Adolescence: New perspectives from brain and behavioral science. Current Directions in Psychological Science. Vol. 16(2), p. 55-59.

Topic 2: Parent Involvement

Grossman, J., Tracy, A., Charmaraman, L., Ceder, I., & Erkut, S. (2014). Protective effects of middle school comprehensive sexual education with family involvement. Journal of School Health. Vol. 84(11), p. 739-747.

Han, W. & Waldfogel, J. (2007). Parental work schedules, family process and early adolescents' risky behavior. Children and Youth Services Review. Vol. 29. p.1249-1266.

Kalil, A. & Ryan, R. (2010). Mothers' Economic Conditions and Sources of Support in Fragile Families. Future of Children, Vol. 20(2), p.39-61

Toldson, I & Lemmons, B., (2013). Social demographics, the school environment, and parenting practices associated with parents' participation in schools and academic success among Black, Hispanic, and White students. Journal of Human Behavior in the Social Environment, Vol 23(2). p. 237-255.

Topic 3: Gang membership:

De La Rue, L., & Espelage, D. (2014). Family and abuse characteristics of gang-involved, pressured-to-join, and non-gang-involved girls. Psychology of Violence, Vol. 4(3), p. 253-265.

Kennedy, T. M. & Ceballo, R. (2016). Emotionally numb: Desensitization to community violence exposure among urban youth. Developmental Psychology. Vol. 52(5), p.778-789.

Loes, K., Branje, S., Schwartz, S., Frijns, T., Koot, H., van Lier, P., & Meeus, W. (2012). Forbidden friends as forbidden fruit: Parental supervision of friendships, contact with deviant peers and adolescent delinquency. Child Development. Vol.83. p. 651-666.

Medina, J. Roberts, R. & Aldridge, J. (2012). Mentoring siblings of gang members: A template for reaching families of gang members? Children & Society. Vol. 26(1). p.14-24.

Topic 4: Sexual Diversity

Baams, L., Grossman, A., Russell, S. (2015). Monitory stress and mechanisms of risk for depression and suicidal ideation among lesbian, gay and bisexual youth. Developmental Psychology, Vol. 50(5). p.688-696.

Bauermeister, J., Johns, M., Sandfort, T., Eisenberg, A., Grossman, A., D'Augelli, A. (2010). Relationship trajectories and psychological well-being among sexual minority youth. Journal of Youth and Adolescence 39(10), p1148-1163.

Bedard, K. & Marks, A. (2010). Current psychological perspectives on adolescent lesbian identity development. Journal of Lesbian Studies. Vol. 14(1) p.16-25.

Toomey, R & Russell, S. (2013). An Initial investigation of sexual minority youth involvement in school-based extracurricular activities. Journal of Research on Adolescence. Vol. 23(2) p. 304-318.

Topic 5: Poverty, neglect and run away teens

Bartlett, J., & Easterbrooks, M. (2012). Links between physical abuse in childhood and child neglect among adolescent mothers. Children And Youth Services Review, Vol.34(11), p.2164-2169. doi:10.1016/j.childyouth.2012.07.011

Mustillo, S., Dorsey, S. Conover, K., Burns, B. (2011). Parental depression and child outcomes: The mediating effects of abuse and neglect. Journal of Marriage and Family Vol. 70(1) p164-180.

Trickett, P., Negriff, S., & Peckins, M. (2011). Child maltreatment and adolescent development. Journal of Research on Adolescence, Vol. 21(1) p.3-20.

Tyler, K. A., Hagewen, K. J., & Melander, L. A. (2011). Risk factors for running away among a general population sample of males and females. Youth & Society, Vol.43(2), p583-608.

Topic 6: Mental health Issues: Depression, Anxiety, Peer Pressure

Bailey, G., Giles, R., & Rogers, S. (2015). An investigation of the concerns of fifth graders transitioning to middle school. Research in Middle Level Education Online. Vol. 35(5), p. 1-11.

Broeren, S., Muris, P., Diamantopoulou, S. & Baker, J. (2013). The course of childhood anxiety symptoms: Developmental trajectories and child-related factors in normal children. Journal of Abnormal Child Psychology. Vol. 41 p.81–95

Najman, J., Hayatbakhsh, M., & Clavarino, A. (2010). Family Poverty over the early life course and recurrent adolescent and young adult anxiety and depression: A Longitudinal study. American Journal of Public Health. Vol. 100(9). p. 1719-1723.

Nilsen, W., Karevold, E., Roysamb, E., Gustavson, K., & Mathiesen, K. (2013). Social skills and depressive symptoms across adolescence: social support as a mediator in girls versus boys. Journal of Adolescence. Vol. 36. p.11-20.

Topic 7: Substance abuse: smoking and alcohol

Fujimoto, K., Unger, J., & Valente, T. (2012). A Network method of measuring affiliation-based peer influence: Assessing the influences of teammates' smoking on adolescent smoking. Child Development. Vol. 83, p. 442-451.

Mercken, L.; Sleddens, E.; de Vries, H.; & Steglic, C. (2013). Choosing Adolescent Smokers as Friends: The Role of Parenting and Parental Smoking. Journal of Adolescence, Vol.36(2) p.383-392.

Piko, B.F., & Balázs, M.A. (2012). Authoritative parenting style and adolescent smoking and drinking, Addictive Behaviors. Vol. 37(3). p 353-356.

Razaz-Rahmati, N., Nourian, S. R. and Okoli, C. T. C. (2012), Does Household Structure Affect Adolescent Smoking? Public Health Nursing, Vol.29, p. 191–197. doi: 10.1111/j.1525-1446.2011.00979.

Topic 8: Emotional and Behavioral Disorders

Balagna, R., Young, E. & Smith, T (2013). School experiences of early adolescent Latinos at risk for emotional and behavioral disorders. School Psychology Quarterly Vol28(2), pp.101-121.

Chitiyo, J. (2014). The Wraparound process of youth with severe emotional behavioral disorders. Journal of Research in Special Educational Needs. Vol14(2) p.105-109.

Gottfried, M.; Egalite, A.; Kirksey, J. (2016). Does the presence of a classmate with emotional/behavioral disabilities link to other students' absences in kindergarten? Early Childhood Research Quarterly. Vol 36 (3). p.506-520.

Pacer Center Action Sheet (2012). What is an Emotional Behavioral Disorder?
<http://www.pacer.org/parent.php/php-c81.pdf>

Rowe, R. (2010). Developmental Pathways in Oppositional Defiant Disorder and Conduct Disorder. Journal of Abnormal Psychology. Vol. 119(4) p.726-738.

Topic 9: Sexual activity

Golden, R.L., Furman, W., & Collibee, C. (2016). The Risks and Rewards of Sexual Debut. Developmental Psychology, Vol.52(11). p. 1913-1925.

Grossman, J., Tracy, A., Charmaraman, L., Ceder, I., & Erkut, S. (2014). Protective effects of middle school comprehensive sexual education with family involvement. Journal of School Health. Vol. 84(11). p. 739-747.

Heron, J., Low, N., Lewis, G., Macleod, J., Ness, A., & Waylen, A. (2013). Social factors associated with readiness for sexual activity in adolescents: A population-based cohort study. Archives Of Sexual Behavior, Vol. 44. p.669-678

Smith, M. Wilson, K., Menn, M. & Pulczynski (2014). Correlates of high school freshman girls: Reported reasons for engaging in sexual intercourse. Journal of School Health, Vol. 84(6). p. 363-369.

Topic 10: Adolescent Parenting

Lewin, A. Mitchell, S., & Ronzio, C. (2013). Developmental differences in parenting behavior: Comparing adolescent, emerging adult and adult mothers. Merrill-Palmer Quarterly: Journal of Developmental Psychology, Vol. 59(1) p.23-49.

Paschal, A, Lewis-Moss, R., & Hsiao, T. (2011). Perceived fatherhood roles and parenting behaviors among African American teen fathers. Journal of Adolescent Research, Vol. 26(1). p.61-83.

Pittman, G. (2012). Poor reading skills tied to risk of teen pregnancy. MedlinePlus. (http://www.nlm.nih.gov/medlineplus/news/fullstory_132608.html), attached to end of syllabus.

White, B., Graham, M., Bradford, S. (2005). Children of Teen Parents: Challenges and Hope. Zero to Three, Vol. 25(4) p.4-7

Topic 11:Anxiety, panic, peer pressure

Marsh, H.W., Pekrun, R., Parker, P.D., Murayama, K., Gou, J., Dicke, T., & Lichtenfeld, S. (2017). Long term positive effects of repeating a year in school: Social relations, school grades and test scores. Journal of Educational Psychology. Vol. 109(3). p. 425-438.

Powers, A. D., & Westen, D. (2011). Personality subtypes in adolescents with panic disorder. Clinical Child Psychology and Psychiatry, Vol.16(4), p.551-565.
doi:10.1177/1359104510387572

Tillfors, M., Person, S., Willen, M. & Burk, W., (2012). Prospective links between social anxiety and adolescent peer relations. Journal of Adolescence. Vol. 35(2). p.1255-1263.

von der Embse, N., Barterian, J., & Segool, N. (2013). Test anxiety interventions for children and adolescents: A systematic review of treatment studies from 2000–2010. Psychology in The Schools, Vol.50(1), p.57-71. doi:10.1002/pits.21660


Schedule for topics and readings:

Date	Topic	Discussion Leader	Readings
1/30	Course Description, topic selection, over view, housekeeping	Megan Hurley	Syllabus
2/6	General At-risk		Topic 1
2/13	Parent Involvement		Topic 2
2/20	Gang Membership		Topic 3
2/27	Sexual Diversity		Topic 4
3/ 6	Parenting/neglect/run away teens		Topic 5
3/13	Mental Health –depression		Topic 6
3/20	SPRING BREAK-UMD		
3/27	Reflection/extra interviews		
4/3	Substance Abuse: Smoking and Alcohol Use		Topic 7
4/10	Emotional/Behavioral		Topic 8

	Disorders		
4/17	Sexual Activity		Topic 9
4/24	Adolescent Parenting		Topic 10
5/1	Anxiety/test phobia/peer pressure		Topic 11
5/8	Wrap up	Megan Hurley	

Poor reading skills tied to risk of teen pregnancy

URL of this page: http://www.nlm.nih.gov/medlineplus/news/fullstory_132608.html
(*this news item will not be available after 03/27/2013)

Thursday, December 27, 2012  **REUTERS**
HEALTH INFORMATION

By Genevra Pittman

NEW YORK (Reuters Health) - Seventh grade girls who have trouble reading are more likely to get pregnant in high school than average or above-average readers, according to a new study from Philadelphia.

Researchers found that pattern stuck even after they took into account the girls' race and poverty in their neighborhoods - both of which are tied to teen pregnancy rates.

"We certainly know that social disadvantages definitely play a part in teen pregnancy risk, and certainly poor educational achievement is one of those factors," said Dr. Krishna Upadhyia, a reproductive health and teen pregnancy researcher from Johns Hopkins Children's Center in Baltimore.

Poor academic skills may play into how teens see their future economic opportunities and influence the risks they take - even if those aren't conscious decisions, explained Upadhyia, who wasn't involved in the new research.

Dr. Ian Bennett from the University of Pennsylvania and his colleagues looked up standardized test reading scores for 12,339 seventh grade girls from 92 different Philadelphia public schools and tracked them over the next six years.

During that period, 1,616 of the teenagers had a baby, including 201 that gave birth two or three times.

Hispanic and African American girls were more likely than white girls to get pregnant. But education appeared to play a role, as well.

Among girls who scored below average on their reading tests, 21 percent went on to have a baby as a teenager. That compared to 12 percent who had average scores and five percent of girls who scored above average on the standardized tests.

Once race and poverty were taken into consideration, girls with below-average reading skills were two and a half times more likely to have a baby than average-scoring girls, according to findings published in the journal *Contraception*.

Birth rates among girls ages 15 through 19 were at a record low in the U.S. in 2011 at 31 births for every 1,000 girls, according to the Centers for Disease Control and Prevention.

But that rate is still much higher in minority and poorer girls than in white, well-off ones, researchers noted.

And in general, it's significantly higher than teen birth rates in other wealthy nations.

Teen pregnancies are a concern because young moms and their babies have more health problems and pregnancy-related complications, and girls who get pregnant are at higher risk of dropping out of school.

Upadhyia said the answer to preventing teen pregnancy in less-educated girls isn't simply to add more sex ed to the curriculum.

"This is really about adolescent health and development more broadly, so it's really important for us to make sure that kids are in schools and in quality educational programs and that they have opportunities to grow and develop academically and vocationally," she told Reuters Health.

"That is just as important in preventing teen pregnancy as making sure they know where to get condoms."

SOURCE: <http://bit.ly/TcHB0s> Contraception, online December 13, 2012.

http://www.nlm.nih.gov/medlineplus/news/fullstory_132608.html