

PY031.04
Family, School, & Society

Intervention/Prevention Project Guidelines

- Proposal due Tuesday, March 12th
- Presentations on April 16th, 18th, 23rd, and 25th.

For this project you will be working in small groups (3-4) to choose a social problem that we discussed this semester and create an intervention that prevents or ameliorates the social problem to improve children's educational and developmental outcomes. Your end product will be an 8-10 page paper describing your intervention, as well as a short presentation (with visual aids). Note that all papers are due the last day of class (April 30th), regardless of when you present.

For the PAPER:

I. Statement of the Problem

In this section, you will use resources from class as well as your own independent research to define a specific social problem that affects child/adolescent development. Choose a social problem that directly relates to the content of this course. Your claims must be supported by research.

- Use evidence from literature (course readings and other scholarly articles) to define the social problem that your program will be addressing. Include statistics and relevant research findings.
- Must cite at least 1 article from required course readings.
- Must cite at least 2 additional scholarly articles (e.g., peer-reviewed journal articles), that we did **not** cover in class
- Start general and then work toward a specific problem statement. (Remember the "pyramid" structure that your high school teachers used to tell you about when you were writing an introduction and thesis statement? It's sort of like that.)
- Culminate with a clear, concise summary statement of the social problem and then briefly introduce your intervention/prevention program (by name and in a general way) as the solution. State whether your program is an intervention or prevention program and explain your thinking about why this program will be effective in solving the problem.
- The point of this section is to clearly explain what problem you are addressing, why and how it is a problem that affects child/adolescent development (this is where the statistics, references come in), and a brief introduction of what your program is and how it will address the problem.

II. Target Audience/ Program Participants

In this section, you will explain/describe the particular audience(s) that your program is intended for. Is your intervention aimed at low-income third graders? Parents of young children with autism? Teachers within affluent high schools? Special education teachers? Kindergarteners? Middle school girls? Mothers and children in a homeless shelter? School psychologists? Etc.

You may decide that your program has multiple audiences. For example, you may develop an after-school program that includes a training component for the after-school teachers as well as the specific curriculum that is intended for the students.

- Be as specific as possible when describing your target audience. Consider potentially relevant descriptors such as age, gender, race/ethnicity, SES, high-risk status, disability status, delinquency, etc.
- Include a rationale for why you have chosen this particular target audience. (This should flow logically from your statement of the problem in section I.)

III. Statement of Program Goals/Desired Outcomes

How will this program address the social problem that you've explained in Section I? What are the outcomes you hope to accomplish?

- Note that these objectives/goals are not what you intend to do in your program, but what outcomes you hope to accomplish for your participants. For example, saying that you hope to develop an afterschool tutoring program is not an outcome- it is what you hope to do. Instead, your outcomes may include improving students' grades in math and reading, increasing standardized test scores, or reducing drop-out rates; these are the types of things that should be included in this section.
- Be specific!

IV. Program Components & Rationale

What does your intervention/prevention program entail? This is the "meat" of your project and the fun part. Be creative. Think outside 'the box'. Brainstorm many ideas for your program components and then organize the best ones into a comprehensive, logical whole.

- The first part of this section should be an overview of the program contents.
- The next part must provide a research/literature-based rationale for why you designed the program the way that you did (remember to use APA style references!) What theoretical framework or research findings informed your choices? You should relate back to the points that you brought up in your statement of the problem and draw from additional articles or documents that deal more with program components/methods (for example, if you are designing a program to prevent school violence, you should do some research on existing programs that have been designed to prevent school violence. You can "borrow" certain ideas or strategies from existing programs, but you need to reference them! You must also come up with some of your own ideas based on what you've learned.). At least 50% of the decisions you make about what to do should be based on research- the other half can be your own ideas, based on your understanding of the problem and your own creativity.
- In the next part, each program component should be described in detail. What are the specific activities that participants will do? When and where will these take place? Who will be responsible for implementing the different components? Etc.
- Include visual aids, such as diagrams, handouts, drawings, brochures, lesson plans, etc. that would be necessary to implement your program.
- Include all relevant information and materials. The goal here is that anyone should be able to pick up your presentation and then be able to implement your program. (If you are asking that children read a certain book or watch a certain movie, then I don't expect you to include those actual materials, but please provide all bibliographic information for any such resources.)

Please also include the following:

Title Page

- Include the name of your program (get creative!).
- Include your names, PY031.04, and the date.

References

- Include your complete, alphabetized list of APA style references, beginning on a new page, at the end of your paper.

For the **PROPOSAL**...

Turn in an outline that includes the social problem your group's intervention will be addressing and the proposed name of your intervention/prevention program. Then, using each of the four sections above as headings, outline your ideas/plans for these sections, as well as who in your group will be doing what. This can be written in bullet format and you should do some preliminary research on your topic prior to completing this so you are making informed decisions. You may choose how much detail/ research you wish to provide in your proposal; however, this is a good opportunity for me to provide you with feedback so that you can be sure that you're on the right track and therefore, if you do not do any research or provide any information for the proposal I will not be able to give you any feedback. Be sure to include any references that you've gathered thus far.

For the **PRESENTATION**...

Prepare a presentation of your program (aim for approximately 15 minutes). Address each of the four sections of your paper (see above), but focus mainly on the program goals, components, and rationale. Please include something visual. This could be a handout, a power point presentation, props, or anything else that you can think of. Get creative! Remember that your classmates will be watching many presentations. Try to find a way to make your presentation engaging and different.

Each group must turn in a hardcopy of your presentation materials (e.g., PowerPoint slides, handouts, etc.) with your paper. Again, note that your paper, hardcopy of your PowerPoint, and any other visual aids will be due on **April 30th**, regardless of when your group presents.

Example Student Prevention Project Proposal

Bulldozing Bullying:

A comprehensive prevention program for students preparing to enter middle school

I. Statement of the Problem

-Sixth grade students who are about to make the transition into middle school will be faced with a new environment and need to be made more aware of how serious the issue of bullying is and what they can do to help prevent it.

- A Profile of Bullying (Olweus)
- Tough Guise video
- Sanders, C. & Phye, G. (2004). *Bullying Implications for the Classroom*. California: Elsevier Academic Press.
- Ormel, J. (2005). Bullying and Victimization in Elementary Schools: A comparison of Bullies, Victims, Bully/Victims, and Uninvolved Preadolescents. *Developmental Psychology*, 41, 672-682.
- Cooper, D. & Snell, J. (2003). Bullying. *Educational Leadership Journal*, 5, 22-25.

II. Target Audience/Program Participants

- Children in sixth grade of both urban and suburban elementary schools.
- I chose to target sixth graders because that typically is the year right before entering middle school. I also picked the grade right before middle school because research shows that: 1) rates of bullying are highest in middle school; and 2) the earlier children are taught about bullying the more effective the intervention/prevention will be.

III. Statement of Program Goals

Short-Term Goals:

- Make students aware that bullying is a serious problem nationwide
- Make students aware of the consequences of bullying
- Make students aware of how to handle a bullying situation

Long-Term Goal:

- Reduce rates of bullying among participants

IV. Program Components and Rationale

-My program takes high school seniors who hold various leadership positions and trains them to go into sixth-grade classrooms once a week for one hour to conduct the Bulldozing Bullying course. Throughout the course the students will be asked to read articles from newspapers and other outside sources (provided in course book). Using these articles the seniors will lead class discussions about them. There will also be assignments given to the students to complete as homework in order to take the program out of the classroom. Lastly, a “question box” will be decorated by the children and put in the classroom. The students will then be able to write anonymous questions related to the topic that they would like answered. Questions can also be asked about the transition into middle school. The seniors will use their judgment and select appropriate questions.

Week 1: Introduction to the course, course leader introduction

-Students will be asked to complete three questions to assess their knowledge of bullying before the course starts...1) Define bullying; 2) Do you think bullying is a serious problem? Why or why not?; and 3) What would you do if you were in a bullying situation?

-Seniors will provide students with an explanation of what bullying is and what the repercussions are (based on bullying research- the exact curriculum will be provided in the binder). Then they will lead an open discussion on bullying.

-End with explanation of the “question box” and guidelines for the remainder of the program.

Homework: Go to NBC.com or CNN.com and find a recent article that talks about bullying and complete the “Who, What, When, Where” worksheet located in course book.

Week 2:

- Students will be asked to share some of the articles they found to the class
- Seniors will then talk about nationwide incidents and show video clips found on Bulldozing Bullying DVD. Students will be asked to follow along answering questions on the movie worksheet.
- Students will be asked to complete homework assignment #2 found in course book

Week 3:

- Discussion will be led about homework #2
- Seniors will educate students about strategies that have been shown to stop bullying (again, based on research) and will put on a skit showing two bullying situations... 1) where people just stood around and watched and 2) where bystanders stood up for the victim using the strategies that were taught.
- Seniors will then talk about the importance of sticking up for a victim and how telling an adult or teacher about bullying can make a huge difference.
- Complete Homework #3

Week 4:

- Discussion will be led about homework #3
- Discuss the psychological and psychosocial effects of bullying (based on research)
- Show Tough Guise video clip, followed by a discussion
- Complete Homework #4

Week 5:

- Discuss homework #4
- Break class into groups and hand out skit situations (found in binder)
- Let the groups work on their skits, which they will perform the following week
- Homework: Work on skits

Week 6:

- Class performs skits
- *NO HOMEWORK*

Week 7:

- Review week; Seniors will go over main topics and lead Bully Jeopardy (found in binder).

Week 8:

- Students will again complete the same 3 questions handed out in week 1 and will discuss how answers have changed
- The rest of the time will be used for the students to ask the seniors any relevant questions.