

# [This we need programs such as big](https://assignbuster.com/this-we-need-programs-such-as-big/)

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This paper willbe I will be reviewing a prevention program. The program I chose was BigBrother Big Sister.

The background about the Big Brother Big Sisterprogram will be provided. I will be discussing why there is a need for a programlike this. While discovering and describing the theory the program is based on. Three important dimensions of this program are the goals, intended participantsand the design of Big Brother Big Sister.  Based on the studies that hasbeen published on this program I will evaluate this program. I will brieflydescribe the evaluation of the program dimensions, including the most importantstrengths and weaknesses of the study; such as the design of the study, measurementof variables, and sample.

BigBrother Big Sister Mentoring Program The program BigBrothers Big Sisters has been around for centuries.  has been helping change kids’ perspectives andgiving them the opportunity to reach their potential and has operated under thebelief that inherent in every child is the ability to succeed and thrive inlife (Mihalic, 2012). As the nation’s largest donor and volunteer supported mentoringnetwork, Big Brothers Big Sisters makes meaningful, monitored matches betweenadult volunteers which are called “ Bigs” and children that are called “ Littles”, ages six through eighteen, in communities across the country. They developpositive relationships that have a direct and lasting effect on the lives ofyoung people.

We need programs such as Big Brother Big Sister because theprogram helps children achieve success in school, helps them avoid riskybehaviors such as getting into fights and trying drugs and alcohol, and helpsthem improve their self-confidence. They hold themselves accountable to their supportersby regularly measuring their impact. The socialcontrol theory posits that attachments to prosocial others, commitment tosocially appropriate goals, and involvement in conventional activities restrainyouth from engaging in delinquent activities or other problem behaviors. Youthare more likely to resist involvement in non-conventional activities becausethey have more to lose by their participation. A relationship with a mentor canhave a positive effect on the social and emotional development of the mentoredchild (Tierney, Grossman, & Resch, 1995). Anothertheory was self-perception in school competence and achievement which wasassessed using self-report items from two instruments; Self-Perception Profilefor Children and Scholastic Competence Scale.

Youth reported their ability tocomplete their homework. Big Brothers Big Sisters Outcome Survey. Youthreported whether or not in the past month they skipped a class without a validexcuse and skipped a day of school without a valid excuse. (Grossman,& Tierney, 1998).

Providechildren facing adversity with strong and enduring, professionally supportedone-to-one relationships that change their lives for the better, forever. Theintended participant are the volunteers which serve as the “ bigs”, they areeighteen or older (Mihalic, 2012). Big Brothers Big Sisters is implemented withdisadvantaged youth from single-parent households. Youth are predominantly agedten to fourteen (minimum age is six and maximum age is eighteen). Parents andthe people that run the program are also intended participants. The BigBrothers Big Sisters of America program matches adult volunteer mentors with anat-risk child, with the expectation that a caring and supportive relationshipwill develop (Mihalic, 2012).

Mentors are selected, screened, and matched bythe staff, and staff monitor the relationship and maintain contact with thementor, child, and parent/guardian throughout the matched relationship. Matchesare made based on shared goals and interests of the child and adult volunteer. Mentors are expected to meet with the child at least three to five hours perweek for a period of twelve months or longer. Ongoing case management by thestaff provides supervision of the relationship, and can provide advice andguidance to the mentor, as well as support and encouragement.

The strength ofthe study was that mentors met with their appointed youth mentee constantly, thusproviding some measure of intervention fidelity. On average, the big and littlemet for about three and a half hours, either three times a month or once aweek. Attrition was relatively low in both the intervention and wait-listcontrol groups, and both the baseline and follow-up surveys were completed byapproximately eighty-four percent of the total sample (Tierney, Grossman, &Resch, 1995).

The study had a large sample size and used random assignment. There were no important differences in characteristics between those assignedto the intervention group and those assigned to the control group. The analysesused were appropriate and very thorough.

A variety of multivariate and subgroupanalyses were conducted, and intent-to-treat analysis was used (Tierney, Grossman, & Resch, 1995). The studies weakness was only alpha coefficientsof measures were used to establish reliability. Although face validity wasreported for the measures, other types of validity were not (Tierney, Grossman,& Resch, 1995). There was no discussion of missing data other than anarrative report by the study authors, who stated that there were very littlemissing data. Based on theevidence regarding the program I chose I would recommend implementing theprogram Big Brother Big Sister because provides arole model or older/ adult figure from childhood that not only does these kidslook up to but some of the volunteers might be these kids ray of sunshine intheir life and the obstacles they could be struggling with, by just by beingthere. Parents aren’t the only person kids grow bonds with, kids learn torespect their big sister or brother without having an authoritarian or parentalrole in their littles life. In Big Brother Big Sister program, the littles cancreate a support system outside of their home with caring adults that are nottheir parents.

Being a part of thisprogram at such a young age can help your child development because they have afriend instantly. Also, along with this friendship both the Littles and Bigsbegin an adventure together with new experiences, opportunity, and potential. Theoutcome from being a Little could positively impact a child’s life long term.