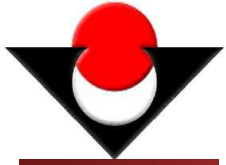


TUBITAK



Anadolu University



FIRST STEP TO SUCCESS EARLY INTERVENTION PROGRAM:

SUPPORTING YOUNG CHILDREN WITH EMOTIONAL AND BEHAVIORAL CHALLENGES IN TURKEY

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Anadolu University, Turkey

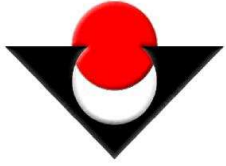


The Second ENSEC Conference, held in Kusadasi-Izmir, TURKEY

9th – 12th September 2009.



TUBITAK



ABOUT THE STUDY

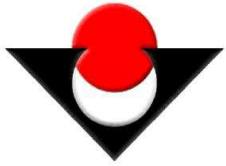
Anadolu University



The current study presents results of experimental study of a **TUBITAK (The Scientific and Technological Research Council of Turkey)** supported project entitled

“Project ADYEP: The Effectiveness of an Early Intervention Program to Prevent Antisocial Behaviors at Kindergarten, First and Second Grades” ,

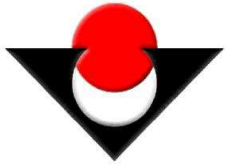
(Project number: 106K265) in Turkey.



ANTISOCIAL BEHAVIOR PATTERNS !



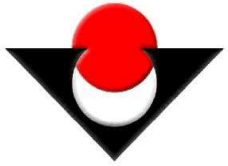
- *Antisocial behavior* is generally defined as consistent violations of behavior patterns. *Antisocial behavior* proposes hostility to others, aggression, a willingness to commit rule infractions, defiance of adult authority, and violation of the social norms and mores of society.
- Intense antisocial behaviors and aggression seen early in a child's life has been perceived as the best predictors of delinquent and violent behavior years later (Patterson, Reid, & Dishion, 1992).
- Therefore, if not dealt with earlier, these behavior patterns may become more complex and destructive over time as stated by Walker, Colvin and Ramsey (1995):
 - “Children who grow up antisocial are at severe risk for a host of long-term, negative, developmental outcomes, including school dropout, vocational adjustment problems, drug and alcohol abuse, relationship problems, and higher hospitalization and mortality rates. **If antisocial behavior pattern is not changed by the end of grade 3, it should be treated as a chronic condition, much like diabetes.** That is, it cannot be cured but can be managed with the appropriate supports and continuing interventions” (p. 6).



ANTISOCIAL BEHAVIOR PATTERNS !

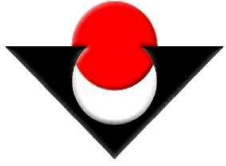


- Getting one's way, achieving social control over natural situations, and dominating and humiliating others have been identified as powerful negative outcomes of antisocial behaviors (Wicks-Nelson & Israel, 1997).
- Home, school environment, and overall the quality of life for students and their families, and educators would most probably be influenced negatively from these challenging behaviors (Walker, et al., 1995).
- Therefore, the earliest possible intervention or prevention considering three primary settings (**home, school and playground**) and the key social agents (**parents, teachers, and peers**) within these settings has been identified as a necessity to deal efficiently with antisocial behavior patterns (Walker et al., 2004).



PREVENTION OF ANTISOCIAL BEHAVIOR PATTERNS !

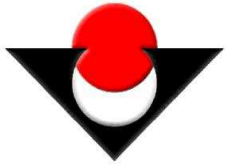
- In the reviews of prevention programs for antisocial behaviors (e.g., Joseph, & Strain, 2003; Kashani, Jones, Bumby, & Thomas, 1999; Leff, Power, Manz, Costigan, & Nabors, 2001), only a few programs including family, school, and community have been considered somewhat effective in decreasing the number of risk factors associated with antisocial behaviors and increasing the overall well-being of children and adolescents.
- For example, Kashani, et al., (1999) reviewed the literature on the prevention programs for at-risk children for antisocial behaviors or conduct-disordered youth and found the *First Step to Success (FSS)* early intervention program to be one of the only prevention programs for at-risk antisocial youth that reported positive effects.



PREVENTION OF ANTISOCIAL BEHAVIOR PATTERNS !



- In another review of literature, Leff, et al., (2001) extensively and critically evaluated 34 promising programs that aim to prevent and/or reduce school aggression. At the end of extensive evaluation of programs, none of the 34 programs met criteria for being “efficacious” and five of the programs met criteria for being “possibly efficacious.” The FSS early intervention program was one of these five programs.
- In a recent review, a research synthesis on effective intervention procedures at the Center for Evidence-Based Practice: Young Children with Challenging Behavior (Joseph & Strain, 2003) extensively examined comprehensive, evidence-based social emotional preventive programs for young children with challenging behaviors. Among the ten preventive programs for young children with challenging behaviors showing evidence of confidence, First Step to Success Early Intervention Program was one of two programs rated as high-confident programs.



THE FIRST STEP TO SUCCESS

EARLY INTERVENTION PROGRAM



- Designed for at-risk kindergarten through second grade students who indicate noticeable signs of antisocial behavior patterns (Preschool version is also available now).
- A collaborative home and school intervention program that recruits parents as partners with the school in teaching the at-risk child a behavior pattern contributing to school success and the development of friendships.
- Two main goals of the program.
 - to teach the at-risk child to get along with others (teachers and peers) and
 - to engage assigned schoolwork in an appropriate, successful manner.

First Step to Success

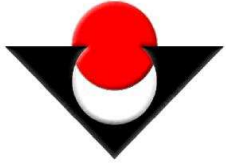
A Program to divert young children at-risk for Antisocial Behavior

Screening



CLASS

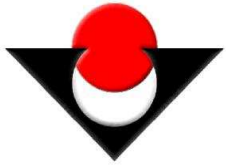
homeBase



EFFECTIVENESS & SOCIAL VALIDITY OF THE FIRST STEP TO SUCCESS



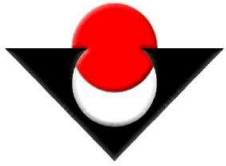
- The effectiveness and social validity of First Step to Success intervention program have been evaluated by several studies since 1998 (e.g., Diken, 2004; Diken, Cavkaytar, Batu, Bozkurt, & Kurtyılmaz, 2008; Golly, Sprague, Walker, Beard, & Gorham, 2000; Golly, Stiller, & Walker, 1998; Overton, McKenzie, King, & Osborne, 2002; Ozdemir, 2006; Perkins-Rowe, 2001; Walker, Kavanagh, Stiller, Golly, Severson, & Feil, 1998).
- Various research designs including pre/post, waitlist/control, and multiple-baseline across-subjects designs were used in these studies.
- Results from these studies supported the program as an effective and socially valid program.



EFFECTIVENESS & SOCIAL VALIDITY OF THE FIRST STEP TO SUCCESS



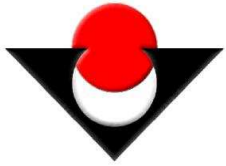
- In summary, studies conducted to date on the effectiveness of the FSS program revealed that
 - the FSS program produces significant behavior changes in the following areas as indicated by teacher ratings and direct observations: adaptive behavior, aggressive behavior, maladaptive behavior, and the amount of time spent appropriately engaged in teacher-assigned tasks.
 - The studies also indicated that the FSS program's effects continue up to two years beyond the end of the initial intervention period, meaning into first and second grades, where the child has new teachers and peers each year.
 - The FSS program participants (children, parents, peers, and teachers) reported high levels of satisfaction with the program.



CURRENT SITUATION REGARDING ANTISOCIAL BEHAVIORS AT SCHOOLS IN TURKEY



- The issues regarding young children with antisocial behaviors have been a growing concern for educators over the past decade with the alarming increase of the number of students with antisocial or destructive behaviors in the public schools not only in the US but also in Turkey .
- In Turkey, as reported in media and as reported by the Ministry of National Education , the number of school cases including aggressive and disruptive behaviors at schools has been dramatically increasing.

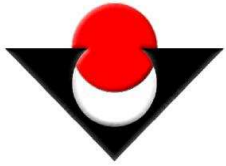


CURRENT SITUATION REGARDING ANTISOCIAL BEHAVIORS AT SCHOOLS IN TURKEY



- Recent studies on aggressive and disruptive behaviors in Turkish schools (e.g., Çinkır, 2006; Eke & Ögel, 2006; Özcebe & Üner, 2006; Pişkin, 2006; Yurtal & Cenkseven, 2006) also pointed out recent dramatic negative changes at recent Turkish schools.

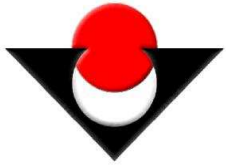
- To summarize, results of these studies revealed that;
 - violence among students and from students toward others at schools has been increasing,
 - bullying has been one of the most important problems at Turkish schools,
 - at least one out of three students have been bullied by the other students, and
 - fights have been found also very common among high school students in Turkey.



CURRENT SITUATION REGARDING ANTISOCIAL BEHAVIORS AT SCHOOLS IN TURKEY



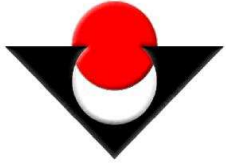
- For these reasons, the Ministry of National Education in Turkey put a great emphasize to prevent the challenging behaviors before they occur. However, these efforts focus on primary prevention and are not systematic and intensive to deal with such complex behaviors. There is a great need for intensive, systematic, evidence-based, positive behavior support programs in Turkey to prevent antisocial behaviors at schools.
- As part of a The Scientific and Technological Research Council of Turkey (TUBITAK) supported project, the First Step to Success Program developed in the US was translated and adapted into Turkish in order to be used in Turkish schools as a sound behavioral intervention program.



The purpose



- The purpose of the current study was *to examine the effectiveness of the First Step to Success program with kindergarten, first and second grade students in Turkey.*
 - ▣ Following questions were addressed:
 - (1) Is there a significant difference in the TSSRS (problem behavior, social skills and academic competence) scores for experimental and control group, while controlling for their pre-test scores on the TSSRS?
 - (2) Is there a significant change in the TSSRS (problem behavior, social skills and academic competence) scores of targeted students from pre-intervention to post-intervention?
 - (3) Is the FSS program a socially valid program?



Method



Participants

Participants of the study were **102 students, their teachers, and their mothers**. The students were randomly divided into two groups: experimental and control groups.

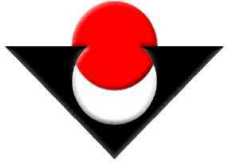
Experimental group included **53 students** (43 male students and 10 female students); control group included **49 students** (42 male students and 7 female students).

Experimental group included 16 kindergarten, 19 first grade and 18 second grade students whereas control group included 15 kindergarten, 18 first grade and 16 second grade students .

None of targeted students had any disability or referred for further examination at the time the study was conducted.

Teachers in experimental group included 42 female teachers and 11 male teachers, teachers in control group included 39 female teachers and 10 male teachers.

Only mothers of targeted students were involved in the study.



Method



Setting

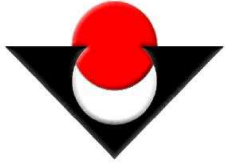
This study was conducted in 31 kindergarten, 37 first grade, and 34 second grade classrooms of four K-8 elementary schools in the city of Eskisehir in Turkey during 2008-2009 school year.

Experimental Design

Pretest-Posttest Control Group was used in the study. Experimental group received the intervention while control group was not part of this intervention.

Independent Variable

The FSS early intervention program was the independent variable of the study.



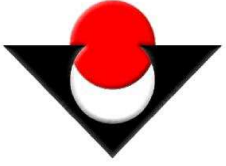
Method



Dependent Variables (Measures)

Turkish Version of Social Skills Rating System (TSSRS). Social Skills Rating System (SSRS) developed by Gresham and Elliot (1990) translated and studied in Turkish by Sucuoglu and Ozokcu (2005) was used to examine the effectiveness of the FSS on problem behaviors, social skills and academic competence (Research questions 1 & 2).

Social Validity Form. In order to examine social validity of the FSS program, a form was developed by the researchers. Social validity data were collected from targeted teachers and mothers. Based on a five point-likert-type scale (From 1=Strongly disagree to 5=Strongly agree), targeted teachers and mothers were rated statements regarding the use and effectiveness of the FSS program (Research question 3).



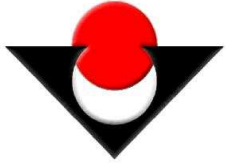
Method



Intervention Procedures

The first author of this study, who had previously received training at the Institute on Violence and Destructive Behavior at the University of Oregon in implementing the FSS program provided training to the First Step Coaches of the program, who were school counselors at the schools of targeted students. At this training, the First Step 20-minute videotape was used and, in addition, all materials regarding the FSS implementation were provided to them. Questions before starting the FSS program were answered and issues were clarified.

After the screening and identifying targeted students, pre-test data were collected. Then, the FSS program started based on the program guidelines indicated at the program. As soon as the program ended for each child, post-test data were collected on the targeted participants.



Method

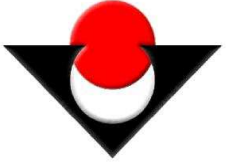
Treatment Integrity

Data regarding treatment integrity (procedural reliability) were also collected in order to examine whether the implementation of the FSS program by the First Step Coaches and classroom teachers was reliable or not

Based on the FSS program guidelines indicated at the program, a checklist was prepared to examine the treatment integrity. Data collectors, who were graduate students at graduate program for teaching individuals with mental retardation and were trained on the project, used this form to assess treatment integrity of the FSS implementation.

Treatment integrity data were collected from both the First Step Coaches and classroom teachers. The number of program days in which conditions were administered as intended were divided by total of program days, and then multiplied by 100 to find the percentage of treatment integrity for both coaches and teachers.

	Range (%)	Mean (%)
Kindergarten Teachers	83.7-100	93.3
1 st Grade Teachers	66-98.8	86.2
2 nd Grade Teachers	76.7-100	90
First Step Coaches	40-100	91.5



Results



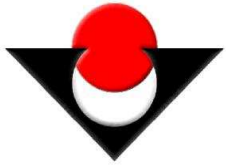
Differences in the TSSRS scores for experimental and control group, while controlling for their pre-test scores on the TSSRS

A one-way between groups analysis of covariance (One-way ANCOVA) was conducted to examine the differences in the TSSRS scores for experimental and control group.

More specifically, one-way ANCOVA was run at first for the whole TSSRS scale and then separately for scales of the TSSRS including problem behavior scales (externalizing and internalizing), social skills scales (cooperation, assertion, and self-confidence), and academic competence scale.

The independent variable was the implementation of the FSS while pre-test scores on the TSSRS were used as the covariate.

Preliminary checks were conducted to ensure that there was no violation of the assumptions of normality, linearity, homogeneity of variances, homogeneity of regression slopes, and reliable measurement of the covariate.



Results



Differences in the TSSRS scores for experimental and control group, while controlling for their pre-test scores on the TSSRS (Cont.)

- Results revealed that there **were significant differences** between the two groups in post-intervention scores on

- ▣ **General social skills**
 - Cooperation
 - Assertion
 - Self-control
- ▣ **General problem behaviors**
 - Externalizing
 - Internalizing

SMALL EFFECT SIZE

- ▣ **NO SIGNIFICANT DIFFERENCE FOR “Academic Competence”**

SOCIAL SKILLS TOTAL SCALE

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power ^b
Corrected Model	3919,197 ^a	2	1959,598	21,498	,000	,303	42,996	1,000
Intercept	4086,395	1	4086,395	44,830	,000	,312	44,830	1,000
SOCPRETOTAL	1959,376	1	1959,376	21,496	,000*	,178	21,496	,996
GRUP	1269,150	1	1269,150	13,923	,000*	,123	13,923	,959
Error	9024,116	99	91,153					
Total	113747,709	102						
Corrected Total	12943,313	101						

COOPERATION

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power ^b
Corrected Model	1000,565 ^a	2	500,282	31,863	,000	,392	63,726	1,000
Intercept	506,019	1	506,019	32,228	,000	,246	32,228	1,000
COPRETOTAL	795,787	1	795,787	50,684	,000*	,339	50,684	1,000
GRUP	175,349	1	175,349	11,168	,001*	,101	11,168	,911
Error	1554,405	99	15,701					
Total	14522,454	102						
Corrected Total	2554,969	101						

ASSERTION

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power ^b
Corrected Model	577,994 ^a	2	288,997	16,198	,000	,247	32,396	,999
Intercept	1090,570	1	1090,570	61,126	,000	,382	61,126	1,000
ASSPRETOT	298,099	1	298,099	16,708	,000*	,144	16,708	,982
GRUP	173,265	1	173,265	9,711	,002*	,089	9,711	,870
Error	1766,300	99	17,841					
Total	19568,974	102						
Corrected Total	2344,294	101						

SELF CONTROL

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power ^b
Corrected Model	284,581 ^a	2	142,291	19,466	,000	,282	38,931	1,000
Intercept	443,798	1	443,798	60,713	,000	,380	60,713	1,000
SELFCONPRETOT	86,779	1	86,779	11,872	,001*	,107	11,872	,927
GRUP	149,560	1	149,560	20,460	,000*	,171	20,460	,994
Error	723,672	99	7,310					
Total	6596,518	102						
Corrected Total	1008,253	101						

PROBLEM BEHAVIOR TOTAL SCORE

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power ^b
Corrected Model	2123,279 ^a	2	1061,640	43,887	,000	,470	87,775	1,000
Intercept	78,092	1	78,092	3,228	,075	,032	3,228	,428
PRBPRETOT	1430,644	1	1430,644	59,142	,000*	,374	59,142	1,000
GRUP	682,071	1	682,071	28,196	,000*	,222	28,196	1,000
Error	2394,818	99	24,190					
Total	30109,825	102						
Corrected Total	4518,097	101						

EXTERNALIZING

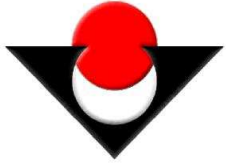
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power ^b
Corrected Model	1500,348 ^a	2	750,174	56,198	,000	,532	112,396	1,000
Intercept	7,396	1	7,396	,554	,458	,006	,554	,114
EXTPRETOT	1142,457	1	1142,457	85,585	,000*	,464	85,585	1,000
GRUP	457,432	1	457,432	34,268	,000*	,257	34,268	1,000
Error	1321,532	99	13,349					
Total	17733,519	102						
Corrected Total	2821,880	101						

INTERNALIZING

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power ^b
Corrected Model	212,615 ^a	2	106,307	28,201	,000	,363	56,402	1,000
Intercept	64,516	1	64,516	17,115	,000	,147	17,115	,984
INTPRETOT	157,856	1	157,856	41,875	,000*	,297	41,875	1,000
GRUP	30,377	1	30,377	8,058	,005*	,075	8,058	,803
Error	373,197	99	3,770					
Total	2019,261	102						
Corrected Total	585,812	101						

ACADEMIC COMPETENCE

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power ^b
Corrected Model	5658,69 ^a	2	2829,344	88,289	,000	,641	176,578	1,00
Intercept	621,15	1	621,152	19,383	,000	,164	19,383	,992
ACACOMPTOTAL	5449,13	1	5449,130	170,039	,000	,632	170,039	1,00
GRUP	50,753	1	50,753	1,584	,211	,016	1,584	,238
Error	3172,58	99	32,046					
Total	84365,38	102						
Corrected Total	8831,27	101						



Results

Changes in the TSSRS scores of targeted students

- Paired Samples T-Test was conducted to explore the impact of the FSS on behaviors and skills of targeted students as measured by the TSSRS.
- Based on ratings of teachers of targeted students, results revealed **targeted students showed significant improvements on problem behaviors, social skills, and academic competence.**
- **Medium and large effect sizes were observed.**

PAIRED-SAMPLES T-TEST DESCRIPTIVE RESULTS

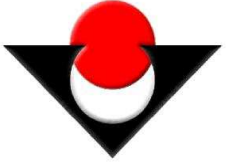
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	SOCIALSKILLSTOTAL-PRE	25,02	102	9,052	,896
	SOCIALSKILLSTOATL-POST	31,44	102	11,320	1,121
Pair 2	COOPERATION-PRE	8,56	102	4,211	,417
	COOPERATION-POST	10,83	102	5,030	,498
Pair 3	ASSERTION-PRE	10,43	102	4,310	,427
	ASSERTION-POST	12,99	102	4,818	,477
Pair 4	SELFCONTROL-PRE	5,84	102	2,588	,256
	SELFCONTROL-POST	7,40	102	3,160	,313
Pair 5	PROBLEMBEHAVIORTOTAL- PRE	18,89	102	5,547	,549
	PROBLEMBEHAVIORTOTAL- POST	15,84	102	6,688	,662
Pair 6	EXTERNALIZING-PRE	14,64	102	4,395	,435
	EXTERNALIZING-POST	12,09	102	5,286	,523
Pair 7	INTERNALIZING-PRE	4,26	102	2,480	,246
	INTERNALIZING-POST	3,75	102	2,408	,238
Pair 8	ACADEMICCOMPETENCE-PRE	24,47	102	9,031	,894
	ACADEMICCOMPETENCE-POST	27,21	102	9,351	,926

PAIRED SAMPLES TEST RESULTS for EXPERIMENTAL GROUP

Paired Differences

95% Confidence
Interval of the
Difference

Pair		Mean	Std.	Std. Error	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)	Eta-squared
			Deviation	Mean	Lower	Upper				
Pair 1	SOCIALSKILLSTOTAL-PRE SOCIALSKILLSTOATL-POST	-9,077	10,549	1,449	-11,984	-6,169	-6,26	52	,00*	.44
Pair 2	COOPERATION-PRE COOPERATION-POST	-3,479	4,325	,594	-4,671	-2,287	-5,86	52	,00*	.39
Pair 3	ASSERTION-PRE ASSERTION-POST	-3,381	4,626	,635	-4,656	-2,106	-5,32	52	,00*	.35
Pair 4	SELFCONTROL-PRE SELFCONTROL-POST	-2,466	3,007	,413	-3,295	-1,637	-5,97	52	,00*	.40
Pair 5	PROBLEMBEHAVIORTOTAL-PRE PROBLEMBEHAVIORTOTAL-POST	5,532	5,444	,748	4,031	7,033	7,40	52	,00*	.51
Pair 6	EXTERNALIZING-PRE EXTERNALIZING-POST	4,662	3,781	,519	3,620	5,704	8,98	52	,00*	.61
Pair 7	INTERNALIZING-PRE INTERNALIZING-POST	,870	2,234	,307	,254	1,486	2,83	52	,00*	.13
Pair 8	ACADEMICCOMPETENCE-PRE ACADEMICCOMPETENCE-POST	-3,264	6,111	,839	-4,948	-1,579	-3,89	52	,00*	.23



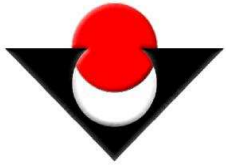
Results



Results regarding social validity of the FSS

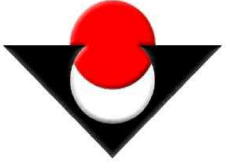
Social validity of the FSS program was assessed by targeted teachers and parents.

Results revealed targeted teachers expressed very positive opinions regarding social validity of the FSS.



Targeted Teachers' Ratings regarding Social Validity of the TFSS

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
	n (%)	n (%)	n (%)	n (%)	n (%)
The goal of the program fit well with my goals to improve classroom behavior.		2 (4)	6 (12)	33 (66)	9 (18)
The goal of the program was compatible with my needs in the classroom.		3 (6)	10 (20)	33 (66)	4 (8)
The program was easy to use.		7 (14)	14 (28)	20 (40)	9 (18)
The program did not take much of my time.		12 (24)	6 (12)	27 (54)	5 (10)
The program did not interfere with my other teaching activities/ responsibilities.		7 (14)	8 (16)	26 (52)	9 (18)
I am satisfied with the change in behavior with my student.		3 (6)	6 (12)	27 (54)	14 (28)
I noticed changes in my student's behavior quickly.		4 (8)	6 (12)	24 (48)	16 (32)
The program was effective in teaching my student appropriate behavior.		5 (10)	1 (2)	33 (66)	11 (22)
The program had a positive effect on the target child's peer relationships.		6 (12)	4 (8)	25 (50.0)	15 (30)
I received adequate training to use the program.	1 (2)	5 (10)	6 (12)	28 (56)	10 (20)
I received on-going support/help while using the program.		5 (10)	4 (8)	31 (62)	10 (20)
I would recommend the program to other teachers.		3 (6)	9 (18)	23 (46)	15 (30)
I would use the program with other students in the future.	1 (2)	4 (8)	8 (16)	23 (46)	14 (28)

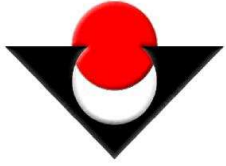


Results

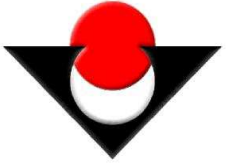


Results regarding social validity of the FSS (Cont.)

Like targeted teachers, targeted mothers were very satisfied with the use and results of the FSS.



	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
	n (%)	n (%)	n (%)	n (%)	n (%)
The goal of the program fit well with my goals to improve home behavior of my child.	2 (4)	3 (6)	15 (30)	7 (14)	23 (46)
The goal of the program was compatible with my needs at home.	1 (2)	1 (2)	4 (8)	25 (50)	19 (38)
The program was easy to use.	3 (6)	1 (2)	3 (6)	18 (36)	25 (50)
The program did not take much of my time.	2 (4)	2 (4)	1 (2)	21 (22)	24 (48)
The program did not interfere with my other activities/ responsibilities at home.	2 (4)		3 (6)	20 (40)	25 (50)
I am satisfied with the change in behavior with my child.	2 (4)		4 (8)	21 (42)	23 (46)
I noticed changes in my child's behavior quickly.	3 (6)	1 (2)	3 (6)	25 (50)	18 (36)
The program was effective in teaching my child appropriate behavior.	2 (4)	1 (2)	2 (4)	24 (48)	21 (42)
The program had a positive effect on the target child's peer relationships.	2 (4)	1 (2)	3 (6)	26 (52)	18 (36)
I received adequate information to use the program.	2 (4)		2 (4)	8 (16)	38 (76)
I received on-going support/help while using the program.	2 (4)	5 (10)		17 (34)	26 (52)
I would recommend the program to other parents.	2 (4)			5 (10)	43 (86)



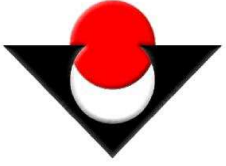
Discussion



Results showed that there was a significant difference between the two groups in post-intervention scores on general social skills, more specifically cooperation, assertion, and self-control, general problem behaviors, more specifically on externalizing and internalizing behaviors.

No difference was found for academic competence.

Since the FSS program is directly related to problem behaviors and collaterally related to social skills, it is obvious that significant differences were found on these two scales of two groups.

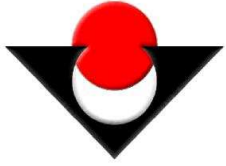


Discussion



The results of the current study regarding positive improvements on behaviors were consistent with the results of the studies conducted on the effectiveness of the FSS program (e.g., Diken, Cavkaytar, Batu, Bozkurt, & Kurtyılmaz, 2008; Diken & Rutherford, 2005; Golly, et al., 1998; Golly, et al., 2000; Overton, et al., 2002; Ozdemir, 2005; Perkins-Rowe, 2001; Walker, et al., 1998).

In most of these studies, significant decreases of problem behaviors and significant increases on social skills of targeted students were observed as soon as the FSS program was initiated.



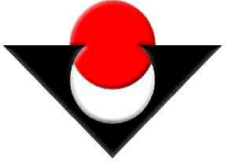
Discussion



After comparing the scores of two groups, targeted students' pre and post-test scores were also analyzed to explore the impact of the FSS on behaviors and skills of targeted students.

According to teacher ratings of targeted students, significant improvements on problem behaviors, social skills, and academic competence of targeted students were reported. Based on teacher ratings, targeted students significantly showed less problem behaviors. More specifically, they exhibited less externalizing and internalizing behaviors.

In addition to decreases on problem behaviors, meaningful improvements on social skills (e.g., cooperation, assertion, and self-control) and academic competence were also reported.

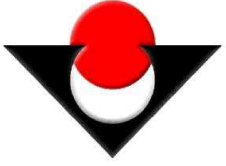


Discussion



Regarding the results of social validity of the FSS program or satisfaction with the use and outcomes of the FSS program, high level satisfaction and positive opinions were reported by both teachers and parents.

To sum, in the current study, the FSS program was found easy to use, produced positive outcomes on the behaviors of targeted students, did not take so much time, and would be implemented by most. These results were consistent with the findings of the previous studies conducted on the effectiveness of the FSS program.

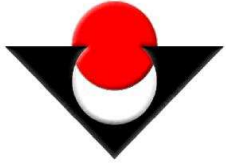


Discussion



Overall these positive improvements on targeted students' problem behaviors and social skills were reported in other studies on the FSS program (e.g., Diken, Cavkaytar, Batu, Bozkurt, & Kurtyılmaz, 2008; Diken & Rutherford, 2005; Golly, et al., 1998; Golly, et al., 2000; Overton, et al., 2002; Ozdemir, 2005; Perkins-Rowe, 2001; Walker, et al., 1998).

In most of these studies, Academic Engagement Time (AET) was taken as dependent measures and found that the FSS program had also significant influence on AET measures of targeted students. Students who exposed to the FSS program showed significant improvements on their AET scores.



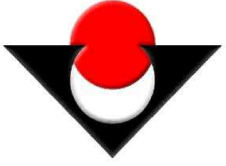
Discussion



For example, in one of the first studies on the FSS program by Walker and his colleagues (1998), most targeted participants generally showed high levels of satisfaction with the program.

In another study conducted by Golly and her associates (2000), the FSS was found as effective in teaching appropriate behavior. Teachers reported that the FSS had a positive effect on the target child's peer relations. The FSS was also reported as easy to use. Moreover, majority of participants would agree to implement the program again in the future.

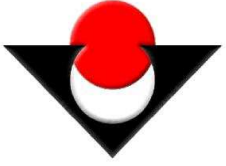
In other studies (e.g., Diken & Rutherford, 2005; Overton et al., 2002; Perkins-Rowe, 2002; Ozdemir, 2005), similar outcomes (e.g. finding the FSS effective on both targeted and other students in the classroom and finding it easy to use) were reported by participants of the program.



Discussion



However, in the current study, some of teachers were reported less satisfaction with the use and outcomes of the FSS program. When examined in depth, it was found that teachers from the schools where lower treatment integrity scores were gathered reported less effective outcomes regarding the FSS program..



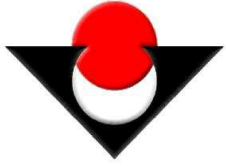
Discussion



Limitations

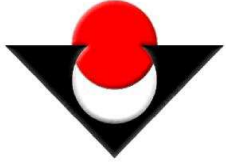
The results of the current study should be interpreted with the following limitations.

The current study, although both parents were involved with the HomeBase module of the FSS, data were collected from only mothers since they were the ones who wanted to provide the data.



Selected References

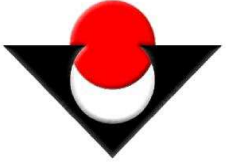
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