



RECOVERY & PREVENTION
RESOURCES
of Delaware and Morrow Counties

Early Elementary Asset Development

Early Asset Development

The Early Asset Development (EAD) curriculum is designed to assist young children in building developmental assets by teaching them positive life skills. The goal is to enable children to develop and practice healthy living by learning positive social skills, including avoiding harmful behaviors and making good decisions.

The curriculum is based on the asset development model. Research confirms a correlation between youth who possess positive developmental assets and leading healthy and productive lives. In fact, the more developmental assets a young person reports, the less likely he or she is to experience school failure, depression, anti-social behavior, suicide, violence, alcohol/drug use, or early sexual experiences.

EAD has 10 lessons which are

taught in 1st and 2nd grade classrooms. Each 30-40 minute lesson targets a specific age-appropriate developmental asset including:

- Feeling Good About Me
- Making Friends
- Respecting Differences
- Listening
- Understanding Feelings
- Handling Anger
- Decision Making
- Accepting Responsibility
- Dealing with Peer Pressure and
- Getting Help

Family involvement is an essential part of this program. A "Family Connection" letter is sent to parents prior to the start of the program and after each lesson.

The letters explain each lesson and provide a variety of family activities aimed at reinforcing the life skills learned during each lesson in the program.

Enrollment has continued to increase in the EAD program for a third straight year. In FY 2006, 1873 students participated in the program. This included 14 elementary schools from each of the four school districts in Delaware County.



Teachers Observed Improvement in Life Skills

Teachers rated a random sample of students on the use of life skills taught in the curriculum. They identified how often students performed the specific life skill from "not at all" to "very much". Assessments were conducted at the start of the program and again at the end.

- Students demonstrated significant improvement in behavior related to the assets taught. Based on teacher evaluation, student behavior mean scores improved significantly from pre to post test, $p < 0.000$.

- Both 1st & 2nd grade students demonstrated significant improvement in behavior based on teacher observation, $p < 0.000$.
- 86% of the students improved in at least 1 life skill taught in the curriculum.
- 77% of the students improved in at least 2 life skills taught in the curriculum.
- Mean scores for each of the 10 life skills improved significantly by the end of the program, $p < 0.000$.

- The greatest number of children demonstrated improvement in the life skills areas related to "dealing with peer pressure" and "listening".

"This program is an excellent way to help children develop socially and emotionally. Children need to feel good about themselves in order to do well in school". – Teacher

Delaware Prevention Program 2006 Summary Report

Included in this report:

Participants Increased their Ability To Identify Life Skills	2
Teachers Rate Their Satisfaction with EAD	2
EAD Reaches More Students	2

PROGRAM HIGHLIGHTS

- 86% of the students improved in at least 1 life skill taught ; 77% improved in 2 life skills
- 46% of the students improved in at least 3 of the life skills taught
- At the end of the program, 92% of the students were able to successfully identify 7 of 10 life skills taught compared to 86% at start
- 36% of participants correctly identified all 10 life skills taught at the end of the program compared to 24% at start
- 1873 elementary students participated at 14 schools

Participants Increased Their Ability To Identify Life Skills



Students completed a pre and post knowledge assessment. It is designed to test their ability to identify appropriate behaviors and life skills.

Students completing the program had significantly higher knowledge scores at the end of the program compared to their test scores at the start, $p < 0.000$.

- 92% of the students were able to successfully identify 7 of 10 life skills
- At the end of the program, 91% of 1st graders & 93% of 2nd graders successfully identified 7 of 10 life skills
- 36% of participants correctly identified all 10 life skills.

"The lessons were a fantastic springboard for conversation and connections to our lives. We even recognized situations in books we were reading." - Teacher

Teachers Rate Their Satisfaction With EAD

As a way to continually improve our services, we asked teachers for their suggestions and feedback about the EAD program. 79 teachers responded to our request; their ratings are based on a satisfaction scale of 1 to 5 (where 1=poor & 5=outstanding).

Percentages are for those reporting a 4 or greater:

- 98% were "overall impressed with the program"
- 96% thought "topics covered were suitable for the age and needs of their classes"
- 98% felt "topics were presented in an age-appropriate manner"
- 100% believed "presenters were responsive to students and were not judgmental"

- 98.7% indicated "presenter was on-time and well prepared"
- 95% reported "students responded well to the program"
- 98% felt "program allowed room for follow-up discussion and/ or application".

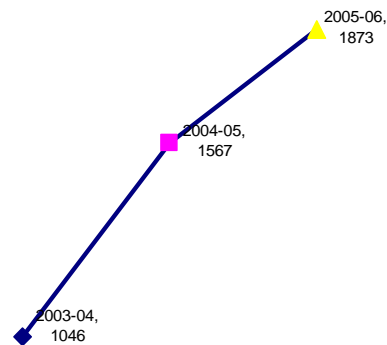
I found Asset Development to be a strong program. The children loved having it in our classroom and applied what was taught." - Teacher

"There are many students who do not have the opportunity to learn and discuss these issues in everyday environments, that is one of the reasons we are so grateful to have Recovery and Prevention Resources visiting our classroom and encouraging the students to learn and think about appropriate social interactions." - Teacher

EAD Reaches More Students

Enrollment in EAD has continued to increase for a third straight year.

In the 2005-2006 school year, 1873 students participated, compared to 1576 participants during 2004-2005, and 1046 during 2003-04.



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