

- Midwestern Prevention Project

<http://www.colorado.edu/cspv/blueprints/model/programs/MPP.html>

<http://www.childtrends.org/Lifecourse/programs/MidwesternPreventionProject.htm>

- Goals: To help youth see the tremendous social pressure to use drugs and find way for them to avoid the use and those situations. They do this through school, parents, the community and the media.
- Target Outcomes: The reduction of adolescent drug use and the involvement of parents and community.
- Populations: From early adolescence through middle and late adolescence. Programs begin in 6th and 7th grade.
 - 1000 middle school students
 - 20 teachers
 - 12 parents
 - 3-4 principals
 - 4 student leaders
- Problem: Adolescent drug use and community involvement.
- Intervention:
 - Mass media programs
 - School program and frequent boosters
 - Role playing models in class
 - Discussion groups with student and teachers
 - Homework assignments to involve parents
 - Parent educational organization
 - Parent principal committee
 - Community organization and training sessions
 - Local policy changes:
 - Alcohol
 - Drugs
 - Tobacco
 - Parent-Principal committee that meets to review policy and parent-child communication training
 - All programs deliver a constant anti drug message via all three components
- Resources needed:
 - \$175,000 minimum over a 3 year period
 - Costs of teacher, parent and community leader training
 - Curriculum materials for school-based program
 - \$4000 for each group trained
 - \$100-125 for each trainer manual
 - \$7 for each student workbook
- Outcomes:
 - 40% reduction in daily smoking
 - Similar reductions in marijuana use and alcohol use through grade 12
 - Prevention shown through age 23
 - Increased parent child communication

- The program also led to more development of prevention programs, activities and services among the community
- Assessment:
 - Regular meetings to assess programs and to improve them

- Big Brothers Big Sisters of America
 - <http://www.colorado.edu/cspv/blueprints/model/programs/BBBS.html>
 - <http://www.bbbs.org/site/c.diJKKYPLJvH/b.1539751/k.BDB6/Home.htm>
- Goals: To provide adult support and friendship to youth in one to one relationships.
- Target Outcomes: To build relationships between youths from single family homes and adult volunteers.
- Populations: Youths from age 6 to 18 from single family homes. Also involves adult volunteers and parental involvement for meetings and updates.
- Problem: This program is designed to address the problem of youth violence and drug abuse in the hopes that a one on one relationship with an adult will deter youths from engaging in these behaviors.
- Intervention: The program has several procedures that all involved in the program must go through.
 - An orientation with the program is required for all the volunteers.
 - Volunteers must be screened by an application, background check, and an assessment of whether they will be able to honor their time commitments.
 - The youth in the program are assessed by a written application, interviews with them and their parents, assessment of their home life. This is to help make the best match between child and volunteer and to involve the parents and obtain their permission.
 - The matches are made according to the needs of the child, the abilities of the volunteer and program and preferences of the parent.
 - Contact between parent, volunteer and child is made with in two weeks of match and then monthly telephone contact with the parent/child and volunteer throughout the first year and quarterly contact with all during the entire match.
 - Program can last from age 6 to age 18, starting at any age in between, basically it lasts as long as everyone is committed and involved.
- Outcomes: These numbers are in comparison to youths who did not participate in the program.
 - Were 46% less likely to initiate drug use during the study period.
 - Were 27% less likely to initiate alcohol use.
 - Were 33% less likely to hit someone
 - Were better in academic behavior, attitudes, and performance
 - Were more likely to have higher quality relationships with their parents or guardians
 - Were more likely to have higher quality relationships with their peers at the end of the study

- These figures were the result of a study done in 1992 and 1993 with 1000 ten to sixteen year olds from eight agencies around the country. Half were matched with volunteers and the other half were put on a program “waitlist.” The activities of the two groups were then monitored for 18 months and compared to one another.

- Functional Family Therapy

<http://www.colorado.edu/cspv/blueprints/model/programs/FFT.html>

<http://www.ncjrs.gov/pdffiles1/ojdp/184743.pdf>

- Goals: It targets kids who have demonstrated a range of maladaptive and behavioral problems.
- Target Outcomes: To prevent and treat youth with these problematic behaviors and provide a resource for their families and community.
- Populations: Youth aged 11-18 at risk for delinquency and all sorts of other behavioral problems. Also involves the parents and therapy teams.
- Problem: As stated before, this program is designed to treat youth with a range of problematic behavior like violence, substance abuse, delinquency, oppositional defiant disorder or disruptive behavior disorder.
- Intervention:
 - 8 to 12 hours of time
 - 1 to 2 person teams in:
 - house of participant
 - clinic
 - juvenile court
 - Presented by:
 - Para-professionals under supervision
 - trained probation officers
 - mental health technicians
 - degreed mental health professionals
 - Program phases
 - Engagement which is designed to prevent early program dropout
 - Motivation which creates lasting emotional changes in the areas of beliefs, trust, hopes and increased alliances.
 - Assessment of relationships between the individuals, families and larger relationships.
 - Behavior change which involves communications training, specific tasks, technical aids, basic parenting skills, contracting and response-cost techniques.
 - Generalization in which family case management is guided by individualized family functional needs as to their environment, community and resources.
- Resources:
 - 90 day costs for two ongoing programs are between \$1350 to \$3760 for an average of 12 home visits per family.
- Results:
 - Effective treatment of adolescents with many mental probs.

- Interrupting matriculation of these students into higher cost programs
- Preventing younger children from entering infrastructure of care
- Preventing young adults from entering adult criminal system
- Effectively transferring treatment effects across treatment systems

- Life Skills Training

<http://www.colorado.edu/cspv/blueprints/model/programs/LST.html>

<http://www.lifeskillstraining.com/>

<http://www.modelprograms.samhsa.gov/pdfs/model/lifeskills.pdf>

- Goals: An intervention in middle schools to combat early drug and alcohol use.
- Target Outcomes: A reduction in the number of younger students doing drugs and a reduction in the number who do drugs in the future.
- Populations: Middle school students in grades 6 and 7. Administered by teachers, health professionals and peer leaders.
- Problem: This is to address the problem of adolescent drug use by attacking the problem early.
- Intervention:
 - General self management skills
 - Social skills on and skills relating to drug use
 - Skills are taught by:
 - instruction
 - demonstration
 - feedback
 - reinforcement
 - practice
 - Used in schools for 3 yrs
- Resources:
 - \$7 a year per student for curriculum materials
 - \$2000 per day of training for one or two days
- Results:
 - Cut tobacco use, marijuana, and alcohol by 50 to 75%
 - Follow ups after 6 years also showed that the program:
 - Cut polydrug use by 66%
 - Reduces pack a day use by 25%
 - Decreases use of inhalants, narcotics, and hallucinogens

- Multisystemic Therapy (MST)

<http://www.colorado.edu/cspv/blueprints/model/programs/MST.html>

<http://www.mstservices.com/>

<http://www.modelprograms.samhsa.gov/pdfs/model/Mst.pdf>

- Goals: To address the multiple factors in an adolescents life that lead to serious antisocial behavior in juvenile offenders. This means to not only work with the adolescents but to work with their families and communities in order to address the larger problems that lead to this sort of behavior.

- Target Outcomes: To create behavioral changes in the juvenile offender and their environment.
- Populations: Adolescents from age 12 to 17 who are chronic, violent or substance abusing juvenile offenders, they also should be at a high risk of out-of-home placements. The program also involves parents, community members, case workers and therapists.
- Problem: This program is designed to address the issues of serious adolescent behavioral problems, such as drug use, violence and criminal activity.
- Intervention:
 - Home based model of delivery
 - parents are given the skills to be able to deal with their kids issues at home
 - developmentally appropriate demands are put on kid and family by case workers
 - family therapy and strategic planning with a therapist
 - 60 hours of therapy over a period of 4 months, or catered to the needs and availability of the family.
- Resources: \$4,500 per youth, which is considerably less than any other program dealing with serious juvenile offenders.
- Results:
 - Reduction of 20 to 70% in rate of re-arrests
 - Reduction of 47 to 64% in out of home placements
 - Extensive improvements in family functioning
 - Decreased mental health problems for serious juvenile offenders

- Nurse Family Partnership

<http://www.colorado.edu/cspv/blueprints/model/programs/NFP.html>

<http://www.nursefamilypartnership.org/index.cfm?fuseaction=home>

<http://www.modelprograms.samhsa.gov/pdfs/model/NurseFP.pdf>

- Goals: To provide knowledge and help to pregnant mothers in order to create the best environment for them and their babies.
- Target Outcomes: To decrease the violence, substance abuse, and arrests of both the mother and the child in the future.
- Problem: Low income pregnant mothers are ill prepared to deal with their pregnancy and birth of their child and need to be educated and helped in order to be good mothers and raise productive and non aggressive children.
- Intervention:
 - A nurse visits the woman during pregnancy and afterwards
 - to improve outcome of pregnancy and prenatal health
 - improve care given to infants and toddlers
 - improve woman's developing career, education, and future pregnancies
 - one nurse is assigned to family for duration of visits
- Resources: Program costs \$3200 per year for the first few years of the program, later it will only cost \$2800 once the nurses and administrators have all been

trained and program begins to work smoothly. Funding can often be found in government programs for welfare reform, child abuse prevention and other related areas.

- Results:
 - 79% less reports of child abuse in women in program
 - 31% fewer subsequent births
 - An average of 2 yrs or more between 1st and 2nd child
 - 30 months fewer of government aid to families
 - 44% fewer maternal behavior problems related to alcohol
 - 69% fewer maternal arrests
 - 15 years later the children of women were found to have
 - 56% fewer arrests of 15 yr olds and days without alcohol consumption.
 - 60% fewer episodes of 15 yr olds running away

- Multidimensional Treatment Foster Care (MTFC)
<http://www.colorado.edu/cspv/blueprints/model/programs/MTFC.html>
<http://www.mtfc.com/>
- Goals: To provide a positive and supportive family environment for juvenile offenders as an alternative to incarceration and hospitalization. Also for the youth to develop good relationships with the family and to begin better habits and behaviors.
- Target Outcomes: A better adjusted youth who will not return to violence, crime or substance abuse and who has better relationships with their family and peers.
- Populations: Teens with a history of chronic or severe criminal behavior at a high risk of incarceration. A family in the community that agrees to take on youth, caseworkers, biological family of youth and other officers connect to the youth.
- Problem: Juvenile offenders need a better way to be rehabilitated than going to prison, this program aims to create a more comprehensive and multifaceted program for these adolescents.
- Intervention:
 - Foster parents are trained to provide a therapeutic environment for teens
 - parents attend weekly meeting and receive daily phone calls for support
 - Teens biological family receives counseling with teen
 - goal is that teens can return home again later
 - Coordination
 - frequent contact is maintained between teens case worker, family, teachers, parole officer, and other concerned adults
- Resources: \$2691 per month per youth and the average length of stay is seven months.
- Results:
 - Spent 60% fewer days incarcerated at 12 month follow up
 - Fewer subsequent arrests
 - Ran away from program 3 times less

- Less hard drug use in follow up period
- Quicker community placement from more restrictive places like hospital or detention

- The Olweus Bullying Prevention Program

<http://www.colorado.edu/cspv/blueprints/model/programs/BPP.html>

<http://www.clemson.edu/olweus/>

<http://www.modelprograms.samhsa.gov/pdfs/model/Olweus%20Bully.pdf>

- Goals: To reduce and prevent the problems of bullies and their victims in schools.
- Target Outcomes: A better school environment in which there are very few problems with bullies and children being the victims of bullies.
- Populations: Students in elementary, middle, and junior high schools, all students participate in the program, but students who are identified as bullies and victims participate in additional parts of the program.
- Problem: Bullying and victimization in schools.
- Intervention:
 - School wide components
 - anonymous questionnaire assess the nature and prevalence of bullying
 - conference to discuss the problem and possible interventions in the school
 - formation of a bullying prevention coordinating committee
 - increased supervision of students at bullying "hot spots"
 - Classroom components
 - rules against bullying and regular class meetings to discuss bullying and class behavior
 - Individual component
 - intervention with students identified as bullies or victims
 - discussions with involved parents
- Resources:
 - Compensation for an on site coordinator
 - Approximately \$200 per school for questionnaire and computer programs
 - \$65 per teacher to cover classroom materials.
 - Program expenses vary depending on site and number of participating students.
- Results:
 - Substantial reductions in both girls and boys reports of bullying
 - Substantial reduction in student's reports of antisocial behavior, vandalism, fighting, theft and truancy
 - Substantial improvements in student reports of classroom atmosphere as in more positive classroom relationships more discipline and amore positive attitude toward school and homework

- Promoting Alternative Thinking Strategies (PATHS)

<http://www.colorado.edu/cspv/blueprints/model/programs/PATHS.html>

<http://www.modelprograms.samhsa.gov/pdfs/Details/PATHS.pdf>

- Goals: To promote emotional and social competencies and reducing aggressive and behavior problems in students.
- Target Outcomes: For children to be able to react in productive and competent ways to changes, school work, social situations and behavioral issues.
- Populations: All elementary age students in regular or special needs classrooms should be initiated at entrance to school and continued through 5th grade.
- Problem: Childhood aggression and behavioral problems and a lack of knowledge of how to deal with these issues.
- Intervention:
 - Program taught 3x a week
 - provides teachers with curriculum for the prevention of violence and the promotion of self control and positive peer relations
 - lessons include learning about and identifying feelings
 - teachers receive 2-3 days of training and weekly meeting with the program coordinator
- Resources:
 - \$15-\$45 per student per year
 - Higher cost involves an on site coordinator, and lower involves using current staff
- Results:
 - Improved self control
 - Improved understanding and recognition of emotions
 - Increased ability to tolerate frustration
 - Use of effective conflict resolution strategies
 - Increased thinking and planning skills
 - Decreased anxiety/depression symptoms, behavioral problems
 - Decreased sadness/depression and aggression

- Incredible Years Series (IYS)

<http://www.colorado.edu/cspv/blueprints/model/programs/IYS.html>

<http://www.incredibleyears.com/content.htm>

<http://www.modelprograms.samhsa.gov/pdfs/model/IncYears.pdf>

- Goals: To treat emotional behavior and problems in young children through their parents and teachers and promote emotional competence.
- Target Outcome: Reduction in childhood aggression and the development of skills to deal with emotional and peer related problems in constructive ways.
- Population: Children ages 2 to 8 who exhibit behavior of aggression, defiance, and violence. Program involves the child's parents and teachers.
- Problem: Childhood behavioral problems with parents, teachers and other children.
- Intervention:
 - Training for Parents: Programs are to promote children's social competence and prevent behavioral problems through games, praise, incentives, limits and ways to deal with misbehavior. Other programs deal with effective ways to communicate with one another, anger management,

and problem solving. Another program focuses on helping children with school and homework and positive outlooks for both.

- Training for Teachers: These programs focus on classroom management skills, like how to distribute teacher attention, deal with discipline problems, use praise and incentives. How to build relationships with students and create problem solving methods with students.
- Training for Children: These programs teach children ways of dealing with emotion, how to be friends, how to see from other peoples' points of view, anger management skills, problem solving skills, school rules and how to be a good student. These are created for small groups of students who show signs of behavioral problems.
- Resources:
 - The Parent Training Programs run \$1300 for the BASIC program, \$775 for the ADVANCE program and \$995 for the SCHOOL program.
 - The Teacher Training Program costs \$1250.
 - The Child Training Program cost \$975.
- Results:
 - For six randomized control groups of parents.
 - Parents used more positive commands and praise and reduced the number of negative commands and comments.
 - Parents used more effective limit setting rules than harsh discipline and monitored children more effectively.
 - Parental confidence and family communication and problem solving increased while parental depression decreased.
 - Reduced behavioral problems for children while interacting with parents and better compliance with parents commands.
 - For two randomized control groups of teachers.
 - Increase of use of praise and positive encouragement and reduced use of punishment and criticism.
 - Increase of cooperation with teachers and positive interaction with peers and more positive view of and engagement with school and studies.
 - Reduction in conflict and aggression among students in the classroom.
 - For two randomized child training groups.
 - Increase in children's problem solving abilities and better conflict management skills with other students.
 - Reductions in conduct problems in the classroom and at home.
- Project Towards No Drug Abuse (Project TND)
<http://www.colorado.edu/cspv/blueprints/model/programs/TND.html>
http://www.promoteprevent.org/documents/EBI/Project_towards_no_drug_abuse.pdf
<http://tnd.usc.edu/>
- Goals: To prevent and reduce drug abuse in adolescents.
- Target Outcomes: Lower use of hard drugs, marijuana, alcohol and cigarettes in the 14-19 year olds.

- Populations: 14 to 19 year olds in all types of high schools using the regular program and experimental ones.
- Problem: As previously stated this program is designed to deal with adolescent drug use and victimization.
- Intervention:
 - There are 12 in class interactive sessions which cover a variety of topics that involve the use of drugs and alcohol.
 - Active listening
 - Stereotyping
 - Myths and Denials
 - Chemical Dependency
 - Talk Show
 - Marijuana Panel
 - Tobacco Use Cessation
 - Stress, Health, and Goals
 - Self Control
 - Positive and Negative Thought and Behavior Loops
 - Perspectives
 - Decision-making and Commitment
 - Each lesson last approximately 40 to 50 minutes and is for use over a four week period.
 - The lessons involve information on the social and health implication of substance use and abuse, communication and stress management techniques, and self-control behaviors for older teens.
- Resources:
 - \$70 Teacher's manual
 - \$50 for 5 Student work books
 - \$2500 for a two day training program and trainers travel
- Results:
 - For 3000 youth from 42 schools across three trials after the one year follow up:
 - 27% reduction in 30 day cigarette use.
 - 22% reduction in 30 day marijuana use.
 - 26% reduction in 30 day hard drug use.
 - 9% reduction in 30 day drug use among baseline drinkers.
 - 6% reduction in victimization among males.

- Across Ages

<http://www.modelprograms.samhsa.gov/pdfs/model/AcrossAges.pdf>

- Goals: To give children the ability to develop positively and prevent them from engaging in behaviors like drug abuse, violence or early sexual activity.
- Target Outcomes: Reduce children's use of substances and increase their social skills and parental involvement.
- Target Populations: Children ages 9 to 13 who live in communities with few positive free time activities and role models, they may be placed without outside families due to their own parent's inability to care for them.

- This program is recommended to deal with prevention of drug abuse, building social skills and to promote parental and family involvement in the lives of these children.
- Intervention:
 - Can be used as an in school program or as an after school program, if it is in school the activities can take place in the classroom, and if it is after they can take place in a school, community center or a faith-based institution, all depending on the program.
 - Older adults (55+) must be involved as mentors. They must be recruited, trained and spend a minimum of 2 hours a week in one-on-one contact with children.
 - Youth must spend 1 to 2 hours a week performing community service.
 - This program uses the Social Problem Solving module of the Social Competence Promotion Program for Young Adolescents which involves 26 weekly lessons for 45 minutes each on social competence training.
 - Youth also engage in monthly weekend activities for them and their family members and mentors.
 - Materials are available in Spanish and English.
- Duration: 1- 3 years
 - 12 months of successful programming
 - Mentors spend a minimum of 2 hours per week with youth
 - Youth spend 1 to 2 hours doing community service per week
 - Twenty-six 45minute lessons in Social Competence Training
 - Family activities once a month on a weekend
- Resources:
 - \$1000 to \$5000
 - Training
 - Materials
- Personnel:
 - 1 full-time project director
 - 1 half-time project coordinator
 - 1 outreach coordinator
 - Support staff (10 hours per week)
 - Mentors
- Setting:
 - Rural, Urban, or Suburban
- Results:
 - Decrease in substance abuse
 - Increase in knowledge about drug use and negative attitude toward use
 - Increased school attendance and grades, decreased suspensions
 - Improved attitudes toward school and their future
 - Improved attitudes toward adults, especially older adults
 - Decrease in school absences
- Al's Pals: Kids Making Healthy Choices

<http://www.modelprograms.samhsa.gov/pdfs/model/AlsPals.pdf>

- Goal: To help socialize young children so that they can express their feelings, relate to others, use self-control, resolve problems, make safe choices, and have an environment in which they can practice these skills.
- Target Outcomes: Reduce future use of alcohol, drugs, reduce violent behavior, antisocial behavior and increase emotional competence.
- Target Populations: Children ages 3 to 8 who exhibit early violent, antisocial or sexual behavior.
- Problem: To reduce early childhood signs of potential violence, early sexual or drug abuse, and antisocial behavior.
- Intervention:
 - 5 to 24 weeks for the program
 - Individual:
 - Life/ social skills training
 - Classroom lessons to address substance addiction and abuse
 - Social group work in combination with social skills education
 - Family:
 - Parent education
 - Peer:
 - Classroom and peer activities created to develop expression, communication, positive peer relationships and independent thinking
 - School:
 - Life skills training with student role playing
 - Changes in teaching approaches and parental involvement
 - In/After-School classes
 - Teacher delivers 10 to 15 minute lessons twice a week:
 - They involve the hand puppet Al and his friends Ty and Keisha and they involve the students in singing, role playing and modeling positive social behaviors. Teachers then model and reinforce the skills throughout the day.
 - Booster session:
 - Nine-lessons of follow up are used in second or third grade children who were previously involved in the program.
 - Parent Training:
 - Sessions designed to teach parents how to express their feelings, listen to their children, become involved meaningfully, hold high expectations for their children, learn to problem solve and enhance their parent child relationship.
- Resources:
 - Classroom curriculum kit containing the tools for the 46 lesson.
 - \$1000 to \$5000 cost for the program training and materials
- Setting:
 - Rural, Urban and Suburban
- Results:
 - Significant decreases in negative behaviors in response to problems.

- Significant reduction in problem social behaviors
- Participants are two to five times more likely to improve their use of positive classroom skills in response to problems.
- Participants are 1.5 to 4 times more likely to actually use their positive response skills than children who did not participate.
- Reproduction:
 - This program had multiple successful program implementations in many states around the US.

- All Stars

<http://www.modelprograms.samhsa.gov/pdfs/model/AllStars.pdf>

- Goals: To prevent early adolescent use of drugs and alcohol and to prevent premature sexual activity, and help students develop meaningful peer relationships and positive lifestyles and character.
- Target Outcomes: Reducing early adolescent drug use and negative behavior.
- Target Populations: 11 to 14 year olds.
- Problem: Risky early adolescent behavior that serves as gateway behavior for more risky and negative behavior in the future.
- Intervention:
 - 1 to 3 year program
 - Students are involved in three formats which all involve
 - Small group activities
 - Group discussions
 - Worksheet tasks
 - Videotaping
 - Games
 - Art activities
 - Students also document their voluntary commitment to the program; sometimes they also have symbolic reminders of their commitments.
 - Format 1: Teachers
 - Thirteen 45-minute core classroom lessons
 - Eight 45 minute booster classroom lessons
 - Optional one-on-one meetings with students
 - Celebration ceremony to conclude the program
 - Format 2: Specialist
 - Designed for use by prevention specialist from the community who visit the school or organizations as experts.
 - The curriculum is the same as for the teachers.
 - Format 3: Community
 - This is designed for outside the classroom settings like after school programs, community and faith community programs, recreational programs and day camps.
 - The lessons are also the same as they classroom lessons but they also include:
 - Nine 60 minutes group core meeting lesson plans

- Seven 60 minute group booster meeting lesson plans
 - Booster program:
 - This is scheduled for one year after initial program
 - Resources:
 - \$1000 to \$5000
 - For training and materials
 - Setting:
 - Rural, Urban and Suburban
 - Results:
 - Decrease in substance use and abuse
 - Delay in the onset of sexual activity
 - Reduction in perceived pressure to participate in substance use
 - Reduced parental tolerance of deviance
 - Reduction in offers and pressure from peers to use substances
 - Increased identification and exclusion of negative role models
 - Increased communication with parents and in parental monitoring and supervision
 - Increased commitment to avoid risky behaviors and set a good example
 - Increased participation in community focused service projects and commitment to being a productive citizen
 - Increased appropriated discipline when warranted
 - Increased student teacher communication and parent involvement in school
 - Increased adoption in positive peer group norms that make substance use, violence and premature sexual activity unacceptable.

- Athletes Training and Learning to Avoid Steroids (ATLAS)

<http://www.modelprograms.samhsa.gov/pdfs/model/Atlas.pdf>

- Goals: To curb male high school athletes' use of steroids, drugs, alcohol and to promote healthy exercise and practice programs.
- Brief Strategic Family Therapy
 - <http://www.modelprograms.samhsa.gov/pdfs/model/Bsft.pdf>
 - Goals: To form a therapeutic family alliance, identify patterns that allow for or encourage problematic behavior, and change family interactions that are related to these problem behaviors.
 - Target Outcomes: To improve youth behavior by eliminating drug use and the behaviors associated with it and effect family behavior and practice.
 - Target Populations: Children and adolescents from ages 6 to 17 years of age and their families.
 - Problem: Youth who exhibit conduct problems, substance abuse, family problems and problem peers.
 - Personnel:
 - Part-time or full-time therapists with a master's degree or bachelor's degree and experience with families.

- Administrative staff is also required to provide support to the families' at the most important times.
- Intervention:
 - 5 to 24 weeks
 - Can be implemented in a number of places such as community social services, mental health clinics, health agencies, and family clinics.
 - 8 to 12 weekly 1 to 1.5 hour sessions
 - Delivered in and office or the families home
 - Step 1: Create a positive relationship between councilors and each member of the family in order to form a productive alliance between the family and councilor.
 - Step 2: Find the family's strengths and weaknesses and put an emphasis on the behaviors that influence the youth's problematic behavior and those that interfere with the parent's ability to correct them.
 - Step 3: Create a strategy of change that utilizes family strengths to change problematic family relations. The counselor acts as director of the conversation and stays plan and problem focused.
 - Step 4: Implement change plans that sustain and reinforce family competence, that change the meaning of interactions, and changing interpersonal boundaries.
- Resources:
 - \$10,000 +
 - This is to pay for the training, materials and expenses of up to 5 therapists.
- Setting:
 - Rural, Urban, Suburban
- Results:
 - 75% reduction in marijuana use
 - 42% improvement in conduct problems
 - 58% reduction in associating with antisocial peers
 - Improvements in self-concept and self-control
 - Improvements in family function
 - Over 75% of families stayed in the program
 - Increased family participation in therapy
 - Reduced youth behavior problems and substance abuse
 - Increased parental involvement and more positive and effective parenting
 - Improved family cohesiveness, collaboration, and child bondage to the family
 - Improved family communications, conflict resolution and problem-solving skills
- Striving Together to Achieve Rewarding Tomorrows (CASASTART)
 - <http://www.modelprograms.samhsa.gov/pdfs/model/CASA.pdf>
 - Goals: To reduce young adolescent's substance abuse and use and violent behaviors.

- Target Outcomes: Bringing parents into the lives of their children and making them more effective at dealing with their children's behavior and at being role models.
- Target Populations:
 - Youth from ages 8 to 13 who are at risk of substance abuse and who are at risk in their families, in their communities, and in their personal lives.
 - Parents of these youth, who need to develop better management skills of their children, become more involved in their children's lives and identify goals with their children. Parents are also to be involved in employment services, income and support resources, job skills training, free counseling and educational opportunities.
- Problem: Youth who are abusing or using substances, and who have many other risk factors in their life.
- Intervention:
 - 1 to 3 years
 - Individual:
 - After-school substance use and abuse education
 - Case management approach using school intervention programs and cultural awareness
 - Youth develop at least one caring and trustful relationship with an adult outside their family
 - Youth are given incentives to encourage them to have perfect school and other program attendance
 - Family:
 - Parent education and family therapy
 - Family education sessions that focus on combining social skills training to improve family relations
 - A case manager makes a home interview with the youth and the family, these then continue once a month for the duration of the program
 - School:
 - Mentoring and tutoring to improve academic performance
 - Youth take part in after school programs like trips, activities and special events, these also can take place on the weekend
 - Community:
 - Agency collaboration and activities
 - Enforced policing and monitoring in the communities, promotion of positive relationships between youth, their families and police officers
 - An Advisory Committee with members from many different areas like health, social service, business and other agencies that help to find resources and program support
- Resources:
 - \$10,000+
 - \$2,500 and \$4000 per child and family each year

- Materials needed include CASASTART Field Guide and templates and forms
- Settings:
 - Rural, Urban and Suburban
- Results:
 - Youth in the program were also much less likely to use substances the month before and year before the survey.
 - Youth in the program were 60% less likely to sell drugs
 - Youth were also 20% less likely to use drugs in the last 30 days
 - Youth were 20% less likely to commit a violent act
 - Youth were much more likely to be promoted to the next grade

- Creating Lasting Family Connection
 - <http://www.modelprograms.samhsa.gov/pdfs/model/Clfc.pdf>
 - Goals: To strengthen families, reduce and prevent substance abuse and use and prevent violent behavior in high risk youth.
 - Target Outcomes: Parents more involved in the lives of their children and thus serve as more protective factor against the early involvement of their children in substance use and frequency of use.
 - Target Populations:
 - Youth ages 9 to 17 and their parents and communities
 - Problem: Early substance use and abuse among pre adolescents and teens, also the behaviors that result from such use.
 - Personnel:
 - 8 to 10 well respected members of the community should be brought together to assist in recruitment
 - 4 facilitator who can work with up to 30 families
 - Intervention:
 - 25 to 52 weeks
 - 1 to 3 month training session
 - 15 to 18 program sessions with youth
 - Individual:
 - After school substance education
 - Life and social skills training
 - Family:
 - Parent education and parenting skill training
 - How to effectively and positively influence their children
 - Enhancing parents skills of dealing with consequences, interventions, substance abuse, and better communication and relationship skills
 - Follow up services that get families connected to resources
 - Peer:
 - Peer-resistance education
- Settings:
 - Rural, Urban and Suburban
- Resources:

- \$1,000 to \$5,000
- Training and materials needed
- Results:
 - Improved parental knowledge of and beliefs about substance abuse
 - Increased parental and youth involvement in setting rules about substance use
 - Increased use of community services, especially when family problems arise
 - Increased community involvement by youth under specific conditions

- Early Risers: Skills for Success

<http://www.modelprograms.samhsa.gov/pdfs/model/Early%20Risers.pdf>

- Goals: To target children at high risk for conduct problems early through comprehensive and continuing intervention.
- Target Outcomes: Higher academic achievement in participants, better social skills and friend selection, and less aggression in parents and better parenting skills.
- Target Populations:
 - Youth ages 6 to 12
 - Parents of participants
- Problem: Children who are at high risk for anti social and aggressive behavior and substance use.
- Personnel:
 - 1 family advocate for every 25 families
 - 3 to 5 day training course needed on site
- Intervention:
 - Lasts 2 to 3 years during the school year
 - Individual:
 - Life and social skills training
 - Family:
 - Home visits
 - Parent education and parenting training
 - Family education sessions to improve family interactions
 - Peer:
 - Peer resistance education
 - Reinforcing negative attitudes about sexual permissiveness
 - School:
 - Mentoring
 - Tutoring
 - CORE Component:
 - This is the part of the program that takes place in school and summer school, and that deals with social and parenting skills and parent education.
 - FLEX Component:

- This part deals with family empowerment, preservation and resource allocation. Parents and children establish goals for the year as well as are given access to a variety of resources that they can use.
- Setting:
 - Rural and Urban
- Resources:
 - \$1000 to \$5000
 - \$1200 to \$2000 per child
 - 3 to 5 day training program costs \$5000
- Results:
 - Improvement in academic achievement
 - Significant reductions in behavior problems
 - Improvements in social skills, social adaptability and leadership following 3 years of the program
 - After 4 years of the program participants had more leadership skills, better social etiquette, chose less aggressive friends with more positive friendship qualities.
 - Parents showed more investment in their children and less personal distress, and improved disciplined techniques for their children.

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- Families and Schools Together (FAST)

<http://www.modelprograms.samhsa.gov/pdfs/model/FAST.pdf>

- Goals: To reduce anxiety and aggression and increase social skills and attention spans in children, increase family functioning and reduce substance use.
- Target Outcomes: A reduction in family substance use, a reduction in child aggression and an increase in school success for the child.
- Target Populations:
 - Children ages 5 to 14
 - Parents/families of children
- Problem: Children's behavioral problems and bad family functioning.
- Personnel:
 - Half-time coordinator
 - School and parent representative
 - Two community agency representatives
- Intervention:
 - 1 to 3 years
 - Families are offered incentives to join such as food, childcare, fun activities and transportation
 - Sessions involve several families and allow for group and for one-on-one activities between parents and children.
 - Individual:
 - After-school substance education
 - Life and social skills training
 - Family:

- Home visits
 - Parent education and skills training
 - Peer:
 - Alternative and recreational activities
 - Classroom and peer support groups reinforcing unsupportive attitudes about sexual permissiveness
 - Peer resistance education
- Setting:
 - Rural, Suburban, Urban
- Resources:
 - \$5000 to \$10000
 - Training and for staff salaries
- Results:
 - Decreased aggression and family conflict
 - Decreased social isolation
 - Decrease in anxiety and attention span problems
 - Increased social skills, academic achievement
 - Improved communication between family members
 - Increased respect for family authority
 - 33% of parents self refer to substance abuse treatment and mental health counseling
 - 44% of parents return to pursue adult education
 - 10% of parents become community leaders
 - 86% of parents report ongoing friendships
 - 80% of parents who attended one meeting complete the 8 week program

- Leadership and Resiliency Program

<http://www.modelprograms.samhsa.gov/pdfs/model/leadership.pdf>

- Goals: To enhance the internal skills of teenagers to be able to prevent involvement in substance use and violence, to get them involved in their community and out of school activities.
- Target Outcomes: To reduce and prevent teenagers use and abuse of substances and to reduce and prevent their engagement in violent behavior.
- Target Populations:
 - 14 to 19 year olds
- Problem: Teenager's use of substances and violent behavior.
- Personnel:
- Intervention:
 - 1 to 3 years
 - Individual:
 - After-school substance use education
 - Community service
 - Life and social skills training
 - Peer:
 - Alternative recreational activities
 - Peer-resistance education

- School:
 - Classroom substance education
 - Classroom-based skills development
 - Mentoring/tutoring
- Community:
 - Establishment of supervised youth recreational and cultural programs
- Setting:
 - Rural, Urban, Suburban
- Resources:
 - \$5000 to \$10000
 - Consultation
 - Materials
 - Training
 - Program supplies
- Results:
 - 65% to 70% reduction in school behavioral incidents
 - 75% reduction in school suspensions
 - 47% reduction in juvenile arrests
 - Increase of 0.8 in GPA
 - 60% to 70% increase in school attendance
 - 100% high school graduation rates
 - Increased sense of school bonding
 - High percentage became employed or began a post secondary education

- Multidimensional Family Therapy

<http://www.modelprograms.samhsa.gov/pdfs/model/multi.pdf>

- Goals: To reduce conduct disorders and delinquency in order to help substance abusing adolescents and those at risk of abuse through family therapy.
- Target Outcomes: A reduction in substance abuse users, more family involvement and support and a reduction in problem and risky behaviors.
- Target Populations:
 - Substance abusing adolescents
 - Families of abusers
 - Those at risk for abuse
- Problem: Substance and behavioral problems.
- Personnel:
- Intervention:
 - 4 to 6 months
 - Individual:
 - Lessons to deal with youths current difficulties with school, family, the law and relationships
 - Enhanced motivation
 - Peer:
 - Youth's peer group is assessed and the youth is helped to see the danger in having friends who are drug-using

- Family:
 - Family sessions, sessions with just parents and alone with the youth address everyday events in the family and family relationships and how to improve them
 - Important past events that are still problematic are addressed
- Community:
 - The family is helped to more aware of the dangers in their community and the resources available to them
- The youth is involved in a service in the community that will interest them and will help them develop the skills that they need to develop healthy behaviors
- Therapists help advocate for the youth in their school and help the parents become involved
- Therapists work with parents to develop parenting skills and help them get in touch with services that may help them
- Setting:
 - Urban, Suburban
- Resources:
 - \$50,000
 - Budget, material and training costs
- Results:
 - 41% to 66% reduction in substance abuse from beginning of program, gains lasted up to 1 year after program
 - At 1 year:
 - 93% of youth reported no substance-related problems
 - 64%-93% reported abstinence from alcohol and drug use
 - Decreased delinquent behaviors and affiliation with delinquent peers
 - Decreased likelihood of being arrested or placed on probation
 - Decreased family conflict, improved parenting practices
 - Significant decrease in disruptive school behaviors and absence from school
 - 43% receive passing grades at high rates
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- Parenting Wisely (CD-ROM)

<http://www.modelprograms.samhsa.gov/pdfs/model/ParentWise.pdf>

- Goals:

- Positive Action

<http://www.modelprograms.samhsa.gov/pdfs/model/PositiveAction.pdf>

- Goals: To improve children's academic achievement and their behavior through positive actions and behaviors.
- Target Outcomes: A reduction in youth substance use and increase in student's academic achievement and social and emotional competence.
- Target Populations:
 - 5 to 18 year olds

- Problem:
- Personnel: Problem behaviors, substance use and poor academic achievement
- Intervention:
 - 0 to 12 years
 - Elementary School
 - 140 fifteen minute lessons taught 4 days a week
 - Middle School:
 - 139 lessons taught 4 to 5 days a week in advisory or homeroom
 - High School:
 - Part 1: 42 lessons for Positive Living
 - Part 2: 42 act play for Positive Thoughts
 - Part 3: for Positive Actions part 2
 - Part 4: for Positive Feelings
 - Part 5: Conflict Resolution Plan
 - Individual:
 - After-school, peer led substance education
 - Life/ social skills training
 - Family:
 - Parent education and parenting skills training
 - Peer:
 - Peer-resistance training
 - School:
 - School change programs to improve parent involvement
 - Change classroom management or instructional style
 - Improve student's commitment to school community
 - Community:
 - Multi-agency activities and collaboration
- Setting:
 - Rural, Urban and Suburban
- Resources:
 - \$10,000
 - Training and materials
- Results:
 - 71% fewer incidents of substance use in middle schools with a high proportion of program graduates from elementary school
 - Southeastern middle schools: 70% fewer incidents of violence, 60% less disruptive and disrespectful behaviors, 52% less property crime and 75% less absenteeism
 - Southeastern high schools: 50% fewer incidents of violence, 63% less sexually related problem behaviors, 28% less disruptive and disrespectful behaviors, 57% fewer incidents of falsifying records, 25% fewer out-of-school suspensions, 30% fewer in-school suspensions, 12% less absenteeism and 437% lower drop-out rate
 - Nevada: 85% fewer violent incidents per 100 students and 4.5% lower absenteeism

- Hawaii: 78% fewer disciplinary problems per 100 students and 7.5% lower absenteeism, 52% better SAT scores
- Southeastern district: 21% fewer violence-related incidents and 8% fewer suspensions from school

- Project ACHIEVE

<http://www.modelprograms.samhsa.gov/pdfs/model/ProjectACHIEVE.pdf>

- Goals: To improve school performance, school safety, attitudes and parental involvement to reduce student substance abuse and aggressive behavior.
- Target Outcomes: Higher performance in social skills, academic achievement and problem and conflict resolution.
- Target Populations:
 - 3 to 14 year olds
- Problem: Academic achievement, and aggressive and violent behavior.
- Personnel:
 - Full time and paid
- Intervention:
 - 3 year program
 - Individual:
 - Life and social skills training
 - Family:
 - Parent education and parenting skills
 - Increase communication between parent and parent and between parent and teacher
 - Peer:
 - Peer resistance education
 - School:
 - Classroom substance education
 - Classroom-based skills development
 - Programs to improve parental involvement
 - Improve student participation and school bonding
 - Community:
 - Multi-agency activities and collaboration
 - Program Steps:
 - 1. Strategic Planning and Organizational Analysis and Development
 - 2. Referral Question Consultation Problem-Solving Process
 - 3. Effective Classroom and School Processes/ Staff Development
 - 4. Instructional Consultation and Curriculum-Based Assessment
 - 5. Social Skills, Behavioral Consultation and Behavioral Interventions
 - 6. Parent Training, Tutoring and Support
 - 7. Research, Data Management and Accountability
- Setting:
 - Rural, Urban, Suburban, Tribal Reservations
- Resources:

- \$5000 to \$10000
- Training and Material costs
- Results:
 - 16% decrease in overall referrals to the principal
 - 29% decrease in out-of-school suspensions
 - 47% grade retention
 - 61% decrease in special education referrals
 - 26% decrease in school bus discipline referrals
 - 33% decrease in Special Education placements
 - Program Benefits
 - Maximize student academic achievement
 - Create safe and positive school climates
 - Increase and sustain effective classroom instruction
 - Increase and sustain strong parent-school involvement
 - Teaches students social skills and self-management behavior

- Project Venture (?)

http://www.modelprograms.samhsa.gov/pdfs/model/Project_Venture.pdf

- Goals: To help high risk youth through classroom based problem solving activities, outdoor experiential activities, adventure camps and treks, community oriented service learning.
- Target Outcomes: Positive self-concept, effective social interaction skills, and community service ethic, internal locus of control and increased decision making and problem solving skills.
- Target Populations:
 - High risk American Indian youth and youth from other ethnic groups
- Problem: Substance use and problem behaviors in American Indian youth and youth of other ethnic groups
- Personnel:
- Intervention:
 - 25 to 52 weeks
 - 20 one hour lessons delivered over the course of the school year
 - Activities:
 - Team and trust building exercises, hiking, bicycling, and climbing
 - Individual:
 - Class room curricula designed to motivate pro-health decisions
 - Culturally appropriate activities and curricula incorporating cultural heritage lessons with activities
 - Life and social skills training
 - School:
 - Classroom based skills development, life skills training with role play
 - Peer:
 - Alternative recreational activities
 - Family:
 - Parent education

- Community:
 - Mentoring and community service and substance education
 - Multi agency activities and collaboration
- Setting:
 - Rural, Tribal Reservations
- Resources:
 - \$100,000
 - Budget, training, material and more optional materials
- Results:
 - Decrease in substance use for lifetime
 - Reductions in past 30 day alcohol and illegal drug use
 - Decreased depression
 - Decreased aggressive behavior
 - Improved internal locus of control
 - Increased resiliency
 - Improved school attendance

- Reconnecting Youth (?)

<http://www.modelprograms.samhsa.gov/pdfs/model/Reconnecting.pdf>

- Goals: To reduce high school drop out and behavior problems and improve youths emotional competence.
- Target Outcomes: Increased school performance, decreased drug involvement, increased attendance and reduced emotional distress and behavioral problems.
- Target Populations:
 - Students from grades 9 to 12
- Problem:
- Personnel:
- Intervention:
 - 5 to 24 weeks
 - Individual:
 - Life and social skills training
 - Family:
 - Family sessions to improve family interactions
 - Peer:
 - Alternative recreational activities
 - Peer-resistance education
 - School:
 - Classroom substance education
 - Classroom-based skills development
 - Mentoring and tutoring
 - Community:
 - Multi agency activities and collaboration
 - 1 semester of daily 50 minute classes on four topics: self-esteem, decision making, personal control and interpersonal communication
 - Other aspects involved are School bonding activities, Parental involvement, and School Crisis Response

- Setting:
 - Urban, Suburban
- Resources:
 - \$5,000 to \$10,000
 - Training and materials
- Results:
 - 54% decrease in hard drug use
 - Curbed progression of alcohol and other drug use
 - Decreased suicidal behaviors
 - Decreased anxiety
 - Decreased depression and hopelessness
 - 48% decrease in anger control problems and aggression
 - 18% improvement in grades in all classes
 - Decreased high school drop out

- Responding in Peaceful and Positive Ways (RiPP) (*)

<http://www.modelprograms.samhsa.gov/pdfs/model/RiPP.pdf>

- Goals: To promote nonviolence in schools and give students other ways of dealing with conflict than with fighting, and to reduce the number of violent occurrences in schools.
- Target Outcomes: To lower number of violent incidents in schools and promote nonviolent behavior.
- Target Populations: Middle school and junior high students from grades 6 to 9.
- Problem: This program is to prevent and reduce violence in schools.
- Personnel:
- Intervention:
 - Delivered over three years
 - 6th grade: 25 weekly fifty minute lessons as well as peer mediation group
 - 7th and 8th grade: 12 fifty minute lessons over the course of the year. More peer mediation.
 - Curriculum includes: Team building activities, social and cognitive problem solving, repetition and mental rehearsal, relaxation techniques, small group work, specific skills to preventing violence, role playing, peer mediation.
 - Individual:
 - Training for expectations of nonviolence and positive behaviors and achievement
 - Develop self management skills
 - Peer:
 - Mediation training and practice
 - School:
 - In class violence prevention lessons
- Setting:
 - Rural, Urban, Suburban,
- Resources:
 - \$1000 to \$5000

- A five day training session is necessary
- Results:
 - Decreased frequency of drug abuse
 - Decreased peer pressure to use drugs
 - Decreased violations of disciplinary code for violent behaviors
 - Increased peer support for positive behavior
 - Increased use of violence prevention resources
 - Increased student and staff reports of improved quality of life
 - Increased use of peer mediation programs
 - Fewer in-school suspensions

- SAFE Children (?)

<http://www.modelprograms.samhsa.gov/pdfs/model/SAFE.pdf>

- Goals: To help young children make a successful transition to elementary school and create a solid base for the future.
- Target Outcomes: Reductions in problem behaviors in the future and a strong school and community for young children in at risk areas.
- Target Populations:
 - Children ages 5 to 6
 - Children's parents
- Problem: At risk young children for future problems.
- Personnel:
- Intervention:
 - 5 to 24 weeks
 - 20 weeks of family group session lasting 2 to 2.5 hours
 - 30 sessions of 2 to 3 times a week tutoring lasting 30 minutes
 - Individual:
 - Designed to be culturally sensitive
 - Builds social and personal skills
 - Family:
 - Helps develop bonds among parents in the program
 - Develops parenting skills
 - Task-oriented family session to improve family/social interaction
 - School:
 - Help youths keep skills through booster sessions
 - Involves parents in school-based approaches
 - Community:
 - Education to change societal norms and expectations regarding school and academic achievement
 -
- Setting:
 - Urban
- Resources:
 - Cost and budget info under development
- Results:
 - Improvements in academic achievement

- Reading scores reached the national averages
- Parents maintained involvement in child's school life
- Parents used more effective parenting skills
- Higher rates of grade level achievement and school completion
- Improved self regulation in children and social competence in adolescence
- Decreased substance abuse in adolescence
- Decreased delinquency and violence during adolescence

- Strengthening Families Program (SFP)

<http://www.modelprograms.samhsa.gov/pdfs/model/StrengthFP.pdf>

- Goals: To improve family relationships, parenting skills and youths social and life skills.
- Target Outcomes: Stronger families that act as a deterrent for substance use, improved social skills for youth, and improved problem and conflict resolution skills.
- Target Populations:
 - Youth 6 to 12 years old
 - Parents and families of participating youths
- Problem: Youth substance use, aggressive and antisocial behavior and a lack of parental involvement.
- Personnel:
- Intervention:
 - 14 sessions of 2 hours
 - First hour is children and parents separate
 - Second hour is together where they can practice the skills they learned
 - 2 booster sessions at 6 and then 12 months
 - 4 to 14 families at one session
 - Individual:
 - Life and social skills training
 - Family:
 - Communication skills
 - Parent education and parenting skills training
 - Peer:
 - Peer-resistance education
 - Social skills and communication
- Setting:
 - Rural, Urban, Suburban, Tribal Reservations
 -
- Resources:
 - \$5000 to \$10000
 - Training
 - Materials
- Results:
 - Decreases in family conflict and stress
 - Decreased child depression and aggression

- Decreased substance use among parents and children
- Improvements in family environment and parenting skills
- Increased pro social behaviors in children
- At 5 year follow up
 - 92% of families still use parenting skills
 - 68% still held family meetings

- Teaching Students to Be Peacemakers (*)

<http://www.modelprograms.samhsa.gov/pdfs/model/TeachingStud.pdf>

<http://www.co-operation.org/pages/peace.html>

- Goals: To teach students constructive ways to deal with conflict and give them conflict resolution skills.
- Target Outcome: Students with skills to prevent conflict and to reduce its negative effects.
- Target Populations:
 - Kindergarten through 9th grade
 - Faculty and staff members
- Problem: Violence in schools.
- Personnel:
- Intervention:
 - Twenty 30 minute lessons
 - Four lessons on the nature of conflict and its potential constructive outcomes
 - Eight lessons on how to engage in problem solving negotiations
 - Eight lessons on how to mediate schoolmates' conflicts
 - Each lesson has two different student mediators
 - Individual:
 - Classroom curricula designed to motivate pro health decisions and skills; life skill training and values clarification and antiviolenace models
 - School:
 - Classroom based skill development; creating supportive school communities
 - Peer:
 - Two peer mediators are chosen for each lesson, alternating students so each has a turn.
- Setting:
 - Rural, Urban, Suburban
- Resources:
 - \$5000 to \$10,000
 - Training: \$1000 a day for 5 days with one trainer
 - Materials:
 - Training manual: \$32
 - Student manual: \$12
 - Video: \$30

- Audio Cassette Tape: \$12
- Results:
 - 62% of program students reached ideal problem solving constructive solution
 - 29% of students viewed conflicts positively
 - 90% of students recalled 100% of negotiation training the next day
 - 75% of students recalled 100% of training a year after the program
 - Program students use conflict resolution strategies in non classroom and non school settings
 - Increased academic achievement and long term retention of academic material
 - Students resolve conflicts without faculty reducing classroom problems
- Too Good for Violence (*)

<http://www.modelprograms.samhsa.gov/pdfs/model/TGFV.pdf>

 - Goals: To improve behavior and minimize aggression in students from K through 12.
 - Target Outcome: To give students the skills to deal with conflict resolution, anger management, respect and effective communication.
 - Target Populations:
 - K through 12
 - Problem: Violence in schools.
 - Personnel:
 - Intervention:
 - Seven 30 to 60 minute lessons per grade for K-5
 - Nine 30 to 45 minute lessons for grades 6-8
 - Fourteen 60 minute lessons for grades 9-12
 - Individual:
 - Life and social skills training
 - Peer:
 - Peer resistance education
 - Peer norms against violence
 - Peer norms against substance use
 - School:
 - Classroom based education
 - Classroom based development
 - Setting
 - Rural, Urban, Suburban
 - Resources:
 - \$1000 to \$5000
 - Budget costs
 - Training costs
 - Material costs
 - Results:
 - Improvements in emotional competence
 - Improvements in Social and conflict resolution skills

- Improvements in communication skills
- More frequent use of personal and social skills
- More pro-social behavior
- Increase in negative attitude towards drugs and violence
- Improved perceived peer norms
- Improved peer disapproval of substance use and knowledge of its harm
- Improved emotional competency and self efficiency
- Improved goal setting and decision making skills
- 45% to 58% reduction in substance use

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