

SCIENCE-BASED PROGRAMS LIST – NREPP RATING ANALYSIS

EARLY RISERS “SKILLS FOR SUCCESS”

Early Risers "Skills for Success" is a multicomponent, developmentally focused, competency-enhancement program that targets 6- to 12-year-old elementary school students who are at high risk for early development of conduct problems, including substance use. Early Risers is based on the premise that early, comprehensive, and sustained intervention is necessary to target multiple risk and protective factors. The program uses integrated child-, school-, and family-focused interventions to move high-risk children onto a more adaptive developmental pathway. A "family advocate" (someone with a bachelor's degree and experience working with children/parents) coordinates the child- and family-focused components. The child-focused component has three parts: (1) Summer Day Camp, offered 4 days per week for 6 weeks and consisting of social-emotional skills education and training, reading enrichment, and creative arts experiences supported by a behavioral management protocol; (2) School Year Friendship Groups, offered during or after school and providing advancement and maintenance of skills learned over the summer; and (3) School Support, which occurs throughout each school year and is intended to assist and modify academic instruction, as well as address children's behavior while in school, through case management, consultation, and mentoring activities performed by the family advocate at school. The family-focused component has two parts: (1) Family Nights with Parent Education, where children and parents come to a center or school five times per year during the evening, with children participating in fun activities while their parents meet in small groups for parenting-focused education and skills training; and (2) Family Support, which is the implementation of an individually designed case plan for each family to address their specific needs, strengths, and maladaptive patterns through goal setting, brief interventions, referral, continuous monitoring, and, if indicated, more intensive and tailored parent skills training.

PROGRAM REQUIREMENTS

- Universal, selective, and/or indicated prevention program
- Targets one or more alcohol, tobacco, drug, disruptive behavior, and/or violence outcomes
- Targets students in one or more grades K-12

Does this program meet the minimum program requirements for inclusion on the Science-Based Programs List?

- YES** This indicated disruptive behavior prevention program targets families elementary school aged children.
- NO**

RESEARCH RATINGS FOR BEHAVIORAL OUTCOMES

Quality of Research Ratings by Criteria (0.0-4.0 scale)

Outcome	Reliability	Validity	Fidelity	Missing Data/Attrition	Confounding Variables	Data Analysis	Overall Rating
Outcome 1: Academic competence and achievement (performance and behaviors)	4.0	4.0	3.0	2.5	3.0	4.0	3.4
Outcome 2: Behavioral self-regulation	4.0	4.0	3.0	3.0	3.0	4.0	3.5
Outcome 3: Social competence	4.0	4.0	3.0	2.5	3.0	4.0	3.4
Outcome 4: Parental investment in the child	4.0	4.0	2.5	2.0	2.5	4.0	3.2
Outcome 5: Effective discipline	4.0	4.0	2.5	2.0	2.5	4.0	3.2

SCIENCE-BASED PROGRAMS LIST – NREPP RATING ANALYSIS

EARLY RISERS “SKILLS FOR SUCCESS”

Outcome 3: Behavioral self-regulation

Behavioral self-regulation was assessed using scales from two parent and two teacher measures: the Aggressive-Disruptive, Hyperactivity, and Impulsivity subscales of the TOCA-R and the POCA and the Aggression and Hyperactivity subscales of the BASC-TRS and BASC--Parent Rating Scale (PRS). Using factor analysis, the authors created composite scores from the outcome measures to reduce redundancy across measures and create global constructs of the outcomes. Children were also categorized on severity of aggressiveness based on composite scores from the Aggression scales of the TOCA-R and POCA. Data on all measures were collected at baseline and at the end of 3 consecutive school years (i.e., at pretest and three posttests). At 2-year follow-up, there were no significant overall findings on self-regulation for the entire sample of children. However, among severely aggressive children, those in the intervention group improved in self-regulation, while those in the control group remained relatively stable ($p < .008$). Severely aggressive children in the intervention group also improved in ratings of aggression, hyperactivity, and impulsivity when compared with similar children in the control group ($p < .001$). At 3-year follow-up, there were no statistically significant findings on behavioral self-regulation measures after controlling for baseline scores.

Criteria:	Reliability	Validity	Fidelity	Missing Data/Attrition	Confounding Variables	Data Analysis	Study Design
Rating:	4.0	4.0	3.0	3.0	3.0	4.0	Experimental
Meets Minimum:	✓	✓	✓	✓	✓	✓	✓

Outcome meets minimum standard for all criteria

Outcome 4: Social competence

Social competence was assessed using the Social Skills, Leadership, and Adaptability subscales of the BASC-TRS and BASC-PRS. As an element of social competence, peer acceptance was measured using the Social Acceptance subscale of the Teacher's Scale of Child's Actual Competence and Social Acceptance. Using factor analysis, the authors created composite scores from the outcome measures to reduce redundancy across measures and create global constructs of the outcomes. Children were also categorized on severity of aggressiveness based on composite scores from the Aggression scales of the TOCA-R and POCA. Data on all measures were collected at baseline and at the end of 3 consecutive school years (i.e., at pretest and three posttests). At 2-year follow-up, children in the intervention and control groups improved in social competence, but no overall intervention effects were found for social competence, social skills, or adaptability. At 3-year follow-up, children in the intervention group exhibited better scores on social competence relative to children in the control group ($p = .015$). Intervention group children whose families received at least half of the FLEX intervention exhibited more improvement in social skills than control group children ($p = .02$).

Criteria:	Reliability	Validity	Fidelity	Missing Data/Attrition	Confounding Variables	Data Analysis	Study Design
Rating:	4.0	4.0	3.0	2.5	3.0	4.0	Experimental
Meets Minimum:	✓	✓	✓	✓	✓	✓	✓

Outcome meets minimum standard for all criteria

Do this program's NREPP ratings meet the minimum research ratings for inclusion on the Science-Based Programs List?

- YES** NREPP reports at least one behavioral outcome related to disruptive behavior for Early Risers. Of these behavioral outcomes related to disruptive behavior, at least one is rated at or above the minimum standards on all criteria.
- NO**