

Incorporating Prevention into the Classroom

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RISK AND PROTECTIVE FACTORS

Risk and Protective Factors

- ▶ What are risk and protective factors?
- ▶ The four domains: Community, Family, School, and Individual and Peer
- ▶ Risk Factors that Inhibit Healthy Youth Development
- ▶ Protective Factors that Promote Healthy Youth Development

Risk Factors That Inhibit Healthy Youth Development

RISK FACTORS	Problem Behaviors				
	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence
Community					
*1. Availability of Alcohol and Other Drugs	✓				✓
*2. Insufficient Laws and Policies to Reduce Substance Use	✓	✓			✓
*3. Social Norms Favorable Toward Substance Use	✓	✓			✓
4. Community Disorganization	✓	✓			✓
5. Extreme Economic Deprivation	✓	✓	✓	✓	✓
Family					
*6. Family History of the Problem Behavior	✓	✓	✓	✓	✓
*7. Family Management Problems	✓	✓	✓	✓	✓
*8. Family Conflict	✓	✓	✓	✓	✓
9. Parental Attitudes Favorable Towards Drugs	✓	✓			✓
*10. Parental Attitudes Favorable Towards Other Problem Behavior	✓	✓			✓
School					
11. Academic Failure	✓	✓	✓	✓	✓
12. Low Commitment to School	✓	✓	✓	✓	✓
Individual and Peer					
13. Early Initiation of Drug Use	✓	✓	✓	✓	✓
14. Early Initiation (K-5) of Problem Behavior	✓	✓	✓	✓	✓
15. Perceived Risk of Drug Use	✓				
16. Favorable Attitudes Toward Drug Use	✓	✓	✓	✓	✓
*17. Friends Who Use Drugs / Engage in Other Problem Behavior	✓	✓		✓	
18. Peer Rewards for Drug Use	✓				
19. Depressive Symptoms	✓				

✓ Indicates that at least two longitudinal studies have found the risk factor to predict the problem behavior.

* Indicates some preliminary evidence of correlation to problem gambling.

Protective Factors That Promote Healthy Youth Development

Community

1. Community Opportunities for Prosocial Involvement
2. Community Rewards for Prosocial Involvement

Family

3. Family Opportunities for Prosocial Involvement
4. Family Rewards for Prosocial Involvement
5. Family Attachment

School

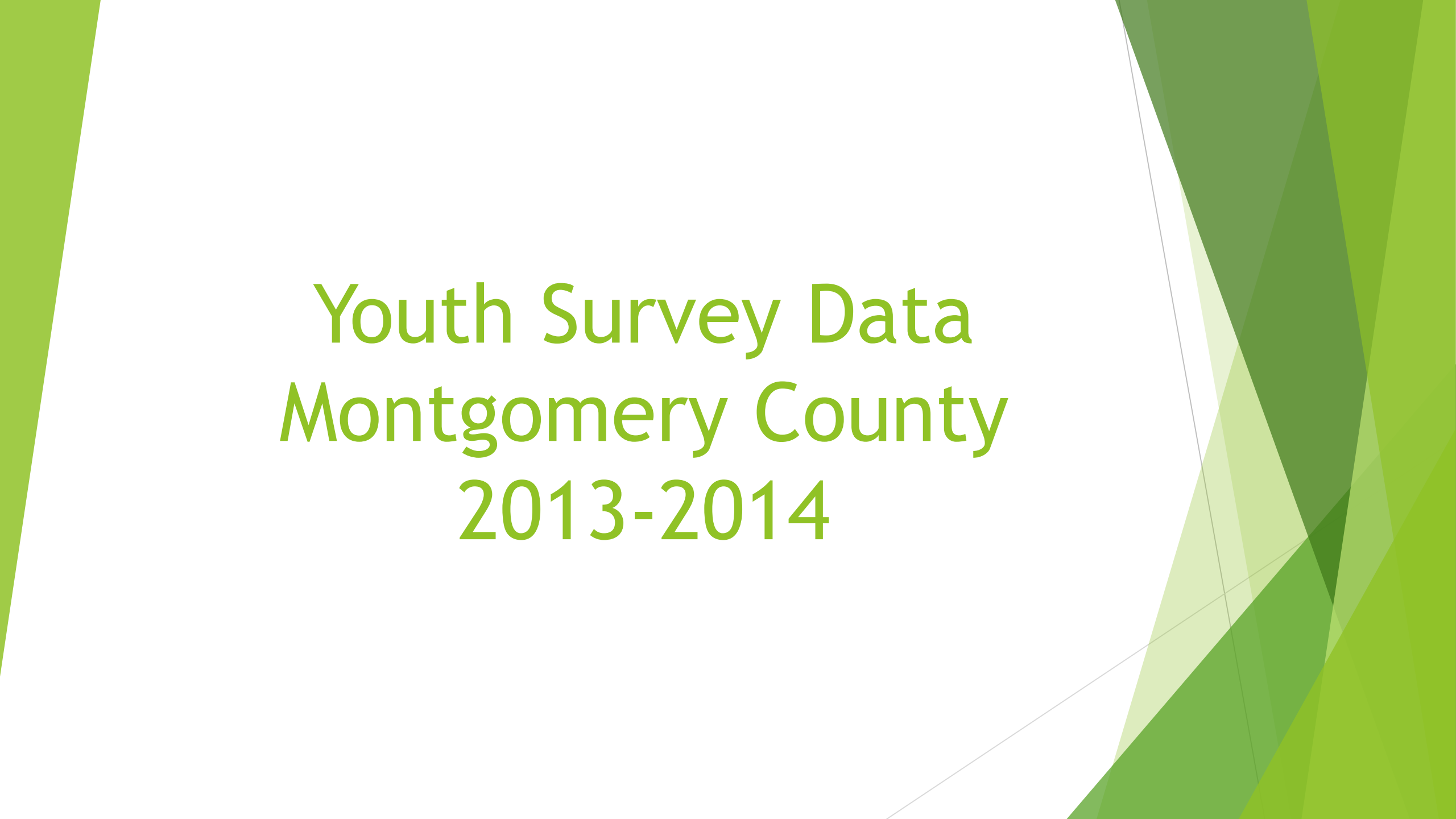
6. School Opportunities for Prosocial Involvement
7. School Rewards for Prosocial Involvement

Individual & Peer

8. Social Skills
9. Belief in the Moral Order
10. Religiosity
11. Prosocial Involvement

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the right side of the frame, creating a modern, layered effect. The main text is contained within a white rectangular box with a thin black border.

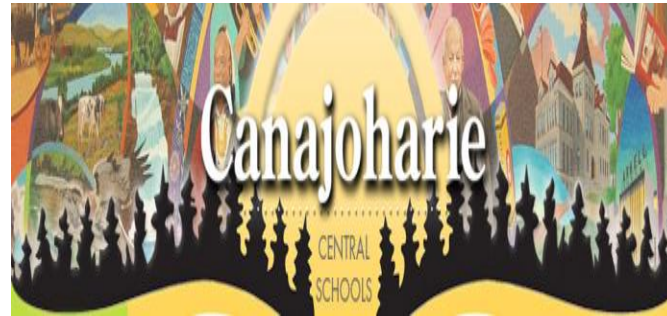
UTILIZING DATA EFFECTIVELY

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. The shapes are primarily triangles and polygons, creating a dynamic, layered effect. The central text is positioned in the white space between these green elements.

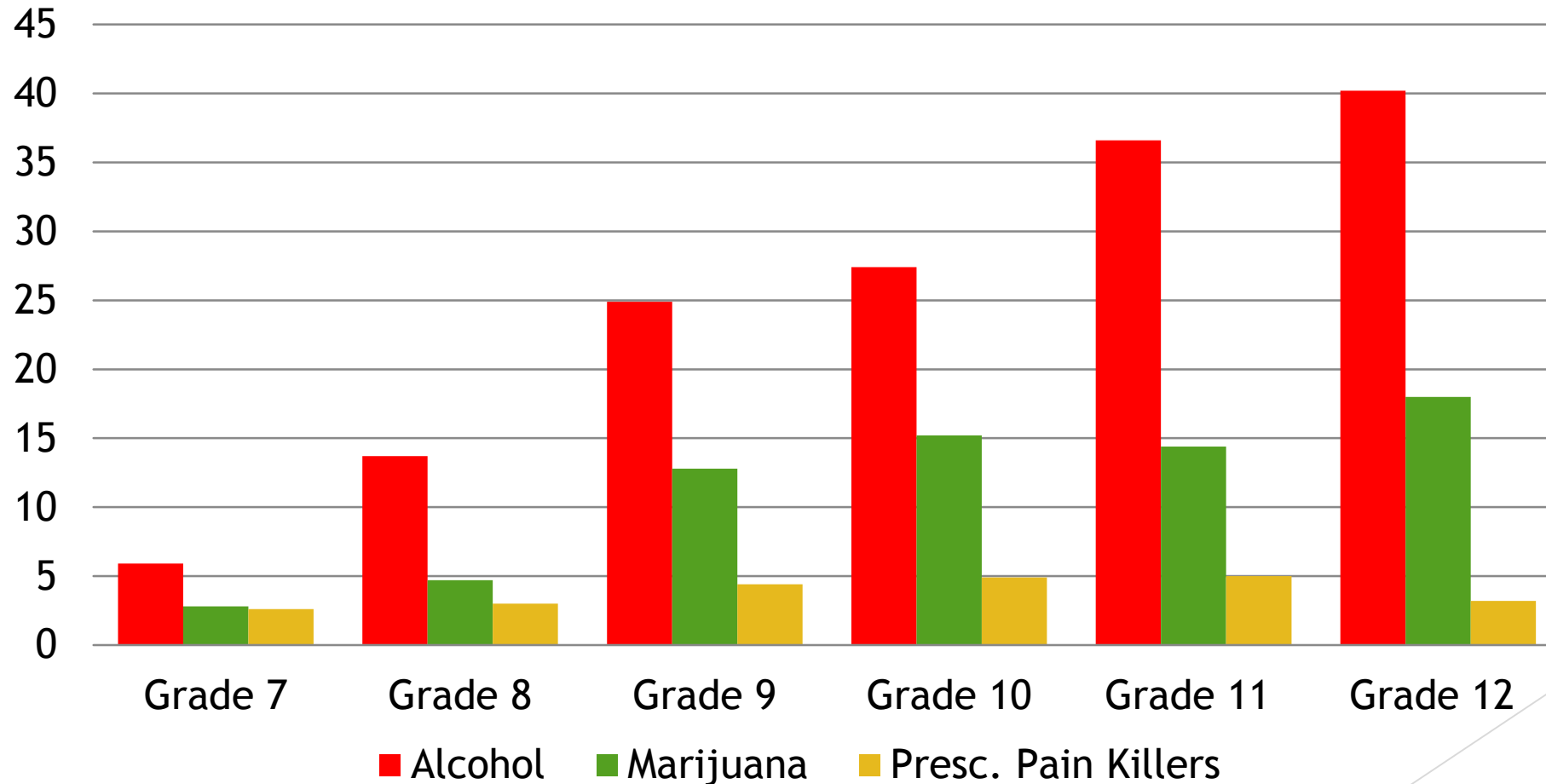
Youth Survey Data Montgomery County 2013-2014

Number Participated

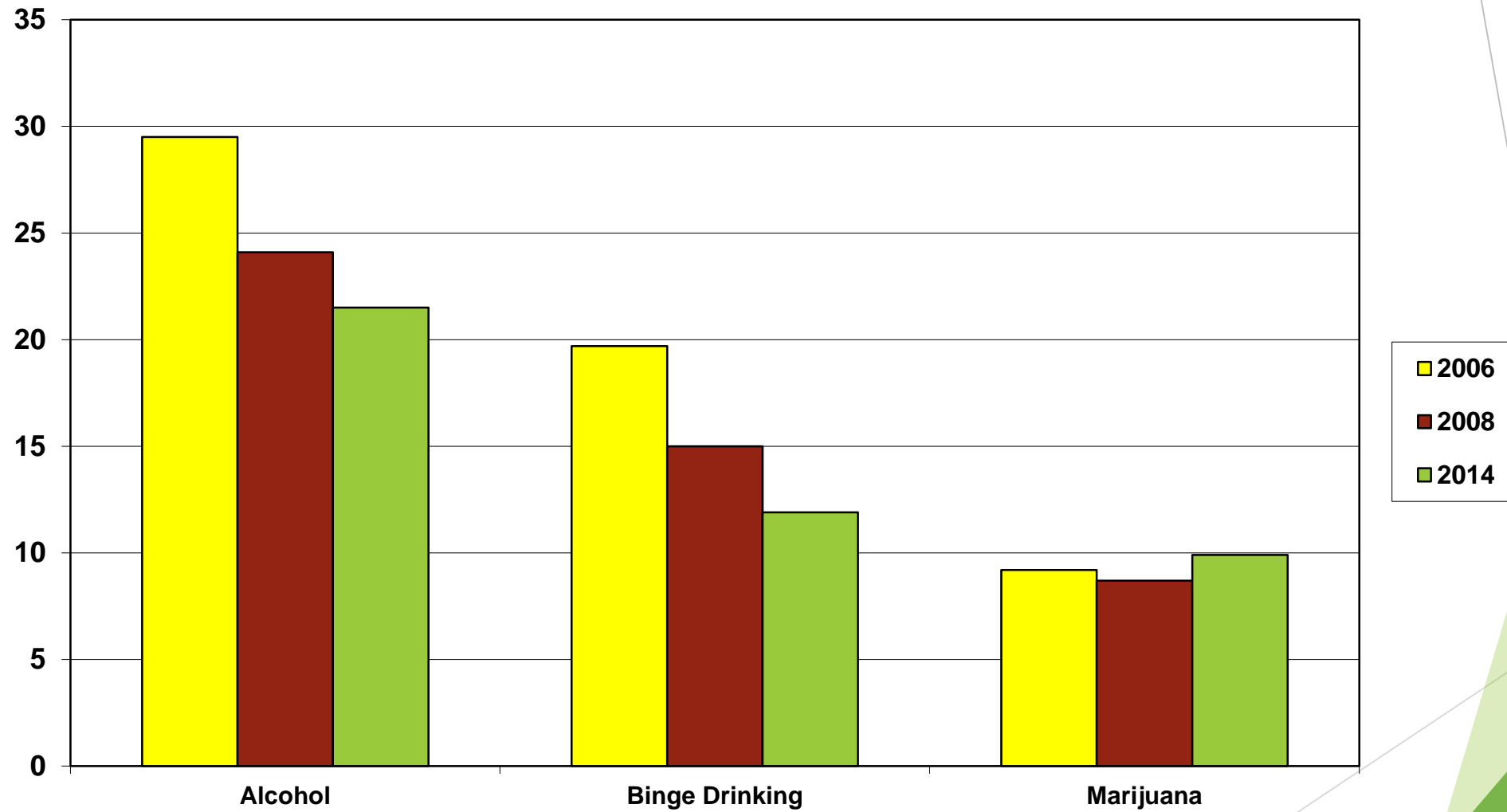
- ▶ The total number of youth surveyed 1,728 in grades 7-12 in all Montgomery County Schools. (St. Johnsville data was included in the Fulton County Surveys OESJ)



Past 30 Day Prevalence of Alcohol, Marijuana, Prescription Pain Killers



Percentage of Past-30-Day Use of Alcohol, Binge Drinking and Marijuana in Montgomery County



Protective Factors

Strong

- ▶ Peer Rewards for Prosocial Involvement: 61.4% (55.6% +5.5)*
- ▶ Opportunity for Prosocial Involvement
in the Community: 68.3% (71.3% -3.0)
and School: 72.4% (75.0 -2.6)

Doing Well

- ▶ Peer Prosocial Involvement : 44.9% (43.6% +1.3)
- ▶ Family Rewards for Prosocial Involvement: 49.8% (53.3% -3.5)
- ▶ School Rewards for Prosocial Involvement: 47.1% (51.4 % -4.3)

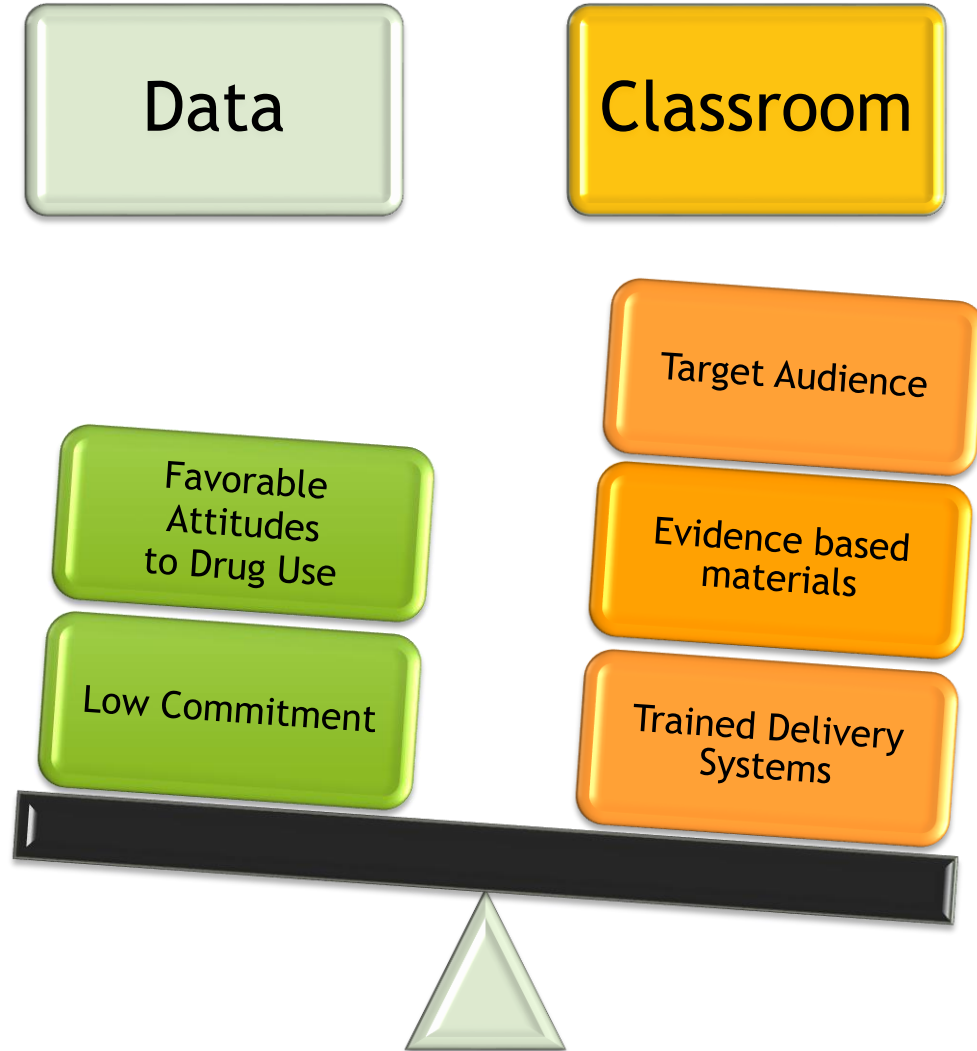
*These are combined percentage rates. Change from 2008 results listed in parenthesis.

Risk Factors

Need Improvement

- Low Commitment to School: 52.5% (42.1 +10.4)
- Depressive Symptoms: 41.3% (38.9 +2.4)
- Peers/Individuals Favorable Attitudes to Drug Use: 25.1% (23.9% +1.2)
- Peer Rewards for Anti-Social Behavior: 40.1% (42.5% -2.4)
- Perceived availability of Handguns 25%

Utilize your data to effectively reach students in your classroom



Prevention Programs

▶ <http://nrepp.samhsa.gov/ViewAll.aspx>

**TOO GOOD FOR DRUGS AND VIOLENCE
SECOND STEP**

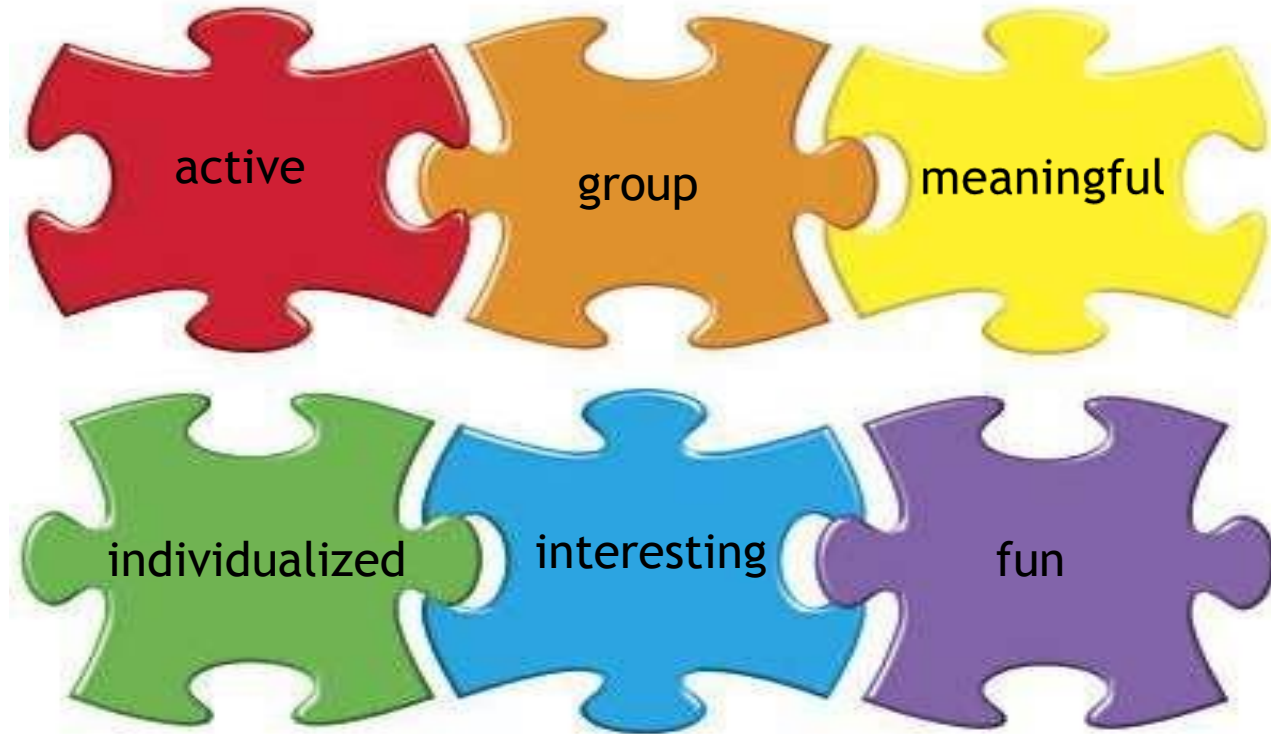
**TEEN INTERVENE
STRENGTHENING FAMILIES**

**POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)
GOOD BEHAVIOR GAME**



**ACTIVELY
ENGAGING
STUDENTS IN
PREVENTION**

Learn techniques and skills to actively engage students in prevention



**INCORPORATING
PREVENTION
AT ALL LEVELS**



Elementary

- Puppets
- Action activities
- Role Plays



Middle

- Real situations
- Stimulating visuals
- Group skill building activities



High School

- Multi visual
- Whole body learning
- Interactive

How to tie the NY State Common Core Standards to Prevention Programming

- ▶ Curriculums are multi-faceted, evidence based programs.
- ▶ Programs align with various ELA anchor standards in reading, writing, listening and speaking.
- ▶ Remember to consider these important standards when choosing which evidence-based programs to use.

Common Core Standards - Elementary

► Standards for Kindergarten through Fifth Grade

■ Anchor Standards for Reading, Writing, Speaking and Listening:

- ❖ Determine central ideas or themes, as well as point of view, of a text and analyze their development: summarize the key supporting details and ideas.
- ❖ Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- ❖ Present information findings and supporting evidence such that listeners can follow a line of reasoning and the organization development, and style are appropriate to task, purpose and audience.

Common Core Standards - Middle/High School

Standards for Sixth Grade through Twelfth Grade

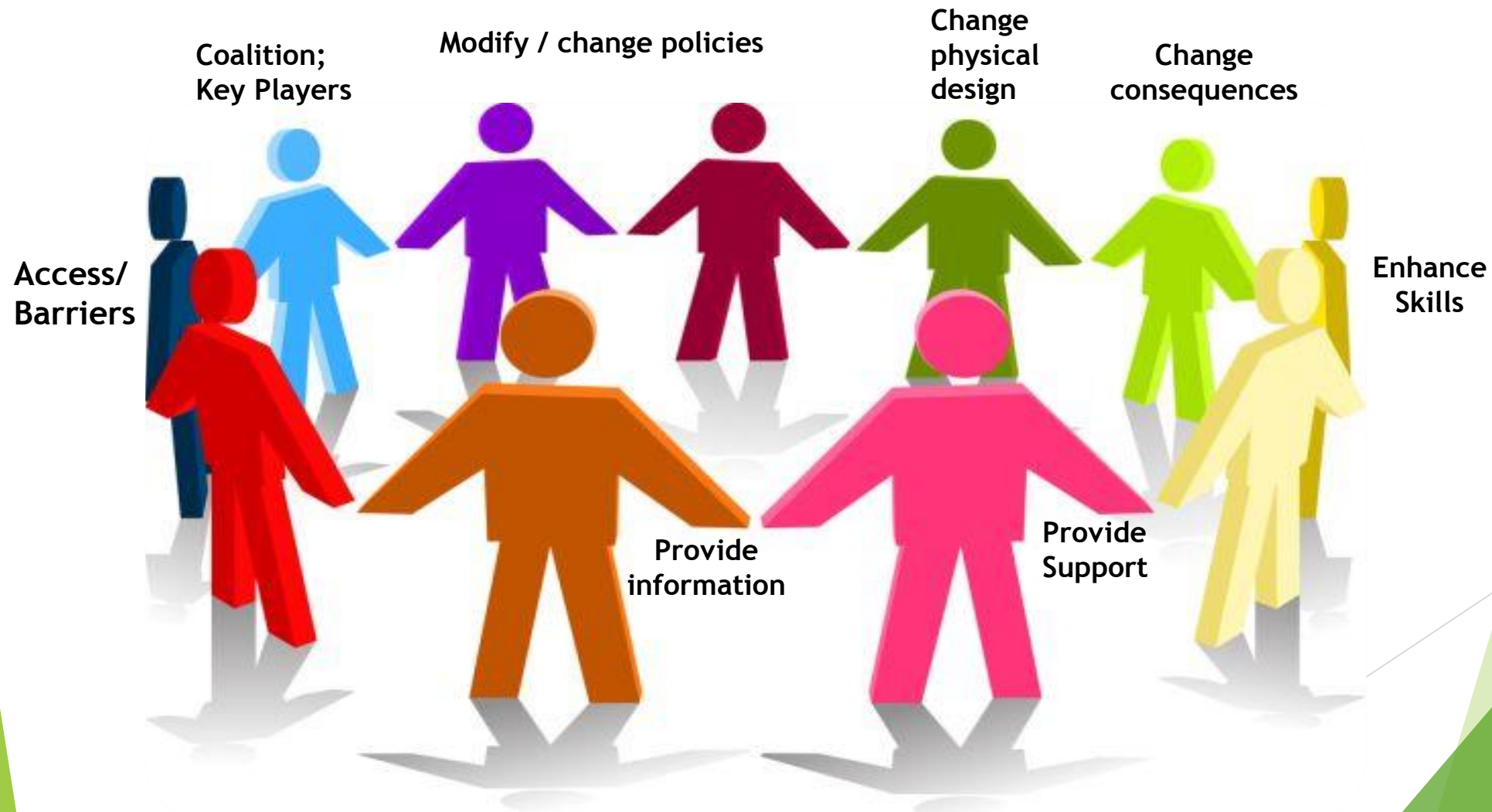
- Anchor Standards for Reading, Writing and Speaking and Listening:
 - ❖ Determine central ideas or themes of a text.
 - ❖ Integrate and evaluate content presented in diverse formats.
 - ❖ Write routinely over extended time frames.
 - ❖ Evaluate a speaker's point of view, reasoning, and use of evidence.

Primary Prevention Workplan Logic Model



From NYS OASAS 2014 Prevention Guidelines

ENGAGING THE COMMUNITY IN PREVENTION



Thank You

