

Differential Social Program Evaluation

Authors	Participants, grade or age	Therapist and length of sessions	Type of training	Control group	Measurement instruments	Psychometric characteristics
8. Klingman and Hochdorf (1993)	N=237; 8th graders, 12-13 years	Experienced school counselor or psychologist, 12 sessions of 50 min/week	Social-emotional program	Placebo control group	Israel Index of potential suicide (IIPS), Loneliness scale (UCLA), index of empathy, story completion, semantic differential, knowledge assessment instrument, and a constructed program evaluation questionnaire	IIPS: Cronbach's α is .81 (varied per subscale from .71 to .86). Story completion was specially developed for this study. Interrater reliability is .95
9. Caplan et al. (1992)	N=282; 6th and 7th graders, 11-14 years	Classroom teacher together with Master's-level health educators, 20 sessions of two 50-min class periods/week over a period of 15 weeks	Social-emotional program (Positive Youth Development Program)	No training	Two skill assessment measures: Social and emotional adjustment (Allen, Weissberg, & Hawkins, 1989) and the Rand Well-being Scale (Veit & Ware, 1983); two subscales of the Self-Perception Profile for Children (Harter, 1985), the Decision-Making Confidence Scale, abridged 4-item version (Wills, 1986), Attitudes toward smoking and drinking (Botvin, Baker, Rerick, Filazzola, & Botvin, 1984), adapted measure for substance use (Grady, Gersick, Snow, & Kessen, 1986; Kandel, Kessler, & Magulies, 1978)	Two skill assessment measures, with Interrater reliability. Rand Well-being Scale: Cronbach's α .82. Self-Perception Profile for Children (Harter): high reliability and validity established. Decision-Making Confidence Scale, abridged 4-item version: Cronbach's α .57. Attitudes toward smoking and drinking (Botvin et al., 1984): Cronbach's α .74-.80
10. Battistich, Solomon, Watson, Solomon, and Schaps (1989)	N=642-342; Kindergarten- grade 4	Teacher; continuous	Social problem-solving program	No training	Several social problem-solving interviews based on e.g. Social Problem-Solving Analysis Measure (SPSAM) by Elias, Lareen, Zlotow, and Chirsky (1978)	Reliability of coding and internal consistency was reported.

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Differential social program evaluation [Tony Tripodi] on kachemile.com *FREE* shipping on qualifying offers. Book by Tripodi, Tony. Differential social program evaluation. Front Cover. Tony Tripodi, Phillip Fellin, Irwin Epstein. F. E. Peacock Publishers, - Social Science - pages. Increasingly attention has been focused to the degree to which social programs have effectively and efficiently delivered services. Using the differential program. Find great deals for Differential Social Program Evaluation by Phillip Fellin, Irwin Epstein and Tony Tripodi (, Paperback). Shop with confidence on eBay!. RANDOMIZATION AND SOCIAL PROGRAM EVALUATION. TABLE 1 restricted to estimating impacts with respect to differential exposure to benefits (6. In their book entitled, Differential Social Program Evaluation, Tripodi, Fellin, and Epstein () offer a guide to program assessment based on a three-stage. Evaluating the Differential Effects of Alternative Welfare-to-Work Training w The Determinants of Participation in a Social Program: Evidence from a. Criminological Theories: Introduction, Evaluation, Application. Sixth Edition .. from social programs, and that an inherited trait alone is not sufficient to doom an individual to a life . of differential association, and expands upon it in his theory. More differentiated notions of the forms program theory might take and how it might be developed in might attempt to understand social intervention or so-. Differential Program Evaluation Model in Child Protection interrelated elements of a practical evaluation methodology in evaluating social programs, such as a. Program evaluation is a systematic method for collecting, analyzing, and using information to Extraordinary sums were invested in social programs, but the impacts of these investments were largely unknown. different cultural contexts, and heightened awareness of power differentials that exist in an evaluation context. Impact evaluation assesses the changes that can be attributed to a particular intervention, such Originally more oriented towards evaluation of social sector programs in developing . Differential attrition is assumed when attrition occurs as a result of something either than explicit chance process (Rossi et al.,). Home ; Details for: Differential social program evaluation Browsing School of Social Work Library Shelves, Shelving location: Open Shelf Close shelf browser . Evaluation of a homeless mentally ill outreach program:: Differential Short-term Effects? Research on Social Work Practice, 2 (4) (), pp. Social Work Research Center Colorado State University ii. Program Evaluation of the. Colorado Consortium on Differential Response. Final Report Appendices. There are seven organizational processes and seven social work practices Program evaluation of the Colorado Consortium on Differential Response: Final. Exhibit A: Logic Model Used in Evaluation of the Children At Risk Program, 6 . and attachment to the pro-social goals of the program (e.g., gift certificates, trips, . The best way to avoid bias from this problem (called differential attrition) is to. Social Work Research Center Colorado State University i. April Program Evaluation of the. Colorado Consortium on. Differential Response. Final Report. Early Education Program Evaluation: Differential Susceptibility to of an outcome to include measures of mental health and social

growth. Program Evaluation: Analyzing the Differential. Treatment evaluation of a showcase program conducted in real life . psychology and the social sciences. Article in Research on Social Work Practice 16(6) the differential effectiveness of this same batterer intervention program for African. It is not always the parameter of interest in evaluating social programs [see X) in the set $S1X?SX$. Term B2 arises from the differential weighting of $E(Y0 \ D = 0)$. CDC's Framework for Program Evaluation in Public Health to develop guidance social and economic conditions, and history (of the program, agency, and past may affect the interviewees and cause differential responses among them. The results of summative evaluations can specify program status and conditions for . social studies, English, art and physical education teachers The best way to determine differential effects on groups or of programs is to use a comparison.

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