

Form R. Student

PSY 710

1. Search Terms Used : _treatment, social, preschool

2. Experiment #1

Carroll-Rowan, L.A., & Miltenberger, R.G. (1994) A comparison of procedures for teaching abduction prevention to preschoolers. *Education & Treatment of Children, 17(2)*, 113-128

Record: 1 A comparison of procedures for teaching abduction prevention to preschoolers. Carroll-Rowan, Leslie A.; Miltenberger, Raymond G. ; *Education & Treatment of Children*, Vol 17(2), May 1994. pp. 113-128.[Peer Reviewed Journal] Abstract: Evaluated the efficacy of 2 classroom-based abduction-prevention training programs for preschoolers and determined the effects of retraining on skill acquisition. 62 preschool children were assigned to either a videotape condition, a training-manual condition, or a no-treatment control group. Learning was evaluated using both self-report methods and in situ probes. Results showed that for both types of assessment, both training conditions were superior to the no-treatment control condition. The manual was superior to the video on the self-report measure, but not for the in situ probes. Correspondence between the children's verbal and nonverbal behavior was found to be low. (PsycINFO Database Record (c) 2003 APA, all rights reserved)

Hypothesis: By utilizing the classroom teacher and a training manual, abduction prevention skills can be taught to preschool children that will help decrease the number of attempted abductions.

Independent Variable:

The Abduction Prevention Training Program and a control group

Operational Definition of the Independent Variable: Random assignment to one of the three groups; the teaching method-video, manual teaching, or a control group. In the video group subjects viewed a tape in which children, actors, were confronted by a stranger who offered them a ride, food, or other enticement to get in their vehicle. The child actor engaged in appropriate actions to avoid abduction, and the strategies were then reviewed with children. Similarly, the manual was used to review and discuss these situations with children in the training group. The control group received no instruction

Dependent Variables:

- 1.) Ability to say resist an abductor.

Operational Definition of the Dependent Variables:

- 1.) The children verbally self-reported how they would respond to a scenario when confronted with a potential abductor.
- 2.) In Situ role plays were conducted were children's actions in the presence of a potential abductor were recorded in role play scenarios.

Statistical Significance:

Both the video-training ($p < .01$) and the manual training group ($p < .01$) performed better than the control group on verbal reports. Both the video-training ($p < .05$) and the manual training group ($p < .01$) performed better than the control group on In-Situ role plays. However, manual training outperformed video training in self reports, $p < .05$, while the video training outperformed the manual training in the In-situ role plays, $p < .05$

3. Experiment #2- Do the same for a second experiment or quasiexperiment.

4. Study 3- Correlational

Johnston, J.R., Girdner, L.K., & Sagatun-Edwards, I. (1999) Developing profiles of risk for parental abduction of children from a comparison of families victimized by abduction with families litigating custody. *Behavioral Sciences & the Law*, 17, 305-322.

This study systematically compared parents in 50 abducting families with 57 families litigating custody. Semi-structured interviews were conducted with all available parents in both samples, and a battery of standardized assessment tools was administered. Findings indicate that the risks for parental abduction of children are multidetermined by: (1) a heightened concern about very young children being exposed to neglectful, endangering, or criminal environments by the other parent; (2) unsubstantiated allegations of sexual abuse; (3) heightened distrust of and less respect for law and authority; and (4) a reluctance to seek help from the courts.

Abducting families were also predominantly socially and economically disadvantaged: parents were less likely to have been married to one another; they had lower incomes, were more poorly educated, and were disproportionately members of minority racial and ethnic groups. The social policy dilemmas of identifying these differences as risk factors are discussed together with suggestions for risk management. (PsycINFO Database Record (c) 2012 APA, all rights reserved)

5. Study 4- same as with study 3

6. Summary

7. *I have read the full length copy of each of the articles listed in the references and I understand I may be required to turn in the full length copy in order to verify aspects of this assignment.*