**Introduction**

Applied developmental psychologists have been concentrated on the adverse effects of poverty on children. Poverty has been studied as a risk factor for problem behaviors and also children from poor backgrounds are less likely to show prosocial behaviors (McLoyd, 1998). Therefore, intervention programs which designed to eliminate the negative effects of poverty have been targeting family and school environments. In that sense, improvements in school environment through supporting children’s attachments to their schools became important. Thus, the aim of these programs is to increase school attachment.

School attachment is defined as a feeling of being connected to school environment and being part of the school communities including teachers, staff, and peers (Moody, 1997).

**Hypothesis**

factor for children who grow up in low SES in terms of developmental and social problems (Hawkins, Hill, Battin-Pearson, &Abbott, 2001). In the light of literature, the aim of this study is to develop an intervention program that would try to improve school attachment of children belonging to low SES areas in Ankara because those children are less inclined to attach their schools (Kingston, Huang, Calzada, Dawson-McClure, & Brotman, 2013). Second, the intervention program included not only children but also mothers. Research indicates that families have an impact on children’s motivations and efforts for school bonding (Maddox & Franz, 2003).

**Method**

**Participants**

A Middle School in Sincan which belongs to low SES area in Ankara was chosen as a participating foundation. 24 (13 female & 11 male) first graders of the middle school (5th grade) and their mothers were the target of the program since those students are experiencing changes in school settings based on curriculum in time 2.

**Intervention Sessions**

The age range of children was 10-11 years (M = 10.7). *Sessions for Children:

- Motivation
  - Workshop about certification cards & discussion of steps and goal-directed behaviors
- Sense of Belonging
  - Writing a school song either in group or alone
- Voting and rewards
- Friendship:
  - A workshop in which the students were expected to write 3 characteristics about themselves as a good friend and 3 characteristics that they should improve
- Respect
  - A video about several kinds of respect including family, elderly, teachers

**School Attachment Scale (SAS)**

"attachment to teachers" and "attachment to friends" were expected to make an invention by using carnations, scissors, and glue in a public school setting. Direct, compliant, and anonymous prosocial tendencies were measured by making a school song either in group or alone. The mothers by giving brief lectures

**Procedure**

Ethical approval was taken from Middle East Technical University Ethical Committee. Also mothers and children gave informed consent for the study.

The intervention lasted for 6 weeks.

A week before and after the administrations of all sessions, pre-tests and post-tests were obtained from students.

After assessing the effectiveness of the program, all intervention sessions were planned to implement to control group because of ethical concerns. In order to examine the intervention and implemented due to high attrition rate, post-tests in terms of school attachment and prosocial behavior. For school attachment, the results of ANOVA indicated that there was no significant difference between intervention and control group (F (1, 22) = 2.11, ns) and pre-test and post-test scores (F (1, 22) = .76, ns).

The intervention program might be beneficial since the school attachment scores of the children in intervention group showed greater improvement compared to the children in control group.

**Discussion**

This study aimed to improve school attachment levels and prosocial behaviors of the students at risk. In line with these purposes, the intervention program was implemented and the effectiveness of the program was assessed. The findings revealed that the intervention program might be beneficial since the school attachment scores of the children in intervention group showed greater improvement compared to the children in control group.

**Limitations:**

- Small sample size
- Insufficient physical conditions in the school
- Other educational concerns such as crowded classes and problems with teachers
- The improvement in prosocial behaviors might be latent

Despite the limitations, there are worthwhile strengths of the study. First, the intervention program was conducted for children living in low SES areas in Ankara because those children are less inclined to attach their schools.

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