

Youth Prevention Education

Resource Guide

**SUBSTANCE ABUSE PREVENTION
PROFESSIONAL DEVELOPMENT**

PREVENTION FIRST
Building community capacity to prevent substance abuse

Funding provided in whole or part by the Illinois Department of Human Services and the Substance Abuse and Mental Health Services Administration (SAMHSA)



Youth Prevention Education Resource Guide

Welcome

We hope you are able to use this Youth Prevention Education Resource Guide to meet the needs of your organization. While it is a requirement, and we strongly encourage that you attend our classroom-based Foundations of Youth Prevention Education training offered by Prevention First, we realize you may need some guidance and assistance ahead of time. If you have been to Prevention First's Foundations of Youth Prevention Education training, this resource guide will provide you with key points that can assist you in the implementation of your Youth Prevention Education program.

Included in this resource guide and also found on the Prevention First website are Tip Sheets on Implementation and Tip Sheets on Fidelity and Adaptation for each of the 7 YPE model programs. These Tip Sheets are designed to help you in every step of the process while implementing your Youth Prevention Education Program.

This Youth Prevention Education Resource Guide will also provide you with some general information, guidance, and websites that can be used as resources as you plan and implement your Youth Prevention Education program.

You might also be interested in reviewing Prevention First's Classroom Management Strategies Resource Guide found on the Prevention First website. This resource guide builds upon classroom management strategies that were introduced in the Foundations of Youth Prevention Education classroom-based training.

Prevention First is a nonprofit resource center committed to building and supporting healthy, drug-free communities through public education, professional training, and by providing effective tools for those working to prevent drug use and related issues such as violence, teen pregnancy, and academic failure.

Since 1980, the Professional Development Services Department at Prevention First has provided training, consultation, and information services in the prevention of public health problems, specializing in those associated with alcohol, tobacco, and other drug abuse. Its mission is to build community capacity to prevent substance abuse by providing training and technical assistance and raising public awareness.

Visit www.prevention.org to view additional resources and information regarding the current training opportunities. For more information about technical assistance or the services we offer, please contact providerservices@prevention.org or call 217-836-5346.

Implementation Criteria for Youth Prevention Education Curricula

STAFF PREPARATION

- Demonstrate that each staff member assigned to the program activity completes appropriate training for the curriculum being implemented.

CORE CURRICULUM IMPLEMENTATION: PROGRAM SETTING

- Demonstrate that the core curriculum was implemented in an appropriate setting. When using an evidence-based program, the curriculum should be implemented in a setting recommended by the program developer.

CORE CURRICULUM IMPLEMENTATION: AGE APPROPRIATENESS

- Demonstrate that the core program is age appropriate for all core curriculum participants. When using an evidence-based program, the age of the program participants should adhere to the recommendations of the program developer.

CORE CURRICULUM IMPLEMENTATION: NUMBER OF SESSIONS OFFERED

- Demonstrate that the prescribed number of core curriculum sessions is being offered to the majority (80%) of core program participants. *All required sessions of the core curriculum are implemented.* Optional sessions created by the program developer may be added to implementation of the required sessions, time permitting.

CORE CURRICULUM IMPLEMENTATION: SESSION FREQUENCY

- Demonstrate that the core curriculum was offered no more than twice per week for the majority (80%) of the core program participants, as stated in the SAPP Program Standards for Youth Prevention Education Curricula.

CORE CURRICULUM IMPLEMENTATION: SESSION LENGTH

- Demonstrate that core curriculum sessions are offered at the prescribed length for the majority (80%) of core program participants. Sessions cannot be less than 30 minutes long, in keeping with the SAPP Program Standards for Youth Prevention Education Curricula (regardless of program developer recommendations).

BOOSTER CURRICULUM IMPLEMENTATION: PROGRAM SETTING

- Demonstrate that the booster curriculum was implemented in an appropriate setting. When using an evidence-based program, the curriculum should be implemented in a setting recommended by the program developer.

BOOSTER CURRICULUM IMPLEMENTATION: AGE APPROPRIATENESS

- Demonstrate that the booster curriculum is age appropriate for all booster program participants. When using an evidence-based program, the age of the program participants should adhere to the recommendations of the program developer.

BOOSTER CURRICULUM IMPLEMENTATION: NUMBERS OF SESSION OFFERED

- Demonstrate that the prescribed number of booster curriculum sessions is being offered to the majority (80%) of booster program participants. *All required sessions of the booster curriculum are implemented.* Optional sessions created by the program developer may be added to implementation of the required sessions if time permits.

BOOSTER CURRICULUM IMPLEMENTATION: SESSION FREQUENCY

- Demonstrate that the booster curriculum is offered no more than twice per week for the majority (80%) of booster program participants, as stated in the SAPP Program Standards for Youth Prevention Education Curricula.

DEMONSTRATE THAT PROGRAM PARTICIPANTS ARE SCHEDULED TO RECEIVE ALL LEVELS OF THE SELECTED CURRICULUM, CORE, AND BOOSTERS.

DEMONSTRATE THAT ONLY ONE LEVEL OF THE SELECTED CURRICULUM IS IMPLEMENTED WITH THE SAME GROUP OF STUDENTS WITHIN A SCHOOL YEAR.

Evidence-Based and Model Programs

OVERVIEW

Evidence-based programs are research based and rooted in theory and feature a variety of strategies proven to be effective. Each program has undergone scientific evaluation, which demonstrated over time youth who participated in the program had better outcomes than those who did not participate in the program.

Currently providers who are implementing Youth Prevention Education have the opportunity to select from seven evidence-based model programs.

- All Stars
- Botvin *Lifeskills* Training
- Lions Quest
- Project ALERT
- Project Northland and Class Action
- Project Towards No Drug Abuse (Project TND)
- Too Good for Drugs

Listed below you will find a brief overview of each of the model programs and a link to the model program's website for more information. Each of the model programs can also be found on SAMHSA's National Registry of Evidence-Based Programs and Practices (NREPP).

SAMHSA'S NATIONAL REGISTRY OF EVIDENCE-BASED PROGRAMS AND PRACTICES (NREPP)

SAMHSA's National Registry of Evidence-Based Programs and Practices is a voluntary rating and classification system designed to provide the public with reliable information on the scientific basis and practicality of interventions that prevent and/or treat mental and substance use disorders. Descriptive information and quantitative ratings are provided across several key areas for all interventions reviewed by NREPP. NREPP publishes a report called an intervention summary on the web site for every intervention it reviews. Each intervention summary includes:

- General information about the intervention
- A description of the research outcomes reviewed
- Quality of research and readiness for dissemination ratings
- A list of studies and materials reviewed
- Contact information to obtain more information about implementation or research

NREPP can be a first step to promoting informed decision making and can help you begin to determine whether a particular Youth Prevention Education program will meet the needs of your school and community.

The website to access the intervention summaries is: <http://www.nrepp.samhsa.gov>

FIDELITY

Fidelity is defined as the degree to which a program is implemented according to its design. Rigorous evaluation studies of model programs indicate that implementing the program according to the program design will produce predictable outcomes. Delivering the program exactly as it is intended shows a high degree of fidelity. Implementing programs with a high degree of fidelity allows you to demonstrate accountability and predict the effectiveness of the program.

Once providers have chosen a model program that meets the needs of their school and community they must commit to delivering the curriculum consistently and accurately. Prevention First has developed a Fidelity and Adaptation Tip Sheet as well as an Implementation Tip Sheet for each of the model programs to help providers as they plan and implement these programs. Tip Sheets are available [here](#). Click on the model program link below to take you to the Prevention First Tip Sheet on Fidelity and Adaptation and the Prevention First Tip Sheet on Implementation for each model program.

Youth Prevention Education Model Program Information

The following is a current list of the seven Youth Prevention Education model programs. Click on the model program name and you will be taken to the model program website.

[All Stars](#)

All Stars is a multi-year school-based program for middle school students (11 to 14 years old) designed to prevent, reduce, or eliminate negative behaviors and promote positive behaviors. All Stars consists of a Core, Booster, and Booster Plus program and is designed for students starting in either 6th or 7th grades.

[Botvin Lifeskills Training](#)

Botvin *Lifeskills* Training (LST) is a research-validated substance abuse prevention program proven to reduce the risks of alcohol, tobacco, drug abuse, and violence by targeting the major social and psychological factors that promote the initiation of substance use and other risky behaviors.

[Lions Quest](#)

Lions Quest Skills for Adolescence (SFA) is a multi-component, comprehensive life skills education program designed for school-wide and classroom implementation in grades 6-8. The “Making Healthy Choices” unit covers drug, alcohol, and tobacco use as well as interactive and student-focused lessons on anger, conflict, and stress management.

[Project ALERT](#)

Project ALERT is a classroom-based prevention program for 7th and 8th grade students that through a series of comprehensive lessons motivates students against drug use, cultivates new non-use attitudes and beliefs and equips teens with the skills and strategies they will use to resist drugs.

[Project Northland and Class Action](#)

Project Northland is a multi-level curriculum for students in 6th, 7th, and 8th grades. While the curriculum is designed to be alcohol specific, it has proven to significantly reduce marijuana and tobacco use. The program utilizes peer-led, experiential activities and learning strategies to involve students.

Class Action is the high-school (grades 9-12) component of Project Northland and looks at the real world social and legal consequences of underage alcohol use. Based on the social influences theory of behavior change, the goal of Class Action is to change the social norms around alcohol use and to change negative peer pressure into positive peer pressure.

[Project Towards No Drug Abuse](#)

Project Towards No Drug Abuse (Project TND) is an effective, interactive classroom-based substance abuse prevention program for high school youth. Project TND focuses on three factors that predict tobacco, alcohol, and other drug use, violence-related behaviors, and other problem behaviors among youth including motivation factors, skills, and decision making.

[Too Good for Drugs](#)

Too Good for Drugs for grades 5th-8th grades is a comprehensive evidence-based prevention education program that mitigates risk and builds protection within the child to resist peer pressure and influence and substance abuse.

The Importance of School and Community Collaboration

OVERVIEW

Collaboration is a process of participation through which people, groups, and organizations work together to achieve desired results. Collaborations accomplish shared vision, achieve positive outcomes for the audiences they serve, and build an interdependent system to address issues and opportunities. Collaborations also involve the sharing of resources and responsibilities to jointly plan, implement, and evaluate programs to achieve common goals. Collaboration is vital to the success of your Youth Prevention Education program. Collaboration is essential because ideally you will need various levels of support to ensure a successful program. However, the key question is, “How does a Youth Prevention Education program collaborate effectively to ensure their message of prevention is supported and impactful?” Listed below are some suggestions to help providers build strong and meaningful collaborations with the community and school.

- Remember in everything we do related to our Youth Prevention Education program it’s not just about collaborating, it’s about collaborating effectively. We will work to stay in contact with our collaborators, we will complete the tasks assigned, and we will be professional at all times and in all places.
- Collaboration is rooted in working with partners, coalition members, and stakeholders. While collaboration can be highly effective in helping us achieve our goals and produce outcomes, it can also be quite challenging. It is important to examine our personal attitudes, keep things positive, recognize our deficiencies and build the skills that are needed, and make sure we always represent our program and agency in a skillful, knowledgeable, and positive way.
- When working with a school to collaborate, look at finding stakeholders in your Youth Prevention Education program beyond just the classroom teacher. While it is vital to have the support of the classroom teacher, you should also work to include the building principal, school nurse, school counselors and anyone else focused on achieving positive outcomes for young people.
- Make the most of the time you set aside for meetings. Whether a stakeholders meeting, coalition meeting, or a simple check-in, use the time set aside skillfully. Take the time to learn effective meeting facilitation skills and remember most people are impressed more by actions than talk.
- While meetings and check-ins are important, look for opportunities to provide substance abuse prevention education opportunities for the staff at the schools you are working with. Work with the principal to be included in a teacher/staff institute day or school improvement day for a few minutes to present information about your Youth Prevention Education program to the staff. This is also a great opportunity for you to get to know more of the staff at the school and for the school staff to know who you are, what you are teaching students during your time in the classroom, and your investment in their school and students.

- When you have materials to send home with students look for opportunities to include both your signature and the signature from a representative of the school. This sends a message to parents that the school supports your Youth Prevention Education program and you are partners in helping young people learn skills to help them make good decisions and be happy and healthy.
- Avoid relying solely on positive personal relationships you have with school personnel when it comes to collaboration. While you want to nurture and develop the professional relationship you have with the classroom teacher or school administrator, personal connections are vulnerable to the mobility that characterizes school staff and administration. If you focus only on the classroom teacher or the principal, if they leave the school, you are at square one and will have to rebuild relationships to ensure the continued delivery of your Youth Prevention Education program. Aim to establish stable and sustainable working relationships with **all** collaborators within the school.
- Invest fully in the time and effort it takes to negotiate a strong linkage agreement. A linkage agreement is a necessary component of successful collaboration. A linkage agreement should be reviewed each year, renegotiated as needed, updated when needed, and shared and revisited when new provider staff, new school staff, or school administrators are hired. A linkage agreement allows for both the provider and the school to share expectations, define roles, and outline responsibilities. A linkage agreement should also provide dates of services, name of the curriculum being implemented, resources needed, a plan to make up missed sessions, and a commitment by both parties to adhere to best practices and substance abuse prevention program standards. It is important that both the provider representative (typically a manager) and the school representative (typically the principal or superintendent) sign the linkage agreement and each retains a signed copy. Lastly, it is important to make sure all collaborators who have roles and responsibilities in the linkage agreement are given a copy of the linkage agreement so they are aware of the content within the linkage agreement and their specific roles and responsibilities.

Adolescent Development and Generation Z

OVERVIEW

Generation Z refers to the group of people born after the Millennial Generation (1980's to the late 1990's). Typically this groups' beginning birth years range from the late 1990's to the present day. The oldest members of Generation Z are currently in high school and college now. Members of Generation Z are often referred to as "digital natives" due to the fact members of this generation are extremely connected with technology. Generation Z youth have had lifelong use of communication and media technology like the World Wide Web, IM-Instant Messaging, text messaging, mobile phones with internet capabilities, and MP3 players. This generation was born with access to technology and is technologically savvy.

Generation Z youth have the ability to constantly multitask, are used to information overload, have smaller attention spans, have the need for instant gratification, have been relentlessly tested, and are set to be the least physically active generation of children.

Teaching a classroom full of Generation Z students can certainly put your classroom management skills to the test! It is important to spend time learning about who Generation Z is and how they learn.

Some common classroom management techniques for engaging Generation Z students are:

- It can be challenging in the classroom when students live and function in the digital world and teachers and facilitators live and teach in the analog world. For Generation Z analog is "old school" and can cause a disconnect with teachers. While Generation Z has had technology exposure since early on, facilitators and teachers should strive to get as comfortable with technology as their students are. While this may mean working to master computer skills, PowerPoint skills, smart board skills, and technology skills, the investment of time and efforts most certainly pays off in the end.
- Generation Z thrives on visual learning, charts, and graphics. Take advantage of Generation Z's increased visual learning abilities by enhancing lessons with PowerPoint and digital images. Visual forms of learning are more effective and more enjoyable for many Generation Z youth and most Generation Z students prefer to look rather than listen. Studies have shown the brains of Generation Z kids are actually structurally different than their predecessors. It's not about genetics for these students, but all about how they use their brains to respond to their environment. Generation Z is used to web browsing and information overload and therefore the part of the brain responsible for visual ability is far more developed among these students.
- While Generation Z has the ability to multitask, they often times are not very skilled at multitasking. During lessons work with students to focus their attention on a single task at a time and give directions to activities one by one.
- The brains of Generation Z students are wired for the fast delivery of content. While transitions in the classroom need to be thoughtful and planned, Generation Z students can handle a lot of information and lesson content being delivered. Plan to move quickly from one part of the lesson to the next.

- Don't take it personally when students question the facts you present in class. Generation Z students as a whole tend to value opinions more than they value facts. This is a direct result of being technologically savvy, but not always technologically smart. Many students are quick to find information on the internet with no thoughts of whether or not the information came from a legitimate sight.
- Generation Z students like to be given answers or find answers quickly, but also research shows their problem solving skills have increased over their predecessors. Try to offer students the opportunity to problem solve and work collaboratively if possible.
- **Remember to adhere to curriculum fidelity at all times.**

Understanding Generation Z youth helps us build a connection with them and lays the groundwork for making our time in the classroom more manageable and productive. Listed below are a few resources providers can use to help educate and learn more about this technology driven generation of youth.

Click on the article you would like to read.

[Generation Z Characteristics – The Good, the Bad, and the Unheard Of.](#)

[Meet Generation Z](#)

Resources Used to Develop Youth Prevention Education Resource Guide

- Meet Generation Z by Adam Renfro, gettingsmart.com/2012/12/meet-generation-z/
- Understanding Generation Z from the National Youth Leadership Council, <http://nylc.org/2015/12/02/understanding-generation-z/>
- Schools, Families, and Community Working Together: Building an Effective Collaboration from the Center for Mental Health in Schools at UCLA, <http://smhp.psych.ucla.edu/pdfdocs/buildingeffectivcollab.pdf>
- Collaboration Framework – Addressing Community Capacity from the National Network for Collaboration, <https://www.uvm.edu/extension/community/ncco/collab/framework.html>
- www.SAMHSA.gov
- www.drugabuse.gov (NIDA)



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