Social Competence Promotion Program for Young Adolescence.

The Social Competence Promotion Program for Young Adolescents (SCPP-YA) is a school prevention program that teaches students cognitive, behavioral, and affective skills and encourages them to apply these skills in dealing with daily challenges, problems, and decisions. The program targets African-American and white youths in middle and junior high schools.

### Program Description

<table>
<thead>
<tr>
<th>Target Population</th>
<th>Middle School</th>
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<tr>
<td>Goals/Mission/Target outcomes</td>
<td>Prevention of aggressive behavior, substance use and high-risk sexual behavior by teaching cognitive, behavioral and affective skills and to encouraging students to use these skills in daily life.</td>
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<td>Delivery Agents</td>
<td>Classroom teachers</td>
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<td>Intervention Strategies</td>
<td>45 sessions created around a social-information-processing framework. Problem solving skills, teacher modeling, social skills, communication skills, self-management, cooperative learning</td>
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<tr>
<td>Date of origin</td>
<td>1984</td>
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<td>Developer</td>
<td>Roger Weissberg, Yale University and the New Haven, Connecticut Public Schools</td>
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<td>Initial Mission</td>
<td>In 1984, a 16-session program was piloted in one New Haven school focusing on competence promotion.</td>
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<td>Changes in mission</td>
<td>Drug prevention unit added</td>
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<td>Stages in expansion/revision</td>
<td>In 1985, the program was improved and expanded to include fifth- through eighth-grade students in four schools. In 1986, a follow-up training program was added for students as well as a unit on prevention of substance abuse. Between 1989 and 1993, the program was expanded to include k-12th grades and included components such as peer mentoring, peer mediation, leadership groups, after-school clubs and an outdoor adventure class. Program materials were also translated into Spanish.</td>
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### Research
Study 1.


<table>
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<th>Sample size</th>
<th>Comparison group</th>
<th>Longitudinal Change Assessment</th>
<th>Statistical test of Significance</th>
<th>Publication</th>
<th>Implementation</th>
<th>Scientific Quality</th>
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</thead>
<tbody>
<tr>
<td>Adequate</td>
<td>Partial or unclear basis for assignment</td>
<td>Pretest/posttest design but no delayed posttest</td>
<td>Statistical tests and significance measured</td>
<td>Unpublished but with complete methodological report</td>
<td>Implementation assessed</td>
<td>Acceptable</td>
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Research Questions

- What were the program’s impacts on the skills, attitudes and behaviors of urban middle school students?
- Did students use program skills in non-classroom settings?
- Was there a correlation between quality of program implementation and student outcomes?

Methods

- 421 middle school students in four urban schools participated in the program.
  - Teachers in four schools volunteered to participate and their classes were assigned to program and control conditions based on scheduling and comparability of academic-ability grouping levels across conditions.
    - 238 students in 11 classrooms received program training and 183 students in nine classrooms served as controls.
  - Program was administered over the course of 12 weeks.
- Pre- and post-test (before and immediately after program implementation) design that measured the following:
  - Social problem-solving skills
    - Measured with the Middle-school Alternative Solutions Test to the assess students’ abilities to generate alternative solutions to hypothetical peer conflict situations.
      - Quantity of non-redundant solutions was rated
      - Quality of solutions was rated on the following:
        - Effectiveness from very effective to very ineffective
        - Content – percent of solutions that are aggressive, passive, help-seeking, non-confrontational, assertive and cooperative
  - Attitudes about conflict resolution strategies
    - Measured with the Problem-Solving Attitude Questionnaire to assess students’ beliefs about conflict-resolution strategies by indicating how much they would like to spend time with a peer who used he following strategies:
      - Physically
      - Aggressive
- Verbally aggressive
- Passive
- Help-seeking
- Assertive
- Cooperative reactions

  - Self-reported assertiveness
    - Measured with the Children’s Assertive Behavior scale to assess students’ tendencies to respond assertively, passively or aggressively in a variety of hypothetical situations.

  - Teacher ratings of social acceptance and behavioral conduct
    - Measured with the Teacher Rating Measure which assessed the following of their students:
      - Behavioral conduct
        - Impulse control
        - Problem solving
        - Teasing of peers
        - Academic motivation
      - Social acceptance
        - Popularity among peers
        - Being left out of groups

  - Peer ratings of social acceptance and behavioral conduct
    - Measured with the Peer Rating scale in which students rated each of their same-gender classmates on the following:
      - Behavioral conduct
        - Impulse control
        - Teasing of peers
      - Social acceptance
        - Being liked
        - Leadership among peers
        - Being left out of groups

  - Self-reported ratings of social acceptance and behavioral conduct
    - Self-Perception Profile for Children – two scales used to assess students’ perceptions of personal competence.
      - Social acceptance – the ease with which the student makes friends and interacts with others
      - Behavioral conduct -- the degree to which student behaves and avoids getting into trouble
    - Seattle Student Survey – four scales used to assess students’ involvement with peers, attachment to peers, behavioral conduct and substance use.
      - Involvement with peers – the degree of perceived cooperation and positive feelings among classmates
      - Attachment to peers – the extent to which students feel close to prosocial, non-delinquent friends and share thoughts and feelings with them
      - Students’ involvement with minor delinquent behavior -- the number of times the students had engaged in the following antisocial behavior in the past year:
        - Stealing from a locker/desk
        - Stealing from a store
        - Getting sent out of the classroom
        - Starting fights
        - Vandalism
        - Going out at night without permission
Skipping school without permission
• Getting suspended
  • Substance use – how often in they had drunk beer or wine, drunk hard liquor or smoked marijuana in the past month.
• Assessment of quality of program implementation
  ▪ Two evaluators observed and then rated on a 5-point scale teachers’ implementation fidelity in each classroom based on the following:
    • Teacher’s understanding of program concepts and communicating them clearly to their students
    • Teacher’s modeling of program skills and encouraging their students to apply them in everyday life.

Result
• Social problem-solving skills
  ○ Program students showed significant gains compared to controls in all areas.
• Attitudes about conflict-resolution strategies
  ○ Program students reported significant gains compared to controls in endorsing cooperative strategies used by peers.
  ○ No other significant findings.
• Self-reported assertiveness
  ○ Program students reported significant gains compared to controls in responding more assertively than passively or aggressively to hypothetical situations.
• Teacher ratings of social acceptance and behavioral conduct
  ○ Behavioral conduct – Primary and secondary program teachers rated their students as showing significant gains in all areas compared to control teachers.
  ○ Social Acceptance – Secondary program teachers rated their students as showing significant gains in all areas compared to control teachers. No significant findings for primary teachers.
• Peer ratings of social acceptance and behavioral conduct
  ○ No significant findings.
• Self-reported ratings of social acceptance and behavioral conduct
  ○ Program students reported significant gains compared to controls in the following:
    ▪ Involvement with peers
    ▪ Delinquent behavior
  ○ No other significant findings
• Quality of program implementation
  ○ Ratings for teachers’ mastery and presentation of program ranged from 2 to 5 with a mean of 4.0.
  ○ Ratings for teachers’ modeling and encouraging students to use program skills in everyday life ranged from 1 to 5 with a mean of 3.75
  ○ Five teachers were rated as being high-quality implementers and six as lower-quality implementers.
  ○ Regardless of implementation quality, program students showed significant gains compared to controls in the following:
    ▪ Solution effectiveness
    ▪ Number of planful solutions
    ▪ Cooperative solutions
  ○ Program students in well-implemented classrooms improved significantly more than those in lower-quality implemented classrooms and control classes in the following:
    ▪ The extent of endorsing assertive and cooperative conflict-resolution strategies
    ▪ Secondary teacher ratings of behavioral conduct
Additional Information

Contact Information

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For more details http://www.dsgonline.com
http://www.healthysanbernardinocounty.org

References


Outcomes

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<tr>
<th>Social Competence</th>
<th>Year</th>
<th>Outcome Description</th>
<th>Impact</th>
<th>School-based Outcomes</th>
<th>Academic Goals</th>
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<tr>
<td>Social Competence</td>
<td>1998</td>
<td>Being left out of groups -- secondary teacher rated</td>
<td>Positive impact</td>
<td>School-based Outcomes</td>
<td>Academic goals</td>
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