

Investigation of the Effects of a Violence Prevention Program in Reducing Kindergarten-aged Children’s Self-reported Aggressive Behaviors

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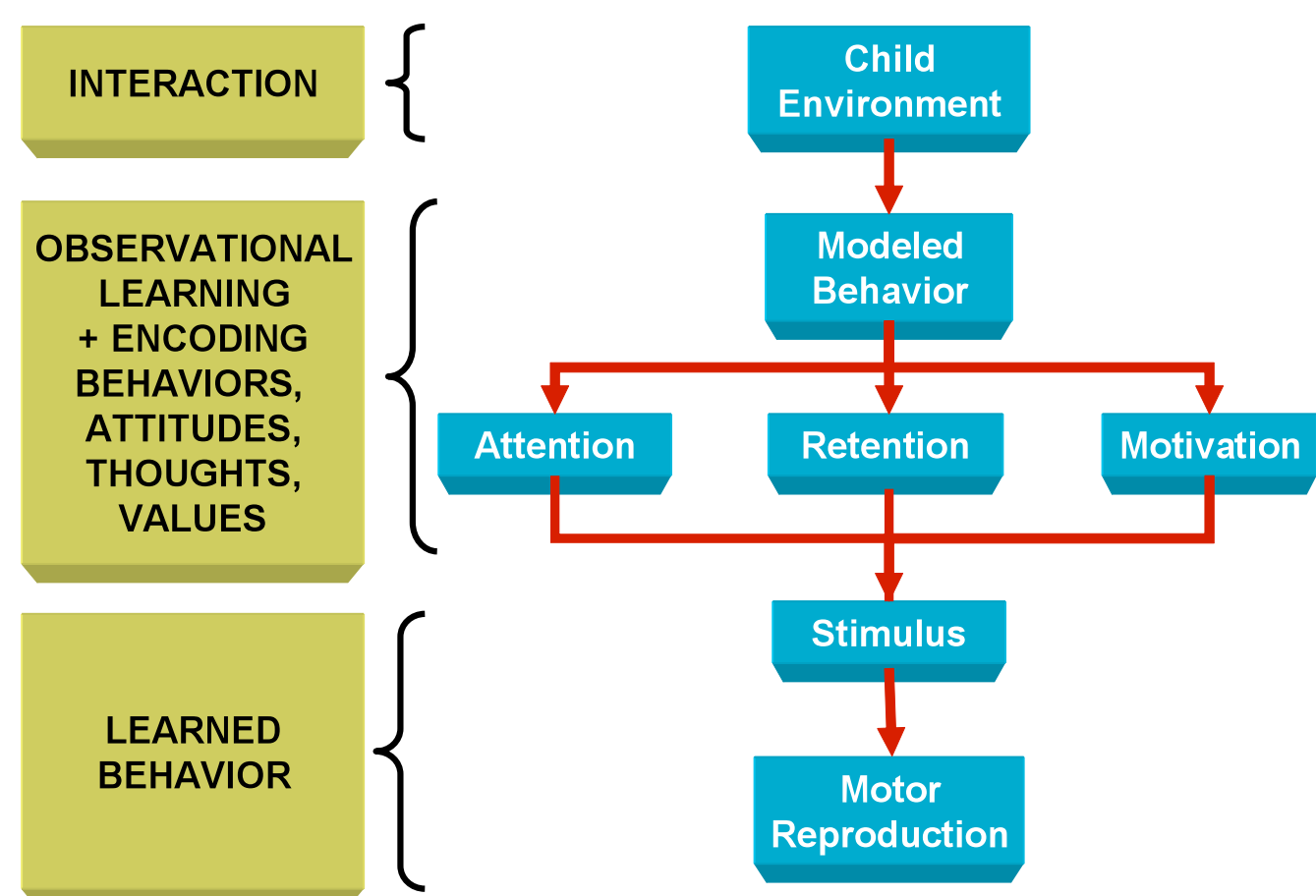
Objectives

The purpose of this study was to explore the effectiveness of a violence prevention program on reducing self-reported acts of aggressive behaviors in kindergarten-aged children.

Aggression and violence are health concerns that can have a negative impact on an individual’s sense of well-being.



Theoretical Framework



- Social Learning Theory (Bandura, 1973) proposes that much of human behavior is learned observationally through modeling.
- This theory contends that children can learn through observations of others or from vicarious experience witnessed through others.

Methods

A nonequivalent, untreated control group quasi-experimental design with pre-test and post-test was used to describe and compare the difference in aggressive acts between two groups of kindergarten-aged children.

	Pre Test	Intervention	Post Test
	Week 1	Weeks 2-14	Week 16
Experimental Group	O a,b	X	O b
Control Group	O a,b		O b

O = observed measure
X = treatment
a = demographic data questionnaire
b = modified aggression scale

Instrument

The RAS-K-2 was used as the instrument to collect data for this study. Total scores on the instrument reflect the frequency of aggressive and violent behaviors that occur while in the classroom setting. The Cronbach’s alpha was computed to be .84 for the total 10 instrument items.

Final Revised Aggression Scale K-2 (RAS-K-2)
ITEMS ARE READ TO EACH STUDENT
A PICTURE ACCOMPANIES EACH ITEM

	During the time you were at school today:	None at all	A little bit	A lot of times
1	This is ZJ in class. ZJ is playing with a toy. How many times, from the time you came to school today has another child taken away your toy?			
2	ZJ is pushed or shoved by other children. How many times from the time you came to school today, have you been pushed or shoved by other children from your class?			
3	Some children call ZJ bad names. How many times, from the time you came to school today have you heard kids from your class calling you a bad name?			
4	Some children said that they were going to hit ZJ. How many times, from the time you came to school today have other children from your class said to you that they will hit you?			
5	ZJ is bitten by another child. How many times from the time you came to school today, have you been bitten by other children from your class?			
6	Here is ZJ again. How ZJ sees other children playing with toys. How many times, from the time you came to school today have you taken a toy away from someone who was playing with it?			
7	Here is ZJ pushing or shoving other children. How many times, from the time you came to school today have you pushed or shoved another kid from your class?			
8	Here is ZJ calling other kids bad names. How many times, from the time you came to school today have you called other kids in your class bad names?			
9	ZJ said he will hit other children. How many times, from the time you came to school today have you said that you will hit another kid from your class?			
10	Here is ZJ biting other children. How many times, from the time you came to school today have you bitten another child from your class?			

Total sample size for this study was 102 subjects with the majority of subjects in the experimental group ($n = 69$) while the remainder ($n = 33$) were in the control group.



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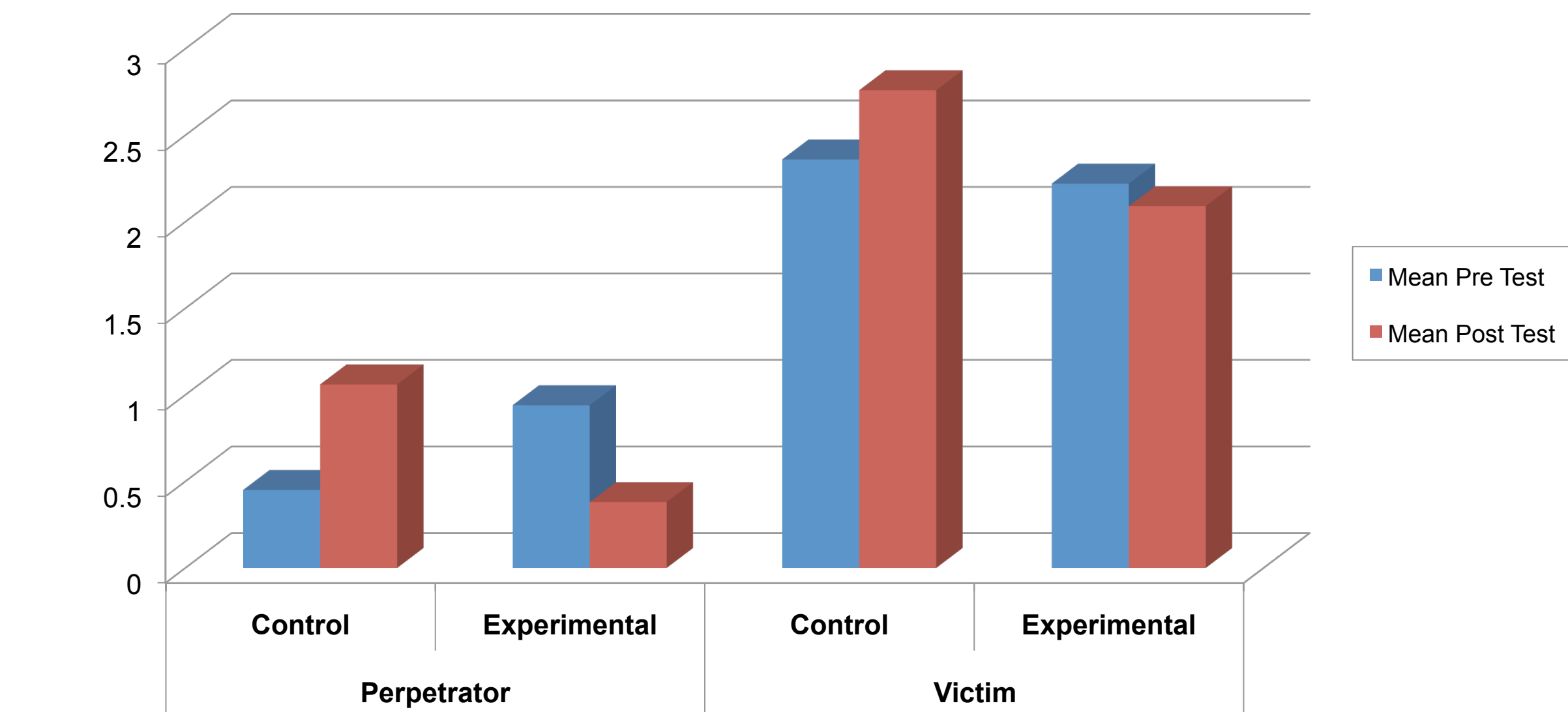
Treatment

The Second Step Violence Prevention Program™ (1992) is marketed by the Committee for Children and is comprised of three units that address empathy training, impulse control, and anger management.



Results

Kindergarten-aged children who completed the curriculum based violence prevention program would engage in less aggressive acts following the conclusion of the program than children who did not complete the violence prevention program.



Conclusions

- The experimental group had statistically significant lower post-test total aggression scores than the control group.
- The experimental group had statistically significant lower post-test perpetrator subscale scores than the control group.
- There was no statistically significant difference for total post-test victim scores of the RAS-K-2.

