APPENDIX A

COMPREHENSIVE PREVENTION QUESTIONNAIRE
**Program:** ____________________________  **Date:** ____________________________

**Evaluator:** ____________________________  **Position:** ____________________________

**Directions:** Please read each statement below and indicate how much you agree with each statement as it applies to the program being evaluated. Circle the 1 if the program/strategy **Meets or exceeds standards.** Circle the 2 if **Some of the criteria is addressed.** Circle the 3 if the program/strategy **Does not address criteria.**

## PART ONE

### Mandatory Criteria

<table>
<thead>
<tr>
<th></th>
<th>Meets or exceeds standards</th>
<th>Addresses some criteria</th>
<th>Does not address criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. The program is research based.
2. Project objectives are presented.
3. Facilitators/service providers are trained.
4. Impact of program is evaluated.
5. Participant needs are defined, quantified and assessed.
6. Prevention strategies are based on the standard for universal, selected and indicated service delivery.

**POINTS PART ONE:** ____________________________
PART TWO

Comprehensive

1. Alliances within the community have been established.
2. The program is a family-oriented, community based intervention model.
3. Enhances respect for ethnicity and cooperation among ethnic groups.
4. Community out-reach is an established objective of the program.
5. Program delivery is provided through a public/private partnership.
6. The program is comprehensive (multiple system levels) child, family, peers, school, and neighborhood.
7. Provide pro-social community figures as role models for participants.
8. Provide positive peer role models.
9. Increase family coping skills through resiliency training.
10. Promote pro-social peer group activity.
11. Physical health promoting strategies are a component of the program.
12. Emotional health promoting strategies are a component of the program.
13. Problem solving strategies are modeled and practiced.
14. Participant assertiveness is encouraged and supported.
15. Provides opportunities for self directed and interactive learning.
16. Program provides real life experiences to develop competency.
17. Quality education practices are enhanced through school/community relationships.
PART TWO

Comprehensive

18. Utilization of community leisure resources (parks museums).
19. Accessibility to health and social services as warranted.
20. Spirituality is respected as a characteristic of individual resiliency.
21. Family relationships are enhanced.
22. Healthy alternative behaviors are available.
23. Sports are encouraged and promoted.
24. Participants learn skills for safe risk taking.
25. Participants are educated about risk and resiliency factors.

<table>
<thead>
<tr>
<th>Meets or exceeds standards</th>
<th>Addresses some criteria</th>
<th>Does not address criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

POINTS PART TWO: __________
Prevention Program Evaluation Tool for Female Adolescents
Used in conjunction with the Prevention Program Evaluation
The utilization of both instruments female adolescent programs for comprehensiveness.

Please read each statement below and indicate how much you agree with each statement as it applies to the program being evaluated. Circle the 1 if the program/strategy **Meets or exceeds standards**. Circle the 2 if **Some of the criteria is addressed**. Circle the 3 if the program/strategy **Does not address criteria**.

| PART THREE |
| --- | --- | --- |
| **Comprehensive** | Meets or exceeds standards | Addresses some criteria | Does not address criteria |
| 1. The program design modeled on research of gender specific needs of adolescent females. | 1 | 2 | 3 |
| 2. The program promotes academic behavior. | 1 | 2 | 3 |
| 3. The program teaches skills to resist social pressure to use drugs. | 1 | 2 | 3 |
| 4. The program facilitates school bonding and provides quality after school activities. | 1 | 2 | 3 |
| 5. The program addresses female adolescent depression through education. | 1 | 2 | 3 |
| 6. The program acknowledges and addresses the incidence of suicide among female adolescence. | 1 | 2 | 3 |
| 7. The impact of media images is discussed and evaluated by participants. | 1 | 2 | 3 |
| 8. Sexual victimization is addressed as a risk factor of adolescent females. | 1 | 2 | 3 |
| 9. Diet and nutrition are discussed on a continuum from pathological to healthy behaviors. | 1 | 2 | 3 |
| 10. Participants work toward a common shared goal. | 1 | 2 | 3 |
| 11. Risk taking explored on a continuum from pathological to healthy behaviors. | 1 | 2 | 3 |
PART THREE

Comprehensive

12. The program promotes and encourages sports and leisure activities.  
   1  2  3

13. The physiological and psychological manifestations of stress are discussed.  
   1  2  3

14. Stress reducing strategies are modeled and practiced.  
   1  2  3

15. Effective communication skills are modeled and taught.  
   1  2  3

16. Substance abuse education is specific to adolescent females.  
   1  2  3

17. Relationship skills are modeled and practiced.  
   1  2  3

18. Participants are viewed on a developmental continuum.  
   1  2  3

19. General social skills development is provided.  
   1  2  3

20. Social resistance skills and training are taught.  
   1  2  3

21. Human sexuality and sexual behavior are age appropriately addressed.  
   1  2  3

22. Age appropriate education on substance use and abuse provided.  
   1  2  3

23. Parent/child and family relationships are viewed within the context of the risk resiliency model.  
   1  2  3

24. Assessment and referral is available for participants.  
   1  2  3

POINTS PART THREE

TOTAL SCORE
APPENDIX B

FOCUS GROUP MEMBERS
FOCUS GROUP AND EVALUATORS

D. Alder-Mendola  
Graduate Student Master of Arts Counseling

D. Baker *  
Master of Arts in Education

C. Benjamin  
Master of Arts in Counseling

D. Clark *  
Master of Arts in Education

K. Conley  
Master of Arts in Education

J. Gabriel  
Master of Arts in Special Education

R. Gilbert  
Master of Arts in Counseling

S. Holmes  
Master of Arts in Counseling

R. Lara  
PhD in Psychology

J. Moore *  
Master of Arts Special Education

* Served as evaluators only.
APPENDIX C

PROGRAM DESCRIPTIONS
MASTERING FAMILY CHALLENGES

Program Description

The Mastering Family Challenges program provides support and information to children who are dealing with a family member who is currently using or has abused alcohol or other drugs. Participants may also include children faced with other specific and similar family issues (e.g. abuse, abandonment). Program delivery is modified to accommodate different developmental stages; however, goals and objectives remain the same.

Rationale

Research has shown for many years that having a parent, sibling, or other family member with substance abuse problems negatively impacts a child. Dealing with the daily stress of living with alcoholism or substance abuse places the child at risk for depression, acting out behaviors, poor school performance and motivation, possible suicide or future personal substance abuse. Children of substance abusing families need support and education as early as possible to help them cope, adjust and function within the family setting.

Goals and Objectives

Participants learn they are not alone in facing the challenge of their particular family. They learn that they often do not have control over many events that occur in their lives. They learn to identify and communicate feelings in an appropriate way, to problem solve effectively, to value fun and laughter as coping skills, and to get needed support when they need help.

Implementation

Students may receive this service through a school-based group, or through an office-based program that is offered throughout the school year. Groups meet weekly and may vary from time-limited to on-going depending upon need. Parents meet with their
students at the first and last sessions so that they can provide additional family support to members of each group.

Evaluation Process

Students in MFC groups complete the Student Attitude Survey and Participant Surveys. The SAS is given as a pre/post evaluation.

Evaluation Results

Students report that they learn how to express their feelings and how to manage their feelings, that they are not responsible for their parents’ drug/alcohol use (or other behaviors), that they can be successful and can cope. Students are also very clear on how destructive chemical abuse is to the individual and family.

Participants are able to verbalize the key educational concepts of the group as identified in the goals and objectives. They also report that they are able to apply these to their own life situations.
POSITIVE CHOICES

Program Description

Positive Choices, a Saguaro High School counseling department initiated project, is a program conducted by Scottsdale Prevention Institute to address students who are potentially facing withdrawal from one or more classes due to excessive absences or tardies. The purpose of the program is to assist students, with the support of their parents, to identify the reason(s) for these absences, and to develop a plan with parent supervision that will avoid future absences in order to successfully complete the class.

Rationale

High schools have experienced an increasing number of excessive absences and tardies in academic classes, placing students at risk of failure or withdrawal. High schools have tightened school policy and are more strictly enforcing rules regarding absences and tardies. Schools wish to assist students with this problem behavior rather than fail or drop them. Positive Choices was designed to assist schools in this effort.

Goals and Objectives

Positive Choices provides information and skill building in the following areas:

* decision making
* goal setting
* study skills
* family communication
* school resources
* community resources
* contracting
* follow-through

Implementation

Students are identified by their high school as having chronic attendance problems in three or more classes. The number of class periods of absence is 10-15 in the current semester. Absences due to illness are not the target absence. Students are required to attend the three-hour Positive Choices session accompanied by one or both parents. Additionally, students participate in follow-up session(s) at school and write a plan specifying behavioral changes they will implement in order to remain in the identified classes.
Students and parents must sign an agreement and return it to their school before being reinstated in his/her class. Failure to attend the program once registered can result in the student being dropped from the class. Students may attend the program only once.

Evaluation Process

Students attendance records are reviewed for the semester in which they participate in the Positive Choices program. Percentages of unexcused absences and tardies are compared both prior to and subsequent to participation in the program. End of year completion rates were also reviewed.

Evaluation Results

The absence records of attendees improve in the time period following completion of Positive Choices. In general, students with the most severe attendance problems show the greatest level of improvement in attendance. During 1995-96, students attending showed an overall 21% decrease in unexcused absences and a 28% decrease in number of tardies.

Average percent of unexcused absences and tardies\(^1\) of 93 Saguaro High School students prior to and subsequent to participation in Positive Choices program during the 1995 - 1996 school year.

<table>
<thead>
<tr>
<th>Percent Unexcused Absences</th>
<th>Percent Tardies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre</td>
<td>Post</td>
</tr>
<tr>
<td>6.75</td>
<td>5.51</td>
</tr>
</tbody>
</table>

Of the 93 students who participated in Positive Choices, 78 (84%) completed the school year. This program demonstrates that attendance problems can be successfully addressed. Positive Choices is often a last change opportunity for these students to salvage the school year. The fact that 84% remained in school supports the value of a coordinated effort of parents, students, and school personnel to effect immediate and concrete change.

---

\(^1\) Comparison is based on total possible class periods prior to and subsequent to participation in Positive Choices program
PARENT TRAINING

Program Description

A variety of parent trainings are used to provide information for parents in supporting their child’s successful development. Topics include: developmental norms, social and environmental changes, academic achievement, positive discipline, communication and drug/alcohol information.

Rationale

Parents today often live in isolation far from extended family. Many are two-parent working families or single parent families with little time to meet and/or socialize with other parents. Education and support are greatly needed if we are to raise successful, healthy, and safe children. Training is needed for parents at early childhood, several elementary stages, preadolescence, and adolescence. Parents need an understanding of normal developmental stages, improved communication, positive discipline techniques, realistic expectations, and control issues. Research shows that family stressors contribute highly to drug/alcohol use among students. Giving families education, support and training is an important component of prevention.

Goals and Objectives

Parents are taught a wide variety of topics related to parenting at various ages and stages. These include: developmental norms, parent/child communication skills, drug/alcohol information, problem solving skills, positive discipline techniques, and single and blended family parenting skills. Parents learn important information and skills related to raising children in today’s difficult societal pressures.

Implementation

Parent Training is offered in a variety of formats including one night presentations such as Elementary to Middle School Transition, 4-6 week topic oriented trainings, small group facilitated training such as Parenting the Elementary Child, eight-week solution focused groups such as the Parent/Pre-adolescent Support Group. A bilingual, year long parenting program is offered at Yavapai elementary school for parents whose children
attend the Title I preschool. Parenting the Elementary Child and Choices and Consequences are consistently requested by families and schools. Other topics such as Transition to Middle School are offered upon request. High School and Middle School parents are offered 4 week topic-oriented programs that have included: motivating students, positive discipline, communication, and drug/alcohol information. Support groups are facilitated on a weekly basis.

Evaluation Process

Trainings are evaluated by participants completing a Satisfaction Survey.

Evaluation Results

Parents who participate in trainings rate the programs extremely high, stating that they welcome the information and support. Most state that they wish more parents took advantage of these programs, and many state that they want more frequent and longer presentations.
NEW STUDENT SUPPORT GROUPS

Introduction

Scottsdale Prevention Institute provides New Student support groups for students at elementary through high school levels who are new to the school and community. These may be students who have moved from another school within the city, or students who have moved across the country, and sometimes the globe. These groups are available by request at all schools in the Scottsdale School District. During the 1995 - 1996 school year, new student groups were offered at eight sites.

Rationale

Current prevention/resiliency research correlates the stress, anxiety and loss issues suffered by students who relocate with an increase in risk for substance abuse and other delinquent behaviors. Children who move during the school year lose their peer support system, their sense of identity and belonging when they move into a new environment. For some children, this is the first time they have to reach out to make friends, and prove their worth and their abilities. The move is usually outside of their control and is often connected with traumatic life events including divorce, death and financial crises. Even when the move is perceived as a positive by the parents, the child is still required to cope with new and unfamiliar challenges. In many instances, parents are preoccupied with their own adjustments and the child is left to make sense of the changes on his/her own.

Through a small structured group setting, the child meets others who share similar concerns, has an opportunity to express feelings and frustrations related to the move, and learn effective survival skills for dealing with a difficult situation. Students who effectively make the transition from one school to another are more likely to succeed both academically and socially.

Anticipated Outcomes

Student participants will:

* understand feelings associated with change and loss
* develop an increased sense of belonging
* become familiar with school and community resources and opportunities
* learn and implement goal setting and problem solving methods
* develop a new peer support group
* encourage and assist others in the group or school
Program Description

A group of three or more students of similar ages and concerns meets weekly for approximately one hour, for six or more weeks with a professional counselor. Students work through the issues related to their move using structured activities, group discussion, role play and therapeutic games. Each group is customized to meet the needs of the students in the group.

Evaluation

Students participating in the New Student Support groups are given the Student Attitude Survey (SAS) as a pre/post evaluation tool. The SAS is a self-report instrument that assesses children’s perceptions of self/affect, attitudes about family, perceptions of self with friends, problem solving skills, and attitudes about school. Students indicate their perceptions by checking a four point Likert-type scale that ranges from “disagree” to “strongly agree.” These results are analyzed in combination with the general social skills groups. Outcomes indicate improved sense of self, friends, and school, and an increased ability to problem solve.

Teachers report anecdotally that children are adjusting better to school, grades and attendance have improved and they are making friends. Most students complete the six to eight week program and have no need for additional services. For those students who need more support, the counselor has the ability to recommend continued services within the existing group or assignment to other services.

By starting with a non-threatening support group, such as the New Student group, students who are at higher risk (even if they are not acting out), are able to be unobtrusively monitored for further needs. A safety net is in place to keep them from falling through the cracks.

An example of the influence of the group can be found this year at one of our local high schools. Fifteen teens who were new to the high school began meeting weekly in September to deal with issues related to being new. They demonstrated the usual reaction of teens in this situation; they were angry, isolated and shut down emotionally. Many were not willing to make new friends or reach out for new opportunities because that would have indicated their acceptance of the move as final. This was further manifested in low grades and poor attendance.

Four months later, these students have bonded with each other. Their grades and attendance have improved. On their own, they have decided to meet an additional day in the week for support and camaraderie without the presence of the SPI counselor. What started out to be a structured six to eight week program, has become an ongoing haven
for these young people who share not only an unwanted move but the myriad of other challenges that teens face today.
STUDENT SUPPORT GROUPS

Program Description

Small group support is offered for at-risk students addressing grief, self-esteem, coping, anger management, stress, family problems, being a new student, peer relations and other topics. Groups are formed on campus at the request of school personnel, students and/or parents.

Rationale

Research indicates that students who are faced with adverse situations and family stressors often do poorly in school, lack motivation, and become at risk for substance use as well as other harmful behaviors. By providing support and skill development, students are better able to handle life stressors and succeed both academically and socially.

Goals and Objectives

Students identified as "at risk" are given opportunities to interact in a small group setting with other students facing similar concerns. Participants develop skills that help them interact positively with other people. They recognize their own resources and capabilities. They begin to understand how they can influence the circumstances of their lives in important ways. Participants identify positive role models, set goals, and learn problem-solving methods. Coping skills and effective stress management are important components of these individualized programs.

Implementation

Students are identified by school personnel, a parent, friend or self-refer as needing assistance in a particular area, e.g. recent move, recent divorce, problems with friends, low self esteem, etc. Students are placed in small group (up to 10 students) with other students with the same concerns. Groups typically meet once per week for one class period (30 -60 minutes). One or two facilitators lead the group. A skill-based curriculum is generally used with time allowed for discussion and sharing. Individual sessions are sometimes held with students in need of additional assistance. Contact with parents is made as needed- during the course of group and a final letter is sent at closure.
Evaluation Procedure

Participants in small support groups are given the Student Attitude Survey as a pre/post evaluation tool. The SAS both at elementary and middle/high school consists of a self report instrument that assesses children's perceptions of self/affect, attitudes about family, perceptions of self with friends, problem solving skills, and attitudes about school. Students indicate their perceptions by checking a four point Likert-type scale that ranges from "disagree" to "strongly agree." In addition to the SAS, students complete a Satisfaction Survey following their participation.

Evaluation Results

Group Satisfaction Surveys results are very positive. Students clearly see the group environment and group leader as safe and supportive. Students note a variety of improvements in school, peer and family related areas. They also report increased skills in empathy, problem solving and assertiveness. Responses were generated from students as young as kindergarten through seniors in high school addressing a variety of topics. When asked the most important thing they learned from group, many students expressed three main themes: how to get along better with people; how to cope better with problems that come up; and that people listen and care.
FAMILY ALCOHOL CHEMICAL EDUCATION INTERIM TREATMENT
(FACE IT! Program)

Program Description

FACE IT! is a unique, structured, professionally facilitated program that offers education and counseling to families of teens who have gone beyond the experimental stage of alcohol and other drug use. It is designed for families experiencing turmoil, tension and arguments over a teen’s use/abuse. Students persistently using alcohol and/or other drugs despite pledges, promises and threats with mounting negative consequences because of continued use are the target group of this program.

Rationale

Statistics show that teens are using alcohol and/or drugs at an increasing rate. Services for adolescents who are not ready for in-patient treatment are difficult to obtain, and families are also thwarted by lack of adequate insurance coverage or financial wherewithal to pay for substance abuse treatment. Few, if any, treatment facilities offer a sliding scale to these families. FACE IT! fills a community need that no other organization is able to provide at this time by providing an early intense response to teen substance abuse at no charge to families. The program utilizes the most current research on effective intervention with teens using 12 step concepts, family and peer interaction.

Goals and Objectives

Students will abstain from all substance use during the program. Families will receive drug/alcohol education, conflict/anger management skills, coping skills, problem solving skills, communication skill training and peer evaluation of progress.

Implementation

FACE IT! is an eight week program that includes a confidential assessment, group sessions, family and individual sessions as needed and random urine testing during the length of the program. Group is co-facilitated by two, trained chemical dependency counselors. Students and their families meet at SPI offices three times/week for a total of six hours. Participation (at least one hour a week) in a self-help recovery group is also required. Students can self-refer or be referred by school counselor, clergy member, physician or parent as long as the student is a willing participant in his/her recovery process.
Evaluation Procedure

Program effectiveness is evaluated through student's documented abstention from alcohol or other drugs (self/parent report and UA results), as well as through self-report and peer evaluation of progress. A satisfaction survey is also administered.

Evaluation Results

Students are remaining substance free and have earned 30, 60 and 90-day sobriety tokens. Teens and parents report improved communication and problem solving skills, increased commitment to sobriety and positive lifestyle choices by the teens, and increased willingness to deal with issues instead of avoiding them.
PARENT/ADOLESCENT GROUPS

Program Description

The Parent/Adolescent groups are multi-generational support and educational groups for adolescents and their parents or guardians. Topics of P/A group include limit setting, effective parent/teen communication, developmental norms, and improved family relationships and dynamics.

Rationale

Adolescence often creates tremendous strife and conflict in families, even those families that have coped well during the toddler and middle childhood years. At this time, parents often have a need for both education and support as well as skills necessary for coping with the role changes that occur during the teen years. Appropriate limit setting, appropriate consequences and developmental norms are often cited as information parents need during this time. Communication often becomes conflictual and negative during the teenage years unless the family is taught and supported in using new methods. Research shows that a strong family relationship is a significant factor in the prevention of chemical abuse in teens.

Goals and Objectives

Participants learn to improve communication skills among family members, particularly between parents and teens. They gain a better understanding of healthy adolescent development, addressing such issues as trust, responsibility and independence. Parents will learn how to encourage such development while teens increase skills in these areas. Both teens and adults develop new problem solving and conflict resolution skills. Adolescents learn more positive methods of dealing with authority figures, while parents increase skills in reasonable limit-setting and develop consistency in following through with these limits.

Implementation

Parent/Adolescent groups meet weekly at SPI with two counselor/facilitators. Groups generally consist of six to eight families based on size. Groups include both teens and their parents or guardians. Groups are on-going and families may remain in the group for
six weeks to two years depending on their need and willingness to work. Techniques utilized with groups are education, role play, and group discussion.
Evaluation Process

Because the parent adolescent groups are on-going, a pre/post assessment instrument is difficult to administer. Participants are asked, instead, to respond to assessment instruments at three-month intervals during the course of the year. These instruments include a satisfaction survey and the McMasters Family Assessment Device. The McMasters is analyzed cumulatively over a period of several years to insure that the N is adequate to assess. The satisfaction survey utilizes a five point Likert-type scale ranging from "much worse" to "much improvement."

Evaluation Results

Based on satisfaction survey results, participants in Parent/Adolescent groups experience improvement in family functioning overall with greatest increases in parent/teen communication, conflict resolution skills, and giving and accepting guidance and discipline.
CHEMICAL AWARENESS PROGRAM

Program Description

The Chemical Awareness Program is a six hour seminar that provides information and support to families of students caught using substances in Scottsdale schools or community (includes cigarettes, alcohol, drugs or paraphernalia).

Rationale

Research shows that prevention and early intervention are significant factors in a teen’s decision to use or continue to use substances. (Schaefer) Scottsdale schools and the Scottsdale community support this rationale by requiring students to obtain information and family support to encourage students to abstain from alcohol/drug use. Students who become better informed and who have the support of family, friends, and facilitators often choose to discontinue use of drugs or alcohol.

Goals and Objectives

The Chemical Awareness Program provides a common base of information for both students and parents about the types of drugs, effects of drugs and alcohol on the system, differences between effects on adolescents and adults, risks involved in drug/alcohol use, and stages of abuse, dependency and addiction.

In addition to the educational objectives listed above, group discussion provides an opportunity to discuss the problem that led to being at the program, effects on the family, and related family concerns, including rebuilding trust. Students and parents receive feedback and support from their peers and from the facilitating counselors.

Implementation

Students are identified by their school, the City of Scottsdale Youth Diversion Program, or by a parent (self-referral). High School students are seen at the school or with their family at SPI offices for an initial intake. All middle school students are seen with their parents for this first session. The initial intake allows the counselor to assist the family in assessing any additional needs, to explain the program and ensure that the Chemical Awareness Program is an appropriate referral for the family. If it is not, alternative
intervention is recommended. Once the intake is completed, the student and one or both parents attend two three hour sessions at SPI offices. A student may attend C.A.P. only once during their school career as an alternative (reduction) to suspension or youth diversion program.

The program consists of drug/alcohol information including video, lecture, and discussion which provide support to the student and family to assess individual needs, family communication styles, decision making and future goals. Further assessment, support or referrals are made on an individual family basis.

Evaluation Process

Three instruments are used to assess program effectiveness. 1) Students and parents respond to an information-based questionnaire before and after the first session, 2) Students and parents are asked to respond to a subjective evaluation of the program at the conclusion of the second session, and 3) Parents are contacted 3-9 months later by phone to follow-up with families on impact of the program over time.

Evaluation Results

Results of the Information Questionnaire shows an increase of 11% based on knowledge prior to and after the two sessions. Results of the subjective assessment shows a significant change based on a Likert-like scale with increased knowledge following the two sessions. Of those families phoned for a follow-up phone call evaluation, a majority of families found the program informative and helpful. Information and increased communication were among those benefits listed by interviewed parents. Approximately 25% sought additional professional treatment or counseling following attendance in C.A.P.
FAMILY TRANSITION/DIVORCE GROUPS

Program Description

Divorce/Transition groups are offered to parents and children experiencing or having recently completed a divorce in their family. Divorce groups offer support and information to assist both parents and children. They provide coping skills as well as a safe environment in which to explore feelings and needs related to the divorce.

Rationale

Research indicates that divorce has a profound immediate, and often long lasting, effect on children. Specific feelings, needs, and responses have been identified in children of divorce. These include but are not limited to:
1) feeling responsible for parents’ divorce
2) sadness similar to grief
3) anger at parents and self
4) having unmet needs during the divorce process
5) acting out feelings rather than communicating them -
6) fear of future
7) feeling caught between parental conflicts
8) child’s loss of interest in prior activities
9) parents’ inability to provide support during own process

Goals and Objectives

The general goal of the group will be to diminish the risk of psychological harm due to parents’ divorce and the division of the family.

Participants will receive support and education to reduce the potential negative impact of the divorce and help maintain pre-divorce levels of school performance, social interaction and self-esteem.

In addition, participants develop a sense of community with others experiencing a similar transition, learn communication methods including "I" messages, learn coping skills, learn problem solving, and understand the divorce process in a developmentally appropriate manner.
Implementation

Group sessions are offered once a week for a period of six to eight weeks. Groups are held on-site at SPI offices throughout the school year. Family Transitions/Divorce groups include both parents and elementary age children with two facilitators.

Groups for students only are held on school campuses for the same length of time with one facilitator per group.

Evaluation process

The Student Adjustment Scale is used as a pre- and post-test. There are both student and parent forms. The student form solicits personal reactions regarding adjustments regarding parental divorce and the parent form requests the parent to convey his/her perceptions of the child’s adjustment to transitions occurring regarding the divorce. Both forms contain 18 items, have a Likert-type format and have items to check on response authenticity. (The reliability of the SAS is being calculated.)

Evaluation Results

Total scores indicate that the group as a whole makes positive changes though sometimes not at statistically significant levels. Changes generally occur on three items. Students are not as anxious to see their parents reunited, are more comfortable discussing the divorce, and are not as sad.
ASSESSMENT AND REFERRAL SERVICES

Program Description

Assessment and Referral services include a clinical assessment with students and/or families by a Masters level therapist at SPI offices. Following assessment, recommendations and referrals are made which may include further therapy in the community, help accessing sliding scale or insurance providers, referral to an appropriate SPI group either at the child’s school or on-site.

Assessment and referral is also completed during phone screenings without the family being seen by an SPI counselor if insurance and/or other resources are available to the family. Families seen in the office are offered one to three sessions for evaluation.

Rationale

Prevention and/or early intervention helps ensure a student’s success in school and in life. When students are identified as having family stressors or personal difficulties such as poor social skills or low self esteem, an early assessment of the problem and the appropriate therapy or program is critical for the child’s growth/change.

Goals and Objectives

The child and family are assisted with identifying stressors and problem areas such as communication, substance abuse in the family, divorce related issues, etc. Once identified, the family is taught skills and techniques to improve communication. Assistance is then provided in accessing further individual or family counseling, education, or support group. Families learn to identify their own needs and feelings, find support systems, and seek out assistance when difficult situations or stressors arise.

Implementation

Families are referred to SPI offices for assessment and referral by their school staff, Youth and Family Services, Scottsdale Crisis Intervention, or other social agencies. They may also self refer. Services are free of charge to Scottsdale school district students and families. The student and his/her family schedule an appointment with a Masters level therapist assigned to A & R staff. Families are seen 1-3 times and recommendations and
referrals are made following assessment. Assessment includes a written and verbal family history, individual intake sessions with student, parents, and/or siblings, and occasionally a student adjustment survey, or Reynolds depression inventory if needed. Any additional testing would be completed at school or by a community psychologist or psychiatrist.

Families are also given assistance in areas which can be improved in a short period of time, e.g., improved parent/child communication, improved parenting skills, family goal setting. If SPI offers appropriate educational or support groups, referral will be made by the intake therapist to these groups. These include Mastering Family Challenges, Parent/Child Divorce Support, Parent/Adolescent Support, Parent Education, or a school support group for the student including Social Skills/Self Esteem, Anger Management, Drug/Alcohol Education, etc.

In addition to SF1 services, a student and family may be referred for additional family or individual therapy within the community. Parents are given assistance in accessing the appropriate services. This may include checking with the insurance company on mental health benefits, assisting with the choice of a therapist, or accessing state mental health benefits or a sliding scale fee agency.

Follow-up is an important component and consists of a phone call to see if services were accessed and received in a timely fashion.

Evaluation Process

Assessment and Referral services are evaluated at the end of each school year with families and schools. A Satisfaction Survey is completed by phone with parents. Questions include satisfaction with services received during the A & R process, satisfaction with the particular therapist seen, and whether or not the family followed through with recommendations and referrals. School staff making referrals are also asked to complete a Satisfaction Survey.

Evaluation Results

Faculty making referrals report an extremely high severity level of problems and concerns in the families referred. Staff rated services between very and extremely high. Parent responses rate services extremely high with 90% reporting the process as helpful in meeting goals/reasons for seeking assistance. They rate SPI follow up efforts with their family as good to excellent. Most (70% in 1995) state that their family had experienced significant change or adjustment because of assessment and referral sessions. Parents
report that accessing affordable resources is a constant challenge and find SPI referrals an important service.
PEER LEADERSHIP/BUDDY PROGRAM

Program Description

The Peer Leadership/Buddy program for elementary age students provides an experiential learning opportunity for young people to enhance communication skills and self-esteem through a cross-age supportive environment.

Rationale

Current prevention/resiliency research identifies alienation and social skills deficits in children as two key precursors to later alcohol/drug abuse and other self-defeating behaviors. (Hawkins and Catalano)

Through Peer Leadership Program, the older students increase their sense of self-worth, compassion, and empathy while also learning skills and techniques that they will transmit to the younger students. The younger children feel valued and unique, while they learn esteem and prosocial enhancing skills.

The school itself becomes a safer and more inclusive environment as older children feel responsible for younger children, and younger children feel cared for.

Goals and Objective

Peer Leadership provides training and supervision to fifth and sixth grade students who work with younger “at risk” students in self-esteem and social skill enhancement. The program helps create a more compassionate overall school climate (Glasser), trains older students in empathy and communication skills, and provides a mentoring relationship for the younger student.

Students develop a stronger sense of self, improve communication and social skills, and feel valued in this process.

Implementation
Fifth and sixth grade students are chosen by their teachers as peer helpers based on observed or potential leadership qualities to work with specially selected first and second graders as special “buddies”. The older students are trained in communication skills, the basic concepts of self-esteem and social skills, as well as the ability to work with younger children.

The first and second graders are identified by their classroom teachers. Teachers choose students who need additional attention, self-esteem enhancement and increased positive interpersonal skills.

One older child is paired with one or two younger children. The students meet once each week during the older students’ lunch hour and participate in activities that enhance the younger children’s self-esteem, social skills and feeling of belonging. Older students are encouraged to plan and carry out these activities with assistance from the SPI facilitator.

Evaluation Process

Students and teachers provide feedback and observations during the program and subsequent to the program utilizing a satisfaction survey.

Evaluation Results

When observing this program in action, one can see the looks of trust, respect and caring that pass between these younger children and their peer buddies. The older children ask earnest and intelligent questions about their “little buddies” in debriefing sessions after their group activities. They take their responsibility very seriously. Parents and schools request Peer Buddies each year.
SOCIAL SKILLS PROGRAM

Scottsdale Prevention Institute offers a multi-level social skills enhancement program based on the Skillstreaming model developed by McGinnis and Goldstein as well as the works of LeCroy, Borba, Mannix, Danielson and Algava, Kriedler and the original work of SPI staff.

Rationale

Educators are identifying more and more students who come to school ill-equipped to handle day to day interactions with their peers. Key deficits have been noted in students’ abilities to control their behavior, specifically anger/aggressive reactions with their peers. Once students have begun to learn to reduce out-of-control, angry and aggressive behaviors, they must learn to replace them with appropriate interpersonal and friendship making skills.

Current prevention/resiliency research strongly correlates social deficits with high risk for alcohol/drug abuse and other self-defeating behaviors in young people. (Hawkins and Catalano, McGinnis and Goldstein) Preventative efforts to strengthen and enhance prosocial competencies during the elementary years will lower the risk factors and strengthen resiliency factors as students progress toward adolescence.

Definition of Social Skills

Social skills are those skills which allow a child or adult to effectively and successfully interact with the people around him/her. They include skills in the following areas:

* basic social skills
* self-control
* anger management
* school related skills
* friendship making skills (includes responding to peer pressure)
* dealing with aggression (includes conflict resolution)
* problem solving
* understanding feelings of self and others
* handling stressful situations

Program Description
Scottsdale Prevention Institute provides a three-pronged strategy offering schools a broad range of options in teaching social skills on campus. These include:

* staff and parent training in teaching children prosocial skills
* classroom prosocial skills education for children
* small group prosocial skills training.

SPI has developed a comprehensive training of trainers program for teachers and parents. At the conclusion of the training, adults are prepared to present classroom social skills education to elementary and middle school children.

The classroom based program addresses skills listed above. The presentation process includes talking with students about why the skill is important, modeling the behavior, roleplaying the behavior and giving and receiving feedback, as well as plans for the optimal goal of generalizing the skill to other settings. The classroom approach provides the at-risk students an opportunity to observe the more socially skilled children in the classroom setting where feedback is reinforcing the prosocial behaviors. The skills to be taught are chosen to meet the needs of the classroom and the students in that class.

Small group support in social skills provides structured, intensive training and practice in social skills for students identified with social deficits. Training is offered through weekly small group meetings (8 weekly sessions or more as needed). Content of each group series is individualized to meet the needs of the children who are referred to the group with the areas of self-control, aggression and conflict resolution and friendship making skills as key components of most if not all programs.

Social Skills programming was offered during the 1995 - 1996 school year at Anasazi, Arcadia Neighborhood Learning Center, Aztec, Cherokee, Cochise, Hohokam, Hopi, Kiva, Laguna, Navajo, Pima, Pueblo, Sequoya, Tavan, Tonalea, Zuni, Supai, and Cocopah as well as at all three Scottsdale Boys and Girls Clubs.

Evaluation

Evaluation of social skills groups is accomplished through teacher observation prior to and following the group series identifying changes in five areas including interpersonal skills, aggressiveness/acting out, self-esteem, school performance and age appropriate behavior. A student survey addressing student attitudinal changes is also administered before and after group services are offered, and a student satisfaction survey is administered at the conclusion of group.

Evaluation results showed statistically significant positive change in both behaviors in the classroom (as observed by the teacher) and student attitudes and self-perception.
PEER MEDIATION

Program Description

Peer Mediation programs are designed on an individual basis at the request of schools. Peer Mediation is a skill-based curriculum developed to train elementary through high school students in the process of mediating conflict between peers on the school campus.

Rationale

Peer Mediation process has been shown to aid in establishing a healthy school climate. It teaches students life skills that promote peace and fairness and reduces time teachers and administrators deal with discipline. The benefits often spill over into the community at large with families reporting improved conflict resolution in homes. Peer Mediation also empowers students to be able to do their own problem solving through improved communication and critical thinking.

Goals and Objectives

Students learn democratic principles and life skills that promote conflict resolution, fairness and peace. Students trained in peer mediation gain in the areas of leadership skills, increased language and communication skills, improved academic achievement, enhanced self-esteem, and working knowledge of important problem solving skills.

Implementation

The design of the peer mediation process may vary from school to school. Some schools use peer mediators in all aspects of school conflict. Other schools use mediators only at the lunch/recess period. The number of students trained and the amount of time given to mediation may vary greatly as well. However, the curriculum is stable and includes the following:

* an introduction of mediation to all teaching & support staff
* 8 hrs. of training for teachers interested in facilitating and overseeing the program on their campus.
* nomination and selection of peer mediators (usually 5th & 6th graders at the elementary level)
* 12 hrs. of initial training for peer mediators (2 full or 4 half days)
* on-going weekly or bi-weekly training is advisable for success
* mediators and facilitators encourage other teachers, students, support staff, and administrators to use the process

Students are given a broad background in the area of conflict and conflict resolution. They are taught listening and communication skills, confidentiality, anger management, and problem solving. In addition, they are given the specific skills and techniques needed in the mediation process itself. This includes the steps of mediation in addition to the logistical implementation at their specific school. They are given numerous opportunities to role play and practice these skills in the initial and follow up training.

Evaluation Process

Evaluation is obtained from feedback from the school. A year-end teacher satisfaction survey is given all referring teachers and administrators. In addition, a meeting is held with each school principal.

Evaluation Results

Results differ from school to school depending on a variety of factors such as school staff support of program, effective communication regarding use of the program, numbers of students referred for mediation, etc. Schools that effectively train and use the mediation program report high satisfaction. These schools report that the program reduces conflict and enhances positive school climate. There is a decline in discipline referrals when peer mediation is effectively used.

One high school utilized the peer mediation program as an alternative to hiring an additional security guard and raising student parking fees. The program was successful and the additional security guard was not needed. After three successful years, the program advisor discontinued the program because of other commitments. Students report that problems are increasing and have requested that the program be reinstated.

At Sequoya Elementary School, the principal has kept track of discipline referrals before and after the initiation of the program in 1994. With the inception of the program, discipline referrals dropped 33% overall, with bus referrals declining 16% (from 121 to 102 per year), and playground/classroom referrals dropping 41% (from 248 to 147). The principal reports that he is very pleased with the impact this program has had on his school and intends to continue using peer mediators as a way to reduce conflict and enhance positive school climate. The lowered rate of discipline referrals has maintained through the 1995 - 1996 school year.
SMOKING EDUCATION PROGRAM

Program Description

The Smoking Education Program was developed at the request of high schools in 1993. The program began as an on-campus program and has expanded into several different formats. In 1996 Smoking Education was expanded further with grant moneys through Scottsdale schools, and staff was hired to implement and manage SPI's part of a district wide smoking prevention and cessation program.

Students are referred by the schools for use or possession of cigarettes on campus or at a school function. Students, accompanied by one or both parents, are given educational information and encouragement to begin looking at their use of tobacco products. They also explore decision making, goal setting and contracting as it relates to tobacco use in their lives. Options for stress reduction are also explored.

Rationale

Tobacco use has increased among teens, particularly teenage girls; during the past five years. Statistics of usage are becoming alarming. We know that nicotine is highly addictive and that smoking is often the most difficult addiction to break. Use of tobacco ranks second following the use of alcohol as the number one chemical of choice by teens. Lung diseases, cancer and other health risks to teens make it essential that the community send a strong message to teens regarding tobacco use. Smoking education and cessation programs are a part of this community effort.

Goals and Objectives

Students are encouraged to identify the reasons behind their use of tobacco. They are given research and education related to nicotine use. They are encouraged to identify stressors in their lives and given information and education regarding other more healthy forms of stress reduction. In addition to health risks, teens are encouraged to look at how smoking has become a problem behavior at school or in the community, particularly if they have been suspended for smoking or caught by law enforcement in the community. Content also includes goal setting, decision making, parent/child communication and parent education.
Implementation

Students, accompanied by a parent or guardian, attend a three-hour class as an alternative to suspension from school, or as part of their diversion agreement with the City of Scottsdale Youth and Family Services. Students and parents spend part of the session together, and part separately. Adults participate in a discussion regarding appropriate expectations, limit setting, natural and logical consequences and communication. They also receive information about community resources. Students utilize worksheets and discussion to explore goal setting, decision making and contracting. Together they receive information about tobacco including short and long term effects, legal issues, effects of advertising, reasons for smoking and strategies for quitting.

Evaluation Process

The Smoking Program is evaluated using a satisfaction survey. The Satisfaction Survey consists of a report of personal learnings and attitude changes resulting from the group process. They also rate the value of the program.

Evaluation Results

Respondents report the program to be of value; they report that they learned new information and that the content was good to excellent. They indicate that the most valuable parts of the program included: information on how to quit, identifying personal goals, parent support and parent/teen communication.
PEER LEADERSHIP — MIDDLE SCHOOL/HIGH SCHOOL

Program Description

Peer Leadership programs for middle and high school students provide experiential learning opportunities for young people through personal growth, school and community service.

Rationale

Current prevention/resiliency research identifies alienation and social skills deficits in children as two key precursors to later alcohol/drug abuse and other self-defeating behaviors. (Hawkins and Catalano)

Through Peer Leadership programs, students increase their sense of self-worth, community commitment, compassion and empathy. Communities, schools and individuals reap the rewards of student involvement while students develop valuable skills.

Goals and Objectives

Peer leaders develop skills and techniques in planning, goal setting, problem solving and interpersonal communications. They learn the importance of teamwork and giving back to the community. Students develop a stronger sense of self, improve communication and life skills, and feel valued in the process.

Implementation

Scottsdale Prevention Institute provides support to existing peer leadership programs at middle school and high school levels as requested. This support can include training, special projects and community-wide workshops.

Examples include on-going support to Chaparral High School and Cocopah Middle School's peer leadership programs, training on crisis situations for Saguaro High School Peer Helpers, and Teen Leadership Cooperative day-long training programs for high school or middle school leaders in the metropolitan area.

Evaluation process

Students are asked to complete a satisfaction evaluation at the conclusion of training. The evaluation includes a five point Ukert-type rating of the overall workshop and individual
sessions, as well as what individuals liked about the training, what they learned, and recommendations for the future.
Evaluation results

Trainings are very well received by students with ratings predominantly in the good to excellent range.

Students reported that what they liked best about trainings included:

* finding out things I had in common with others
* getting to know different people by doing different activities
* the freedom to say what we wanted to
* learning about how much we can actually help people
* discussion on integrity hit home - makes me more aware about value of honesty
* it really made me think and will change my actions
* got to voice my opinions and got to influence people’s perceptions of me with my thoughts and ideas instead of just physically

Students reported that one thing they learned was:

* leadership was making a difference in the school and community
* there is a lot more to people than appearance
* that you have to be a good role model
* how I need to work on being true to my beliefs
* how to communicate better and to believe more in myself
S.T.A.R.
SCOTTSDALE TEENS ARE RISING

This program will be offered at your school through the Scottsdale Prevention Institute counselor. Notice about this program may have been included in your last school newsletter. Parent permission is required for participation in the group. If parents call about this program please have them talk to the SPI counselor or call 994-0004.

Goal: To implement a prevention based, self-esteem, peer leadership program through the education of girls and young women in the targeted populations.

Objectives: To have 4th through 8th grade girls in the Scottsdale school community meet weekly and participate in school sessions with facilitators, professionals, and role models in group sessions for the prevention of problem issues.

Activity & Implementation: Weekly sessions offering discussions, service projects, video viewings, focused action activities, role playing, and role model facilitated presentations.

People Responsible: Scottsdale Prevention Institute counselors, role models, and Scottsdale HealthCare presenters.

Evaluation: A pre-test and a post-testing instrument that will verify and possibly reveal any change and improvements in the understanding and awareness of the girls.

Topics: Friendship Skills
        Journaling
        Hygiene
        Goal Setting
        Assertiveness
        Mentoring
        Fashion
Contemporary Issues:
        ★ Risk Taking
        ★ Setting Boundaries
        ★ Healthy Life Styles

Health and Nutrition
        Exercise
        Problem Solving
        Communication Skills
        Life Choices
        Decision Making
        Creativity & Hobbies
GIRLS FIRST!

PROGRAM OVERVIEW

Overview:

The Girls First Program is designed as a prevention/early intervention support system for young girls whose lives are, in varying degrees, in jeopardy.

Our program, your program is dedicated to:

* the abolishment of substance abuse,

* the elimination of gang involvement and criminal activities,

* eliminating mental and physical abuse in the lives of our participants and their families,

* eradicating the teen suicides in our Valley,

* the prevention of premature parenting.

The program is further dedicated to the improvement of family and peer relationship, stronger interest in learning and education, and sexual responsibility.

As A Mentor

Your 8-month commitment extends not only to your youth, but to you as well. The follow-through is designed as a support structure for the youth and your well being. The Program’s promise to you is that out of your commitment to your youth you will gain more, for you, personally, than you will contribute.

The Girls First Purpose

This program allows and actually challenges the youth to look at their lives and take responsibility for their own direction. In workshops and activities, youth discover that they are worthwhile, that they do make a difference, that they can be trusted, and that they can trust others. Through their discoveries, they recognize that they are truly capable of overcoming the obstacles in their lives, that they can create the life they’ve dreamed of.
The Program

During the program, the youth and their mentors will participate in workshops, and meet weekly with their youth. Mentors and youth will interact with guest speakers, share their accomplishments, mistakes and goals, as well as participate in community projects, group activities, and safe, drug-free recreation.
FACT SHEET

WHAT — The Girls First! Program is a structured mentoring program for 15 middle school age girls (7th and 8th graders) at Supai Middle school in east Scottsdale (68th Street and Continental). The mission of the program is to encourage girls to remain in school, avoid pregnancy and look forward to personal and professional growth through mentorship with a caring adult.

HOW — Each mentor will be paired with a middle school girl in a “Big Sister” type program. The mentors and youth will attend monthly life choices/skills workshops, volunteer activities and field trips together. The workshops and activities will have educational, recreational, social, cultural and volunteer components. Through shared experiences, relationships will begin to form and the girls will begin to make the choices which give them the best chance of success as adults.

WHEN — January through May 1999
   2nd and 4th Wednesday of every month. 6:00 - 8:30 p.m.
   Additionally, there will be Saturday:
   Jan. 9, 9:00 a.m. to 2:00 p.m. for training

WHERE — Supai Middle School, Scottsdale Unified School District
   6720 East Continental, Scottsdale, AZ 85257

TIME COMMITMENT — Approximately 5 hours per month, (1) 2-hour workshop, (1) 2-hour activity per month, and one-half hour of unstructured time every two weeks (can be a phone call).

FINANCIAL COMMITMENT — The mentor may pay her share of an activity cost. The mentor is not required to pay for her youth’s share of any activity or recreation.

TRANSPORTATION — The mentor is to provide (or arrange) the youth’s transportation to workshops and activities. A copy of the mentor’s insurance coverage should be provided to the program.

OTHER REQUIREMENTS — State law requires the finger printing of all mentors. The mentors must provide references and maintain auto insurance.

SKILLS NEEDED/GAINED — Dedication and commitment to program and youth. Willingness to participate in workshops and planned activities on a regular basis. Should be in search of a “hands on” volunteer experience. Should be comfortable with relationship building and sharing of self.
CONTACT PERSON: Allyson Beckham, Girls First!
(602) 948-7938

PROGRAM COORDINATOR: Cami Cooper, Scottsdale Prevention Institute
(602) 994-0004