Prevention Programs for Children of Alcoholics (COAs) in an Elementary School Setting:

Comparing the Stress Management and Alcohol Awareness Program (SMAPP) and the Strengthening Families Program (SFP)

EDUC F65: Research Methods in Education, Spring 2009

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Research Proposal
Abstract

This study compares the Stress Management and Alcohol Awareness Program (SMAPP) and the Strengthening Families Program (SFP) to determine... The participants are from elementary school children of alcoholics, aged 9 to 12 years in Richmond, Virginia inner-city. Through an experimental research design, 5 elementary schools will be chosen from the area and 20 students who meet the criteria of being a COA will be randomly selected from each school and then will be randomly assigned to one of two groups to receive the SMAPP or the SFP. Participants will be screened with the Children of Alcoholics Screening Test (CAST) (Jones, 1982; Sheridan, 1995). They will be administered a pre-and-post test survey to determine which program helped to improve participants’ ability to identify and develop a positive, local support system, a healthy set of coping skills, and, an increased knowledge of alcohol and alcoholism. Describe an expected result briefly here (one sentence). AND, Based on your expected results, what do you conclude or suggest (another sentence)?
Introduction

Purpose

The purpose of this study is to explore and compare the Stress Management and Alcohol Awareness Program (SMAPP) and the Strengthening Families Program (SFP) in order to determine which may be the most beneficial program to implement in Richmond, Virginia inner-city elementary school children of alcoholics, aged 9 to 12 years. Both programs include curriculum and activities designed specifically for Children of Alcoholics (COAs); however, each program utilizes diverse methods and ideals. Therefore, it needs to be determined which program would be the most effective and the best to implement within the selected population.

Importance

Currently, one out of every eight individuals in the United States is a child of an alcoholic (Hall, 2007). These children face greater exposure to various family stressors as well as greater family discourse and separations (Hassong, Bauer, Chassin, Sher, & Zucker, 2008). Werner and Johnson (2004) noted that a substantial amount of research in this field has showed that COAs are at risk for development of problems ranging from behavioral to psychological. These problems can affect relationships, life patterns and routines, behaviors, problem-solving skills, family roles, responsibilities, education, and overall well-being (Crespi & Rueckert, 2006; Rodney & Rodney, 2007). COAs also are at a higher risk for abusing alcohol as adults (Jacob, Windle, Seilhamer, & Bost, 1999).

COAs typically do not just deal with alcoholism in the family. They may also witness abuse, neglect, divorce, and learning disabilities (Fisher, Jenkins, Harrison, & Jesch, 1992). As a result, COAs have a significant increase in their vulnerability to stressors and risk factors, especially in relation to social, as well as, emotional adjustments (Hall & Webster, 2007). With
prevention programs such as the Stress Management and Alcohol Awareness Program and the Strengthening Families Program there becomes a way to encourage, teach, and support the development of COAs. These individuals will have diverse opportunities to learn, live, and express themselves without the involvement of alcohol or other substances (Moe, Johnson, & Wade, 2007). However, different programs may be more useful and beneficial for different populations and age groups.

Literature Review

Ignoring the presence of alcoholism in a child’s life, can lead to a multitude of destructive situations. Crespi and Rueckert, 2006, stated that some COAs react to an alcoholic parent by cutting themselves off from the entire family unit in order to escape. As the child’s escapism continues they do not learn how to balance the intimacy and connectivity of self-independence. Burnett, Jones, Bliwise, and Ross, 2006, describe a similar condition that can develop in COAs called parentification. This term expresses a type of subjective reality distortion of the parent–to–child relationship. It becomes as if the child were his or her own parent. The child often feels required to take on this role in order to care for the alcoholic parent’s emotional needs. This becomes incredibly problematic and can result in depression, co-dependence, and self-depreciation (Lease, 2002). Both of these conditions lead to problems of individualization and leave children finding that they do not know who they are.

Prevention programming can provide COAs with a setting to educate, enhance development, and encourage expression of feelings (Moe, Johnson, & Wade, 2007). These programs do not have to be strictly focused on the child, but they can and should incorporate the entire family. COAs and their families must acquire skills to cope with their stressors (Hassong,
Bauer, Chassin, Sher, & Zucker, 2008). These programs can also provide the family with structure and guidance focusing on personal needs (Burnett, Jones, Bliwise, & Ross, 2006).

Roosa, Genshemier, Ayers, and Shell (1989) developed the Stress Management and Alcohol Awareness Program as an 8-week, school based program for COAs. Focus is directed toward the development and building of each participant’s self esteem, providing of alcohol education and teaching of emotion and problem focused coping strategies. Some participants were assigned a “personal trainer” who helped to improve the students’ self-image and to reinforce the use of skills from the curriculum. Short et al. (1995) found that in COAs aged 9 to 11 years who participated in the program, were more likely than those who did not, to report increased social support, coping behaviors, and knowledge. However, Short et al. (1995) also found that those participants who were not assigned a personal trainer, showed no differences in the outcome of the study than those that did have a personal trainer.

Kumpfer and DeMarsh (1983) developed the Strengthening Families Program as a way to provide training not only children, but to parents as well. Parent sessions have a focus on alcohol and other drug education, as well as, communication skills, and the importance of positive reinforcement. Session for children focus on social skills, feelings, anger management, alcohol and other drug information, as well as, problem-solving, and communication. The program typically is conducted in community centers, instead of schools, can be used for a variety of cultural groups, and consists of 18 sessions, each lasting between 2 to 3 hours. Kumpfer, Molgaard and Spoth (1996) found the SFP to reduce risk factors, increase resilience skills, and decrease alcohol use among COAs.

Although the SMAPP and the SLP are prevention programs with a focus on COAs, each one utilizes different techniques and skills. When working with a population of elementary
school COAs, aged 9 to 12 years, with the inner-city of Richmond, Virginia, it must be determined which of these two programs would be best suited for implementation.

Research Question

Is the Stress Management and Alcohol Awareness Program, or, the Strengthening Families Program more effective in providing Children of Alcoholics with the ability to identify and develop a positive, local support system, a healthy set of coping skills, and, an increased knowledge of alcohol and alcoholism within the selected population?

Please make this sentence simpler?

Definition of Variables

The independent variables in this study are the implantations of the SMAAP or the SFP to the experimental groups. The dependent variables in this study are the ability to identify and develop a positive, local support system, a healthy set of coping skills, and, an increased knowledge of alcohol and alcoholism.

The ability to identify and develop is defined as a participant’s capability to seek out and further increase his or her knowledge base and availability of opportunities.

Local support system is defined as a set of individuals, peers, teachers, family members, friends, etc. who provide a resource for the participant to seek out when needed.

Healthy set of coping skills is defined as a strong, core collection of coping mechanism an individual can seek out in times of personal hardship or difficulties, instead of turning to something harmful or destructive.

Increased knowledge of alcohol and alcoholism is defined as acquiring of information about alcohol the substance and alcoholism the disease that is greater than before.

Methods
**Participants**

The participants in this study will be elementary school Children of Alcoholics (COAs), aged 9 to 12 years, within the inner-city of Richmond, Virginia. Participants will need to be identified as COAs or potential COAs using an instrument called the Children of Alcoholics Screening Test (CAST, Jones, 1982; Sheridan, 1995). Five elementary schools will be chosen based on location in the inner-city of Richmond, Virginia. Twenty students who meet the criteria of being a COA will be randomly selected from each of the five elementary schools and then will be randomly assigned to one of two groups within their school. Group A will receive the SMAPP while Group B will receive the SFP. There will be a total of 10 students per group in each school setting, and an overall total of 100 participants.

**External Validity Issues**

You have to describe the characteristics of your participants in detail. You can either describe the school or school district that you are using. The characteristics include ethnicity ratio, reduced lunch or free lunch ratio, the levels of the achievement scores or state-mandated test scores, rural, urban, or suburban setting, big or small city, etc.

An advantage to using their group of participants is that they are young in age and at a time where they need to develop strong supports and understanding knowledge of alcoholism. A disadvantage is that due to participants being minors, a parent or guardian must complete a consent form in order for their child to participate in the study. It is also important to note that a parent or guardian may feel they are identifying themselves as an alcoholic, and therefore, not allow their child to participate.

In order to control this issue with external validity, more schools from different areas around the Richmond, Virginia community could be implemented later in order to get a range of diverse ethnicities, socio-economic statuses, etc.
Instruments

The Children of Alcoholics Screening Test (CAST, Jones, 1982; Sheridan, 1995) which one is the original author of the test? You put only one here: CAST is designed to identify COAs (you can put the other one here). It is a 30-item questionnaire that asks questions related to an individual’s attitudes, feelings, perceptions, and experiences related to the drinking behavior of their parents/guardians. An individual’s score is based on the total number of “Yes” answers. A score of 0 to 1 most likely reflects their parent is not an alcoholic. A score of 2 to 5 reflects problems are due to at least one parent’s drinking behavior. A score of 6 or more reflects that this individual is more than likely the child of an alcoholic. Charland and Cote (1998) reported high reliability and validity of this instrument in identifying children raised in homes with at least one alcoholic parent.

A survey: The second instrument to be used as a pre-and-post test is a survey developed for the purposes of this study. The survey utilizes a Likert scale which includes questions rating a participant’s ability to identify and develop a positive, local support system, a healthy set of coping skills, and, an increased knowledge of alcohol and alcoholism. You need to describe the survey more in detail. However, you are not allowed to develop a instrument for this class. Thus, you have to find an instrument that contains the items that you need. And then you have to describe the instrument in detail.

Design and Procedures

This study will use an experimental research design comparing the effectiveness of the SMAPP and the SFP. At the beginning of the 2009 – 2010 academic school year, students age 9 to 12 years old, enrolled at John B. Cary Elementary, Southampton Elementary, Blackwell Elementary, Clark Spring Elementary, and Westover Hills Elementary You should not be
this specific because you might have privacy issues later. You can just say how many elementary schools in what kind of school district (you have to describe the characteristics of the school district in detail in your participants section earlier) shall be given the CAST. All students identified by the CAST as potential COAs will have a consent form sent to their home asking parental/guardian permission for their student to participate in the study. Consent forms should be returned within a one month time period.

After the one month time period expires, students with signed consent forms shall be randomly selected to participate in the study. 20 students from each school will be selected, totaling 100, and then shall be randomly assigned to one of two groups. Group A shall receive the SMAPP, while Group B shall receive SFP.

SMAPP’s curriculum lasts for a period of 8-weeks. The group shall meet once a week for 8 weeks within their respective schools. SFP’s curriculum is divided up into 18, two to three hour sessions; therefore, this group will meet two times a week for 6 weeks.

Certified Substance Abuse Counselors shall implement each of these programs in each of the elementary schools using a facilitation format. These counselors already have a knowledge base in addictions and shall be familiar with both of the prevention programs. Each group shall have two facilitators introducing the curriculum. There will be a total of four facilitators.

During the first session, the facilitators shall hand out a pre-test survey developed for this study. Once students have completed their individual survey, they will hand that survey to one of the facilitators. Between the first and second sessions, the facilitators shall score each pre-test to determine where their students rate in terms of their ability to identify and develop a positive, local support system, a healthy set of coping skills, and, an increased knowledge of alcohol and
alcoholism. For the following weeks the curriculum of both programs will be implemented as developed.

During the final session of each group, the facilitators will hand out a post-test survey developed for this study. Once students have completed their individual survey, they will hand that survey to one of the facilitators. Within one week, facilitators will score the post-tests.

**Timeline**

In mid September of 2009, students age 9 to 12 years old, enrolled at John B. Cary Elementary, Southampton Elementary, Blackwell Elementary, Clark Spring Elementary, and Westover Hills Elementary shall be given the CAST. All students identified by the CAST as potential COAs will have a consent form sent to their home asking parental/guardian permission for their student to participate in the study. Consent forms should be returned within a one month time period.

In mid October of 2009, students with signed consent forms shall be randomly selected to participate in the study. Those selected shall then be randomly assigned to one of the two groups in the study.

In late October of 2009, the first session for both groups in each of the five schools shall be held. Pre-test survey shall be given and scored.

From the end of October to November to mid December 2009, the SMAPP and SFP curriculum shall be presented in their respective 8 week and 6 week time frames.

In mid December 2009 before Winter Break, the final session of each program shall take place and the post-test survey shall be given and later scored.

*Internal Validity Issues*
Participant characteristics: Every participant may have one or two similar qualities, but every individual is unique. Since this study is looking at Children of Alcoholics, this would be one particular characteristic participants would have in common; however, each of their experiences with their alcoholic parent may be different. They may have different viewpoints on alcohol and alcoholism. Participants will also differ in ages.

Attitudes of the participants: Alcoholism can be a really difficult topic to discuss, especially if the disease affects someone like a parent. These children may find it more difficult than others to open up about it. They could be more reserved.

Mortality: As mentioned, this is a sensitive topic dealing with not only children, but their families as well. If the parent’s feel uncomfortable, they may not let their child participate or remove them during the study. Try to identify the threats to the internal validity of your study as much as you can because you have to think about all possible issues before you conduct the study. In addition, think about how to control them too. Please review the internal and external validity issue chapters in your textbook.

Data Analysis

Average scores of each question from the pre and post test surveys shall be analyzed. The purpose is to see if a correlation exists between higher post-test survey scores and one of the programs this study is looking at. An independent t-test will be run to see if a significant difference exists between students’ scores in Group A versus Group B.

Results

It is expected that participants who received the SFP shall show the most increase in their ability to identify and develop a positive, local support system, a healthy set of coping skills, and,
an increased knowledge of alcohol and alcoholism, determined by comparing pre-and post test survey results.

Discussion

Conclusions Based on the expected results from this study: what do you want to say about your results? What do your results mean? Conclusions are about the meaning or interpretation of the results.

With the use of prevention and intervention programs such as the SFP, there becomes a way to encourage, teach, and support the development of COAs. These individuals will have diverse opportunities to learn, live, and express themselves without the involvement of alcohol or other substances (Moe, Johnson, & Wade, 2007).

Implications Implications should include what the conclusions mean and based on the conclusions what you want to suggest to parents, teachers, counselors, administrators, or people who are working with similar population, to which the results from the sample that you used for your study here to be generalized.

Budget

<table>
<thead>
<tr>
<th>Item(s)</th>
<th>Quantity</th>
<th>Cost</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitators</td>
<td>4</td>
<td>$800</td>
<td>Each facilitator shall receive a stipend of $200 for their help.</td>
</tr>
</tbody>
</table>

After the completion of this study, the SFP shall show more effectiveness in increasing participants’ ability to identify and develop a positive, local support system, a healthy set of coping skills, and an increased knowledge of alcohol and alcoholism, than the SMAPP. These results will align with previous research completed in this area by Kumpfer et al. (1996). As a result of this study, it should be reflected to school officials and mental health professionals that COAs have a significant increase in their vulnerability to stressors and risk factors, especially in relation to social, as well as, emotional adjustments (Hall & Webster, 2007). With the use of prevention and intervention programs such as the SFP, there becomes a way to encourage, teach, and support the development of COAs. These individuals will have diverse opportunities to learn, live, and express themselves without the involvement of alcohol or other substances (Moe, Johnson, & Wade, 2007).
Each facilitator and participant shall be given a binder with the curriculum lessons and information outlined.

<table>
<thead>
<tr>
<th>Educational Materials/Binders</th>
<th>104</th>
<th>$1,000</th>
<th>Paper for printing pre-and-post test surveys, as well as, pencils for participants to use</th>
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</thead>
<tbody>
<tr>
<td>Paper/Pencils</td>
<td>1 ream (500 pages,) 150 pencils</td>
<td>$100</td>
<td></td>
</tr>
<tr>
<td>TOTAL:</td>
<td></td>
<td>$1,900</td>
<td></td>
</tr>
</tbody>
</table>
References


You have done a good job for your research proposal here. I am sure that you can make it much better if you can address the issues that I have raised above.
If you have any questions about my feedback here, please let me know ASAP. I can explain better in person. I promise! 😊
Remember that you must review the Research Proposal Rubric very carefully again before your revise your paper.

Thank you for your good work so far in my class!
Running head: PART-TIME MBA VALUE AND QUALITY FOR RECRUITING

Part-time Master of Business Administration Program:
Student and Alumni Measures of Value and Quality That Can Be Used to Enhance the Program
and Recruiting in a Free or Low-Cost Way

EDUC F65 Research Methods in Education
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April 11, 2009
Dr. Kyung-Hee Kim

1. Spring 2009
Abstract

This study seeks to rank priority of the 8 "P's" (Program, Prominence, Price, Prospectus, People, Premium, Promotion, and Place, Ivy & Naude, 2004) of marketing from approximately 75 current and graduating students of a part-time MBA program for working professionals, using a self-completed questionnaire, to determine the most important marketing aspects affecting their decision to attend. Staff will then implement or improve on the most important aspects as inexpensively as possible. It is expected that Prominence, Place, and Price rank highest. The results will be useful in determining future marketing and recruiting priorities for the program. Remember you need to use a page break before Abstract, before Introduction, & before References.
Introduction

Statement of the Problem

Master of Business Administration (MBA) degrees have been called a “must-have” credential (Gupta, Saunders, & Smith, 2007; Ivy & Naude, 2004; Pfeffer & Fong, 2002; Rapert, Smith, & Velliquette, 2004). Other research shows a significant drop in demand for the MBA degree (Richards-Wilson & Galloway, 2006; Zhao, Truell, & Alexander, 2006). One thing is certain – there are many MBA programs competing for the same students (Ivy & Naude; Sturges, Simpson, & Altman, 2003). It can be a challenge to recruit as many highly able, fully employed professionals as possible to be students in a part-time MBA program, especially during economic downturns (Ivy & Naude). To recruit successfully, MBA programs must distinguish themselves from the competition and establish their market niche (Ivy & Naude; Richards-Wilson & Galloway).

Purpose of the Study

MBA students are the products of their education, but also the customers, and it is imperative to satisfy customer demands to gain business (Ivy & Naude, 2004; van Auken, Wells, & Chrysler, 2005). Understanding measures of quality and value to students is very important in recruiting, advertising, retention, and career support (Rapert et al., 2004). This study seeks to determine the strongest measures of value and quality for part-time MBA students at a highly selective east coast university, in order to improve marketing strategies to recruit professionals to this program at the lowest possible cost.

Significance of the Study
Business education with an emphasis on ethics, leadership, and good decision-making will create business leaders who inspire confidence. Their leadership is the means out of our current economic crisis, so it is critical to determine how to attract the best and brightest to our business schools. Recruiting many highly qualified MBA students is also essential to the continuation of graduate business programs at the university where the research will be conducted and to all business schools. Therefore, determining the strongest measures of value and quality for part-time MBA students so as to improve low-cost marketing strategies to recruit professionals will help maintain the high standards of business schools in these times of economic uncertainty, as well as create business leaders who can help stabilize and rebuild our national and international economies.

Review of the Literature

What is the value of an MBA?

A number of studies found that the best judges of MBA value are MBA students and alumni (Chiu & Stembridge, 1999; Fisher, Kiang, & Fisher, 2007; Rapert et al., 2004; Richards-Wilson & Galloway, 2006; van Auken et al., 2005). Students have high standards and seek skills, knowledge, and networking; they want to be competitive in the job market, have promotion opportunities, and higher income; and they want to change careers and experience personal satisfaction (Chiu & Stembridge; Rapert et al.; Simpson, Sturges, & Woods, 2005).

Some argue that possession of an MBA degree is no guarantee of management knowledge, and that there is little evidence that an MBA degree enhances people’s salaries or career attainment (Pfeffer & Fong, 2002). Other research counters that an MBA education has a positive impact on employment, income, and job promotion (Zhao et al., 2006). Additional
benefits include enhanced job satisfaction, self-worth, leadership, teamwork, and communication skills (Simpson et al., 2005). MBA graduates felt they had acquired an important hard skill set, especially financial and data analysis (Simpson et al.). Some valued most the understanding they gained as to their values and motivations, which led to career clarity and satisfaction (Sturges et al., 2003).

Thus, MBA programs should tout not only extrinsic benefits, such as career development, but also intrinsic benefits, such as perceived personal development, and soft skills, such as communicating better (Richards-Wilson & Galloway, 2006; Sturges et al., 2003). Pointing out that an MBA cultivates a broader range of skills than might be expected can be a valuable perceived advantage in a competitive market (Sturges et al.).

What Other Variables Need to be Considered in the Value Equation?

There are numerous variations on the MBA theme. Many universities offer MBAs with concentrations such as marketing, although 95 percent of MBA employers do not ask for such specialized degrees (Gupta et al., 2007). Accelerated MBA programs are favored by full-time workers and part-time MBA students (Singh & Martin, 2004).

Delivery mode, whether in-person, online, or some hybrid, is another factor. Pure online instruction has been found to be the least effective option, but hybrid learning is attractive to many busy professionals (Terry, 2007). The best MBA teaching approaches have been judged to be the case method and computer simulations (van Auken et al., 2005). “Pedagogical caring” by the faculty is also very important to MBA students (Hawk & Lyons, 2008). Some programs advocate rolling career services into the curriculum, in recognition that career advancement is the main motivation for MBA students (Haskins, 2005). All of these factors can be used for marketing emphasis.
How Can We Showcase the Value of a Part-Time versus a Full-Time MBA Program?

Giacalone (1998) found that part-time MBA programs can be erroneously stigmatized as less selective and rigorous than full-time MBA programs. *Business Week* rankings found very little difference in selectivity and standardized test scores between the two types of MBA programs. To market part-time MBA programs, it is critical to identify, actualize, and advertise the qualities that make part-time MBA programs superior to full-time programs for many professionals.

As part-time MBA students are fully employed professionals, a major strategic advantage is the work/classroom relationship (Giacalone, 1998). These students often have more professional experience, thus bringing more to classroom discussions. They are also great resources for networking, placement, and recruiting new students. Because fully employed MBA alumni tend to stay in the area at least for a while, they are also a key program resource.

The opportunity cost of lost wages and experience is not present in part-time MBA programs, making this fact a strong marketing tool (Giacalone, 1998). This opportunity cost has a bigger impact than the cost of tuition on the decision to attend an MBA program (Montgomery & Powell, 2006). Lower tuition in part-time programs can be another selling point (Montgomery & Powell).

How Should Part-Time MBA Programs Gather and Use This Information to Recruit Students?

Part-time MBA programs must gather information on MBA value and results from their students and alumni, keep a comprehensive, detailed database, and analyze the data carefully.
This information is essential in advertising, recruiting, retention, and career placement (Richards-Wilson & Galloway). Directors should study pre- and post-MBA values and satisfaction, as attitudes and expectations will differ over time (Rapert et al., 2004). It is imperative to use data-driven arguments to point out positive, distinguishing program aspects, which results in more focused advertisements, targeted recruitment, and program improvements (Chiu & Stembridge, 1999; Richards-Wilson & Galloway). All communications should be designed to support the vision and core competencies of the program consistently (Rapert et al.).

The five “Ps” of marketing found to be most important to prospective MBA students were “Program,” “Prominence,” “Price,” “Prospectus,” and “People” (Ivy & Naude, 2004). As the main constraint on fully employed MBA students is time, part-time MBA programs also need to emphasize the variable of flexibility in scheduling classes around work (Giacalone, 1998; Montgomery & Powell, 2006).

As shown in the literature review, there are a wide variety of MBA program models, and there are many measures of extrinsic and intrinsic value and quality. To discover how best to market part-time MBA programs to professionals, then, it is necessary to determine exactly which aspects of a part-time MBA program are most important to both prospective students and last-semester students or alumni. Once the most important aspects are discovered, marketing and program enhancement measures can focus on these top issues of value and quality, to improve recruiting in order to increase the number of high-quality applicants at the lowest possible cost.

Research Questions

1) Which of the eight “P’s” of higher education marketing - “Program,” “Prominence,” “Price,” “Prospectus,” “People,” “Premium,” “Promotion,” and ”Place” - (Ivy &
Naude, 2004) are most important to prospective students and final-semester students/alumni in a part-time MBA program aimed at fully employed professionals at a highly selective east coast university (as measured by five-point Likert-scale responses on a self-administered survey)?

2) Within these eight variables, which of a list of sub-variables or secondary variables are most important to prospective students and final-semester students/alumni in a part-time MBA program at a highly selective east coast university aimed at fully employed professionals (as measured in the same way)?

Method

Participants

There will be two groups participating in this study. Group 1 will be students who have just been accepted into the part-time MBA program, but who have not yet begun classes. Group 2 will be students who have just graduated or will graduate within a semester. Group 1 will be the cohort beginning the part-time MBA program aimed at fully employed professionals in fall 2009 at a highly selective east coast university. The number of participants will range from approximately 30 to 40 students. While You should not use “while” unless two things are happening at the same time, according to the APA style, all students are fully employed professionals, with a mean age of 30, and an age range of 22 to 45. Gender percentages will range from approximately 65% male to 80% male. Ethnicity is mostly Caucasian, with approximately 2% to 10% non-Caucasian or not reporting ethnicity. Non-Caucasian students are typically either African-American or Indian, and occasionally Latino. Most participants are American citizens, averaging 95% of each cohort. All participants hold undergraduate degrees, and 12% hold other advanced degrees, typically masters
Participants hold undergraduate degrees in a variety of areas, predominantly engineering (34%) and business (28%), with a mean undergraduate GPA of 3.2. The average Graduate Management Admissions Test (GMAT) score of participants is 600, with an 80% range of 540-690. The GMAT is the standardized test which all MBA applicants are required to take, with a maximum score of 800.

The mean number of years of professional experience is six. The most common industries represented are engineering (30%) and defense contracting (24%). The most common functional job areas are engineering (30%) and financial analysis (18%). The reason there are so many engineers in the program is the proximity of a large shipbuilding facility which employs numerous engineers. Most participants live or work within 30 miles of the facility where classes are held. Approximately 15% of the participants will be military, due to the geographic location of the school near a number of military installations. Most students take 18 credit hours per year, six in each semester year-round, to complete the MBA degree in three years. As nine credit hours per semester is considered full-time graduate level study, this academic workload indicates a strong level of motivation to succeed professionally and the willingness on the part of the participants to work hard and delay gratification.

Group 2 will be students who will graduate from the same part-time MBA program in August 2009 or January 2010. There will be approximately 40 students in this group. They will be much like the first group, with extremely similar ranges of demographic, educational, and professional characteristics. The four main differences will be that their mean age will be approximately three years older (this being the typical amount of time students spend in the program); they will have an mean of three more years of professional experience; they will have just completed or be within one semester of earning an MBA degree; and they will have had a
mean of three years to apply their academic learning in the workplace.

External Validity Issues

The Group 1 sample will consist of the entire cohort of students admitted for fall 2009 to the part-time MBA program. Representativeness and generalizability are typically lessened with a small sample size, and by the fact that it is a purposive sample. The sample is representative of the population of interest: Professionals within a certain geographic distance of the educational facility who want to earn an MBA while working fulltime, who can afford to pay for the degree, and who have the intelligence, background, and drive to be admitted to the program. Therefore, generalizability of results to this particular part-time MBA program should be robust, especially as the research will be conducted with each successive cohort, thus increasing the sample size with each entering and graduating group. The researcher predicts that implementing the research results will also increase class size, thereby increasing sample size. The danger of poor judgment on the part of the researcher selecting the purposive sample is mitigated by admissions decisions being made by a committee using a common rubric. Group 2 shares the same threats to external validity as Group 1.

Admission is based on assessing each applicant holistically, and examining a variety of criteria to determine whether the student will be successful in this part-time MBA Program, a strong contributor to the learning of the other students, and a representative of the program once she or he has graduated. Applicants are assessed by a committee consisting of the assistant dean, director, and associate director of the program. Applicants are judged on GMAT score; length, level, and growth in professional experience, as measured by resume; professional and personal focus, as measured by two essays as well as academic and career progression; two professional letters of recommendation; undergraduate (and graduate if applicable) academic achievement as
measured by official transcripts, including rigor of the institution attended, rigor of classes taken, and GPA; quantitative ability, as measured by the GMAT quantitative score and grades in previous mathematics classes; and analytical ability as measured by two GMAT essay questions. While admission decisions are made through judgment, which is necessarily somewhat subjective, the validity of the committee's judgment is borne out by the 98% successful completion rate of students in the program.

*Instrument good*

The instrument used is a self-completion questionnaire based on the "traditional" five P's of marketing - Product, Promotion, Place, Price, and People - along with three additional P's - Premiums, Prospectus, and Prominence (Ivy & Naude, 2004). This instrument includes five-point Likert scale response choices for eight main variables - Product, Promotion, Place, Price, People, Premiums, Prospectus, and Prominence - and 26 sub-variables within the eight main variables. The researcher of this research proposal has received approval from the authors to use the instrument.

The purpose of the instrument is to gather information from MBA students as to which variables most influenced their choice to attend a particular MBA program, and is based on traditional marketing methodology. Each variable and sub-variable selected is controllable by the business school and therefore can be manipulated to influence demand for the university's MBA program. The difference between the instrument for Group 1 versus Group 2 is that Group 1 will be asked what influenced their selection of the current program, whereas Group 2 will be asked which factors would have influenced their decision to choose the current program, now that they have had the educational experience, and opportunities to apply what they have learned in the workplace. Content validity was assessed by a panel of local experts - four market research
professionals and three local directors of business schools (Ivy & Naude, 2004). Reliability of the five-point Likert scales was assessed using the Cronbach alpha. The overall score of .904 indicates satisfactory reliability (Ivy & Naude).

Design, Procedures, and Timeline

For Group 1, the instrument will be administered on a mandatory orientation day in mid-August 2009, shortly before the first semester begins. Students will be seated in a classroom with a comfortable temperature and asked to complete the survey after a brief introduction and explanation of the purpose of the study. They will be asked to respond thoughtfully and thoroughly. Students will be allowed 30 minutes to complete the survey, so that they are not rushed. Once students have completed the survey, they will put them in a collection location within the classroom, where they will be collected by the researcher. As the orientation is mandatory, the vast majority of students will be there. Should any students not be able to attend orientation, the researcher will follow up with them to arrange a 30-minute time period to complete the survey. This survey completion will take place in the first week of classes, at the education facility in a classroom with a comfortable temperature, before the class start time of 7:00 pm. While the location and administration will be slightly different, the researcher believes the difference will not be enough to affect results. While surveys will remain anonymous, there will be an extensive demographic questionnaire given before the actual survey, incorporating all elements listed above in describing the participants. Thus, the researcher will be able to study correlations based on a large number of individual factors, as well as group characteristics.

For Group 2, the survey will be administered in early August 2009. Students who are graduating in August 2009 or January 2010 will be given the choice of four evening time periods of 30 minutes each in a given week to complete the survey. Classes are held Monday through
Thursday, so giving students the opportunity to complete the survey on any of the days Monday through Thursday before class begins will make taking the survey convenient, resulting in a larger and hopefully universal survey completion percentage. The researcher will confirm that the week selected does not coincide with finals or other large project due dates, so that students are not experiencing stress or lack of time. Staff will announce the study twice to the students through email, and will explain that universal participation is important to the students because results will be used to improve the program, which will benefit both current students and alumni. On each of the four days, students will be asked to arrive at the classroom facility 45 minutes before class begins, and will be seated in a classroom. The instrument will be administered as described above. The staff will provide dinner on each of these evenings as an extra incentive to complete the instrument. The researcher will follow up with any student who has not completed the survey and will arrange a time that is convenient for the student to take the survey. Again, surveys will be anonymous, but extensive demographic data will be collected along with the instrument answers.

For both groups, a factor analysis will be used to analyze which variables and subvariables were most important to the students in selecting the program in question (Ivy & Naude, 2004). Variable mean scores will be determined for each of the marketing mix elements, and then the mean score for each element will be determined and ranked. The staff will then implement measures to increase or improve the highest-ranked variables within a very limited budget, in order to improve marketing and recruiting for the program.

Internal Validity Issues

Threats to internal validity are listed as follows, with an assessment of likelihood and control method(s) for each threat:
Participant characteristics: Each group is homogenous in a variety of areas, including demographics, education, professional goals, and drive. Therefore, this threat is low. There are multiple differences between people in any group, but asking for demographic data will allow the researcher to control for or explain a large variety of differences in analyzing the data.

Mortality: It is highly unusual for admitted students not to begin the Part-time MBA program. Also, extremely few students leave the program once they have begun. Historically, there is less than two percent attrition. This threat then is very low for both groups. No action needs to be taken against this threat for Group 1. For Group 2, response maximization will be sought by including an explanation as to why the research is important, and what the benefits are to the alumni, including continued excellence and reputation of the program. Also, two announcements will be sent out in advance, dinner will be served that evening, and the researcher will follow up with students who have not yet completed the survey.

Location: This particular threat is minimal and is discussed above under Design, Procedures, and Timeline.

Instrumentation: The instrument has acceptable validity, so that aspect of instrumentation threat is low. Instrument decay is unlikely as it will be administered to both groups by the same researcher within the same month, so the instrument is unlikely to be changed in such a short time. The researcher will have a written set of procedures for data analysis and will score both sets of instruments at the same time, so as to be most likely to score them both the same way. The researcher will allow ample time to score and assess the data, so that scorer fatigue does not become an issue.

Data Collector Characteristics: The same researcher will collect the data from both
groups, so this issue is unlikely to be a threat.

Data Collector Bias: This threat is always a possibility. To protect against it, procedures and scoring will be standardized and strictly scored. Also, each survey will be numbered randomly, and data will be assessed without knowing which survey came from which group.

Testing: This issue is not a threat to internal validity. The survey measures attitudes and values, and neither group will take the survey more than once. However, as the research continues with each entering and graduating cohort, Group 2 will soon be a group that has been a Group 1 in the past. The researcher will be explicit in the survey intent, so this will also not affect validity.

History: This is probably one of the strongest threats to internal validity in this research. Students like or dislike certain professors; decisions are made concerning the variety and number of electives that are offered which are beyond the control of the staff or researcher; students may encounter staff changes, have babies, get new jobs, get married, lose their jobs, have to travel for work, get deployed and encounter numerous external factors that may affect their perception of the part-time MBA program. To minimize this threat, there will be a free response question on the survey asking whether any significant external factors have affected the student's perception of why they selected or would have selected the program, with examples, so that the student will know exactly what is being asked. This information will be analyzed on a case-by-case basis.

Maturation: While Group 1 and Group 2 are all adults, students do develop intellectually, professionally, and personally by going through this part-time MBA program. This situation is actually an area of interest to the researcher and is not considered a threat because the groups are analyzed individually as well as in a group, the group membership of any respondent is clearly marked, and the researcher is interested in knowing the difference in
answer resulting from maturation. It is expected and the threat will be minimized by turning it into a variable.

**Attitudes of Participants:** The most likely respondents in Group 2 will be those who have had the best experience and those who have had the worst, so clearly those respondents will not be representative. This is a threat to external validity as well as to internal validity. The researcher will control for this by requiring all members of Group 1 to participate - Group 1 will be brand new students and will follow instruction from staff as to how to go through orientation. Group 2 has developed a relationship with each other and with the staff, and is typically happy to support the program by volunteering their time. If Group 2 participants feel negatively about the program, the researcher will encourage them to complete the survey as well, assuring anonymity. The attitude that is the greatest threat to internal validity in this study will be the attitude that the respondent does not have enough time for this exercise, as they are extremely busy. The researcher will mitigate this attitude by explaining how important it is to the program, the students, and alumni, and by offering food to Group 2, which is typically a powerful incentive. Also, the researcher will follow up with anyone not completing the survey.

**Regression:** The researcher expects movement in the data, but the nature of the participants is such that regression will probably not be an issue.

**Implementation:** The researcher will standardize collection of data as much as possible, as described above. All survey administration will be conducted by the same person.

**Data Analysis**

Mean scores of five-point Likert-scale responses will be assessed and ranked within each group and will be compared between groups. Correlation between any given demographic group and the importance of any particular marketing method can be found. Each group will be
assessed both in rankings of P-elements and sub-elements, and those rankings will be compared with each other, as well as combined and ranked. In the future, mean scores and rankings will also be compared with previous survey data, and will be combined for a cumulative result as each survey is implemented. For all groups, factor analysis will be used to analyze which variables and subvariables were most important to the new students and to the graduating students in selecting the program in question (Ivy & Naude, 2004). Variable mean scores will be determined for each of the marketing mix elements, and then the mean score for each element will be determined and ranked.

Expected Results

Given the nature of this particular part-time MBA program, and the needs and interests of current students, as gathered anecdotally, the factors which will be considered most important to students and alumni in selecting this particular part-time MBA program are expected to be Prominence, Place, and Price.

Discussion

Conclusion Based on the expected results from this study: what do you want to say about your results? What do your results mean? Conclusions are about the meaning or interpretation of the results.

The university has an excellent reputation, the students have to be able to get to class after work, and compared to comparable programs, the price is attractive. There are not significant Premiums in this part-time program. The teaching is excellent, but there are not a lot of extras. The program offers a general MBA degree with limited electives and no specific majors, so Product is not necessarily a draw, except as it relates to Prominence. This program does not mail out a hard copy Prospectus, but perhaps the website can be considered a substitute.
While a good website provides a lot of information, this is typically considered a minimum requirement, rather than a selling point. Promotion is very limited due to lack of funds. Should there be a larger budget in the future, Promotion might well take on more significance. While People are important, and are probably fourth in importance, faculty excellence is covered in Prominence. While personalized attention is provided by the staff, and customer service is a strong value, I do not believe students will make People a top choice, except by inclusion in Prominence, because of the strong importance of the predicted top three elements, and

**Implications** should include what the conclusions mean and based on the conclusions what you want to suggest to parents, teachers, counselors, administrators, or people who are working with similar population, to which the results from the sample that you used for your study here to be generalized.

Whether or not the research confirms the expected result, the information gathered will be very useful for the program staff in deciding where to put scarce marketing dollars and staff hours, so as to concentrate on the most important aspects of marketing the program, as assessed by new and graduating students of the program itself.

### Budget

<table>
<thead>
<tr>
<th>Category</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instrument copying</td>
<td>$200</td>
</tr>
<tr>
<td>Administrative time to advertise, remind, distribute, and collect surveys</td>
<td>$120 (10 hours @ $12/hr)</td>
</tr>
<tr>
<td>Driving to and from facility 4 times to administer instrument to graduating students (40 miles round-trip)</td>
<td>$88 (160 miles x $ .55/mile)</td>
</tr>
<tr>
<td>Total</td>
<td>$408</td>
</tr>
</tbody>
</table>

**Deleted:** While these are the expected results, the researcher hopes to find new information that can be implemented to increase marketing strength, improve recruitment, and better the program. It is also understood that as we have been able to advertise very little if at all, Promotion may not be a distinguishing feature for current students and alumni. However, if it were implemented, we might reach a much larger proportion of the target population and thus certain results we get from our current sample may be found to be unrepresentative. Those whom we reach have not had the benefit of marketing, but found us through reputation, colleagues, and word of mouth. We suggest further research using individual Ps as independent variables. The researcher would be very interested in getting a grant, for example, to market far more aggressively and compare the results to our current results.

**Deleted:** The results should be generalizable to other part-time MBA programs at highly selective universities, not necessarily only in the southeastern United states, as long as their target students are full-time working professionals with approximately six to nine years of professional experience who want an in-person MBA program to which they can drive after work.
References


students in pursuit of an MBA. *Journal of Education for Business, 80, 17-24.*


You have done a really excellent job for your research proposal here (Actually, I think you have been studying for this class TOO much). I am sure that you can make it PERFECT if you can address the issues that I have raised above.

If you have any questions about my feedback here, please let me know ASAP. I can explain better in person. I promise! 😊

Remember that you must review the Research Proposal Rubric very carefully again before your revise your paper.

Thank you for your good work so far in my class!
The Effectiveness of Mental Health Counseling Among Adults With Depression When Combined with Art Therapy

ED F-65 Research Methods in Education Spring 2009

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The College of William and Mary

April 11, 2009

Dr. Kyung-Hee Kim
Research Proposal
Abstract

The purpose of this study is to determine if mental health counseling for depressed adults is more effective when paired with art therapy than? Eighty subjects ages 18-60 currently seeking counseling for depression in Virginia are randomly assigned to either the control group that continued traditional counseling or the experimental group, which will receive art therapy using? in conjunction with traditional counseling. A pretest and posttest Beck Depression Inventory (author, year?) will be administered to obtain depression scores pre and post intervention. It is expected that counseling was more effective for depressed adults when used alongside art therapy techniques. One more sentence for conclusions or implications: Based on your expected results, what do you conclude or suggest? Describe briefly.

Please change everything into future tense, not past. Because this is a proposal, plan...
Introduction

Mental health counseling most commonly utilizes spoken words to facilitate the counseling process. This factor can be a limitation in assuring adequate communication between a client and the therapist, especially if the client has not been able to consciously process emotional issues that may be difficult to articulate (Glover, 1999). Artwork allows for expression through nonverbal creation that encompasses many complex feelings simultaneously (Malchiodi, 1997). Art therapy has been used with a variety of populations and mental health issues, as later discussed in the literature review. Most studies look at the effects of an art therapy intervention alone. However, more in-depth research on art therapy as a sole method of intervention should be conducted in order to explore its benefits, and meanwhile art therapy could still be used alongside traditional counseling. This study aims to explore if traditional verbal methods of mental health counseling for depressed adults will be more effective if used in conjunction with art therapy.

Purpose

The purpose of this study is to determine if mental health counseling for adults with depression is more effective when used in conjunction with art therapy.

Literature Review

Traditional psychotherapy is a verbal process that may limit communication if the client has dissociated past experiences and emotions (Glover, 1999). Art is an appealing alternative communication form because imagery accesses the mind’s primitive ways of knowing and reacting to the external world (Riley, 2001). Glover (1999) describes the artistic process as a dynamic interaction among thoughts, emotions, and the artistic medium, thereby activating deeper personal reactions. It offers a sense of control through mastering the art material to
counteract life situations that are often out of one’s control (Nesbitt & Tabatt-Haussmann, 2008). Art provides for useful expression in a non-destructive way (Richardson, Jones, Evans, Stevens, & Rowe, 2007). The art therapy process allows patients to create distance between themselves and their problem, while simultaneously expressing themselves in a non-threatening manner (Riley, 2001). Gabriel et al. (2001) identifies an intensified sense of self-awareness through the creation of artwork. Simply engaging in the creative process has strong therapeutic value (Heenan, 2006). Gabriel et al. (2001) found that images created by clients in the presence of the art therapist were more likely to incorporate deeper and more challenging issues, whereas artwork created alone focused on positive imagery, thus suggesting the need for the art therapist’s presence in order to confront difficult problems. Art therapy in a group setting helps with stress management, social interaction, normalization, and the development of coping skills (Nesbitt & Tabatt-Haussmann, 2008).

Illness and Pain

Patients experiencing medical problems, procedures, and pain not only endure physical symptoms, but also psychological issues such as depression, anxiety, anger, frustration, and loss of self-esteem and hope (Gabriel et al., 2001). According to Nesbitt and Tabatt-Haussmann (2008), art serves a therapeutic purpose because of its ability to distract the patient during medical procedures, reduce anxiety, promote relaxation, and minimize patients’ perception of pain, thus promoting healing. Cancer patients participating in mindfulness-based art therapy (MBAT) reported lower distress, hostility, interpersonal sensitivity, obsessive-compulsion, and somatization (Monti et al., 2006). Richardson et al. (2007) state that mentally ill patients may especially benefit from art therapy because psychosis makes trusting and communicating with therapists difficult. Art therapy produced a statistically positive effect on negative symptoms in
schizophrenic patients. Patients were better able to learn and understand their behavior patterns that caused stress and anxiety.

*Children*

Art therapy is frequently used with children since children often are not able to process, understand, or articulate their feelings with words. Specifically, Osborne (2003) found that art therapy can be particularly useful for children with autism, since these children usually have a poorly developed sense of symbolic understanding and internal versus external reality.

*Adolescents*

Riley (2001) attests to the value of art therapy because adolescents often use symbols and graphic illustrations. Art therapy may especially be useful to adolescents experiencing eating disorders by allowing them to explore root causes of an eating disorder and poor self-esteem and body image through artwork (Frisch, Franko, & Herzog, 2006). Art therapy may promote positive self-feelings in adolescents, as Heenan (2006) found art therapy to increase levels of self-esteem, self-worth, and confidence, which may thus promote more positive social behaviors.

*Adults*

The creation of artwork may allow for the assimilation of past emotional and cognitive traumatic events in adults (Glover, 1999). Some topics, such as incest, are often stigmatized and may be difficult for clients to discuss in therapy, therefore making art therapy an appropriate method to use (Glover, 1999). Swan-Foster, Foster, and Dorsey (2003) showed that pregnant women benefited from art therapy by expressing psychological concerns associated with their pregnancy, as pregnancy is usually treated as only a medical issue with physical symptoms. Foster and Viney (2007) found that menopausal women’s drawings elicited feelings of confusion, lack of choice or control, concerns over loss of fertility or femininity, and the
beginning of old age. Women reported feeling validated when able to share and discuss these
drawings in a group with other menopausal women (Foster & Viney, 2007). Art therapy may be
used with the elderly or those experiencing anxiety over death and existence, as the symbolic
level of art is non-threatening and accesses a creative outlet (Gabriel et al., 2001).

Families

According to Riley (2001), art therapy is useful to families, especially those who are
experiencing a family life cycle change. Gabriel et al. (2001) suggests that those having difficult
family relational issues might actually benefit the most from art therapy. Leon, Wallace, and
Rudy (2007) indicate that it may be especially difficult for children to express feelings about
family dynamics verbally, and art therapy may be an optimal solution. Art can help members
clarify needs and misunderstandings in a non-confrontational way (Riley, 2001). McNamee
(2005) indicates that family art therapy usually elicits a range of problems, including parenting,
loss, self-esteem, and separation from family of origin.

Materials

Different art materials have various implications. For the purposes of this study, three-
dimensional art (utilizing clay) and two-dimensional art (utilizing drawing and painting
materials) will be used. Campbell (1993) promotes manipulation of clay for anxiety reduction
and increased relaxation. Clay is advantageous because of its three-dimensional volume and
fullness of space, therefore not pressuring the patient to fill empty space (Greenwood, Leach,
Lucock, & Noble, 2007). Mark-making on two-dimensional surfaces may especially be useful
for expression, as indicated by the vast amount of graffiti in many cities (Riley, 2001).
According to Bar-Sela, Atid, Danos, Gabay, and Epelbaum (2007), color choice might also be
indicative of emotion, with darker colors indicating more depressive moods. Other methods not
explored in this study include the integration of bilateral art (using both left and right hands) in art therapy, which may influence the brain’s neural pathways by engaging both the left and right hemispheres of the brain, allowing for more thorough unconscious processing (McNamee, 2005). Computer-supported distance art therapy is also an option for those unable to meet directly due to age, rural location, illness, finances, disability, or security outside of the home (Collie & Čubranić, 2002).

Research Hypothesis

The hypothesis of this study states that mental health counseling for adults with depression will be more effective when combined with art therapy techniques using clay (three-dimensional), painting, and drawing (two-dimensional).

Variables

The independent variable in this study is the administration of art therapy alongside mental health counseling. The dependent variable is the depression score of the participant as assessed by the Beck Depression Inventory (BDI).

Definitions

For the purposes of this study, art therapy will be operationally defined as the therapeutic use of two-dimensional and/or three-dimensional artwork to promote emotional healing and greater self-exploration. Two-dimensional art includes painting, drawing, or collage, and three-dimensional art includes forming clay or sculpture. Depression scores are defined as the score obtained on the Beck Depression Inventory (BDI, author, year?).

Adults in this study were considered those individuals ranging in age from 18 to 60 years of age. In order for a participant to be considered depressed, he or she required an Axis I diagnosis as determined by the American Psychological Association’s Diagnostic and Statistical

Methods

Participants

Eighty subjects currently seeking mental-health counseling for depression in private practice and/or community counseling agencies in the state of Virginia will be selected to participate in this study. Counseling sites will be chosen based on their ability to participate, and then a select number of clients will be randomly chosen proportional to the size of the counseling site. Clients ranged in age from 18 years to 60 years, and included 50 females and 30 males. All had previously received an Axis I diagnosis of some form of depression either by a therapist, psychologist, psychiatrist, or physician, and were currently seeking mental-health counseling for depression.

This sample is advantageous because it looks at a random selection of adults with a wide variety of ages. Due to random selection, relationships with variables such as race, gender, socioeconomic status, and religion would be completely by chance. Counseling sites were restricted within state (Virginia) due to counseling practice and licensure laws being different and unique in each state. By assuring all counseling practices and licensure requirements were consistent with Virginia law, a confounding variable was eliminated that may have been due to inter-state differences. You should narrow down the broadness of your sampling a little bit, which means that you should choose some private practice and/or community counseling agencies or at least some county or city so that you can describe your sample in detail. You have to describe the characteristics of the participants who you are using. However, if you do not know about
them or about the private practices or community counseling agencies at all, you can describe the characteristics of the city or the county in terms of ethnicity ratio, income level, educational levels, % of people in terms of age range, what most people do for a living, historic old town, in a rural, urban, or suburban setting, in a big or small city, etc (whatever available).

External Validity because of this, you have to describe the characteristics of the participants (or the setting) very in detail so that you can generalize the results from your study to the population that has similar characteristics to yours.

Generalizability may be affected since the participants in this study were limited to Virginia counseling sites and ?. The results for depressed adults in different states may be different due to factors such as political views or climate.

Instruments

The Beck Depression Inventory (BDI, Beck, Ward, Mendelson, Mock & Erbaugh, 1961) is used to assess depression and obtain a depression score for each participant for the purposes of this study. The BDI is one of the most frequently used depression assessment instruments, specifically noted for its ability to detect depression in both psychiatric and non-psychiatric normal populations. The BDI was created by analyzing clinical observations of common symptoms and attitudes displayed by depressed psychiatric patients need to cite for this statement. The original version includes 21 items that assess symptoms such as mood, self-dislike, social withdrawal, and suicidal wishes. The test can be administered by a clinician or self-administered with a paper and pencil form, although computer versions have since been developed. Each item is rated from 0 to 3 to indicate intensity. The Center for Cognitive Therapy established the following guidelines for determining intensity of depression: none to minimal...
depression is < 10, mild to moderate depression is 10-18, moderate to severe depression is 19-29, and severe depression is 30-63. (Beck, Steer, & Garbin, 1988)

Beck et al. (1988) affirmed that the BDI has high internal consistency as reported by the mean internal consistency alpha (α = 0.87). Test-retest reliability was high, as BDI correlations are greater than 0.60. Researchers also assessed content validity and discriminant validity (in telling differences between psychiatric and non-psychiatric patients and also differences between various depressive disorders) and found the instrument to be valid. Researchers also assessed social desirability by using a modified version of the Marlowe-Crowne Social Desirability Scale (Crown & Marlowe, 1964) and reported a significant negative relationship between social desirability and BDI scores (r = -0.55). Other research (which one? Indicate here) on the BDI indicates that women are sometimes reported to have higher BDI scores than men, adolescents score higher on the BDI than adults, and African Americans and other nonwhites may score higher than whites.

Materials

For this study, 160 copies of the BDI will be obtained for pre and posttest assessment of the 80 participants. Forty art therapy kits for the experimental group were each comprised of ten bottles of acrylic paint (colors: crimson red, cobalt blue, sunshine yellow, green, black, white, violet, peach, brown, and orange), 16-color watercolor set, four paintbrushes of various sizes, 48-color set of colored pencils, 1 2B and 1 6B lead drawing pencils, 10-color set of markers, scissors, craft glue, an assortment of five randomly selected scrap magazines for collages, 1 8x10 drawing pad, 1 11x14 bristol board pad, one pound of red clay, and assorted clay sculpting tools.
Procedures and Timeline

Potential Virginia counseling locations were located, you have to change this again after you narrow down your cites contacted and assessed during the summer of 2009. In August 2009, counselors, therapists, psychologists, and psychiatrists at appropriate institutions were invited to participate in the study by assigning clients numbers (to ensure confidentiality), and submitting the numbers of clients eligible to participate (ages 18-60, diagnosed with depression) to researchers. From these clients, researchers randomly selected a quantity of clients proportional to the size of the counseling agency. For example, a small private practice submitting only five client numbers may only have one client randomly selected, whereas a larger community service board submitting 50 client numbers may have ten clients randomly selected. Clients were then notified of their eligibility to participate and given informed consent forms.

After the 80 participants were confirmed to participate in the study, they were randomly assigned to either the control group or the experimental art therapy group. Participants in the control group received no additional treatment; they continued to receive standard mental-health counseling from their designated clinician without any changes. Participants in the experimental group received art therapy alongside the mental-health counseling.

After participants had been randomly assigned, clinicians counseling participants in the experimental group were sent instructions on using and administering art therapy, and also sent a package of art materials. Each package contained the same contents of art materials in order to maintain consistency. Clinicians were also given contact information of licensed art therapists if they should have concerns or questions. Clinicians were given flexibility in how they chose to administer the art therapy alongside their traditional counseling. They may use art therapy techniques throughout the whole session in combination with their counseling (for example:
drawing or painting while simultaneously listening to or discussing issues with the client) or may divide the session by devoting a set amount of time to an art therapy project and a set amount of time to normal counseling (for example: the first fifteen minutes devoted to creating a collage, the rest of the session devoted to discussing the collage or resuming traditional counseling techniques).

All participants were administered the BDI before beginning this study in order to obtain a pretest depression score before intervention. Clinicians administered the inventory to clients, who took it with pencil and paper.

Once materials had been delivered, clients randomly assigned, and pretest BDI scores obtained, the study began in mid-October 2009. The study assessed clients for the duration of 12 weeks with weekly sessions, for a total of 12 sessions.

Following the 12 sessions, participants were administered a posttest BDI. Clinicians administered the inventory to clients with pencil and paper. All pretest and posttest BDIs were sent to and assessed by researchers.

**Internal Validity**

Some factors and confounding variables may influence the results of this study.

**Subject Characteristics:** Factors such as age, gender, hand-eye coordination, religious beliefs, etc. may threaten the internal validity because these different factors may influence a subject's artwork and attitude about art therapy. A young adult with exceptional hand-eye coordination may produce artworks that are aesthetically pleasing and he/she is proud of and thus improves self-esteem, thus showing that art therapy is effective in helping this client. However, an older person with little artistic experience or poor coordination may not be able to produce artwork at all, and feel very self-conscious and ineffective in their artwork, thus increasing
depressive symptoms such as low self-efficacy or poor self-esteem and therefore showing that art therapy does not work but may actually be counterproductive. The characteristics of the participants would influence the results, not the actual art therapy intervention itself.

Another variable of consideration is the artistic abilities and talents each participant possesses. A person with great artistic ability and experience, who is perhaps an artist or took art lessons, may really enjoy art therapy in combination with counseling because they have such positive attitudes toward art, whereas a person with little experience and talent may have negative attitudes toward the artwork because they are unfamiliar with it and do not show any mastery of producing artwork. In addition, participants’ levels of creativity vary, which would affect the artwork, but cannot be controlled.

**Sub-title???:** The clinician administering the art therapy may affect the results. If a dull and unimaginative therapist counsels the client, the therapist’s demeanor may affect the client’s willingness and ability to be creative and expressive in creating the artwork. If the clinician is gregarious, imaginative and wears colorful clothing and encourages openness, creativity, and exploration, the client may want to create artwork that fits with the therapist’s attitude and appearance because the client is able to judge how he or she thinks the therapist would prefer the client to draw. A variety of therapist attitudes, personalities, and appearances could cause the same client to produce drastically different art pieces. In addition, since clinicians are given the flexibility to choose how they administer the art therapy during their session, these slight variations among administration may cause differences. A different research design could have implemented an art therapist come to counseling sessions to administer the art therapy instead of the experimental subjects’ designated counselors. While this technique would ensure more consistency in art therapy administration, it would also create a confounding variable because the
client would not have a previous relationship with the art therapist, thus requiring time for the client and art therapist to establish rapport. The introduction of a new face into a client’s pre-established comfort zone with his or her original counselor may create discomfort. The clients’ reactions to the art therapist may have created another variable. Therefore, researchers chose that art therapy be administered by the counselor or clinician that the subjects were already familiar with in order to prevent discomfort over the addition of the art therapist into the therapeutic relationship.

Mortality: Subjects may leave counseling for a variety of reasons, such as termination, being referred to a different therapist or clinician, moving, or unexpected life events. The loss of participants may cause the results to be different had these specific participants remained in the study. Try to identify the threats to the internal validity of your study AS MUCH AS you can because you have to think about all possible issues before you conduct the study. In addition, think about how to control them too. Please review the internal and external validity issue chapters in your textbook.

Data Analysis

The raw scores will be obtained from the BDI pretests and posttests will be analyzed by summing all items and obtaining a final raw score for each participant’s pretest and posttest. An independent-samples two-tailed t-test will be used to compare the experimental and control group data to look for a significant difference between the pretest and posttest differences of those in the control group and those also receiving art therapy.

Expected Results
It is expected that participants receiving art therapy in conjunction with mental health counseling show greater differences in pretest and posttest BDI depression scores versus those in the control group.

**Discussion**

**Conclusions**

Based on the expected results from this study: what do you want to say about your results? What do your results mean? Conclusions are about the meaning or interpretation of the results. The study indicated that mental health counseling might be more effective when paired with art therapy rather than by itself. Perhaps living a life that is full of exposure to art and the creative process is correlated with lower depression scores.

**Implications**

Implications should include what the conclusions mean and based on the conclusions what you want to suggest to parents, teachers, counselors, administrators, or people who are working with similar population, to which the results from the sample that you used for your study here to be generalized. This finding has many implications toward the counseling field. Counselors and psychologists may want to incorporate art therapy techniques into traditional counseling sessions to help further assist clients in understanding and coping with depression. Clients not making progress in traditional counseling settings may find a new way of communicating and understanding their depression through the creation of artwork. Counselors and psychologists may wish to expand their knowledge about the therapeutic benefits of art and the administration of art therapy by taking classes to receive licensure in art therapy. Counseling centers and other mental health institutions may wish to hire art therapists to become part of the staff to both work with clients and teach other staff members about art therapy. This study may

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also prompt educational leaders to see the importance of art and therefore advocate for keeping art a standard class in the curriculum for children throughout their school years as a form of therapeutic expression. To anybody else?

**Budget**

Expenses for this study will include the cost of the BDI and the cost of art materials for each participant in the experimental group. Forty kits of the art materials mentioned in this study will cost approximately $2500. The BDI may be purchased from Harcourt-Pearson Education, Inc. (2009) for $49 for a pack of 25. One hundred sixty copies of the BDI are required for this study, thus needing seven packs for a total cost of $343 excluding shipping and handling.

Mailing costs for the BDI and the art material kits also need to be taken into consideration.
References


**You have done an excellent job for your research proposal here. I am sure that you can make it PERFECT if you can address the issues that I have raised above.**

**If you have any questions about my feedback here, please let me know ASAP. I can explain better in person. I promise! 😊**

**Remember that you must review the Research Proposal Rubric very carefully again before your revise your paper.**

**Thank you for your good work AND good participation so far in my class**
The Relationship Between Resilience and Psychological Distress in the Identity Development of Biracial Adolescents

EDUC F65: Research Methods in Education

Brittany Copeland

School Counseling, School of Education

The College of William and Mary

February 19, 2009

Dr. Kyung-Hee Kim
Abstract

This study examines biracial identity development in adolescents with regards to the relationship between resilience level and psychological distress. Seventy-five participants, ages 11-17, with one African American and one Caucasian parent were given four survey instruments: Survey of Biracial Experiences (author, year?) to measure what?, Multidimensional Anxiety Scale for Children (author, year?) to measure what?, Children’s Depression Inventory (author, year?) to measure what?, and the Youth Risk and Resilience Inventory (YRRI, author, year?) to measure what?. It is expected that there is a relationship between ??. The expected results indicate that those working with this population should pay special attention to increasing resilience and racial identity development.

I have a question: Have you already collected data? If not, you should not use any past tense at all for the entire paper. If you have, then you should not say something like “expected results” I cannot tell whether you have or have not by looking at your paper again and again.
Introduction

*Purpose*

The purpose of this study is to examine identity development in biracial youth. This topic will be looked at in relation to how resilience in adolescents is correlated with psychological distress, which is often associated with the racial ambiguity of biracial people.

*Justification*

Historically, individuals in America having one black parent and one white parent, were classified as black; because of this, research on biracial individuals and their identity development is relatively recent (Rockquemore & Brunsma, 2004). The 2000 U. S. Census marked the first time that people were given the option of indicating that they were of biracial or mixed heritage. Consequently, about 7 million individuals self-identified as biracial (Suzuki-Crumly & Hyers, 2004). With this subgroup of Americans making up a significant amount of our population it is necessary to examine the nuances of their bicultural existence, and how they may or may not be impacted psychologically from being a member of two races that hold very different power levels in American society. There is a prevailing assumption in this society that these individuals are confused about who they are and thus experience psychological distress (Rockquemore & Brunsma, 2004). Wong, Eccles, and Sameroff’s (2003) research on resilience has shown that a strong sense of ethnic identity in youth acts as a buffer against poor mental health.

*Literature Review*

Early research on the biracial population revealed higher levels of psychological distress among biracial individuals (Suzuki-Crumly, & Hyers, 2004), however Gibbs and Hines (1992) found that when using nonclinical sample populations, biracial youth were comfortable with
their identity and had healthy social interactions. Biracial adolescents were also equal to monoracial adolescents with respect to levels of stress, psychological distress, self-worth, and behavior problems (Cauce, et. al., 1992). This research did well to discredit the notion of the “tragic mulatto,” who’s pathological inner turmoil is inherent due to the mixing of the “pure” white blood and the “primitive” black blood (Stonequist, 1937).

Distress in the form of depression and anxiety among biracial individuals has often been attributed to struggling to establish a minority identity. Poston (1990) developed a model for Biracial Identity Development which detailed the stages of the process. He found that previous minority identity models either assumed that biracial individuals should be classified as black (or whatever race their minority parent was) or that individuals would eventually have to choose one side to identify with. However, Poston’s (1990) Biracial Identity Development Model recognizes the need to integrate multiple racial backgrounds into one identity, and it identifies the personal and social aspects of the process of development, as well as how status factors (such as ethnicity of neighborhood or parent’s social group) contribute to that development.

Following the circulation of Poston’s Biracial Identity Development Model (1990) Rockquemore and Brunsma (2004) delved deeper into the issue by examining how the environment impacted development. They used exclusively black/white biracial participants in a study that found four race categories which participants self identified as: singular identity (black or white), border identity (biracial), protean identity (flowed from black to white to biracial depending on the situation), and transcendent identity (no race, race is meaningless). The fact that these categories exist highlights the unique fluidity of racial identity for these individuals. However, the idea that they choose to be in these categories may not be entirely true. Hall (2001) notes that many models do not acknowledge the role physical appearance plays in identity. For
example, among those that identified as biracial there are validated and unvalidated racial identities. For validated individuals, people generally recognize them as biracial. Those who were validated were typically from predominantly white social networks, and had experienced rejection from blacks. Those who were unvalidated were recognized as black despite their parents’ backgrounds. Unvalidated individuals also had negative experiences with blacks, the difference was that they grew up interacting with more black people (Rockquemore & Brunsma, 2004). Interestingly, although biracial individuals often report negative treatment from blacks, they are also more likely to prefer romantic partners to be black (Gibbs & Hines, 1992; Gillem, Cohn, & Throne, 2001). According to Rockquemore and Laszloffy (2003) unvalidated biracial individuals are more likely to have psychological distress.

Coleman and Carter (2007) found that validated individuals scored lower on trait anxiety and depression scales than the unvalidated individuals. They did not however, attribute this to external sources of pressure (like societies desire to monoracialize them, thereby rejecting their biracial status) because both validated and unvalidated individuals rated equal levels of societal and peer pressure to identify as one race (Coleman & Carter, 2007).

What is the difference between these two groups that causes validated biracial individuals to be less prone to anxiety and depression while unvalidated individuals are more susceptible? Wong, et. al. (2003) found that lack of social connectedness can be a risk factor that leads to negative effects in the individual and their development. A strong ethnic connection or identity was positively correlated with psychological resilience, self-esteem, motivation, and belief in abilities. Resilience in the form of self-monitoring and self-regulation are ways that minorities overcome environmental influences and experiences (Dishion & Connell, 2006). Wong, et. al. (2003) showed that minority youth are less affected by stereotype threat and other negative
consequences of discrimination when they possess more resilience characteristics. According to Inzlicht, Aronson, Good, and McKay (2006) minorities displaying the resilience trait of self-monitoring were not only less affected by stereotype threat, but they behaved and performed in a counter-stereotypical way. High self-monitoring African-Americans scored highest on achievement tests when their race was made most salient (Inzlicht, et. al., 2006). This is contrary to previous findings which suggest that the salience of stereotypes and discrimination negatively impact the motivation, competence, and achievements of people of color (Graham & Hudley, 2005). In biracial individuals, Shih, Bonam, Sanchez, and Peck (2007) found that there was less belief in stereotypes to begin with, because these individuals tend to view race as a social construct, and therefore incapable of predicting ability or personality.

Research Question

Based on the research reviewed the following question was posed for this study: Do biracial individuals who demonstrate higher levels of resilience experience less psychological distress when developing their racial identity than biracial individuals who demonstrate lower levels of resilience? Please make this sentences a little bit simple. You can make this into more than one sentence too.

Methods

Participants

This study consisted of 75 participants with one parent who was identified as Caucasian, and one parent identified as African American. The sample included 45 females and 30 males, with the average age being 14 (SD = 2.8) years. You have to describe the characteristics of your sample as much as you can. If you do not have information for them, you should describe the school district that you are using. For schools or school districts, you can find...
The participants were selected from five school districts in Southeast Virginia. A letter was sent to the home of each child in these school districts, explaining that if there was a Black/White child ages 11-17 in the household they could be entered into a drawing for $500 if they were willing to complete a series of surveys.

**External Validity**

The participants in this study are representative of biracial adolescents. Due to the fact that the sample was not randomly selected, but was more of a *purposive sample* (because you cannot use whoever wants to participate in your study because he or she must have a Caucasian parent and a African American parent, right?), there may be some confounding variable that influenced those who did not choose to participate versus those who did choose to participate. *But, you have to say that the results from your study might be generalized to what kinds of population in what setting here.*

**Instruments**

*The Survey of Biracial Experiences* (SBE, Rockquemore & Brunsma, 2002): SBE contains 102 closed-ended questions. Special attention was paid to the questions regarding how the participants self-identified racially. Rockquemore and Brunsma (2002) developed this survey specifically for their study, and there was no information on validity and reliability available.

*The Youth Risk and Resilience Inventory* (YRRI, Brady, 2006): YRRI contains 54 questions that participants respond to on a Likert scale from 1-5; scores should be totaled, and disaggregated into risk total and resilience total. The higher the score, the stronger the presence of either risk or resilience is in that participant’s life. The questions examine stressors and protective factors experienced by adolescents. According to Cosden’s (2004), it has adequate
reliability due to strong internal consistency between the questions. Cosden also states that this measurement has validity and was able to show a difference in resilience level between those identified by school counselors, social workers, and other mental health professionals as living in high risk environments and those living in low risk environments.

*The Children’s Depression Inventory* (CDI, Kovacs, 2003): CDI contains 27 items on a Likert scale, that examines the existence and severity of depressive symptoms (responses have a 3 point range from absence of symptom, mild symptom, to definite symptom). Items are totaled for a raw score. According to Freeman (2004), this measure shows reliability in the domains of internal consistency, test-retest reliability, and standard measurement error. There was limited information available for validity; the only evidence reported was concurrent validity with the Coopersmith Inventory and the Piers-Harris Children’s Self-Concept Scale (Freeman).

*The Multidimensional Anxiety Scale for Children* (MASC, March, 1997): MASC is a 39 item questionnaire with a four point Likert scale. Participants self report their level of anxiety on the Likert scale, 0 representing “never true” and 3 representing “often true”. Caruso (2004) reported that the MASC has good reliability and validity.

The MASC, CDI, and YRRI were each chosen because they are specifically geared toward children and adolescents, and are able to measure the variables this study is examining. The SBE was chosen for this study because very few assessments of biracial experience and identity were found. The absence of reliability and validity evidence for this measure may be a disadvantage, however because the research topic has only been explored in depth in recent years, the fact that multiple studies were found to have used this measure (or a modified version) prompted its use in this study.

*Design*
This study uses a correlation design which relies on survey data to explore the relationship between resilience level and psychological distress, when looking at adolescent’s biracial identity development. Correlation coefficients were used to assess the strength of the relationship between variables.

Procedure

All participants agreeing to be in this study signed a consent form, and had a parent or guardian sign consent, because all participants are under the age of 18. Participants were then taken to an empty office where they were given a packet which contained (in order) the MASC, CDI, YRRI, and SBE in a large envelope. They were told to read all instructions, and answer each question to the best of their ability. There was no time limit in place for completion of assessments. The participant was told to place the assessments back into the large envelope after they were done, and could then notify the person administering the test when the assessments were completed. The person administering the test left the room after explaining all instructions to the participants. After the participants were finished with the assessments, they were debriefed.

Timeline

Due to the correlational nature of the study, participants were administered the assessments only once during the month of November. After that, no further information was required.

Internal Validity

You have to discuss each threat to the internal validity of your study separately.

Individual characteristics may serve as a threat to internal validity. An effort was made to find participants who fit the age, and racial background of the target population; consideration
was also given to the reading level and intelligence variance among participants, when the instruments were selected. Choosing instruments that were designed with the 11-17 year old age range in mind seems to counteract this threat to internal validity. There is still the possibility that socioeconomic status, which was not accounted for, could have some impact on the data.

Mortality, maturation, and testing are not threats to internal validity because follow up is not necessary in this study. Location is also innocuous because all participants will sit in the same room by themselves when filling out the assessments. The reliability and validity of each instrument has been discussed already, and to further control threats due to instrumentation, all instruments have objective scoring, thus eliminating the possibility of variance due to scorer inconsistency. History is another possible threat that has been controlled for, due to the design of the study, because the SBE will assess any common historical experiences they may have encountered as a result of being biracial. The study does not implement any treatment/intervention therefore attitudes of participants toward the study, and regression are not seen as threats. To control for implementation threat, those who administered the assessments were given a script to follow, and were trained in role play activities to ensure consistent unbiased delivery of the instructions. Try to identify the threats to the internal validity of your study AS MUCH AS you can because you have to think about all possible issues before you conduct the study. In addition, think about how to control them too. Please review the internal and external validity issue chapters in your textbook.

Data Analysis

You said that it is a correlational study. Then, why do you divided the people into two groups? You can find the relationship between resiliency and anxiety and depression: whether the higher resilient scores are related to the lower anxiety and depression scores, etc. You have to
think of which relationship between what and what are you looking at? In order to answer each of your research questions, you have to describe what numbers you are looking at here.

Results

It is expected that participants with higher resilience scores will report fewer anxiety and depressive symptoms, while those with lower resilience scores will report higher levels of anxiety and depressive symptoms. It is also expected that your results must be the answer(s) for your research questions. Thus, you have to think of your results in terms of all of the research questions you have.

Discussion

Conclusions

Based on the expected results from this study: what do you want to say about your results? What do your results mean? Conclusions are about the meaning or interpretation of the results.

Implications

should include what the conclusions mean and based on the conclusions what you want to suggest to parents, teachers, counselors, administrators, or people who are working with similar population, to which the results from the sample that you used for your study here to be generalized.

This study indicates that biracial individuals are not destined to experience psychological distress because of their racial make up, rather, other factors, such as resilience and identity development are related to psychological distress. Increasing these factors may serve as a protective agent against the development of psychological distress in biracial adolescents. It is important for professionals who have direct contact with biracial individuals during adolescents, such as teachers, school counselors, family counselors, social workers, etc., to be aware of these
findings so that they can work to increase resilience levels in these individuals. It is possible that more fully developing a racial identity will increase resilience. This would be particularly useful for any counselor working with this population, because they can equip themselves to assist the adolescent in exploration of their racial heritage and developing a racial identity.

To complete this research it would be necessary to purchase the appropriate quantity of each assessment, as well as the $500 prize that served as an incentive for participants. There should also be roughly $1000 factored in to mail out the initial letters requesting participation since they will be mailed indiscriminately. This would total $2340.

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<td>Children’s Depression Inventory</td>
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<td><strong>Total</strong></td>
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References


**You have done an good job for your research proposal here. I am sure that you can make it PERFECT if you can address the issues that I have raised above.**

If you have any questions about my feedback here, please let me know ASAP. I can explain better in person. I promise! ☺☺

Remember that you must review the Research Proposal Rubric very carefully again before your revise your paper.

**Thank you for your good work AND your pleasant presence so far in my class!**

EDUC F65 Research Methods

Jodie L. Davis

Education, Policy, Planning and Leadership, School of Education

The College of William and Mary

April 11, 2009

Dr. Kyung-Hee Kim

EDF 65- Research Methods in Education, Spring 2009

Research Proposal
Abstract

Abstract is complete in giving the reader a clear idea of the contents.

Abstract includes less than 120 words, & the purpose & major variables described.

The number & type of participants & the measuring instruments & design used are properly described. The procedures, major results, & conclusions (One more sentence for conclusions or implications: Based on your expected results, what do you conclude or suggest?) described in brief.
Introduction

Purpose of the Study

As all parents know, each child is different. These differences can be as minor as gender and age, or as complicated as is usually the case with special-needs children. Choosing a behavior modification program that works for one particular family can be particularly daunting and frustrating. Some parents may give up after finding that one program does not work, not realizing that there is a plethora of other options in this field that may work for them. By not finding something that works, parents may become more frustrated, which can lead to poor parent-child interactions, but can go so far as to culminate in child abuse (Huebner, 2002 & Naik-Polan, 2004). The basic premise of parent education programs, therefore, is that parents want to do what is best for their children, but do not always have the skills, resources or knowledge to effectively meet their children’s needs or manage their children’s behavior (Ateah, 2003 & Naik-Polan, 2004). In fact, McGurk (1996) goes so far as to say that, for some parents, if left without the option of a quality parent education program, “are likely to get things wrong.”

1-2-3 Magic: Effective Discipline for Children 2-12 (Phelan, 2003) is one child behavior modification option parents have at their disposal to study and implement in their homes with their children. There are several options with this method, but the method that is most similar is 1-2-3 Magic for Christian Parents: Effective Discipline for Children 2-12 (Phelan & Webb, 2007).

The purpose of this study, then, is to investigate and compare these two popular parent education programs. Both are written by the same author, but 1-2-3 Magic for Christian Parents: Effective Discipline for Children 2-12 is co-authored by a pastor, supported by Bible verses, and
includes Questions for Christian Practice at the end of each chapter (Phelan & Webb, 2007). If Christian parents were to have this particular aspect of a parent education program, would this prove to be more effective in controlling and modifying a child’s behavior than a parent education program that does not include biblical support?

**Significance of the Study**

The study of parent education programs, and in particular, *1-2-3 Magic: Effective Discipline for Children 2-12* and *1-2-3 Magic for Christian Parents: Effective Discipline for Children 2-12* is relevant to so many fields, not just parent education. Child development experts, child psychologists, members in the field of medicine (especially nursing), social workers, preschool and elementary school teachers, and special education instructors can all benefit from current information on discipline.

Accurate and current information regarding parent education programs is critical in assisting teachers, social workers, child care workers, infant mental health specialists, etc. in planning and carrying out appropriate intervention methods that will benefit the child and/or the family. Positive parenting practices will reduce the number of referrals to intervention programs, and may, on a larger scale, reduce the rates of child abuse (Huebner, 2002 & Naik-Polan, 2004).

**Literature Review**

**History of Parent Education**

Croake and Glover (1977) reviewed the history of parent education and found that most parents seek out some sort of help in changing their interactions with their child so that they can promote positive behavior, and curtail negative behavior. Since the time of this study, parent education programs have begun to cover a multitude of child development topics, and child-
related issues, such as brain development, communication, self-esteem (DeBord, Head and Sherrill, 2004), parent-child bonding (Harrison, 1997), teaching empathy, increasing knowledge of positive discipline techniques, decreasing parent-child role-reversal, increasing knowledge of inappropriate expectations, diminishing the use of corporal punishment, decreasing oppression of children’s independence (Devall, 2004), increasing confidence in parenting and increasing child social skills (Marek, Brock and Sullivan, 2006).

*The current state of parent education*

Since Croaker and Glover’s landmark study, parent education has evolved into many different forms, with researched-based, trainer-led parent education curriculum the most common method of instruction. Currently, there are three main theoretical categories into which most parent education programs fall (Gutierrez, 2006). The first of these is Adlerian parent education programs, which are based on the theories of Alfred Adler, and include such topics as democratic parenting, limited choices, kindness, firmness, respect, and teaching problem-solving skills (Ellison, 2008).

The second parent education theory, according to Guttierez (2006) is the reflective approach. The reflective approach is based on the teachings and theories of Carl Rogers, and focus on teaching parents how to become empathetic to their children’s needs and feelings (Kohn, 2005).

The third theory, or approach to parent education, is the behavioral/cognitive approach. This theory follows the thinking that parents are their child’s first teachers, and are underprepared for the job, using survival strategies as their primary method of parenting (Allen, 1997). Therefore, the behavioral cognitive approach suggests that parents should understand and
have at their disposal methods and strategies to change or modify their child’s behaviors (Gutierrez, 2006).

**1-2-3 Magic: Effective Discipline for Children 2-12**

For the purposes of this study, the researcher will be investigating and comparing the behavioral/cognitive approaches known as *1-2-3 Magic: Effective Discipline for Children 2-12* (Phelan, 2003) and *1-2-3 Magic for Christian Parents: Effective Discipline for Children 2-12* (Phelan & Webb, 2007). The basic premise of both 1-2-3 Magic programs is that it teaches parents techniques to control obnoxious behavior, encourage good behavior, and how to strengthen a parent’s relationship with his/her child (Phelan, 2003). The major difference between *1-2-3 Magic: Effective Discipline for Children 2-12* (Phelan, 2003) and *1-2-3 Magic for Christian Parents: Effective Discipline for Children 2-12* (Phelan & Webb, 2007) is that in the Christian version, there are biblically-based study questions (Questions for Christian Practice) at the end of each chapter. Another minor difference is that each chapter begins with a Bible verse that relates to the chapter. At the present time, there have only been six studies conducted using the *1-2-3 Magic* approach to parent education (Allen, 1997; Bradley et al, 2003; Gutierrez, 2006; Salehpour, 1996; Phelan, 2003).

None of these studies have been large-scale studies. In fact, all have made use of programs in the researcher’s immediate area. However, these studies and programs span the United States (Allen, 1997; Gutierrez, 2006; Phelan, 2003; Salehpour, 1996) and Canada (Bradley et al, 2003; Phelan, 2003). This limits generalizability, especially in the case of Gutierrez (2006), who limits himself to Spanish-speaking, Hispanic migrant farm worker mothers.
Two of the studies compared two (Gutierrez, 2006) and three (Allen, 1997) different parent education programs. Gutierrez (2006) found that 1-2-3 Magic had better results in reducing parent stress than STEP, the program he was comparing to 1-2-3 Magic (although he attributed those results to the fact that since the parents had more information on child management and positive discipline techniques, they felt less stressed about parenting). Allen (1997) compared 1-2-3 Magic to STEP, and to Active Parenting. It was discovered that training with 1-2-3 Magic led to increased parent-child interactions, improved communication with children, and that the parents became more involved in their children’s education (Allen, 1997).

In 2007, Phelan and Webb released 1-2-3 Magic for Christian Parents: Effective Discipline for Children 2-12. 1-2-3 Magic for Christian Parents follows the same guidelines of the original 1-2-3 Magic book, but uses Bible verses and biblical theory to support Phelan’s (2003) theories and guidelines. This researcher has found no studies regarding the effectiveness of this program, either on its own, or compared to the original 1-2-3 Magic program. The researcher was also not able to locate any research on Christian parenting programs in general.

Research Question

Would Christian parents find that applying 1-2-3 Magic for Christian Parents: Effective Discipline for Children Ages 2-12 principles and strategies is more effective in controlling their children’s behavior than applying 1-2-3 Magic: Effective Discipline for Children 2-12 principles and strategies to control the same behaviors?

Operational Definitions

For the purposes of this study, a Christian parent will be defined as a parent that considers him/herself a religious person, and is a member of a Christian denomination. While
there is a limitless number of churches in Williamsburg that consider themselves Christian
curches, due to time and budget constraints, for this study we will limit ourselves to the
following denominations: Baptist, Catholic, Episcopal, Lutheran, Methodist, and Presbyterian.

   Behaviors that this study will teach parents to control include behaviors that a parent
wants a child to stop doing (specifically, whining, teasing, arguing, pouting, yelling, tantrums)
and behaviors that a parents wants a child to start doing (specifically, picking up, eating,
homework, getting ready for bed, getting up in the morning, and getting ready for school)
(Phelan & Webb, 2007).

   The independent variables in this study will be the 1-2-3 Magic: Effective Discipline for
Children 2-12 training program and the 1-2-3 Magic for Christian Parents: Effective Discipline
for Children 2-12 training program. The dependent variable will be the parent’s expectation of
the training program’s effectiveness on controlling their children’s behavior.

   There are several potential moderator or confounding variables that could affect the
results of this study. While the researcher is looking at families that consider themselves
Christian, differences may occur between the different religions studied here (Baptist, Catholic,
Episcopal, Lutheran, Methodist and Presbyterian) that may affect results. Also, differences may
occur within gender roles. The researcher is not excluding mothers or fathers, and it is the hope
of the researcher that there will be a representative sample of both genders. Other moderator
variables could include the ages of the parents, the ages of their children, socioeconomic status
of the family, the parent’s education level and the ethnicities of the parents and/or children.

   Some extraneous variables that the researcher may not be able to control include the size
of the training class (it is not the researcher intent to limit class size, for ethical reasons), the time
of day in which the training session occurs, the day of the week on which the training session falls, and the length of the training session (the researcher will allow for questions/discussion).

**Method**

**Participants**

The participants will consist of volunteer attendees at both *1-2-3 Magic: Effective Discipline for Children 2-12* or a *1-2-3 Magic for Christian Parents: Effective Discipline for Children 2-12* training sessions.

The parents will have children between the ages of two and twelve. A flyer and letter will be mailed to the Director/Pastor of Christian Education at 39 churches in Williamsburg, Virginia that fall into the Christian categories chosen by the researcher (Baptist, Catholic, Episcopal, Lutheran, Methodist, and Presbyterian). Each church that responds to the flyer and letter and sets up a training session will be considered part of the sample. It is hoped that through this method of recruitment, a representative sample of Christian parents will be attained. The parents that participate in the training sessions will be considered a part of a convenience sample.

The advantage of this selection method is that it is a voluntary program. All of the participants will be attending the training session because they want to be there. This will, potentially, increase the success of the training sessions, as the participants will be there with the intent of making changes in their discipline methods, and, therefore, will be more open to the information presented. A major disadvantage of this method is that is a complete convenience.
sample. The researcher is completely dependent on which churches respond to the letter and flyer, and how many parents show up to the scheduled training sessions.

By using different denominations of Christian churches, it is the hope of the researcher that a representative sample of the entire population of Christian parents will be attained. According to www.religioustolerance.org, Christians represent 76.5% of the American population. So by attaining a representative sample from the churches in Williamsburg, the ability to generalize the results of this study has the potential to reach three-fourths of the American population. By recruiting from 39 churches in the Williamsburg area, it is the researcher’s goal to obtain a sample of at least 20 churches, and at least 100 participants. You have to describe the characteristics of the participants who you are using. However, if you do not know about them at all, you can describe the characteristics of Williamsburg city in terms of ethnicity ratio, income level, educational levels, % of people in terms of age range, what most people do for a living, historic old town, in a rural, urban, or suburban setting, in a big or small city, etc (whatever available).

External Validity Issues because of this, you have to describe the characteristics of the participants (or the setting) very in detail so that you can generalize the results from your study to the population that has similar characteristics to yours.

It is hoped that by recruiting a large sample of Christian churches in the Williamsburg, Virginia area that a representative sample of Christian parents will be achieved. In this regard, many different religions will need to be included, and by including many different religions, the researcher will be able to sample many different ethnicities, many different education levels (of parents) both genders of parents and children, and all ages of parents (and children). However,
this research project is limited in its external validity in that results will only be generalizable to families that consider themselves Christian. Also, as this research project is using a convenience sample, the results may only be generalizable to the range of families that attend the training.

**Instrument**

The researcher has chosen the Parenting Satisfaction Scale (PSS, Guibalda & Cleminshaw, 1994) as the research instrument for this project. The PSS has been chosen because of its user-friendly format, which includes 45 standardized items that assess a parent’s satisfaction with parenting on three different scales: satisfaction with spouse/ex-spouse parenting performance, satisfaction with parent-child relationship, and satisfaction with parenting performance. Each of these scales contains 15 items, and is able to be completed in 20 minutes. This assessment has shown high reliability (r=.96 for spouse/ex-spouse parenting performance, r=.86 for satisfaction with parent-child relationship, and r=.82 for satisfaction with parenting performance) and validity in previous studies.

This particular instrument has been chosen specifically because of its measurement of the satisfaction with parenting performance scale. The use of this instrument as a pre- and a post-test will demonstrate differences in parenting satisfaction before and after the 1-2-3 Magic: Effective Discipline for Children 2-12 training sessions.

The reading level for the PSS is upper elementary school level, which eases administration, and make the PSS able to be comprehended by a large portion of the population. The PSS contains a 4-page Ready Score Answer document that instructs parents to respond to each item by circling the dot for their response that appears in front of them. The PSS uses a
Likert Scale that includes the choices of strongly agree, agree, disagree, or strongly agree for each statement. A comprehensive and easy to follow 43-page instruction manual is included to ease scoring and interpretation.

**Design/Procedures/Timeline**

In order to prepare for the 1-2-3 Magic training sessions, the researcher will order the 1-2-3 Magic Leader Guide Presentation Package and training materials from www.parentmagic.com. Included in this package is a 1-2-3 Magic Leader Guide, four copies of the original 1-2-3 Magic book, 1-2-3 Magic DVDs or VHS tapes, handouts, group exercises, planning suggestions, PowerPoint CD-ROM presentation, announcements and advertising, transparencies, participant materials, and research information. The researcher will also purchase additional copies of 1-2-3 Magic for Christian Parents: Effective Discipline for Children 2-12 for participants in that program. No formal training is required to become a certified 1-2-3 Magic trainer.

The training program will be divided into two sessions. Prior to beginning the first training session, the researcher will administer the PSS (Guidubaldi & Cleminshaw, 1994) to each parent present. Following the assessment, the researcher will provide a brief introduction to the 1-2-3 Magic program in which the sample has been chosen to participate. The introduction will also include information on the researcher, and introduce parents to each other. The first session move into training parents on the methods used in the books to control the Stop behaviors described in the books (whining, teasing, arguing, pouting, yelling, and throwing tantrums).
The second session will take place a week after the first session. This is to reduce mortality rates among the parents, so that the parents have a chance to practice using the 1-2-3 Magic method for Stop behaviors at home before the next session, so that the parents will find it easier to commit to two sessions (if they are close together, they won’t have to give up much of their free time over a long period of time), and so that so much time doesn’t go by that the parents forget what they learned at the first session. The second session will begin with a review of the first week, and a discussion of how the parents have been able (or not able) to implement the 1-2-3 Magic program with Stop behaviors. Training will then lead into information on Start behaviors as described in the book (picking up, eating, doing homework, getting ready for bed, and getting up in the morning and out the door). Parents will then be able to ask any questions they may have. Following the training, the researcher will administer the Parenting Satisfaction Scale again.

After training and administration is finished, there will be a drawing among all parents that have attended both sessions for gift cards that have been donated by local merchants in Williamsburg, Virginia. All parents will also receive a copy of the book that corresponds with their training session. Parents not involved in the 1-2-3 Magic for Christian Parents will be given the biblical theory that was presented in the other training session if they desire.

All training sessions will occur between September 2009 and December 2009. Churches will have the opportunity to schedule a training session according to their schedule, and the researcher’s schedule. The researcher will expect to be flexible with scheduling, as parents and churches have several activities taking place at the same time.

Internal Validity Issues
Mortality: Parents are busy. They do not have time to waste on something that is not beneficial to them or their family. Illness and requirement/commitments to other activities may take several parents away from the training session, or prevent them from attending the second session. The researcher will control for this first by offering the incentive of a drawing for gift cards and copies of the books. Second, the researcher will describe in detail the reasons for the loss of subjects, and stress the importance of replication to control for this threat in future research.

Location: The researcher will be conducting the training sessions in different churches in Williamsburg, Virginia. Each church will have a different set-up, different tables, chairs, and technology abilities. Training sessions will occur on different days, at different times. The temperature and lighting of the rooms will differ. This threat could be controlled by finding a central location that will allow the researcher to conduct all of the training sessions (such as one of the churches that volunteer for the training session). If this is determined to be a threat to internal validity, the researcher will recommend that future replication be conducted in a neutral setting.

Testing: The use of a pre/post test will, most likely, give parents clues to the researchers purpose. However, by using the PSS, which also measures satisfaction with spouse/ex-spouse parenting performance, and satisfaction with parent-child relationship, that this will minimize clues to the researchers actual purpose. Reviews of the PSS have described the use of the PSS scales and subtle and discrete, which may assist the researcher by concealing the true purpose of the research. Try to identify the threats to the internal validity of your study AS MUCH AS you can because you have to think about all possible issues before you conduct the study. In addition,
think about how to control them too. Please review the internal and external validity issue chapters in your textbook.

Data Analysis

The scores for the pre- and post-tests for both groups will be compared. The researcher will compare the results of the original 1-2-3 Magic group’s pre-and post-tests to determine if there is a difference in the scores from the first session to the second. The researcher will then compare the scores from the 1-2-3 Magic for Christian Parents group to determine if a difference exists in that group’s scores. The researcher will then compare the differences between the two groups to each other to determine if one group had a larger difference in scores than the other. The researcher will use the average scores from each group for comparison. The mean, median and standard deviation will be determined, and any outliers will be described in detail.

Expected Results

It is expected that the Christian parent’s group scores on the PSS will increase more drastically than that original group. That will cause the Christian parent’s group to have a higher average change, which will lead the researcher to the conclusion that Christian parents will have found the biblical theory more effective in assisting them in implementing the 1-2-3 Magic: Effective Discipline for Children 2-12 program in their home.

Discussion

Conclusions
Based on the expected results from this study: what do you want to say about your results? What do your results mean? Conclusions are about the meaning or interpretation of the results. The results of this research project, if the hypothesis is supported as predicted, will lead the researcher to suggest that 1-2-3 Magic for Christian Parents: Effective Discipline for Children 2-12 is an appropriate study tool for Christian parent groups.

Implications

Should include what the conclusions mean and based on the conclusions what you want to suggest to parents, teachers, counselors, administrators, or people who are working with similar population, to which the results from the sample that you used for your study here to be generalized.

Budget

The budget for this research project is expected to be minimal to moderate. The 1-2-3 Magic Leader Guide costs $495, for either DVD or VHS. The researcher may be able to borrow materials from one of the other trainers in the area, saving that potential cost. Copies of either version of the book, 1-2-3 Magic: Effective Discipline for Children 2-12 or 1-2-3 Magic for Christian Parents: Effective Discipline for Children 2-12 cost $14.95 each. The researcher will anticipate 100 participants, at a cost of $149.95 for books. The researcher will ask merchants in Williamsburg first to donate gift cards for the raffle/drawing, but will purchase gift cards if no donations are received. If all 39 churches participate, and a $25 gift card is raffled at each session, the total would be $975.
References


You have done an excellent job for your research proposal here. I am sure that you can make it PERFECT if you can address the issues that I have raised above.

If you have any questions about my feedback here, please let me know ASAP. I can explain better in person. I promise! 😊

Remember that you must review the Research Proposal Rubric very carefully again before your revise your paper.
Thank you for your good work so far in my class even though you are a non-traditional student who has a husband and two children!
Comparing the Gender Role Beliefs of Men Exposed to Male-Perpetrated Domestic Violence (DV) in Childhood with Non-Exposed Men
ED F-65 Research Methods in Education, Spring 2009
Hope Deighton
Community Counseling, School of Education
The College of William and Mary
April 11, 2009
Dr. Kyung-Hee Kim
Research Proposal
Abstract

This study will compare the gender role beliefs of 50 men who witnessed male-perpetrated DV as children to the beliefs of 50 non-witnessing men. All participants will come from a county in Southeastern Virginia. Using a causal-comparative design, men in both groups will take the Sex-Role Egalitarianism Scale (SRES, author, year?), and the group means will be compared using an analysis of variance. It is expected that witnessing men will have significantly lower scores (and thus, less egalitarian beliefs) than non-witnessing men. Potential implications for this study include increased gender education in counseling children exposed to DV and contributions to Feminist and Social Learning Theory.

Remember that you need to use a page break before Abstract & before References.
Introduction

Purpose

The purpose of this study is to determine whether there is a difference in gender role beliefs between men who were exposed to male-perpetrated domestic violence (DV) as children and those who were not.

Justification

In one study, Fantuzzo and Fusco (2007) analyzed data collected by a large police department in the American Northeast and found that 44% of DV events took place with children in the home. Of those children, 81% had direct sensory exposure to the violence (i.e. heard or saw the violent acts). Young boys who witness DV are more likely than their non-witnessing peers to become DV perpetrators as adults (Murrell, Christoff, & Henning, 2007). Research also shows that having negative attitudes towards women and more traditional gender role beliefs is correlated with abusing romantic partners (Reitzel-Jaffe & Wolfe, 2001), however little research has been conducted that examines the relationship between witnessing DV and developing those beliefs. Such research could have implications for counseling youth exposed to DV.

Literature Review

DV and behavioral problems: Children who are exposed to DV are at risk for a host of problems. Kernic et al. (2003) reported that children who saw their fathers physically abuse their mothers were 40% more likely than their peers to have a high level of total behavioral problems as measured by the Child Behavior Checklist. Evans, Davies, and DiLillo (2008) found a correlation between DV exposure and exhibiting trauma symptoms and also reported a link between witnessing DV and externalizing problems, with a higher correlation present for boys. In fact, after a review of recent literature, Holt, Buckley, and Whelan (2008) concluded that the
effects of DV exposure on children are significant enough that it could be considered a form of child abuse even if the child is never directly involved.

**DV and aggression towards partners:** Witnessing DV is also correlated with increased aggression in both boys and girls towards friends and romantic partners (Moretti, Obsuth, Odgers, & Reebye, 2006). Children who are exposed to DV are also more likely to participate in psychological and emotional abuse towards their partner (Gover, Kaukinen, & Fox, 2008). The negative consequences of exposure to DV do not end with adolescence. Men who witness DV as children are more likely to become abusers as adults and there is a positive relationship between the severity of violence witnessed in childhood and the brutality of violence perpetrated in adulthood (Murrell et al., 2007).

**Gender role beliefs and aggression against women:** Also associated with aggression against women are hyper masculinity and rigid non-egalitarian gender role beliefs (Reidy, Shirk, Sloan, & Zeichner, 2009). Anderson and Umberson (2001) found that respondents in their study often felt emasculated by their female partners and violence may have been a way in which they sought to reestablish their masculinity. Hostility towards women is positively correlated with aggression specifically against women, even controlling for general attitudes about violence and general levels of hostility and aggression (Anderson & Anderson, 2008). Even if one does not actually commit violent acts against women, gender role beliefs are still predictive of feelings about domestic violence in general (Berkel, Vandiver, & Bahner, 2004). Berkel et al. (2004) identified an association between having less egalitarian gender role beliefs and being relatively more likely to support the use of violence against women. Further, there is evidence to suggest that there is intergenerational transmission of beliefs about gender. Kulik (2000) found a moderate correlation in the similarity of gender role beliefs and occupational sex-typing between.
parents and offspring. Crouter, Whiteman, McHale, and Osgood (2007) showed that boys who have parents with traditional beliefs about women’s roles tend to maintain that gender role ideology throughout adolescence.

DV exposure and gender beliefs: Despite the research showing a relationship between witnessing and perpetrating DV, having non-egalitarian gender role beliefs and perpetration, and demonstrating familial transmission of gender beliefs, few studies have attempted to investigate any potential link between DV exposure and gender role beliefs. Graham-Bermann and Brescoll (2000) found a significant positive relationship between abuse experienced by the mother and the child’s family role stereotyping. Male children scored higher than girls on measures of male power acceptance (Graham-Bermann & Brescoll). Reitzel-Jaffe and Wolfe (2001) reported that childhood exposure to family violence predicted the presence of negative gender role beliefs in young males which then was a predictor of using violence in intimate relationships, suggesting that developing negative gender beliefs could be a mediating variable in becoming abusive partners. Both of these studies have limitations. The former focused on children and it is unknown if those gender beliefs were maintained after childhood. The latter was a correlational design based on one large sample and did not include a comparison to a control group of non-witnessing men.

After reviewing the literature, the following research question is proposed: Do men who witness male-perpetrated domestic violence as children differ significantly in their gender role beliefs from men who had no exposure as children? The hypothesis of this study is that witnessing men will show more non-egalitarian gender role beliefs than non-witnessing men. Exposure to domestic violence is defined as having seen or heard violence perpetrated against
the female caregiver by the male caregiver at least once during childhood. Gender role belief is measured by score on the Sex-Role Egalitarianism Scale (King & King, 1997).

Method

Participants

One hundred adult men from a county in southeastern Virginia will participate in this study. Fifty participants will be men who did not witness male-perpetrated DV as children, and 50 will be men who did witness DV as children. The county from which the participants will originate has a population of 62,487, of which 83% are Caucasian, 14% are African American, 1% are Asian American, and 2% are other ethnicities (James City County, 2008). This population is relatively well educated, with 5.8% having an Associate Degree, 24.8% having a Bachelor’s Degree, and 16.7% having a graduate or professional degree (James City County).

Utilizing a purposive sample, participants will not be randomly selected or assigned in this study. Doing so would be impossible and unethical. Instead, the experimenter will screen volunteers to determine whether or not they witnessed male-perpetrated DV as children. The first 50 volunteers to fall into each category (witness and non-witness) will be selected to participate in the study. All participants will be compensated for their participation.
The characteristics of participants and the method of selection raise some issues of external validity. The participants are from a population that is suburban, predominantly white, and well educated. Therefore, results of this study will not be generalizable to rural or urban areas, more diverse settings, or areas where the population has lower levels of education.

Generalizability can be made to similar populations that are... Also, the selection method may contribute to external validity issues. Participants will self-select for the study, so there might be characteristics of participants that differ from those men who chose not to volunteer. This could especially be the case in a study that is investigating issues about DV, and attitudes about DV might play a role in the participants’ self-selection. There is a cutoff of 50 participants in each group, and participation will be on a first-come-first-serve basis. As a result, men who wait to volunteer may be excluded, and they too may differ in some way from those men who chose to volunteer early on.

Instrument

The Sex-Role Egalitarianism Scale (SRES, King & King, 1997) was developed to measure individuals’ attitudes towards gender equality. Internal consistency for the SRES is .97, test-retest reliability is .88 (for Form B) and .91 (for Form K), and it has a correlation of .86 with the Attitudes Toward Women Scale (Mental Measurement Yearbook, 2004). Because the SRES has been shown to be a reliable measure of egalitarian attitudes, it will be an appropriate instrument for this study. Few studies have been conducted on the link between witnessing DV and developing un-egalitarian gender role attitudes, and none of the studies that have been conducted thus far have utilized the SRES.

The SRES can be administered to individuals or groups and consists of 95 statements about men and women and their roles in society. Each item is accompanied by a five-point Likert
scale for participants to indicate how strongly they agree or disagree with the statement. The instrument is hand-scored and the total score is obtained by adding the value (one through five) of the response selected for each statement across all 95 statements. **Scores and egalitarian beliefs are positively correlated, with egalitarian attitudes about gender increasing as the total score increases.**

### Design and Procedure

This study will use a causal-comparative research design. Volunteers contacting the researcher will be screened using the following questions: Are you a male? Are you 18 years or older? As a child (before the age of 18), did you see or hear the male head of household physically abuse the female head of household at least once? To be eligible for the study, volunteers must respond “yes” to the first two questions. Fifty volunteers who answer “no” to the third question will be accepted, along with 50 who answer “yes.”

If the volunteer meets the eligibility requirements, they will set up a one hour appointment with the researcher to come into the lab. During this appointment, the researcher will go over confidentiality and consent forms and administer the SRES if the participant chooses to continue with the study. The researcher will go over the directions of the instrument with the participant and then leave them to fill it out in privacy, but remain nearby in case questions arise. The SRES will be administered individually, and no participant will complete it in a group setting. If multiple individuals have the same appointment time, they may be introduced to the study and fill out the paperwork as a group, but will be taken to separate locations to fill out the instrument in privacy. The last sheet in the packet containing the SRES will contain demographic questions including age, ethnicity, and education level. There will also be a space for the participant to denote whether or not they are a DV witness or non-witness.
The participant will be instructed to notify the researcher after they have completed the SRES. Upon completion of the instrument, the researcher will number the SRES response form. The participant will then be debriefed and given the opportunity to leave their contact information if they would like to be informed of the results of the study upon completion. Before leaving, the participant will be paid $10 in cash as compensation for their time.

Timeline

The time period from late May through the end of July, year? will be reserved for screening volunteers and holding appointments. Participants will be able to schedule an appointment as soon as they are screened and told they meet the requirements, so some days will be devoted to screening, while others will be devoted to running sessions with the participants. With this schedule, data analysis will begin in early August.

Internal Validity Issues

Subject Characteristics: All participants will be adult males, but they will most likely vary in terms of socioeconomic status, age, ethnicity, religious beliefs, and other important factors. There are too many potentially confounding variables related to subject characteristics to control for all of them, but some demographic information will be obtained to include in the data analysis.

Personal History: This might also affect a participant’s score on the SRES. This study is examining the effects of DV exposure on gender egalitarian attitudes, but it is possible that there have been other experiences in the participants’ lives that have shaped their attitudes towards gender equality. There is an endless possibility of ways a participant’s gender attitudes could have been shaped and they may not be aware of every factor, so it would be impossible to control for each individual’s experience.
Another potential threat is the fact that even within the witnessing group, the DV the men were exposed to will be different. The only requirement for inclusion in this group is that they witness at least one act of male-perpetrated DV as a child. Some participants may have been exposed to more frequent DV episodes than others. Also, the severity of the violence could vary in each participant’s experience. Every case of DV is different in so many ways, and will have different effects on the witnessing children. The minimum recommended sample for a causal-comparative study is 30 participants, and this group in the study will include 50 in an attempt to capture a broader array of DV experiences.

The last threat to internal validity is related to the effect of the researcher and assistants on participants. It is possible that the researcher or assistant will differ in the way he/she screens participants and administers the SRES. Differences of attitude, tone, clarity of information, and physical appearance might be factors that impact some participants’ experience and, therefore, their attitude during the SRES administration. In order to reduce the chances of data collector bias, all researchers and assistants will be trained on how to properly conduct screenings and appointments. The procedures and the information to be communicated to the participants have been standardized. Also, to lessen the chance of bias in participant treatment, the researcher conducting each appointment will not know beforehand which category (witness or non-witness) the participant is in. Try to identify the threats to the internal validity of your study as much as you can because you have to think about all possible issues before you conduct the study. In addition, think about how to control them too. Please review the internal and external validity issue chapters in your textbook.

Data analysis
Raw SRES scores for each participant will be used in data analysis. Mean SRES scores for the non-witnessing group will be compared against the witnessing group using an independent t-test with a significance level of .05. Data will be broken down by demographic categories (i.e. age, ethnicity, and education). The means of the subgroups will be compared to determine if there are any interactions among the variables using an analysis of variance.

Expected Results

It is expected that the mean SRES score for the group of non-witnessing men will be significantly higher than the witnessing group, suggesting that witnessing male-perpetrated DV as a child is related to the development of un-egalitarian beliefs about women. It is also expected that there will be an interaction between independent variables.

Discussion

Conclusions

Based on the expected results from this study: what do you want to say about your results? What do your results mean? Conclusions are about the meaning or interpretation of the results. If the hypothesis of this study is correct, then witnessing male-perpetrated DV as a child increases the likelihood that boys will develop unequal views about men and women as adults.

DV is a complex and tragic occurrence in society, but this study will provide new and additional information about the effects it has on gender belief development. Because little research has been done on the link between DV exposure and gender role beliefs, establishing a relationship in this study could offer a foundation for further research on the topic. DV occurs at all levels of society and in all types of relationships (e.g. teen dating, gay relationships) and the proposed study will provide a starting point for researchers interested in studying similar variables across different populations.
Implications

Implications should include what the conclusions mean and based on the conclusions what you want to suggest to parents, teachers, counselors, administrators, or people who are working with similar population, to which the results from the sample that you used for your study here to be generalized. This would have major implications for counseling DV victims and their children. Many programs aimed at treating abusive men have components that deal with attitudes about gender, but this study could provide evidence that gender issues should also be implemented in counseling children, particularly males, who have been exposed to DV.

Counselors could begin incorporating activities and educational components into their sessions in order to help young boys develop more equal beliefs about gender.

This study may also have theoretical implications. It examines a potential factor in the development of ideas about gender, which could be incorporated into feminist theory and literature. Also, the hypothesis is that witnessing acts of DV will influence the formation of gender beliefs. This might then be interesting and important to researchers studying Social Learning Theory.

Budget

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Remember that you need to use a page break before Abstract & before References.


You have done the most outstanding job among all of my students since I came to William and Mary, which I told Bruce last week. 😊 (I think that he wants to conduct research with you this summer) I am sure that you can make it PERFECT if you can address the issues that I have raised above so that I can use yours as the example for my future students.

If you have any questions about my feedback here, please let me know ASAP. I can explain better in person. I promise! 😊

Remember that you must review the Research Proposal Rubric very carefully again before your revise your paper.

Thank you for being my favorite student (I am not joking at all)!
Specific Counseling Needs of Hispanic American College Students That Will Increase Effectiveness

Betsy Dye

EDUC F65: Research Methods in Education

The College of William and Mary

Spring 2009

Literature Review

Dr. Kyung-Hee Kim
Dye  2
Abstract

This study aims to more specific counseling preferences in Hispanic American college students with a focus on those who have a background other than Mexican. Two hundred participants will be recruited based on their ethnic background at one public university and one community college in three Eastern states: Florida, Virginia, and New York. Their ethnic background will be measured by a general demographics form including country of origin and a Counseling Preference Form (CPF) created by Goates-Jones and Hill (2008) with several additions to measure preferences in a counseling situation. It is expected that there will be differences in counseling preferences between Hispanic American college students not of Mexican descent and Hispanic American college students of Mexican descent.

One more sentence for conclusions or implications:

Based on your expected results, what do you conclude or suggest?
Introduction

Purpose of the Study

People of differing cultural backgrounds may benefit from culture-specific counseling and considerations separate from their majority counterpart in the United States (Sue & Sue, 2008). The purpose of this literature review is to explore the ways in which Mexican American college students benefit from culturally specific methods of being counseled by a mental health professional across the United States.

Justification

The study of such a population is imperative for our growing nation. According to predictions by the Census Bureau, Hispanic Americans will more than double by the year 2050 ("Population Projections", 2009). Awareness and training in the realm of counseling for this particular population is not only an ethical obligation but also a necessity for the business of the mental health professions. Applying the same theories, techniques, and ideologies with Hispanic Americans as one does with White Americans not of Hispanic descent could be ineffective counseling for this population and could deter them from seeking further help (Sue & Sue, 2008). A comprehensive understanding of the unique needs of Hispanic American college students across the United States is necessary in order to properly serve this growing population.

Literature Review

Through a review of the literature on counseling for Hispanic Americans, it is evident that a variety of considerations must be taken into account in order to provide the most effective counseling services for this population. While there are some similarities with their European-American and African American counterparts, certain variables to include in counseling are unique to Hispanic Americans.
Counselor-Client Matching

Hall, Guterman, Lee, and Little (2002) found that overall results from treatment were positively correlated with a matching of ethnicity and language between counselor and client. When Mexican American clients were matched with a counselor who was ethnically similar to them and spoke Spanish, the clients’ outcome was better than the Mexican American clients who did not have this ethnic and language match. Moreover, Hall et al. found that when a client was paired with an ethnically and idiomatically similar counselor, the client remained in treatment longer and did not have as high of early drop-out rates. Harris and Franklin (2003) had similar findings: when a group leader (counselor) spoke in Spanish, used metaphors that were culturally aligned with Mexican Americans, and used ethnically specific examples in conversation, the cohesion of the group was stronger and occurred earlier in the group process (Harris & Franklin, 2003). In addition to comfort level, using a bilingual counselor would be of great help to Mexican Americans who are recent immigrants and do not yet speak English. The way Mexican Americans perceive the credibility of the counselor is affected by counselor’s bilingualism as well (Ramos-Sanchez, Atkinson, & Fraga, 1999). Ramos-Sanchez (2007) found that language switching, using both English and Spanish, made the European American counselor more appealing to the Mexican American client and had a positive effect on emotional expression by the client. Spiritual well-being is another unique factor to address with Mexican American clients. According to Ramirez and Lumadue (2007) spiritual security and psychological health are positively related to one another for Mexican American women.

Symptoms and Treatment
It is important to note that along with many unique factors necessary for Mexican American clients there are some similarities as well. Arbona and Power (2003) found that across ethnicities adolescents who were securely attached to their parents expressed high levels of self esteem and less antisocial behaviors. Additionally, not completing behavioral treatment had the same effects across ethnicities (Pina, Silverman, Weems, Kurtines, & Goldman, 2003).

However, there are still nuances and cultural differences to be privy of. When compared with European Americans, Mexican Americans may show slightly differing symptoms and be more responsive to different treatment. Arnold et al. (2003) found that Mexican American clients expressed more symptoms in regard to Attention Deficit Hyper-Activity Disorder (ADHD). Moreover, a combined treatment consisting of medication management and behavioral therapy for Mexican Americans opposed to a singular treatment of medication management for their European American counterparts, was more effective (Arnold et al., 2003). Latina college students attended the least amount of counseling sessions presumably due to the lack of culturally sensitive counseling at the university (Kearney, Draper, & Barón, 2005). These Latinas also experienced the second greatest level of distress at intake when compared with other minority groups providing that they were in need of the therapy (Kearney, Draper, & Barón, 2005).

**Acculturation**

Discussing how a Mexican American client is progressing or not in the process of acculturation is an important and unique factor to discuss during therapy. Castillo, Conoley, and Brossart (2004) discussed that the relationship between level of acculturation and distress may be reliant upon generational status of the client Abreu and Gabarian (2000) found that the higher the degree of acculturation, the less concern the Mexican American client has about the counselor’s
ethnicity. Interestingly, Ramos-Sanchez et al. (1999) found that as Mexican Americans acculturate more in the United States they identify counselors to be less credible and less culturally competent.

**Social Support**

Social support showed to be considerably significant for Mexican American women (Castillo & Hill, 2004). Castillo and Hill found that high peer and family support was positively correlated with lower levels of distress in Mexican American women. Support in regard to the counselor’s support for the client is emphasized by Kasturirangan and Williams (2003) in their discussion of a qualitative study involving Latina women. These women stated that what was most important in a counselor was that they were supportive, understanding, and care for the client (Kasturirangan & Williams, 2003). A positive way of showing support to these clients’ families is through including them in the therapeutic process. Inclusion and focus on family and relations were found to be indicators of perceived positive counseling experiences for Mexican American women (Harris & Franklin, 2003; Kasturirangan & Williams, 2003). This interrelational/connected approach to counseling was often requested by Mexican American clients (Kasturirangan & Williams, 2003). Moreover, within the family, Gender roles such as machismo, are beneficial to address; Fragoso and Kashubeck (2000) found that stricter gender roles and higher levels of machismo lead to higher stress in the individual.

**Discrimination**

Discrimination based on racism and prejudice is yet another area to touch on the counseling relationship with Mexican American clients. Moradi and Risco (2006) found that perceived discrimination by this population reflected higher rates of distress and lower levels of self esteem. Additionally, trying to universalize the perceived discrimination, stereotyping or
generalizing what one’s cultural experience is to them, and ignoring color differences between client and counsel... effects to the counseling relationship (Spanakis, 2004).

The vast majority of counseling research on Hispanic American college students studies participants from the Western part of the United States, such as California and Texas. Because of this select region, the vast majority of participants are from Mexican descent. Little, if any, previously conducted research contains participants from the Eastern part of the United States, such as Florida, Virginia, and New York. Hispanic Americans living in Eastern parts of the United States tend to have more diversified Latin American backgrounds than solely Mexican. A Hispanic American’s country of origin may have effects on counselor and counseling preferences.

The following research proposal aims to uncover if Hispanic American college students of descent other than Mexican share the same preferences in the counseling setting as do their peers of Mexican descent.

**Definition of Terms/Variables**

Eastern states, for the purpose of this study, will be limited to Florida, Virginia, and New York. College students will be defined as currently enrolled at a public university or community college. Country of descent other-than-Mexican will be defined as being born in or raised by family members whose family is originally from any country in Central and South America and some Caribbean Islands other than Mexico: Belize, Costa Rica, El Salvador, Guatemala, Nicaragua, Panama, Argentina, Bolivia, Brazil, Chile, Colombia, Paraguay, Peru, Uruguay, Venezuela, Cuba, Dominican Republic, and Puerto Rico.

**Methods**
Participants

The participants in this study will be college students that are selected due to their Latin American familial ancestry. Two hundred participants will be recruited based on their ethnic background at one public university and one community college in three Eastern states: Florida, Virginia, and New York. Hispanic American college students of Mexican descent will be compared with Hispanic American college students not of Mexican descent. They will be currently enrolled in a college or university. Participants will be selected through recruitment, convenience sampling, as well as snowball sampling through discussion amongst members of various organizations. Participants whose families are from more than one Latin American Country may also be included but will be asked to clarify. A sample size of at least 100 participants is expected, with a goal of over 300. You have to have some ideas of which universities or colleges you will use so that you can describe the characteristics of the universities and colleges in detail. E.g., a small, predominantly White, coeducational, very selective, public, liberal arts, in a rural, urban, or suburban setting, big or small city, etc.

External Validity

Representation of all Hispanic American college students may not be feasible in relation to this study because only three states out of fifty are being studied. Because of this, you have to describe the characteristics of the participants very in detail so that you can generalize the results from your study to the population that has similar characteristics to yours. Moreover, Hispanic Americans attending college in rural areas are not included in this study. Because of these factors, the findings of this research may not be generalizable to all Hispanic American’s seeking counseling. However, due to the higher concentration of Hispanic
Americans in more urban and suburban cities and the high sample number, representation will be highly inclusive since not exhaustive.

**Instruments**

A general demographic form will be used which specifically asks for ethnicity, Latin American country (ies) of origin (may check all that apply), gender, age and other general information. Additionally, the Counseling Preference Form (CPF, Goates-Jones and Hill, 2008) will be used to measure what each participant prefers in a counseling session. You have to describe CPF in detail here. According to the Rubric, it says, “The instruments used & their relevant validity & reliability issues are described in detail. The rationale given for the selection of each of the instruments & measures used are described. Each instrument is described in terms of purpose, content, administration, scoring, & interpretation procedures.”

Due to the specific nature of this study and lack of exhaustive counseling preference instruments, questions will be added to the CPF that coincide with what Mexican American college students have shown to already prefer in order to compare with their other-Hispanic descent peers’ preferences.

**Design and Procedures**

Contact to begin securing a sample will begin in September. The researcher will contact one public university and one community college in an urban to suburban city environment in the states of Florida, Virginia, and New York. One month will be dedicated to seeking out and contacting potential participants. Participants will be sought by contacting groups (sororities, clubs, fraternities, and other societies) on campuses associated with Latin American culture, by posting flyers requesting participants in Spanish, Portuguese, and English, and through contacting the departments of Latin American Studies and language schools (Spanish and
Each potential participant will be notified that he or she will be entered into a drawing for $50 (one at each school totaling $300). After securing a sample of Hispanic American participants through contacting one community college and one public university in Florida, Virginia, and New York, an appointment for each will be determined to travel to each location during the first week in November. Once this appointment is confirmed along with permission to use an auditorium or large classroom for distribution, the researcher will give each participant a questionnaire about preferences in counseling and a general questionnaire about background, in that order. The researcher will state that each questionnaire will be anonymous and names are not required on the forms. After each participant completes the forms he or she will put them in a large envelope that self-seals. When the participant comes to hand in the envelope, they will fill out a note card with their contact information so that they can be notified if they win the $50 drawing; this is not required. They may also request on the note card if they would like to be notified of the results from the study. After all questionnaires from all locations (each college and university in Florida, Virginia, and New York) are completed the researcher will begin organizing forms by country of origin of the participant and start inputting the data into a software program called the Statistical Package for the Social Sciences (SPSS). Particular attention will be paid to comparing “support systems”, “acculturation”, “family”, “discrimination”, “bilingualism”, and “religion” between non-Mexican descent and Mexican descent Hispanic American college students. All information will be input by the end of January.

Timeline

This study will take approximately five months. The first two months will be used recruiting and securing participants for the study. One week will be used to distribute, complete,
and collect the questionnaires. At least two months with a maximum of five will then be necessary for inputting all of the data and analyzing.

*Internal Validity* You have to discuss each threat to the internal validity of your study separately. Please review the internal validity chapter of your textbook and think about each threat on the book.

Some threats to internal validity primarily deal with the participants themselves and the instrumentation. The participants may have varying degrees of acculturation that will influence their preferences in counseling. Their attitudes may influence a general outlook on mental health professionals and counseling which could greatly affect preferences and answers. The participants may be further influenced by the presence of the researcher in the room as they fill out the forms. Last, the instruments may not be comprehensive enough to gather all of the potential nuances each participant would prefer in counseling. Many of these confounding variables could be controlled with additional scales such as a level of acculturation questionnaire and multiple counseling preference questionnaires. Try to identify the threats to the internal validity of your study AS MUCH AS you can because you have to think about all possible issues before you conduct the study. In addition, think about how to control them too. Please review the internal and external validity issue chapters in your textbook.

*Data Analysis*

Which group(s) do you want to compare to which group(s)? And, in terms of what kind of scores are you comparing? E.g., “support systems”, “acculturation”, “family”, “discrimination”, “bilingualism”, and “religion” between non-Mexican descent and Mexican descent Hispanic American college students? Are there any sub-scales in the CPF scores? If so, which ones are you comparing in terms of what?
Results

It is expected that Hispanic American college students whose countries of origin are not Mexico will have different preferences in counseling as Hispanic American college students of Mexican descent.

Discussion

Conclusions

Based on the expected results from this study: what do you want to say about your results? What do your results mean? Conclusions are about the meaning or interpretation of the results. This research shows that it is important to not generalize preferences of Mexican Americans to Cuban Americans, Honduran Americans, Argentinean Americans and so on.

Implications

Implications should include what the conclusions mean and based on the conclusions what you want to suggest to parents, teachers, counselors, administrators, or people who are working with similar population, to which the results from the sample that you used for your study here to be generalized.

Budget

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<th>Category</th>
<th>Cost</th>
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<td>Flyers</td>
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<td>Travel</td>
<td>$3000</td>
<td>Travel to and from cities, colleges, and universities</td>
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<td>Materials</td>
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<td>Copies of questionnaires, pencils, note cards, and envelopes</td>
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<tr>
<td>Raffle Gifts</td>
<td>$300</td>
<td>$50 per school (three states, two schools in each state)</td>
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References


You have done an excellent job for your research proposal here. I am sure that you can make it PERFECT if you can address the issues that I have raised above.

If you have any questions about my feedback here, please let me know ASAP. I can explain better in person. I promise! 😊

Remember that you must review the Research Proposal Rubric very carefully again before your revise your paper.

Thank you for your good work (with beautiful smiles all the time) so far in my class!
The Effect of being an African American First-Generation Student at a Predominantly White Institution on Success in College

EDUC F65: Research Methods in Education

Latasha Eley
Higher Education Administration
School of Education
The College of William & Mary
April 4
Dr. Hyung-Hee Kim
Spring 2009
Research Proposal

1. Remember you need to use a page break before Abstract & before References.
Abstract

The effect of being an African American first generation student at a predominantly white institution (PWI) on student success students was investigated. Participants include 103 African American first generation seniors (67 female, 36 male) who were originally enrolled as freshman at OU and completed the 2005 CIRP Freshman Survey in the fall of their first year and the Your First College Year 2005 Survey in the spring of their first year. More than 50% of the participants revealed that they did not feel a part of the campus community; what %? of the participants would not graduate after their fourth year at OU; 40 % of the participants rated their progression on a variety of educational growth indicators as weak or none at all; and 80 % be consistent of the participants maintained a 2.0 average GPA or above throughout their four years. Based on your expected results, what do you conclude or suggest?
Introduction

Purpose/Justification

The purpose of this study is to determine whether or not being a first generation African American student attending a predominantly white institution (PWI) affects success in college. For the purpose of this study success in college is measured by whether or not the student will graduate in four years, has maintained a 2.0 GPA (C average) or above during those four years, how the student rates him/herself on a variety of educational measures in his/her senior year in comparison to where he/she was in his/her freshman year, and whether or not the student feels like he/she is part of the campus community. While extensive research exists on the success of African American students at PWIs and those of first generation college students (FGCS), there is not much discussion of students who fit into both categories. The research that does exist addresses ethnic minorities and/or racial minorities as a whole instead of African Americans in particular. Research that focuses on specific first generation racial minorities tends to address students who identify as Hispanic/Latino. It is evident in the research that is available that the challenges faced by both groups are daunting and serious enough to prevent many of these students from completing their degrees in a timely manner. Thus, the aim of this study is to give attention to students who face double the challenges as a result of existing in both categories.

Review of the Literature

One main goal for students attending college is the desire to obtain a degree that will lead to a high paying job, allow them to be financially sound, independent, and able to provide for themselves and a family without reliance on parents and/or government aid
(Ishitani, 2006; Collier & Morgan, 2007). Consequently, it is essential that all students, including African American first generation students at PWIs, are successful in college (Pike & Kuh, 2005). However, the negative experiences of such students as a result of their skin color and familial educational background have the potential to limit their academic success (Pewewardy & Frey, 2002; Lundberg, Schreiner, Hovaguimian, & Miller, 2007).

Currently, the majority of African American students seeking higher education do so at institutions at which they are the racial minority (Douglas, 1999). Despite efforts across America to increase and promote diversity, these African American students constantly face issues of threats to their safety, endangered racial and cultural identity and self-awareness, and the reality of insignificant status on their campuses (Pewewardy & Frey, 2002; Davis et al, 2004). In addition, the institutional support that would be necessary to deal with such issues and create an environment in which African American students are dwelling in an academic and social environment that is as conducive to success as their White counterparts is lacking on many predominantly white campuses (Pewewardy & Frey, 2002). Some major threats to African American students’ success at predominantly white institutions include:

- how African American students perceive faculty and peer attitudes towards their presence on campus (Kraft, 1991)
- lack of a sense of communal, spiritual, academic, and/or social assistance from on campus sources (Herndon & Hirt, 2004)
- feelings of betrayal by white counterparts (Wallace & Bell, 1999)
• a sense of racial magnification; lack of access to cultural necessities (i.e. hair products, salons, etc. specifically for African Americans); daily experiences of racism; difficulty with social transitions (Douglas, 1999; Davis et al, 2004)

• constantly unwanted designation as the spokesperson for the entire African American race/culture; seclusion/unwanted separation/isolation, even from one’s own racial group as a result of making efforts to engage with individuals from other backgrounds; feelings of insignificance and consequential efforts to prove one’s self (Davis et al, 2004).

It is important to note that success in college means more than a high GPA; it is also evidenced by a student’s sense of belonging and assimilation on campus (Kraft, 1991). African American students have a harder time becoming integrated at PWIs due to all of the major threats listed above.

Another group of students who struggle to remain academically successful is students whose parents did not attend a four year college, also known as first generation college students (FGCS) (McCarron & Inkelas, 2006). Like African American students at PWIs, FGCS face a number of issues that threaten their academic success as is evident by the fact that in a study addressing their attrition and degree completion, “first-generation students were 51% and 32% less likely to graduate in the fourth and fifth years than were students whose parents graduated from college” (Ishitani, 2006). Despite the proposition of some researchers that self confidence is a major determinant in academic success, even self confident first generation students are likely to obtain worse GPAs in college than students whose parents have at least four year college degrees (Ramos-Sanchez & Nichols, 2007).
McCarron & Inkelas (2006) found, in study addressing educational attainment of FGCS, that less than 40% of the total sample of FGCS obtained a degree in four years and only about 30% had obtained one in eight years (McCarron & Inkelas, 2006). Despite aspirations and efforts to obtain higher education a variety of mitigating circumstances often prevent FGCS from doing so. Some major threats to FGCS success in college include:

- the need to work several hours to support a family; the inability to live on campus due to insufficient funds; limited on campus involvement due to familial/financial responsibilities or due to the idea that academic involvement is more important; decreasing grant aid which results in increased work hours to pay for school and other expenses (Lohfink & Paulsen, 2005; Prospero & Vohra-Gupta, 2007)

**Hypothesis**

1. As a result of being African American at a PWI and the first generation in their immediate family to attend a four year college, students will:
   - be more likely to take longer than four years to graduate or will not graduate at all;
   - be less likely to maintain a 2.0 (C average) GPA or above;
   - will be more likely rate themselves as having made no change, weaker, or much weaker on a variety of educational growth indicators
   - and/or be more likely to indicate that they did not see themselves as part of the campus community.
Method

Participants

Participants include 103 African American first generation seniors (67 female, 36 male) who were originally enrolled as freshman at [actually, you should not use a specific name of university here. You should just say something like “in a small college in Southeastern Virginia”] and completed the 2005 CIRP Freshman Survey in the fall of their first year and the Your First College Year 2005 Survey in the spring of their first year. is a selective, very selective, or what? small liberal arts university with 4800 students and an incoming freshman class of 1200 students. is located in a small urban city in the Southeastern United States. The university is a predominantly white institution (PWI) with only a 20% minority population. Of that 20% only half are African American and 4% of that half are first generation.

Data for the present investigation were collected in the spring of the students’ senior year. Students were selected through collaboration with the OU Records and Registration Office (RRO). The RRO keeps meticulous record of student demographics including race and scholastic generational status. 192 letters explaining the purposes of this study and requesting participants were sent to all students identified as African American and first generation by the RRO; 134 responded and were initially utilized for the study. Over the course of the study 31 students dropped out of the study for a variety of reasons such as personal issues, family problems, drop in grades, too busy, conflicting athletic, club, and/or other responsibilities, etc.

Participants were requested to select one among five different dates and times provided in their letters on which they could complete a questionnaire regarding their
experiences. Questionnaires were administered in the Orange Lecture Hall. Given the somewhat sensitive nature of the questions, participants were informed several times and in a variety of ways including the consent form, a statement at the bottom of the questionnaire, and verbally, that their responses and identities would remain confidential and anonymous.

*External Validity*

The study lacks generalizability to PWIs with larger populations and minority representation that varies from that found at. However, data is generalizable to other small liberal arts PWIs, specifically in the Southeastern United States. Due to the fact that the available research does not differentiate between the struggles African American first generation students face based on geographic location, the sample is representative of students with the same status; factors that may contribute to any results obtained are relevant and should be generally applicable to that group of students regardless of where their school is located.

*Instruments* For this section you have to provide: The instruments used & their relevant validity & reliability issues are described in detail. The rationale given for the selection of each of the instruments & measures used are described. Each instrument is described in terms of purpose, content, administration, scoring, & interpretation procedures.

The 2008-2009 College Senior Survey (CSS): CSS was part of the UCLA Higher Education Research Institute study (UCLA, 2007). When administered to the same students over a four year time Do you administer four times for your study too? If not do not mention it span in conjunction with the Freshman Surveys the CSS
provides items that reflect how students change from the time they enter college to their fourth year on academic, social, emotional, intellectual, and other measures of their college experience (UCLA, 2007).

*Freshman Surveys:* This is another instrument you will use, right? If so, you have to describe the information for this instrument too.

**Procedures, & Timeline**

You should describe procedures and timeline here separately.

**Design,** you have to separate these, especially **Instruments section**

**Longitudinal survey research** Are you doing *Longitudinal survey research?* According to your abstract, it does not sound like it at all. If you are doing Longitudinal survey research, you have to describe exactly how many times and when you are collecting data in your procedures section, and then you have to change your Abstract section too. I think that you have missed class several times, there are a lot of information you are missing for your proposal here was employed to complete this study as it was the most appropriate design by which to address the stated hypothesis.

**Internal Validity** Try to identify the threats to the internal validity of your study AS MUCH AS you can because you have to think about all possible issues before you conduct the study. In addition, think about how to control them too. Please review the internal and external validity issue chapters in your textbook. However, if you have already finished collecting data, you can address these issues in your “Limitations” section, which will be right after the “Implications” section.
When completing this study internal validity could be threatened for a variety of reasons including mortality, location, and instrumentation issues. In this study mortality is not a threat because data for all 31 students who dropped out was deleted. Location is not a threat because data was collected on campus in the participants’ normal environment. Instrument threat was addressed by testing the survey on two sample groups and making necessary adjustments for bias and other potential threats before official data collection.

**Data Analysis** You have to think about what scores are you looking at; and how you compare; and what relationships or differences between what and what you are looking at, etc.

Scores from the two freshman surveys were compared to scores from the CSS to determine any change in students’ self-measurement of growth, educational and you have to indicate all of the factors that you are looking at here. Students’ reported GPAs and expected graduation rate at the completion of their fourth year were analyzed and described using the means.

**Results**

The expected results of expected results cannot be this accurate. Thus, you should be a little bit general this study are that more than half of the participants revealed that they did not feel a part of the campus community; one third of the participants would not graduate after their fourth year at OU; 40 percent of the participants rated their progression on a variety of educational growth indicators as weak or none at all; and only 66 percent of the participants maintained a 2.0 average GPA or above throughout their four years.
Conclusions Based on the expected results from this study: what do you want to say about your results? What do your results mean? Conclusions are about the meaning or interpretation of the results.

The study reveals that students who are African American and first generation attending a PWI may struggle with academic and overall collegiate success due to their racial and academic status.

Implications should include what the conclusions mean and based on the conclusions what you want to suggest to parents, teachers, counselors, administrators, or people who are working with similar population, to which the results from the sample that you used for your study here to be generalized.

College counselors should be on the look out for students who fall into both categories and take extra care to provide the necessary tools for success in college since that knowledge base is more than likely lacking within the student’s home. Workshops could be offered specifically for such students at which to learn the ins and outs of applying to college, what to expect in college, and other helpful information. At the college level student affairs professionals need to reach out to such students. Workshops could be offered, special events planned to encouragement involvement on campus, and efforts made to make students aware of the resources available to them. Specific advisors...
could be selected or asked to volunteer for special training on how provide the best support possible for these students.

Budget

The only expenses incurred while completing this study were those related to printing surveys and the purchase a statistical analysis program (i.e. SPSS) if necessary.
References


I was worried about you because you have missed classes several times. Overall, however, you have done a good job for your research proposal here. You can make it better if you can address the issues that I have raised above.

If you have any questions about my feedback here, please let me know ASAP. I can explain better in person. I promise! 😊

Remember that you must review the Research Proposal Rubric very carefully again before your revise your paper.
The null hypothesis that students’ status as African American and first generation has no effect on their success will be rejected; the alternative hypothesis that students’ status as African American and first generation has some effect on their success in college will not be rejected. In order to determine which hypotheses to accept and reject an alpha level of .05 was established. Statistical analysis using a t-test for correlated means and proportions revealed that the p value equaled .002.

This is one of very few studies, if any, to address the experiences and measures and means of success for college students who are both African American and first generation. The study reveals that students who are African American and first generation attending a PWI may struggle with academic and overall collegiate success due to their racial and academic status. Findings that over half the participants maintained a 2.0 GPA or below and that one-third of the participants would not graduate in four years reveal the need for educators in both the K-12 and Higher Education realm to take action.
This is one of very few studies, if any, to address the experiences and measures and means of success for college students who are both African American and first generation. The study reveals that students who are African American and first generation attending a PWI may struggle with academic and overall collegiate success due to their racial and academic status. Findings that over half the participants maintained a 2.0 GPA or below and that one-third of the participants would not graduate in four years reveal the need for educators in both the K-12 and Higher Education realm to take action.
Effects of Inclusion on Regular Education Middle School Students

ED F -65 Research Methods in Education, Spring 2009

Ernest Harden

Educational Policy, Planning and Leadership

The College of William and Mary

February 21, 2009
Abstract

This study will examine the effects of including SNS spelled out first in regular education classroom. The study will use how many? middle school students currently enrolled in inclusion classrooms in Hampton City Schools in southeastern Virginia? The study will focus on student perceptions of being in inclusion classes. The study will use a static-group pretest-posttest design. Students will be given the Children’s Self Concept Scale (author, year?). It is expected that there are some negative unintended consequences (e.g., ?) for inclusion placement.

And then, one more sentence for conclusions or implications: Based on your expected results, what do you conclude or suggest?

Remember that you need to use a page break before Abstract & before References.
Introduction

Purpose

The purpose of this study is to see if including special needs students (SNS) into regular education classes has any un-intended negative academic, social or behavioral consequences on regular education students (RES). What are the social, academic, and behavioral effects of including special SNS into regular middle school education classes?

Justification

With the increasing push to educate students in the least restrictive environment as mandated by The Education of the Handicapped Act of 1975, more SNS are being educated alongside RES (Finely-Synder, 1999). Inclusion students bring their own unique set of educational challenges to the regular education classroom. They are entitled to accommodations to help them overcome their educational deficiency. The focus of the class can shift from the regular education students, to ensuring that the inclusion student’s needs are met in the classroom. Therefore, if the benefits to special needs students are offset by negative effects on regular education students, the practice of inclusion may need to be re-examined or modified so every student is placed in the best educational environment possible.

Literature Review

A national study by Siperstein, Parker, Norins- Bardon, and Widaman (2007) found that RES feel that SNS should not participate in academic classes like Mathematics and English, but could participate in non-academic classes such as art and Physical Education. In a study by Daniel and King (2001) reported that parents of RES expressed a higher degree of concern with
their children’s school program than non-included parents. Teachers and parents reported more behavior problems and RES in inclusion classes reported lower levels of self esteem. Including SNS into regular education classes has for some high achieving students resulted in them losing ground academically (Huber, 2001). It is clear from some of the research that some people hold reservations about the effectiveness and validity of including SNS in regular education classes.

Numerous studies point to the advantages or no adverse effects of including SNS into regular education classroom (Farrell, Dyson, Polat, Hutcheson & Gallannaugh, 2007; Peck, Staub, Galluci & Schartz, 2004; McDonnell et al. 2003; Kalambouka, Farrell, Dyson, & Kaplan, 2007). On the contrary, some research points to positive attitudinal impact on SNS and RES alike. SNS report being highly motivated, fulfilled and more focused in regular education classes (Dupuis, et al. 2006). Sharpe and York’s (1994) study on the effects of inclusion on academic performance of RES found no decline in academic or behavioral performance on standardized test or report card measures. Low achieving RES seemed to benefit from the inclusion setting (Huber, 2001). Studies also report other social benefits reported as a result of inclusion: fewer negative labels, reduced stigma and increased interaction with RES (Snyder, 1999). Parent perceptions of the effects on their non-SNS to being in an inclusion class were positive. Parents reported positive social benefits; RES students appreciated other student’s differences and needs. Parents of RES students also reported no loss of time spent by the teacher on their RES (Peck, Staub, Gallucci & Schartz, 2004; Hollowood, Salisbury, Rainforth & Palombaro, 1993).

Further, several studies have found mixed results on inclusion and find deciphering the data difficult. They also concluded that while some benefited from inclusion, low achieving
RES, other students, high achieving students suffered because of inclusion (Daniel, King, 2001; Huber, 2001).

**Research Question**

What are the social, academic, and behavioral effects of including special SNS into regular middle school education classes?

**Operational Definitions**

Special Needs Students (SNS) - any student having an Individual Education Plan (IEP)

**Method**

The participants in this study are selected from three of six middle schools in the city of Hampton, Southeastern, Virginia. The students selected are currently enrolled in inclusion classes for the school year 2009-2010. This comprises an estimated 648 students for this study. The city of Hampton is a suburban city located in the southeastern corner of Virginia on the Chesapeake Bay. It has an estimated 2003 population 143,878. The population is comprised of 50% female and 49% male. In 2000 the population was 49.5% white, 44.7% black, 1.8% Asian, 2.8% Hispanic, and 3.6% of some other race. Major industries in the city include government, aerospace, medical, and telecommunications (www.hampton.gov). The median income for a household was $39,532 and the median income for a family was $46,110. About 8.8% of families and 11.3% of the population were below the poverty line (www.en.wikipedia.org). 40% of students enrolled in Hampton’s schools are considered economically disadvantaged (www.sbo.hampton.k12.va.us).
Can you think of more information: E.g., reduced lunch or free lunch ratio, the levels of the achievement scores or state-mandated test scores, rural, urban, or suburban setting, big or small city, parents’ education level, whether military town or not, etc. whatever available!

External Validity Issues because of this, you have to describe the characteristics of the participants (or the setting) very in detail so that you can generalize the results from your study to the population that has similar characteristics to yours.

Generalizability should not be a major issue in this study because the three middle schools selected have populations that represent the city as a whole. The schools are located in different areas of the city so they represent different neighborhoods. Each school has students bused in from outside the immediate neighborhood; this adds diversity to the population of each school that would otherwise not exist. Only one space after each period. You should change the entire paper with only one space after each sentence. Each school contains members from low, medium, and high income households.

Instrument

The Children’s Self Concept Scale 2nd Edition (Piers-Harris, year?) will be administered. It is a 60 question self report questionnaire. Students respond whether items are true or not true for them. The Children’s Self Concept Scale was chosen because it assesses student’s perceptions about such things as school and intellectual functioning, appearance, and social acceptance. If regular education students believe they were assigned to an inclusion classroom because they are deficient somehow, they may begin to exhibit signs of some deficiency brought about by their placement in an inclusion setting.
The questionnaire contains self concept and validity scales. The scales consist of a total score, six domain and two validity scales. The domain scales assess self concepts. They are scored so that the higher the score, the more positive self evaluation. The validity scales assess response bias, inconsistent responding, and exaggerated responding. The Children’s Self Concept Scale 2nd Edition can be computer scored. Raw scores are converted to standard scores.

The author warns that scores should be interpreted by someone trained in psychological assessment. Internal consistency estimates for the total and domain scores were adequate with almost all Cronbach alphas being above .70. Test-retest reliability studies were not conducted with the new standardization data, but studies using the earlier scale were acceptable.

Student report cards and standardized test scores from the previous year will be compared. Report card grades are subjective, but are generally viewed as a measure of achievement.

**Design and Procedure** must be more in detail.

This study will use a quasi experimental time series design. Students assigned to inclusion classrooms in the selected schools will be given the Children’s Self Concept Scale 2nd Edition in the first week of school September 8th – 11th. Scores will be tabulated and analyzed, but not shared with the teacher. This is so as not to change the way the teacher interacts with the students. At the end of the second marking period, the first week in March, the Children’s Self Concept Scale 2nd Edition is administered again scores tabulated and compared with earlier same student’s scores.
Where is your Timeline section?

**Internal Validity Issues**

*Mortality:* Students may withdraw from school or change classes for various reasons.

Data collector characteristics: Students may withdraw from one school and enroll in another and be assigned to a teacher they like more/less and could possibly change their perception of items being examined.

*Data collector bias:* This will be a non issue because administration of the questionnaire will be standardized across the three participating schools.

*Testing:* A testing threat will be present because the same questionnaire will be administered twice. This will be dealt with by encouraging students to answer honestly.

*Maturity:* This will be serious threat because several months will have passed between the initial questionnaire and the second administering. Six months will have passed between administrations of the questionnaire, students will undoubtedly have changed. Any changes in perception could be caused by physical or psychological changes undergone during that time.

Statistical techniques will be used to account for this as much as possible. **Try to identify the threats to the internal validity of your study AS MUCH AS you can because you have to think about all possible issues before you conduct the study. In addition, think about how to control them too. Please review the internal and external validity issue chapters in your textbook.**

**Data Analysis**

For this study raw scores will be used. Same student scores will be compared. Scores from all participating schools will be examined for statistical significance. Schools will be
compared to one another looking for significant differences in the scores. Are you comparing the results just between the schools or between inclusion and non-inclusion classes, or both? You have to talk about this specifically here.

Results

It is expected that there are unintended negative consequences for regular education students placed in inclusion settings.

Discussion

Conclusions

Based on the expected results from this study: what do you want to say about your results? What do your results mean? Conclusions are about the meaning or interpretation of the results.

Implications

Implications should include what the conclusions mean and based on the conclusions what you want to suggest to parents, teachers, counselors, administrators, or people who are working with similar population, to which the results from the sample that you used for your study here to be generalized. Steps should be taken to lessen the impact of placing regular education students in inclusion classrooms. SNS’s rights should not take precedent over or at the expense of regular education students. Schools are supposed to provide the best education possible to all of its students. One possible way to help would be to hold informational meetings with students detailing how inclusion classrooms work and how they are similar to regular education classes.
Budget

The budget consists of an estimated $4,200 for the questionnaire kits and answer sheets. A price of $105 per kit was given for the year 2004. It may be a good idea to have an outside consultant trained in psychological assessment examine the results and provide thoughts on the results. This would add to the cost of the study. A figure for the cost of such analysis is not available at this time.
References


**You have done an excellent job for your research proposal here. I am sure that you can make it PERFECT if you can address the issues that I have raised above.**

If you have any questions about my feedback here, please let me know ASAP. I can explain better in person. I promise! 😊
Remember that you must review the Research Proposal Rubric very carefully again before your revise your paper.

Thank you for your good work so far in my class.
The Relationship Between Parental Military-Induced Separation on Elementary Aged Children’s Academic Achievement: A *Comparison of First Deployment Versus Repeated Deployments*. This is your second research question. Thus, it does not have to be on the title. It might sound like this is your main interest if you put it in the title.

EDUC F65: Research Methods in Education

Katie Holland

Family Counseling Program

School of Education

The College of William and Mary

April 11, 2009

Dr. Kyung-Hee Kim

Spring 2009

Research Proposal
This study will examine the relationship between military-induced parental separations on elementary-aged students’ academic achievement. It will examine if this relationship exists and if the number of previous deployments further affects it. The study will use 70 2nd-4th grade military dependent students from a large Southeastern Virginia school district, 35 who will be experience parental deployment in the next year and 35 who will not. Academic achievement will be measured using the Norris Educational Achievement Test (NEAT, Switzer & Gruber, 1991). Using a causal-comparative research design, students will be administered the NEAT at the beginning of the school year (or two weeks prior to deployment) and again 6 months later. It is expected that students experiencing deployment will show a decline in academic achievement and that students experiencing their first deployment will show a greater decline than students with repeated deployments. Based on your expected results, what do you conclude or suggest?
Purpose of the Study

This study aims to examine the relationship between parental military-induced deployment and the academic achievement of dependent elementary aged children. While this subject has been touched on somewhat in the literature, the majority of studies investigating wartime deployment were conducted during Operation Desert Storm (Cozzo, Chun, & Polo, 2005) and therefore may be outdated. The present study hopes to bring the research up to date with more current and relevant information.

Justification

There are approximately 150,000 military service members currently deployed to the Middle East and around 80,000 National Guard troops deployed around the world (Global Security, 2008). Accordingly, roughly 3.5% of the population of the United States is in the military in some form or another (Black, 1993). As of November 2008, 14% of the total military was comprised of women (Defense Department, 2008). While not all service members have families and children, a significant number of them do. In fact, the total number of children who have at least one parent on active duty or in the reserves is over 3 million (Ryan-Wenger, 2001).

With the ongoing conflict in the Middle East, an increasing number of children will experience a prolonged absence of one or more parents during their childhood as a result of deployment. Deployment is the time when a military serviceman or servicewoman is temporarily relocated without his or her family for a tour of duty (Huebner & Mancini, 2008). The lengths of these deployments have become more uncertain in recent years (Lincoln, Swift, & Shorteno-Fraser, 2008). This uncertainty can
be incredibly detrimental to the military family because the sudden absence of a family member can be seen as a major life crisis for some families as it upsets normal family routines and requires that family responsibilities be reorganized (Lawler, Flori, Volk, & Davis, 1997). In fact, parental deployment is one of the most stressful life experiences a child can endure (Murray & Kuntz, 2002). This separation is particularly troublesome for early school aged children (Kelley, 1994). Therefore, examining the relationship between parental military-induced separation and the academic achievement of dependent elementary aged children may help to lessen some of the stresses that occur with deployment for children.

Literature Review

Factors Affecting Academic Achievement and Separation Reactions

The factors that contribute to a student’s academic achievement can be numerous and complicated. While innate ability plays a role, intelligence only accounts for 25% of variance in school performance (Neisser et al, 1996). Factors that have been shown to have a negative influence on academic achievement are family conditions, depression, and inadequate sleep.

The condition of the family from which a military child comes has been shown to have an effect on that child’s academic achievement as well as how he or she perceives that achievement. Livaditis et al. (2003) found that family conditions were associated with the failure in school for male students but not for female students. It has also been found that children from disrupted families perceive their academic achievement in a poorer light (Raphael et al., 1999).
Whereas most children are fairly durable against the detrimental effects of the deployment of a parent, previously existing conditions (i.e. depression) can make them even more vulnerable (Lincoln, Swift, & Shorteno-Fraser, 2008). Aluja and Blanch (2004) found that one way in which children with depressive disorders exhibit symptoms is through a decrease in academic achievement. As such, it is important to pay attention to a decline in academics in military children, as this may be indicative of a bigger issue.

Finally, a factor that has been shown to affect academic achievement is the amount of sleep a child gets at night. In a study comparing National Guard families with a deployed family member to non-military control families, Lawler, Flori, Volk, and Davis (1997) found that children from the National Guard families had more difficulty sleeping. This lack of sleep can lead to irritability, poor attention span, and subsequent learning problems, especially in school-aged children (Murray & Kuntz, 2002).

Each family that experiences a deployment will react to the separation differently. No two families will experience the same feelings, anxieties, or physical reactions. Two factors that have been found to influence separation reactions are the number and duration of previous deployments (Wexler & McGrath, 1991).

Academic Performance and Military Children

The topic of the academic performance of children from military families is quite controversial. Some researchers have found that being from a military family and experiencing parental absence can lead to academic deficits. For example, Hillenbrand (1976) studied over 100 sixth graders from Marine military families and found that parents reported that the stress of parental absence lowered academic achievement. Hiew (2002) found similar results.

On the other hand, different researchers have found no
deficit in academic achievement of military children compared to non-military children. Strobino and Salvaterra (2000) studied adolescents (ages 10-18) from military families representing each branch of the military and found that these children often perform at average or above-average levels in academics. They can also be considered successful students because they participate in a wide variety of extracurricular activities (Strobino & Salvaterra). Horton (2005) suggests that by supporting the mental and emotional health of military children, families and educators will continue to see consistent academic work.

**Research Question**

This study will seek to answer two research questions:

First, is there a relationship between military-induced parental absence due to deployment and a child’s academic achievement?

Second, if a relationship is found to exist between parental deployment and academic achievement, is there a difference in the strength of the relationship when it is the first deployment experienced by the child versus a repeated occurrence?

For the purpose of this study, academic achievement is measured using a student’s score on the Norris Educational Achievement Test (Switzer & Gruber, 1991).

**Method**

**Participants**

The participants of this study will be military dependent elementary aged school children in second through fourth grade enrolled in a large school district in Southeast Virginia. The school district is located within an hour of several military bases and stations. Participants must have a parent scheduled for deployment within the next three...
months and the deployment must last a minimum of six months. This is therefore a
purposive (because you would not be able to whoever wants to participate in your study.
He or she must meet all the requirements that you have: a military parent and deployed,
etc., sample. Students must have a parent or guardian complete a consent form prior to
their student participating in the study. Of those students whose parents or guardians give
cconsent to participate, 35 will be chosen randomly using a simple random sample. A
comparison group of 35 military dependent children whose parents will not be deployed
within the next 12 months will also be drawn randomly from the same school district
using the same method. While the exact number of military dependent children in this
school district is not certain, the population is diverse. 49% of students are female, 51%
are male, 55.8% are Caucasian, 27.3% are African American, 6% are Hispanic, 0.4% are
Native American, 5.7% are Asian, 0.8% are Native Hawaiian/Pacific Islander, and 4.0%
are of unspecified ethnicity. 29.1% of students in the district are considered economically
disadvantaged (Virginia Beach Public Schools, 2009). Schools within the district are
located in both urban and suburban areas.

External Validity Issues

Generalizability may be an issue in this study. Those parents who agree to their
child’s participation in the study may be different than those parents who opt out. There
may be a difference between the consent for participation of children from families of
officers versus families of enlisted men and women. Parents of children who are
consistent high achievers academically may be more likely to allow their children’s
academic achievement to be monitored than parents of children with prior academic difficulties. Depending on the characteristics of parents who allow for their children’s participation, the results may not be able to be generalized to the broader population of elementary aged military dependent children.

The results of this study can be generalized to a larger population. This population would consist of elementary aged military dependent children from diverse racial backgrounds attending large school districts within the Southeast United States. It can also be generalized to an environment with a high military presence.

**Instruments**

The Norris Educational Achievement Test (NEAT) is a set of individually administered tests intended to assess a child’s skills. Within the NEAT there are three achievement tests, two supplemental achievement tests, and a standard battery of three readiness tests. Each test is available in two forms. For the purpose of this study, the three achievement tests and two supplemental achievement tests will be utilized. The three NEAT achievement tests cover Word Recognition, Spelling, and Arithmetic while the supplemental achievement tests cover Oral Reading/Comprehension and Written Language. The NEAT achievement tests are designed for use with 6-year-olds and up. Norms by age and grade are available for the NEAT Achievement tests. The instrument was normed on a national sample of nearly 3,000 students, ranging in age from 4 years 0 months to 17 years 11 months. All tests have also been normed in order to provide a standard score. Tables are available to convert raw scores to standard scores.
This instrument has been shown to have high internal consistency in both the Achievement and Readiness tests. Test-retest and form equivalence reliabilities are both high. Analyses of concurrent validity (NEAT versus Wide Range Achievement Test-Revised and Wechsler Intelligence Scale for Children-Revised) and construct validity were conducted and showed the NEAT to have acceptable test validity. All correlations were shown to be significant at p<.01 or less. The NEAT has also been shown to have generally excellent reliability.

In addition to the NEAT, the parents of the student participants will be asked to complete a brief survey. This survey will ask for information on demographics, including parental military rank, as well as a history of prior military deployments.

**Design and Procedure**

This study will be conducted using a causal-comparative design. All military dependent children in second through fourth grade in the school district will receive parental consent form for their parent of guardian to complete. Of the students who return completed form, 35 who will have a parent deploying in the next three months will be randomly selected as well as an additional 35 who will not have a parent deploying in the next 12 months. The selected students will be given a demographics survey to take home for their parents to complete and return.

At the beginning of the study, all of the students whose parents will not be deployed in the next year will take form A of the NEAT achievement test within the same week. All students whose will have a parent deployed will take form A two weeks prior to deployment. Six months after the initial testing, each student will be administered form B of the NEAT achievement test. The tests will be administered to each student in the
same room at a school located near the middle of the district for easy access. This location will be used for both administrations of the test. All posters, toys, and other distracting material will be removed from the room and noise will be kept to a minimum. All students will take the test individually with the same person administering to control for consistency. All instructions given to the students will be read to them from a typed page to ensure consistency.

**Timeline**

This study should take place over the following time period:

- **Mid-July to Early-August:** Distribute parental consent forms to all parents of incoming second through fourth graders from military families.
- **Early August:** Collect parental consent forms and divide into two groups (those who will be experiencing a deployment beginning in the next three months and those who will not be experiencing a deployment in the next 12 months). From those two groups, 35 students will be randomly chosen to participate in the study. Each participating student will receive a demographics survey for their parents to complete and return.
- **August:** Administer NEAT form A to all students in comparison group.
- **August through October:** Administer NEAT form A to “experimental” group two weeks prior to parent’s deployment.
- **February:** Administer NEAT form B to all students in comparison group.
- **February through April:** NEAT form B to children in “experimental” group six months into parental deployment.
- **May and June:** Record, analyze, and report the collected data.
Internal Validity Issues Try to identify the threats to the internal validity of your study as much as you can because you have to think about all possible issues before you conduct the study. In addition, think about how to control them too. Please review the internal and external validity issue chapters in your textbook.

The following threats to internal validity have been considered:

Location: As the participants range in grade level and come from a large school district, their everyday academic environment will be varied. The students will be in different classes and different schools and will be taught by different teachers. The researchers will have no control over this variation in location or the differences in teaching styles and materials that are implemented in the classroom. This has the potential of affecting the individual results for the participants.

Mortality: As with any study, there is a risk of participants dropping out of the study prior to completing all parts. This may be due to changes in military status (early return/death of deployed member, relocation of non-deployed families, etc.) or change in personal attitude toward participation. Having an adequate sample size will hopefully help to alleviate this threat.

Maturation: Because this group is looking at a change in academic over a time period, maturation may be an issue. Even though academic achievement may increase or decrease, if it does go up, is it because of the parental deployment or because the students have aged and their brains have matured.

Data Analysis

For this study, an independent t-test will be conducted to determine if there is a significant relationship between whether or not a student has a parent deployed and the
change in academic achievement as measured by the scores on the NEAT achievement tests. The raw scores from these tests will be turned into standard scores for analysis using the tables provided with the test. A second independent t-test will be conducted to determine if there is a significant difference in the change in academic achievement between students experiencing their first deployment and students who have experienced prior deployments. This deployment history will be taken from answers to the survey provided by the parents. Descriptive statistics will also be run to compare ethnicity, gender, parental military rank, etc. (AM I RIGHT THAT THESE WOULD BE INDEPENDENT T-TESTS? yes) But, think about a factorial ANOVA (so that you can do two independent t-tests at the same time. Remember I talked about this?) too later when you become a ph.D. student.

Results

It is expected that there will be a relationship between parental deployment and academic achievement. It is expected that children experiencing parental deployment will show a decrease in academic achievement. However, students experiencing their first parental deployment will show a greater decline in academic achievement than students who have experienced deployment previously.

Discussion

Conclusions Based on the expected results from this study: what do you want to say about your results? What do your results mean? Conclusions are about the meaning or interpretation of the results, and Implication should include what the conclusions mean and based on the conclusions what you want to suggest to parents, teachers, counselors, administrators, or people who are working with similar population, to
which the results from the sample that you used for your study here to be generalized.

Conclusions

It is believed that students who are experiencing a parental deployment will have a decline in academic achievement in comparison to military dependent students without a parent deployed for a few reasons. First, these students are going through a restructuring at home that causes increased stress and may also affect their studying habits at home. They have also lost a potential support system, which may be affecting their academics. It is also believed that students experiencing repeated deployments will not show as great a decline in academic achievement as those going through a first deployment. This may be due to the fact that children who have had a parent deployed previously are more used to the change and therefore are not as negatively affected. It could also be possible that students who have gone through deployments before have developed other support systems that first timers have not.

Implications

Based on the conclusions, what you want to suggest to parents, teachers, counselors, administrators, or people who are working with children who are experiencing a parental deployment?

Budget

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References


You have done a really excellent job for your research proposal here. I am sure that you can make it PERFECT if you can address the issues that I have raised above.

If you have any questions about my feedback here, please let me know ASAP. I can explain better in person, I promise! 😊

Remember that you must review the Research Proposal Rubric very carefully again before your revise your paper.

Thank you for your good work so far in my class!
Effects of Students Against Destructive Decisions (SADD) on Youth Drug Use

EDF-65 Research Methods in Education

Thomas Jones
Community and Addictions Counseling, School of Education
The College of William and Mary
April 11, 2009

Dr. Kyung-Hee Kim
EDF-65 Research Methods in Education, Spring 2009
Research Proposal
Abstract

Society continues to struggle with drug abuse issues and the problems surrounding youth drug use. This study will examine the effectiveness of Students Against Destructive Decisions (SADD) as a drug prevention program. SADD is the nation’s leading peer-to-peer youth prevention education organization with thousands of chapters in middle schools, high schools, and colleges (SADD, 2007). This study will survey 400, 11th and 12th grade students from four large high schools in Virginia. The schools will be divided into two groups, one group with established SADD chapters and one group without SADD. Both groups will complete a modified version of the Youth Risk Behavior Survey (author, year?). The results of both groups will be compared to determine the effectiveness of SADD. You should state an expected result briefly here. And then, one more sentence: Based on your expected results, what do you conclude or suggest?
Introduction

Purpose

The purpose of this study is to determine the effectiveness of Students Against Destructive Decisions (SADD) as a drug use prevention program for young people. SADD continues to grow in a number of schools as a standalone program or compliments the traditional school-based prevention programs like Drug Abuse Resistance Education (DARE).

Justification

Society continues to struggle with drug use issues, particularly the negative consequences surrounding the initiation and continued drug use among its youth. Recent studies show that drug use has leveled off and in some cases slightly declined between 2002 and 2007 (Johnston, O'Malley, Bachman, & Schulenberg, 2008). Monitoring the Future (MTF) is a series of federally funded studies conducted by the University of Michigan, MTF has measured the attitudes and drug use of eighth, 10th and 12th graders annually since 1975 (Johnston, O'Malley, Bachman, & Schulenberg). MTF pays particular attention to the attitudes and trends of high school seniors because this is the jumping off point into adulthood (Johnston, O'Malley, Bachman, & Schulenberg). The most recent report shows that still almost half of American students have tried an illicit drug, almost 22% are current cigarette smokers, and 72% had consumed alcohol by the end of high school (Centers for Disease Control and Prevention, 2008; Johnston, O'Malley, Bachman, & Schulenberg, 2008). Additionally drug use has been linked to health problems and dangerous behavior like unprotected sex, driving under the influence, riding in vehicle with someone who has been drinking or using illicit drugs, crime, and violence (Bailey, Pollock, Martin, & Lynch, 1999; Centers for Disease Control and Prevention, 2008). By preventing drug use, young people are more likely to make positive and healthy decisions with their lives and less
vulnerable to the consequences of dangerous and illegal behavior. For these reasons it is important to continually evaluate drug prevention programs.

**Literature Review**

Drug and alcohol prevention programs have become common place in public schools and date back to the late 1800’s; these early programs presented information that clearly was intended to demonize and prevent the actual drug use (Kisr, Hart, & Oakley, 2008). It wasn’t until the 1970’s that there became a national effort to evaluate drug use, trends, and prevention programs (Kisr, Hart, & Oakley). Schools continue to provide a logical place to reach young people hopefully before drug use begins (Wagner, Tubman, & Gil, 2004). The results of a 2007 national survey shows that in the past year 75.8% of school students 12 to 17 years old have seen or heard drug or alcohol prevention messages at school (Substance Abuse and Mental Health Services Administration, Office of Applied Studies, 2008). This survey does not provide information on the types or extent of the prevention messages.

Drug Abuse Resistance Education (DARE) is the largest single school-based and the most traditional drug use prevention program in the United States (West & O'Neal, 2004). DARE is a 17-week program led by specially trained police officer instructors that provide a drug-free curriculum to fifth and sixth grade students (Lucas, 2008). Even though DARE is popular with educators, law enforcement, and parents, there is extensive research that questions its validity and its effectiveness, both long and short term (Ennett, Tobler, Ringwalt, & Flewelling, 1994; Faggiano et al., 2008; Lynam et al., 1999; Tobler & Stratton, 1997; West & O'Neal, 2004). One study follows students for 10 years following the program and suggests that students who participated in DARE were using drugs and alcohol at the same rates as students who had not participate in a drug prevention program at all (Lynam et al., 1999).
Students Against Destructive Decisions (SADD) (2007), is national organization with thousands of chapters in middle schools, high schools, and colleges. SADD was founded in 1981 as Students Against Driving Drunk, but expanded its focus beyond drunk driving in 1997 and changed its name on request of its members. SADD claims to be the nation’s leading peer-to-peer youth prevention education organization (SADD, 2007). SADD empowers its members equipped with the best prevention tools available to outreach within the schools using the power of peers and student mentors to deal with issues of underage drinking, drug use, and other destructive decisions (SADD, 2007). SADD is more than a school club, not only does it have national resources available for chapters but it encourages young people to have an open dialog with their parents about the difficult and potentially destructive decisions they face. The Contract for Life facilitates this communication and provides appropriate guidelines for both students and their parents (SADD, 2005). There is little research available on SADD as a drug prevention program. There was a limited study conducted on SADD prior to 1997 as a driving under the influence (DUI) intervention with no evidence of effectiveness (Klitzner, Gruenewald, Bamberger, & Rossiter, 1994).

Tobler (2000) provides some comprehensive lessons learned from multiple meta-analyses on school-based drug prevention programs conducted during the 1980’s and 1990’s. She found that the most effective prevention programs divided students into smaller groups and promoted interaction, and that peer-led was more effective than police or teacher led (Faggiano et al., 2008; Tobler & Stratton, 1997; Tobler et al., 2000; Tobler, 2000).

The effect of peer-to-peer influence on the decision making of young people is unmistakable. There is a direct correlation between attitudes of peers about drugs and their peers drug use (Substance Abuse and Mental Health Services Administration, Office of Applied...
Studies, 2008). Youth who have a positive attitude about school and support from their peers are less likely to use drugs (Bryant, Schulenberg, O'Malley, Bachman, & Johnston, 2003).

Consistent with Tobler (2000), student-led presentations and group discussions empower both knowledge and informed opinions about drug use (Goodwin, 2007). Peer delivered programs where peer leaders have received subject matter training show promise as an efficacious and cost effective way to deliver the drug prevention message (Black, Tobler, & Sciacca, 1998).

Although there is little research available evaluating SADD’s effectiveness as a drug use prevention program there has been significant research that advocates the approaches used by SADD are effective (Black, Tobler, & Sciacca, 1998; Bryant, Schulenberg, O'Malley, Bachman, & Johnston, 2003; Faggiano et al., 2008; Goodwin, 2007; Mellanby, Rees, & Tripp, 2000; Tobler & Stratton, 1997; Tobler et al., 2000; Tobler, 2000; Wagner, Tubman, & Gil, 2004).

**Research Question**

Do schools with SADD chapters providing drug prevention programs have lower drug use rates than schools without SADD?

For the purpose of this study the term drug includes tobacco, alcohol, illicit (illegal or unlawful) drugs, prescription drugs, and over-the-counter medicines. Drug use rates and related risky behavior including, driving under the influence, violence and abuse, suicide, and risky sexual behavior will be measured by a modified version of the Center for Disease Control and Prevention’s State and Local Youth Risk Behavior Survey (If it is a published one, you do not have to attach it here Appendix A).

**Method**

**Participants**
Because you do not know which high school students you will be using yet, it would be better to describe the characteristics of the school district if you cannot have the specific information for the specific school (Please remember that you are supposed to describe the characteristics of the school or the students actually) that you are using. For the school district, you can try to find ethnicity ratio, reduced lunch or free lunch ratio, the levels of the achievement scores or state-mandated test scores, rural, urban, or suburban setting, big or small city, etc.

Four hundred 11th and 12th grade high school students, 100 each from four large urban and suburban public high schools in Southeast Virginia will participate in this study. Two of the schools will require established SADD chapters that provide prevention programs. The other two schools will not have SADD chapters but might provide prevention education. The research team, according to the title page of this proposal, you are the only researcher though, will coordinate with the Safe and Drug-Free Schools Program, Office of Student Services, Virginia Department of Education to randomly select four schools matching the criterion. The State of Virginia’s Safe and Drug-Free Schools Program is part of The Safe and Drug-Free Schools Communities Act (SDFSCA) a federal funded program that is focused on reducing violence, alcohol, and drug use through prevention and education measures in schools (Virginia Department of Education, 2008). The state office coordinates prevention programs, studies, and interacts with local school systems, maintaining data on programs and research conducted in public schools. The research team will coordinate with the selected schools to identify a subject required of all students to graduate that has both junior and seniors enrolled. All students enrolled in this subject at the time of the survey will be provided parental information and consent forms. The information and consent forms provide an explanation of the survey and a
passive permission letter which means that students will only be excluded from the survey if the parent returns the signed letter denying permission to participate in the survey (Annex B). The letter to parents was adapted from a guide to conducting the survey (Centers for Disease Control and Prevention, 2009). One hundred participants from each school will be randomly selected using simple random sampling from the eligible students.

External Validity Issues

Generalization could be an issue comparing the results of the sample population in this study to other high school students in schools with and without SADD. Although great effort is being made to choose two schools with active SADD programs, the influence SADD has in the sample could differ significantly from other schools. Additionally, SADD could have a greater influence in smaller rural schools, which will not be examined in this study. The size and location of schools being selected for this study will be done to provide a large sample of students and diversity, these schools are located in largely populated areas, and students will cross most social-economic and ethnic spectrums. To reduce external validity issues four schools are chosen instead of comparing just two schools. Thus, the results of this study can be generalized to large public urban or suburban high schools in Virginia. This is why you have to describe the characteristics of the participants (in your case, the characteristics of the school district) very in detail so that you can generalize the results from your study to the school districts that have similar characteristics to yours.

Instruments

The State and Local Youth Risk Behavior Survey (YRBS, Center of Disease Control, 2008) is updated annually, administered nationally, and examines six areas of health risk behaviors among youth. It measures behaviors that contribute to unintentional injuries and
violence; tobacco, alcohol, and drug use; sexual behaviors; unhealthy dietary behaviors and physical inactivity; obesity and asthma. The YRBS is available to download and use free of charge, additionally it can be modified without special permission as long as any additional questions do not add to the time required to complete the survey need to cite for this statement. The 2009 version is currently available; anticipate using the 2010 version for the study. For the purpose of this research proposal and study the 2009 survey has been modified by omitting individual information on height and weight from the demographics section and questions not directly related to drug use like, birth control, body weight, physical activity, food intake, and asthma. The modified survey has three additional questions on drug prevention and specifically on SADD. One question was added on the truthfulness of answers provided (Appendix A). Where is reliability and validity information?

Design and Procedures

Four schools will be selected for the study, of which two schools will have active SADD chapters providing prevention programs, which are the experimental groups. The other two schools will not have SADD, which are the control groups. You have to state what kind of research design here? Why do you use two experimental and two control groups? Explain it here. The independent variable is SADD; the dependent variable is drug use which is measured by the modified YRBS. The survey results will determine the effect that SADD has in schools with it compared to the schools without SADD. The survey will be conducted during a midpoint of the spring semester of which year? Once schools have been identified and permission granted by the school district to conduct the study, the research team will meet with school officials to agree upon timelines and expectations. A class or subject that is required to graduate for all students and has both juniors and seniors enrolled will be identified. At the beginning of the spring
semester all parents with students enrolled in this subject will be provided information about the survey and will be required to return the non-consent form? What about consent form? within three days to exclude their student from consideration for the study. Students exempted will be removed from the list of candidates. One hundred students will be chosen using simple random sampling from the list of eligible students. The research team will work with the school on the exact date, time, and classroom locations for the survey so to cause the least amount of disruption as possible: clarify.

Survey administrators will be recruited from graduate school counseling students. They will receive training on:

- The purpose of the modified YRBS
- The schedule and procedures for administering the survey
- Survey materials required
- Student privacy and safeguarding
- How the results will be used

At the time of the survey administrators will be verify students as qualified to take the survey. The survey administrator will explain the survey, procedures, and time available. Survey booklets and computerized answer sheets with corresponding numbers will be handed out. Students will have 35 minutes to complete the survey.

**Timeline**

The timeline for the administrative requirements and execution of this study is as follows:

- Summer 2009: Contact and provide research proposal to the Safe and Drug-Free Schools Program, Office of Student Services, Virginia Department of Education.
Identify possible schools; visit with school officials for study consideration, and request permission to conduct the study.

- Fall 2009: Finalize school selection and identify classes that will participate in the survey. Recruit and train survey administrators.
- January 2010: Send parental information packets with passive consent forms to the schools to be distributed to survey candidate’s parents.
- February 2010: Identify 100 students through simple random sampling per school to participate in the survey.
- March-April 2010: Window to conduct surveys in all four schools.
- May 2010: Analyze collected data.
- June 2010: Report findings.

**Threats to Internal Validity**

The following threats to internal validity are considered:

*Subject Characteristics:* The students taking part in this survey are from large urban and suburban high schools. It is unlikely that these schools will share the same student demographics. At this point it is not possible to determine the exact composition of the sample groups. There additionally could issues with parents not allowing their students to participate in the study. To reduce the likelihood of this occurring, only students returning a signed letter from parents denying participation will be exempted.

*Mortality:* This survey is voluntary. Even though student’s parents allow participation students can refuse to take the survey, not complete it, or might not answer the questions truthfully. Efforts will be made by the survey administrators to explain the importance of participation and truthfulness.
**Instrumentation:** For this study the primary issue with instrumentation is data collector characteristics. There will be great effort made to have exact uniformity among the survey administrators to offset any possible influence to the survey. A standard script and procedures followed with each class.

**Location:** The research team will ensure that survey locations are as similar as possible. Although the effect of location might only be moderate on survey responses, great care will be taken to replicate class room conditions and ensure that the survey is administered to all classes in the same way across the four schools. Any other threats? Try to identify the threats to the internal validity of your study AS MUCH AS you can because you have to think about all possible issues before you conduct the study. In addition, think about how to control them too. Please review the internal and external validity issue chapters in your textbook.

**Data Analysis**

Data analysis will take part in two phases. The first will be transferring the computer-readable answer sheets, the raw scores into a data base. This will be done at the College of William and Mary, with data loaded into the Statistical Package for Social Sciences (SPSS). The next phase is the actual data analysis. The first step will be to edit the data to remove inconsistent responses. The Centers for Disease Control and Prevention (2009) provides procedures and recommendations for data file management. Once data is edited and weighted a t test will be used to determine differences between the groups. But you have four groups. If you do not want to compare and contrast between the four groups, why do you use four groups? Thus, you should use the group differences as a part of your analysis. Which group(s) do you want to compare to which group(s)? And, in terms of what kind of scores are you comparing? Are there any sub-scales in the YRBS scores? If so, which ones are you comparing in terms of what?
Results

It is expected that ???

Discussion

Conclusions

Based on the expected results from this study: what do you want to say about your results? What do your results mean? Conclusions are about the meaning or interpretation of the results.

Research has shown that peer delivered drug prevention education is preferred by students (Tobler, 2000). If peer delivered drug prevention programs are superior to the traditional programs and SADD is the nation’s leading peer-to-peer youth prevention education organization (SADD, 2007), schools with active SADD chapters providing drug prevention programs should have lower drug use rates than schools without SADD.

Implications

Implications should include what the conclusions mean and based on the conclusions what you want to suggest to parents, teachers, counselors, administrators, or people who are working with similar population, to which the results from the sample that you used for your study here to be generalized.

Any program that empowers students and promotes a positive message of responsible and healthy behavior should receive the utmost support from school system, community, and state. If the message and efforts of SADD reaches and saves just one life it is well worth it.

Budget

<table>
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<tr>
<th>Item Description</th>
<th>Quantity</th>
<th>Rate</th>
<th>Cost</th>
<th>Comments</th>
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<tr>
<td>Study Lead Researcher</td>
<td>1</td>
<td>$70 per/hr</td>
<td>$14,000</td>
<td>Estimate average 20 hours per month for 10 months (Sep 09-Jun 10).</td>
</tr>
</tbody>
</table>

**Deleted:** Research has shown that peer delivered drug prevention education is preferred by students (Tobler, 2000). The exact impact on drug use is still unclear. If in fact peer delivered drug prevention programs are superior to the traditional programs and SADD is the nation’s leading peer-to-peer youth prevention education organization (SADD, 2007), schools with active SADD chapters providing drug prevention programs should have lower drug use rates than schools without SADD.

**Deleted:** and

**Deleted:** It is important to note that this study will only examine a very small sample of the general population of schools with SADD. Additionally because of generalization issues previously noted, the results might differ from school to school. To truly grasp the impact of prevention programs like SADD, the nationally administered surveys like MTF (Johnston, O'Malley, Bachman, & Schulenberg, 2008) and YRBS (Centers for Disease Control and Prevention, 2009) should incorporate detailed questions on exposure to specific drug prevention programs. Whether this study demonstrates a reduction in drug use among schools with SADD or not, it is important to note that drug prevention programs should continue to be promoted throughout schools.
<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
<th>Cost per Unit</th>
<th>Total Cost</th>
<th>Description</th>
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<tbody>
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<td>Survey Administers</td>
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<td>$10 per hr</td>
<td>$9,600</td>
<td>Estimate 30x8 hour’s work. Includes training and administration</td>
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<td>YRBS booklets and answer sheets</td>
<td>400 ea.</td>
<td>$1</td>
<td>$400</td>
<td>Print survey and purchase answer sheets</td>
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<tr>
<td>Miscellaneous</td>
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<td></td>
<td></td>
<td><strong>$26,000</strong></td>
<td><strong>Estimated costs</strong></td>
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References


Appendix A

2009 State and Local Youth Risk Behavior Survey (Modified)

This survey is about health behavior. It has been developed so you can tell us what you do that may affect your health. The information you give will be used to develop better health education for young people like yourself.

DO NOT write your name on this survey. The answers you give will be kept private. No one will know what you write. Answer the questions based on what you really do.

Completing the survey is voluntary. Whether or not you answer the questions will not affect your grade in this class. If you are not comfortable answering a question, just leave it blank.

The questions that ask about your background will be used only to describe the types of students completing this survey. The information will not be used to find out your name. No names will ever be reported. Make sure to read every question. Fill in the ovals completely. When you are finished, follow the instructions of the person giving you the survey.

Thank you very much for your help.

DIRECTIONS
* Use a #2 pencil only.
* Make dark marks.
* Fill in a response like this: A B C D
* If you change your answer, erase your old answer completely.

1. How old are you?
   A. 12 years old or younger
   B. 13 years old
   C. 14 years old
   D. 15 years old
   E. 16 years old
   F. 17 years old
   G. 18 years old or older
2. What is your sex?
A. Female
B. Male

3. In what grade are you?
A. 9th grade
B. 10th grade
C. 11th grade
D. 12th grade
E. Ungraded or other grade

4. Are you Hispanic or Latino?
A. Yes
B. No

5. What is your race? (Select one or more responses.)
A. American Indian or Alaska Native
B. Asian
C. Black or African American
D. Native Hawaiian or Other Pacific Islander
E. White

The next 4 questions ask about safety.

6. When you rode a bicycle during the past 12 months, how often did you wear a helmet?
A. I did not ride a bicycle during the past 12 months
B. Never wore a helmet
C. Rarely wore a helmet
D. Sometimes wore a helmet
E. Most of the time wore a helmet
F. Always wore a helmet

7. How often do you wear a seat belt when riding in a car driven by someone else?
   A. Never  
   B. Rarely  
   C. Sometimes  
   D. Most of the time  
   E. Always  

8. During the past 30 days, how many times did you ride in a car or other vehicle driven by someone who had been drinking alcohol?
   A. 0 times  
   B. 1 time  
   C. 2 or 3 times  
   D. 4 or 5 times  
   E. 6 or more times  

9. During the past 30 days, how many times did you drive a car or other vehicle when you had been drinking alcohol?
   A. 0 times  
   B. 1 time  
   C. 2 or 3 times  
   D. 4 or 5 times  
   E. 6 or more times  

The next 10 questions ask about violence-related behaviors.

10. During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club?
    A. 0 days  
    B. 1 day
11. During the past 30 days, on how many days did you carry a gun?
   A. 0 days
   B. 1 day
   C. 2 or 3 days
   D. 4 or 5 days
   E. 6 or more days

12. During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club on school property?
   A. 0 days
   B. 1 day
   C. 2 or 3 days
   D. 4 or 5 days
   E. 6 or more days

13. During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?
   A. 0 days
   B. 1 day
   C. 2 or 3 days
   D. 4 or 5 days
   E. 6 or more days

14. During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club on school property?
   A. 0 times
   B. 1 time
15. During the past 12 months, how many times were you in a physical fight?
   A. 0 times
   B. 1 time
   C. 2 or 3 times
   D. 4 or 5 times
   E. 6 or 7 times
   F. 8 or 9 times
   G. 10 or 11 times
   H. 12 or more times

16. During the past 12 months, how many times were you in a physical fight in which you were injured and had to be treated by a doctor or nurse?
   A. 0 times
   B. 1 time
   C. 2 or 3 times
   D. 4 or 5 times
   E. 6 or more times

17. During the past 12 months, how many times were you in a physical fight on school property?
   A. 0 times
   B. 1 time
   C. 2 or 3 times
   D. 4 or 5 times
18. During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?
A. Yes
B. No

19. Have you ever been physically forced to have sexual intercourse when you did not want to?
A. Yes
B. No

The next question asks about bullying. Bullying is when 1 or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again. It is not bullying when 2 students of about the same strength or power argue or fight or tease each other in a friendly way.

20. During the past 12 months, have you ever been bullied on school property?
A. Yes
B. No

The next 5 questions ask about sad feelings and attempted suicide. Sometimes people feel so depressed about the future that they may consider attempting suicide, that is, taking some action to end their own life.

21. During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?
A. Yes
22. During the past 12 months, did you ever seriously consider attempting suicide?
   A. Yes
   B. No

23. During the past 12 months, did you make a plan about how you would attempt suicide?
   A. Yes
   B. No

24. During the past 12 months, how many times did you actually attempt suicide?
   A. 0 times
   B. 1 time
   C. 2 or 3 times
   D. 4 or 5 times
   E. 6 or more times

25. If you attempted suicide during the past 12 months, did any attempt result in an injury, poisoning, or overdose that had to be treated by a doctor or nurse?
   A. I did not attempt suicide during the past 12 months
   B. Yes
   C. No

The next 11 questions ask about tobacco use.

26. Have you ever tried cigarette smoking, even one or two puffs?
   A. Yes
   B. No

27. How old were you when you smoked a whole cigarette for the first time?
   A. I have never smoked a whole cigarette
B. 8 years old or younger  
C. 9 or 10 years old  
D. 11 or 12 years old  
E. 13 or 14 years old  
F. 15 or 16 years old  
G. 17 years old or older  

28. During the past 30 days, on how many days did you smoke cigarettes?  
A. 0 days  
B. 1 or 2 days  
C. 3 to 5 days  
D. 6 to 9 days  
E. 10 to 19 days  
F. 20 to 29 days  
G. All 30 days  

29. During the past 30 days, on the days you smoked, how many cigarettes did you smoke per day?  
A. I did not smoke cigarettes during the past 30 days  
B. Less than 1 cigarette per day  
C. 1 cigarette per day  
D. 2 to 5 cigarettes per day  
E. 6 to 10 cigarettes per day  
F. 11 to 20 cigarettes per day  
G. More than 20 cigarettes per day  

30. During the past 30 days, how did you usually get your own cigarettes? (Select only one response.)  
A. I did not smoke cigarettes during the past 30 days  
B. I bought them in a store such as a convenience store, supermarket, discount store, or gas station
C. I bought them from a vending machine
D. I gave someone else money to buy them for me
E. I borrowed (or bummed) them from someone else
F. A person 18 years old or older gave them to me
G. I took them from a store or family member
H. I got them some other way

31. During the past 30 days, on how many days did you smoke cigarettes on school property?
   A. 0 days
   B. 1 or 2 days
   C. 3 to 5 days
   D. 6 to 9 days
   E. 10 to 19 days
   F. 20 to 29 days
   G. All 30 days

32. Have you ever smoked cigarettes daily, that is, at least one cigarette every day for 30 days?
   A. Yes
   B. No

33. During the past 12 months, did you ever try to quit smoking cigarettes?
   A. I did not smoke during the past 12 months
   B. Yes
   C. No

34. During the past 30 days, on how many days did you use chewing tobacco, snuff, or dip, such as Redman, Levi Garrett, Beechnut, Skoal, Skoal Bandits, or Copenhagen?
   A. 0 days
   B. 1 or 2 days
   C. 3 to 5 days
35. During the past 30 days, on how many days did you use chewing tobacco, snuff, or dip on school property?
   A. 0 days
   B. 1 or 2 days
   C. 3 to 5 days
   D. 6 to 9 days
   E. 10 to 19 days
   F. 20 to 29 days
   G. All 30 days

36. During the past 30 days, on how many days did you smoke cigars, cigarillos, or little cigars?
   A. 0 days
   B. 1 or 2 days
   C. 3 to 5 days
   D. 6 to 9 days
   E. 10 to 19 days
   F. 20 to 29 days
   G. All 30 days

The next 6 questions ask about drinking alcohol. This includes drinking beer, wine, wine coolers, and liquor such as rum, gin, vodka, or whiskey. For these questions, drinking alcohol does not include drinking a few sips of wine for religious purposes.

37. During your life, on how many days have you had at least one drink of alcohol?
   A. 0 days
B. 1 or 2 days  
C. 3 to 9 days  
D. 10 to 19 days  
E. 20 to 39 days  
F. 40 to 99 days  
G. 100 or more days

38. How old were you when you had your first drink of alcohol other than a few sips?  
A. I have never had a drink of alcohol other than a few sips  
B. 8 years old or younger  
C. 9 or 10 years old  
D. 11 or 12 years old  
E. 13 or 14 years old  
F. 15 or 16 years old  
G. 17 years old or older

39. During the past 30 days, on how many days did you have at least one drink of alcohol?  
A. 0 days  
B. 1 or 2 days  
C. 3 to 5 days  
D. 6 to 9 days  
E. 10 to 19 days  
F. 20 to 29 days  
G. All 30 days

40. During the past 30 days, on how many days did you have 5 or more drinks of alcohol in a row, that is, within a couple of hours?  
A. 0 days  
B. 1 day  
C. 2 days  
D. 3 to 5 days
41. During the past 30 days, how did you usually get the alcohol you drank?
   A. I did not drink alcohol during the past 30 days
   B. I bought it in a store such as a liquor store, convenience store, supermarket, discount store, or gas station
   C. I bought it at a restaurant, bar, or club
   D. I bought it at a public event such as a concert or sporting event
   E. I gave someone else money to buy it for me
   F. Someone gave it to me
   G. I took it from a store or family member
   H. I got it some other way

42. During the past 30 days, on how many days did you have at least one drink of alcohol on school property?
   A. 0 days
   B. 1 or 2 days
   C. 3 to 5 days
   D. 6 to 9 days
   E. 10 to 19 days
   F. 20 to 29 days
   G. All 30 days

The next 4 questions ask about marijuana use. Marijuana also is called grass or pot.

43. During your life, how many times have you used marijuana?
   A. 0 times
   B. 1 or 2 times
   C. 3 to 9 times
44. How old were you when you tried marijuana for the first time?
   A. I have never tried marijuana
   B. 8 years old or younger
   C. 9 or 10 years old
   D. 11 or 12 years old
   E. 13 or 14 years old
   F. 15 or 16 years old
   G. 17 years old or older

45. During the past 30 days, how many times did you use marijuana?
   A. 0 times
   B. 1 or 2 times
   C. 3 to 9 times
   D. 10 to 19 times
   E. 20 to 39 times
   F. 40 or more times

46. During the past 30 days, how many times did you use marijuana on school property?
   A. 0 times
   B. 1 or 2 times
   C. 3 to 9 times
   D. 10 to 19 times
   E. 20 to 39 times
   F. 40 or more times

The next 9 questions ask about other drugs.
47. During your life, how many times have you used any form of cocaine, including powder, crack, or freebase?
   A. 0 times
   B. 1 or 2 times
   C. 3 to 9 times
   D. 10 to 19 times
   E. 20 to 39 times
   F. 40 or more times

58. During the past 30 days, how many times did you use any form of cocaine, including powder, crack, or freebase?
   A. 0 times
   B. 1 or 2 times
   C. 3 to 9 times
   D. 10 to 19 times
   E. 20 to 39 times
   F. 40 or more times

49. During your life, how many times have you sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high?
   A. 0 times
   B. 1 or 2 times
   C. 3 to 9 times
   D. 10 to 19 times
   E. 20 to 39 times
   F. 40 or more times

50. During your life, how many times have you used heroin (also called smack, junk, or China White)?
   A. 0 times
51. During your life, how many times have you used methamphetamines (also called speed, crystal, crank, or ice)?
   A. 0 times
   B. 1 or 2 times
   C. 3 to 9 times
   D. 10 to 19 times
   E. 20 to 39 times
   F. 40 or more times

52. During your life, how many times have you used ecstasy (also called MDMA)?
   A. 0 times
   B. 1 or 2 times
   C. 3 to 9 times
   D. 10 to 19 times
   E. 20 to 39 times
   F. 40 or more times

53. During your life, how many times have you taken steroid pills or shots without a doctor's prescription?
   A. 0 times
   B. 1 or 2 times
   C. 3 to 9 times
   D. 10 to 19 times
   E. 20 to 39 times
   F. 40 or more times
54. During your life, how many times have you used a needle to inject any illegal drug into your body?
   A. 0 times
   B. 1 time
   C. 2 or more times

55. During the past 12 months, has anyone offered, sold, or given you an illegal drug on school property?
   A. Yes
   B. No

The next 7 questions ask about sexual behavior.

56. Have you ever had sexual intercourse?
   A. Yes
   B. No

57. How old were you when you had sexual intercourse for the first time?
   A. I have never had sexual intercourse
   B. 11 years old or younger
   C. 12 years old
   D. 13 years old
   E. 14 years old
   F. 15 years old
   G. 16 years old
   H. 17 years old or older

58. During your life, with how many people have you had sexual intercourse?
   A. I have never had sexual intercourse
   B. 1 person
59. During the past 3 months, with how many people did you have sexual intercourse?
   A. I have never had sexual intercourse
   B. I have had sexual intercourse, but not during the past 3 months
   C. 1 person
   D. 2 people
   E. 3 people
   F. 4 people
   G. 5 people
   H. 6 or more people

60. Did you drink alcohol or use drugs before you had sexual intercourse the last time?
   A. I have never had sexual intercourse
   B. Yes
   C. No

The next 3 questions ask about prevention programs.

61. Have you ever been taught about the dangers drugs and alcohol in school?
   A. Yes, but not within the past year
   B. Yes, within the past year
   C. No
   C. Not sure

62. Have you participated in a drug and alcohol prevention program presented by Students Against Destructive Decisions (SADD)?
   A. Yes, at this school
B. Yes, but at another school  
C. No  
D. Not sure  

63. Are you a member of Students Against Destructive Decisions (SADD)?  
A. Yes  
B. No  
C. Not sure  

64. Did you answer all of the questions honestly?  
A. Yes, to the best of my knowledge  
B. Some  
C. No  

This is the end of the survey. Thank you very much for your help.  

2009 modified YRBS
Appendix B
Passive Parental Permission Form

Our school is taking part in the 2009 Youth Risk Behavior Survey. This survey is sponsored by [name of agency/organization]. The survey will ask about the health behaviors of 9th through 12th grade students. The survey will ask about tobacco, alcohol, and other drug use. It will also ask about sexual behaviors. Students will be asked to fill out a survey on [date of survey administration]. The survey takes about 35 minutes for the students to complete.

Doing this paper and pencil survey will cause little or no risk to your child. The only potential risk is that some students might find certain questions to be sensitive. The survey has been designed to protect your child’s privacy. Students will not put their names on the survey. Also, no school or student will ever be mentioned by name in a report of the results. Your child will get no benefit right away from taking part in the survey. The results of this survey will help your child and other children in the future. We would like all selected students to take part in the survey, but the survey is voluntary. No action will be taken against the school, you, or your child if your child does not take part. Students can skip any questions they do not wish to answer. In addition, students may stop participating in the survey at any point without penalty. If you would like to see the survey, a copy is available [identify location or name and contact information of whom the parent should call].

Please read the section below and check the box only if you do not want your child to take part in the survey. If you check the box “no” below, then sign this form and return it to the school within 3 days. Please see the other side of this form for more facts about the survey. If your child’s teacher or principal cannot answer your questions about the survey, please call [name of agency/organization contact] at [phone number]. Thank you.
You have done an excellent job for your research proposal here. I am sure that you can make it PERFECT if you can address the issues that I have raised above.

If you have any questions about my feedback here, please let me know ASAP. I can explain better in person. I promise! 😊

Remember that you must review the Research Proposal Rubric very carefully again before your revise your paper.

Thank you for your good work AND sharp questions AND sense of humor so far in my class!
The Effects of Musical Lessons on Academic Achievement Among Virginia Elementary School Students

ED F-65 Research Methods in Education, Spring 2009

Dr. Kyung-Hee Kim

Sarah Lifka

Elementary Education, School of Education

The College of William and Mary

February 21, 2009
Abstract

This study seeks to determine a causal relationship between musical lessons and instruction and academic achievement. In an experimental design, two Southeastern Virginian schools will be randomly selected from which two classes from grades three, four, and five will be randomly selected. One class will be randomly assigned as a control group per grade and school and the other as the experimental group. Estimate how many participants you will get. The experimental group will receive three months of musical education while the control group will receive none. Students' academic achievement will be measured by the Virginia Standards of Learning exam. It is expected that students who receive music education will score higher on average than those that receive none. Based on your expected results, what do you conclude or suggest?
Introduction

Purpose

The purpose of this study is to determine whether academic achievement is positively affected by musical lessons, which includes musical instrument lessons or general music classes. This study hopes to discover whether high quality music programs are a valuable investment in schools.

Justification

Due to the failing economy, schools must decide which programs are worth spending their money on with an ever shrinking budget. Music programs are frequently targeted for budget cuts as non-core academic courses. Principals and other administrators need to understand the effects of music on academic achievement before considering cutting programs (Cox & Stephens, 2004). Musical participation presents the possibility of improving standardized test scores, grade point averages, and even developing brain functions (Costa-Giomi, 1999). However, due to the varying results of studies, further research must be performed before such decisions are made (Vaughn & Winner, 2000). With further investigation, it can be determined whether music programs are helpful to students (Butzlaff, 2000).

Literature Review

The impact of musical instruction on academic achievement is an important topic for educators to consider (Cox & Stephens, 2004). Music programs are often unstable or
non-existent in schools (Johnson & Memmott, 2006). The decision to have a well-funded music program relies upon the outcome of studies researching the effects of music on a child’s development and academic performance (Harris, 2008). Studies tend to demonstrate that high quality music programs in schools positively correlate to high overall grades of students (Gouzouasis, Guhn, & Kishor, 2007). Harris (2008) found that children aged three, four, and five in musically enriched classrooms scored significantly higher in mathematics than the control group. Skills obtained from musical ability including keeping a steady beat, understanding rhythm, knowing a melody, and understanding dynamics, tempo, and timbre help develop skills used in mathematics (Geist & Geist, 2008). Vaughn (2000) found a positive correlation between mathematics scores and music participation while suggesting that the willingness to participate in music could be an explanation for the correlation. The values of students are difficult variables to control (Schmidt, 2005). Other potential variables could include socioeconomic status, the resources of the school, family values, and many more possibilities (Vaughn, 2000).

Performance on standardized tests tends to be improved by participation in music lessons and classes. Fourth, Sixth, and Ninth graders who play instruments performed better in all subjects tested on the Ohio Proficiency Test (Fitzpatrick, 2006). Vaughn and Winner (2000) found that musically involved students averaged higher on both the verbal and mathematics section of the Scholastic Assessment Test (SAT) than students who did not participate in music programs. Johnson and Memmott (2006) had slightly less conclusive results. While scores in the mathematics portion of standardized tests were higher in schools with quality music programs, English scores were lower. Butzlaff
(2000) had similar results; music was found to have little or no effect on reading abilities in his correlational study. Gordon’s (1979) results show that reading achievement in the classroom improved with musical instruction yet no effect was observed on reading portions of standardized tests. This suggests that music and mathematics use similar parts of the brain and that performance in one increases the performance in the other.

The correlations between mathematics performance and music involvement suggests a link between music and the development of certain brain functions. The IQ of six through eleven-year-olds who played a musical instrument was higher than children of the same age who did not take any music lessons. Music lessons taken between age six and eleven also had a positive correlation with the IQ of high school students who no longer took lessons. This suggests that the longer music lessons are taken, the higher the IQ of the student (Schellenberg, 2006). Furthermore, singing or playing an instrument may be linked to enhanced communication ability; musical activity excites the right hemisphere of the brain (Sparing et al., 2007). Costa-Giomi (1999) investigated the development of spatial and cognitive abilities through piano lessons. Her results showed enhanced cognitive and spatial abilities after two years of piano lessons, but showed no differences between students who had three or more years of lessons and students who had had none. Colwell’s (1963) results suggest that there may not be a causal relationship between music lessons and academic achievement. He argues that naturally smart children enjoy music class more than less intelligent students and that this is the reason for any correlation.

The literature leaves the topic of music and academic achievement with some intriguing possibilities but without many definite conclusions. There appears to be a
correlation between mathematics achievement and music lessons but further research is needed to confirm this relationship. Research must also focus on the possible relationship between music lessons and overall academic achievement while considering other variables that might influence the results. If a causal relationship is observed, results will aid schools in their decisions about music programs and their worth.

Research Question

Is there a casual relationship between music lessons and academic achievement in Virginian elementary school students or is a correlation due to uncontrolled variables? If so, is the causal relationship significant enough to demand attention from schools without music programs?

Definition of Terms/ Variables

Academic achievement is determined by scores on the Virginia Standards of Learning (SOL) exam where a 90-100% correct score will be considered excellent, an 80-89% correct score will be considered good, a 70-79% correct score will be considered average, a 60-69% correct score will be considered poor, and a 59% or lower score will be considered failure. Music lessons include one or both of the following elements: music theory and skills or musical instrument instruction. The independent variable in this study is music lessons and the dependent variable is academic achievement.

Method

Participants Estimate how many participants you will get
Elementary Schools in Southeast Virginia. If you have any idea of which school district you will use, it would be better because you have to describe the characteristics of the participants somehow here: Ethnicity ratio, reduced lunch or free lunch ratio, the levels of the achievement scores or state-mandated test scores, rural, urban, or suburban setting, big or small city, etc. So, it means that you need to pick one school district to do this, right? will be contacted and asked to participate in the study. Of those that agree to participate, two public elementary schools will be randomly selected. From these two schools, two classes from grades three, four, and five will be randomly selected. One class from each grade will be randomly assigned as the control group and the other class will be the experimental group. Participants’ parents will sign a release form allowing their children to participate in the study.

*External Validity Issues*—This section needs to be changed since you will pick a school district. What you can do is that you can pick one school district and pick several different schools that are urban, rural, suburban, exurban, etc. This means that you can pick one of each ---

Because this study will only be conducting research on Southeastern Virginian elementary students, there will be some issues with generalizability, yet it can give us the basis for further and wider reaching research if the results are found to be significant. Furthermore, the experiment is a true experiment due to randomization, and therefore generalizations for Southeastern Virginia can be made. These results will not provide generalizations for the effects of other independent variables, but will rather determine whether there is a significant enough correlation to further investigate.
Instrumentation

The SOL, an achievement test, will be used to determine changes in academic achievement. The SOL is a program used in Virginia to measure students’ achievement and knowledge. It is an interval scale and is given to grades K-12 to determine the quality of school teaching and programs. You need to cite. I think that you can find this on the website. If so, you can cite the website. This study will consider scores in English, Mathematics, History, and Science. Researchers will base grading on the number of correct answers and points received rather than the traditional standardized scores so students’ performances will be ranked by percentage of correct answers.

The SOL is used in this study to increase the internal validity. A standardized test students take every year will not present any instructor or location bias. It will also test the same content in the same way both on the pre-test and later test and will ensure that both the experimental and the control group are receiving the same tests. Researchers will grade the tests to reduce the budget and raw scores and percentages will be used so interpretation of the data is easier to understand.

Design and Procedure

When do you do this? Before or after the intervention? Students will all be given an age-appropriate SOL exam in English, Science, Mathematics, and History that will be scored by researchers using raw scores, and the students’ scores will be recorded in order to interpret any change post-experiment. The experimental teachers will also attend a
Lifka 9

Two-day seminar you need to describe this briefly on teaching music theory and the recorder given and prepared by the researchers.

The control classrooms will not receive any musical instruction for three months and the experimental classrooms will receive a music theory lesson including learning how to play the recorder three times a week for an hour. Teachers teaching the same grade levels will use the same curriculum and teaching styles in both the control and experimental group. Students will receive all instruction in their normal classroom on a regular schedule. The experimental group will receive musical instruction from their usual teacher. After the three-month period, students will take an in-class SOL test on the same four subjects and will be scored by researchers. Then, you have use the terms of “pre-test” and “post-test” so that you can indicate what will be happening before the musical instruction and after the instruction. Grades and results will be graphed and interpreted by the researcher.

Internal Validity Issues

Participant Characteristics: Researchers will be unable to control how much previous musical instruction students have received, and therefore results may vary for students who have had more or less than others. Otherwise, other participant characteristics, such as an affinity for music, will be controlled by the pre-test which will give the researcher a basis for improvement or regression. It might be different between male and female students as well as among various ethnicities. If experimental or control group accidently has a specific ethnicity group too many, then??

Format: Bold

Deleted: Instrumentation¶

“...The SOL, an achievement test, will be used to determine changes in academic achievement. The SOL is a program used in Virginia to measure students’ achievement and knowledge. It is an interval scale and is given to grades K-12 to determine the quality of school teaching and programs. This study will consider scores in English, Mathematics, History, and Science. Researchers will base grading on the number of correct answers and points received rather than the traditional standardized scores so students’ performances will be ranked by percentage of correct answers.¶

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Data Analysis¶

Scores on the pretest will be recorded and uses as reference for improvement. They will be analyzed to determine any existing differences between classes pre-experiment. The second test will be analyzed and compared between the control and experimental groups. The average percentage scores from both will be calculated and analyzed and the amount of average improvement from the pretest will also be calculated and analyzed. Scores will also be analyzed to discover how much improvement in percentage points has taken place from the pretest.¶

External Validity Issues¶

Because this study will only be conducting research on Southeastern Virginian elementary students, there will be some issues with generalizability, yet it can give us the basis for further and wider reaching research if the results are found to be significant. Furthermore, the experiment is a true experiment due to randomization, and therefore generalizations for Southeastern Virginia can be made. These results will not provide generalizations for the effects of other independent variables, but will rather determine whether there is a significant enough correlation to further investigate.¶
Mortality: Mortality will not be a big issue in this study since it will be conducted on a day-to-day basis on a normal school schedule. Furthermore, it’s a study to help improve academic achievement, which is a concern for many students, parents, and teachers. But, still some students do not like any musical instrument at all, right?

Location: Location should also not present any internal validity issues since students will be in their normal environment. However, when you assign classrooms, there will be some differences between control and experimental.

Instrumentation: Instrumentation will only present issues on the survey taken before the experiment, where parents may not tell the truth about their socioeconomic status. Making surveys and student scores anonymous to all but the researcher and parents will help control this.

Testing: Test anxiety may negatively affect student’s scores on the SOL, as may other factors such as amount of sleep, food, and general disposition. Taking two tests may help eliminate these issues but they are difficult to completely control. You can think of something to reduce test anxiety though.

History: History will only be an internal validity issue if a teacher leaves in the middle of the study or some other major difference in everyday class activity occurs. These will be controlled as best as possible; the three-month experimental period should decrease the likelihood of any such event occurring.

Maturation: Maturation will only affect the scores between the pre-test SOL and the post-test SOL, but this is of little concern as the main objective of the study is to compare the post-test scores of the experimental groups and the control groups.
Attitude of Participants: the attitude of participants could be a factor in the results. If a student particularly liked or disliked music lessons, it could negatively or positively affect their scores. Teachers will therefore make sure to encourage all students to enjoy the music lessons through positive reinforcement.

Regression: Because classrooms were randomly selected, regression should not be a problem. High achieving students should balance out low achieving students.

Implementation: Implementation has the possibility of posing real threats to the internal validity of this study. To attempt to control this, teachers will be given specific instructions and specific lesson plans to attempt to make students’ learning experiences as similar as possible.

Timeline

This study should take approximately four months and be conducted in the beginning of a school year so that results can influence the second half of the year.

- September 21, 2009: Send out permission slips to parents of participants
- September 26-27, 2009: Teacher seminar on musical education
- September 28, 2009: Pretest given
- September 29- October 4, 2009: Researchers grade and record scores of pretests
- October 5, 2009- January 11, 2010: Experimental teaching is conducted
- January 12, 2010: Second test given
- January 13-20, 2010: Researchers grade and record scores of second test and analyze data

**Data Analysis**

Scores on the pretest will be recorded and used as reference for improvement. They will be analyzed to determine any existing differences between classes pre-experiment. The second test will be analyzed and compared between the control and experimental groups. The average percentage scores from both will be calculated and analyzed and the amount of average improvement from the pretest will also be calculated and analyzed. Scores will also be analyzed to discover how much improvement in percentage points has taken place from the pretest.

**Results**

The expected results are that students in music-incorporated classrooms will score higher on the SOL than students in non-musical classrooms. Students exposed to music are also expected to improve on their SOL from their pre-test more than students without music education.

**Discussion**

Conclusions are different from Implications

**Conclusion:** Based on the expected results from this study: what do you want to say about your results? What do your results mean? Conclusions are about the meaning or interpretation of the results.

**Implications:** should include what the conclusions mean and based on the conclusions what you want to suggest to parents, teachers, counselors, administrators, or people...
who are working with similar population, to which the results from the sample that you used for your study here to be generalized.

**Implications**

Pending confirmation of this study’s results, musical education should prove to be a valuable addition to elementary school’s curriculums. By incorporating musical education into the school’s budget and making it a regular subject, students will not only gain a more rounded education and be exposed to new and interesting ideas, they will also be exposed to new forms of learning and problem solving which will prove helpful in more traditional subject areas. Furthermore, the stimulation of the brain in new and different ways will help extend students’ attention span and overall intelligence.

Positive assets such as these should convince Superintendents and Boards of Education to seriously consider incorporating music into their schools; it is worth the extra time and money.

**Budget**

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<th>Rate</th>
<th>Cost</th>
<th>Comments</th>
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<td>$3/each</td>
<td>$900</td>
<td>300 recorders for $3 each</td>
</tr>
</tbody>
</table>

1. Remember you need to use a page break before Abstract & before References.
References


Vaughn, K., & Winner, E. (2000). SAT scores of students who study the arts: what we
can and cannot conclude about the association. *Journal of Aesthetic Education*,
34, 77-89.

**You have done an excellent job for your research proposal here. I am sure that you
can make it PERFECT if you can address the issues that I have raised above.**

**If you have any questions about my feedback here, please let me know ASAP. I can
explain better in person. I promise! ☺**

**Remember that you must review the Research Proposal Rubric very carefully again
before your revise your paper.**

**Thank you for your good work so far in my class!**
The Positive Effects of Postsecondary Education for Single Mothers on their Children at-risk for Social, Emotional, Economic and Behavioral Problems

Denise McCuistion
School Counseling Program, School of Education
The College of William and Mary

Dr. Kyung-Hee Kim
Research Proposal Draft

April 10, 2009
Abstract

This study will examine the effectiveness of a college education against the potential negative outcomes for at risk children of single mother families. Only one space after each period. You should change the entire paper with only one space after each sentence. It will further review the positive effects of social supports on single mothers and their ability to graduate from college. We do not use first person will use 100 single mothers currently enrolled in a two to four year degree program approximately 6 months prior to their graduation date. Through the use of causal comparative studies, Then do you have two groups of single mothers or one group of single mothers who are in college and another group of single mothers who are not in college? And how many for each? a pre-test and post-test will be administered to participants which will aid in determining the degree of positive life satisfaction changes resulting from graduation. You have to indicate the instrument you are using with (author, year) and to measure what? It is expected that ?? expected results test results will help to define the need for more comprehensive programs to help single mothers graduate from schools of higher education and thus promote positive outcomes for children This is more likely conclusions. After you state an expected results, you have to state conclusion or implication here anyways. Based on your expected results, what do you conclude or suggest?
Introduction

**Purpose**

The purpose of this paper is to explore and define the inferences of positive outcomes in the socioeconomic and interpersonal status that a postsecondary education for single mothers has on their children. Establishing a link between the reduction of at-risk factors in children and postsecondary education for single mothers is sought to clarify the importance of such pursuits.

**Justification**

It is widely accepted that children who grown up in circumstances of poverty are at a high risk for depression, social exclusion, poor or unsafe housing, developmental delays, behavioral problems, violence and more (Attree, 2006; Gassman-Pines & Yoshikawa, 2006). As little research has been performed to determine the exact effects of degree-holding mothers on their at-risk children it is important to define this link in order to validate the need for post secondary education for single mothers (Duquaine-Watson, 2007). Therefore, exploring the link between the positive effects that a post-secondary education has for mothers on their children can provide much needed information to reduce the negative outcomes found in many single mother households and clarify the importance of obtaining such degrees.

**Literature Review**

*Factors that contribute to the at risk status of single parent children*

Economic hardship features prominently in risk related outcomes associated with children for reasons such as depression and undesirable environmental settings (Jackson, 2003). The risks encompass many other matters such as social isolation, illness, depression, disassociation, and devastating fears, these fears lead to feelings of hopelessness (Attree, 2006). Continuous generational poverty increases the likelihood that future generations will also live in
poverty, this pattern contributes to the emotional stress that at-risk children experience of feeling that they will never achieve more than their mothers (Gassman-Pines & Yoshikawa, 2006; Jennings, 2004). Believing that attaining a college degree will pull them, and their children, out of a culture trapped in a cycle of poverty is what encourages single mothers to attend college (Haleman, 2004; Jennings, 2004; Zhan, 2006; Zhan & Pandey, 2004).

**Positive Effects for Mothers and Children upon Degree Attainment**

Due to the high stress of fulfilling the needs of single parenting, college class attendance, work, internships and homework assignments the payoff for attending postsecondary institutions of education would have to be very compelling (Haleman, 2004). The benefits of obtaining a post secondary degree for single mother’s is many; personal growth, self respect, respect from society and their own children, self empowerment, economic stability and an increase in general wellbeing and family cohesiveness are some of them (Duquaine-Watson, 2007; Haleman, 2004; Jones-DeWeever, 2005; Ray, Bratton, & Brandt, 2000; Tiamiyu & Mitchell, 2001; Zhan, 2006).

Tiamiyu & Mitchell (2001) verified that single mothers who received a two or four year college degree increased their earning potential well above poverty level. An increase in household income relieves economic pressures and increases a mothers’ sense of well-being and self efficacy, which in turn improves interpersonal relationships among family members (Braddock, 1999; Lleras, 2008; Ray, Bratton, & Brandt, 2000). Economic stability also creates opportunities for children to take part in community activities they otherwise would not have the funds to participate in (Attree, 2006).

The greatest payoff perhaps, is the positive social and educational impact on children, according to Jones-DeWeever (2005) children’s study habits and grades improved considerably as a result of parental college attendance, in fact, 63% of children were now desirous of attending
college themselves. Single moms with a post secondary degree were more likely to encourage their children and had more skills to foster their child’s intellectual development (Lleras, 2008; Tiamiyu & Mitchell, 2001). They were also more likely to encourage a post-secondary education experience for their children (Adair, 2008; Tiamiyu & Mitchell, 2001). Single mothers who were adequately employed in positions attained through higher education also displayed more warmth and positive feedback to their children, this positive parental interaction helped children to form closer bonds with children their age (Lleras, 2008).

The benefit of a post secondary degree helps children to become involved socially, feel stable economically and hopeful for future endeavors (Attree, 2006). In her study, Lleras (2008) concluded, that higher education consistently predicted that the quality of the home environment, socially, economically, emotionally and behaviorally will be significantly improved.

**Research Question**

After reviewing the literature and noting the lack of information available, it is necessary that further investigation be made into: **How society can become engaged in helping single mothers attend institutions of higher education thus continuing to improve the social, economic, emotional, and behavioral outcomes of this increasing familial group?** This is not the research question that you are trying to answer using this research. The results of this research would not be able to answer how society can help them, right? Your research question should be something that the results of your study can give the answer to the research question. Thus, you have to change your research question so that it is consistent with your study here.

**Definition of Terms/Variables**

Generational poverty is defined in families whose grandparents, parents and children all have lived at the same socioeconomic poverty level.
Institutions of higher education include two and four year colleges and universities. The independent variables are the single mothers, no, you are looking at something related to college education of single mothers, right?, while the dependent variables are the social, emotional, economic and behavioral problems of at-risk children measured by what?.

Methods

Participants

One hundred participants will be identified from colleges and universities in the Southeastern region of Virginia. Identification for participation will be predetermined in the following ways: Participants must be single mothers between the ages of 18 and 55 with one or more children under the age of 18, must be currently enrolled in a two or four year degree program and within six months of graduating from that program. They will also be identified by their low socioeconomic status through the Free Application for Federal Student Aid (FAFSA) at their respective schools. Representation of ethnic/race distribution for who or what? will be broken down as follows: 67% Caucasian (white) participation, 20% African American (black) participation, 7% Hispanic (Latino) population, 5% Asian population and 1% American Indian/mix/other populations to provide for generalizability to the nation. You cannot say just like this. You have to describe the characteristics of the participants who you are using. However, if you do not know about them at all, you can describe the characteristics of the schools, school district, college, city, or the specific program they are in. You can look for information like this...E.g., Ethnicity ratio, income level, educational levels, % of people in terms of age range, what most people do for a living, historic old town, reduced lunch or free lunch.
ratio, the levels of the achievement scores or state-mandated test scores, rural, urban, or suburban setting, big or small city, etc. whatever available.

*External Validity Issues*??

Because of this, you have to describe the characteristics of the participants (or the setting) very in detail so that you can generalize the results from your study to the population that has similar characteristics to yours.

*External Validity Issues*

Precautions have been taken to collect participants from differing institutions of higher education in order to include those living in cities, suburbs and rural areas however findings still may not be representative of all populations of single mothers throughout the United States of America.

*Instrument*

Instrument section should be here before this

*Design, Timeline and Procedure*

You have to describe what you will do first, second, etc. in detail here. Even after I read this part, I cannot tell what you are doing. The Associational research design for this study is causal comparative. Life satisfaction surveys (author, year?) scored on a Likert scale will be mailed to the aforementioned single mothers on December 1, 2009, after each mother has been called and asked to be a participant. The life satisfaction surveys will include questions regarding current life satisfaction, future expectations of life satisfaction, current financial satisfaction, future financial expectations, mother’s perception of children’s happiness, mother’s perception of future children’s future happiness, children’s current social activities, expected social activities for children in future, accessibilities to
scholarships, community service agency assistance, level of comfort related to agency availability, instructor related considerations for single parenting concerns and college campus assistance for single mothers. This part should be under your Instrument section. A post test will be given six months after graduation, around November 2010, to determine if the intervention of degree attainment has aided in preventing negative outcomes for at-risk children. Close attention will be paid to the amount of college and societal assistance given to graduating students.

Instrument and Data Analysis

Instruments You have to follow the Rubric for this: You should describe information including: the instruments used & their relevant validity & reliability issues are described in detail; The rationale given for the selection of each of the instruments & measures used are described; Each instrument is described in terms of purpose, content, administration, scoring & interpretation procedures. The Financial Behavior (author, year?) and Life Satisfaction Survey for College Students (Xiao, Tang & Shim 2008). The life satisfaction inventory can be modified to include specific questions pertinent to this study.

A Paired Samples T test will be used to compare life satisfaction scales on the pre and post life satisfaction inventories. Why are you comparing their satisfaction pre and post? It is not clear? What do you want to find out? – Data Analysis (Need to discuss in detail. E.g., what kind of scores are you looking at and which scores are you comparing to which one? Are you looking at their average scores? Scores from which instrument? Etc)
Internal Validity Issues

History: Due to the ever changing situations of single mothers some participants may not graduate from their degree programs due to unrelated circumstances as anticipated.

Mortality: Some participants may not return surveys even though they had otherwise agreed to do so. Others may move to different states to find work and may not leave adequate forwarding addresses.

Bias: In an effort to reduce cultural bias we have used the US Census (2008) guidelines to determine effective percentages of minority inclusion in this survey and then randomly selected the names based on their ethnic classifications.

Attitude of Subjects: Some subjects may have had success in finding social supports through their respective institutions but the support systems were not adequate for their individual needs therefore they may rate those items low on their scales. Other reasons for low ratings may have to do with accessibility of services to particular age groups of children. Attitudes of individual instructors may also affect satisfaction survey results. Try to identify the threats to the internal validity of your study AS MUCH AS you can because you have to think about all possible issues before you conduct the study. In addition, think about how to control them too. Please review the internal and external validity issue chapters in your textbook.

Data Analysis

Data Analysis section should be here before the results section

Results
Think of what you can find after you finish this study. If you are using pre and post tests, what are you comparing, what are you trying to find out?

Deleted: It is expected that single mothers who receive social and collegiate support during their education process and graduate to find adequate income producing jobs will have a considerably higher life satisfaction rates than those who do not. Furthermore the results are expected to show that children in these homes will benefit socially, economically, emotionally and will have an improved behavior status in school and at home.
Discussion

Conclusion

Based on the expected results from this study: what do you want to say about your results? What do your results mean? Conclusions are about the meaning or interpretation of the results.

Implications

Implications should include what the conclusions mean and based on the conclusions what you want to suggest to parents, teachers, counselors, administrators, or people who are working with similar population, to which the results from the sample that you used for your study here to be generalized. The implications of this study is that by increasing societal and collegiate awareness of the unique needs of single mothers and ultimately providing assistance to these mothers will benefit generations in the future. It is our responsibility to see that the future of America is secure and we can only do that through the children of the future.

Budget

Volunteer undergraduate psychology students taking a Research Methods class will be utilized to help fold surveys, stuff envelopes, seal and mail them. These same students will be used to make preliminary phone calls to the students identified by the researcher as candidates for the program. Incentives will be given for prompt returns of surveys in the form of family passes to Busch Gardens, Water World and dinner coupons to Applebees Restaurants and Pizza Hut. All other man hours for this study will be performed by the researcher at no cost.
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<thead>
<tr>
<th>Description</th>
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<td>Life Satisfaction Survey Printing, Envelopes and Stamps</td>
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<td>Incentive gifts for survey returns</td>
<td>$2000</td>
<td>6 Busch Gardens Tickets, 6 Water World Tickets, $75 Applebees Gift Card (2), $50 Pizza Hut Gift Card(2), $20 Target Gift Cards (10)</td>
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<td>Miscellaneous expenses</td>
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<td>Office supplies and other materials</td>
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References


**Overall, you have done a good job for your research proposal here. I am sure that you can make it even better if you can address the issues that I have raised above.**

**If you have any questions about my feedback here, please let me know ASAP. I can explain better in person. I promise! 😊**
Remember that you must review the Research Proposal Rubric very carefully again before your revise your paper.

Thank you for your good work (AND your continuous beautiful smile all the time) so far in my class even when you have a lot of difficult issues going on in your life right now. However, you are almost there, right?
Personal Resiliencies as Protective Factors Against the Development of Eating Disorders in Adolescent Girls

Allison J. Mock
EDUC F65: Research Methods in Education
School Counseling Program
School of Education
The College of William and Mary
Spring 2009
Research Proposal
Dr. Kyung-Hee Kim
Abstract

This study seeks to identify protective factors against the development of eating disorders among adolescent girls. In a causal-comparative design, approximately 100 twelfth grade girls from a high school in southeastern Virginia will complete a battery of questionnaires regarding their eating attitudes and behaviors, coping strategies, support systems, self-esteem, and locus of control. These factors will be measured using the Dutch Restrained Eating Scale (author, year?) to measure what?, the Thinness and Restricting Expectancy Inventory (author, year?) to measure what?, the Adolescent Coping Orientation for Problem Experiences (author, year?) to measure what?, the Rosenberg Self-Esteem Scale (author, year?) to measure what?, the Multidimensional Scale Perceived Support (author, year?) to measure what?, and the Nowicki-Strickland Personal Reaction Survey (author, year?) to measure what?. It is expected that subjects without disordered eating beliefs and behaviors will have more of these protective factors than those with those beliefs and behaviors. Based on your expected results, what do you conclude or suggest?
Introduction

Purpose of the Study

While a great deal of research focuses on the risk factors of eating disorders in adolescent women, protective factors and resilience have not been adequately addressed in the literature. This study attempts to further the current understanding of the development of eating disorders by examining the existence of these intrapersonal characteristics in young women. Eventually, this study attempts to identify the protective factors that serve as a buffer against the development of eating disorders among women during adolescence. The hypothesis is that adolescents with high levels of intrapersonal resiliencies are less likely to develop eating disorders than those with low resilience.

Significance of the Problem

An estimated ten million women in the United States meet the Diagnostic and Statistical Manual of Mental Disorders: Fourth Edition (DSM-IV) requirements for an eating disorder diagnosis (Shisslak, Crago, & Estes, 1995), over 90 percent of which are between the ages of 12 and 25 (Berkman, Lohr, & Bulik, 2007). The long-term consequences are severe. Eating disorders have been linked to heart failure, permanent brain damage, reduced muscle mass, brittle bones, chemical imbalance in the body, ulcers, pancreatitis, and diabetes (Berkman et al., 2007). Hoek and van Hoeken (2003) found that the majority of those with eating disorders do not receive adequate treatment, and treatment outcomes are often ineffective. Prevention programming offers a viable alternative and requires further research of the protective factors that serve as a buffer against the development of eating disorders during adolescence. Thus, this study attempts to identify these protective factors in order that future prevention programs may focus on fostering these factors in adolescents.
Literature Review

Adolescence is the period of greatest vulnerability to the onset of eating problems among women (Striegel-Moore & Bulik, 2007). One survey found that over 60 percent of teens engaged in extreme weight control behaviors (Neumark-Sztainer et al., 2007). Much of the research attempts to determine the causes of the disorder, which include both sociocultural and psychological factors.

Social Support

From an environmental perspective, the peer group plays a significant role. Those who reported low peer support scored higher on body dissatisfaction scales than those with strong support (Bearman, Presnell, Martinez, & Stice, 2006). Perceived pressure from peers to be thin is also a significant risk factor for body dissatisfaction and disordered eating (Neumark-Sztainer et al., 2007; Presnell, Bearman, & Stice, 2004; Stice, Presnell, & Spangler, 2002). Other proposed risk factors are not as widely accepted. Harrison (2001) and Stice et al. (2002) linked the presentation of the thin-ideal in media to disordered eating, but a later study found that the effect was not significant (Presnell et al., 2004). Presnell et al. (2004) found no relationship between parental support and eating disorders, but other research suggests that low parental affection and support are significantly correlated with disordered eating (Bearman et al., 2006; Steiner et al., 2003).

Psychological Risk Factors

Psychological risk factors are even stronger predictors of eating disorders (Mussell, Binford, & Fulkerson, 2000). The most common are negative affect and low self-esteem (Bearman et al., 2006; Presnell et al., 2004; Steiner et al., 2003; Stice et al., 2002). Individuals with eating disorders have higher levels of self-criticism and unstable self-perceptions than the
general population (Fennig et al., 2008; Kansi, Wichstrom, & Bergman, 2005). These factors also contribute to depression and anxiety disorders, which are often comorbid with eating disorders (Fennig et al., 2008; Phillips, Hammen, Brennan, Najman, & Bor, 2005; Stice et al., 2002). Finally, body dissatisfaction and perceived obesity are positively correlated with weight control behaviors (Kansi et al., 2005; Neumark-Sztainer et al., 2007; Stice et al., 2002).

Protective Factors and Personal Resilience

A perusal of current research also reveals the existence of protective factors. Working from the perspective of positive psychology, Wolin (2003) claims that personal strengths or resiliencies exist as more than the absence of a negative trait. Instead, they are traits that dwell within the individual that coexist with personal deficits, are affected by one’s environment, and can be learned. Wolin proposes seven categories of resiliencies (insight, independence, relationships, initiative, creativity, humor, and morality) that protect children and adolescence from engaging in problem behaviors or developing psychological disorders. Research conducted from this view has identified several factors that serve as buffers against eating disorders. Davey, Eakers, and Walters (2003) studied the relationship between resilience and self-esteem and learned that teens with a high self-esteem had lower than average rates of disagreeableness and emotional instability as well as a higher degree of extraversion, agreeableness, and openness to new experiences. Neumark-Sztainer et al. (2007) found that teens without eating disorders had a higher self-esteem and a positive family atmosphere than those with eating disorders.

Prevention Programs

Several studies reveal that protective factors and resiliencies can be taught, indicating that well-designed prevention programs can be highly effective. Participants in a prevention program designed by Phelps, Sapia, Nathanson, and Nelson (2000) showed declines in negative eating
behaviors and body dissatisfaction, and increases in self-esteem and perceived personal competence. Girls’ Circle, a support group for adolescent females, was shown to significantly increase perceived social support, self-efficacy, and body image within group members (Steese et al., 2006). Two longitudinal studies indicate that self-esteem is not a stable trait over time and tends to increase with age (Bearman et al., 2006; Kansi et al., 2005), suggesting that prevention programs and resiliency training have the potential to significantly reduce the prevalence of eating disorders across this population. This study seeks to contribute to the knowledge of resilience by discovering protective factors not highlighted in current research.

Research Hypothesis

It is expected that adolescent women with high levels of intrapersonal resiliencies and protective factors, and low levels of depression and negative effects, are less likely to develop eating disorders than those with low resiliencies and protective factors, and high levels of depression and negative effects. In this study, the potential protective factors that will be examined are social support, self-esteem, internal locus of control, and effective coping behaviors.

Method

Participants

The study will be conducted at a high school in southeastern Virginia with a convenience sample. Only one space after each period. You should change the entire paper with only one space after each sentence. Participants will include 120 twelfth grade girls. The ages of these students will likely range between 16 and 18 years. Data from the United States Census Bureau indicate that 79.5 percent of this county’s residents are Caucasian, 13.8 percent are African American, 4.1 percent are Asian American, and 4.1 percent are Hispanic (United States Census
These statistics are quite similar to the population of the entire country, which is estimated to be 80 percent Caucasian, 12.8 percent African American, 4.4 percent Asian American, and 15.1 percent Hispanic. The median household income in this county is $78,234, and 4.1 percent of residents live below the poverty line. Ninety-two percent of residents have at least a high school diploma, and 37 percent have obtained a bachelor’s degree or higher. Thus, these participants come from a higher socioeconomic status and educational background than the average citizen of the United States. Because you are using high school female students, it would be better to describe the characteristics of the school district if you cannot have the specific information for the specific school (Please remember that you are supposed to describe the characteristics of the school actually) that you are using, instead of describing the characteristics of the county. Ethnicity ratio, reduced lunch or free lunch ratio, the levels of the achievement scores or state-mandated test scores, rural, urban, or suburban setting, big or small city, etc.

**External Validity Issues**

The fact that all participants are from southeastern Virginia is not threatening the external validity of the study a lot; rather the fact that the participants are from a convenience sample and that there is no random selection or random assignment is more threatening. Because the participants are from a convenience sample and all attend the same high school, the findings may not be representative of all adolescent girls in the U.S. Demographic data for the county indicates that these students are likely from more affluent and educated backgrounds than most, even though the racial proportions are close to national averages. However, the number of participants is fairly large, and demographic data (e.g., ???) will be collected from all participants.
in order to generalize the results as much as possible. Thus, the results from this study may be able to be generalized to??

**Instruments**

You only included descriptions of the instruments that you will use in this section. Then, where is your Data Analysis section?

In addition to the demographic information survey, seven instruments have been chosen to assess the following variables: dieting behaviors, ideal body internalization, coping strategies, self-esteem, perceived support, and locus of control.

**Dieting Behaviors:** The Dutch Restrained Eating Scale (DRES) is designed to assess the frequency of specific dieting behaviors (van Strien, Fritjers, Bergers, & Dafares, 1986). The responses are scored on a Likert scale wherein 1 = never and 5 = very often. It has acceptable internal consistency (α = 0.95) and test-retest reliability (r = 0.82) (van Strien et al., 1986). It has been found to have convergent validity and predictive validity with actual caloric intake (van Strien, Fritjers, Staveren, Dafares, & Duerenberg, 1986).

**Ideal Body Internalization:** The Thinness and Restricting Expectancy Inventory (TREI) measures the degree of ideal body internalization in young women (Hohlstein, Smith, & Atlas, 1998). The 10-item questionnaire consists of statements about the expected benefits of thinness, scored on a seven point Likert Scale. It has internal consistency (α = 0.98) and test-retest reliability (r = 0.8), as well as convergent validity (Hohlstein et al., 1998).

**Coping Strategies:** The Adolescent Coping Orientation for Problem Experiences (A-COPE) identifies helpful coping behaviors among adolescents (Patterson & McCubbin, 1987). This 54-item test measured on a five point Likert scale has internal consistency of α = 0.75. It identifies 12 positive or negative coping behaviors, including ventilating feelings, seeking diversions, developing self-reliance, developing social support, solving family problems.
avoiding problems, seeking spiritual support, investing in close friends, seeking professional support, engaging in demanding activity, being humorous, and relaxing (Patterson & McCubbin, 1987).

**Self-Esteem:** The Rosenberg Self-Esteem Scale (Rosenberg, 1965) is a 10-item measure of an individual’s feelings of self-worth. Participants choose one of the following responses to each item: strongly agree, agree, disagree, strongly disagree. It has internal consistency ($\alpha = 0.82$), test-retest reliability ($r = 0.82$) and convergent validity with interviews and clinician and peer ratings (Rosenberg, 1965).

**Perceived Support:** The Multidimensional Scale of Perceived Social Support (MSPSS) is a 12-item survey that examines the role of friends, family, and significant others in an individual’s life (Zimet, Dahlem, Zimet, & Farley, 1988). The statements are scored on a seven point Likert scale. It has internal consistency ($\alpha = 0.88$) and test-retest reliability ($r = 0.85$), and has been shown to have convergent validity with incidence of depression and anxiety ($r = -.25$, $p<0.01$) (Zimet et al., 1988).

**Locus of Control:** The Nowicki-Strickland Personal Reaction Survey (Nowicki & Strickland, 1973) is a 21-item test that measures the extent to which an individual believes that life is determined by external circumstances or one’s own behavior. Each question requires a “yes” or “no” response, indicating an external or internal locus of control. It has internal consistency ($\alpha = 0.81$) and test-retest reliability, and correlates significantly to other tests of locus of control in adolescents (Nowicki & Strickland, 1973).

**Procedure**

The study is designed to be an investigation of attitudes, beliefs, and behaviors that guard against the development of eating disorders during adolescence. The principal of the selected
high school will present the study to the district’s school board to obtain permission. A passive consent procedure will be used in which a letter describing the study will be mailed to parents of all senior girls. The parents will be asked to return a signed letter if they do not want their daughter to participate in the study. Written consent will also be obtained from the students at the time of the study.

All consenting students will complete the battery of questionnaires during their second period class. They will have one hour to complete the assessments. They will also be asked to provide some demographic data: age, race, general career plan, parental educational attainment, and religion. Participants will be reminded that their responses are anonymous and confidential, that their participation is voluntary, and they can withdraw from the study at any time. The school district, school personnel, parents, and participants will be given a summary of the results after the data analysis is complete.

Internal Validity Issues try to identify the threats to the internal validity of your study AS MUCH AS you can. E.g., parents (and/or students) who give his or her consent will be different (this is
also related to external validity issues too so that you should talk about this in your external validity section too; any other issues?

**Attitude of Subjects:** It is possible that some subjects will agree to participate but still be unwilling to answer honestly or give thought to their answers. Similarly, eating disorders are viewed negatively in American society, which may cause some to answer dishonestly about their dieting attitudes and behaviors. The size of the sample but the sample size is not really huge for your study should overcome these effects.

**Subject Mortality:** Some students whose parents consent to the study may refuse to participate or withdraw from the study after completing the questionnaire. Others may wish to participate but miss school the week of assessment due to illness or other event. In order to limit the loss of subjects, the assessment will be offered every day for one week to allow as many students to participate as possible.

**Subject Characteristics:** Because this is a convenience sample, the number of participants with unhealthy eating attitudes and behaviors is unknown. While the DRES and TREI will reveal these differences, it may be that students at this school have an unusually high or low number of students with disordered eating attitudes and behaviors. Think of any other way you can control this issue.

**Environmental Factors:** External factors like time of day and setting can influence participants in their responses. Those taking it first thing in the morning may be more tired than those taking it later in the day and cause a spurious effect. To eliminate this intervening variable, all students will complete the questionnaire during their second period class. The temperature, lighting, and noise level of the room may also influence responses. Thus, all students will complete the form in the school auditorium so that they all have the same experience.
Implementation: The attitude and presentation of the facilitator can also influence the experience and results. In order to eliminate this threat, the same administrator will be present in all sessions and will read the same explanation and completion instructions. This will control any bias that may exist.

Timeline

The study will take approximately five months to complete. The first two months will be spent obtaining approval from both the Institutional Review Board (IRB) and the local school board, and then subsequently obtaining parental consent for all minors. These tasks will be completed during the summer months and the first week of the school year. The questionnaires will be completed during one week in mid-September. The following two months will be reserved for data analysis.

Data Analysis

You have to describe how you will analyze the data here:

Results

The expected results are that those participants with healthy eating beliefs and behaviors will have more intrapersonal resiliencies and protective factors than those with poor eating beliefs and behaviors. Specifically, they will have more effective coping strategies, a higher self-esteem, an internal locus of control, and will perceive a higher number of social support systems in their lives.

Discussion

Conclusions Based on the expected results from this study: what do you want to say about your results? What do your results mean? Conclusions are about the meaning or interpretation of the results.
One effective method of prevention is to foster the growth of resiliencies and protective factors that guard against the development of a specific problem behavior.

**Implications** Implications should include what the conclusions mean and based on the conclusions what you want to suggest to parents, teachers, counselors, administrators, or people who are working with similar populations, to which the results from the sample that you used for your study here to be generalized.

The implications of this study are that there are personal factors that guard against the development of eating disorders. These include effective coping behaviors, social support, high self-esteem, and an internal locus of control. This sounds more like your conclusions.

Future eating disorder prevention programs should be designed to address these factors, and more research should be conducted to discover the best method for teaching and strengthening these resiliencies within individuals.

**“Implication” section.**

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References


Appendix A

Dutch Restrained Eating Scale

1. If you have put on weight, do you eat less than you usually do?

2. Do you try to eat less at mealtimes than you would like to eat?

3. How often do you refuse food or drink offered because you are concerned about your weight?

4. Do you watch exactly what you eat?

5. Do you deliberately eat foods that are slimming?

6. When you have eaten too much, do you eat less than usual the following days?

7. Do you deliberately eat less in order not to become heavier?

8. How often do you try not to eat between meals because you are watching your weight?

9. How often do you try not to eat between meals because you are watching your weight?

10. Do you take into account your weight with what you eat?
Appendix B

Thinness and Restricting Expectancy Inventory

1. I would feel like I could conquer things more easily if I were thin
2. I would feel more capable and confident if I were thin
3. I would be more self-reliant and independent if I felt thin
4. I would cope better with failures at work or school if I were thin
5. It increases my self-esteem to limit what I eat
6. I would be more attractive if I were thin
7. I would feel better about myself if I were thin
8. When I limit what I eat, others respect me
Appendix C

Multidimensional Scale of Perceived Social Support

1. There is a special person who is around when I am in need.
2. There is a special person with whom I can share my joys and sorrow.
3. My family really tries to help me.
4. I get the emotional help and support I need from my family.
5. I have a special friend who is a real source of comfort to me.
6. My friends really try to help me.
7. I can count on my friends when things go wrong.
8. I can talk about my problems with my family.
9. I have friends with whom I can share my joys and sorrows.
10. There is a special person in my life who cares about my feelings.
11. My family is willing to help me make decisions.
12. I can talk about my problems with my friends.
1. Do you believe that most problems will solve themselves if you just don’t fool with them?

2. Are you often blamed for things that just aren’t your fault?

3. Do you feel that most of the time it doesn’t pay to try hard because things never turn out right anyway?

4. Do you feel that most of the time parents listen to what their children have to say?

5. When you get punished does it usually seem it’s for no good reason at all?

6. Most of the time do you find it hard to change a friend’s (mind) opinion?

7. Do you feel that it’s nearly impossible to change your parent’s mind about anything?

8. Do you feel that when you do something wrong there’s very little you can do to make it right?

9. Do you believe that most kids are just born good at sports?

10. Do you feel that one of the best ways to handle most problems is just not think about them?

11. Do you feel that when a kid your age decides to hit you, there’s little you can do to stop him or her?

12. Have you felt that when people were mean to you it was usually for no reason at all?
13. Most of the time, do you feel that you can change what might happen tomorrow by what you do today?

14. Do you believe that when bad things are going to happen they just are going to happen no matter what you try to do to stop them?

15. Most of the time do you find it useless to try to get your own way at home?

16. Do you feel that when somebody your age wants to be your enemy there’s little you can do to change matters?

17. Do you usually feel that you have little to say about what you get to eat at home?

18. Do you feel that when someone doesn’t like you there’s little you can do about it?

19. Do you usually feel that it’s almost useless to try in school because most other children are just plain smarter than you?

20. Are you the kind of person who believes that planning ahead makes things turn out better?

21. Most of the time, do you feel that you have little to say about what your family decides to do?
Mock 24

Appendix E

Adolescent Coping Orientation for Problem Behaviors

1. Go along with parents’ requests and rules
2. Read
3. Try to be funny and make light of it all
4. Apologize to people
5. Listen to music-stereo, radio, etc.
6. Talk to a teacher or counselor at school about what bothers you
7. Eat food
8. Try to stay away from home as much as possible
9. Use drugs prescribed by a doctor
10. Get more involved in activities at school
11. Go shopping; buy things you like
12. Try to reason with parents and talk things out; compromise
13. Try to improve yourself (get body in shape, get better grades, etc.)
14. Cry
15. Try to think of the good things in your life
16. Be with a boyfriend or girlfriend
17. Ride around in the car
18. Say nice things (“warm fuzzies”) to others
19. Get angry and yell at people
20. Joke and keep a sense of humor
21. Talk to a minister/priest/rabbi
22. Let off steam by complaining to family members
23. Go to church
24. Use drugs (not prescribed by a doctor)
25. Organize your life and what you have to do
26. Swear
27. Work hard on schoolwork or school projects
28. Blame others for what’s going wrong
29. Be close with someone you care about
30. Try to help other people solve their problems
31. Talk to your mother about what bothers you
32. Try, on your own, to figure out how to deal with your problems or tension
33. Work on a hobby you have (sewing, model bonding, etc.)
34. Get professional counseling (not a school teacher or school counselor)
35. Try to keep up friendships or make new friends
36. Tell yourself the problem(s) is/are not important
37. Go to a movie
38. Daydream about how you would like things to be
39. Talk to a brother or sister about how you feel
40. Get a job or work harder at one
41. Do things with your family
42. Smoke
43. Watch TV
44. Pray
45. Try to see the good things in a difficult situation
46. Drink beer, wine, liquor
47. Try to make your own decisions
48. Sleep
49. Say mean things to people: be sarcastic
50. Talk to your father about what bothers you
51. Let off steam by complaining to your friends
52. Talk to a friend about how you feel
53. Play video games, pool, pinball, etc.
54. Do a strenuous physical activity (jogging, biking, etc)
Appendix F

Rosenberg Self-Esteem Scale

1. On the whole, I am satisfied with myself.
2. At times, I think I am no good at all.
3. I feel that I have a number of good qualities.
4. I am able to do things as well as most other people.
5. I feel I do not have much to be proud of.
6. I certainly feel useless at times.
7. I feel that I’m a person of worth, at least on an equal plane with others.
8. I wish I could have more respect for myself.
9. All in all, I am inclined to feel that I am a failure.

10. I take a positive attitude toward myself.

You have done an excellent job for your research proposal here. I am sure that you can make it PERFECT if you can address the issues that I have raised above.

If you have any questions about my feedback here, please let me know ASAP. I can explain better in person. I promise! ☺

Remember that you must review the Research Proposal Rubric very carefully again before you revise your paper.
Thank you for your good work so far in my class!
In Instruments and Data Analysis, seven instruments have been chosen to assess the following variables: dieting behaviors, ideal body internalization, coping strategies, self-esteem, perceived support, and locus of control.

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The Implications of Counselors Attitudes on Lesbian, Gays, Bisexuals, and Transgendered Clients: Variables that Affect Counselor Competency

Kari Norris

EDUC F65: Research Methods in Education

Community Counseling Program

School of Education
The College of William & Mary
Spring 2009
Research Proposal
Dr. Kyung-Hee Kim
Abstract

This study explores how inherent attitudes about lesbians, gays, bisexuals, and transgendered (LGBT) people and homophobia influence counseling competency. A study of 100 counseling students enrolled in Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited master’s level program in the southeastern United States will reveal

Three assessments will be used: the Attitudes Toward Lesbians and Gay Men scale (ATLG), the Index of Homophobia scale (IHP), and the Sexual Orientation Counseling Competency Scale (SOCCS). It is expected that there is a negative relationship between counseling students’ homophobia levels and their perceived counseling competency, and that there is a positive relationship between the attitudes they maintain and their counseling competency scores. Based on your expected results, what do you conclude or suggest? One more sentence here.
Introduction

Purpose of the study

The intent of this study is to examine what factors interfere with a counselor in training's ability to adequately process and work with lesbian, gay, bisexual, and transgendered (LGBT) clients. While counselors’ attitudes are becoming more and more open-minded to working with LGBT individuals, the training necessary to work with this special population is lacking in many counseling programs. This study will attempt to determine what research needs to be expanded on to better facilitate counselors’ competency with LGBT clients.

Justification

It is important for counselors to be aware of the increasing numbers of LGBT individuals who will seek out counseling. LGBT clients are very likely to seek out counseling as a result of the social stigmatization (Barrett & McWhirter, 2002), but unfortunately in some cases they will be confronted with homophobic (Weinberg, 1972) mental health professionals, which will be defined in the next section. These homophobic mental health professionals may not only view them as less preferable than heterosexual clients, but also who may treat them with biased and inadequate care (Garnets, Hancock, Cochran, Goodchilds, & Peplau, 1991). Since LGBT clients are increasing in the mental health field, it will become imperative to examine the effects counselors’ attitudes towards LGBT clients have on counselor competency.

Literature Review

The following sections will explore the challenges faced by LGBT individuals. This review of the literature will examine the existing attitudes among counselors in regards to LGBT persons and the variables associated with LGBT counseling competency.
Homophobia

Homophobia was defined in 1972 as irrational negative opinions about homosexual people (Weinberg, 1972). Homophobia as a phenomenon is not limited only to heterosexuals. The concept of internalized homophobia refers to a member of the gay or lesbian community experiencing self-hatred because of the social stigmatization associated with homosexuality (Lock & Kleis, 1998; Williamson, 2000). Williamson takes it a step further adding that the awareness of the negative attitudes that exist around homosexuality makes the exploration of one’s identity to be a negative experience filled with shame and secrecy and a heightened sense of permeating his/hers consciousness.

While conceptual academia has been successful at formulating a definition for internalized homophobia, it has proven difficult to develop a scale to measure it. An inability to differentiate between if one’s self-esteem is affected by the stigma of society or if they have lower self-esteem because of a characteristic that is inherent in that individual (Williamson, 2000). Williamson also acknowledges it is important to note that studies trying to assess internalized homophobia have to consider that the participants might have a natural tendency to suffer from depression or intimacy issues because of something unrelated to their sexual orientation status. While homophobia is detrimental to a society, internalized homophobia can be viewed as detrimental to the individual’s identity development.

Coming out

Cowie and Rivers (2000) conducted research using semi-structured interviews to evaluate what makes up the various emotional stages involved in the coming out process. Coming out or disclosing one’s sexual orientation to others, is a period marked with anxiety and concern about the perceptions others will have on them now that they are labeled homosexual. They took
twelve gay men, two lesbians, one bisexual man and one bisexual woman and interviewed each of them on school experiences, adolescence, work and personal relationships. The interviews were set up so that each participant could adequately explore their self-identity and to allow that they had no hypotheses. The interviews revealed that the period prior to coming out was overwhelming for most and the desire for acceptance increased insecurity and vulnerability. It was also shown that having the support from friends, counselors and identified gay support groups was vital in making the experience a positive one for some. The unpredictability of responses still created a very stressful experience for LGBTs. Often they encountered this stress daily of considering the implications of coming out to a range of people such as colleagues, friends and family. If a counselor is the first person one chooses to come out to, it makes counselors ethically responsible to provide the safe environment for the client to explore their sexual identity. After they begin coming out, there is a period of reassessment of their everyday lives and how they are perceived in a public sphere. The lack of public figures creates an issue of ambiguity for LGBT people on how to behave and what is acceptable behavior in public. If more role models that are positive were accessible, participants reported that they would have more ease in restructuring their new identities.

Counselors’ perceptions and attitudes influence on LGBT clients

A counselor’s attitude, beliefs, and stereotypes about LGBT clients can have negative repercussions on the mental health professional’s ability to provide equal services (Barrett & McWhirt, 2002). It has been shown that male counselors more so than female counselors have a more negative outlook on gay or lesbian clients psychological health (Friedman & Lilling, 1996). If LGBT clients’ behaviors and mannerisms fulfill the stereotypic roles, counselors have less difficulty retaining the information and are able to more accurately process the information
Norris

(Casas, Brady, & Ponterotto, 1983). Gentry (1986) found that levels of discomfort with LGBT clients increase when the client is of the same gender as the counselor. Gelso, Fassinger, Gomez, and Latts (1995) suggested that female counselors working with lesbian clients had more difficulty remembering the material provided in the session by the client. Therapist gender is considered a significant factor in whether or not counselors give adequate care (Bieschke & Matthews, 1996; Liddle, 1996).

Barrett and McWhirter (2002) found that client’s sexual orientation, counselor trainee gender, and counselor trainee homophobia are all predictors of the assignment of favorable adjectives to lesbian and gay clients by the counselor trainees. Also, a positive correlation exists between high homophobia scores on the Index of Homophobia (IHP) assessment (Hudson & Ricketts, 1980) and the assigning of negative adjectives to lesbian clients. The counselor trainees’ homophobia was impacted by the type of relationship (e.g. a family member or a client) and the number of relationship the counselors maintained with lesbians and gay men. It is important to note in this study that counselor trainees who had high levels of homophobia were not assigning more negative adjectives, but instead assigned significantly less positive adjectives to gay and lesbian clients than did their peers with lower scores on the homophobia measurement.

Gelso et al. (1995) suggests that counselors’ negative biases towards LGBT individuals will hinder the process of forming a strong counselor to client relationship. Some of the biases and stereotypic beliefs maintained by the counselors are a result of inadequate training and lack of exposure (Phillips & Fischer, 1998). As well as inadequate training, Bowers and Bieschke (2005) suggests that gender is still a very important aspect to psychologists’ reactions to their clients. In general, the overarching theme is that female psychologists more so than their male
counterparts maintain more positive attitudes about all clients (Bowers & Bieschke, 2005). The need exist for better training and preparation to adequately work with LGBT clients. With the challenges facing the LGBT community, it is not only necessary, but also inevitable that all mental health professionals will encounter gays, lesbians or people who are concerned about issues surrounding sexual orientation in their practices (Murphy, 1992).

**Research Questions**

What relationship exists between counselors’ inherent homophobic attitudes and overall attitudes towards the LGBT population on their counseling competency with this population?

Please make this questions into two research questions

In this study, Counselors’ attitudes and perceptions will be defined using two scales: The Attitudes Toward Lesbians and Gay Men Scale (ATLG, Herek, 1988) and the Index of Homophobia (IHP, Hudson & Ricketts, 1980).

**Methods**

**Participants**

One hundred counseling students currently enrolled in a Council for Accreditation of Counseling and Related Educational Programs (CACREP) master’s level program in the southeastern United States will participate in the study. The program sizes are close in comparison to one another. The masters’ students will be both male and female with significantly more females than males. The sampling will be a convenience sample, as the assessments to be used will be sent to all current masters’ students at each school selected. The advantage to using a large sample will help in achieving the desired 100 participants. A disadvantage in this sample will be the potential for unbalanced participation of students who
respond at the different schools. Is there any way that you can describe some characteristics of the sample? I know you do not have a specific sample, but I am thinking…

**External Validity Issues**

Population generalizability could potentially be an issue in the study. The diversity of students within each program at each institute will make it difficult to describe the sample in detail. While CACREP has standards dictating eight core competencies that must be taught within each program, programs may vary in the level on instruction given. This could be potentially significant because within the multicultural core competency some coursework may spend more time on LGBT issues than other programs. The students who volunteer to participate may be more comfortable about the LGBT issues in the first place than the students who decline to, therefore, generalizing the results to the southeastern region CACREP schools may not be accurate. The ecological generalizability will also be a potential issue, as it will not be administered in a controlled environment. Students may take the surveys in different locations with different environmental influencers.

**Instruments**

*The Index of Homophobia* (IHP, Ricketts & Hudson, 1980); IHP is a scale designed to assess homophobic attitudes, which is defined as being in close surroundings with homosexuals. It is 25 Likert-type questions, which are scored on a relative frequency scale. The scores range from 0 which is a completely nonhomophobic attitudes to 50 which is an increasingly homophobia attitude to a 100 which is the most homophobic attitude. It takes an average amount of five to seven minutes to complete and is applicable to ages 12 and older. While you should not use “while” unless two things are happening at the same time, according to the APA style, test-retest reliability is not available, the content, factorial, and construct validity is available from the publisher need to cite. The cost for this assessment is $15.00 for a pad of 50 copies.
The Attitudes Toward Lesbians and Gay Men Scale (ATLG, Herek, 1994): ATLG is a 20 item Likert-type assessment divided into 10 questions about gay men and ten questions about lesbians, which participants gauge their level of agreement or disagreement with each statement. It is estimated to take between 10 and 20 minutes. Test-retest reliability was proven. It is accessible for use of students and researchers working under the supervision of doctoral-level social and behavioral scientists need to cite.

The Sexual Orientation Counselor Competency Scale (SOCCS, Bidell, 2005): SOCCS will serve as the criterion value for this study. It is a 42 item 7-point Likert-scale assessment divided into 12 questions measuring attitude competencies, 18 questions measuring knowledge competencies, and 12 measuring skill competencies. One week test-retest reliability was it? Good or bad? testing was conducted as well as convergent, divergent, and criterion validity assessments provide the results here, in which internal consistency alphas were determined what were they? and maintained need to cite.

Design and Procedures Good

This study will be a correlation design. The predictor values being used will be the results from the ATLG as well as the IHP as a measure of the attitudes of the counselors in training and the criterion value will be the SOCCS to measure the self-efficacy of the counselors when working with the LGBT population.

A selection of five CACREP accredited programs in the southeastern United States. Within those schools using survey monkey, the three assessments will be sent out to all students currently enrolled in the masters’ programs. With the email, there will be a formally written explanation explaining and requesting the assistance of these students. It will also explain to maintain validity that it would be preferred for students to take the assessments in a quiet, private
location. It will all be completed anonymously to increase honesty in their answers. The results of the participants will then be submitted electronically for analysis.

**Timeline**

This study should take place over the following time-period:

- **Late-July:** Make contact with each program and acquire permission for conducting the research. Then acquire how access to send email to all students in the programs of interest.
- **Early August:** Begin to obtain online copies needed for the total number of students in the programs. Write the body of the e-mail that will be submitted with each set of assessments.
- **Mid-August:** Set up survey monkey and prepare for the submission of the emails to the students.
- **Mid-September:** Submit the survey.
- **Late-October:** Analyze and report the collected data.

**Internal Validity Issues**

The following threats to internal validity have been considered:

*Participant Characteristics:* When working with a topic that can be considered sensitive to discuss such as homosexuality, it can create threats to internal validity especially so with counselors/future counselors that the need to seem culturally sensitive. While a counselor may be a caring and compassionate individual, some religious beliefs do not allow homosexuality to be acceptable, therefore one’s religion may be a confounding variable. Another factor to consider is people’s personal experiences or encounters with LGBT persons and how that may influence their attitudes. Age is another threat within that category because due to the wide age range of
master’s students, younger generations may be more accepting than older generations. Lastly, the willingness of an individual to fill the survey out may be representative of particular personality traits that may create variance in the results.

*Location:* There is no way to control that students all take their survey in a controlled environment. The presence of noise or other people present could confound the accuracy of reporting. While that is a threat, it is not realistic to imagine traveling to each school and trying to present the surveys in class time. The participants will be urged to take the survey in a quiet area where there will be minimal interruptions to try and maintain integrity in the results.

*Attitudes of Participants:* As touched on previously, the participants’ feeling the need to self-report more positive perceptions than perhaps are the case in reality may influence the results. The assessments have all been tested on their validity in reporting, which helps minimize that threat. The use of more objective instruments versus subjective ones should help reduce reporter bias.*

*Anything else? Try to identify the threats to the internal validity of your study as much as you can because you have to think about all possible issues before you conduct the study. In addition, think about how to control them too. Please review the internal and external validity issue chapters in your textbook.*

*Data Analysis*

With both the IHP and the ATLG, reverse scoring is used for some items on each assessment what do you mean? Clarify. The Likert-type scales on all three use mean item response values to determine a standard score. The comparison between high or low scores on the IHP will be compared with the scores on the SOCCS. The same will be performed with the ATLG compared with the SOCCS. Correlations will be determined to see if there is a relationship between the two predictor values and the criterion value.
Results

It is anticipated to see a negative relationship between higher homophobic scores and lower scores on the SOCCS meaning lower counseling competency with LGBT clients. It is also expected to see a positive relationship between lower attitudes scores on the ATLG will correlate with lower SOCCS scores. A third analysis may reveal the lower the attitude scores on the ATLG the higher the amounts of homophobia as determined by the IHP. But, remember that you have two research questions. Thus, you have to have only two results.

Discussion

Conclusions

Based on the expected results from this study: what do you want to say about your results? What do your results mean? Conclusions are about the meaning or interpretation of the results.

Implications should include what the conclusions mean and based on the conclusions what you want to suggest to parents, teachers, counselors, administrators, or people who are working with similar population, to which the results from the sample that you used for your study here to be generalized.

Homophobia can be a result of multiple issues ranging from religious beliefs to lack of exposure or awareness. While religious beliefs cannot be altered through education, exposure and awareness of LGBT issues can be increased in CACREP counseling programs. Also, another potential benefit could be self-awareness and acknowledgement of these underlying beliefs or disbeliefs could help improve counselor identity development. As research shows, LGBT clients will be an inevitable in counseling. Any other suggestions?

Budget

Eventually, future research in this area could lead to development of intervention strategies that could be implemented in masters' counseling programs to better prepare counselors for the future with LGBT clients.
• IHP $15.00 per 50 copies. Estimated need of 200 copies would cost $60.00
• SOCCS unknown cost at this time.
• ATLG is free for student researchers.
• Survey Monkey online services can be joined for free

  Remember you need to use a page break before Abstract & before References.
References


You have done an excellent job for your research proposal here. I am sure that you can make it PERFECT if you can address the issues that I have raised above.

If you have any questions about my feedback here, please let me know ASAP. I can explain better in person. I promise! 😊

Remember that you must review the Research Proposal Rubric very carefully again before your revise your paper.

Thank you for your good work AND asking GOOD QUESTIONS so far in my class!
Effects of Choice on Middle School Language Arts Students’ Motivation and Creativity

EDUC F65: Research Methods in Education

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The College of William and Mary

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Spring 2009
Abstract

This study examines 125 sixth grade-gifted students’ attitudes toward research and the levels of creativity in communication using the Multigenre project. How many students per each group? What kind of research design? The Torrance Tests of Creative Thinking (TTCT, Torrance, year?) is used to measure individuals’ creativity and a survey is given to determine preconceived ideas toward research. Only one space after each period. You should change the entire paper with only one space after each sentence. The students in the experimental group are given freedom of choice in research topics and communication style, whereas the students in the control group are not. It is expected that the freedom will lead to higher students’ creativity and an increase in students’ motivation toward research. And then, one more sentence for conclusions or implications: Based on your expected results, what do you conclude or suggest?
Introduction

Indiana University conducted a survey of 81,000 high school students and found that seventy-five percent of the students were bored in classes because the material was boring (Zinn, 2008). The problem of bored stems from a rigid curriculum that allows for very little student autonomy when it comes to student choice of academic pursuits (Zinn). Torrance (1977) states that creative thinking abilities can be important to educational achievement. Meaningful choice engenders willingness, and willingness is the door to increased motivation (Harper, 2007). These studies make it clear that the need for creative instruction where the student has the autonomy to decide major aspects of study will increase student success.

Significance of the Study

Thompson and McDonald (2007) found that curriculum might promote underachievement when there is no allowance made for student expression and creativity. While many engagement and creativity studies have been conducted in the Mathematics and Science (Furlan, Kitson, & Andes, 2007) contents, there is little empirical study on the same issues in Language Arts. This study will explore a non-traditional approach to research that takes the students’ individual preferences into account. This study will examine the level of student creativity in the research process when they are afforded the freedom to choose both topic and communication style. This study will also address the need for students to have the opportunity to creatively engage in research that is otherwise viewed as a drag (Zinn, 2008). While little research has been done on the effectiveness of the multigenre research method, the aspects individually have been
shown to increase student achievement. Therefore, the study pertaining to the multigenre method will increase the base of knowledge in this area.

**Literature Review**

Klein and Keller (1990) found that student control over instruction helps promote effectiveness and motivation. Harper states that facilitating student autonomy is an essential ingredient of effective programs for maximizing internalized change and increasing motivation. This concept of student autonomy is not a new one; it has been the basis of many strategies including the I-search paper. The Discovering, Intellectual, Strengths and Capabilities while Observing Varied Ethnic Responses program or DISCOVER, is based on constructivists principals which include structured and non-structured problems, choices about specific content, types of problems and formats to communicate information (Maker, Jo, & Muammar, 2008). This curriculum was researched and it was found that the students were able to maintain creativity over a grade span of 1-8 whereas traditionally there is a dip in creativity in grade 4 (Maker, Jo, & Muammar).

In support of choice in curriculum, the National Association for Gifted Children has produced guidelines for exemplary gifted curriculum and one aspect is differentiation. In order to achieve exemplary curriculum recognition curriculum should be modified to provide learning experiences matched to students’ interests, readiness, and learning styles. In an effort to give students a curriculum, which matched their personal interests, Tom Romano penned the term “multigenre” paper (Romano, 2000). The purpose of multigenre is to allow students to conduct “traditional” research and then communicate it, as the student best deems relevant, according to how the information is...
best-presented taking audience and purpose into account (Romano). Many students engaged in the learning process stated a new level of understanding was afforded by giving students an opportunity to creatively interact with and interpret the textual subject matter (Allam, 2008). Allam found that the following intentions were common to all multigenre projects: empower students, encourage a creative response to their subject, to have fun and to take risks (2008).

This idea of fun in classroom is central to Zinn (2008) who outlines how to create “fun” learning using the following five themes: choice, relevance, engagement, active learning, teacher attitude, and camaraderie. The multigenre project encompasses all of these themes allowing for the students to create fun instruction and further community building with creativity. In regard to creativity, Torrance (1990) says that teachers can make assignments that call for original work, independent learning and experimentation in order to help students achieve new levels of creativity.

Creativity seems to involve synthetic, analytical, and practical aspects of intelligence: synthetic to come up with ideas, analytic to evaluate the quality of those ideas, and practical to formulate a way to effectively communicate those ideas and persuading people of their value (Sternberg & O’Hara, 1999). This tie between community and self is what helps to create the relevance which multigenre hinges. The relevance in the project is where the internal motivation occurs. Students want to research because they are studying something relevant to themselves. If individuals engage in activity for its own sake, they will produce creative work (Amabile, 1979). Mouchiroud and Bernoussi (2007) propose that creativity results from the interactions of variables organized into the following domains: cognitive, personality, emotional, and
environmental. With creative attitudes students can learn to set aside blocks to creativity and begin to release social conformity pressures that often impede on creativity (Davis, 2003). Environments that provide a nonthreatening message that values independence of thought and shifting the learning to individual interests while setting reasonable limits for experimentation and risk taking were better suited to fostering creativity (Neihart & Olenchak, 2002).

Writing has long been a task that many students do not enjoy. They might find the process boring and labor intensive usually on a topic that they do not deem interesting (Zinn, 2008). This lack of motivation toward writing may be due to a low self-efficacy toward the deed. An individual's belief in his/her ability to succeed mobilizes the intrinsic motivation (Prabhu, Sutton, & Sauser, 2008). In other words, if a student has positive interactions with a process, like writing, they will become more confident in the work produced and therefore become motivated to continue the activity. This suggests that educators need to change the pedagogy used to teach writing and research skills.

Research Questions

Does the freedom of choice, through Multigenre research, effect students’ motivation toward research and creativity? You should focus on only two things for this paper: motivation and creativity

Operational Definition

Multigenre research- allows the students choices in communicating traditional research findings. The information is gathered traditionally, ie, books, internet, etc. And then the information is presented through a series of genres. The students decide on the most appropriate genre for the information.
The independent variable is the multigenre approach to research, while should not use “while” unless two things are happening at the same time, according to the APA style. The dependent variables are the level of creativity and motivation toward research.

Methods

Participants

The participants used in this study will be a convenience sample. The 125 participants are all sixth grade students in Hampton City Schools (HCS) who have been identified gifted. The socio-economic level of these students varies, as does the home environment. The students are not randomly selected because of the gifted label, but are randomly placed into all content classes with the exception of Math. Majority of the participants have come from the gifted elementary school and have received gifted services since third grade. The minority of the students have either just been identified, did not chose the elementary school service, or came to HCS as students from the private elementary school nearby. The students are a majority Caucasian with small populations of African-American, Asian and Hispanic. You have to describe the characteristics of the participants who you are using. However, if you do not know about them at all, you can describe the characteristics of the school or HCS, e.g., Ethnicity ratio, reduced lunch or free lunch ratio, the levels of the achievement scores or state-mandated test scores, rural, urban, or suburban setting, big or small city, etc., whatever available. The population sample is taken from an area that ranges from suburban to urban. The area relies on the military population and has 3 major universities within 30 miles.

External Validity Issues??
Because of this, you have to describe the characteristics of the participants (or the setting) very in detail so that you can generalize the results from your study to the population that has similar characteristics to yours.

Instruments You have to follow the Rubric for this: You should describe information including: the instruments used & their relevant validity & reliability issues are described in detail; The rationale given for the selection of each of the instruments & measures used are described; Each instrument is described in terms of purpose, content, administration, scoring, & interpretation procedures.

This study will use The Torrance Test of Creative Thinking (TTCT, author, year?), as a pre and post-test. The TTCT is a highly recognized instrument that allows students to use their own life experiences to complete tasks ranging from completing a picture to describing a new use for an ordinary object. This instrument will be used to try and alleviate the students’ previous educational background. It will only test what the students’ creative strengths are. This also will eliminate the socio-economic issue as well as the diverse ethnic background. You need to cite for these statements.

The students will also be given a pre and post-test on the current level of comfort with the research process. The instrument what is the name of the instrument? has been developed by Newport News Public Schools. Is it published? If so, you need to cite. If not, you need to attach a sample at the end. I just found the attached one. Then, you should indicate like (see Appendix A) something like this and asks the students about their exposure to research. And also, you have to describe this instrument in your abstract section too. However, it is better to focus only two things: creativity and motivation. Thus, you should talk about only the instruments that are designed to measure creativity and motivation here.

Design
The study is a quasi-experimental with a matching-only design. **You have to explain about control and experimental groups: how many for each group, how you choose, what each group will have, etc.** There is no random selection or random assignment, and the study will measure the effect of choice on creativity and motivation toward research.

**Procedures**

The study will be conducted during the first quarter of 2009-2010 school year. The initial phase will consist of pre-testing to determine current levels of creativity and motivation toward research. The teacher will then take the data to determine strengths and weaknesses in both areas. This should take about 2-3 days.

The second phase is research phase. This involves taking the students through the research process beginning with topic choice and ending with completed notes about topic. This phase will take about 2-3 weeks depending on availability of resources.

The last phase is the choice in communication. The teacher will lead the students through traditional genres of communication, for example, newspaper articles, letters, diary entries, and comics. The students will then decide how they would like to communicate the information based on audience and purpose. They have the freedom to create non-traditional genres as long as they can defend the product. During this phase the students will also write a reflection paper that details the research presented and the reasoning behind the genre chosen. This phase will take about 2 weeks.

**Timeline**

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Internal Validity. You have to discuss each threat to the internal validity of your study separately.

Participant characteristics: For this research study, the biggest threats to internal validity will be participant and instrumentation related. The population is made up of 125 gifted sixth graders.

Maturity: Another issue about the participants that may be a threat is maturity. In the beginning of the year the students will not have the skills needed to complete an abstract research project. Teachers will have to ensure, with pre-testing, missing skills. Instrumentation may be a problem because as the teacher gets to know the kids it will be harder to stay unbiased. This threat can be minimized by conducting the research before the teacher gets to know the students or in the beginning of the year. Try to identify the threats to the internal validity of your study as much as you can because you have to think about all possible issues before you conduct the study. In addition, think about how to control them too. Please review the internal and external validity issue chapters in your textbook.

Data Analysis

The data analysis will be in phases throughout the study. The scores from the TTCT are in many categories but are produced into a standardized score that will be both pre and post analyzed. This will show the students’ creativity levels both pre and post work with the multigenre project. These scores will be added to a database with the students’ demographic information as well as standardized scores to measure the full scope of the students’ picture.
The attitudes toward research using pre and post-test the name of instrument will also be added into the database based on questions and responses. The data will be compared to the scores from TTCT to see if there is a relationship between creativity and choice. In addition, you have to indicate how you analyze the data for attitude or motivation toward research here too.

**Expected Results**

*It is expected* that the freedom of choice in research, pertaining to topic and communication, will increase students’ motivation toward research and creativity.

**Discussion**

**Conclusions**

Based on the expected results from this study: what do you want to say about your results? What do your results mean? Conclusions are about the meaning or interpretation of the results.

**Implications**

Implications should include what the conclusions mean and based on the conclusions what you want to suggest to parents, teachers, counselors, administrators, or people who are working with similar population, to which the results from the sample that you used for your study here to be generalized.

**Budget**

The budget for this study will be relatively small. The instruments needed to be purchased and analyzed. The cost of instrument is $54.40 for the initial 20 and then 45.70 for each subsequent 20 bringing the total cost of the instrument to about $500. The
Newport News survey is a paper survey that will be reproduced in house. All other materials are already provided with in the regular school budget.
References


Zinn, Wilkins-O’ Riley. (2008). Making fun of school, or why does learning have to be such a drag?: Six key elements for motivating learning. The International Journal of Learning, 15.
Appendix A: Instruments (Newport News Research Questionnaire)
Research/Inquiry Process Pre-Assessment

Name: _______________________
Date: ________________________  Core: __________

1. Describe a research project that you have completed.
   i. What was the topic of your research?
   ii. Why did you conduct the research?
   iii. What grade were you in when you did the research?
   iv. What else would you like to say about the project?

2. List the steps of your research process.

3. What problems did you have with your research?

4. Describe the help you received when working on a research project.

5. Describe how you felt about your research project as you worked on it.

6. Describe how you felt about your research project when you were finished.

7. What do you know about the inquiry process?
You have done a good job for your research proposal here. I am sure that you can make it even better if you can address the issues that I have raised above.

If you have any questions about my feedback here, please let me know ASAP. I can explain better in person. I promise! 😊

Remember that you must review the Research Proposal Rubric very carefully again before your revise your paper.

Thank you for your good work so far in my class even when you have a lot of difficult issues going on in your life right now. However, you are almost there, right?
Effects of Combining Applied Behavioral Analysis (ABA) and Eclectic Interventions in Children with Autism

EDF65 Research Methods in Education, Spring 2009

Meredith Roberson
Community and Addictions Counseling
The College of William and Mary
2/21/09

Dr. Kyung Hee Kim

Remember you need to use a page break before Abstract & before References.
Abstract

Describe briefly what the purpose of the study is here. Fifty children, up to 42 months, male or female and of varying ethnicities, will be not a random sample, it is a purposive sample. Please review the textbook for this selected from a pool of prospective clients at an autism program located in, e.g., southeast or northwest? North Carolina. Only one space after each period. You should change the entire paper with only one space after each sentence. No participants will have had prior interventions. Parental consent is expected, of course. Thus, you do not write this here. Twenty-five participants will be randomly assigned to the ABA intervention group and 25 participants will be randomly assigned to the ABA and eclectic intervention group. Before interventions begin, the Vineland Adaptive Behavior Scales (author, year?) to measure what?, The Psycho-Educational Profile-Revised (author, year?) to measure what?, and the Bayley Scales of Infant Development (author, year?) to measure what? will be administered. One space The assessments will be re-administered 12 months after the start of interventions. It is expected that the ABA and eclectic intervention will show more benefits across many categories than the ABA only intervention. Based on your expected results, what do you conclude or suggest?
Introduction

Purpose

The ABA treatment program typically consists of one-on-one training, forty hours a week, for at least two years. This training method focuses on the acquisition of compliant behavior, imitation activities, language acquisition, and integration with peers using discrete trials (Committee on Children with Disabilities, 2001). Eclectic interventions such as Treatment and Education of Autistic and Communication Handicapped Children (TEACCH) was established with the mindset that significant improvements are made through teaching new skills and environmental accommodations, and the child’s treatment should be individualized, as well as structured. TEACCH interventions are typically less intensive and more holistic (Committee on Children with Disabilities, 2001). Play therapy typically consists of therapists and parents following the child’s lead through extensive play, or “floor time.” This intervention typically
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addresses the underlying problems in sensory modulation and processing, motor planning and affective integration (Committee on Children with Disabilities, 2001).

The purpose of this study is to test if children with Autism will show benefits from combining both Applied Behavioral Analysis (ABA) and eclectic interventions.

Justification

Autism has been a serious topic of discussion in the media during recent years. It is becoming more prevalent at alarming rates; Autism is the second most common serious developmental disability, behind mental retardation (CDC, 2008). The American Academy of Pediatrics and the CDC has said that there is presently no cure for Autism, but that interventions should provide structure, organization and direction for the child (CDC, 2008). There is not one preferred intervention, however many interventions including ABA and other eclectic interventions are recognized by the CDC (CDC, 2008). Children with Autism are often enrolled in school settings where different interventions are often utilized; because children with Autism often have a wide range of abilities, they present unique challenges (Iovannone, Dunlap, Huber & Kincaid, 2003). Such treatments as behavioral interventions, often more cognitive-based, have proven successful (Reichow & Wolery, 2008) with strong effects (Reichow & Wolery, 2008), especially in regards to IQ scores (Pullen, 2008). However, eclectic treatments such as social stories, often more skills-based, have also proven successful (Quirmbach, Lincoln, Feinberg-Gizzo, Ingersoll & Andrews, 2008). For instance, the Play Project (an eclectic intervention) has seen improvements in areas such as social skills and repetitive behaviors (Pullen, 2008). There have been reported cases where children with Autism did not benefit from behavioral interventions, more specifically ABA interventions, stressing the importance of
individual differences (Reichow & Worley, 2008); some of these individual differences may have been accounted for through combining interventions. Therefore, if behavioral and eclectic interventions are combined, IQ scores, cognitive-based skills, social skills and repetitive behaviors will improve because the combined programs are generally more comprehensive and individual differences are better accounted for.

Literature Review

Behavioral Interventions

Applied Behavioral Analysis (ABA)

There has been a large amount of research performed regarding behavioral interventions such as ABA, or Early Intensive Behavioral Intervention. Many of these interventions have proved effective. ABA treatments are typically used to help children with Autism achieve academic goals, more specifically, improve IQ scores (Pullen, 2008). Eikeseth (2008) reported that ABA-treated children showed significant improvements in standardized measures of IQ, language and adaptive functioning. Often, ABA treated children will also experience adaptive learning increases (Cohen, Amerine-Dickens, Mila, Smith, 2006), as well as skill acquisition (Howard, Sparkman, Cohen, Green & Stanislaw, 2004).

Although past research has stated that behavioral techniques have proven to be overwhelmingly effective, many family members suffer emotionally because the programs are so intensive (Grindle, Kovshoff, Hastings & Remington, 2008). Children with Autism who are participating in behavioral interventions typically attend specialized schools for up to 40 hours a week; not only are these programs timely, they are also very costly.
Eclectic Interventions

There has been some prior research on eclectic interventions such as social stories, play techniques, and Treatment and Education of Autistic and related Communication-Handicapped Children (TEACCH). Of the few studies concerning eclectic interventions, some have also been overwhelmingly effective. For instance, Pannerai, Ferrante, and Zingale (2002) found that the subjects in their study showed significant improvements in all areas (perception, gross motor skills, cognitive performance, total score and developmental age) except fine motor skills. Quinmbach, et al. (2008) indicated that children with Autism benefit from social stories because children with Autism are typically visual learners and need explicit social information in order to act appropriately. Children involved in a TEAACH study showed a significant decrease in behavioral problems during structured time (Pannerai, Ferrante, Caputo, n.d.). The researchers predicted that these behavioral problems decreased as a result of physical organization, work systems, and task organizations. Similarly, Hume and Odom (2007) found that individual work systems resulted in an increase in on-task behavior, participation and work completion. Tsang, Shek, Lam, Tang and Cheung (2006), implemented the TEACCH curriculum using Chinese participants. It was concluded that other cultures, more specifically Chinese-speaking individuals with Autism may benefit from the TEACCH curriculum. Play based therapies strive to improve the connections between child and society, more specifically child and parent (Pullen, 2008). Play based therapists believe that play is imperative for the emotional health of the child with Autism (Pullen, 2008). Behavioral interventions often focus on the deficits of the child and play is neglected; play is viewed as a reward. When play is limited, the child is no longer capable to develop the skills associated with play (Mastrangelo, 2009).

Combining Interventions
Reed, Osbourne, and Corness (2007) proposed the idea of a program consisting of intense one-on-one work, followed by more eclectic work. The researchers predicted that utilizing different interventions, which often enhance certain skills, may very well serve individual differences as well as provide a more well-rounded approach. For instance, Reichow and Worley (2009) determined that the Early Intensive Behavioral Intervention (EIBI) approach did produce strong effects, but not for some of the children. Therefore, they were able to conclude that EIBI does not meet the needs of all children with Autism. Skokut, Robinson, Openden and Jimerson (2008) stressed the importance of tailoring students’ programs to individual considerations, strengths and resources available. Using interventions such as social stories during short periods, even during down time, has proven successful (Iovannone, Dunlap, Huber & Kincaid, 2003). The researchers also predicted that using social stories, or other eclectic interventions, in conjunction with another intervention may also be very effective. However, it has not been confirmed that any single intervention will result in significant gains; therefore, it is vital to research and monitor all chosen interventions (Howard et al., 2004).

**Research Question**

After reviewing the literature, the following question arose: As measured by the Vineland Adaptive Behavioral Scales, The Psycho-Educational Profile-Revised (PEP-R) and the Bailey Scales of Mental Development, will children with Autism benefit from combining both Applied Behavioral Analysis (ABA) and eclectic interventions performed over one year?

**Method**

**Participants**
The participants of this study will be young children, female and male and of varying ethnicities, who have been recently diagnosed with Autism, by 42 months of age, whose parents have shown interest in enrolling in Meredith College’s Autism Program, an ABA-format program in downtown Raleigh. This information is too specific. You might have a privacy issue here. These children will have had no previous intervention services. Parents will complete a consent form if they agree to allow their child to participate in this study. Of the parents who consent to this study, 50 children will be randomly chosen using a simple random sampling method. Twenty-five participants will then be randomly assigned to a strictly ABA format program, and twenty-five participants will be assigned to a comprehensive ABA and eclectic intervention program. The Raleigh population is in line with the general United States population affected by Autism; it has been predicted that 1 out of 154 children in North Carolina, as well as in the United States, has Autism (Daniels, 2007). Raleigh, North Carolina has a population of 380,173 people, making it a smaller urban area. 60.6% are white, 28.8% are black, .0075% are American Indian, 4.58% are Asian, .0068% are Pacific Islander, and 6.43% are of another race; this is important because Autism does not affect one race more often than another. (City of Raleigh Communications Group, 2008).
External Validity Issues

The results of this study can be applied to many other populations. Raleigh’s demographics are similar to those of the United States in terms of the ratio of ethnicity too? I do not think so though. Do you have any reference for this statement? Raleigh also has a similar population of children with Autism as the United States. Similarly, Raleigh’s population is urban, but still comparable to a suburban population. This study, however, would be unlikely generalized to a rural population because?

Instruments

The Vineland Adaptive Behavior Scales (Pearson, 2008) measure social skills needed for everyday life in individuals ranging in age from birth to 90 years of age. There is a cost associated with this assessment, but anyone with a counseling-related Master’s degree can administer this test. This test consists of new norms to better match US census data, an expanded age range, updated content to reflect societal expectations, increased coverage of developmental disorders, a semi-structured interview format, and parent/caregiver rating forms. Reliability is relatively low for this particular assessment and ranges from .62-.78. The Vineland Adaptive Behavior Scales are administered as a semi-structured interview with the client. Each item is scored on a scale of 0-2 (0 being never performed without reminders, 1 being performed sometimes, and 2 being usually performed without reminders). Score interpretation procedures are found within the test manual.

The Psycho-Educational Profile-Revised (PEP-R, Schopler, 2005) identifies uneven developmental learning patterns. This test most appropriately used with children under a
preschool developmental age, and between a chronological age of six months and six years cite. The PEP-R offers information on developmental functioning in areas such as: imitation, perception, fine motor, gross motor, eye-hand integration, cognitive performance, and cognitive verbal areas. The PEP-R kit consists of an array of different toys that are used within structured playtime. The behaviors and responses are recorded by the clinician. Results are compared to a developmental scale in order to better understand functioning amongst peers cite.

The Bailey Scales of Infant Development (Bailey, 1993) measure the mental and motor development of infants from one to 42 months of age; the assessment consists of three scales, a motor scale, behavior scale and mental scale. It has been proven to have both high reliability and validity cite. In order to administer this assessment, a clinician must be trained in Bailey Scales. The Bayley Scales consist of three scales; the mental scale, the motor scale and the behavior rating scale. Each item in the scales is scored on a 5-point scale. All raw scores are standardized in order to compare functioning among peers cite.

**Design and Procedure**

This study will use an experimental research design with one experimental and one control groups. All parents of qualified children will receive a consent form to complete. Of the parents that return the form, 50 children will be randomly selected and 25 children respectively will be assigned to either an ABA intervention or an ABA and eclectic intervention. You have to be more accurate about the selection and assignments procedure here. You should change the above appropriately. Before the start of the interventions, the three assessments will be administered. The assessments will also be administered 12 months after the start of the interventions. All assessments will need to be administered to the children individually by a
qualified clinician, (Bayley certified and master’s level). This study will be conducted during the months of September and October in order to prevent holiday breaks, or illness, which will greatly affect the intensive 40-hour a week requirement.

The selected participants will be randomly assigned into two programs; one program where the ABA intervention will be used and another where both ABA and eclectic interventions will be used. Before interventions begin, all participants will be required to complete the three assessments. Once assessments have been completed, interventions will begin. In the ABA classrooms, the students will participate in typical ABA programs for 40 hours a week. These programs will consist of discrete trial analysis of skills such as, but not limited to: receptive language, expressive language, fine motor skills, gross motor skills, and self-care. An ABA-certified site, such as at Meredith College, will need to be utilized in order to ensure that programs are performed similarly. The students involved in the ABA and eclectic interventions will have 20 hours a week of the same ABA discrete trial analysis programs as well as 20 hours a week of structured play time, social stories, all tailored to the individual needs of the students.

**Timeline**

This study should take place over the following time period:

- **Month of June**: new referrals are collected and parents are informed of research study. Consent forms are distributed to those interested.

- **Early August**: Consent forms are collected. Participants are randomly assigned to intervention groups.
Throughout the month of August: Clinicians administer three assessments. Participants are not receiving intervention.

1st Monday of September, 2009: commence with Intervention.

Late August, 2010: Three assessments administered again.

Mid-September: Analyze and report data.

Threats to Internal Validity

The following threats to internal validity have been considered please try to identify the threats to internal validity AS MUCH AS you can. E.g., parents who give his or her consent will be different (this is also related to external validity issues too so that you should talk about this in your external validity section too); any other issues?

Implementation: Clinicians may be biased towards a specific intervention. To prevent this, all clinicians were asked to please follow the specific programs. All clinicians must have adequate prior training in the implementation of specific programs to ensure proper administration.

Mortality: Parents may not be completely satisfied with overall results. To prevent this, parents will be informed before and during the Interventions, that progress is typically slow when dealing with children with Autism. The parents will also be reminded that both interventions have proven successful. Because the intervention will take place over a full year, some participants will be lost. If this happens, there might be unbalanced numbers of participants between control and experimental groups, then what would you do?
In addition, because you assign them randomly, what issues may happen? What would you do to control those issues? Anyway, you have to think about all possible issues before you conduct the study. Please review the internal and external validity issues chapters in your textbook. In addition, think about how to control them too.

Data Analysis

For this study, an independent t-test will be conducted in order to determine if there is a significant difference between the ABA intervention group (control group) and the ABA and eclectic interventions group (experimental group). The means of the standard scores for the two groups from each assessment will be compared between the experimental and the control groups.

Results

It is expected that the ABA and eclectic intervention will show more benefits across many categories than the ABA intervention.

Discussion

Conclusions Based on the expected results from this study, what do you want to say? What do your results mean? Conclusions are about the meaning or interpretation of the results.

ABA interventions typically do not account for individual differences. What do you mean? Please clarify. Improvements are normally seen in IQ scores, but little improvements are made in areas such as social skills, or motor skills. There are benefits to both ABA interventions and eclectic interventions. Therefore, ABA and eclectic interventions performed simultaneously will account for individual differences as well as make improvements across many categories because electric intervention??
Implications

ABA interventions will no longer be considered as the only effective Autism intervention. Instead, Autism programs will be more comprehensive and will recognize individual differences, as well as make improvements across many categories. You have to talk about more than just this. Actually, your implications sound more like conclusions. Move this part into the conclusions part.

For your implications section, you have to write different things. Implications should include what the conclusions mean and based on the conclusions what you want to suggest to parents, teachers, counselors, administrators, or people who are working with similar population, to which the results from the sample that you used for your study here to be generalized.

Budget

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References


You have done an excellent job for your research proposal here. I am sure that you can make it PERFECT if you can address the issues that I have raised above.

If you have any questions about my feedback here, please let me know ASAP. I can explain better in person. I promise! 😊

Remember that you must review the Research Proposal Rubric very carefully again before your revise your paper.

Thank you for your good work so far in my class!
The Effect of Neighborhood Characteristics and Supportive Parenting on Urban Middle School Students’ Academic Achievement

ED F-65 Research Methods in Education
Kristin Sage-Wagner
Family Counseling, School of Education
The College of William and Mary
March 14, 2009
Dr. Kim
Spring 2009
Research Proposal
Abstract

Few studies have addressed the relationships among middle school students’ neighborhood, school, and family characteristics. The purpose of this study is to investigate the effects of neighborhood characteristics and parental support on 8th grade students’ academic achievement. The study uses a causal-comparative design with three academic achievement groups: high, average, and low achievers. It is expected that negative neighborhood characteristics will negatively affect academic achievement, even when parental support is controlled. It is also hypothesized that positive neighborhood characteristics and supportive parenting are highly interrelated to middle school students’ academic achievement. Based on your expected results, what do you conclude or suggest?
Introduction

*Purpose*

Bronfenbrenner’s ecological theory states that multiple social-environmental domains contribute to youth development and behavior (Bronfenbrenner, 1979). Many researchers have used this theory as the basis for their studies and have looked beyond the school microsystem for factors influencing school-related outcomes, but they have only focused on the school-family relationship thus far (Bowen, Bowen, & Ware, 2002). To add to this area of research, this study attempts to examine the effects of neighborhood characteristics and supportive parenting on urban middle school students’ academic achievement and examine how all three microsystems are interrelated.

*Justification*

Berliner (2006) concluded that for two students with identical educational backgrounds and with identical family backgrounds, the differences in educational attainment as a function of their neighborhood characteristics was between the 10th and 90th percentile on an achievement test. For adolescents living in urban areas, neighborhood characteristics such as violence or drug use and supportive parenting such as involvement in school activities or help with homework effected student academic achievement (Berliner; Gutman & McLoyd, 2000); academic achievement includes subject interest, grades, and GPA (Marchant, Paulson, & Rothlisberg, 2001). This research is important because students with low academic achievement have a higher drop out rate and thus, are more likely to be unemployed or earn wages that are substantially lower than students who graduated (Bowen et al., 2002).
Literature review

Neighborhood Characteristics

Neighborhoods communicate norms such as alcohol/drug use and academic achievement (Berliner, 2006). Violence in neighborhoods and schools effected academic achievement though not as much as expected; African American students experienced these effects the worst, while Caucasian students faced this problem the least (Bowen & Bowen, 1999). Parents are less able to respond to the emotional needs of their children in neighborhoods that contain negative influences, effecting education behavior such as academic achievement (Bowen et al., 2002). Henrich, Scwab-Stone, Jones, and Ruchkin (2004) concluded that sixth grade students who witnessed community violence felt less safe at school and were at greater risk for lower academic achievement over the two-year study.

The average achievement score among African Americans in affluent concentrated areas was 27 points higher than their scores in poverty concentrated areas; for whites the average achievement score in affluent areas was 20 points higher than their scores in poverty concentrated areas (Willie, 2001). Maggi, Kohen, Hertzman, and D’Angiulli (2004) concluded that neighborhood socioeconomic status predicted the proportion of academically competent children and continued to increase as grade level increased. Latino students who lived in low-income neighborhoods, faced discrimination, and felt unwelcome at school faced significant academic achievement challenges (Martinez, DeGarmo, & Eddy, 2004).

Supportive Parenting

When middle school students perceived their parents’ emphasis on the importance of education, they were more likely to do better in school (Gonida, Kiosseoglou, & Volala, 2007).
Parents who were invited by their children and teachers to participate in school activities were more likely to do so than parents who were not invited; these actions transferred into more participation at home (Green, Walker, Hoover-Dempsey, & Sadler, 2007). Parents with higher achieving students said they interacted with their child’s school more and urged their children to participate in community activities to support educational learning while parents with lower achieving students contacted the school only when there was a problem; students did not participate in community activities (Gutman & McLoyd, 2000). Malecki and Demaray (2006) found that low socioeconomic status Hispanic students who did not have supportive parents had a lower GPA than students who had supportive parents and came from a high socioeconomic status family.

African American students with highly supportive parents and teachers had higher academic achievement than did their peers (Gutman & Midgley, 2000). The combination of supportive parenting and supportive teachers led to more positive academic achievement than any one or no contextual factor (Marchant et al., 2001). Similarly, parents who discussed their adolescents’ problems with them as opposed to using punishment, had a more positive view of teachers and the classroom along with higher academic achievement (de Brun, Dekovic, & Meijnen, 2003). Xu and Corno (2000) found when parents created a home environment that was conducive to completing homework, and created emotional support when homework became difficult, students’ academic achievement and grades increased at school.

**Research hypothesis**

By investigating the effects of neighborhood characteristics and supportive parenting on middle school students’ academic achievement, it is hypothesized that neighborhood...
characteristics will significantly affect the academic achievement of middle students even when supportive parenting is controlled. It is also hypothesized that neighborhood characteristics and supportive parenting are highly interrelated to middle school students’ academic achievement.

**Definition of terms/variables**

For a complete list of terms/variables on race/ethnicity, achievement, neighborhood characteristics, and parental support see Appendix.

**Methods**

**Participants**

The participants of this study will be eighth grade middle school students attending an under-funded, inner-city school in Southeast Virginia. This is a convenience sample. Parents or guardians will be issued a consent form permitting students to participate in the study; students will be informed they can stop participation at any time. Only one space after each period. You should change the entire paper with only one space after each sentence. They will also be issued a questionnaire to determine parental support and socioeconomic status (SES). This should be an under your procedure section. Sixty students whose parents are highly involved with school administrators or teachers and with low SES incomes will you wrote that it is a convenience sample so that you do not choose them randomly to participate in this study. The United States Census Bureau stated that the city of Hampton was made of 49.5% Caucasians, 44.7% African Americans, 2.8% Hispanics and 2.4% biracial compared with 80% Caucasians, 13% African Americans, 15% Hispanic and 2% biracial nationally(Census, 2000; 2007). Students included in the study will consist of diverse characteristics; students will be both male and female and include students who identify themselves as African American, Caucasian, Hispanic
and Asian students. You cannot say just like this. You have to describe the characteristics of the participants who you are using. However, if you do not know about them at all, you can describe the characteristics of the schools or school district. You can look for information like this… E.g., Ethnicity ratio, reduced lunch or free lunch ratio, the levels of the achievement scores or state-mandated test scores, rural, urban, or suburban setting, big or small city, etc. whatever available.

External Validity Issues. Because of this, you have to describe the characteristics of the participants (or the setting) very in detail so that you can generalize the results from your study to the population that has similar characteristics to yours.

Generalizability may be an issue for a couple reasons. Parents who give consent for their child to participate in this study may have different characteristics than parents who do not give consent. For example, parents who consent to this study may have more time and resources than parents who do not participate even though they are already active within the school and give parental support at home. A second external validity issue in this study is race or culture. Since race and culture are interrelated and this study uses African Americans, Caucasians, Hispanics, and biracial students, culture at home may influence outcomes; school culture may also influence outcomes if it is different from the home culture. For example, Hispanic students may have a different home culture than African Americans and when going to middle schools with mostly African American students may adopt that culture at school and return to their Hispanic culture at home.

The results of this study can be generalizable. First, subjects identified themselves as African American, Caucasian, Hispanic or Biracial which are the largest majority and minority populations. Second, the results can be generalized to middle school students attending under-
funded, inner-city or urban schools in Virginia. Results may be generalized to low SES minority students across the United States though population statistics may slightly differ. Third, external validity to ethnicities is specified. Students included in the study are first or second generation citizens, making results more specific and unambiguous.

Instrument

To select students with low socioeconomic status and parents with high parental support, parents will first be given a questionnaire on these topics. Questionnaires will be returned within one month of distribution.

To place students in groups according to academic achievement, students will be given the Middle Grades Assessment (MGA). The MGA is a test administered to eighth grade students providing comprehensive school level data about a student’s academic achievement level through their perception of school and classroom experiences (Southern Regional Education Board, 2009). The test is composed of three subjects: reading, mathematics, and science; the test is coupled with a student and teacher survey. Depending on the academic achievement level of students, subjects will be divided into groups: low achievement, average achievement and High achievement.

Data on the effects of neighborhood characteristics and parental support will then be collected using the School Success Profile (SSP), a self-report survey questionnaire that is based on Bronfenbrenner’s ecological perspective (Richman, Rosenfield, & Bowen, 1998). The SSP assesses students’ perceptions of their family, school, neighborhood, friends, and physical and psychological health. For example, the section pertaining to “family” will contain items related to parental support and family interaction; “school” items will be related to grades and school efficacy; “neighborhood” items will be related to neighborhood safety and satisfaction; “friends”
items will include questions about trust and extent of getting along with friends; and “physical and psychological well being” will include feelings of confidence and self-image.

**Design**

The SSP will be issued in this causal-comparative study. A cohort of eighth grade students will be given the MGA to account for academic achievement level. Subjects will be divided into low achievement, average achievement, and high achievement groups and then will be given the SSP questionnaire asking about their perceptions of family, school, neighborhood, friends, and physical/psychological health during the end of their eighth grade year. Students will be surveyed by the same instructor for both questionnaires. Due to subject characteristics, the proportion of students in each group will be comparable to other student groups with regard to gender and ethnicity.

**Procedure**

Students will have one month to obtain parental consent and complete the questionnaire on SES and parental support before part one of this study. Sixty students who return consent forms will be chosen at random from three eighth grade homeroom classes to participate in this causal-comparative study. Students will be divided into three groups of low achievers (experimental group), average achievers and high achievers. Students will be asked to complete the MGA test and then complete an additional survey in an hour and a half; teachers will also complete a survey. Part two of this study, the SSP, examines neighborhood and parental characteristics will be administered one month after the MGA test and will also last an hour and a half.

Before each questionnaire is given, the instructor will give directions to students. Students will be given both questionnaires in the cafeteria and will sit one chair apart. Tests will
be given after students’ first period class. During test time, the instructor will remain present to ensure students do not cheat.

**Timeline**

This study will take place over the following time period:

- Beginning of March: parental consent forms and questionnaire are distributed
- Beginning of April: all parental consent forms and questionnaires are returned
- Last week in April: MGA is administered
- Last week in May: SSP administered

**Internal Validity**

**Location:** Location of the test, the cafeteria is the same in both studies therefore threats to internal validity are limited. Students sit at the same tables and sit a seat apart during both tests.

**Subject characteristics:** The subject characteristics are maintained throughout the study; all students are from a low SES, subjects are male and female. Though this may be a problem, the comparison groups have the same gender and ethnicity proportions. Ethnicity may also be a problem, but is controlled for by matching the three groups with an equal number of ethnicities in each group. Social desirability bias may be found in this study, though researchers can look at students GPA and other related characteristic to verify questionnaire results.

**Mortality:** Though the time between both questionnaires is one month, mortality may be an issue. For example, parents may change their minds and not want their child to describe their home life. Mortality does not seem to be a big threat though it does exist. Try to identify the threats to the internal validity of your study AS MUCH AS you can because you have to think...
about all possible issues before you conduct the study. In addition, think about how to control them too. Please review the internal and external validity issue chapters in your textbook.

**Data Analysis**

On the MGA, standardized scores will be calculated along with standard deviation and mean. On the SSP, the standard deviation and mean will be calculated. You have to talk about what scores form what instrument you are comparing; which relationship between what and what are you looking at? In order to answer each of your research questions, you have to describe what numbers you are looking at here and how you compare or how you find relationships.

**Results**

It is expected that the experimental group causal comparative studies cannot have an experimental group because you cannot or should not give any intervention (low achievers), who have experienced more negative neighborhood characteristics even after parental support is controlled, will have lower academic achievement. The relationship between parental support, positive neighborhood characteristics, and academic achievement is expected to be significant.

**Discussion**

Based on the expected results from this study: what do you want to say about your results? What do your results mean? Conclusions are about the meaning or interpretation of the results. This study will also provide information on how all three microsystems are interrelated. Because it is important that students who are low achievers do not drop out of school, discussing the ways to improve academic success when negative neighborhood characteristics affect students is important. Additionally, it is also important to examine the
relationship between supportive parents and neighborhood characteristics with their students because parents may be unaware of neighborhood stressors effecting academic outcomes.

**Implications**

Implications should include what the conclusions mean and based on the conclusions what you want to suggest to parents, teachers, counselors, administrators, or people who are working with similar population, to which the results from the sample that you used for your study here to be generalized. The implications of this study are that parents and educators ignorant of the effects of the microsystems discussed may set their children/students up for failure. By being aware of these effects, teachers may be better able to stimulate students during class and positively affect neighborhood issues; parents may try to stimulate change in the community.

**Budget**

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<td>School Success Profile</td>
<td>Measures perceptions of family, school, neighborhood characteristics and mental/physical well-being</td>
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References


April 11, 2009.


You have done an excellent job for your research proposal here. I am sure that you can make it PERFECT if you can address the issues that I have raised above.

If you have any questions about my feedback here, please let me know ASAP. I can explain better in person. I promise! 😊

Remember that you must review the Research Proposal Rubric very carefully again before your revise your paper.

Thank you for your good work so far in my class
Appendix

Race/ethnicity

- African American students are first or second generation Americans and have identified themselves as non-Caribbean African Americans.
- Caucasian students are from non-Hispanic, European descent
- Hispanic students are first or second generation Americans; are of Mexican or Puerto Rican heritage

Achievement

- Low scores on MGA: below 59%
- Average scores on MGA: 60% to 79%
- High scores on MGA: 80% and above

Neighborhood characteristics include

- Violence
- Drugs
- Teen pregnancy

Parental Support

- Help with homework
- Involved with teachers/administrators
Enhancing Future Orientation to Improve Academic Achievement among Middle School African American Males

Tamara Simmons

EDUC F65: Research Methods in Education

Dr. Kyung-Hee Kim

School of Education

The College of William and Mary
Abstract

This study seeks to provide an intervention for improving academic achievement among African American adolescent males. A relationship has been found between future orientation and academic achievement. Using an experimental design, 60 7th and 8th grade African American males will be randomly assigned to the School-to-Jobs program (Oyserman, Terry, & Bybee, 2002) or a control group receiving tutoring; both lasting 9 weeks. Their future orientation scores measured by two subscales of the Future Orientation Questionnaire (Nurmi, Seginer & Poole, 1990) and academic achievement measured by quarter grades in core courses will be obtained at the beginning and end of the study. It is expected that the School-to-Jobs program will improve academic achievement and enhance future orientation. Based on your expected results, what do you conclude or suggest?
Enhancing Future Orientation to Improve Academic Achievement among Middle School African American Males

Justification

The experiences of African American males in the U.S. are significantly different, when compared to males of other ethnic and racial groups and furthermore to their female counterparts, especially in educational attainment (Brown, & Jones, 2004; Kaiser Family Foundation, 2006). They are disproportionately represented in the criminal justice system (U.S. Department of Justice, 2005), their unemployment rate is over twice the rate for White, Hispanic, and Asian men (Bureau of Labor Statistics, 2005), and there continues to be a divergence in educational attainment of African American males and their female counterparts.

African American females are graduating from high school at higher rates than males and are also attending college and graduate programs in greater numbers (Saunders, Davis, Williams, & Williams, 2004; U.S. Department of Education, 2008). Although over the past two decades women’s educational attainment in all racial and ethnic groups in this country has surpassed that of their male counterparts (Saunders et al., 2004), the difference between the percentage of African American males and females completing high school by age 19 continues to be almost twice as large as other racial and ethnic groups (U.S. Census Bureau, 2001).

Purpose of Study

While one cannot conclude that lower academic achievement causes the aforementioned disparities, it is necessary to highlight how academic achievement relates to these issues. Such that, individuals in the criminal justice system, report lower educational attainment than those in the general population (U.S Department of Justice, 2003) and while a high school diploma does not guarantee a job, it increases the chances of being employed, is a requirement for pursuance of
postsecondary education, is key in determining future life outcomes (Saunders et al., 2004), and increases earning potential (U.S. Census Bureau, 2004). Recognizing the impact that academic achievement has on life’s outcomes, steps need to be taken to better meet the needs of young African American males (Bailey, & Bradbury-Bailey, 2007; Kerpelman, Eryigit, & Stephens, 2008; Noguera, 2003; Saunders et al.). Yet, too much time has been devoted to discussing the plight of African American males rather than developing potential solutions to alleviate the disparities (Garibaldi, 1992). Therefore, the purpose of this study is to determine the effect that enhancing the future orientation of middle school African American males has on their academic achievement.

Literature Review

Future orientation has been the focus of much research with adolescents since thinking and planning for the future are significant tasks for them (Nurmi, 1991). Future orientation is defined in terms of three psychological processes: 1) motivation—goals are set based on comparison between motives and values and expectations for the future; 2) planning—determine how to attain these goals; and 3) evaluation—evaluate the possibility of realizing goals and of following through with constructed plans (Nurmi, 1991).

Expectedly, research with African American students has found a relationship between future orientation and academic achievement. Brown and Jones (2004) found that students who indicated strong orientations toward the future were more inclined to view education as more useful for attaining success later in life and additionally indicated higher perceived intrinsic value for academic work and activities. In addition, Oyserman, Gant, and Ager (1995) found a relationship between balance in possible selves and effort invested in school. A balanced
possible selves associates high academic achievement with positive images for the projected future and low achievement with negative images of the potential future (Oyserman et al., 1995).

This relationship found by Oyserman et al. (1995) was stronger for males than females, which suggests that having the ability to visualize oneself as achieving or failing to achieve appears more motivating for middle school African American males. However, research has found them to be less future-oriented than females. Kerpelman et al. (2008) found that not only was African American males’ average level of future education orientation lower than females’, but their levels, regardless of their current achievement, were similar to each other and lower achieving females. Honora (2002) similarly found that higher achieving girls tended to discuss more goals and expectations than boys or lower achieving girls. Oyserman et al. also found that African American females were more likely to have balanced possible selves in the academic domain.

Development of future orientation is not a simple matter as it is develops within cultural and institutional contexts, is learned in social interaction with other people and may be influenced by other psychological factors (Nurmi, 1991). Cultural and institutional contexts and social interaction, such as negative stereotypes (Steele & Aronson, 1995), historical racism and exclusion of African Americans from educational and occupational opportunities, have been identified as possible contributors to the difficulty some African American males experience in connecting present academic achievement to future options (Graham, Taylor, & Hudley, 1998; Honora, 2002; Noguera, 2003; Oyserman, Terry & Bybee, 2002).

Such factors are especially important during adolescence because adolescents’ awareness of how they fit into the larger social context is steadily increasing thus, race- and gender-matched role models can provide invaluable information to address possible concerns about their future
role in society (Zirkel, 2002). Bandura (1986) suggested that identification with a role model influences the degree to which a person can be inspired by the role model and evidence that dissimilar individuals succeed does not necessarily convince an individual that they can attain similar results from their efforts. In support of this hypothesis, Karunanayake and Nauta (2004) found a significant relationship between students’ race and the race of their identified role models for both African American and Caucasian college students. More specifically with adolescents, Zirkel found that those with race- and gender-matched role models performed better academically than those without matched role models 14 to 18 months after the role model assessment was taken.

Thus, the aim of this study is to develop a means of improving the academic achievement of African American males by focusing on their personal attitudes and behaviors toward their future and academic achievement and by providing them with potential African American male role models. Oyserman et al. (2002) found a nine-week program that highlighted and enhanced the relevance of school to attaining one’s possible selves in a culturally relevant context to be effective at bolstering the academic possible selves and improving the school engagement of middle school African American students. In addition to Oyserman et al.’s School-to-Jobs program, African American male college students will serve as facilitators thus providing further benefits for the participants. The following research question is proposed: Does a future-oriented intervention improve academic achievement in lower-achieving African American male middle school students?

Hypothesis

Lower-achieving African American male middle school students who participate in the nine-week School-to-Jobs program will improve academically and become more future-oriented.
The School-to-Jobs program will provide a greater increase in grades and future orientation scores than tutoring.

Lower-achieving students are those students identified as earning a 78 (mid-C) or lower or and/or an I in at least two of their core courses (English, Mathematics, Science, Social Studies). An I stands for incomplete indicating that the student has not completed all assignments and will not receive a grade until doing so. Earning a C exemplifies a satisfactory level of performance in which the student has completed average work and has mastered many of the objectives of the class. Earning below a C means that the student either needs improvement in performance as the student has done below average work and has mastered few of the course objectives or has exhibited an unsatisfactory level of performance as the student’s work is below an acceptable level for the course (Newport News Public School, 2009). Academic achievement will be measured utilizing students’ numerical grades for each of the four quarters of the school year. Future orientation will be measured using the education orientation and career and work orientation subscales of the Future Orientation Questionnaire (Nurmi, Seginer, & Poole, 1990). Students will either be assigned to the School-to-Jobs treatment group or a control tutoring group. The treatment group focuses on helping students develop strategies for setting and reaching future goals and the control group focuses on helping students with the core areas that warranted their participation. Both groups will last for nine weeks during the third quarter of the school year.

Method

Participants

Participants will be 60 lower-achieving African American male seventh and eighth grade students. They attend a middle school where there are approximately 1,010 total students, of
which about 62.7% are African American, 26.5% White, 7% Latino, 2.7% Asian, and 0.9% Native American (Minu Net Guide, 2009a). The school district is located in a southeast Virginia city where the population is approximately 180,000, the median household income is $46,082, and non-single residences represent 66.5% of the population (Minu Net Guide, 2009b).

Potential participants will be identified by asking teachers, counselors, parents, and administrators for students who meet the above criteria. Once potential group members have been identified, their parents will be provided a demographic survey and a comprehensive consent form outlining the study’s purpose: to meet with students after school for nine weeks in hopes of improving academic achievement. Sixty participants will then be randomly selected from all students who received parental consent and 30 students will be randomly assigned to either the treatment or control group.

**External Validity Issues**

The advantage of using this study is that it is convenient as the students are available and the school and parents are receptive to the intervention. However, the major disadvantage of using this sample is that it cannot be considered to be representative of the population because??.

Therefore, generalizability is limited, but demographic and other important characteristics are included to encourage replication. Thus, you can generalize the results from your study to whom??.

**Instruments and Data Analysis Plan**

**GOOD**

**Future Orientation**: Future orientation will be measured using the education and career and work subscales of the Future Orientation Questionnaire (Nurmi et al., 1990). Participants
will respond to 18 items; 8 education orientation items such as, “How often do you think about or plan your studies” and 10 career and work orientation items such as, “How often do you think about and plan your future career?” Future orientation will be calculated using a five-point Likert scale ranging from one (not much thought or planning for the future) to five (having serious thoughts and plans for the future). A higher score indicates more thoughts toward and planning for the future. Reliability scores for previously conducted studies by Nurmi et al. ranged from .48 to .79 for education and .55 to .81 for career and work which were in acceptable range for most studies (Kerpelman & Mosher, 2004). No validity information could be located.

**Academic Achievement:** Academic achievement will be measured utilizing students’ numerical grades in their core courses which they earned a 78 or lower or an I which can be obtained from their respective teachers. For example, if a student receives a D the researcher will obtain the exact numerical value, such as 73. In the case of a student receiving an I, their grade will be calculated before the missing assignments are graded.

**Demographic Variables:** The participants’ age, current grade, family structure, each parent’s educational attainment, and socioeconomic status will be obtained from parents during parental consent. The participants’ attendance history will be obtained from their individual files.

All participants will complete the future orientation subscales both prior to and following the interventions. Averaged first and second quarter grades in low-achieving core courses will serve as a baseline and third quarter and fourth quarter grades will be examined post-intervention. The gain scores for both future orientation and academic achievement will be calculated to obtain the frequencies and means for both groups. Using this data to determine that a difference exists, a t-test for independent means will be used to compare the future orientation means for the School-to-Jobs program and the tutoring group. As the program will complete
simultaneously with the end of the third quarter, the gain scores between the third quarter and the baseline will be calculated and the gain scores will also be calculated for the fourth quarter grades and the baseline. A t-test for independent means will be used to compare the academic achievement means for the School-to-Jobs program and the tutoring group at both intervals.

**Design and Procedures**

This study uses the randomized pre-test/post-test experimental design in which participants are randomly assigned to either the experimental or control group. The study will begin during the beginning of the school’s third quarter which begins during the last week of January and lasts until the first week of April. Participants’ first and second quarter grades in core courses will be obtained and serve as baseline academic achievement.

For nine weeks, all participants will participate in weekly 90 minute sessions after school so that it does not interfere with the students’ academic schedule. All participants will complete the future orientation scales during the first session and prior to receiving any intervention. The participants in the control group will receive tutoring in core areas that warranted their participation from six volunteer graduate students enrolled in the curriculum and instruction program at a nearby university. The tutoring group will utilize one classroom and one tutor will be assigned to tutor five students using methods of their choice.

The participants in the experimental group will be split into two groups of 15 in order to ensure smaller group sizes. Each group will be facilitated by two African American male graduate students from a nearby university. The facilitators will be selected by the researcher and have to meet the following criteria: a second year graduate student in the M.Ed. counseling program and have completed an introductory group theory and techniques course. The facilitators will lead the group utilizing the School-to-Jobs program (Oyserman et al., 2002)
format for which the sessions are outlined below (page number (if you copied the ones below directly from the article or book), author, year?):

(1) **But, you need to make this short: Just describe each briefly** Creating a group (Goal: create a positive sense of membership and set the stage for school involvement and adult possible selves). Facilitators and participants share expectations and concerns about program content, and participants develop program rules. Activities include introducing one another in terms of skills and abilities to succeed academically, human knot and other activities which build the idea that group members have positive attributes related to school achievement and that others also want to do well in school.

(2) **Adult images** (Goal: to create a concrete experience of imagining adulthood). Participants choose among pictures portraying adults in the domains of work, family, lifestyle, community service, health and hobbies. Each participant in turn describes his or her images. Pictures are of [African American] adults of various ages. Making choices and hearing others’ choices provides an opportunity for thinking about the future and the domains involved.

(3) **Timelines** (Goal: to concretize the connection between present and future and to normalize failures and setbacks as part of progress to the future). Participants draw personal timelines from the present as far into the future as they can. Facilitators define *forks in the road* (choices that have consequences) and *roadblocks* (obstacles placed by others and situations—lack of financial resources, racial and/or sexual discrimination). Participants draw at least one of each as part of their timeline. Discussion connects current activities to future
visions, and youth give and receive group feedback on sequences and ways to go around obstacles.

(4) Possible selves and strategies boards (Goal: to concretize the connection between current behavior, next year, and adult attainments). Using poster board and colored stickers, participants map out their next year and adult possible selves and the strategies they are using now or could use to work on these. Next, participants map out the school-related possible selves represented in the class and the strategies used to work on these. Participants using particular strategies have a chance to explain what they are doing and guide participants not currently using these strategies through obstacles preventing their use.

(5) Solving everyday problems I (Goal: to provide participants with concrete experience breaking down every day school problems into more manageable parts). Working together reinforces components of racial identity (they all care about succeeding in school and others can be resources). In prior sessions, solo activities were the springboard to group discussion. The next sessions use a group activity as springboard because participants are confident enough in one another to work together in small groups. Participants solve logic problems together, developing a strategy of writing down the known to solve for the unknown. Using this success as a springboard, each group develops strategies for handling a set of school-focused problems (doing poorly in math class, a big history assignment) by first listing the questions they must ask themselves or get information about prior to deciding on a course of action. The session ends with full group discussion of questions raised and decisions made.
(6) Solving everyday problems II (Goal: to reinforce participants’ ability to make school-related plans for the future and the need to reach out to adults to accomplish this). Using the same small group format as in the previous session, participants develop a list of requirements for high school graduation and prerequisites/skills needed for entry into college and other training, then work as a large group to find out about the actual requirements for local educational institutions. This is connected back to the adult visions, timelines, and strategy board sessions—helping youth see the process by which they can attain the adult selves they have imagined and deal with possible obstacles.

(7) Wrapping up, moving forward (Goal: to organize experiences so far and set the stage for bringing parents to the group). Participants “walk through” the program by discussing what they did in each session, what they learned in each and what they liked and disliked about the program so far. Parent or other important adults’ involvement is discussed with a focus on how these adults from the youth’s own racial community can help youth on their pathways to adulthood. Youth explore the similarities and differences they see between their own experiences and those they imagine their parents had.

(8) Building an alliance and developing communication skills (Goal: to allow youth and parents to state their concerns for the student in the coming year, see limitations of current communication skills in handling these concerns, and practice another model in a structured setting). First, parents and youth introduce one another and youth lead a review of previous sessions. Then parents and youth separate to discuss what concerns each have about
transitioning [to the next grade]. These concerns form the basis for discussion of how to communicate with one another on important topics. Facilitators role-play parent and youth suggestions and then formulate a model of communication including active listening and “taking the floor.” Parents pair off with their own youth to try out being an active listener and taking the floor. Each has a chance to experience each role, so each raises and reacts to a point of concern. Afterwards participants talk about the experience and commit to practice this skill before the next session. This section focuses on racial identity by highlighting connections between parents and youth, the importance of school, and difficulties encountered along the way.

(9) Jobs, careers, and informational interviewing (Goal: to identify gaps in knowledge about how schooling links to careers and provide youth with skills to obtain this information). First, parents describe how they got their current job (or strategies they have tried to get jobs in the past if not currently employed) and youth describe how to find out about jobs and careers. Facilitators highlight parent and youth frustration about connecting qualifications and experiences to desired careers and jobs, thus introducing the concept of informational interviewing. Parents and youth practice informational interviewing and then utilize this skill to do informational interviews with community members who join the group at this point. Then participants discuss ways that they can use informational interviewing at a number of junctures in the future. Youth talk about barriers to contacting people in the community who have jobs that seem of interest to them. Community members discuss ways to make contacts, responding to specific
concerns raised by youth and giving youth a chance to role-play these strategies. This session focuses on racial identity components by highlighting role models from youth’s racial community. 

At the completion of the program’s nine-week period, participants’ will complete the future orientation questionnaire and third quarter grades will be obtained. The fourth quarter grades will also be obtained upon the end of the school year.

**Internal Validity Issues**  You have to discuss each threat to the internal validity of your study separately. Please review the internal validity chapter of your textbook and think about each threat on the book.

There are a couple threats to internal validity that are practically impossible for the researcher to control or minimize. These include history threat and mortality threat. Mortality threat is a potential problem, especially since the study occurs over a nine-week period. This threat is very difficult to control and thus the researcher will attempt to minimize any losses by keeping the students engaged in the sessions. However, the researcher has no way of knowing if a specific event will occur that may affect the participants’ responses. Utilizing a comparison group who may also experience the same event can be one method of controlling for history threat; however, each individual will be exposed to different events.

There are some threats that can be controlled by utilizing a comparison group. For example, utilizing a pretest-posttest design jeopardizes the internal validity by introducing testing threat. Participants may be primed to the purpose of the intervention and thus be more receptive. Any improvements may not solely be the result of the intervention. Maturation threat is another
threat as the study occurs over a nine-week period and utilizes pre-post data. Regression threat is also a threat to internal validity as the participants are those who are less than “average” students. Thus, it is expected that their grades will improve without intervention. The attitude of the subjects is another threat to internal validity because the participants may be receptive to the intervention merely because it is novel or the control group may react negatively if they become resentful. This threat is controlled as the control group does receive some form of treatment by receiving tutoring from graduate students. Thus, having a comparison group which one can compare the results increases the researcher’s ability to state that the differences occurred as a result of the intervention and are not chance occurrences.

**Location:** like this, you put the name of the threat first and then describe the threat and then talk about how you can control it. Threat is another potential threat. However, this threat will be controlled for by identifying locations that will be available for every session for each group during the nine-week period and utilizing them for each session. Lastly, implementation threat can also occur as different students will facilitate the two treatment groups and may implement the materials in different ways. However, the researcher will select the individuals who will conduct the groups evaluating their group skills, provide them with the program that will be implemented, instruct them on how to follow the program, and observe numerous group sessions offering the facilitators feedback. **Try to identify the threats to the internal validity of your study as much as you can.**

**Results**

The expected results are that students who participated in the School-to-Jobs program will exhibit a greater increase in academic achievement and future orientation, as a result of the intervention.
Based on the expected results from this study: what do you want to say about your results? What do your results mean? Conclusions are about the meaning or interpretation of the results.

**Implications**

Implications should include what the conclusions mean and based on the conclusions what you want to suggest to parents, teachers, counselors, administrators, or people who are working with similar population, to which the results from the sample that you used for your study here to be generalized.

Structural and cultural changes are the ultimate goal, but as these changes have to occur over an extended period of time it is necessary to implement practices that can produce effects in the short term. The disparities experienced by African American males, such as incarceration and unemployment rates, and their connection to educational attainment emphasizes the importance of providing services that make it possible for them to reach their full potential and become contributing members of society.
References


Nurmi, J. E., Seginer, R., & Poole, M. (1990). The *future orientation questionnaire*. Helsinki, Finland: University of Helsinki, Department of Psychology.


You have done an excellent job for your research proposal here. I am sure that you can make it PERFECT if you can address the issues that I have raised above.

If you have any questions about my feedback here, please let me know ASAP. I can explain better in person. I promise! 😊

Remember that you must review the Research Proposal Rubric very carefully again before your revise your paper.

Thank you for your good work so far in my class!
Implementing Wexler’s Innovative Skills, Techniques, Options, and Plans for better relationships (STOP) Domestic Violence Program:
The Effectiveness of Abridged Group Treatment
ED F65: Research Methods in Education, Spring 2009
Dawn F. Skidmore
Community Counseling
School Psychology and Counselor Education
The College of William and Mary
February 21, 2009
Kyung-Hee Kim
You have to follow the Rubric for this: Abstract is complete in giving the reader a clear idea of the contents. Abstract includes less than 120 words, & the purpose & major variables described. The number & type of participants & the measuring instruments & design used are properly described. The procedures, major results, & conclusions described in brief.
Introduction

Purpose of the Study

This study is designed to evaluate the efficacy of utilizing Wexler’s Innovative Skills, Techniques, Options, and Plans for better relationships (STOP) Domestic Violence group therapy program in an abridged format, lending particular attention to the needs of group members. The STOP manual is intended for use in designing a 26- or 52-week long group program aimed at improving offenders’ actions and behaviors, ultimately empowering them to choose healthier, more appropriate methods of communication with their loved ones (Robinson, 2008).

Justification

With incidence of domestic violence remaining high, the effectiveness of intervention programs is unclear (Day, Chung, & O’Leary, 2009). While the STOP Program is based on comprehensive research (Wexler, 2006), its effectiveness is not discussed in the literature. Additionally, the length of the program as designed is impractical in settings working with limited resources. An abridged program, tailored to the needs of group members, may be an appropriate and practical alternative. Research is necessary to determine whether such a program – designed using Wexler’s framework but shortened in duration – will be effective in treating domestic violence offenders.

Literature Review

Recent research on the topic of domestic violence has uncovered an increasingly complex series of factors, characteristics, and implications. Jennings and Murphy (2000) discovered that male-on-female violence is rooted in alienation among males, who may project deficits in self-esteem, emotional development, and social relatedness onto their relationships with women.
Similarly, Bornstein (2006) elaborated on the connection between female economic dependency and domestic violence by establishing a link to male emotional dependency. Eisler, Franchina, Moore, Honeycutt, and Rhatigan (2000) reported high levels of masculine gender role stress among males as a risk factor for domestic abuse. Building on these findings, Schwartz and Waldo (2003) used the Gender Role Conflict Scale (O’Neil, Helms, Gable, David, & Wrightsman, 1986) to identify a significant reduction in Gender Role Conflict Stress among participants of a group that focused directly on the contribution of conflicts (as opposed to flaws in offenders and their upbringing) to domestic violence incidents.

A number of recommendations have been made regarding the future of domestic violence treatment plans. Jennings and Murphy (2000) advocate for the continued utilization of group therapy, arguing that the group provides opportunity not only for education and growth but also for immediate trials and feedback of relational skills. Bornstein (2006) calls for an integrative plan addressing emotional dependency in treatment programs for domestic violence offenders. Stuart and Holtzworth-Munroe (2005) suggest that targeting the topics of impulsivity, substance abuse, and marital dissatisfaction jointly could address identified factors contributing to domestic violence. Encouraging information came in the ability of violent couples to utilize effective communication skills to discuss neutral and low-conflict situations, leading Ronan, Dreer, Dollard, and Ronan (2004) to suggest that communication skills be taught in such a way that directly addresses application to high-conflict disagreements. An overview by Day, Chung, and O’Leary (2009) calls for “greater sophistication” in both understanding and treatment of domestic violence by identifying participant needs and making programs engaging and motivating. A group treatment program designed to decrease the levels of stress men experience
as a result of gender roles would seem promising, particularly if that same group were able to effectively improve communication skills in high-stress situations.

Wexler’s STOP Program – A Comprehensive Approach

The STOP Program fills this need with a program that emphasizes hope and works to reduce the shaming typically experienced by group members (Wexler, 2006). The program gives significant consideration to the four offender types – generally violent aggressor, family-only, low level antisocial, and borderline/dysphoric – initially identified by Holtzworth-Munroe, and Stuart (1994), re-examined in 2000 (Holtzworth-Munroe, Meehan, Herron, Rehman, & Stuart), and identified by Johnson and Ferraro (2000) as one of two major themes that emerged in 1990s domestic violence research. Additionally, Wexler’s (1999) program emphasizes the concept of the “Broken Mirror,” a suggestion that a man’s interpretations of criticism from the woman he loves is skewed by shaming events in childhood. Based on this premise, Wexler (1999) proposes that clinicians work to create a “deeper sense of self-respect and more grounded sense of self” within domestic violence offenders to enable them to function well within romantic relationships.

Considerations of Treatment Duration

Ashcroft, Daniels, and Hart (2003) identified greater reductions in recidivism in a 26-week program than in an 8-week model, but Gondolf (2008) found a low 55% completion rate among participants in a 16-week group program. Implications of this attrition could be very important, based on McMurray and Theodosi’s (2007) finding that offenders who exited a program early had a higher rate of re-offending than those who did not begin a treatment program at all. The STOP program is designed to run for either 26 or 52 weeks, with each
session lasting two hours (Wexler, 2006), but practical considerations could prohibit this in actual practice.

Research Question

First identified by O’Neil, Helms, Gable, David, and Wrightsman (1986), Gender Role Conflict (GRC) is defined as a “psychological state in which socialized gender roles have negative consequences for the person or others, [occurring] when rigid, sexist, or restrictive gender roles result in restriction, devaluation, or violation of others or self” (O’Neil, 2008). GRC has been significantly correlated to men’s interpersonal and sexual violence against women. Therefore, we will use it as a measure in our study, which will examine whether Wexler’s STOP program, abridged to a 16-week program at one hour a week, reduce the risk of re-offending among court-ordered participants, as demonstrated by reduced GRC levels in participants.

Method

Participants

Participants will include between 15 and 24 men who are members of STOP group treatment programs in a rural setting in southeastern Virginia. Members of this group are typically referred from law enforcement and have had a single domestic violence legal charge of domestic violence brought against them. Offenders with multiple or severe incidents are not referred to the group. With few exceptions, members of this group are of Western European descent and are of lower-middle class socioeconomic status. **You have to describe the characteristics of the participants who you are using. However, if you do not know about them at all, you can describe the characteristics of the people in the program currently or any related people?? in terms of ethnicity ratio, the size of the homes, the number of the**
people at the homes, characteristics of staff, in a rural, urban, or suburban setting, in a big or small city, etc (whatever available). Discussion of External Validity Issues because of this, you have to describe the characteristics of the participants very in detail so that you can generalize the results from your study to the population that has similar characteristics to yours.

Because this group’s is not highly diverse, the results may not be widely generalized; however, they will be applicable to other rural, lower-middle-class populations.

Instruments You have to follow the Rubric for this: You should describe information including:
the instruments used & their relevant validity & reliability issues are described in detail; The rationale given for the selection of each of the instruments & measures used are described; Each instrument is described in terms of purpose, content, administration, scoring, & interpretation procedures.

The two Gender Role Conflict Scales, GRCS-I (author, year?) and GRCS-II (author, year?). If the author is the same for these two, then you put the name of the author and year right after the two Gender Role Conflict Scales will be used as a point of comparison for participants’ attitudes as they enter the group and upon completing the 16-week course. GRCS-I focuses on men’s personal gender-role attitudes, behaviors, and conflicts, while GRCS-II examines conflicts within specific conflictual situations (O’Neil, Helms, Gable, David, & Wrightsman, 1986). Both scales have been studied extensively in the time since their original publication and have been significantly correlated to men’s interpersonal and sexual violence against women (O’Neil, 2008).
Design, Procedures, and Timeline You have to describe what you will do first, second, etc. in detail for the procedures here. Even after I read this part, I cannot tell what you are doing. In addition, you need specific timelines here. What kind of research design are you using?

Participants will attend once-weekly group meetings of one hour in duration for sixteen consecutive weeks. The sessions will be led by a qualified therapist and will be drawn from Wexler’s STOP program. Each session will include a discussion around a relevant topic and assigned written homework. The participants’ will be scored using the Gender-Role Conflict Scale in Weeks One and Sixteen, and these scores will be the point of comparison for the study.

Discussion of Internal Validity Issues You have to discuss each threat to the internal validity of your study separately. Please review the internal validity chapter of your textbook and think about each threat on the book.

The one-group pretest-posttest design is leaves unaddressed several uncontrolled threats to internal validity: history, maturation, instrument decay, data collector characteristics, data collector bias, testing, statistical regression, attitude of subjects, and implementation. However, it is impossible to ethically create a control group with this population: domestic violence offenders are an immediate physical threat to members of their families and withholding treatment would be unethical. Additionally, most members of the population served by Chesapeake Counseling are court-ordered; therefore, delaying their treatment has potential legal ramifications.

Although the one-group pretest-posttest design is vulnerable to internal validity issues, researchers will consider each potential threat and address it where possible.
History: The potential issue of history cannot be controlled for; however, researchers will observe for any potential events that could influence participants’ attitudes.

Maturation: Maturation is not a significant threat as all participants are of adult age and the intervention is brief in duration.

Instrument decay: Instrument decay, data collector characteristics, and data collector bias are not concerns in this study because the scoring is objective and standardized.

Testing: A testing threat has been accounted for in the design of the instrument.

Regression: The regression threat does not apply to this population. Although the attitude of subjects will certainly factor into this intervention, it needs to be considered as part of the treatment course and therefore is a factor for evaluation rather than a threat to internal validity. Finally, the implementation threat is minimized because all participants are treated by the same therapist, whose work is considered part of the program being evaluated in the experiment. Try to identify the threats to the internal validity of your study AS MUCH AS you can because you have to think about all possible issues before you conduct the study. In addition, think about how to control them too. Please review the internal and external validity issue chapters in your textbook.

Data Analysis

You have to talk about what scores form what instrument you are comparing; which relationship between what and what are you looking at? In order to answer each of your research questions, you have to describe what numbers you are looking at here and how you compare or how you find relationships.

Expected Results
It is expected that men’s GRC scores, as defined by the GRCS-I and GRCS-II instruments, will drop.

**Discussion**

*Conclusion*

Based on the expected results from this study: what do you want to say about your results? What do your results mean? Conclusions are about the meaning or interpretation of the results.

**Implications**

Implications should include what the conclusions mean and based on the conclusions what you want to suggest to parents, teachers, counselors, administrators, or people who are working with similar population, to which the results from the sample that you used for your study here to be generalized.
References


Overall, you have done a good job for your research proposal here. I am sure that you can make it even better if you can address the issues that I have raised above.

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Remember that you must review the Research Proposal Rubric very carefully again before your revise your paper.

Thank you for your good work so far in my class even when you have a lot of difficult issues going on in your life right now. However, you are almost there, right?
Bridging the Gap: Preparing for Life as a University Student (PLUS) and Its Effect on the Academic and Social Success among Students of Color

ED F-65 Research Methods in Education

Tamisha Williams

Family and Marriage Counseling

The College of William and Mary

April 11, 2009

Dr. Kyung-Hee Kim

Spring 2009

Research Proposal Draft
Abstract

This study examines the effect that the PLUS summer bridge program has on the academic and social success of its African American participants, with a particular interest in students with a low socio-economic status. Only one space after each period. You should change the entire paper with only one space after each sentence. Using an experimental or causal-comparative design, 60 African American first-year students will participate in this study, with a random assignment or non-random. 30 PLUS participants and 30 non-PLUS participants. Describe the PLUS program briefly here. Three questionnaires, adapted from the College Student Experiences Questionnaire (author, year?), will be administered electronically throughout the school year to collect data on participants’ socio-economic status, academic achievement and social adaptation to the college environment. Using a factorial design, differences in academic and social success between males and females as well as between PLUS and non-PLUS participants will be analyzed. It is expected that PLUS participants will have greater academic and social success.
Introduction

*Preparation for Life as a University Student (PLUS)*

PLUS is a five week, residential, summer bridge program for incoming first-year students at a small liberal arts public college. Programs such as PLUS are used by colleges to attract students from underrepresented populations and to assist in the transition and retention of underprepared students (Walpole, Simmerman, Mack, Mills, Scales, & Albano, 2008). PLUS is open to all admitted first-year students, however, a majority of its selected participants are students of color, low socio-economic status (SES), and first generation college students.

PLUS participants earn academic credit through a summer school course, partake in community building experiences (weekend trips and volunteer opportunities), learn to navigate the college campus, and further develop their writing and study skills through mandatory study hall and a writing course. Throughout their first year, participants continue to meet with an assigned program coordinator. This interaction allows for program feedback as well as provides a support system for the students during the academic year.

Students’ interactions with faculty members and peers, prior to the collegiate academic year, create a system of accountability and support for PLUS participants; factors which have been found to be critical to the success of students of color throughout their first year.

**Purpose**

The purpose of this study is to examine the effect that the PLUS summer bridge program has on the academic and social success of its African American participants, with a particular interest in students with a low SES.

**Justification**
Students of ethnic minorities are more likely to not complete their higher education experience than their Caucasian peers (Carter, 2006). For this reason, it is important that institutions of higher learning, predominantly White institutions (PWIs) in particular, be cognizant of the factors that influence the success and continuance of students of color. Students’ sense of belonging and inclusion to the campus environment are factors in increasing their chance of persistence (Carter, Kahn & Nauta, 2001). Thus students of color attending a PWI benefit from programs that provide opportunities for establishing relationships as well as strong support networks (Grier-Reed, Madyun, & Buckley, 2008; Strayhorn, 2008). Therefore examining the social and academic success of the aforementioned population will aid in the identification of factors that provide the foundation for a smooth transition into the university setting.

**Literature Review**

**Key Challenges Facing Students of Color**

Students of color are more likely than their Caucasian peers to be academically at risk throughout their early years of education, come from a low income family, and be a first-generation college student (Kerpelman, Eryigit, & Stephens, 2008; Merisotis & McCarthy, 2005). These previous mentioned factors should not be ignored as low-income students are less likely to successfully complete higher education than students of high-income backgrounds regardless of institutional type (Corrigan, 2003). Equally as important, first-generation students are likely to have fewer resources that are knowledgeable of the expectations, both socially and academically, of higher education than other students (Corrigan, 2003). Difficulties stem from this lack of personal knowledge about the higher education experience from parents and other family members (Dennis, Phinney & Chuateco, 2005).
Students of color face similar challenges on a larger scale, and each ethnic minority faces its own unique set of circumstances and foreseeable roadblocks in higher education. Strayhorn (2008) finds that over the last twenty-five years there has been no increase in postsecondary enrollment of African American men. Social adjustment and a strong sense of belonging are important factors in the persistence of African American students (Hausmann, Schofield, & Woods, 2007; Schwitzer, Griffin, Ancis, & Thomas, 1999). Yet Schwitzer et al. found that more than half of the 22 African American participants in their study felt underrepresented and alienated in their university settings as well as felt concern that their being African American would negatively affect their relationship with faculty.

Native American families are still affected by the long time suffering their people endured including the loss of land and being stripped of their culture (Merisotis & McCarthy, 2005). In a qualitative study by Guillory and Wolverton (2008), family was seen as both a motivating factor in Native Americans completing higher education but also a barrier. Families and tribal communities at times were dependent on the students financially and emotionally, causing a strain in the student’s ability to focus on school while also maintaining close ties with their family. Finances were seen as the biggest barrier as all of the participants were on some form of financial aid and could not realistically rely on their families to offer financial support throughout the school year.

Similar to the stress factors faced by Native Americans, Hispanic students often struggle to navigate the separate cultural standards that are set in their academic and family life (Merisotis & McCarthy 2005).

Factors in Increasing Academic Persistence among Students of Color
Students of color, in order to feel fully integrated into the social and academic life of their school, must perceive the campus community as warm and supportive (Rodgers & Summers, 2008). Strayhorn (2008) found that higher levels of satisfaction among the African American men in their study were related to having supportive relationships with faculty, staff, and peers. Greater satisfaction had a positive correlation with grades and persistence. It was found that increased interaction faculty and staff of color (Oop, 2002); structured support groups, leadership opportunities, and culture-specific activities enhanced the college experience of students of color (Shotton, Oosahwe, & Cintrón, 2007; Taylor & Miller, 2008). The attention to both cognitive and affective factors was a necessary component in the program having a positive effect on the retention rate of the participants.

Research Question

Therefore the following research questions are proposed:

1. Does participation in the PLUS program have a positive effect on the academic and social success of its African-American participants?

2. Do students with a low SES adjust academically and socially to the college slower than their counterparts?

3. Do female students adjust academically and socially to the college before their male counterparts?

Definition of Terms

Independent Variable: Participation in the PLUS program

Dependent Variable: Academic and social success

Moderating Variables: Gender and low SES
Academic success is defined by the PLUS program as earning no less than a “C” in all academic courses. This will be measured by student’s academic progress, including the GPA at the time of each evaluation, the number of credits attempted, and the number of credits earned to date. In this study, academic success is also defined as the comfort level the student feels in using campus facilities such as the library. This will be measured by items on the College Student Experiences Questionnaire (CSEQ, Pace & Kuh, 1998).

Social success is defined by PLUS as participating in at least one extracurricular activity throughout the school year. Social success in this study is also defined as the comfort level the student feels in their surrounding environment. This will be measured by items on the CSEQ pertaining to student’s interactions with faculty, friends, participation in extracurricular activities and social and cultural events, as well as their views on the college environment.

Low SES is determined by looking at student’s combined family income, family size, family assets, and the number of family members who are currently in college.

Method

Participants

Participants are 60 all African American full-time, non-transfer, first year of college students attending a small, predominantly White, coeducational, very selective, public, liberal arts college. The college is located in a small historic city with an estimated population of 11,605. There are about 5,800 full-time undergraduate students and 1,300 graduate students. Students of color make up 25% of the student population, with what% of those students being African-American.

All of the African-American PLUS participants (N=30) will be selected for this study. How do you want to select? This is an existing group. So, are you going to find a university
that implement a PLUS program? If so, you will have a purposive sample, but there might be more than 30 students who are participating. Then, how do you want to select 30 out of the entire students? If YOU are going to implement a PLUS program, then you will have a convenience sample because you will use the students who want to participate in your PLUS program.

Anyway, you have to decide what to do. I think that the easiest way to do this right now is that you state that you are using students in the existing group that is already in the PLUS program and randomly select 30 out of the existing group. This group will not be randomly selected you cannot just say this. You have to explain how you get your participants in order to state like this. Thus, I would select the participants randomly because you select non-PLUS students randomly. In this case, you are NOT conducting an experimental study, you are conducting a causal-comparative study. Thus, you cannot say experimental or control group. The same amount of non-PLUS students will be randomly selected from the remaining African-American first-year students who did not participate in PLUS.

The advantage of this sample selection is that

The disadvantage of this sample selection is that

External Validity Issues

One issue of external validity is that the results of this study will be limited in its generalization to African American students at small, coeducational, very selective, public PWIs. The results might not be applicable to students attending PWIs that have a larger undergraduate and student of color population.

Instruments

Because you stated in your abstract that you use three questionnaires, you should divide this instruments section into three parts and then describe each questionnaire separately.
Participants will fill out parts of the CSEQ as part of this study. The CSEQ consists of 191 items designed to elicit information about the quality and quantity of students’ experiences in the collegiate environment (Strayhorn, 2008). The CSEQ is used for this study because its questions not only obtain pertinent demographic information about participants, useful in analyzing the moderating variables, but also thoroughly obtain information on student’s use of campus facilities and resources (8 questions), participation in clubs and organizations (5 questions), personal experiences (8 questions), acquaintances with other students (10 questions), and general opinions about the college environment (12 questions); information useful in analyzing the dependent variables of academic and social success. The reliability and validity information of this instrument was not found. Participants will be assigned a number to use to identify their questionnaire and allow the results to be anonymous. The “Background Information” section of the CSEQ will be administered to all participants first. Questions in this section can be answered with multiple choice answers. Questions about age, sex, marital status will be adapted to meet the needs of this study. Questions obtaining information about high school demographics and SES will be added to the questionnaire to meet the needs of this study. The remaining sections of the questionnaire will be administered two times during the academic school year. The raw data obtained will be analyzed.

**Design**

This study will use the causal-comparative design because an existing group will be used. There will be students who are already participating in PLUS and incoming first-year students who are not a part of PLUS. The results will be compared between these two groups.

**Procedures/Timeline**
The selection of participants will take place during the first week in August. Participants will be notified via email that they have been chosen to participate in our study. A link to the first questionnaire, focusing on basic demographics, will be sent out electronically during the second week in August. Participants will have two weeks to respond. After the first week, an email reminder will be sent out. A link to the second questionnaire, measuring academic and social success to date, will be sent out electronically during the last week in November. Participants will have two weeks to respond. After the first week, an email reminder will be sent out. A link to the third and final questionnaire, measuring academic and social success to date, will be sent out electronically during the last week in April. Participants will have two weeks to respond. After the first week, an email reminder will be sent out.

BUT, you have TWO DIFFERENT GROUPS: PLUS and non-PLUS group. Thus, you have to describe the procedures for the two groups separately.

Internal Validity Issues

Although the sample size is small, the sample size is relevant to the size of the school’s African American population. You have to discuss each threat to the internal validity of your study separately. Anyway, you have to think about all possible issues before you conduct the study. Please review the internal validity chapter of your textbook and think about each threat on the book. In addition, think about how to control them too. Another factor that would affect internal validity is the educational environment from which students come. The adjustment period for students who attended a majority White educational institution for high school might be different than that of students who attended a high school in which students of color were the dominant population. To monitor this factor we will place a question on the initial survey asking students to identify their high school makeup. Lastly, internal validity will be affected if
participants do not complete the study by prematurely withdrawing or by leaving the institution before the end of their first year. This factor is beyond the control of the researcher.

Data Analysis

The raw data obtained will be analyzed. The answers to questions regarding student’s college activities range from very often to never, with four choices available. Higher total scores of this questionnaire mean higher involvements in college activities. The answers to questions regarding students’ general opinions about the college environment are on a seven-item Likert scale. Higher total scores of this questionnaire mean better college environments. In your abstract, you stated that you use three questionnaires. Thus, you have to talk about one more questionnaire just like you did for the other two questionnaires above. The means of total scores for the first questionnaire will be compared between PLUS and non-PLUS participants, female and male participants, and low SES and non-low SES participants. The data from the second (which one?) and third (which one?) questionnaires will be compared to see if students’ academic and or social success increased or decreased over time. A factorial design analysis of variance will be conducted to compare the differences between groups (PLUS vs. non-PLUS, male vs. female students, low SES vs. non-low SES students) and to observe the interactions between multiple variables. This Data Analysis section must match your research questions and results section in terms of what you are looking at. The end sentence of your results section should be addressed in your data analysis section too. When you are looking at some results, you must have some analysis in order for you to get that kind of results, right?

Results

It is expected that PLUS participants will have greater academic and social success than non-PLUS participants. However, it is expected that participants with low SES will be less
academically and socially successful than participants from non-low SES backgrounds after the first semester; when the second questionnaire is administered. It is also expected that female participants will be more academically and socially successful than their male counterparts. Lastly, it is expected that there will be an increase in all participants academic and social success from first to the second semester; comparison of data obtained from the second and third questionnaire.

Discussion

Conclusions

Based on the expected results from this study: what do you want to say about your results? What do your results mean? Conclusions are about the meaning or interpretation of the results.

Implications

This study is relevant to educational leaders of PWI’s whose goal it is to increase the retention of their students of color, with specific emphasis on African American students. Inferences can be drawn from this study that include the need for summer bridge programs at PWI’s to increase the academic and social success of African American students, especially those students coming from low SES, who might be at a disadvantage from their peers who received more preparation for higher education.

Budget

The questionnaires for this study will be completed electronically and administered via email. The only cost involved would be the registration fee for membership to an electronic survey website that would allow questions from the study to be uploaded online and emailed to
participants; $200 for a year subscription and unlimited use of the sites resources and data analyzing tools. There are no other foreseeable costs for this study.
References


Appendix A

College Student Experiences Questionnaire

You have done an excellent job for your research proposal here. I am sure that you can make it PERFECT if you can address the issues that I have raised above. I might be able to use your proposal as an example for my future students if you revise all based on my feedback.

If you have any questions about my feedback here, please let me know ASAP. I can explain better in person. I promise! 😊

Remember that you must review the Research Proposal Rubric very carefully again before your revise your paper.

Thank you for your good work so far in my class!
Effects of Empathy Development in Reducing Delinquent Behavior in Adolescents

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Abstract
This study will examine the impact of empathy and social skills development programs on adolescents in group youth homes. Participants will be selected from adolescents in group youth homes in southeastern Virginia. It is an experimental design involving 60 participants over an 8 month period. Participants assigned to the experimental group will participate in a six week empathy development group program, and participants assigned to the control group will receive no intervention. The “How I Think” questionnaire (author, year?) to measure what? and Child Empathy Index (author, year?) to measure what? will be administered to all participants. Researchers will also compare the number of demerits received by participants. Scores on the three measures between the two groups will be analyzed using a MANOVA. It is expected that? Describe the expected results briefly here. And then, one more sentence for conclusions or implications. Based on your expected results, what do you conclude or suggest?
Introduction

Purpose

According to Curtis, Alexander, and Lunghofer (2001) current literature has yet to provide a thorough examination of the effectiveness of residential group homes for adolescent youth. As a result, this gap in literature prevents the Juvenile correctional system from implementing positive, feasible changes to improve the effectiveness of residential group homes. This study seeks to ascertain whether the incorporation of empathy development, which enhances the cognitive and affective elements linked to empathy and prosocial behaviors, results in significantly lower levels of delinquent and antisocial behaviors at residential group home programs in comparison to those operating sans such curriculum.

Justification

According to the 1999 census of juveniles in state custody, over 100,000 adolescents were held in residential facilities across the United States (Sickmund, 2004). Although the number of adolescents in residential care increased by only one percent nationwide, this enlargement translated into drastic growth across varying states (Sickmund). In addition, national data concluded that rates of recidivism to the juvenile court system increased with age and the number of prior referrals; findings indicated that middle to older adolescents were more likely to reenter the court system as the number of prior offenses accrued (Snyder & Sickmund, 2006).

As a functioning instrument of the Juvenile correctional system, residential group homes are responsible for providing treatment for youth with mental and behavioral difficulties, and in many cases serve a re-integrative purpose as well (Curtis, Alexander, & Lunghofer, 2001).
However, in order to successfully utilize these programs, reduce rates of recidivism, and reach at-risk youth, a retooling of residential group homes is necessary.

Literature Review

Overall, studies seeking evidence of the effectiveness of residential group homes have found mediocre results (Curtis, Alexander, & Lunghofer, 2001). Florsheim, Shotorbani, Guest-Warnick, Barratt, and Hwang (2000) examined the effect of the working alliance between staff members and adolescent residents of group youth homes; the partnership was expected to directly increase positive behavior. Contrary to their hypothesis, the relationship between working alliance and behavioral change was bidirectional (2000). Lochmand and Wells (2004) found that the Coping Power Program, a behaviorally oriented correctional program had little effect on overt delinquent behaviors such as verbal and physical assault.

Florsheim, Behling, South, Rowles, and DeWitt (2004) conducted a follow-up study observing the effectiveness of youth interventions. Florsheim et al. were unable to find any link between time spent in correctional programs and lower criminal outcomes. Despite the training available to delinquent youth, group homes also risk fomenting further deviant behavior (Dishion, McCord, & Poulin, 1999). Florsheim et al. concluded that group homes provide environments in which adolescents encourage and intensify delinquent behavior through “delinquency training” (Dishion et al., 1999). Jainchill, Hawke, and Messina (2005) found that residents in the Recovery House correctional program exhibited lower levels of overt antisocial behaviors (theft, violent crimes). However, participants continued engaging in substance use at similar levels prior to entrance into the program.

In addition to their mediocre effects, behavioral programs are limited in their ability to provide support for individuals, and fail to recognize or reward the small steps that individuals
make in correcting negative behaviors (Krumboltz & Duckham-Shoor, 1977). As a result, correctional programs often overlook the initial progress made by residents, and fail to provide encouragement for minute lifestyle changes made by adolescents (Krumboltz & Duckham-Shoor).

**Empathy and Behavior**

Researchers have long postulated that adolescent delinquency and participation in criminal behavior are linked to a lack of empathy, and habitual distortion of cognition (Larden, Melin, Holst, & Langstrom, 2006). Supportive data suggests that delinquent adolescents display higher levels of self-serving cognitive distortions in comparison to non-delinquents, while also exhibiting lower levels of empathic and socio-moral reflection (Larden et al., 2006; Cohen & Strayer, 1996). Scores on empathy assessments were also inversely related to aggression, delinquent behavior, and antisocial perceptions among delinquent adolescents (Cohen & Strayer, 1996). Lack of empathic capability was also linked to bullying and other overt delinquent behaviors (Gini, Albiero, Benelli, & Altoe, 2007). When administered the Empathy Continuum, Robinson, Roberts, Strayer, & Koopman, (2007) found that adolescent delinquents responded with less empathy than non-offenders. Delinquents were also less likely to recognize and self-report any instances of offence against other individuals, and also scored lower on scales of empathy than non-offenders (Jolliffe & Farrington, 2007).

**The Effects of Empathy Development**

Early studies revealed that children responded positively to empathy development programs; after participating in an empathy development program, children engaged in higher levels of prosocial behavior, while lowering amounts of aggressive actions (Feshbach, 1983). Haynes and Avery (1979) found an increase in empathy skills and communication among
adolescent participants in a school based setting. Chalmers and Townsend (1990) indicated that social skills training for adolescent females resulted in higher levels of prosocial behavior including empathy. Adolescent participants that completed a social-cognitive training program scored higher on empathy scales in comparison to their cohorts in a control group (Manger, Eikeland, & Asbjornsen, 2001).

Garaigordobil (2004) indicated that adolescents gained a higher capability for empathic responses as well as comprehension of the feelings of others after participating in an empathy developing program over the course of an academic year. Similarly, Hatcher, Nadeau, Walsh, and Reynolds (1994) asserted that adolescents who participated in a peer facilitation skills training course exhibited a higher readiness to engage in empathic communication, as well as a willingness to understand the perspectives of others.

The success of empathic development also results in an outward manifestation of positive behaviors. Prosocial behavior is often the result of latent empathic development among both male and female children (Roberts & Strayer, 1996) and other studies have found that the presence of empathy and attachment predicted both pro and antisocial behaviors among adolescents, with prosocial behaviors linked to empathy (Thompson & Gullone, 2008).

Please state your research question here:

After you write your research question, you can move this here:

Two constructs “antisocial behavior” and “empathy” will be examined in this study.

Antisocial behavior, as defined by Webster’s dictionary is conduct that is “hostile or harmful to organized society.” For the purposes of this study, antisocial behavior will be defined through the number of demerits received by participants and levels of self serving cognitive distortion. Other measures include incidences of recidivism into the Juvenile Corrections system. Empathy “the
action of understanding…and vicariously experiencing the feelings, thoughts, and experience of another of either the past or present” will be measured through the Child Empathy Index.

Methods

Participants

Participants of this study are from three youth homes in southeastern Virginia; 30 participants will be chosen from each facility. All participants are between the ages of 14 and 17. The majority of participants are male, and African American. You have to describe the characteristics of the participants who you are using. However, if you do not know about them at all, you can describe the characteristics of the youth homes in terms of ethnicity ratio, the size of the homes, the number of the people at the homes, characteristics of staff, in a rural, urban, or suburban setting, in a big or small city, etc (whatever available). Participants of this sample were chosen mainly via convenience sampling due to proximity and availability of individuals.

External Validity Issues

Issues of external validity are generally manifested in concerns with sample sizes and population representativeness because of this, you have to describe the characteristics of the participants very in detail so that you can generalize the results from your study to the population that has similar characteristics to yours.

Though the sample size for this study meets the general criteria for sample size, the rate of attrition for this study is potentially high due to participant drop out or discharge from youth home. Though it is impossible to prevent participant drop out due to discharge,
rewards (in the form of movie passes) will be provided for all participants. You can talk about this in your internal validity section.

Instruments

This study will utilize two questionnaires to assess participant thoughts and attitudes concerning empathy and level of cognitive distortion. Only one space after each period. You should change the entire paper with only one space after each sentence. Researchers will use the How I Think Questionnaire (HIT, Barriga & Gibbs, 1996). The HIT is a 60 item questionnaire that assesses the levels of self serving cognitive distortion which contribute to antisocial behavior. The questionnaire contains items such as “If someone is careless enough to lose a wallet, they deserve to have it stolen”; these 60 items are correlated with the four major cognitive distortions the authors have identified: Self Centered, Blaming Others, Minimizing/Mislabeling, and Assuming the Worst (Barriga & Gibbs). Responses are recorded on a Likert scale, and then a summative score is provided for each major distortion. Internal consistency for the HIT measured at an alpha level of .96; this is reliability information. How about validity?

The Child Empathy Index (Bryant, 1982) will also be used to assess the empathy levels of adolescents. Using a 21 item statement set (i.e. “People who kiss in public annoy me”) the Child Empathy Index measures levels of child empathy. Participants respond to each statement using affirmative or negative responses. Statements are constructed with affirmative answers reflecting higher levels of empathy than negative responses; thus, affirmative answers will be scored higher than negative responses (“yes” = 2, “no”=1). Summed scores will be used for analysis. Early tests with adolescents resulted in a Cronbach’s alpha level of .79; this is reliability information too. How about validity? (Bryant, 1982).

Procedure and Design
This study will utilize an experimental design with 30 participants in the control group and 30 participants in the experimental group. This study will take approximately eight months to complete; eight weeks will be devoted to the empathy training program, one week devoted to follow up, with a six month intermission in between.

The curriculum modules created by Garaigordobil (2004) will be implemented in the study. Prior to the first session, half of the participants will be randomly assigned to the experimental group. The remaining participants will be assigned to the control group. Experimental groups will partake in the Empathy and Social Skills Development program, while Control groups will not receive any intervention. Participants will take part in two hour weekly group meetings over the course of five months. Group meetings will take place on Tuesday afternoons in the multipurpose rooms of the each youth home.

**Describe this briefly**

**Session 1: Self Concept and Concept of Others.** This session will focus on improving the self concept of the participant, and their perceptions of others. Discussion will focus on the definition of self concept of participant. Group leaders will prompt for sharing of influences which affect participants’ self-esteem, and values. As an activity, participants will illustrate the influences that they believe shape their self concept and self esteem. Group leaders will emphasize the importance of autonomy in determining self concept and self esteem.

**Session 2: Group Communication.** The Group Communication session highlights the importance of clear and positive communication between individuals. Participants will discuss the importance of clear and positive communication, and explore techniques to manage emotions while interacting with others. Participants and Group leaders will engage in role play activities to model positive and negative styles of communication.
Session 3: Expression and Understanding of Feelings. The purpose of this session is for participants to understand and identify their own feelings and the emotions of others. Participants will read a series of vignettes and identify the emotions experienced by the characters in the stories. It is important for Group leaders to highlight the emotions and thought experienced by each character in the story. Group leaders will emphasize the diverse and valid points of view each individual introduces into arguments. The session will finish with participants engaging in role plays.

Session 4: Cooperation. This session emphasizes the benefits of cooperation. The group will discuss the ways in which cooperation functions as a positive element in peer to peer interaction.

Session 5: Perceptions and Stereotypes. This session focuses on illuminating the stereotypes and prejudices that exist in surrounding culture. Participants will be prompted to share their experiences with stereotypes and perceptions. Group leaders will focus on the importance of continued creation of the self concept and managing self-esteem.

Session 6: Discrimination. Continuing with the subject matter from the previous session, the purpose of this group is to discuss the varying manifestations of discrimination in interactions. Group leaders and participants will define prejudice, racism, sexism, and discrimination, and discuss the inherent differences.

Session 7: Conflict Solving. Group leaders will begin the session by defining conflict. Participants will provide examples of how conflict is manifested in their personal lives. Participants will then be divided into two groups. Each group will be given a vignette presenting a conflict between two parties. Each group will be given five minutes to
brainstorm ideas for solving the conflict positively. Group leaders will discuss the solutions that participants shared, and the group will explore the positive benefits of each item.

The final session (Session 8) will be a recap of sessions one through seven. Participants will participate in a discussion of the themes and issues that have been addressed. Members will be given the opportunity to bring forward any lingering questions or thoughts pertaining to the group. The following week, Group leaders will administer the HIT and Child Empathy Index to control and experimental participants (author, year?). If these are directly from a book or an article, please provide a page number too.

However, it would be better to make this part shorter and concise so that you do not need a page number.

After six months the researcher will conduct a follow up with control and experimental participants. The researcher will attempt to ascertain the level of antisocial behavior through follow up interviews with participants. The researcher will collect data on the number of demerits accrued during the six month period.

*Internal Validity Issues*

You have to discuss each threat to the internal validity of your study separately. Please review the internal validity chapter of your textbook and think about each threat on the book.

One major complication of the internal validity of this study arises from the possibility that group home curriculum could create positive changes. If participants are receptive to the curriculum used by the youth homes then participant adoption of more prosocial behavior might not be come as a result of the empathy and social skills development program. Try to identify the threats to the internal validity of your study as much as you can because you have to think
about all possible issues before you conduct the study. In addition, think about how to control
them too. Please review the internal and external validity issue chapters in your textbook.

Data Analysis

At the conclusion of the eight week period, analysis of data will commence. This will
include a comparison of the raw mean scores of experimental and comparison groups on the HIT
and Child Empathy Index. The researcher will conduct a MANOVA according to your abstract
section, you said MANOVA, not ANOVA to ascertain the existence of a significant difference
between the means of control and experimental groups on the HIT, Child Empathy Index, and
the number of demerits received by control and experimental participants at post-test time
periods. Similar analysis will be conducted on the data collected at the six month follow up.

Results

It is expected that (1) participation in empathy and social skills development programs
leads to higher levels of empathy; and (2) participation in empathy and social skills programs
leads to lower levels of antisocial behavior among adolescent delinquents.

Discussion

Conclusions

Based on the expected results from this study: what do you want to say about your
results? What do your results mean? Conclusions are about the meaning or interpretation of
the results. A decrease in antisocial behavior combined with an increase in empathic capability
would suggest that the program incorporated in the youth home setting was effective in shaping
the attitudes and practices of adolescent delinquents. Similar programs could help to lower the
level of aggressive behavior among adolescents, and lower levels of recidivism within the
Juvenile corrections system.
Implications

Implications should include what the conclusions mean and based on the conclusions what you want to suggest to parents, teachers, counselors, administrators, or people who are working with similar population, to which the results from the sample that you used for your study here to be generalized.

The total cost of this study will be approximately 650 U.S. dollars. Acquiring and adequate number of HIT and Child Empathy Index (60 copies per instrument) texts will cost 200 dollars, and rewards (movie passes) total 450 dollars.

Remember that you need to use a page break before Abstract & before References.


You have done a good job for your research proposal here. I am sure that you can make it even better if you can address the issues that I have raised above.

If you have any questions about my feedback here, please let me know ASAP. I can explain better in person. I promise! ☺☺

Remember that you must review the Research Proposal Rubric very carefully again before your revise your paper.

Thank you for your good work so far in my class!
What is the impact of Odyssey of the Mind on students’ objective creativity scores as well as self-perceived creativity scores?

Robert A. Pierce
EDUC F65: Research Methods in Education
School of Education
The College of William & Mary
Spring 2009
Draft Research proposal

Dr. Kyung Hee Kim
IMPACT OF ODYSSEY OF THE MIND ON OBJECTIVE CREATIVITY

Introduction

Purpose of the study

The impact of Odyssey of the Mind (OM), an extracurricular creativity activity in many K-12 schools and some colleges, on objective creativity scores has not been addressed in the literature. This study will provide a first step to fill that gap by examining the impact of OM on objective creativity scores among high school students as well as their self-perceived creativity scores. A secondary purpose is to determine the impact of diversity on objective creativity scores in groups of high school students who participate in OM.

Justification

Globalization challenges the future workforce of the West, where salaries of educated employees, such as engineers, are often nine times higher than in countries such as India and China (Zhao, 2008). Many firms can lower costs by employing in electronic “offices” non-Westerners. A crucial question for Westerners is how they can distinguish themselves from less expensive non-Western employees. One means is being more creative.

American (Kim, 2005) and Western (Rudowicz, 2003) schools have been noted for fostering creativity. In the United States, budgetary constraints and pressures from No Child Left Behind are weakening this aspect of education. Strategies teachers use to enhance standardized test scores often make their teaching less creative (Kim, 2005). Because teaching creatively is linked to teaching for creativity (Jeffrey & Craft, 2004),
this trend augurs poorly for future American professionals competing with lower paid employees from around the world.

Development of creativity must increasingly occur in voluntary extra-curricular activities, such as Future Problem Solving program and OM (Kim, 2005). As extracurricular activities, they operate with limited resources and have limited time with students. A better understanding of these programs is one means to enhance creativity in an educational environment increasingly hostile to fostering creativity. This study’s importance lies in that it will measure the impact of OM on students’ objective creativity scores and their self-perceived creativity scores, thereby providing greater clarity on the value of the program itself. In addition, it will provide insight into the impact of diversity on objective creative performance in high school students.

Literature Review

Odyssey of the Mind

I am not aware of any evidence on the impact of OM (founded in 1979 by S. Miklus) on students’ creativity. However, other programs, such as Future Problem Solving, increase creativity (Kim, 2005). In OM, students work in teams, practicing “spontaneous” creativity problems and developing a long-term creative solution to a problem, which they demonstrate in a short play. In regional competitions, judges determine the more creative teams, which advance to state-level competition. Winners there advance to a world competition.

Diversity Enhances Creativity

A limited body of research suggests that programs designed to enhance creativity should put students in diverse groups. Kurtzburg (2005) found that the greater the
 IMPACT OF ODYSSEY OF THE MIND ON OBJECTIVE CREATIVITY

Diversity of teams in the workplace, the greater the creativity. In experiments involving American and European undergraduates, Leung, Maddux, Galinsky, and Chiu (2008) found that multicultural experiences enhance creativity by exposing individuals to new ideas, challenging their intellectual routines, creating readiness to borrow from other sources, and encouraging synthesis. Glassner (2005) demonstrated how plurilingualism enhances creativity and problem-solving skills. Diversity could further strengthen one area where Americans are typically uncreative: social creativity in an international or global context (Zhao, 2008). Social creativity refers to the ability of individuals to navigate successfully in social settings, especially diverse social settings, where differences in cultural norms can lead to conflict (Piéron, 2008).

People Prefer Homogeneity

For teachers running such programs, heterogeneous settings may be difficult to achieve. In general, people prefer to associate with others of some similar qualities (Darr & Kurtzberg, 2000; Jackson, et al, 1991; Newcomb, 1961). In the United States, with its complicated racial history, how one defines oneself almost always centers on racial identity. This inclination has psychological foundation. Making friendships across boundaries, especially race, is more difficult than with people of similar identity (Tatum, 2007). The power of racial identity is significant, affecting learning itself. In a multi-year study involving over 11,000 kindergarten through third-grade students, Dee (2004) found that students recorded higher achievement when they had a teacher of the same race.

In schools, students seek homogenous settings, which Tatum (1999) addressed in her widely read piece Why are all the black kids sitting together in the cafeteria?
IMPACT OF ODYSSEY OF THE MIND ON OBJECTIVE CREATIVITY

students, when in diverse settings, are also conscious of their racial identity (Grossman & Charmaraman, 2009).

Interestingly, Kurtzburg’s findings (2005) provide another indicator of the power of homogeneous settings. Even though more diverse teams were measurably more creative, on affect and creativity, the more homogeneous teams scored themselves higher. In other words, homogenous teams found greater reward and believed they had been more creative. These findings suggest that relying on diversity to foster creativity must contend with a powerful psychological force, a desire for homogeneity, pushing back.

A Challenge for Creativity: the Crisis of Adolescence

Any requirement that student groups be diverse could weaken the ability to recruit students to these programs, which already compete against such popular programs as athletics or band. To commit out-of-school or “free” time, students want to have fun, perceive value, and feel safe and secure. These expectations constitute a challenge for those engineering the environments, as adolescent years are generally understood to be years of “crisis” (Erikson, 1968). Moreover, since Erikson’s work in the 1960s, identity formation has arguably grown more complicated (Nakkula, 2008).

Given the limited research on diversity and creativity among high school students, perhaps pitting diversity, operationally presumed to enhance creativity based upon subjects at a quite different developmental stage, against homogeneity, which gives adolescents some degree of psychological comfort, is a false choice. With high school students, perhaps the psychological comfort of homogeneity creates the liberty to be creative, even though reducing the stimuli that, for people of other ages, enhances creativity.
IMPACT OF ODYSSEY OF THE MIND ON OBJECTIVE CREATIVITY

Research Question: What is the impact of OM on high school students' objective creativity scores as well as self-perceived creativity scores? A secondary purpose is to determine the impact of diversity on objective creativity scores in groups of high school students who participate in OM.

The hypothesis of this study is that OM improves high school students' objective creativity scores. Unclear is whether its impact is greater than other programs and classes designed to enhance creativity or whether diversity in student cohorts will have an impact on either creativity or self-perceived creativity.

Objective creativity score is operationally defined as student performance on Torrance Tests of Creative Thinking (TTCT), the most widely used test of creativity (Davis, 1997; reference yet to be checked) and the most commonly referred to of all creativity tests (Lissitz & Willholt, 1985). Diversity is defined as grouping students in cohorts that have objective differences (race, ethnicity, mother-tongue, etc.). Self-perceived creativity scores are operationally defined as the results of students' self-assessment of their creativity through completion of periodic questionnaires using Likert-type questions focusing on individual creative performance, team creative performance, and impressions of cohort unity.

Method

Participants

The participants will be a convenience sample of full-time high school students from a single AA high school in southeastern Virginia. Students must have a parent or guardian complete a consent form permitting their child to participate in this study.
Participants will fall into two categories. The first, Group 1, will be those who will volunteer to participate in OM. Because the OM competition requires teams of five-to-seven students, between 15 and 21 students will be accepted. If the number of volunteers exceeds 21, selection will be based upon students’ performance in various verbal and manipulative spontaneous creativity problems. All students volunteering/selected for OM will engage in weekly or bi-weekly meetings where they practice problems of creativity as well as develop a solution to a long-term creative problem. These students will take the TTCT in November and April.

The second group of students, Group 2, those who volunteer to be part of the study yet who do not participate in OM, will constitute the null set. These students’ involvement in the study will be limited to taking the TTCT in November and April. Of these participants, whose number will be capped at 50, 50% or 25 students total, will be ones who are engaged in some other creative activity such as theatre or forensics or who have voluntarily signed up for non-required classes that develop creativity, such as art or creative writing. The other 50% will be students who do not engage in any program or classes specifically intended to enhance creativity. Although there will be no separation of students by gender, the gender of participants will be recorded.

The school where the study will be conducted is a middle-class/upper middle class suburban high school. Annually, approximately 70% of the prior year’s graduates matriculate in some college. Only 15% of students are on free or reduced lunch. The student population at this high school is 85% white, 8% Asian, and 7% African American. The Hispanic or “other” population is negligible.

External Validity Issues
There will be some limitations to generalizing to the whole population of American high school students. Parents may not want their students to participate. The fact that the school selected has a population that is overwhelmingly white, racial identity for non-white students may be more pressurized than at the many American high schools with greater diversity. That 85% of the students are white and middle class/upper middle class makes the population unrepresentative of many urban or rural high schools. The significant time commitment necessary to participate in Odyssey of the Mind suggests those students who participate in OM will also have a significant personal commitment to making themselves more creative and, as a result, the program may be more effective with them than it might be on students randomly selected.

In certain respects, the sample will allow for generalization. Students at this high school who matriculate in college largely pursue typical professionally oriented majors (engineering, science, computer science, and business), the very kinds of vocations that are likely to be threatened by professionals from around the globe (Zhao, 2008). This situation, along with the middle class/upper middle class socio-economic circumstances of the sample, will allow for generalization to most suburban high schools.

**Instruments**

The measure for objective creativity in this study will be the TTCT, which is composed of two examinations, verbal and figural, each of which has two forms (A and B). As noted above, the TTCT is the most widely used test of creativity (Davis, 1997; yet to check reference) and the most commonly referred to of all creativity tests (Lissitz & Willhoft, 1985). Trefflinger (1985; yet to check reference) concluded that the test has satisfactory reliability for measuring creativity. The tests are also generally viewed...
IMPACT OF ODYSSEY OF THE MIND ON OBJECTIVE CREATIVITY

favorably in terms of validity (Kim, 2006). Both tests can be scored locally but compared
to national norms. Johnson and Fishkin (1999; reference yet to be checked) and Kim (2006) both
recommended that measurement of creativity should be based upon more than one test. In
this study, the first group of participants, those involved with OM, will be subject to a
second measure: performance in OM competitions. The scoring in these competitions is
by trained judges using rigorous standards to ensure reliability. For comparison to the
null set, instruments will be limited to the TTCT.

Design and Procedure

Phase I: Selection and initial testing

The study will be advertised at the subject school by targeting the two groups
needed: advertisements for students to participate in OM (group 1) and for students not
participating in OM but who would otherwise be willing to participate in the study
(Group 2). The Group 1 participants will be selected and divided into three teams. At
least one team will be homogenous, and in the others participants will be organized into two
teams characterized by diversity. Group 2, those volunteering only to take the TTCT, will
be sub-divided into those who already participate in a creativity-enhancing activity or
class (Group 2a) and those who do not (Group 2b). Up to 25 will be randomly selected
from each sub-group.

Once all participants have been determined, forms A of the TTCT-figural and
TTCT-verbal will be administered. Torrance recommended that the tests by administered
in a game-like fashion characterized by fun and problem-solving (Torrance 1996;
reference yet to be checked). To achieve this mood, students will be exempt from classes
IMPACT OF ODYSSEY OF THE MIND ON OBJECTIVE CREATIVITY
for two ninety minute “blocks”, the opening of the testing session will involve various
ice-breaking and creative activities, and, finally the tests will be administered. Though
the tests will be administered in a traditional formal setting, examiners will be instructed
to continue the “light” atmosphere. The tests will be scored and interpreted by Robert
Pierce and Kyung Hee Kim, the latter a noted expert on creativity and the TTCT.

Phase II: OM
During this phase, only Group I will be active – participating in the OM. Students
will meet in weekly and by-weekly settings. Some of the meetings will be characterized
by practicing spontaneous creativity problems, others will be time devoted to teams
working on their long-term problems. At the final meeting each month, thus four
instances, participants will complete Likert-type questions focusing on individual creative
performance, team creative performance, and impressions of cohort unity. The wording
of the questionnaires will vary month by month.

Phase III: Re-testing
Prior to the OM competition, all participants (Group I and II) will be administered
the TTCT-verbal and –figural tests, form B. Efforts will be made to achieve the same
“fun” and light environment. Students will again be exempted from classes for two ninety
minute blocks; the opening of the testing session will involve various ice-breaking and
creative activities before administration of the tests. Tests will be scored by Pierce and
Kim. These tests will be administered prior to the OM competition so that the teams’
performance in the competition does not affect their attitudes and, thus, performance on
the tests.

Timeline
IMPACT OF ODYSSEY OF THE MIND ON OBJECTIVE CREATIVITY

September-October: Advertisement of the study and advertisement of OM
November: Phase I, including obtaining parental consent forms.
December-February: Phase II, OM practice sessions.
March: Phase III, re-testing and OM competition

Threats to Internal Validity

The following threats to internal validity have been considered:

Subject characteristics: Group 1 participants who volunteer for OM may have a greater desire to develop their creativity than other participants. This positive attitude toward the program may increase its efficacy of OM compared to intervention with others.

Mortality: There is some risk that participants, either Group 1 or Group 2, will not complete the study. The subject high school, however, has a rather stable families compared to many high schools, so the mortality risk should be modest. In the past at the subject school, the “dropout” rate from OM has been negligible and, thus, Group 1 should largely be stable. Students in Group 2 have a lesser commitment to the study and the dropout rate could be higher. Thus, a slightly large sample for Group 2a and 2b will be selected at inception in the event that there is a higher mortality rate among Group 2 participants.

Location: Both in November and March, the TTCT will be administered in a large room with a capacity for all 71 projected participants, thereby reducing the location threat.

Instrument decay: The number of participants, 71, is a modest enough number that the two examiners, Pierce and Lee, can mark them in a timely fashion without risk of
IMPACT OF ODYSSEY OF THE MIND ON OBJECTIVE CREATIVITY

loss of consistency. Both are experienced examiners, Kim with the TTCT and Pierce with the International Baccalaureate.

Testing threat: This threat is minimized because both the TTCT-figural and the TTCT-verbal have forms A and B. Form A will be administered in November, form B in March.

Data Analysis

For this study, two TTCTs will be administered to determine whether students who participate in OM (Group I) experience a greater increase in creativity compared to groups of students who do not (Group 2). This will be determined by comparing the average (mean) difference between Group 1 students’ scores on TTCT A and B to the average (mean) difference between Group 2 students’ scores on TTCT A and B.

Operationally, it should be assumed that OM does enhance creativity. Thus, the difference will be calculated by subtracting the mean score on TTCT form A from the mean score on TTCT form B:

\[(\text{Mean score, form B}) \text{ minus } (\text{mean score, form A}) = \text{increase in creativity.}\]

Scores will be analyzed overall (a combined score of the verbal and figural tests) as well as disaggregated for both the verbal and figural.

These results will be further disaggregated to compare OM students (Group 1) to Group 2a and Group 2b, as well as to compare the performance of the three OM teams to each other, considering whether students in homogenous teams saw greater or lesser improvement than students in diverse teams. OM participants’ responses to the Likert-type questionnaires will also be evaluated to elucidate the impact of diversity on perceptions of creativity.
IMPACT OF ODYSSEY OF THE MIND ON OBJECTIVE CREATIVITY

Results

It is expected that students participating in OM (Group 1) will experience a greater improvement in objective creativity than Group II participants. It is further expected that Group 2a students will experience greater improvement in objective creativity than Group 2b students. Less clear is whether the grouping students in homogenous versus diverse cohorts will have an impact on creativity or self-assessment.

Discussion

Conclusions and Implications

If OM improves objective creativity scores as predicted, it would suggest that high schools should increase the profile of OM and other programs like it, such as Future Problem Solving, which could be achieved initially merely through modest shifts in the priorities in both budgeting and scheduling.

Because OM has not been the subject of much scholarly research, the more realistic implication of these projected results is to lead to more research on the impact of OM on high school and other students’ creativity. Further research, if it found similar conclusions, might propel a more comprehensive consideration of how to improve creativity in schools by incorporation of some of the techniques used by OM coaches into instructional activities.

The number of students involved in OM and the small number of students in each team (seven) will prevent any firm conclusions about the impact of homogeneity or diversity, but the outcome of the Likert- questionnaires could well be suggestive and
IMPACT OF ODYSSEY OF THE MIND ON OBJECTIVE CREATIVITY

provide guidance for further research. Diversity is so valued in education today that a better understanding of its impact on students’ creativity would be valuable.

Budget

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IMPACT OF ODYSSEY OF THE MIND ON OBJECTIVE CREATIVITY

References


IMPACT OF ODYSSEY OF THE MIND ON OBJECTIVE CREATIVITY

(eds.), Investigating creativity in youth: Research and methods (pp. 265-306).
Cresskill, N.J.: Hampton.


IMPACT OF ODYSSEY OF THE MIND ON OBJECTIVE CREATIVITY


I would do this:

First, I would look at the impact of having Odyssey of the Mind on students’ creativity, objective creativity scores as well as self-perceived creativity scores. Here, Odyssey of the Mind is the IV and objective creativity scores as well as self-perceived creativity scores are DV.

Second, I would look at the moderating effect of diversity of the participants (here, you have to specify whether you look at race or ethnicity or any other elements of diversity since diversity means a lot of things…..) in your Odyssey of the Mind on students’ creativity, objective creativity scores as well as self-perceived creativity scores. Here, diversity is IV AND the moderating variable; and objective creativity scores as well as self-perceived creativity scores are DV.

In order to do that, you need some evidence of effectiveness of Odyssey of the Mind. If you cannot find any evidence for Odyssey of the Mind, you need to mention that you are not aware of any published research paper on this topic. However, you can still find articles and cite that some creativity programs like Future problem Solving program or other creativity training or strategies have positive impact on increasing creativity. And then, you can compare whether having diverse students in Odyssey of the Mind is different from not having diversity in terms of increasing creativity.

In addition, you need to specify who your population is because you would not try to generalize the results of your study to the entire people in the world. What kind of subjects do you plan to use? If you are planning to use high school students, add “among High School Students”
Odyssey of the Mind

impact of Odyssey of the Mind on high school students’ objective creativity scores as well as their self-perceived creativity scores. A secondary purpose is to determine the impact of diversity on objective creativity scores in groups of high school students who participate in Odyssey of the Mind.
diversity on objective creative performance by teams of high school students in cohorts in Odyssey of the Mind? and the impact of team members’ perceptions of individual affect and creativity. You should match this purpose with the title of your study.

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What is the relationship between diversity in high school students’ cohorts in Odyssey of the Mind and objective creativity and what impact does diversity have on cohort members’ perceptions of individual affect and creativity? You need to revise this first and then organize the discussion of your literature review again.

You followed the APA style for your main literature review text very well.

Later when you write a final research proposal, you need to define “objective creativity” and “perceptions of individual affect and creativity” operationally. How you measure these or what these are.

You do not need issue numbers since one volume has these many page numbers. There is little possibility for the journal to start with a page number one for each different issue of each volume of the journal.
No space between a volume number and an issue number.
What is the impact of Odyssey of the Mind (OM) on students’ objective creativity scores as well as self-perceived creativity scores?

Robert A. Pierce
EDUC F65: Research Methods in Education
School of Education
The College of William & Mary
Spring 2009
Draft Research proposal
Dr. Kyung Hee Kim
Introduction

Purpose of the study

The impact of Odyssey of the Mind (OM), an extracurricular creativity activity in many k-12 schools and some colleges, on objective creativity scores has not been addressed in the literature. This study will provide a first step to fill that gap by examining the impact of OM on objective creativity scores among high school students as well as their self-perceived creativity scores. A secondary purpose is to determine the impact of diversity on objective creativity scores in groups of high school students who participate in OM.

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*Diversity Enhances Creativity*

A limited body of research suggests that programs designed to enhance creativity should put students in diverse groups. Kurtzberg (2005) found that the greater the
diversity of teams in the work place, the greater the creativity. In experiments involving American and European undergraduates, Leung, Maddux, Galinsky, and Chiu (2008) found that multicultural experiences enhance creativity by exposing individuals to new ideas, challenging their intellectual routines, creating readiness to borrow from other sources, and encouraging synthesis. Glassner (2005) demonstrated how plurilingualism enhances creativity and problem-solving skills. Diversity could further strengthen one area where Americans are typically uncreative: social creativity in an international or global context: (Zhao, 2008). Social creativity refers to the ability of individuals to navigate successfully in social settings, especially diverse social settings, where differences in cultural norms can lead to conflict (Piéron, 2008).

**People Prefer Homogeneity**

For teachers running such programs, heterogeneous settings may be difficult to achieve. In general, people prefer to associate with others of some similar qualities (Darr & Kurtzberg, 2000; Jackson, et al, 1991; Newcomb, 1961). In the United States, with its complicated racial history, how one defines oneself almost always centers on racial identity. This inclination has psychological foundation. Making friendships across boundaries, especially race, is more difficult than with people of similar identity (Tatum, 2007). The power of racial identity is significant, affecting learning itself. In a multi-year study involving over 11,000 kindergarten through third-grade students, Dee (2004) found that students recorded higher achievement when they had a teacher of the same race.

In schools, students seek homogenous settings, which Tatum (1999) addressed in her widely read piece *Why are all the black kids sitting together in the cafeteria?* White
students, when in diverse settings, are also conscious of their racial identity (Grossman & Charmaraman, 2009).

Interestingly, Kurtzburg’s findings (2005) provide another indicator of the power of homogeneous settings. Even though more diverse teams were measurably more creative on affect and creativity, the more homogeneous teams scored themselves higher. In other words, homogenous teams found greater reward and believed they had been more creative. These findings suggest that relying on diversity to foster creativity must contend with a powerful psychological force, a desire for homogeneity, pushing back.

A Challenge for Creativity: the Crisis of Adolescence

Any requirement that student groups be diverse could weaken the ability to recruit students to these programs, which already compete against such popular programs as athletics or band. To commit out-of-school or “free” time, students want to have fun, perceive value, and feel safe and secure. These expectations constitute a challenge for those engineering the environments, as adolescent years are generally understood to be years of “crisis” (Erikson, 1968). Moreover, since Erikson’s work in the 1960s, identity formation has arguably grown more complicated (Nakkula, 2008).

Given the limited research on diversity and creativity among high school students, perhaps pitting diversity, operationally presumed to enhance creativity based upon subjects at a quite different developmental stage, against homogeneity, which gives adolescents some degree of psychological comfort, is a false choice. With high school students, perhaps the psychological comfort of homogeneity creates the liberty to be creative, even though reducing the stimuli that, for people of other ages, enhances creativity.
Research Question: What is the impact of OM on high school students’ objective creativity scores as well as self-perceived creativity scores? A secondary purpose is to determine the impact of diversity on objective creativity scores in groups of high school students who participate in OM.

The hypothesis of this study is that OM improves high school students’ objective creativity scores. Unclear is whether its impact is greater than other programs and classes designed to enhance creativity or whether diversity in student cohorts will have an impact on either creativity or self-perceived creativity.

Objective creativity score is operationally defined as student performance on Torrance Tests of Creative Thinking (TTCT), the most widely used test of creativity (Davis, 1997; reference yet to be checked) and the most commonly referred to of all creativity tests (Lissitz & Willhoft, 1985). Diversity is defined as grouping students in cohorts that have objective differences (race, ethnicity, mother-tongue, etc.). Self-perceived creativity scores are operationally defined as the results of students’ self-assessment of their creativity through completion of periodic questionnaires using Likert-type questions focusing on individual creative performance, team creative performance, and impressions of cohort unity.

Method

Participants

The participants will be a convenience sample of full-time high school students from a single AA high school in southeastern Virginia. Students must have a parent or guardian complete a consent form permitting their child to participate in this study.
Participants will fall into two categories. The first, Group 1, will be those who will volunteer to participate in OM. Because the OM competition requires teams of five-to-seven students, between 15 and 21 students will be accepted. If the number of volunteers exceeds 21, selection will be based upon students’ performance in various verbal and manipulative spontaneous creativity problems. All students volunteering/selected for OM will engage in weekly or bi-weekly meetings where they practice problems of creativity as well as develop a solution to a long-term creative problem. These students will take the TTCT in November and April.

The second group of students, Group 2, those who volunteer to be part of the study yet who do not participate in OM, will constitute the null set. These students’ involvement in the study will be limited to taking the TTCT in November and April. Of these participants, whose number will be capped at 50, 50%, or 25 students total, will be ones who are engaged in some other creative activity such as theatre or forensics or who have voluntarily signed up for non-required classes that develop creativity, such as art or creative writing. The other 50% will be students who do not engage in any program or classes specifically intended to enhance creativity. Although there will be no separation of students by gender, the gender of participants will be recorded.

The school where the study will be conducted is a middle-class/upper middle class suburban high school. Annually, approximately 70% of the prior year’s graduates matriculate in some college. Only 15% of students are on free or reduced lunch. The student population at this high school is 85% white, 8% Asian, and 7% African American. The Hispanic or “other” population is negligible. Please remember that you are supposed to describe the characteristics of the school that you are using. E.g., reduced lunch or...
free lunch ratio, the levels of the achievement scores or state-mandated test scores, rural, urban, or suburban setting, big or small city, parents’ income and/or education level, whether military town or not, etc, whatever available!

External Validity Issues because of this, you have to describe the characteristics of the participants (or the setting) very in detail so that you can generalize the results from your study to the population that has similar characteristics to yours.

There will be some limitations to generalizing to the whole population of American high school students. Parents may not want their students to participate. The fact that the school selected has a population that is overwhelmingly white, racial identity for non-white students may be more pressurized than at the many American high schools with greater diversity. That 85% of the students are white and middle class/upper middle class makes the population unrepresentative of many urban or rural high schools. The significant time commitment necessary to participate in OM suggests those students who participate in OM will also have a significant personal commitment to making themselves more creative and, as a result, the program may be more effective with them than it might be on students randomly selected.

In certain respects, the sample will allow for generalization. Students at this high school who matriculate in college largely pursue typical professionally oriented majors (engineering, science, computer science, and business), the very kinds of vocations that are likely to be threatened by professionals from around the globe (Zhao, 2008). This situation, along with the middle class/upper middle class socio-economic circumstances of the sample, will allow for generalization to most suburban high schools.

Instruments
The measure for objective creativity in this study will be the TTCT, which is composed of two examinations, verbal and figural, each of which has two forms (A and B). As noted above, the TTCT is the most widely used test of creativity (Davis, 1997; yet to check reference?) and the most commonly referred to of all creativity tests (Lissitz & Willhoft, 1985). Trefflinger (1985; yet to check reference?) concluded that the test has satisfactory reliability for measuring creativity. The tests are also generally viewed favorably in terms of validity (Kim, 2006). Both tests can be scored locally but compared to national norms.

Johnson and Fishkin (1999; reference yet to be checked?) and Kim (2006) both recommended that measurement of creativity should be based upon more than one test. In this study, the first group of participants, those involved with OM, will be subject to a second measure: performance in OM competitions. The scoring in these competitions is by trained judges using rigorous standards to ensure reliability. For comparison to the null set, instruments will be limited to the TTCT.

**Design and Procedure**

**Phase I: Selection and initial testing**

The study will be advertised at the subject school by targeting the two groups needed: advertisements for students to participate in OM (group 1) and for students not participating in OM but who would otherwise be willing to participate in the study (Group 2). The Group 1 participants will be selected and divided into three teams. At least one team will be homogenous, and in the others participants will organized into two teams characterized by diversity. Group 2, those volunteering only to take the TTCT, will be sub-divided into those who already participate in a creativity-enhancing activity or
class (Group 2a) and those who do not (Group 2b). Up to 25 will be randomly selected from each sub-group.

Once all participants have been determined, forms A of the TTCT-figural and TTCT-verbal will be administered. Torrance recommended that the tests by administered in a game-like fashion characterized by fun and problem-solving (Torrance 1996; reference yet to be checked). To achieve this mood, students will be exempt from classes for two ninety minute “blocks”, the opening of the testing session will involve various ice-breaking and creative activities, and, finally, the tests will be administered. Though the tests will be administered in a traditional formal setting, examiners will be instructed to continue the “light” atmosphere. The tests will be scored and interpreted by the researcher.

Phase II: OM

During this phase, only Group 1 will be active – participating in the OM. Students will meet in weekly and by-weekly settings. Some of the meetings will be characterized by practicing spontaneous creativity problems, others will be time devoted to teams working on their long-term problems. At the final meeting each month, thus four instances, participants will complete Likert-type questions focusing on individual creative performance, team creative performance, and impressions of cohort unity. The wording of the questionnaires will vary month by month.

Phase III: Re-testing

Prior to the OM competition, all participants (Group 1 and II) will be administered the TTCT-verbal and –figural tests, form B. Efforts will be made to achieve the same “fun” and light environment. Students will again be exempted from classes for two ninety
minute blocks; the opening of the testing session will involve various ice-breaking and
creative activities before administration of the tests. Tests will be scored by the
researcher. These tests will be administered prior to the OM competition so that the
teams’ performance in the competition does not affect their attitudes and, thus,
performance on the tests.

Timeline

September-October: Advertisement of the study and advertisement of OM

November: Phase I, including obtaining parental consent forms.

December-February: Phase II, OM practice sessions.

March: Phase III, re-testing and OM competition

Threats to Internal Validity

The following threats to internal validity have been considered:

Subject characteristics: Group 1 participants who volunteer for OM may have a
greater desire to develop their creativity than other participants. This positive attitude
toward the program may increase its efficacy of OM compared to intervention with
others.

Mortality: There is some risk that participants, either Group 1 or Group 2, will not
complete the study. The subject high school, however, has a rather stable families
compared to many high schools, so the mortality risk should be modest. In the past at the
subject school, the “dropout” rate from OM has been negligible and, thus, Group 1
should largely be stable. Students in Group 2 have a lesser commitment to the study and
the dropout rate could be higher. Thus, a slightly large sample for Group 2a and 2b will
be selected at inception in the event that there is a higher mortality rate among Group 2 participants.

Location: Both in November and March, the TTCT will be administered in a large room with a capacity for all 71 projected participants, thereby reducing the location threat.

Instrument decay: The number of participants, 71, is a modest enough number that the two examiners, Pierce and Lee, can mark them in a timely fashion without risk of loss of consistency. Both are experienced examiners, Kim with the TTCT and Pierce with the International Baccalaureate.

Testing threat: This threat is minimized because both the TTCT-figural and the TTCT-verbal have forms A and B. Form A will be administered in November, form B in March. Try to identify the threats to the internal validity of your study AS MUCH AS you can because you have to think about all possible issues before you conduct the study. In addition, think about how to control them too. Please review the internal and external validity issue chapters in your textbook.

Data Analysis

For this study, two TTCTs will be administered to determine whether students who participate in OM (Group 1) experience a greater increase in creativity compared to groups of students who do not (Group 2). This will be determined by comparing the mean difference between Group 1 students’ scores on TTCT A and B to the mean difference between Group 2 students’ scores on TTCT A and B. Operationally, it should be assumed
that OM does enhance creativity. Thus, the difference will be calculated by subtracting the mean score on TTCT form A from the mean score on TTCT form B:

\[(\text{Mean score, form B}) \text{ minus } (\text{mean score, form A}) = \text{increase in creativity.}\]

Scores will be analyzed overall (a combined score of the verbal and figural tests) as well as disaggregated for both the verbal and figural).

These results will be further disaggregated to compare OM students (Group 1) to Group 2a and Group 2b, as well as to compare the performance of the three OM teams to each other, considering whether students in homogenous teams saw greater or lesser improvement than students in diverse teams. OM participants’ responses to the Likert-type questionnaires will also be evaluated to elucidate the impact of diversity on perceptions of creativity. You can analyze these two different analyses at the same time using factorial analysis of variance. Do you remember I talked about this in class?

**Results**

It is expected that students participating in OM (Group 1) will experience a greater improvement in objective creativity than Group II participants. It is further expected that Group 2a students will experience greater improvement in objective creativity than Group 2b students. Less clear is whether the grouping students in homogenous versus diverse cohorts will have an impact on creativity or self-assessment.

**Discussion**

Based on the expected results from this study: what do you want to say about your results? What do your results mean? Conclusions are about the meaning or interpretation of the results.
Implications

Should include what the conclusions mean and based on the conclusions what you want to suggest to parents, teachers, counselors, administrators, or people who are working with similar population, to which the results from the sample that you used for your study here to be generalized. If OM improves objective creativity scores as predicted, it would suggest that high schools should increase the profile of OM and other programs like it, such as Future Problem Solving, which could be achieved initially merely through modest shifts in the priorities in both budgeting and scheduling.

Budget

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<tr>
<th>Cost of Odyssey of the Mind</th>
<th>3 registration fees @ $135</th>
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<tr>
<td>Spending allowance for three teams</td>
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<tr>
<td>TTCT – Form A</td>
<td>71 TTCT-verbal (form A) and 71 TTCT-figural exams (form A) @ ?</td>
<td>?</td>
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<tr>
<td>TTCT – Form B</td>
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**Estimated Total** $3,075 + ?
References


**You have done an excellent job for your research proposal here. I am sure that you can make it PERFECT if you can address the issues that I have raised above.**

**If you have any questions about my feedback here, please let me know ASAP. I can explain better in person. I promise! 😊**

**Remember that you must review the Research Proposal Rubric very carefully again before your revise your paper.**
Thank you for your good work AND providing a different perspective for the class so far.

If you can conduct this research, I am 100% for sure that you can publish it in any journal.