SEARCH TERMS USED

treatment, social, preschool

ARTICLE ABSTRACTS

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)

Record: 2 Generalization of social skills intervention for preschoolers with social delays. Storey, Keith; Danko, Cassandra D.; Ashworth, Ruth; Education & Treatment of Children, Vol 17(1), Feb 1994. pp. 29-51. [Peer Reviewed Journal] Abstract: Assessed an individualized, on-site, consultation model that taught social interaction skills to 10 preschoolers with social delays and 10 preschoolers without delays. Four classroom aides were trained to teach 5 social skill strategies to triads of preschoolers. Each triad included 2 preschool child with social delays and 2 socially competent peers. The effects of this instruction on the target students' use of social strategies and the generalization of skills to untrained free-play settings were assessed. The target students increased their level of social interaction when a peer-mediated intervention was implemented, but did not increase their social interactions in a free-play setting until a teacher-directed token system component was carried out. The aides found the strategy and generalization procedures easy to implement, appropriate for preschool settings, and effective. (PsycINFO Database Record (c) 2003 APA, all rights reserved)

Record: 3 Impact of prosocial home- and school-based interventions on preschool children's cooperative behavior. Doescher, Susan M.; Sugawara, Alan I.; Family Relations: Interdisciplinary Journal of Applied Family Studies, Vol 41(2), Apr 1992. pp. 200-204. [Peer Reviewed Journal] Abstract: Investigated the impact of adult modeling and encouragement in prosocial home- and school-based interventions of preschool children's cooperative behavior. 48 preschool children were assigned to either a home-based intervention, a school based intervention, or a control. Cooperative behavior was assessed using videotaped situational tests at 3 times: pretest, posttest and 6-wk follow-up. Both interventions led to increases in cooperative behavior. Implications for family professionals are discussed. (PsycINFO Database Record (c) 2003 APA, all rights reserved)

Record: 4 Cooperative play socialization among preschool children. Orlick, Terry; Journal of Individual Psychology, Vol 37(1), May 1981. pp. 54-63. [Journal] Abstract: Studied the effects of cooperative games on the cooperative behavior of 4-yr-olds. Ss were randomly assigned to 1 of 3 groups, each group evenly divided between the sexes: 10 were exposed to a cooperative games (CG) program, 8 to an individual games program, and 10 to free play (FP). Each group engaged in its program for 16 wks. Before and after this treatment, observations were made of the cooperative and noncooperative task behavior, physical contact, and verbal behavior of Ss during outdoor and indoor recess. Cooperative behavior outdoors increased significantly for CG Ss. Unexpectedly, noncooperative
behavior increased significantly among FP Ss when playing indoors. There was a general tendency for all Ss to be more cooperative when playing outside. (21 ref) (PsycINFO Database Record (c) 2003 APA, all rights reserved)

REFERENCES

Experimental


PROJECT SUMMARY

I began my search on PsychINFO using the terms *social* and *preschool* but added the word *treatment* to help find experimental studies to evaluate. This topic is broad enough to encompass the social issues children face as well adults influence in the socialization of children.

The first article titled “A Comparison of Procedures for Teaching Abduction Prevention to Preschoolers,” addressed the skills of 62 preschool children to say no to anyone who might try to abduct them. Three groups were formed with one using a video lesson, one using a training manual and the classroom teacher, and one group as a control group. The study concluded that the training manual was the most effective method with the videotape coming in second. The training manual offered interaction with the teacher. Many of the children self-reported they would act in one way when approached by an abductor but then performed differently when
approached in one of the public situations. In the end, all children who did not say no to the abductor went through re-education to practice the skills again.

“Cooperative Play Socialization Among Preschool Children,” was the second study I found. This experiment was done with four year-old children to determine the effects of cooperative play on children’s development. Three groups were established: a cooperative games group, an individual play group, and a free play or control group. The cooperative group did activities with a partner or in a group of three or more children. The individual games were similar to those used in the cooperative groups but allowed the children to act on their own. The free play group was given equipment and materials and allowed to use them with no instruction from the teacher. The purpose of was to observe the children’s cooperative behavior with each other. The children were noted doing things such as working for a common goal in group activities, supporting each other physically, and giving instructions on how to complete a task. The cooperative play group had the most significant increase in cooperative play during recess after the experiment was complete.

“Generalization of Social Skills Intervention for Preschoolers with Social Delays” was a correlational study done to determine if grouping children with social delays and without social delays will help support social interaction and acceptance of others. There was a moderate correlation between delayed students’ social behaviors and the peers’ social interaction strategies. These strategies were cooperative with a classroom aide with each delayed child. The children all participated in normal classroom activities during the study.

The article “Impact of Prosocial Home- and School-Based Interventions on Preschool Children’s Cooperative Behavior” was quasi-experimental because the children were not randomly selected to a group. Instead, the children were already participants in a child
development laboratory classroom. The 48 children ranged in age from three to five years old. Each of the three lab schools was assigned to either home-based intervention, school-based intervention, or a control group. All of the preschools attended 2 ½ hours five days per week. The study noted that all of the children involved were from an upper middle-class social economic group. Weekly assignments were given to parents with children in the home-based group to encourage cooperative activities at home. The school-based group did prosocial activities each day in place of normal classroom activity such as group time or creative art. Suggestions and set-up ideas were supplied to both groups to maintain consistency. The study concluded that with encouragement and support of adults, cooperative behaviors and social learning can be positively impacted. Both strategies, the home-based and school-based intervention, were sufficient but the experimenters felt that without continual practice of the skills they effectiveness would decrease.

The research about the social development and skills of preschool children support the theories discussed in class. The social learning theory supports these experiments because without continual modeling and support of teacher and parents desired behaviors with decrease the retention of strategies and information.
Experiment #1

A comparison of procedures for teaching abduction prevention to preschoolers

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

**Plausible Alternative Hypotheses:**

1.) Will training generalize to real world setting when confronted by strangers who appear nurturing and convincing? In this study, the correct responses were role played in the same setting where the training had occurred. There was good reason to believe that the children would think of their role as imitating the model, but that it only has to do with what they do in this setting.

2.) If the children were not trained to differentiate potential abductors from others, did the training just create a demand for a response of defiance, which would have an effect regardless of whether it was an abductor or a principal?

3) Since the control group received no treatment and was ignored, the children in that group may have felt more need for attention, and thus were more compliant with the stranger in the role play.

**Quasi-Experiment #2**

Do the same for a second experiment or quasirexperiment.

**Plausible Alternate Hypotheses**

For a higher grade, introduce additional plausible alternate hypotheses from the other studies.

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.