

Transition from middle to high school

[Education](#)



Article Best Practice Program for Low-Income African American Transitioning from Middle to High School Carolyn Gentle - Genitty

Reference:

Gentle-Genitty, C. (2009). Best Practice Program for Low-Income African American Students Transitioning from Middle to High School. National Association of Social Workers , 109 - 117.

PURPOSE:

The author has tried to explain a growing issue in the transition from middle school to high school. The author has focused on how the adolescents are faced with high levels of changes both in terms of their own bodies as well as the changes in terms of school environment, school locations, newer learning and teaching patterns. The changes from childhood to adulthood can be very overwhelming and can cause a number of issues for the youth.

METHOD:

The author has used a very different methodology for this article. She explains, 'Researchers often use systematic reviews to gather evidence about best practices. In support of evidence-based practices, various Web-based collections of " best practices"' are now available, but not all programs included in such databases have been rigorously tested. Three databases that included programs broad enough to be useful in a school setting were selected. Criteria to screen and then assess available studies were used according to the process set out by the Evidence for Policy and Practice Information and Co-ordinating Centre {EPPI-Centre) for non quantitative review's-search, screen, describe, map and refine and appraise and synthesize'. The author has also provided a clear paragraph on the method used for screening and the criteria used for exclusion and <https://assignbuster.com/transition-from-middle-to-high-school/>

inclusion as well.

FINDINGS/ RESULTS:

The research findings of the article have highlighted that after 246 programs were located and the initial screening criteria were met, almost 242 were excluded based on the criteria. The four which were left out are as follows: '(1) School Transitional Environmental Program (STEP); (2) Skills, Opportunity, and recognition (SOAR), formerly Seattle Social Development Project; (3) Positive Action through Holistic Education (Project PATHE), and (4) Fast Track. The results of applying the inclusion criteria are presented in Table I'. A detailed analysis of each of the four has also been provided in the article.

DISCUSSION:

The author has provided a very clear and concise discussion for the topic and the findings. She has in a very creative manner spoken of each of the four best practices programs by including details like the program strategies, the frequency and duration, curriculum, domains and evaluations. This provides the readers with a chance to compare the four best practices programs.

IMPLICATIONS:

In order for the social workers to assist with the change and bring about higher levels of critical review on the available programs and to continuously update the database by adding evaluations more often.

RECOMMENDATIONS:

The recommendations provided by the author include the need for a more rigorous form of systematic review and essentially include more details about the costs, cost effectiveness, and the cost benefits and mainly base it on the economic environment. Although the author has provided the details <https://assignbuster.com/transition-from-middle-to-high-school/>

in a systematic manner, it is essential to also include graphs, tables and figures as it will keep the interest of the readers for a longer period.