

In this assignment, you will create a slideshow with accompanying verbal narration that showcases the course competencies you achieved and highlights your research and writing in this course. This presentation will comprise a synthesis of the three project components from Units 2, 4, and 6. Guidelines are provided in the resources for verbal communication, presentation design, and software you can use.

You may potentially use this comprehensive presentation for job interviews. It can give prospective employers the opportunity to see a complete picture of who you are, your education, your accomplishments, and your skill sets. You may use some or all of it to convey concepts, to illustrate the depth of your skills and experience, or as a tool to get a second interview.

As you begin to review the requirements for this assignment, make sure you have the final versions of the following:

- Research Data Analysis – Course project part 1 from Unit 2.
 - Cultural Competency – Course project part 2 from Unit 4.
 - Ethical Issue and Action Plan – Course project part 3 from Unit 6.
- It is recommended that you revise these assignments as needed, in response to feedback you received from your instructor and your own reflection.

While examining your project components and making decisions about the essential information that will be presented, it is recommended that you begin by creating an outline and comparing it to the Comprehensive Case Presentation Scoring Guide to ensure you have specifically taken into account and addressed all of the grading criteria in detail.

You will use your research, analysis, writing, and communication skills intensely for this project. This capstone course is designed to allow you multiple opportunities for demonstrating your mastery of the content and the course competencies, which are also the established program outcomes.

Slideshow Instructions

You may use PowerPoint to create this slideshow, or if you wish, you may use Prezi or some other option. However, PowerPoint is best supported by the resources provided. You are responsible for making your presentation work. For each project component you have completed in this course, create 8–10 slides that provide a high-level explanation or summary. In other words, you should create a minimum of 24 slides, plus a title slide, introduction slides, conclusion slides, and references slides. Use a clear and concise structure.

- Title slide: On the first slide, enter:
 - A brief presentation title.

- Your name.
- Course number and title.
- Capella University.
- Instructor's name.
- **Introduction slides:** Provide a brief introduction to your presentation. Describe what you will be discussing in your presentation.
- **Content slides:** Provide a high-level overview of the Unit 2, Unit 4, and Unit 6 assignments.
- **Conclusion slides:** Briefly summarize your presentation. Provide a concise summary about the topics addressed.
- **Reference slides:** List all references cited in your presentation.

Design Considerations

Consider the following when creating the presentation:

- Use the PowerPoint template given in the resources as a starting point, if you like. Replace all text that is within brackets [. . .].
- Be sure to cut the number of words on each slide to the bare minimum without losing the meaning. It would be ideal to have no more than six bullet entries on a slide and no more than 10 words per entry. You can always add more slides to cover any given topic.
- Be sure to use typefaces that are easy to read.
 - Do not use more than two typefaces of different names (such as Helvetica or Times).
 - Do not use different typefaces that are similar in style. However, it is very helpful to use some appropriate contrasts of sizes and weights of type to focus the viewer's attention on the most important content within each slide.
- Consider using pictures and diagrams, in addition to words, to convey relevant information visually. However, minimize the use of decorative elements or effects that distract from meaning.
 - For any visual material within your presentation that you did not create yourself, cite the source.
 - For presentations in a professional context:
 - If you use pictures or diagrams that you did not create yourself, you must seek out, and abide by, applicable copyright restrictions. See the resources for a link to a guide for finding free-to-use images.
 - If required by members of your audience, be prepared to make appropriate accommodations.
- Use current APA style citations and list references in slides at the end of the presentation.
- Enhance the design of the presentation to make it more effective, if you wish to do so. For more guidance on PowerPoint design, review the Guidelines for Effective PowerPoint Presentations (given in the resources).

- See the Basic Tasks in PowerPoint 2010 and Basic Tasks for Creating a PowerPoint Presentation (given in the resources) for guidance on the basics of using PowerPoint. If after reviewing this material, you need more help using PowerPoint, contact your instructor—seek help early.

All slides should include presenter notes (a minimum of three paragraphs) of what you will say for each slide. You may use information directly from your project components when writing presenter notes. However, entries should be edited so that they are written as if you are speaking to an audience or a potential employer, for example. You can utilize the presenter notes when recording the audio piece of the presentation.

Before you record or present your slideshow for review, make sure you have included the salient points from the final versions of all three project components. Remember, this assignment is the compilation and summary of the salient points from all three assignments. It is also recommended that you review the Comprehensive Case Presentation Scoring Guide to make sure you have addressed all assignment criteria. Direct any questions about this assignment to your instructor.

Presentation Instructions

Your presentation should employ effective verbal delivery. Elements include:

- Appropriate volume and clear pronunciation.
- Avoidance of audible fidgeting and distracting interjections.
- Variety of intonation and pacing and appropriate use of pauses.

Important: Before you deliver or record your presentation, it is recommended that you allow ample time to practice your presentation until you master all these and are comfortable with these elements.

You may record the slideshow presentation with your verbal narration, or arrange with your instructor for a time to deliver it live.

- If you choose to present live, contact your instructor prior to this unit so that you can set up a time to meet.
- If you choose to record your audiovisual presentation, it is recommended that you use Adobe Connect. However, if you prefer, you may use one of the following alternative tools to record and present your video. But, if you do so, you must make sure that the presentation is viewable by your instructor.
 - Kaltura. (Directions are in the Using Mashups Tools tutorial.)
 - Screencast-o-matic.
 - Prezi.

Case Analysis: Addressing Antisocial Behaviors in Children

Name

Institutional Affiliation

Case Analysis: Addressing Antisocial Behaviors in Children

1. Introduction

Children who have spent their early lives in adoption and foster care facilities often face major social and emotional problems. When they are placed in social environments such as schools, they express externalizing behaviors such as delinquency, aggression, as well as reduced social skills (Benson & Haith, 2010). Compared to children who live in their biological family settings, they are at a high risk of developing behavioral and psychological challenges. Foster children are more commonly diagnosed with internalizing and externalizing behaviors than their colleagues in biological homes. These problems often include difficulties in academic adjustments, antisocial behaviors, low self-esteem, as well as emotional incompetence. The resilience of children in adoptive and foster care settings often influences their behavior in subsequent care environments (Benson & Haith, 2010). Some features within the new environments often play a major role in the general functioning of the child. This may include nature of the family, characteristics of the home, as well as the nature of the community, such as school and friends. Effective therapeutic interventions are needed to address antisocial behaviors of children who are from foster care settings.

Summary of the Case

Alex is a child who is suffering from antisocial behavior. Alex tends to avoid interacting with his peers, even when he is approached. Instead, he prefers to play alone and is often irritated when his peers approach him for a play. The seven-year-old Alex is presently on his first grade at Constance Elementary in remote parts of Ohio. Before joining the school, Alex had been adopted from a Romanian foster care facility at age 3. The orphanage faced numerous challenges that partly contributed to Alex's behavioral problems. For instance, there were insufficient employees

to attend to the needs of many children. Thus, Alex, together with other children, in the facility, did not have the opportunity to engage in interactions with each other and with members of staff. On the contrary, he spent a significant period of time in his crib where he was deprived of the opportunity to socially interact with other children in the room. The caretakers only had sufficient time to feed and clean him, but never spent time engaging in talks and playing with him and other children. In his new schooling environment, Alex is required by the school norms to interact with his peers on every day. However, Alex normally chooses to play alone and does not recognize other children. He develops aggressiveness when other kids approach him and sometimes acts as if he has not seen them.

Population-based interventions have been lauded as effective strategies for addressing social and emotional problems that affect children from foster care facilities. This is particularly true for Alex, who expresses hesitance with the idea of interacting with his peers. Aggressive behaviors are some of the societal problems that continue to affect children from the United States and other parts of the world (Nezu & Nezu, 2016). Antisocial behaviors are some of the leading causes of alcohol and substance abuse, which later affect children as they grow to adulthood. According to the social problem solving theory, children develop aggressive behaviors since they are deficient of interpersonal cognitive problem-solving competence, such as ability to brainstorm solutions, consider their consequences, and relate their causes to impacts during interpersonal interactions.

2. Theoretical Framework

Numerous psychological theories have attempted to explain how children develop antisocial and aggressive behaviors. For instance, the social learning theory suggests that antisocial

behaviors can be viewed as a sophisticated outcome of a history of reinforcing exchanges with the immediate social environment. This process begins from early orphanage contexts. However, it occurs in various phases and contexts across a person's life course. The most significant mechanism for learning antisocial traits within the orphanage setting is conceptualized to be negative reinforcement, in which a child gains insights into how they can utilize antisocial reactions to terminate the aversive behaviors of parents and siblings. Therefore, when requested to do a chore, the child may decide to ignore the parent or guardian. When the intensity of requests increase in tone and volume, the child might refuse outright to do what is being requested, then yells at his peers and eventually run away. These antisocial behaviors might increase in the future if the child is not met with negative reinforcements such as punishments. In this case, Alex has never been encouraged by the staff members to interact with his peers. Thus, he feels comfortable and does not see anything wrong with being lonely. However, these traits could have been avoided if tendencies to keep off social gatherings could be met with negative reinforcements such as punishments.

The social problem solving theory also attempts to explain the process through which children try to identify, discover, and develop adaptive mechanisms of coping with a broad range of stressful environments or challenges that they encounter when they change their environments (Akers & Jensen, 2011). For Alex, meeting and interacting with friends is a new and stressful experience since he has never done that before. Therefore, he might respond aggressively by trying to avoid friends and social interactions. The social problem solving theory represents the process through which individuals attempt to direct their coping efforts at altering the challenging nature of a specific circumstance as well as their response to such challenges (Akers & Jensen, 2011). Rather than reflecting a specific form of coping trait or activity, the theory

represents the multidimensional meta-procedures that entail ideographic identification and selection of several coping reactions to implement so as to match sufficiently the distinct characteristics of a specific timeframe.

3. Related Research

Numerous studies have been conducted to explore the causes, impacts and solutions to antisocial behaviors of children from orphanages and foster care facilities. For instance, Prinz and Sanders (2007) propose an evidence-based intervention to address the problem of antisocial behaviors among children. According to these researchers, evidence-based therapeutic strategies coupled with preventive interventions in the child and family contexts are yet to be embraced by many health care professionals and psychologists. In spite of the widespread increase in child behavioral and emotional challenges, many parents and families in need have not yet received or participated in services. In an effort to address this problem, Prinz and Sanders (2007) proposes the need for a population-based approach to address antisocial behavior. Examples of therapeutic strategies recommended by the authors include: family-based interventions and incorporation of multiple disciplines. According to Prinz and Sanders (2007), a multidisciplinary approach that takes into account all aspects of the child's life should be taken into account when developing interventions. Therefore, treatment programs should cut across various disciplines since each context has its own practitioners. For an intervention to be truly accessible to the population, it should belong to practitioners from various disciplines as opposed to using a monopolized approach. Family-based initiatives should be based on social learning theory, functional evaluation, and cognitive-behavioral strategies. This is especially appropriate for early behavioral and conduct problems that Alex is facing.

While Prinz and Sanders (2007) propose the utilization of population-based approach to treating antisocial behavior, Jankowska (2015) states that emphasis should be stressed on collaborative relations between learning institutions and the child welfare systems to promote quality of service. According to Jankowska (2015), the leading stressors for children from adoption orphanages are the challenges that they undergo in their transitions and adjustments to stable family and school environments. In addition, cultural and linguistic problems also generate potential challenges within the adjustment stage. In view of the above, Jankowska (2015) recommends that psychologist and school heads should collaborate to improve stability of school enrollments, improve advocacy initiatives for the children and caregivers, and enhance the quality and standards of academic programs.

Further, Sukhodolsky et al. (2016) propose the use of cognitive behavioral therapy (CBT) as an effective strategy to treat antisocial behaviors among children. According to Sukhodolsky et al. (2016), avoidance of social interactions, anger, and irritability, are some of the leading causes of admission of children to mental health hospitals. Sukhodolsky et al. (2016) assert that CBT should be utilized to target insufficiencies in emotional regulations and social problem-solving competencies that are associated with aggressive tendencies. CBT should be utilized as a n intervention that is carried out with the child. Emphasis should be placed on the learning strategies and utilization of structured models to generated positive changes in the child's thinking, feelings, and behaviors. Some of the most commonly-lauded CBT strategies include identification of the antecedents and impacts of poor social skills and aggressive behaviors, and development of learning approaches for the recognition and regulation of anger expressions. This method should also focus on problem-solving and cognitive restructuring effort, coupled with

reinforcement so as to counter the stressing agents, which may be wild guardians and colleagues, deplorable living environments, and antisocial communities. The maladaptive acquired antisocial behavior can persist way into adulthood if appropriate measures are not taken in due course. In order to propose an effective remedy for children with antisocial behaviors such as Alex, it is important to assess their past life experiences so as to understand the cause of the antisocial behavior. A tailored therapeutic intervention can then be improvised tailored to the needs of the specific child. The most appropriate intervention, for the case of Alex is the family-based

intervention through the application of functional evolution and cognitive behavioral therapies, and the incorporation of multiple disciplines. This approach takes into account specific stressing factors of the child's past and present life.

References

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Case Study: Cultural Influence on Behavior

Student's Name

Institutional Affiliation

Case Study: Cultural Influence on Behavior

Summary

The chosen case is that of a first grader called Alex. The boy was adopted from a Romanian orphanage when he was three years old. Alex has social problems since he does not interact with his classmates or schoolmates. He is withdrawn from the rest of his classmates, and acts aggressively towards them when they want to interact with him. His class teacher has noticed that he has a problem since he secludes himself as if he is in his own world. The school principal is angry at him and threatens to expel him. Alex's problem seems to have started from the orphanage from where he was adopted. In the Romanian orphanage, Alex used not to interact with other students possibly due to the social habits of the children in the orphanage, and the fact that the teachers there were not social enough to interact with him. Alex's antisocial behaviors can be explained using the psychodynamic theory, theory of planned behavior (TPB), and the theory of reasoned action (TRA).

The psychodynamic perspective holds that past antisocial people and environment that Alex went through in the Romanian orphanage influenced him to be antisocial later in life (Montano & Kasprzyk, 2015). The TRA and TPB hold that personal motivational factors are the determinants of the possibility that a person can behave in a specific way (Montano & Kasprzyk, 2015). Thus a person's attitude towards the behavior determines whether he will act it out. In Alex's situation, he had developed the antisocial behavior in the orphanage, and his attitude later in the first grade was that the antisocial behavior and aggression was normal, thus he tended to behave antisocially because he thinks that is the right way to behave. This case shows that cultures of the Romanian teachers and most children in the orphanage are antisocial, and children raised with such people may grow to be antisocial professionals in their adult life.

Cultural Issue

The Hays ADDRESSING model aids in understanding the influence of age, disabilities, religion, ethnicity, sexual orientation, socioeconomic situation, indigenous status, nation of origin, and gender on the character and behavior of individuals (Crockett & Hays, 2015). In Alex's case, his young age made him vulnerable to be easily influenced by the situation he went through. Living in an orphanage means that he is from a low socioeconomic class, which led him to the orphanage that was full of antisocial tendencies. The country where the orphanage was also seems to be ethnically and culturally antisocial. This is because the teachers in the orphanage did not find Alex's antisocial behaviors abnormal. It means that the culture of people in the nation in which children spend their early childhood can influence their future behaviors (Crockett & Hays, 2015).

The most compelling explanation for the antisocial tendencies according to Hays ADDRESSING model revolves around age, socioeconomic status, and culture of the people of the nation in which a person spends early life. Ethnicity and the culture of Romanians seem to be antisocial. This is because even the children in that orphanage were not social with Alex. The teachers also did not advocate for sociability of the children through organizing social activities such as games. This impacted negatively on the behavior of Alex. Being an orphan, the low socioeconomic state of the child led to his being raised in the orphanage at a tender age. Poverty is a major contributing factor that exposed Alex to the antisocial environment. Had he been from socioeconomically high background, he would have been raised in a better environment, and his behavior would not be antisocial.

Theoretical Explanations

The antisocial cultural behavior can be explained through psychological theories. The Conflict theory holds that deviant behaviors arise from situations in which material, social, or political differences within a group of people (Matsueda, 2017). As such, the deviant behavior such as tendencies of not interacting with people can spread among the community so that they will behave in a similar way, which eventually will develop into a culture that can be passed to other people or future generations. Another theory is the social strain typology, which holds that deviant behaviors can arise from people's motivation to stick to cultural behaviors and goals, and beliefs in how to attain the goals (Matsueda, 2017). This means that the antisocial behaviors among individuals in a community may be due to an approach to living in a certain way, or to attain some goals. This trend can be widely accepted in the community, and eventually it may turn into the being a cultural norm which can be passed to future generations, or people from other communities can be influenced to be antisocial when they interact with members of the antisocial community.

Another explanation for the antisocial cultural behaviors is the cultural evolutionary theory. According to this theory, people's behavior change over time depending on prevailing circumstances such as negative environmental encounters, and external influence such as wars (Matsueda, 2017). This means that external influences on a community can shape their behaviors, beliefs, and attitudes. In the case study, Romanians seems to be less social as compared to Americans since teachers and the children in the Romanian orphanage were not social, and they found it normal. The situation shows that their community's social behavior has been shaped with antisocial cultural tendencies, which has been passed possibly through generations. The origin of the antisocial culture can be a product of social tendencies that have been shaped with factors such as war or lack of trust in people.

Professional Behaviors

Professional behaviors can be influenced by a variety of factors including but not limited to culture, ethnicity, and diversity. In the case scenario, the behaviors of the teachers who worked in the orphanage where Alex spent his early life had attitudes that were shaped by the above factors. The culture factor is multifaceted since the communities in which the teachers were raised seem to have been antisocial with regards to interpersonal interactions. As such, the culture significantly shaped their behavior so that they do not find withdrawal from others abnormal, thus they did not find it crucial to improve the children's social growth. Another cultural factor is the behaviors in the orphanage.

The teachers seem to have formed an antisocial culture in the orphanage that influence the way they operate. This can be due to the large number of children as compared to the number of teachers. Therefore, the teachers do not have enough time to interact with the children sufficiently to improve their social behavior save for the most necessary interaction such as when issuing food. Therefore, the children lack proper social development due to these cultures. Ethnicity also has an influence on the teachers. Since their cultural background may have been antisocial, it is likely that they can be biased with respect to ethnic background of the orphans. It is likely that they treat children from different ethnic backgrounds differently. Alex may have come from a different ethnic community from where the teachers came, which made them discriminate him. Lastly, diversity may have affected Alex's teacher's behaviors in that it may have been only the teacher assigned to him that was antisocial possibly due to language barrier.

Proposed cultural Guidelines and Competencies

The cultural competencies that the teachers in the orphanage and the new school need to have are tolerance and mastering the language of the child. Tolerance is important because the teachers should not get angry when Alex behaves antisocially. Anger may invoke more negative behavior from the child since he will think that he is hated (Sommers-Flanagan & Sommers-Flanagan, 2015). The teachers should also learn about Alex's community's culture so that they can apply the cultural activities on him. He will be more comfortable to indulge with other students in familiar cultural activities and sharing of items such as special games, foods, and dressing respectively. The general guidelines to resolve the antisocial behavior starts from the teachers being homely and tolerant. Alex should then be put in a group which they study, eat, and play together so as to improve his social skills. The adoptive parents should make him spend more time with other children at home. In a culturally diverse environment, competencies needed include homeliness and tolerance, and knowledge of many languages. The guidelines for my personal and professional behaviors include respecting people from different cultures, being tolerant and understanding, and appreciating other people's cultural practices.

Conclusion

My attitude of intolerance to abnormal behaviors such as drug abuse and impatience with people who persist doing wrong things due to cultural and religious backgrounds can negatively impact on my professional behaviors. The guidelines of being tolerant, appreciative, and understanding will help me to tolerate negative behaviors such as aggressiveness of the people I will deal with in the future, and will also help me to understand that they need help. To further my own goals in cultural competency, I will learn about religious beliefs of major races such as Asians, Africans, and Whites so as to appreciate people from different cultural and religious backgrounds (Willson, Martinez-Anderson, Lee & Dawkins, 2017). I will also learn other

languages apart from English such as French, and Chinese to lower the level of language barrier when interacting with people from different ethnic backgrounds. I will also learn about people's spiritual beliefs and cultural practices such as the foods they eat, and dressing style so as to avoid actions that can create conflict with people such as giving Muslim clients pork to eat.

References

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Ethical Issue and Action Plan

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Ethical Issue and Action Plan

Summary

Encouraging social interactions among children helps them to exploit the advantages of diversity especially when creativity is required to improve their cognitive abilities and social skills. Children with antisocial behaviors can be helped by encouraging them to associate with friends from diverse origins, with each friend having unique talents. In such arrangements, each member contributes to improving social behaviors by utilizing their talents and skills based on their areas of specialization (Montano & Kasprzyk, 2015). In as much as diversity can be an advantage to team's due to uniqueness of each team member, it can also present problems when some members of the team work. Alex has had social problems since he does not interact with his classmates or schoolmates.

Alex is withdrawn from the rest of his classmates, and acts aggressively towards them when they want to interact with him. His class teacher has noticed that he has a problem since he secludes himself as if he is in his own world. The school principal is angry at him and threatens to expel him. Alex's problem seems to have started from the orphanage from where he was adopted. In the Romanian orphanage, Alex used not to interact with other students, possibly due to the social habits of the children in the orphanage, and the fact that the teachers there were not social enough to interact with him.

The psychodynamic perspective holds that past antisocial people and environment that Alex went through in the Romanian orphanage influenced him to be antisocial later in life (Montano & Kasprzyk, 2015). The TRA and TPB hold that personal motivational factors are the

determinants of the possibility that a person can behave in a specific way (Montano & Kasprzyk, 2015). Therefore, a person's feeling towards the behavior determines whether he will act it out. In Alex's situation, he had developed the antisocial behavior in the orphanage, and his attitude later in the first grade was that the antisocial behavior and aggression was normal, thus he tended to behave antisocially because he thinks that is the right way to behave.

Applied Ethical Principles and Standards

The child called Alex acts in ways that go against ethical standards under competence as provided in the American Psychological Association (APA) ethical code of conduct. For instance, Alex expresses antisocial and aggressive behaviors, against school norms. According to the APA (2017) principles of competence under personal problems, people need to refrain from aggressive behaviors if they are aware that there is a high likelihood that their personal problems or behaviors can impact negatively on one or all of the team members. The principle of competence does not allow others to interfere with work-related agendas if they are aware that their personal weaknesses can significantly bring misunderstandings. Alex as a student has antisocial behaviors. This is because the manner in which he deals with other school members is disrespectful, and he feels that he does not need their company (Richard, 2017). Alex might also be suffering from superiority complex, a condition in which people behave or treat others in manners that suggest they are above them with regards to shared activities to conceal their fear of inferiority to the colleagues (Richard, 2017). People who have superiority complex tend to ignore their colleagues' ideas not because the ideas are ineffective, but because they feel threatened by the prospects of others being more creative than them.

In the school, Alex is a child and is supposed to be accommodative and allow team members to reach out to him and play with him like a normal child. This is however not the case for Alex, because he runs the team as if he was working alone since he does not value the feedback from the rest of the team members. The antisocial behavior demonstrated by Alex cannot be encouraged by the head teacher and school policy. Being from a foster family, Alex may be scared of establishing social circles, especially when he was used to staying alone. Therefore, an action plan is necessary to solve the dilemma.

Alternative Solutions

In order to solve the antisocial behavior that Alex is suffering from, it is better to consider approaches that can affectively make the school work together with respect and harmony, and to preserve the interest of the school. The first solution to the problem is to make Alex aware of his conduct and the impediments that his actions and negative attitude is causing. This is necessary to make him aware that his conduct is interfering with the developmental agenda of the school, so that he can defend his actions in a meeting that has a moderator to ensure fairness (Hart, Adams & Tortoriello, 2017). The second solution is to remove him from the school since his actions impede on the school's developmental agendas, and student cooperation and coordination. This can be done by enrolling him for a Cognitive Behavioral Therapy (CBT) program that encourages social interactions.

Another solution to solve the issue of superiority complex is through collaboration. Through collaboration, the team members will have to accommodate the strengths and weaknesses of each other. This will involve encouraging Alex and other school members to stick together as they have been, to accept personal problems that each member has (Green &

Johnson, 2015). Through collaboration, the rest of the school members will humbly respect him as their fellow student. Alex will also be expected to respect other students, especially those who want to interact and play with him. Counter-developmental suggestions will be ignored. The best solutions to the problem facing Alex is counseling using CBT. Through this process, Alex will be required to participate in various sessions that will discourage antisocial behaviors and promote pro-social behaviors. It will also make him aware of the impediments that his actions are causing not only to his friends but also to the school developmental agendas. Alex will also be required to stop demeaning his schoolmates and instead encourage playing with one another.

Action Plan

Some schools around the United States use what is called WRAP (Wellness Recovery Action Plan), this is something that could be very useful for Alex and his family. This type of program is a counseling based program that will go to his school or home and do therapy with him. WRAP involves family members and school personnel to help treat Alex in his behavior issue along with teaching him ways of how to interact with other students around him. "WRAP is a peer-based program in which participants identify internal and external resources for facilitating recovery. These resources are then used as tools to develop an individualized self-management plan. The goal of participants is health-related behavioral and attitudinal change, emphasizing the acquisition of new information and skills to better manage symptoms and maintain increased levels of health and functioning" (Fukui, Starnino, Susana, Davidson, Cook Rapp, & Gowdy, 2011). Programs like WRAP help the patient, parents, and school personnel to understand the child and ways of how to handle the child. Whether it be aggression or antisocial behavioral issues. An individual plan will be put into place for Alex so that he can better understand himself and how to learn to socialize with other in passive manner. This process can

be lengthy but it much like CBT and it will take time to help Alex to develop different skills. “By participating in a WRAP group and developing a WRAP plan, individuals can gain a sense of hope and empowerment while learning effective self-management skills to better control their symptoms, and become an active participant in their own recovery” (Fukui, Starnino, Susana, Davidson, Cook Rapp, & Gowdy, 2011).

The specific goal with WRAP is to help participants reduce psychiatric symptoms and help to improve their sense of ambition and achievement. Teaching them a variety of self-techniques which can help them in the long-term of life. A participant of WRAP can also be involved in other types of services which can make WRAP a little harder to tell if it works solely by its self or with other treatments. WRAP is offered in over 50 states and is conclusive with helping mental health settings in schools and homes.

Conclusion

Alex who was an orphan from Romaine and is now adopted into a family from Ohio has struggles his whole life with anger and antisocial behavior. He was very withdrawn from his classmates and teacher and became aggressive towards them when they would talk to him or try to play with him. It is clear that the orphanage Alex came from taught him behavior that is socially unacceptable and he showed this behavior towards his peers. Once a program is started with Alex, it can help him to understand how to correspond with others and how to control his aggression towards others. He needs to learn that being a team member in class will only better himself and allow him to accept his own personal problems. If he is removed from school that can possibly only make things worse on him since he does have aggressive behavior and antisocial behavior. He won't learn how to work with others let alone how to handle his

aggression. Although if the WRAP program is offered in Alex's school, it can help his parents and teachers to better understand him and work with him. The WRAP program has helped many people over the years and it continues to help people who participate in the program. He will be encouraged to play with others and learn that it is okay to be social. The environment he was raised in until he was adopted at age three lead to the problems he is having now, so it is important to make sure Alex is involved with either the WRAP program or CBT.

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