

SOCIAL LEARNING & SOCIAL COGNITIVE THEORIES 1 OF 1

DuRant et al (1996) **Comparison of two violence prevention curricula for middle school adolescents**

Research Checklist

- The strategy (or program) produced the desired changes in the target population
- The research was conducted by reputable researchers and published in a reputable journal
- The study used a rigorous evaluation design
- The study shows few negative effects
- The study was replicated at more than one site
- The program was implemented by school staff in the study
- The study is a meta-analysis

Check all that apply:

- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> Prevention | <input type="checkbox"/> Intervention | <input type="checkbox"/> Treatment |
| <input type="checkbox"/> Substance Use | <input checked="" type="checkbox"/> Violence | <input type="checkbox"/> Problem Behavior |
| <input type="checkbox"/> Preschool | <input type="checkbox"/> Elementary | <input checked="" type="checkbox"/> Middle School |
| <input type="checkbox"/> High School | <input type="checkbox"/> School Staff | <input type="checkbox"/> Parents |

Summary: (Give your opinion about the quality and outcome of this study. Would you recommend use of this strategy based on this article?)

This study compared a violence prevention curriculum to a conflict resolution curriculum and found that females showed the most improvement from violent behavior following either intervention. Conflict resolution appears to have stronger effects on reducing injurious fighting among males. There are no evaluations as to long-term effects.

Conflict resolution appears to have greater overall positive effects in causing a reduction in violent behavior among middle school students that could benefit some schools. As this study used black disadvantaged youth as participants, it would difficult to generalize these findings to other populations.