

**Table 1: Academic Outcome Interventions**

Authors	Charney, 1993	Franklin and Streeter, 1991	Reid and Bailey-Dempsey, 1994	Viggiani, Reid, and Bailey-Dempsey, 2002
<b>Sample</b>				
Setting	bilingual elementary schools	alternative high school for drop out youth	two middle school, two high schools	elementary school
Final Sample Size	248	80	56	76
Sample Characteristics	ethnically diverse, bilingual students	former high school dropouts	middle school and high school girls at risk fro school failure due to problems with grades or attendance	two kindergarten and two third grade classrooms
<b>Intervention</b>				
Conditions	behavioral group intervention	therapeutic small alternative school program	cash incentives vs. case management	social-worker teacher collaboration in classroom
Target	grades, citizenship, in-group behavior	academic achievement, psychological adjustment, behavioral problem, family functioning	improvements in grades, attendance, self-esteem	attendance, behavior, grades
<b>Design</b>				
Type	pretest-posttest with non-equivalent groups	one group pretest posttest	pretest-posttest design with matched, randomly assigned groups	pretest-posttest with non-equivalent groups
Measures Used	academic grades, citizenship grades, behavior ratings	FACES III, HAP, SEI, TABE, State-Trait Anxiety Inventory, JTPA Successful Outcome Criteria	grade and attendance reports, HARE self-esteem scale, Family Assessment Device, Report of Classroom Behavior	Report cards with academic and behavioral data, parental participation count, post intervention questionnaires
<b>Outcome</b>				
Results	no statistical data reported but treatment groups showed improvements in academic and citizenship grades	successful outcomes for academic, psychological and family functioning	Positive effects for grades and absences in the case management group; decreases in self-esteem for payment group	positive effects for the intervention group on attendance and some behavioral variables

**Table 2: Self Control Interventions**

Authors	Franklin et. al., 2001	Schmitz, 1992	Tolson and McDonald, 1992	Whitfield, 2999
<b>Sample</b>				
Setting	middle school	elementary school	high school	High school
Final Sample Size	7	not reported	52	16
Sample Characteristics	fifth and sixth grade students identified as learning disabled and enrolled in a special education program	3rd and 6th graders from predominately lower to middle class Caucasian families	student referred for interpersonal conflict in school	boys assigned to a school-based day treatment program
<b>Intervention</b>				
Conditions	solution-focused therapy	A small group socio rational emotive group versus a no treatment control group	peer mediation vs. traditional discipline	Cognitive Behavioral Group intervention
Target	improved behavior	improved internal locus of control	reduced referrals for interpersonal conflicts	anger management
<b>Design</b>				
Type	AB single case design	pretest-posttest with non-equivalent groups	pretest-posttest design with random assignment	Multiple time series design
Measures Used	Conners' Teacher Rating Scale	the Nowicki-Strickland Locus of Control Scale and the Children's Survey of Rational Beliefs	number of referrals for interpersonal conflicts, number of referrals for all disciplinary problems, an evaluation of the peer mediation program by participants	two self-report measures, behavioral count, State-Trait Anger Expression Inventory
<b>Outcome</b>				
Results	Teachers' rating of behaviors improved during the intervention for 5 of the 7 students and these changes were maintained at follow with the exception of one child.	Intervention group 6th graders improved on both measured when compared with control group 6th graders. Third graders in the intervention group improved more on the locus of control measure than those in the control group, but no difference resulted in the survey of rational beliefs for third graders.	decrease in referrals for interpersonal conflicts but no decrease in the overall number of disciplinary referrals	Significant improvements in anger control and self-control and reductions in anger expression for intervention group

**Table 3: Behavioral Outcome Interventions**

Authors	Corcoran and Stephenson, 2000	Dupper, 1998	Dupper and Krishef, 1993	Early, 1995	Moore and Franklin, 2003
<b>Sample</b>					
Setting	School of Social Work Mental Health Clinic	middle school	middle school	special education school	two middle schools
Final Sample Size	56	84	35	1	78
Sample Characteristics	elementary, middle, and high school students referred by schools for behavior problems	middle school Students identified as at risk for school suspension	middle school students identified as having behavior problems	20 year old student diagnosed with autism	middle school students referred by teachers and principal
<b>Intervention</b>					
Conditions	Solution-focused therapy	A cognitive skills group vs. an attention only group	a social-cognitive skills training program vs. no treatment control condition	case study	Solution-focused therapy
Target	reduced self-reported and parent reported behavior problems	improved self-control	improved self-control	reducing maladaptive behaviors that interfered with work in the classroom	reducing school-related behavior problems
<b>Design</b>					
Type	One group pretest-posttest design	pretest-posttest with randomly assigned groups	pretest-posttest with randomly assigned groups	case study	Pretest-posttest with non-equivalent groups
Measures Used	Feelings, Attitudes, and Behaviors Scale for Children and the Conners Parent Rating Scale	the Nowicki-Strickland Locus of Control Scale	the Nowicki-Strickland Locus of Control Scale and the Teachers Self-Control Rating Scale	chart of maladaptive behaviors	Teacher's Report and Youth Self-Report measures of the Aschenback Child Behavior Checklist
<b>Outcome</b>					
Results	Those completing treatment improved in self image but reported negative changes in conduct problems from pretest to posttest. Parents reported improvements in conduct problems, learning problems, psychosomatic problems, impulsivity, and hyperactivity. Students reported negative changes in conduct problems from pretest to posttest.	Participants in the cognitive skills group had higher locus of control scores at posttest and 4 month follow-up	Training program participants showed a shift from external to internal locus of control from pretest to posttest. No significant change resulted with control group participants. Teachers' rated training program participants as demonstrating more self-control at posttest.	The student decreased maladaptive behaviors and displayed tolerance of correction, but results did not generalize to situation in which the social worker was absent	Teacher's Report indicated significant improvements in internalizing and externalizing behaviors and the Self-Report indicated significant improvements in externalizing behavior

**Table 4: Social Skills Interventions**

Authors	Helper, 1994	Helper, 1997	Helper and Rose, 1988	Rose, 1986
<b>Sample</b>				
Setting	elementary school	elementary school	elementary school	elementary school
Final Sample Size	45	41	40	15
Sample Characteristics	fifth grade students	learning disabled and non learning disabled fifth graders	Fifth graders from predominantly white, middle class families	4th and 5th graders identified as having interpersonal difficulties
<b>Intervention</b>				
Conditions	social skills group vs. no treatment control group	social skills group vs. no treatment control group	social skills group versus no treatment	social skills training vs. interpersonal cognitive skills training
Target	improved social skills	improved social skills	improved social skills	improved social skills
<b>Design</b>				
Type	pretest-posttest with random assignment of classrooms	pretest-posttest with random assignment	pretest-posttest with nonequivalent groups	pretest-posttest with random assignment
Measures Used	A peer-rating scale, observations of interactions, self-report measure on children's perceptions of their social interactions, self-administered scale measuring intervention group students' satisfaction with the intervention	sociometric rating scale, behavioral observations, post-free play questionnaire	sociometric rating scales, peer nominations, locus of control test, and a role play test	a sociometric questionnaire on which students rated how much they liked to play with particular classmates, Children's Assertive Behavior Scale (CABS)
<b>Outcome</b>				
Results	Intervention group students experienced positive gains on peer rating scores, and observational data indicated that they began to interact with other children more often during play time. They also indicated that they spent more time playing with peers with favorite peers.	Intervention group participants' sociometric rating scores increased at posttest but decreased again by follow-up. Learning disabled children in the intervention group spent more time than those in the control group playing with non learning disabled students.	Students in the intervention group improved on sociometric rating scales and on the role play test.	Both programs increased students' assertiveness and conversations with adults. The SST program resulted in improved empathy with peers and acceptance among peers while the ICBT condition resulted in better coping skills.

**Table 5: Protective Factors Interventions**

Authors	de Anda, 1998	Dhooper and Schneider, 1995	Gagliano and Tolson, 2000
<b>Sample</b>			
Setting	Middle School	Elementary School	High School
Final Sample Size	54	796 (413 intervention; 383 control)	5
Sample Characteristics	12-14 year old middle school students	3rd, 4th, and 5th grade students	Female high-school students referred by school staff or peers for experiencing physical violence or threats of violence by their partners.
<b>Intervention</b>			
Conditions	cognitive behavioral stress management group vs. no treatment control group	informational presentation vs. no presentation	assertiveness training vs. no treatment
Target	improved stress management skills	education about recognizing and preventing child abuse	increased assertiveness skills to prevent physical abuse in dating relationships
<b>Design</b>			
Type	Pretest Posttest with non-equivalent groups	Pretest Posttest with non-equivalent groups	Single case withdrawal design
Measures Used	Adolescent Stress and Coping Measure and the State-Trait Anxiety Inventory	measure of understanding child abuse	Logs of number and severity of abuse incidents, Assertiveness Self-Report Inventory, Hare Self-Esteem Scale
<b>Outcome</b>			
Results	Intervention group participants reported significantly lower stress on both measures at posttest than control group participants. The intervention group reported greater use of cognitive coping strategies to cope with stress and reported that the strategies were more helpful than control group participants.	Children who received the prevention program had significantly higher scores on understanding of all four dimensions of abuse than did control group participants. The results also indicated that children in higher grades were likely to have higher posttest scores.	Decrease in reported abusive incidents for three of the five women, one of whom ended the abusive relationship. All participants demonstrated higher assertiveness scores and 4 out of 5 had self-esteem scores at the conclusion of treatment.

**Table 6: Interventions for Pregnant and Parenting Teens**

Authors	Barth et.al., 1992	Barth, Shinke, and Maxwell, 1985	Harris and Franklin, 2002
<b>Sample</b>			
Setting	High Schools	2 alternative high schools	five high schools on the US-Mexico border
Final Sample Size	832	79	73
Sample Characteristics	High school students from 13 California schools in 10 different districts	pregnant or parenting teens from 14 to 19 years old	Mexican American pregnant and parenting teens
<b>Intervention</b>			
Conditions	parenting skills training vs. school's traditional sex education program	social and coping skills training program vs. no treatment comparison group	Cognitive-behavioral small group intervention vs. no treatment control group
Target	reduced risk for teen pregnancy	increased social and coping skills for teen mothers	increased social and coping skills
<b>Design</b>			
Type	Pretest-posttest with random assignment	Pretest-posttest with non-equivalent groups	Pretest-Posttest with random assignment
Measures Used	four measures addressing the following: contraceptive knowledge, intentions to avoid unprotected intercourse, sexual and contraceptive practices, and parental satisfaction with the program	a Contentment Scale, the Rosenberg Self-Esteem Scale, the Pearlin Mastery Scale, the State-Trait Anxiety Inventory, the Beck Depression Inventory, Parenting Sense of Competence Scale, the Good Care scale, the Generating Options Test, the Self-reinforcement Attitudes Questionnaire, the Conflict Management Test, and the Global Social Skills test	Rational Problem-solving Subscale of the Social Problem-Solving Inventory, Adolescent Coping Orientation for Problem Experiences, student records containing information about attendance and grades, and the Marlowe-Crowne Social Desirability Scale Short Form
<b>Outcome</b>			
Results	Teens in the pregnancy prevention program demonstrated greater knowledge about birth control, greater skills to avoid pregnancy, and more communication with parents about pregnancy prevention at posttest and follow-up than control group participants. Pregnancy prevention group participants also indicated that they used contraception more often than control group participants.	Mothers in the training program group indicated positive outcomes for interpersonal skills, social supports, and parenting skills at posttest that were maintained at follow-up. They also demonstrated improvements in feelings of well-being and rated the program favorably.	Students participating in the group had significantly more positive results on all outcome measures when compared with control group participants, and the differences were maintained at follow-up.

**Table 7: Systems-level Outcome Interventions**

Authors	Armbruster and Lichtman, 1999	Bagley and Pritchard, 1998	Dolfi and Edelson, 1985	Edgar, 1996	Pritchard and Williams, 2001
<b>Sample</b>					
Setting	36 inner city schools and a child guidance clinic	two primary and two secondary schools	Inner city catholic school	large, urban high school	two primary and two secondary schools
Final Sample Size	476	645	86	221	all children in participating schools
Sample Characteristics	Children whose C-GAS scores and DSM-IV evaluations in clinical range	primary and secondary students from disadvantaged neighborhoods	fourth, fifth, and sixth graders	freshman high school students	primary and secondary students from disadvantaged neighborhoods
<b>Intervention</b>					
Conditions	school based mental health services versus clinic based mental health services	integrated school-based social work services vs. no service	presentation on school social work services	small learning community approach vs. traditional classroom	integrated school-based social work services vs. traditional service
Target	improved C-GAS and GAF scores	reduced theft, bullying, truancy, fighting, and drug use	increased self-referrals for school-social work services	improved sense of self-control, improved relations with adults and problem solving skills	reduced theft, bullying, truancy, fighting, drug use, liking school, and desiring post-secondary education
<b>Design</b>					
Type	pretest-posttest with non-equivalent groups	pretest-posttest with non-equivalent groups	multiple time series design	pretest-posttest with non-equivalent groups	pretest-posttest with non-equivalent groups
Measures Used	C-GAS, GAF	delinquency rates	name of students referred to her, the date and source of the referral, and the presenting problem	Student Attitude Measure, student opinion survey	delinquency rates
<b>Outcome</b>					
Results	improvements in both groups; school-based treatment was shorter	the intervention schools had positive effects in self-reported theft, truancy, bullying, and drug use	self-referrals increased for 4th and 5th but not for 6th grade class	Little difference between intervention and comparison group	Positive effects for intervention schools in theft, fighting, liking school, drug use, and absences