



RECOVERY & PREVENTION  
RESOURCES  
of Delaware and Morrow Counties

# Delaware County Youth Prevention Programs

## Recovery and Prevention Resources Prevention Programs Target Youth of All Ages

During FY 2005, Recovery and Prevention Resources delivered prevention programs to youth of all ages throughout the county. Children from pre-school through high school in all Delaware County school districts participated in these prevention programs.

Julie Krupp, the Delaware County Prevention/Education Coordinator, and the Associate Director work with school staff and other key community stakeholders to provide programs that meet the needs of the community. Recovery and Prevention Resources has 2 full time and 2 part-time prevention educators who deliver the school based programming throughout the year. Additionally, staff collaborate with youth staff and volunteers to develop and implement programs and retreats.

Recovery & Prevention Resources staff design and implement all prevention programs based on the risk and protective factor theory. Using this theoretical foundation, staff implement programs designed to increase protective factors and decrease risk factors that are associated with impacting substance abuse and other negative behaviors in the target population.

The programs utilize a variety of teaching and learning techniques to engage students of all learning styles and abilities. Many of the programs focus on life skills such as problem solving, communication, decision making, and conflict management. They also focus on key assets such as understanding emotions, asking for help, and improving self-esteem. RPR staff apply a quality im-



provement process in which each program is individually evaluated and resulting data informs program improvement.

In FY 2005, 3,808 youth from all school districts participated in prevention programs in Delaware County through RPR.

## Y.E.S: Continued Success in the 2nd Year

Children of individuals with alcohol and other drug problems (COA) are a high risk population with specific needs and issues. When these children gain related knowledge and skills, they are better prepared to cope with the challenges of their situation. The Y.E.S. program is an alcohol and other drug abuse prevention program for children growing up with parental alcohol or other drug abuse problems developed by the Columbus Health Department. The three goals for participants in this program are: 1) Reduce the risk of alcohol and other drug abuse among this high risk population 2) Increase their self-esteem and self worth, and 3) Increase their coping skills.

The Y.E.S. program is a 12 session curriculum. Each session is approximately 60 minutes. It is created for children 5-13 years of age. Teachers or guidance counselors identify and refer the students to the program. The sessions use age-appropriate activities to provide education that addresses: feelings, anger and anger management, defenses, alcohol and other drug use, COA risk issues, family issues, problem solving, identifying safe places and safe adults, self-esteem, and the importance of play.

58 students from 4 Delaware City schools participated in Y.E.S. during FY 2005.

- 89% of participants improved their knowledge of COA issues. The post-test knowledge score was significantly higher than the pre-test knowledge score.
- Teachers measured changes in behaviors and life skills taught in the program. 91% (34 of 37) of the students showed improvement in at least 1 behavior/ life skill. 51% improved in at least 3 of the 5 skills.
- 96.5% were able to identify safe adults at the end of the program
- 84% of participants maintained abstinence throughout the program.

## YEAR END REPORT FY 2005

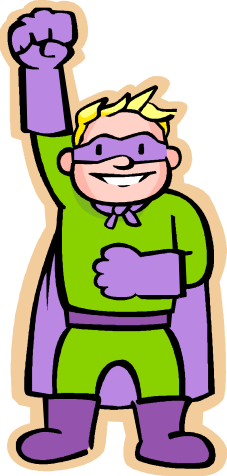
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### Special points of interest:

- 96.5% of the participants in the Y.E.S. program were able to identify safe adults and 89% of the participants improved their knowledge of COA issues.
- 84% of leadership retreat participants agreed to abstain from ATOD for the next year.
- 84% of the participants in the BABES program improved in at least one life skill taught in the curriculum.
- 95% of participants in JTI increased or maintained their perception of harm associated with using ATOD.
- 91% of the participants in the Early Elementary Asset Development Curriculum improved in at least one life skill by the end of the program.
- At the end of the school year, 88% of Natural Helpers demonstrated improved helping skills taught at the retreat.
- Teachers who hosted the Middle School Asset Development Program reported that 61% of the students sampled improved in at least one of the life skills taught in the program.

## Youth Leadership Retreats: Building Superheroes for Delaware County



Recovery and Prevention Resources implemented leadership retreats for students in 5th-8th grades. At the retreats, PALS (5th), HUGS (6th), and GRUVE (7th-8th), participants apply leadership skills and gain knowledge and skills related to healthy decision making including avoiding the use of alcohol, tobacco or other drugs. Topics included this year were self-efficacy, decision making, goal setting, anger management, stress management, and communication skills. Staff recruit students to attend sequential retreats and engage these students in supplemental activities and education during the year. Each retreat targets identified skills using age-appropriate techniques.

### PALS

- 75 5th grade youth partici-

pated in the 2 day retreat.

- 49% of participants increased knowledge of goal setting skills and 38% increased anger management skills.
- 75% of participants improved in 2 of 3 skills taught in the program as rated by staff observations.
- 94% of participants reported never using ATOD and 75% pledged to abstain from all substances for the next year.

### HUGS

- 71 6th grade youth participated in the 2 day retreat.
- 59% of participants increased knowledge of communication skills and 48% increased stress management skills.

- 98% of participants improved in 2 of 3 skills taught in the program as rated by staff observations.
- 94% of participants reported not using ATOD in the previous 30 days and 94% pledged to abstain from ATOD for the next year.

### GRUVE

- 55 7th and 8th grade youth participated in the 2 day retreat.
- 27% of participants increased knowledge of self-esteem and 27% increased knowledge of choices and consequences.
- 65% of participants improved in 2 of 3 skills taught in the program as rated by staff observations.

## BABES: Program participants showed improved in life skills

“Great program with wonderful lessons. Puppets help make it age-appropriate. The kids love them.”-  
Teacher

Preschool and kindergarten age students are at a very impressionable age where the formation of life skills is extremely important. The BABES program is designed to help develop key age-appropriate life skills. The program targets understanding feelings, making good choices, coping skills, medicine safety, and asking for help. The teachers evaluate a sample of their students rating the students' understanding of the life skills taught in the program.

- 61% of sampled students demonstrated improved coping skills at the end of the program.
- 57% of the sampled students demonstrated improvement in their ability to make good choices
- 50% of the sampled students demonstrated improvement in their ability to understand their feelings and their ability to ask for help when needed.
- 84% of the sampled students improved in at least one life skill taught in the curriculum. 46% of the students improved in 3 or more life skills taught in the curriculum.
- The average scores of each of the subscales was significantly greater at the end of the program,  $p < 0.001$ .

## Junior Teen Institute

J.T.I. is leadership program for middle school students that promotes healthy life choices including being alcohol, tobacco, and drug free. The program includes four components: substance abuse education, personal growth, service projects, and drug-free activities. Topics included this year were self-esteem, peer pressure, conflict resolution, and education about the harms associated with alcohol, tobacco, and other drugs. In the first year

of the program, 76 students from 2 districts enrolled in the program.

- 95% of participants increased or maintained their perception of harm associated with using ATOD.
- 100% of participants reported no use of smokeless tobacco or marijuana in the previous 30 days.
- 97% of participants reported

no use of cigarettes or inhaling something to get high in the previous 30 days.

- 92% of participants reported no use of alcohol over the previous 30 days.
- 96% of participants improved leadership skills by the end of the school year.



## Early Elementary Asset Development: Students learning and demonstrating fundamental life skills

Research shows a strong correlation in children and youth between the presence of identified developmental assets and leading a healthy and productive life. The goal of the Early Elementary Asset Development program is to assist young children in building developmental assets by teaching them positive social skills. The curriculum design strengthens children's desire for healthy living by improving their ability to protect themselves from harmful behaviors and decisions.

The Early Elementary Asset Development Curriculum is a ten lesson curriculum imple-

mented in 1<sup>st</sup> and 2<sup>nd</sup> grade classrooms. The lessons include: Feeling Good About Me, Making Friends, Respecting Differences, Listening, Understanding Feelings, Handling Anger, Decision Making, Accepting Responsibility, Dealing with Peer Pressure, and Getting Help.

1,576 students participated in the Early Elementary Asset Development Curriculum in FY 2005. This included 14 elementary schools from each of the four districts in the county, one private school, and one school for students with special needs.

- Students demonstrated significant changes in behavior related to the assets

taught in the curriculum based on the teacher evaluation of student behaviors pre and post tests

- 91% of the students sampled improved in at least one of the life skills taught in the program.
- 46% of the students improved in at least 3 of the life skills taught in the program.
- 90% of the students were able to successfully identify 7 of 10 life skills taught in the curriculum at post-test.
- 35% of participants correctly identified all 10 of the life skills taught in the pro-

"I continue to be pleased with the Asset Development Program. It is so important in this day and age to reinforce these concepts in every venue possible. Thank you!"- Teacher

## Natural Helpers: Peers Helping Peers

During the 2004-2005 school year, three middle schools from two school districts in Delaware County participated in Natural Helpers. Fifty new Natural Helpers from the schools completed the retreat training and an additional 28 Natural Helpers who had been trained in previous years continued to be active in the program.

The helpers reported helping their peers with 449 problems. The most commonly reported problems encountered were

friend relationship issues. Other identified problems areas included sports-related problems, romantic relationships, academic pressure, and stress.

Additionally,

- By the end of the school year, 88% of helpers demonstrated improved helping skills taught at the retreat.
- Participants in the program reported significantly improved communication skills at the end of the school year.

- 50% of program participants improved decision making skills by the end of the school year.

Serious, life threatening problems identified by the helpers included: alcohol and drug abuse (18), physical abuse/ violence (9), suicide (8), and sexual abuse (6). Though these problems were identified less frequently, the helpers are trained to deal with these issues at the retreat and to refer their peers to professionals and/ or trusted adults.



## Girl's Achieving Power (GAP): A group for adolescent girls

Girls Achieving Power is a prevention program for adolescent girls who possess at least two risk factors for substance use including low self-esteem, school failure, lack of school bonding, and heightened family stress. They must also possess at least one protective factor shown to decrease the likelihood of using substances including cooperative attitude, low levels of defensiveness, and an emotionally supportive family or other adults.

This is a 15 session program that occurs during the school day. Each session addresses different topics and life skills. The program was offered for the first time in the 2004-2005 school year at Willis Intermediate School in Delaware Ohio. Eight girls participated in the program during its first year.

- 75% of participants reported improved self-esteem and decision making skills.

- 50% of participants reported improved communication skills.
- 100% of participants reported no intention of using substances over the next 30 days.
- 100% of participants reported that it was not okay for people their age to use substances.

100% of participants reported that it was not okay for people their age to use substances.

## Recovery & Prevention Resources

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Recovery and Prevention Resources, a community based non-profit agency serving Delaware and Morrow counties, is committed to the prevention, intervention, and treatment of alcohol and other drug abuse.

**Mission:** The mission of Recovery and Prevention Resources of Delaware and Morrow Counties, Inc. is to provide the highest quality of alcohol and other drug treatment, intervention, prevention, and education services to all citizens of Delaware and Morrow Counties.

**Services:** Outpatient Substance Abuse Treatment, Intervention Services, Prevention and Community Education, and Drug-Free Workplace Programs.

## Middle School Asset Development Curriculum

The Middle School Asset Development Curriculum is based on the asset development model. Research shows a strong correlation in youth between the presence of identified developmental assets and leading a healthy and productive life. The Middle School Asset Development program is an eight lesson curriculum implemented in 7<sup>th</sup> grade classrooms. Each lesson targets a specific age-appropriate internal and external asset.

The lessons include decision making skills, conflict management, anti-bullying strategies, respecting differences, and refusal skills. Staff engage families of the student participants by distributing the "Family Connection" letters prior to the start of

the curriculum and following each individual lesson. These letters describe the program, explain each session, and provide a variety of ideas for family activities to reinforce the curriculum.

951 students participated in the Middle School Asset Development Curriculum in FY 2005. This included eight middle from each of the four districts in the county, one private school, and one school for students with special needs.

- Teachers reported that 61% of the students sampled improved in at least one of the life skills taught in the program.
- Teachers reported that

36% of the students improved in at least 3 of the life skills taught in the program.

- Teachers reported that students showed the greatest improvement in the life skills areas of anti-bullying strategies and respecting differences.
- 91% of the students reported improvement in at least one life skill taught in the curriculum at post-test.
- 58% of the students reported improvement in at least 3 of the 5 life skills taught in the curriculum.
- 68% of the students reported improved decision making skills by the end of the program.

"I felt this program was especially important to the middle school age group- a time when learning a few skills to cope with peers and self-esteem issues is critical." Teacher