Comprehensive Prevention Deals With Many of the Risk Issues.

Substance Abuse  Bullying
Gangs  Mental Health
Suicide  Violence  Internet Safety
The State Board of Education shall adopt rules providing for instruction at each grade level on the harmful effects of alcohol, tobacco and other drugs. Assistance from the State Division of Substance Abuse and Mental Health.
(ii) Money for the gang prevention and intervention program shall be distributed to school districts and charter schools through a request for proposals process.

(f) include strategies for providing students and staff, including aides, custodians, kitchen and lunchroom workers, secretaries, paraprofessionals, and coaches, with awareness and intervention skills such as social skills training.
.....requires school districts and charter schools to implement a youth suicide prevention program for students in secondary grades;
Can Educators Solve All The World’s Social Issues?

So after Drug Ed, there’ll be Drivers Ed, followed by Sex Ed and AIDS Ed, and then we’ll squeeze in Condom Ed before Gang Ed . . . ”
Social and emotional learning is an ongoing process...

“Through which a child acquires the skills to recognize and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships and handle challenging situations effectively.”

Social Competence
Research-based Prevention Can Impact Student’s Academics

- Improved grades
- Increased grade point average
- Improved standardized test scores
- Improved rates of next grade promotion
- Improved rates of graduation
We are not here to prepare students for a life of tests.

However, we are here to prepare students for the tests of life.
What is Prevention?

Prevention is the active, assertive process of creating conditions and/or personal attributes that move individuals towards well being.
Local Substance Abuse Authority (LSAA) Areas

Organization of Substance Abuse Prevention Services in Utah

- **Bear River** (Box Elder, Cache, Logan, Rich)
- **Weber County** (Weber, Ogden, Morgan)
- **Davis County** (Davis)
- **Salt Lake County** (Salt Lake, Jordan, Murray, Granite, Canyons)
- **Tooele County** (Tooele)
- **Summit County** (North & South Summit, Park City)
- **Wasatch County** (Wasatch)
- **Utah County** (Alpine, Nebo, Provo)
- **Central Utah** (Juab, Millard, Piute, Sevier, Wayne, Tintic, North and South Sanpete)
- **Four Corners** (Carbon, Emery, Grand)
- **Southwest Utah** (Beaver, Garfield, Iron, Kane, Washington)
- **Northeastern Utah** (Daggett, Duchesne, Uintah)
- **San Juan County** (San Juan)
Utah’s Continuum of Prevention Services

Types of Prevention Services IOM Classifications

Target Efforts

Universal Services
Primary Prevention

Selective Services
Targeted Prevention

Indicated Services
Early Intervention
It’s Easier to Build a Child
Than Repair an Adult.
Focus on Risk/Protective Factors

- Family
- Peer/Individual
- School
- Community
The Social Development Strategy

The Goal... Healthy Behaviors

Ensure...

Healthy Beliefs and Clear Standards

Build...

Bonding – Attachment – Commitment

By providing...

Opportunities  Skills  Recognition

Be Aware of...

Individual Characteristics

...for all children and youth

...in families, schools, and peer groups

...to families, schools, and peer groups

...in families, schools, and peer groups
Assets = Success

http://www.search-institute.org/
External Assets
(What We Surround Kids With!!)

- Support
- Empowerment
- Boundaries/Expectations
- Structured Time Use
Internal Assets
(Comes From the Head and Heart!!)

- Educational Commitment
- Positive Values
- Social Competencies
- Positive Identity
“No matter how much money is spent, how many elaborate programs are initiated, how many laws are passed or how many professionals are hired. The experiences of young people will not fundamentally change unless these individuals—Parents, youth, neighbors, friends, Grandparents & others—Take personal responsibility to contribute to young people’s healthy development.”
Commit to your Contributions
Protective Factors Which Increase Resiliency

- Healthy Life Skills
- Clear and Consistent Messages
- Positive Role Models
- Attachment and Bonding
The class was quietly doing its lesson when Russell, suffering from problems at home, prepared to employ an attention-getting device.
The Real Russell
RESILIENCY...

Defined as the capacity to spring back, rebound, successfully adapt in the face of adversity and develop **social** and **academic** competence despite exposure to severe stress...or simply the stress of today’s world.
Clear and Consistent Messages
REAL LIFE ADVENTURES
By GARY WISE and LANCE ALDRICH

KIND OF SORT OF ALMOST STOP

How stop signs apparently read to most people.
Teach Kids to Hang on to Kite Strings
Be Consistent with Consequences

OLDS 1999 Intrigue, Totally uncool parents who obviously don’t love teenage son, selling his car. Only driven for 3 weeks before snoopy mom who needs to get a life found booze under front seat. $3,700/offfer. Call meanest mom on the planet.

OLDSMOBILE 2002 Intrigue GX

47k miles. Yikes. Must go!
DRUG-FREE AMERICA

AGE 0-4
AMOXICILIN

4-12
RITALIN

12-18
APPETITE SUPPRESSANTS

18-24
NO-DOZ

24-38
PROZAC

38-65
ZANTAC

65-
EVERYTHING ELSE

VIAGRA
Positive Role Models

A Child Goes Forth and Becomes What He/She Observes.
Have You Had a Day Like This?

“GOOD MORNING”
What you do rings so loudly in my ear, I can’t hear what you say.
Attachment and Bonding
(Building Connections)

They don’t keep you on a leash because they want you to run away!
The Resilient Cat

Cool, I just sold the dog on EBAY.
BE THERE FOR THE KIDS!!!
What's a Parent to Do?
Three Critical Components of Parenting Skills

Bonding  Boundaries  Monitoring

PARENTS EMPOWERED .org
Positive Character