

This we need
programs such as big

[Business, Management](#)



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

The background about the Big Brother Big Sister program will be provided. I will be discussing why there is a need for a program like this. While discovering and describing the theory the program is based on. Three important dimensions of this program are the goals, intended participants and the design of Big Brother Big Sister. Based on the studies that has been published on this program I will evaluate this program. I will briefly describe the evaluation of the program dimensions, including the most important strengths and weaknesses of the study; such as the design of the study, measurement of variables, and sample.

Big Brother Big Sister Mentoring Program The program Big Brothers Big Sisters has been around for centuries. has been helping change kids' perspectives and giving them the opportunity to reach their potential and has operated under the belief that inherent in every child is the ability to succeed and thrive in life (Mihalic, 2012). As the nation's largest donor and volunteer supported mentoring network, Big Brothers Big Sisters makes meaningful, monitored matches between adult volunteers which are called " Bigs" and children that are called " Littles", ages six through eighteen, in communities across the country. They develop positive relationships that have a direct and lasting effect on the lives of young people.

We need programs such as Big Brother Big Sister because the program helps children achieve success in school, helps them avoid risky behaviors such as getting into fights and trying drugs and alcohol, and help them improve their

self-confidence. They hold themselves accountable to their supporters by regularly measuring their impact. The social control theory posits that attachments to prosocial others, commitment to socially appropriate goals, and involvement in conventional activities restrain youth from engaging in delinquent activities or other problem behaviors. Youth are more likely to resist involvement in non-conventional activities because they have more to lose by their participation. A relationship with a mentor can have a positive effect on the social and emotional development of the mentored child (Tierney, Grossman, & Resch, 1995). Another theory was self-perception in school competence and achievement which was assessed using self-report items from two instruments; Self-Perception Profile for Children and Scholastic Competence Scale.

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

Provide children facing adversity with strong and enduring, professionally supported one-to-one relationships that change their lives for the better, forever. The intended participants are the volunteers which serve as the "big", they are eighteen or older (Mihalic, 2012). Big Brothers Big Sisters is implemented with disadvantaged youth from single-parent households. Youth are predominantly aged ten to fourteen (minimum age is six and maximum age is eighteen). Parents and the people that run the program are also intended participants. The Big Brothers Big Sisters of America program

matches adult volunteer mentors with at-risk child, with the expectation that a caring and supportive relationship will develop (Mihalic, 2012).

Mentors are selected, screened, and matched by the staff, and staff monitor the relationship and maintain contact with the mentor, child, and parent/guardian throughout the matched relationship. Matches are 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 per week for a period of twelve months or longer. Ongoing case management by the staff provides supervision of the relationship, and can provide advice and guidance to the mentor, as well as support and encouragement.

The strength of the study was that mentors met with their appointed youth mentee constantly, thus providing some measure of intervention fidelity. On average, the big and little met for about three and a half hours, either three times a month or once a week. Attrition was relatively low in both the intervention and wait-list control groups, and both the baseline and follow-up surveys were completed by approximately 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 assigned to the intervention group and those assigned to the control group. The analyses used were appropriate and very thorough.

A variety of multivariate and subgroup analyses were conducted, and intent-to-treat analysis was used (Tierney, Grossman, & Resch, 1995). The studies

weakness was only alpha coefficients of measures were used to establish reliability. Although face validity was reported for the measures, other types of validity were not (Tierney, Grossman, & Resch, 1995). There was no discussion of missing data other than a narrative report by the study authors, who stated that there were very little missing data. Based on the evidence regarding the program I chose I would recommend implementing the program Big Brother Big Sister because provides a role model or older/adult figure from childhood that not only does these kids look up to but some of the volunteers might be these kids ray of sunshine in their life and the obstacles they could be struggling with, by just by being there. Parents aren't the only person kids grow bonds with, kids learn to respect their big sister or brother without having an authoritarian or parental role in their little's life. In Big Brother Big Sister program, the little's can create a support system outside of their home with caring adults that are not their parents.

Being a part of this program at such a young age can help your child development because they have a friend instantly. Also, along with this friendship both the Little's and Big's begin an adventure together with new experiences, opportunity, and potential. The outcome from being a Little could positively impact a child's life long term.