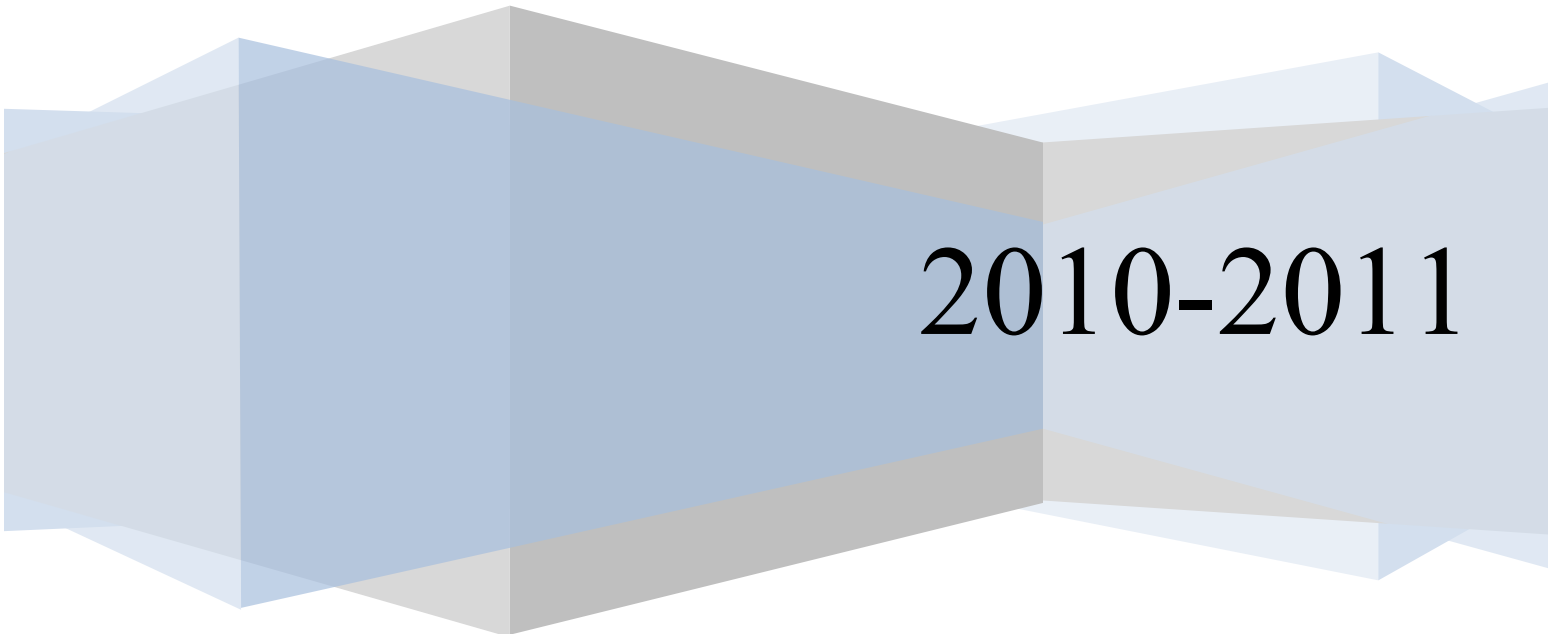


**Wood County Educational
Services Center (WCESC)
Annual Program Report**
For Programs Supported by the Wood County
ADAMHS Board

Compiled by Elizabeth Kryszak, M.A.



2010-2011

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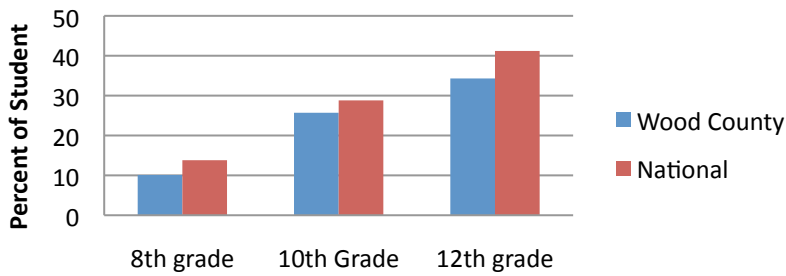
WCESC Prevention Program Overview 2010 -2011 Fiscal Year

For the past eight years, the Wood County Educational Service Center (WCESC) School- and Community-Based Alcohol, Tobacco, and Other Drug (ATOD) Prevention Program has partnered with the Wood County ADAMHS Board to provide needed prevention services for the youth and community in Wood County. The following report summarizes the major findings that illustrate how these programs continue to successfully meet the goals and objectives of both the WCESC ATOD Prevention Program and the ADAMHS Board.

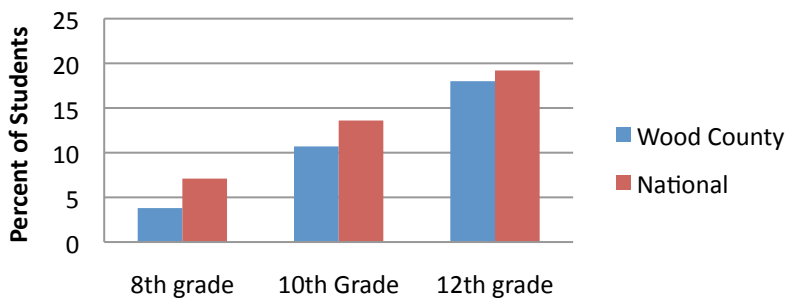
For the 2010-2011 school year, The ATOD Prevention Program continued to implement several empirically-based programs and best-practice programs that meet our major program goals to provide cost effective, high quality, collaborative, outcome driven, and value-added services. This report summarizes the results of the programs supported by the ADAMHS Board. Despite the concerning financial climate, the ATOD Prevention Program provided its wide range of services and programs to students in all nine Wood County school districts, the Penta Career Center, the Juvenile Detention Center, Pathe Center, as well as to community members in a variety of settings, allowing us to provide services for over 26,000 youth and community members. These services meet the primary goal of all prevention programs, which is to provide needed education and skills training to youth and the community to reduce the need for later treatment of problems, such as youth substance use and abuse. Prevention programs can be implemented to a wider range of youth and at a lower cost than later treatment programs, which meets the ADMAHS board's goals to increase service penetration, increase the resilience of youth to resist alcohol and drug use, and reduce long-term costs. In accordance with the ADAMHS Board's goal for accountability, the ATOD Prevention Program continues to be dedicated to systematically assessing the outcomes of our programs by administering assessment measures for every program implemented to be sure that the program is having the intended affects (e.g., reducing alcohol and drug use, increase knowledge about the harmful effects of drugs, increasing communication and assertiveness skills in order to better prepare youth to resist peer pressure, increasing parenting skills that promote better communication and allow parents to be stronger sources of support). Results from these assessments show positive outcomes across all programs indicating that we continue to meet youth's prevention needs. Many of the programs also included customer satisfaction assessments that illustrated that youth and community members view the programs implemented by the WCESC as positive experiences that meet their needs, illustrating the WCESC ability to meet the ADMAHS Board's goal to continually assess and meet community needs, to provide programs that the community views as high quality, and to foster strong community relations.

Comparisons between the 2010 Wood County Youth Survey, a biennial survey looking at alcohol and drug use in Wood County Youth, and the 2010 Monitoring the Future Survey, a yearly survey assessing alcohol and drug use across the United States, suggest that the ATOD Prevention Program is having a positive effect in Wood County. Results presented below illustrate that, in 2010, youth in Wood County were using less alcohol, tobacco, and marijuana than youth across the country.

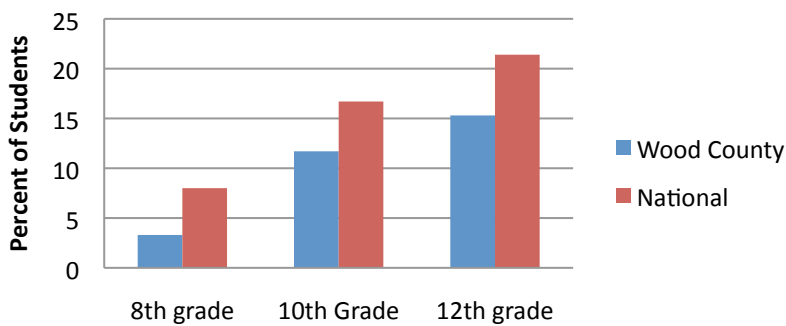
Alcohol Use in past 30 days in 2010



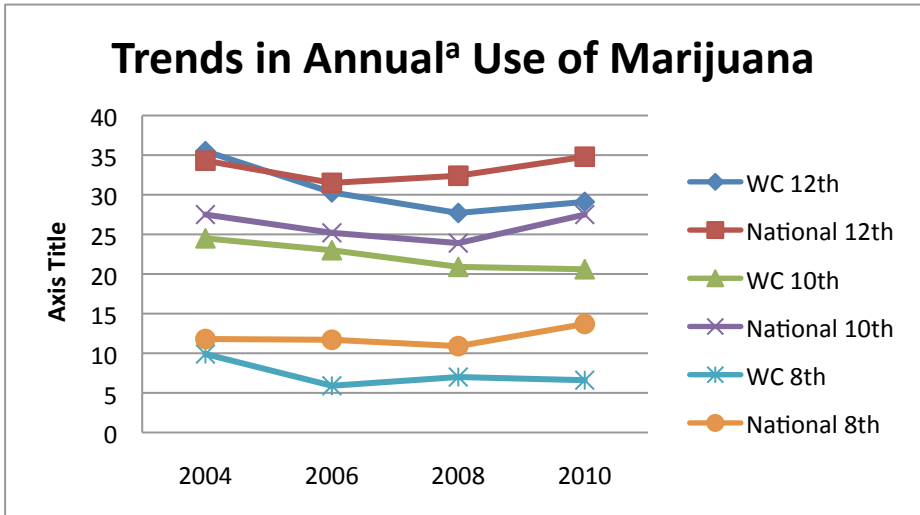
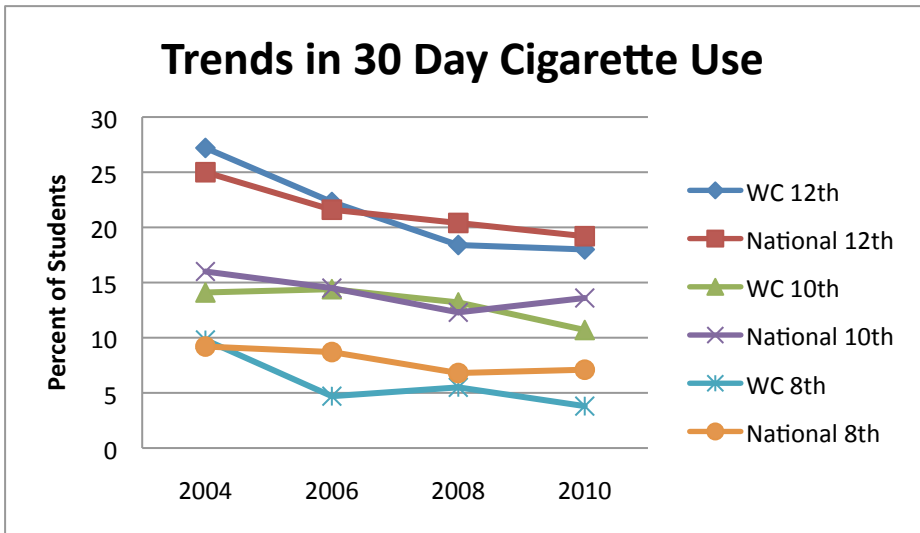
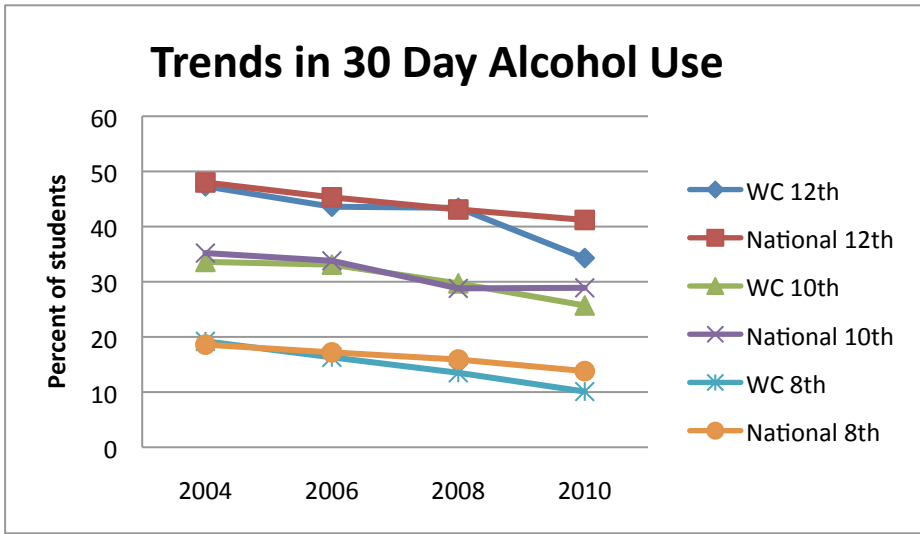
Cigarette Use in past 30 days in 2010



Marijuana Use in Past 30 days



The figures presented below show that Wood County youth in grades 8, 10, 12 twelve have typically had lower prevalence rates for at least the last 6 years. It should also be noted that the difference between prevalence of use between Wood County and National youth continues to widen as the years pass particularly for use of alcohol and marijuana.



^a(Monitoring the future survey did not report trends in 30 day marijuana use so annual comparisons had to be made)

Taken altogether, these results suggest that prevention programming in Wood County provided by the WCESC School- and Community-Based ATOD Prevention Program is having a positive impact on Wood County youth by decreasing their use of alcohol, tobacco and marijuana. Data also suggest that, over the past 6 years, as the WCESC ATOD Prevention Program has increased the amount of services they provide and has increased the number of Wood County youth they serve, the gap between Wood County and National youth prevalence rates has continued to widen.

The outcome reports that follow are meant to provide evidence that we continue to successfully provide numerous evidence-based programs that meet the goals of both the ADAMHS Board and the WCESC School- and Community-Based ATOD Prevention Program as well as the needs of the Wood County community. We hope that these reports indicate the ability of the WCESC Prevention program to successfully provide these services to a large number of youth and community members at relatively low costs. Finally we hope that the positive outcomes we have obtained illustrate the need to continue these services in future years in order to maintain the positive effects that these programs are having on fostering a safe and drug-free community.

Beginning Alcohol Basic Education Series (B.A.B.E.S) 2010-2011 Final Report

B.A.B.E.S. is a primary prevention program designed to give elementary school children a lifetime of protection from substance abuse. Information presented in B.A.B.E.S. helps children develop a desire for healthy living and gives children an understanding of how to protect themselves from alcohol and other drugs. ATOD Prevention Specialists, using B.A.B.E.S. puppets, present accurate, nonjudgmental information in a manner designed to enable young children to grasp the importance of positive living skills and good decision making techniques. Targeted goals of the program are to increase knowledge and skills in the following areas: having a positive self-image and knowledge of how to deal with feelings in a positive manner, effective decision making and how to resist peer-pressure, positive coping skills, age-appropriate alcohol and other drug information, and identifying trusted adults to go to for help.

PARTICIPANTS

Approximately 694 students received the B.A.B.E.S. program during the 2010-2011 academic year in the following schools: three elementary schools in **Rosford** (Glenwood: 3 classrooms; Eagle Point: 2 classrooms; Indian Hills: 2 classrooms), one elementary school in **Elmwood** (Elmwood: 4 classrooms), one elementary school in **Bowling Green** (Kenwood: 3 classrooms), two elementary schools in **Otsego** (Haskins: 2 classrooms; Grand Rapids: 3 classrooms), one elementary school in **Lake** (Lake: 6 classrooms), one elementary school in **Northwood** (Olney: 3 classrooms), three elementary schools in **Eastwood** (Luckey: 2 classrooms; Pemberville: 2 classrooms; Webster: 1 classroom), and one elementary school in **North Baltimore** (Powell: 3 classrooms).

STUDENT RESULTS

Only students in participating classrooms who were *present* on the day when *baseline data* was gathered received a pretest survey ($n = 694$). Similarly, a post-test survey was given only to students in participating classrooms who were *present* on the day when *follow-up* data was gathered ($n = 669$). Pre-test and post-test data collected from these students indicates that students showed significantly large knowledge gains in all topic areas covered by the B.A.B.E.S. curriculum. Specifically, after the program

Self Image. More students identified that self-image is “how you see yourself” (**Pre: 61%, Post: 87%**).

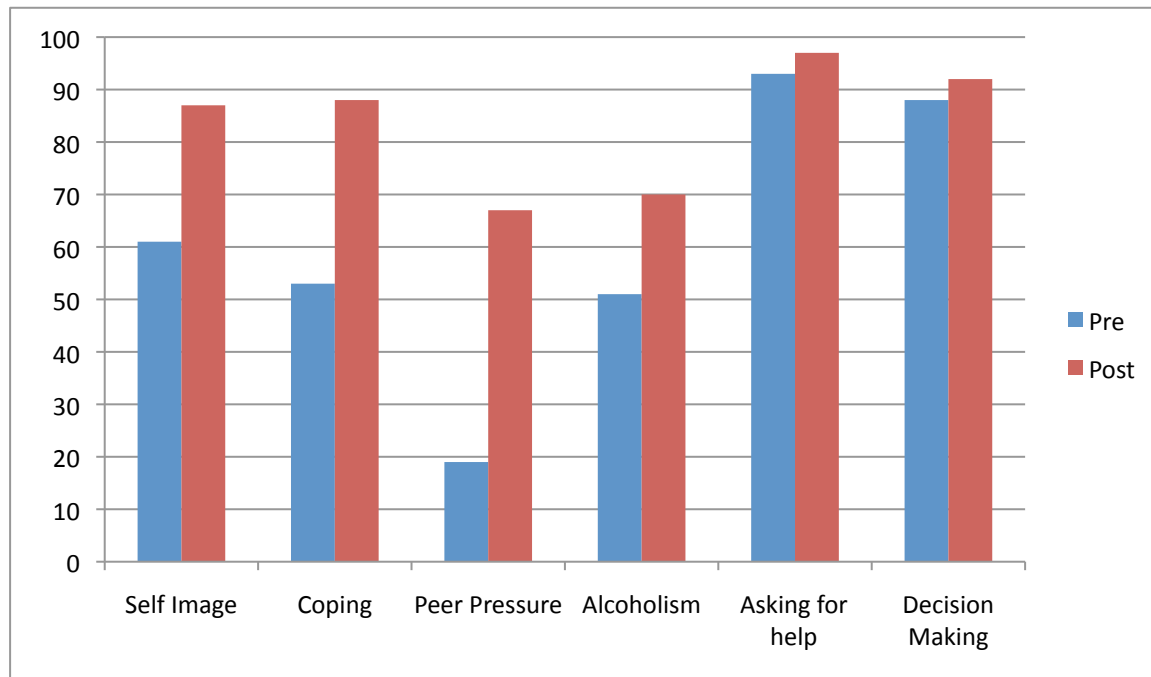
Coping. More students identified coping as “taking care of an unhappy situation” (**Pre: 53%, Post: 88%**).

Peer Pressure. More students identified peer pressure as something you feel from “your friends” (**Pre: 19%, Post: 67%**).

Alcoholism. More students identified a person with the disease of alcoholism as sick (**Pre: 51%, Post: 70%**).

Asking for Help. More students indicated that asking for help is a “brave and smart” (**Pre: 93%, Post: 97%**).

Decision Making. More students identified a good decision as “doing what is best for you and does not hurt others” (**Pre: 88%, Post: 92%**).

Table 1. Increases in Students Knowledge

TEACHER RESULTS

In addition, teachers completed pre-test and post-test surveys regarding their perceptions of their students' knowledge about **self-image, feelings, decision-making, peer pressure, coping skills, alcohol- and drug-related information, and getting help**. Paired sample t-tests revealed that teachers perceived a statistically significant ($p < .001$) increase of their students' knowledge in each of these areas after their students completed the BABES program.

All teachers that completed the post-test surveys also indicated that they found the program useful, felt the experience was enjoyable, and indicated that they are interested in having the B.A.B.E.S. program in their classroom again. Teachers also provided unstructured comments and suggestions, which also indicated a positive response to the BABES program:

- "My students always enjoy and look forward to seeing the presenter and his friends."
- "My kids can't wait for BABES every week! You [the presenter] do a great job at presenting tough concepts in a way the kids can learn/understand."
- "Great information delivered on an understandable level."

CONCLUSIONS

Both teacher ratings and student questionnaires indicate that students who participated in BABES increased their knowledge related to self-image, feelings, decision-making, peer pressure, coping skills, alcohol- and drug-related information, and getting help. Additionally, feedback from teachers was positive, and all teachers who completed the post-test indicated that they would be interested in having the program in their classroom in the future. This consistent positive pattern of findings strongly supports the value of presenting the BABES program in elementary schools.

Challenge Day 2010-2011 Final Report

The Wood County Educational Service Center Prevention Specialists host Challenge Days to provide youth and their communities with experiential workshops and programs that demonstrate the possibility of love and connection through the celebration of diversity, truth, and full expression. The goals of Challenge Day include: Increasing students' feelings of importance and belonging to their school and community; Increasing students' feelings that others know and care about them; Increasing students' belief and ability to identify other peers and adults in their school and community that they can share with and receive support from; and Increasing students' belief that others have problems and concerns similar to theirs. Challenge Days are currently hosted across the United States, and aggregated data from 9,327 students who participated in a Challenge Day between 2009 and 2010 showed that the program's goals are consistently met (Starfire, 2011). Both Otsego and Rossford school districts hosted a Challenge Day for their middle school and high school students during the 2010-2011 school year.

OTSEGO PARTICIPANTS AND RESULTS

Challenge Day was offered to 121 8th grade students in Otsego on September 7, 2010. Each student who participated in Challenge Day completed both pre- and post-evaluations. A total of 100 students (58 boys and 42 girls) completed both the pretest and posttest, while 21 students (12 boys and 9 girls) completed the pretest only.

Results indicated that, after participating in Challenge Day, students high frequencies of feeling of connection to their school. More specifically, after the program:

- More students somewhat agreed or strongly agreed that they felt like they were a part of their school after Challenge Day (**Pre: 79%; Post: 89%**).
- More students somewhat agreed or strongly agreed that others know and care about them (**Pre: 74%; Post: 89%**).
- More students endorsed that they somewhat agreed or strongly agreed with the belief that their problems/concerns are similar to those of other teens their age (**Pre: 66%; Post: 84%**).
- More students endorsed that they somewhat agreed or strongly agreed with the belief that there are other students at school they can share with if needed (**Pre: 81%; Post: 91%**).
- More students somewhat agreed or strongly agreed with the belief that there are adults at school or in the community that they can share with if needed (**Pre: 75%; Post: 82%**).

Students were also asked to provide unstructured written feedback on what they learned during Challenge Day. The most common themes that students reported were:

- The feeling that they had a greater understanding of or sensitivity to peers and the problems of their peers (**34% of students**).
- A need for social change, such as to stop judging or making fun of others (**24% of students**).
- The feeling that they are not alone and that the problems of peers are similar to their own (**43% of students**).

Note: These percentages exceed 100%, as many students' responses reflected more than one theme.

ROSSFORD PARTICIPANTS AND RESULTS

Challenge Day was offered to 162 8th grade students in Rossford on September 15, 2010. Each student who participated in Challenge Day completed both pre- and post-evaluations. A total of 62 students (35 boys and 27 girls) completed both the pretest and posttest. Fifty-three (53) students (30 boys and 23 girls) completed the pretest only, while 47 students (29 boys and 18 girls) completed the posttest only.

Results indicated that, after participating in Challenge Day, students reported high frequencies of feeling of connection to their school. More specifically, after Challenge Day:

- More students somewhat agreed or strongly agreed that they felt like they were a part of their school **(Pre: 77%; Post: 84%)**.
- More students somewhat agreed or strongly agreed that others know and care about them **(Pre: 66%; Post: 83%)**.
- More students endorsed that they somewhat agreed or strongly agreed with the belief that their problems/concerns are similar to those of other teens their age **(Pre: 65%; Post: 85%)**.
- More students endorsed that they somewhat agreed or strongly agreed with the belief that there are other students at school they can share with if needed **(Pre: 81%; Post: 91%)**.
- The same number of students somewhat agreed or strongly agreed with the belief that there are adults at school or in the community that they can share with if needed **(Pre: 73%; Post: 73%)**.

Students were also asked to provide unstructured written feedback on what they learned during Challenge Day. The most common themes that students reported were:

- The feeling that they had a greater understanding of or sensitivity to peers and the problems of their peers **(45% of students)**.
- A need for social change, such as to stop judging or making fun of others **(27% of students)**.
- The feeling that they are not alone and that the problems of peers are similar to their own **(45% of students)**.

Note: These percentages exceed 100%, as many students' responses reflected more than one theme.

CONCLUSIONS

In summary, results indicate that participation in Challenge Day leads to the development of important protective factors related to greater feelings of connection to school and peers. **After completing Challenge Day, students indicated that they felt like they belonged to their school, that others knew and cared about them, that there were peers that they could share with and receive support from, and that other students have problems and concerns similar to theirs. The majority of results indicated increases of 10-20% in feelings of support and connectedness.**

It should be noted that students showed less of an increase in their feelings that there are adults in the community they can share with. This should be a targeted area for improvement in future Challenge Days, perhaps by bringing in more community members or creating additional activities that target increased connectedness between students and community members. Overall, based on these findings, plans for future Challenge Days in the Otsego and Rossford Schools are recommended to continue to foster feelings of support and connectedness in youth in these schools. This program is also recommended to other school districts who wish to increase these protective factors in their students.

Class Action 2010-2011 Final Report

The need for enhanced alcohol prevention programming/curriculum for high school students emerged in 2004 and again in 2006 and 2008 when the Youth Survey was distributed to all Wood County 5th through 12th graders. According to survey results, Wood County high school students were above the national averages for binge drinking. Additionally, Wood County high school students reported riding as passengers in vehicles after the drivers had drunk alcohol and driving after they had consumed alcohol at alarming rates. *Class Action* was chosen to meet this need because it is listed on the Substance Abuse and Mental Health Services Administration's (SAMHSA) National Registry of Evidence-based Programs and Practices as one of the top programs for addressing these issues. Although direct cause cannot be shown, it should be noted that the 2010 Wood County Youth Survey found that binge drinking rates had dropped for Wood County students by 4% in 10th grade, 12% in 11th grade and 7% in 12th grade.

Class Action is a research-based curriculum that takes an innovative, civil-trial approach and challenges high school students to examine the real-world consequences of teen alcohol use. Students are divided into legal teams to prepare and present hypothetical cases in which someone has been harmed as a result of underage drinking. Using a casebook along with audiotaped affidavits and depositions, students build legal cases that they will present to a jury of their peers. The six topic areas covered in the curriculum are: (1) Drinking and Driving; (2) Fetal Alcohol Syndrome; (3) Drinking and Violence; (4) Date Rape; (5) Drinking and Vandalism; and (6) School Alcohol Policies.

PARTICIPANTS

The *Class Action* curriculum was delivered by the Wood County Education Service Center School and Community-Based Alcohol, Tobacco, and Other Drug (ATOD) Prevention Program on-site prevention specialists. This report provides outcomes for the classrooms participating in this program from Elmwood and Northwood high schools that were supported by ADAMHS Board Funding. Pre-test and post-test surveys were administered to the 155 students who received the curriculum to assess the impact of *Class Action* on participant's knowledge of topics covered in the program.

RESULTS

Paired t-test analyses were performed on a group of true and false questions for the students who participated in the program and completed both the pre-test and post-test surveys ($N = 125$). Significant increases in knowledge ($p \leq .05$) were found for questions in the following topic areas (the percentage of students who answered the question correctly at pre-test and at post-test is presented in parentheses):

- At least 50% of teen deaths are related to alcohol (**Pre: 30%; Post: 43%**).
- The minimum drinking age in all 50 states is 21 (**Pre: 59%; Post: 67%**).
- Women develop more alcohol-related health problems after drinking small amounts of alcohol than men do (**Pre: 28%; Post: 36%**).
- When an adult over the age of 21 provides alcohol to minors under 21, the adult provider is liable for (**Pre: 69%; Post: 82%**).
- In a civil case the defendant pays the plaintiff money for the harm they have done to the victim (**Pre: 22%; Post: 48%**).
- A deposition is a verbal testimony taken down in writing under oath before a trial (**Pre: 26%; Post: 42%**).

Although significant changes were not found on other items included in the survey from pre- to post-test, this seems to be related to relatively high levels of correct answers given at pre-test, with many questions having above a 90% correct response rate. In addition, it is also notable that, even though the original correct response rates were high, answers to all but one question showed *increases in knowledge* (i.e., higher percentage of correct responses at post-test).

Although the increases in knowledge were not significant, following the program, 96% of students knew alcohol and street drugs were illegal for young people, 90% knew alcohol dependency was preventable, 70% could correctly define negligent behavior, and 94% knew what adults are liable for if they provide alcohol to minors.

QUALITATIVE FEEDBACK

Qualitative feedback from students was largely positive. Examples of student comments about their participation in *Class Action* include:

- “I learned how a very small amount of alcohol can still greatly effect teens and how much it costs when someone gets in an accident both financially and emotionally. ”
- “The Class Action Program really enforces the thought of a civil trial. I will use it to remember the pain and suffering dealt with those involved in hopes that I will never go through a civil trial.”
- “I learned that alcohol is serious and can do a lot of damage.”
- “Alcohol is more serious than people think and it affects more people than just you.”
- “I think I want to get more involved in Alcohol Prevention and I like getting to go up in front of others.”
- “I learned not to be irresponsible and harm others.”
- “I will evaluate every situation before I make a decision.”
- “I learned that alcohol slows down reaction time.”
- “I know more about what I should and should not do when I grow up.”
- “This information will make me be more careful in college.”
- “I am more educated on what alcohol does so I can say no easier.” “It really makes me aware of the damage done by alcohol and how to be more responsible for myself and others. .”

CONCLUSIONS AND IMPLICATIONS

Class Action appears to have an effect on student knowledge regarding alcohol and alcohol-related legal consequences. Students showed knowledge gains in program areas related to the physiological effects of alcohol, alcohol dependency, and the short- and long-term consequences of alcohol use. In addition, the majority of students, at post-test, could define legal terms taught during the program. Finally, qualitative feedback from students was overwhelmingly positive with students reporting that the program will help them to make healthy choices regarding alcohol. In total, results suggest that the *Class Action* program achieved its intended goal of challenging high school students to examine the real-world consequences of teen alcohol use.

Community Learning Centers of Wood County 2010-2011 Final Report

For the past 8 years the WCESC School- and Community-Based ATOD Prevention Program has partnered with the Wood County Community Learning Centers (CLCs) to provide prevention programming (i.e., Hooked on Fishing, Not on Drugs and Summer Life Skills Programming) to students, as well as to support the CLCs in their programming which strives to increase developmental assets in students (e.g. improving academic performance, increasing social skills, and building supportive adult-child relationships). Developmental assets have been shown to serve as additional protective factors to help youth resist drugs and alcohol (Arthur et al., 2002; Hawkins et al., 1992; Oman et al., 2004; Reininger, 2005). The CLCs serve children in grades K-6 at six different sites throughout Wood County. Currently, five of the sites offer before-school programming and all six sites offer after-school and summer programming. The CLCs offer the children of Wood County a safe, supportive environment in which to develop assets and skills that will help them succeed in multiple areas of their lives.

PARTICIPANTS

During the 2010-2011 school year, 637 students participated in CLC Programming. Ratings forms were completed by 185 parents of these students, 287 teachers of these students, and 285 students themselves in May 2011, in order to assess the impact of the program on several areas of development, as well as to assess parents' and students' perceived satisfaction with the programming.

RESULTS

Parent Data

According to parents' reports from the 2010-2011 school year, 91% of participating children Improved or Succeeded *Emotionally*, 92% Improved or Succeeded *Cognitively/Academically*, 92% Improved or Succeeded *Socially*, 87% Improved or Succeeded *Physically*, and 97% of participants Improved or Succeeded in *one or more of these areas*.

Results from surveys rating parents' satisfaction with the STARS program (i.e., the after-school programming provided by the CLCs) show that parents of participating children are highly satisfied with current programming. In response to the satisfaction surveys, 98% of parents felt the hours met their needs, 99% felt that the program was of high quality and value, and 94% felt that it was affordable.

Teacher Data

Surveys are given to the classroom teachers of students involved in the CLC's programs to assess the impact of CLC programming on students' performance in the classroom. Teachers are asked to rate these students on a variety of criteria including class participation, attentiveness in class, behaving well in class, academic performance, motivation to learn, and getting along with others. Of the students who were rated as needing to improve at the beginning of the school year, over 50% improved their class participation (59%), academic performance (64%), on-time homework (64%), satisfactory homework (66%), attentiveness in class (53%), behavior in class (51%), motivation to learn (57%), and getting along with others (58%).

Student Data

The majority of students reported that their behavior had improved in multiple areas since they began attending the CLCs. Specifically, 59% of students said their overall behavior improved, 68% indicated

their grades had improved, 68% reported their homework grades improved, 53% indicated their self-esteem improved, 58% indicated that they were better able to get along with friends, and 58% indicated they were getting along with classmates better.

Students also indicated that they were highly satisfied with the current programming offered by the CLCs. Results from student surveys indicated that 86% of students liked the CLCs, 81% looked forward to coming to the CLCs, 87% liked the activities offered at the CLCs, 86% felt comfortable at the CLCs, and 88% felt that there was someone available at the CLCs to help when they needed it.

CONCLUSIONS

Based on data collected from students who are served by the CLCs and their parents and teachers, the Wood County Community Learning Centers appear to be succeeding in their goals to improve children's academic, social, emotional, and physical functioning. Both students and their parents indicate that they are satisfied with the current CLC programming and performance. It is recommended that the WCESC School- and Community-Based Prevention Program continue their partnership with the Wood County Community Learning Centers, in order to increase developmental assets for Wood County youth, which will aid in preventing later negative outcomes.

Expect Respect 2010-2011 Final Report

Expect Respect is a primary prevention program designed to encourage youth to develop healthy teen relationships and prevent dating and sexual violence. This program was chosen based on results from the qualitative and quantitative evaluation (Ball, Kerig, & Rosenbluth, 2009; Teten, Ball, Valle, Noonan, & Rosenbluth, 2009) that indicated Expect Respect is effective in increasing knowledge about warning signs of abuse and dating violence, skills for healthy relationships, and recognizing their own and others' abusive behaviors.

The goal of the program is to help students build healthy relationships and gain awareness of dating violence by increasing knowledge in the following areas: self-expression and assertive communication, identification of dating rights and responsibilities, recognition of abusive relationships, emotional regulation and anger management, conflict resolution, boundary setting, and termination of abusive relationships. These topics are taught through group activities, structured discussions, and the exploration of real life topics as part of high school health classes. ATOD Prevention specialists are in the process of supporting health teachers who received Expect Respect training in Spring of 2011, by modeling facilitation of the program. Transfer of administration to health teachers over the next few years will increase sustainability and reduce costs of implementing the program.

PARTICIPANTS

During the 2010-2011 academic year, the Expect Respect program was implemented with approximately 962 students in grades 8 through 12 in seven high schools: Bowling Green (5 classrooms), Eastwood (13 classrooms), Lake (9 classrooms), North Baltimore (2 classrooms), Northwood (4 classrooms), Penta Career Center (12 classrooms), and Rossford (9 classrooms).

RESULTS

Students who were *present* on the day when *baseline data* was gathered received a pre-test survey. Similarly, students who were *present* on the day when *follow-up* data was gathered received a post-test survey. Of the 962 students who received the program, 806 students completed both surveys, while 89 students completed the pre-test only and 67 completed the post-test only.

Table 1. Pre-Test Results	Totally True	Mostly True	Not at all True
In the past year, I have had classes in which we talked about relationships	29%	40%	31%
I would like the chance to learn about and talk about healthy relationships	24%	56%	20%
I need to increase my knowledge of teen dating violence and healthy relationships	18%	51%	30%
I expect to use some or all of the information I learn about healthy relationships in my own relationships in the future	47%	47%	6%
I understand the rights and responsibilities that I have in dating relationships	66%	32%	2%
I believe that dating violence is a problem among teens	45%	46%	9%
I have experienced dating violence	10%	NA	90%
I know someone who has experienced dating violence	53%	NA	47%
I think there should be more opportunities for teens to learn about healthy relationships	85%	NA	15%

Table 2. Post-Test Results	Totally True	Mostly True	Not at all True
I think the speaker was knowledgeable and clear in the presentation	75%	22%	3%
I appreciated the chance to learn about and talk about healthy relationships	55%	38%	7%
I have increased my knowledge of teen dating violence and healthy relationships	60%	32%	8%
I expect to use some or all of the information I learn about healthy relationships in my own relationships in the future	61%	35%	4%
I understand the rights and responsibilities that I have in dating relationships	81%	19%	0%
I believe that dating violence is a problem among teens	60%	35%	5%
I have experienced dating violence	14%	NA	86%
I know someone who has experienced dating violence	57%	NA	43%
I think there should be more opportunities for teens to learn about healthy relationships	89%	NA	11%

CONCLUSIONS

Evidence from the pre-test indicated a student-based need for a program to increase knowledge of teen relationship violence and healthy relationships. Post-tests indicated that students were satisfied with the program and that they felt their knowledge about relationships had increased after completing Expect Respect. Some of the more notable results include:

- **10-14% of students indicated that they had personally experienced dating violence, while 53-57% stated that they knew someone who had experienced dating violence.**
- **Before completing Expect Respect, less than half (45%) of students were totally convinced that dating violence was a problem for teens. After completing the program this number increased to 60%.**
- **The percentage of students who fully understood their rights in a relationship increased from 66% to 81% after completing the program.**
- **Before completing Expect Respect, a large majority of students indicated that they wanted a chance to discuss relationships and felt they needed to increase their knowledge of relationships. After completing the program most of the students indicated that they had appreciated this opportunity to discuss relationships and they increased their knowledge of teen dating violence and healthy relationships.**
- **The majority of students felt that the speaker had been knowledgeable and clear in presenting the information on teen violence.**
- **After completing the program 61% of students fully intended to use the information they learned about relationships and another 35% were mostly sure they intended to use the information.**

In conclusion, the Expect Respect Program appears to have provided participants with a unique opportunity to learn about and discuss healthy relationships and teen dating violence. Students indicated that they gained awareness of dating violence and knowledge about building healthy relationships which they plan to use to improve future relationships.

Fetal Alcohol Syndrome Teaching and Research Campaign (FASTRAC)

2010-2011 Final Report

FASTRAC (Fetal Alcohol Syndrome Teaching and Research Campaign) is a curriculum that was purchased by the Wood County Fetal Alcohol Syndrome Task Force (WCFASF) for implementation in the Wood County schools. The program was chosen because results from past program evaluation show that participation in FASTRAC significantly increased knowledge about Fetal Alcohol Syndrome Disorder (LaChausse, 2008). In the program, high school students attend a 2-hour training session on the FASTRAC program and then present a 45-minute lesson in a middle school classroom based on the training that they received. The program is designed to increase students' knowledge of the causes and effects of Fetal Alcohol Syndrome Disorder (FASD) in order to encourage them to make healthier choices regarding alcohol throughout their lives. It is also designed to teach high school students the information and skills, and give them the practice needed to spread knowledge about the dangers of alcohol use during pregnancy.

PARTICIPANTS

In collaboration with the WCFASF, the WCESC provided this program to students in the Rossford, Otsego, and North Baltimore School Districts, although due to difficulties with data collection, data was not collected in the Otsego school district. Training was completed by 98 high school students in Rossford and North Baltimore, and then they presented the FASD information to 110 middle school students. A test designed to measure students' knowledge of Fetal Alcohol Spectrum Disorder was given to both high school and middle school students prior to and after participating in the program.

HIGH SCHOOL RESULTS

Overall, **high school students scored significantly higher on this 10-item quiz about Fetal Alcohol Syndrome Disorder (FASD) after completing the course than they did before completing the course ($t = -15.6$, $p < .001$)**. Although scores on individual items all increased after students completed the program, there was great variability in the percentage of students who got each item correct. Specifically, after completing the FASTRAC program more students (an * denotes a significant paired sample t-test):

- Answered that pregnant women should drink no alcohol (**Pre: 81%; Post: 88%**).
- Correctly identified that a 2 oz shot of liquor, 12 oz wine cooler, 5 oz glass of wine, and 12 oz beer all contain the same amount of alcohol (**Pre: 36%; Post: 83%**).*
- Recognized all of the symptoms of FASD (small size, small eyes, smooth groove between the nose and lip, brain damage) (**Pre: 69%; Post: 80%**).
- Correctly identified that more than half of pregnant women drink alcohol before they realize they are pregnant (**Pre: 22%; Post: 80%**).*
- Responded that there is no cure for FASD (**Pre: 50%; Post 78%**).*
- Answered that children with FASD can have problems such as mental retardation, low birth weight, attention deficits, and organ defects (**Pre: 64%; Post: 76%**).*
- Reported FASD as the leading preventable cause of Mental Retardation (**Pre: 57%; Post: 72%**).*
- Recognized that a father cannot cause FASD (**Pre: 27%; Post 63%**).*
- Answered that liquor store warning signs were mandated by the Surgeon General to warn men and women of the dangers of drinking while pregnant (**Pre: 48%; Post: 55%**).

- Correctly identified lack of impulse control as the most debilitating aspect of FASD (**Pre: 14%; Post: 17%**).

MIDDLE SCHOOL RESULTS

Middle school students also scored significantly higher on the FASD 10-item quiz after completing the course than they did before completing the course ($t = -9.0, p < .001$), although scores were notably lower than those of high school students. While scores on all but one item increased after students completed the program, again there was a large amount of variability in the percentage of students who got each item correct. Specifically, after completing the FASTRAC program, more students (an * denotes a significant paired sample t-test):

- Answered that pregnant women should drink no alcohol (**Pre: 46%; Post: 48%**).
- Correctly identified that a 2 oz shot of liquor, 12 oz wine cooler, 5 oz glass of wine, and 12 oz beer all contain the same amount of alcohol (**Pre: 21%; Post: 41%**).*
- Recognized all of the symptoms of FASD (small size, small eyes, smooth groove between the nose and lip, brain damage) (**Pre: 35%; Post: 41%**).
- Correctly identified that more than half of pregnant women drink alcohol before they realize they are pregnant (**Pre: 12%; Post: 41%**).*
- Responded that there is no cure for FASD (**Pre: 17%; Post: 41%**).*
- Answered that children with FASD can have problems such as mental retardation, low birth weight, attention deficits, and organ defects (**Pre: 34%; Post: 42%**).
- Recognized that FASD was the leading preventable cause of Mental Retardation, (**Pre: 28%; Post: 42%**).*
- Recognized that a father cannot cause FASD (**Pre: 8%; Post: 24%**).*
- Answered that liquor store warning signs were mandated by the Surgeon General to warn men and women of the dangers of drinking while pregnant (**Pre: 26%; Post: 29%**).
- Correctly identified lack of impulse control as the most debilitating aspect of FASD (**Pre: 4%; Post: 11%**).*

CONCLUSIONS

The FASTRAC program was successful in increasing knowledge of Fetal Alcohol Spectrum Disorder in both high school and middle school classrooms as is evidenced by increased scores on almost all items for both high school and middle school students. While high school students had notably higher scores after completing the program, it should be noted that middle school students also scored far lower than the high school students at the pre test. Therefore both high school and middle school students received a similarly large gain in their knowledge on FASD.

In conclusion, students were provided with information related to the harmful effects of alcohol and pregnancy at an early age in hopes that this information will lead them to make informed decisions about alcohol. Additionally, this program provides a leadership opportunity for high school youth who are interested in sharing alcohol-related information with younger students. The evidence shows that this is a beneficial program that should be continued to be implemented in Wood County schools.

Hooked on Fishing, Not on Drugs

2010-2011 Final Report

Hooked on Fishing, Not on Drugs is a nationally recognized prevention program overseen by the Future Fisherman's Foundation that teaches elementary school children the value of using positive activities and hobbies as an alternative to negative activities such as using drugs. The program also focuses on helping parents and other family members talk to their children about drugs while engaging in a fun-filled family outing.

The first part of the program involves an in-class presentation given by an ATOD Prevention Specialist to elementary students. The presenter describes fishing as his/her passion while encouraging students to talk about their own passions and helps them make the connection that positive hobbies are a great alternative to negative activities such as taking drugs. The children then watch a video illustrating the negative effects of drug use for children. Finally the presenter teaches the children about fishing in order to prepare them for the fishing outing with their family.

The second part of the program is a day-long fishing trip led by the ATOD Prevention Specialists during which children are accompanied by one family member. The goal of the outing is to help family members learn how to have conversations with their children about difficult topics, such as drug use, as well as to illustrate the value of family-bonding experiences. The ATOD specialist encourages family members to use this outing as an opportunity to share their personal reasons for why they want their children not to use drugs.

PARTICIPANTS

During the 2010-2011 school year, 191 students from nine Community Learning Centers and Rossford and Northwood school districts in Wood County participated in the in-class Hooked on Fishing, Not on Drugs presentation. Students ranged from kindergarteners to sixth graders and 58% of the students were male while 42% were female. The majority of the students indicated that they had caught at least one fish before (83%), which is in line with data that suggest that fishing is the number one family activity in the US. One family member then accompanied children on a second school day for a class field trip that took them to a local park to fish.

RESULTS

Student Results:

After the in-class presentation, students completed a five-item questionnaire to assess their opinions of drug use by youth. The majority of students answered the following true/false questions correctly based on what they had learned in the presentation:

- If a young person is around people who use drugs, they are more likely to use the drugs themselves (77%)
- Drug use affects more than just the person who is using drugs (58%)

Students also indicated that they viewed drug use as a serious problem and thought that finding other positive activities was a way to stay away from drugs. This is reflected in the following findings:

- 97% indicated that using drugs at a young age was a "serious problem."
- 69% indicated that it was a "serious problem" if a young person only used drugs once.
- 92% indicated that it was "really important" for young people to find healthy activities they enjoy to help them stay away from drugs.

Family Member Results:

After the fishing field trip, 21 family members completed a six-item survey to assess their opinions of drug use in youth and whether they felt the trip was beneficial in helping teach children alternative activities to drug use. Overall, family members viewed drug use in youth as a problem that they had a part in preventing:

- 86% indicated that it was a “serious problem” if a young person only used drugs once.
- 95% indicated that it was “very important” to convey their beliefs about drug use to their children.
- 91% indicated that helping their children find interests to prevent future substance use was “very important.”

Family members also rated the fishing trip as a positive experience for their family:

- 90% rated the fishing experience as “very enjoyable.”
- 81% stated that they thought the program was “very beneficial” for their family.

CONCLUSIONS

Hooked on Fishing, Not on Drugs is a prevention program designed to teach elementary-aged children and their family members the value of positive activities and hobbies as an alternative to negative activities such as drug use. The program increases children’s self-efficacy and knowledge about one of America’s favorite family activities as well as encourages them to find other passions and hobbies they enjoy. The program also increases parents’ self-efficacy to engage in conversations about difficult topics by facilitating a conversation between parents and children about why it is important to stay away from drugs.

Results from Wood County children who participated in this program during the 2010-2011 school year indicate that the program is achieving its goals to increase children’s awareness about the harmful effects of drug use and how alternative positive activities can help students stay away from drugs. Data from Wood County parents indicate that the fishing trip provides parents with an enjoyable example of how family outings can be used to encourage children to develop their own interests as well as provide an opportunity for parents to convey their beliefs about drug use to their children. Based on these results, the Hooked on Fishing Not on Drugs program is a valuable addition to the WCESC ATOD Prevention Program.

Juvenile Detention Center Programming 2010-2011 Final Report

As part of its programming, WCESC ATOD Prevention Specialists deliver lessons to students at the Wood County Juvenile Detention Center (JDC), which are designed to improve communication and assertiveness skills and increase knowledge about alcohol and other drugs in order to improve students ability to resist peer pressure and avoid alcohol and drug use. Prevention Specialists rotate between 14 sessions adapted from the research-based *Life Skills* and *Insight* curricula. The *Life Skills* program was chosen because it is included on the Substance Abuse and Mental Health Services Administration's (SAMHSA) National Registry of Evidence-based Programs and Practices. Previous research has shown that students who received *Life Skills* training later used less alcohol and other drugs (Griffin, et al., 2003), reported lower normative beliefs about peer alcohol and drug use (Spoth, et al., 2008) and exhibited less violence and delinquency (Botvin, et al., 2006) than those students who did not receive *Life Skills* training. In addition to this general prevention programming, Prevention Specialists present creative art lessons to increase students' positive self-image and coping skills to reduce their stress levels and help with anger management.

PARTICIPANTS

Between 7/1/10 and 6/30/11, 272 youth participated in the Juvenile Detention Center general prevention and art programming. One hundred and eighty-seven youth were male (69%), 78 were female (29%), and 7 did not indicate their gender (3%). Youth ranged in age from 11 to 18, with an average age of 15. Youth reported their race or ethnic background as follows: Caucasian (64%), Multi-ethnic (12%), Hispanic (10%), African American (8%), Asian/Pacific Islander (1%), and Native American (1%). Eleven (4%) percent of youths did not indicate their race or ethnic background.

Prevention specialists facilitated workshops on a total of 154 days during the 2010-2011 school year, with one to two 60-minute sessions on most of these days in order to keep attendance at an appropriate number. An average of 13 youths attended each day with class sizes ranging from 7 to 22 participants per session. There was a great deal of variability in how many sessions each youth attended. On average, youths attended 7 sessions during each quarter. However, across all quarters, there were 47 youths present for only 1 session, 113 present for 2-5 sessions, 49 present for 6-10 sessions, 45 present for 11-20 sessions, and 18 present for 21 or more sessions.

GENERAL PROGRAMMING RESULTS

Post-tests were administered after each session rather than at the end of the programming cycle due to the transient nature of the JDC population. Each post-test asked youth to answer questions related to application of the material that they had learned that day. The following paragraphs describe major content areas of the program and results from post-testing. Percentages are based on the total number of youth responding to the post-test question.

Self-Image and Self-Concept. One session focused on identifying personal strengths and weakness and thinking of concrete methods for self-improvement. After completing this session, 93% of youth surveyed listed two personal strengths, and 90% listed one or more ways to improve themselves.

Values and Risk. One session focused on responsible behavior and how alcohol and drug use impacts personal values. After completing this session, 89% of youth surveyed listed at least two personal values, 86% listed at least two consequences of risky behavior, and 70% identified at least one way the consequences of risky behavior has influenced their values.

Decision-Making. One session focused on learning and applying effective decision-making and problem-solving skills. After completing this session, 75% of youth surveyed listed at least two things that influence their decision-making, and 72% correctly identified two effective decision-making steps.

Communication and Social Skills. One session focused on developing effective communication and social skills. After participating in this session, 87% of youth surveyed listed two examples of assertive behavior, 93% listed two examples of aggressive behavior, and 95% identified at least one important positive quality in a friend or neighbor.

Anger Management. One session focused on identifying and practicing ways to stay in control when angry. After participating in this session, 75% of youth surveyed listed two anger styles, 80% listed two approaches to solving a problem, and 94% identified one negative reaction to conflict and one way to respond without anger.

Personal Responsibility. One session focused on responsible behavior. After completing this session, 88% of youth surveyed listed two examples of responsible behavior, 85% listed two possible consequences of irresponsible behavior, and 92% indicated one reward they have received for responsible behavior.

Personal Harm. Three sessions focused on personal harm associated with alcohol and other drug use. After the first Personal Harm session, 93% of youth listed two ways alcohol can be harmful, 61% were able to identify two underage drinking laws, and 87% identified one or more myths about alcohol use. After the second Personal Harm session, 77% of youth reported that binge drinking was a moderate or great risk, and 99% were able to report three harmful effects of alcohol. After the third Personal Harm session, 94% identified two ways in which marijuana use is harmful, 94% identified one myth and one truth about marijuana, and 83% listed at least two risks associated with drug use.

Alcoholism and Addiction. One session focused on the risks of alcoholism and addiction. After the first Alcoholism and Addiction session, 74% of youth correctly identified two facts about alcoholism and drug dependence, 83% identified two behaviors that typically co-occur with alcoholism, and 81% identified one myth about alcoholism.

Goal Setting and Future Planning. One session focused on identifying realistic goals and making plans to achieve these goals. After participating in this session, 98% of youth surveyed generated an appropriate, achievable goal. Additionally, 81% were able to identify at least 2 sub-goals.

Stress Management. One session focused on identifying sources of stress and ways to respond appropriately. After completing the Stress Management session, 95% of youth listed two sources of stress, 82% listed two possible reactions to stress, and 76% provided one positive and effective way to relax.

Stereotypes and Prejudice. Two sessions focused on understanding prejudice and identifying stereotypes. After participating in the first session, 75% of youth surveyed generated at least one stereotype they had heard, 88% correctly defined prejudice, and 90% identified one or more ways in which prejudice is harmful. After the second session, 88.9% of youth listed three features of culture, 98% correctly identified the difference between fact and opinion, and 62% correctly defined tolerance and recognized its importance.

ART PROGRAM RESULTS

Following each art lesson, participants completed an evaluation of that session. Students were asked to indicate whether they enjoyed learning about the skill that was presented in the session, whether they discovered a new talent by participating in the session, and whether they liked the way the presenters taught the material. They were instructed to rate their level of agreement on a 4-point scale ranging from 1 = *strongly disagree* to 4 = *strongly agree*. In addition, they were asked to indicate whether they learned anything during the session that they could apply to their everyday lives. They were also asked to identify the extent to which the art lesson would help them reduce their stress/anger. Finally, they were asked several open-ended questions about the presenters' strengths and weaknesses, their favorite and least favorite activities in the session, and how they would apply what they learned to their everyday lives or what they would like to learn.

Across all sessions, 98% of students agreed or strongly agreed that they enjoyed learning about the skills presented in the lessons. Similarly, 87% indicated that they discovered a new talent after participating in the lessons. The majority of students (98%) also agreed or strongly agreed that they liked the way the presenters taught the material. When asked whether they could use the things they learned during the sessions, 88% of students indicated that they would be able to apply the things they learned in the sessions to their everyday lives. In fact, 90% of students acknowledged their belief that the lessons would help them to reduce their stress and anger.

Students who participated in the JDC Art Program also provided unstructured comments and suggestions, which indicated a positive response to the program. With regard to the facilitators' delivery of the program, the students' responses indicated common themes:

- **The instructor explained the materials and art lessons clearly**
 - "She explained things well so I could understand."
 - "She showed me what to do and helped me."
 - "She taught and made difficult things sound easy."
- **The instructor made the classes interesting**
 - "She related to the kids and got us to pay attention."
 - "She made it interesting."
 - "She spoke well about topics."
 - "She made me laugh."
- **The instructor taught new ways to deal with stress and anger**
 - "She taught me new stress reducers."
 - "She helped me to calm down."
 - "She taught me how to deal with my feelings/anger."
- **The instructor changed the way students thought or expressed themselves**
 - "She put things into perspective."
 - "She let us express ourselves and be free."
 - "She helped me express myself."
- **The instructor listened to and communicated understanding about the issues the students were dealing with**
 - "She talked to us like we are people."
 - "She connected with us."
 - "She kept an open mind and gave good feedback."

- “She was open to all points of view.”
- “She talked to us and treated us like people not troublemakers.”

When asked how they would use what they learned in the lessons in real life, students also responded with common themes:

- **Students will use the creative skills they learned to cope with negative emotions**
 - “Art is another way to cope with my emotions.”
 - “I can use art to reduce my anger and keep me busy.”
 - “I can use art to reduce my stress.”
 - “I will be more creative with my time other than getting in trouble.”
 - “I will do art to stay out of trouble.”
 - “This taught me to have fun and be creative.”
 - “I will express my feelings through art.”
- **Students are thinking differently about values and goals as a result of what they learned**
 - “I will think about what’s really important to me.”
 - “Now I think about my goals and set my priorities.”
 - “I learned how to concentrate on my goals and stay on task.”
 - “I am now thinking of becoming an artist and I can use this to stay out of trouble.”
- **Students learned additional skills that they will use to deal with emotions and make good decisions**
 - “I will talk about situations that stress me out.”
 - “I will look at things from other people’s points of view.”
 - “I will be more aware of my anger triggers.”
 - “I will look at the good, not the negative.”
 - “I learned how to cope with others better.”
 - “I learned to think more creatively.”

CONCLUSIONS

The prevention programming at the Juvenile Detention Center provides incarcerated youth the opportunity to participate in workshops centered on important life skills in order to build developmental assets and improve their ability to manage anger and deal effectively with stress. After completing the general program sessions, youth indicated possessing skills and knowledge of topics including: importance of a positive self-image, effective decision-making and goal setting skills, negative effects of alcohol, tobacco, and marijuana, positive ways to cope with anxiety and anger, communication and social skills, how to express feelings in a positive way, and assertiveness skills.

Students who completed lessons in the art program indicated that they enjoyed learning about the different art techniques and thought they could apply what they had learned in several areas of their lives. More specifically they indicated that they could use the art skills to cope with stress and negative emotions, thought differently about their values and goals as a result of the program, and thought they could use the skills to help with decision-making. Overall, results indicated that both the general prevention and art programming increases several positive assets that will help at-risk youth make better choices in the future.

Life Skills Training

Final Report 2010-2011

The *Life Skills Training* curriculum has been offered in Wood County school districts since the School- and Community-Based Alcohol, Tobacco, and Other Drug (ATOD) Prevention Program relocated to the Wood County Educational Service Center (WCESC) in 2003. The current report includes data on the 1590 students who completed the program during the 2010-2011 school year and who were supported by the ATOD grant. The program is included on the Substance Abuse and Mental Health Services Administration's (SAMHSA) National Registry of Evidence-based Programs and Practices. Previous research has shown that students who received *Life Skills* training later used less alcohol and other drugs (Griffin, Botvin, Nichols, & Doyle, 2003), reported lower normative beliefs about peer alcohol and drug use (Spoth, Randall, Trudeau, Shin, & Redmond, 2008) and exhibited less violence and delinquency (Botvin, Griffin, & Nichols, 2006) than those students who did not receive *Life Skills* training.

The *Life Skills* program is designed to focus on the major social and psychological factors that promote the initiation and early stages of substance use/abuse. The main emphasis of *Life Skills* is on the development of important personal and social skills. Students are taught how to use these skills to resist direct peer pressure to smoke, drink, or use marijuana. Additionally, students are taught the application of these skills to situations in which they may experience social pressure to use one or more psychoactive substances (*Life Skills Training, Student Guide 1, 2004*). Overall, *Life Skills* provides knowledge to enhance students' self-esteem as well as their abilities to make decisions and solve problems, communicate effectively, avoid misunderstandings, make new friends, and resist pressure to use drugs.

The *Life Skills* program can be divided into five major components which are as follows: (1) a *cognitive* component designed to present information concerning the short- and long-term consequences of substance use, current prevalence rates, and social acceptability; (2) a *decision-making* component that fosters the development of critical thinking and responsible decision making; (3) a *coping with anxiety* component that teaches techniques for managing anxiety; (4) a *social skills training component* that teaches both general social skills and assertiveness techniques that can be used to resist peer pressure to smoke, drink, or use drugs; and (5) a *self-improvement* component that provides students with techniques for changing specific personal skills or behaviors (*Life Skills Training, Student Guide 1, 2004*).

As the *Life Skills* program has grown it has come to rely on funding from multiple sources. This report will provide information regarding data that was collected by the WCESC during the 2010-2011 school year in classrooms funded by the Wood County ADAMHS Board/Local School contributions. A pre- and post-test was designed to measure students' increase of knowledge related to ATOD.

LIFESKILLS TRAINING ELEMENTARY SCHOOL PROGRAM (3rd, 4th and 5th Grades)

A sample of 673 students in grades 3, 4, and 5 completed the pre-test and post-test, while 107 completed the pre-test only and 103 completed the post-test only. **Paired samples t-tests indicated that students answered significantly more questions correctly after completing *Life Skills* than prior to having the program ($p < .01$).** The following breaks down the results to show the specific increases by subject area.

Students showed *significant increases in knowledge about assertiveness and resisting peer pressure* by the increase in answering the following questions correctly:

- A good way to refuse to do something is to be assertive (**3rd - Pre: 60%; Post: 94%; 4th - Pre: 62%; Post: 81%**).
- Beginning your sentences with the word “I” is a good way to be assertive (**Pre: 59%; Post: 81%**).
- If someone asks you to do something, you can refuse (**3rd - Pre: 79%; Post: 89%; 4th - Pre: 88%; Post: 95%**).
- “Peer pressure” means that another person your age tries to get you to do something that you do not want to do (**Pre: 31%; Post: 66%**).
- There are things you can do to fight peer pressure (**Pre: 83%; Post: 92%**).
- Avoiding problems is not a good form of conflict resolution (**Pre: 47%; Post: 57%**).
- In most circumstances problem solving is the best way to resolve conflicts (**Pre: 73%; Post: 81%**).
- Passive behavior is when you fail to stand up for yourself (**Pre: 25%; Post: 50%**).
- When a person acts in an assertive way, they are more likely to be taken seriously and get what they ask for (**Pre: 50%; Post: 69%**).

They also showed a *significant increase in knowledge about coping with negative emotion* by the increase in answering the following questions correctly:

- We can tell a lot about how someone is feeling by observing their body language (**Pre: 81%; Post: 92%**).
- Some people have high self-esteem and others have low self-esteem (**Pre: 89%; Post: 97%**).
- When you feel stressed, there are things you can do to stop it (**Pre: 92%; Post: 95%**).
- When we feel bad about ourselves, it affects how well we do in school, sports, or other activities (**Pre: 75%; Post: 93%**).
- Not all stress is bad (**Pre: 65%; Post: 74%**).

Students showed a *significant increase in knowledge about good decision-making* by the increase in answering the following questions correctly:

- Before you make a decision, you should stop, think about what could happen, then make your decision (Pre: 97%; Post: 98%)
- Long-term goals can take many years to achieve (**Pre: 85%; Post: 93%**).
- A good method to help you make decisions is the Stop-Think-Go! Process (**Pre: 91%; Post: 97%**).

Students showed *significant increases in knowledge to correct myths about alcohol and drug use* by the increase in answering the following questions correctly:

- The number of people who smoke in our country is lower than in the past (**Pre: 44%; Post: 54%**).
- Advertisers try to convince consumers to buy their products by using tricky techniques (**Pre: 87%; Post: 96%**).

Based on the results presented above, students in the 3rd, 4th, and 5th grades who received the *Life Skills* curriculum showed significant increases in knowledge in the areas of understanding stress and how stress can affect a person, what assertiveness is, how to act assertively, understanding the truthfulness of advertising, peer pressure, and self esteem. Furthermore, these answers indicate that students have a better understanding of ways to resist peer pressure and to act in an assertive manner. Additionally, it is also noteworthy that, in areas where students did not show significant increases in knowledge, they were likely to have very high correct response rates at pre-test.

LIFESKILLS TRAINING MIDDLE SCHOOL PROGRAM (6th-8th Grades)

A sample of 582 students in grades 6 through 8 completed both the pre-test and post-test measures, while 42 students completed the pre-test only and 19 students completed the post-test only. **After completing *Life Skills*, students' scores were significantly higher suggesting that their knowledge of alcohol and drug use and skills involved in positive problem solving had increased ($p < .001$).** The following breaks down the results to show the specific increases by subject area.

Students showed ***significant increases in knowledge to correct myths about alcohol and drug use*** by the increase in answering the following questions correctly:

- Most teens do not smoke cigarettes (**Pre: 67%; Post: 75%**).
- Smoking cigarettes causes your heart to beat faster (**Pre: 22%; Post: 46%**).
- Alcohol is a depressant (**Pre: 66%; Post: 78%**).
- Alcohol is a drug (**Pre: 65%; Post: 85%**).
- There is more than one way to say no to alcohol and drugs (**Pre: 87%; Post: 92%**).
- Advertisements do not always tell the truth about their products (**Pre: 96%; Post: 98%**).

They also showed a ***significant increase in knowledge about good decision-making, coping skills, assertiveness, and communication skills*** by the increase in answering the following questions correctly:

- It's a bad idea to make a decision then think about the consequences (**Pre: 61%; Post: 75%**).
- There are things you can do about feeling anxious (**Pre: 71%; Post: 80%**).
- Anxiety can be reduced by controlling or changing your thoughts (**Pre: 81%; Post: 89%**).
- Many people are shy and uncomfortable in social situations (**Pre: 69%; Post: 83%**).
- Effective communication is when both sender and receiver interpret a message in the same way (**Pre: 78%; Post: 84%**).
- Almost all people who are assertive are not rude or hostile (**Pre: 71%; Post: 82%**).
- One advantage of acting assertively is an increased sense of control over your life (**Pre: 79%; Post: 87%**).
- Acting assertively can help you express your feelings without hurting others (**Pre: 69%; Post: 82%**).

Overall, this data supports the assertion that the *Life Skills* program is reaching its goals and increasing useful knowledge and skills in the middle school students who participate in the program. Students showed significant increases in knowledge regarding how common drug use is, the properties of drugs and tobacco, and their physiological effects. They also showed improved understanding of overcoming anxiety, as well as enhanced key decision making skills and communication skills useful in resisting peer pressure.

LIFESKILLS TRAINING HIGH SCHOOL PROGRAM (9th-12th Grades)

A sample of 203 students in grades 9 through 12 completed both the pre-test and post-test measures, while 27 students completed the pre-test only and 8 students completed the post-test measure only. **After completing *Life Skills*, students' scores were significantly higher suggesting that their knowledge of alcohol and drug use and skills involved in positive problem solving had increased ($p < .001$).** The following breaks down the results to show the specific increases by subject area.

Students who participated in *Life Skills* **showed more knowledge related to how popular media influences a person's cultural beliefs** by answering the following question correctly:

- A person's culture is shaped by the media (**Pre: 55%; Post: 76%**).

They also showed a **significant increase in knowledge related to their health and risk-taking behavior** by answering the following correctly:

- Paying attention to your health is important when you are a teen (**Pre: 94%; Post: 99%**).
- Your health is affected by your relationships with others (**Pre: 88%; Post: 93%**).
- Your risk-taking is impacted by your drug and alcohol use (**Pre: 88%; Post: 94%**).
- Once you've done something risky and nothing bad happens, it is not less risky the next time you do it (**Pre: 93%; Post: 97%**).

They also showed a **significant increase in knowledge about stress, negative emotions, and good communication skills** by the increase in answering the following questions correctly:

- Stress and anger do not really impact other emotions (**Pre: 91%; Post: 97%**).
- People do not handle an emotional trigger the same way (**Pre: 90%; Post: 95%**).
- Having a positive attitude can help you make health decisions more effectively (**Pre: 92%; Post: 97%**).
- There is a difference between misunderstandings and disagreements (**Pre: 89%; Post: 97%**).
- Asserting yourself means standing up for yourself while respecting the rights of others (**Pre: 90%; Post: 95%**).

This data supports the conclusion that *Life Skills* is reaching its goals by increasing the knowledge and skills of high-school students who participate in the program. Most notably, students significantly increased understanding of the relationship between culture and media. Additionally, students showed some increases in their understanding of areas where there was a significant knowledge base at pre-test, including the risks involved in drug and alcohol use and how emotions vary on an individual basis.

CONCLUSIONS

The pre- and post-test indicates that, after participating in *Life Skills*, a greater number of students endorsed more realistic views of alcohol and tobacco, increased their knowledge about the decision-making process related to substance use, and increased their ability to respond to difficult situations in an assertive manner. Students also showed a greater understanding of the risks involved in using drugs and alcohol.

Although significant changes were not found on all items included in the survey from pre- to post-test, this seems to be related to relatively high levels of correct answers given at pre-test, with all questions having above a 90% correct response rate. In addition, it is also notable that, even though the original correct response rates were rather high (e.g., as high as 98% in some cases), answers to all but one question showed *increases in knowledge* (i.e., higher percentage of correct responses at post-test). Although increases were, at times, small, they were consistent and showed that the information impacted the majority of youth participating in a positive way.

These consistent results provided evidence for the positive impact that this research-based program has on Wood County students and the importance for its continued impact in schools.

Parent Project 2010-2011 Final Report

Parent Project has been organized and implemented by the Wood County Educational Service Center (WCESC) since the 2003-2004 school year (FY04) to help parents improve their communication and discipline skills in order to improve their relationships with their pre-adolescent and adolescent children. The Parent Project Advisory Task Force meets once a year at the WCESC to review outcomes of this program and discuss possible modifications. Since the time of its inception, approximately 299 parents have attended at least one session of Parent Project. The following report provides some basic information about the evaluation of Parent Project and data for Parent Project participants who attended sessions between July 8th, 2010 and March 22nd, 2011.

PARTICIPANTS

Parents are recruited for Parent Project through Job and Family Services, Juvenile Court, local schools, and by other parents who had successfully completed the program in the past. Parents who choose to participate typically are having some difficulty with their child (e.g. child refusing to listen to parent, constant arguing or child being disrespectful, etc.). A total of 30 parents completed at least one session of Parent Project in FY 2010-2011, and 19 out of these 28 parents (68%) completed at least 70% of the sessions. Attendance was significantly better in the summer and fall sessions compared to the winter session which could be related to a number of factors such as bad weather and these sessions being held in a different location. Parents who missed sessions were given the opportunity to complete these sessions at a later Parent Project course.

Course	# Parents Completing at Least 1 Session	# of Parents Completing at Least 75% of Sessions
SU10 (7/08/10-8/26/10) Location: WCESC	9	8
FA10 (09/21/10-11/09/10) Location: WCESC	12	8
WI11 (1/18/11-3/22/11) Location: Rossford HS	7	3

Eighteen (64%) of the 28 parents who completed at least one session were female and ten (36%) were male. Age of parents ranged from 26- to 68-years old with an average age of 43-years old. Twenty-five parents (89%) identified their race or ethnic background as Caucasian and three (11%) parents described themselves as multiracial. The education level of parents was varied with the largest percentages of parents having taken some college/vocational education (46%) or earned a high school diploma (21%). The remainder of parents had earned a two-year degree (11%), four- year degree (11%), GED (7%), or advanced degree (4%). Marital status was also varied. The majority of parents were married (50%). Other parents reported that they were separated or divorced (28%), remarried (11%), single and never married (7%), or widowed (4%). Twelve children of parents in the program (44%) had some type of court involvement and 6 of these children (23%) had been arrested. This was the first parenting class for 61% of parents.

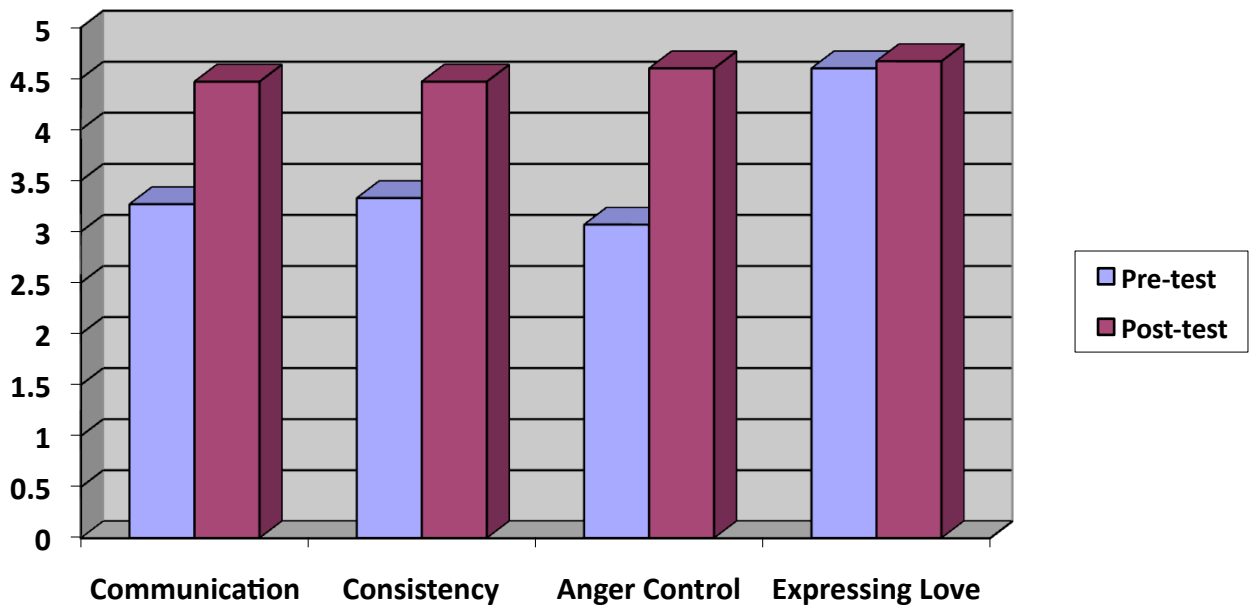
Twenty-five out of the 28 parents who participated in at least one session took a pretest (89%). Of these 25 parents, 18 (72%) also completed a post-test. The data of parents that completed both a pre-test and post-test were used for the analyses presented in the sections below.

RESULTS

Confidence. Paired t-test analyses were performed to determine if there were any mean differences in parents’ reports of confidence in their parenting abilities from pre-test to post-test. Confidence levels were assessed in four domains (e.g., Communication, Consistency, Anger Control, and Expressing Love). Items were rated on a five-point scale with higher scores indicating stronger confidence levels.

Parents showed significant increases in their confidence levels from pre-test to post-test in three of the four domains (i.e., Communication, Consistency, and Anger Control). The mean increase for the Expressing Love domain was not significant, although it should be noted that parents were already high in this domain at pre-test. The mean scores for confidence levels in each domain at pre-test and post-test are presented in the table below.

Increases in Parent Confidence from Pre-test to Post-test



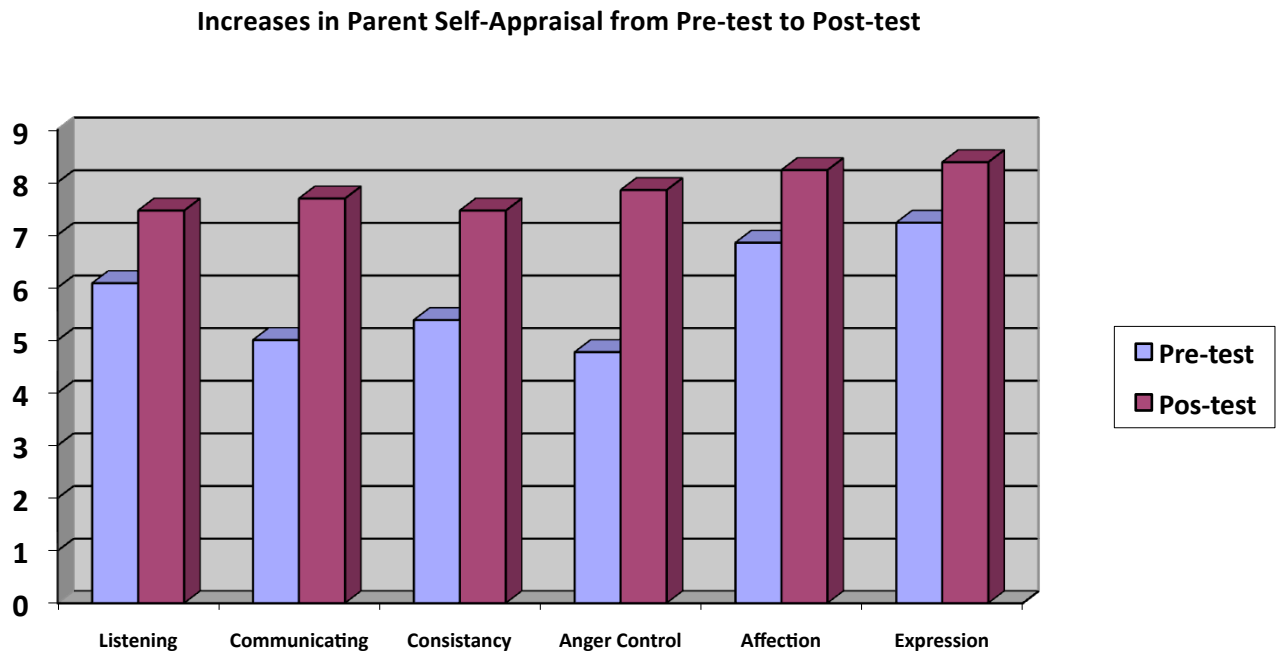
This consistent pattern of increases indicates *improvement* in parents’ confidence levels after the conclusion of the parent program. These increases suggest that from pre-test to post-test, parents significantly improved their confidence related to their abilities to communicate with their teen, be consistent when setting rules and boundaries, and control their anger.

Self-Appraisal of Actual Abilities. Parents rated their perceived parenting abilities at pre-test and post-test. The seven abilities assessed are as follows: (1) listening; (2) communication; (3) consistency; (4) expressing love; (5) anger control; (6) discussing feelings; and (7) accepting expressions of affection.

Self-appraisals of these abilities were rated on a nine-point scale with higher scores indicating higher ability levels. Parent Project was shown to significantly improve parent’s appraisals of their abilities on the following dimensions:

- Ability to listen to my teen in an understanding way ($p < .01$)
- Ability to communicate effectively with my teen ($p < .001$)
- Consistency when it comes to setting rules or boundaries ($p < .05$)
- Ability to control anger/frustration when speaking to my teen ($p < .001$)
- Willingness to accept expressions of affection/warmth from my teen ($p < .01$)
- Ability to express love to my teen ($p < .05$)

An *increase* for discussing feelings was also observed although it was less noticeable because pre-test appraisal was already high. The pre-test and post-test means of areas of self-appraisal with significant increase are represented in the chart below.



Ideal Abilities. Before starting Parent Project, parents thought that they had significant room for improvement on all 7 dimensions mentioned above. After completing Parent Project classes, parents *still* thought that they had significant room for improvement on all of the dimensions. This is positive because parents recognize that improving their parenting takes work and is a process that they must continue to work on after the class is done.

However, if parents' standards for their parenting are *too* high, then they might set goals that are impossible to reach, which can set them up for frustration or failure, which might lead to them giving up. Parents need to make sure to understand that there is room for small mistakes.

Other improvements. Twelve of the 17 parents who completed the post-test indicated that they saw improvement in their child's behavior by answering open-ended questions about how their child's behavior changed since starting project (2 parents stated they had not seen improvement and the other 3 left this question blank). These improvements include more effective parent-child communication and expression of love, better consistency in setting rules, and having more control at home. Some of these comments are included below:

- "She is much more willing to accept my touch and expressing of love."
- "She realizes I will not argue with her; I will remain consistent."

- “Positive- she knows more what to expect and talks more.”
- “She listens a lot more, she doesn’t have outbursts anymore, and she doesn't hit anyone anymore.”
- “Less argumentative, more compliant.”

TEEN COMPONENT RESULTS

In addition to the parent curriculum, the WCESC offers a course for teens to attend while their parents are in sessions (7 sessions in Fall and Winter courses and 8 sessions during Summer course). In FY 2010-2011, 20 teens were enrolled. Half (50%) of teens participating were male. Teens attended an average of 5 sessions, although as with the parent group, attendance was better in the summer and fall Session than during the spring session.

Course	# Students Completing at Least 1 Session	# of Students completing at Least 70% of Sessions
SU10 (7/08/10-8/26/10) Location: WCESC	7	4
FA10 (09/21/10-11/09/10) Location: WCESC	9	7
WI11 (1/18/11-3/22/11) Location: Rossford HS	4	1

Post-tests were administered after each lesson to assess information learned during that session. After completing the Teen Component, teens showed evidence of having **knowledge of positive coping skills to deal with negative emotions and conflict:**

- 6 out of 8 teens (75%) listed three changes they could make to deal with anger
- 8 out of 13 teens (62%) listed three positive ways to deal with stress
- 7 out of 12 teens (59%) listed two things they learned about decision-making
- 8 out of 17 teens (47%) listed two changes they could make to better deal with conflict

Teens also showed evidence of having **knowledge of ways to improve their self concept and relationship with their family.** More specifically:

- 9 out of 14 teens (65%) listed two things that influence self-concept
- 8 out of 13 teens (62%) listed two ways they could show love to their families

Finally teens appeared to have **knowledge of outside influences that could affect their decisions:**

- 6 out of 6 teens (100%) listed two things they learned about alcohol use
- 7 out of 10 teens (70%) listed two ways media negatively affects them

CONCLUSIONS

Parent Project was found to have a positive impact on parents’ perceptions of their parenting abilities and their confidence to use parenting skills learned. Parents felt their abilities had significantly improved in several areas including their abilities to listen and communicate effectively, their abilities to be consistent with discipline while controlling their anger, and their abilities to express affection towards and except affection from their child. Additionally, teens who consistently participated in the Teen Component showed evidence of gaining knowledge of positive coping skills to address negative emotions and conflict, knowledge to improve their self-concept and relationships with family members, and knowledge about how outside influences may affect their decisions.

Based on the aforementioned data and qualitative feedback provided by parents, it would appear that Parent Project continues to be a positive resource for parents and families in Wood County. It is suggested that the Teen Component continues, provided there are at least two staff facilitating the program. It is also suggested that parents are encouraged to consistently bring their children so they can gain as much information as they can from the Teen Component. We look forward to continued success in FY 2011-2012.

SUGGESTIONS FOR IMPROVEMENT OF ATTENDANCE RATES

The major problem area noted was lower parent and teen enrollment and attendance in the winter session. This is most likely due to two major factors: weather and location. This third session takes place during the three months with the worst snow fall, which is likely to discourage many parents from attending. This would explain why fewer parents and teens enrolled and why fewer completed over 75% of the sessions. While it is less clear why, the fact that sessions are held at a different location (Rossford HS versus WCESC) may also play a role in the lower enrollment and attendance. This may be due to parents having difficulty traveling to Rossford. Looking back over the past four years, a trend is forming where lowest enrollment and attendance rates tend to be when the session is held at Rossford High School (Fall session for 2006, 2007, and 2008; Winter session for 2009 and 2010 school years). Retention of parents for the majority of sessions was especially low for the last two years with the combination of winter weather and sessions held at Rossford. This is an issue because only parents who complete the majority of the sessions will get the full benefit of the program and it is unlikely that parents who attend only a few sessions will see much improvement in their parenting or their child's behavior.

Therefore steps should be taken to address this issue. One possible change would be to move the time of year for the sessions (e.g., from March to May) or changing the location. These changes could increase the number of parents and adolescents who benefit from the full Parent Project experience.

Problem ID & Referral

2010-2011 Final Report

Problem Identification and Referral takes advantage of the unique position of the WCESC School- and Community-Based ATOD Prevention Specialists to recognize and refer on specific youth that may need further services and treatment for substance use or other mental health problems. Problem ID and Referral provides a streamlined system in which various sources (e.g., school staff, parents, peers, and students themselves) can refer a student who is exhibiting warning signs (i.e., decreased academic performance and attendance, physical symptoms, mood and attitude changes) that suggest possible alcohol or drug involvement. Once a student is referred, a WCESC ATOD Prevention Specialist: (1) conducts non-clinical risk screenings to identify students' needs; (2) refers students to appropriate services to address the needs identified; and (3) develops and implements education and support relevant to students' needs. This system also allows ATOD Prevention Specialists to continue to build and strengthen relationships with local treatment providers to ensure students get the services they need and no student slips through the cracks.

REFERRAL PROCESS

During the 2010-11 school year, 305 new students were referred to Problem ID and Referral provided by the School and Community-Based ATOD Prevention Program Prevention Specialists. In Quarter One, 79 students were referred; 106 were referred in Quarter Two; 72 were referred in Quarter Three; and 48 in Quarter Four. Students referred for PIR services represented all nine Wood County school districts (i.e., Bowling Green, Eastwood, Elmwood, Lake, North Baltimore, Northwood, Otsego, Perrysburg, and Rossford) and one career center (i.e., Penta). Over the school year, Prevention Specialists also continued services with 327 students that had been previously referred to Problem ID and Referral Services in previous quarters (31 in Q1; 86 in Q2; 104 in Q3; 106 in Q4).

New referrals represented grades 6 through 12 with high school sophomores, juniors and seniors most frequently referred (9% of students were in grades 6 through 8; 18% were in grade 9; 26% were in grade 10; 27% were in grade 11; and 20% were in grade 12).

The 305 new students who received services were referred by a multitude of different sources. The table below details the referral sources for students who received services during this quarter. Note that some referrals originated from multiple sources.

Referral Source	New Referrals
Prevention Specialist	62 (20%)
Self	58 (19%)
Principal/Administrator	43 (14%)
Teacher	41 (13%)
Academic Performance	24 (8%)
Student Affairs Office (Penta)	23 (8%)
Career Assessment (Penta)	21 (7%)
Drug Test	19 (6%)

Referral Source	New Referrals
Parent	9 (3%)
Nurse	3 (1%)
Friend	1 (1%)
Other	10 (3%)

Of the 305 referrals, 32 (10%) students had not been screened at the time of this report for reasons such as: insufficient evidence; transfer to a new school; hospitalization; incarceration; refusal.

SCREENING PROCESS

Problem ID and Referral screenings are used to determine the presence of a problem or identify the need for further evaluation. Like assessment, screening involves the collection of information and analysis of data. Unlike assessment, screenings use information collected to make referrals rather than develop treatment plans. PIR screenings were generally comprised of multiple measures (i.e., an interview and a screening questionnaire). For the 273 students who completed screenings, Interviews were used most often (62% of the time) and questionnaires or checklists were used 35% of the time.

Screening Measure	Number of Students (Percent of Total Students Screened) ¹
Interview	189 (62%)
Personal Experience Screening Questionnaire (PESQ)	66 (22%)
Checklist	28 (9%)
Substance Abuse Subtle Screening Inventory (SASSI)	12 (4%)
Insight	3 (1%)
Speaking to Parents	1 (1%)
Reviewing Previous File	2 (1%)

¹Students were often screened with multiple measures so percents do not add up to 100%

PROBLEM IDENTIFICATION AD REFERRAL SERVICE RECOMMENDATIONS

The three most common recommendations given to students after screening included: support (41%), education (22%) and continuing existing services (4%). The majority of support and education given was provided by the Onsite Prevention Specialists. However, when referrals for assessments and therapy were made, services were provided by other sources such as Children’s Resource Center, Behavioral Connections, Toledo Children’s Hospital, a private counselor, the court system, or school guidance counselors. Consistent with referral protocol, all students in need of further assessment were given a list consisting of up-to-date information on potential service providers. Families made their decisions based on factors such as the needs of the child, location, insurance, and preference. A summary of recommendations, follow-through, and providers are summarized in the table below.

Recommendation ^a	Follow Through	Provider ^b
Support (114)	Yes (68) In Progress (42) No (3)	Onsite (104) CRC (2) Behavioral Connections (1) Guidance Counselor (2) Private Practice (7)
Education (61)	Yes (37) In Progress (16) No (7)	Onsite (46) CRC (1) Private Practice(4) Court (1)
Continue Existing Services (11)	Yes (7) No (3)	Onsite (3) CRC (3) Behavioral Connections (1) Private Practice (3) One Stop (1)
Mental Health Services (8)	Yes (5) In Progress (2) No (1)	CRC (2) Private Practice (5)
Substance Abuse Assessment (5)	Yes (1) In Progress (2) No (2)	Onsite (1) Private Services (2) Court (1)
Tobacco Cessation Program (4)	Yes (2) In Progress (2)	Onsite (4)
Other Drug Prevention Programs ^c (5)	Yes (2) No (3)	Onsite (2)
<i>Services where follow up was not needed</i>		
Screen Only (12)	NA	
Monitor Only (15)	NA	
None Reported (7)	NA	

Note: Pending outcomes will be followed up on in the next quarterly report.

^a It is not uncommon for students to receive multiple recommendations, so the number of recommendations exceeds the number of students screened.

^b Some students received services from more than one provider and this list does not include students who refused services.

^c These are specific programs provided to students by onsite prevention specialists based on individual needs (e.g., *Insight, Teen Intervene; Parent Project*)

STUDENT QUESTIONNAIRES

A sample of students who participated in Problem ID and Referral were asked to complete two measures: an assessment of their attitudes and beliefs about drug and alcohol use and an assessment of the support and education they received through working with the Prevention Specialists. Both measures were given before and after students received services. Two-hundred fourteen (214) students completed the attitudes and beliefs questionnaire, and 80 students completed the support and education questionnaires.

Results from the attitudes and beliefs questionnaires at post test suggest that 79% of respondents felt that it was wrong to use alcohol, 59% felt it was wrong to use cigarettes, and 75% felt it was wrong to

use marijuana. Similarly, 78% reported that they did not plan to smoke in the next year, 70% said they did not plan to get drunk in the next year, and 76% reported that they planned to stay away from marijuana.

Results from the support and education questionnaires revealed that after receiving PIR services, students reported statistically significant increases in their knowledge of: skills to deal with problems; risks associated with drugs and alcohol, skills to refuse drugs and alcohol; and abilities to refuse drugs and alcohol.

CONCLUSIONS

Problem ID and Referral continues to be a valuable and active service performed by the WCESC School- and Community-Based ATOD Prevention Program staff. The Onsite Prevention Specialists strive to apply best practices to the Problem ID and Referral Service, which includes screening with multiple measures when indicated, following up on referrals to ensure that students do not “slip through the cracks,” and maintaining a good working relationship with referral sources within the school and agencies within the community (which results in referrals being made to the Problem ID and Referral Service by a variety of sources and provides a wide range of potential resources for students needing recommendations).

The ATOD staff continues to develop and implement standardized empirically-supported and evidenced-based prevention programming for students referred for onsite education and support. Currently, Prevention Specialists implement a variety of education and support techniques to address student needs. For data collection purposes, and for the benefit of students and staff, measures are being taken to standardized onsite education and support activities. Throughout the entire PIR process, school protocol is strictly followed.

By utilizing a standard approach to education and support services and developing questionnaires to assess students’ experiences with the PIR program, the School and Community-Based ATOD Prevention Program will be better able to evaluate changes in student’s attitudes, beliefs and beliefs about alcohol and other drugs as well as assess students’ readiness for change. This information will assist in the evaluation of program effectiveness and will help ensure that education and support services achieve desired results.

During the 2010-2011 school year, 305 new referrals were received by the Problem ID and Referral (PIR) Services. **Of these students, 90% completed the screening process** to determine appropriate recommendations to help students with their current problems. ATOD prevention specialists worked diligently in cooperation with other local services to ensure that these recommendations were carried out. **Due to their combined hard work and cooperation, 87% of screened students completed or were in the process of completing these recommendations** at the time of data collection. Based on the value of services provided, as noted by the number of services students are provided post-screening, it is recommended that Problem Identification and Referral Services continue to be utilized in schools.

Teen Institute

2010-2011 Final Report

Teen Institute (TI) is a youth-led organization that mobilizes and empowers students to prevent the illegal use of alcohol, tobacco, and other drugs and self destructive behaviors in themselves and their peers. The activities students participate in are designed to increase developmental assets, such as leadership and a sense of community and social support, which have been shown to be protective factors in preventing negative outcomes such as alcohol and drug use (Arthur et al., 2002; Hawkins et al., 1992; Oman et al., 2004; Reininger, 2005).

The Wood County Educational Service Center (WCESC) facilitates both traditional Teen Institute groups for high school students and Junior Teen Institute (JTI) groups for middle school and junior high students. Both TI and JTI members are taught how to convey the dangers of alcohol, tobacco, and other drugs to others while actively working against substance abuse in Wood County. All students in Teen Institute participate in meetings and activities in their home school, and they also have opportunities to interact with TI groups from other schools in Wood County through fun activities (e.g., field trips, bowling) and a retreat.

PARTICIPANTS

Teen Institute and Junior Teen Institute groups are run in nine Wood County Districts, the PATHE program, and the Penta Career Center. For the 2010-2011 school year there were a total of 179 active members across Wood County (137 TI and 42 JTI members). To assess the benefits students received from their experience in TI, members completed a pre-test survey upon joining Teen Institute, in addition to a post-test survey in May of 2011. Of the 179 active members, 76 youth completed both surveys, while 103 youth completed the pre-test only and 52 completed the post-test only. The surveys included 21 questions that reflected developmental assets to be fostered through active participation in Teen Institute. Students responded to statements regarding key TI concepts on a five-point Likert scale (ranging from *Strongly Agree* to *Strongly Disagree*).

RESULTS

According to survey results, youth showed percentage increases in developmental assets. At post-test, students reported improvements in leadership, sense of community, ATOD-related knowledge, life skills, and commitment to a lifestyle free of alcohol, tobacco and other drugs. Additionally, data from the 76 TI members who completed both the pre- and post-test measures were entered into paired sample t-tests to assess whether there were significant increases in developmental assets during their semester of participation in TI. Items with significant increases are denoted with a (*). Specifically, a greater number of students agreed or strongly agreed with the following statements:

Leadership

- I feel like a leader in school (**Pre: 46%; Post: 63%.***)
- I feel like I have opportunities to be a positive role model (**Pre: 84%; Post: 86%.***)
- I know specific ways to make a difference (**Pre: 75%; Post: 91%.***)
- TI can help me reach my leadership potential (**Pre: 86%; Post: 91%.***)
- I have given input in the planning of TI activities (**Pre: 61%; Post: 75%.***)

Community

- My TI group is connected with TI groups at other schools (**Pre: 60%; Post: 63%**).*
- TI helps me feel good about myself (**Pre: 79%; Post: 90%**).*
- TI provides a caring and supportive environment (**Pre: 90%; Post: 92%**).
- TI makes me feel connected to their school and/or community (**Pre: 83%; Post: 84%**).
- I feel comfortable recommending that my friends join TI (**Pre: 94%; Post: 94%**).*

Knowledge and Life Skills

- I have enough knowledge to give a presentation on the dangers of drugs (**Pre: 58%; Post: 67%**).*
- I have the public speaking abilities/confidence to give a presentation/speech on various drugs (**Pre: 48%; Post: 54%**).
- I have learned things in TI that help them in real-life situations (**Pre: 76%; Post: 83%**).

Commitment to a Lifestyle Free of Alcohol and Tobacco

- If my friends were trying to pressure me into trying a drug, it would be easy to say no without upsetting them (**Pre: 86%; Post: 89%**). *
- If my friends wanted to have a party with alcohol, I could suggest at least 5 responsible fun alternative activities (**Pre: 84%; Post: 90%**).*

Students also answered the open-ended question “What did you gain by being a member of Teen Institute?” **Students indicated that they gained developmental assets such as leadership abilities, confidence, and knowledge through being a member of TI.** Example responses are listed below:

- “I met new people and learned what parents thought about drugs and alcohol (Dialogue Night)”
- “Helping to be a leader and getting more comfortable with being drug free”
- “Good friends and support to make the right decisions”
- “Skills to help others stay drug free”
- “I gained confidence to show others who drugs/alcohol effects the and to show them different ways to have fun

CONCLUSIONS

Teen Institute provides members across Wood County with increased beliefs in their leadership abilities, feelings of connectedness with others who are drug-free, knowledge and life skills, and commitment to a lifestyle free of alcohol and tobacco. The developmental assets that are developed through being a member of Teen Institute serve as important protective factors for youth.

Teen Institute Retreat 2010-2011

The TI retreat exemplifies the importance the WCESC places on youth-lead prevention. The retreat gives youth additional, focused opportunity to increase the developmental assets that are promoted by general TI programming throughout the year. This retreat particularly strives to help teens become positive peer role models, which has been shown to be an asset which prevents others from using alcohol and other drugs (Oman et al., 2004). Youth are involved in the planning of the retreat, are given the opportunity to be leaders throughout the retreat, develop skills and knowledge to create their own youth-lead programming, and provide feedback that will be considered in planning future retreats.

PARTICIPANTS

A total of 32 students participated in this year's retreat. The retreat was attended by students from the Bowling Green, Eastwood, Lake, North Baltimore, Northwood, Otsego, Rossford high schools and the Penta Career Center. Upon completion of this retreat, all 32 students (81% female, 19% males; ages 14 through 20; 2 students came back from college to participate) completed post-test measures.

RESULTS

Measures assessed the degree to which students: 1) had the chance to practice leadership skills at the retreat, 2) felt comfortable being in a similar leadership role in their school or community, 3) felt the retreat was student-led, 4) felt empowered to make a change in their community, 5) learned information that would prevent teens from using alcohol and other drugs, and 6) felt more connected to or supported by TI students from other schools, TI students from their own school, and the adult facilitators. Additionally, participants answered open-ended questions about what they gained and learned by participating in the retreat, which parts of the retreat they enjoyed the most, and what they would change about the retreat. Results indicated that the TI retreat was successful in providing students with leadership skills, valuable information, and a sense of community.

Leadership. The TI retreat gave students an opportunity to become leaders and trained them to participate in youth-lead prevention efforts.

- **78%** percent of students reported that they had the chance to practice leadership skills at the retreat.
- Most students reported that they would feel comfortable holding a similar leadership role in their school; **48%** reported they would feel very comfortable and **42%** reported that they would be somewhat comfortable.
- **56%** percent of students reported that the retreat was lead more by peers than adult facilitators, indicating that students recognized it as a youth-lead prevention activity.
- Results indicated that, after the retreat, TI members felt ready to transfer their training to their community. **66%** percent reported that they definitely felt empowered, and **31%** reported that they might be empowered, to make a change in their school.

Information. In addition to developing leadership skills, students reported gaining a great deal of useful information about drugs and alcohol at the retreat.

- 66% percent of students felt that the information presented in the retreat would definitely prevent teens from using alcohol and other drugs, and the other **34%** reported that the information might prevent teens from using alcohol or other drugs.

Community. The retreat lead students to feel more connected to other TI members and to TI facilitators.

- **97%** percent of students reported feeling more connected to or supported by students from other schools.
- **100%** reported feeling more connected to or supported by students at their own school.
- **100%** reported feeling more connected to the adult facilitators.

Open-Ended Responses. In addition to the above structured questions, youth also completed open-ended questions about what they gained as a result of participating in the retreat.

- Youth reported developing/improving skills related to social skills (**42%**), self-confidence (**10%**), leadership skills (**36%**), personal assets (**10%**), and preventing use of alcohol and other drugs (**3%**).
- When asked if there was anything else they gained, youth reported that they gained more information about themselves (**55%**), friends and support (25%), assertiveness (5%), and information on alcohol and drugs (**5%**).
- When asked what they learned, the majority of youth reported that they learned information about drugs and alcohol use (**73%**). Other responses included social skills, assertiveness, self-confidence, leadership skills, and personal assets.

Feedback on Programming. As a youth-led prevention group, TI strives to solicit the feedback of its members and use it to inform future programming. Results indicated that the majority of attendees were satisfied with the retreat.

- **77%** percent of the students gave the retreat the highest rating of “excellent,” while an additional **20%** felt that the retreat was above average.

Students were asked to describe which parts of the retreat they liked the most. The following aspects of the retreat were cited most frequently:

- The family groups
- The games
- “Everything”

Students were also asked to comment on what they would change to make the retreat better.

- Many reported that they would not change anything.
- They wished for more games and more participants.
- They would like more/different presentations

CONCLUSIONS

Evaluation of the Teen Institute Retreat indicates that the retreat achieved the outcomes that were expected, as **students reported improving social skills, developing leadership skills, obtaining information about drugs and alcohol, and making new friends.** Such important developmental assets have been linked to healthy and more responsible decision-making and serve as protective factors against drug and alcohol use among youth. In addition to developing protective factors, students reported being satisfied with the quality of the Teen Institute retreat. **Ninety-seven percent of students rated their satisfaction with the retreat as higher than average.**

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