
**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

Course Number:	SW393R23	Instructor:	D. W. Springer, PH.D., LCSW
Unique Number:	64905	E-mail:	dwspringer@mail.utexas.edu
Semester:	Fall 2005	Phone:	(512) 471-0512
Meeting Time:	Tuesday 8:30-11:30am	Office Room:	2.202C
Meeting Place:	SWB 2.132	Office Hours:	Tuesdays 11:30am to 12:30pm or contact Hollee Ganner (471-9824; hganner@mail.utexas.edu) to schedule an appointment

TREATMENT OF CHILDREN AND ADOLESCENTS

I. COURSE DESCRIPTION

The course is designed as an advanced clinical selective for graduate students in the School of Social Work who wish to increase knowledge and skills for practice with children, adolescents, and their families. Students will develop a working understanding of children and adolescents from diverse backgrounds, affirming and respecting their strengths and differences. This course is grounded in the identification, analysis, and implementation of empirically-based intervention strategies for working with children, adolescents, and their families. This course will focus on using multiple perspectives in the advanced application of theories, models and skills utilized in varying treatment modalities, with emphasis placed at the micro and mezzo levels of practice. The framework of the course is based on social work values and the ethical decision-making process, as illuminated by the NASW Code of Ethics. A bio-psycho-social and cultural emphasis will be applied to the various problem areas and disorders covered.

This course serves as an Advanced Clinical Selective for MSSW students.

II. COURSE OBJECTIVES

Upon completion of this course, students will be able to:

1. Demonstrate the ability to integrate theories and empirical research knowledge under girding fields of practice areas with child, adolescent, and family populations.
2. Demonstrate skill in the application of different treatment modalities, including formal and informal systems of care.
3. Demonstrate an advanced clinical knowledge of the relationship between assessment and intervention as it relates to the strengths, the processes involved in human change, and the capacities and resources of children, adolescents and families.

4. Demonstrate the ability to adapt intervention models and strategies to reflect an understanding of persons from diverse backgrounds, including (but not limited to) race, ethnicity, culture, class, gender, sexual orientation, religion/spirituality, physical or mental ability, developmental level, age, and national origin.
5. Critically evaluate and analyze different theoretical and intervention models as to their effectiveness in given situations. This includes: (a) the adequacy of the research and knowledge base; (b) the range of applicability; (c) the value and ethical issues, including the student's own value system; and (d) the policy implications involved in delivery of services to children, adolescents, and families.
6. Demonstrate the ability to implement and evaluate the effectiveness of clinical interventions for children, adolescents, and families.
7. Demonstrate the ability to tailor and integrate clinical interventions for children, adolescents, and families based on the context in which they are delivered.
8. Demonstrate advanced knowledge of social work values and ethical decision-making processes as they relate to ethical dilemmas in clinical intervention with children, adolescents, and families.

III. TEACHING METHODS

This class provides opportunities for both theory and skill development. Various models and theories will be presented through a combination of lectures, demonstrations of the practice interventions in each model, discussions about skills, videos, as well as small group and experiential exercises.

IV. REQUIRED READINGS

Kazdin, A. E., & Weisz, J. R. (Eds.) (2003). *Evidence-based psychotherapies for children and adolescents*. New York, NY: The Guilford Press.

Reinecke, M. A., Dattilio, F. M., & Freeman, A. (Eds.). (2003). *Cognitive therapy with children and adolescents: A casebook for clinical practice* (2nd ed.). New York, NY: The Guilford Press.

Selekman, M. D. (1997). *Solution-focused therapy with children: Harnessing family strengths for systemic change*. New York, NY: The Guilford Press.

Sells, S. P. (2001). *Parenting your out-of-control teenager: 7 steps to reestablish authority and reclaim love*. New York: St. Martin's Griffin.

A required Coursepacket (Springer) of readings is available from Speedway Copy in Dobie Mall.

OPTIONAL READINGS

Barkley, R. A. (1997). *Defiant Children: A Clinician's Manual for Parent Training* (2nd ed.). New York, NY: The Guilford Press.

Bloomquist, M. L., & Schnell, S. V. (2002). *Helping children with aggression and conduct problems: Best practices for intervention*. New York, NY: The Guilford Press.

Burns, B. J., & Hoagwood, K. (2002). *Community treatment for youth: Evidence-based interventions for severe emotional and behavioral disorders*. New York, NY: Oxford University Press.

Fonagy, P., Target, M., Cottrell, D., Phillips, J., & Kurtz, Z. (2002). *What works for whom? A critical review of treatments for children and adolescents*. New York, NY: The Guilford Press.

Henggeler, S. W., Schoenwald, S. K., Rowland, M. D., & Cunningham, P. B. (2002). *Serious emotional disturbance in children and adolescents: Multisystemic therapy*. New York, NY: The Guilford Press.

Mufson, L., Dorta, K. P., Moreau, D., & Weissman, M. M. (2004). *Interpersonal psychotherapy for depressed adolescents* (2nd ed.). New York, NY: The Guilford Press.

Sells, S. P. (1998). *Treating the tough adolescent: A family-based, step-by-step guide*. New York, NY: The Guilford Press.

Shaffer, D., Lucas, C. P., & Richters, J. E. (Eds.) (1999). *Diagnostic assessment in child and adolescent psychopathology*. New York, NY: The Guilford Press.

V. COURSE REQUIREMENTS

Students are expected to attend class sessions regularly and to participate in an interactive framework between collegiate students and professor. Students are expected to complete the readings prior to class, and should be well prepared to participate in discussions and experiential learning assignments. Failure to regularly attend the class and demonstrate through discussions that one has comprehended the readings will be strongly considered in assigning the final grade.

No late assignments will be accepted, except in the case of extreme emergencies and then only with the permission of the professor. Students are expected to turn in all required assignments on the agreed upon due date **at the beginning of class**. Assignments turned in after class starts will be considered late. All late assignments will be assessed point penalties at the rate of **2 points each day late**. If the due date is a problem, then the student should see the professor and negotiate another due date

Students are expected to both learn and demonstrate knowledge of clinical intervention theories and skills. This requires a search of the literature in a defined area in order to develop specialized knowledge concerning treatment of a specific problem area.

Special Accommodations for Students with a Disability

Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Services for Students with Disabilities area of the Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations.

Policy on Scholastic Dishonesty

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/sjs/academicintegrity.html>).

VI. COURSE ASSIGNMENTS

I. **Treatment Paper** (*Objectives 1 to 8*)

Each student is to select a problem area of interest relating to children and/or adolescents and their families (e.g., ADHD, depression, PTSD, conduct disorder, etc.) and to conduct a scholarly literature review on treatment modalities that are used in this problem area in order to enhance their expertise on that topic. The focus of the project should be on select therapeutic approaches used to alleviate the problem. **Students should get approval of their chosen topic from the professor.** A typed, well-written and packaged, 25 page paper (\pm 5 pages) is to be submitted. There are 3 major parts to the paper. A final (total) grade will be computed when the paper is turned in in its entirety at the end of the semester. Collectively, the paper will be worth 60% of the final grade. Be sure to proof-read your paper; 5 points of the total (60) points will be allocated for use of APA (5th ed.) format and any errors (punctuation, typographical, spelling). An outline for the paper is provided below. Students may choose to write about treatment modalities that have been covered in class, but are free (and encouraged) to review modalities and interventions that have not been covered in class. Students may work on this project alone, or in groups of up to **four (4) students**. If students collaborate on one project, all students will receive the same grade for that paper. Students are encouraged to meet with the professor regularly during the semester to discuss the development of the paper. This provides the student and professor the opportunity to engage in dialogue, and the opportunity for the professor to provide feedback throughout the process of writing, rather than waiting to receive feedback after the final copy has been turned in. It is recommended that students start on this assignment right away because the professor expects a very thorough search of the literature in social work, psychology, psychiatry, and related fields in order to demonstrate that one has mastered the up-to-date, current knowledge and methods concerning treatment of the problem area. A search of the literature should include journal articles as well as pertinent book chapters or monographs. Emphasis should be given to the most recent (within the past 10 years or so) literature and studies. Of course, seminal pieces that fall outside of this time parameter should still be included. It is assumed that most papers will have a substantial reference list to demonstrate one's mastery of the treatment method(s) under study. The number of references will vary by topic (e.g., there is simply more research available on the treatment of ADHD than oppositional defiant disorder). Although students are encouraged to utilize the Internet to search for material, they may not rely on the Internet at the expense of using refereed journal articles for the literature review. It is recommended that students set up the paper, using both headings and subheadings in their presentation, following the proposed outline below.

Treatment Paper Outline

- I. **Introduction and Overview.** This section of the paper serves three purposes. First, it describes the targeted problem or client population, placing them within some context. Second, it provides a statement of the problem or questions to be explored. Finally, it states the significance of the problem and the rationale behind examining it. (*Objectives 2, 4, 5, & 8*) – [10 Points]
 - (1) **Definitions:** Define all key concepts and ideas. This should include criteria for determining the existence of the problem. In other words, discuss how we know when we see this problem. Use the literature to support your definition.
 - (2) **Scope of the Problem:** Provide epidemiological data when available, along with a rationale for why this is a critical social problem that warrants attention.
 - (3) **Cultural/Ethnic/Gender/Ethical Considerations:** Address any cultural, ethnic, gender and ethical related issues that should be considered during the course of assessment and treatment, and what should be done to resolve those issues.

II. **Intervention.** Describe your preferred intervention for treating this population. Areas that should be addressed in this section include (*Objectives 1, 2, 3, 4, 5, 6, & 7*) – [35 Points]:

- (1) Theory. Briefly discuss what theoretical perspective(s) drive the intervention program.
- (2) Description. Describe the intervention (see Kazdin & Weisz text for some good examples). Components of this section might address:
 - a. General overview and format of the treatment approach.
 - b. Sequence and content of therapy sessions, and duration of treatment.
 - c. Key techniques that one would use if implementing this therapeutic approach.
 - d. Skills and accomplishments emphasized in treatment.
 - e. How you would tailor this therapeutic approach, if at all, to compliment your personal style, or to integrate it with other preferred treatment approaches.
 - f. What homework or handouts (if any) are given to the client system (include copies of handouts when possible).
- (3) Evidence-Base. Synthesize the practice effectiveness (outcome) research on your chosen treatment modality for that given problem area. If you have chosen a treatment approach that cannot be considered an evidence-based approach at this time, then review what credible evidence is available that supports your selection. In short, do not just rely on your practice wisdom, or on the current popularity of a certain approach. The goal here is to think critically about your choice, reviewing the available research to support the treatment approach. Cite a minimum of 5 peer-reviewed/scientific journals and/or meta-analyses in this section. Focus on sources published since 1994, with the exception of seminal pieces that fall outside of this time parameter. For web citations, use the same scientific criteria as for professional journals.

III. **Critique and Summary.** Provide a critique of the intervention. What do you (and others) see as its strengths and limitations? How solid is the evidence-base of this intervention? In what ways does it need further scientific support? Does your chosen intervention appear to help clients? If so, to what extent, and what evidence do you have for this? Provide suggested directions for future research and practice in this area, as well as implications for social work practice and research. (*Objectives 1, 5 & 8*) – [7 Points]

IV. **References.** Follow APA (5th ed.) format. [5 Points]

Grading of this written assignment will take into account the quality of the writing as well as the content. The American Psychological Association (APA) – 5th edition format should be used. Written material should be carefully proof-read and errors (punctuation, typographical, spelling) corrected. Good writing requires a reiterative process that must be followed if quality is to improve. I strongly encourage you to read your paper several times and, if possible, have someone else proof read it.

V. **Appendices.** [3 Points]

II. Mid-Term Essay Exam (Objectives 1, 2 & 7)

One (1) essay exam based on the readings, lectures, speakers, and discussions will be given in the course. The exam will be given as scheduled on the course outline. It will be worth 30% of the final grade. MAKE-UP EXAMS WILL NOT BE GIVEN UNLESS THERE ARE UNUSUAL EXTENUATING CIRCUMSTANCES.

VII. COURSE GRADING CRITERIA

Attendance and Participation	10%
Mid-Term Essay Exam	30%
<u>Treatment Paper</u>	<u>60%</u>
 TOTAL	 100%

GRADING SCALE

100 - 94 = A
93 - 90 = A-
89 - 87 = B+
86 - 84 = B
83 - 80 = B-
79 - 77 = C+
76 - 74 = C
73 - 70 = C-
69 - 67 = D+
66 - 64 = D
63 - 60 = D-
59 and below = F

VIII. COURSE OUTLINE (TENTATIVE)

<u>Date</u>	<u>Topics, Readings and Assignments</u>
September 6	<p><u>Topics</u> Introductions and Class Overview Review Syllabus</p> <p><u>Readings</u> Syllabus</p>
September 13	<p><u>Topics</u> History of Evidence-Based Practice with Children and Adolescents Cognitive & Solution-Focused Therapy, and Transtheoretical Model</p> <p><u>Readings</u> Kazdin & Weisz – Chapters 1 & 3 Prochaska & Prochaska (2002). Transtheoretical model with guidelines for families with child abuse and neglect. In <i>Social Workers' Desk Reference</i>. Reinecke et al. – Chapter 1 Selekman – Chapter 1</p>

September 20

Topics

Assessment with Children and Families
Developmental Factors
Ethical and Legal Issues in the Treatment of Children and Families

Readings

Barbarin et al. (2004). Ethnicity and culture. In *Intervention with Children and Adolescents* – Coursepacket.
Kazdin & Weisz – Chapter 2
NASW Standards for the Practice of Social Work with Adolescents – Coursepacket.
Rae & Fournier (1999). Ethical and legal issues in the treatment of children and families. In *Handbook of Psychotherapies with Children and Families* – Coursepacket.
Selekman – Chapter 2
Springer (2002). Assessment protocols and rapid assessment instruments with troubled adolescents. In *Social Workers' Desk Reference*.

September 27

Topics

Assessment and Intervention Strategies:
Children and Adolescents in Family Systems

Readings

Kazdin & Weisz – Chapter 23
Reinecke et al. – Chapter 12
Schroeder & Gordon (2002). Divorce. In *Assessment and Treatment of Childhood Problems* (2nd ed.) – Coursepacket.
Selekman – Chapters 3, 4, 5 & 6

October 4

Topics

Assessment and Intervention Strategies: Externalizing Behavioral Disorders (Oppositional Defiant Disorder, Conduct Disorder, and ADHD)

Readings

Corcoran & Springer (2005). Adolescent conduct problems. In *Strengths and Skills Building* – Coursepacket.
Kazdin & Weisz – Chapters 11, 12, 13, 14, & 15
Reinecke et al. – Chapter 2, 3, & 15
Springer (2002). Treatment planning with adolescents: ADHD case application. In *Social Workers' Desk Reference* – Coursepacket.

October 11

PART I OF PAPER DUE FOR FEEDBACK (OPTIONAL)

Topics

Assessment and Intervention Strategies:
Substance-Related and Eating Disorders

Readings

Austin, Macgowan, & Wagner (2005). Effective family-based interventions for adolescents with substance use problems. In *Research on Social Work Practice* – Coursepacket.
Kazdin & Weisz – Chapters 20 & 21
Monti et al. (2001). Motivational enhancement for alcohol-involved adolescents. In *Adolescent, Alcohol, and Substance Abuse* – Coursepacket.
Reinecke et al. – Chapter 4 & 10
Sheff (2005). My addicted son. In *New York Times* – Coursepacket.

- October 18** **Topics**
 Assessment and Intervention Strategies:
 Mood Disorders and Suicide
Readings
 Mahler (2004). The antidepressant dilemma. In *New York Times* – Coursepacket.
 Simon (2004). Adolescents, sunny side up. In *New York Times* – Coursepacket.
 Singer (2005). Child and adolescent psychiatric emergencies.
 In *Crisis Intervention Handbook* (2nd ed.) – Coursepacket.
 Kazdin & Weisz – Chapters 7, 8, 9, & 10
 Reinecke et al. – Chapters 5 & 8
- October 25** **MID-TERM EXAM**
- November 1** **Topics**
 Assessment and Intervention Strategies: Anxiety Disorders
Readings
 Kazdin & Weisz – Chapters 5 & 6
 Reinecke et al. – Chapters 6 & 7
- November 8** **PART II OF PAPER DUE FOR FEEDBACK (OPTIONAL)**
- Topics**
 Assessment and Intervention Strategies: PTSD
Readings
 Reinecke et al. – Chapter 9
- November 15** **Topics**
 Assessment and Intervention Strategies: “Tough Cases”
Readings
 Reinecke et al. – Chapters 14 & 16
 Selekman – Chapter 8
 Sells (2001) text.
- November 22** **NO CLASS – LIBRARY DAY**
- November 29** **Topics**
 Assessment and Intervention Strategies:
 Community-Based and School Settings
Readings
 Kazdin & Weisz – Chapters 16 & 17
 Tough (2004). The Harlem Project. In *New York Times* – Coursepacket.
 Reinecke et al. – Chapter 11
 Selekman – Chapter 7 & 9
- December 6** **TREATMENT PAPER DUE IN ITS ENTIRETY**
Topics
 Future of Evidence-Based Practice with Children and Adolescents
Readings
 Kazdin & Weisz – Chapter 25
 Selekman – Chapter 10

REQUIRED READINGS

** Prochaska, J. M., & Prochaska, J. O. (2002). Transtheoretical model with guidelines for families with child abuse and neglect. In A. R. Roberts & G. J. Greene (Eds.), *Social Workers' Desk Reference* (pp. 379-384). New York, NY: Oxford University Press.

Rae, W. A., & Fournier, C. J. (1999). Ethical and legal issues in the treatment of children and families. In S. W. Russ & T. H. Ollendick (Eds.), *Handbook of Psychotherapies with Children and Families* (pp. 67-83). New York: Kluwer Academic/Plenum Publishers.

NASW Standards for the Practice of Social Work with Adolescents.

Barbarin, O., McCandies, T., Coleman, C., & Atkinson, T. (2004). Ethnicity and culture. In P. Allen-Meares & M. W. Fraser (Eds.), *Intervention with children and adolescents: An interdisciplinary perspective* (pp. 27-53). Boston, MA: Allyn & Bacon.

** Springer, D. W. (2002). Assessment protocols and rapid assessment instruments with troubled adolescents. In A. R. Roberts & G. J. Greene (Eds.), *Social Workers' Desk Reference* (pp. 217-221). New York, NY: Oxford University Press.

Austin, A.M., Macgowan, M.J., & Wagner, E.F. (2005). Effective family-based interventions for adolescents with substance use problems: A systematic review. *Research on Social Work Practice*, 15(2), 67-83.

Schroeder, C. S., & Gordon, B. N. (2002). Divorce. In *Assessment and Treatment of Childhood Problems* (2nd ed.) (pp. 440-465). New York, NY: The Guilford Press.

Corcoran, J., & Springer, D. W. (2005). Treatment of adolescents with disruptive behavior disorders. In J. Corcoran (Ed.), *Building Strengths and Skills: A Collaborative Approach to Working with Clients* (pp. 131-162). New York, NY: Oxford University Press.

** Springer, D. W. (2002). Treatment planning with adolescents: ADHD case application. In A. R. Roberts & G. J. Greene (Eds.), *Social Workers' Desk Reference* (pp. 324-327). New York, NY: Oxford University Press.

Sheff, D. (2005, February). My addicted son. *The New York Times Magazine*. 42-47.

Monti, P.M., Barnett, N.P., O'Leary, T.A., & Colby, S.M., (2001). Motivational enhancement for alcohol-involved adolescents. In P.M. Monti, S. M. Colby, & T. A. O'Leary (Eds.), *Adolescent, Alcohol, and Substance Abuse: Reaching Teens through Brief Interventions* (pp. 145-182). New York, NY: The Guilford Press.

Mahler, J. (2004, November). The antidepressant dilemma. *The New York Times Magazine*. 59-118.

Simon, C. C. (2004). Adolescents, sunny side up. *The New York Times. Education Life* (Section 4A, August 1, 2004).

Singer, J. (2005). Child and adolescent psychiatric emergencies: Mobile crisis response. In A. R. Roberts (Ed.), *Crisis Intervention Handbook* (3rd ed.) (pp. 319-361). New York, NY: Oxford University Press.

Tough, P. (2004). The Harlem Project. *The New York Times Magazine*.

** COPY NOT INCLUDED IN COURSE PACKET

ADDITIONAL REFERENCES

- Adams, J. (1991). Effects of solution focused therapy's "formula first session task" on compliance and outcome in family therapy. *Journal of Marital and Family Therapy, 17*, 277-290.
- Alexander, J.F., & Parsons, B.V. (1973). Short-term behavioral intervention with delinquent families: Impact on family process and recidivism. *Journal of Abnormal Psychology, 81*(3), 219-225.
- American Academy of Child and Adolescent Psychiatry. (1998). Practice parameters for the assessment and treatment of children and adolescents with depressive disorders. *Journal of the American Academy of Child and Adolescent Psychiatry, 37*(10, Suppl.).
- Anastopoulos, A. D., & Barkely, R. A. (1990). Counseling and training parents. In R. A. Barkley, Attention-Deficit Hyperactivity Disorder: A handbook for Diagnosis and Treatment (pp. 397-431). New York: Guilford Press.
- Anderson, E. I. (Producer), & Aller, R. (Director. (1998). Behavioral treatment of young autistic children [Vidiotape] (Available form Cambridge Center for Behavioral Studies, <http://store.ccbstore.com>).
- Anderson, S. R., DiPietro, E. k., Edwards, G. L., & Christian, W. P. (1987). Intensive home-based early intervention with autistic children. *Education and Treatment of Children, 10*, 352-366.
- Arnold, E. M., Smith, T. E., Harrison, D. F., & Springer, D. W. (2001). Adolescents' knowledge and beliefs about pregnancy: The impact of ENABL. *Adolescence, 35*(139), 485-498.
- Asarnow, J. R., Goldstein, M. J., Tompson, M., & Guthrie, D. (1993). One-year outcomes of depressive disorders in child psychiatric in-patients: Evaluation of the prognostic power of brief measure of expressed emotion. *Journal of Child Psychology and Psychiatry, 34*, 129-137.
- Asarnow, J. R., Jaycox, L. H., & Tompson, M. C. (2001). Depression in youth: Psychosocial interventions. *Journal of Clinical Child Psychology, 30*, 33-47.
- Aseltine, R. (1996). Pathways linking parental divorce with adolescent depression. *Journal of Health and Social Behavior, 37*, 133-148.
- Attkisson, C. C., Rosenblatt, A., & Hoagwood, K. (1996). Research ethics and human subjects protection in child mental health services research and community studies. In K. Hoagwood, P. S. Jensen, & C. b. Fisher (Eds.), *Ethical Issues in Mental Health Research with Children and Adolescents* (pp. 43-58). Mahwah, NJ: Erlbaum.
- Atwood, J. D. (1995). A social constructionist approach to counseling the single parent family. *Journal of Family Psychotherapy, 6*, 1-33.
- Bandura, A., Grusec, J.E., & Menlove, F.L. (1967). Vicarious extinction of avoidance behavior. *Journal of Personality and Social Psychology, 5*, 16-23.
- Barabasz, A.F. (1973). Group desensitization of test anxiety in elementary school. *Journal of Psychology, 83*, 295-301.

Barkley, R. A. (1997). *Defiant Children: A Clinician's Manual for Parent Training* (2nd ed.). New York: Guilford Press.

Barrett, P.M. (1998). Evaluation of cognitive-behavioral group treatments for childhood anxiety disorders. *Journal of Clinical Child Psychology*, 27, 459-468.

Barrett, P. M., Dadds, M. R., & Rapee, R. M. (1996). Family treatment of childhood anxiety: A controlled trial. *Journal of Consulting and Clinical Psychology*, 64, 333-342.

Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *Journal of Early Adolescence*, 11, 56-95.

Beck, A. T., Steer, R. A., & Garbin, M. G. (1988). Psychometric properties of the Beck Depression Inventory: Twenty-five years of evaluation. *Clinical Psychology Review*, 8, 77-100.

Berg, I. K., & De Jong, P. (1996). Solution-building conversations: Co-constructing a sense of competence with clients. *Families in Society: The Journal of Contemporary Human Services*, 77, 376-391.

Bernal, M.E. & Castro, F. (1994). Are clinical psychologist prepared for service and research with ethnic minorities? Report of a decade of progress. *American Psychologist*, 49, 797-805.

Bernal, M.E., Klinnert, M.D., & Schultz, L.A. (1980). Outcome evaluation of behavioral parent training and client-centered parent counseling for children with conduct problems. *Journal of Applied Behavior Analysis*, 13(4), 677-691.

Birmaher, B., Ryan, N. D., Williamson, D. E., Brent, D. A., Kaufman, J., Dahl, R. E., Perel, J., & Nelson, B. (1996). Childhood and adolescent depression: A review of the past 10 years: Part I. *Journal of the American Academy of Child and Adolescent Psychiatry*, 35, 1427-1439.

Bjorkqvist, K., Lagerspetz, K. M. J., & Kaukiainen, A. (1992). Do girls manipulate and boys fight? *Aggressive Behavior*, 18, 117-127.

Block, J. (1978). Effects of a rational-emotive mental health program on poorly achieving disruptive high school students. *Journal of Counseling Psychology*, 25, 61-65.

Borduin, C.M., Mann, B.J., Cone, L.T., Henggeler, S.W., Fucci, B.R., Blaske, D.M., & Williams, R.A. (1995). Multisystemic treatment of serious juvenile offenders: Long-term prevention of criminality and violence. *Journal of Consulting and Clinical Psychology*, 63, 569-578.

Botvin, G. J., Baker, E., Dusnebury, L., Tortu, S., & Botvin, E. (1990). Preventing adolescent drug abuse through a multimodal cognitive-behavioral approach: Results of a 3-year study. *Journal of Consulting and Clinical Psychology*, 58, 437-446.

Brent, D. A., Perper, J. A., Moritz, G., Allman, C., Roth, C., Schweers, J., Balach, L., & Baugher, M. (1993). Psychiatric risk factors of adolescent suicide: A case control study. *Journal of the American Academy of Child and Adolescent Psychiatry*, 32, 521-529.

Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist*, 32, 513-531.

Bronfenbrenner, U. (1979). Contexts of child rearing: Problems and prospects. *American Psychologist*, 34, 844-850.

Bronfenbrenner, U. (1986). Ecology of the family as a context for human development: Research perspectives. *Developmental Psychology*, 22, 723-742.

Burns, B. J., Hoagwood, K., & Mrazek, P. J. (1999). Effective treatment for mental disorders in children and adolescents. *Clinical Child and Family Psychology Review*, 2, 199-254.

Brestan, E.V. & Eyberg, S.M. (1998). Effective psychosocial treatments of conduct-disorders children and adolescents: 29 years, 82 studies, and 5,272 kids. *Journal of Clinical Child Psychology*, 27 (2), 180-189.

Cavell, T. A. (2000a). *Working with parents of aggressive children: A practitioner's guide*. Washington, DC: American Psychological Association.

Cavell, T. A. (2000b). *Working with Aggressive Children: A practitioner's Guide*. Washington DC: American Psychological Association.

Chambless, D.L. & Ollendick, T. H. (2001). Empirically supported psychological interventions: Controversies and evidence. *Annual Review of Psychology*, 52, 685-716.

Chamberlain, P., & Reid, J. B. (1998). Comparison of two community alternatives to incarceration for chronic juvenile offenders. *Journal of Consulting and Clinical Psychology*, 66, 624-633.

Chambless, D. L., Sanderson, W. C., Shoham, V., Bennett Johnson, S., Pope, K.S., Crits-Cristoph, P., Baker, M., Johnson, B., Woody, S.R., Sue, S., Beutler, L., Williams, D.A. & McCurry, S. (1996). An update on empirically validated therapies. *The Clinical Psychologist*, 49, 5-18.

Chamberlain, P. (1999). Residential care for children and adolescents with conduct disorders. In H. C. Quay & A. E. Hogan (Eds.), *Handbook of disruptive behavior disorders* (pp. 495-503). New York: Kluwer Academic/Plenum Press.

Chamberlain, P., & Moore, K. J. (2002). Chaos and trauma in the lives of adolescent females with antisocial behavior and delinquency. In R. Geffner (Series Ed.) & R. Greenwald (Vol. Ed.), *Trauma and juvenile delinquency: Theory research, and interventions* (pp. 79-108). Binghamton, NY: Haworth Press.

Clarke, G., Lewinsohn, P., & Hops, H. (1990). *Leader's manual for adolescent groups: Adolescent coping with depression course*. Eugene, OR: Castalia.

Clarke, H. N., Hops, H., Lewinsohn, P. M., & Andrews, J. (1992). Cognitive-behavioral group treatment of adolescent depression: Prediction of outcome. *Behavior Therapy*, 23, 341-354.

Coatsworth, J. D., Santisteban, D. A., McBride, C. K., & Szapocznik, J. (2001). Brief strategic family therapy versus community control: Engagement, retention, and an exploration of the moderating role of adolescent symptom severity. *Family Process*, 40, 313-332.

Cobham, V. E., Dadds, M. R., & Spence, S. H. (1998). The role of parental anxiety in the treatment of childhood anxiety. *Journal of Consulting and Clinical Psychology*, 66, 893-905.

- Cohen, J. A., & Mannarino, A. P. (1996). A treatment outcome study for sexually abused preschool children: Initial findings. *Journal of the American Academy of Child and Adolescent Psychiatry, 35*, 42-50.
- Cohen, P., Cohen, J., Kasen, S., Velez, C. N., Hartmark, C., Johnson, J., Rojas, M., Book, J., & Streuning, E. L. (1993). An epidemiological study of disorders in late childhood and adolescence---I. Age- and gender-specific prevalence. *Journal of Child Psychology and Psychiatry, 34*, 851-67.
- Conduct Problems Prevention Research Group. (1992). A developmental and clinical model for the prevention of conduct disorder: The Fast Track Program. *Development and Psychopathology, 4*, 509-527.
- Corcoran, K., & Fischer, J. (2000). *Measures for clinical practice: A sourcebook. Volumes I & II* (3rd ed.). New York, NY: The Free Press.
- Costantino, G., Malgady, R. G., & Rogler, L. H. (1986). Cuento therapy: A culturally sensitive modality for Puerto Rican children. *Journal of Consulting and Clinical Psychology, 54*, 739-746.
- Costantino, G., Malgady, R. G., & Rogler, L. H. (1994). Storytelling-through-pictures: Culturally sensitive psychotherapy for Hispanic children and adolescents. *Journal of Clinical Child Psychology, 23*, 13-20.
- Deblinger, E., McLeer, S.V., & Henry, D. (1990). Cognitive behavioral treatment for sexually abused children suffering post-traumatic stress: Preliminary findings. *Journal of the American Academy of Child and Adolescent Psychiatry, 29*, 747-752.
- Dishion, T. J., McCord, J., & Poulin, F. (1999). When interventions harm: Peer groups and problem behavior. *American Psychologist, 54*, 755-764
- Dresser, R. (1996). Mentally disabled research subjects: The enduring policy issues. *Journal of the American Medical Association, 276*, 67-72.
- Eyberg, S. M., & Robinson, E. A. (1982). Parent-child interaction therapy: Effects on family functioning. *Journal of Clinical Child Psychology, 11*, 123-129.
- Epstein, L. H., Myers, M. D., Raynor, H. A., & Saelens, B. e. (1998). Treatment of pediatric obesity. *Pediatrics, 101*, 554-570.
- Feindler, e. L., & Ecton, R. B. (1986). *Adolescent Anger Control: Cognitive-Behavioral Techniques*. Elmsford, NY: Pergamon Press.
- Figley, C. R. (1989). *Helping traumatized families*. San Francisco, CA: Jossey-Bass.
- Fisher, P. A., Ellis, H., & Chamberlain, P. (1999). Early intervention foster care: A model for preventing risk in young children who have been maltreated. *Children's Services: Social Policy, Research, and Practice, 2*, 159-182.
- Gale, J., & Newfield, N. (1992). A conversation analysis of a solution-focused marital therapy session. *Journal of Marital and Family Therapy, 18*, 153-165.

Gibbs, J., Arnold, K., Ahlborn, H., & Cheesman, F. (1984). Facilitation of sociomoral reasoning in delinquents. *Journal of Consulting and Clinical Psychology, 52*, 37-45.

Gibbs, J. C., Potter, B. G., Barriga, A. Q., & Liau, A. K. (1996). Developing the helping skills and prosocial motivation of aggressive adolescents in peer group programs. *Aggression and Violent Behavior, 1*(3), 283-305.

Gibbs, J. C., Potter, B. G., & Goldstein, A. P. (1995). *The EQUIP program: Teaching youth to think and act responsibly through a peer-helping approach*. Champaign, IL: Research Press.

Glick, B. (1996). Aggression Replacement Training in children and adolescents. In *The Hatherleigh guide to child and adolescent therapy* (pp. 191-226). New York: Hatherleigh Press.

Glick, B., & Goldstein, A. P. (1987). Aggression Replacement Training: An intervention for counselors. *Journal of Counseling and Development, 65*(7), 356-362.

Goenjian, A.K., Karayan, I., Pynoos, R.S., Minassian, D.M., Najarian, L.M., Steinberg, A.M., & Fairbanks, L.A. (1997). Outcome of psychotherapy among early adolescents after trauma. *American Journal of Psychiatry, 154*, 536-542.

Goldfield, G. S., Raynor, H. A., & Epstein, L. H. (2002). Treatment of pediatric obesity. In T. A. Wadden & A. J. Stunkard (Eds.), *Handbook of obesity treatment* (pp. 532-555). New York: Guilford Press.

Gordon, T. (1975). *P.E.T. Parent Effectiveness Training: The tested new way to raise responsible children*. New York, NY: New American Library.

Greenberg, M. T., Domitrovich, C., & Bumbarger, B. (2001). The prevention of mental disorders in school-aged children: Current state of the field. *Prevention and treatment: Special Issue, 4*.

Henggeler, S. W. (1999). Multisystemic therapy: An overview of clinical procedures, outcomes, and policy implications. *Child Psychology & Psychiatry, 4*(1), 2-10.

Henggeler, S. W. (1997). The development of effective drug-abuse services for youth. In J. A. Egertson, D. M. Fox, & A. I. Leshner (Eds.), *Treating drug abusers effectively* (pp. 253-279). New York: Blackwell Publishers.

Henggeler, S. W., & Borduin, C. M. (1990). *Family therapy and beyond: A multisystemic approach to treating the behavior problems of children and adolescents*. Pacific Grove, CA: Brooks/Cole.

Henggeler, S. W., Borduin, C. M., Melton, G. B., Mann, B. J., Smith, L. A., Hall, J. A., Cone, L., & Fucci, B. R. (1991). Effects of multisystemic therapy on drug use and abuse in serious juvenile offenders: A progress report from two outcome studies. *Family Dynamics of Addiction Quarterly, 1*, 40-51.

Henggeler, S. W., Clingempeel, W. G., Brondino, M. J., & Pickrell, S. G. (2002). Four-year follow-up of multisystemic therapy with substance-abusing and substance-dependent juvenile offenders. *Journal of American Academy of Child and Adolescent Psychiatry, 41*(7), 1-7.

Henggeler, S. W., Melton, G. B., Smith, L. A., Schoenwald, S. K., & Hanely, J. H. (1993). Family preservation using multisystemic treatment: Long-term follow-up to a clinical trial with serious juvenile offenders. *Journal of Child and Family Studies*, 2, 283-293.

Henggeler, S. W., Melton, G. B., & Smith, L. A. (1992). Family preservation using multisystemic therapy: An effective alternative to incarcerating serious juvenile offenders. *Journal of Consulting and Clinical Psychology*, 60, 953-961.

Henggeler, S. W., Rodick, J. D., Borduin, C. M., Hanson, C. L., Watson, S. M., & Urey, J. R. (1986). Multisystemic treatment of juvenile offenders: Effects on adolescent behavior and family interactions. *Developmental Psychology*, 22, 132-141.

Henggeler, S. W., & Schoenwald, S. K. (1994). Boot camps for juvenile offenders: Just say no. *Journal of Child and Family Studies*, 3(3), 243-248.

Henggeler, S. W., Schoenwald, S. K., Borduin, C. M., Rowland, M. D., & Cunningham, P. B. (1998). *Multisystemic treatment of antisocial behavior in children and adolescents*. New York: Guilford Press.

Henggeler, S. W., Schoenwald, S. K., Liao, J. G., Letourneau, e. J., & Edwards, D. L. (2002). Transporting efficacious treatments to field settings: The link between supervisory practices and therapist fidelity in MST programs. *Journal of Clinical Child Psychology*, 31, 155-167.

Hodges, K., Doucette-Gates, A., & Oinghong, L. (1999). The relationship between the Child and Adolescent Functional Assessment Scale (CAFAS) and indicators of functioning. *Journal of Child and Family Studies*, 8(1), 109-122.

Hodges, K., & Wong, M. M. (1996). Psychometric characteristics of a multidimensional measure to assess impairment: The Child and Adolescent Functional Assessment Scale. *Journal of Child and Family Studies*, 5(4), 445-467.

Holmbeck, G. N., Colder, C., Shapera, W., Westhoven, V., Kenealy, L., & Updegrove, A. (2000). Working with adolescents: Guides from developmental psychology. In P. C. Kendall (Ed.), *Child and Adolescent Therapy: Cognitive-behavioral Procedure* (pp. 334-385). New York: Guilford Press.

Holmbeck, G. N., Greenley, R. N., & Franks, E. A. (2003). Developmental issues and considerations in research and practice. In A. E. Kazdin & J. R. Weisz (Eds.), *Evidence-based psychotherapies for children and adolescents* (pp. 21-41). New York, NY: The Guilford Press.

Houts, A. C., Berman, J. S., & Abramson, H. A. (1994). The effectiveness of psychological and pharmacological treatments for nocturnal enuresis. *Journal of Consulting and Clinical Psychology*, 62, 737-745.

Hoyt, S., & Scherer, D. G. (1998). Female juvenile delinquency: Misunderstood by the juvenile justice system, neglected by social science. *Law and Human Behavior*, 22(1), 81-107.

Hughes, J. N., & Cavell, T. A. (1994). Enhancing competence in aggressive children. In G. Cartledge & J. F. Milburn (Eds.), *Teaching social skills to children: Innovative approaches* (3rd ed.). New York: Pergamon.

Izzo, R. L., & Ross, R. R. (1990). Meta-analysis of rehabilitation programs for juvenile delinquents. *Criminal Justice and Behavior*, 17, 134-142.

Jacobson, A., & Trauz, P. (1991). Clinical significance: A statistical approach to defining meaningful change in psychotherapy research. *Journal of Consulting and Clinical Psychology*, 59, 12-19.

Jensen, P. S. (1998). Ethical and pragmatic issues in the use of psychotropic agents in young children. *Canadian Journal of Psychiatry*, 43, 585-588.

Joaning, H., Quinn, W., Thomas, F., & Mullen, R. (1992). Treating adolescent drug abuse: A comparison of family systems therapy, group therapy, and family drug education. *Journal of Marital and Family Therapy*, 18(4), 345-356.

Kaslow, N. J., & Thompson, M. P. (1998). Applying the criteria for empirically supported treatments to studies of psychosocial interventions for child and adolescent depression. *Journal of Clinical Child Psychology*, 27, 146-155.

Kazdin, A. E. (1995). Child, parent, and family dysfunction as predictors of outcome in cognitive-behavior treatment of antisocial children. *Behavior Research and Therapy*, 33, 271-281.

Kazdin, A. E. (1997). A model for developing effective treatments: Progression and interplay of theory, research, and practice. *Journal of Clinical Child Psychology*, 26, 114-129.

Kazdin, A. E. (1999). Barriers to treatment participation and therapeutic change among children referred for conduct disorder. *Journal of Clinical Child Psychology*, 28, 160-172.

Kazdin, A. E. (2001a). Bridging the enormous gaps of theory with therapy research and practice. *Journal of Clinical Child Psychology*, 30, 59-66.

Kazdin, A. E. (2001b). Treatment of Conduct Disorders. In J. Hill & B. Maughan (Eds.), *Conduct disorders in childhood and adolescence* (pp.408-448). Cambridge, UK: Cambridge University Press.

Kazdin, A. E., Esveldt-Dawson, K., French, N. H., Unis, A. S. (1987b). Effects of parent management training and problem-solving skills training combined in the treatment of antisocial child behavior. *Journal of the American Academy of Child & Adolescent Psychiatry*, 26(3), 416-424.

Kazdin, A. E., Siegel, T.C., & Bass, D. (1992). Cognitive problem-solving skills training and parent management training in the treatment of antisocial behavior in children. *Journal of Consulting & Clinical Psychology*, 60(5), Oct 1992, pp. 733-747.

Kazdin, A. E. & Weisz, J. R. (1998). Identifying and developing empirically supported child and adolescent treatments. *Journal of Consulting and Clinical Psychology*, 66, 19-36.

Kendall, P.C. (1994). Treating anxiety disorders in children: Results of a randomized clinical trial. *Journal of Consulting and Clinical Psychology*, 62, 100-110.

Kendall, P.C., Flannery-Schroeder, E., Panichelli-Mindel, S.M., Southam-Gerow, M., Henin, A., & Warman, M. (1997). Therapy for youths with anxiety disorders: A second randomized clinical trial. *Journal of Consulting and Clinical Psychology*, 65, 366-380.

Kendall, P. C., Brady, E., & Verduin, T. (2001). Comorbidity in childhood anxiety disorders and treatment outcome. *Journal of the American Academy of Child and Adolescent Psychiatry*, *40*, 787-794.

Kendall, P. C., & Braswell, L. (1993). *Cognitive-behavioral therapy for impulsive children* (2nd ed.). New York: Guilford Press.

Koegel, L. K. (2000). Interventions to facilitate communication in autism. *Journal of Autism and Developmental Disorders*, *30*, 383-391.

Koegel, R. L., Bimbela, A., & Schreibman, L. (1996). Collateral effects of parent training on family interactions. *Journal of Autism and Developmental Disorders*, *23*, 347-359.

Koegel, R. L., Schreibman, L., Good, A., Cerniglia, L., Murphy, C., & Koegel, L. K. (1989). *How to teach pivotal behaviors to children with autism; A training manual*. Santa Barbara: University of California Press.

Kolko, D., Brent, D., Baugher, M., Bridge, J., & Birmaher, B. (2000). Cognitive and family therapies for adolescent depression: Treatment specificity, mediation and moderation. *Journal of Consulting and Clinical Psychology*, *68*, 603-614.

Larson, J., & Lochman, J. E. (2002). *Helping school children cope with anger: A cognitive-behavioral intervention*. New York; Guilford Press.

Leccese, M., & Waldron, H. B. (1994). Assessing adolescent substance abuse: A critique of current measurement instruments. *Journal of Substance Abuse Treatment*, *11*, 553-563.

Lewinsohn, P. M., Clarke, H. N., Seeley, J. R., & Rohde, P. (1994). Major depression in community adolescents: Age at onset, episode duration, and time to recurrence. *Journal of the American Academy of Child and Adolescent Psychiatry*, *33*, 809-818.

Liddle, H., Dakof, G. A., Parker, K., Diamond, G. S., Barrett, K., Tejada, M. (2001). Multidimensional family therapy for adolescent drug abuse: Results of a randomized clinical trial. *American Journal of Drug and Alcohol Abuse*, *27*(4), 651-688.

Lipsey, M. W. (1992). Juvenile delinquency treatment: A meta-analytic inquiry into the variability of effects. In T. D. Cook, H. Cooper, D. S. Corday, H. Hartman, L. V. Hedges, R. J. Light, T. A. Louis, & F. Mosteller (Eds.), *Meta-analysis for explanation: A casebook*. New York: Russell Sage Foundation.

Lipsey, M. W., & Wilson, D. B. (1998). Effective intervention for serious juvenile offenders: A synthesis of research. In R. Loeber & D. Farrington (Eds.), *Serious and violent juvenile offenders: Risk factors and successful interventions* (pp. 313-344). London: Sage.

Lochman, J. E., FitzGerald, D. P., & Whidby, J. M. (1999). Anger management with aggressive children. In C. Schaefer (Ed.), *Short-term psychotherapy groups for children* (pp. 301-349). Northvale, NJ: Jason Aronson.

Lochman, J. E., Wells, K. C., & Murray, M. (in press). The Coping Power Program: Preventive intervention at the middle school transition. In J. Szapocznik, P. Tolan, S. Sambrano (Eds.), *Preventing substance abuse: 3-14*. Washington, DC: American Psychological Association.

Lock, J., Legrange, D., Agras, W. S., & Dare, C. (2001). *Treatment manual for anorexia nervosa*. New York: Guilford Press.

Lonigan, C. J., Elbert, J. C., & Johnson, S. B. (1998). Empirically supported psychosocial interventions for children: An overview. *Journal of Clinical Child Psychology*, 27, 138-145.

Madanes, c. (1981). *Strategic family therapy*. San Francisco: Jossey-Bass.

Malgady, R. G., Rogler, L. H., & Costantino, G. (1990). Hero/heroine modeling for Puerto Rican adolescents: A preventive mental health intervention. *Journal of Consulting and Clinical Psychology*, 58, 469-474.

Minuchin, S. (1974). *Families and family therapy*. Cambridge, MA: Harvard University Press.

Minuchin, S., & Fishman, H. C. (1981). *Family therapy techniques*. Cambridge, MA: Harvard University Press.

Mash, E. J., & Terdal, L. G. (Eds.). (1997). *Assessment of childhood disorders* (3rd ed.). New York: Guilford Press.

McNeil, C. B., Capage, L., Bahl, A., & Blanc, H. (1999). Importance of early intervention for disruptive behavior problems: Comparison of treatment and waitlist control groups. *Early Education and Development*, 10, 445-454.

Meichenbaum, D. H. (1977). *Cognitive-behavioral modification: An integrative approach*. New York: Plenum Press.

Miller, W. R., & Rollnick, S. (2002). *Motivational interviewing* (2nd ed.). New York: Guilford Press.

Miller, W. R., Westerberg, V., & Waldron, H. B. (1995). Evaluating alcohol problems in adults and adolescents. In R. K. Hester & W. R. Miller (Eds.), *Handbook of alcoholism treatment approaches: Effective alternatives* (2nd ed.) (pp. 17-53). Boston, MA: Allyn & Bacon.

Minuchin, S. (1974). *Families and family therapy*. Cambridge, MA: Harvard University Press.

Minuchin, S., & Fishman, H. C. (1981). *Family therapy techniques*. Cambridge, MA: Harvard University Press.

Mufson, L., Weissman, M. M., Moreau, D., & Garfinkel, R. (1999). Efficacy of interpersonal psychotherapy for depressed adolescents. *Archives of General Psychiatry*, 56, 573-579.

Mumola, C. (2000). Incarcerated parents and their children. In *Bureau of Justice statistics special report*. Washington, DC: U. S. Government Printing Office.

Munger, R. L., (1998). *The ecology of troubled children: Changing children's behavior by changing the places, activities and people in their lives*. Cambridge, MA: Brookline Books.

Muris, P., Merckelbach, H., Holdrinet, I., & Sijsenaar, M. (1998). Treating phobic children: Effects of EMDR versus exposure. *Journal of Consulting and Clinical Psychology*, 66, 193-198.

Ollendick, T. H. & King, N. J. (1998). Empirically supported treatments for children with phobic and anxiety disorders: Current status. *Journal of Clinical Child Psychology*, 27, 156-167.

Ollendick, T. H., & King, N. J. (2000). Empirically supported treatments for children and adolescents. In P. C. Kendall (Ed.), *Child and Adolescent Therapy: Cognitive-behavioral Procedures* (2nd ed., pp. 386-425. New York: Guilford Press.

Patterson, G.R. (1976). *Living with children: New methods for parents and teachers*. Champaign, IL: Research Press.

Patterson, G.R. (1982). *Coercive family process*. Eugene, OR: Castalia.

Patterson, G.R. & Gullion, M.E. (1968). *Living with children: New methods for parents and teachers*. Champaign, IL: Research Press.

Patterson, G. R. (1985). Beyond technology: The next stage in developing an empirical base for parent training. In L. L'Abate (Ed.), *Handbook of family psychology; Volume 2* (pp. 1344-1379). Homewood, IL: Dorsey.

Patterson, G. R., Reid, J. B., Jones, R. R., & Conger, R. E. (1975). *A social learning approach to family intervention. Vol. 1 Families with aggressive children*. Eugene, OR: Castalia.

Pelham, W. E. (1999). President's message: The NIMH multimodal treatment study for ADHD: Just say yes to drugs? *Clinical Child Psychology Newsletter*, 14, 1-10.

Platt, A. M. (1977). *The child savers: The invention of delinquency* (2nd ed.). Chicago, IL: The University of Chicago Press.

Polcin, D. (1992). A comprehensive model for adolescent chemical dependency treatment. *Journal of Counseling and Development*, 70(3), 376-382.

Pollard, S., Ward E. M., & Barkley, R. A., (1983). *The effects of parent training and Ritalin on parent-child interactions of hyperactive boys*. *Child and Family Therapy*, 5, 51-69.

Prinz, R. J., & Miller, G. E. (1994). Family-based treatment for childhood antisocial behavior: Experimental influences on dropout and engagement. *Journal of Consulting and Clinical Psychology*, 62, 645-650.

Prochaska, J.O., & Norcross, J.C. (1999). *Systems of psychotherapy: A transtheoretical analysis* (4th ed.). Pacific Grove, CA: Brooks/Cole.

Pumariega, A. J., Swanson, J. W., Holzer, C. E., Linskey, A. O., & Quintero-Salinas, R. (1992). Cultural context and substance abuse in Hispanic adolescents. *Journal of Child and Family Studies*, 1, 75-92.

Querido, J. G., Warner, T. D., & Eyberg, S. M. (2002). The cultural context of parenting: An assessment of parenting styles in African-American families. *Journal of Clinical Child and Adolescent Psychology*, 31, 272-277.

Reid, W. J. (1997). Evaluating the Dodo's verdict: Do all interventions have equivalent outcomes? *Social Work Research*, 21, 5-16.

Roberts, R. E., Attkisson, C. C., & Rosenblatt, A. (1998). Prevalence of psychopathology among children and adolescents. *American Journal of Psychiatry*, *155*, 715-725.

Robin, A. L., Gilroy, M., & Dennis, A. B. (1998). Treatment of eating disorders in children and adolescents. *Clinical Psychology Review*, *18*, 421-446.

Robin, A. L., Siegel, P. T., Moye, A. W., Gilroy, M., Dennis, A. B., & Sikand, A. (1999). A controlled comparison of family versus individual therapy for adolescents with anorexia nervosa. *Journal of the American Academy of Child and Adolescent Psychiatry*, *38*, 1428-1429.

Rohde, P., Clarke, G. N., Mace, D. E., Jorgensen, J., Seeley, J. R. & Gau, J. (2001, October). *Cognitive-behavioral treatment for depressed adolescents with comorbid conduct disorder*. Paper presented at the annual conference of the American Academy of Child and Adolescent Psychiatry, Honolulu.

Rohde, P., Lewinsohn, P. M., & Seeley, J. R. (1994). Are adolescents changed by an episode of major depression? *Journal of the American Academy of Child and Adolescent Psychiatry*, *33*, 1289-1298.

Rubin, A. et al. (2001). The Effectiveness of EMDR in a child guidance center. *Research on Social Work Practice*, *11*(4), 435-457.

Ryan, N. D., Puig-Antich, J., Ambrosini, P., Rabinovich, H., Robinson, D., Nelson, B., Iyengar, S., & Twomey, J. (1987). The clinical picture of major depression in children and adolescents. *Archives of General Psychiatry*, *44*, 854-861.

Santarelli, G., Koegel, R. L., Casas, J. M., & Koegel, L. K. (2001). Culturally diverse families participating in behavior therapy parent education programs for children with developmental disabilities. *Journal of Positive Behavior Interventions*, *3*(2), 120-123.

Santisteban, D. A., Coatsworth, J. D., Perez-Vidal, A., Mitrani, V., Jean-Gilles, M., & Szapocznik, J. (1997). Brief structural/strategic family therapy with African American and Hispanic youth. *Journal of Community Psychology*, *25*, 453-471.

Szapocznik, J., Hervis, O. E., & Schwartz, S. (2002). *Brief strategic family therapy for adolescent drug abuse*. Rockville, MD: National Institute on drug Abuse.

Szapocznik, J. & Kurtines, W. M. (1989). *Breakthroughs in family therapy with drug abusing and problem youth*. New York: Springer.

Santisteban, D. A., Szapocznik, J., Perez-Vidal, A., Kurtines, W. M., Murray, E. J., & LaPerriere, A. (1996). Efficacy of interventions for engaging youth/families into treatment and the factors that contribute to differential effectiveness. *Journal of Family Psychology*, *10*, 35-44.

Scarr, S. (1993). Biological and cultural diversity: The legacy of Darwin for development. *Child Development*, *64*, 1333-1353.

Schoenwald, S. K., Ward, D. M., Henggeler, S. W., Pickrel, S. G., & Patel, H. (1996). Multisystemic therapy treatment of substance abusing or dependent adolescent offenders: Costs of reducing incarceration, inpatient, and residential placement. *Journal of Child and Family Studies*, *5*, 431-444.

Seagram, B. C. (1997). *The efficacy of solution-focused therapy with young offenders*. Unpublished doctoral dissertation, York University, New York, Ontario, Canada.

Selekman, M. D. (1993). *Pathways to change: Brief therapy solutions with difficult adolescents*. New York: Guilford Press.

Selekman, M. D. (1991). "With a little help from my friends": The use of peers in the family therapy of adolescent substance abusers. *Family Dynamics of Addiction Quarterly*, 1(1), 69-77.

Selman, R. L. (1981). The child as friendship philosopher. In S. R. Asher, & J. M. Gottman (Eds.), *The development of children's friendships* (pp. 242-272). Cambridge, UK: Cambridge University Press.

Serketich, W. J., & Dumas, J. E. (1996). The effectiveness of behavioral parent training to modify antisocial behavior in children: A meta-analysis. *Behavior Therapy*, 27, 493-518.

Shaffer, D., Lucas, C. P., & Richters, J. E. (Eds.) (1999). *Diagnostic assessment in child and adolescent psychopathology*. New York: The Guilford Press.

Shaw, H., Stice, E., & Springer, D. W. (2004). Perfectionism x body dissatisfaction x self-esteem model of bulimia etiology: An independent replication. *International Journal of Eating Disorders*.

Shure, M. B. (1992). *I Can Problem Solve (ICPS): An Interpersonal Cognitive Problem Solving Program*. Champaign, IL: Research Press.

Silverman, W. K., & Kurtines, W. M. (1999). A pragmatic perspective toward treating children with phobia and anxiety problems. In S. W. Russ & T. H. Ollendick (Eds.), *Handbook of Psychotherapies with Children and Families* (pp. 505-521). New York: Kluwer Academic/Plenum Publishers.

Smith, D. K., Sprengelmeyer, P. g., & Moore, K. J. (in press). Parenting and antisocial behavior. In M. Hoghughi & N. Long (Eds.), *Sage handbook of parenting: Theory, research and practice*. London: Sage.

Smith, T. (1999). Outcome of early intervention for children with autism. *Clinical Psychology Science and Practice*, 6, 33-49.

Sobell, L. C., & Sobell, M. B. (1992). Timeline follow-back: A technique for assessing self-reported alcohol consumption. In R. Z. Litten & J. P. Allen (Eds.), *Measuring alcohol consumption: Psychosocial and biochemical methods* (pp. 41-72). Totowa, NJ: Humana Press.

Spaccarelli, S., Cotler, S., & Penman, D. (1992). Problem-solving skills training as a supplement to behavioral parent training. *Cognitive Therapy and Research*, 16, 1-18.

Springer, D. W., & Lynch, C. (in press). Effective interventions for students with conduct disorder. In C. Franklin, M. B. Harris, & P. Allen-Meares (Eds.), *The school services sourcebook: A guide for social workers, counselors, and mental health professionals*. New York, NY: Oxford University Press.

Springer, D. W., & Tripodi, S. J. (in press). Treating dually-diagnosed juvenile delinquents. In B. Thomlison & K. Corcoran (Eds.), *The practicum and internship: The skills-based manual of best practices in the field experience*. Charles C. Thomas.

Springer, D. W. (2004). Treating juvenile delinquents with conduct disorder, attention-deficit/hyperactivity disorder, and oppositional defiant disorder. In A. R. Roberts & K. R. Yeager (Eds.), *Evidence-based practice manual: Research and outcome measures in health and human services* (pp. 263-273). New York, NY: Oxford University Press.

Springer, D. W. (2004). Evidence-based treatment of juvenile delinquents with externalizing disorders: Conduct disorder and explosive anger case exemplar. In A. R. Roberts (Ed.), *Juvenile justice sourcebook: Past, present, and future* (pp. 365-380). New York, NY: Oxford University Press.

Springer, D. W. (2004). Treating substance-abusing youth. In C. A. McNeece & D. M. DiNitto (Eds.), *Chemical dependency: A systems approach* (3rd ed.). Needham Heights, MA: Allyn & Bacon.

Springer, D. W. (2002). Assessment protocols and rapid assessment instruments with troubled adolescents. In A. R. Roberts & G. J. Greene (Eds.), *Social workers' desk reference* (pp. 217-221). New York: Oxford University Press.

Springer, D. W. (2002). Treatment planning with adolescents: ADHD case application. In A. R. Roberts & G. J. Greene (Eds.), *Social workers' desk reference* (pp. 324-327). New York: Oxford University Press.

Springer, D. W., McNeece, C. A., & Arnold, E. M. (2003). *Substance abuse treatment for criminal offenders: An evidence-based guide for practitioners*. Washington, DC: American Psychological Association.

Springer, D. W., & Orsbon, S. H. (2002). Families helping families: Implementing a multi-family therapy group with substance-abusing adolescents. *Health and Social Work, 27*(3), 204-207.

Springer, D. W. (2001). Adolescent runaways: Today's Huckleberry Finn crisis. *Brief Treatment and Crisis Intervention, 1*, 131-151.

Springer, D. W., Lynch, C., & Rubin, A. (2000). Effects of a solution-focused mutual aid group for Hispanic children of incarcerated parents. *Child & Adolescent Social Work Journal, 17*(6), 431-442.

Springer, D. W., Sharp, D. S., & Foy, T. A. (2000). Coordinated service delivery and children's well-being: Community Resource Coordination Groups of Texas. *Journal of Community Practice, 8*(2), 39-52.

Springer, D. W. (1998). Validation of the Adolescent Concerns Evaluation (ACE): Detecting indicators of runaway behavior in adolescents. *Social Work Research, 22*(4), 241-250.

Stanton, M. D., & Todd, T. C. (1979). Structural family therapy with drug addicts. In E. Kaufman, & P. Kaufmann (Eds.), *The family therapy of drug and alcohol abuse*. New York: Gardner Press.

Stanton, M. D., & Todd, T. C., & Associates (1982). *The family therapy of drug abuse and addiction*. New York: Guilford.

- Stark, K. (1990). *Childhood depression: School-based intervention*. New York: Guilford Press.
- Startup, M., & Edmonds, J. (1994). Compliance with homework assignments in cognitive-behavioral psychotherapy for depression: Relation to outcome and methods of enhancement. *Cognitive Therapy and Research, 18*, 567-579.
- Steinberg, L. (1987). Impact of puberty on family relations: Effects of pubertal status and pubertal timing. *Developmental Psychology, 23*, 451-60.
- Szapocznik, J., Kurtines, W. M., Foote, F. H., Perez-Vidal, A., & Hervis, O. (1986). Conjoint versus one-person family therapy: Further evidence for the effectiveness of conducting family therapy through one person with drug-abusing adolescents. *Journal of Consulting and Clinical Psychology, 54*, 395-397.
- Szapocznik, J., Kurtines, W. M., Foote, F. H., Perez-Vidal, A., & Hervis, O. (1983). Conjoint versus one-person family therapy: Some evidence for the effectiveness of conducting family therapy through one person with drug-abusing adolescents. *Journal of Consulting and Clinical Psychology, 51*, 990-999.
- Szapocznik, J., Murray, E., Scopetea, M., Hervis, O., Rio, A., Cohen, R., Rivas-Vazques, A., & Posada, V. (1989). Structural family versus psychodynamic child therapy for problematic Hispanic boys. *Journal of Consulting and Clinical Psychology, 57*, 571-578.
- Thompson, L. T., Riggs, P. D., Mikulich, S. K., & Crowley, T. J. (1996). Contribution of ADHD symptoms to substance problems and delinquency in conduct-disordered adolescents. *Journal of Abnormal Child Psychology, 24*, 325-334.
- Todd, T. C., & Selekman, M. (1994). A structural-strategic model for treating the adolescent who is abusing alcohol and other drugs. In W. Snyder, & T. Ooms (Eds.), *Empowering families, helping adolescents: Family-centered treatment of adolescents with alcohol, drug abuse, and mental health problems* (publication series 6) (pp. 79-89). Rockville, MD: U.S. Department of Health and Human Services, Center for Substance Abuse Treatment.
- Todd, T., & Selekman, M. (Eds.) (1991). *Family therapy approaches with adolescent substance abusers*. Englewood Cliffs, NJ: Prentice Hall.
- Treadwell, K. R. H., Flannery-Schroeder, E. C., & Kendall, P. C. (1995). Ethnicity and gender in relation to adaptive functioning, diagnostic status, and treatment outcome in children from an anxiety clinic. *Journal of Anxiety Disorders, 9*, 373-384.
- U.S. Public Health Service. (2000). *Report of the Surgeon General's Conference on Children's Mental Health: A national action agenda*. Washington, DC: U.S. Department of Health and Human Services.
- Urquiza, A. J., & McNeil, C. B. (1996). Parent-child interaction therapy: Potential applications for physically abusive families. *Child Maltreatment, 1*, 134-144.
- Valentine, P. (1995). Traumatic Incident Reduction: A review of a new intervention. *Journal of Family Psychotherapy, 6*, 73-78.

Vorrath, H. H., & Brendtro, L. K. (1985). *Positive peer culture* (2nd ed). New York, NY: Aldine De Gruyter.

Webster-Stratton, C. (1990). Enhancing the effectiveness of self-administered videotape parent training from families with conduct-problem children. *Journal of Abnormal Child Psychology*, *18*, 479-492.

Webster-Stratton, C. (1992). *The Incredible Years: A Trouble Shooting Guide for Parents of Children Aged 3-8*. Toronto: umbrella Press.

Webster-Stratton, C. (2000). *How to Promote Social and Academic Competence in Young Children*. London: Sage.

Webster-Stratton, C., & Lindsay, D. W. (1999). Social competence and early-onset conduct problems: Issues in assessment. *Journal of Child Clinical Psychology*, *28*, 25-93.

Weisz, J. R., Hawley, K. M. (1998). Finding, evaluating, refining, and applying empirically supported treatments for children and adolescents. *Journal of Clinical Child Psychology*, *27*, 206-216.

Wiesz, J. R., & Jensen, P. S. (1999). Efficacy and effectiveness of child and adolescent psychotherapy and pharmacotherapy. *Mental Health Services Research*, *1*, 125-157.

Weisz, J. R., Rudolph, K. D., Granger, D. A., & Sweeney, L. (1992). Cognition, competence, and coping in child and adolescent depression: Research findings, developmental concerns, therapeutic implications. *Development and Psychopathology*, *4*, 627-653.

Whitaker, R. C., Wright, J. A., Pepe, M. S., Seidel, K. D., & Dietz, W. H. (1997). Predicting obesity in young adulthood from childhood and parental obesity. *New England Journal of Medicine*, *337*, 869-873.

Whitehead, J. T., & Lab, S. P. (1989). A meta-analysis of juvenile correctional treatment. *Journal of Research in Crime and Delinquency*, *26*, 276-295.

Williams, J. B. W. (1988). A structured interview guide for the Hamilton Depression Rating Scale. *Archives of General Psychiatry*, *45*, 742-747.