CPWI Cohort 4 Training
Why Are We Here?

April 13, 2016
Introductions
Agenda

• Introduce Participants
• Introduce Prevention Science
• Introduce Data Books
• Introduce and Practice Data-based Needs Assessment
• Introduce and Practice Strategy Selection
• Discuss Action Plan assignment
• Questions and Wrap-up
Introduction to Prevention Science
Why are we here today?

What is prevention?
In prevention, we go upstream to look for the cause and try to prevent that from occurring.

The coalition makes sure that happens.
If you look only at the people in the water...

Treatment and intervention providers work with individuals and then...

...they use those experiences to project need for services
You look at the whole community and its groups and individuals... 

Community as a whole (environmental prevention) 

Groups based on risk 

Individuals based on risk 

...and then prioritize which services best fit the identified needs
Why does this matter?

10% less memory in the alcohol dependent youth compared to the healthy youth. Source: Brown et al., 2000

These brain images show the impact of alcohol on the brain and specifically illustrating memory function.

Image from Susan Tapert, PhD, University of California San Diego. Courtesy of Parents Matter Presentation by Robin Erz.
Why does this matter?

...Adverse Childhood Experience, includes...
Continuum of Care
Treatment and Maintenance
The Frog or the Pond?
**Risk Factor**

A characteristic at the biological, psychological, family, community, or cultural level that *precedes* and is *associated with a higher* likelihood of problem outcomes.
Multiple Contexts

- Individual
- Family
- Community
- School
Protective Factor

A characteristic at the individual, family or community level that is associated with a lower likelihood of problem outcomes
Appendix A: Risk Factors and Problem Behaviors

Each "X" is a research-based linkage to problem behavior. SA=substance abuse, D=delinquency, TP=teen pregnancy, SDO= school dropout, V=violence, D&A=depression and anxiety

<table>
<thead>
<tr>
<th>Community Risk Factors</th>
<th>SA</th>
<th>D</th>
<th>TP</th>
<th>SDO</th>
<th>V</th>
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<td>Friends Who Engage in the Problem Behavior</td>
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Balance Between Risk and Protection

Risk Factors:
- Community Norms and Laws
- Availability of Drugs
- Academic Failure

Protective Factors:
- Bonding and Attachment
- Resistance and Social Skills
- Sense of purpose/future orientation

Balance Between Risk and Protection
More Protection Than Risk

**Risk Factors**
- Community Norms and Laws
- Availability of Drugs
- Academic Failure

**Protective Factors**
- Positive Adult Role Models with Healthy Beliefs and Clear Standards
- Bonding and Attachment
- Resistance and Social Skills
- Sense of purpose/future orientation
More Risk Than Protection

Risk Factors
- Family History
- Community Norms and Laws Favorable to Use
- Availability of Drugs
- Academic Failure

Protective Factors
- Bonding and Attachment
- Resistance and Social Skills
- Sense of purpose/future orientation
DBHR Community Prevention and Wellness Initiative Planning Framework

Getting Started
Assessment
Planning
Implementation
Evaluation

Capacity Building
Sustainability and Cultural Competency

Adapted from SAMHSA Strategic Prevention Framework
What does assessment do for us?

- A good assessment will help your community identify where it needs to focus its prevention efforts.

- Needs assessments are tools for generating change and they provide a foundation to effectively select community priorities for a strategic plan.
## What’s in the Data Books?

### CONTENTS

<table>
<thead>
<tr>
<th>Grade 8</th>
<th>Grade 10</th>
<th>Grade 10</th>
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<tbody>
<tr>
<td>Overview: Needs Assessment</td>
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### HYS Measures of Youth Delinquency

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<td>Marijuana</td>
<td>How many times did you smoke marijuana in 2012?</td>
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### Students Participating in the 2014 Survey

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<td>Survey Participation Rate</td>
<td>850</td>
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- The bar chart indicates significant differences.
- The 2014 rate is significantly different from the 2012 rate.
- The state rate is significantly different from your school district area rate.
- The "school districts like us" rate is significantly different from your school district area rate.
- Fewer than 30 students answered this question.

### Intervening Variables

- All Risk and Protective Factor Measures
- Additional CORE Data
- Consequence Measures
- Intervening Variable Measures
- Demographic Profile
- Poverty map
- Definitions
- CPWI Logic Model
Dr. Grace Hong, PhD and Lyz Speaker, MS conducted a literature review and thorough path analysis to identify the most salient risk factors that contribute to youth marijuana use.

- Individual/peer favorable attitudes toward drug use
- Individual/peer perceived risks for drug use
- Individual/peer intentions to use drugs
- Peer use of drugs
- Parental favorable attitudes toward drug use
- Family management
Data-based Needs Assessment
CASCADIA FAMILY RISK AND PROTECTIVE FACTORS

Data Books pgs. 25, 27, 61-65
Family Risk and Protective Factors

GRADE 8
Percent Students at Risk

- Poor Family Management
  - Cascadia: 32%
  - SDLU: 30%
  - State: 38%

- Parental Attitudes Tolerant of Substance Use
  - Cascadia: 31%
  - SDLU: 29%
  - State: 33%

Percent Students Protected

- Family Opportunities for Prosocial Involvement
  - Cascadia: 63%
  - SDLU: 64%
  - State: 64%

- Family Rewards for Prosocial Involvement
Family Risk and Protective Factors

GRADE 10

Percent Students at Risk
- Poor Family Management: 40%, 42%
- Parental Attitudes Tolerant of Substance Use: 41%, 43%

Percent Students Protected
- Family Opportunities for Prosocial Involvement: 53%, 48%

Family Rewards for Prosocial Involvement
Family Risk Factors

Poor Family Management

SCALE QUESTIONS
- My parents ask if I've gotten my homework done.
- Would your parents know if you did not come home on time?
- When I am not at home, one of my parents knows where I am and who I am with.
- The rules in my family are clear.
- My family has clear rules about alcohol and drug use.
- If you drank some beer, wine, or liquor without your parent’s permission, would you be caught by them?
- If you carried a handgun without your parent’s permission, would you be caught by them?
- If you skipped school, would you be caught by your parents?

Grade 8

<table>
<thead>
<tr>
<th>Year</th>
<th>State</th>
<th>SDLU</th>
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<td>2010</td>
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<td>2012</td>
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<td>44%</td>
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<tr>
<td>2014</td>
<td>31%</td>
<td>44%</td>
<td>50%</td>
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</table>
Parental Attitudes Tolerant of Substance Use

SCALE QUESTIONS
- How wrong do you parents feel it would be for you to drink beer, wine, or hard liquor regularly (at least once or twice a month)?
- How wrong do your parents feel it would be for you to smoke cigarettes?
- How wrong do your parents feel it would be for you to smoke marijuana?

Grade 8

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<th>Year</th>
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Parental Attitudes Tolerant of Substance Use

Grade 10

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<td>2014</td>
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<td>41%</td>
<td>43%</td>
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</table>
Family Protective Factors (Percent Protected)

Family Opportunities for Prosocial Involvement

SCALE QUESTIONS
- If I had a personal problem, I could ask my mom or dad for help.
- My parents give me lots of chances to do fun things with them.
- My parents ask me what I think before most family decisions affecting me are made.

Grade 8

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<th>Year</th>
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<td>2014</td>
<td>68%</td>
<td>61%</td>
<td>56%</td>
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</table>
Family Rewards for Prosocial Involvement

**SCALE QUESTIONS**

- My parents notice when I am doing a good job and let me know about it.
- How often do your parents tell you they’re proud of you for something you’ve done?
- Do you enjoy spending time with your mother?
- Do you enjoy spending time with your father?

### Grade 8

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Family Rewards for Prosocial Involvement

Grade 10

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<td>2014</td>
<td>48%</td>
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HYS Measures of Family Norms
Parental attitude tolerant of prescription drug use not prescribed to youth

Many families have prescription drugs for medical reasons, and for youth pain relievers are common for dental surgery or athletic injuries. Parents must make clear distinctions between use of these drugs when that use is necessary and helpful, and use that is unnecessary and is not allowed. However, if the youth in the family are not aware of the distinctions made by their parents, then they may be more likely to abuse those drugs when available.

HYS Measures of Family Norms (2014, Percent)

<table>
<thead>
<tr>
<th></th>
<th>Cascadia</th>
<th>School Districts Like Us</th>
<th>State</th>
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<tbody>
<tr>
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<td>Grade 8</td>
<td>Grade 10</td>
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<tr>
<td>Parents Don’t Think Prescription Drug Use is Wrong. How wrong do your parents feel it would be for you to use prescription drugs not prescribed to you? (Results: &quot;A little bit wrong&quot; and &quot;Not at all wrong&quot;)</td>
<td>2%</td>
<td>3%</td>
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</table>
HYS Risk Factors (2014, Percent at Risk)

Grade 8

- Parental Attitudes Tolerant of Substance Use
  - Cascadia: 27%, 26%, 22%
  - School Districts Like Us: 11%, 18%, 14%

- Early Initiation of Drugs
  - Cascadia: 12%, 21%, 15%
  - School Districts Like Us: 50%, 39%, 41%

- Intentions to Use Drugs
  - Cascadia: 35%, 50%, a
  - School Districts Like Us: 23%, 21%, 21%

- Friends' Use of Drugs
  - Cascadia: 26%, 23%, 23%
  - School Districts Like Us: 26%, 23%, 23%

Grade 10

- Parental Attitudes Tolerant of Substance Use
  - Cascadia: 12%, 21%, 15%
  - School Districts Like Us: 50%, 39%, 41%

- Early Initiation of Drugs
  - Cascadia: 24%, 26%
  - School Districts Like Us: 24%, 21%
  - State: 24%, 22%

- Intentions to Use Drugs
  - Cascadia: 35%, 23%
  - School Districts Like Us: 23%, 21%
  - State: 25%, 23%

- Friends' Use of Drugs
  - Cascadia: 26%, 23%
  - School Districts Like Us: 26%, 23%
  - State: 25%, 23%

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<td>Early Initiation of Drugs</td>
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<td>Friends' Use of Drugs</td>
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* The bar chart includes 2014 HYS results for your school district area, "school districts like us" and the state.

a The 2014 rate is significantly different from the 2012 rate.

b The "school districts like us" rate is significantly different from your school district area rate.

c The state rate is significantly different from your district area rate.

d Fewer than 30 students answered this question.
PRACTICAL EXERCISE #1
Strategy
Selection
Marijuana Abuse Prevention

In August 2012 the Washington State Substance Abuse Prevention and Mental Health Promotion Five-Year Strategic Plan was completed, and was updated in March 2013. Marijuana misuse and abuse is identified as one of the state priorities to address. Prevention the risk and harms associated with cannabis use and misuse is critical in the emerging commercial marijuana marketplace in Washington. The information below is to support and inform prevention professionals working on the individual or environmental level to improve effectiveness of marijuana prevention efforts.

**DSHS Division of Behavioral Health and Recovery Implementation Plan for I-502**

Initiative 502 (I-502) establishes a system, overseen by the Washington State Liquor Control Board, to license, regulate, and tax the production, processing, and wholesale retail sales of marijuana. It creates a dedicated marijuana fund, consisting of excise taxes, license fees, penalties, and forfeitures and specifies the disbursement of this money for a variety of health, education, and research purposes with the remainder distributed to the state general fund. DBHR is responsible to develop a plan for implementing provisions stated in Section 28 of I-502.

The DBHR Implementation Plan for I-502 was completed in December 2013.

**I-502 DSHS DBHR Prevention Plan Implementation Page**
I-502 Dedicated Marijuana Account DSHS/DBHR Prevention Plan Implementation

Welcome to the I-502 Dedicated Marijuana Account DSHS/Division of Behavioral Health and Recovery (DBHR) Prevention Implementation Page. We will utilize this page to post Requests for Applications, project packets, supporting documents, and information about the work that we are doing related to I-502 implementation in accordance with RCW 69.50.530.

Note: Originally called the Dedicated Marijuana Fund (DMF), these funds are now referred to as Dedicated Marijuana Account (DMA).

Click here to download DBHRs I-502 Implementation Overview. (Last updated March 15, 2016.)

Check back often for updates to this page.

Click here for the most recent version of the Questions and Answers document. (Last updated on December 16, 2015.)

Programs and Practices for Youth Marijuana Use Prevention List

Click here to download the Report.

(i) Click here to download the Nov 16th Program Overview Presentation Slides.
(ii) Click here to download the slides from Nov 16, 2015 WA Prevention Meeting.

Click here to download the DMA CPWI Enhancement program list.
(This list is for the existing 52 CPWI Communities that now receive DMA funds.)

Click here to download the DMA CPWI Expansion and Community-based Prevention Services program list.

CPWI Training Project Funding Request
Welcome to the Athena Forum

The Athena website is created for prevention professionals to develop, update, and sustain their substance abuse prevention work. You can find general information about substance abuse prevention on this site or get specific documents and tools like sample agendas and surveys. You can also access prevention discussions and online training opportunities.

Current Blog

Offers of funding and/or help from the marijuana industry???
2 weeks 6 days ago
There have been recent discussions in the prevention community regarding how to respond to the marijuana industry’s offers to provide us with funding and/or help. As an example of a funding offer, Neighborhood House, the fiscal agent for the Southeast Seattle PEACE Coalition, was approached by an ad firm representing the legal cannabis industry, who said: “I am the president of an advertising agency that specializes in promoting social programs, and I represent several... Read more...

Shared Documents

- Example - CPWI Community Databook 7 hours 10 min ago
- Facebook for Public Outreach (Derek Bell) Slides 4 days 21 hours ago
- 2016 Social Media Campaign Packet 6 days 22 hours ago
- Governor’s Proclamation - Talk to Your Kids About NOT Using Marijuana Day 6 days 23 hours ago

News and Announcements

- 4/20 Parent Call to Action 1 day 3 hours ago
- Teen Safe Videos for Parents 2 weeks 1 hour ago
- New Online Resource for Higher Education Alcohol and Drug Prevention and Recovery 3 weeks 3 days ago
- Study Uses Fake Convenience Store to Demonstrate Real Impact of Tobacco Placement on Youth Smoking 3 weeks 3 days ago

Community Prevention and Wellness Initiative (CPWI)

Get all of your information about the DSHS Community Prevention and Wellness Initiative (CPWI) here:

- Download CPWI documents and quick links:
  - CPWI Brochure
  - CPWI Guides
  - CPWI Trainings
  - CPWI Community Coalitions
  - CPWI Current Meeting Information
Excellence in Prevention Strategy List

Welcome to the Excellence in Prevention strategies list and search page. This page provides detailed information about direct service and environmental prevention strategies. Programs and strategies in this list must be shown in at least two studies to produce intended results. All programs listed include substance abuse prevention as an area of interest.

The strategies described in this list come from three primary resources, the National Registry for Evidence-based Programs and Practices (NREPP), a separate list of programs identified as evidence-based by the State of Oregon, and "Scientific Evidence for Developing a Logic Model on Underage Drinking: A Reference Guide for Community Environmental Prevention."

Use the search box or the questions below to help you narrow your search.

Search Titles and Tags

- In which types of geography do you plan to implement the program?
- Where will you implement the program?
- What problems do you wish to address?
- What is the age of your intended audience? (Select all that apply)
- What is the ethnicity of your intended audience? (Select all that apply)

Apply

Incredible Years

Incredible Years is a set of comprehensive, multifaceted, and developmentally based curricula targeting 2- to 12-year-old children and their parents and teachers. The parent, child, and teacher training interventions that compose Incredible Years are guided by developmental theory on the role of multiple interacting risk and protective factors in the development of conduct problems. The three program components are designed to work jointly to promote emotional and social competence and to prevent, reduce, and treat behavioral and emotional problems in young children.

The parent training intervention focuses on strengthening parenting competencies and fostering parents’ involvement in children’s school experiences to promote children’s academic and social skills and reduce delinquent behaviors. The
Guiding Good Choices

1. Overview and description

Guiding Good Choices (GGC) is a drug use prevention program that provides parents of children in grades 4 through 8 (9 to 14 years old) with the knowledge and skills needed to guide their children through early adolescence. It seeks to strengthen and clarify family expectations for behavior, enhance the conditions that promote bonding within the family, and teach skills that allow children to resist drug use successfully. GGC is based on research that shows that consistent, positive parental involvement is important to helping children resist substance use and other antisocial behaviors. Formerly known as Preparing for the Drug Free Years, this program was revised in 2003 with more family activities and exercises. The current intervention is a five-session curriculum that addresses preventing substance abuse in the family, setting clear family expectations regarding drugs and alcohol, avoiding trouble, managing family conflict, and strengthening family bonds. Sessions are interactive and skill based, with opportunities for parents to practice new skills and receive feedback, and use video-based vignettes to demonstrate parenting skills. Families also receive a Family Guide containing family activities, discussion topics, skill-building exercises, and information on positive parenting.
Strengthening Families Program: For Parents and Youth 10-14 (Iowa Version)

1. Overview and description

The Strengthening Families Program: For Parents and Youth 10-14 (SFP 10-14) is a family skills training intervention designed to enhance school success and reduce youth substance use and aggression among 10- to 14-year-olds. It is theoretically based on several etiological and intervention models including the bio-psychosocial vulnerability, resiliency, and family process models. The program includes seven 2-hour sessions and four optional booster sessions in which parents and youth meet separately for instruction during the first hour and together for family activities during the second hour. The sessions provide instruction for parents on understanding the risk factors for substance use, enhancing parent-child bonding, monitoring compliance with parental guidelines and imposing appropriate consequences, managing anger and family conflict, and fostering positive child involvement in family tasks. Children receive instruction on resisting peer influences to use substances. Sessions, which are typically held once a week, can be taught effectively by a wide variety of staff.
The Incredible Years

1. Overview and description

Incredible Years is a set of comprehensive, multifaceted, and developmentally based curricula targeting 2- to 12-year-old children and their parents and teachers. The parent, child, and teacher training interventions that compose Incredible Years are guided by developmental theory on the role of multiple interacting risk and protective factors in the development of conduct problems. The three program components are designed to work jointly to promote emotional and social competence and to prevent, reduce, and treat behavioral and emotional problems in young children.

The parent training intervention focuses on strengthening parenting competencies and fostering parents' involvement in children's school experiences to promote children's academic and social skills and reduce delinquent behaviors. The Dinosaur child training curriculum aims to strengthen children's social and emotional competencies, such as understanding and communicating feelings, using effective problem-solving strategies, managing anger, practicing friendship and conversational skills, and behaving appropriately in the classroom. The teacher training intervention focuses on strengthening teachers' classroom management strategies, promoting children's pro-social behavior and school readiness, and reducing children's classroom aggression and noncooperation with peers and teachers. The intervention also helps teachers work with parents to support their school involvement and promote consistency between home and school. In all three training interventions,
Family Risk Factors

Poor Family Management

SCALE QUESTIONS
- My parents ask if I’ve gotten my homework done.
- Would your parents know if you did not come home on time?
- When I am not at home, one of my parents knows where I am and who I am with.
- The rules in my family are clear.
- My family has clear rules about alcohol and drug use.
- If you drank some beer, wine, or liquor without your parent’s permission, would you be caught by them?
- If you carried a handgun without your parent’s permission, would you be caught by them?
- If you skipped school, would you be caught by your parents?

Grade 8

<table>
<thead>
<tr>
<th>Year</th>
<th>State</th>
<th>SDLU</th>
<th>Cascadia</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>37%</td>
<td>44%</td>
<td>51%</td>
</tr>
<tr>
<td>2008</td>
<td>39%</td>
<td>45%</td>
<td>46%</td>
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<td>2010</td>
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<td>44%</td>
<td>44%</td>
</tr>
<tr>
<td>2012</td>
<td>34%</td>
<td>41%</td>
<td>44%</td>
</tr>
<tr>
<td>2014</td>
<td>31%</td>
<td>44%</td>
<td>50%</td>
</tr>
</tbody>
</table>
What are you looking for?

• Strategies that address your prioritized risk and protective factors

• Strategies that will allow you to go “upstream” to make an impact, e.g., individuals with problems now need intervention and/or treatment. If you’re seeing a problem in your 8\textsuperscript{th} grade data, you go forward two years to provide services to 6\textsuperscript{th} graders. By the time they’re 8\textsuperscript{th} graders hopefully their view of substance abuse is different.

• Strategies that are appropriate for your community, e.g., cultural and language considerations, literacy and education considerations
PRACTICAL EXERCISE #2
Action Plan
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Thank You!