

Work Smarter, Not Harder: Making your Afternoons R.O.C.K!

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SCHOOL OF HEALTH, PHYSICAL
EDUCATION, AND RECREATION

INDIANA UNIVERSITY
Bloomington



Indiana Prevention
Resource Center



DEPARTMENT OF
APPLIED HEALTH SCIENCE

INDIANA UNIVERSITY
School of Health, Physical Education, and Recreation
Bloomington

Introduction

- Presenters
- Indiana Prevention Resource Center
- Overview of presentation

Background

- 1995 Indiana Needs Assessment
 - Lifetime use among 8th graders
 - Alcohol 60%
 - Cigarettes 50%
 - Marijuana 20%
- Beginning between ages 10-14 years
- Most use occurring between 3-6pm
- Solution: Redirection of funds to create an after-school drug prevention program targeting youth

A Glimpse of our Program

- Supervision during "three critical hours"
- Target 10-14 year old youth
- Activities that support ATOD prevention

We R.O.C.K.!!

- Program was named Afternoons R.O.C.K. in Indiana
 - Recreation
 - Object lessons
 - Culture and values
 - Knowledge



Program Planning

Supervisors

- Qualities
- Training
- Background checks

Program Planning

Youth/Participants

- Age
- Grade
- Risk status
- Residence

Activities

- Unstructured
 - Homework time
 - Healthy snacks
 - Recreation and games
 - Outings
- Structured
 - Establishing norms
 - Resistance skills
 - Drug knowledge
 - Recognize pressures

A typical ROCK day

- Supportive Prevention Activities
 - Unstructured
- Gambling Prevention
 - Began in 2007
- Focused Prevention Activities
 - In the past, 5 day activity plans
 - Now, SAMHSA Evidence-based Programs

Why did we change?

- **Effective** for positive change
- Accountability
- Well implemented
- Evaluation
- Meet requirements
- Make use of resources
- Improve existing programs
- Target risk and protective factors



Risk and Protective Factors

- Risk factors **predict** substance abuse
- Protective factors **buffer** substance abuse
- To prevent substance use, programs must:



Risk and Protective Factors

Influenced by:

- Individuals
- Families
- Schools
- Community

Risk factor examples

- Individuals

- Favorable attitudes toward drugs
- Early initiation of drug use

- Families

- History of substance abuse
- Parental attitudes and involvement in drug use

Risk factor examples

- Schools

- Academic failure beginning in elementary school
- Lack of commitment to school

- Community

- Availability of alcohol and other drugs
- Community laws and norms favorable toward use

Protective Factors

- Protective factors
 - Opportunities
 - Skills
 - Recognition

Protective factor examples

- Individuals
 - Bonding and attachment to peers with healthy beliefs and clear standards
 - Opportunities for prosocial involvement
- Families
 - Bonding and attachment to family with healthy beliefs and clear standards
 - Opportunity and recognition for prosocial involvement

Protective factor examples

- Schools
 - Bonding and attachment to schools
 - Opportunities and recognition for prosocial involvement
- Community
 - Opportunities and recognition for prosocial involvement

Advantages to using EBP

- Action Packed
- Planned
- Easy and Fun
- Effective
- Long term sustainability



Curriculums Selected for Afternoons R.O.C.K. In Indiana

- All Stars
- Positive Action
- Project ALERT
- Too Good For Drugs and Violence After-School Activities

All Stars



All Stars Overview

- Delays onset
- Substance use, violence and premature sexual activity
- Interactive
- Positive norms
- Commitments and bonding

All Stars Target Population

- 11-14 years old
- Rural, suburban and urban settings
- Diverse ethnic and socioeconomic backgrounds

Try it out

Let's do an All Stars
Lesson

Benefits of All Stars

- Positive character
- Avoid high-risk behaviors
- High-risk behaviors will interfere with desired lifestyle
- Strengthens bonds
- Positive attention from parents and adults

All Stars Implementation

- Training
- Delivered as part of regular classroom instruction or in after-school programs
- Curriculum, banner, videotaping aids, consumables, certificate forms
- Activities



All Stars Protective Factors

Individual

- Avoid high-risk behaviors
- Conventional norms

Family

- Communication
- Monitoring and supervision
- Clear rules and standards
- Motivation



All Stars Protective Factors

School

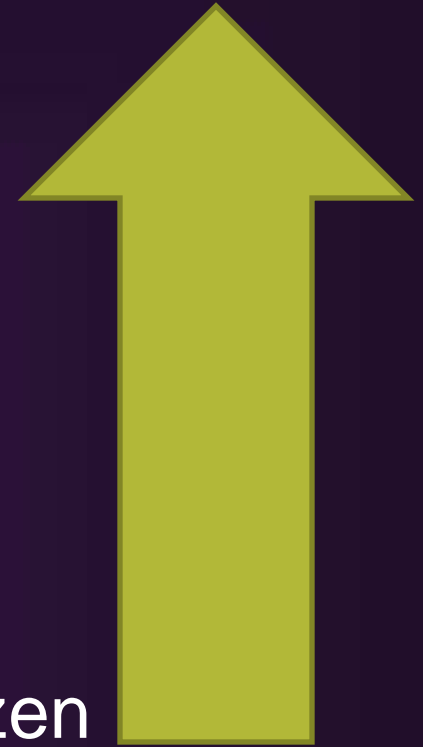
- Bonding to school
- Parental support

Community

- Commitment to be a productive citizen

Peer

- Positive peer pressure



All Stars Risk Factors

Individual

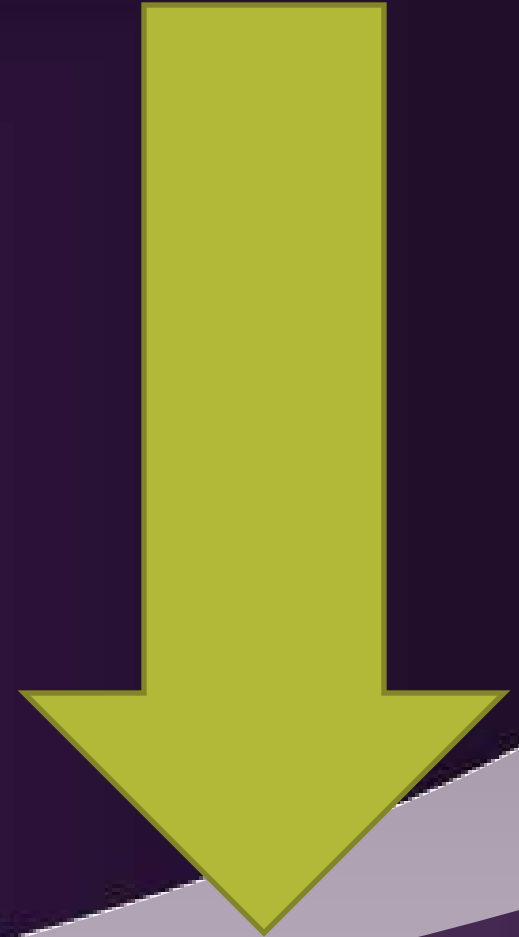
- Perceived pressure

Family

- Parental tolerance

Peer

- Pressure to use
- Negative peer role models





Positive Action



Positive Action Overview

- Comprehensive program
- ABC
- Positive effect on students, school climate and families



Positive Action Population

- K-12 grade
- Urban, suburban and rural areas for all ethnic and cultural groups



Try it out

Let's do a Positive Action Lesson

Positive Action Benefits

- Avoid harmful behaviors and substances
- Skills and goals
- Defines positive
- Involves parents and community

Positive Action Implementation

- Training
- Ideal school-wide; partnering family kit and community kit can be used in variety of settings
- Curriculum
- Activities



Positive Action Protective Factors

Individual

- Positive personal characteristics
- Social skills
- Positive bonding



Positive Action Protective Factors

Family

- Bonding and attachment
- Positive parenting

Community

- Student, parent and school

Peer

- Involved in school
- Engaged in positive behaviors

School

- Caring and supportive teachers, staff and school climate



Positive Action Risk Factors

Peer

- Delinquency

School

- Inconsistent rules
- Lack of warmth/positive role modeling

Community

- Disorganization
- Availability



Positive Action Risk Factors

Individual

- Self-concept, confidence or social skills
- Unhealthy behaviors
- Peer pressure

Family

- Disorganization and conflict



Check-in

- Response to the curricula
 - All Stars and Positive Action have similar characteristics
 - Character building
 - Consequences
 - Other mentionable traits
 - » Better for younger groups, 4-6th graders
 - » Homework assignments
 - » Worksheets within activities

National Registry of Effective Programs and Practices

NREPP

www.nrepp.samhsa.gov

- Well implemented
- Thoroughly evaluated
- Consistent positive and replicable results
- Assist in dissemination and training efforts

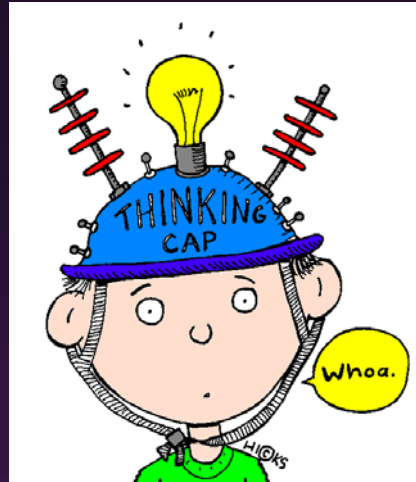
Evidence-Based Programs

Risk and Protective Factors

- Individual
- Peer
- Family
- School
- Community
- Society/Environment

Selection Process

- Conceptual Fit
 - Does this program address the issue?
- Practical Fit
 - Cost
 - Implementation
 - Support
- Evidence of Effectiveness
 - Theory
 - Evidence



What should we consider
when looking for a
program?

Considerations

- Age
- Gender
- Ethnicity
- Delivery Setting
- Languages

Try it... You'll Like it!



A Tour of the NREPP List

Project Alert

PROJECT **ALERT**



Project Alert Overview

- Reduces both the onset of substance abuse and regular use
- Resist pro-drug pressures and establish non-drug using norms
- Alcohol, tobacco, marijuana and inhalants

Project Alert Target Population

- 11 to 14 years old
- Rural and/or frontier, School, Suburban, Urban, variety of socioeconomic backgrounds



Try it out

Let's do a Project Alert Lesson

Benefits of Project Alert

- Understand consequences/benefits
- Develop reasons not to use
- Identify and counter pro-drug pressure
- Resist advertising appeals
- Recognize alternatives

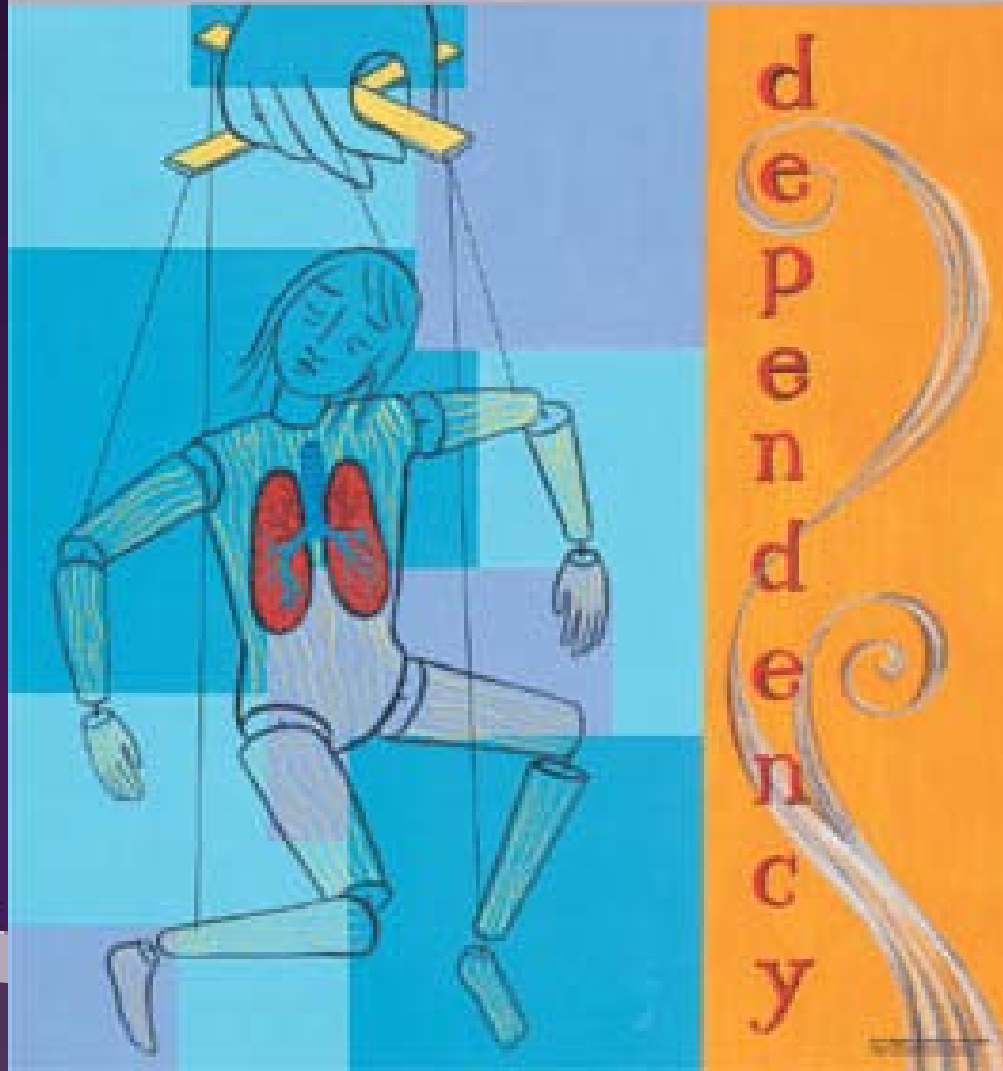
Project Alert Implementation

- Training
- Curriculum, posters, videos
- Classroom or after-school setting
- Activities

MARIJUANA

Can Damage You in the Long Run

- You Can Become **DEPENDENT**
- It can **DAMAGE YOUR LUNGS**



Smoking is **ADDICTING**



Project Alert Protective Factors

Individual

- Reasons not to use drugs
- Perceptions that few peers use
- Beliefs: resist pro-drug pressures and friends respect nonusers
- Identify and counter advertising
- Multiple resistance strategies
- Resist internal pressures to use



Project Alert Protective Factors

Peer

- Motivation and resistance skills
- Responsible behavior modeled

Family

- Communication

School

- Establishment of norms



Project Alert Risk Factors

Individual

- Current use
- Intention for future use
- Beliefs: that drug use is not harmful or has positive effects and is normal
- Low self-esteem
- Inadequate resistance skills



Project Alert Risk Factors

Peer

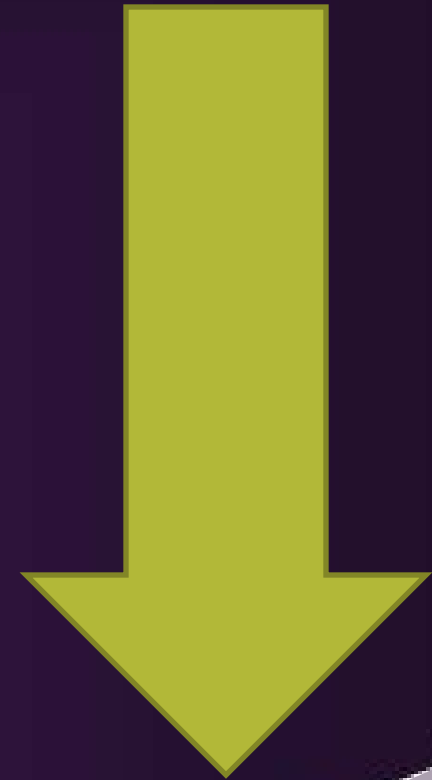
- Use
- Approval

School

- High levels of drug use
- Low norms against use

Family

- Lack of clear norms
- Poor communication



Too Good for Drugs and Violence Afterschool Activities



Too Good for Drugs and Violence (Too Good)

Overview

- Reduces the intention to use alcohol, tobacco and illegal drugs
- Develops:
 - personal and interpersonal skills
 - appropriate attitudes
 - knowledge of the negative consequences
 - positive peer norms



Too Good Target Population

- Kindergarten through 12th grade, 5 to 18 years old
- African American, Asian American, Hispanic/Latino and White students
- Rural, urban and suburban areas
- In school or after school

Try it out

Let's do a Too Good Lesson

Benefits of Too Good

- Reduces intentions
- Develops more appropriate attitudes
- Improves decision making, goal setting and peer resistance
- Increases friendship with peers less likely to use ATOD

Too Good Implementation

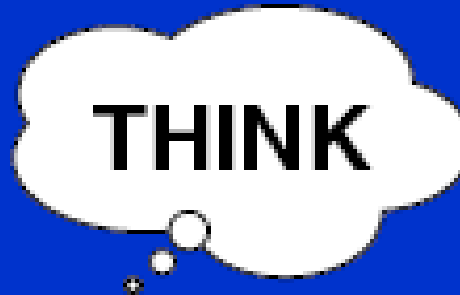
- Training
- Curriculum, participant workbook and teaching materials
- Activities



Make Good Decisions



and



Picture a positive outcome.

List the choices & consequences.

Act out the best plan.

Now tell yourself how you did.



Too Good Protective Factors

Individual

- Decision making and goal setting
- Peer resistance and assertiveness
- Internal locus of control
- Unfavorable attitudes toward ATOD
- Intentions to avoid ATOD
- Accurate perception of peer norms



Too Good Protective Factors

Family

- Unfavorable parental attitudes toward ATOD

School

- Bonding with teachers/school



Too Good Risk Factors

Individual

- Decision making and goal setting
- Assertiveness and peer resistance
- Favorable attitudes toward ATOD
- Intentions to use ATOD

Family

- Favorable parental attitudes toward ATOD

School

- Lack of bonding with teachers/school



Check-in

- Response to the curricula
 - Project Alert and Too Good for Drugs and Violence have similar characteristics
 - Negative consequences of drugs
 - Peer norms
 - Chance to practice saying “no”
 - Other mentionable traits
 - » Good for 6th-8th grades
 - » Very interactive

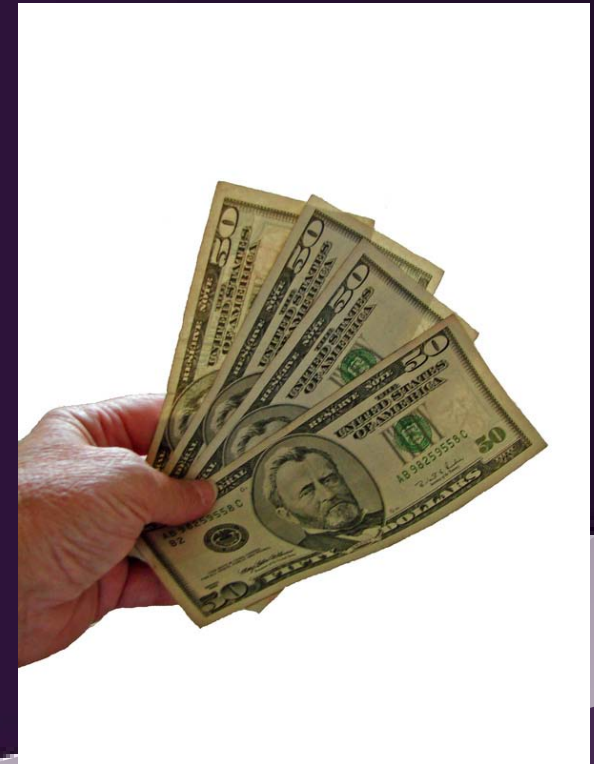
Challenges to EBPs



- Training required
- Practice makes perfect
- Adaptations for success

What's In It For Me?

- Payoff = Sustainability
- Evaluation of your program
- Community Collaboration
- Grants



Resources

- Afternoons R.O.C.K. in Indiana
www.ROCK.indiana.edu
- SAMHSA's NREPP <http://www.nrepp.samhsa.gov/>
- Afterschool Alliance www.afterschoolalliance.org
- Indiana Prevention Resource Center
www.drugs.indiana.edu

Resources

- All Stars www.tanglewood.net
- Positive Action www.positiveaction.net
- Project ALERT www.projectalert.com
- Too Good Programs
www.mendezfoundation.org

Thank You!

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Intervention Selection Review:

Date of Review:

Name of Applicant:

Name of Intervention:

Scoring: Give one point for every YES indicated in each category. In Evidence of Effectiveness, give each YES one point and add the point value selected for Level of Effectiveness for total category score.

Conceptual Fit

Does the strategy address the conditions: moderating and mediating variables?	Yes	No
<p>Target population: The manner in which the proposed intervention addresses the stated needs of the target audience.</p> <ul style="list-style-type: none"> • The intervention targets the age and gender of population in need. • The intervention targets the location of the population in need. • The intervention targets the funded priority area (e.g., alcohol). • Agency has a plan to recruit or influence individuals in target area. • Agency has a plan to retain participation or involvement of individuals in target area. 	Yes	No
Will this strategy drive positive outcomes with the identified consequence?	Yes	No
Will this strategy have sufficient reach to move the needle in your community?	Yes	No
Does this approach add to or reinforce a strategy in the community?	Yes	No

Practical Fit

<p>Does your community have the resources/funding to implement this approach?</p> <ul style="list-style-type: none"> • Agency has capacity to manage funds (501(c)(3) status, internal financial controls built into budgeting, account oversight, board of directors approving budget). • Intervention staff has experience in managing federal or state contracts. • Intervention staff has experience in providing services to youth. • Local funding is available for the intervention (cash, space, volunteers, training). • Agency has access to resources (cash, office space, equipment, local funding) for intervention management. 	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>No</p> <p>No</p> <p>No</p> <p>No</p> <p>No</p>
<p>Can you implement this approach in the manner that it was designed? (Fidelity)</p>	<p>Yes</p>	<p>No</p>
<p>Is there support for implementation of the strategy?</p>	<p>Yes</p>	<p>No</p>
<p>Does the approach take into account the readiness of the community/target?</p>	<p>Yes</p>	<p>No</p>
<p>Does the approach meet the cultural needs of the community/target?</p> <ul style="list-style-type: none"> • Staff hired are members of pertinent cultural groups. • The intervention is implemented in the language of cultural groups. • The service location is within the community being served. • Cultural training is provided for staff. • Intervention activities are culturally acceptable (family/gender roles and act coed swimming may not be acceptable within certain cultural groups). 	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>No</p> <p>No</p> <p>No</p> <p>No</p> <p>No</p>
<p>Does your community have resources to sustain this initiative?</p>		

<ul style="list-style-type: none"> • Expansion/ continuation of the intervention “adds value” above and beyond the minimum standards, (i.e. more than minimum hours or days, extra benefits for youth, etc.) 	Yes	No
<ul style="list-style-type: none"> • There is documented community (e.g., target audience) interest in the continuation/ expansion of the intervention (e.g., letters to the editor, parent surveys). 	Yes	No
<ul style="list-style-type: none"> • The intervention will cease to continue without additional funding. 	Yes	No
<ul style="list-style-type: none"> • Expansion/ continuation of the intervention has potential for generating additional funds (e.g., grant funding, in-kind contributions) for future prevention efforts. 	Yes	No
<ul style="list-style-type: none"> • Expansion/ continuation of the intervention compliments other prevention efforts in the community creating a more comprehensive and multi-level approach to preventing use of the funded priority area (e.g., alcohol). 	Yes	No

Evidence of Effectiveness

<p>Is the approach based on a well-defined theory or model?</p> <ul style="list-style-type: none"> • Based in Solid Theory: Documented in a logic model or conceptual model • Similar content and structure to interventions that are currently on registries and peer-reviewed literature • Intervention is supported by documentation that it has been effectively implemented in the past, and multiple times in a manner attentive to scientific standards of consistent pattern of credible and positive effects • The intervention is reviewed and deemed appropriate by a panel of well informed prevention experts. Including: Qualified prevention researchers that have experience in evaluation of prevention interventions similar to those under review; local prevention practitioners; key community leaders. 	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>No</p> <p>No</p> <p>No</p> <p>No</p>
<p>Is there documented evidence of effectiveness (formal evaluation results)?</p> <p>Level of Effectiveness : Amount of evidence for the effectiveness of the intervention. <u>Choose only one response.</u> For clarification of the levels see http://www.doe.in.gov/sdfsc/pdf/lvlsofeffectiveness.pdf.</p> <p>1 point- Only anecdotal (subjective) evidence of positive results. Examples: Testimonials, newspaper reports or non-refereed publications</p> <p>2 points- Documented positive effects using qualitative data. Outcomes have been recorded in conference reports, internal reports, published non-academic articles, etc. Examples: Program evaluations and source documents</p> <p>3 points- Used scientific methods that include pre-and post-testing with a comparison group to assess impact. Results are published in at least one scientific, peer-reviewed journal. Examples: Single trial effectiveness</p> <p>4 points- Analyzed for effectiveness through meta-analysis or expert review. Results appear in refereed publications, dissertations, evaluation reports, and source documents. Examples: Meta-analysis, expert review, and peer consensus</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>	

<p>5 points- Has been successfully replicated in several settings. Has been evaluated using scientific methods that include a pre and post-test to show positive results that are published in more than one scientific, peer-reviewed, academic journal. Examples: Multiple site replication studies</p>	5	
<p>Have the results been repeated successfully over time?</p> <p>Evaluation Results: Amount and type of evidence for the effectiveness of the intervention in the context and setting of your community.</p> <ul style="list-style-type: none"> • Intervention has collected process evaluation data (e.g., number of individuals served, meeting minutes, intervening events that may have affected implementation). • Intervention has documented positive outcomes related to substance abuse in the community’s priority area (e.g., decreased use of alcohol, cocaine, or meth). • Outcomes data were collected in a pre/post manner. • Outcomes among participants were compared to non-participants. • Evaluation data shows long-term maintenance of positive outcomes. 	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>No</p> <p>No</p> <p>No</p> <p>No</p> <p>No</p>
<p>Has the approach been shown to be effective for areas similar to those you will address?</p>	Yes	No

	Conceptual Fit 8 Points Possible	Practical Fit 18 Points Possible	Evidence of Effectiveness 16 Points Possible	Total Score 42 Points Possible
<p style="text-align: center;">Score</p>				