

SMART Team

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Delivery Specifications | Intended Setting | Fidelity | Barriers and Problems | Personnel | Education
Personnel Training | Cost | Intended Age Group | Intended Population | Gender Focus
Replication Information | Contact Information

Program developers or their agents provided the Model Program information below.

BRIEF DESCRIPTION

SMART Team is a multimedia computer software program designed to teach violence prevention messages and methods for students in sixth through ninth grades (11 to 15 years of age). Students can access the modules independently for information, skill-building practice, or conflict resolution. The program's content fits well with commonly used conflict-mediation curricula and other violence prevention strategies schools may implement.

PROGRAM BACKGROUND

SMART Team is one of a series of health, education, and prevention multimedia products developed since the early 1980s at the Center for Health Systems Research and Analysis at the University of Wisconsin-Madison. David H. Gustafson, Ph.D.; Kris Bosworth, Ph.D.; Robert Hawkins, Ph.D.; and Betty Chewning, Ph.D., directed the development of the Body Awareness Resource Network (BARN) software that was the basis for SMART Team. The BARN software includes information and skill-building activities relating to six topics: 1) alcohol and other drugs, 2) body management, 3) human sexuality, 4) stress management, 5) smoking, and 6) HIV/AIDS. SMART Team originally was conceived as an additional module for the BARN system but later became a separate entity. The development of SMART Team began in 1993 with a contractual agreement with the Centers for Disease Control and Prevention and was completed in 1996.

RECOGNITION

Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services: Model Program

U.S. Department of Education: Promising Program



INSTITUTE OF MEDICINE CLASSIFICATION (IOM)

UNIVERSAL

Developed for universal audiences.

INTERVENTION TYPE

SCHOOL-BASED, COMMUNITY-BASED

SMART Team software has been used primarily in schools, where it was loaded on computers located in classrooms, computer labs, and counselors' offices. However, SMART Team may be used in other settings such as community agencies. The sole constraint on where it can be used is the need for the necessary computer hardware.

CONTENT FOCUS

VIOLENCE, DOES NOT SPECIFICALLY ADDRESS ANY SUBSTANCES

This program does not address substance use and abuse; however, it teaches skills that increase protective factors and reduce risk factors related to substance use.

PROTECTIVE FACTORS

INDIVIDUAL

- Social and emotional competence
 - Communication skills
 - Responsiveness, empathy, and inclination toward prosocial behavior
 - Self-discipline
-

RISK FACTORS

INDIVIDUAL, PEER

INDIVIDUAL

- Inadequate life skills
- Lack of self-control and assertiveness
- Poor peer-refusal skills

PEER

- Susceptibility to negative peer pressure
- Strong external locus of control

INTERVENTIONS BY DOMAIN

INDIVIDUAL

- Life/social skills training
-

KEY PROGRAM APPROACHES/COMPONENTS

HOW IT WORKS

SMART Team is designed so that the same basic content is present in every module, which allows modules to stand alone or be used in sequence. Thus, students can acquire a basic set of declarative knowledge through any of the modules. The theoretical underpinnings of the instructional design are twofold:

- A **skill acquisition model** that postulates five stages of learning a new skill, from novice to expert, with learners having different needs at each stage.
- **Social learning theory** that contributes an understanding of how children observe the verbal and nonverbal behavior of role models.

Students acquire three categories of skills:

- **Anger replacement skills** are taught using a skill-building program that combines a psycho-educational intervention with anger-control training and moral education.
- **Dispute resolution skills** help students use negotiation and compromise to resolve disputes.
- **Perspective-taking skills** help students to accurately identify other people's feelings and recognize that they may be different from the student's own feelings and perceptions.

All program software modules focus on one of these skills. The modules use various interactive interview and game formats for each set of skills.

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SMART Team software is designed to operate on a Macintosh computer with a 68020 CPU or greater, 1.5 MB of RAM, 7.5 MB of hard drive space, and a System 7.0 operating system or newer CD-ROM drive. Less than a half-hour is required to load the program prior to initial use. Thereafter, the program has proved simple enough to be accessed independently by students with rudimentary computer skills. In fact, the program is so easy to use, no requests for instructor or teacher training have ever been made. Teachers may wish to conduct a followup discussion to ascertain students' reactions and reinforce the content of the modules, but direct teaching is optional.

OUTCOMES

IMPROVEMENTS IN BEHAVIORS RELATED TO PROTECTIVE FACTORS, OTHER TYPES OF OUTCOMES

IMPROVEMENTS IN BEHAVIORS RELATED TO PROTECTIVE FACTORS

In the pilot study SMART team students demonstrated the following, relative to control groups:

- Significant increases in self-knowledge of how their behaviors can contribute to escalation of a conflict
- Significant increases in self-reported frequency of prosocial behavior and intention to use nonviolent strategies
- Self-reports of never getting into trouble increased whether at home, at school, or in the community
- Students reacted positively to the software: 89% found it easy to use, 91% agreed it was enjoyable to use, 68% reported learning a lot, and 79% would recommend it to a friend
- Both males and females used the program and accessed a range of modules

OTHER TYPES OF OUTCOMES:

- Gain better understanding of others' perspectives
 - Increased conflict resolution and anger management skills
 - Decreased beliefs that support the use of violence
 - Experience behavior modeling and decision making in realistic contexts
-

EVALUATION DESIGN

A pilot study was conducted to field-test the SMART Team software. Seventh-grade students in a small-city middle school had access to the program for 4 weeks in their computer lab. After each use, students completed a short questionnaire about their satisfaction with the software and suggestions for improvement.

Formal evaluation used a pretest-posttest design with matched intervention and control groups. This evaluation took place in a large middle school 10 miles from a major midwestern city. Two groups within the school were randomly assigned to the intervention condition ($n = 321$), and the third to the control condition ($n = 195$). SMART Team was available for 13 weeks, during which time data were unobtrusively collected by computer. The impact of intervention was assessed with repeated measures multivariate analyses of covariance. The pretest-posttest data were assessed for five outcome measures: 1) self-awareness, 2) beliefs supportive of violence, 3) self-efficacy, or confidence in using nonviolent strategies, 4) intentions to use nonviolent strategies in a future conflict, and 5) self-reported acts of aggression. For all items, the students rated their level of agreement or disagreement with various statements on a five-point scale.

DELIVERY SPECIFICATIONS

0–4 WEEKS

Amount of time required to deliver the program to obtain documented outcomes:

The Anger Management Module has four units, and Dispute Resolution and Perspective Taking have two units each. The users work at their own pace. There is no set order of use or other use requirement set by the developer.

INTENDED SETTING

URBAN, SUBURBAN

The program was evaluated in a large middle school 10 miles from a major midwestern city.

FIDELITY

Components that must be included in order to achieve the same outcomes cited by the developer:

The most critical requirement is the necessary computer hardware: Macintosh 8.1 or later version with 64 MB of RAM and 120 MHz CPU or Windows 98/2000/ME/XP with 64 MB of RAM and 166 MHz CPU.

Optional components or strategies and how they were determined to be optional:

Although the program is designed for direct and independent use by students, teachers may wish to conduct a followup discussion to ascertain student reactions and reinforce the content of the modules.

PERSONNEL

PART TIME, VOLUNTEER

Someone who can load the software and assist students to initially access the program.

PERSONNEL TRAINING

The program is so easy to use, no requests for instructor or teacher training have ever been made.

COST (estimated in U.S. dollars)

\$101–1,000

Cost considerations for implementing this Model Program as recommended by the developer:

MATERIALS

Single CD Set \$190
(A set includes both Managing Anger and Resolving Conflicts CDs)

Lab Packs

5 Sets \$380

10 Sets \$570

20 Sets \$760

Network/Site License \$950
(Allows software installation on all computers in a single building)

AVAILABLE PRODUCTS

SMART Team software package.

Cool 2B Safe violence prevention video series and print material.

INTENDED AGE GROUP

CHILDHOOD (5–11), EARLY ADOLESCENT (12–14), TEENAGER (15–17)

For use in grades six through nine, with youth 11 to 15 years of age.

INTENDED POPULATION

WHITE

The program was tested and evaluated with a student population that was 84% White and was not designed to address any specific race or ethnicity.

GENDER FOCUS

BOTH GENDERS

This program was developed for both male and female students.

REPLICATION INFORMATION

NO INFORMATION PROVIDED

CONTACT INFORMATION

ABOUT THE DEVELOPER

The developer is Kris Bosworth, Ph.D., at the College of Education, University of Arizona.

FOR INFORMATION, CONTACT

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