

Wediko Transitions Project: First Year Summary

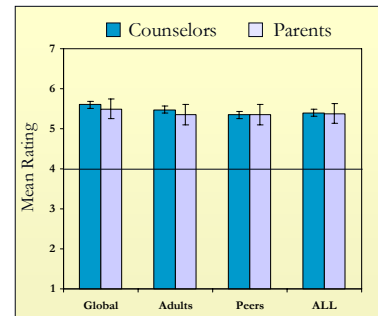
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Overview

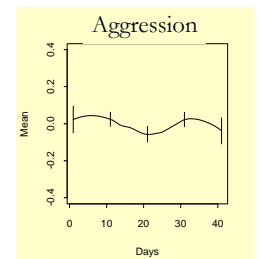
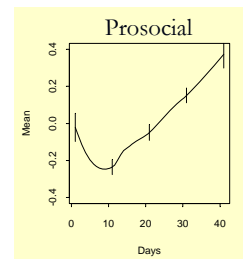
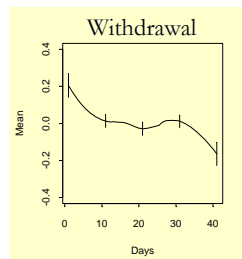
The Wediko Transitions Project has successfully completed the first year of a 3-year investigation of behavior change in response to short-term residential treatment in the Wediko NH Summer Program. Thanks are due to everyone who made this possible, including families, teachers, and staff. The research employs a multi-method, multi-informant approach to assess how children change during the summer and whether they transfer these changes into their home and school settings. Of the 134 children enrolled in the 2006 Wediko Summer Program, 130 families agreed to participate in the project. Data collection proceeded in 3 waves: Pre-Summer (May-June), Summer (July-August), and Post-Summer (November-December). Preliminary analyses show positive responses to treatment across multiple measures and informants.

Illustrative Findings

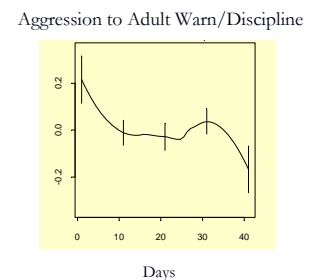
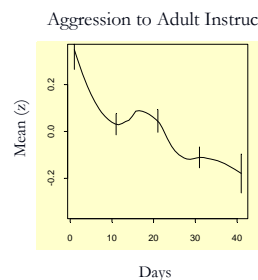
Overall, children were judged as “improved” to “much improved” on a modified version of the Clinical Global Impressions scale by staff at the end of the summer and by parents 3 months later. Improvement was noted for global functioning, relationships with adults and peers, and an aggregate measure including these items. Improvement was rated on a 1-7 scale (with 4=no change, 5=improved, 6=much improved, 7=very much improved, and 1-3 indicating degrees of worsening). Additional details for these and other results described here can be obtained from Wediko Children Services.



Extensive hourly behavioral observations on the Wediko Behavior Observation System (WBOS) indicate that children revealed significant within-summer behavior change, including decreases in the frequency of withdrawn behavior and increases in prosocial behavior.

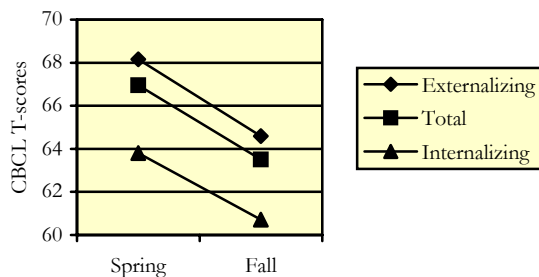


Although the overall frequency of aggression showed less change than withdrawn or prosocial behavior, further analyses revealed important changes in children’s aggressive responses to specific social contexts. As shown at right, children became less aggressive in response to adult instruction and adult warn/discipline over the summer. Children also became less aggressive in response to instruction or teasing from peers.



Pre-post comparisons of overall behavior ratings by parents on a widely used instrument (the Child Behavior Checklist) also demonstrate change. As shown below, decreases were found for Externalizing behavior (aggression, rule-breaking), Internalizing behavior (withdrawal, anxious/depressed, somatic complaints), and Total Problem Behaviors. Similar changes were observed for pre-post teacher assessments using the parallel teacher instrument (Teacher Report Form). Analyses are now underway to clarify how specific changes children showed during the summer are linked to improvement they show at home and school.

Parent Behavior Ratings



Teacher Behavior Ratings

