Task Three

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Annotated Bibliography

Are the after-school activities intentionally gearing students toward conflict management?

Aber, J. L., Jones, S. M., Brown, J. L., Chaudry, N., & Samples, F. (1998). Resolving conflict creatively: Evaluating the developmental effects of a school-based violence prevention program in neighborhood and classroom context. *Development and Psychopathology,10*(2), 187-213. doi:10.1017/s0954579498001576
 This article discuss the short -term impact of school based violence and conflicts, it talks about the science of the development process with children that come from at risk populations, such as Park Place School. The data compiled in this article talks about how 5,053 students from 2 to the 6th grade, and complied data based off of those attended to the prevention program. The article mentions that children who were exposed teachers who attended the program showed slower aggressive patterns then those who were with teachers that did not attend the program. I feel that this article can relate to Park Place because of the lack of after-school activities, I believe that the relevancy of Park Place having programs like the one mentioned in the article is what creates conflict resolution.

Cid, A. (2016). Interventions Using Regular Activities to Engage High-Risk School-Age Youth: A Review of After-School Programs in Latin America and the Caribbean. *Prevention Science,18*(7), 879-886. doi:10.1007/s11121-016-0708-6

 In this article, evaluations were done on the Latin American and Caribbean school systems and how they use interventions by using activities to engage their at-risk populations. The paper also talked about how these students reacted to regular activities, for example activities that take place at low-risk populations. It backs the research that was stated by using diagrams that mentioned how effective after-school programs can be when engaged with the at-risk population. Like Park Place the school services children of color, who are from disadvantaged locations, I believe that this article brings awareness to the future research of conducting after-school programs that engage students socially, as well as academically. Lastly, the article talks about how the structure of schools and there standing in the community makes a positive change in a student learning area too, which can create better avenues for success.

Daud, R., & Carruthers, C. (n.d.). Outcome Study of an After-School Program for Youth in a High-Risk Environment. *Youth Risk Behavior Surveillance System - National High School (YRBS-NHS)*. doi:10.13072/midss.361

 This is article is a qualitive research study that measures a student’s behavior with being engaged in school, it also measures the effectiveness of what the after-school programs have on significant relationships with at-risk youth and children of color. The article, goes into great detail when mentioning a study that included twenty-five youth participates that was also followed up in focus group interviews. The questions were targeted on how they feel about going to school and being connected to a after-school staffer that attended to them. Most of which were reported to have optimal nurturing and enjoyed the environment at school. This article is also encouraging the future research and implementation of strong after-school programs that kids in these areas need. I feel that this relates to Park Place and schools similar to hold staffs that are for after-school only, and help these children with social and resolution skills.

Gopalan, G., Alicea, S., Conover, K., Fuss, A., Gardner, L., Pardo, G., & Mckay, M. (2012). Project Step-Up. *The Journal of Early Adolescence,33*(1), 131-154. doi:10.1177/0272431612467536

 This article talks about how children of color have been at-risk for developing social, and behavioral problems, which leads to dropping out of school entirely. It models its research on after-school program called Project Step-Up which is an alternative school program, that is designed to help children that are at risk to failing out of school and having trouble focusing on their curriculum. The results of the program shows students are more likely to stay in school and show less signs of aggression toward peers and staff. Ultimately, programs such as this help schools that are in need of moving children forward in the learning process, without weeding them out of the system. The program also uses study group and curriculum revisions to adapt to the need of the student after school. I believe that this is a great model program to compare to the progress that Park Place School have when tending to students after-school.

Hanlon, T. E., Simon, B. D., Ogrady, K. E., Carswell, S. B., & Callaman, J. M. (2009). The Effectiveness of an After-school Program Targeting Urban African American Youth. *Education and Urban Society,42*(1), 96-118. doi:10.1177/0013124509343144

 In this article, it is discussed that some after-school programs have been targeted for reaction in Urban African American youth locations. The article mentions comparison of interventions with over two hundred students. The test served as a benchmark to gauge how students interacted with staff, as well as how after school programs controlled grade point averages, and negatives behaviors. Through the study of this article many student were able to go back into their community feeling accomplished and also well-mannered through after school programs. This articles works well in hand with park place and how their after school programs control conflicts and how they teach students to interact with one another.

Harpine, E. C. (2013). After-School Programs and the School Mission. *After-School Prevention Programs for At-Risk Students,*113-116. doi:10.1007/978-1-4614-7416-6\_8

 This article was displayed briefly and provided an abstract on how there research was conducted at multiple schools, very similar to Park Place, They conducted several essays and studies of children that were not attending classes and those that were in after-school programs. Several students were reported to feel helped with after school services then those that avoided it. Due to the limited access I had with the article, I could not read further into it. I believe that this article will help me conduct an interview with the students at park place and gauge their experience through the school’s after-school programs.

Hedemann, E. R., & Frazier, S. L. (n.d.). Figure 2f from: Irimia R, Gottschling M (2016) Taxonomic revision of Rochefortia Sw. (Ehretiaceae, Boraginales). Biodiversity Data Journal 4: E7720. https://doi.org/10.3897/BDJ.4.e7720. *Leveraging After-School Programs to Minimize Risks for Internalizing Symptoms Among Urban Youth: Weaving Together Music Education and Social Development*. doi:10.3897/bdj.4.e7720.figure2f

 This article focused on a partnership that was Formed by University in the community that the University was located in. They pursued 2 goals, one was supporting the staff around student engagement and the other was gauging social emotional activities into the curriculum. be assessed over 160 students of which was the youth in the community. Parents were also notified and provided mental health need statements. this article really focuses on the mental health aspect of after school programs, in which it minimizes the risk of dangerous behavior. I can relate this to Park Place school do to the presence of children affected with mental health disadvantages.

Holden, L., Berger, W., Zingarelli, R., & Siegel, E. (2015). After-School Program for urban youth: Evaluation of a health careers course in New York City high schools. *Information Services & Use,35*(1-2), 141-160. doi:10.3233/isu-150773

 This article focuses on after school programs for urban youth, and evaluates the health career course in New York City high schools. I do not believe that this goes hand in hand with my research question, but I do believe that the type of research that was conducted in this article, would be very beneficial to my research question. I believe that the article research over 1500 middle school and high school students and split them up into focus groups and study their response. due to the qualitative evaluation the researchers were able to identify what the focus groups increased or using after school programs. I intend to use a shorter version of this which Park Place in evaluating conflict resolution.

Kremer, K. P., Maynard, B. R., Polanin, J. R., Vaughn, M. G., & Sarteschi, C. M. (2014). Effects of After-School Programs with At-Risk Youth on Attendance and Externalizing Behaviors: A Systematic Review and Meta-Analysis. *Journal of Youth and Adolescence,44*(3), 616-636. doi:10.1007/s10964-014-0226-4

 This article takes in effect after school programs that at risk youth participate in, using a systematic and meta-analysis approach to how after school programs affect students attendance and participation in programs. the research in the article also takes an effect the externalizing behaviors in which the child may experience outside the classroom. The article uses 64 different effects as stated 16 for attendance outcomes and 49 for externalizing behavior outcomes. I believe that this article helps give the approach to how I can go to Park Place and focus groups in pair them with attendance at school. I also believe that the article give me a more information on how after-school programs uses the way they interact with children and give them a new sense of wanting to attend school.

Morrison, B. E. (n.d.). Resolving Conflict Creatively Program. *Encyclopedia of Victimology and Crime Prevention*. doi:10.4135/9781412979993.n261

This article talks about a program that is a school based conflict resolution program that engages students and understanding intercultural differences. this program was used in New York City public schools and integrated to the national center for children in poverty also based in New York. the reason I chose this was to bass how children around the age from 5 to 12 were able to interact with different cultures. I also noticed that in the article 37% of students tested in this program were African American. which is different from Park Place’s 87% African American rate. I also talked that this will be a great way to discuss this or a program such as this with Park Place school. as it gives students a new outlook on peer meditation and parental training.