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Abstract:
Introduction: Anger, chronic stress, ineffective methods of expressing anger and coping have been identified in children as risk factors for the development of disease and are associated with negative health outcomes. Further, the presence of these risk factors in childhood can lead to the development of diseases such as hypertension and cardiovascular disease in adulthood. The Coordinated School Health Program (CSHP) of the Centers for Disease Control and Prevention includes components to address students’ emotional and physical health and calls for many agencies to work together to maintain the well-being of children. To address these specific risk factors in concert with the CSHP, an intervention to promote anger and stress management and enhancement of self-concept (PASS) among school-age children was implemented in schools in a rural southeastern school district to address physiological, psychological, behavioral and health outcomes. Purpose: To discuss challenges and strategies used to address access, recruitment, retention, data collection, and implementation concerns in the selected study site schools.

Method(s): While research in any setting can be problematic, school-based research has particular challenges including gaining access, obtaining consent and assent, retaining participants over a multi-year intervention, collecting specimens and psychosocial data in distant field locations from study offices, maintaining confidentiality and privacy, and planning and implementing a multiyear intervention in multiple schools during school hours. Strategies include involving central office school officials, principals, teachers, and staff, targeting school strategic plans, pre academic year planning, integrating into the school schedule, minimizing
burden on teachers and staff, fostering “buy in” and communicating with teachers, parents, and participants, creating an intervention brand, being aware of the academic school schedule and knowledge of grade level requirements.

Results: Over 500 students in three cohorts were enrolled in 7 schools in an intervention study requiring 22 months of participation and 5 data collection times per cohort. Over 72% of participants were retained in the study over the life of the project.

Discussion & Conclusions: School-based research can cooperatively address both researcher and school system objectives for the well-being of children.

Abstract History:
This abstract has not been presented or accepted for presentation in whole or in part at the SNRS or other scientific meeting.

Financial Disclosure:
No, I (or a member of my immediate family) have not received something of value* from or own stock (or stock options) in a commercial company or institution related directly or indirectly to the subject of my presentation.

FDA Disclosure:
I will not be describing any pharmaceutical and/or medical device.

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