

Title

Using Television to Reach and Teach: Results of a Study in Kansas City that Shows How School Counselors Can Use Media in the Classroom and at Home to Teach Youth Social Skills.

Abstract

In 2004-2005, Sprint Nextel Corporation and television station KMBC sponsored a large community initiative to teach social skills and character education in elementary, middle and high schools throughout the Kansas City area. Spearheading the initiative, Sprint Nextel donated the comprehensive *Connect with Kids* multimedia curriculum, sponsored television broadcasts of correlated *Connect with Kids* programming, and funded an independent research study to measure the program's effectiveness. School counselors were identified as school leaders to initiate the *Connect with Kids* (CWK) program in five school districts. The initiative used three thoroughly researched components that affect character and social skill development in children: 1) the power of media, 2) peer influence, and 3) the use of discussion and reflection. An independent study of the *Connect with Kids* program measured the combined effect of these three key areas, delivered as a counselor-led, school-wide character education intervention in elementary, middle and high schools. The findings reveal that proper implementation of the *Connect with Kids* program leads to significant and important positive outcomes regarding critical youth issues that school counselors have responsibility for in their schools, including bullying, lying, fighting, cheating, respect and academic perseverance.

* * *

Getting started

This study measured the combined effectiveness of three components that affect youth character and social skill development: 1) the power of media, 2) peer influence, and 3) the use of discussion and reflection.

CWK Network trained school counselors in best practices to implement the *Connect with Kids* program in classrooms and to direct parents to watch the *Connect with Kids* television programs on local station KMBC-TV.

Correlating the three components that affect positive youth outcomes

Component 1: The power of media

Connect with Kids uses the power of media (particularly television) to impact children's moral development and to engage parents in at-home viewing and family discussions. The programs are shown in the classroom and aired on local television stations for parents/families to watch at home. Teachers direct parents to watch the televised programs via "backpack flyers," printed communications sent home in students' backpacks, as well as through other school communication vehicles.

Component 2: Peer influence

Peer influence has been well documented in the success of teaching youth character development. *Connect with Kids* programs feature real children sharing their true stories – no actors, scripts or re-enactments. The programs also feature interviews with parents and experts. This peer-to-peer format engages youth and family audiences and motivates learning; children relate to the children and teens in the program whose lives are similar to their own.

Component 3: Discussion and reflection

The effective use of discussion and reflection is key to student learning. In the CWK model, students in the classroom watch video stories depicting youth demonstrating desired character traits. The CWK model provides discussion questions and self-reflection questions for teachers to use with students. Teachers direct students to answer in writing the reflection questions – either in class or as homework.

Television as an influencer

Brian Wilcox, Ph.D., director of the Center on Children, Families and the Law at the University of Nebraska, Lincoln, stated, “Probably the clearest evidence that we have that television influences children’s thinking and behavior is the fact that advertisers invest literally billions of dollars trying to influence the perceptions, choices and behaviors of children through advertising. We know very well that they wouldn’t be investing the amount of money they do without clear evidence that those messages are influencing kids.” The *Connect With Kids* program harnesses television’s influence to educate children by modeling positive behavior as it relates to character as the norm.

Children are affected by what they see on television because of social modeling – a theory developed and researched by psychologist Albert Bandura, Ph.D., over many years. According to Smith (2002), *The Theory Heard ‘Round the World: Albert Bandura’s social cognitive theory* is the foundation of television and radio programs that have changed the lives of millions. Recent studies have linked social modeling to initiatives to use television to affect character development on a global scale. Based upon Bandura’s social cognitive theory, an international effort to connect viewers with real life issues and services in their communities with the ultimate goal of fostering a viewer’s self-efficacy has proven very successful. The author reports countries such as Mexico, Tanzania, and China have used a social modeling model to develop television initiatives to prevent unwanted pregnancies, reduce the spread of HIV and to promote literacy. All programs reviewed reported significant successes in outcome change.

The social impact of peers

Regarding learning in a peer-to-peer format, recent studies have examined the role of peer influence with respect to violent behavior. In the book Violence in America's Schools: A New Perspective, Fagan (1998) identified the connection between peers as bystanders and incidents of violent behavior. The author concludes that peer acceptance of violence is key to understanding why it occurs and why it is difficult to eliminate. Pellegrini (1999) assessed the research on the social impact of peers on bullies and victims and concluded that there is a need to "use" these influences in prevention programs.

The positive role of discussion and reflection

The third core element of the *Connect with Kids* program is guided reflection through group discussion with teachers and peers in the classroom and with parents at home. Hacker and Niederhauser (2000) argue that effective learning in a discussion format comes about through teachers' thoughtful design and use of instructional strategies. The *Connect with Kids* program provides teacher resources including discussion and self-reflection questions correlated to the video programs.

Discussing topics of character development at home can be a powerful method of learning. In her 1996 article, "Effective Schools and Home-School-Community Partnership Roles: A Framework for Parent Involvement," Janette Chrispeels provides sufficient evidence that student learning can be enhanced if the communication gap is closed among the home, the school and the community. As schools work to develop these partnerships, they also develop a community of support for students. Through integrated programs such as the Sprint Nextel initiative, corporate partners assist in the

process of supporting schools as they reach out to parents and their children in effective ways.

The Program

The intervention described in this study is a classroom-based program appropriate for implementation at the elementary, middle and high school levels. The study, which was conducted in schools in Kansas and Missouri, is comprised of six core character traits taught through a video-based program. The elementary level program has 18 additional character traits, and the middle and high school levels have an additional 20 character traits, from which teachers can select to supplement the core traits (see Table 1 below).

Table 1. Character Education Traits for Elementary, Middle, and High School

<i>Elementary Character Education Traits</i>		
Honesty (Core Trait)	Courage	Generosity
Kindness (Core Trait)	Helpfulness	Loyalty
Perseverance (Core Trait)	Diligence	Caring
Responsibility (Core Trait)	Fairness	Togetherness
Self-Control (Core Trait)	Freedom	Courtesy
Tolerance (Core Trait)	Trustworthiness	Cooperation
Respect	Integrity	Patience
Honor	Peace	Citizenship
<i>Middle and High School Character Traits</i>		
Honesty (Core Trait)	Civility	Caring/ Compassion
Kindness (Core Trait)	Cooperation	Courage
Perseverance (Core Trait)	Diligence	Freedom
Responsibility (Core Trait)	Helpfulness	Citizenship
Self- Control (Core Trait)	Integrity	Justice/ Fairness
Tolerance (Core Trait)	Loyalty	Patience
Peace	Conviction	Respect
Generosity	Honor	Togetherness
Tolerance	Trustworthiness	

At the elementary level, the *Connect with Kids* program components include grade-appropriate, standalone teaching segments, discussion questions, oversized character word cards, 48 student activities for both core and supplemental traits (two per trait), posters and activities for the school community. At the middle and high school level, the

program components include standalone teaching segments (three per video) and 104 student activities for both core and supplemental traits (four per trait).

The counselor resources include a comprehensive teaching manual, video story summaries, correlated discussion and self-reflection questions, lesson plans, assessment guidelines and rubrics, and national standards correlations. The classroom curriculum is reinforced by an extensive character education website component, which includes additional materials for each of the 24/26 character traits. The website materials are grade-level specific and feature character-focused weekly current event articles, parent, teacher and student resources, tips from child experts, suggested reading lists and interactive student activities. The website also includes correlations for all of the character traits to state and national standards for language arts, social studies and health.

The family/parent component is a powerful community outreach initiative that includes eight half-hour television programs broadcast on local networks, focused on character development and the health and well being of young people. In addition, the television stations broadcast weekly family-focused news reports with parent resources and 30-second, on-air messages paralleling units from *Connect with Kids* classroom programs. This comprehensive, multi-pronged approach lends itself to school-wide application, and goes beyond the school to create a community-wide initiative to foster the character development skills youth need to be successful

.

The Role of the Counselor

As the school coordinator for the social skills/character education program, school counselors were trained by CWK Network as part of the Sprint Nextel donation; the counselors in turn trained teachers and school administrators. Each counselor worked with school staff to determine the best process for delivering the program to students in their individual school setting. Teachers were the point of delivery; many used the program in a subject area, others used it in an advisor-advisee setting. All lessons were taught weekly and the lead counselor monitored implementation. Counselors also sent home “backpack” flyers, directing parents to watch the correlated television programs and to use the supporting website materials.

Participants

The purpose of the study was to assess changes in student behavior in classes with teachers implementing the *Connect With Kids* (CWK) program (treatment group) compared to classes with teachers not implementing the CWK program (comparison group). More than 800 elementary, middle and high school students from five different school systems in Kansas and Missouri participated in the study. The study sample was diverse in terms of urbanicity (i.e., urban, suburban and rural school districts), SES level, ethnic/racial background, and grade level. There were a total of 24 treatment and 22 comparison classes in the study.

Materials

The materials involved in this study included the elementary, middle and high school videos covering 24/26 character skills, the teacher resource manual, the password protected *Connect with Kids* website resources, the student activities, discussion and self-reflection questions, and the half-hour programs broadcast on KMBC-TV.

Design and Procedure

The independent study was conducted during the 2004 - 2005 school year. All student and teacher pre-test data was collected in October 2004 and all post-test data was collected in May 2005. The study utilized a quasi-experimental design with matching. Overall, 24 treatment classes and 22 comparison classes were recruited for the study. Wherever possible, treatment classes were matched by grade level, urbanicity, demographics (i.e., ethnicity), and subject area to comparison classes within the same school. When treatment classes were located in schools implementing the *Connect with Kids* program school-wide, comparison classes were selected from similar schools within the same district and matched to the same criteria.

1. Teachers begin the *Connect with Kids* lesson with an introduction of the character trait, followed by a viewing of the *Connect with Kids* video correlated to that trait. This type of lesson could occur up to three times for each elementary class (as there are three elementary video stories for each character trait) and one time at the secondary level (as there is one secondary video per character trait). Following the video, teachers lead a student discussion utilizing the questions from the teacher resource guide as a way to structure the discussion. The discussions are designed to include

open-ended questions. Next, teachers provide students with self-reflection questions – also included in the teacher’s guide – and ask students to answer the questions privately (written) either in class or as homework.

The key element of student self-reflection is incorporated into all lessons.

2. Within a one- to two-week period following the video viewing and discussion, teachers provide students with a follow-up activity from the *Connect with Kids* teacher resource guide. Students are given opportunities to practice and demonstrate behaviors associated with the video’s character trait through cooperative and interactive learning exercises.
3. Teachers send home to parents/families information about the monthly television programs aired on local stations. The information is part of the *Connect with Kids* program materials – the format is a “backpack” flyer that teachers can print out. The flyers describe the upcoming television program, the date and time of the broadcast, as well as the appropriateness for various grade levels. The directed viewing information also includes discussion questions, facts about the topic, and tips for parents about watching the program with their child. Schools have permission to tape the televised programs and watch them in the classroom to ensure that students are exposed to the topic and have the opportunity to discuss the video with their classmates. Classroom discussions follow the airing of the show, bringing the community into the classroom.
4. Teachers have password-protected access to the *Connect with Kids* website to extend classroom learning by viewing youth-focused news reports featuring examples of the character traits. Students and their parents can also use the

website materials. Students without web access are given printed handouts to use with their parents.

Results

Elementary School Data

The following results are based on survey data collected in October/November 2004 and May 2005 from students and teachers in both treatment and comparison classes.

The student survey asked students to rate how often their classmates displayed specific behaviors (Part 1) as well as to rate how often the student himself/herself displayed the same behaviors (Part 2). Teachers received a survey containing the same items as the student survey, but only completed Part 1 of the survey (rating how often the behaviors described in each item occurred in their classroom). All survey items used a five-point scale with anchors of “Never” (1) and “Always” (5).

- The tables below provide the average elementary school student ratings for each item and for the survey overall (i.e., Part 1 overall and Part 2 overall). Negatively-worded items were recoded such that an increase in the mean rating for **any item** indicates a positive change. As shown in Table 2, generally the mean change in student ratings for each item on Part 1 of the survey (behavior of classmates) decreased for both the treatment and comparison students. Significantly, however, for 18 of the 21 items, mean changes were less negative or more positive for the treatment students as compared to the comparison students. Additionally, the overall mean pre- and post-survey scores for the treatment group were higher than for the comparison group. The results of an independent sample t-test found a statistically significant difference between treatment and comparison students

- on the mean change in pre- and post-survey scores for four of 21 items related to the behavior of classmates ($p < .05$).
- With regard to Part 2 of the survey (behavior of self), mean changes in student ratings for Part 2 of the survey were more positive for the treatment classes on 17 of 21 items (decreased less on seven items and increased more on 10 items). The overall mean pre- and post-survey scores were higher for the treatment students. The results of an independent samples t-test found a statistically significant difference between treatment and comparison students on the mean change in pre- and post-survey scores for two of 21 items related to self ($p < .05$). See Table 3 below for data on self. Fewer statistically significant differences on Part 2 of the survey may be a result of students rating their own behavior high on the pretest resulting in a potential ceiling effect.
 - Table 4 provides the mean pre- and post-survey ratings for both treatment and comparison teachers. On all items but one (item number 26), mean ratings increased for treatment teachers. The mean positive changes ranged from .08 to .92 (almost one point on the rating scale). In contrast, mean ratings for comparison teachers decreased for 12 items, remained the same for four items, and increased for 13 items (mean increases ranged from .09 to .64). Overall, the pre-survey mean was lower and the post-survey mean was higher for the treatment group. The results of an independent samples t-test found a statistically significant difference between treatment and comparison teachers on the mean change in pre- and post-survey scores for four of 21 items and overall ($p < .05$).

Table 2. Elementary School Student Class Results Part 1, Mean (standard deviation)

Item	Mean Pre-Survey		Mean Post-Survey		Mean Change	
	Treatment	Comparison	Treatment	Comparison	Treatment	Comparison
Students in this class...						
1. take things from other students when they shouldn't.	4.12 (.23)	3.97 (.33)	4.08 (.44)	3.64 (.45)	-0.04 (.43)	-0.33 (.54)
2. tell lies to the teacher or other students.	4.18 (.29)	3.95 (.31)	3.91 (.57)	3.57 (.43)	-0.27 (.42)	-0.39 (.51)
3. cheat on tests or schoolwork.*	4.32 (.25)	4.42 (.17)	4.34 (.39)	4.03 (.42)	0.02 (.38)	-0.39 (.46)
4. tell the truth even if it will get them in trouble.*	3.41 (.34)	3.48 (.36)	3.56 (.53)	3.28 (.45)	0.16 (.48)	-0.20 (.29)
5. do their best on schoolwork even when it is hard.	4.10 (.25)	4.08 (.17)	3.96 (.53)	3.77 (.33)	-0.15 (.42)	-0.31 (.35)
6. give up when things are too hard.	4.09 (.22)	4.03 (.23)	3.93 (.37)	3.81 (.35)	-0.17 (.37)	-0.21 (.39)
7. stop playing games when they are losing.	4.13 (.29)	4.05 (.32)	3.99 (.39)	3.74 (.38)	-0.14 (.48)	-0.31 (.47)
8. hit other students when they get mad.	4.50 (.41)	4.48 (.23)	4.32 (.58)	4.22 (.33)	-0.18 (.52)	-0.26 (.41)
9. wait for other students if they are slow.	3.49 (.39)	3.49 (.35)	3.50 (.46)	3.31 (.35)	0.01 (.30)	-0.18 (.38)
10. yell in class when they get angry.	4.39 (.40)	4.12 (.29)	4.27 (.50)	3.82 (.50)	-0.12 (.49)	-0.30 (.45)
11. play with students who are of a different race.	4.04 (.26)	3.91 (.22)	4.23 (.35)	4.18 (.23)	0.19 (.49)	0.27 (.21)
12. tease students who are of a different race.	4.63 (.22)	4.47 (.30)	4.51 (.28)	4.27 (.34)	-0.12 (.25)	-0.20 (.33)
13. make fun of other students.	4.12 (.37)	3.99 (.44)	3.94 (.61)	3.71 (.43)	-0.17 (.39)	-0.28 (.59)
14. are nice to students they do not know well.	4.01 (.26)	3.92 (.18)	3.77 (.49)	3.72 (.44)	-0.25 (.44)	-0.20 (.45)
15. share their things with other students.	3.86 (.26)	3.88 (.29)	3.80 (.49)	3.67 (.35)	-0.06 (.44)	-0.21 (.43)
16. help each other even if they are not friends.	3.70 (.43)	3.64 (.42)	3.72 (.51)	3.42 (.43)	0.03 (.26)	-0.22 (.50)
17. try to make others feel better when they are sad.*	4.07 (.44)	4.14 (.26)	4.02 (.45)	3.83 (.38)	-0.05 (.28)	-0.32 (.33)
18. pick on or bully other students.*	4.32 (.39)	4.36 (.27)	4.24 (.45)	3.98 (.36)	-0.08 (.34)	-0.38 (.36)
19. blame others when they get in trouble.	3.94 (.39)	3.91 (.34)	3.81 (.59)	3.54 (.55)	-0.13 (.37)	-0.37 (.44)
20. follow the class rules.	4.02 (.38)	3.84 (.24)	3.93 (.53)	3.54 (.46)	-0.09 (.42)	-0.30 (.34)
21. do what the teacher tells them.	4.08 (.34)	3.76 (.41)	3.99 (.49)	3.67 (.39)	-0.09 (.41)	-0.08 (.32)
Overall	4.07 (.23)	3.99 (.16)	3.99 (.41)	3.75 (.29)	-0.08 (.26)	-0.25 (.22)

*indicates a statistically significant difference ($p < .05$) between the treatment and comparison group on the mean change in pre- and post-survey scores.

Table 3. Elementary School Student Self-Results Part 2, Mean (standard deviation)

Item	Mean Pre-Survey		Mean Post-Survey		Mean Change	
	Treatment	Comparison	Treatment	Comparison	Treatment	Comparison
1. I take things from other students when I shouldn't	4.86 (.10)	4.89 (.07)	4.83 (.14)	4.83 (.09)	-0.02 (.18)	-0.06 (.08)
2. I tell lies to the teacher or other students.	4.82 (.12)	4.77 (.09)	4.76 (.17)	4.71 (.10)	-0.06 (.13)	-0.06 (.16)
3. I cheat on tests or schoolwork.	4.87 (.10)	4.87 (.14)	4.89 (.09)	4.84 (.11)	0.02 (.13)	-0.03 (.13)
4. I tell the truth even if it will get me in trouble.	4.16 (.36)	4.26 (.31)	4.28 (.36)	4.15 (.27)	0.12 (.49)	-0.11 (.29)
5. I do my best on schoolwork even when it is hard.	4.44 (.31)	4.43 (.47)	4.58 (.21)	4.30 (.23)	0.14 (.33)	-0.12 (.45)
6. I give up when things are too hard.	4.46 (.27)	4.50 (.19)	4.55 (.27)	4.52 (.30)	0.09 (.23)	0.02 (.40)
7. I stop playing a game when I am losing.	4.60 (.16)	4.68 (.16)	4.63 (.16)	4.55 (.20)	0.03 (.20)	-0.13 (.23)
8. I hit other students when I get mad at them.	4.88 (.12)	4.85 (.15)	4.77 (.27)	4.76 (.17)	-0.11 (.28)	-0.08 (.18)
9. I wait for other students if they are slow.	4.05 (.24)	4.12 (.24)	4.09 (.39)	3.92 (.32)	0.04 (.28)	-0.20 (.46)
10. I yell in class when I get angry.	4.90 (.09)	4.83 (.17)	4.85 (.16)	4.72 (.20)	-0.05 (.18)	-0.11 (.27)
11. I play with students who are of a different race.	4.39 (.18)	4.36 (.21)	4.41 (.23)	4.31 (.27)	0.01 (.23)	-0.05 (.36)
12. I tease students who are of a different race.	4.85 (.15)	4.72 (.31)	4.87 (.12)	4.66 (.25)	0.02 (.14)	-0.06 (.32)
13. I make fun of other students.	4.70 (.22)	4.79 (.16)	4.75 (.15)	4.65 (.22)	0.05 (.19)	-0.14 (.26)
14. I am nice to students that I do not know well.*	4.39 (.20)	4.49 (.15)	4.29 (.31)	4.06 (.24)	-0.10 (.35)	-0.44 (.31)
15. I share my things with all other students.	4.19 (.29)	4.28 (.26)	4.12 (.32)	3.99 (.28)	-0.07 (.32)	-0.29 (.41)
16. I help others even if they are not my friend.*	4.19 (.29)	4.28 (.14)	4.29 (.32)	4.02 (.21)	0.10 (.19)	-0.27 (.25)
17. I try to make others feel better when they are sad.	4.46 (.26)	4.46 (.18)	4.41 (.35)	4.19 (.25)	-0.05 (.18)	-0.27 (.36)
18. I pick on or bully other students.	4.92 (.10)	4.84 (.16)	4.79 (.19)	4.59 (.73)	-0.13 (.20)	-0.25 (.75)
19. I blame others when I get in trouble.	4.75 (.15)	4.83 (.11)	4.67 (.25)	4.66 (.21)	-0.09 (.26)	-0.16 (.26)
20. I follow the class rules.	4.59 (.25)	4.39 (.26)	4.51 (.32)	4.41 (.31)	-0.07 (.31)	0.02 (.25)
21. I do what the teacher tells me.	4.68 (.24)	4.43 (.21)	4.65 (.27)	4.49 (.28)	-0.03 (.29)	0.06 (.31)
Overall	4.58 (.12)	4.57 (.08)	4.57 (.18)	4.44 (.12)	-0.01 (.12)	-0.13 (.15)

*indicates a statistically significant difference ($p < .05$) between the treatment and comparison group on the mean change in pre- and post-survey scores.

Table 4. Elementary School Teacher Results, Mean (standard deviation)

Item	Mean Pre-Survey		Mean Post-Survey		Mean Change	
	Treatment	Comparison	Treatment	Comparison	Treatment	Comparison
Students in this class...						
1. take things from other students without asking.	3.58 (.67)	3.73 (.65)	4.00 (.58)	3.27 (.79)	0.42 (1.1)	-0.45 (1.0)
2. tell lies to the teacher or other students.*	3.25 (.97)	3.45 (.82)	3.92 (.86)	3.36 (.67)	0.67 (.88)	-0.09 (.83)
3. cheat on tests or schoolwork.	3.33 (.78)	3.82 (.60)	4.00 (.71)	3.82 (.60)	0.67 (.98)	0.00 (.45)
4. tell the truth even if it will get them into trouble.	2.75 (.75)	3.45 (.82)	3.69 (.86)	3.36 (.81)	0.83 (1.3)	-0.09 (.94)
5. present accurate and factual information.	3.08 (.79)	3.64 (.51)	3.69 (.63)	3.64 (.51)	0.58 (.79)	0.00 (.63)
6. do their best on schoolwork even when it is hard.	3.33 (.49)	3.36 (.67)	3.69 (.86)	3.55 (.52)	0.33 (.89)	0.18 (.75)
7. give up when faced with problems.*	2.67 (1.1)	3.36 (.51)	3.62 (.87)	3.27 (.79)	0.92 (1.0)	-0.09 (.94)
8. quit when they are losing.	3.25 (.75)	3.45 (.82)	3.62 (.77)	3.09 (1.0)	0.25 (.87)	-0.36 (1.0)
9. continue to pursue goals despite setbacks or failures.	3.42 (.52)	3.27 (.47)	3.62 (.77)	3.55 (.69)	0.17 (.83)	0.27 (.65)
10. solve problems by fighting.*	3.58 (.67)	3.73 (1.0)	4.23 (.60)	3.64 (1.2)	0.67 (.65)	-0.09 (.70)
11. hit other students when they are mad.	3.75 (.75)	4.27 (.65)	4.31 (.48)	4.09 (.94)	0.58 (.90)	-0.18 (.87)
12. are patient with each other.	3.25 (.75)	3.36 (.67)	3.46 (.97)	3.45 (.93)	0.17 (1.2)	0.09 (1.1)
13. yell in class when they get angry.	3.83 (.84)	3.64 (.81)	4.31 (.63)	4.09 (.94)	0.42 (.79)	0.45 (.93)
14. get back at others who make them angry.	3.83 (.58)	3.36 (.81)	4.08 (.76)	3.36 (1.1)	0.17 (.83)	0.00 (.63)
15. get along with students of different races.	4.17 (.72)	4.55 (.82)	4.62 (.51)	4.49 (.92)	0.42 (.79)	-0.06 (.76)
16. tease students who look different from them.	3.67 (.89)	3.27 (1.3)	4.08 (1.0)	3.55 (.93)	0.33 (1.5)	0.27 (1.3)
17. make fun of other students.	3.08 (.79)	3.00 (1.2)	4.00 (.91)	3.45 (1.0)	0.83 (1.1)	0.45 (1.5)
18. stick up for students who are being teased or picked on.	3.00 (.74)	3.45 (1.0)	3.69 (.95)	3.64 (.67)	0.67 (1.2)	0.18 (.87)
19. are tolerant of students who have different beliefs.	3.83 (.72)	3.91 (.83)	4.31 (.75)	4.00 (.78)	0.42 (1.1)	0.09 (.54)
20. are nice to each other.	3.75 (.45)	3.73 (.91)	4.19 (.69)	3.64 (.81)	0.46 (.89)	-0.09 (.83)
21. will share their things with other students.	3.92 (.90)	4.00 (.78)	4.19 (.48)	3.73 (.65)	0.21 (.99)	-0.27 (.65)
22. help each other even if they are not friends.	3.17 (.58)	3.45 (.52)	4.00 (.82)	3.82 (.75)	0.75 (.62)	0.36 (.67)
23. try to comfort others who are upset.	3.58 (.79)	3.55 (.52)	4.15 (.69)	4.18 (.60)	0.50 (.90)	0.64 (.50)
24. pick on or bully other students.	3.83 (.72)	3.45 (.93)	3.92 (.76)	3.45 (.93)	0.08 (1.2)	0.00 (1.2)
25. try "risky" or "dangerous" things.	3.83 (.84)	3.27 (1.0)	4.08 (.95)	3.55 (.82)	0.25 (1.1)	0.27 (1.3)
26. report violations of class rules to the teacher.	4.25 (.75)	4.36 (.51)	3.92 (.76)	4.18 (.75)	-0.33 (.78)	-0.18 (.87)
27. blame others when they get into trouble.*	2.58 (.79)	2.91 (.70)	3.31 (.95)	2.73 (.79)	0.67 (.89)	-0.18 (.98)
28. follow the class rules.	3.50 (.80)	3.64 (.67)	3.92 (.64)	3.82 (.41)	0.42 (.67)	0.18 (.60)
29. obey the teacher.	3.67 (.65)	3.73 (.65)	4.00 (.71)	3.91 (.54)	0.33 (.65)	0.18 (.60)
Overall*	3.47 (.33)	3.59 (.37)	3.95 (.49)	3.64 (.45)	0.44 (.54)	0.05 (.33)

*indicates a statistically significant difference ($p < .05$) between the treatment and comparison group on the mean change in pre- and post-survey scores.

Teachers who implemented the *Connect with Kids* program also completed a survey to provide information about the quality of the program and its impact. Table 5 provides the results for the three survey items related to impact. Teachers were asked to rate the degree to which they believed each item to be true on a scale of 1 (not at all true) to 5 (very true). As shown, teachers strongly believed that the program improved students' ability to self-reflect about their behavior and its impact on others.

**Table 5. Elementary School CWK Teacher Results
(n=13)**

Item	Mean	Standard Deviation
11. As a result of the <i>Connect With Kids</i> videos/ discussions/ activities, students are better able to self-reflect about their behavior and its impact on others.	4.46	.66
12a. As a result of the <i>Connect With Kids</i> videos/ discussions/ activities, the individual classroom behavior of students in my class changed in a positive way.	3.91	1.14
13a. As a result of the <i>Connect With Kids</i> videos/ discussions/ activities, students in my class interact with others in a more positive way.	3.80	1.03

- Middle and High Schools Results. The tables below provide the average middle and high school student ratings for each item and for the survey overall (i.e., Part 1 overall and Part 2 overall). Negatively-worded items were recoded such that an increase in the mean rating for any item indicates a positive change. As shown in Table 6, the mean student rating for the behaviors of students in their class increased for 27 of 29 items for the treatment classes and increased for only two items for the comparison classes. Additionally, the treatment classes started with a lower overall mean pre-survey score but finished with a higher overall mean score on the post-survey than the comparison classes. The results of an independent samples t-test found a statistically significant difference between treatment and

comparison students on the mean change in pre- and post-survey scores for 21 of 29 individual items related to class and for the overall survey ($p < .05$). Effect sizes were calculated for these 21 items using eta-squared with effect sizes above .14 indicating a large effect as per Cohen (1988).

- With regard to Part 2 of the survey (behavior of self), changes in the mean ratings for Part 2 of the survey were positive for the treatment classes on 21 of 29 items and positive for the comparison classes on only one item (Table 7). The overall mean pre-survey score for the treatment was .21 lower than the pre-survey score for the comparison classes and the overall mean post-survey score was .10 higher for the treatment group. The results of an independent samples t-test found a statistically significant difference between treatment and comparison students on the mean change in pre- and post-survey scores for 15 of 29 items related to self and for the overall survey ($p < .05$).
- Table 8 provides the mean pre- and post-survey ratings for both treatment and comparison teachers. On all items but three (items 5, 9 and 20), mean ratings increased for treatment teachers. These positive changes ranged from .09 to .98 (almost one point on the rating scale). In contrast, mean ratings for comparison teachers decreased for 20 items and increased for only nine items, with increases ranging from .06 to .28. Overall, the pre-survey mean for the treatment was lower for 28 items and the post-survey mean was higher for 12 items than for the comparison group. In other words, based on teachers' perceptions, the treatment group started at a lower level but improved beyond the level of the comparison group on 41% of the items on the survey. The results of an independent samples t-test found a statistically significant difference between treatment and comparison

teachers on the mean change in pre- and post-survey scores for four of 29 items and for the overall survey ($p < .05$).

Table 6. Middle/High School Student Class Results Part 1, Mean (standard deviation)

Item	Mean Pre-Survey		Mean Post-Survey		Mean Change	
	Treatment	Comparison	Treatment	Comparison	Treatment	Comparison
Students in this class...						
1. take things from other students without asking. *	3.59 (1.09)	3.90 (1.11)	3.89 (1.14)	3.66 (1.09)	.29 (1.57)	-.25 (1.47)
2. tell lies to the teacher or other students. *	3.26 (1.16)	3.74 (1.22)	3.61 (1.27)	3.35 (1.22)	.32 (1.73)	-.39 (1.60)
3. cheat on tests or schoolwork. *	3.83 (1.16)	4.13 (1.13)	3.87 (1.12)	3.77 (1.13)	.05 (1.68)	-.36 (1.62)
4. tell the truth even if it will get them into trouble.	2.80 (1.05)	2.93 (1.16)	3.03 (1.17)	2.86 (1.09)	.24 (1.62)	-.06 (1.58)
5. present accurate and factual information.	3.14 (1.13)	3.29 (1.19)	3.43 (1.06)	3.45 (1.04)	.30 (1.48)	.15 (1.59)
6. do their best on schoolwork even when it is hard.	3.39 (1.14)	3.72 (1.19)	3.58 (1.15)	3.64 (1.05)	.16 (1.57)	-.09 (1.57)
7. give up when faced with problems. *	3.60 (1.11)	3.92 (1.00)	3.70 (1.10)	3.64 (1.01)	.12 (1.40)	-.29 (1.37)
8. quit when they are losing.	3.89 (1.06)	4.08 (1.04)	3.66 (1.16)	3.77 (1.08)	-.23 (1.56)	-.29 (1.52)
9. continue to pursue goals despite setbacks or failures. *	3.34 (1.09)	3.72 (1.16)	3.46 (1.14)	3.46 (1.12)	.12 (1.56)	-.24 (1.51)
10. solve problems by fighting. *	3.16 (1.35)	3.50 (1.37)	3.61 (1.31)	3.35 (1.30)	.47 (1.84)	-.13 (1.67)
11. hit other students when they are mad. *	3.71 (1.25)	4.01 (1.24)	3.92 (1.19)	3.62 (1.35)	.22 (1.59)	-.38 (1.56)
12. are patient with each other. *	2.92 (1.17)	3.34 (1.11)	3.34 (1.22)	2.99 (1.10)	.40 (1.58)	-.35 (1.50)
13. yell in class when they get angry. *	3.44 (1.29)	3.61 (1.47)	3.61 (1.40)	3.37 (1.31)	.19 (1.84)	-.23 (1.83)
14. get back at others who make them angry. *	2.91 (1.30)	3.39 (1.38)	3.30 (1.38)	2.96 (1.26)	.37 (1.97)	-.44 (1.76)
15. get along with students of different races.	4.32 (1.04)	4.38 (1.09)	4.30 (1.08)	4.44 (.94)	-.05 (1.37)	.06 (1.40)
16. tease students who look different from them.	3.58 (1.34)	3.77 (1.35)	3.72 (1.33)	3.48 (1.25)	.11 (1.89)	-.29 (1.81)
17. make fun of other students. *	3.04 (1.27)	3.26 (1.36)	3.49 (1.38)	3.07 (1.21)	.47 (1.96)	-.18 (1.72)
18. stick up for students who are being teased or picked on. *	3.03 (1.16)	3.23 (1.21)	3.24 (1.20)	3.08 (1.06)	.21 (1.58)	-.14 (1.60)
19. are tolerant of students who have different beliefs.	3.54 (1.18)	3.61 (1.24)	3.74 (1.20)	3.53 (1.11)	.20 (1.67)	-.07 (1.64)
20. are nice to each other. *	3.36 (1.07)	3.79 (1.15)	3.75 (1.14)	3.50 (.99)	.41 (1.47)	-.28 (1.41)
21. will share their things with other students. *	3.56 (1.04)	3.78 (1.12)	3.69 (1.16)	3.49 (1.09)	.13 (1.59)	-.30 (1.56)
22. help each other even if they are not friends. *	3.10 (1.10)	3.34 (1.14)	3.26 (1.24)	3.00 (1.09)	.15 (1.58)	-.31 (1.50)
23. try to comfort others who are upset. *	3.20 (1.18)	3.42 (1.26)	3.54 (1.25)	3.26 (1.11)	.32 (1.62)	-.17 (1.66)
24. pick on or bully other students. *	3.41 (1.19)	3.73 (1.32)	3.66 (1.26)	3.39 (1.21)	.24 (1.74)	-.33 (1.65)
25. try “risky” or “dangerous” things. *	3.12 (1.38)	3.48 (1.25)	3.32 (1.26)	3.07 (1.19)	.17 (2.02)	-.39 (1.75)
26. report violations of class rules to the teacher. *	2.43 (1.21)	2.78 (1.24)	2.56 (1.26)	2.31 (1.12)	.12 (1.71)	-.49 (1.59)
27. blame others when they get into trouble.	3.24 (1.26)	3.45 (1.34)	3.45 (1.36)	3.21 (1.22)	.21 (1.89)	-.19 (1.73)
28. follow the class rules. *	3.04 (1.07)	3.69 (1.03)	3.58 (1.20)	3.26 (1.04)	.53 (1.52)	-.41 (1.40)
29. obey the teacher.*	3.40 (1.09)	3.83 (1.14)	3.73 (1.27)	3.65 (1.04)	.32 (1.53)	-.16 (1.49)
Overall*	3.32 (.61)	3.61 (.76)	3.55 (.81)	3.37 (.63)	.23 (.98)	-.24 (.91)

*indicates a statistically significant difference ($p < .05$) between the treatment and comparison group on the mean change in pre- and post-survey scores.

Table 7. Middle/High School Student Self Results Part 2, Mean (standard deviation)

Item	Mean Pre-Survey		Mean Post-Survey		Mean Change	
	Treatment	Comparison	Treatment	Comparison	Treatment	Comparison
1. I take things from other students without asking. *	4.30 (.92)	4.49 (.82)	4.49 (.86)	4.33 (.92)	.19 (1.36)	-.16 (1.28)
2. I tell lies to the teacher or other students. *	4.19 (1.03)	4.45 (.85)	4.34 (.94)	4.21 (.91)	.14 (1.37)	-.24 (1.27)
3. I cheat on tests or schoolwork.	4.45 (.94)	4.49 (.86)	4.40 (1.01)	4.29 (.92)	-.04 (1.41)	-.19 (1.31)
4. I tell the truth even if it will get me into trouble. *	3.38 (1.24)	3.67 (1.23)	3.81 (1.13)	3.63 (1.13)	.43 (1.54)	.04 (1.66)
5. I present accurate and factual information. *	3.51 (1.23)	3.84 (1.16)	3.88 (1.14)	3.74 (1.11)	.37 (1.65)	-.10 (1.47)
6. I do my best on schoolwork even when it is hard. *	4.14 (1.09)	4.33 (.97)	4.15 (.94)	4.02 (1.07)	.01 (1.34)	-.31 (1.46)
7. I give up when faced with problems.	4.13 (1.05)	4.18 (1.07)	4.14 (1.11)	4.04 (1.03)	.01 (1.53)	-.14 (1.54)
8. I quit when I am losing.	4.41 (.98)	4.39 (1.00)	4.19 (1.13)	4.24 (1.00)	-.21 (1.49)	-.15 (1.37)
9. I continue to pursue my goals despite setbacks or failures.	4.05 (1.12)	4.16 (1.11)	4.20 (.95)	4.04 (1.10)	.15 (1.53)	-.12 (1.50)
10. I solve problems by fighting. *	4.03 (1.19)	4.42 (.93)	4.22 (1.15)	4.03 (1.18)	.19 (1.56)	-.39 (1.49)
11. I hit other students when I am mad.	4.48 (1.02)	4.55 (.88)	4.43 (1.06)	4.47 (.92)	-.05 (1.43)	-.08 (1.26)
12. I am patient with other students.	3.60 (1.11)	3.87 (1.04)	3.72 (1.21)	3.70 (1.03)	.12 (1.69)	-.17 (1.46)
13. I yell in class when I get angry.	4.39 (1.04)	4.29 (1.16)	4.21 (1.25)	4.31 (1.09)	-.18 (1.50)	.02 (1.5n0)
14. I get back at others who make me angry. *	3.50 (1.35)	3.82 (1.23)	3.82 (1.36)	3.53 (1.40)	.32 (1.91)	-.28 (1.91)
15. I get along with students of different races.	4.61 (.83)	4.61 (.89)	4.58 (.87)	4.53 (1.00)	-.03 (1.13)	-.08 (1.38)
16. I tease students who look different from me.	4.56 (.86)	4.65 (.77)	4.40 (1.04)	4.30 (1.04)	-.16 (1.38)	-.34 (1.34)
17. I make fun of other students. *	4.02 (1.13)	4.29 (.95)	4.24 (1.07)	4.13 (.98)	.22 (1.60)	-.16 (1.28)
18. I stick up for students who are being teased or picked on.	3.45 (1.11)	3.67 (1.10)	3.47 (1.08)	3.50 (1.04)	.02 (1.66)	-.17 (1.49)
19. I am tolerant of students who have different beliefs.	3.89 (1.32)	3.96 (1.33)	4.10 (1.12)	3.83 (1.35)	.20 (1.62)	-.13 (1.89)
20. I am nice to other students. *	4.04 (.97)	4.39 (.83)	4.13 (1.00)	4.14 (.91)	.09 (1.36)	-.25 (1.18)
21. I share my things with other students. *	3.73 (1.03)	4.01 (1.01)	3.80 (1.15)	3.70 (1.11)	.06 (1.54)	-.31 (1.60)
22. I help others students even if they are not friends. *	3.57 (1.08)	3.85 (1.07)	3.74 (1.10)	3.51 (1.18)	.17 (1.55)	-.34 (1.70)
23. I try to comfort others who are upset. *	3.57 (1.17)	3.90 (1.08)	3.77 (1.23)	3.68 (1.13)	.19 (1.70)	-.22 (1.48)
24. I pick on or bully other students.	4.39 (.90)	4.58 (.86)	4.34 (1.03)	4.35 (1.01)	-.05 (1.41)	-.23 (1.27)
25. I try "risky" or "dangerous" things.	3.49 (1.45)	3.62 (1.37)	3.55 (1.37)	3.32 (1.37)	-.06 (2.06)	-.31 (2.02)
26. I report violations of class rules to the teacher. *	2.39 (1.19)	2.84 (1.30)	2.68 (1.32)	2.38 (1.20)	.29 (1.76)	-.47 (1.72)
27. I blame others when I get into trouble.	4.24 (.97)	4.42 (.78)	4.13 (1.19)	4.24 (.99)	-.11 (1.50)	-.18 (1.29)
28. I follow the class rules. *	3.80 (1.13)	4.27 (.85)	4.13 (1.02)	3.92 (1.09)	.34 (1.57)	-.35 (1.39)
29. I obey the teacher.*	4.09 (1.05)	4.47 (.81)	4.17 (1.09)	4.17 (.97)	.09 (1.48)	-.30 (1.28)
Overall*	3.94 (.56)	4.15 (.54)	4.04 (.66)	3.94 (.57)	.10 (.87)	-.21 (.81)

*indicates a statistically significant difference ($p < .05$) between the treatment and comparison group on the mean change in pre- and post-survey scores.

Table 8. Middle/High School Teacher Results, Mean (standard deviation)

Item	Mean Pre-Survey		Mean Post-Survey		Mean Change	
	Treatment	Comparison	Treatment	Comparison	Treatment	Comparison
Students in this class...						
1. take things from other students without asking. *	3.27 (1.01)	3.75 (.89)	4.18 (.60)	3.13 (.83)	.91 (1.14)	-.63 (.92)
2. tell lies to the teacher or other students.	3.27 (.65)	4.00 (.93)	3.73 (.65)	3.50 (.93)	.45 (1.04)	-.50 (1.07)
3. cheat on tests or schoolwork.	3.27 (.90)	3.25 (1.39)	3.91 (.70)	3.13 (.83)	.64 (1.29)	-.13 (.99)
4. tell the truth even if it will get them into trouble.	2.82 (.98)	3.13 (.99)	2.91 (.94)	2.75 (.89)	.09 (1.22)	-.38 (1.19)
5. present accurate and factual information.	3.36 (.67)	3.75 (.89)	3.36 (.92)	3.38 (.92)	.00 (1.41)	-.38 (.52)
6. do their best on schoolwork even when it is hard.	2.82 (.75)	3.25 (1.04)	3.00 (.89)	3.13 (.64)	.18 (.87)	-.13 (.83)
7. give up when faced with problems.	2.82 (.75)	3.63 (.74)	3.36 (.92)	3.25 (.89)	.55 (1.13)	-.38 (.74)
8. quit when they are losing. *	2.73 (.79)	3.88 (.83)	3.45 (1.04)	3.50 (.76)	.73 (1.19)	-.38 (.74)
9. continue to pursue goals despite setbacks or failures.	3.27 (.79)	3.50 (1.31)	3.27 (.79)	3.25 (.46)	.00 (1.26)	-.25 (1.28)
10. solve problems by fighting. *	3.09 (1.22)	3.88 (1.25)	4.00 (1.00)	3.63 (.74)	.91 (.94)	-.25 (1.04)
11. hit other students when they are mad.	3.64 (1.12)	4.00 (1.31)	4.00 (.77)	3.88 (.83)	.36 (.50)	-.13 (1.36)
12. are patient with each other.	3.00 (.77)	3.38 (.74)	3.73 (.65)	3.63 (.52)	.73 (.65)	.25 (.71)
13. yell in class when they get angry.	3.45 (1.04)	4.13 (1.36)	3.82 (.98)	3.75 (.71)	.36 (1.03)	-.38 (1.51)
14. get back at others who make them angry.	3.00 (1.34)	3.75 (1.16)	3.18 (.75)	3.50 (1.07)	.18 (1.25)	-.25 (1.49)
15. get along with students of different races.	3.64 (.67)	4.38 (.74)	3.91 (1.14)	4.38 (.74)	.27 (1.19)	.00 (.76)
16. tease students who look different from them.	3.18 (.87)	3.63 (1.41)	3.82 (.87)	3.75 (1.04)	.64 (1.21)	.13 (.99)
17. make fun of other students.	2.91 (1.14)	3.00 (1.07)	3.18 (1.25)	3.38 (1.06)	.27 (1.42)	.38 (1.30)
18. stick up for students who are being teased or picked on.	2.73 (.79)	3.38 (.74)	3.27 (1.01)	3.38 (.74)	.55 (1.21)	.00 (1.07)
19. are tolerant of students who have different beliefs.	3.40 (.97)	4.13 (.64)	3.91 (.54)	4.13 (.64)	.60 (.97)	.00 (.53)
20. are nice to each other.	3.64 (.67)	4.00 (.76)	3.45 (.82)	3.88 (.64)	-.18 (.75)	-.13 (1.13)
21. will share their things with other students.	3.73 (.90)	4.38 (.52)	4.27 (.47)	4.13 (1.13)	.55 (.82)	-.25 (1.16)
22. help each other even if they are not friends.	3.27 (1.01)	3.75 (.89)	3.55 (.52)	4.13 (.83)	.27 (1.10)	.38 (1.30)
23. try to comfort others who are upset.	3.45 (.82)	4.25 (.46)	3.91 (.54)	4.13 (.99)	.45 (1.13)	-.13 (1.13)
24. pick on or bully other students.	3.27 (1.01)	4.25 (1.04)	3.82 (.75)	4.00 (1.07)	.55 (1.04)	-.25 (1.58)
25. try "risky" or "dangerous" things.	2.91 (1.22)	4.25 (.71)	3.09 (1.14)	3.75 (.71)	.18 (.98)	-.50 (.76)
26. report violations of class rules to the teacher.	2.73 (1.01)	3.50 (1.07)	2.73 (.90)	3.50 (1.20)	.00 (1.00)	.00 (1.41)
27. blame others when they get into trouble.*	2.27 (.47)	3.25 (.71)	3.27 (1.01)	3.00 (1.07)	1.00 (1.26)	-.25 (.89)
28. follow the class rules.	3.36 (.81)	4.00 (.53)	3.73 (.79)	3.75 (.46)	.36 (.81)	-.25 (.46)
29. obey the teacher.	3.73 (.90)	4.13 (.35)	3.91 (.83)	3.75 (.46)	.18 (.87)	-.38 (.52)
Overall*	3.17 (.60)	3.78 (.65)	3.49 (.34)	3.48 (.53)	.41 (.47)	-.18 (.65)

*indicates a statistically significant difference ($p < .05$) between the treatment and comparison group on the mean change in pre- and post-survey scores.

Teachers who implemented the CWK Program also completed a survey to provide information about the quality of the program and its impact. Table 9 provides the results for the three survey items related to impact. Teachers were asked to rate the degree to which they believed each item to be true on a scale of 1 (not at all true) to 5 (very true). As shown, teachers were very positive in their responses that the program impacted middle and high school students' ability to self-reflect about their behavior and its impact on others.

**Table 9. Middle and High School CWK Teacher Results
(n=11)**

Item	Mean	Standard Deviation
11. As a result of the <i>Connect With Kids</i> videos/ discussions/ activities, students are better able to self-reflect about their behavior and its impact on others.	3.50	.71
12a. As a result of the <i>Connect With Kids</i> videos/ discussions/ activities, the individual classroom behavior of students in my class changed in a positive way.	2.89	.93
13a. As a result of the <i>Connect With Kids</i> videos/ discussions/ activities, students in my class interact with others in a more positive way.	2.89	.93

Discussion

The findings from the 2004 – 2005 independent evaluation of the *Connect with Kids* program reveal that with proper implementation, the *Connect with Kids* program leads to significant and important outcomes with regard to critical youth issues, including bullying, respect, academic perseverance, cheating, lying and fighting.

The school and community elements of the program are best implemented as part of a school counseling program, as school counselors are well-positioned and skilled to lead, organize and train other educators in the areas of social skills and character development.

While no direct measure of the impact of the television component of the program was included in the results, informal reports from counselors and school administrators indicate that the television programs were frequently watched by students and even more often by their parents. These reports indicate that the general impression was favorable concerning the reinforcing nature of the television program viewing. Future research is planned to assess the added value of television reinforcement in the home for students who participate in the program. The goal is to measure the impact of *Connect with Kids'* multi-pronged approach and its effect on public health issues.

It is also noteworthy that the control groups in many cases decreased in their teacher and peer ratings of youth attitudes and behavior as the year progressed. This is consistent with teacher comments that report student behavior as being more positive at the beginning of the school year. The results of the treatment groups, which were mostly positive when compared from the beginning to the end of school year, are notable and consistent with general teacher feedback. Further research may uncover why behavior declines over the course of the

school year in the absence of a directed social skills/character development change program.

The study further shows that academic perseverance significantly improved across grade levels. However, grade data was not included as an outcome measure in the study. Further research will also include measures such as attendance, grades and discipline to determine the direct connection between the *Connect with Kids* program and these variables.

References

Chrispeels, J. (1996). Effective Schools and Home-School-Community Partnership Roles: A Framework for Parent Involvement. School Effectiveness and School Improvement, 4, 297-323.

Fagan, J. & Wilkinsen, D. (1998). Social Contexts and Functions of Adolescent Violence. In Elliot, D.S. Violence in America's Schools: A New Perspective. New York: Cambridge University Press. 55-93.

Hacker, D. & Niederhauser, D. (2000). Promoting deep and durable learning in an on-line classroom. In R.E. Weiss, D.S. Knowlton, & B.W. Speck (Eds.), Principles of Effective Teaching and Online Classrooms. San Francisco: Jossey-Bass. 53-64.

Ngeow, K. & Yoon-San. (2003). Learning through discussion: Designing tasks for critical Inquiry and reflective learning (Report No. ED 0-CS-03-06). (Eric Document Reproduction Service No.185)

Pentz, M. (1989). Longitudinal effects of the midwestern prevention project on regular and experimental smoking in adolescents. Preventative Medicine, 18, 304-321.

Pellegrini, A. (1999). School bullies, victims, and aggressive victims: Factors relating to group affiliation and victimization in early adolescents. Journal of Educational Psychology, 92, 216-224.

Singer, J. & Singer, D. (2003) (Eds.) Handbook of Children and the Media. Thousand Oaks, CA: Sage Publishing. 47-72.

Singer, D. & Singer, J. (Eds.) (1990) The House of Make Believe and Developing Imagination. Cambridge: Harvard University Press, 183.

Smith, D. (2002). The theory heard 'round the world: Albert Bandura's social cognitive theory is the foundation of television and radio shows that have changed the lives of millions. Monitor on Psychology, 33, 30.