

Seminar FoV Entwicklungspsychologie / Modul 4
Part of the DAAD Exchange Program FSU-PSU
SS 2007

Positive Kids! Developmental Interventions during Childhood

Dr. Karina Weichold

Ort: CZ SR 127
Zeit: Thursday, 14.00 – 16.00 Uhr
Sprache: English

Important! Introduction will be on 19/04/2007; the regular seminar starts from **10/05/2007**

Abstract:

The context kindergarten is an important educational institution where children can profit for their development. This is in particular true if staff is well trained and programs of high quality are implemented. Most of the programs developed for kindergarten children focus on the reduction of risk factors for problem behaviours. They are based on developmental psychopathological assumptions and incorporate knowledge on developmental pathways. In the seminar, several excellent examples of such programs will be introduced.

Nevertheless, today it seems to be even more adequate to promote positive characteristics like initiative, responsibility, and participation. This strategy is based on the assumption that every child has the potential to develop positively and successfully. Actively participating in decisions, creating the own developmental context, and taking over responsibilities belong to the core competencies that promote positive developmental outcomes in children. Children who engage in participation and take over responsibilities are more likely to learn to communicate effectively, are intrinsic motivated, pro-social, emphatic, and receive positive rewards from adults. These characteristics resemble developmental assets or general life skills which promote positive outcomes (e.g., regarding identity development), and reduce the likelihood for developing severe long-term developmental problems (e.g., antisocial behaviours). Although programs aiming at the promotion of positive development in children and adolescents are strongly recommended, and guidelines were established to do so, only few programs actually focus on that issue. Several examples of programs promoting positive developmental outcomes will be analysed in the seminar.

Finally, we will focus in depth of a program that was developed for improving the situation of kindergarten children (POKI=Positive Kids), and evaluated at the Department. Participants of the seminar will be involved in analyzing the findings of that study, communicating findings to parents and teachers, and discussing ideas for the development of booster session for that particular program.

Target Group:

The course will include both students from PSU and FSU, with course language being English. Participants should be interested in applied developmental psychology, particularly in intervention programs and the promotion of positive development. German student will be supported by tutors to ensure that studying in a foreign language is only to their advantage.

19.04.2007 Organizational Meeting for German Students

10.05.2007 Organizational Meeting and Introduction for German and American Students

17.05.2007 (Holiday – no session!)

24.05.2007 (Block I)

Foundations: Developmental Psychopathology and Positive Development

Luthar, S. S. & Cicchetti, D. (2000). The construct of resilience: Implications for interventions and social policies. *Development and Psychopathology, 12*, 857-885.

Dishion, T. J. & Patterson, G. R. (1999). Model building in developmental psychopathology: A pragmatic approach to understanding and intervention. *Journal of Clinical Child Psychology, 28*(4), 502-512.

Larson, R. W. (2000). Toward a psychology of positive youth development. *American Psychologist, 55*(1), 170-183.

Lerner, R. M., Brentano, C., Dowling, E. M., & Anderson, P. M. (2002). Positive youth development: Thriving as the basis of personhood and civil society. *New Directions for Youth Development, 95*(2), 11-33.

31.05.2007 (Block II)

The Usefulness of Intervention Studies

Howe, G. W., Reiss, D., & Yuh, J. (2002). Can prevention trials test theories of etiology? *Development and Psychopathology, 14*, 673-694.

Coie, J. D., Watt, N. F., West, S. G., Hawkins, J. D., Asarnow, J. R., Markman, H. J., Ramey, S. L., Shure, M. B., & Long, B. (1993). The Science of Prevention. A Conceptual Framework and Some Directions for a National Research Program. *American Psychologist, 48*(10), 1013-1022.

Eddy, M.J., Dishion, T.J. & Stoolmiller, M. (1998). The analysis of intervention change in children and families: Methodological and conceptual issues embedded in intervention studies. *Journal of Abnormal Child Psychology, 26*(1), Special Issue: Improving Treatment Methodologies, 53-69.

Murphy, K. & Topel, R. (in press). The value of health and longevity.

07.06.2007

Externalizing Problem Behaviours (aggression and social problems)

Conduct Problems Prevention Research Group (2004). The effects of the Fast Track program on serious problem outcomes at the end of elementary school. *Journal of Clinical Child and Adolescent Psychology*, 33(4), 650-661.

Vitaro, F., Brendgen, M. & Tremblay, R.E. (2001). Preventive Intervention: Assessing its effects on the trajectories of delinquency and testing for mediational processes. *Applied Developmental Science*, 5(4), 201-213.

Lacourse, E., Côté, S., Nagin, D.S., Vitaro, F., Brendgen, M. & Tremblay, R. (2002). A longitudinal- experimental approach to testing theories of antisocial behavior development. *Development and Psychopathology*, 14, 909-924.

14.06.2007

The Promotion of Life Skills

Weichold, K. (in press). Prevention against substance misuse: Life Skills and Positive Youth Development. In R. K. Silbereisen & R. M. Lerner (Eds.), *Approaches to positive youth development*. Thousand Oaks: Sage.

Weichold, K., Giannotta, F., Silbereisen, R. K., Ciairano, S., & Wenzel, V. (2006). Cross-cultural evaluation of a life-skills program to combat adolescent substance misuse. *Sucht - German Journal for Addiction Research and Practice*, 52(4), 268-278.

Roberts, C. (2006). Embedding mental health promotion programs in school contexts: The Aussie Optimism Program. ISSBD Special Section "Research on interventions targeting the promotion of positive development". 2(50) Supplement to International Journal of Behavioural Development, 30(6), 1-4.

21.06.2007

Excursion in a Kindergarten

28.06.2007

Physical Activity and Obesity

Veugelers, P. J. & Fitzgerald, A. L. (2005). Effectiveness of school programs in preventing childhood obesity: a multilevel comparison. *American Journal of Public Health*, 95(3), 432-435.

Datar, A. & Sturm, R. (2004). Physical education in elementary schools and body mass index: evidence from the early childhood longitudinal study. *American Journal of Public Health*, 94(9), 1501-1506.

Pyle, S. A., Sharkey, J., Yetter, G., Felix, E., Furlong, M. & Carlos Poston, W.S. (2006). Fighting an epidemic: the role of schools in reducing childhood obesity. *Psychology in Schools*, 43(3), 361-376.

05.07.2007

Positive Development, Initiative and Participation

Final Study Report
Abstract ECDP Follow up
Presentation Colloquium

12.07.2007

Summary, Integration, and Discussion

VanDerHeyden, A. & Snyder, P. (2006). Integrating frameworks from early childhood intervention and school psychology to accelerate growth for all young children. *School Psychology Review*, 35(4), 519-534.

Puura, K., Davis, H., Papadopoulou, K., Tsiantis, J., Ispanovic-Radojkovic, V., Rudic, N., Tamminen, T., Turunen, M., Dragonas, T., Paradisiotou, A., Vizakou, S., Roberts, R., Cox, A. & Day, C. (2002). The European early promotion project: a new primary health care service to promote children's mental health. *Infant Mental Health Journal*, 23(6), 606-624.

19.07.2007

Final Exam