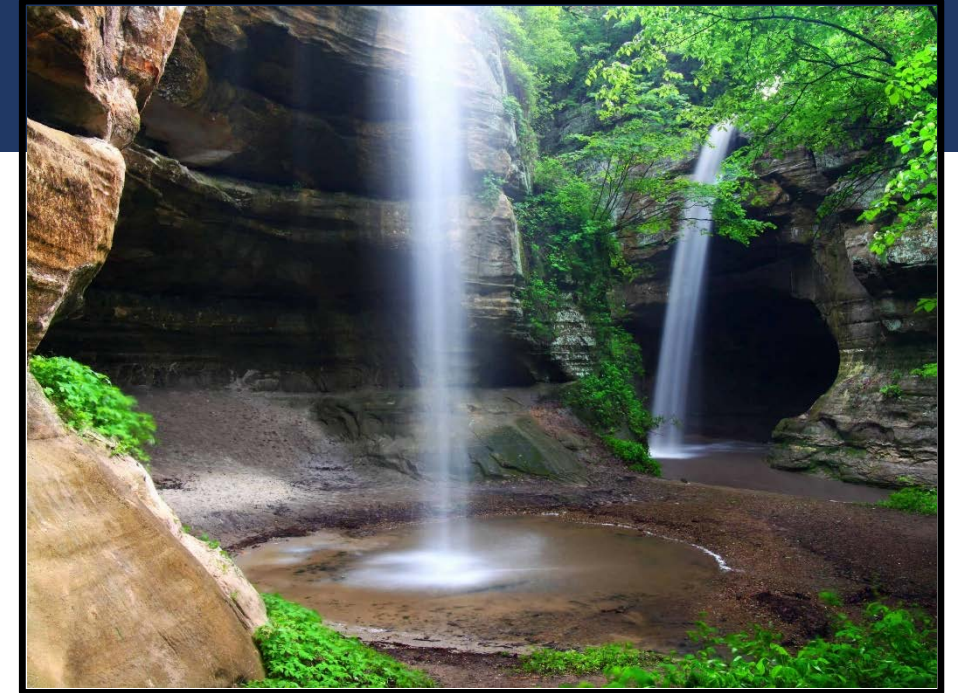


# Welcome Everyone!

As you join, please use chat to tell us:

1. your name
2. where you live
3. one of your favorite healthy activities (reading, hiking, playing a musical instrument, meditating, crafting, housecleaning, Pilates, writing poetry, etc.)



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# Prevention Practices in Kentucky Schools

## Selecting Evidence-based Programs and the Importance of Policy and Procedures Review in Addressing School Culture

Prevention and Promotion Branch

Kentucky Department for Behavioral Health, Developmental, and Intellectual Disabilities

Presenters:

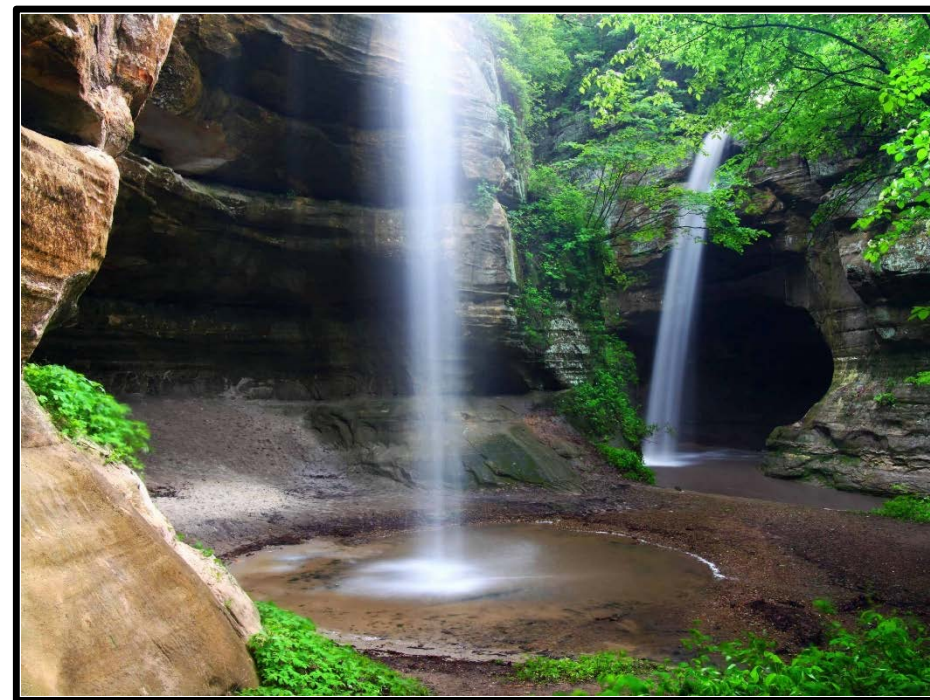
Tiffany Quarles, Laura Edwards, Sheila Barnard, Cathy Prothro



**Welcome everyone!**

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# What are ways that schools can address these issues so students are prepared to learn?

- Implementation of Evidence-based/Evidence-informed Programs
- Development and Implementation of Effective and Supportive Policies and Procedures



# Selecting Behavioral Health Prevention Programs

## A Guide for Kentucky Schools Grades K-12

July 2020 (updated May 2021)



# Five Steps to Selecting School-based Prevention Programs

Step 1. Determining Need

Step 2. Getting Key Players on Board

Step 3. Determining Program Fit

Step 4. Working out the Details

Step 5. Tracking Progress



# Five Steps to Selecting Prevention Programs for Your School

## Step 1. Determining Need – Use Data

- What risky health behaviors occur with the greatest frequency, are on the rise or take the greatest toll?
- What factors are known to contribute to these health risk behaviors?

# Five Steps to Selecting Prevention Programs for Your School

## Step 2. Getting Key Players on Board

Seek support from:

- Teachers
- Administrators
- Students
- Parents and
- Community



# Five Steps to Selecting Prevention Programs for Your School

## Step 3. Determining Program Fit

- Evidence of effectiveness
- Feasibility of implementation
- Cost

# How to Choose

- Choose quality over quantity
- Importance and feasibility
- Complies with statute
- Universal approach

# EXAMPLE

## Appendix A: Program Key Information – Example Worksheet

Below is a sample worksheet based on information from a program website. For accurate and up-to-date information, please confirm with program developers.

### Appendix A: Program Key

The information below is an example of information pulled from a program developer's website and does indicate that CHFS endorses this program for implementation in your school.

Program Name	Too Good for Drugs
Developer Contact Info/Website	<a href="https://toogoodprograms.org/">https://toogoodprograms.org/</a>
Training requirements/ options	<p>The fidelity model for Too Good for Drugs includes completion of a Curriculum Training session as part of its built-in quality assurance mechanism.</p> <p>Modes of Training:</p> <p>Customized on-site training to facilitate the agency climate, strategies for connecting with families and communities, and curriculum training</p> <p>Group curriculum training provided at regional settings (Open Enrollment Curriculum Training Sessions)</p> <p>Technical assistance and implementation support via email, teleconference, or videoconference.</p>

Training Cost	<p>On-site Training:  \$2,000.00 per day + Trainer Travel costs*  *Trainer Travel costs between \$1,000.00 - \$1,750.00 based on location and number of days training.</p> <p>Open Enrollment Curriculum Training:  Early Bird Rate – \$345 per person, per day  Regular Rate - \$445 per person, per day  Late Rate - \$545 per person, per day</p> <p>**Training and materials for this program may be available at low or no cost through the Regional Prevention Centers.</p>
Materials requirements/ options	<p>Requirements: Program Kits – Grades K-HS (includes Teacher Manual, 30 student workbooks, visuals and activities in lessons).</p> <p>Program Consumables: Student Workbooks</p>

Materials Cost	<p>Program Kits: Grades K-1 are 245.95 each, Grades 2-8 are \$295.95 each, and High School and After School are \$455.95 each</p> <p>Student Workbooks: packs of 30 priced at \$39.95 each for grades K-3, \$49.95 for grades 4-High School</p>
Instructors	Too Good for Drugs is designed to be provided by professionals such as teachers, guidance counselors, social workers, resource officers, prevention specialist, etc. within a school system or community agency who are certified through the Too Good for Drugs program.
Number and duration of sessions	10 lessons, one per week
Timing and frequency of sessions	One, 30-50 minute class session per week, although alternative delivery of the sessions can occur. Talk to your local prevention specialist for guidance.
Order of sessions	All lessons are delivered in sequential order

Booster sessions?	Each of the 10 lessons at each grade level volume of the program includes a Home Workout, quick take-home lesson on the lesson topic, inviting family to support, practice, and reinforce what their child is learning in the program.
Instructional Methods	Youth participate in an interactive classroom setting designed to instruct, review, and reinforce the skills and social constructs built into the lessons. Each lesson builds upon the previous to stack the learning and continue to reinforce for retention and immediate application.
Content of the Sessions	<p>Development and strengthening of personal and interpersonal skills in:</p> <ul style="list-style-type: none"> <li>• Goal setting</li> <li>• Decision making</li> <li>• Effective communication</li> <li>• Prosocial bonding</li> <li>• Respect for self and others</li> <li>• Managing emotions</li> <li>• Normative expectancies</li> </ul>

Additional skills and developmental topics build on the core social skill set to broaden the student's sense of self-efficacy and confidence and are tailored to the intellectual, cognitive, and social development of the student.

Depending on the applicable developmental level, areas of focus include:

- Media literacy and media influence
- Resisting peer pressure
- Understanding peer influence
- Understanding addiction
- Complex social and dating relationships
- Exploring risk taking and differentiating healthy and unhealthy risks

The curriculum emphasizes the negative consequences of drug use and the benefits of a drug-free lifestyle, thereby working to build student resiliency to inappropriate and harmful drug use. ATOD topics include:

- Prescription and OTC drugs
- Stimulants
- Depressants
- Alcohol
- Nicotine including tobacco and ENDS
- THC and marijuana





Use of materials	<ul style="list-style-type: none"> <li>• Program kits provide educators with the essentials they need to implement the Too Good programs.</li> <li>• Each program kit includes a teacher's manual with fully scripted lessons, take home activities, lesson extenders, and evaluation instruments. Kits also include a starter pack of student workbooks, game materials, <u>role play scripts</u>, and other activity materials to get you started.</li> </ul>
Setting	<ul style="list-style-type: none"> <li>• Community agencies, school (classroom), residential, group home, or congregate care</li> <li>• Too Good for Drugs program kit for the grade level(s) of the class or students and a student workbook for each student.</li> <li>• Delivery sites must have space for students to sit in a classroom-type setting that can accommodate individual, paired, and group work. Some grade levels of the program require use of a CD or DVD for a portion of the material delivery. A blackboard or marker board and access to a photocopier are necessary.</li> </ul>
Intended classroom Audience	<ul style="list-style-type: none"> <li>• Children and adolescents ages 5-17</li> </ul>
Instructor/ participant ratio	<ul style="list-style-type: none"> <li>• N/A</li> </ul>

# Five Steps to Selecting Prevention Programs for Your School

## Step 4. Working Out the Details

- What are the essential components of the program and who will you fulfill them?
- What additional resources are needed to implement the program effectively?
- What preparation steps can be taken to increase the school's readiness and capacity to implement the program successfully?

# Five Steps to Selecting Prevention Programs for Your School

## Step 5. Tracking Progress

- Process Evaluation
- Outcome Evaluation



# Effective and Supportive Policies and Procedures



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# Examples of areas that can be reviewed in relation to behavioral health policies and procedures:

- Administrative Buy-In
- Crisis Plan
- Prevention
- Intervention
- Postvention
- Parents/Guardians

School Name: \_\_\_\_\_

## Assessment of School Safety Policies and Procedures

The Assessment process allows you to understand where your school or organization is related to substance misuse and suicide prevention and the processes and policies that should be in place to protect students, based on research and best practices.

As you work through the assessment, please answer honestly and recognize that not every school will have all items in place. You will use your answers on the school assessment to develop the work plan your implementation team will use to guide its efforts over the next school year.

	Yes	No	In Process	Will include in this year's work plan	Notes
<b>Administrative Buy-In</b>					
1. Our school has established a safety implementation team with clearly defined tasks and roles.					
2. Our school leadership is committed to providing safety implementation team time and resources to develop policies/protocols and prevention activities related to substance misuse and suicide prevention					
3. Our school staff understands the importance of the substance use and suicide prevention initiatives we have selected and we have established communication efforts.					
4. Our school has considered ways to link substance misuse and suicide prevention to other initiatives (e.g., bullying and violence prevention).					
<b>Crisis Plan</b>					
1. Our school has developed a crisis plan or has reviewed our existing crisis plan in the past 12 months.					
2. If we do not have a crisis plan or have not reviewed our plan, we have a plan to do so in the next 3 months					
3. We have reviewed our crisis plan for written protocols on how to manage student and/or staff with suicidal or substance misuse behaviors.					
4. Our plan includes written protocols on how to manage student and/or staff with suicidal or substance misuse behaviors.					
5. Our plan includes written protocols on how to manage student and/or staff <b>suicidal attempts</b> on campus					
6. Our plan includes written protocols on how to manage student and/or staff <b>overdoses</b> on campus					



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## Create a Team



## Communicate



## Create a Timeline







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## Too Good for Drugs

Is a universal K-12 prevention education program designed to mitigate risk factors and enhance protective factors related to alcohol, tobacco and other drug use; the lessons introduce/develop social and emotional skills, building the self-confidence young people need to make healthy choices and achieve success.



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# Too Good cultivates positive outcomes through skill development of:

- Setting Reachable Goals
- Making Responsible Decisions
- Identifying and Managing Emotions
- Effective Communication
- Bonding and Relationships

(these are the first 5 lessons in each grade level)

**Too Good educates students on Alcohol, Tobacco, other Drugs (ATOD) at developmentally appropriate levels, and also builds resistance skills**

**Over-the-Counter Meds, Alcohol, Nicotine (including Vapes) Marijuana, Prescription Drugs, Street Drugs**

**(the last 5 lessons)**





# Schools will be provided with:

- 1 Teacher's manual and 1 kit per grade
- Workbooks for each student per grade for 2 years
- Training for the teacher/implementer

Training and T/A provided by your Regional Prevention Center

The curriculum lasts for 10 weeks

- K-3 - 30 minutes
- Grades 4-5 - 45 minutes
- Middle School/High School - 50 minutes



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**Sources of Strength is an  
upstream prevention  
program.**

**What is upstream  
prevention?**



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# Sources of Strength

Student Voice

Active Engagement

Positive Mindset



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**Sources of Strength for Middle/High schools is a peer-led, evidence-based, mental health wellness program that utilizes the power of peer social networks to change unhealthy norms and cultures.**





**The elementary model, grades 3-5, uses curriculum to focus upstream through lessons designed to increase health and wellness while decreasing negative downstream outcomes.**

**Active Learning**

**Talking Circles**

**Guided Reflection**

**Celebrations of Growth**



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# Sources of Strength Elementary model is comprised of 12 total units:

- Overview of Sources of Strength
- Brain and Body Science
- Emotional Regulation
- Physical Health
- Family Support
- Positive Friends
- Mentors
- Healthy Activities
- Generosity
- Spirituality
- Mental Health
- Navigating Transitions in Life





## Social Emotional Learning Focus

The “SEL Focus” section of each unit aligns with the core social-emotional learning competencies in the model developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL), used by many districts and schools nation-wide.



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# How can I get Too Good for Drugs and/or Sources of Strength for my school (for free)?

- A Signed Letter of Agreement (LOA) and Checklist signed by Principal
- Implement the program with Fidelity
- Complete the Statewide Evaluation
  - **Too Good for Drugs**: Pre/Post Tests for 3<sup>rd</sup> grade – High School and Post Implementation Survey by implementer
  - **Sources of Strength**: Pre/Post Tests for adult staff and peer leaders; monthly activity report; team self-evaluation survey
- Complete School Safety Policy Assessment with a team from your school with T/A from your Regional Prevention Center



# Interested in DBHDID Programs?

**Complete a Notice of Interest**

<http://reach.Notice-of-Interest.alchemer.com/s3/>

## Want to learn more about the programs?

<https://sourcesofstrength.org/>

<https://toogoodprograms.org/>

Contact your local Regional Prevention Center

Email [Sheila.Barnard@ky.gov](mailto:Sheila.Barnard@ky.gov)



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# Empower. Connect. Prevent.



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