

DRAFT Guidance Document for Selecting Evidence-Based and Promising Prevention Strategies ---- Evidence-Based/Individual Matrix and Profiles

Strategy	Target Population		Target Setting	Cultural Adaptations/ Ethnic Populations (Validated or Replicated) ¹	Primary Domain	IOM Category	Risk Factors to Decrease	Protective Factors to Increase	Other Targeted Factors	Key Activities/ Strategies	Key Outcomes	Documented Outcomes Area(s)	Cost Estimates
	Age	Sex											
Across Ages	9-13, Parents	M F	Rural Suburban Urban Middle Schools Community Centers	<p>Validated populations:</p> <p>African American, Caucasian Hispanic Native American</p> <p>Replicated populations:</p> <p>Asian American</p> <p>Cultural considerations:</p> <p>Program has been replicated with urban, suburban, and rural populations, but is not appropriate for extremely rural or small communities</p> <p>Cultural adaptations:</p> <p>None</p>	Individual/ Peer School	Selective This program is designed for youth who reside in communities with no opportunities for positive free-time activities, who have few positive adult role models, and/or who are in kinship care because their natural parents cannot care for them (often as a result of incarceration or substance use). These children are likely to live in poverty and to have experienced repeated school failure.	<p>Individual/Peer</p> <ul style="list-style-type: none"> • Early initiation of the problem behavior • Friends who engage in the problem behavior <p>Family</p> <ul style="list-style-type: none"> • Parental attitudes and involvement in the problem behavior • Family history of high-risk behavior <p>School</p> <ul style="list-style-type: none"> • Academic failure • Low commitment to school <p>Community</p> <ul style="list-style-type: none"> • Community laws and norms favorable toward drug use • Low neighborhood attachment and community disorganization • Extreme economic and social deprivation 	<p>Individual/Peer</p> <ul style="list-style-type: none"> • Bonding to peers with healthy beliefs and clear standards <p>Family</p> <ul style="list-style-type: none"> • Bonding to a family with healthy beliefs and clear standards <p>School</p> <ul style="list-style-type: none"> • Bonding to a school that promotes healthy beliefs and clear standards <p>Community</p> <ul style="list-style-type: none"> • Bonding to a community that promotes healthy beliefs and clear standards 	<p>Individual/Peer</p> <ul style="list-style-type: none"> • Life skills: decision-making, problem-solving, conflict resolution • Risk taking/ sensation seeking • Relationship with significant adult • Engagement in pro-social activities <p>Family</p> <ul style="list-style-type: none"> • Poverty • Family stress • Incarcerated family members • Family involvement (opportunities for pro-social involvement) <p>School</p> <ul style="list-style-type: none"> • School climate • School behaviors <p>Community</p> <ul style="list-style-type: none"> • Opportunities for pro-social involvement • Frequency of participation in organized community activities 	<ul style="list-style-type: none"> • Pairing older adult mentors (55+) with middle school youth • Perform community service • Develop youth coping/life management skills • Provide academic support • Provide parent support 	<ul style="list-style-type: none"> • Decrease in alcohol, tobacco, and other drug use • Increased problem-solving ability • Increased school attendance • Decreased suspensions from school • Improved attitude toward adults • Improved attitude toward school and the future 	<ul style="list-style-type: none"> • Academic achievement • Juvenile delinquency • Social/emotional competence • Substance abuse 	<p>Training/Technical Support:</p> <ul style="list-style-type: none"> • \$1,000 per day, plus expenses; 2 days' training required • \$500 per day plus expenses for onsite TA; 2 days' training recommended the first year; 1 day each subsequent year • \$30 per hour for TA via telephone • Training requires a minimum of 10 participants and a maximum of 30 <p>Materials:</p> <ul style="list-style-type: none"> • \$75 Manual • \$25 Handbooks for parents, students • \$25 Elder Mentor Handbooks • \$65 Mentor Training Guide • \$25 Evaluation Protocol • \$25 Video • Materials also available in Spanish <p>Strategy Implementation Cost: \$1,500 to \$2,000 per child per 12 months</p>

¹ Validated populations are those for whom the programs listed have been found to be effective through formal evaluation. Replicated populations are those with whom the programs listed have been used, but no formal evaluation has been conducted.

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AI's Pals	Ages 3-8 Parents	M F	Rural Suburban Urban Public and Private Schools Preschools Childcare Centers	<p>Validated populations:</p> <p>African American American Indian/ Alaska Native Asian American Caucasian Hispanic Multiracial</p> <p>Replicated populations:</p> <p>Many children have received this program without participating in outcome studies, and therefore their demographic information has not been reported to the developer</p> <p>Cultural adaptations:</p> <p>None</p>	Individual/ Peer Family School	Universal	<p>Individual/Peer</p> <ul style="list-style-type: none"> • Early initiation of the problem behavior <p>Family</p> <ul style="list-style-type: none"> • Favorable parental attitudes toward and involvement in the problem behavior <p>School</p> <ul style="list-style-type: none"> • Early and persistent antisocial behavior 	<p>Individual/Peer</p> <ul style="list-style-type: none"> • Bonding to peers with healthy beliefs and clear standards <p>Family</p> <ul style="list-style-type: none"> • Bonding to a family with healthy beliefs and clear standards <p>School</p> <ul style="list-style-type: none"> • Bonding to a school that promotes healthy beliefs and clear standards 	<p>Individual/Peer</p> <ul style="list-style-type: none"> • Life skills: decision-making, problem-solving, conflict resolution, communication • Engagement in prosocial activities <p>Family</p> <ul style="list-style-type: none"> • Family involvement (opportunities for prosocial involvement) <p>School</p> <ul style="list-style-type: none"> • School climate • School behaviors 	<ul style="list-style-type: none"> • In/After-school curricula using puppets as role models • Booster sessions • Develop youth coping and life management skills • Parent training 	<ul style="list-style-type: none"> • Significant decreases in negative coping behaviors, such as the use of physical or verbal aggression to solve problems • Significant reductions in problem behaviors such as social withdrawal • Improved use of positive social behaviors (e.g., taking turns, using self-control, helping others, using words to solve problems) • Improved use of positive classroom coping skills (e.g., asking for help to solve a problem) • Children learn to differentiate between safe and harmful substances and situations 	<ul style="list-style-type: none"> • Social and emotional competence • Substance abuse • Violence 	<p>Training/Technical Support:</p> <ul style="list-style-type: none"> • \$845 for 2 days' training for one teacher, including one curriculum kit for the classroom • \$1,095 for 2 days' training for one teacher, one assistant teacher, including one curriculum kit for one classroom • \$250 for 2 days' training per teacher, for classroom that already has the curriculum • \$250 for 2 day' training for administrators or support staff (i.e., education coordinator, mental health consultant, guidance counselor, etc.), including a bound copy of the curriculum lessons • \$400 for 2 days' introductory training for a parent educator, including a complete manual of teaching modules, master copies of handouts, original songs on audiocassettes or CD, and posters <p>Materials:</p> <ul style="list-style-type: none"> • Materials are not available separately. The parent letters need to be reordered each year: \$40 per classroom set of 14 different letters

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All Stars	11-15	M F	Rural Suburban Urban Schools Communities	Validated populations: African American Caucasian Native Americans (pilot study in Nebraska; tribe not identified) Cultural adaptations: Materials are available in Spanish; program being used in Puerto Rico. Adaptation required for Hispanic populations is minimal (includes language translation and culturally appropriate examples), and instruction for adaptation is included in training.	Individual/ Peer Family School	Universal	Individual/Peer • Friends who engage in the problem behavior Family • Parental attitudes and involvement in the problem behavior	Individual/Peer • Bonding to peers with healthy beliefs and clear standards Family • Bonding to a family with healthy beliefs and clear standards School • Bonding to a school that promotes healthy beliefs and clear standards Community • Bonding to a community that promotes healthy beliefs and clear standards	Individual/Peer • Attitude toward drug use • Beliefs about peer norms • Visibility of positive peer opinion leaders • Establishment of conventional behavioral norms Family • Rewards for pro-social involvement School • Student-teacher communication • Parental support for school prevention activities Community • Frequency of participation in organized community activities	<ul style="list-style-type: none"> • Accurate beliefs about peer norms • Perception of how substance abuse affects preferred lifestyles • Commitment to stay substance free • Social and peer bonding 	<ul style="list-style-type: none"> • Delays the onset of sexual activity • Increased commitment to avoid high-risk behaviors • Increased bonding to school and peers • Positive changes in substance use and violence 	<ul style="list-style-type: none"> • Teenage pregnancy/Sexual activity • Social and emotional competence • Substance abuse • Violence 	<p>Training/Technical Support:</p> <ul style="list-style-type: none"> • 2 days' training required • \$3,000 plus expenses for a group of 12 to 20 trainees; \$100 for facilitator curriculum • \$250 plus travel expenses for an individual training; \$100 per person for facilitator curriculum <p>Materials:</p> <ul style="list-style-type: none"> • \$165 Facilitator • \$175 for 25 Student materials • \$140 Community set for 20 students • \$15 Commitment ring • \$8 T-shirt • Parental/take-home materials also available in Spanish
American Indian Life Skills Development Curriculum	Ages 14-18	M F	Middle Schools High Schools	Validated populations: Native American Replicated populations: None noted Cultural considerations: Developed for Zuni culture; its effectiveness beyond this population is unknown Cultural adaptations: The process of cultural adaptation incorporated in the program is transferable to other populations; however, the program only should be implemented after extensive community involvement that adapts cultural norms within the curriculum and establishes community support	Individual/ Peer School Community	Selective	Individual/Peer • Hopelessness • Skills in problem-solving, conflict resolution, and non-violent handling of disputes	Individual/Peer • Easy access to a variety of clinical interventions and support for help-seeking School • Bonding to a school that promotes healthy beliefs and clear standards Community • Bonding to a community that promotes healthy beliefs and clear standards • Cultural and religious beliefs that discourage suicide and support self preservation • Strong connections to family and community support	Individual/Peer • Life skills: decision-making, problem-solving, anger management, communication • Lack of self-esteem • Learning to identify emotions and stress • Recognizing and eliminating self-destructive behavior • Setting personal goals School • School climate Community • Setting community goals	<ul style="list-style-type: none"> • Curriculum focused on skills building and goal setting • Develop peer assistance skills 	<ul style="list-style-type: none"> • Increased access to clinical interventions and support for help seeking • Increased problem-solving skills and non-violent conflict resolution • Decreased hopelessness 	<ul style="list-style-type: none"> • Social/emotional competence • Substance abuse • Suicide prevention • Violence 	<p>Teacher training:</p> <ul style="list-style-type: none"> • Contact program developer for costs (variable) <p>Cultural adaptation:</p> <ul style="list-style-type: none"> • Contact program developer for costs (variable) <p>Materials:</p> <ul style="list-style-type: none"> • \$29.95 for American Indian Life Skills Development Curriculum text

EVIDENCE-BASED STRATEGIES PROFILES: INDIVIDUAL APPROACHES

Across Ages

Description

Across Ages can be implemented in the classroom as a school-based program or in a community center or faith-based institution as an after-school program. Mentoring, community service, social competence training, and family activities are used to increase young people's sense of personal and community responsibility.

Target Population

Across Ages targets 9- to 13-year-olds who reside in communities with no opportunities for positive free-time activities, who have few positive adult role models, and/or who are in kinship care because their natural parents cannot care for them (often as a result of incarceration or substance use).

The program's original participants were African-American, Asian, Hispanic, and Caucasian children, many of whom lived in poverty, experienced repeated school failure, and had family members involved in drug use.

Family consent is required for youth to participate in this program.

Goals and Objectives

The goals and objectives of Across Ages is to increase the protective factors for high-risk students to prevent, reduce, or delay the use of alcohol, tobacco, and other drugs and the problems that are associated with such use. To this end, Across Ages works to:

- Increase knowledge of health and substance abuse and foster healthy attitudes, intentions, and behavior toward drug use among targeted youth.
- Improve school bonding, academic performance, school attendance, and behavior and attitudes toward school.
- Strengthen relationships with adults and peers.
- Enhance problem-solving and decision-making skills.

Outcomes

Research has shown that, when implemented with fidelity, Across Ages:

- Significantly improves knowledge about and reactions to drug use
- Significantly decreases alcohol and tobacco use
- Significantly improves school-related behavior as measured by increased school attendance, decreased suspensions from school, and improved grades
- Significantly improves attitudes toward school and the future
- Significantly improves attitudes toward adults in general and older adults in particular

Strategies

The core strategies that are the focus of Across Ages include:

- Community service
- Mentoring
- School- or community-based education

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Activities

Specific activities include:

- Recruiting and training adult mentors 55 years of age or older, who then spend a minimum of two hours each week one-on-one with a youth.
- Having youth spend one or two hours each week performing community service.
- Providing the Social Problem-Solving Module of the Social Competence Promotion Program for youth, which is comprised of 26 weekly lessons, each 45 minutes in length.
- Holding weekend events for youth, their family members, and their mentors once a month.

Implementation Process and Plan

To replicate this program with fidelity, communities must:

- Use all program components
- Use mentors who are 55 years of age or older
- Provide mentor screening and training, including 8 to 10 hours of pre-service training and orientation and monthly in-service meetings
- Provide training and orientation for all participants
- Provide stipends or reimbursement to mentors
- Closely monitor youth-mentor pairings
- Prepare written agreements between collaborating organizations
- Employ, at a minimum, one full-time and one part-time staff person per 30 youth, and 15 to 20 mentors

Pairing older adults with young adolescents is the unique and highly effective feature of this program. Across Ages can build on an existing mentoring or intergenerational program, if such a program already exists in the community. Earlier mentoring experiences should only serve to strengthen the Across Ages implementation.

To effectively implement Across Ages, you will need: 1) a program coordinator with a college education and at least three years experience as a counselor, educator, social worker, or in a related field, and 2) an outreach coordinator who is familiar with the community and able to recruit mentors and oversee community service activities. Program planning and start-up take about six months, including mentor recruitment and two days of pre-service staff training. Two days of technical assistance during the first year, and one day in each subsequent year are recommended. For Across Ages to be successfully implemented, the youth-mentor relationship requires a full 12-month commitment. At this time, the program developer does not offer training of trainers; previous attempts to provide this service revealed it is not well suited to Across Ages, which is a relationship building program.

Evaluation

An evaluation tool, the Across Ages Evaluation Protocol, is available at a cost of \$25 from the program developer. In evaluating this program, the implementing agency should assess:

- Increased knowledge of community service and more positive attitudes toward people and the future.
- Number of days absent from school and attitudes toward school.

Lessons Learned

Although Across Ages has been replicated successfully in rural, suburban, and urban settings, this program is not appropriate for extremely rural or small communities, according to the program developer, because these communities do not offer the anonymity necessary for the youth-mentor relationship to work effectively.

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Contact Information

If you are interested in implementing Across Ages, you can receive more information on this program, including training and consultation, by contacting the program developer:

Andrea S. Taylor, Ph.D.
Temple University, Center for Intergenerational Learning
1601 N. Broad Street, USB 206
Philadelphia, PA 19122
Phone: (215) 204-6970
Fax: (215) 204-3195
Email: ataylor@temple.edu
Web site: www.temple.edu/cil/Acrossageshome.htm

To order materials, contact:

Denise Logan
Temple University, Center for Intergenerational Learning
Phone: (215) 204-8687
Fax: (215) 201-3195
Email: dlogan00@nimbus.ocis.temple.edu

Al's Pals: Kids Making Healthy Choices

Program Description

Al's Pals: Kids Making Healthy Choices, an early childhood prevention curriculum and teacher training program, is designed to promote social and emotional competence in young children by helping children gain the skills to express their feelings appropriately, relate to others, accept differences, use self-control, resolve conflicts peacefully, cope, and make safe and healthy choices. The Al's Pals approach can be used in all aspects of teaching and interacting with children, providing them with opportunities to practice and generalize their skills.

A companion strengths-based parent education program builds positive relationships between parents and children and offers parents ways to reinforce Al's Pals concepts at home with their children.

Target Population

Al's Pals targets 3- to 8-year-olds of all socioeconomic backgrounds in rural, suburban, and urban public and private schools, preschools, and childcare centers.

Goals and Objectives

Al's Pals seeks to:

- Promote social and emotional competence
- Decrease early and persistent aggression or antisocial behavior
- Help children develop problem-solving and decision-making skills

Outcomes

Research has shown that, when implemented with fidelity, Al's Pals:

- Significantly decreases negative coping behaviors, such as the use of physical or verbal aggression to solve problems
- Significantly reduces problem behaviors (e.g., social withdrawal)
- Improves positive social behaviors like sharing, taking turns, using self-control, helping others, and using words to solve problems
- Improves children's use of such positive classroom coping skills as talking about a problem with a friend or teacher or asking for help to solve a problem
- Strengthens children's social and life skills
- Prevents increased aggressive/antisocial behavior that might otherwise occur
- Helps children differentiate between safe and harmful substances and situations
- Helps children manage their own behavior, freeing teachers to do more teaching

Strategies

The core strategies that are the focus of Al's Pals include:

- Booster sessions
- Parent education
- School-based intervention
- Skills building

Activities

Al's Pals has 46 core lessons that capture real-life childhood experiences and provide opportunities for the children to acquire and practice social and emotional skills. A trained classroom teacher delivers the 10- to 15-minute lessons twice a week. An original hand puppet named Al, and his two puppet friends (Ty and Keisha) are at the heart of the program and serve as positive role models. In addition to the puppets, teachers use a wide range of teaching tools to engage children, including scripted

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puppet-led discussions, guided creative play, brainstorming, original songs, posters, color photographs, message pads, books, and movement.

Through the lessons, children learn and practice positive ways to express their feelings, relate to others, communicate, differentiate between safe and unsafe substances and situations, brainstorm ideas, and solve problems. Teachers reinforce AI's Pals concepts throughout the day, providing a caring environment and encouraging independent thinking, the use of self-control, healthy decision-making, and peaceful problem-solving. A nine-lesson booster curriculum may be used during the second and third grades to reinforce skills learned by students through the core lessons. The booster program should only be used with children who have been taught the core curriculum.

AI's Pals includes a parent component. Letters from AI are regularly sent home to inform parents about the life skills their children are learning and suggest activities parents can use to help their children practice and retain these skills. The curriculum also includes "AI-a-Grams"—school-to-home messages, brought home by the children, that recognize positive behavior noted at schools, such as caring about others' feelings or calming down.

Here, Now and Down the Road . . . Tips for Loving Parents is a companion parent education program that is available for use with parent groups. It reinforces the concepts children are taught in AI's Pals, fosters positive parent-child relationships, and enhances parents' skills in nurturing their children's positive social and emotional development. Outcome studies are currently underway to assess the impact of the parent education component.

Implementation Process and Plan

To replicate this program with fidelity, classroom teachers, instructional assistants, and parent educators who will deliver the program must take part in a two-day training.

The two-day interactive teacher training is designed to:

- Increase understanding concerning how to apply the concepts of resiliency and protective factors to early childhood education
- Build teachers' skills to effectively use the AI's Pals curriculum
- Enhance teachers' abilities to incorporate a teaching approach to strengthen protective factors in children during school by using focused listening, validating children's feelings and experiences, actively communicating clear norms, and guiding problem-solving.

The two-day parent educator training is designed to address:

- The risks that children face today and ways to build protective factors that shield them
- Parenting strategies that promote positive social and emotional development of young children
- Effective group facilitation
- How to establish an accepting, supportive, caring environment for parent groups.

Training is provided in Virginia by Wingspan, LLC, or it can be customized for on-site delivery to a group of 30 participants. Booster and advanced training sessions also are available.

AI's Pals is made available as a package that includes both training and the curriculum. Costs range from \$1,001 to \$5,000. If training is delivered on-site in a community for a group of 30 people, the host school or organization is responsible for paying for the training facility as well as the trainers' travel and food expenses, and shipping costs for materials.

Complete lessons must be delivered twice a week by a trained classroom teacher, in the sequence in which they are written. Teachers need to practice, reinforce, and model key AI's Pals concepts throughout the day, promoting a classroom environment of caring, cooperation, responsibility, and

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health decision-making. An implementation monitoring observation form is available to ensure fidelity.

Each classroom needs its own curriculum kit, contained within a puppet house, consisting of:

- Two manuals of 46 interactive lessons
- Three original puppets
- Easy-to-follow scripts
- 12 original songs on cassette tape or CD
- Oversized song book
- 38 color photographs of real-life situations
- 14 sets of parent letters (also available in Spanish)
- Eight “Al-a-Grams” (bright, informative, school-to-home message pads, also available in Spanish)
- Calm down and problem-solving posters
- Two children’s books

Optional follow-up activities are provided for the teacher to use outside the lessons to reinforce the concepts taught in the Al’s Pals curriculum.

The parent education curriculum uses a strengths-based approach to help parents guide their children’s resilient development. Trained parent educators use 13 experiential teaching modules with parent groups that address a broad range of parenting skills such as feelings, listening, meaningful involvement, brainstorming, high expectations, calming down, problem-solving, creativity, and others.

Evaluation

An evaluation tool is available at a cost of \$300 per classroom from the program developer. A minimum of three classrooms is required. The \$300 cost includes data collection instruments, data entry, data analysis, and a report.

In evaluating this program, the implementing agency should assess:

- The incidence of participants’ prosocial behaviors.
- The incidence of participants’ problem behaviors, such as social withdrawal.
- The participants’ positive coping behaviors, such as seeking help to solve a problem.
- The incidence of participants’ negative coping behaviors, such as the use of physical or verbal aggression to solve problems.
- The incidence of participants’ antisocial and aggressive behaviors.

Lessons Learned

All new teachers need to participate in Wingspan training before delivering the program. They attend training with other teachers whose schools are just beginning the program. It is helpful to schedule introductory teacher training to piggyback with booster training for experienced Al’s Pals teachers.

Contact Information

If you are interested in implementing Al’s Pals, you can receive more information on this program, including training, technical assistance, and materials, by contacting the program developer:

Susan R. Geller, President
Wingspan, LLC
4196-A Innslake Drive
Glen Allen, VA 23060
Phone: (804) 967-9002

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Fax: (804) 967-9003

E-mail: sgeller@wingspanworks.com

Web site: www.wingspanworks.com

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All Stars

Description

All Stars is a highly interactive, multi-year prevention program for 11- to 15-year-olds that can be delivered in the classroom or as part of an after-school or community program. It focuses on developing positive ideals and goals for the future, establishing positive norms, building strong personal commitments, promoting school and community bonds, and promoting positive parental attentiveness.

Target Population

The All Stars program is geared to reach adolescents before they start abusing substances. Testing shows it has been successful with youth in rural, suburban, and urban settings, and from a variety of ethnic and socioeconomic backgrounds. A high school follow-up program, called All Stars Senior, is designed to be taught in health classes and is currently undergoing evaluation.

Goals and Objectives

All Stars is designed to reinforce positive qualities typical of youth at this age, and it works to strengthen five specific qualities vital to achieving preventive effects:

- Developing positive ideals and future aspirations
- Establishing positive norms
- Building strong personal commitments
- Promoting bonding with school and community organizations
- Promoting positive parental attentiveness

Outcomes

All Stars:

- Reduces substance use
- Delays the onset of sexual activity
- Increases students' bonding to school
- Makes high-risk behavior less acceptable to students

Strategies

The core strategy that is the focus of All Stars is:

- School-based education

Activities

School-based programs may be presented by classroom teachers (the assistance of a school guidance counselor is recommended), or by community prevention agencies who visit schools or organizations as outside experts. All Stars also may be presented in non-classroom settings, such as after-school programs, church and community programs, recreation programs, and day camps. The format for either setting includes:

- Thirteen 45-minute classroom lessons for the core program
- Eight 45-minute classroom lessons for the booster program
- One-on-one meetings with individual students (optional)
- A celebration ceremony to conclude the program

Participating youth meet weekly and take part in small group activities, group discussions, worksheet tasks, videotaping, games, and art activities. Parents also participate through homework assignments and a separate training meeting. They receive an audio CD that presents seven strategies for positive

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parenting. Students receive a personalized certificate documenting voluntary commitments. Rings are available as a symbolic reminder to youths of their commitments.

Implementation Process and Plan

A two-day training session is highly recommended for anyone who plans to deliver the program. This is provided by Tanglewood Research staff and includes a thorough explanation of key concepts that underlie the program, an introduction to methods, and continuing technical assistance via telephone (toll-free).

Materials are purchased directly from Tanglewood Research and are available in both English and Spanish. Some—such as teacher manuals, a movie slate (for videotaping sessions), and a banner—are reusable, while student worksheets, certificate forms and the software for creating certificates, parent CDs, and a \$20 gift certificate for purchasing office supplies and student prizes must be purchased for each program iteration.

Evaluation

All Stars comes with an evaluation tool that can be used when implementing this strategy. The survey instrument is free. Analysis is available for a minimal fee, upon development of a Web site for completing online evaluation. Please call the contract telephone number below regarding analysis costs.

In evaluating this program, the school or community agency should assess participants':

- Commitment to avoid risky behaviors
- Bonding to school, the group, and to another adult
- Normative beliefs
- Perception that risky behaviors would interfere with their future goals and ideals

Lessons Learned

Communities have reported that the program developers are accessible, and that the training—which is provided on-site—is excellent and is not overly expensive if a group of 20 to 30 funds it together. The curriculum is interesting and gets students to teach each other about norms and beliefs.

One financial note: each implementation requires new materials for the students to use. Communities must be sure to budget accordingly.

Contact Information

For more information on developing an All Stars program in your community, contact:

William B. Hansen, Ph.D.
President
Tanglewood Research Inc.
7017 Albert Pick Road, Suite D
Greensboro, NC 27409
Phone: (800) 826-4539, ext. 101
Fax: (336) 662-0099
Email: billhansen@tanglewood.net
Web site: www.tanglewood.net

For information on training, contact:

Kathleen Nelson-Simley
Tanglewood Research Inc.
PO Box 5512

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Lincoln, NE 68505

Phone: (800) 822-7148

Email: kathleensimley@alltel.net

Fax: (402) 489-1072

American Indian Life Skills Development Curriculum

Program Description

The American Indian Life Skills Development Curriculum, also called the Zuni Life Skills Development curriculum, is a school-based, culturally tailored, suicide prevention curriculum for American Indian adolescents. Tailored to American Indian norms, values, beliefs, and attitudes, the curriculum is designed to build self-esteem, identify emotions and stress, increase communication and problem-solving skills, and recognize and eliminate self-destructive behavior, including substance abuse. The curriculum provides American Indian adolescents with information on suicide, trains them in suicide intervention, and helps them to set personal and community goals.

Target Population

The American Indian Life Development Curriculum targets middle and high school students from the Zuni Pueblo and Cherokee Nation tribes.

Goals and Objectives

The American Indian Life Development Curriculum is designed to reduce suicidal thinking and behavior among Native American adolescents by:

- Building self-esteem
- Developing stress and anger management skills
- Increasing communication and problem-solving skills
- Teaching methods for recognizing and eliminating self-destructive behavior
- Increasing awareness and knowledge of suicide
- Developing peer-assisted suicide prevention techniques

Outcomes

Compared with Native American adolescents who have not participated in this program, Native American adolescents who participated in the American Indian Life Development Curriculum experienced the following statistically significant differences:

- Increased access to a variety of clinical interventions and support for help-seeking
- Increased problem-solving skills and non-violent conflict resolution
- Decreased hopelessness

Strategies

The core strategies that are the focus of the American Indian Life Development Curriculum include:

- Conflict resolution
- Cultural awareness and information
- Peer support groups
- Skills building
- Suicide prevention
- Support/referral services

Activities

The American Indian Life Development Curriculum is based upon social cognitive theory, which proposes that suicidal behavior is affected through the interaction of peer and community influences, environmental factors, and individual characteristics. Youth develop competency in a range of life skills.

The curriculum, created in collaboration with the Zuni Pueblo and Cherokee Nation programs for adolescents, teaches such life skills as communication, problem-solving, depression and stress

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management, anger regulation, and goal setting. After first increasing awareness and knowledge of suicide, the American Indian Life Development Curriculum then teaches students specific methods to help a peer turn away from suicidal thinking and seek help from an appropriate party.

Specifically, the curriculum contains the following seven units:

- Building self-esteem
- Identifying emotions and stress
- Increasing communication and problem-solving skills
- Recognizing and eliminating self-destructive behavior, such as pessimistic thoughts or anger reactivity
- Receiving suicide information
- Receiving suicide intervention training
- Setting personal and community goals

These units include 43 lessons and 32 handouts. The program may be presented in a single semester or as a year-long curriculum.

Each lesson in the curriculum contains standard skills training techniques for providing information about the helpful or harmful effects of certain behaviors, modeling of target skills, experimental activities, behavior rehearsal for skill acquisition, and feedback for skills refinement. The curriculum is delivered three times a week over a 30-week period during the school year.

In its evaluated state, the curriculum was presented three times a week for 30 weeks in a required language arts class.

Implementation Process and Plan

The American Indian Life Development Curriculum should only be implemented after extensive community involvement that adapts cultural norms within the curriculum and establishes community support.

Each lesson should be comprised of the following training techniques:

- Providing information about the effects of target behaviors
- Modeling appropriate skills
- Behavior rehearsal of appropriate skills
- Providing feedback

Teachers should receive adequate training prior to using this curriculum.

Evaluation

The American Indian Life Development Curriculum evaluation employs a quasi-experimental design with intervention and non-intervention conditions. A variety of measures are used to identify program effects, including the following:

- Suicide Probability Scale
- Hopelessness Scale
- Indian Adolescent Health Survey
- Student self-ratings of program skills
- Behavioral observations of program skills
- Peer ratings of program skills

Lessons Learned

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The American Indian Life Development Curriculum was specifically tailored towards the Zuni culture; its effectiveness beyond that population is unknown. However, the process of cultural adaptation incorporated in the program is transferable to other populations.

Contact Information

If you are interested in implementing the American Indian Life Skills Development curriculum, you can receive more information on this program, including training and consultation, by contacting the program developer:

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