



# **STUDENT ASSISTANCE PREVENTION/INTERVENTION SERVICES PROGRAM 2014–15 EVALUATION HIGHLIGHTS**

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# STUDENT ASSISTANCE/PROJECT SUCCESS MULTI-TIERED MODEL

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## Tier 3: Case Management

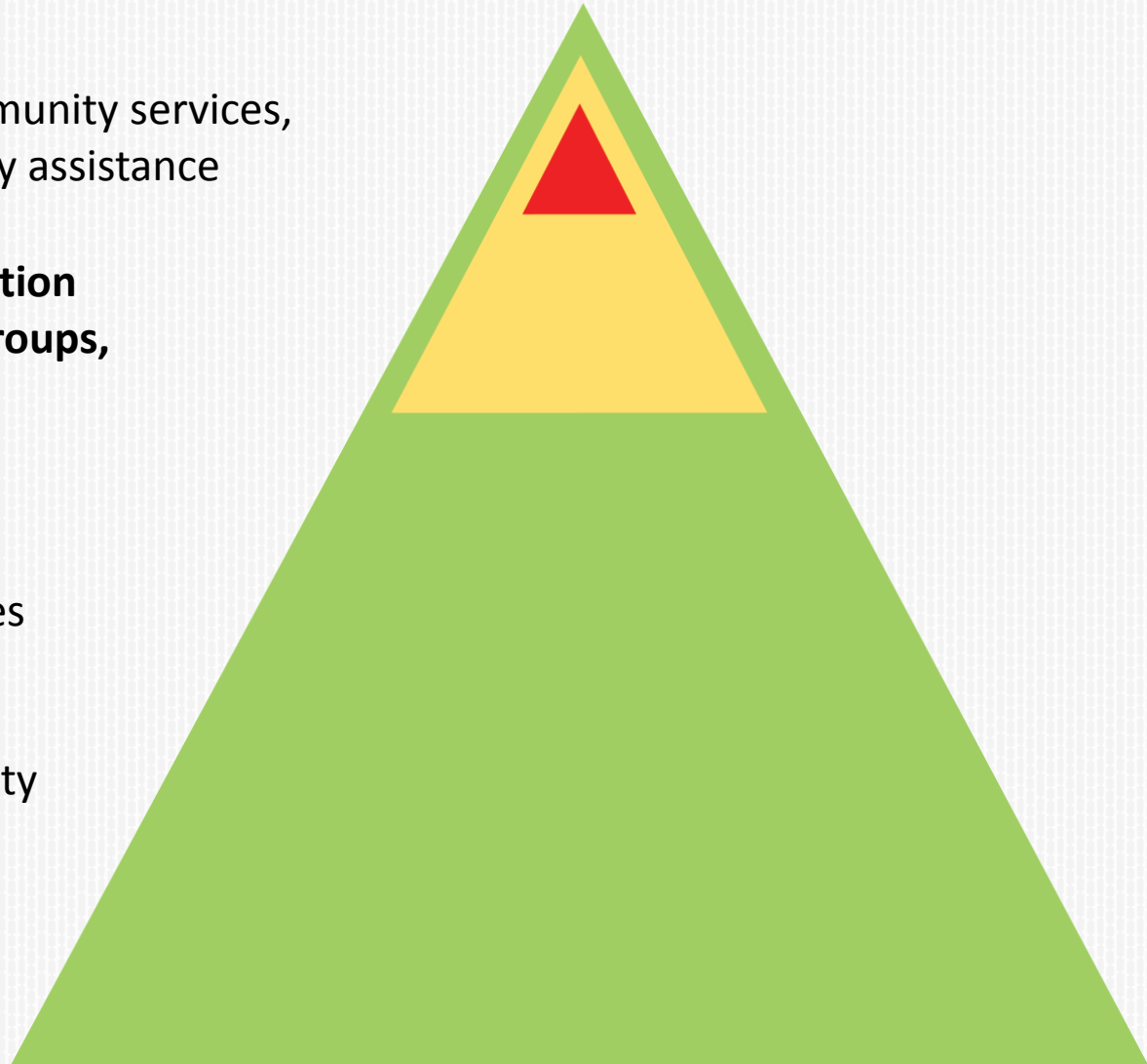
- Screening, referral to community services, case management, re-entry assistance

## Tier 2: School-based Intervention

- Screening, peer support groups, individual counseling

## Tier 1: Prevention

- Prevention Education Series
- School-wide events
- Prevention Club
- Family, Staff and Community Trainings/Curriculum



# SERVICE OVERVIEW

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SAPISP services provided in **73** schools



Services provided by **53** intervention specialists



Tiers 2 & 3: Direct intervention services provided to **2,319** students

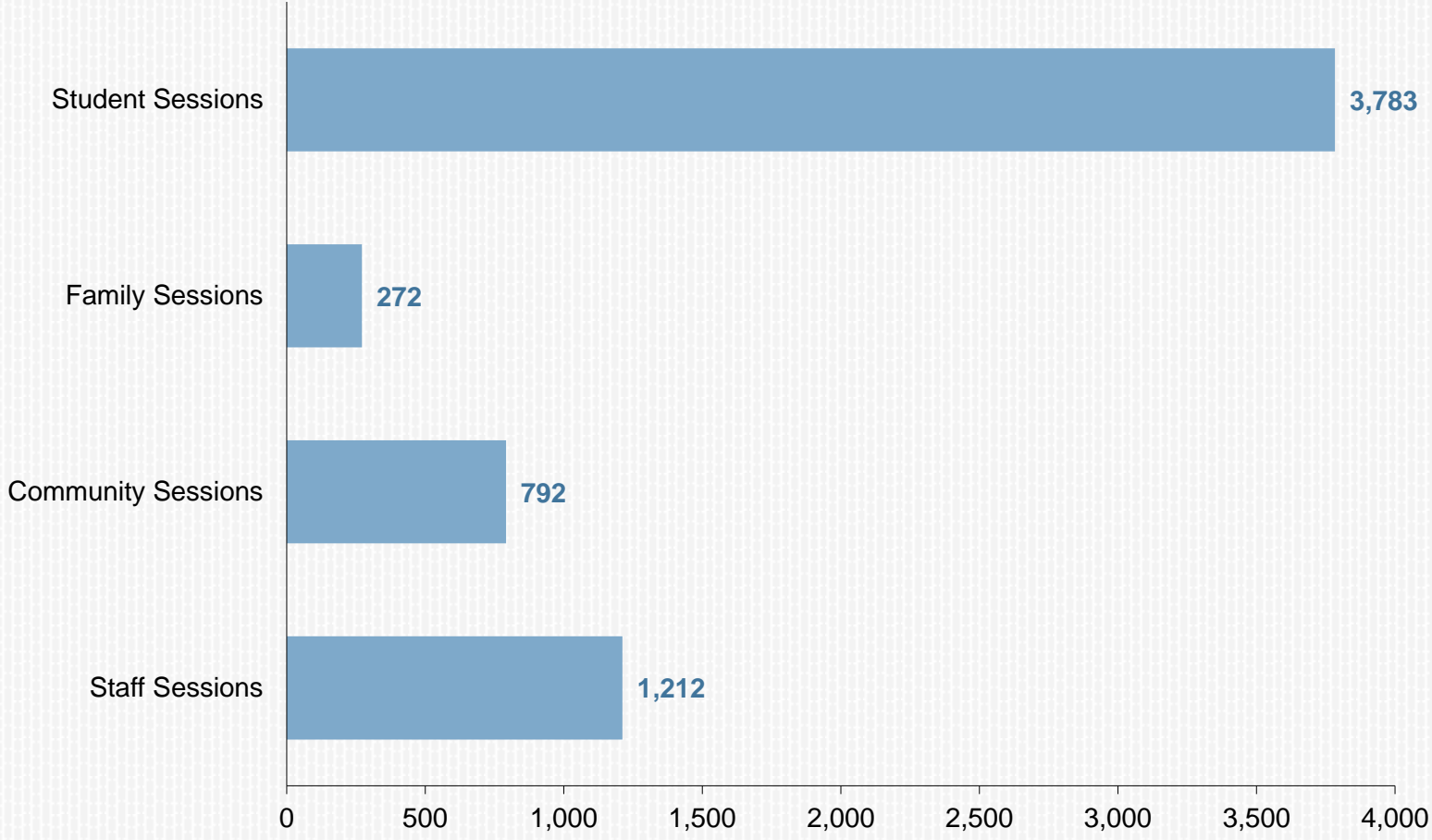


Average of **44** Participants per Specialist

*Note.* Number of schools and Specialists includes any school or specialist with at least one student reported in the database.

# TIER 1: UNIVERSAL PREVENTION SESSIONS

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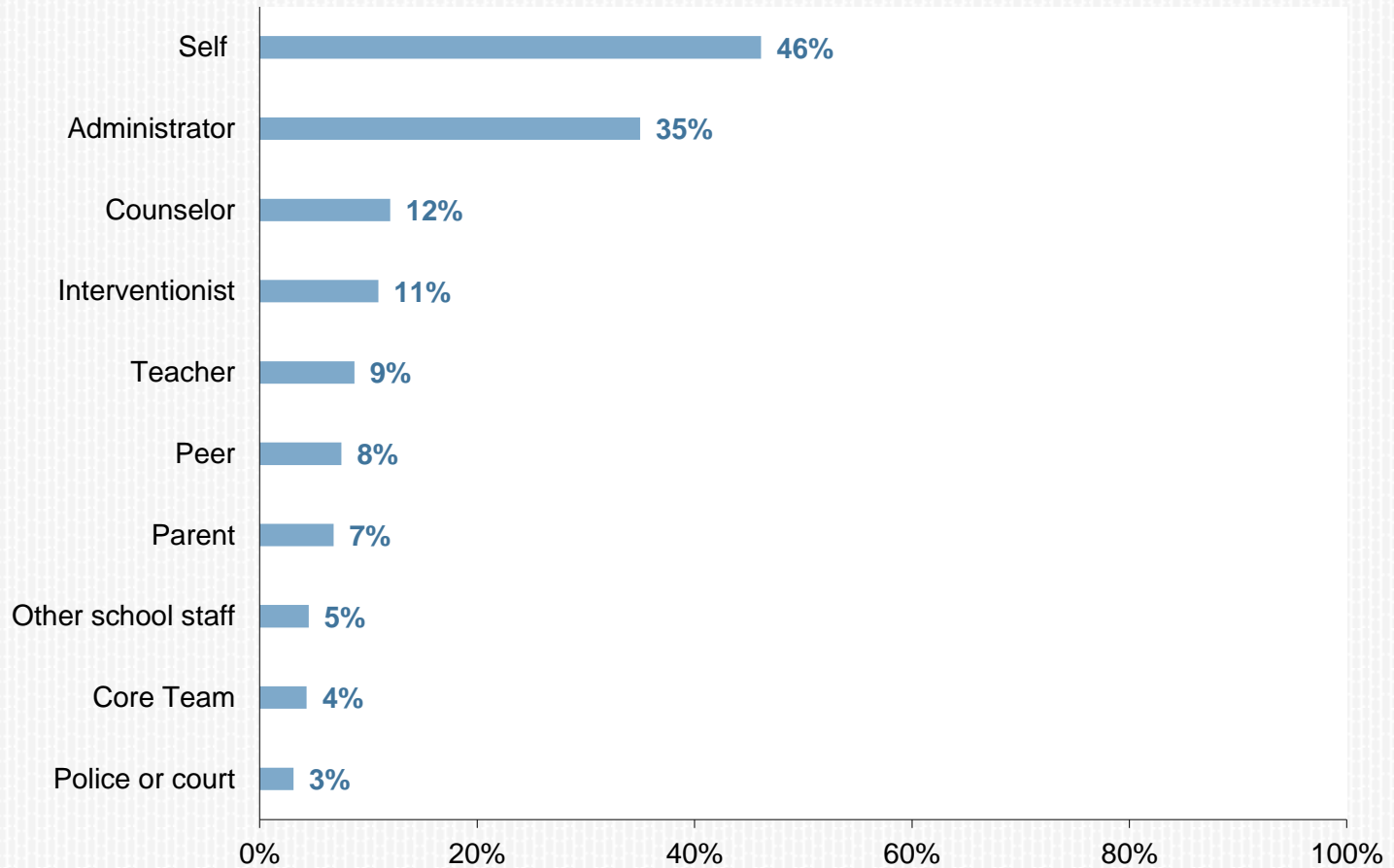
Total: 6,059 sessions

# TIERS 2 & 3: SERVICES FOR AT-RISK YOUTH AND THOSE THAT ARE USING SUBSTANCES

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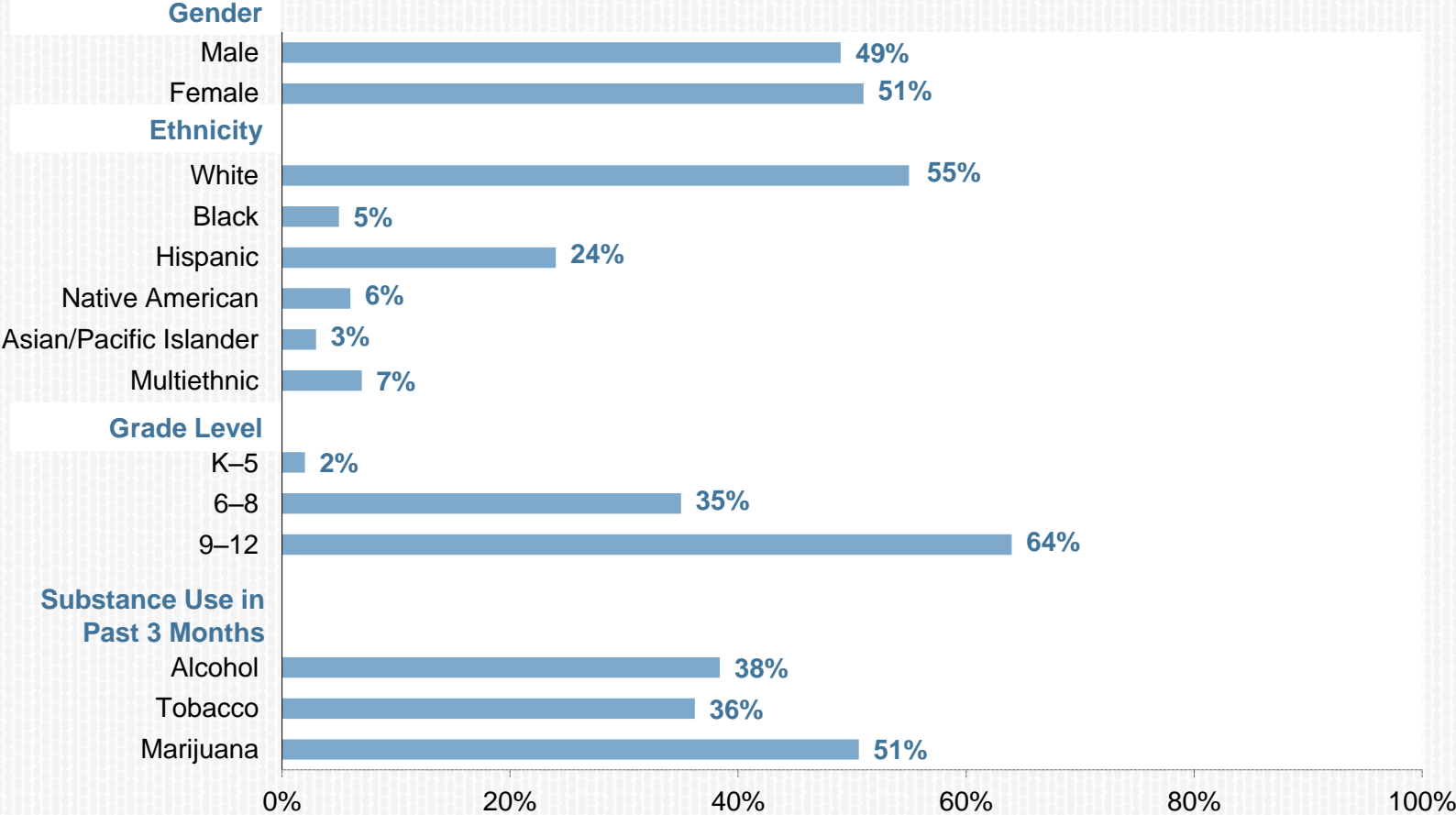
- ▶ Characteristics of students served
  - Demographic characteristics
  - Presenting problems
  - GAIN Short Screener results: Student self-report of mental health, substance problem, and crime/violence behavior issues

# REFERRAL SOURCE OF STUDENTS PROVIDED SELECTIVE/INDICATED SERVICES



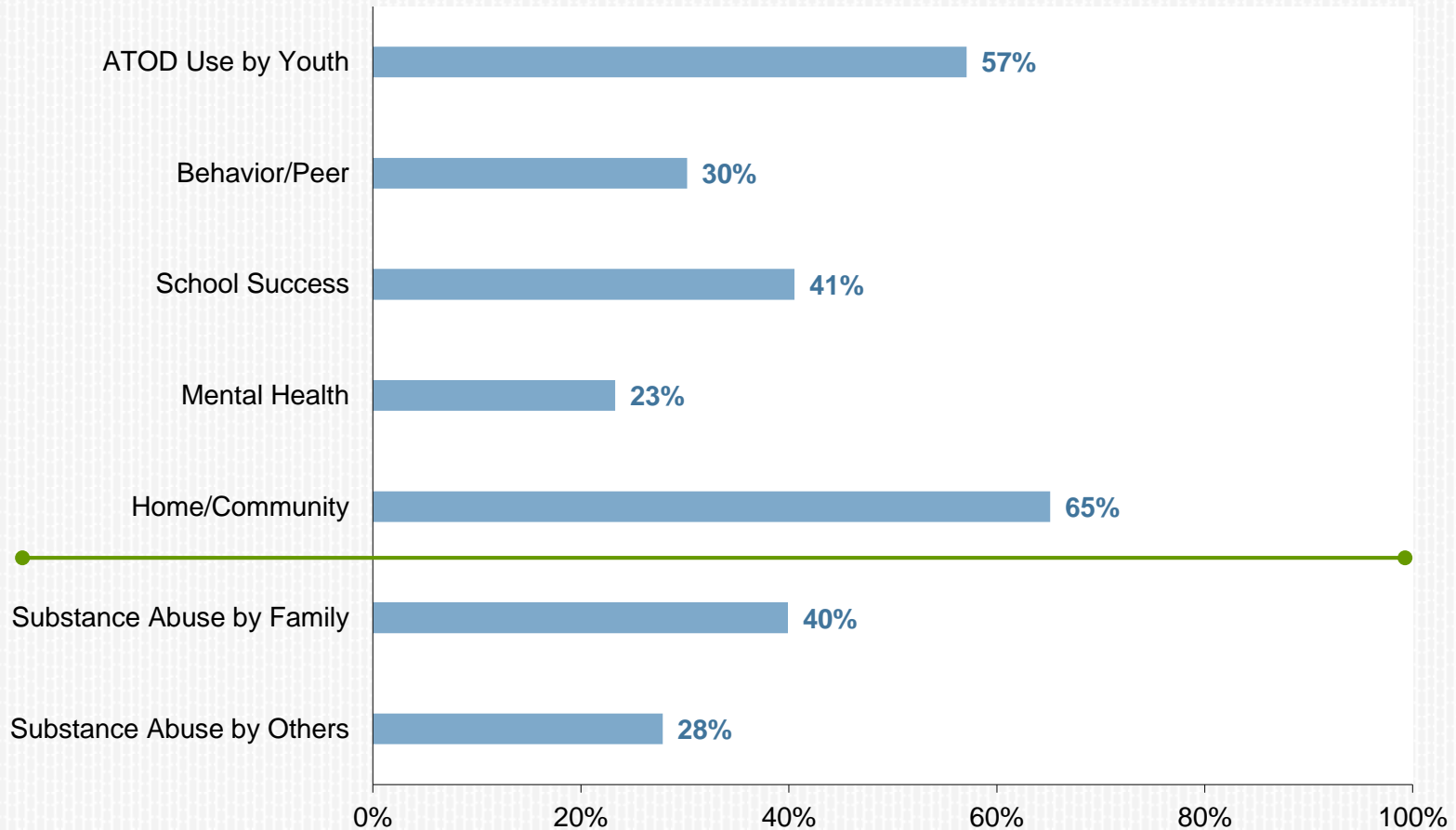
Note. *n* = 2,319.

# CHARACTERISTICS OF STUDENTS PROVIDED SELECTIVE/INDICATED SERVICES



Note. n = 2,319

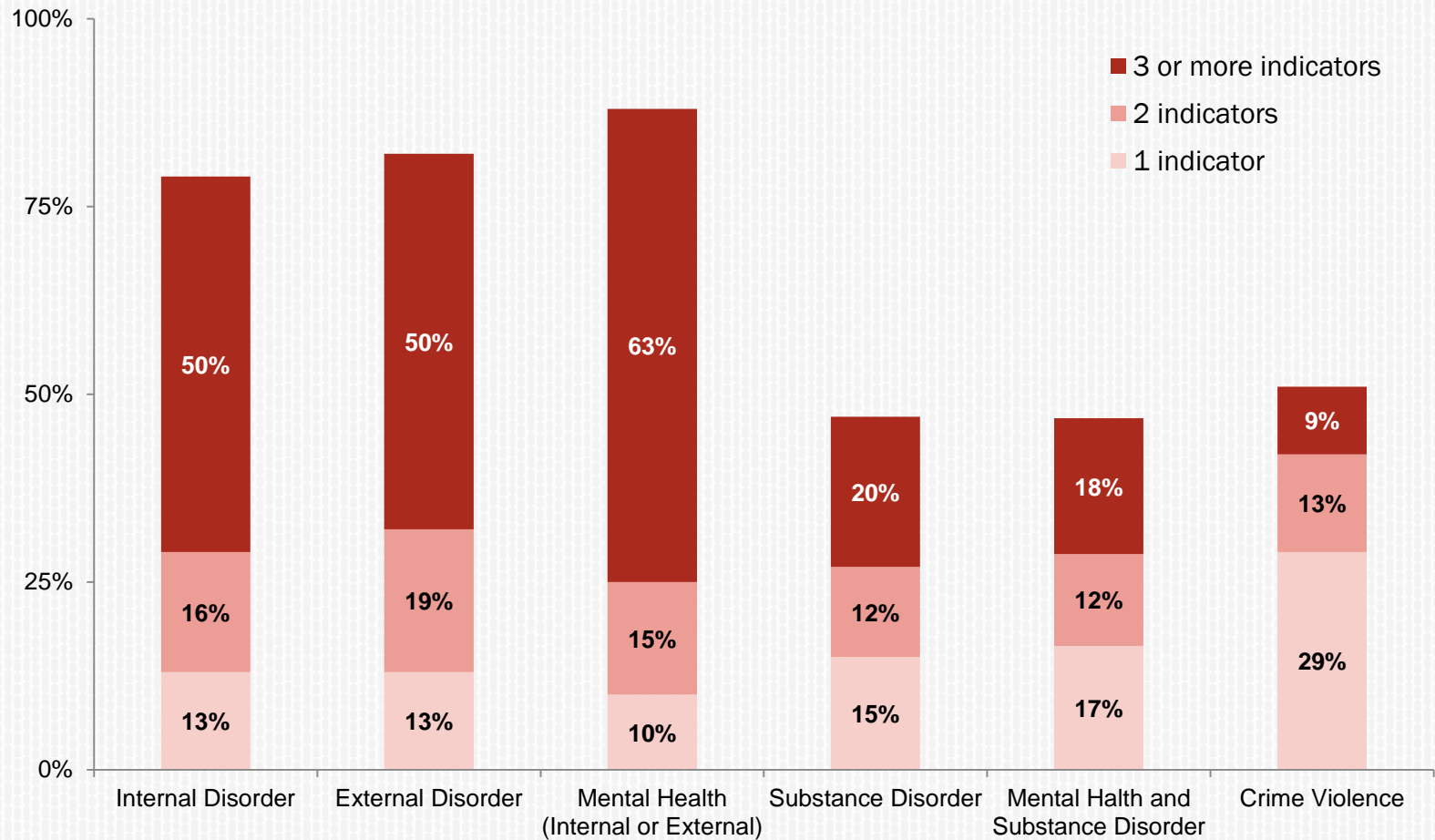
# PRESENTING PROBLEMS OF STUDENTS PROVIDED SELECTIVE/INDICATED SERVICES



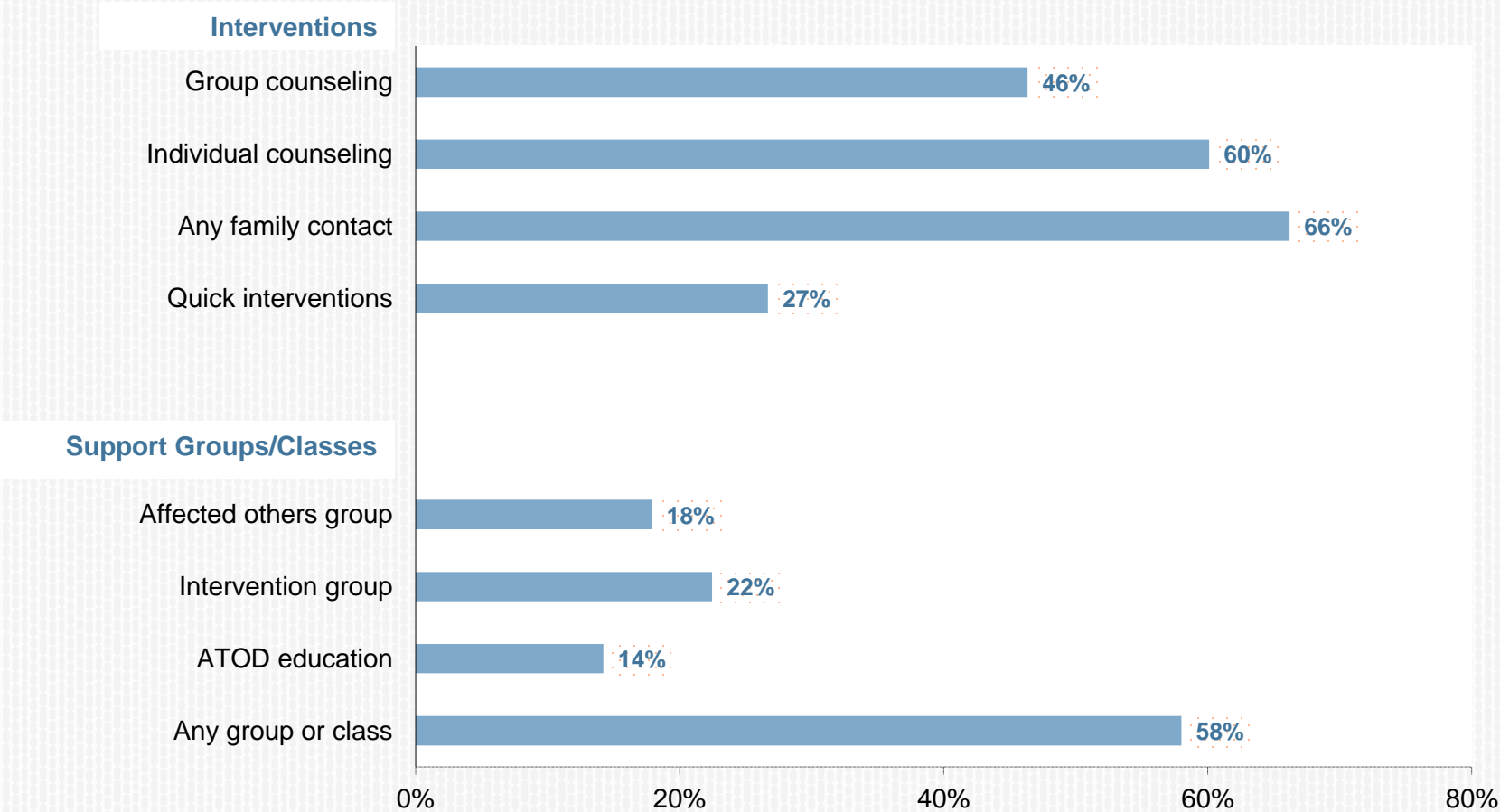
*Note.*  $n = 2,319$ . Substance Abuse by Family and Substance Abuse by Others are two subcategories within Home/Community.



# GAIN-SS SCREENING RESULTS OF STUDENTS RECEIVING SELECTIVE/INDICATED SERVICES

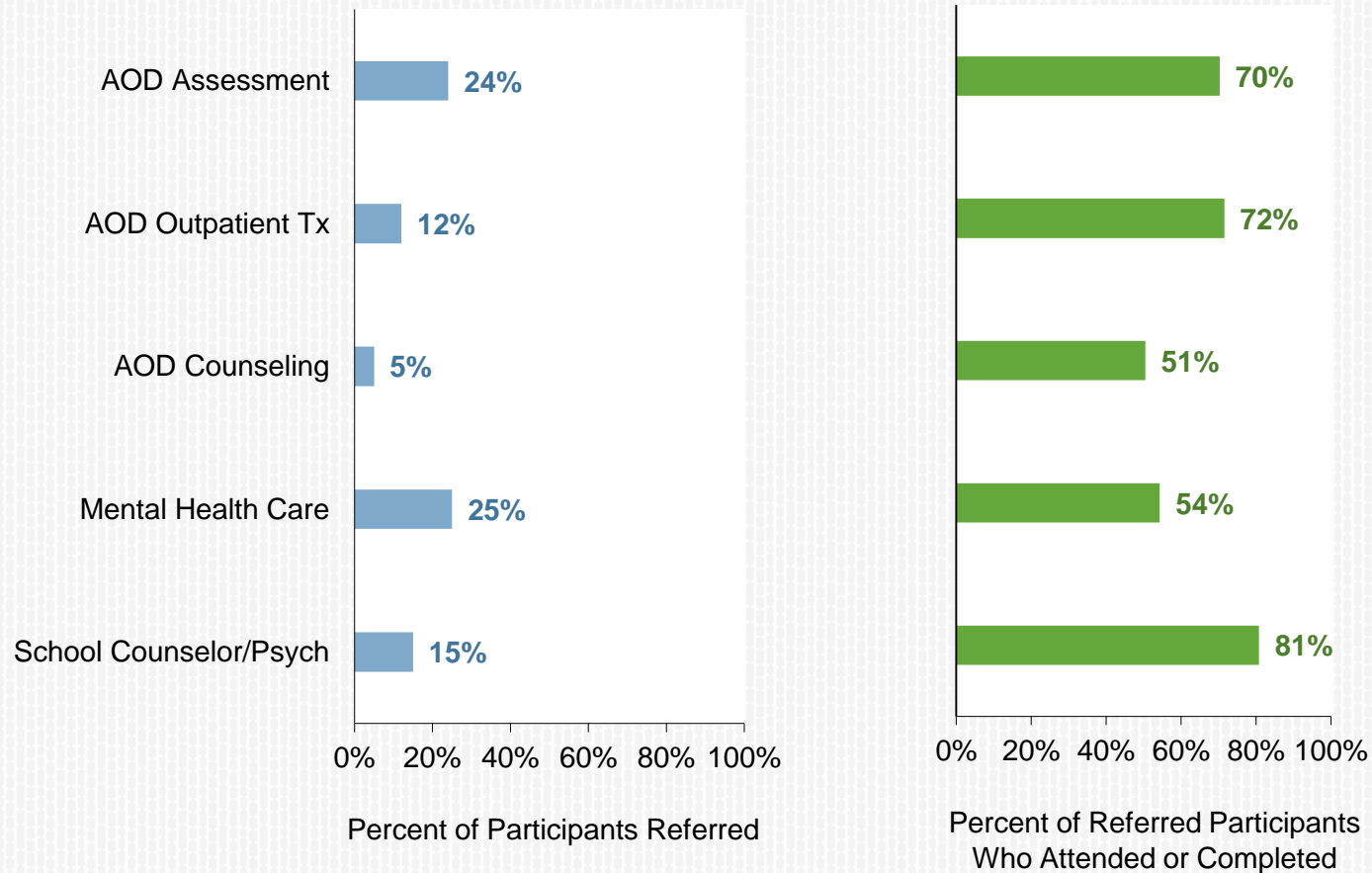


# INTERVENTION SERVICES PROVIDED TO STUDENTS BY PIS



Note. n = 2,319

# TIER 3: CASE MANAGEMENT REFERRALS



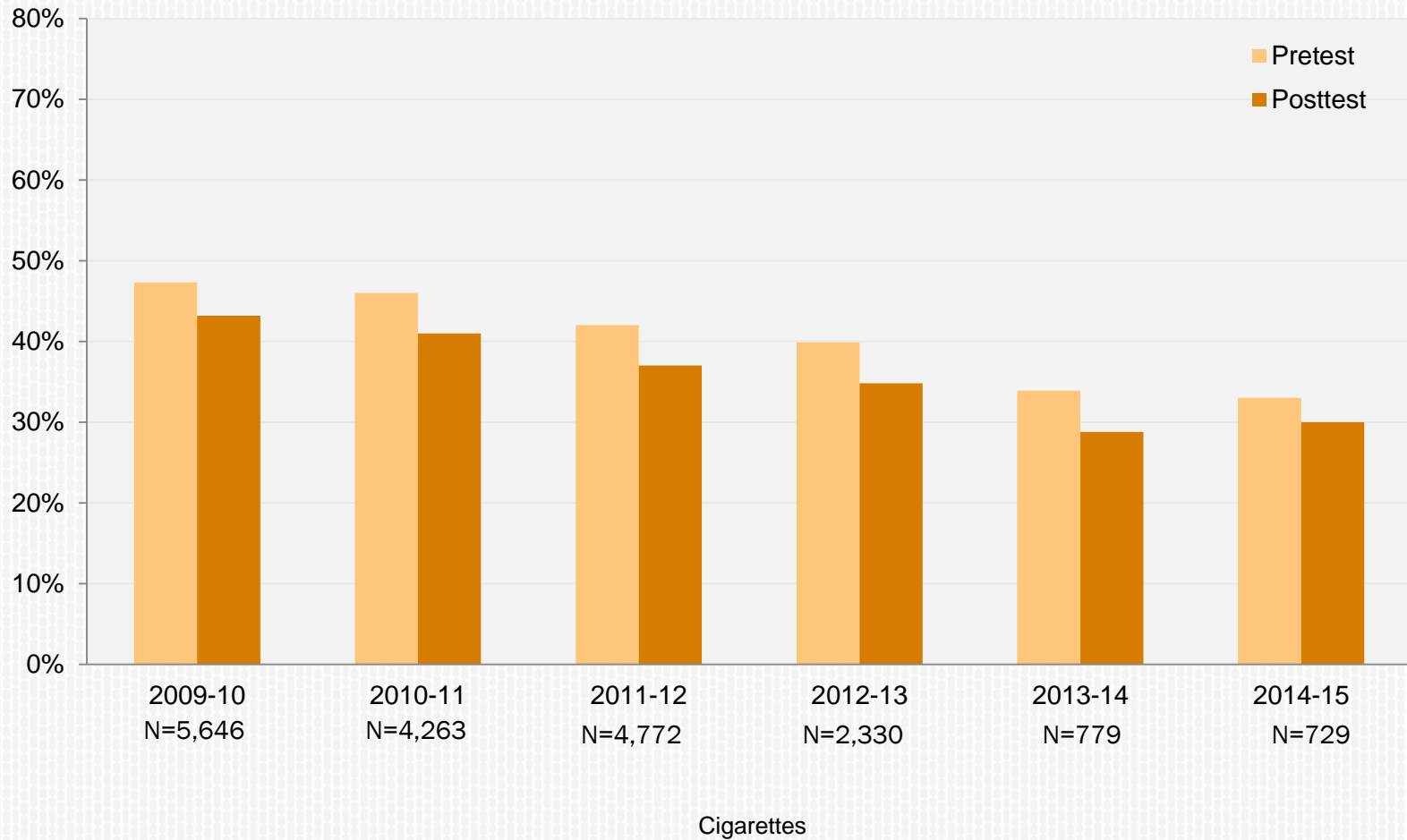
Note. *n* = 2,319

# STUDENT OUTCOMES: STUDENTS RECEIVING INTERVENTION SERVICES

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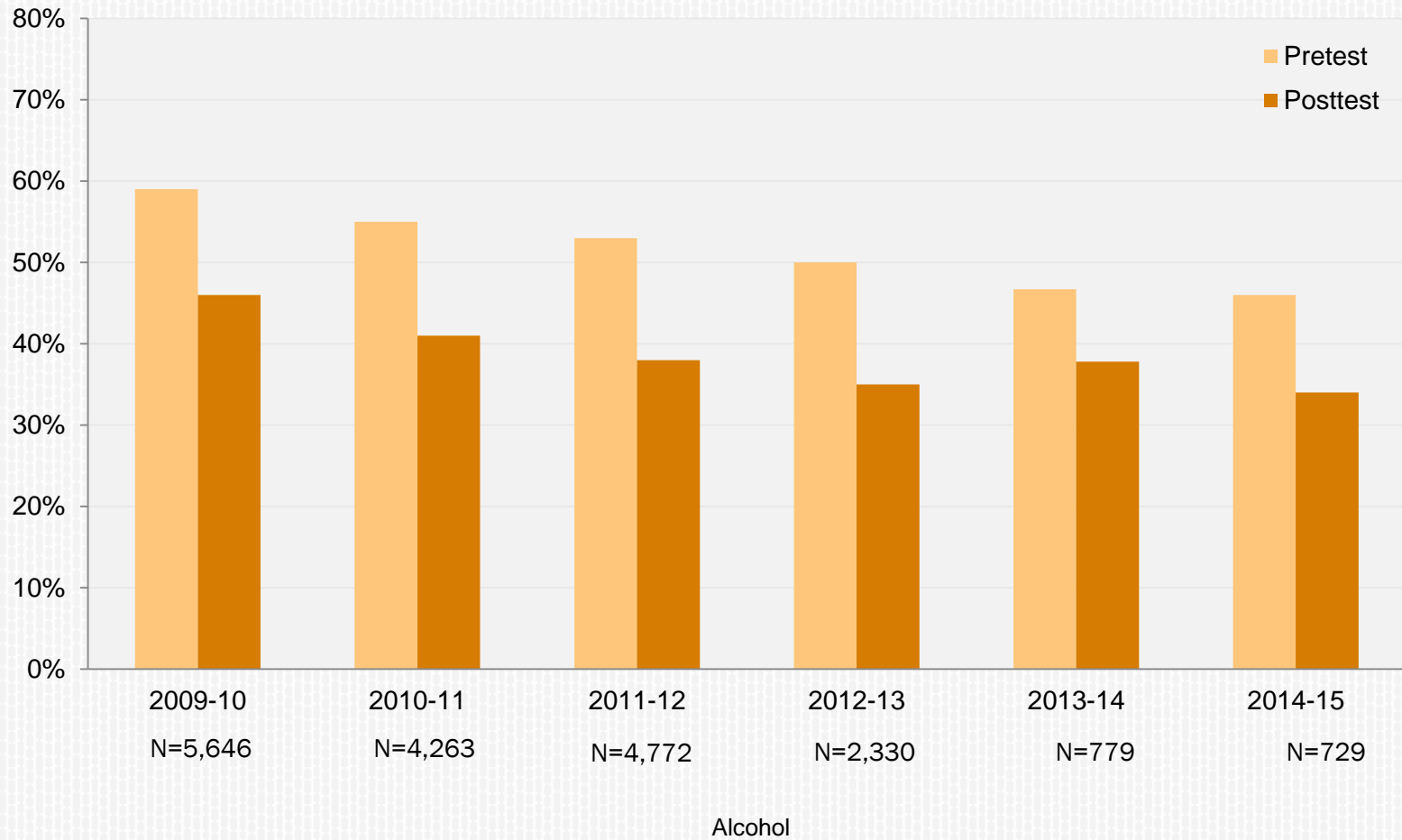
- ▶ Data represents only students with both a pre and post
- ▶ Trends over last few years
- ▶ 2014-15 Results
  - Substance use in the previous 30 days
  - Protective factors
  - Perceived risk of harm in using substances
  - Problem behaviors in the previous three months
- ▶ One-year follow-up data on number of classes failed for students served in 2013–14 (matched baseline/follow-up)

# TRENDS IN PAST 30-DAY SUBSTANCE USE OUTCOMES: CIGARETTES



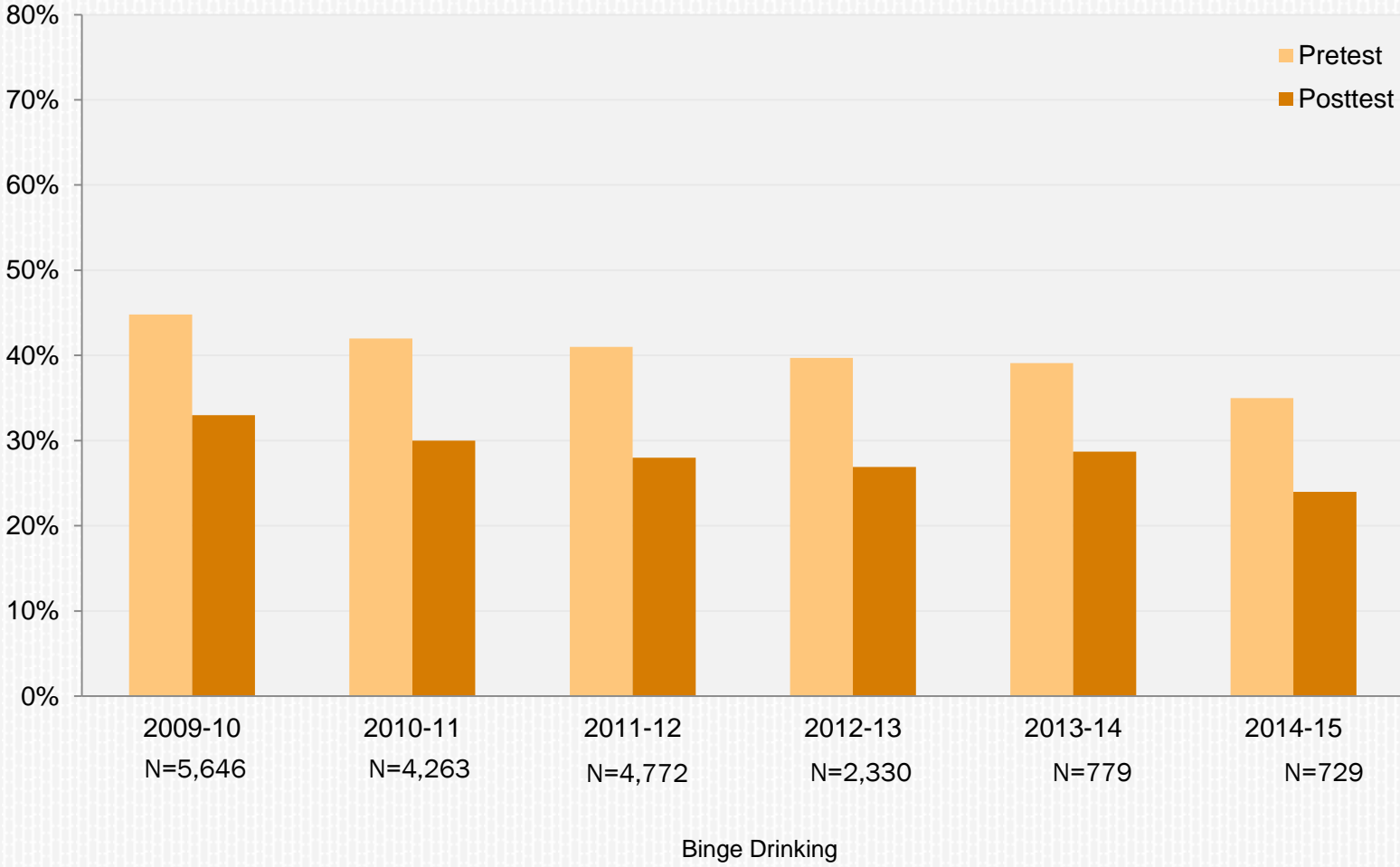
Note. Pre-post reported for SAPISP students with a substance use reduction goal.

# TRENDS IN PAST 30-DAY SUBSTANCE USE OUTCOMES: ALCOHOL



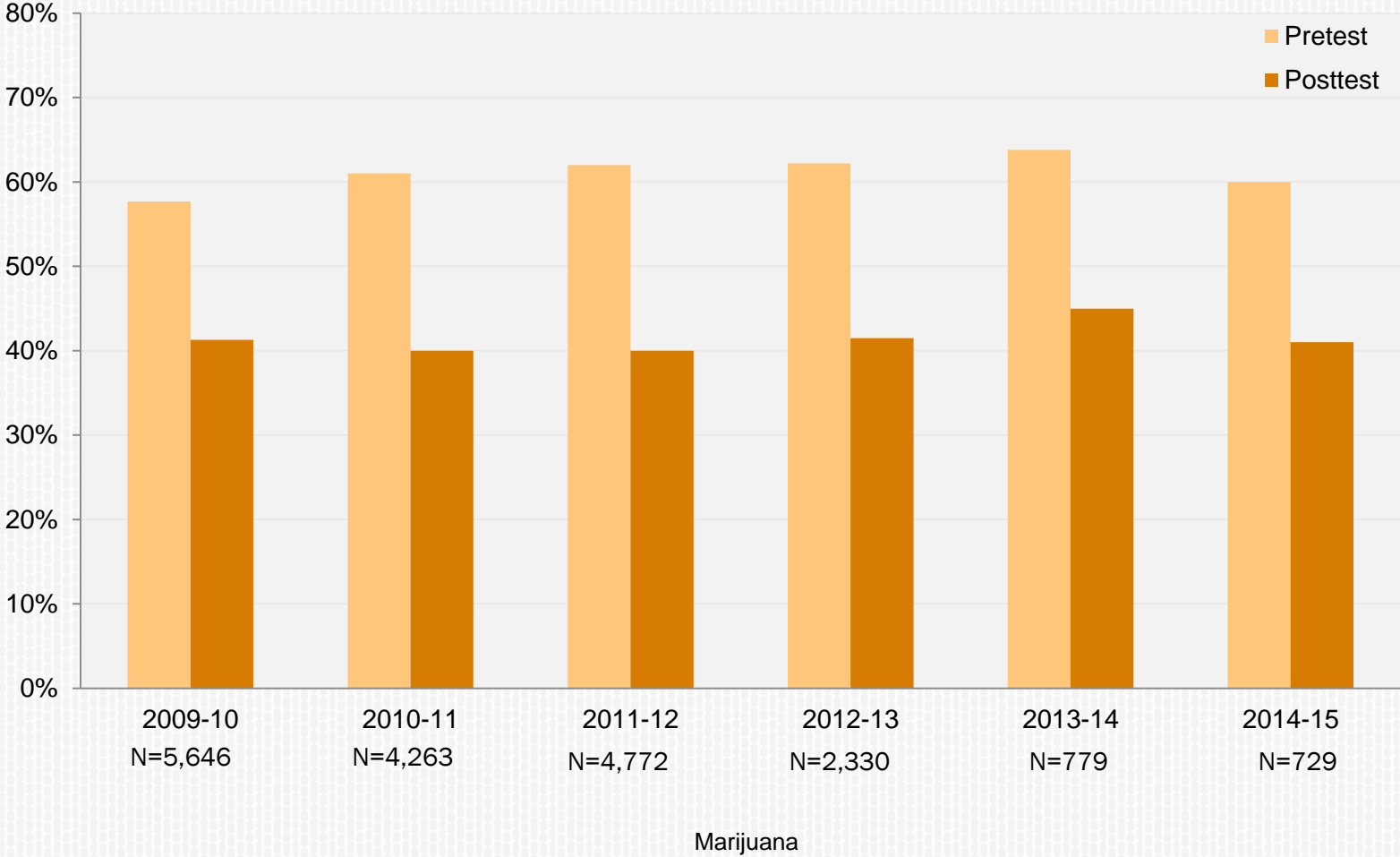
Note. Pre-post reported for SAPISP students with a substance use reduction goal.

# TRENDS IN PAST 30-DAY SUBSTANCE USE OUTCOMES: BINGE DRINKING



Note. Pre-post reported for SAPISP students with a substance use reduction goal.

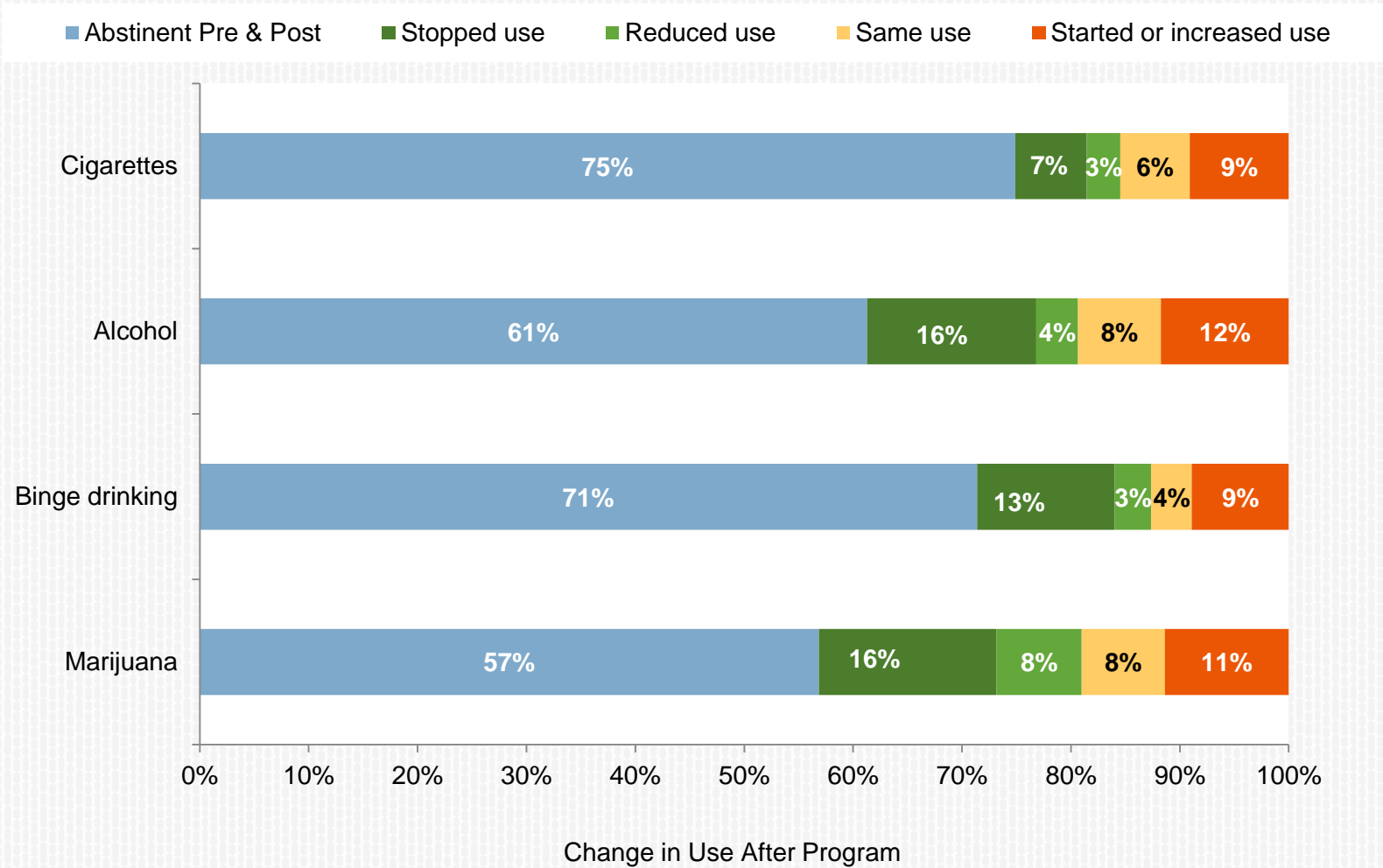
# TRENDS IN PAST 30-DAY SUBSTANCE USE OUTCOMES: MARIJUANA



Note. Pre-post reported for SAPISP students with a substance use reduction goal.



# CHANGE IN SUBSTANCE USE



Note.  $n = 1,256-1,266$ .

# PROTECTIVE FACTORS DESCRIPTION

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## ▶ Personal Competence

- **Self-concept.** A positive image or "feeling good" about oneself.
- **Self-control.** The ability to control impulses, particularly antisocial impulses such as anger or violence.
- **Self-efficacy.** The sense that life can have a purpose and one can effectively achieve that purpose

## ▶ Social Competence

- **Assertiveness.** The ability to stand up for oneself in social situations in reasonable ways. It is distinguished from aggressiveness in that it connotes comfort, rather than hostility.
- **Confidence.** The belief that one is liked and will be accepted in a variety of social situations.
- **Cooperation.** The desire to contribute to social groups. It includes a sense of satisfaction that comes with contributing.

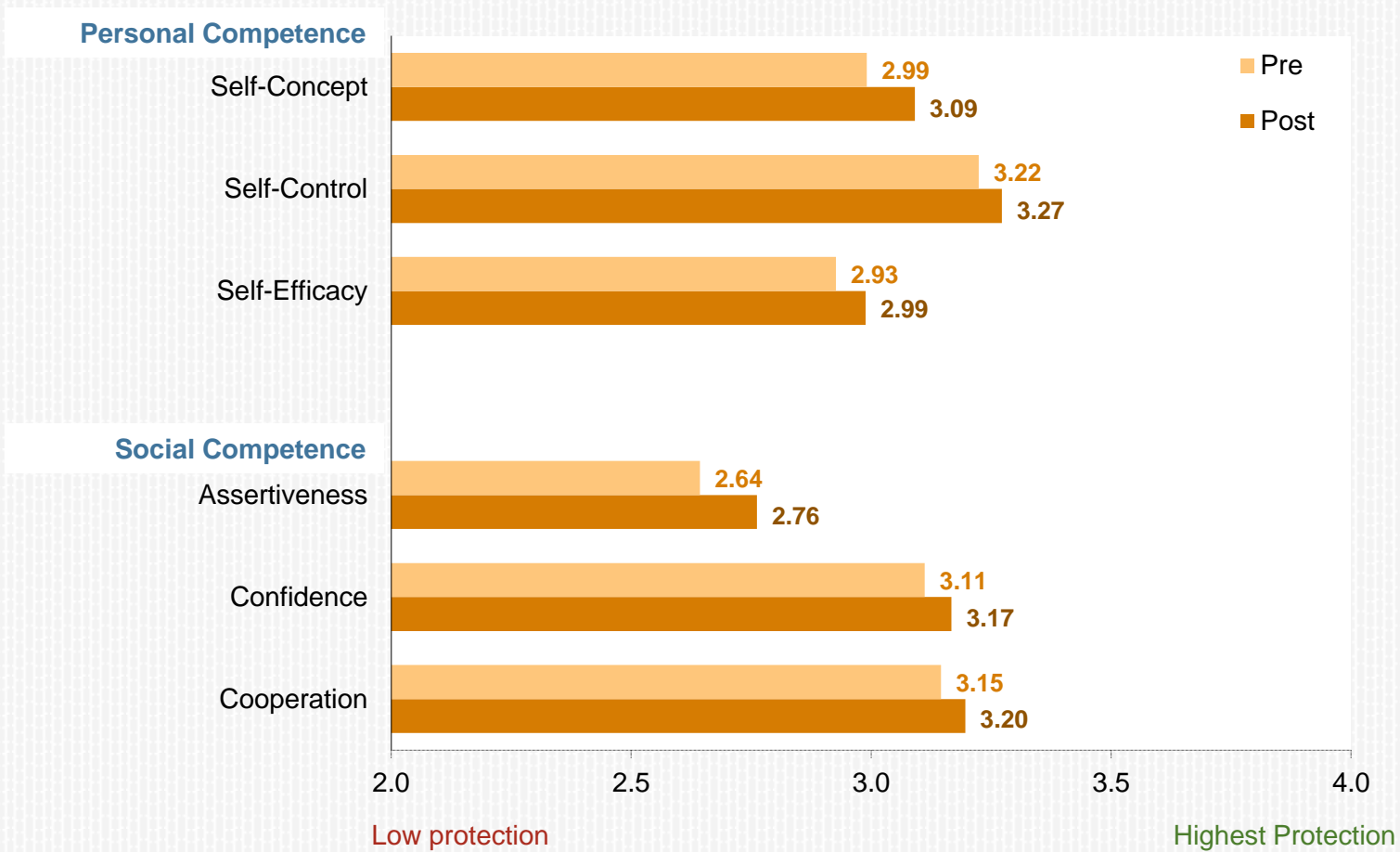
## ▶ Social Bonding

- **School bonding.** A positive attitude and motivation towards school, both now and in the future.

## ▶ Caring and Support (actions of others rather than the student)

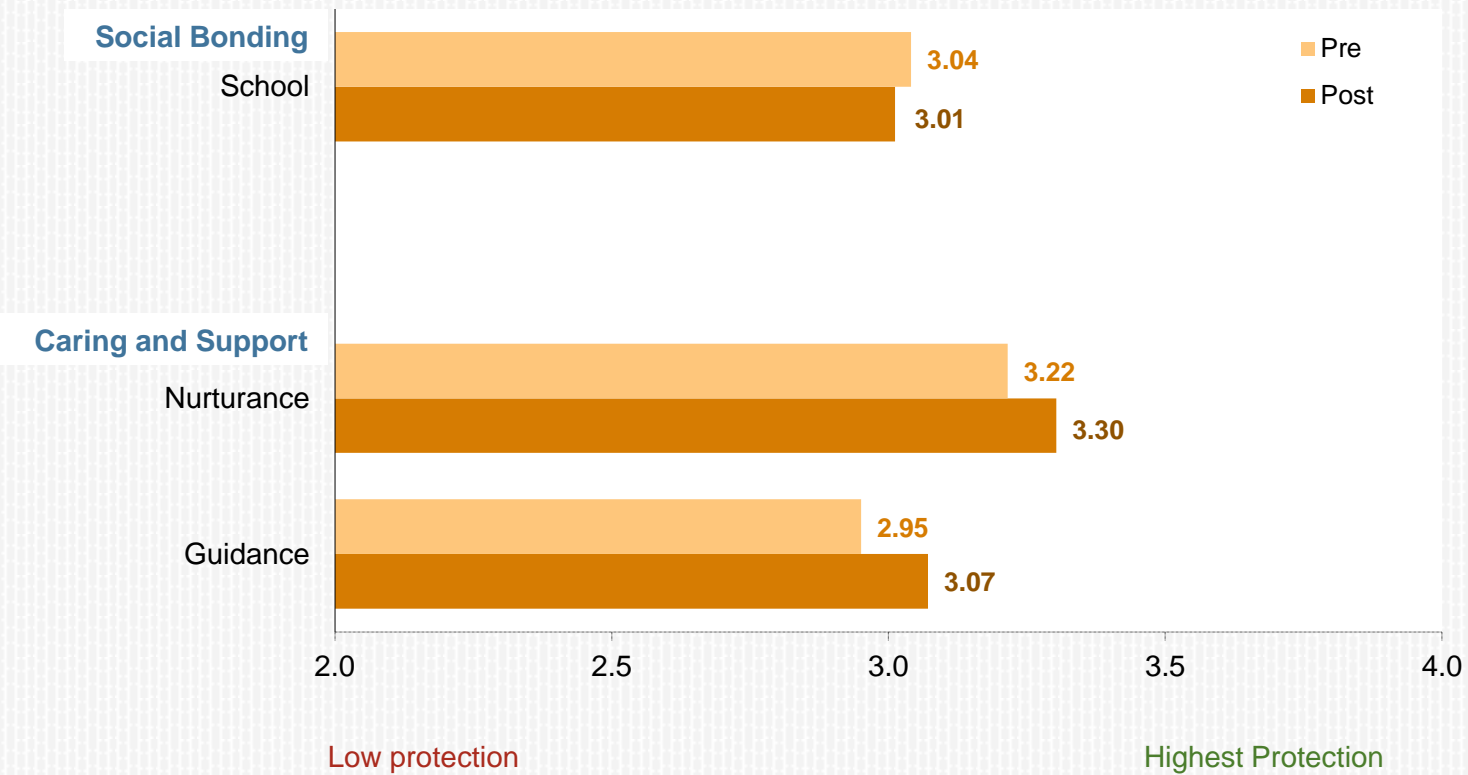
- **Nurturance.** Students have others on whom they can rely for support and assistance.
- **Guidance.** Adults provide direction to the student as well as support.

# PROTECTIVE FACTORS: PERSONAL AND SOCIAL COMPETENCE INCREASES AT POST



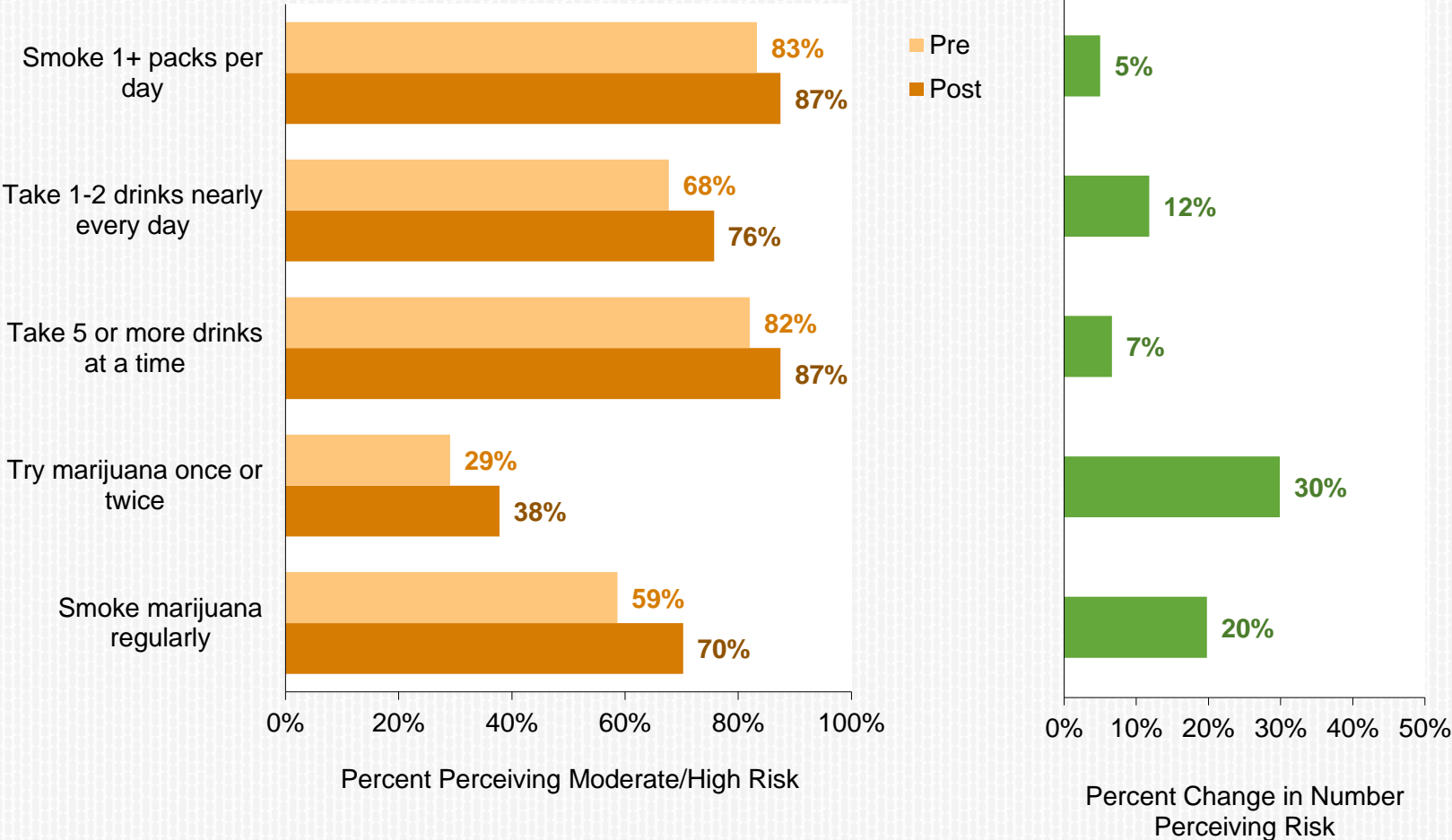
Note. Scale: 1 (lowest protection) to 4 (highest protection).  $n = 1,169-1,239$ .

# PROTECTIVE FACTORS: CARING AND SUPPORT FROM ADULTS INCREASES AT POST



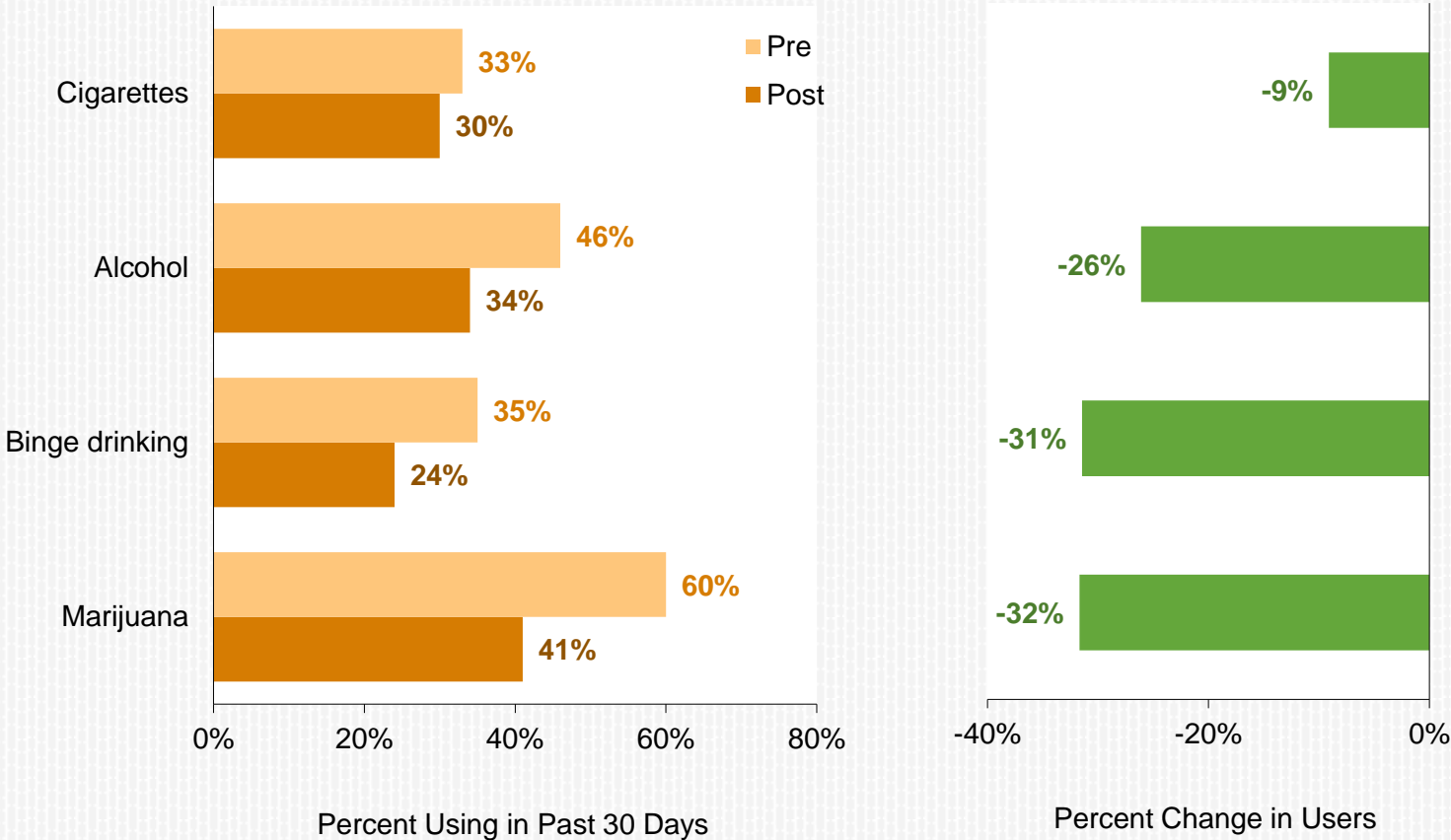
Note. Scale: 1 (lowest protection) to 4 (highest protection).  $n = 1,169-1,239$ .

# MOST STUDENTS REPORTED MODERATE TO HIGH PERCEIVED RISK IN SUBSTANCE USE AFTER PROGRAM



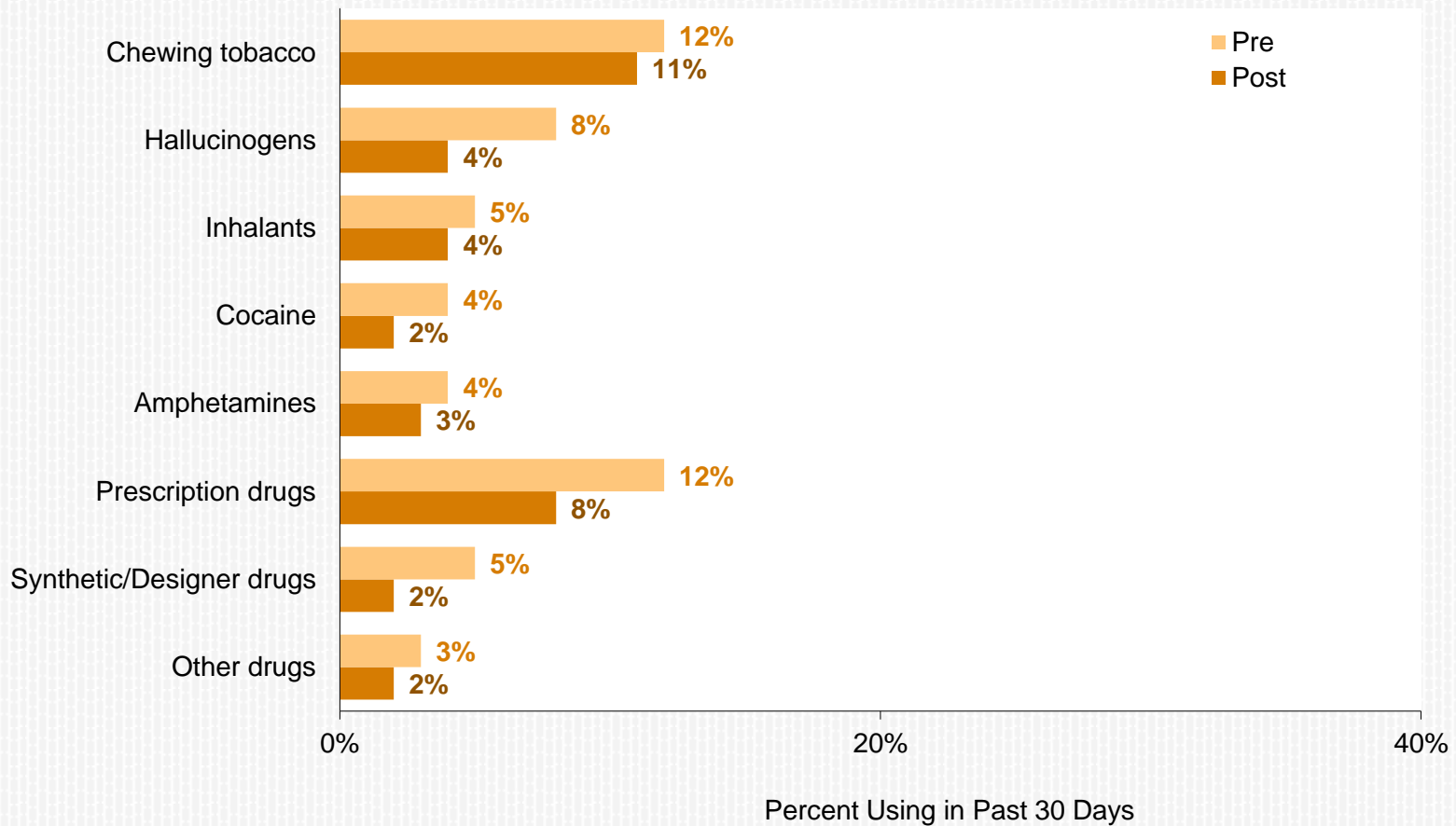
Note. n = 1,102–1,126

# STUDENTS WITH SUBSTANCE USE INTERVENTION GOAL LESS LIKELY TO REPORT 30-DAY USE AFTER PROGRAM



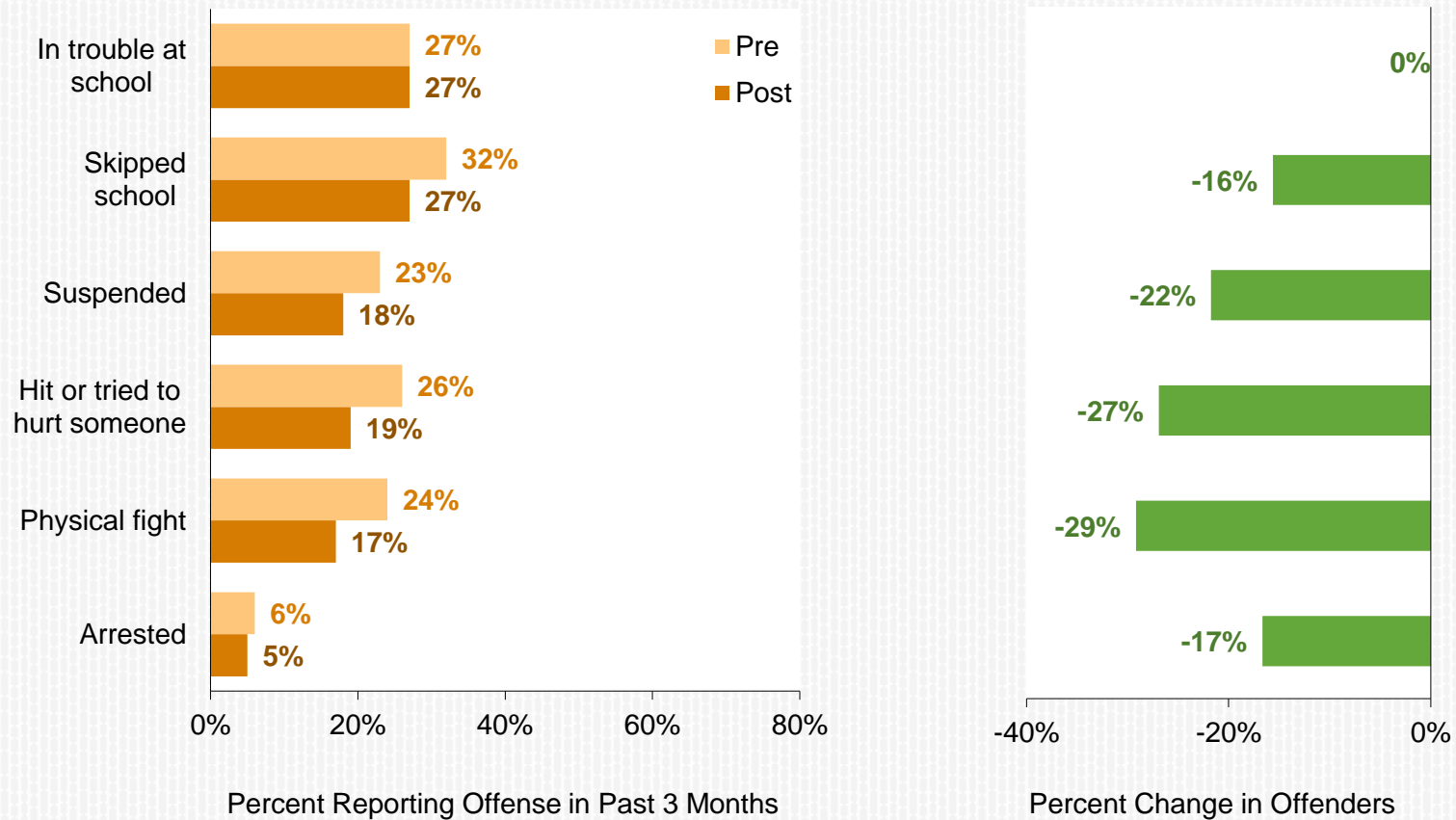
Note. Includes only students with substance use goal. n = 675–678.

# SUBSTANCE USE OTHER THAN ALCOHOL, TOBACCO, AND MARIJUANA WAS LOW AT PRE AND POST



Note. Includes only students with substance use goal.  $n = 768-789$ .

# STUDENTS WITH BEHAVIOR INTERVENTION GOAL LESS LIKELY TO REPORT INAPPROPRIATE BEHAVIOR AFTER PROGRAM



Note. Includes only students with behavior goal.  $n = 302-307$



# STATISTICAL TESTS SUMMARY

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- ▶ Changes pre to post were statistically significant for:
  - 7 of 8 protective factor scales (all but school bonding)
  - 5 of 5 perceived risk items
  - Alcohol, binge drinking, and marijuana use (not cigarette use)
  - Behaviors: getting in trouble at school, school suspensions, getting into fights, hitting someone
- ▶ Effect size testing showed a positive program effect for all but four outcomes (school bonding, physical fights, confidence, skipping school).
  - ▶ Effect sizes were small except for marijuana use, which showed a medium effect size.

## CLASSES PASSED/FAILED (2013–14 COHORT)

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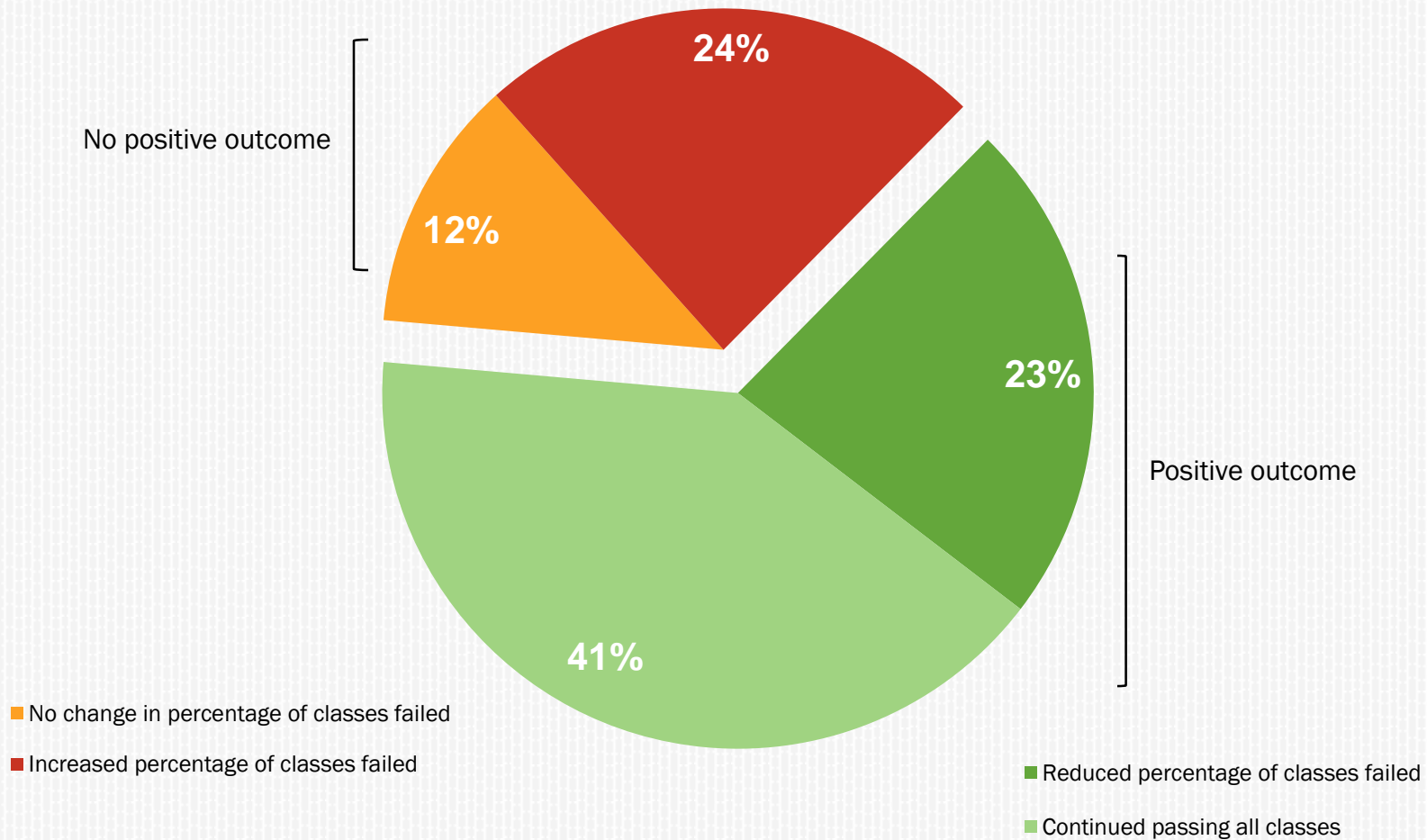
- ▶ Data Collection:

- ▶ School data collected on number of classes passed and failed in fall term of the year served and again 1 year later
- ▶ Caution: Sample size with baseline and follow-up data is fairly small ( $n = 580$ ); data may not be representative

- ▶ Results:

- ▶ Percent of students failing any classes decreased slightly from 49% to 47%
- ▶ 64% of students had a positive outcome (23% decreased the percentage of classes failed, 41% continued passing all classes)
- ▶ 36% of students did not show positive changes

# CHANGES IN PERCENTAGE OF CLASSES FAILED FROM BASELINE (FALL 2013) TO FOLLOW-UP (FALL 2014)



# QUESTIONS?

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