Strengthening Youth Leadership Across Indiana: Youth as change agents to keep their peers drug free and in school

Eric Evans, MA, CPP
- Program Director

Heather McCarthy, JD, MA, MPA
- Vice President Prevention Services

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Getting to Know You

- People don't know that I _____
- I am really proud of _____
- I really enjoy _____

Learning Objectives

- An introduction to the L.E.A.D. Initiative and its purpose and components
- Understand how youth can serve as Change Agents
- Experience Peer-to-Peer PREVention Activities
- Understand the effectiveness of Youth LEADers

LEAD Initiative

LEADING & EDUCATING ACROSS DOMAINS

- Strengthening Youth Leadership Across Indiana
- Helping Keep Kids Drug-Free and In School

Sponsors of the LEAD Initiative

- Funded by the Indiana Family and Social Services Administration, the Division of Mental Health and Addiction
- Key Partner Agencies: Indiana Youth Services Association, Indiana Youth Institute, Boys and Girls Clubs, Girls Inc., and YMCA
- Administrative Agency: Geminus Corporation

LEAD Initiative

- Indiana statewide program for youth leadership development and alcohol, tobacco and other drug use prevention
  - The key to the creation of the initiative was incorporating elements that had a focus from one or more of the following evidence based prevention principle areas: Peers, Families, Communities, and Schools

Purpose

- The LEAD Initiative was designed to:
  - Develop a network of youth leaders to facilitate prevention programming to their peers
  - Enhance current leadership programs with more effective prevention programming to their peers
  - Increase the use of youth leaders in ATOD programming
  - Reach communities throughout Indiana by integrating youth into the Indiana prevention system

Key Objective

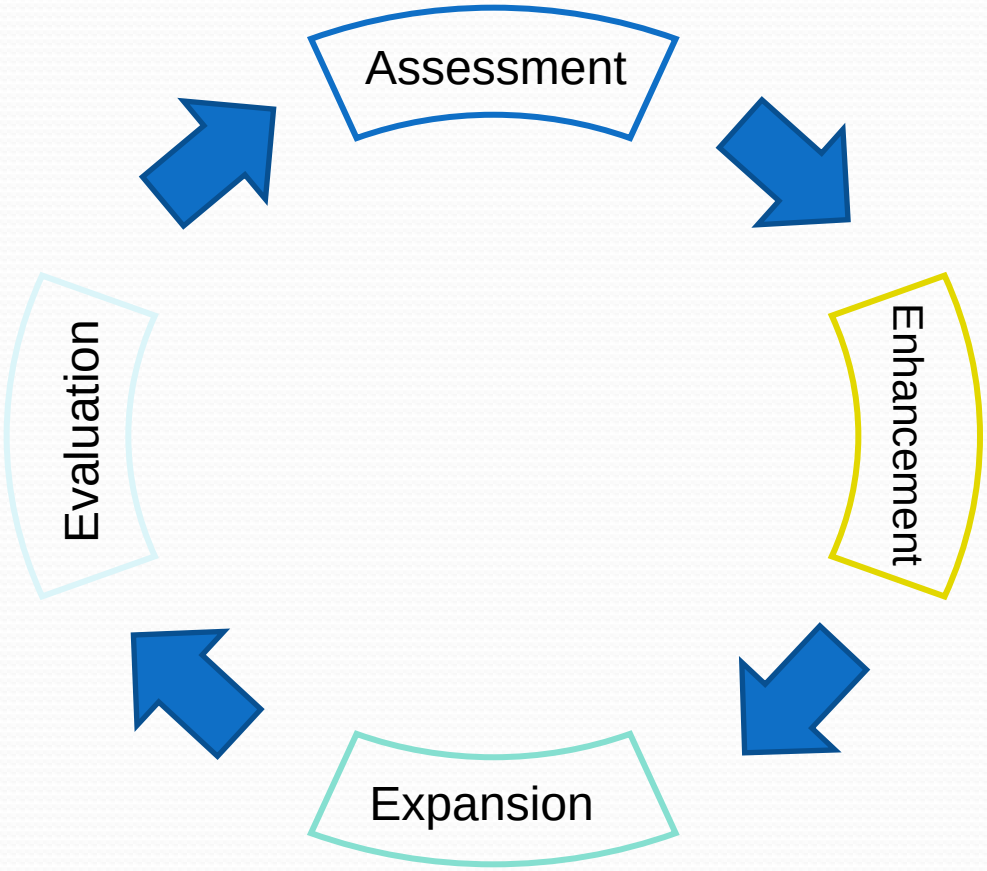
- **Prevent** and **Reduce**

Alcohol, Tobacco, and Other Drugs use among Indiana youth through peer-lead prevention activities

Target Population

- Moderate risk youth
- Youth already engaged in leadership groups at partner agencies
- Age range 10-17 with primary age range from 12-17

LEAD Initiative Continuum



Assessment Phase

- Identify preliminary sites and locations
- Identify key areas for assessment data
- Coordinate site visits of targeted locations
- Assist with recruitment of youth for leadership training
- Compile assessment data
- Provision of necessary training in targeted regions

Enhancement Phase

- Provide Assessment Data to targeted locations
- Coordinate youth leadership trainings
- Implement strategies for improved youth leadership programming
- Implement marketing, including funding research
- Provide PREV-CAMP trainings for youth
- Collect evaluation data

Expansion Phase

- Ensure all sites have program components in place for utilization of ATOD LEADers
- Increase Marketing components
- Integrate trained LEADers into agency ATOD programming
- Integrate LEADers into community service, advocacy, mentoring and philanthropy activities
- Continue training initiative as needed
- Continue gathering data

Evaluation Phase

- Collect and analyze all quarterly reports and assessment surveys from participating sites
- Compose cohort final report

PREV-CAMP

- **PREV**ention:
- **C**ommunity Service
- **A**dvocacy
- **M**entoring
- **P**hilanthropy

Participating in PREV-CAMP training allows youth to:

1. LEAD and EDUCATE their peers and PREV-CAMP Sessions
2. TRAIN peers as trainers on PREV-CAMP topics
3. Participate in and implement PREV-CAMP activities and events ACROSS DOMAINS within their organization and community

PREVention – Normative Education

- Provide participants with an understanding of the concepts behind Normative Education
  - Perception
  - False Perception
- Activity
  - Normative Education Game
    - Out of these 10 11th graders, how many have tried _____ in their lifetimes?

PREVention – Refusal & Resistance

- Youth leaders give participants tools on how Refusal & Resistance skills can be used to effectively deal with pressures in their everyday lives
- Activity
  - Good verses Bad Consequences

CAMP

- **Community Service:** Organized projects with the purpose of giving back to the community
- **Advocacy:** Assisting with policy change on the local, state, or federal level relating to a cause the leadership group believes in
- **Mentoring:** Recognizing youth can be role models and mentors and act as agents of change for their peers
- **Philanthropy:** Sharing time, talent, and treasures across domains

Train-the-Trainer

- Evaluate your training style
- Dealing with Anxiety
- Presentation Tips
- Planning your Presentation
- Presenting with Visual Aids
- Speaking on the Spot

Adult vs. Peer Research

- Noticeable gap in the literature regarding demonstrative effectiveness of peer-led ATOD prevention programs when compared to adult led prevention programs.

Research Findings

- A meta-analysis of 143 adolescent drug prevention programs conducted by Tobler indicated that peer education programs had positive health outcomes in 4 distinct areas:
  1. Knowledge
  2. Attitude
  3. Drug Use
  4. Skills and behavior

(Tobler, N.S. 1986 Vol. 1 6:4 537-568)

Research Findings

- There are many reasons cited in literature to justify the use of peer based interventions:
  - Cost effective
  - Peers are a credible source of information
  - Peer education is empowering for those involved
  - Utilizes an already established means of sharing information and advice
  - Peers are more successful than professionals in passing on information because people identify with their peers

(Turner and Shepherd 1999 pp. 236-7)

Research Findings

- Peer educators are seen as good role models
- Peer education is beneficial for those involved
- Education presented by peers may be acceptable when other education is not
- Peer education can be used to educate those who are hard to reach through conventional methods
- Peers can reinforce learning through ongoing contact

(Turner and Shepherd 1999 pp. 236-7)

Adult vs. Peer Study

- A field test of the Comparative Impact of Peer-Led vs. Adult-Led ATOD Prevention Training
  - Training Selection and Preparation
    - Youth Peers – Nominations solicited from 14 participating LEAD youth agencies. 7 youth were selected to attend 1 ½ day "Train-the-Trainer" workshop to sharpen presentation skills and program knowledge
    - Adults – Nominations solicited from 14 participating LEAD youth agencies. 7 adults were selected to attend 1 ½ day "Train-the-Trainer" workshop to sharpen presentation skills and program knowledge
    - Both youth and adults were trained on the Refusal and Resistance Skills training module developed by Indiana University Bloomington

Study Results

- Knowledge Acquisition
  - Mean scores on the 5-item knowledge post test showed peer-led superiority over adult trainers. (T-values 2.94 adult score vs. 4.59 peer score)
- Perceived Trainer Effectiveness
  - Mean scores on the 5-item evaluating training content showed peer-led superiority over adult trainers. (T-value 3.22 adult score vs. 4.21 peer score)

LEAD Accomplished

- 718 Adult-to-Youth trained leaders
- 72 Adult-to-Adult trained leaders
- 127 Peer-to-Peer trainings
- 1,661 Peer-to-Peer trained youth leaders
- Approximately 15,378 youth reached through PREV-CAMP activities

Questions

Contact Information

Geminus Prevention Services

8400 Louisiana St.

Merrillville, IN 46410

Eric Evans

(219) 757-1883

eric.evans@geminus.org

Heather McCarthy

(219)757-1830

heather.mccarthy@geminus.org

www.leadinitiative.org