

Strengths-based Prevention

How to deliver evidence-based programs in a variety of settings in order to produce positive outcomes

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Our Mission:

- *To reduce the impact of alcohol, drugs and addiction by providing quality services to individuals, families and the community.*

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(816) 361-5900 or (913) 233-0747

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Why Strengths-based Prevention?

- School-based prevention programs have the opportunity to be successful if they are delivered in a way that is best suited for the target audience.
- The effectiveness of the program and the engagement of students can be jeopardized if all aspects of group facilitation are not taken into consideration.
- Outcomes illustrate the importance of introducing prevention efforts as young as possible. By age 10 or 11, it is developmentally typical for children begin looking to their peers for the expertise and guidance that they previously sought from adults. The earlier that students engage in prevention programming, the more significant the possible impact will be.

How to deliver evidence-based programs in a variety of settings in order to produce positive outcomes

- Determining which programs will be most effective based on the particular target audience
- How the success of a program is impacted by the way the program is presented to students
- The importance of spending time with students to earn trust and build rapport

Which Program will be the most Effective?

- What does the school hope to get out of the program?
- Are there specific issues that need to be addressed?
- What has worked in the past?
- What hasn't worked?
- How much time is school administration willing to dedicate to the program?

Which Program will be the most Effective?

- What grade are the students in?
- How many students will be in the group?
- Will there be a teacher from the school in the room?
- Who is the target audience?
 - Is it the entire grade?
 - Is it students that have been identified by staff as needing extra support?
 - Is it students that have had disciplinary issues?

Structured Programs

- Provide specified measurable outcomes
- Curriculum
- Specific lessons/units
- Less intimate
- Less time for open discussion
- Opportunity for continued programming over several grades
- Elementary level

Structured Programs: *LifeSkills Training*

- Target Population: 3rd thru 12th grade students
- Program Description: This group is conducted on site at the school during a period designated by the school officials and is offered throughout the school year. Participants receive information and education that will assist them in making positive, healthy choices and focusing on reaching their goals in life. Sessions focus on education and skill building as it relates to alcohol, tobacco and other drug (ATOD) use, family systems, anger management and communication.
- Evidence-Based Model: *Life Skills* uses Life Skills Training, recognized by SAMHSA's National Registry of Evidence-based Programs (Botvin 1995). It implements six Center for Substance Abuse and Prevention (CSAP) strategies, with an emphasis on educational components.

Structured Programs: *Caring for Kids*

- Target Population: Children ages 7 thru 12 and adolescents ages 13 thru 17 who are impacted by a loved one's substance use disorder.
- Program Description: *Caring for Kids* targets at-risk youth and adolescents who have a family member or friend abusing or addicted to alcohol or other drugs. Participants attend groups with an age-appropriate curriculum that helps them regain healthy, productive lives by redirecting the focus from the addicted person to the non-addicted family members, helping them make a commitment to healthy choices and creating a safe place to share and overcome shame and self-blame.
- Evidence-Based Model: The *Caring for Kids* program is in alignment with evidence-based prevention and protective services provided by State of Missouri Family Resource and Support Centers discussed in "Making the Case of Preventing Child Abuse and Neglect" (Friends Report on Evidence-based Programs 2010). The curriculum is an outgrowth of the agency's *How to Cope* program for adults, which uses an evidence-based curriculum recognized by the National Prevention Network and the National Association of State Alcohol/Drug Abuse Directors (NASADAD).

Flexible Programs

- Based on identified needs of students
- Variety of discussion topics
- More intimate
- Less formal
- Schedule flexibility
- Generalized outcomes

Flexible Programs: *Say it Straight*

- Target Population: 6th thru 12th grade students.
- Program Description: SIS is facilitated by trained Prevention Specialists from First Call along with the assistance of the school's Student Development Department student staff. Typically conducted once a week for the school, SIS is an open forum where students can collaborate on issues related to peer pressure by focusing on decision-making and prevention strategies that will help students avoid and/or cope with peer pressure.
- Evidence-Based Model: SIS is listed in SAMHSA's National Registry of Evidence-Based Programs (Englander-Golden 1986). SIS utilizes CSAP strategies, specifically information, education and alternative activities. SIS also utilizes components of other evidence-based model programs, such as Life Skills Training (Botvin 1995) and Teen Community Baseline.

Flexible Programs: *Sobriety Group*

- **Target Population:** 10th thru 12th grade students who have abused substances.
- **Program Description:** This is a one-hour, weekly program conducted on site. Working with a facilitator, participants explore and discuss how to handle current stressors such as peer pressure, legal problems, personal feelings and family dynamics without using drugs and alcohol.
- **Evidence-Based Model:** **Sobriety Group uses** Motivational Enhancement Therapy (MET), the primary evidence-based intervention for addressing the needs of those suffering from a substance use disorder. MET, a therapy developed by William Miller, Ph.D. and Steven Rollnick, Ph.D., is based on a therapeutic motivation-building technique called Motivational Interviewing (MI). MET is recognized for its effectiveness in helping patients change behaviors and take charge of their recovery program to achieve sobriety.

Impact of the Presentation of the Program: *Changing the Message*

- Youth are given more attention when they fail or make a mistake, and are rarely recognized for accomplishments and growth
- It is common for students to believe they are placed in a program because they are in trouble or one of the 'bad kids'

Impact of the Presentation of the Program: *Changing the Message*

- The way a program is presented to students can have significant impact on the success of a program
- Why were these students selected for this program?
- Why am I here as the facilitator?
- What can students expect from me?
- Focus on skills and resilience, not challenges

Impact of the Presentation of the Program: *Comparing Outcomes*

- Compare to a school where the program was introduced as a reward:
- 3rd/4th grade boys had an overall increase in knowledge of 26%
- 3rd/4th grade girls had an overall increase in knowledge of 16%

COMPARED TO:

	Actual 2017-2018	Target 2017-2018
Increase in knowledge across all curriculum areas	3rd grade: 18% increase (59-77%) 4th grade: 13% increase (62-75%) 5th grade: 10% increase (62-72%) 6th grade: 5% increase (73-78%) 7th grade: 8% increase (65-73%) 8th grade: 9% increase (64-73%) 9-12th grade: 5% increase (79-84%)	5% increase in knowledge across all curriculum areas

Earning Trust and Building Rapport: The First Day of Groups

- ‘I am here for you’
- ‘When I am here for group, it is about you and not me’
- Expectations/Ground Rules
- Never any pressure to share if uncomfortable
- My role as a facilitator and my boundaries
- Communication with school administration
- What do students want to learn about?

“Being present, parallel, and patient is essential in building and strengthening relationships with young kids.”- Bruce Perry

Examples

- King Elementary
- Project Choices, Olathe Schools
- Lafayette County C-1
- Success Academy at Anderson, KCPS

Taking Care of Yourself

- Helping others is much more difficult when we are not helping ourselves
- Rely on school administration for support
- Who can you debrief with?
- What are your limits?

Final Tips

- Administration buy-in and engagement is key
- Be flexible
- Leave room for open discussions
- It is up to you to create a positive learning experience
- Be creative

Questions?

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