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**PROMISING AND
MODEL CRIME PREVENTION PROGRAMS
VOLUME II**

NATIONAL CRIME PREVENTION CENTRE / CENTRE NATIONAL DE PRÉVENTION DU CRIME

**ACTING TO PREVENT
CRIME
AGIR POUR PRÉVENIR**

Canada 

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INTRODUCTION

In its approach to implementing crime prevention programs based on proven scientific knowledge, the National Crime Prevention Centre (NCPC) published in 2008 the first volume of Promising and Model Crime Prevention Programs. As part of its ongoing effort to promote and disseminate information and knowledge on effective crime prevention programs, strategies and initiatives, the NCPC is pleased to present here the Volume II.

This compendium, a reference tool for all those concerned with reducing delinquency, violence and insecurity through prevention, contains some 20 new descriptions of innovative, promising and model prevention programs.¹ Interestingly, in this second volume nearly half of the new descriptions pertain to programs that are found in Canada, either because they were developed in this country or because they have been successfully replicated here.

Like the first volume, the Volume II is based on findings from crime prevention literature reviews, and it does not pretend to be complete. It is not intended to replace, but rather to accompany and complement, existing program resources. This document relies, in large part, on reviews of the evidence provided in comprehensive, high-quality evaluations of crime prevention programs and initiatives from Canada and from other countries. Although not all of the primary sources cited in these and other texts are mentioned in this document, the reader is strongly encouraged to further consult other relevant resources. In addition, in the interest of providing quality, up-to-date information, all of the descriptions in this second edition have been reviewed and corrected by the program managers. This collaboration with the program managers shows the importance for the NCPC to develop relations with experts and disseminate validated and accurate information.

The purpose of these two volumes is to provide inspiration for the implementation of effective practices. More prosaically, they have been developed especially for community groups planning on applying for federal crime prevention funding, in order to guide them in the development and implementation of local crime prevention initiatives. Beyond that, those interested in learning more on the subject can consult the compendium of Implementation Factsheets².

PROGRAM SELECTION

The programs selected for this document are in line with the NCPC's priorities. This is not, however, to be considered a comprehensive list of all promising and model programs.

The programs listed can fall anywhere along the services continuum from early prevention to reinsertion programs for offenders. Some of them target more than one issue, age group and population. They can include, but are not limited to, delinquency prevention, probation community support, community services, school-based programs, conflict resolution, family therapy, parenting skills and mentoring.

Additionally, the selected programs meet the following criteria:

- ❑ address one or more risk or protective factors associated with delinquency, substance abuse or violence;
- ❑ intervene at developmentally appropriate ages as related to priority groups established by the NCPC;
- ❑ have demonstrated positive effects on delinquency, substance abuse and violence based on rigorous evaluations.

¹ For more information about this publication, see <http://www.publicsafety.gc.ca/res/cp/res/2008-pcpp-eng.aspx>.

² National Crime Prevention Centre. *Implementation Factsheets of Promising and Model Crime Prevention Programs*. Public Safety Canada: Ottawa. The Implementation Factsheets are available on the CD entitled Promising and Model Crime Prevention Programs - 2nd edition.

The programs have been selected from various recognized sources, particularly those following.

❑ *Blueprints for Violence Prevention*

In 1996 the Center for the Study of the Prevention of Violence (CSPV), at the University of Colorado, designed and launched a national violence prevention initiative in the United States to identify violence prevention programs that were effective. The project, called Blueprints for Violence Prevention, identified prevention and intervention programs that meet strict scientific standards in terms of program effectiveness. The Blueprints project sets a gold standard for implementing exemplary, research-based violence and addiction prevention and intervention programs, and for implementing these programs in keeping with the models.

The work that is being conducted will, among other things, help to bridge the gap between research and practice and inform program users of the barriers that must be overcome in order to achieve maximum success. The model programs, called Blueprints, have been effective in reducing, for example, anti-social behaviour, aggression, delinquency, substance abuse and violent crime among adolescents. According to the latest update, 8 programs have been identified as model programs, and 18 as promising programs. To date, the CSPV has reviewed more than 800 programs and continues to identify programs that meet the selection criteria.

Web site: www.colorado.edu/cspv/blueprints/index.html

❑ *SAMHSA’s National Registry of Evidence-based Programs and Practices (NREPP)*

The SAMHSA’s Model Programs information source is no longer available. It has been replaced with an online search database, the National Registry of Evidence-based Programs and Practices (NREPP). This virtual directory was established by the Substance Abuse and Mental Health Services Administration (SAMHSA, United States) in order to improve access to information on effective practices.

This search database is a registry of more than 160 interventions that have been reviewed and assessed by independent experts. The interventions are catalogued from mental health promotion to the reduction and prevention of addiction and related problems as well as treatment for mental health issues and substance abuse. This database should be used in combination with other data sources to ensure that findings on program effectiveness match.

Web site: <http://nrepp.samhsa.gov/>

❑ *OJJDP Model Programs Guide*

The Model Programs Guide (MPG) search database, developed by the Office of Juvenile Justice and Delinquency Prevention (OJJDP, United States), is designed to assist practitioners and local communities in developing and implementing effective programs based on scientific knowledge. This search database contains descriptions of a number of programs whose results are scientifically proven.

This database contains information on a series of programs covering the continuum of services and interventions available for children, youth and their families, ranging from primary to tertiary prevention. According to MPG’s rating system, the programs are classified as “exemplary,” “effective” or “promising” based on the overall mean score of program effectiveness assessed using the following four dimensions: the conceptual framework of the program, program fidelity, the evaluation design and empirical evidence showing the effective prevention or reduction of problem behaviour, the reduction of risk factors related to problem behaviour, or the enhancement of protective factors related to problem behaviour.

Web site: <http://www.ojjdp.gov/mpg/>

□ ***Find Youth Info***

Find Youth Info is the US government's portal for helping local communities create, maintain and improve the effectiveness of programs aimed at youth. This Web site was developed by a working group consisting of 12 US federal agencies that support programs and services focusing on youth. The working group, the Interagency Working Group on Youth Programs (IWGYP, United States), promotes positive, healthy outcomes for youth.

This portal contains not only a virtual directory of proven programs for youth, but also information on topics or issues affecting youth, such as cyberbullying, positive youth development, interactive maps illustrating local and federal resources in each state, as well as tools for communities to help them establish diagnosis on their local situation.

The youth programs presented in this directory are proven ones whose purpose is to prevent and/or reduce delinquency or other problem behaviours in young people under age 18. Programs included are assessed by an external review panel and reviews are subsequently completed by a specialized firm. The same four dimensions as in the OJJDP Model Programs Guide are evaluated to score the programs: conceptual framework, program fidelity, evaluation design and empirical evidence of program outcomes. The overall mean score of the evaluation then indicates whether the program is classified at level 1, 2 or 3.

Web site: <http://www.findyouthinfo.gov/index.shtml>

□ ***American Youth Policy Forum (AYPF)***

AYPF's mission is to broaden the awareness and understanding of policymakers and to strengthen the youth policymaking process by bridging policy, practice and research. It does this by identifying the most pertinent high-quality information on youth issues available and providing a forum for prominent leaders in government, programming and research, as well as the youth themselves, to share their viewpoints and expertise about the policies and practices that improve outcomes for all youth.

Web site: www.aypf.org/publications/

DEFINITIONS

Programs selected for inclusion met minimum criteria to be considered innovative, promising or model programs. Again, the definitions presented below are derived from a combination of the various definitions used in the above data sources so as to reflect the situation in Canada.

Model program: Prevention programs that meet the highest scientific standard for effectiveness (scientifically proven prevention and intervention programs), as evidenced in published evaluations; have a significant, sustained preventive or deterrent effect or reduction of problem behaviour, the reduction of risk factors related to problem behaviour, or the enhancement of protective factors related to problem behaviour, and have been replicated in different communities or settings.

Promising program: Prevention programs that meet the scientific standards for effectiveness but do not meet all the rigorous standards of model program. Promising programs are recognized and encouraged with the caution that they be carefully evaluated. In general, when implemented with minimal fidelity to the original model, these programs demonstrate promising (perhaps inconsistent) empirical findings using a reasonable conceptual framework and a limited evaluation design (single group pre- and post-test).

Innovative program: Prevention programs that test new approaches and theories to intervene with at-risk populations. They are based on a strong theoretical framework that links the proposed intervention to the risk factor(s), target population and desired outcomes. Innovative projects show demonstrated changes through limited research design and require causal confirmation using more appropriate experimental techniques. These programs are recognized and encouraged with the caution that they be carefully evaluated.

(Substance Abuse and Mental Health Services Administration, 2000; OJJDP, US, 2007; Welsh, 2007)

KEY INGREDIENTS FOR SUCCESS

Each program identified here rests on specific elements that are key to its success. However, there are some key elements that appear to be universal to successful crime prevention programs. These include:

- ❑ **Identifying Risk and Protective Factors:** Community needs are identified by assessing risk and protective factors to help focus the interventions;
- ❑ **Selecting Program and Intervention that Work:** Local practitioners should develop and implement the most appropriate and effective programs and practices that address the identified risk and protective factors using the evidence base available to them;
- ❑ **Building Partnerships:** An effort to include relevant partners and stakeholders is made in order to identify gaps in existing community services and use resources, expertise and time efficiently among partners;
- ❑ **Evaluating and Monitoring:** Projects are to include a logic model, program monitoring and an evaluation component for assessing project impacts and results.



Circle of Courage

PROGRAM RATING: Innovative program

TARGET POPULATION: Children and youth at-risk of delinquency

The Circle of Courage is based on contemporary research in the areas of healing and resilience, and on traditional Aboriginal principles of child education. The Circle of Courage is more considered as an approach, a philosophy of strength-based, a positive intervention model or a method that promotes youth empowerment than a fixed and rigid program.

This approach is based on the principle that risk factors for children and youth are tied to harmful living environments that breed discouragement. The aim is to modify their environment to promote courage as a key factor in meeting the needs of young people and helping them abandon their risky behaviours.

The key objectives of the Circle of Courage approach are to:

- ❑ help youth to become more resilient,
- ❑ promote their empowerment, and
- ❑ make changes in their living environments.

METHOD

- ❑ The Circle of Courage promotes the acquisition of four basic personal growth values, which are often illustrated in the form of a traditional wheel divided into four quadrants. The four values are:
 - Belonging,
 - Mastery,
 - Independence, and
 - Generosity.
- ❑ The implementation of this approach is flexible and the goal is to help young people develop positive relationships with their immediate environment.
- ❑ Using the Circle of Courage model and led by *ReclaimingYouth International*, a pilot program named *Response Ability Pathways* (RAP) was developed to provide basic training for all those working with challenging children and youth in a family, school or community setting.

ADDITIONAL INFORMATION

- ❑ In 1990, Larry Brendtro, Martin Brokenleg, and Steve Van Bockern of *Augustana College Faculty*, Sioux Falls in South Dakota published the book *ReclaimingYouth at Risk: Our Hope for the Future*, which explains the Circle of Courage philosophy and method.

- ❑ The Circle of Courage approach has been implemented in many parts of the world (South Africa, New Zealand, Australia, the United States and Canada).
- ❑ This approach can be used in various environments, for example in youth care facilities or schools, and is routinely used in programs for families and youth.

EVALUATION

- ❑ A survey with youth in residential care suggests that those who adopted the Circle of Courage approach succeeded in making the four fundamental values part of their personal growth journey. For example, after 12 weeks in placement, the most positive correlations were with generosity, and after 24 weeks, with mastery.
- ❑ After 24 weeks in placement, the young people had a greater tendency to use the vocabulary of the traditional wheel and the four quadrants. For the researchers, this was a sign that the young people had succeeded in appropriating the principles of the Circle of Courage philosophy in a more concrete way.
- ❑ An evaluation tool to measure the concepts of belonging, mastery, independence and generosity in youth in residential care was specially designed by the research team, in close consultation with Larry Brendtro and other researchers.

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For information on training, seminars and academic credit, please contact: seminars@reclaiming.com

For information on ordering books and resources, please contact: bookstore@reclaiming.com

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<http://www.reclaiming.com/content/about-circle-of-courage>.



Project Venture

PROGRAM RATING: Promising program

TARGET POPULATION: American Indian youth in grades 5 to 9

Project Venture (PV) is an outdoor experiential youth development program developed by the National Indian Youth Leadership Project (NIYLP) that is aimed to prevent substance abuse by Native Indian youth. The program uses outdoor activities centered on traditional American Indian values to develop positive peer relationships and group skills.

The goals of Project Venture are to:

- ❑ prevent substance abuse among Native American youth;
- ❑ engage youth in positive projects;
- ❑ develop leadership skills among Native American youth;
- ❑ develop and improve social skills as well as decision-making and problem solving skills.

METHOD

Project Venture uses four different components to prevent substance use:

- ❑ Classroom-Based Activities
- ❑ Outdoor Activities
- ❑ Adventure Camps and Treks
- ❑ Community-Oriented Service Learning

Classroom-Based Activities

- In-class activities are divided into 20 sessions throughout the school year. Each session lasts approximately one hour.
- Lessons such as leadership and spirituality are taught through a combination of socialization and team-building activities.

Outdoor Activities

- Each week, after-school activities such as hiking and camping are organized.
- These adventure-based activities challenge youth and help to build problem solving and social interaction skills as well as responsibility.

Adventure Camps and Treks

- During the summer, youth participate in adventure camps and wilderness treks that last from 3 to 10 days, depending on the age of the youth.

Community-Oriented Service Learning

- Youth complete approximately 150 hours of community based activities.
- These activities include meaningful service learning opportunities such as working with Elders or creating art projects for the community to enjoy.
- The activities are designed to help youth develop leadership skills.

ADDITIONAL INFORMATION

- ❑ Project Venture was originally designed for use on Native American reserves. It has, however, been adapted to be implemented in urban and suburban schools and communities.
- ❑ The number of staff needed to implement Project Venture varies on in accordance with the size of the program and the number of participants. Generally, the in-class program requires one educator per 25 students. The community component requires one educator for every 7-15 youth. In addition to the educators, support staff should be made available. It is recommended that this support staff be composed of graduates of the Project Venture program. The support of volunteers and teachers is also helpful to the success of the program.
- ❑ It is strongly recommended that implementers maintain steady communication with the program developers due to the complexity of the implementation process.
- ❑ A list of requirements for implementation was developed. This list includes onsite training (minimum of 2 days), purchase of the replication guide, contact with the developers at least 4 times per year in the first year, and at least twice per year in the second year, agreement with the schools to ensure support and participation, appropriate staff/student ratios, available recreational space and equipment, and a budget-friendly implementation plan.
- ❑ Although the program was developed to be implemented with Native American youth who are in grades 5 to 9, studies have demonstrated that the program is also effective when applied to youth from other ethnicities in grades 4 through to 12.

EVALUATION

The evaluation of Project Venture used a random control-experimental group design. The study used students from two middle schools who were randomly assigned to either a control or an experimental group. In total, 262 children were placed in the experimental group and 135 youth were placed in the control group. As a baseline measure, both groups of youth were administered the National Youth Survey six and eighteen months after program completion. The evaluation found that youth in the experimental group, when compared to the control group, showed:

- ❑ delayed initiation of substance use;
- ❑ reduced frequency of inhalant, alcohol, and illegal drug use;
- ❑ less depression and aggressive behaviour among program participants;
- ❑ improved school attendance.

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All Children Excel (ACE)

PROGRAM RATING:	Promising program
TARGET POPULATION:	Youth aged 6-15 who are deemed high-risk for serious delinquent behaviour and their families

All Children Excel (ACE) is an intensive and multifaceted program that attempts to prevent delinquency, substance abuse, and dropouts from school by identifying high-risk youth and providing integrated services for these youth and their families. Services used include the police, the school, and community-based organizations.

ACE has several goals including:

- ❑ to prevent delinquency, substance abuse, and school dropouts;
- ❑ to promote healthy development;
- ❑ to increase school attendance, academic achievement, and social competence within youth;
- ❑ to improve the family’s parental management skills;
- ❑ to prevent child neglect, abuse, and domestic violence within the family.

METHOD

ACE uses an approach that combines child welfare and criminal justice services with caseworkers that aims to eliminate risk factors while building up strengthening factors within the community, school, and family.

Youth who are placed in ACE must meet these two criteria:

- ❑ the delinquent act was committed before the child turned 10;
- ❑ the youth lives in Ramsey County.

Four different assessments must be conducted before determining whether the youth should be placed in the ACE program.

- ❑ The initial assessment is conducted by team of professionals from corrections, public health, and the attorney’s office. This assessment begins when a police report is filed against a youth for a delinquent act. This report is reviewed and officials make a preliminary decision on whether the youth is a candidate for the ACE program.
- ❑ A background check is then conducted on the youth and their family, which looks at past criminal histories, the residential history, the use of community services such as child protection and mental health services.
- ❑ Thirdly, teachers and individuals in the community who know the family are interviewed.
- ❑ Lastly, to determine whether there is probable cause to place the youth in the ACE program, a risk assessment tool is used. The particular tool ACE uses is called the Risk Factor Profile Assessment (RFP), which measures multiple risk factors and provides a final risk score. This instrument allows for the identification of a group of target children who have high to very high risk scores. These children are selected for the long-term intervention. Youth with moderate to low risk scores are selected for shorter-term interventions.

If the four assessments determine that the youth is at risk for delinquency, a case manager is then assigned to the family to establish a treatment plan. This treatment plan encompasses multiple dimensions of the child's life including the family, school, and the community. The case manager is supported by the team of personnel from corrections, criminal justice, and public health.

ADDITIONAL INFORMATION

- The case manager is also responsible for helping create a stable family environment. This includes helping the parents get skills-training, substance abuse treatment (where applicable), counselling, employment, and a stable housing arrangement.
- The ACE program uses several measures to track the progress of youth during the treatment plan. These measures include:
 - a family satisfaction questionnaire;
 - a status rating system to track case progress;
 - service logs, which track the services used by the youth;
 - the Behavioural and Emotional Rating Scale (BERS-2);
 - a teacher report form;
 - the Child and Adolescent Functional Assessment Scale (CAFAS).

EVALUATION

The evaluation used a quasi-experimental pre-test/post-test design with a nonequivalent comparison group. Both groups received at least some of the ACE program services. However, the treatment group received intensive case management that was highly adaptive to individual child and family circumstances. The control group consisted of youth who received services from the YWCA model. The YMCS program was largely based on an afterschool model, in which services are place-based and group-administered. The evaluation found that :

- only 35 percent of the youth in the ACE treatment program reoffended 6 months after program completion compared to 57 percent of the comparison group (YMCA group);
- on average, youth receiving an intensive case management intervention go 3.5 years before being charged with another offence. This is compared to the average of 2.5 years for the comparison group;
- the predicted probability that a youth would be charged with another offence was 20 points higher for comparison group than the ACE treatment group.

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Better Beginnings, Better Futures

PROGRAM RATING: Promising program

TARGET POPULATION: Children aged 4-8

Better Beginnings, Better Futures is a comprehensive, community-based prevention initiative involving children aged 4 to 8 years living in disadvantaged communities. The initiative is premised upon an ecological approach that uses a combination of individual-, family-, and community-oriented strategies to decrease risk factors for delinquency and increase protective factors.

Better Beginnings, Better Futures aims to:

- ❑ reduce the incidence of serious long-term emotional and behavioural problems in children;
- ❑ promote social, emotional, behavioural, physical, and educational development in children;
- ❑ strengthen the abilities of parents and families to respond effectively to the needs of their children and their families.

METHOD

The implementation of the Better Beginnings, Better Futures initiative is flexible and adaptable to the specific needs of the community. It involves combining a number of programs and activities relevant to the population and community where it is being delivered. The approach is ecological in that it focuses on a variety of individual, family and community level risk factors that impact a child's development. Programs which are designed to be child-focused aim to reduce school failure, promote social skills development and increase school attachment. At the family-level, programs are designed to enhance family functioning and include parent training and parent support groups. At the community level, programs provide opportunities for recreation activities and cultural expression and aim to improve neighbourhood safety, as well as the quality of life within the community.

The following are examples of the types of programs that were offered in three Better Beginnings, Better Futures demonstration sites implemented in Ontario in 1993. An average of 20 programs were offered in each of the project sites and the majority of the programs were school-based (Peters et al., 2010a):

- ❑ Child-Focused programs:
 - In-class and in-school programs
 - Child care enhancements
 - Before and after-school activities
 - School "breakfast club"
 - Recreation programs

- Parent-Focused programs:
 - Home visitors
 - Parent support groups
 - Parenting workshops
 - One-on-one support
 - Child care for parent relief
- Family and Community Focused programs:
 - Community leadership development
 - Special community events and celebrations
 - Safety initiatives in the neighbourhood
 - Community field trips
 - Adult education
 - Family camps
 - Outreach to families

ADDITIONAL INFORMATION

- Better Beginnings, Better Futures projects have also been implemented in five disadvantaged Ontario communities with young children aged 0-4 years, and their families. When working with younger children, the initiative includes a home visitation component aimed at providing support services during pregnancy, infancy and early childhood.
- In 1997, the Ontario Ministry of Child and Youth Services awarded ongoing annual funding for the eight Better Beginnings, Better Futures projects to continue operating.
- With funding from the Max Bell and Carthy Foundations, a team of researchers from Wilfrid Laurier and Queen's Universities is currently working on creating a "how to start a Better Beginnings, Better Futures project" manual and DVD with information on implementing the Better Beginnings, Better Futures model (Contact Mark Pancer, mpancer@wlu.ca or Geoff Nelson, gnelson@wlu.ca, both at Wilfrid Laurier University, for details regarding these training materials for implementing the project).

EVALUATION

Funded by the provincial government, Better Beginnings, Better Futures was implemented in three disadvantaged neighbourhoods in Ontario in 1993. Children living in the communities of Cornwall, Sudbury and Highfield experienced four years of prevention programming when they were between the ages of 4 and 8 years.

The Better Beginnings, Better Futures Research Coordination Unit at Queen's University has conducted a longitudinal evaluation of the initiative which has now spanned 13 years. The goal of the evaluation has been to track the long-term impact of Better Beginnings, Better Futures on social, behavioural and school functioning outcomes. The evaluation has also included a cost-benefit analysis of the initiative. The three demonstration sites (Cornwall, Sudbury and Highfield) were matched to two comparison sites, located in Ottawa and Etobicoke. Youth and families in the comparison sites did not take part in the Better Beginnings, Better Futures initiative but have participated in the ongoing longitudinal evaluation. Overall, 959 children and their families from the demonstration and comparison sites were recruited to take part in the evaluation. (Peters et al, 2000)

Data were collected yearly when the youth were in Junior Kindergarten to Grade 3 (1993-1998), and then again when they were in Grades 6 (2001-2002), 9 (2004-2005) and 12 (2007-2008). The data were gathered through parent interviews, youth interviews, teacher reports, police/Children's Aid Society databases, census statistics, the Health Canada Nutrient Intake Survey and the Education Quality and Accountability Office. Outcome analyses have shown that the Better Beginnings, Better Futures initiative has had positive long term impacts on the participating youth, their families and their communities.

The following is a sample of the evaluation findings to date:

As reported in *The Better Beginnings, Better Futures Ecological, Community-Based Early Childhood Prevention Project: Findings from Grade 3 to Grade 9* (Peters et al, 2010a), data collected from 678 youth and their families when the youth were in Grade 9 showed that:

- ❑ Teachers rated youth from the Better Beginnings sites as better prepared for school, requiring fewer special education services, as demonstrating more adaptive functioning in school, showing fewer problems with hyperactivity/inattention and fewer emotional problems and as more likely to go further in school than youth from the comparison sites;
- ❑ According to parent reports, Better Beginnings youth had repeated fewer grades by Grade 9 than did youth from the comparison sites.

As reported in *Investing in Our Futures: Highlights of Better Beginnings, Better Futures Research Findings at Grade 12* (Peters, et al., 2010b), quantitative data collected from 626 youth and their families when the youth were in Grade 12 showed that:

- ❑ youth living in the Better Beginnings sites were less likely to report being involved in property crimes (29%, compared to 40% of comparison youth) and viewed their neighbourhoods as safer, less deviant places to live than did youth from the comparison sites;
- ❑ Better Beginnings youth had higher grades in high school than youth from the comparison sites, were more likely to engage in regular exercise and were less likely to use special education services;
- ❑ Better Beginnings parents were less likely to suffer from clinical depression, they also reported drinking alcohol less often, and they rated their neighbourhoods as more cohesive than did parents from the comparison sites.

According to Peters, et al. (2010b), cost-benefit analysis of the Better Beginnings, Better Futures initiative showed that by the time the youth reached Grade 12, the government has benefitted \$2.50 for every \$1 invested:

- ❑ It cost \$2991 per family to provide up to 4 years of Better Beginnings programming;
- ❑ According to the analyses, the overall cost per family for 19 government funded services (including, health services, education and social services), was \$7,560 less for Better Beginnings families than for families from the comparison sites;
- ❑ In the end, Better Beginnings, Better Futures has resulted in a net savings to government of \$4,569 per family. The greatest savings came from the reduced use of special education services and less use of welfare and disability services by families within the Better Beginnings, Better Futures communities.

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Coping Power Program

PROGRAM RATING:	Promising program
TARGET POPULATION:	Aggressive youth in transition to middle school, particularly youth in grades 4 to 6

The Coping Power Program is a multicomponent intervention program that targets youth who are in the process of transitioning to middle school. The program targets cognitive distortions among aggressive children that lead to difficulties in interpreting social situations and effective problem-solving when faced with difficult situations.

The goals of the Coping Power Program are to:

- ❑ educate parents in effective parenting to reduce problem behaviours;
- ❑ reduce the tendency for parents to use harsh discipline, poor monitoring skills, and vague commands;
- ❑ target areas of the youth's development that may result in future antisocial behaviours.

METHOD

The Coping Power Program is implemented over the course of 15 months and contains two components: a child component and a parent component. The intervention begins during the second half of one school year and runs until the end of the second year.

- ❑ The child component has 8 one-hour sessions during the first year and 25 sessions during the second year.
 - The focus of these sessions is on goal-setting, peer pressure, feeling awareness, anger-control methods, organizational skills, problem-solving skills, refusal skills, and social skills.
 - The child sessions occur in a group setting with intermittent individual sessions with a program specialist. The group sessions include four to six youth, typically boys.
- ❑ The parent component has 16 sessions that occur throughout the course of the 15-month program.
 - The parent programs are implemented in a group setting of four to six parents or couples.
 - Parents learn parenting techniques such as identifying disruptive behaviours, rewarding prosocial behaviours, establishing and enforcing rules, and using effective consequences for negative behaviours.
 - In addition, they are also taught how to manage stress and how to remain calm in angry and irritating situations.
- ❑ The Coping Power Program is delivered by a trained program specialist with a masters or doctoral degree in either psychology or social work. Additionally, the program specialist is assisted by a school guidance counselor.

ADDITIONAL INFORMATION

- ❑ The students chosen to participate in the intervention are typically identified by their teachers and parents as having behavioural problems. By doing this, the program targets the children who are most at-risk for future delinquency.
- ❑ The child component of the Coping Power Program should be implemented within a school environment during school hours. The adult component also generally takes place in the school, with the groups being led by two staff members. The success of the Coping Power Program relies on the cooperation of both teachers and school administration due to its school-based nature.
- ❑ Results have demonstrated the program to be effective when used with both girls and boys as well as in families of African-American and Caucasian ethnicity.

EVALUATION

Three main evaluation studies of the Coping Power Program have been conducted. Each of the studies evaluated the effectiveness of the program on school-aged aggressive children. The studies had teachers evaluate the aggressiveness of children in their classrooms. The children with the highest scores were randomly assigned to control or experimental groups. The results of the evaluations indicated that:

- ❑ the program resulted in significantly positive impacts in three follow-up studies;
- ❑ the evaluations found that youth and parents reported less covert delinquent behaviour among the children in the experimental group than in the control group;
- ❑ children in the experimental group also had lower rates of substance use;
- ❑ boys who participated in the program had significantly reduced behaviour problems, as reported by their teachers;
- ❑ program participants also demonstrated increased social competence and improved problem solving skills after the completion of the intervention.

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Parenting With Love and Limits®

PROGRAM RATING:

Promising program

TARGET POPULATION:

Parenting with Love and Limits® is designed for youth between 10 and 18 with extreme emotional or behavioral problems (running away, extreme disrespect, chronic truancy, depression, drug or alcohol abuse, etc.)

Parenting with Love and Limits® (PLL) is the first evidence-based program of its kind to combine a 6-week parent education and group therapy program with 4 or more individual “coaching” (family therapy) sessions for adolescents and their parents. The program focuses on teaching parents and adolescents interactive skills and helps to integrate these skills into everyday situations and interactions.

PLL has several goals including to:

- ❑ teach parents new skills that can be applied to real-life situations;
- ❑ teach parents how to establish rules and regulations within the household;
- ❑ reduce further adolescent conduct problems;
- ❑ restore nurturance between family members.

METHOD

The PLL curriculum is composed of six group sessions and at least four individual family therapy sessions. The number of individual therapy sessions depends on the specific needs of each family.

The group sessions are held once a week and last for two hours. Group sessions can accommodate up to six families or up to 15 individuals. During these sessions, parents and youth meet together for the first hour and during the second hour, parents and youth meet separately with a PLL certified facilitator.

Family therapy sessions provide an opportunity for parents and adolescent to meet with a program facilitator and practice the skills they learned in the group sessions. Families are required to participate in at least four of these sessions in order to graduate, however, for high-risk adolescents, it may be necessary to have up to 20 family therapy sessions. These sessions typically last one to two hours.

The 6 group sessions cover the following topics:

- ❑ **Group Session 1. *Understanding Why Your Teen Misbehaves*:** During this session, parents learn why youth act out against their parents. This session also allows the youth and parents to meet separately with a facilitator to discuss their feelings.
- ❑ **Group Session 2. *Button-Pushing*:** This session teaches adolescents and parents how and why button-pushing creates conflict and confrontation. Shows both adolescents and parents how to identify the top three buttons that each pushes to escalate arguments.
- ❑ **Group Session 3. *Why Traditional Contracts Fail and the Art of Negotiation*:** Parents and youth learn about contracting, why their current contracts fail, and are taught how to create new, and successful, contracts. Session 3 teaches both adolescents and parents the Art of Negotiation, or “It’s not what you say but how you say it.”

- ❑ **Group Session 4. *Troubleshooting*:** Parents learn how to write their first loophole-free contract, as well as learning through role plays how to deliver the contracts without their buttons being pushed. This session also teaches adolescents the button buster of “Being Unpredictable” to reduce conflict and enhance the relationship.
- ❑ **Group Session 5. *Stopping the Seven Aces*:** Parents learn about the seven aces of disrespect, failing school, running away, the use of drugs or alcohol, sexual promiscuity, violence, and threats of suicide, and are shown effective methods of preventing them. Session 5 also teaches parents how to create a Positive Teen Report to catch their teen doing something right.
- ❑ **Group Session 6. *Reclaiming Lost Love*:** Families learn how to begin to repair the parent-child relationship and learn how to eliminate conflict that threatens the relationship.

The family therapy sessions help to apply the lessons from the group therapy sessions into real-life situations. These sessions cover:

- ❑ Parents and teens meet individually with a facilitator to apply and practice the anti-button pushing strategies learned in the *button-pushing* group session;
- ❑ Individual parent and teen contract creation during the second family therapy session;
- ❑ Contract review and revision;
- ❑ Presentation of the contract, having used role plays to practice the administering of rewards and punishments from the contract;
- ❑ Progress report review for both parents and teens to meet individually to review what they have learned and applied, and to practice additional troubleshooting;
- ❑ After completing four family therapy sessions, families may participate in additional sessions as needed to enhance their relationship and address underlying dysfunctions.

ADDITIONAL INFORMATION

- ❑ To ensure the program is properly delivered, PLL uses a set of four measures to ensure adherence to the PLL curriculum. These measures include: the Interpersonal Process Recall Checklist (evaluates a therapist’s adherence to the program model), a Monthly PLL Report (illustrates the progress of each teen), a Group Protocol Checklist (ensures adherence to the group sessions model), and a Family Therapy Protocol Checklist (ensures adherence to the family therapy model).
- ❑ For group and family therapy sessions, parents and youth are provided with workbooks.
- ❑ Program counselors are provided with step-by-step leader’s manuals which clearly identify treatment plans and program implementation tools.
- ❑ PLL has been widely used in the United States, Canada, and the Netherlands. As of 2010, 29 sites in the United States and 5 sites in the Netherlands have been licensed to implement the intervention.

EVALUATION

The PLL program has undergone two main evaluation studies. The first study used a pre-test/post-test design to evaluate family relationships and teen behaviour before and after program completion. This evaluation used a pre-test/post-test design and included a sample of 93 adolescents. The second evaluation used a randomized control/experimental group design and 38 adolescents and their parents participated in this study.

The first evaluation study found that:

- parent participation in the youth’s treatment program has positive effects on the effectiveness of the program;
- 85% of the youth who participated in the Parenting with Love and Limits® did not reoffend.

The second evaluation study found that:

- compared with the control group, program youth had reduced aggressive and conduct disorder behaviours, depression, and attention deficit disorders;
- the program also resulted in an improvement in communication between parents and adolescents;
- whereas the 55% of the control group recidivated over a 12-month period, only 16% of the adolescents who participated in the PLL program recidivated;
- parents in the PLL group reported greater parental resilience, more social support, and better problem solving/communication relative to the control group.

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Say it Straight

PROGRAM RATING:

Promising program

TARGET POPULATION:

Youth in schools (3rd-12th graders), communities, homeless shelters, prisons, addictions treatment centres, and other settings.

Say it Straight (SIS) creates opportunities for people to discover their internal resources, connect to their deepest wishes, and develop the skills needed to express and implement them in appropriate ways. Because the training is co-created by participants, it gives them a sense of ownership, and transcends culture, age and gender. It has been successfully implemented in schools, with parents and community, as well as in probation, detention and treatment settings. Addressing individual, family and community risk and protective factors, SIS aims for the development of self-sustaining prevention communities.

The goals of SIS are:

- ❑ prevention of risky or destructive behaviours, such as alcohol/tobacco/other drug use, violence, and criminal police offenses;
- ❑ prevention of teen pregnancy and behavior leading to HIV/AIDS;
- ❑ promotion of wellness, self-awareness, self-esteem, communication skills and positive relationships;
- ❑ rooting diversity in sameness;
- ❑ moving from shame and blame to personal and social responsibility;
- ❑ create opportunities for people to learn about themselves, their goals, their inner strength, and resources.

METHOD

- ❑ Basic SIS in schools is typically implemented in classrooms in 7-10 sessions, each lasting approximately 50 minutes. SIS is implemented in whole schools or classrooms rather than with selected students who display negative behaviors. SIS is unique because instead of informing students about the dangers of high-risk behaviours, it builds their personal skills, their ability to hear their own voice of wisdom and engage in positive behaviours. This helps to give youth the necessary tools to resist negative behaviours and engage in positive support toward others. In other settings, such as treatment, SIS has been done in 14-25 hours.
- ❑ SIS training involves the use of action-oriented modalities, such as body sculpting (i.e. positioning the body to overtly express the internal experience of a communication process) and making movies. The movies give participants the opportunity to co-create their training. With practice, people discover their deepest yearnings and gain the skills to express their wishes while being respectful of others.
- ❑ Students and adults create movies that portray challenging situations important in their lives. Students usually create movies that explore positive behaviors in difficult interpersonal situations that often involve peer pressure. Such situations include alcohol/drug abuse, drinking and driving, driving and speeding, cheating, name calling, stealing, vandalism, cutting school, planning a party, sexual behavior, etc.

- ❑ By exploring different communications embedded in the movies, participants become aware of specific actions that are vulnerable to the threat of betraying their own deepest wisdom, they become aware of their ability to respond with behaviors that reduce the threat (self-efficacy), and they perform effective coping behaviors that reduce the threat (response to efficacy). They experience feeling good, regardless of the outcome of the interaction, because they did not betray themselves.
- ❑ In movies that explore giving positive support to someone about whose behavior they are concerned, people discover that by expressing friendship, respect and caring, they maximize the possibility of a positive change.

ADDITIONAL INFORMATION

- ❑ Say It Straight Foundation has trained over 3,000 people in the United States and abroad to work with youth, parents, couples, families, communities and organizations in many settings, such as schools, addictions treatment, prison, faith community, community service organizations.
- ❑ Training of trainers (teachers, counselors, nurses, therapists, police, probation officers, community volunteers, etc.) to implement SIS training in different settings is done by Master SIS Trainers in 3 or 4-day Training of Trainers Workshops.
- ❑ The training fee is \$750 US per participant and includes a step-by-step Trainer Manual, samples of five workbooks used with different age groups, posters used in the training and questionnaires used to evaluate the effectiveness of SIS training with diverse populations.
- ❑ SIS Trainers have permission to copy the posters and evaluation questionnaires as part of the training fee. The workbooks range in price from \$6.75 US to \$11.50 US. Three DVDs are available, “Say It Straight: In the Classroom,” “Say It Straight: Student Support Group” and “Say It Straight: Family-Community.” The DVDs show Dr. Paula Englander-Golden, Director of Training, conducting SIS. The game, “Say It Straight Challenge” can be played by students and families.
- ❑ The costs of all materials are available at www.sayitstraight.org.

EVALUATION

The effectiveness of SIS Training has been tested since 1982 using behavioral and self-report measures with follow-up for periods of as much as 19 months after training (see www.sayitstraight.org for references to published results).

- ❑ SIS training achieved a drug-free middle school for a whole school year.
- ❑ SIS training results in statistically significant reductions in alcohol/drug related school suspensions.
- ❑ Juvenile criminal police offenses such as assaults, vandalism, burglary, etc. for trained 9th-12th graders were 4.5 times lower than among untrained students over a period of 19 months past training.
- ❑ Trained 3rd-12th grade students showed significant increases in behavioral intentions to implement constructive decisions in difficult situations and feel more at ease doing so after SIS training. This included students on detention, probation and treatment.

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Second Step®

PROGRAM RATING: **Promising program**

TARGET POPULATION: **Youth aged 4-14**

Second Step is a school-based violence prevention program that aims to reduce aggressive behaviour in children of three different age groups: preschool/kindergarten, elementary school, and middle school. Throughout this program, children increase their social competency skills through lessons that teach them to reduce anger, effectively solve problems, to set goals for themselves, and to make wise decisions.

The goals of Second Step are to:

- ❑ reduce aggressive and impulsive behaviours in children;
- ❑ increase protective factors;
- ❑ teach social and emotional skills.

METHOD

Second Step contains curriculums for each of the three grade levels. Each curriculum contains 15 to 22 lessons, which are taught once or twice a week for approximately 20-40 minutes. Lessons use group discussions, role-playing, modeling, and coaching to teach impulse and aggression control in children.

Each curriculum is organized into three main units: Empathy Training, Impulse Control and Problem Solving, and Anger Management.

- ❑ Empathy Training
 - This unit teaches youth to identify their own emotions and how to understand the emotions of others.
- ❑ Impulse Control and Problem Solving
 - In this unit, youth learn how to identify the consequences of their actions as it relates to the safety and impact on others.
 - Youth also have an opportunity to set positive goals for themselves.
- ❑ Anger Management
 - Youth learn effective decision-making skills and how to manage their emotional reactions.

The lessons taught in each curriculum are adapted for the specific age group being targeted.

- ❑ Preschool/Kindergarten
 - Lessons are taught through child-friendly, hands-on activities such as lesson cards and scripts that encourage group discussions and skill building.
 - Additionally, age-appropriate puppets and sing-along songs are used to help reinforce the lessons in the curriculum.

- ❑ Elementary School (Grades 1 to 5)
 - This curriculum features photo-lesson cards that depict how people show emotions and solve problems in various situations. These lesson cards include activities such as role-playing, discussions, and objectives that help children apply the lessons to real-life situations.
 - The Elementary School curriculum also uses classroom videos to teach social and emotional skills.
- ❑ Middle School (Grades 6 to 8)
 - The Middle School curriculum teaches several skills including: substance abuse prevention, bullying prevention, violence prevention, empathy and communication, emotion management and coping, problem solving, decision making, and goal setting.
 - Lessons are taught through media clips that depict skill-practice demonstrations, interviews, video clips, and role-plays.
 - Students engage in a variety of activities such as group discussions, individual and group activities, games, and skill practice activities.

ADDITIONAL INFORMATION

- ❑ Second Step has been implemented with success in a variety of locations in the United States and Canada. The program is effective when implemented in urban, suburban, or rural areas with students from diverse ethnic and socioeconomic backgrounds.
- ❑ Second Step training is provided by the Committee for Children’s Client Support Services. The committee offers both regional and onsite training.
 - The Second Step Training for Trainers takes place over 2 days, the Second Step Staff training and the Family Guide to Second Step Facilitator training takes 1 day each.
 - Training costs include technical assistance, implementation guidelines, and on-site evaluations.
- ❑ It is recommended that implementation sites conduct a needs assessment before program start-up. A needs assessment will help to determine whether Second Step is an appropriate program for the specific needs of the student population.
 - This needs assessment includes using student surveys to determine the prevalence of risk and protective factors, obtaining data on suspensions, academic achievement and demographic information, and gathering information about resources and prevention programs already being implemented within the school.

EVALUATION

- ❑ At least a dozen evaluations have been conducted on the Second Step program. By grade level, the following outcomes were generally observed:
 - ❑ Preschool/Kindergarten
 - decreased verbal and physical aggression;
 - improved empathy.

- Elementary School
 - decreased aggression;
 - an increase in the amount of positive goal setting;
 - increased social competence;
 - among girls, there was an increase in empathy.
- Middle School:
 - increased confidence in problem-solving skills;
 - improved social-emotional skills;
 - less willingness to approve aggressive behaviour.
- The most recent evaluation of the Second Step curriculum involved 15 elementary schools (seven schools of kindergarten through fifth grade and eight schools of K–sixth grade) from three cities in western Washington (Frey, Nolen, Van Schoiack–Edstrom, and Hirschstein, 2005). The sample, which included 63 percent of the students in all the schools, consisted of 620 in the treatment group and 615 in the control group. The study found that, when compared with children in the control group, those who participated in the Second Step demonstrated significantly better outcomes in student behavior, prosocial goals, and social reasoning.

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Steps to Respect®

PROGRAM RATING: Promising program

TARGET POPULATION: Youth aged 8-12

Steps to Respect® is a comprehensive, school-based bullying prevention program that targets youth in grades 3 to 6. The program was developed by the Committee for Children, which focuses on the development of programs centered on social and emotional learning. The program aims to increase staff and student knowledge about bullying through education.

The Steps to Respect® program has several main goals including:

- ❑ increase awareness of school staff about bullying issues;
- ❑ decrease the number of bullying acts in schools;
- ❑ encourage socially responsible beliefs among students;
- ❑ teach social and emotional skills to prevent bullying;
- ❑ improve social competence in youth.

METHOD

Steps to Respect® is composed of three components: a school wide program guide, staff training, and classroom lessons.

- ❑ School-wide Program Guide
 - The program guide outlines the goals, curriculum, and research for developing an implementation process and set of program policies.
- ❑ Staff Training
 - All school staff must attend an instructional session that gives an overview of the program.
 - In addition, there are two training sessions for counselors, administrators, and teachers. These training sessions orient the staff to the program by describing the program goals and providing some background knowledge about bullying.
 - Additional training sessions are available for teachers who deal with students who are involved in bullying.
 - Third to sixth grade teachers also complete training that focuses on classroom instruction and program materials.
- ❑ Classroom Lessons
 - The classroom lessons consist of three different levels. Level 1 is taught to third or fourth grade students, level 2 is taught to fourth or fifth grade students, and level 3 is taught to fifth or sixth grade students.
 - The lessons are taught over a period of 12 to 14 weeks and each curriculum is composed of 11 skill lessons and 7 to 10 literature lessons, for each of two books.

- ❑ Students are taught one skill lesson a week for approximately 60 minutes. The lessons can be broken into three parts of 20 minutes each. These lessons educate students about tattling, joining groups, and being a responsible bystander.
- ❑ Through the literature lessons, youth are taught about bullying and issues associated with bullying. Each lesson lasts approximately 30 to 40 minutes.

ADDITIONAL INFORMATION

- ❑ To implement the Steps to Respect® program, the cost of the complete startup and classroom kits is \$749.00.
- ❑ The Steps to Respect® curriculum is unique because the lessons are in line with the academic standards in the following subjects: health, language arts, life skills, and civic spirit.

EVALUATION

Three main evaluations of the Steps to Respect® program have been conducted. The first evaluation randomly assigned Grade 3-6 children from six schools to experimental or control groups. This study used a pre and post-test survey to evaluate the effectiveness of the Steps to Respect® Program in reducing playground bullying. This evaluation found:

- ❑ children who received the treatment displayed fewer bullying behaviours;
- ❑ youth who had been enrolled in the Steps to Respect® program also showed a lower tolerance towards bullying.

The second evaluation used an experimental trial with six schools. In total, 549 children were placed in the treatment group, while 577 were part of the control group. The evaluation found that:

- ❑ 12 weeks after implementation, students in the experimental group were less accepting of bullying and felt a greater responsibility to intervene when they witnessed bullying;
- ❑ students in the experimental group reported less victimization from bullying than did students in the control group;
- ❑ however, there were no differences between the control and experimental groups in self-reported aggressive behaviour;
- ❑ reductions in bullying and argumentative behaviour were reported among children in the experimental group compared to the control group.

The third evaluation is a longitudinal extension of the first Steps to Respect® study. The results of this evaluation showed that youth in the experimental group:

- ❑ after two years, showed reductions in bullying, argumentative behaviour, and aggression;
- ❑ reported responding more assertively to cases of bullying.

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Strengthening Families Program

PROGRAM RATING:	Model program
TARGET POPULATION:	At-risk children from 3-5, 6-11 and 12-16 years of age and their families

The Strengthening Families Program (SFP) is geared towards at-risk children from 6 to 12 years of age and their families. With a science-based curriculum, the program focuses on acquiring recognized pro-social skills.

The main objectives of the SFP are to:

- ❑ reduce youth’s behavioural problems (violence, delinquency, aggression, etc.);
- ❑ decrease the use and temptation to use drugs, alcohol and tobacco;
- ❑ enhance children’s social and life skills;
- ❑ improve parenting skills;
- ❑ increase family cohesion, communication and organization; and
- ❑ decrease risk factors and increase protective and resilience factors.

METHOD

- ❑ The SFP curriculum consists of 14 two-hour sessions, preceded by a dinner, and composed of the following three training:
 - Parent Skills Training
 - Children’s Skills Training
 - Family Life Skills Training
- ❑ During their training, parents learn skills for closer bonding and more effective parenting through the use of rewards, closer attention, more effective communication, problem solving, and setting limits with consistency.
- ❑ The children learn to better understand their feelings, control their behaviour, solve problems, talk and listen, respond to their parents, and understand risks of substance abuse.
- ❑ To improve attendance in this program, meals, transportation, child-care, incentives and a graduation celebration are provided.
- ❑ To encourage the use of skills taught in the program and promote the development of a positive social network, two reunions sessions are recommended. Families are encouraged to participate and are usually eager to attend.

ADDITIONAL INFORMATION

- ❑ Since the early 1980’s, the program has been implemented in a number of settings, such as schools, addiction treatment centers, health agencies for families and children, youth care centres, homeless shelters, prison, churches, specialized drug treatment courts, and mental health centers.

- ❑ The SFP has been culturally adapted to a number of ethnic groups, in particular African-American, Asian, Pacific Islander, Hispanic and Aboriginal families as well as families from rural regions. The core versions distributed are culturally sensitive rather than culturally specific. Group leader training stresses culturally specific delivery.
- ❑ In the early 90s, the SFP for at-risk families with children from 6 to 11 years of age (SFP 6–11) was adapted to create a shorter version consisting of seven sessions for low-risk families with children from 10 to 14 years of age (SFP 10–14). The SFP 6-11 fourteen session curriculum was subsequently adapted for high-risk families with children from 3 to 5 years of age (SFP 3–5) and for youth from 12 to 16 years of age (SFP 12–16).

EVALUATION

- ❑ The SFP curriculum has been evaluated in over 15 studies by independent evaluators each time. The main outcomes of participation in the SFP are:
 - decreased use and intention to use alcohol, tobacco and drugs;
 - better and stronger protective factors in children, in particular social and life skills, resistance to peer pressure and improved communication;
 - better parent-child relationship and family cohesion, communication and organization;
 - improved parenting skills concerning, for example, parental supervision, effective consequences rather than extreme punishments, greater consistency including family customs, and closer bonds between parents and children;
 - fewer youth's behavioural problems (e.g., substance abuse, behaviour disorders, aggression, violence and juvenile delinquency) and emotional problems (e.g., depression and psychosomatic disorders).
- ❑ The SFP also helps decrease child abuse, as parents learn to form a strong bond with their children and develop positive parenting skills.

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The “l’Allié” Program

PROGRAM RATING:	Promising program
TARGET POPULATION:	Elementary school students aged 8-12 with behavioural problems and their parents

The l’Allié program is a multimodal intervention program intended for young people who exhibit behavioural problems at school and at home and are considered to be at risk of school and social maladjustment.

The main goals are to:

- ❑ enhance the potential for students with behavioural problems to help them better adapt at school;
- ❑ enhance the parents’ potential to help the children better adapt at home; and,
- ❑ enhance communication and consistency between the various caseworkers working with the children.

More specifically, the objective of the l’Allié program is to prevent the appearance and the aggravation of behavioural problems in school-age children.

METHOD

- ❑ The program features two components facilitated by professionals in the field (for example, psychoeducators and social workers):
 - Children with behavioural problems and some peer-helper classmates participate in a program that builds social skills and interpersonal problem-solving skills;
 - Parents participate in a program to help improve their parenting skills and educational approaches.
- ❑ Program activities:
 - 16 meetings with the children, including roughly 30 activities to help them learn social behaviours such as controlling their emotions and conflict resolution strategies;
 - 15 meetings with parents, including some 30 activities that address various themes, such as managing difficult behaviour, resolving conflicts, and negotiating.

ADDITIONAL INFORMATION

- ❑ The l’Allié program seeks to promote the following protective factors: developing cognitive, social and behavioural competencies; developing problem-solving and interpersonal conflict resolution skills and promoting non-violent alternatives; developing parental competencies (disciplinary practices and parenting skills); regulating friendships; creating a support system at school.
- ❑ The program also seeks to address the following risk factors: early and repeated anti-social behaviour; rejection from peer group; affiliation with deviant peers; lack of or inadequate family organization and supervision; inappropriate attitudes and ineffective discipline; lack of connection with family, school and community.

- ❑ Before implementing a targeted prevention program like l’Allié, it is important to ensure that the school is already engaged in promoting peaceful behaviour using a universal approach (for example, *Vers le pacifique*). Consistency between the school team’s values and practices and the content and spirit of the program is essential to ensure the program’s success.
- ❑ The program’s educational package includes the following: promotional posters, implementation guide, facilitator’s guides for both components, and an illustrated story. It also includes a DVD containing educational vignettes that illustrate certain situations in the parent component. Finally, the package includes a CD that contains the printable educational material needed to facilitate meetings (child component and parent component), the l’Allié newsletter to be distributed to teaching staff and parents, activity workbooks (child component and parent component), a behavioural assessment questionnaire, a tool for compiling results to assess the effects of the program, and meeting review forms to document the implementation of the program and report on the experience.
- ❑ Training is offered with the purchase of the l’Allié program to ensure its optimal and successful use. The program designers offer various training packages and personalized services to support the structure and educators involved in teaching the program.
- ❑ The English version of the l’Allié program is available. It will also be possible to receive program training in English.

EVALUATION

- ❑ The l’Allié program was evaluated (2004-2005 and 2005-2006) in eight Montreal-area elementary schools using a semi-experimental research design consisting of an experimental group (N total=188), a control group (N=168) and a comparative group (N=171) from four other schools in the same region (Desbiens et Pascal, 2006).

Evaluation of impact

- ❑ After the two-year program, the benefits of the intervention were reported by the students, teachers, parents and peers.
- ❑ Students from the experimental group seek more positive solutions to conflicts (student’s evaluation), are better able to resolve conflicts and show more pro-social behaviours (teacher’s evaluation) than their comparative group counterparts.
- ❑ Results also suggest that girls with externalized behavioural problems derive more benefit from the program than boys.
- ❑ The evaluation shows that girls also improved their ability to control their emotions and had improved behavioural self-regulation.
- ❑ In addition, positive effects have been observed in the school environment as perceived by students with problems: a drop in victimization in girls, an increased feeling of security in girls and a greater perception of support for students with problems.

Evaluation of implementation

- ❑ The l’Allié program’s implementation was a success: the attrition rate of the targeted student group was extremely low (less than 7%), and student interest was maintained throughout the program.
- ❑ Targeted students and their best friends developed a sense of belonging towards the l’Allié group, and their participation in the workshops was even perceived as a privilege by their classmates.
- ❑ Schools’ interest and trust in the l’Allié program grew during the second year of implementation, and they were extremely satisfied with this program.
- ❑ The skills, availability and openness of the project’s caseworkers, are important factors that facilitated the project’s implementation.

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La trousse pédagogique du programme l’Allié – information publication



The “Fluppy” Program

PROGRAM RATING:	Innovative program
TARGET POPULATION:	Preschool-age children (5-6 years) and primary-age children (6-12 years)

The Fluppy program was developed in the 1990s in Montreal. Overall, this program pursues the main objectives of the oldest prevention program: the Preventive Treatment Program (Montreal Longitudinal Experimental Study).

Fluppy is a school-based program prevention, and its implementation is supported by the health care sector. Fluppy focuses on various target groups: children in preschool and Grade 1, children in grades 2 and 3, and children in grades 4 to 6. To ensure the best results in older children, they should preferably have been exposed to prevention programs in earlier years.

The main goals of the Fluppy program are to:

- ❑ act on known protective factors to prevent violent behaviours;
- ❑ help students develop good social skills in order to develop and maintain positive group relationships; and,
- ❑ support parents of at-risk children in order to promote harmonious parent-children relationship.

METHOD

Fluppy combines universal prevention interventions (for all students in the class) and interventions targeting young people who are assessed as being at risk through risk assessments tools. The program is tailored to the appropriate age group.

The Fluppy program in preschool and Grade 1:

- ❑ The Fluppy program for preschool is intended for kindergarten students, parents of kindergarten students in difficulty, and teachers.
- ❑ The Fluppy program for preschool is designed to be introduced and presented by a teacher and a resource person (from the school or a local health care centre).
- ❑ It is made up of three sections:
 - Child section: focuses on teaching social skills in the classroom and presents 15 workshops of 20 to 30 minutes each.
 - Family section: focuses on helping parents of children with behavioural issues (e.g. aggression) through one meeting held every two weeks.
 - Teacher section: focuses on providing teachers with support through a resource person for managing their classes and applying intervention strategies to better welcome and support children with issues.
- ❑ The Fluppy program Grade is intended for students who either are or are not at risk of experiencing problems adjusting.

Fluppy program in Grades 2 and 3:

- ❑ This program is a continuation of the two social behaviour training programs “Fluppy program in preschool” and “Fluppy program in Grade 1.”
- ❑ In Grades 2 and 3, the program presents eight workshops based on the topics of friends, emotions, empathy and problem solving. The teacher or a caseworker runs the activities for the entire class.

Fluppy program in Grades 4, 5 and 6:

- ❑ The Fluppy program in Grades 4, 5 and 6 is made up of:
 - Universal workshops that focus on social skills training program in class. It presents ten workshops for the entire group of students

ADDITIONAL INFORMATION

- ❑ To obtain the material and the program (for preschool or elementary), and information on how to use it correctly, the Centre de Psycho-éducation du Québec requests that you take a two-day training course.
- ❑ The Fluppy program is available in English.

EVALUATION

- ❑ The Fluppy program has been under evaluation since 2002.
- ❑ Researchers are currently analyzing the data; the results should be released shortly.

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Aggression Replacement Training®

PROGRAM RATING: Promising program

TARGET POPULATION: Chronically aggressive and violent adolescents aged 12-17

Aggression Replacement Training® (ART®) is a 10 week cognitive behavioral intervention, multi-component, that was designed to target adolescents who display chronically aggressive and violent behaviour. The program is centered on skill building, group discussions, and reinforcement techniques. ART® may be implemented within schools, juvenile delinquency programs, and mental health settings with youth from all socioeconomic backgrounds.

The main goals of ART® are to:

- ❑ improve anger control;
- ❑ build social skills and social competence;
- ❑ enhance moral reasoning;
- ❑ reduce aggressive behaviour.

METHOD

- ❑ ART® is divided into 30 hour-long intervention sessions that span over the course of 10 weeks.
- ❑ These sessions are divided into three components: Social Skills Training, Anger Control Training, and training in Moral Reasoning. Each week, youth participate in three 1 hour sessions; one session from each of the three components.
 - *Social Skills Training:* Youth learn prosocial behaviours through modeling and role-playing that should be applied when encountering stressful or negative situations.
 - *Anger Control Training:* In this component, youth use examples of recent real-life situations where they encountered something that aroused feelings of anger in them. The group uses these examples to learn how to react in this type of situation.
 - *Training in Moral Reasoning:* This component teaches youth to view the world from the perspective of another person. It is designed to teach the youth about fairness and justice while taking into consideration the rights of the other person.
- ❑ The program is generally implemented in: school settings by teachers; institutional juvenile justice or mental health settings by youth workers or counsellors; or community-based agencies or systems by direct line staff.
- ❑ It is highly recommended that group facilitators be trained according to standards set by trademark certifications and those established by Dr. Barry Glick and G & G Consultants, LLC.

ADDITIONAL INFORMATION

- ❑ If implemented correctly, the ART® program is cost effective. Based on a cost-benefit analysis, this program could generate approximately \$11 in benefits from avoided crime costs for every \$1 spent on implementing the program.
- ❑ ART® targets risk factors such as family violence and anti-social behaviour while encouraging protective factors such as a resilient temperament, involvement in the community, and social competencies.
- ❑ Training for ART® is available from G & G Consultants, LLC, for individuals who are interested in implementing the program. They provide training at three levels: the basic level qualifies staff to implement ART®, the advanced level qualifies them to train others in the program, and during the master's level, program staff learn different things depending on their individual needs.

EVALUATION

Several evaluations of the ART® program have been conducted. The first evaluation conducted studied 60 youth who were incarcerated in a New York State Division for Youth facility. Youth were placed in one of three groups: an experimental group, a quasi-experimental group, and a control group. ART® has also been evaluated as a community-based reintegration program for youth. This study also used three randomized study groups. The last evaluation studied the effectiveness of ART® on a group of 1229 youth, who were randomly assigned to control and experimental groups. The evaluations found that:

- ❑ participation in the ART® program resulted in fewer additional arrests in 80 percent of the participants;
- ❑ the ART® program improved skills in four areas: prosocial skills, prosocial behaviours, ability to manage impulsiveness, and moral reasoning;
- ❑ after taking part in the program, youth also displayed an increased ability to express complaints, prepare for stressful situations, respond to anger, and to deal with peer pressures;
- ❑ participation in the program also resulted in fewer negative behaviours. Where participants displayed negative behaviours, they tended to be less intense and not as frequent as adolescents who did not participate in the program;
- ❑ additionally, both parents and youth reported an improvement in child-teacher relationships and an improvement in the responsibility of the youth.

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Pathways to Education Program

PROGRAM RATING:	Promising program
TARGET POPULATION:	High school youth from economically disadvantaged communities

Pathways to Education Program is a community-based program designed to reduce poverty and its effects by lowering the dropout rate among from economically disadvantaged communities and increasing their participation in post-secondary programs. The Pathways to Education Program provides support to young people so they stay in school and continue their education.

The program was first established in 2001 and implemented at Regent Park in Toronto by the Regent Park Community Health Centre. The program was a success and is currently in place in ten other sites (three in Toronto, one in Kitchener, one in Ottawa, one in Hamilton, one in Kingston, one in Montreal, one in Winnipeg and one in Halifax).

The main objectives of the Pathways to Education Program are to help disadvantaged youth:

- ❑ Successfully complete high school;
- ❑ Continue on to postsecondary education; and
- ❑ Become actively engaged in their career development.

Overall, the program also strives to:

- ❑ Improve access to postsecondary education for disadvantaged youth; and
- ❑ Lower the dropout rate.

METHOD

The program is structured around four key supports: academic, social, financial and counseling. The program takes a holistic community approach, ensuring that the four supports are delivered to youth in a comprehensive style, not in isolation. This approach improves young people’s chances of completing high school and accessing postsecondary education.

The four supports are briefly described as follows:

- ❑ Academic: tutoring in five core subjects, four nights a week.
- ❑ Social: group mentoring for grades 9 and 10, specialty and career mentoring for grades 11 and 12.
- ❑ Financial: financial support is divided into two parts: immediate financial support such as free bus tickets and lunches, and long-term financial support in the form of a bursary for postsecondary education.
- ❑ Counseling: support workers help connect teens, parents, school administration, teachers and community agencies.

The Pathways to Education Program also builds relationships with parents to ensure that they play an active role in their child’s education, especially when language and cultural barriers are a problem.

ADDITIONAL INFORMATION

- ❑ The following criteria are necessary to replicate the program:
 - A demonstrated desire by the community to implement the program and the underlying related needs, for example a high dropout rate and high percentage of low-income families;
 - An organization with community leadership that is ready to carry the program and over time has built strong relationships with other community organizations;
 - A coalition of partners, including schools and school boards, postsecondary institutions, agencies, donors and employees;
 - A demonstrated availability of funding for a local program.
- ❑ The process for a local agency to be accepted as a host agency and to run a Pathways to Education Program in its community involves four phases:
 1. **Prospecting:** during the prospecting phase, initial discussions take place to explore whether the community meets the minimum requirements.
 2. **Community Engagement:** local partnerships will start. The community engagement phase also includes a program development component where the local variations of the four Pathways supports can be identified and planned for.
 3. **Delivery:** this includes the recruitment and enrollment of students, the hiring of staff and volunteers, and the ongoing delivery of the four key supports of the program: academic, social, financial and counseling.
 4. **Evolving:** after each year, Pathways staff, students, parents, volunteers and other stakeholders contribute to program improvements by evaluating the program's success through surveys and focus groups and identify challenges for the following school year.

EVALUATION

The current situation of youth in Regent Park was compared with the situation in September 2001, the date of the program was implemented in the community. The results show that the program has:

- ❑ Reduced the dropout rate from 56% to 10% (as in to be expected, there is a slight variation between cohorts);
- ❑ Reduced absenteeism by 50% and the rate of youth with serious attendance problems by 60%;
- ❑ Reduced by 60% the number of students considered academically at risk due to poor marks and low school credit accumulation; and
- ❑ Increased college and university enrolments from 20% to 80% (and over 90% of those were the first in their families to attend a post-secondary institution).

According to a cost-benefit analysis conducted by the Boston Consulting Group, the Pathways to Education Program was less costly and more profitable than most other programs for disadvantaged students. Ultimately, this translates into savings in health care, correctional services and welfare. The study found:

- ❑ A return on investment of \$25 for every dollar invested;
- ❑ A net benefit to society of \$50,000 for every student enrolled; and
- ❑ A cumulative lifetime benefit to society of \$400,000 for each graduate.

The study also notes a drop of 75% in teenage pregnancy rates and a significant reduction in violent crime and property crime reports in Regent Park and adjacent neighborhoods, during the same time period. Although these changes cannot be directly attributed to the Program, it is also understood that crime and teenage pregnancy rates decrease with successful poverty reduction.

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Reconnecting Youth

PROGRAM RATING:

Promising program

TARGET POPULATION:

Adolescents aged 14-19 who demonstrate risk factors co-occurring with potential school dropout, such as drug use, anger/aggression, depression, and suicidal behaviours.

RY is a science-based prevention program for reducing high school drop-out, drug involvement, violence, depression & suicide-risk behaviours. The RY skills training intervention is school-based, targeting youth who exhibit multiple behavioural problems that place them at-risk for dropping out of school. The program is centered on the theory that youth who are at risk of becoming school dropouts often have co-occurring drug use, anger problems, depression, or suicidal behaviours. The program involves peer groups, school teachers/staff, and parents in the goals of increasing school performance and decreasing the co-occurring risk problems that result in school dropout.

Reconnecting Youth aims to:

- ❑ reduce in suicidal behaviours and emotional distress;
- ❑ increase in school achievement;
- ❑ reduce in drug involvement;
- ❑ increase in personal and social support assets.

RY has produced proven outcomes. As a result, youth participating in RY showed the following:

Reductions in Suicidal Behaviours and Emotional Distress

- ❑ 80% decrease in suicidal behaviours
- ❑ 75% decrease in depression & hopelessness
- ❑ 38% decrease in perceived stress
- ❑ 48% decrease in anger-control problems

Increases in School Achievement

- ❑ 18% increase in GPA for all classes, excluding RY
- ❑ 7.5% increase in credits earned per semester
- ❑ 35% decrease in dropout rates

Reductions in Drug Involvement

- ❑ 50% decrease in hard drug use
- ❑ 48% decrease in drug-use control problems and adverse drug-use consequences
- ❑ Curbed progression of alcohol and other drug use
- ❑ 7% decrease in drug involvement

Increases in Personal and Social Support Assets

- ❑ 23% increase in personal control
- ❑ 25% increase in self-esteem
- ❑ 13% increase in school bonding
- ❑ 26% increase in social support

METHOD

At-risk students are recruited into (not required to attend) the RY program by the RY Leader through a personal invitation, having been identified using the following criteria:

- ❑ Is behind in credits for grade level AND is in the top 25th percentile for absences AND has a GPA less than 2.3 (or a sharp drop in grades).
- ❑ Has a prior dropout status.
- ❑ Is referred by school personnel and meets one or more of the criteria in point 1.

The RY Class

The RY class is comprised of 10-12 students and meets daily, or on a block schedule, for an entire semester. There are 75 lessons in the curriculum. The class is part of the high-school curriculum, and students receive credit for participation. The class is led by a teacher who excels in working with high-risk youth and has completed RY training to ensure fidelity of program implementation. The focus of the class is on skills training within the context of adult and peer support.

The Curriculum

The RY Class is delivered in five modules:

1. Getting Started
2. Self-Esteem Enhancement
3. Decision Making
4. Personal Control
5. Interpersonal Communication

The Getting Started module lasts for approximately 10 days, during which students evaluate their behaviour, develop program goals, and begin working towards achieving those goals. The remaining four modules concentrate on life-skills training (Self-Esteem Enhancement, Decision Making, Personal Control, and Interpersonal Communication). Each of these modules lasts for approximately one month.

The curriculum is enhanced by the promotion of school bonding, parental involvement, and school crisis response planning.

- ❑ **School bonding:** Consists of social, recreational, and weekend activities that promote the connection of students to the school environment and help to discourage damaging feelings and behaviours such as drug use and depression.
- ❑ **Parental Involvement:** Parents are integrated into the intervention process through progress reports and calls from teachers. It is necessary to the success of the program that the parents support and help to enhance the skill development learned through the classes.
- ❑ **School Crisis Response Planning:** Provides the school staff with training for suicide prevention.

ADDITIONAL INFORMATION

- ❑ The RY program requires the participation of several key partners to ensure its effectiveness.
 - Most importantly is the RY teacher (leader) who directs the RY classes. It is necessary that the RY teacher have completed the RY training program.
 - The RY coordinator is responsible for sustaining the program and supervising its implementation. This individual must have an in-depth knowledge of the program and must have completed both the RY training program as well as the RY Coordinator Advanced Training.
 - The RY program must be supported by the school administrators. They are responsible for ensuring that there is an opportunity for the program to work within the school, they must help to build community support for the program as well as ensure that there is an opportunity for the prevention of problem behaviours among at-risk students.
- ❑ RY is identified as a best practice and/or model program by the U.S. Department of Education Drug Strategies and the American Foundation for Suicide Prevention, is included in the U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration's (SAMHSA) National Registry of Evidence-based Programs and Practices (NREPP), and by the White House in its "First Annual Report on School Safety". Drug Strategies' publication, *Safe Schools, Safe Students* gave RY an 'A+'.
- ❑ There is also a "sister" program to RY, which is especially well suited for juvenile agencies working with middle and high school at-risk youth, in addition to middle and high schools. This program is called CAST (Coping And Support Training). Whereas RY is a selective/indicated semester-long high school program, CAST is a selective/indicated 12-lesson pullout program for middle and high schools offered twice a week for 6 weeks. While each of these two programs is a stand-alone program, they can also be implemented together. For example, students who are at-risk of suicide may opt to be included in the CAST intervention program. Additionally, these youth who have completed the 6-week CAST program – perhaps as a transition program in middle school – would most likely benefit from the semester-long RY follow-up program. More information is available at: <http://reconnectingyouth.com/> "CAST Program".
- ❑ In Canada, RY is implemented in 3 sites, 2 are in British Columbia (Victoria and Kelowna) and the other one is in Ontario (Toronto).

EVALUATION

When compared to a control group (students meeting the same criterion of potential school dropouts – i.e., behind in credits for grade level, high absenteeism, previous dropout, etc. – and who completed the same questionnaires on the same timeline as RY students over the course of 2+ semesters), RY students showed significant improvements:

- ❑ Considerable reduction in hard drug use;
- ❑ Major decreases in anger-control problems;
- ❑ Significant improvements in their GPA scores) (whereas controls declined) (GPA: grade-point average);
- ❑ Substantial reductions in feelings of depression and hopelessness;
- ❑ Greater increases in enhancing personal control;
- ❑ Greater increases in positive connections with teachers, friends, and family members.

These findings support the RY theoretical model. The findings further suggest that the program works because of the RY Leader and peer group support and skills training. RY Leader support is critical to the success of the program. Skills training is taught in the context of carefully nurtured peer group support, as the greater the amount of social support and skills training, the greater the achievement of program goals.

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The Fourth R

PROGRAM RATING: Promising program

TARGET POPULATION: Youth in grades 8 to 12

The Fourth R is a school-based program that integrates students, teachers, parents, and the community into a comprehensive violence prevention program. The program targets all adolescents in its implementation to avoid labelling particular youth as at-risk.

The goals of Fourth R are to:

- ❑ show youth positive relationship models;
- ❑ prevent violence and promote positive relationships;
- ❑ prevent at-risk sexual behaviour;
- ❑ build skills and knowledge related to sexuality, drugs and alcohol, and violence/bullying.

METHOD

The Fourth R curriculum contains 21 in-class lessons that are divided into three different units. These lessons meet the Ontario Ministry of Education’s standards for health education for Grades 8 and 9 as well as Grade 9-12 English. The Grade 7 program will be released in September, 2010.

The three units are: Violence/Bullying, Unsafe Sexual Behaviour, and Substance Use.

- ❑ Violence/Bullying (seven 75-minute lessons)
 - Students learn conflict resolution skills and learn about the barriers to healthy relationships.
 - The contributors to violence is taught and students present about examples of violence in the media.
- ❑ At-risk Sexual Behaviour (seven 75-minute lessons)
 - Students learn about sexuality in the media, preventing pregnancy and STDs, responsible sexuality, and sexual decision-making.
 - Students research community resources where they can go for assistance.
 - Students learn assertiveness skills to help to deal with relationship pressures.
- ❑ Substance Use (seven 75-minute lessons)
 - Students learn about the myths, facts and effects of substance use.
 - Students learn skills such as how to make informed choices about drug and alcohol use and how to cope with peer pressures of substance use.
 - Students engage in skill practicing exercises and group discussions of informed choices surrounding smoking, drugs, and alcohol.

The units for English address the topics of violence / bullying, at-risk sexual behaviour, gangs, substance use and abuse, and impacts of media violence. The Grade 9 and Grade 12 English programs are book club based, with seven lessons that incorporate ways to develop character education critical literacy skills, and critical thinking skills. The Grade 10 English program is a 30-lesson Short Story Unit, and the Grade 11 English program is 24-lesson Non-Fiction literature Unit. These units are designed with innovative teaching strategies and contained all the required activities and rubrics for implementation. All the English material is designed to support a variety of reading levels in the texts, combined with the variety of exercises and follow-up activities, allow the teacher to differentiate the instruction and the performance expectations for each student.

There are three other key components other than the in-class lessons. Fourth R incorporates the school, the parents and the community into the program implementation.

- ❑ School
 - Educates teachers and staff about awareness of the signs and risk factors of drug use and unsafe sexual behaviour.
 - School staff is given an introduction to the Fourth R program and its components.
 - A Youth Safe Schools Committee manual can be purchased to assist educators with the involvement of the whole school in Fourth R initiatives.
- ❑ Parents
 - Parents receive program updates and information surrounding parenting adolescents.
- ❑ Community
 - Guest speakers and field trips are arranged throughout the program to help build links between the students and the community.
- ❑ The Fourth R core program has been adapted for students in the Alternative Education system to meet their diverse needs. The majority of students in these schools have engaged in the three risk behaviours that our program addresses.
- ❑ The Aboriginal Perspectives version of the Fourth R program was developed in collaboration with Aboriginal educators, students, counsellors, and community partners. The Aboriginal Perspectives curriculum adds a cultural identity framework for youth and situates some of the issues facing Aboriginal youth in a historical context.
- ❑ Additional resources include the Aboriginal Peer Mentoring Program (mentor and implementation manuals available), the Cultural Leadership Course, and the After-School Program.

ADDITIONAL INFORMATION

- ❑ Fourth R uses a classroom-related teaching style to educate adolescents about violence and relationship knowledge. The program developers contend that skill development should be taught in a similar manner to math and writing.
- ❑ The Fourth R is based on the Youth Relationships Project (YRP), which was a program that prevented violence in dating relationships. The YRP, however, was developed for use specifically with youth whose family backgrounds included violence. The success of this program led to the development of the Fourth R, which adapted the YRP to be used with all youth.
- ❑ The Fourth R has been included in the Ontario Ministry of Education's Registry of Bullying Prevention Programs since it meets the key elements of an effective bullying prevention program outlined in the Ministry's Safe School Action Team Report of November, 2005.

- ❑ In 2005, pilot programs were started in both British Columbia and Saskatchewan schools. Since then, the Fourth R has expanded to over 1,200 schools across Canada (all provinces and territories) and the United States (9 states). It is also taught in Spain, Portugal, and Australia.
- ❑ The program has been translated into French and Portuguese. Adaptations have been made to the program for Catholic populations.
- ❑ The Engaging and Empowering Aboriginal Youth: A Toolkit for Service Providers was published in 2009, and a second edition was released in September 2010. This toolkit provides information for agencies and groups looking to support Aboriginal youth. The toolkit is divided into five sections: background and overview, assessment, guiding principles, working with schools, and research and evaluation.

EVALUATION

The local Fourth R Project has completed its five-year randomized control trial (RCT; 2004-2009) to determine whether the curriculum taught in Grade 9 Health classes would reduce physical dating violence relative to standard Health classes two and half years later. It has found that:

- ❑ by the end of Grade 11, there were fewer acts of dating violence among youth who participated in the program than those who received the regular Health classes;
- ❑ these effects were most apparent among male youth;
- ❑ 2.5 years later, males who participated in the program were more likely to practice safe sex.

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Breaking the Cycle

PROGRAM RATING: Innovative program

TARGET POPULATION: Youth at-risk of gang participation aged from 15 to 26

As well, youth participating in this program must be:

- currently or previously involved in gangs;
- currently unemployed and not attending school;
- committed to actively participating in the program; and,
- committed to meeting the group’s standards and agreements.

The Breaking the Cycle Youth Gang Exit and Ambassador Leadership Program (“the BTC”) is operated by the CTI Canadian Training Institute. The BTC is a comprehensive strategy that targets youth gangs and addresses risk factors for youth at risk of joining gangs and for gang-involved youth.

The main objectives of the BTC are to:

- reduce gang membership in the targeted communities;
- reduce risk factors such as aggression, substance abuse, unemployment and negative peer relationships, which contribute to potential gang involvement;
- increase labour force participation among the participants; and
- increase pro-social community participation among the participants.

METHOD

The key elements of this program are as follows:

- Two to three weeks of intensive personal development. This phase is divided into two learning programs, one for males and one for females, and topics addressed different topics such as sexism and violence. There is also an emphasis on communication skills and interpersonal relationships.
- One week of case management where individual plans are developed. The youth are evaluated to measure and describe their progress throughout the program. At the end of the evaluation, young people are selected for the Youth Ambassador Program.
- The 25-week Youth Ambassador Leadership and Employment Program is limited to two groups of 25 youth per 28 week session. In this component, the youth spend their time between personal development sessions (developing and acquiring social, cognitive, behavioural and moral skills) and outreach activities such as presentations to their peers in schools, families, community groups and the media to raise awareness among at-risk youth and the general public of the dangers of gang membership.

ADDITIONAL INFORMATION

- The Breaking the Cycle Program is based on the experience of the Canadian Training Institute on gangs when implementing the “Beyond the Halls” project in the late 1990s. This program was implemented in four high schools within the greater Toronto area.

EVALUATION

- According to a program evaluation conducted between July 1, 2003, and June 30, 2004, for Human Resources and Skills Development Canada, the BTC program allowed the 14 young people who participated in the program:
 - To develop youth employability skills as well as gain experience and confidence in delivering community presentations;
 - At the end of the program, the 11 young people who successfully completed the program all returned to school or to the labour market; and
 - To give a total of 114 presentations in the community and schools. These presentations had a significant impact on residents and youth, and the program organizers received a number of testimonials
- During an NCPC evaluability assessment (2009) the BTC program was compared with other promising gang exit models in the United States and was found to have similar and in some cases greater breadth in programming components to these models; as a result, it has the potential to achieve similar goals.
- The program has now been delivered to 303 youth (96 female, 207 males). The graduation rate in completing the fulltime 28 week program is 74%.

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Chicago Ceasefire

PROGRAM RATING: Promising program

TARGET POPULATION: High-risk youth aged 16-25

Chicago CeaseFire is an initiative of the Chicago Project for Violence Prevention. Chicago CeaseFire is a violence prevention program that works with community, city, state, and federal partners to reduce violent crime in Chicago. The program is specifically directed at reducing the number of shootings and killings in Chicago.

The two primary goals of Chicago CeaseFire are to:

- ❑ reduce all types of violence in Chicago by working with the government and community;
- ❑ create effective prevention programs that can be incorporated into violence prevention programs in the city or community.

To be selected for this program, youth are assessed against a list of criteria for inclusion. Youth must meet at least four of these criteria. Generally, the program focuses on youth who are between the ages of 16 to 25 and who have a history of arrest. Additionally, these youth tended to be members of a gang, have been in prison, have been a victim of a shooting, and have been involved in the sale of drugs on the street.

METHOD

Five core components make up Chicago Ceasefire. These components are: community mobilization, youth outreach, public education, faith-based leader involvement, and criminal justice participation.

- ❑ Community Mobilization
 - Community mobilization attempts to build support among community residents, businesses, and organizations within the community for a safer community and promote the CeaseFire program.
 - This component is led by Violence Prevention Coordinators, who are responsible for building networks within the community. These networks ensure that all instances of violence is responded to and that the public is educated on violence prevention.
 - The Violence Prevention Coordinators are also responsible for developing a violence prevention plan that outlines the key goals and activities of the program. The plan also discusses the problems associated with violence in the community and the current programs and resources that exist and target these problems.
- ❑ Youth Outreach
 - This component is directed by Outreach Workers who are responsible for identifying high-risk youth in the community who are at risk of becoming involved in violence or who already engage in violent activities.
 - The Outreach Workers build trusting relationships with these youth and work to redirect them away from a violent lifestyle. They encourage youth to find jobs, attend job training sessions, and to return to school.
- ❑ Public Education
 - The community is educated about violence prevention and the Chicago CeaseFire program through posters, leaflets, and flyers which are dispersed throughout the neighbourhood. These materials contain messages about violent crime and its consequences.

- ❑ Faith-Based Leader Involvement
 - Representatives from faith-based organizations (church, mosque, or synagogue) provide support for youth through resources such as safe havens.
 - By talking to youth and providing a source of leadership, these representatives attempt to guide them away from leading a violent lifestyle.
- ❑ Criminal Justice Participation
 - Chicago CeaseFire builds relationships between members of the community and the local police services. The program works to establish common goals between all parties, including the goal of making the community safer.
 - When a shooting or violent act occurs in the neighbourhood, the Police notify Chicago CeaseFire and its community partners of the incident. CeaseFire and the community can then mobilize the resources available to ensure similar occurrences don't occur in the future.

ADDITIONAL INFORMATION

- ❑ Chicago CeaseFire provides a number of services that assist implementation sites to achieve their objectives, including:
 - *Site assistance*: Site assistance includes group meetings for program staff as well as community meetings.
 - *Training*: The Chicago CeaseFire provides regular training session for staff to enhance their knowledge of the project. This will help workers make appropriate decisions when they encounter situations with community members or organizations.
 - *Documentation and Reporting*: Chicago CeaseFire and community partners work together to define program goals and to solve problems. These goals and problems are documented and collected by the Project evaluation team for analysis.
- ❑ A unique feature of the Chicago CeaseFire program is its focus on a small number of high-risk youth instead of a large number of individuals. These youth are carefully selected from the community where the program is implemented.

EVALUATION

The evaluation of Chicago CeaseFire by the U.S. Department of Justice included three types of methodologies to assess the impact of the program on shootings and killings: time-series analysis, hot-spot mapping, and network analysis.

A time-series analysis was used to compare preprogram and postprogram data across seven CeaseFire program sites with comparison areas that were not being served by CeaseFire during the same time period. The seven sites were Auburn Gresham, Englewood, Logan Square, Rogers Park, Southwest, West Garfield Park, and West Humboldt Park. The overall average postprogram period was 59.3 months, ranging from 33 to 79 months. The results of the evaluation were mixed, but positive:

- ❑ four of the seven sites showed that the program resulted in a decrease in shots fired from a gun (between 17% and 24%);
- ❑ four of the seven sites showed decreases in actual shootings due to the program (between 16% and 34%);
- ❑ one out of the seven sites (Auburn Gresham) found that program implementation resulted in a reduction of gun homicides;
- ❑ four out of the seven sites saw declines in hot spots and reductions in their density as a result of program implementation (between 15% and 40%).

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REFERENCES

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Find Youth Info. *Chicago Ceasefire.* Available from: <http://www.findyouthinfo.gov/programdetails.aspx?pid=835>.

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Weed and Seed

PROGRAM RATING:	Innovative program
TARGET POPULATION:	Neighbourhoods with high levels of crime, specifically gang activity, violent crimes, and drug related crimes.

Weed and Seed is a community-based prevention strategy that combines law enforcement with community mobilization and crime prevention. The strategy aims to build relations among community members while “weeding out” criminals who are involved with drug abuse and violent crimes in the neighbourhood. Meanwhile, Weed and Seed encourages prevention, treatment, and intervention to prevent the return of crime to the area.

Weed and Seed has several goals including:

- ❑ enable communities to reduce violent and drug-related crime;
- ❑ strengthen community capacity to enhance quality of life;
- ❑ promote the long-term health and resilience of the community.

METHOD

Weed and Seed uses two main approaches: the “weeding out” of criminals from the neighbourhood and the “seeding” of services in the area including treatment programs, prevention initiatives, and restoration programs.

There are four basic components in the Weed and Seed strategy: law enforcement; community policing; prevention, intervention and treatment; and neighbourhood restoration.

- ❑ Law Enforcement
 - All levels of law enforcement in all levels of government collaborate to reduce crime within the neighbourhood. Law enforcement also helps to reduce the fear of crime among the residents.
- ❑ Community Policing
 - Community policing focuses on two main issues: community engagement and problem solving.
 - Community Police attempt to involve the community in the prevention process by establishing a sense of responsibility among residents.
 - Residents are encouraged to participate in the crime solving processes within the community, thus building relationships between the neighbourhood and the police.
- ❑ Prevention, Intervention, and Treatment
 - This component focuses on establishing services in the neighbourhood.
 - It also helps to link the police with the private sector and social service agencies to improve the quality of services in the community.
- ❑ Neighbourhood Restoration
 - Neighbourhood restoration focuses on creating opportunities in the community for residents including, employment, improvements to housing, and economic development.

ADDITIONAL INFORMATION

Before implementing Weed and Seed, several steps must be taken to prepare. The six basic planning stages involved in developing the Weed and Seed strategy are:

- ❑ Stage 1 – Organize and convene a Weed and Seed Steering Committee.
- ❑ Stage 2 – Select or confirm the designated neighborhood.
- ❑ Stage 3 – Conduct a community assessment of the designated neighborhood.
- ❑ Stage 4 – Select priorities and strategies to address neighborhood challenges.
- ❑ Stage 5 – Identify goals, objectives, and major tasks.
- ❑ Stage 6 – Develop an implementation plan.

Steps to Official Recognition:

- ❑ Organize and convene a Steering Committee. The Steering Committee meets and identifies the designated neighborhood, conducts a needs assessment for the designated neighborhood, identifies existing resources and gaps where new resources are needed, develops implementation activities, and develops the implementation schedule.
- ❑ 2. Request an application for official recognition.
- ❑ 3. Communities that develop a Weed and Seed strategy in coordination with their U.S. Attorney’s Office may submit an application for official recognition to CCDO.

EVALUATION

A national evaluation of the Weed and Seed strategy was conducted for eight sites across the United States. The effectiveness of weeding and seeding activities varied across the eight sites. The results of the evaluation found that:

- ❑ With respect to serious crimes (homicide, rape, robbery, burglary, larceny, and auto theft), six of the eight sites showed declines in crime rates.
- ❑ Crime rates associated with drug crimes also showed a decrease in six of the eight implementation sites.
- ❑ Preexisting community features may make Weed and Seed easier or more difficult to operate effectively. Important factors included the strength of the social and institutional infrastructure (an establish network of community-based organizations and community leaders), the severity of crime problems, geographical advantages favouring economic development, and the transient nature of the community population.
- ❑ Sites appeared to have greater success if they concentrated their program resources on smaller population groups.
- ❑ The most effective implementation strategies were those that relied on bottom-up, participatory decision-making approaches, especially when combined with efforts to build capacity and partnership among local organizations.

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