






# 2023

## TOBACCO-FREE GENERATION CURRICULUM GUIDE

**VFHY:** Empowering Virginia's  
Youth to make healthy choices

# Table of Contents

	Introduction	P3
	VFHY Curriculum Guide Summary	P4
	Curriculum Guide Programs	P5-53

## Introduction to The Tobacco-Free Generation Curriculum Guide



The Virginia Foundation for Healthy Youth (VFHY) maintains The Tobacco-Free Generation Curriculum Guide (Curriculum Guide), a list of model, promising or effective tobacco prevention or cessation programs. These programs allow schools, faith-based, and other community organizations to help youth under the age of 18 refrain from or discontinue tobacco, nicotine, and vaping product use.

Each Curriculum Guide program requires long-term engagement and instruction, occurring over multiple sessions. This instruction can take place in a classroom setting, through small group discussions, via virtual learning platforms, etc. This Curriculum Guide provides a summary of selected programs funded by VFHY. Each program includes multiple pages of information to include vendor's contact information and links to additional program information.

For further assistance with selecting the right program for your target audience or additional Curriculum Guide information, please contact:

**Charlie McLaughlin Jr.**

VFHY Training and Resource Manager  
(804) 786-2279  
cmclaughlin@vfhy.org

## VFHY CURRICULUM GUIDE SUMMARY

Program Title	Evidence Level	Type	#/Length of Sessions	Session Frequency	Pre	K	1	2	3	4	5	6	7	8	9	10	11	12
AI's Pals	Evidence-Based	Prevention	52@15 min.	Twice a week (26 weeks)														
All Stars	Evidence-Based	Prevention	13, 9, 13 (Core, Booster, Plus) @45 min.	1-2 times a week (7-13 weeks)														
Botvin Life Skills Training (LST)	Evidence-Based & Recently Studied	Prevention	Varies by grade	Minimum once weekly or can be taught 3 times a week														
Bright Views	Evidence Informed	Prevention	10@30-45 minutes	One lesson per week for 10 weeks														
CATCH My Breath	Evidence-Based & Recently Studied	Prevention	4@30-40 min.	1 time per week for 4 weeks														
Positive Action	Evidence-Based	Prevention	Varies by grade	2-4 times weekly (10-36 weeks)														
Project Towards No Drug Abuse (TND)	Evidence-Based & Recently Studied	Prevention	12@40-50 min.	12 sessions over a four to six week period														
Rise Above	Evidence Informed	Prevention	20@50-65 min.	Weekly or semi-weekly over 10 or 20 weeks														
Strengthening Families Program 10-14	Evidence-Based & Recently Studied	Prevention	7@2.5 hours (includes time for family meal)	Once weekly (7 weeks)														
Strengthening Families Program 6-11	Evidence-Based	Prevention	14@2.5 hours (includes time for family meal)	Once or twice weekly (14 weeks)														
Too Good for Drugs	Evidence-Based & Recently Studied	Prevention	10@30-50 min.	Once weekly for 10 weeks														
You and Me, Together Vape-Free (with Healthy Futures Intervention)	Evidence-Based & Recently Studied	Prevention Cessation	6@50 min.	Daily or once per week														



## Information Worksheet

### Al's Pals: Kids Making Healthy Choices

<b>Program Title:</b>	<b>Al's Pals: Kids Making Healthy Choices</b>
<b>Formal Name of Organization:</b>	<b>Teaching Strategies, LLC</b>
<b>Brief Program Description:</b>	Al's Pals: Kids Making Healthy Choices is an early childhood prevention curriculum and teacher training program. Geared for children ages 3 to 6, Al's Pals develops children's social skills, self-control, problem-solving abilities, and an understanding that they are not to use tobacco, alcohol, and other drugs.
<b>List specific program outcomes:</b>	<ul style="list-style-type: none"> <li>• Significant increases in pro-social behaviors.</li> <li>• Significant reductions in problem behaviors such as social withdrawal.</li> <li>• Significant increases in positive coping behaviors such as seeking help to solve a problem.</li> <li>• Significant decreases in negative coping behaviors such as the use of physical or verbal aggression to solve problems.</li> <li>• Prevention of increases in antisocial and aggressive behaviors that might otherwise occur.</li> </ul>
<b>Audience Characteristics</b>	Age Range: 3-6 Grade Level Range: Preschool-Kindergarten
<b>Program Details:</b>	<p><b>Type of Program: (Prevention or Cessation) Prevention</b></p> <p>Min/Max Class Size: Minimum 8/Maximum 30</p> <p># of Program Lessons: 52</p> <p>Minimum # of Lessons required to achieve fidelity: 52</p> <p>Length of each lesson: 15 minutes each (twice a week)</p> <p>Frequency of implementation: Twice a week</p> <p>Duration of Implementation (in weeks): 26 weeks</p> <p>Recommended intervention site (school, community, both) School and community</p>
<b>Describe how the program works:</b>	<p>Al's Pals has 52 core lessons that capture real-life childhood experiences and provide opportunities for children to acquire and practice social and emotional skills. The lessons are delivered by a classroom teacher for 10 to 15 minutes twice a week. An original hand puppet named Al is the heart of the program and serves as a positive role model. In addition to Al and puppet pals Ty and Keisha, children are engaged through a wide range of teaching tools including scripted puppet-led discussions, guided creative play, original songs, posters, color photographs, message pads and books.</p> <p>Through the lessons, children learn and practice positive ways to express feelings, relate to others, communicate, differentiate between safe and unsafe substances and situations, brainstorm ideas, and solve problems. By reinforcing the Al's Pals concepts throughout the day, the teacher shapes a caring environment, encouraging independent thinking, use of self-control, caring and kindness, healthy decision-making, and peaceful problem solving.</p> <p>Letters from Al are regularly sent home to inform parents about the life skills their children are learning and to suggest activities parents can use to help their children practice and retain these skills. The curriculum also includes "Al-a-Grams" — school-to-home messages delivered home by the children that recognize positive behaviors noted at school (e.g., caring about others' feelings or calming down).</p>



### Implementation Essentials:

#### To Replicate with Fidelity:

- Complete lessons need to be delivered, in sequence, two per week, by a classroom teacher. It is highly recommended that individuals implementing AI's Pals go through Teaching Strategies' related professional development.
- The classroom teacher needs to practice, reinforce, and model key AI's Pals concepts throughout the day.
- AI's Pals staff is typically comprised minimally of one Teaching Strategies-trained teacher (usually the classroom educator), who spends at least five hours each week with the children receiving the program. No new staff is required to implement AI's Pals

### Materials and Training

#### Required Materials and Cost:

- 52-lesson curriculum kit (includes print and all physical materials + 1 year digital access): \$1,110.00 plus S&H

#### Optional Materials and Cost:

- AI's Pals digital access (1 year/renewal) \$220.00
- AI's Pals Spanish Supplemental Resources \$245.00
- AI's Pals AI-a-Grams Replenishment Pack (8 pads – English OR Spanish) \$55.00
- AI's Pals 3-Puppet Set (replacement) \$135.00

*Training Requirement (Required, Preferred, Not Required): Preferred*

AI's Pals recommended training is offered in two formats: in-person, or virtually. The cost and other details below are accurate for both formats.

#### Introduction to AI's Pals™ (1 day training)

- Training Cost: \$3,495.00
- Training Duration: 6 hours (1 day)
- Min/Max Number of training participants: 1 minimum, 30 maximum

#### Introduction to AI's Pals™ (2 day training)

- Training Cost: \$6,990.00
- Training Duration: 12 hours (2 days)
- The 2 day training offers a greater depth of coaching on each element of the overall training, as well as an in-depth investigation of the guide skills that serve as the anchor for AI's Pals™.
- Min/Max Number of training participants: 1 minimum, 30 maximum

#### Revisiting AI's Pals™: A Closer Look at Strategies that Support Social-Emotional Learning (1 day training)

- Training Cost: \$3,495.00
- Training Duration: 6 hours (1 day)
- Refresher training
- Min/Max Number of training participants: 1 minimum, 30 maximum

<p><b>Program Contact</b></p>	<p><b>Training &amp; program Information Contact:</b> Krista Ashshaheed Business Development Manager, Early Learning Solutions <b>Phone:</b> (478) 972-0512 <b>Email:</b> krista.a@teachingstrategies.com</p> <p><b>Material Information Contact:</b> Yuganti Shirodkar Early Learning Solutions Specialist <b>Phone:</b> (301) 634-0818 x5303 <b>Email:</b> yuganti.s@teachingstrategies.com <b>Website:</b> <a href="https://teachingstrategies.com/product/als-pals-social-emotional-learning-curriculum/">https://teachingstrategies.com/product/als-pals-social-emotional-learning-curriculum/</a></p> <p>(Please Note: Several organizations that are not affiliated with Teaching Strategies have developed supplemental Al's Pals trainings. If you are interested in connecting with these organizations, please contact Charlie McLaughlin at <a href="mailto:cmclaughlin@vfhy.org">cmclaughlin@vfhy.org</a>)</p>
<p><b>Describe specific tobacco control outcomes produced by implementing the program with fidelity:</b></p>	<ul style="list-style-type: none"> <li>• Prevents the initiation of tobacco use by youth.</li> <li>• Promotes attitudes that favor healthy lifestyles, avoiding harmful substances such as tobacco products.</li> <li>• Develops pro-social skills that help children resist peer pressure and risky decision-making connected to tobacco product use.</li> </ul>
<p><b>List specific program lessons that address tobacco control.</b></p>	<ul style="list-style-type: none"> <li>• A full, eight-lesson module addresses “safe and healthy” choices for children. Four lessons specifically address tobacco control: Lesson 30 “Taking Care of Ourselves,” Lesson 35 “What’s Safe to Taste?,” Lesson 38 “What’s Safe to Touch?” and Lesson 39 “Just for Grown-Ups.”</li> <li>• The entire module reiterates the meaning and importance of “healthy” and teaches children to differentiate between “safe” and “unsafe” by identifying what is safe to eat, taste, smell and put into the body. Throughout these lessons, children are encouraged to seek adult permission and/or assistance and reminded that tobacco products are not safe and healthy for children.</li> </ul>
<p><b>Does the program include a vaping module and/or up to date information on vaping? If so which lessons?</b></p>	<p>Al's Pals is geared for children ages 3-6 years old. While it would not be developmentally appropriate to have a lesson dedicated specifically to vaping, the concept is introduced in several of the healthy choices lessons such as Lesson 35 “What’s Safe to Taste?” and Lesson 39 “Just for Grown-Ups” which teach children to identify healthy and harmful things to eat, taste, and smell and to ask a trusted adult before putting things into their body. During teacher training, vaping and e-cigarettes are discussed as potential harmful products for children. Teachers are asked to include pictures and references to them when teaching the safe and healthy lessons.</p>
<p><b>Can the program be implemented virtually? If so, please explain or provide a link which outlines the virtual process.</b></p>	<p>Yes. While Al's Pals is designed for group interaction within the in-person physical classroom, it has been implemented virtually with success during the pandemic. Most teachers conduct the lessons live during their virtual instruction; some have recorded the lessons and play the recordings during their instruction time. Teachers are asked to provide families with guidance on how to engage with their children during or following the lessons to reinforce and practice the concepts taught. The music is played regularly to continue the reinforcement of the core concepts and the program letters are sent to the families to inform them what is being taught and offer them activities to do at home.</p>
<p><b>In which languages besides English is the program available?</b></p>	<p>Spanish</p>



**Al's Pals™**  
Kids Making Healthy Choices

by **TeachingStrategies®**

## Program Replication Contact Information

Agency Name/ Contact Person:	Address	Phone Number	Email Address
Alternatives, Inc. / Ragen Johnson	359 Fenwick Road Building 263 Ft. Monroe, VA 23651	(757) 838-2330	
United Way of Southwest Virginia / Kristy Worley	1096 Ole Berry Drive Abingdon, VA 24210	(276) 628-2160 Ext. 4103	kworley@unitedwayswva.org
Smart Beginnings Rappahannock Area / Carol Clark	4701 Market Street Suite C Fredericksburg, VA, 22408	(540) 479-6944	carol@smartbeginningsra.org



## Information Worksheet

### All Stars Core, All Stars Booster and All Stars Plus

<b>Program Title:</b>	All Stars Core, All Stars Booster and All Stars Plus
<b>Formal Name of Organization:</b>	All Stars Prevention
<b>Brief Program Description:</b>	<p>The middle school series of All Stars features three programs. They are intended to provide three consecutive years of All Stars through the three years of middle school. All Stars Core is the first curriculum to be delivered in the series – typically in 6th grade. The following year All Stars Core graduates would receive All Stars Booster in 7th grade. The final year of middle school or in 8th grade students complete the series with All Stars Plus. There is much research indicating that multiple years of consistent programming produces longer and stronger outcomes with kids. Our middle school series is an example of this. All three programs have proven to be very effective no matter if they are delivered in a school or community-based setting.</p> <p>The primary goal with every All Stars program is to delay the onset of risky behaviors. In other words, we want to keep kids from starting to participate in risky behaviors as long as possible.</p> <p>All three programs have a parent/adult engagement component with take-home conversation assignments for students to complete with a trusted adult. These assignments give students the opportunity to have conversations with a trusted adult. Time is taken during the programs to help students identify who the trusted adult is in their life and create a plan for approaching and having a conversation with them. This component of the programs is one of the primary reasons All Stars is chosen and appreciated by organizations, teachers and parents.</p> <p>You can learn more details about All Stars Core, Booster and Plus by downloading the Guide to All Stars at <a href="https://knslearningsolutions.com/wp-content/uploads/2020/11/Guide-for-Writing-Funding-Proposals-for-All-Stars.pdf">https://knslearningsolutions.com/wp-content/uploads/2020/11/Guide-for-Writing-Funding-Proposals-for-All-Stars.pdf</a></p>
<b>List specific program outcomes:</b>	Delay the onset of risky behaviors with adolescents, including substance use, early sexual activity and bullying/fighting.
<b>Audience Characteristics</b>	Age Range:11-14 Grade Level Range: 6-8
<b>Program Details:</b>	<p><b>Type of Program:</b> (Prevention or Cessation) Prevention</p> <p>Min/Max Class Size: Minimum of 8 and maximum of 25</p> <p># of Program Lessons: All Stars Core -13 lessons plus a celebration; All Stars Booster - 9 lessons plus a celebration; All Stars Plus – 13 lessons plus a celebration</p> <p>Minimum # of Lessons required to achieve fidelity: All Stars Core -10 lessons, plus a celebration; All Stars Booster – 7 lessons, plus a celebration; All Stars Plus – 10 lessons plus a celebration</p> <p>Length of each lesson: 45 minutes</p> <p>Frequency of implementation: 1-2 lessons a week for subsequent weeks</p> <p>Duration of Implementation (in weeks): All Stars Core - 7-13 weeks; All Stars Booster – 5-9 weeks; All Stars Plus – 7-13 weeks</p> <p>Recommended intervention site (school, community, both) Both</p>

### Describe how the program works:

All Stars Core, Booster and Plus are research and outcome-based programs proven to delay the onset of risky behaviors with middle school age students.

When you choose All Stars for middle school students, you are choosing an attitude approach – one that is designed to stop or slow down the erosion of attitudes about risky behaviors and align them with prosocial behaviors. The research says that one of the biggest changes with kids in middle school is their attitudes. The most effective prevention approach you can use with middle school students is one that targets their changing attitudes about risky behaviors. When combined with knowledge and skill-based approaches, targeting attitudes about risky behaviors during the middle school years can have a strong influence on short term and long-term behaviors.

Every session and activity within All Stars Core and All Stars Booster targets five strategies the research has shown to be most influential at challenging the eroding attitudes of middle school students and keeping them from engaging in risky behaviors.

#### These five strategies are:

**Idealism** – Young people who have a clear vision of their future understand that risky behaviors interfere with their life goals. Idealism refers to identifying and understanding what is important and recognizing that risky behaviors would interfere with achieving what is important.

**Norms** – When everyone in a peer group agrees that risky behaviors are stupid, dumb, unpopular and unacceptable to others, they understand that avoiding these behaviors will help them fit in. There are two parts to positive norms. The first part is related to what young people believe about their peer group. Young people – particularly those at risk – exaggerate how common and acceptable drug use and other risky behaviors are. Correcting erroneous perceptions reduces risks. The second part of positive norms is actually establishing a group norm that supports the non-use of substances, cooperation instead of fighting and positive social relationships that postpones sexual activity.

**Commitment to Not Use or Reduce Use** – Young people who make voluntary, personal and public commitments to their vision of the future are motivated to avoid situations that put them at risk. A commitment is an internalized intention which results in a voluntary public expression of one's intention not to participate in risky behaviors.

**Bonding** – This refers to two forms of attachments research says are important for kids. The first is a sense of attachment and belonging between prosocial peers. Prosocial groups are those which disapprove of risky behaviors. Students who associate with and feel accepted by such groups are protected from experimenting with and engaging in risky behaviors.

The other form of bonding is between a child and one positive adult. Research shows the powerful impact one positive adult can have in a child's life in keeping them from participating in risky behaviors. This adult can be a parent or any other adult, such as a grandparent, aunt/uncle, parent of a friend, coach or teacher – just to name a few.

**Parent/Adult Attention** – Parents and other important adults in kids' lives (e.g. grandparent, aunt/uncle, coach, teacher) can help them become highly motivated to avoid risky behaviors. Parents and other key adults are most effective at preventing risky behaviors and promoting healthy behaviors when they understand growth and development, regularly express love and affection, promote involvement in the community, set clear standards, monitor and supervise their child's friends and activities, provide appropriate discipline when needed and when they set a positive example.

All Stars Plus, the third year program in the series, focuses on skill-building with the assumption that the prior two years of All Stars Core and Booster creates the positive attitudes and motivations with students to want to learn and use the skills necessary to support a lifestyle free of risky behaviors.

In addition to the five strategies targeted in All Stars Core and Booster, All Stars Plus also targets these three strategies:

**Describe how the program works: (continued)**

**Decision Making and Impulsivity Control** – Many young people who engage in risky behaviors act on impulse and have few skills for making reasoned decisions. Learning steps for making decisions, learning how to listen to your conscience and practicing these help students discover alternatives, weigh consequences and make appropriate choices. A focus on decision making and impulsivity control is addressed in All Stars Plus.

**Goal Setting** – Many young people do not know the steps to take to achieve goals. Even when they have an ideal they wish to strive for, knowing how to take action and persisting, despite experiencing setbacks and obstacles, helps young people maintain a sense of idealism. Goal setting is actively addressed in All Stars Plus.

**Resistance Skills** – It is rare, but there are occasions when peer pressure can be overt. Knowing how to refuse dares and unwanted invitations to participate in risky behavior helps young people deal with this pressure. Research suggests it is especially important for young people who already have experience with substance use, violence, and sexual activity avoid relapse when they find themselves in risky situations. Resistance skills training includes teaching students to stand up for themselves, ask for what they want, express themselves and say no when they want to without being passive or aggressive. This skill is addressed in All Stars Plus.

**Implementation Essentials:**

Deliver all the lessons in each program, including the Celebration, in their entirety.  
 Ensure all teachers/facilitators are certified trained in each of the programs prior to delivery.  
 Purchase the required, copyrighted, consumable student materials for the number of students each program is being delivered to.

**Materials and Training**

**Required Materials and Cost:**

**All Stars Core**

Teacher Manual (\$100) AND Copyrighted, Consumable Student Materials available in three package options:

- 1) Basic - \$4 per student,
- 2) Standard - \$7 per student and includes a pre/posttest student survey and 3) Complete - \$10 per student and includes a pre/posttest student survey and choice of parenting booklet or wristbands for students.

**All Stars Booster**

Teacher Manual (\$80) AND Copyrighted, Consumable Student Materials available in two package options:

- 1) Basic - \$2.50 per student,
- 2) Standard - \$4.50 per student and includes a pre/posttest student survey

**All Stars Plus**

Teacher Manual (\$80) AND Copyrighted, Consumable Student Materials available in two package options:

- 1) Basic - \$2.50 per student,
- 2) Standard - \$4.50 per student and includes a pre/posttest student survey

**Optional Materials and Cost:**

Training Requirement (Required, Preferred, Not Required): Required

If training is required, please provide the following: Training Cost:

**All Stars Core** - \$399 per person

**All Stars Booster and Plus** - \$200 per person

**Training Duration: All Stars Core** - 8 hours online, on-demand, and self-paced

**All Stars Booster and Plus** – 4 hours online, on-demand and self-paced

(You can learn more about the training courses at:

<https://knslearningsolutions.mykajabi.com/coresignaturetraining>

*Min/Max Number of training participants: NA*

<p><b>Program Contact</b> (Include name, address, phone #, fax # and email address.)</p>	<p><b>Training &amp; program Information Contact:</b> Kathleen Nelson-Simley, 402-489- 1072 or kathleen@knslearningsolutions.com.</p> <p><b>Material Information Contact:</b> Anne Page, 336-601-9909 or allstarsprevention1@gmail.com.</p> <p><b>Website address:</b> <a href="https://allstarsprevention.com">https://allstarsprevention.com</a> and <a href="https://knslearningsolutions.com">https://knslearningsolutions.com</a></p>
<p><b>Describe specific tobacco control outcomes produced by implementing the program with fidelity:</b></p>	<p>Control students who did not receive the program increased their cigarette smoking by 14 percent between pre-test and post-test, whereas fewer than 5 percent of All Stars Core students increased their smoking during the same period. Control students increased smokeless tobacco use by 8 percent and All Stars Core students reduced smokeless by 5 percent in similar analyses.</p>
<p><b>List specific program lessons that address tobacco control.</b></p>	<p>All Stars is not an information-based program, but rather a process-oriented program with open-ended questions, guided small group discussions and built- in parent/adult conversations. All Stars Core, Booster and Plus do not have lessons specific to teaching any one substance, including tobacco control. Rather, risky behaviors, including vaping, alcohol, marijuana, tobacco and opioid use are discussed throughout the programs as students explore their futures and commitments to living a life free of substance use.</p> <p><b>Lessons where tobacco control is mentioned are:</b></p> <p>All Stars Core - Lessons #6, 7, 8, 9, 10, 11, 12 and 13          All Stars Booster – Lessons #4, 6 and 8          All Stars Plus –Lessons #2, 3, 5, 6, 7, 8, 10, 11, 12 and 13</p>
<p><b>Does the program include a vaping module and/or up to date information on vaping? If so which lessons?</b></p>	<p>All Stars is not an information-based program, but rather a process-oriented program with open-ended questions, guided small group discussions and built- in parent/adult conversations. All Stars Core, Booster and Plus do not have lessons specific to teaching any one substance, including vaping. Rather, risky behaviors, including vaping, alcohol, marijuana, tobacco and opioid use are discussed throughout the programs as students explore their futures and commitments to living a life free of substance use.</p> <p><b>Lessons where vaping is mentioned are:</b></p> <p>All Stars Core - Lessons #6, 7, 8, 9 , 10,11, 12 and 13          All Stars Booster – Lessons #4, 6 and 8          All Stars Plus – Lessons #2, 3, 5, 6, 7, 8, 10, 11, 12 and 13</p>
<p><b>Can the program be implemented virtually? If so, please explain or provide a link which outlines the virtual process.</b></p>	<p>Yes. The lessons in the teacher manuals for all three programs were updated during the pandemic to include methods for teaching them virtually. The student materials were also made available digitally for students to also participate in the program virtually. You would need to preview the teacher manuals to see how we instruct teachers to deliver the program virtually.</p>
<p><b>In which languages besides English is the program available?</b></p>	<p>Spanish</p>



## Program Replication Contact Information

Agency Name/ Contact Person:	Address
Kevin Fondas M.Ed. Principal Boynton Middle School	500 Turnpike Road New Ipswich, NH 03071
Amber Holland, MS Prevention Specialist Community Service, Inc.	100 S. Cherokee Street   PO Box 679 Morrilton, AR 72110
Marissa J Woodmansee, Director 20th Judicial District Juvenile Services	1800 12th Street, Great Bend, KS 67530

## Information Worksheet

### Botvin LifeSkills Training (LST)

<b>Program Title:</b>	Botvin LifeSkills Training (LST)
<b>Formal Name of Organization:</b>	Princeton Health Press
<b>Brief Program Description:</b>	Botvin LifeSkills Training (LST) is a proven, highly effective substance use prevention and competency enhancement program designed to focus primarily on the major social and psychological factors promoting substance use and abuse. LST increases students' knowledge of the immediate consequences of substance use while providing necessary skills to resist social (peer) pressures and reduce psychosocial motivations to smoke, drink and use drugs.
<b>List specific program outcomes:</b>	<p>LST programs have demonstrated the following outcomes related to elementary, middle, and high school students:</p> <ul style="list-style-type: none"> <li>Smoking and vaping by more than 70%</li> <li>Alcohol use by 60%</li> <li>Marijuana use by 75%</li> <li>Methamphetamine use by 68%</li> <li>Decreases Rx &amp; opioid misuse</li> <li>Decreases Use of Inhalants, Narcotics and Hallucinogens</li> <li>Reduces Violence and Delinquency</li> <li>Reduces risky driving behavior</li> <li>Demonstrates Effects on HIV Risk Behavior</li> <li>Reduces social bullying and cyber bullying perpetration by more than 40%</li> </ul>
<b>Audience Characteristics</b>	<p><b>Age Range:</b> 8-16</p> <p><b>Grade Level Range:</b> 3-10</p>
<b>Program Details:</b>	<p><b>Type of Program:</b> Prevention</p> <p><b>Min/Max Class Size:</b> 5 to 30</p> <p><b>Minimum # of Lessons Required to Achieve Fidelity:</b>            Elem: 8 lessons; MS: 15 lessons (level 1) 10 lessons (Level 2)            5 lessons (Level 3); HS: 10 lessons</p> <p><b># of Program Lessons:</b></p> <ul style="list-style-type: none"> <li>• Number of Lessons:</li> <li>• Elementary Level 1 8 lessons</li> <li>• Elementary Level 2: 8 lessons</li> <li>• Elementary Level 3: 8 lessons</li> <li>• Middle School Level 1: 15 lessons</li> <li>• Middle Scholl Level 2: 10 lessons</li> <li>• Middle School Level 3: 5 lessons</li> <li>• High School: 10 lessons</li> <li>• e-LST Middle School Level 1: 15 lessons</li> <li>• e-LST High School: 10 lessons</li> </ul>



**Program Details:**

**Length of each lesson:**

- Elementary: 30 – 40 minutes
- Middle School: 45 – 50 minutes
- High School: 45 – 50 minutes
- Transitions: 45 – 50 minutes
- e-LST Middle School: 10 - 15 minutes online + 30 - 35 minutes of 'live' skills practice
- e-LST High School: 15 - 20 minutes online + 25 - 30 minutes of 'live' skills practice

**Frequency of implementation/Duration of Implementation:**

At least 1 time per week or 3 – 5 times per week.

**Duration of Implementation:**

Program Level	Minimum (5 x week)	Maximum (1 x week)*
Elementary	2 weeks	8 weeks
Middle School Level 1	4 weeks	15 weeks
Middle School Level 2	2 weeks	10 weeks
Middle School Level 3	1 week	5 weeks
e-LST Middle School 1	4 weeks	15 weeks
High School	2 weeks, 10 lesson	18 weeks
e-LST High School	2 weeks	10 weeks

Recommended intervention site (school, community, both)

Schools, Community-based organizations, youth groups, etc. (LST has been implemented in many classroom-type settings)

**Describe how the program works:**

The highly effective Botvin LST approach emphasizes competency in the following areas: Personal Self-Management, General Social and Communication Skills, and Drug-Resistance skills. Each competency area has a place in generating successful outcomes related to reducing the use of smoking, underage drinking, opioid and Rx misuse, and even risky driving. Each of these domains or competencies underlying the LST model are explained below:

**Personal Self-Management:** Consists of lessons that teach problem-solving and decision-making skills; critical thinking skills to identify, analyze, and resist common advertising appeals; skills for coping with stress and anxiety; emotional self-regulation, techniques to manage feelings of anger/frustration; and skills for facilitating personal development.

**General Social and Communication:** Lessons that teach skills for communicating clearly and avoiding misunderstandings, overcoming shyness, verbal, and non-verbal communication, developing healthy relationships and general assertiveness skills.

**Drug Resistance:** Includes lessons designed to increase students' ability to resist social pressures to drink alcohol, smoke tobacco, and use illicit drugs. Lessons also focus on the adverse consequences of alcohol, tobacco, and illicit drug use as well as identifying current prevalence of drug use among both youth and adults to correct misunderstanding or misconceptions. In addition, drug resistance content is woven throughout other skills domains. For example, decision-making, assertiveness, and so on.

### Implementation Essentials:

LST Fidelity Guidelines for all LST programs (including e-learning) are as follows:

- Teach the full scope and sequence of the LST curriculum.
- Teach at least one time per week until all units are taught (more than one lesson per week is also effective)
- Teach the lessons in the order presented

LST student materials and teacher's manuals are required for implementation. Training is strongly encouraged to ensure fidelity and understanding of the program prior to implementation.

### Materials and Training

#### Required Materials and Cost:

A curriculum set for each level (elementary, middle school and high school) includes one teacher's manual and 30 student guides. e-LST is 10-student pack, Teacher's Manual.

#### Year 1 Program Materials:

- **Elementary School Year 1:** \$235
- **Middle School Year 1:** \$295
- **e-LST Middle School 1:** \$100 10-pack Student Keys; \$85/Teacher's Manual
- **High School:** \$265
- **e-LST High School:** \$100 10-pack Student Keys; \$85/Teacher's Manual

#### Booster Materials (Years 2 & 3)

- **Elementary School Year 2:** \$235
- **Elementary School Year 3:** \$235
- **Middle School Year 2:** \$245
- **Middle School Year 3:** \$175
- **Elementary School Full Set (all 3 years):** \$655
- **Middle School Full Set (all 3 years):** \$625

#### Additional Student Guides

- **Elementary Level 1:** \$50 per pack of 10
- **Elementary Level 2:** \$50 per pack of 10
- **Elementary Level 3:** \$50 per pack of 10
- **Middle School Level 1:** \$60 per pack of 10
- **Middle School Level 2:** \$50 per pack of 10
- **Middle School Level 3:** \$40 per pack of 10
- **e-LST Middle School:** \$100 per pack of 10 (Student Keys)
- **High School:** \$60 per pack of 10
- **e-LST High School:** \$100 per pack of 10 (Student Keys)

#### Training Requirement: Preferred

**Onsite Training Cost:** None. VFHY provides requested training to VFHY funded grantees

- **Training Duration:** 6 hours
- **Min/Max Number of training participants:** 6-20

#### Optional Materials and Cost:

**LST Middle School Companion Website:**  
FREE ([www.lifeskillstraining.com/msweb](http://www.lifeskillstraining.com/msweb))

**LST High School Companion Website:**  
FREE ([www.lifeskillstraining.com/hsweb](http://www.lifeskillstraining.com/hsweb))

<p><b>Program Contact</b></p>	<p><b>Training Information Contact:</b></p> <p>Charlie McLaughlin          Virginia Foundation for Healthy Youth          701 E. Franklin St., Suite 500          Richmond, VA 23219          Phone: (804) 786-2279          Mobile: (757) 334-5370          Email: <a href="mailto:cmclaughlin@vfhy.org">cmclaughlin@vfhy.org</a></p> <p><b>Program and Materials Information Contact:</b></p> <p>Craig Zettle          Princeton Health Press          711 Westchester Avenue          White Plains, NY 10604          Phone: (914) 421-2525 or (800) 293-4969          Fax: (914) 421-0521          Email: <a href="mailto:czettle@nhpamail.com">czettle@nhpamail.com</a></p> <p><b>Website address:</b> <a href="http://www.lifeskillstraining.com">www.lifeskillstraining.com</a></p>
<p><b>Describe specific tobacco control outcomes produced by implementing the program with fidelity:</b></p>	<p>LST is highly effective at reducing smoking and vaping. LST Elementary has been proven to reduce smoking by more than 60%, LST Middle School and e-LST Middle School by more than 60%, LST High School reduces general substance abuse by more than 50%.</p>
<p><b>List specific program lessons that address tobacco control.</b></p>	<p>LST addresses tobacco-specific content in many lessons across all levels including Smoking Myths and Realities, Smoking and Biofeedback (immediate effects of tobacco use), Advertising (resisting tobacco advertising), Decision-Making and Assertiveness (refusal skills to resist peer pressure). A resource (Botvin Health Connections: Electronic Cigarettes and Vaping) is also available to strategically connect e-cigarettes/vaping in select lessons in the print programs. E-learning versions of LST (e-LST Middle School and e-LST High School) also address vaping and smoking.</p>
<p><b>Does the program include a vaping module and/or up to date information on vaping? If so which lessons?</b></p>	<p>Yes. The LST program materials focus on smoking, but a free resource is available (Botvin Health Connections: Electronic Cigarettes and Vaping) to help teachers incorporate this topic into strategically selected Elementary, Middle School, and High School lessons. e-LST contains a Smoking unit that introduces content related to e-cigarettes and vaping. e-LST High School addresses smoking and vaping in the Substance Abuse and Risk lesson. Smoking related content is woven throughout many lessons in LST other than the dedicated smoking lessons. For example, decision-making, advertising, and assertiveness.</p>

<p><b>Can the program be implemented virtually? If so, please explain or provide a link which outlines the virtual process.</b></p>	<p>Yes. The LST Middle School (e-LST Middle School) and High School (e-LST High School) programs are available in an e-learning 'hybrid' implementation format. The implementation is a 2-stage process in that students complete online self-study modules which are followed up by live skills practice with a teacher or facilitator.</p> <p><b>e-LST Middle School:</b> <a href="https://www.lifeskillstraining.com/elst-ms/">https://www.lifeskillstraining.com/elst-ms/</a>  <b>e-LST High School:</b> <a href="https://www.lifeskillstraining.com/e-lst-high-school/">https://www.lifeskillstraining.com/e-lst-high-school/</a></p>
<p><b>In which languages besides English is the program available?</b></p>	<p>Spanish language support is currently in development for LST (Spring 2023).</p>



## Program Replication Contact Information

Agency Name/Contact Person:	Address	Phone Number	Email Address
Lee Winterhalter, Fayette County Drug & Alcohol Commission, Inc.	100 New Salem Road, Suite 106, Uniontown, PA 15401	(724) 970-3487	LWinterhalter@fcdaa.org
Christopher Harmon, Compact	380 McDow Rd Columbiana, AL 35051	205-746-8831	CHARMON@shelbyso.com
Ronna Yablonski, Safe Project	1201 Wilson Blvd, Arlington, Virginia 22209	(240) 485-1001	ronna@safeproject.us

## Information Worksheet

### Bright Views

<b>Program Title:</b>	Bright Views
<b>Formal Name of Organization:</b>	Eastern Virginia Medical School
<b>Brief Program Description:</b>	Bright Views is an engaging, holistic health curriculum for children ages 3-6. Bright Views believes in nurturing healthy hearts and minds in our youngest learners. The curriculum aims to foster healthy social and emotional development while simultaneously exploring preventative strategies to address challenges that may arise later in life. Bright Views is unique and novel in its flexibility, focus on supporting teachers, and fresh take on lessons. Through a carefully curated series of lessons, songs, and activities, Bright Views strives to nurture self-awareness, foster positive relationships, celebrate diversity, cultivate emotional intelligence, and empower children to make healthy choices.
<b>List specific program outcomes:</b>	<p>Through Bright Views, children:</p> <ul style="list-style-type: none"> <li>• Develop a strengthened sense of self</li> <li>• Learn to identify and manage emotions</li> <li>• Build positive communication skills</li> <li>• Explore supportive relationships and trust</li> <li>• Expand concepts of diversity, acceptance, and belonging</li> <li>• Identify body organs and understand the physical body</li> <li>• Learn about healthy choices and harmful substances</li> <li>• Enhance positive coping behaviors and strategies</li> </ul>
<b>Audience Characteristics</b>	<p><b>Age Range:</b> 3-6 years old</p> <p><b>Grade Level Range:</b> Pre-K and Kindergarten</p>
<b>Program Details:</b>	<p><b>Type of Program:</b> Prevention</p> <p><b>Min/Max Class Size:</b> No minimum / Maximum 25</p> <p><b># of Program Lessons:</b> 10</p> <p><b>Minimum # of Lessons required to achieve fidelity:</b> 10</p> <p><b>Length of each lesson:</b> 30-45 minutes</p> <p><b>Frequency of implementation:</b> 1 lesson/week for 10 weeks</p> <p>*(scaffolding options available to repeat lessons with new layers)</p> <p><b>Duration of Implementation (in weeks):</b> 10 weeks</p> <p><b>Recommended intervention site:</b> School and community</p>

**Describe how the program works:**

Bright Views consists of 10 lessons that provide opportunities for children to acquire and practice social and emotional skills. Lessons are delivered by a teacher, for 30-45 minutes once a week for 10 weeks. The Bright Views curriculum is intentionally flexible so it can be delivered in large or small classrooms, home-based environments, or community settings. Each lesson and corresponding activities have scaffolding options, so teachers can adjust the lesson to best serve the needs of their specific students. Likewise, teachers can use these options to teach a second or third round of the same 10 lessons, making use of the more advanced/challenging scaffolding options for increased retention and more in-depth learning.

Each lesson provides a quick summary and clear lesson objectives for the teacher, a special teacher's corner section with tips and words of encouragement, circle time "share, ask, and connect" prompts, a song of the day reinforcing the lesson theme, play and learn activities and games, a related story-book and discussion prompts, wrap up reflection, and scaffolding options to enhance the experience. The Bright Views curriculum also includes props and other materials to enhance lessons and support teachers in incorporating lesson themes throughout the week. Family engagement letters and activities are sent home to inform parents about the skills their children are learning and promote positive engagement and connection.

**Lesson themes include:**

- Lesson 1: Self-image & self-esteem
- Lesson 2: Relationships & support
- Lesson 3: Community & diversity
- Lesson 4: Communication
- Lesson 5: Identifying emotions
- Lesson 6: Managing emotions
- Lesson 7: Body organs & body parts
- Lesson 8: Physical activity & nutrition
- Lesson 9: Harmful substances
- Lesson 10: Body safety & autonomy

**Implementation Essentials:****To replicate with fidelity:**

- All 10 lessons must be delivered in sequence
- Lead teachers must be trained and certified through Bright Views online teacher training
- Classroom teachers should practice, model, and reinforce Bright Views themes and concepts throughout the day/week
- Program evaluation: pre and post evaluation must be completed by teachers

**Materials and Training****Required Materials and Cost:**

Curriculum kit (includes curriculum book, materials to support activities, songs, plus access to digital teacher portal with more resources and trainings) \$300

**Optional Materials and Cost:**

Additional materials can be purchased on our website.

**Training Requirement (Required, Preferred, Not Required):**

Online teacher training required.

*If training is required, please provide the following:*

**Training Cost:** \$0 (Access to teacher training included with purchase of curriculum kit)

**Training Duration:** Approx. 2 hours

**Min/Max Number of training participants:** N/A



<p><b>Program Contact</b></p>	<p><b>Training &amp; program Information Contact:</b>  Sara Rothenberg  Eastern Virginia Medical School  855 W Brambleton Ave Norfolk, VA 23501  RothenSM@evms.edu  757-446-6156</p> <p><b>Material Information Contact:</b> Same as above</p> <p><b>Website address:</b> BrightViews.org</p>
<p><b>Describe specific tobacco control outcomes produced by implementing the program with fidelity.</b></p>	<p>The Bright Views curriculum builds skills that promote and nurture healthy decision making. Studies have identified four major components of resiliency, which inform the Bright Views program: social competence, problem solving, autonomy, sense of purpose/belief in a bright future. Bright Views hits these themes directly and builds on them throughout the 10 lessons. Early interventions that deepen these skills and promote social and emotional learning are proven to prevent harmful health behaviors in adolescence and adulthood and positively impact long-term health outcomes.</p>
<p><b>List specific program lessons that address tobacco control.</b></p>	<p>Lesson 7: Body Organs &amp; Body Parts  Lesson 9: Harmful Substances  Lesson 10: Body Safety &amp; Autonomy</p>
<p><b>Does the program include a vaping module and/or up to date information on vaping? If so which lessons?</b></p>	<p>Yes, lesson 9 and 10 will include age appropriate information about vaping</p>
<p><b>Can the program be implemented virtually? If so, please explain or provide a link which outlines the virtual process.</b></p>	<p>Yes. While Bright Views is designed with play-based learning and group interaction in mind, similar programs have been implemented effectively during the pandemic. Teachers could conduct live lessons online or utilize recorded lessons with the Bright Views digital subscription option. Teachers would need to provide guidance to families on how to engage with and support their children during lessons.</p>
<p><b>In which languages besides English is the program available?</b></p>	<p>Spanish version planned (not available at print)</p>



## Program Replication Contact Information

Agency Name/Contact Person:	Address	Phone Number	Email Address
NEED THIS INFO	NEED THIS INFO	NEED THIS INFO	NEED THIS INFO

## Information Worksheet

### Catch My Breath

<b>Program Title:</b>	CATCH My Breath
<b>Formal Name of Organization:</b>	CATCH Global Foundation
<b>Brief Program Description:</b>	<p>CATCH My Breath is a peer-reviewed, evidence-based nicotine vaping prevention program (<i>Public Health Reports</i>) developed by The University of Texas Health Science Center at Houston (UT Health) School of Public Health that has been proven effective at reducing the likelihood that students will experiment with vaping. The Substance Abuse and Mental Health Services Administration (SAMHSA) recently named CATCH My Breath as the only recommended school-level youth vaping intervention in the evidence-based resource guide series <i>Reducing Vaping Among Youth and Young Adults</i>.</p> <p>The theoretical background for the program is Social Cognitive Theory, which views health behaviors as products of personal, social, and environmental factors. In addition to building knowledge, CATCH My Breath disrupts normative beliefs such as the notion that “everybody’s doing it.” Students develop skills to help them resist peer pressure and see-through advertising and misinformation that perpetuates online and in social media. And as a whole, the program creates favorable attitudes and beliefs about NOT using e-cigarettes.</p>
<b>List specific program outcomes:</b>	<ul style="list-style-type: none"> <li>• If implemented with fidelity, the program has shown a 45% reduction in intention to vape among students.</li> </ul>
<b>Audience Characteristics</b>	<p><b>Age Range:</b> 10-18 years old</p> <p><b>Grade Level Range:</b> 5-12</p>
<b>Program Details:</b>	<p><b>Type of Program:</b> (Prevention or Cessation) - Prevention</p> <p><b>Min/Max Class Size:</b> 5-35</p> <p><b># of Program Lessons:</b> 4</p> <p><b>Minimum # of Lessons required to achieve fidelity:</b> 4</p> <p><b>Length of each lesson:</b> 30-40 minutes</p> <p><b>Frequency of implementation:</b> 1x per week</p> <p><b>Duration of Implementation (in weeks):</b> 4 weeks</p> <p><b>Recommended intervention site (school, community, both):</b> both</p>

<p><b>Describe how the program works:</b></p>	<p>Over four sessions, students will learn how e-cigarettes work and investigate the harmful effects of the ingredients contained in e-cigarette liquid. Through a series of activities, students will examine current use rates, reasons why their peers might use e-cigarettes, and negative social and health consequences, including potential disease and death. They will learn and practice refusal skills and exit strategies to use when they are pressured to use an e-cigarette.</p> <p>Students will also learn to identify marketing strategies used by tobacco and vape companies and will create their own e-cigarette warning labels to counteract the influence of ads. After presenting their warning labels to their peers, students will write action plans that clearly communicate their choices with regards to e-cigarettes and vaping.</p>
<p><b>Implementation Essentials:</b></p>	<p>Instructors must deliver the four lessons, as written, once per week over four consecutive weeks.</p>
<p><b>Materials and Training</b></p>	<p><b>Required Materials and Cost:</b> \$0</p> <p><b>Optional Materials and Cost:</b> Optional purchase of pre-recorded middle school videos \$49 per year.</p> <p><b>Training Requirement (Required, Preferred, Not Required):</b> Training is not required but has proven beneficial to many educators.</p> <p>VFHY provides requested training to VFHY funded grantees at no cost</p> <p>Training Duration: 2-3 hours, virtual</p> <p>Min/Max Number of training participants – 2/25</p>
<p><b>Program Contact</b></p>	<p><b>Training &amp; program Information Contact:</b> Marcella Bianco, Director of Government Partnerships (marcella@catch.org)</p> <p><b>Material Information Contact:</b> Priscila Garza, Implementation Specialist (priscila@catch.org)</p> <p><b>Website address:</b> <a href="http://www.catchmybreath.org">www.catchmybreath.org</a></p>
<p><b>Describe specific tobacco control outcomes produced by implementing the program with fidelity:</b></p>	<p>If implemented with fidelity, the program has shown a 45% reduction in intention to vape among students.</p>
<p><b>List specific program lessons that address tobacco control.</b></p>	<p>All 4 lessons in every grade band are specific to youth vaping prevention.</p>

<b>Does the program include a vaping module and/or up to date information on vaping? If so which lessons?</b>	Yes, all 4 lessons in every grade band are specific to youth vaping prevention.
<b>Can the program be implemented virtually? If so, please explain or provide a link which outlines the virtual process.</b>	Yes, the program can be implemented virtually. The ultimate implementation method and plan is left to each educator, however, CATCH My Breath has provided general virtual implementation recommendations.
<b>In which languages besides English is the program available?</b>	Spanish



## Program Replication Contact Information

Training Information Contact:	Program Information Contact	Material Information Contact	Website address:
<p>Charlie McLaughlin Training and Resource Manager</p> <p>Virginia Foundation for Healthy Youth</p> <p>Phone: (804) 786-2279</p> <p>Mobile: (757) 334-5370</p> <p>Email: cmclaughlin@vfhy.org</p>	<p>Marcella Bianco</p> <p>Director of Government Partnerships</p> <p>Email: marcella@catch.org</p>	<p>Priscilla Garza</p> <p>Implementation Specialist</p> <p>Email: priscilia@catch.org</p>	<p><a href="http://www.catchmybreath.org">www.catchmybreath.org</a></p>



## Information Worksheet

### Positive Action

<b>Program Title:</b>	Positive Action
<b>Formal Name of Organization:</b>	Positive Action, Inc.
<b>Brief Program Description:</b>	<p>Positive Action (PA) is a comprehensive, evidence-based social-emotional learning program designed to foster intrinsic motivation for learning and encourage pro-social behavior among students. It includes components for schools, families, and communities.</p> <p>The program's universal concepts have proven effective across diverse populations, socioeconomic levels, and age groups, as supported by extensive research. Based on an intuitive philosophy, you feel good about yourself when you do positive actions, and there is a positive way to do everything, PA recognizes that engaging in positive actions leads to a sense of self-worth and fulfillment. The Thoughts-Actions-Feelings about Self Circle (TAF) illustrates how this works in life: our thoughts shape our actions, which in turn influence feelings about ourselves, leading to further thoughts. This cycle can either be positive or negative.</p> <p>PA introduces six unit concepts that expand on this philosophy, teaching valuable skills (positive actions) for the physical, intellectual, social, and emotional areas. The units are: 1. Philosophy and Circle, 2. Positive Actions for the Body and Mind, 3. Managing Yourself Responsibly, 4. Getting Along with Others, 5. Being Honest with Yourself and Others, and 6. Improving Yourself Continually.</p> <p>The PA program offers a comprehensive PreK-12 curriculum comprising grade-specific kits with scripted lessons. Each lesson takes approximately 15-20 minutes for delivery. The age-appropriate kits provide all the necessary materials, such as posters, puppets, music, games, and hands-on resources, integrated into the curriculum. The student materials are tailored for classroom use, accommodating up to 30 students and featuring activity sheets/booklets, journals, and other aids to enhance the learning experience.</p>
<b>List specific program outcomes:</b>	<p><b>Outcomes from the Hawaii and Chicago RCTs include the following:</b></p> <ul style="list-style-type: none"> <li>• 34 -47% reduction in tobacco use</li> <li>• 49-69% reduction in alcohol use</li> <li>• 48% reduction in marijuana use</li> <li>• 36-75% reduction in violent behaviors</li> <li>• 75% reduction in gun violence</li> <li>• 56% reduction in weapon possession</li> <li>• 40% reduction in property destruction</li> <li>• 72% reduction in suspensions</li> <li>• 83% reduction in voluntary sexual activity</li> <li>• 51% improvement in math achievement</li> <li>• 21% improvement in reading achievement</li> <li>• 28% reduction in grade retention</li> <li>• 22% improvement in parental school satisfaction</li> <li>• 25% improvement in student safety and well-being (teacher reports)</li> <li>• 39% improvement in student school involvement</li> </ul> <p><a href="https://www.positiveaction.net/research-outcomes">https://www.positiveaction.net/research-outcomes</a></p>

<p><b>Audience Characteristics</b></p>	<p><b>Age Range:</b> 3 through 18  <b>Grade Level Range:</b> Pre-K through Grade 12</p>
<p><b>Program Details:</b></p>	<p><b>Type of Program:</b> (Prevention or Cessation): Prevention</p> <p><b>Min/Max Class Size:</b> Classroom curriculum provides materials for up to 30 students. It is recommended to have no fewer than five students due to group activities throughout the lessons.</p> <p><b># of Program Lessons:</b> Pre-Kindergarten has 130 lessons, Kindergarten through Grade 6 has 140 lessons each, Grades 7 and 8 each have 82 lessons, and High School Kits 1–4 have 132 lessons each</p> <p><b>Minimum # of Lessons required to achieve fidelity:</b> The minimum number of lessons for the elementary curriculum (PreK–6) is no fewer than 48 lessons. For middle school (Grades 7–8) and high school (Kits 1–4) no fewer than 30 lessons in order to achieve some outcomes.</p> <p><b>Length of each lesson:</b> Lesson length varies across the grade levels with an average length of 15 minutes each. Pre-Kindergarten is 5–10-minutes; K–6 is 15–20-minutes; Grades 7–8 is 20–25-minutes; High School Kits 1–4 is 15–20-minutes</p> <p><b>Frequency of implementation:</b> 3–4 lessons per week for Pre-Kindergarten through Grade 6; 2–3 lessons for Grades 7 and 8; and 3 lessons per week for High School</p> <p><b>Duration of Implementation (in weeks):</b> There are enough lessons for an entire school year (36 weeks) however, varied implementation models allow for shorter directions provided the minimum number of lessons are taught.</p> <p><b>Recommended intervention site (school, community, both):</b> both</p>
<p><b>Describe how the program works:</b></p>	<p>PA is a program rooted in the broader theory of social and emotional development, aiming to teach young individuals the importance of positive and healthy choices for building self-worth. By bringing to a conscious level the connection between thoughts, actions, and feelings about self, PA encourages individuals to be mindful of their thoughts and understand that they shape their decisions and behaviors.</p> <p>PA focuses on cultivating positive inner thoughts and feelings, which lead to enduring positive outward actions and behaviors. Unlike programs relying on extrinsic rewards that prove ineffective in the long run, PA promotes intrinsic motivation by emphasizing positive thoughts and actions, resulting in a positive self-image and sense of self-worth.</p> <p>The program brings about changes in students’ attitudes towards behaviors, attachments, normative beliefs, academic and social skills, self-efficacy, and social and character development. These changes result in fewer behavior problems and improved school performance, and reduced emotional problems, violent behaviors, and substance abuse.</p> <p>PA’s curriculum covers topics like positive self-concept, improved mental and physical health, self-management and regulation skills, problem-solving and decision-making skills, pro-social attitudes and skills, self-honesty, and goal-setting. These positive actions protect children and youth from internalizing problems like anxiety and depression, as well as externalizing behaviors such as disruptive behavior, violence, and substance abuse. Moreover, they contribute to positive development, academic achievement, and success in life.</p> <p>By explaining the concept of intrinsic motivation, PA’s philosophy and Thoughts-Actions-Feelings about Self Circle empowers individuals to intentionally cultivate positive feelings of self-worth. In the short term, participants experience measurable improvements in self-concept, self-control, decision-making, pro-social attitudes and skills, honesty, and goal-setting skills. In the long term, they show reduced anxiety and depression, fewer externalizing behaviors, positive health behaviors, improved peer relations, and academic achievement.</p>

**Implementation Essentials:**

**To replicate with fidelity:**

- Detailed planning and preparing must be done prior to beginning the program.
- Planning the design of your Positive Action program implementation and determining a timeline and schedule should be a collaborative effort and agreed upon by all parties involved.
- Preparation for implementation should be guided by a project coordinator and committee to ensure quality implementation.
- Implementation should begin on a scheduled kickoff day and continue accordingly throughout the year as scheduled.
- Adaptations and localization should be prepared ahead of teaching and may include names of characters, story settings and cultural references; the program concepts, methodologies and strategies cannot be adapted.
- The minimum number of lessons must be taught.
- Additional information on Best Practices to plan, prepare, implement and assess the program can be found here: <https://www.positiveaction.net/best-practices>
- Staffing should include a project coordinator and instructors/facilitators; a committee is optional. Instructor's should have experience teaching and working with youth; teaching, counseling or other professional certifications are not required.

**Materials and Training**

**Required Materials and Cost:** One age-appropriate Instructor's Kit per instructor/facilitator; materials are provided for 30 students in each kit and consumable materials are available for additional students at an additional cost. Costs vary per grade level. See pricing online <https://www.positiveaction.net/curriculum>

Optional Materials and Cost: Supplement component kits which include Climate Development, Counselor, Conflict Resolution, Drug Prevention, Bullying Prevention (elementary only), and Family or Parenting Classes. The Positive Action Family Kit is a free resource online <https://www.positiveaction.net/family-kit>

List Climate Development and Drug Prevention kits as the only optional supplement component kits.

Training Requirement: Not required but is recommended.

VFHY offers free training to VFHY grantees.

Training Duration: In person – 6 hours, Virtual – 3 hours

Min/Max Number of training participants: Minimum 6/Maximum 20

**Program Contact**

VFHY grantees can contact:  
 Charlie McLaughlin  
 VFHY Training and Resource Manager,  
[cmclaughlin@vfhy.org](mailto:cmclaughlin@vfhy.org)  
 804-786-2279 (office)  
 757-334-5370 (mobile)

Program Information and Material Information Contact:  
 Positive Action, Inc.  
 264 4th Ave S  
 Twin Falls, ID 83301  
 800.345.2974  
[info@positiveaction.net](mailto:info@positiveaction.net)

Website address: [www.positiveaction.net](http://www.positiveaction.net) (live chat available)

**Describe specific tobacco control outcomes produced by implementing the program with fidelity:**

Tobacco-specific outcomes from the Hawaii and Chicago RCTs are available to view online <https://www.positiveaction.net/research-outcomes#tobacco>

Other program outcomes include improvements in academics, behavior (bullying, violence, discipline referrals), pro-social skills, social-emotional/character, physical and mental health, and substance use.

All outcomes are available to view online <https://www.positiveaction.net/research-outcomes>

**List specific program lessons that address tobacco control.**

Unit 2 of the program has a focus on physical health which includes lessons on avoiding harmful substances of all kinds, including tobacco, in order to feel good about ourselves. Unit 5 focuses on self-honesty and includes lessons dealing with peer pressure which may involve refusal to use tobacco and other harmful substances. Below are lessons that specifically include tobacco use.

- Grade 1: Lessons 17 and 41
- Grade 3: Lessons 31 and 108
- Grade 4: Lessons 3, 19, 30, 31 and 41
- Grade 5: Lessons 26, 27, 38, 104 and 121
- Grade 6: Lessons 25, 26 and 107
- Grade 7: Lessons 32 and 51
- Grade 8: Lesson 135
- High School Kit 1: Lessons 4, 21, 26, 28, 37, 42, 47, 97, 104, 116 and 131
- High School Kit 2: Lesson 46, 61, 64 and 97
- High School Kit 3: Lesson 20, 28, 31 and 48
- High School Kit 4: Lesson 7
- Elementary Bullying Supplement: Lesson 4
- Elementary Drug Supplement: Lessons 3, 5, 13, 15 and 16
- Secondary Drug Supplement: Lessons 6, 7, 8, 9, 13, 16, 17, 20, 27 and 28

**Does the program include a vaping module and/or up to date information on vaping? If so which lessons?**

The curriculum does not have a specific vaping module however, the lessons identified above for tobacco discuss unhealthy habits, including vaping and all other substances. The Drug Education Supplement Kits do emphasize substance use of all kinds more directly and they also include pamphlets from NIDA and SAMHSA on the effects of different substances.

**Can the program be implemented virtually? If so, please explain or provide a link which outlines the virtual process.**

Yes, and to aid in virtual delivery many of the program materials have been made digitally available to customers who have purchased the original instructor's kits (this is a requirement to receive virtual tools). Customers can submit a Support Ticket to request Digital Resources for the specific grade level or component kit they are using.

The support system is easy to use. Customers simply fill out a basic registration form and create an account. Once the account has been verified, customers can initiate requests quickly with pre-populated forms. Customer service representatives then provides materials using a secure file transfer platform that offers easy and organized access to digital resources for customers to download and save the material. The digital resources include posters, visual aids, student activity sheets and some instructor's activity sheets.

An instructor's app is also under development and is anticipated for release during the 2023-2024 school year. The app will provide instructors with virtual access to the lesson manual as well as other digital resources and tools.

Additional information on the efforts that Positive Action is making for virtual implementation can be found here: <https://www.positiveaction.net/blog/adapting-positive-action-lessons-for-virtual-learning>.

<p><b>In which languages besides English is the program available?</b></p>	<p>Some of the curriculum is available in Bilingual kits for Spanish: K-4, Grades 7-8 and Secondary Drug Supplement</p>
<p><b>Program Replication contact Information of Organizations Who Have Implemented Your Program (if applicable)</b></p>	<p>Positive Action</p>



**Program Replication Contact Information**

Agency Name/Contact Person:	Address	Phone Number	Email Address
Fairfax County Public Schools – DSS/Julia Calhoun	10517 Zion Dr Fairfax, VA 22032	571.423.4100	jcalhoun@fcps.edu
Family YMCA of Emporia Greenville/Kristin Vaughan	212 Weaver Ave Emporia, VA 23847	434.348.9622	kvaughn@ymcaofeg.org
Henrico County Public Schools/Marcy Gnazzo or Margaret Walsh	3820 Nine Mile Rd Henrico, VA 23223	804.652.3815	mlgnazzo@henrico.k12.va.us mdwalsh@henrico.k12.va.us

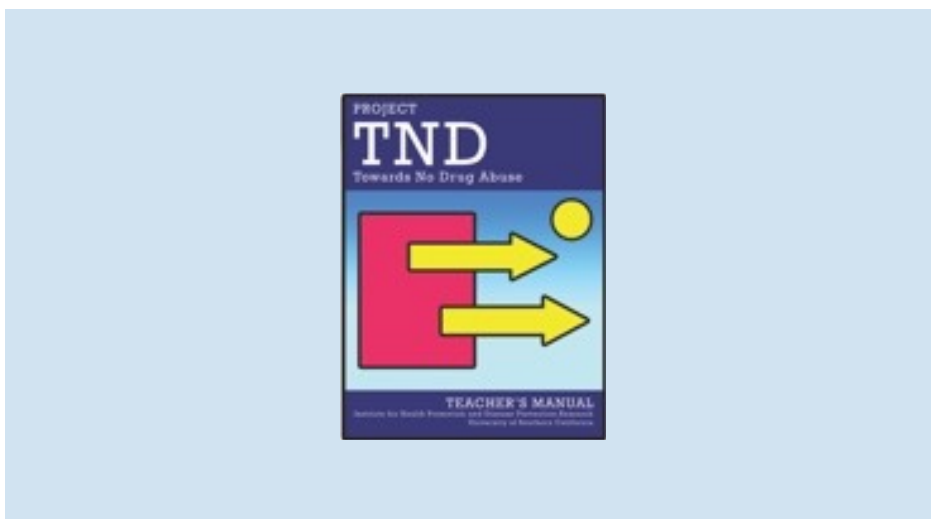
## Information Worksheet

### Project Towards No Drug Abuse

<b>Program Title:</b>	Project Towards No Drug Abuse
<b>Formal Name of Organization:</b>	University of Southern California
<b>Brief Program Description:</b>	<p>Project Towards No Drug Abuse (TND) is a highly interactive program designed to help high school youth (14 to 19 years old) resist substance use. A school-based program, TND consists of twelve 40- to 50-minute lessons sessions that include motivational activities, social skills training, and decision-making components that are delivered through group discussions, games, role-playing, and student worksheets.</p> <p>The instruction to students provides detailed information about the social and health consequences of drug use and addresses topics including instruction in active listening, effective communication skills, stress management, tobacco cessation techniques and self-control to counteract risk factors for substance use relevant to older teens.</p>
<b>List specific program outcomes:</b>	<p>Cigarette use reduced 27%.          Marijuana use reduced 22%.          Alcohol use reduced 9%.          Other drug use decreased 26%.          Weapons carrying among males reduced 25%.</p>
<b>Audience Characteristics</b>	<p><b>Age Range:</b> 14-19 years  <b>Grade Level Range:</b> high school</p>
<b>Program Details</b>	<p><b>Type of Program:</b> Prevention  <b>Min/Max Class Size:</b> 5-35  <b># of Program Lessons:</b> 12  <b>Minimum # of Lessons required to achieve fidelity:</b> 12  <b>Length of each lesson:</b> 40-50 minutes  <b>Frequency of implementation:</b> 2-3 times per week  <b>Duration of Implementation (in weeks):</b> 4-6 weeks  <b>Recommended intervention site:</b> School</p>
<b>Describe how the program works:</b>	<p>The 12 classroom-based sessions, approximately 40- 50 minutes each, are designed to be implemented over a four-week period (3 days per week), although they could be taught for 3 weeks (4 days per week), or spread out over as long as six weeks (twice per week) as long as all sessions are taught. The instruction to students provides detailed information about the social and health consequences of drug use and addresses topics including instruction in active listening, effective communication skills, stress management, tobacco cessation techniques and self-control to counteract risk factors for drug abuse relevant to older teens.</p>

<b>Implementation Essentials:</b>	<p><b>To replicate with fidelity:</b></p> <ul style="list-style-type: none"> <li>• Deliver all 12 sessions in order, each 40-50 minutes in length.</li> <li>• Teach sessions 3 days a week over a 4-week period, although they may be spread out over 6 weeks.</li> <li>• Teach as written, utilizing the content and instructional techniques that are specified in the Teacher's Manual.</li> </ul>
<b>Materials and Training</b>	<p><b>Required Materials and Cost:</b></p> <ul style="list-style-type: none"> <li>• Teacher's Manual - \$90</li> <li>• Student workbooks (set of 5) - \$60</li> <li>• TND Game Board - \$15</li> </ul> <p><b>Optional Materials and Cost:</b></p> <ul style="list-style-type: none"> <li>• Video: "Drugs and Life's Dreams" - \$25</li> <li>• Pre/Post Test Instruments - \$2.50 each (available for free download; <a href="http://tnd.usc.edu">http://tnd.usc.edu</a>)</li> </ul> <p><b>Training Requirement: Preferred</b> Training (Preferred)</p> <ul style="list-style-type: none"> <li>• One-Day Implementation Training - \$1,200-\$1,400 (plus trainer's travel expenses)</li> <li>• Two-Day Implementation Training - \$1,900-\$2,100 (plus trainer's travel expenses)</li> </ul> <p><b>Min/Max Number of training participants:</b> 5-20 participants</p>
<b>Program Contact</b>	<p><b>Materials, Training &amp; program Information Contact:</b> Leah Meza, Program Manager University of Southern California 2001 N. Soto Street, SSB 302, Los Angeles, CA 90032 <b>Phone:</b> (800) 400-8461 <b>Fax:</b> (323) 442-7254 <b>Email:</b> <a href="mailto:leahmedi@usc.edu">leahmedi@usc.edu</a> <b>Website address:</b> <a href="https://tnd.usc.edu">https://tnd.usc.edu</a></p>
<b>Describe specific tobacco control outcomes produced by implementing the program with fidelity:</b>	<ul style="list-style-type: none"> <li>• Tobacco use reduced 27%</li> </ul>
<b>List specific program lessons that address tobacco control.</b>	<p>Session 7 – Tobacco Basketball and Use Cessation</p>
<b>Does the program include a vaping module and/or up to date information on vaping? If so which lessons?</b>	<p>Yes, Session 7 – e-cigarette updates available for free download from <a href="https://tnd.usc.edu/">https://tnd.usc.edu/</a></p>

<p><b>Can the program be implemented virtually? If so, please explain or provide a link which outlines the virtual process.</b></p>	<p>Virtual implementation guide (with adaptation instruction techniques) provided for free download from: <a href="https://tnd.usc.edu/">https://tnd.usc.edu/</a></p>
<p><b>In which languages besides English is the program available?</b></p>	<p>Student Workbooks available in Spanish</p>



## Program Replication Contact Information

Agency Name/Contact Person:	Address	Phone Number	Email Address
Orange County Department of Education Orange County Department of Education	200 Kalmus Dr. Costa Mesa, CA 92626	(714) 966-4358	



## Information Worksheet

### Rise Above: Building Life Skills to Overcome and Thrive

<b>Program Title:</b>	Rise Above: Building Life Skills to Overcome and Thrive
<b>Formal Name of Organization:</b>	Innovation in Child and Family Wellness Research at VCU
<b>Brief Program Description:</b>	<p>Rise Above is a trauma-informed, social-emotional learning and evidence-based substance use prevention program created in Virginia. Rise Above helps children and teens develop healthy coping skills; enhance their adaptive self-control; promote healthy relationships, effective communication and mutual respect; and teaches students the skills and values needed to cultivate a drug-free life.</p> <p>Recent advances in child development and addiction research have created paradigm shifts in how we view youth substance use and prevention efforts. As one of the first trauma-informed substance use prevention programs, Rise Above lessons are designed to enhance a wide range of social, emotional, and behavioral competencies. It employs process-oriented, interactive prevention strategies covering four units. The four units are: Unit 1 - Mastering Your Thoughts and Feelings; Unit 2 - Boosting Your Greatest Inner Strength; Unit 3 - Building Healthy Relationships; and Unit 4 - Living a Drug-Free Life. Rise Above utilizes evidence-based substance use prevention strategies, including normative education and skill building on the topics of awareness, coping, and resistance. Rise Above lessons are created with direct input from students' voices and keeping their experiences in mind. Each lesson is created to be relevant and applicable to all students, and contains numerous fun, hands-on, and engaging activities that foster competencies and resiliency.</p>
<b>List specific program outcomes:</b>	<p><b>The Rise Above program outcomes include:</b></p> <ul style="list-style-type: none"> <li>• Reduction in tobacco and other substance use</li> <li>• Promotion of psychological well-being</li> <li>• Reduction in high-risk behaviors (bullying, violence, suicide)</li> <li>• Increase in social and emotional competencies (self-awareness, self-management, decision-making, relationship skills, social awareness)</li> <li>• Enhanced emotional and behavioral self-regulation</li> <li>• Learned prosocial and inclusive behaviors</li> <li>• Character development</li> <li>• Multicultural competency</li> </ul>
<b>Audience Characteristics</b>	<p><b>Age Range:</b> 10-18 years  <b>Grade Level Range:</b> 4-12</p>
<b>Program Details:</b>	<p><b>Type of Program (Prevention or Cessation):</b> Prevention  <b>Min/Max Class Size:</b> Minimum 5/Maximum 10  <b># of Program Lessons:</b> 20  <b>Minimum # of Lessons required to achieve fidelity:</b> 20  <b>Length of each lesson:</b> 50-60 minutes  <b>Frequency of implementation:</b> Weekly or semi-weekly  <b>Duration of Implementation (in weeks):</b> 10-20 weeks  <b>Recommended intervention site (school, community, both):</b> Both</p>

<p><b>Describe how the program works:</b></p>	<p>The Rise Above program model posits that social and emotional learning approaches are particularly effective in promoting broad child development and building tobacco and other drug resistance skills. The theoretical and intervention model of Rise Above also stems from past research on resilience and positive youth development, which emphasizes the ability of youth to bounce back from challenges and develop effective adaptation when appropriate support and resources are provided. As one of the few trauma-informed tobacco and other drug prevention programs on the globe, Rise Above provides participants with safe spaces for healing, recovery, and growth and fosters empowerment, all of which seek to promote linkages to resilience and drug-free lifestyles.</p>
<p><b>Implementation Essentials:</b></p>	<ul style="list-style-type: none"> <li>• All 20 lessons need to be taught in the designated sequence to have the desired outcome.</li> <li>• The curriculum must be taught at least one time per week until all units are taught.</li> <li>• It is required to teach as written, utilizing the content and instructional strategies that are specified in the Teacher's Manual.</li> <li>• Training is required for anyone who plans to deliver the program.</li> </ul>
<p><b>Materials and Training</b></p>	<p><b>Required Materials and Cost:</b></p> <p><b>Teacher's Manual (set of 4):</b> \$100  <b>Student Workbooks and Class Materials:</b> \$20 per unit  <b>Optional Materials and Cost:</b> Pre- and Post-Test Instrument: Available by request</p> <p><b>Training Requirement (Required, Preferred, Not Required):</b> Required          If training is required, please provide the following:</p> <p><b>Training Cost:</b> \$3,850 plus travel for one trainer for up to 10 participants OR \$4,850 plus travel for two trainers for up to 15 participants.</p> <p><b>Training Duration:</b> Three days  <b>Min/Max Number of training participants:</b> Minimum 5/ Maximum 15</p>
<p><b>Program Contact</b></p>	<p><b>Training Information Contact:</b> Kristen King          Academic Learning Commons 1000 Floyd Avenue, 4th Floor</p> <p><b>Address:</b> Box 842027, Richmond, VA 23284-2027  <b>Email:</b> ubet@vcu.edu <b>Phone:</b> 804-827-0156</p> <p><b>Program &amp; Material Information Contact:</b> Mollie G Lubetkin          Academic Learning Commons 1000 Floyd Avenue, 4th Floor</p> <p><b>Address:</b> Box 842027, Richmond, VA 23284-2027  <b>Email:</b> ubet@vcu.edu <b>Phone:</b> 804-827-0156  <b>Website:</b> www.RiseAboveNow.org</p>
<p><b>Describe specific tobacco control outcomes produced by implementing the program with fidelity:</b></p>	<p>Rise Above has been proven effective in both increasing intent to refuse tobacco and other nicotine products and decreasing students' willingness to use traditional cigarettes as well as vaping. Specifically, tobacco control outcomes include a 41% increase in drug refusal intention (tobacco, alcohol, marijuana) and a 14% reduction in willingness to use e-cigarette or vaping products.</p>

<p><b>List specific program lessons that address tobacco control.</b></p>	<ul style="list-style-type: none"> <li>• Lesson 15: Understanding Addictive Behaviors and Consequences of Tobacco and Other Drug Use</li> <li>• Lesson 16: Identifying and Resisting the Pressure to Use Drugs: Peer Pressure</li> <li>• Lesson 17: Identifying and Resisting the Pressure to Use Drugs: Media Pressure</li> <li>• Lesson 18: Understanding How Family Might Affect Your Drug Use</li> <li>• Lesson 19: Learning that Drug Use is a Risky Way to Cope with Negative Emotions</li> <li>• Lesson 20: Making a Commitment to Choose a Drug-Free Life</li> </ul>
<p><b>Does the program include a vaping module and/or up to date information on vaping? If so which lessons?</b></p>	<p><b>We discuss vaping in tandem with our discussion of tobacco.</b></p> <ul style="list-style-type: none"> <li>• Lesson 15: Understanding Addictive Behaviors and Consequences of Tobacco and Other Drug Use</li> <li>• Lesson 16: Identifying and Resisting the Pressure to Use Drugs: Peer Pressure</li> <li>• Lesson 17: Identifying and Resisting the Pressure to Use Drugs: Media Pressure</li> <li>• Lesson 18: Understanding How Family Might Affect Your Drug Use</li> <li>• Lesson 19: Learning that Drug Use is a Risky Way to Cope with Negative Emotions</li> <li>• Lesson 20: Making a Commitment to Choose a Drug-Free Life</li> </ul>
<p><b>Can the program be implemented virtually? If so, please explain or provide a link which outlines the virtual process.</b></p>	<p>Yes. Rise Above uses the Nearpod and a virtual communication platform such as Zoom to offer its curriculum virtually. The Nearpod is an innovative virtual instructional software that engages students with interactive learning experiences (<a href="https://nearpod.com/library/">https://nearpod.com/library/</a>).</p>
<p><b>In which languages besides English is the program available?</b></p>	<p>N/A</p>

# RISE ABOVE

Building Life Skills to Overcome and Thrive



## Program Replication Contact Information

Agency Name/Contact Person:	Address	Phone Number	Email Address
Communities in Schools of Richmond Dearsley Vernon	100 Everett St Richmond, VA 23224	804-358-1247 x 202	dvernon@cisofrichmond.org
Fairfield Middle School CIS Site Coordinator Jennifer Collins	5121 Nine Mile Rd Richmond, VA 23223	804-328-4020	jcollins@cisofrichmond.org
Page Alliance for Community Action Megan Gordon	PO Box 723 Luray, VA 22835	540-742-9386	pageallianceforcommunityaction@gmail.com
Richmond Public Schools Angela Jones	119 West Leigh Street 3rd Floor, Suite 309. Richmond, Virginia 23220	804-780-6070	ajones2@rvaschools.net

## Information Worksheet

### Strengthening Families Program 6-11

<b>Program Title:</b>	Strengthening Families Program 6-11
<b>Formal Name of Organization:</b>	Ahearn Greene Associates, LLC
<b>Brief Program Description:</b>	The Strengthening Families Program (SFP) involves school age children ages 6-11 and their families in 14 family training sessions using family systems and cognitive behavioral approaches to increase resilience and reduce risk factors. The program consists of three life skills courses – parenting skills, youth's social/life skills, and family life skills. Families attend 14 weekly sessions, beginning with a meal, followed by separate parents and youth groups, and ending with a family group. Personal disclosure is not required and stress is laid on new skills offering more options rather than criticizing old skills or past behavior.
<b>List specific program outcomes:</b>	<p><b>Parent Outcomes:</b> Increased parenting efficacy, parenting skills, parental supervision and positive parenting. Decreased stress, depression, and alcohol and drug use.</p> <p><b>Youth Outcomes:</b> Increased child/youth peer refusal skills, parent/child attachment, child social skills, cooperation, number of pro-social friends, social competencies, and child concentration. Decreased child/youth depression, conduct disorders, and child aggressive behavior, child covert aggressions. Increased cooperation, number of pro-social friends, social competencies.</p> <p><b>Family Level Outcomes:</b> Improved family communication, family organization, family resilience and family cohesion. Decreased family conflict.</p>
<b>Audience Characteristics</b>	<p><b>Age Range:</b> Families with Children 6-11</p> <p><b>Grade Level Range:</b> 1st – 6th Grades</p> <p><b>Gender:</b> Male and Female</p>
<b>Program Details:</b>	<p><b>Type of Program:</b> (Prevention or Cessation)</p> <p><b>Min/Max Class Size:</b> 8-12 families</p> <p><b># of Program Lessons:</b> 14 Sessions</p> <p><b>Minimum # of Lessons required to achieve fidelity:</b> 10 Sessions (70%)</p> <p><b>Length of each lesson:</b> 2 hour sessions that include 30-minute meal, 60-minute parent and child/teen group, 30-minute family group</p> <p><b>Frequency of implementation:</b> one/week or twice/week</p> <p><b>Duration of Implementation (in weeks):</b> 14 weeks or 7 weeks, depending on frequency</p> <p><b>Recommended intervention site:</b> School, community, faith-based, community services agency, health care setting, residential housing and shelters.</p>

<p><b>Describe how the program works:</b></p>	<p>The SPF curriculum is a 14-session behavioral skills training program of 2 hours each. Parents meet separately with two group leaders for an hour to learn to increase desired behaviors in children by increasing attention and rewards for positive behaviors. They also learn about clear communication, effective discipline, substance use, problem solving, and limit setting. Children meet separately with two facilitators for an hour to learn how to understand feelings, control their anger, resist peer pressure, comply with parental rules, solve problems, and communicate effectively. Children also develop their social skills and learn about the consequences of substance abuse. During the second hour of the session, families engage in structured family activities, conduct family meetings, learn communication skills and plan family activities. Families leave each week with specific home practice assignments that insure that knowledge of new skills is translated into practice. New skills are built in easy steps supported by coaching and encouragement by group leaders.</p>
<p><b>Implementation Essentials:</b></p>	<p>Fidelity requires that all 14 sessions be delivered in sequence with families attending programs from beginning to end. A staff of four group leaders and one site coordinator is required. A meal is provided at each session. The site must provide one large room for the meal, two separate rooms for the parent and child skills groups and one for childcare. Childcare, small rewards for participation, transportation and a graduation. Staff must complete training. There is no clinical, licensure or experience requirement for staff.</p>
<p><b>Materials and Training</b></p>	<p><b>Required Materials and Cost:</b> \$450, includes all materials with unlimited number of copies with site license restricted to use and distribution only for agency use.</p> <p><b>Optional Materials and Cost:</b> None</p> <p><b>Training Requirement (Required, Preferred, Not Required):</b> If training is required, please provide the following: All staff facilitating and/or coordinating program, a minimum of 5 staff is required for implementation</p> <p><b>Training Cost:</b> Up to 25 participants: \$5,200, plus travel, flat fee provided Up to 35 participants: \$5,700, plus travel, flat fee provided</p> <p><b>Training Duration:</b> 2-days, 12 hours <b>Min/Max Number of training participants:</b> No minimum, Maximum of 35</p>
<p><b>Program Contact</b></p>	<p><b>Training &amp; program Information Contact:</b> Jeanie Ahearn Greene, Ph.D., MSW Executive Director Ahearn Greene Associates, LLC <b>Address:</b> 3624 Queen Mary Drive, Olney, Maryland 20832 <b>Phone:</b> (240) 460-3931 <b>Email:</b> jgreene@ahearngreene.com</p> <p><b>Material Information Contact:</b> Jeanie Ahearn Greene <b>Phone:</b> (240) 460-3931 <b>Email:</b> jgreene@ahearngreene.com <b>Website address:</b> <a href="https://strengtheningfamiliesprogram.org">https://strengtheningfamiliesprogram.org</a></p>
<p><b>Describe specific tobacco control outcomes produced by implementing the program with fidelity:</b></p>	<p>Outcomes related to Prevention of tobacco use in youth: parent/child bonding, parental supervision, child social skills, peer refusal skills, increased child concentration, increased child covert and overt aggression, reduced child depression.</p>

<p><b>List specific program lessons that address tobacco control.</b></p>	<p>All lessons teach skills in parent child attachment, parent/child communication, family organization, child social skills and peer refusal skills and parent supervision and monitoring. Lesson 8 specifically addresses parental communication, values and supervision of ATOD abstinence and ATOD youth peer refusal skills.</p>
<p><b>Does the program include a vaping module and/or up to date information on vaping? If so which lessons?</b></p>	<p>Lesson 8 specifically addresses parental communication, values and supervision of ATOD abstinence and ATOD youth peer refusal skills, with vaping recognized as a risk factor for youth ATOD use.</p>
<p><b>Can the program be implemented virtually? If so, please explain or provide a link which outlines the virtual process.</b></p>	<p>No, SFP is an in-person intervention. Fidelity does allow for the adaptation of the program in response to public health restrictions on social gathering, such as the COVID-19 pandemic. For information regarding the adaptation and delivery of SFP virtually in the event of public health restriction on social gathering, contact Ahearn Greene Associates.</p>
<p><b>In which languages besides English is the program available?</b></p>	<p>English and Spanish, with some materials in Chinese.</p>



## Program Replication Contact Information

### Training, Program and Materials Contact Information

**Jeanie Ahearn Greene**  
**Executive Director**  
 Ahearn Greene Associates, LLC  
 3624 Queen Mary Drive  
 Olney, Maryland 20832  
**Phone: (240) 460-3931**  
**Email: [jgreene@ahearngreene.com](mailto:jgreene@ahearngreene.com)**  
**Website: [www.strengtheningfamiliesprogram.org](http://www.strengtheningfamiliesprogram.org)**

## Information Worksheet

### Too Good for Drugs (TGFD)

<b>Program Title:</b>	Too Good for Drugs (TGFD)
<b>Formal Name of Organization:</b>	Mendez Foundation
<b>Brief Program Description:</b>	TGFD is a universal K-12 Substance Use Prevention Education program designed to mitigate the risk factors and promote the protective factors related to alcohol, tobacco, and other drug (ATOD) use. The lessons introduce and develop self-efficacy and interpersonal skills for making healthy choices, bonding with pro-social peers, communicating effectively, and resisting peer pressure and influence.
<b>List specific program outcomes:</b>	<p><b>Reported 30-Day Use of Tobacco, Alcohol and Marijuana</b></p> <ul style="list-style-type: none"> <li>• 30-day smoking 13 to 26% reduction</li> <li>• 30-day drinking 15 to 17% reduction</li> <li>• 30-day binge drinking 7 to 27% reduction</li> <li>• 30-day marijuana use 7 to 39% reduction</li> </ul> <p><b>Intentions to Use Tobacco, Alcohol or Marijuana (ATOD) in the Future</b></p> <ul style="list-style-type: none"> <li>• Intentions to smoke cigarettes 33 to 63% reduction</li> <li>• Intentions to drink alcohol 38 to 50% reduction</li> <li>• Intentions to use marijuana 25 to 51% reduction</li> </ul> <p><b>Protective Factors Associated With Increasing Students' Resiliency</b></p> <ul style="list-style-type: none"> <li>• Goal setting and decision making skills 10 to 16 percentile point increase for middle school students</li> <li>• Social and peer pressure refusal skills 13 to 16 percentile point increase for middle school students</li> <li>• Emotional competency/self efficacy skills 8 to 16 percentile point increase for middle school students</li> <li>• Perceptions harmful effects of drug use 7 to 16 percentile point increase for middle school students</li> </ul>
<b>Audience Characteristics</b>	<p><b>Age Range:</b> 5 - 18</p> <p><b>Grade Level Range:</b> Kindergarten – High School</p>
<b>Program Details:</b>	<p><b>Type of Program:</b> (Prevention or Cessation)</p> <p><b>Min/Max Class Size:</b> recommended 10 – 36 students</p> <p><b># of Program Lessons:</b> 10 lessons per grade</p> <p><b>Minimum # of Lessons required to achieve fidelity:</b> 10 lessons per grade</p> <p><b>Length of each lesson:</b> Grades K – 3: 30 mins / Grades 4 – 5: 45 mins / Grades 6 – High School: 50 mins</p> <p><b>Frequency of implementation:</b> 1 lesson per week</p> <p><b>Duration of Implementation (in weeks):</b> 10 weeks</p> <p><b>Recommended intervention site:</b> (school, community, both) school</p>



<p><b>Describe how the program works:</b></p>	<p>Too Good for Drugs is designed to prevent complex problems with many contributing factors. Multifaceted and based on several theoretical constructs, Too Good for Drugs works to mitigate the risk factors related to substance use.</p> <p><b>Key Elements of the program:</b></p> <ul style="list-style-type: none"> <li>• 10 Fully Scripted Lessons for ease of implementation with minimal preparation and efficient use of class time.</li> <li>• Interactive Learning Activities to reinforce lesson concepts for multiple intelligence learning styles.</li> <li>• Age-Appropriate Approach to address complex topics at the students’ developmental level.</li> <li>• Workbooks and Activities to build student engagement and interactivity in class and at home.</li> <li>• Enhanced Cooperative Learning designed for full student engagement and participation.</li> <li>• Built-in Classroom Management to facilitate lesson pacing and promote student participation.</li> <li>• Home Workouts – A parent component to bring the learning home for practice and reinforcement.</li> </ul>
<p><b>Implementation Essentials:</b></p>	<p><b>Instructor Preparation (no specific staffing requirements)</b></p> <ul style="list-style-type: none"> <li>• Each Instructor must complete a curriculum training session.</li> </ul> <p><b>Intensity and Dosage</b></p> <ul style="list-style-type: none"> <li>• Deliver one lesson per week for 10 weeks.</li> <li>• Deliver the lessons in a classroom setting.</li> <li>• Instructors have a class size up to 36 students.</li> <li>• Plan for and use the allotted lesson time.</li> </ul> <p><b>Methods and Activities</b></p> <ul style="list-style-type: none"> <li>• Deliver the lessons in the order presented in the Teacher Manual.</li> <li>• Deliver every activity in each lesson.</li> <li>• Deliver the activities in the order presented in the Teacher Manual.</li> <li>• Use all of the program materials.</li> <li>• Provide each student with his/her own Student Workbook.</li> </ul>
<p><b>Materials and Training</b></p>	<p><b>Required Materials and Cost:</b>          Kit costs range from \$275.95 - \$495.95 per grade.          Workbooks are the only re-occurring costs.          Workbooks range from \$44.95 – 54.95 per pack of 30</p> <p><b>Optional Materials and Cost:</b> none  <b>Training Requirement:</b> Training is not required but preferred.</p> <p><b>VFHY Offers a NO COST training to grantees. Contact:</b>          Charlie McLaughlin          VFHY Training and Resource Manager          cmclaughlin@vfhy.org          757-334-5370</p> <p><b>Training Duration:</b> 6 hours (in-person training), 2 hours (virtual training)  <b>Min/Max Number of training participants:</b> 5-20</p>
<p><b>Program Contact</b></p>	<p><b>Program Information Contact:</b> Cindy Swartzwelder          800-750-0986 ext. 206 – cwiley@mendezfoundation.org</p> <p><b>Material Information Contact:</b> Customer Service          800-750-0986 ext. 215 – customerservice@mendezfoundation.org</p> <p><b>Website:</b> toogoodprograms.org</p>

<p><b>Describe specific tobacco control outcomes produced by implementing the program with fidelity:</b></p>	<ul style="list-style-type: none"> <li>• 30-day smoking 13 to 26% reduction</li> <li>• Intentions to smoke cigarettes 33 to 63% reduction for middle school students</li> </ul>
<p><b>List specific program lessons that address tobacco control.</b></p>	<p><b>Grades K – 2:</b> Lesson 9 – Identifying &amp; Avoiding Harmful Substances  <b>Grades 3:</b> (Lesson 10), <b>4</b> (Lesson 8), <b>5</b> (Lesson 9), <b>6th – High School</b> (Lesson 7) – Effects of Nicotine Use</p>
<p><b>Does the program include a vaping module and/or up to date information on vaping? If so which lessons?</b></p>	<p>Yes, vaping is including in all the nicotine lessons listed above</p>
<p><b>Can the program be implemented virtually? If so, please explain or provide a link which outlines the virtual process.</b></p>	<p>No</p>
<p><b>In which languages besides English is the program available?</b></p>	<p>Student Workbooks and the take-home information are also available in Spanish</p>



## Program Replication Contact Information

Agency Name/Contact Person:	Address	Phone Number	Email Address
Kerry Davis	Northumberland Drug & Alcohol 271 North Center Street Sunbury, PA	570-988-4100	Kerry.davis@norrycopa.net
Nancy Hale Melinda Kincer	Operation UNITE 350 CAP Drive London, KY	606-330-1400	nhale@centertech.com mkincer@centertech.com

## Information Worksheet

### You & Me, Together Vape-Free

Healthy Futures is an Alternative-to-Suspension program created by the Stanford REACH Lab. This course is for any student caught using tobacco/vaping on school campus, or anyone working with students who want to quit.

If you choose to implement You and Me, Together Vape-Free, you have the option of implementing Healthy Futures as well. VFHY will not fund Healthy Futures alone. For more information about Healthy Futures, please contact Training and Resource Manager Charlie McLaughlin at [cmclaughlin@vfhy.org](mailto:cmclaughlin@vfhy.org).

<b>Program Title:</b>	You & Me, Together Vape-Free
<b>Formal Name of Organization:</b>	Stanford University's REACH Lab
<b>Brief Program Description:</b>	<p>The You and Me, Together Vape-Free curriculum is a vaping prevention curriculum that sits within the Tobacco Prevention Toolkit. The curriculum includes 6 lessons, each lasting a class period of about 50 minutes. The 6 lessons focus on the brain and other health effects, impact on the environment, marketing, stress and coping, and vaping cannabis.</p> <p>Each lesson provides activities, online quiz games, and worksheets in addition to presentations, resources, and other materials aimed at addressing key factors associated with youth e-cigarette use, including changing adolescents' attitudes towards and misperceptions about e-cigarettes; increasing their refusal skills to pulls of flavors, marketing, and social media; reducing stress and depression which have been linked to e-cigarette initiation and use; improving coping; and decreasing intentions and actual use of all e-cigarette products.</p> <p>The curriculum includes separate middle, and high school programs. The curriculum is aligned with National Health Education Standards as well as Common Core State Standards so it can be easily integrated into Health classes.</p>
<b>List specific program outcomes:</b>	Yes, several scientific studies and publications conducted by our REACH lab and others has shown that our curriculum is effective at changing students' knowledge about e-cigarettes and attitudes about them, increased refusal skills to avoid e-cigarettes, and reduced intentions to use.
<b>Audience Characteristics</b>	<p><b>Age Range:</b> 11-18</p> <p><b>Grade Level Range:</b> 6-12</p>
<b>Program Details:</b>	<p><b>Type of Program:</b> (Prevention or Cessation)</p> <p><b>Min/Max Class Size:</b> 5/35</p> <p><b># of Program Lessons:</b> 6 lessons (grades 6-12)</p> <p><b>Minimum # of Lessons required to achieve fidelity:</b> 5 (lesson 6 is cannabis specific and not part of the core module)</p> <p><b>Length of each lesson:</b> 50 min.</p> <p><b>Frequency of implementation:</b> Daily or 1 time per week</p> <p><b>Duration of Implementation (in weeks):</b> 1 or 6 weeks, depending on frequency of implementation</p> <p><b>Recommended intervention site (school, community, both):</b> School and community</p>

<p><b>Describe how the program works:</b></p>	<p>The You and Me, Together Vape-Free curriculum includes a middle and high school program that are 6 lessons, approximately 50 minutes each. It also includes a two-lesson elementary school version, approximately 50 minutes each. Every lesson provides activities, online quiz games, and worksheets in addition to presentations, resources, and other materials aimed at addressing key factors associated with youth e-cigarette use, including changing adolescents’ attitudes towards and misperceptions about e-cigarettes; increasing their refusal skills to pulls of flavors, marketing, and social media; reducing stress and depression which have been linked to e-cigarette initiation and use; improving coping; and decreasing intentions and actual use of all e-cigarette products.</p> <p>These 6 in-class sessions are reinforced outside of the classroom with follow-up discussion guides that provide open-ended questions and activities for youth to discuss various e-cigarette-related topics with a trusted adult and/or peer in order to open dialogue between youth and adults. The curriculum is meant to reach all youth, including those at highest risk of tobacco use, racial/ethnic minorities, students in continuation and alternative schools, and those identifying as LGBTQ+.</p>
<p><b>Implementation Essentials:</b></p>	<p>The educators must deliver the contents of lessons, as written, within a six week period of time. Minor modifications can be done to account for cultural context of the school/community.</p>
<p><b>Materials and Training</b></p>	<p><b>Required Materials and Cost:</b> \$0</p> <p><b>Training Requirement:</b> Training is not required, but has been found to be beneficial to many educators.</p> <p><b>VFHY Offers a NO COST training to grantees. Contact:</b>          Charlie McLaughlin          VFHY Training and Resource Manager          cmclaughlin@vfhy.org          757-334-5370</p> <p><b>Training Duration:</b> 2 hours (virtual training)  <b>Min/Max Number of training participants:</b> 5 / 50</p>
<p><b>Program Contact</b></p>	<p><b>Material &amp; program Information Contact:</b> Scott Gerbert, Director of Outreach and Strategic Partnerships, <a href="mailto:sgerbert@stanford.edu">sgerbert@stanford.edu</a> or <a href="mailto:tobprevtoolkit@stanford.edu">tobprevtoolkit@stanford.edu</a>  <b>Website address:</b> <a href="https://med.stanford.edu/tobaccopreventiontoolkit/you-and-me-together-vape-free-curriculum.html">https://med.stanford.edu/tobaccopreventiontoolkit/you-and-me-together-vape-free-curriculum.html</a></p>
<p><b>Describe specific tobacco control outcomes produced by implementing the program with fidelity:</b></p>	<p>All of our lessons are around vaping and e-cigarette prevention, and address tobacco control. We discuss health and social consequences, media marketing and advertising, resisting peer pressure and tobacco laws and regulations, along with mental health concerns and reducing stress and increasing coping skills.</p>
<p><b>List specific program lessons that address tobacco control.</b></p>	<p>Lessons 3 and 4 focus on the environmental issues (lesson 3) and marketing, health disparities and health inequities (lesson 4).</p>

<p><b>Does the program include a vaping module and/or up to date information on vaping? If so which lessons?</b></p>	<p>All six lessons contain up-to-date information on vaping.</p>
<p><b>Can the program be implemented virtually? If so, please explain or provide a link which outlines the virtual process.</b></p>	<p>Yes, You &amp; Me, Together Vape-Free can be implemented virtually. The lessons and materials are all available online and the teacher/educator can facilitate and modify the lessons to use tools such as breakout rooms, polls, chat, etc., to simulate the in-class experience.</p>
<p><b>In which languages besides English is the program available?</b></p>	<p>Spanish (as of the 2023-24 school year). Translations into other languages is current underway. To see what other languages are available, please visit our website.</p>



## Program Replication Contact Information

Agency Name/Contact Person:	Address	Phone Number	Email Address
Contra Costa County Office of Education / Emily Justice	77 Santa Barbara Road, Pleasant Hill, California 94523	925-942-3370	EJustice@cccoc.k12.ca.us
Los Angeles County Office of Education / Mark Hernandez	300 Imperial Highway Downey, CA 90242	(562) 922-6772	hernandez_mark@lacoed.edu
California Department of Education / Sarah Planche	Tobacco-Use Prevention Education Office California Department of Education 1430 N Street, Suite 6408 Sacramento, CA 95814-5901	916-319-0193	splanche@cde.ca.gov

**Note:** Healthy Futures is an Alternative to Suspension Program. If you choose to implement You and Me, Together Vape-Free, you have the option of implementing Healthy Futures as well. VFHY will not fund Healthy Futures alone.

## Information Worksheet

### Strengthening Families Program: For Parents and Youth 10-14 (SFP 10-14)

<b>Program Title:</b>	Strengthening Families Program: For Parents and Youth 10-14 (SFP 10-14)
<b>Formal Name of Organization:</b>	Iowa State University Extension and Outreach
<b>Brief Program Description:</b>	<p>Strengthening Families 10-14 is a seven-session program for families with young adolescents. Its goal is to enhance family resilience, reduce the risk of adolescent substance abuse and problem behaviors, and promote family cohesion. The program consists of weekly two-hour sessions that include separate parent and youth skills-building activities. These are followed by a family session where caregivers and youth practice their newly acquired skills, address conflicts, improve communication, and engage in activities that foster positive family involvement. Caregiving sessions cover topics such as setting expectations, using effective discipline, managing emotions, and promoting effective communication. Youth learn refusal skills and develop social interactional skills.</p>
<b>List specific program outcomes:</b>	<ul style="list-style-type: none"> <li>• Lower rates of initiation: The program resulted in lower rates of initiation in various alcohol and substance use measures at different follow-up periods (one-, two-, and four-year).</li> <li>• Reduced transitions to substance use: The intervention program led to lower proportions of adolescents transitioning to substance use, including alcohol, alcohol without parental permission, drunkenness, cigarettes, and marijuana, particularly by the 10th grade.</li> <li>• Decreased frequency and proportion of substance use: The program resulted in lower past month alcohol and cigarette use rates among 10th-grade students. The composite index for both alcohol and tobacco was also lower in this grade, indicating reduced overall substance use.</li> <li>• Decreased aggressive and hostile behaviors: The program had positive effects on reducing aggressive and hostile behaviors as reported by both observers and adolescents themselves in the 10th grade.</li> <li>• Slower growth in substance use: The intervention program resulted in slower growth rates of lifetime alcohol, cigarette, and marijuana use from the 6th to 12th grade. This indicates that the program helped delay the onset and progression of substance use.</li> <li>• Reduced levels of anxiety and depression: By the 12th grade, fewer youth who participated in the program scored in the borderline range of the CBCL-YSR anxious/depressed index, suggesting a positive impact on mental well-being.</li> <li>• Gender-specific effects on polysubstance use: While overall substance use levels were lower in the intervention group, there was a slower rate of increase in polysubstance use over time, particularly among girls compared to boys.</li> <li>• Reduced methamphetamine use: At the 12th grade follow-up, there were lower reports of methamphetamine use among adolescents who received the intervention, although the overall number of adolescents reporting such use was small.</li> <li>• Positive effects in young adulthood: In young adulthood, the intervention program resulted in lower rates of drunkenness frequency and polysubstance use. Additionally, there were lower self-reported lifetime sexually transmitted diseases and substance use during sexual activities.</li> <li>• Improvements in risk and protective factors: The program had positive effects on intervention-targeted parenting behaviors, which subsequently influenced parent-child affective quality and general child management. These effects were observed at both the posttest and one-year follow-up.</li> </ul>

<p><b>Audience Characteristics</b></p>	<p><b>Age Range:</b> Youth ages 10-14 years and their caregivers  <b>Grade Level Range:</b> 5th – 9th</p>
<p><b>Formal Name of Organization:</b></p>	<p>Iowa State University Extension and Outreach</p>
<p><b>Program Details:</b></p>	<p><b>Type of Program:</b> (Prevention or Cessation) Prevention  <b>Min/Max Class Size:</b> 7 - 10 families class size  <b># of Program Lessons:</b> 7 youth, 7 caregiver, 7 family sessions  <b>Minimum # of Lessons required to achieve fidelity:</b>            Families must attend 5 out of 7 programming sessions.  <b>Length of each lesson:</b>            Youth and parent/caregiver sessions are 1 hour each and family session is 1 hour in length.  <b>Frequency of implementation:</b> 1x per week for 7 weeks  <b>Duration of Implementation (in weeks):</b> 7  <b>Recommended intervention site (school, community, both):</b> Both</p>
<p><b>Describe how the program works:</b></p>	<p>Research shows that adolescents between the ages of 10 and 14 face a heightened vulnerability to engaging in risky behaviors, primarily due to ongoing brain development and various social risk factors. This age group is particularly susceptible to early initiation of drug use, the development of favorable attitudes towards antisocial behavior and drug use, as well as increased interaction with peers displaying antisocial tendencies. Furthermore, families with adolescents in this age range are at risk of experiencing family conflict and violence, inadequate family management, parental attitudes endorsing drug use, and neglectful parenting.</p> <p>As a result, the SFP 10-14 curriculum was designed specifically for families with young adolescents, aiming to strengthen family protective factors and resilience while reducing the risks associated with adolescent substance abuse and other problem behaviors. The program consists of weekly sessions that last for two hours each. During these sessions, parents and children participate in separate skill-building activities, followed by a joint family session. In the family session, parents and children practice the skills they have learned independently, work on conflict resolution and communication, and engage in activities that promote family cohesion and the child’s positive involvement within the family.</p> <p>The program provides parents with valuable knowledge on setting clear expectations based on adolescent substance use norms, employing appropriate disciplinary techniques, effectively managing strong emotions related to their children, and utilizing effective communication strategies. Simultaneously, children are taught essential skills such as how to resist peer pressure and develop personal and social interactional skills.</p>
<p><b>Implementation Essentials:</b></p>	<ul style="list-style-type: none"> <li>• Program Staffing Requirements: At least three certified facilitators are required per each 7-week programming cohort (2 facilitators for the Youth sessions, 1 facilitator for the Parent sessions, and all 3 facilitators for the family sessions).</li> <li>• It is highly suggested to have more than three facilitators trained as substitutes, recruiters and logistical site coordinators.</li> <li>• Program facilitators must attend a 3-day SFP 10-14 facilitator training to become a certified facilitator and be recertified every 3 years. During the 3-day training, facilitators are educated on the importance of fidelity and instructed on how to maintain fidelity while implementing the SFP 10-14 curriculum.</li> <li>• Facilitators for SFP 10-14 should have strong presentation and facilitation skills and experience working with parents or youth.</li> <li>• Facilitators must implement the curriculum as written, including the proper use of the videos</li> </ul>

### Materials and Training

**Required Materials and Cost:** SFP 10-14 Manual: \$195.00

**USB set:** \$298.00

**Poster set:** \$55.00

**Love and Limits magnets:** \$25 for package of 10

#### Optional Materials and Cost

**Pens:** \$55 for 50 pens

**Informational brochures:** \$20 for 50 brochures

**Sticky Notes:** \$27.50 for 25 notepads

**Conversation Cards:** \$2.25 per set of 40 cards

**Strengthening Families Program:** For Parents and Youth 10-14 - Familias Fuertes. (A Spanish adaptation/translation of SFP 10-14 sponsored by the Pan American Health Organization).

Includes videos in a 9 DVD set and a CD containing pdf files of the manual and masters for local printing. \$55.00

**Training Requirement:** Required

**Training Cost:** No cost for VFHY grantees for training of the English program. (Training conducted by VFHY Training and Resource Manager, Charlie McLaughlin).

**Training Duration:** 3 full days (21 hours)

Min/Max Number of training participants: Minimum 6/Maximum 15

#### For 3-Day English Training, VFHY grantees can contact:

Charlie McLaughlin

VFHY Training and Resource Manager,

**Email:** cmclaughlin@vfhy.org

804-786-2279 (**office**) 757-334-5370 (**mobile**)

Training for implementation of the Spanish version (Familias Fuertes) is also Required for those using the Familias Fuertes curriculum. After completing the required 3 day English training, facilitators must complete an online 6 hour Familias Fuertes training by an Iowa State University trainer. Cost: \$200 per person.

### Program Contact

#### Program, Material and Spanish Training Information Contact:

Cathy Hockaday, Ph.D., Program Manager

**Address:** Iowa State University Extension and Outreach

68 Lebaron Hall, Ames, IA 50011-4380

**Email:** hockaday@iastate.edu **Phone:** 515-294-7601

**Website address:** <https://www.extension.iastate.edu/sfp10-14/>

### Describe specific tobacco control outcomes produced by implementing the program with fidelity:

- Lower rates of initiation: The program resulted in lower rates of initiation in various alcohol and substance use measures at different follow-up periods (one-, two-, and four-year).
- Reduced transitions to substance use: The intervention program led to lower proportions of adolescents transitioning to substance use, including alcohol, alcohol without parental permission, drunkenness, cigarettes, and marijuana, particularly by the 10th grade.
- Decreased frequency and proportion of substance use: The program resulted in lower past month alcohol and cigarette use rates among 10th-grade students. The composite index for both alcohol and tobacco was also lower in this grade, indicating reduced overall substance use.
- Slower growth in substance use: The intervention program resulted in slower growth rates of lifetime alcohol, cigarette, and marijuana use from the 6th to 12th grade. This indicates that the program helped delay the onset and progression of substance use.
- Gender-specific effects on polysubstance use: While overall substance use levels were lower in the intervention group, there was a slower rate of increase in polysubstance use over time, particularly among girls compared to boys.



<p><b>List specific program lessons that address tobacco control.</b></p>	<p><b>Youth Session 3</b> - Understanding Stress Lessons and Activities: Introduction to Stress, Situations that Can Cause Stress, Finding Healthy Ways to Handle Stress, Finding Coping Techniques that Work for Me.  <b>Family Session 4</b> - Understanding Family Values Lessons and Activities: Understanding Values and What Values are Important to Your Family, Creating a Family Shield.  <b>Parent Session 5</b> - Building Bridges Lessons and Activities: Learning to Listen to Problems and Feelings, Different Parenting Behaviors, Meeting Basic Needs (Understanding How Youth Meet Needs in Negative Ways, Discuss Meeting Needs in Positive Ways, and Effective Communication with Youth).  <b>Youth Session 5</b> - Dealing with Peer Pressure Lessons and Activities: What Youth Sometimes Do to Be Liked, Situations that Might Get You in Trouble, and Practicing Peer Pressure Steps (Ask Questions, Name the Problem, Tell What Could Happen, and Suggest Another Route).  <b>Parent Session 6</b> - Protecting Against Substance Abuse Lessons and Activities: Understanding Views on Tobacco Use, What We Can Do to Help Protect our Youth, Supporting Your Youth, and Monitoring Your Youth.  <b>Youth Session 6</b> – Peer Pressure and Good Friends Lessons and Activities: How Alcohol and Drugs Keep Us from Reaching Our Goals and Goin’ Fishin: What Makes a Good Friend.  <b>Family Session 6</b> – Families and Peer Pressure Lessons and Activities: Parents/Caregivers Helping Youth with Peer Pressure, Sharing Refusal Skills, and Sharing of Parental Dreams and Expectations.</p>
<p><b>Program Contact</b></p>	<p><b>Program, Material and Spanish Training Information Contact:</b>  Cathy Hockaday, Ph.D., Program Manager  <b>Address:</b> Iowa State University Extension and Outreach  68 Lebaron Hall, Ames, IA 50011-4380  <b>Email:</b> hockaday@iastate.edu  <b>Phone:</b> 515-294-7601  <b>Website address:</b> <a href="https://www.extension.iastate.edu/sfp10-14/">https://www.extension.iastate.edu/sfp10-14/</a></p>
<p><b>Describe specific tobacco control outcomes produced by implementing the program with fidelity:</b></p>	<ul style="list-style-type: none"> <li>• Lower rates of initiation: The program resulted in lower rates of initiation in various alcohol and substance use measures at different follow-up periods (one-, two-, and four-year).</li> <li>• Reduced transitions to substance use: The intervention program led to lower proportions of adolescents transitioning to substance use, including alcohol, alcohol without parental permission, drunkenness, cigarettes, and marijuana, particularly by the 10th grade.</li> <li>• Decreased frequency and proportion of substance use: The program resulted in lower past month alcohol and cigarette use rates among 10th-grade students. The composite index for both alcohol and tobacco was also lower in this grade, indicating reduced overall substance use.</li> <li>• Slower growth in substance use: The intervention program resulted in slower growth rates of lifetime alcohol, cigarette, and marijuana use from the 6th to 12th grade. This indicates that the program helped delay the onset and progression of substance use.</li> <li>• Gender-specific effects on polysubstance use: While overall substance use levels were lower in the intervention group, there was a slower rate of increase in polysubstance use over time, particularly among girls compared to boys.</li> </ul>
<p><b>Does the program include a vaping module and/or up to date information on vaping? If so which lessons?</b></p>	<p>The program teaches skills to the youth that are transferable to all substances and risk taking behavior. There currently are no modules specific to vaping and other specific substances.</p>
<p><b>Can the program be implemented virtually? If so, please explain or provide a link which outlines the virtual process.</b></p>	<p>SFP 10-14 virtual programming was implemented during the Covid-19 pandemic to meet the needs of families and youth during an unprecedented time. While the program was originally designed for in-person implementation, virtual programming provided numerous advantages for families and youth which are still under analysis. Additional training is needed to implement virtually.</p>

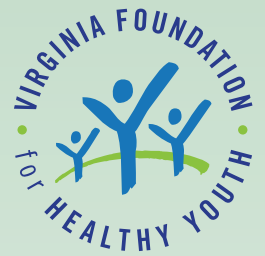
In which languages besides English is the program available?

Spanish



## Program Replication Contact Information

Agency Name/Contact Person:	Address	Phone Number	Email Address
Geneen Burris/PSU	Edna Bennett Pierce Prevention Research Center Penn State University	(814) 863-2568	grs119@psu.edu
AnaMaria Diaz Martinez /WSU	Washington State University Extension 404 W Clark St. Pasco, WA 99301	(509) 545-3511	a.martinez@wsu.edu
404 W Clark St.	Tobacco-Use Prevention Edu- cation Office California Department of Edu- cation 1430 N Street, Suite 6408 Sacramento, CA 95814-5901	916-319-0193	splanche@cde.ca.gov
Dr. Grenae Dudley/The Youth Connection	The Youth Connection 4777 Outer Dr E #1340, Detroit, MI 48234	(313) 826-7099	gdudley@theyouthconnec- tion.org



# 2023

## TOBACCO-FREE GENERATION CURRICULUM GUIDE

### VFHY

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