

The type of research methodology used in the study is a mix of both qualitative and quantitative. The researchers assess the children's response to a variety of exercises using what they see and how the children react which is a qualitative method. They also take into account the age and gender of the participants, and use a graphable point system which ties in a quantitative approach.

The problem statement in this study is "Child abduction is one of the many threats to children in the U.S." The sub problems in this article include the serious consequences that go along with abduction like, sexual abuse and death. The hypothesis used to carry out this study is "Child abduction is a serious problem; therefore, it is essential that researchers evaluate the efficiency of commercially available abduction-prevention programs" The goal of this hypothesis is to ultimately see if these programs actually work to relieve the threat of child abduction to children in the U.S. today.

The major variables in this study include the amount of children in the study, the age of the children, the absence of prior stranger safety knowledge, the absence of any mental or physical disabilities in the participants, and the availability of the children to participate in all areas of the study. The variables that fall under the category of independent variables are the age of the children, the amount of children participating and the absences of any mental or physical disabilities in the participants. One dependent variable is the ability of the children to participate. Due to their age the children are under the care of their parents/guardians and may have limitations in their participation. Another dependent variable in the study is the absence of prior stranger safety knowledge. Many factors go into what a child knows and does not know when it comes to a particular subject matter. They may have little to no prior knowledge but depending

on how the participant was raised or life experiences they may have had, it can change their knowledge on the subject.

The subjects were six children, five girls and one boy all between the ages of six and eight years old. They were selected by their compatibility to the elements needed to carry out the study, like age, availability, prior knowledge, etc. The way the issues were sampled was by setting up scenarios for the children in different settings to see how they react to strangers. One scenario was in the children's home, they had to respond to a knock at the door by a stranger. The children received a score based on a point system to analyze their reaction in the situation. Different scenarios were carried out and the children's pointed responses were then graphed. Next the researchers implemented the commercially available abduction-prevention programs and they tested the children's knowledge again using a questionnaire to see if the programs were beneficial. Furthermore, the study and sample can easily be carried out in another location. It can be done using a similar design and with a different group of participants.

The findings of this study showed that the commercially available child abduction-prevention programs showed little change in the children's stranger safety prevention skills. Three out of the six children showed no improvement after the program, two children showed moderate improvement and the last child showed substantial improvement. Although the implementation of the programs proved to showed little change initially, both parents and researchers feel over time the programs can be helpful. The study seemed to be correctly generalized because it set out to test the validity of these child abduction-prevention programs and in turn came up with results showing their effectiveness.

References

- Beck, K. V., & Miltenberger, R. G. (2009). Evaluation of a Commercially Available Program and in Situ Training by Parents to Teach Abduction-Prevention Skills to Children. *Journal Of Applied Behavior Analysis*, 42(4), 761-772.