Madison County Prevention
County Report 2022/2023

Vision
To empower all residents of Madison County to thrive and be healthy.

Mission
Madison County Prevention, through education and other supports, works to empower Madison County residents to create change for thriving and healthy communities throughout Madison County today and in the future.

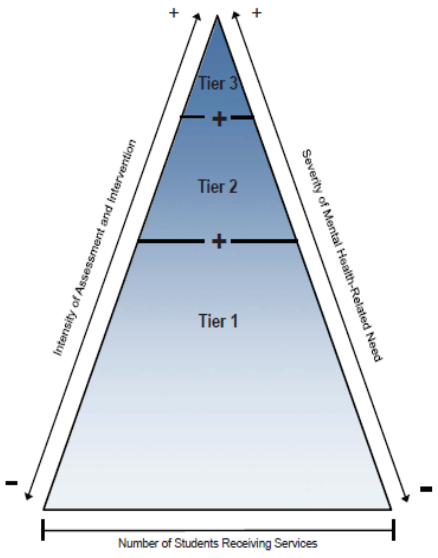
Description

Madison County Prevention (MCP) Services utilizes **SAMHSA's Strategic Prevention Framework (SPF)** to identify and implement **Center for Substance Abuse Prevention (CSAP)** Evidence-Based strategies, at dosages across developmental levels, to promote healthy living; reduce the occurrence of mental health problems; delay the onset of problems; reduce the severity of problems; increase self-regulation and management skills to individuals and communities in Madison County.

The steps of the SPF include: Needs Assessment -What is the problem, and how can I learn more?; Build Capacity - What do I have to work with (people, funding, space)?; Plan - What should I do and how should I do it?; Implement -How can I put my plan into action?; and Evaluate - Is my plan succeeding?. The SPF also includes two guiding principles: Cultural Competence - The ability to interact effectively with members of diverse populations and Sustainability - The process of achieving and maintaining long-term results.

CSAP strategies consist of: Information Dissemination – One-way communication; Education – Two-way communication, interactive and skill building; Alternatives – Healthy activities like dances, community service, etc.; Environmental – Changes of community standards through policy change, social norm campaigns, etc.; Community Based Process - Coalitions, Youth-Led Prevention, and networking; and Problem ID and Referral – Identifying and connecting individuals to prevention and treatment services through usage of a screening tools.

Individuals/populations fall into three types of services:



Universal - Focuses on the general public or a population subgroup that have not been identified on the basis of risk. Also known as, **Tier 1** supports are designed to reach all students within the context of general education and typically focus on prevention. An example of a Tier 1 intervention is the use of an evidence-based social and emotional learning program delivered in all classrooms as a prevention strategy.

Selective - Focus on individuals or subgroups of the population whose risk of developing behavioral health disorders is significantly higher than average. **Indicated** - Focuses on high-risk individuals who are identified as having minimal but detectable signs or symptoms that foreshadow behavioral health disorders, but who do not meet diagnostic levels at the current time. Also known as, **Tier 2** supports include interventions for students with mild or emerging mental health needs and/or mild or emerging substance use issues and are typically delivered in small-group settings with a time-limit. This would be considered your Selective and Indicated populations.

Tier 3 supports include interventions for more significant mental health needs. These interventions are typically individualized and delivered in one-to-one settings by a mental health clinician.

Madison County Prevention (MCP) 2023 Fiscal Year

MCP Staff:

School and Community Based	Youth-Led Prevention	Data	Fiscal
Amanda Hampton	Larry Newton	Kiki Shipley	Sherry Baldwin
Karen Wells	Amanda Hampton		
Larry Newton			

MCP Programs:

➢ Alcohol Literacy Challenge – 870 youth and 15 adults	➢ QPR – 7 youth and 65 adults
➢ Assist – 22 adults	➢ Risky Business – 38 youth
➢ Botvin LifeSkills – 362 youth	➢ SBIRT - CRAFT/FTND Screening Tools – 112 youth
➢ DBT Steps A - 0	➢ Signs of Suicide Assistance: JA, London, St. Patrick's & MP
➢ EnCompass APF – 15 adults	➢ Sources Lap Around the Wheel – 42 youth and 72 adults
➢ Generation RX – 1184 youth	➢ Stanford VAPE – 453 youth
➢ Hidden in Plain Sight (HIPS) – 0 adults	➢ Stanford VAPE Selective / Indicated – 89 youth
➢ How to Talk to Your Teen About Anything…Including Alcohol and Other Drugs – 0 adults	➢ Stress First Aid – 90 adults
➢ Information Dissemination Direct – Business Advisory Committee, Family Council, Systems of Care and Schools	➢ Teen Mental Health First Aid – 12 youth
➢ Mental Health First Aid – 30 adults	➢ Trauma 101 – 193 adults
➢ Mind and Body Enrichment – Youth Yoga Project – 458 youth and 74 adults	➢ Triple P – 10 adults – 40 contacts
➢ Minimize Risk/Maximize Life – 2 adults	➢ Wake Up – 0 adults
➢ Nationwide Trainings – 2 adults	➢ Why Prevention? What is Addiction? – 7 youth and 20 adults
➢ PAX GBG/Heroes/Human Services – 773 youth and 64 total teachers, 28 trained	➢ Youth Led & Youth Move – 64 youth
➢ PAX Tools – 27 adults	➢ Youth Mental Health First Aid – 60 adults
➢ Prime for Life – 23 Youth	➢

Total Adults: 819
Total Youth: 4494 does not count SOS programming.

MCP Achievements and Activities:

- Madison County Youth Ambassador Youth-Led Prevention (MCPYA)
  - Madison County Youth Ambassador logo
  - CADCA Midyear 2022
  - Youth to Youth International camp
  - March Sources Teen Night in Mt Sterling
  - Glamour Gals Chapter
  - SADD Chapter
  - Sandy Hook Chapter
  - Ohio Youth Led Prevention Network (OYLPN) members
  - Statewide Prevention Coalition Association (SPCA) members
  - PreventionFirst! Members
  - Truth Chapter
  - United Way donations
  - American Legion Post 417 donations

- G&J Pepsi donations
- Communities Talk (NIDA) grant recipient
- NAMI – YouthMOVE donations and partnership
- Approval for CADCA Key Essentials youth and adult training
- Youth to Youth 2023/2024 school year grant recipient
- PreventionFirst! 2023/2024 school year grant recipient for two internship positions

- Teen Leaders of London (TLOL) Youth-Led Prevention
  - Thankfulness Event
  - Mental Health Awareness Rocks Basketball
  - Kindness Week
  - "The Week After Prom" events - Finding Hope - Youth Mental Health Keynote and GloZone sponsorship
  - Be Present Ohio (BPO) pilot
  - We Are the Change Rally
  - London Middle School Life Fair
- Madison Plains Youth-Led Prevention
  - Finding Hope - Youth Mental Health Keynote and GloZone sponsorship
  - Sources of Strength commitment for 2023/2024 school year
- Nationwide Children's Triple P grant
  - Triple P Primary Care
  - Triple P Level 3 Discussion Groups
  - Triple P Level 4 Groups
  - Triple P Level 4 Teen Groups
- Mind and Body Enrichment/Yoga and Mindfulness
  - Buckeye School
  - Juvenile Court
  - Monroe Elementary
  - London Library
  - London Professional Development
  - London Middle School
- Norwood Harvest Festival
- Healthy Child and Family Consortium Annual Community Baby Shower
- Child Abuse Prevention Carnival
- Better Together Community Event
- Overdose Awareness 2022
- Norwood Elementary Sources 2023/2024 school year
- Presbyterian PAX Tools
- St Pats PAX GBG 2023/2024 school year
- Catch My Breath TOT – Amanda Hampton
- SOR 3 Funding
- Monroe Elementary Services
  - Trauma 101
  - Generation RX
- CADCA Youth Track, Adult TOT – Amanda Hampton
- 200-hour Yoga Certification – Karen Wells
- Karen Wells OCPS Licensure
- Central Ohio Restored Citizens Collaborative Outreach
- LMS Coffee Bean
- MCP Website: www.madisoncountyprevention.org
- APF EnCompass TOT – Amanda Hampton
- Social Media education
- Y2Y Making the Way Easy Adult Advisor Training
- Botvin LifeSkills expansion and grant continuation granted for St Patrick's through Boulder Colorado.
- Partnership with the Ohio National Guard Counter Drug Taskforce - Larry Newton.
- Increased funding to support additional staff members.

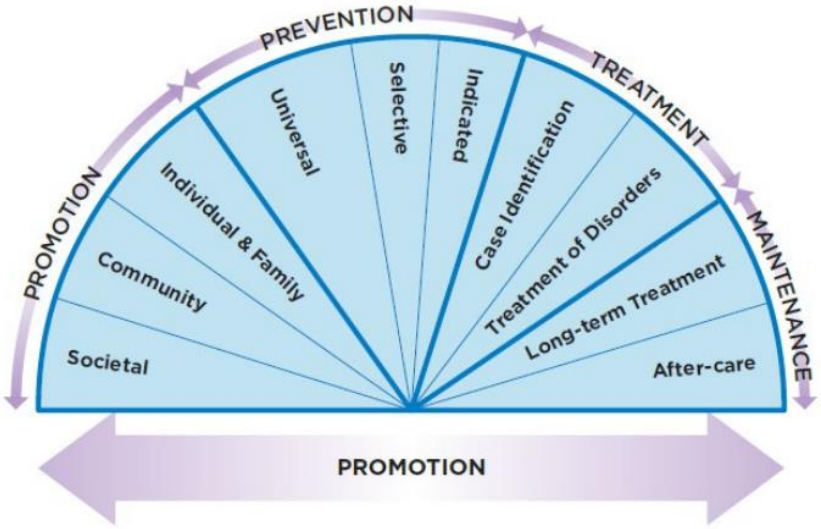
- Kiki Shipley brought on part-time.
- London Public Library Board Member – Karen Wells
- Mt Sterling Community Center Board Member – Amanda Hampton
- Prevention Professional Learning Community (PPLC) 2022 Co-Chair – Larry Newton
- Botvin LifeSkills TOT – Amanda Hampton and Karen Wells

2023/2024 Opportunities

- Policy discussions
- Identifying Champions in Systems of Care
- HB123
- Mental Health First Aid and Youth Mental Health First Aid for Coaches
- Expansion of Business Workforce Development in partnership with the Madison County Chamber.
- Continued Expansion of Youth-Led Initiatives – Youth Ambassadors and Sources of Strength in local schools
- Drug Free Communities Grant – Youth Ambassadors
- Youth Focus Groups
- Continued increase to the attention to data in the form of pre/post-tests, surveys, observations and evaluations.
- Rocking Horse Community Center partnership
- Ohio State Extension partnership

2022/2023 Data

Health, Wellness, and Wellbeing- Continuum of Care



National Academies of Sciences, Engineering, and Medicine 2019. Fostering Healthy Mental, Emotional, and Behavioral Development in Children and Youth: A National Agenda. Washington, DC.: The National Academies Press. https://doi.org/10.17226/25201.

SAMHSA Substance Abuse and Mental Health Services Administration

Priority Populations

Life Course Reasons to Focus on Adolescents

- People who start using under age 15 use 60% more years than those who start over age 18
- Entering treatment within the first 9 years of initial use leads to 57% fewer years of substance use than those who do not start treatment until after 20 years of use
- Relapse is common and it takes an average of 3 to 4 treatment admissions over 8 to 9 years before half reach recovery
- Of all people with abuse or dependence 2/3rds do eventually reach a state of recovery
- Monitoring and early re-intervention with adults has been shown to cut the time from relapse to readmission by 65%, increasing abstinence and improving long term outcomes

Source: Dennis et al., 2005, 2007, 2012; Scott & Dennis 2018

SAMHSA Substance Abuse and Mental Health Services Administration

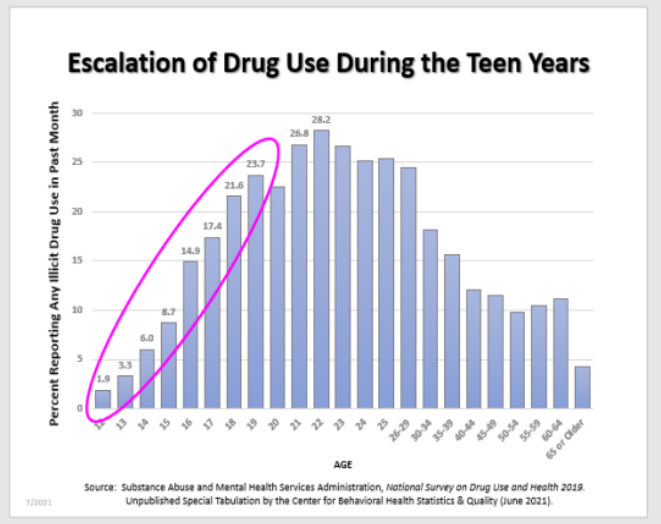
Adolescence is a Critical Risk Period

During adolescence two simultaneous conditions converge:

- Drug use increases at the same time the brain is especially vulnerable to damage from drug use.

Damage can include:

- Changes to the brain at the molecular, cellular, and organizational level.
- Impact on learning, decision making, and emotional control.
- Brain changes that are long lasting.

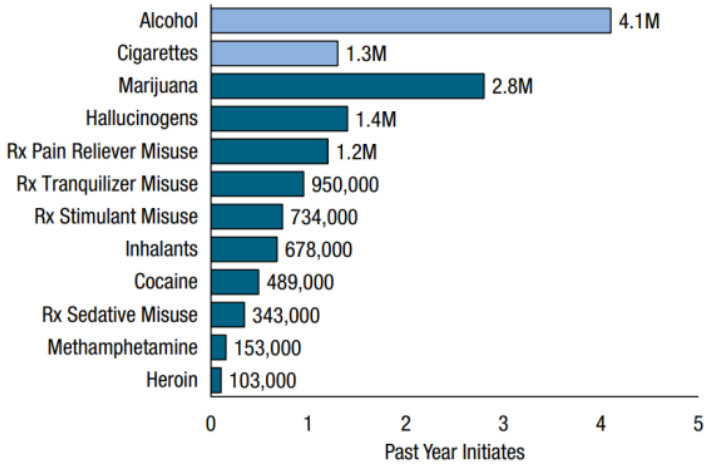


References. (1) Baler D, Volkow N. Drug Addiction: the neurobiology of disrupted self-control. Trends in Molecular Medicine. Vol. 12 No. 12. 2006, (2) Salmanzadeh H, Ahmadi-Soleimani SM, Pachenari N, et al. Adolescent drug exposure: A review of evidence for the development of persistent changes in brain function. Brain Res Bull. 2020 Mar;156:105-117.

SAMHSA
Substance Abuse and Mental Health Services Administration

New Alcohol and Drug Users in One Year

Past Year Initiates of Substances: Among People Aged 12 or Older; 2020



Rx = prescription.

Note: Estimates for prescription pain relievers, prescription tranquilizers, prescription stimulants, and prescription sedatives are for the initiation of misuse.

Center for Behavioral Health Statistics and Quality. (2021). 2020 National Survey on Drug Use and Health: Detailed Tables. Substance Abuse and Mental Health Services Administration, Rockville, MD.

SAMHSA
Substance Abuse and Mental Health Services Administration

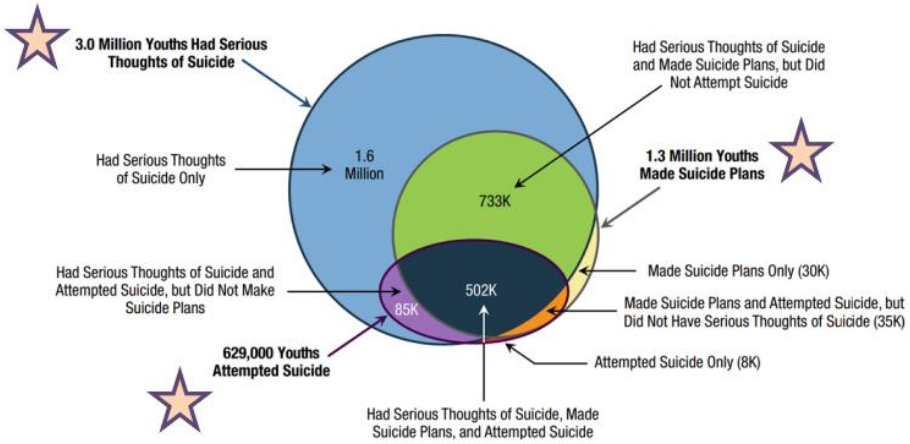
Alcohol and Drug Trends During COVID-19

- Alcohol sales in stores went up 21% during the first 7 weeks of lockdown, while online sales more than doubled.
- A California investigation found that delivery services are often delivering alcohol to youth under the age of 21.
- U.S. retail marijuana sales rose 46% in 2020 and are expected to reach $37 billion by 2024.

SAMHSA
Substance Abuse and Mental Health Services Administration

National Survey on Drug Use and Health (2020)

Youths Aged 12 to 17 with Serious Thoughts of Suicide, Suicide Plans, or Suicide Attempts in the Past Year; 2020



General, U. S. (2021). *Protecting Youth Mental Health: The U.S. Surgeon General's Advisory.* Retrieved from https://www.hhs.gov/sites/default/files/surgeon-general-youth-mental-health-advisory.pdf

Administration, S. A. (2020). *Key Substance Use and Mental Health Indicators in the United States: Results from the 2020 National Survey on Drug Use and Health.* Rockville, MD: Center for Behavioral Health Statistics and Quality. Retrieved from https://www.samhsa.gov/data/sites/default/files/reports/rpt35325/NSDUHFFRPDFWHTML...

CDC (2022). Adolescent Behaviors and Experiences Survey (ABES). *Center for Disease Control and Prevention.* Retrieved from: https://www.cdc.gov/healthyyouth/data/abes/tables/summary.htm#MH

Adolescent Behaviors and Experiences Survey (ABES)

- More than **1 in 3** high school students **experienced poor mental health** during the pandemic and **nearly half** of students **felt persistently sad or hopeless.**
- **Female** students **and** those who identify as **LGBQ** are experiencing **disproportionate levels of poor mental health and suicide-related behaviors.**
- The **range of impacts** on youth's daily lives **was broad** – including difficulties, family economic impacts, hunger, and abuse in the home.
- **More than half** of students experienced **emotional abuse** in the home and **more than 10%** reported **physical abuse** in the home.
- **Lesbian, gay, and bisexual** students were far **more likely to report physical abuse.**
- **Black** students were **most likely to report hunger**, with nearly a third reporting that there was not enough food in their home during the pandemic.

General, U. S. (2021). *Protecting Youth Mental Health: The U.S. Surgeon General's Advisory.* Retrieved from https://www.hhs.gov/sites/default/files/surgeon-general-youth-mental-health-advisory.pdf

Administration, S. A. (2020). *Key Substance Use and Mental Health Indicators in the United States: Results from the 2020 National Survey on Drug Use and Health.* Rockville, MD: Center for Behavioral Health Statistics and Quality. Retrieved from https://www.samhsa.gov/data/sites/default/files/reports/rpt35325/NSDUHFFRPDFWHTML...

CDC (2022). Adolescent Behaviors and Experiences Survey (ABES). *Center for Disease Control and Prevention.* Retrieved from: https://www.cdc.gov/healthyyouth/data/abes/tables/summary.htm#MH

MCP Data Outcomes Tracked:

- Increased student awareness of medication misuse
- Increased student awareness of alcohol literacy
- Increased student awareness of the true effects of vaping
- Increased student perception of harm toward medication misuse
- Increased student perception of harm toward alcohol consumption
- Increased student perception of harm toward vaping
- Increase in student awareness of healthy coping strategies
- Decrease in behavioral issues related to lack of healthy coping strategies
- Increase in skills/protective factors to reduce substance misuse and other behavioral health issues.
- Increase in stages of change readiness.
- Increase in awareness of systems of care, including schools, regarding Trauma Informed practices, MH and substance misuse.

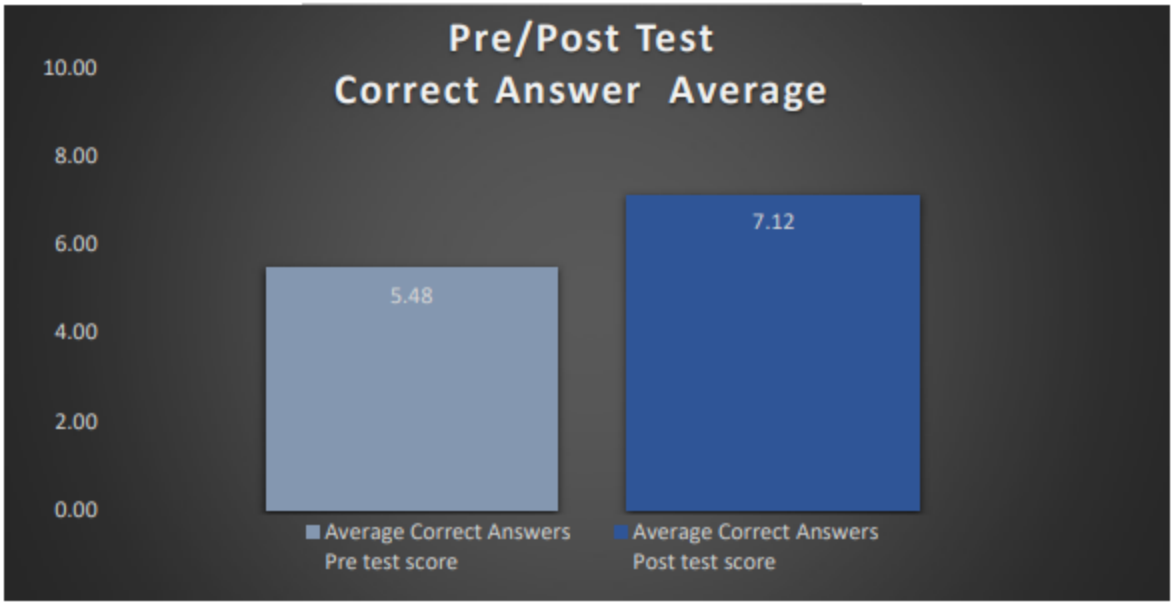
Data outcomes over the past year are related to the funding received and or requested.

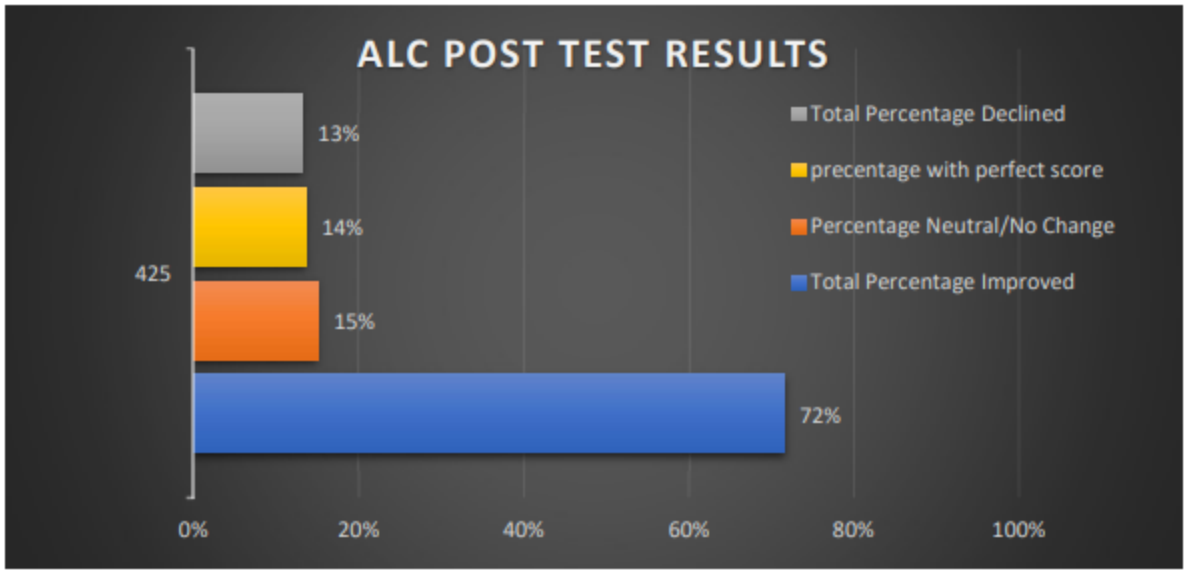
- Over the past year, pre-/post-tests have shown an increase in perception of harm and an increase in overall awareness of the dangers of medication misuse, alcohol consumption and vaping.
- Over the past year, MCP has seen a decrease in behavioral issues in schools implementing PAX GBG
- Over the past year, MCP has increased healthy coping strategies in Madison County youth.
- Over the past year, MCP has increased protective factors through work of youth-led prevention.

Madison County Prevention serves all populations in Madison County – this includes minority populations, youth and adults, community and system workers. MCP prides ourselves in having culturally sensitive and inclusive programming.

ALCOHOL LITERACY CHALLENGE™

Madison County Middle School Students

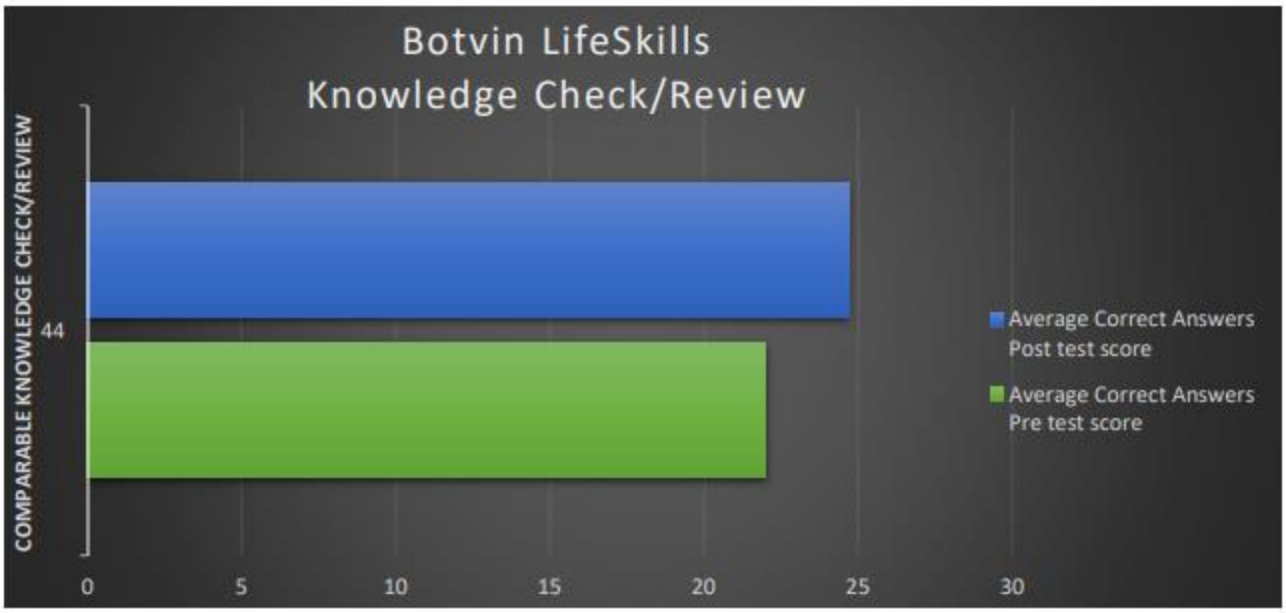


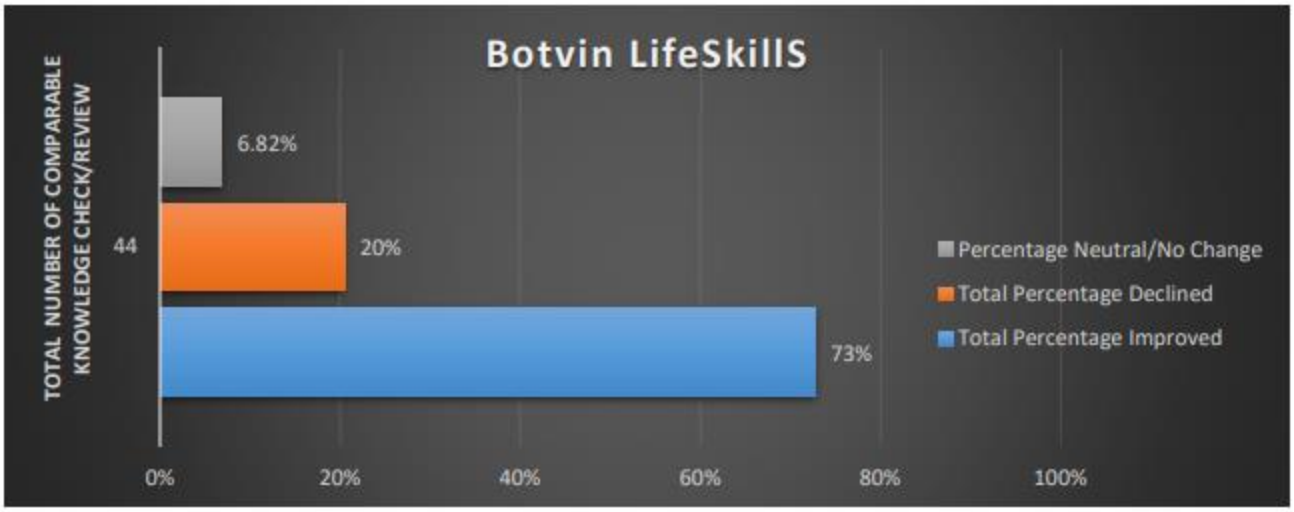


Botvin LifeSkills® Training

Evidence-Based Prevention Programs for Schools, Families, and Communities

Madison County





Botvin LifeSkills Training

Evidence-Based Prevention Programs for Schools, Families, and Communities

How Madison County Students View Alcohol before and after the Botvin LifeSkills Program.

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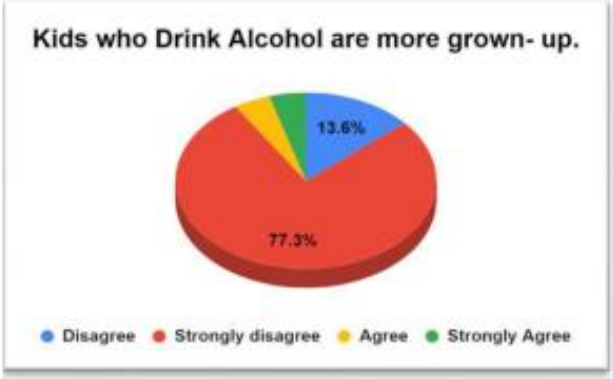

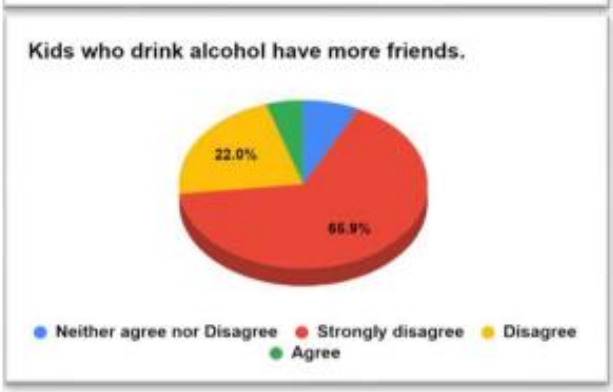

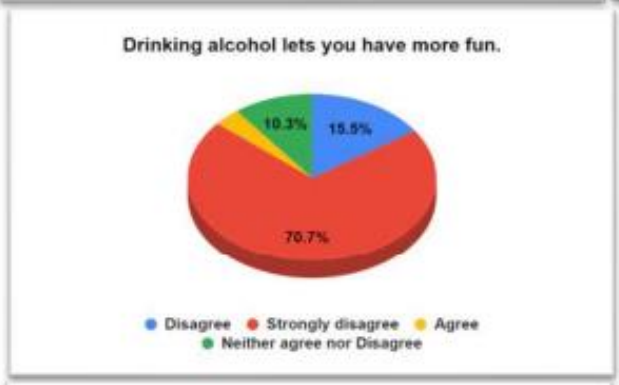

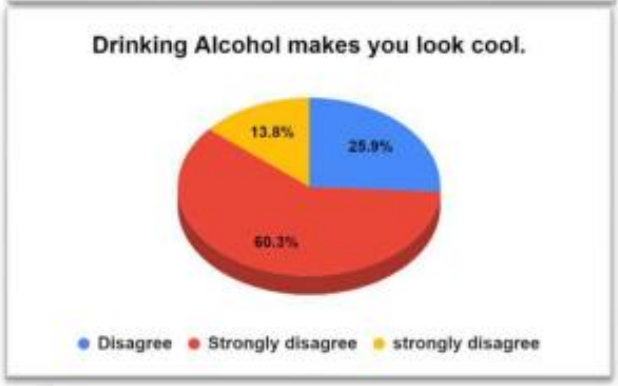

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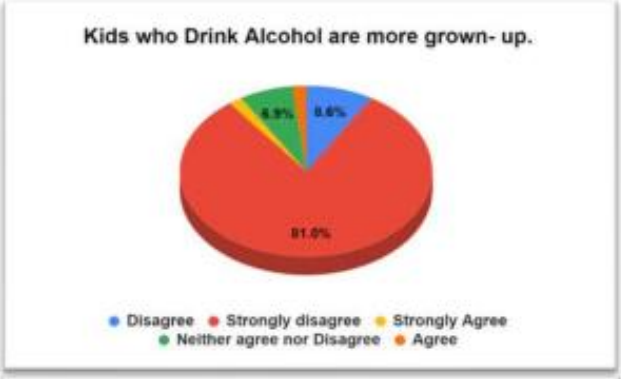

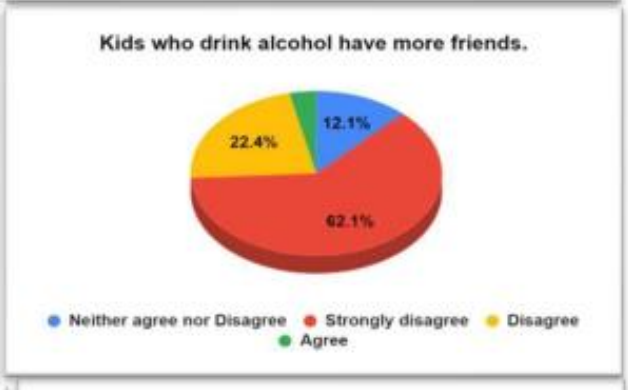

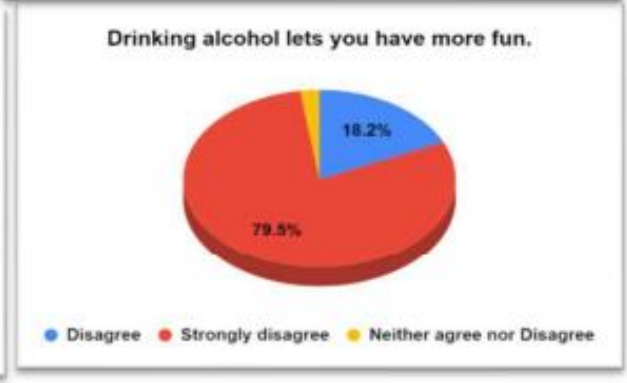

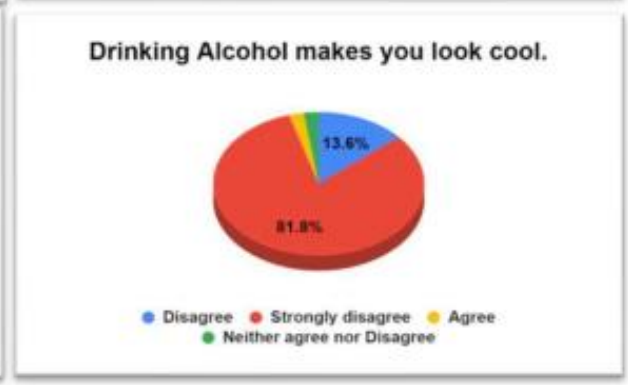

Botvin LifeSkills Training

Evidence-Based Prevention Programs for Schools, Families, and Communities

How Madison County Students View Smoking Before and After The Botvin LifeSkills Program.

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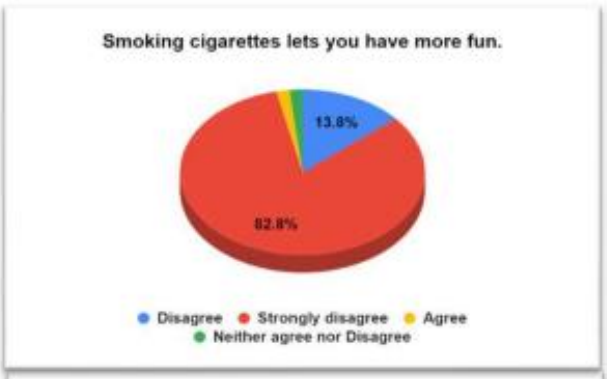

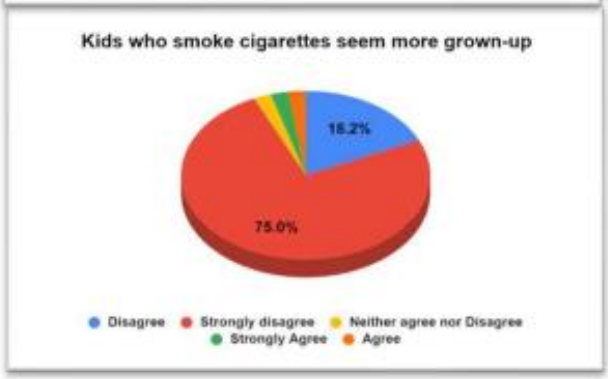

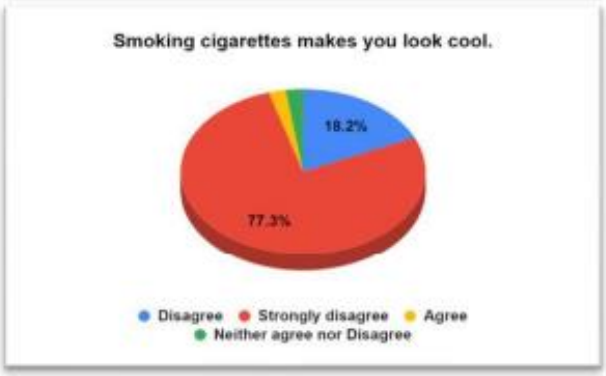

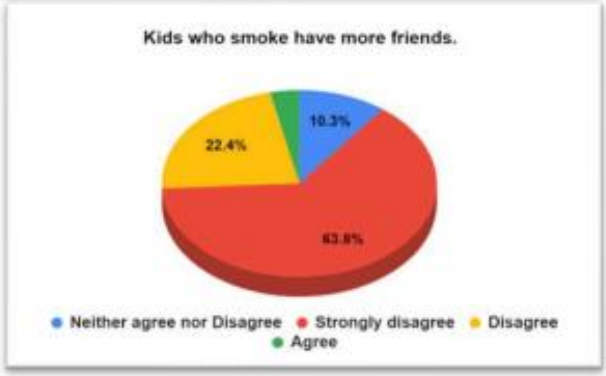

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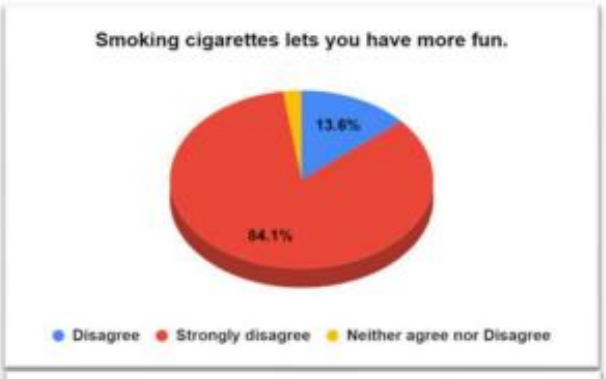

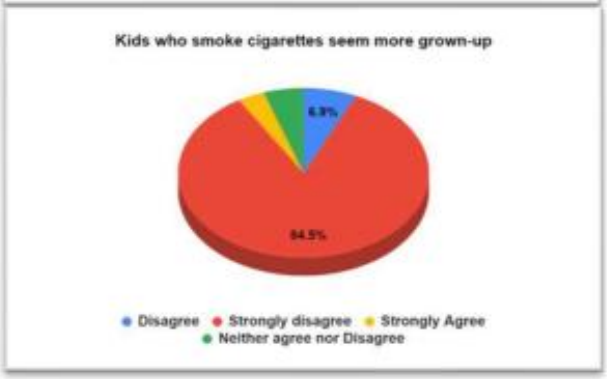

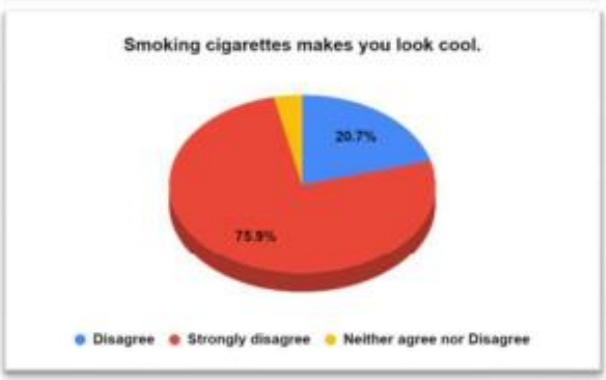

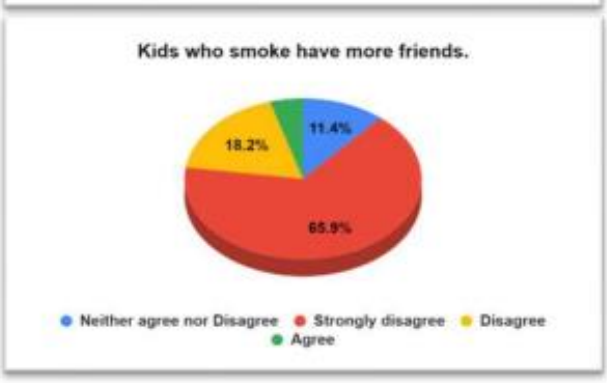

Botvin LifeSkills Training

Evidence-Based Prevention Programs for Schools, Families, and Communities

I would say NO if someone asked me to:

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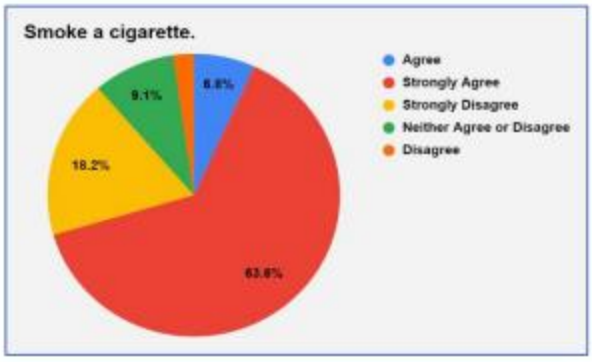

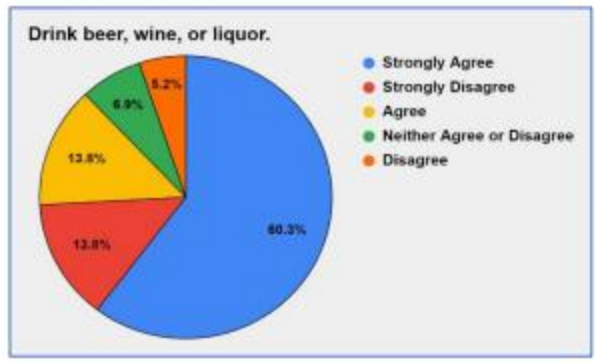

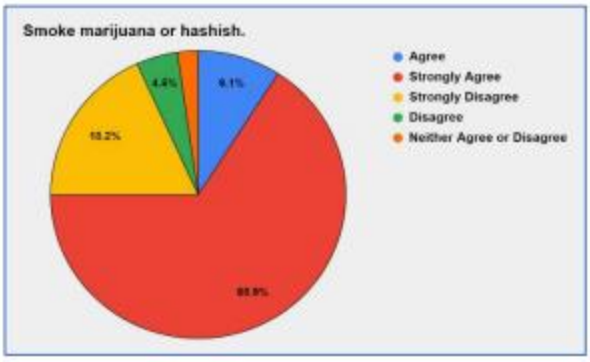

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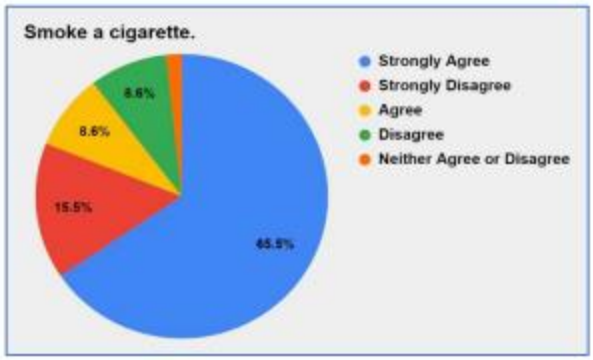

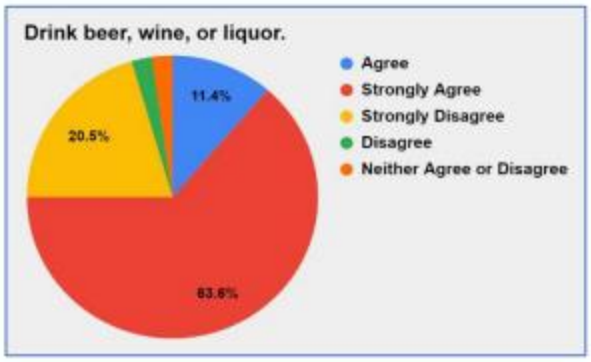

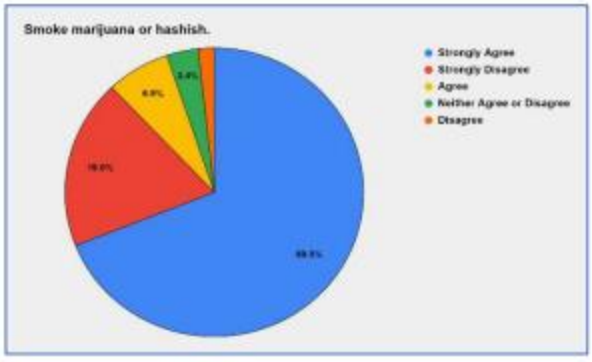

Botvin LifeSkills Training

Evidence-Based Prevention Programs for Schools, Families, and Communities

I would say NO if someone asked me to:

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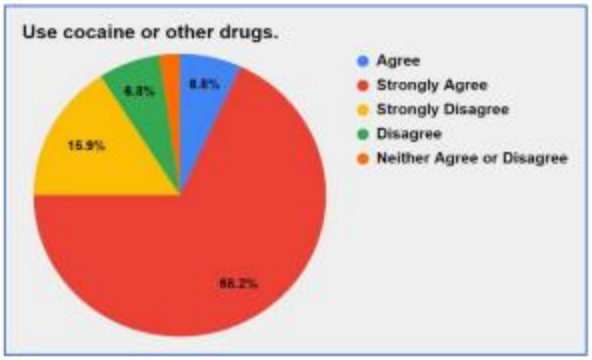

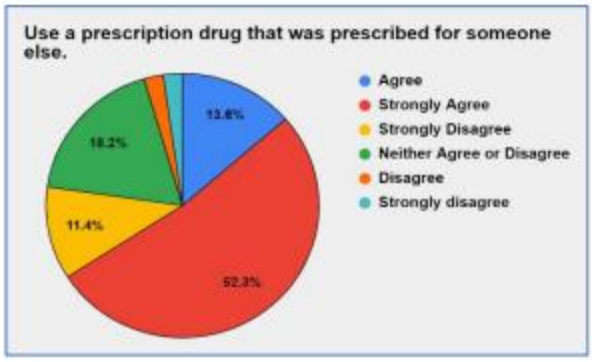

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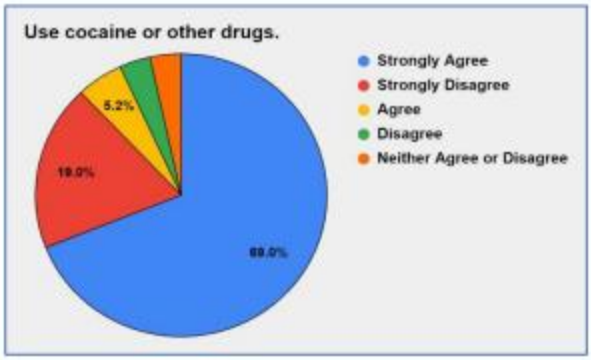
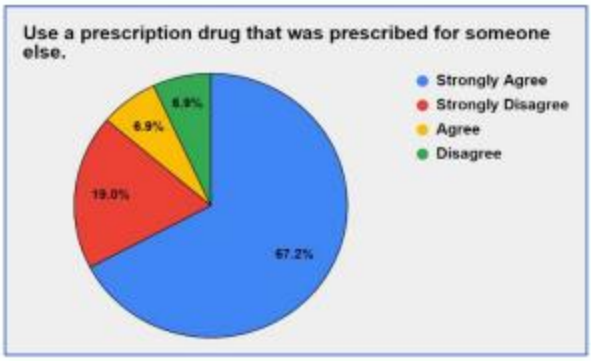


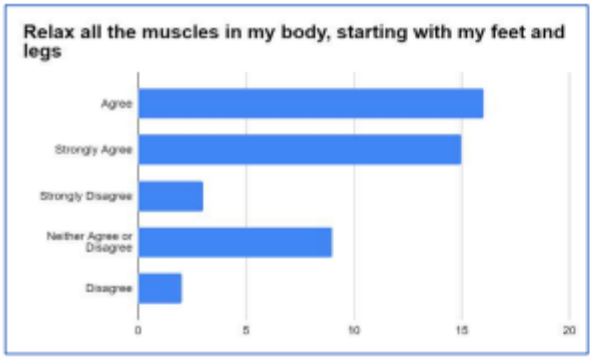


Botvin LifeSkills Training

Evidence-Based Prevention Programs for Schools, Families, and Communities

In order to cope with stress or anxiety, I would:

BEFORE



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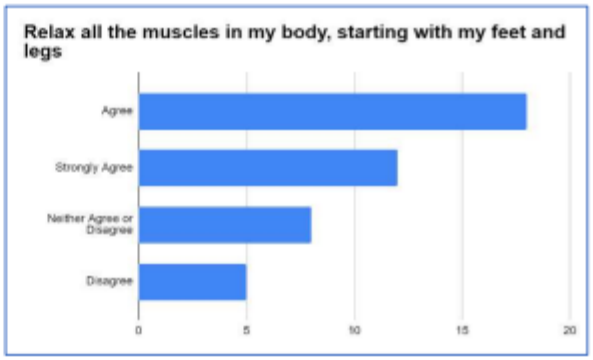
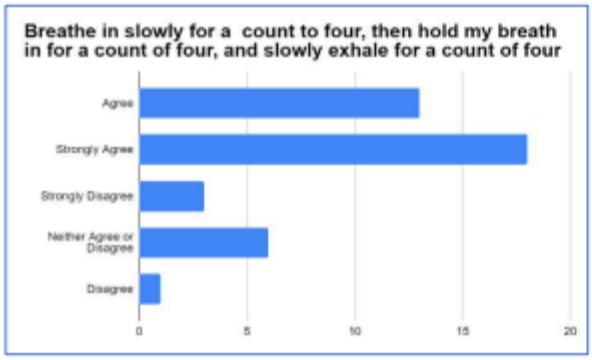
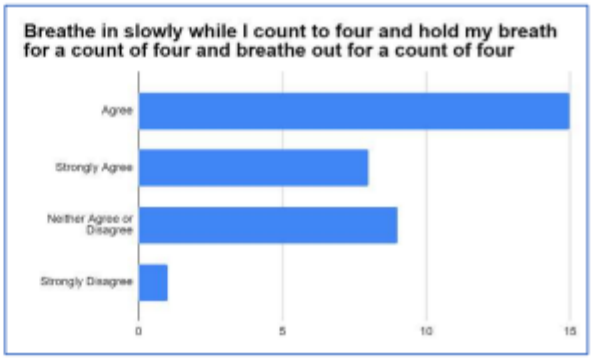






Botvin LifeSkills Training: Middle School Program Year-End Report

Madison County, OH

2022-2023

CSPV Implementation Coordinator: Veronica Goldberg
Assistant Project Director: Karen Drewelow

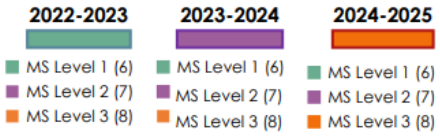
Center for the Study and Prevention of Violence
483 UCB, Boulder, CO 80309
303-492-7849
karen.drewelow@colorado.edu
cspv.colorado.edu

Participating School:
St. Patrick School

Site Coordinator: Amanda Hampton

BACKGROUND & SUMMARY

The Botvin *LifeSkills Training* (LST) Middle School program is an evidence-based universal program[1] that promotes positive youth development and prevents youth from engaging in risk-taking behaviors. Madison County implemented LST between the years of 2019-2022 as part of a grant through the Center for the Study and Prevention of Violence (CSPV) at the University of Colorado Boulder and was invited to participate in a new three-year grant to deliver LST to middle school students in grades 6-8 for all three years. The timeline graphic below displays the LST program levels to be taught over the course of the grant, beginning in the 2022-2023 academic year. This grant supports program delivery through instructor training, program materials, technical assistance, fidelity monitoring, and sustainability preparation. Funding will conclude at the end of the 2024-2025 academic year. During Year 1 in St. Patrick School, LST was implemented by a coteaching team of two Madison County Prevention (MCP) instructors to students in Health and Science classes in grades 6-8.



This report summarizes Level 1 program implementation during the 2022-2023 school year based on data collected from classroom observations, site visits with educators, and feedback surveys.[2] Sections that follow highlight key activities, district and school feedback, achievements, and areas for growth to bolster successful LST delivery.

Program and Grant Activities in 2022-2023

NHPA-Led Teacher Training	Teachers trained: 1 online
Students reached in grade 6 (Level 1 only) **Students reached in grades 6-8 (Levels 1-3)**	14 (100% of eligible) 24 (100% of eligible)
Class size: # of students in Level 1 LST classes (per Level 1 teacher reports)	Average: 12 Range: 10-14 Recommended: Up to 25 students
Time on LST: Minutes spent on Level 1 LST lessons (per Level 1 teacher reports)	Average: 33 Range: 30-35 Recommended: 45-60 minutes
Observations conducted (4 per Level 1 co-teaching team)	4 of 4 possible
Feedback surveys received from key LST personnel	2 Level 1 Teachers (100% response rate), 1 Site Coordinator, 1 Observer
Annual process evaluation site visit	Dates: Apr. 18, 2023 (virtual) and Apr. 21, 2023 (in-person) Number schools visited: 1 of 1 Personnel met: 1 Site Coordinator, 1 Administrator, 2 Active LST Teachers, 1 New LST Teacher, 1 Observer
Grant value	2022-2023 Level 1-3 Total: $2,234 2022-2023 Level 1-3 Curriculum Costs: $413

[1] See www.lifeskillstraining.com for program evaluation studies.
[2] Although the grant supported LST Levels 1-3 in 2022-2023, the process evaluation was conducted on Level 1 only, per the standard grant timeline.

FIDELITY REPORT

PROGRAM FIDELITY GUIDELINES

1. **Deliver all content within each lesson.** Each unit includes opportunities for knowledge gain and skill practice.
2. **Teach the full scope of the lessons in the prescribed sequence.** The lessons function like a scaffolding where each lesson builds upon previous lessons.
3. **Teach LST to students at least once per week for consecutive weeks** to promote content and skill retention.
4. **Utilize interactive teaching techniques:** discussion, coaching, practice, and feedback.
5. **Use LST program materials** and limit supplements and modifications.

CONTENT COVERAGE

- None of the observed sessions were **carried over** from previous sessions; lesson carryover is within program guidelines as long as there is enough time in the schedule to implement all core lessons.
- On average, the instructors delivered most **lesson key points** during the portions of lessons observed, and a portion of lessons were considered "complete," meaning at least 85% of key points were addressed.
- At least one instructor agreed that **class time was sufficient to cover lessons**.

SCOPE & SEQUENCE

Both instructors reported teaching:

- All of the **core lessons**.
- The lessons **in order**.
- **At least once per week**, for consecutive weeks.

Additionally, some of the **optional violence prevention** lessons were taught by at least one instructor.

OUTSIDE SUPPLEMENTS & LESSON ENHANCEMENTS

Teachers reported incorporating non-LST handouts during at least one LST session.

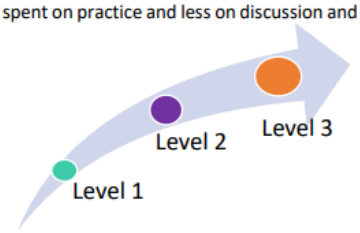
Any supplement under consideration should meet all of the criteria in the box to the right to be deemed an acceptable addition to the lesson.

SIX CRITERIA FOR LESSON SUPPLEMENTS

1. Meets learning objectives listed in the lesson.
2. Presents opportunities for peer-to-peer practice of a cognitive or behavioral skill.
3. Focuses on short-term or immediate effects that are developmentally appropriate.
4. Provides modeling and practice of pro-health/pro-social choices and behaviors.
5. Uses interactive teaching techniques.
6. Can be incorporated into the lesson while still allowing enough time to teach the full scope of the lesson.

TEACHING TECHNIQUES

To facilitate student involvement, LST instructors are encouraged to utilize discussion, coaching, and practice in their lessons on a regular basis. As students transition into higher program levels, more time should be spent on practice and less on discussion and lecture.



On average, LST instructors indicated employing discussion most often, followed by practice and lecture, and then coaching.

"Students really understood the lesson. They were very active in class and had good examples during discussion."

-LST Classroom Observer

PROGRAM RESPONSE

PERSONNEL FEEDBACK

Both instructors provided positive ratings for the program's:

- Interesting and appealing materials.
- Ease of implementation.
- Flexibility.

Further, both instructors believed LST:

- Is age appropriate.
- Has potential to play a significant role in reducing drug use.

Both instructors were **in favor of having LST in St. Patrick School** and **would recommend the program to other teachers**.

STUDENT ENGAGEMENT

Based on classroom observations, students:

- Responded well to the session.
- Participated in LST discussions and activities.
- Demonstrated understanding of the lesson.

Moreover, the teachers indicated that most students were actively engaged in LST lessons.

TRAINING & TOPICS OF INTEREST

After implementation, both teachers reported the initial teacher training was very adequate and that they would like additional training/technical assistance (TA) focused on incorporating technology into lessons and more hands-on activities for students. TA will remain available throughout the grant and may be requested by contacting CSPV.

2022-2023 SITE VISIT FEEDBACK

During the annual site visit on April 18 and 21, 2023, school personnel shared that they believed that LST is an important and effective program and that they were excited to continue to deliver levels one through three through this new funding cycle. Site personnel shared their collective gratitude for MCP instructors' high quality lesson delivery and noted that students appeared engaged and receptive to topics covered.

LST team members shared that the largest barriers to implementing this year were related to staff turnover, a delayed start, and time constraints. Team members agreed that the partnership between St. Patrick School staff and MCP personnel ensured that all students in grades six through eight were able to continue to receive LST lessons, despite challenges discussed. However, educators explained that, because of a delayed start date and short class periods, there was insufficient time to devote to each LST lesson and that they hoped to rectify this in future years. Across both organizations, site personnel agreed that in-school LST instructors might help address logistical and time related barriers in the future and even further enrich students' LST experiences. CSPV applauded Madison County for planning for the future and recommended continued communication surrounding trainings and planning for Year 2.

Overall, the Madison County LST team showed a high level of commitment and dedication to program implementation this year as they worked collaboratively to overcome obstacles and deliver meaningful lessons to all students.

PROGRAM SESSION QUALITY

During observed sessions, the instructors:

- Used relevant examples or stories.
- Exuded poise, confidence, and enthusiasm.
- Upheld rapport and communication with students.
- Demonstrated knowledge of the LST program.
- Displayed effective classroom management skills.

STRENGTHS

STUDENT REACH AND ENGAGEMENT

Madison County effectively **reached 100% of their 24 eligible 6th-8th graders** with LST Middle School, fostering a healthy school-wide culture dedicated to cultivating protective factors and reducing risk for substance use and other unhealthy behaviors. Moreover, observations cited that **99%-100% of students actively engaged in lessons**, so students were present for and participated during lessons, thereby increasing knowledge and skill retention.

IMPLEMENTATION FIDELITY

The greatest student outcomes occur when **all lessons in the curriculum are delivered at least once per week for consecutive weeks and in the prescribed order, which Madison County instructors successfully accomplished in 2022-2023.** Additionally, teachers showed a continued dedication to LST implementation fidelity as, despite time constraints, **most key points and objectives were covered** during observed portions of lessons.

HIGH QUALITY LESSONS

Observation data revealed **strong quality of lesson delivery**, indicating instructors' high levels of enthusiasm, poise, and confidence when teaching LST. During observed sessions, instructors shared relevant examples or stories to illustrate concepts and help students feel connected to the material. Moreover, teachers demonstrated their knowledge of the program and lesson content, maintained rapport and communication with students, and evoked a high level of understanding in their students.

PARTNERSHIP

During Year 1 of the grant, St. Patrick School **partnered with and cultivated an impactful relationship with Madison County Prevention.** In collaborating to help coordinate and teach LST lessons, Madison County was able to alleviate organizational and logistical barriers, relieve stresses on school staff, and reach all eligible students. Furthermore, this partnership continues to support program stability as MCP staff plan to attend a Training-of Trainers (TOT) workshop and support LST delivery in future years.

RECOMMENDATIONS

PLANNING

During the annual site visit this year, educators indicated that a late start in planning had a significant impact on trainings, schedules, and time available for LST implementation. Additionally, at least one teacher reported scheduling/time to teach the entire LST curriculum as a problem during implementation this year. Madison County is encouraged to **begin planning discussions before the start of the 2023-2024 school** year so that there is sufficient time to confirm LST lesson placement, train new school-based instructors, and teach each lesson fully.

LESSON LENGTH

To ensure that lesson content and skills practice are successfully administered, it is recommended that 45-60 minutes be devoted to each lesson. LST instructors reported spending an average of 30-35 minutes on LST lessons, which fell below the recommended time range. Furthermore, at least one teacher disagreed that there was enough time in a class period to sufficiently cover LST material. CSPV recommends **scheduling ample time for all content to be covered, prioritizing core lessons before optional ones, and utilizing lesson carryover, as needed.**

SKILLS PRACTICE

LST teachers indicated utilizing each teaching technique, with discussion used most often. Observation data revealed that discussion was used most, followed by lecture, practice, and then coaching. To ensure time for skills practice, program guidelines advise that 50%-70% of class time is spent on practice. CSPV praises instructors' use of interactive techniques (i.e., discussion, coaching and practice) and recommends **expanding skills practice even more to further boost student engagement, participation, and skills acquisition**.

Encompass Training

ADDICTION POLICY FORUM

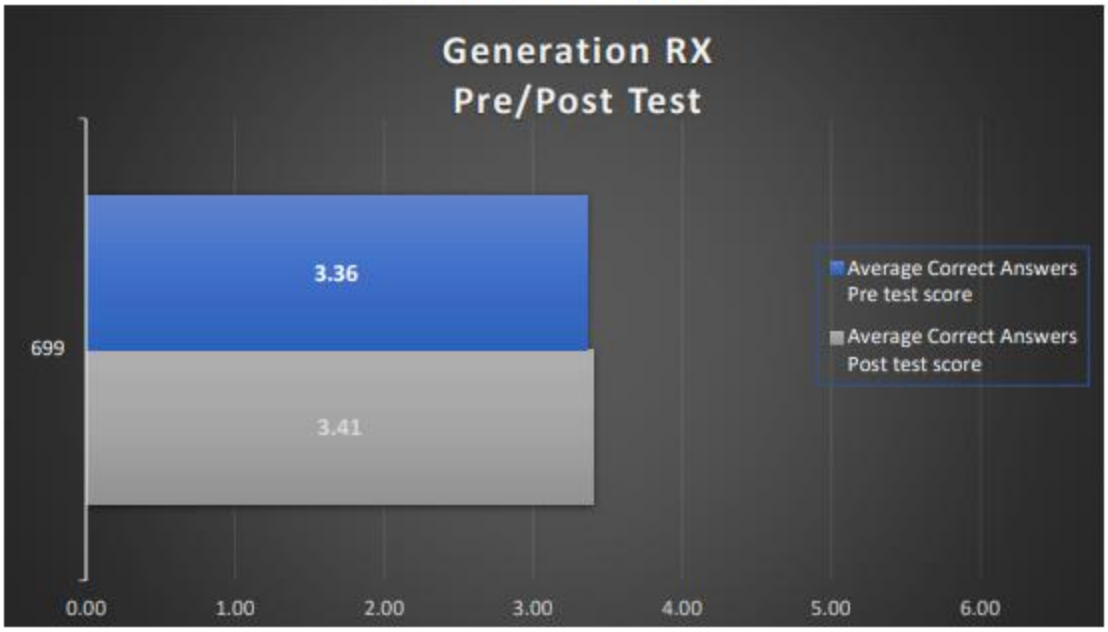
Date of training	Title of training	Presenter(s) name(s)	Presenter(s) knowledge of the material	Presenter(s) organization/preparedness	Usefulness of the handouts	The program held my interest	The objectives were met	How much did you know about the material taught in this program before attending?	How much do you know about the material taught in this program after attending?
6/13/2023	Ecompass	Taneah Matthews Amanda Hampton	4	4	4	5	5	3	5
6/13/2023	enCompass Trair	Taneah Matthews Amanda Hampton	5	5	5	5	5	5	5
6/13/2023	A comprehensiv	Taneah Matthews Amanda Hampton	5	5	5	5	5	4	5
6/13/2023	Navigating addic	Tanea Matthews and Amanda Hampton	5	5	5	5	5	3	4
6/13/2023	EnCompass	Taneah Matthews, Amanda Hampton	5	5	5	5	5	2	4

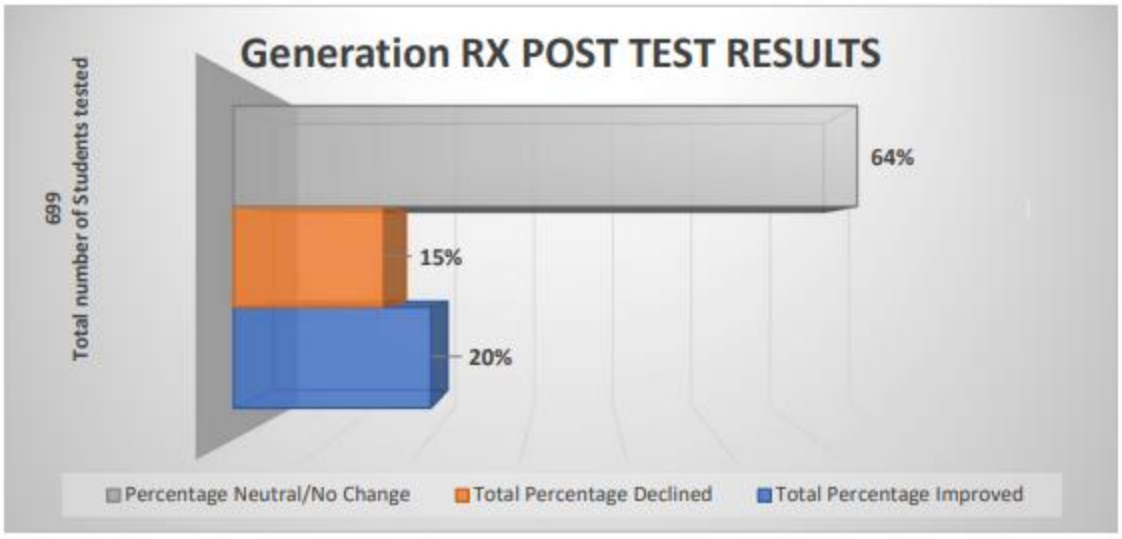
Please share at least two things you learned or two actions you will take as a result of this session	How relevant was this program to you and your job?	How confident are you in your ability to apply the new information you learned in this program back on the job?	How likely are you to have an immediate opportunity to apply the new information you learned in this program back on the job?	What obstacles, if any, might keep you from applying what you learned?	The length of the session was appropriate	Your overall satisfaction with this learning event
Signs of SUD Ways to help	4	4	4	Na	4	5
I'll look further into DBT Steps A and I feel more informed on how to approach conversations with families I encounter.	5	5	5		5	5
They YOP program and the resources for addiction services.	5	5	5	N/A	5	5
Additional Resources and drugs treating addiction	5	4	4	Some of it applied to prevention, which is not a part of my work	5	4
Having conversations tips, using new resources provided	5	3	5	Practice, experience	5	5

The best part of this training was:	What I wish had been included in this training:	Comments:
Booklets!	Na	Na
Interactive nature	N/a	N/a
Ability to use resources to enhance my skills surrounding addiction	N/A	N/A
The book is very helpful	Signs that someone is using	Presenters did a great job!
Support & Resources	Met my needs	

GenerationRx

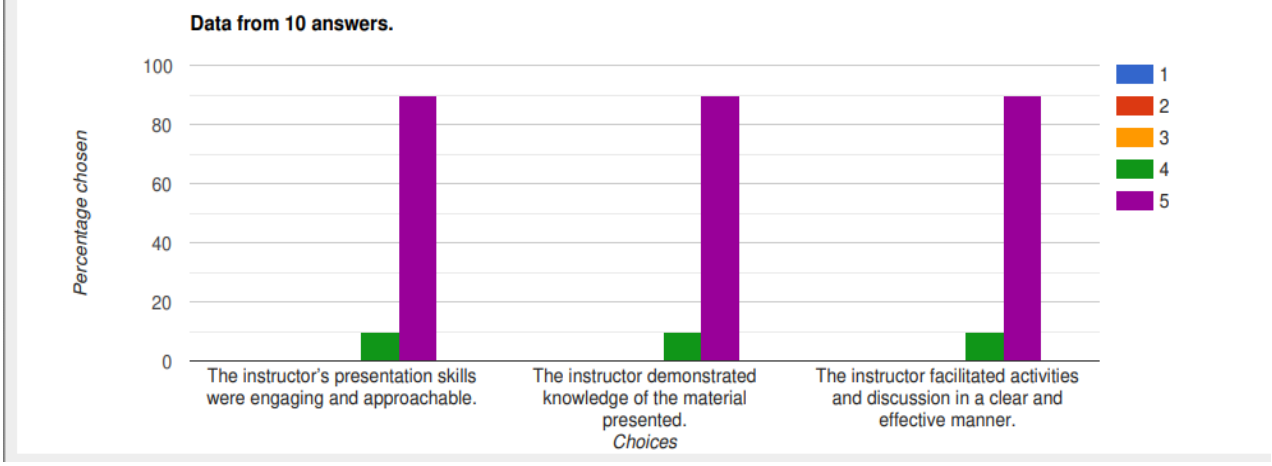
Madison County
Students 2022/2023





Mental Health FIRST AID®
from NATIONAL COUNCIL FOR MENTAL WELLBEING®

Please rate the following from 1 (strongly disagree) to 5 (strongly agree) regarding to Presenter #1.



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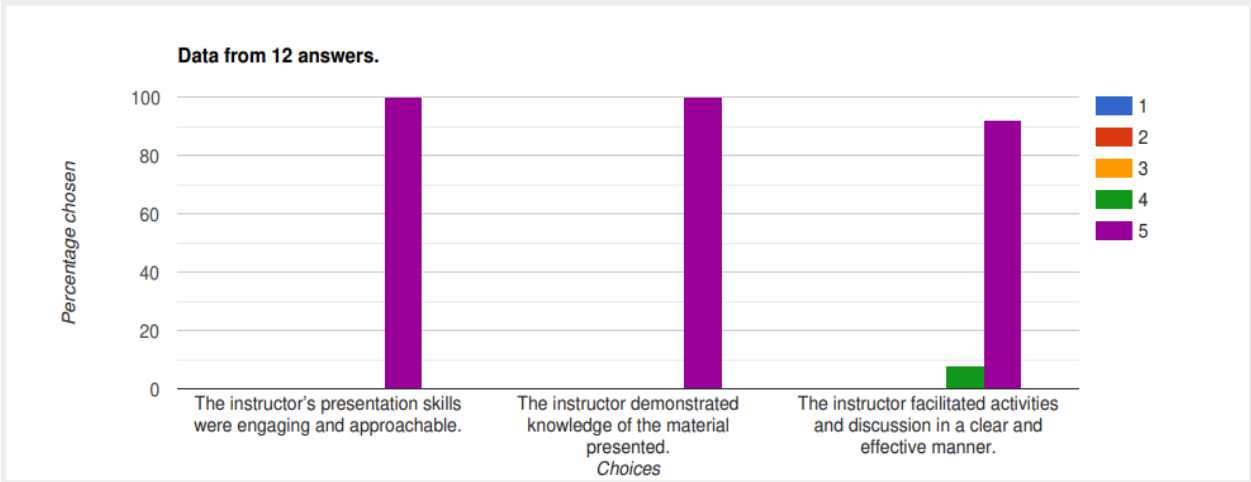

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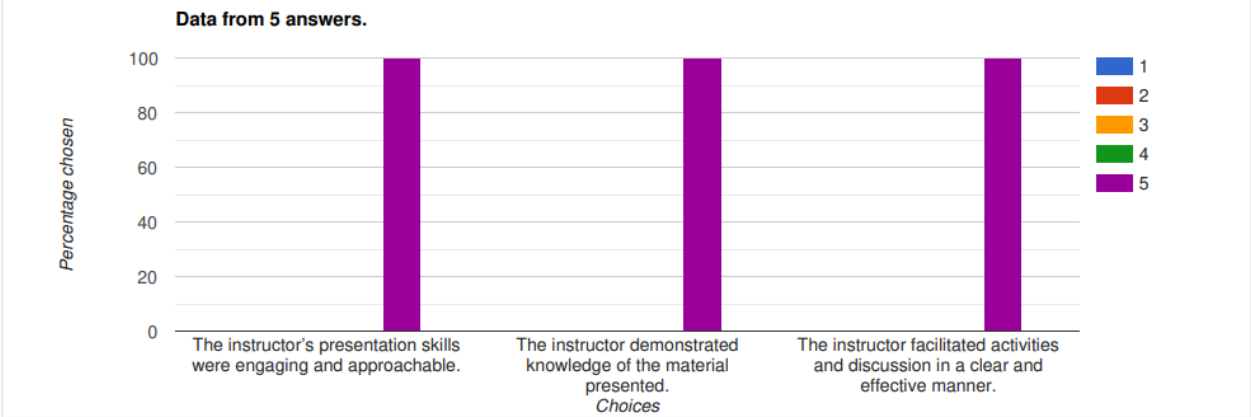

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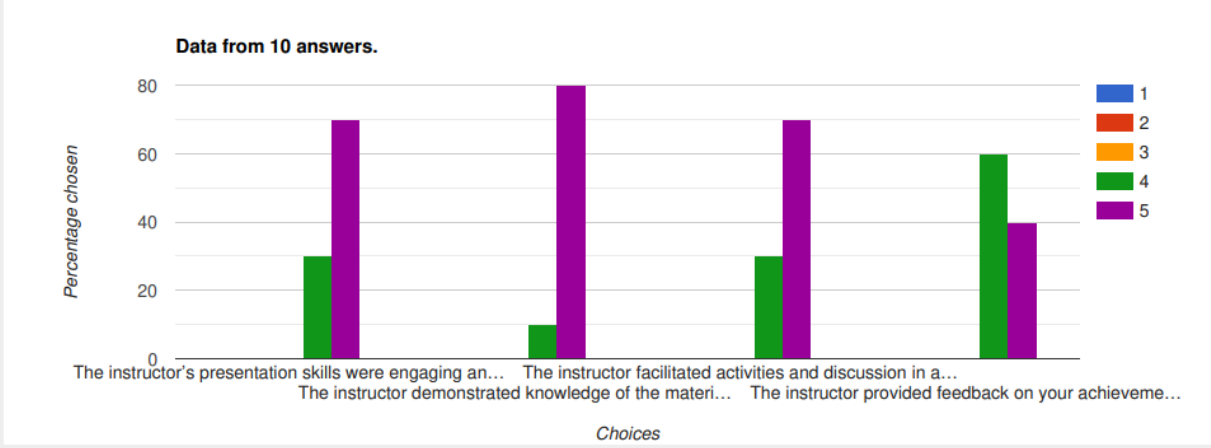

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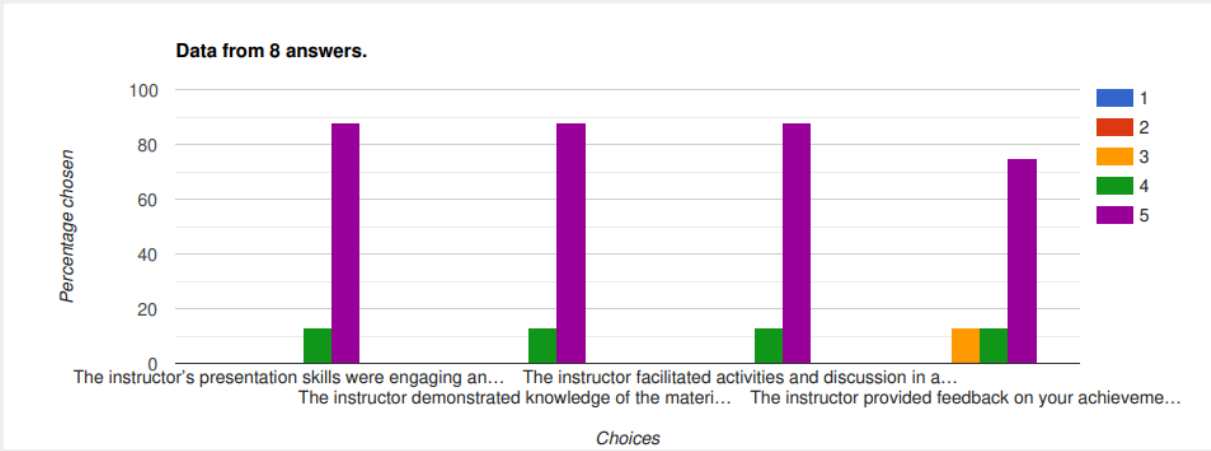

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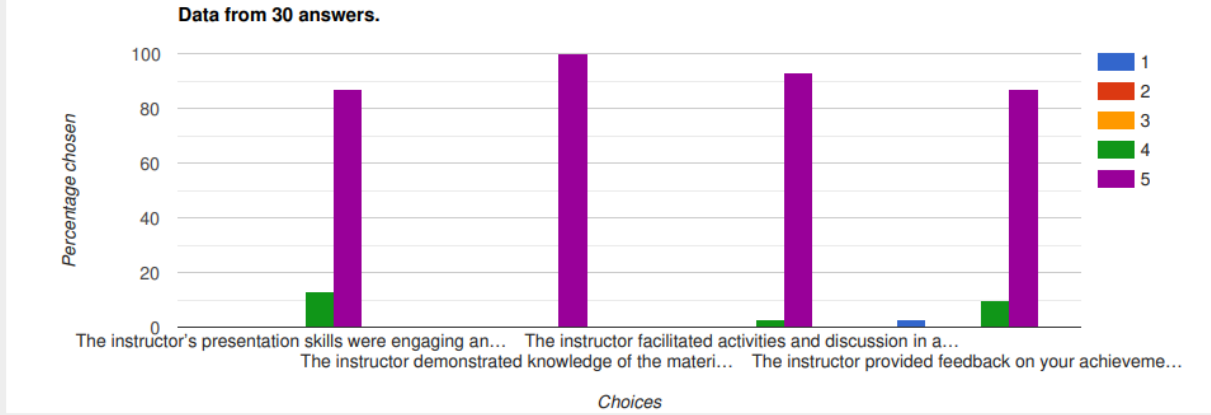

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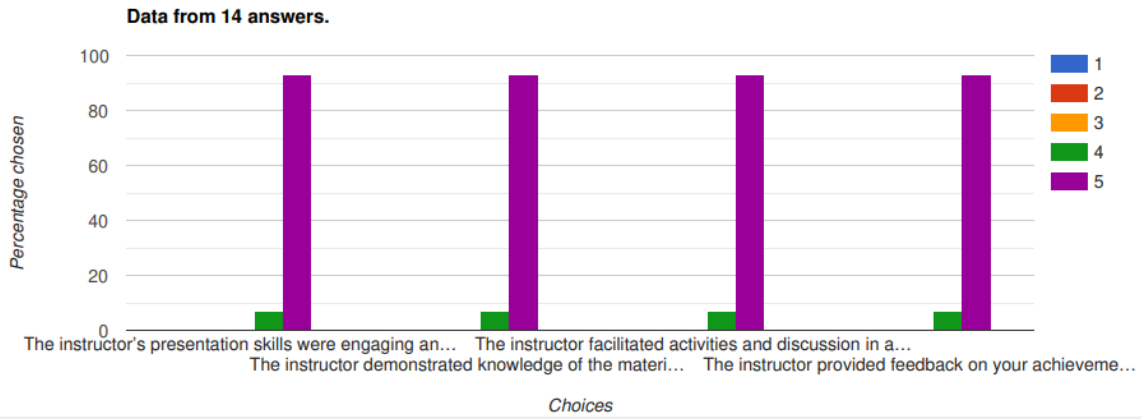


Other feedback for Presenter #1:

1. Enjoyed having Amanda as a presenter. She explained topics well and offered personal experiences that tied to the curriculum well that furthered my understanding.
2. The presenter did a great job to keep everyone focused on the important matters at hand, rather than getting off on tangents that aren't always the most important in the grand scheme of the content.
3. She did a good job all the way around.
4. She was very knowledgeable and very practical in what she presented today. Her experience and expertise in this area were very evident.
5. Amanda was extremely knowledgeable. She did a terrific job. I especially appreciate the manual to use for the future.
6. Thank you! Incredible job.
7. Awesome job!

Other feedback for Presenter #1:

1. She was great, very fun to listen to, kept everyone engaged, and truly has a passion for what she does and helping the community. she is awesome.
2. She is obviously passionate about her work. Appreciate the real-life stories she shared
3. Seemed to have taught the course before and knew what she was talking about. Included practical knowledge from working with youth in the local schools.
4. nope
5. She was wonderful!
6. Amanda was a wonderful presenter with knowledge, experience and passion for MHFA . I was very impressed with her knowledge of grants, agencies and outside help for people in her area(Madison County) as well as our county (Pickaway) and State / Federal Resources. Amanda was engaging, fun and perky.
7. Amanda was excellent! I was sending an email as soon as the class was over to my principal to see if we could get her lined up at our school. She is amazing.

Other feedback for Presenter #1:

1. nope!
2. Amanda did a great job responding to questions
3. More practical application of subjects learned would be great.
4. none
5. Amanda Hampton was fantastic. She kept the session running smoothly but at the same time gave us all adequate time and space to ask question and discuss various topics. She has a energetic and pleasing personality, which made it very easy to stay engage throughout the entire course. Her knowledge and teaching skills are superb that made the material easy to understand and absorb. She is a true asset to this course.
6. none, presenter was great
7. Presenter was knowlegable
8. she was very helpful and full of knowledge. Gave lots of helpful resources to use.
9. She was great!
10. Amanda was amazing. She was very knowledgeable on the topics discussed and she was able to answer questions to her fullest capability.
11. She did a great job and was great at engaging conversations and answering questions

Other feedback for Presenter #1:

1. Stacy Ray
2. provided additional local resouces
3. Amanda seemed well-practiced as both a MHFA-er and a presenter.
4. male
5. Excellent
6. N/A
7. Was difficult to hear at times due to her audio/microphone.
8. Amanda was very informative and clear.
9. Loved the integration of personal experiences and work background to connect with content.
10. Engaging and friendly presentation
11. Amanda
12. na
13. na
14. Excellent work. I thought you did a great job of leading the discussion. I also appreciated how you seemed to be coaching/teaching Stacy. Your leadership was admirable.
15. None
16. N/a
17. na
18. Engaging
19. Stacy Ray

Other feedback for Presenter #1:

1. n/a
2. N/A
3. She was very knowledgeable and informative.
4. Amanda offered a lot of insightful information about how this material applies in "the real world" and useful tips about how to begin applying it. The course flowed seamlessly while she was instructing so I was able to focus on the material and fully participate.
5. n/a
6. She was really fantastic, had a lot of practical application to the material and was very engaging!
7. Fantastic, consistent resources and personal experience provided.
8. I hope she feels better!

Other feedback for Presenter #1:

1. Amanda was great and I appreciated her style of presentation and insight
2. Amanda was very informative and transparent.
3. Amanda was an excellent instructor and facilitator. I appreciated her encouragement of other course members participating in discussions, although in hindsight I wish she had held slightly firmer boundaries to keep us on track (the final module felt more rushed than the others).
4. She was great!
5. N/A
6. Danny was our bi-lingual facilitator
7. thank you for taking time to teach others
8. Danny was very nice and super encouraging! I enjoyed his presence and expertise.
9. n/a

Other feedback for Presenter #1:

1. did a great job.
2. Amanda was great. She provided additional resources and went out of her way to help during the course.
3. very engaging, explained things simply, easy to follow, very well spoken
4. Loved her willingness and comfortability with having split off conversations as questions arose that brought up further discussion.
5. Awesome
6. Amanda mentioned that if a person isn't in a good mood then maybe suggest they not listen to Juice WRLD. I found that comment to be somewhat biased. I most certainly don't listen to his music but perhaps she could have said AC/DC or Juice WRLD so it covers different ethnic groups.
7. Amanda was great!! Passionate about the topic.
8. Amanda was engaging and thoughtful with her discussion of the topic content. I enjoyed learning from her and she was very encouraging!
9. Well done
10. N/A I love every second of it!! You guys rock!
11. very personable and helpfully forthcoming with life own life experiences and struggles
12. n/a
13. N/A
14. Amanda was a phenomenal presenter. I would definitely be interested in taking courses offered by her in the future.

I was in the most recent MHFA Class at Wright State and wanted to thank you. The information was very helpful and timely.

For me, the topics covered hit very close to home. The team I oversee (92 staff) endured three deaths last year, two of which had a mental health component. On top of that, my eldest child's (19yo) mental health struggles became very apparent late last year. In fact, the day before this training, she went to the ER and is currently spending a few days in a behavioral health facility. She is safe, no physical harm done and in a better place now. She recognized signs that caused her to reach out both to her therapist and to me and had her brother take her to the ER. I'm taking that as a good sign that she was able to self-identify how she was feeling and took appropriate action, but the whole experience is very challenging as a parent. Your continued focus on self-help throughout the session was much appreciated in light of this.

Again, it's excellent work you do and I'm glad that I was able to participate in the training. Thank you!

- Michael Stankas

Just wanted to thank you for your teaching of the YMHFA course. I completed the other modules and downloaded my certificate. I enjoyed the course immensely and will apply the knowledge and skills that I learned in my work environment and personal life immediately. Your professionalism, high skill set, and pleasing personality was a major factor in making the course enjoyable. Your energetic and non-threatening manner kept us all engaged that allowed us to absorb and easily understand the material. Thanks again for your help. Your company has a great asset in you.

- Larry Starr

I wanted to thank you for the class. In full disclosure, I tend to roll my eyes when these type of opportunities cross my path, immediately dismissing anything I consider “corporatized Dilbertisms” … but after going thru the pre-work, and then the actual class… I know better now. And appreciate it. If you only knew how seldom that happens for me.

The two things that really affected me were your real-life examples that you kept apologizing for. Don’t ever apologize for those, I thought they were extremely helpful, turning abstract concepts into real-world relatable examples.

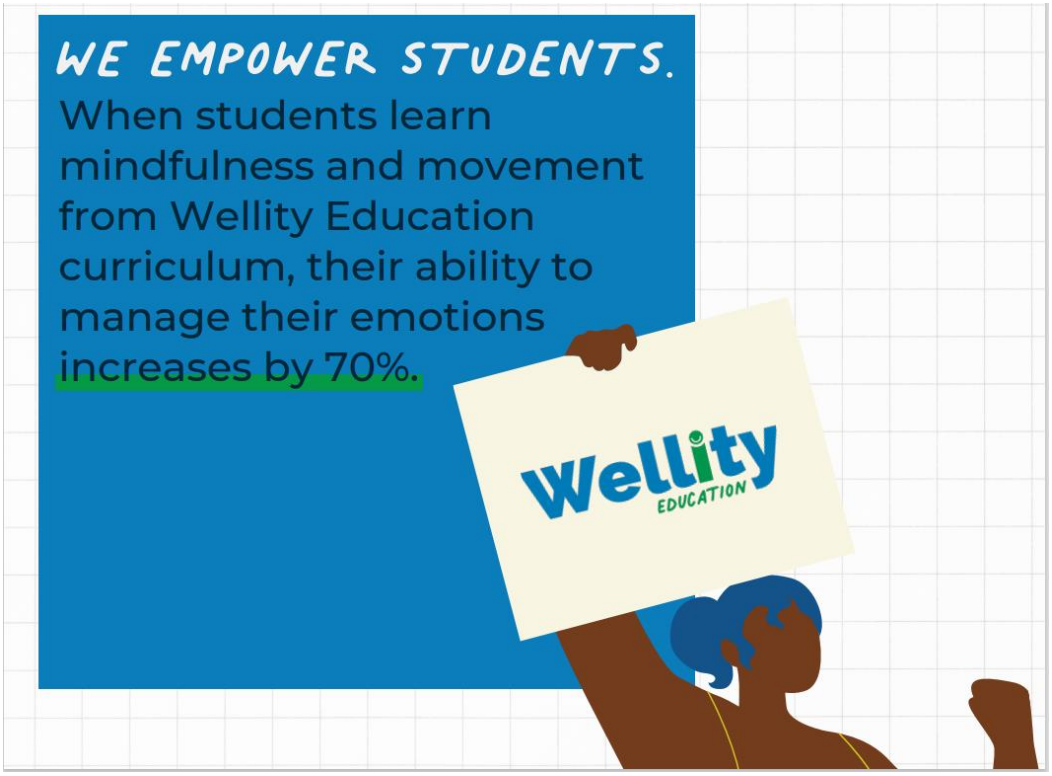
The other thing was when you went all nerd-girl or science geek… that drew me in as well. I have to assume most of the HR professionals on the call likely have some background in psychology, in classes/training, if not actual work experience in it. In my experience, most business HR partners are more transactional, looking at behaviors and outcomes rather than the root causes for that behavior. So when you brought up the topic of the physical makeup of the brain and its development and how it interacts with mental health… I could listen to that all day long. I’m a huge fan of Sam Harris. I don’t know if you’ve heard of him or not. He’s written books and does many speeches/lectures/podcasts on atheism and related social issues. However, his background is neurology. Once in a while I get lucky and find someone posted videos on Youtube where he discusses how the brain, chemistry, electrical impulses, etc. all work together. I find that an absolutely fascinating topic.

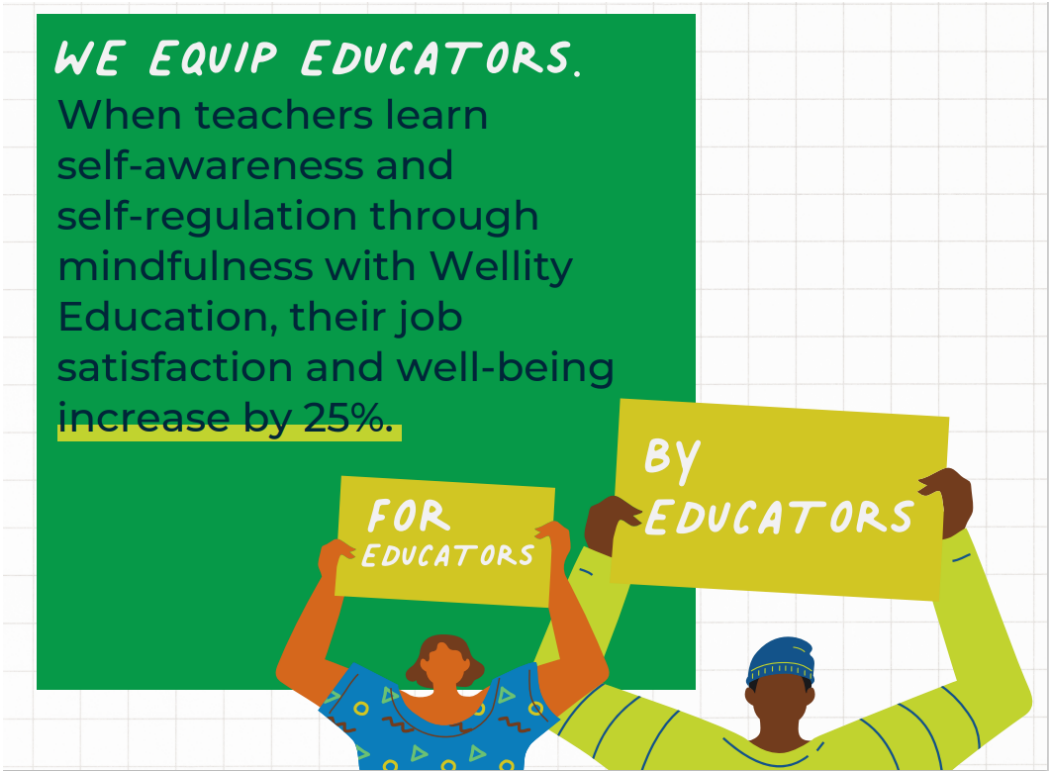
Any ways, probably shared more than I needed to, but wanted you to know how much I appreciated yesterday’s class with some context and encourage you to continue with those two tools. Real life examples and science geek.

Again, thanks so much. I really appreciated the training.

- Matthew Gorton

Mind and Body Enrichment





All Responses

#	Eval ID	Name of Workshop	Overall Rating	Presenter Passion/Knowledge	Recommend?	Learn/Take-Away	Suggestions
Name of			SUM 94				
1	2...	Mind and Body E...	★★★★	Yes	Yes	I learned how to calm my body easier and being able to control my thoughts.	More time to relax
2	2...	Mind and Body E...	★★★★	Yes	Yes	I learned that yoga and meditation would be very beneficial to clearing the mind	It was fantastic
3	2...	Mind and Body E...	★★★★	Yes	Yes	You gotta be relaxed and understand your mind and body.	It was awesome, I'd just say more time cs it was really really good mane.
4	2...	Mind and Body E...	★★★★	Yes	Yes	I learned that being observant , mindful, and working my body to destress it does wonders to the mind.	Make it longer for more nap
5	2...	Mind and Body E...	★★★★	Yes	Yes	how to do yoga and how to just let ur mind be clear	more relaxation time
6	2...	Mind and Body E...	★★★★	Yes	Yes	how the mind and body works together	more relaxation
7	2...	Mind and Body E...	★★★★	Yes	Yes	I learned that yoga is something I can add before a workout that can prevent me from injury.	Nothing I loved it!!
8	2...	Mind and Body E...	★★★★	Yes	Yes	Breathing can significantly improve emotional and physical state	No way really unless there is a way to include people based upon the group

#	Eval ID	Name of Workshop	Overall Rating	Presenter Passion/Knowledge	Recommend?	Learn/Take-Away	Suggestions
9	2...	Mind and Body E...	★★★★	Yes	Yes	What I learned from this workshop is that yoga can relieve stress and anxiety that I was holding inside, and make my body feel at ease	This workshop is pretty fine, and I don't really see any way for it to be I proved
10	2...	Mind and Body E...	★★★	Yes	Yes	I learned about how important self awareness is. I also learned of poses that help to strengthen and calm my body and mind that I can use in my life.	I feel that this workshop was very relaxing and good so I don't have anything that should be improved.
11	2...	Mind and Body E...	★★★★	Yes	Yes	I learned to focus my brain, body, and breath.	There wasn't a lot of room to spread out.
12	2...	Mind and Body E...	★★★★	Yes	Yes	I learned that truly regulating your breathing can change the your situation so much mentally	Longer nap time
13	2...	Mind and Body E...	★★★★	Yes	Yes	Yoga helped take tension away from my body since I was stressed. I learned that it can help my body relax which can then relax my mind.	Longer session for more relaxation.
14	2...	Mind and Body E...	★★★★	Yes	Yes	I learned that doing yoga or meditation and listening to your body can calm your thoughts, emotions, and feelings in a positive way that relaxes the mind.	I think this workshop is great needs no improvements.
15	2...	Mind and Body E...	★★★★	Yes	Yes	Yoga makes me calm and stressed. Only stressed if I can't do a pose or don't know how.	It was great!
16	4...	Mind and Body E...	★★★★	Yes	Yes	I loved the mindfulness	It was good
17	4...	Mind and Body E...	★★★★	Yes	Yes	I was able to get a great coping mechanism when I'm stressed	Nothing

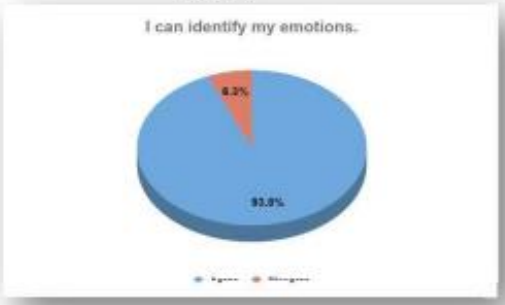
#	Eval ID	Name of Workshop	Overall Rating	Presenter Passion/Knowledge	Recommend?	Learn/Take-Away	Suggestions
18	4...	Mind and Body E...	★★★	Yes	Yes	it took away my stress but it was still lowkey funny.	yea a lil bit, by making it more yoga like.
19	4...	Mind and Body E...	★★★★	Yes	Yes	Breathing	More breathing
20	4...	Mind and Body E...	★★★★	Yes	Yes	how to manage stressful situations, and relaxing	n/a
21	4...	Mind and Body E...	★★★★	Yes	Yes	that yoga can really calm and bring your whole mood to a different level	some calming music
22	4...	Mind and Body E...	★★★★	Yes	Yes	how to calm urself	nothing everything was good
23	4...	Mind and Body E...	★★★★	Yes	Yes	I learned that I don't like yoga	No improvement needed
24	5...	Mind and Body E...	★★★★	Yes	Yes	How I can sleep better	It fine already
SUM	8252		SUM 94				

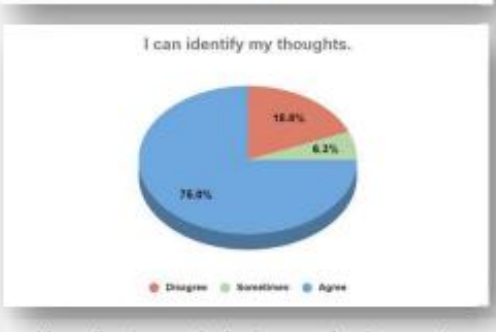
Youth Yoga PROJECT

Madison County

Self-Awareness

Before





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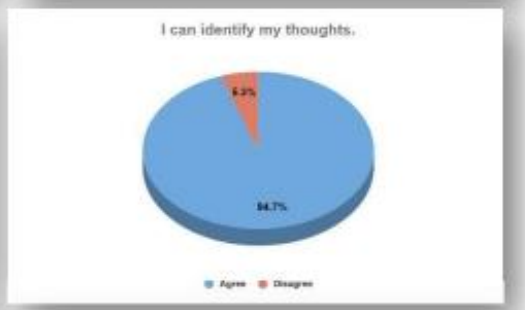
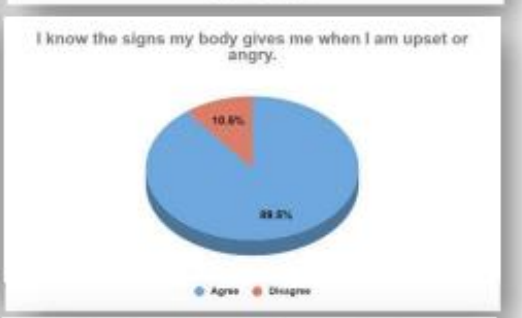
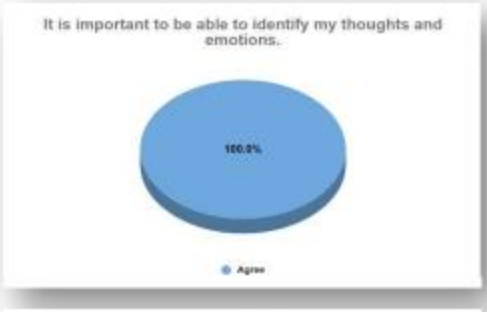


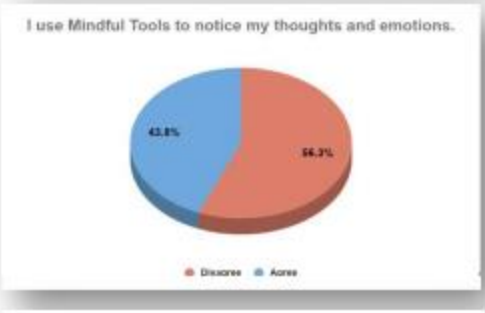


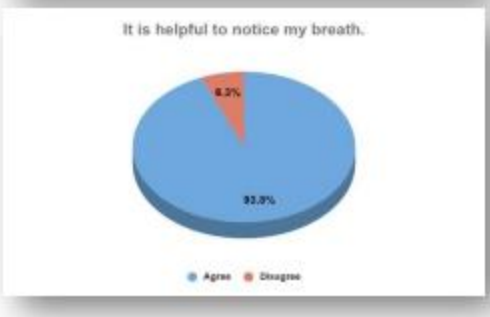
Youth Yoga PROJECT

Self-Awareness

Before







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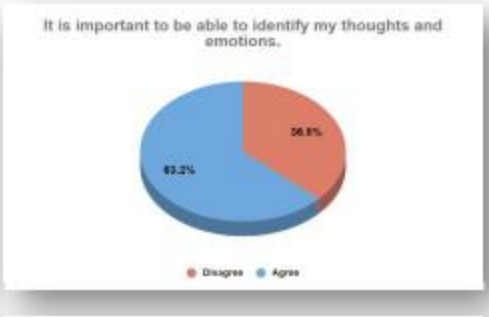
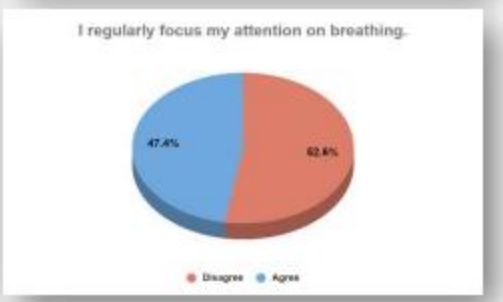
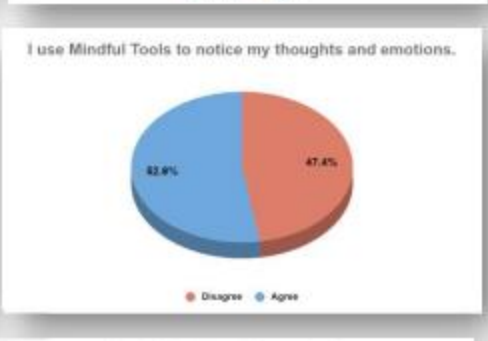


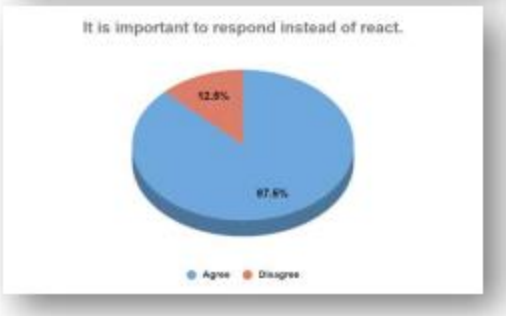




Youth Yoga PROJECT

Self-Management

Before



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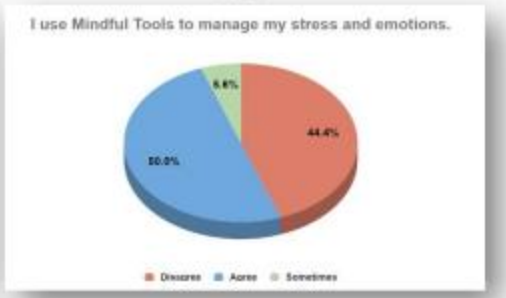
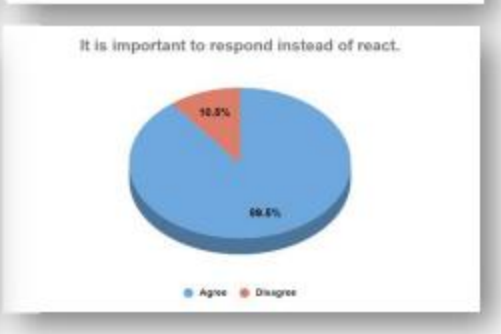
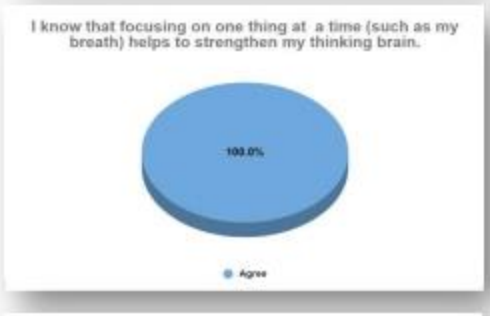


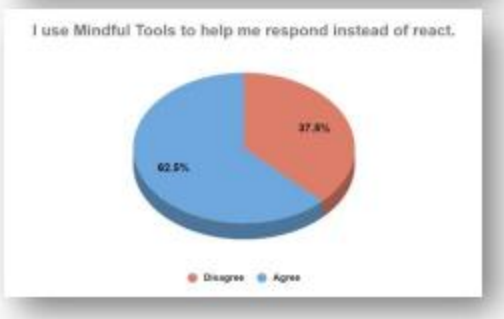


Youth Yoga PROJECT

Self-Management

Before





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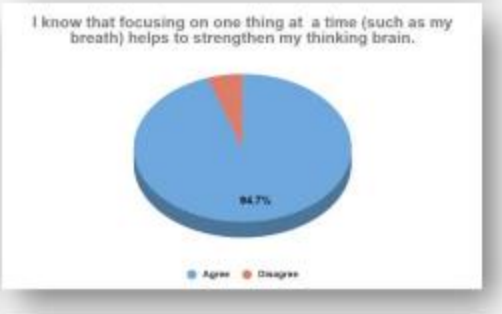
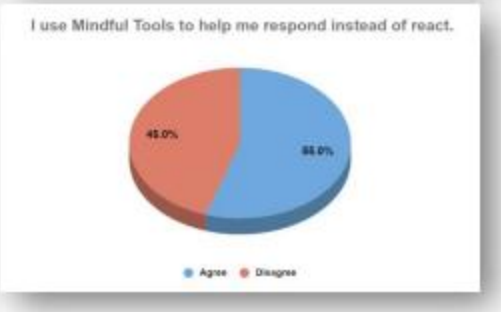
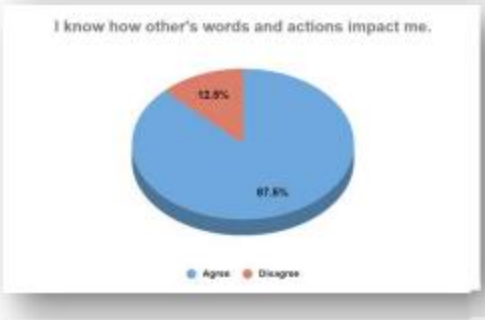


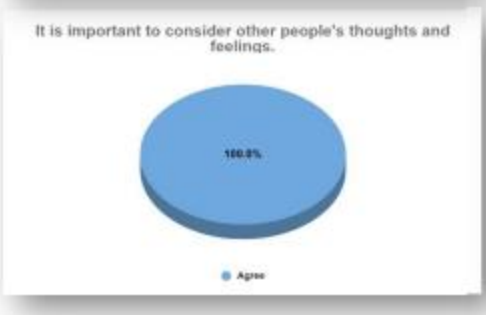


Youth Yoga PROJECT

Social-Awareness and Relationship Skills

Before





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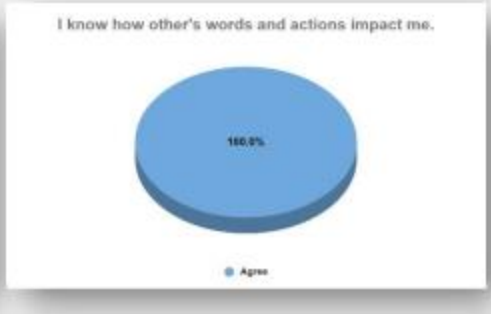
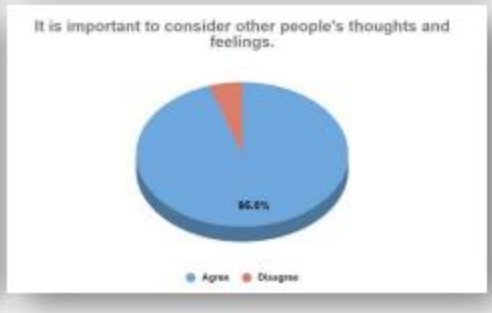
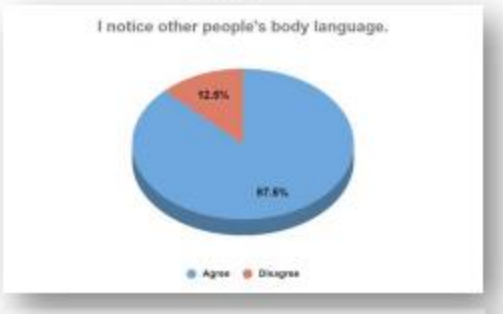


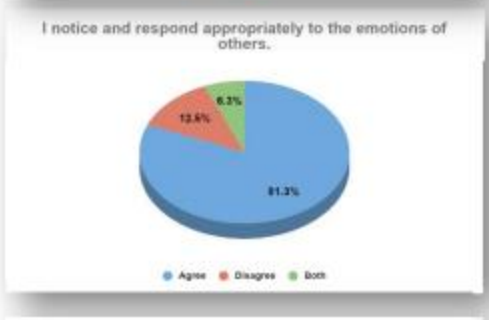


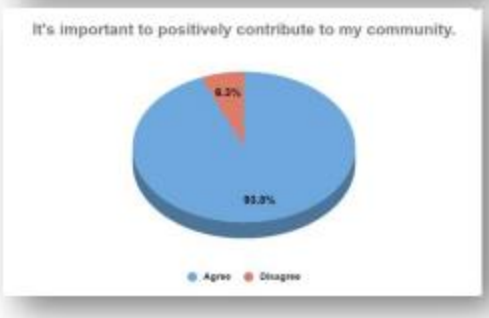
Youth Yoga PROJECT

Social-Awareness and Relationship Skills

Before







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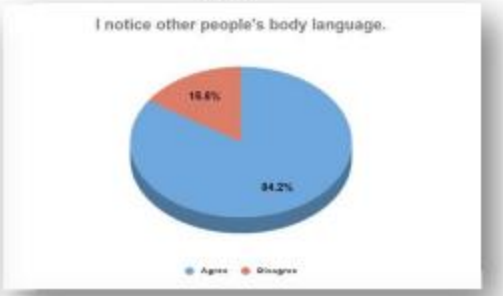
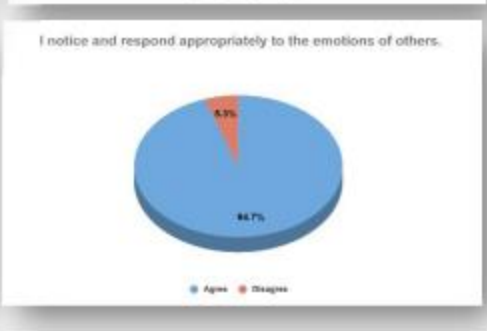
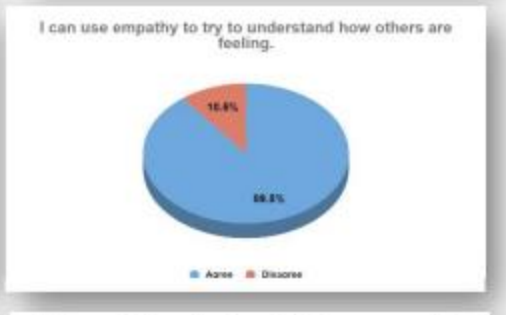
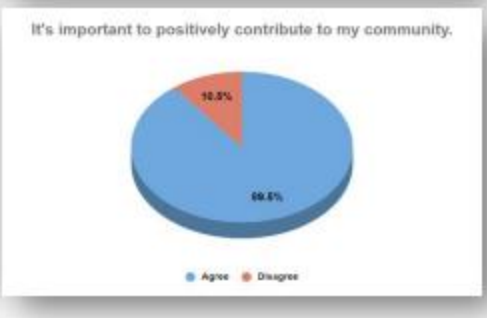




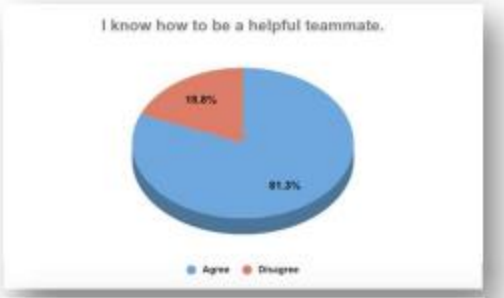


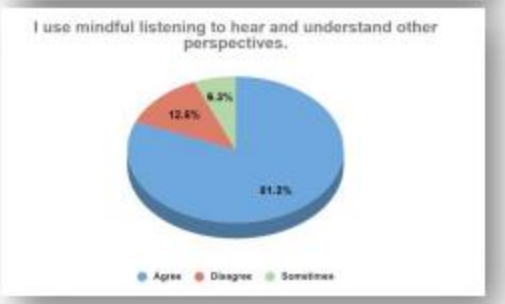


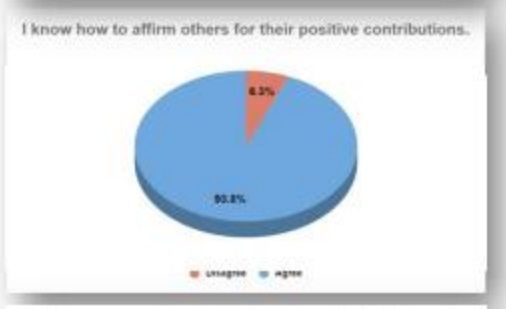
Youth Yoga PROJECT

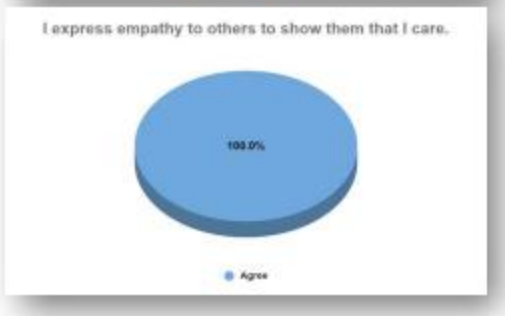
Social-Awareness and Relationship Skills

Before









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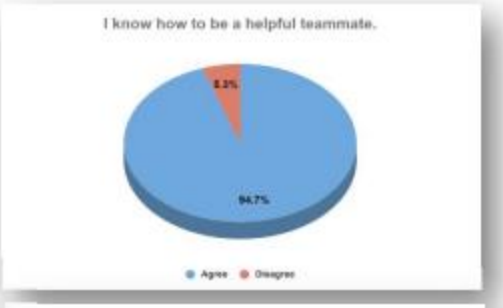
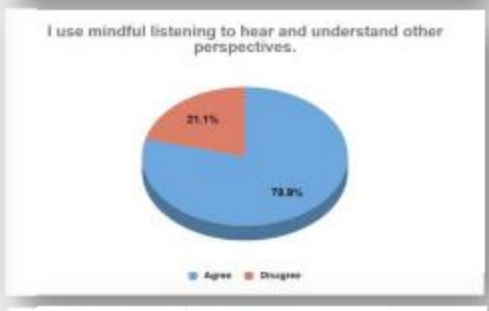
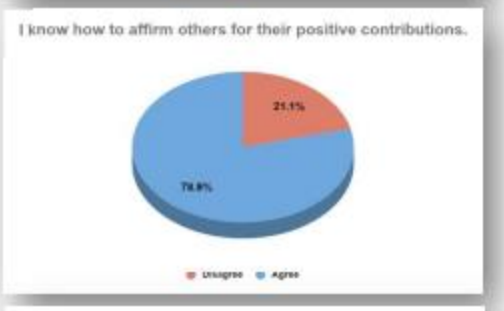
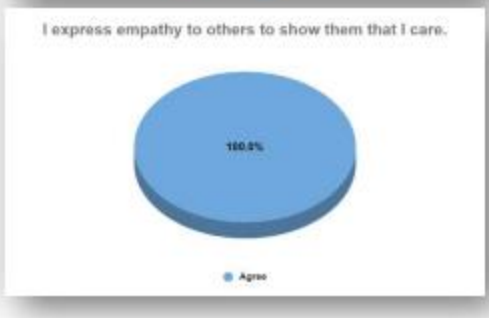




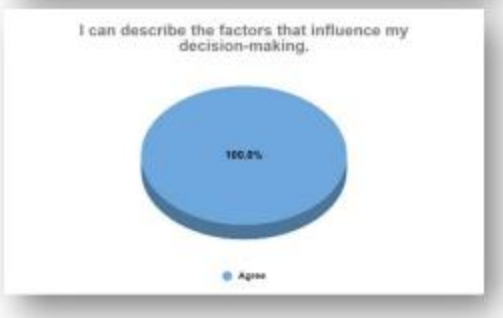


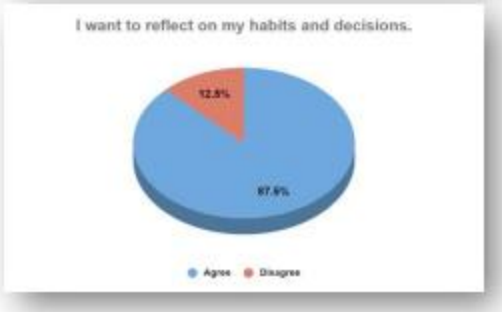


Youth Yoga PROJECT

Responsible Decision-Making

Before





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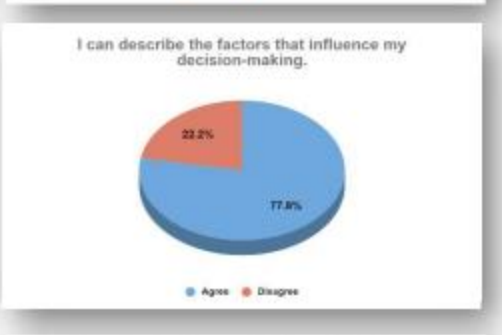
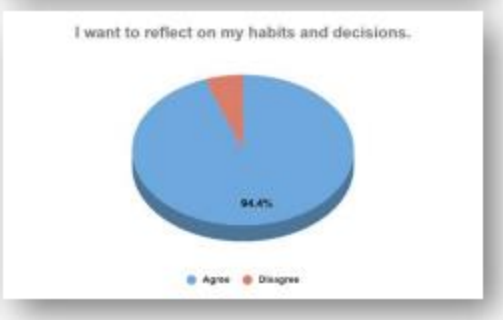
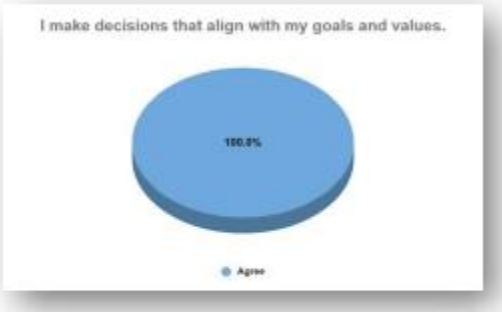
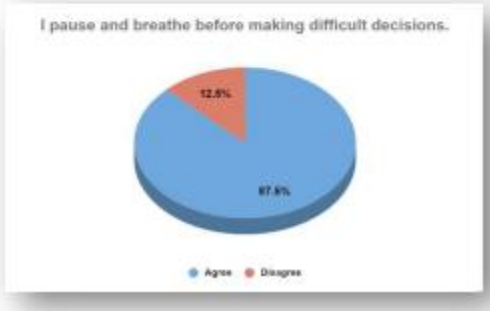




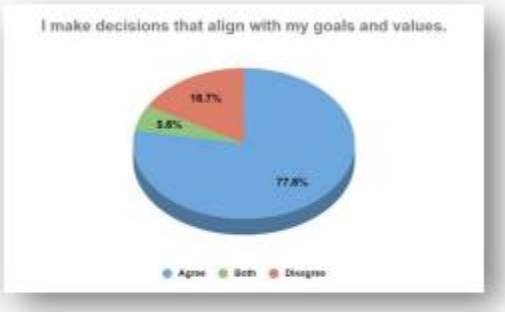
Responsible Decision-Making

Before





After



What happens to your brain and body when you are experiencing a

Before

I deep breathe/take deep breaths
Shaking
I get stressed.
I get really warm and sweat.
IDK
Anger and stress.

When my brain experiences stress or anger
I take a moment to do some breathing.

After

A lot of stuff.
A lot of stress.
and cant seem to feel better.
Stress, depression
I tense up and have negative thoughts.
I can feel pressure in my stomach and
Lose focus. All over the place.

My brain gets foggy and tend to jump to conclusion. I react before I research.
Everything hurts and its hard to breathe.
tense muscles
I deep breathe/take deep breaths
Shaking
I get stressed.
I get really warm and sweat.

Sometimes I get angry or upset when I feel stressful/negative emotions and I sometimes take it out on others. I know it's not a good thing to do so I want to work on it.
I tend to black out in emotion.

Youth Yoga PROJECT

How do you support and contribute to your community?

Before	After
Keep my job	By being a nice person.
I don't know	I am a coach.
I don't but I try	Continue to work with youth as mentor and help make goals and plans of actions.
I go the help house	I am all about community. I do anything and everything.
By offering support and guidance	I support everyone because I truly believe everyone has a different purpose and i believe everyone deserves to know theirs.
Community hours/help house	Help out in the community events.
Not go outside.	Various ways through my job.
IDK	Recycling, offering help
Sports	I run young men's group I life coach I do basketball training
I be nice.	I do a lot of church activities
Make sure its kept clean.	
By being a good human.	

Youth Yoga PROJECT

What do you do when you need to calm down?

Before	After
Smoke	Listen to Music
Think about Positive things .. be by myself	Sleep
Listen to music	Listen to music
breath and stay calm	Breathe Walk away
the 12345 thing with the hand	Community hours/help house
Go outside and visit the spirits of nature.	I breath and talk a walk.
Take deep breaths, Listen to Music	Go for walks or stay to myself.
Sleep	I tend to get myself out of the situation that is stressing me out.
Listen to music	Just go to my room
Breathe, Walk away	Drive in my car quietly.
I breath.	Find a way to be by myself.
Stay to myself.	Take time to myself. Also helps to talk w my husband.
When I am calming down. I give myself a moment to think and breath while I think about my next move.	Walk, talk about it.
	I take deep breaths and so something tha t I enjoy doing to get my mind in the right place.
	Listen to music.
	I take a sec and try yo think about everything from every angle.
	Walk, Breathe
	I workout, Go fishing, Read my Bible
	Listen to music
	I read, pray ,watch funny Tv show

Youth Yoga PROJECT

Would you consider yourself a responsible decision-maker? Why or why not?

Before	After
No! Because I cant think when I do stuff	I am getting better at decision making, yes
At the current moment no	Definity not.
No, I take risks a lot	Some what
Yes	Yes because I manage my daily life and don't h
No, I do dumb stuff	Yes, sometimes
No and yes. because it can be good or bad	Sometimes I do and sometimes I don't.
Yes and no. It's if I feel good or not	Yes at times, when I'm in a good mood, or my mind is clear I can make good decisions. Stressed out under pressure I make horrible decisions.
I do, there are no decision that I make without first consider	Yes because I think before I do things.
I am getting better at decision making, yes	Yes
Definity not.	I try to be.
Some what	Yes. I try to consider others around me and look for input when necessary. I want to make choices to benefit the team not just myself.
Yes because I manage my daily life and don't have much free time.	Yes because I have to be.
Sometimes.	Sometimes. I always try my best to make the right decision in every situation but sometimes there are options that sound better but are actually more unhealthy.
	No because I act before I think.
	Mostly, I still make irresponsible decisions every now and then.
	No, but I'm working on it.
	I know that every decision I make is bigger than me.
	I don't just rush into anything.

MINIMIZE RISK MAXIMIZE LIFE – MRML was developed based on highly accepted theories that sit between the prevention & early intervention space on the Behavioral Health Continuum of Care. Since most of the individuals that receive the MRML education already have "some" experience with alcoholic beverages, meeting them where they are at is very important. This is not an abstinence-based approach but does encourage individuals to assess their own use with adult beverages and make changes if needed.

MRML was designed to fill a gap. There are lengthy programs in existence that are provided to intervene when adults have already begun experiencing problems related to their alcohol choices. This 2-hour program is preventive, providing research that explains biology and risk to help adults adopt healthy guidelines that lower risk of alcohol-related problems.

Models/Theories used:

1. Motivational Interviewing – is a practical theory of change that is person-centered and geared toward strengthening personal motivation by exploring current and future behavior. It starts with global concepts and moves to more personal reflection and a plan of action. (Miller & Rollnick, 1983, 1995, 2009)
2. Trans-theoretical model of behavioral change (TTM) or better known as Stages of Change Theory (Prochaska & DiClemente, 1983) -explains an individual's readiness to change their behavior. It describes the process of behavior change as occurring in stages as follows:

Pre-contemplation: There is no intention of taking action.
Contemplation: There are intentions to take action and a plan to do so in the near future.
Preparation: There is intention to take action and some steps have been taken.
Action: Behavior has been changed for a short period of time.
Maintenance: Behavior has been changed and continues to be maintained for the long-term.
Termination: There is no desire to return to prior negative behaviors.

MRML meets the attendee at their current stage (typically 1, 2, or 3) and attempts to move them to the next stage, as needed. Our goal for the class in that all participants walk out with the intent to change their behavior regarding drinking (if not low risk) and have a completed action plan.

MRML is committed to these theories because they support the concept of self-efficacy. Self-efficacy refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments (Bandura, 1977, 1986, 1997). Self-efficacy reflects confidence in the ability to exert control over one's own motivation, behavior, and social environment.

Our Program Evaluation

Course evaluation/Results (n= 108):

Knowledge change – the percent of course participants who identified that going through MRML increased their understanding of the following content.

- Media influence on alcohol use = 78%
- Alcohol influence on personal wellness = 78%
- Understanding of what a standard drink is = 81%
- Understanding of what the low risk drinking guidelines are = 75%

Intention to use information for Behavior Change:

- Participant intends to use the information about alcohol to make low risk choices regarding their own drinking behavior = 91% (and if yes, in what way?) Most of them do share how.
- Participant intends to use the information from this course to talk to others about low-risk drinking = 91% (and if yes, who?)

Participant Satisfaction has two measurements:

- Participants share whether the program has helped them (and why/why not) = 94% said YES
- Participants share whether they would recommend the program to a friend = 100% said YES

Participants comments:

- Such programs bring more awareness hence it should be done more often
- This was a great session! I recommend that more people take it. Please continue to offer it
- It really taught me a lot about smart and responsible alcohol consumption
- Very informative and lots of cool facts and tips I didn't know before
- Worth my time
- Gave me good information to share with friends
- I didn't know a lot of this and how alcohol impacts so many areas of your life

DATA that informs need for this adult prevention program:

The CDC estimates 151,736 years of potential life is lost to excessive alcohol use each year.

According to the 2021 National Survey on Drug Use and Health (NSDUH), 16.6 million young adults ages 18 to 25 (49.7% in this age group) reported that they drank alcohol in the past month.[1,2] This includes:

- 8.1 million males ages 18 to 25 (48.5% in this age group)
- 8.7 million females ages 18 to 25 (51.8% in this age group)
- 10.1 million White young adults ages 18 to 25 (57.2% in this age group)
- 1.8 million Black or African American young adults ages 18 to 25 (39.8% in this age group)
- 643,000 Asian young adults ages 18 to 25 (32.9% in this age group)
- 430,000 young adults of two or more races ages 18 to 25 (47.2% in this age group)
- 3.5 million Hispanic or Latino young adults ages 18 to 25 (44.8% in this age group)
- 4.8 million full-time college students ages 18 to 25 (51.8%) and 11.8 million other persons of the same age (49.0%)

According to the National Center for Drug Abuse Statistics:

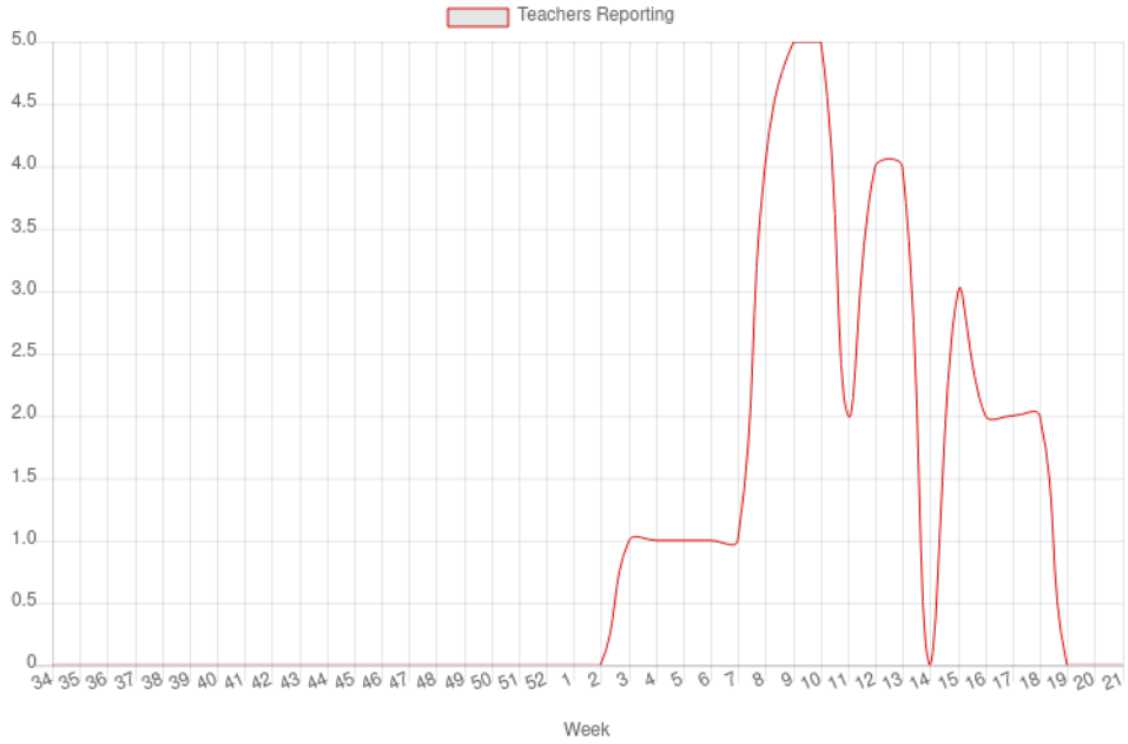
- An average of 5,739 annual deaths in Ohio are attributable to excessive alcohol use.
- The 5-year average annual rate of excessive alcohol deaths per capita in Ohio increased by as much as 56.1% from 2015 to 2019.
- 2.63% of people in Ohio who die from excessive alcohol use are under the age of 21.
- 53.7% of alcohol-related deaths are due to chronic misuse.
- 22.5% of acute-alcohol related deaths are due to suicide.
- Suicides involving alcohol kill more people than car accidents involving alcohol, which account for 16.1% of acute-alcohol related deaths.

The National Institute for Drug Abuse found that:

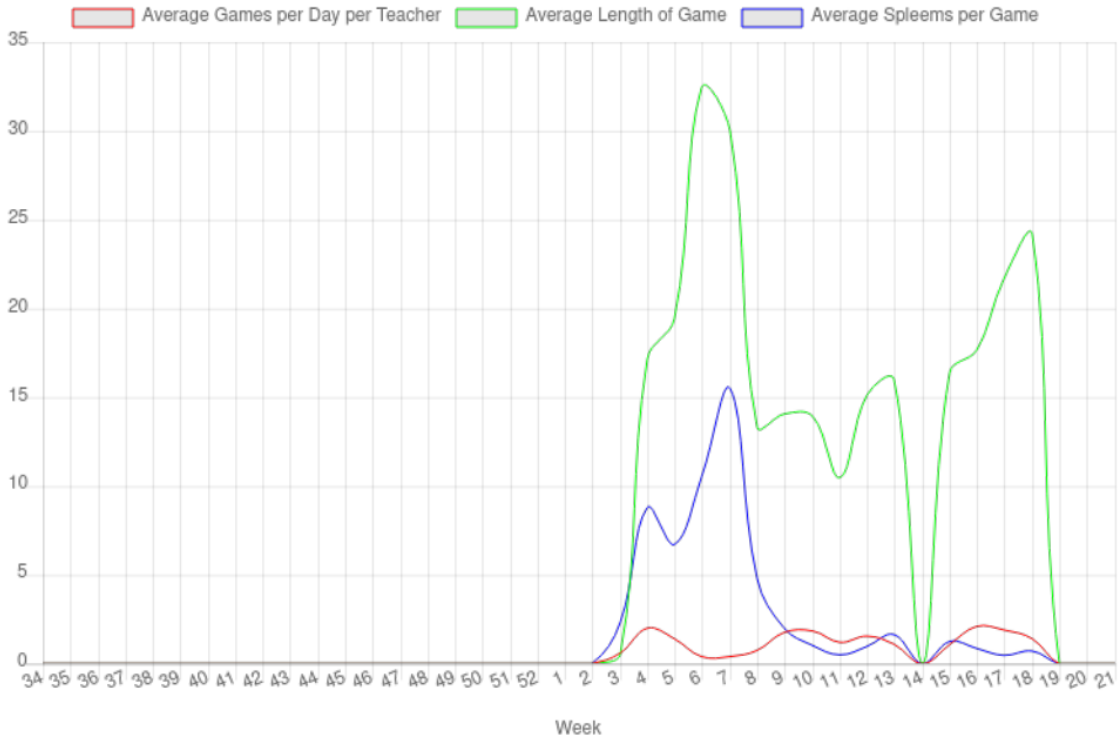
- Excessive **drinking** within the military is estimated to result in a loss of 320,000 workdays and 34,400 arrests per year, half of which are for driving under the influence. Finally, these data indicate that each year excessive alcohol use results in 10,400 active-duty military being unable to deploy and 2,200 being separated from service duty.
- It is challenging to compare overall rates to the nonmilitary population because service personnel tend to be younger and have a higher percentage of males, putting them at greater risk in general.[2] However, increased combat exposure involving violence and trauma experienced by those who serve result in an increased risk of problematic drinking. The 2015 HRBS report concluded that across all services, 5.4 percent of military personnel were heavy drinkers compared to 6.7 percent in the general adult population reported in 2014.
- A 2017 study examining National Survey on Drug Use and Health data found that, compared to their non-veteran counterparts, veterans were more likely to use alcohol (56.6% vs 50.8% in a 1-month period), and to report heavy use of alcohol (7.5% vs 6.5% in a 1-month period). Sixty-five percent of veterans who enter a treatment program report alcohol as the substance they most frequently misuse, which is almost double that of the general population.[5]

Any preliminary data that is reported since Covid indicates that these numbers continue to climb in a negative direction.

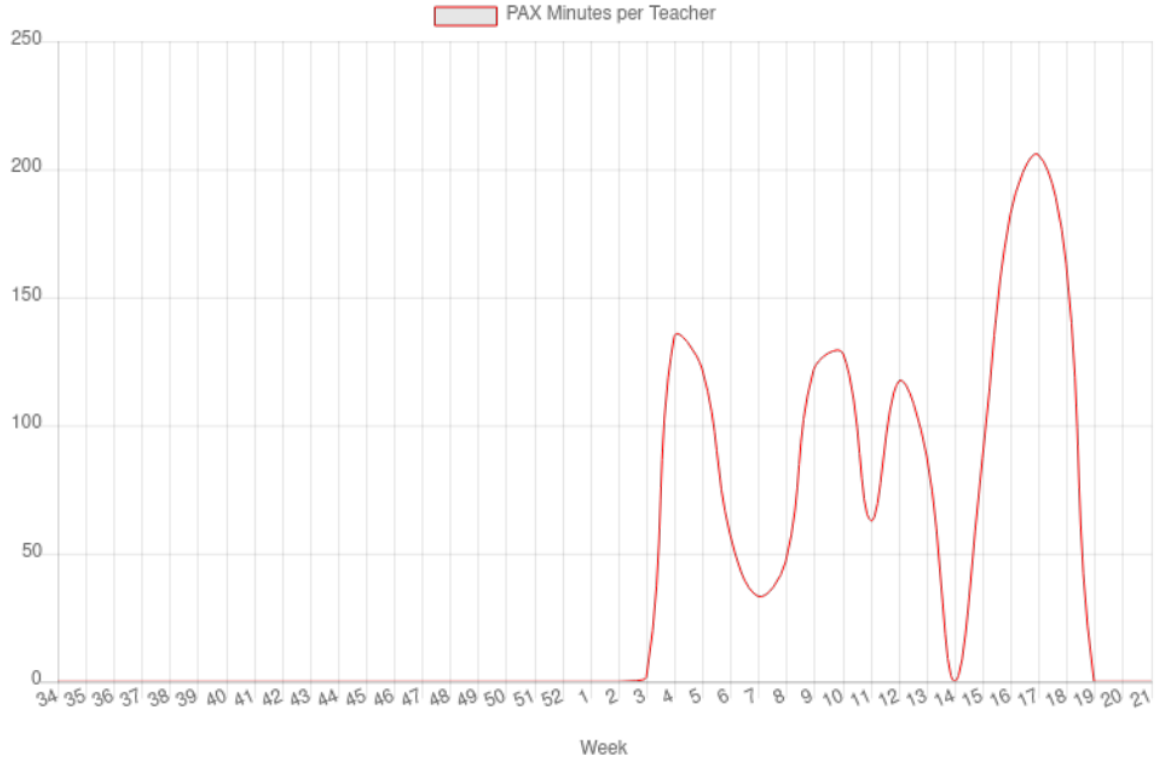
Madison-Plains Local School District - All Schools - All Grades



Madison-Plains Local School District - All Schools - All Grades



Madison-Plains Local School District - All Schools - All Grades



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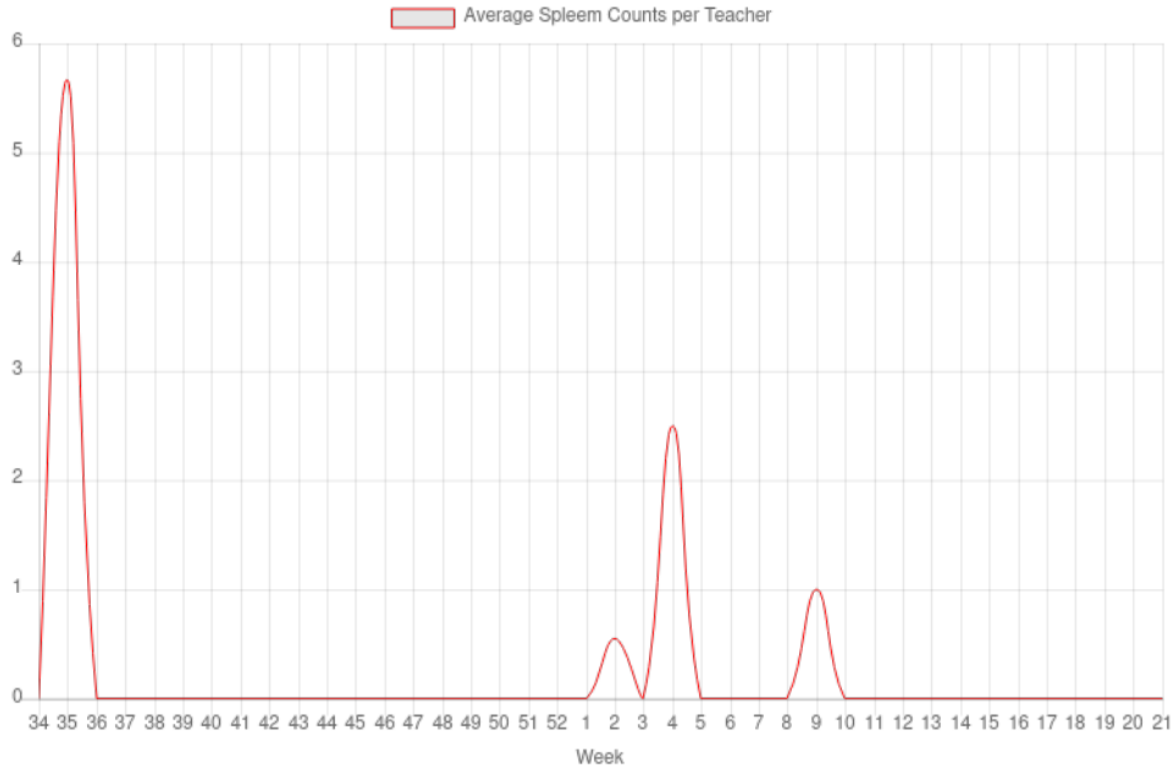
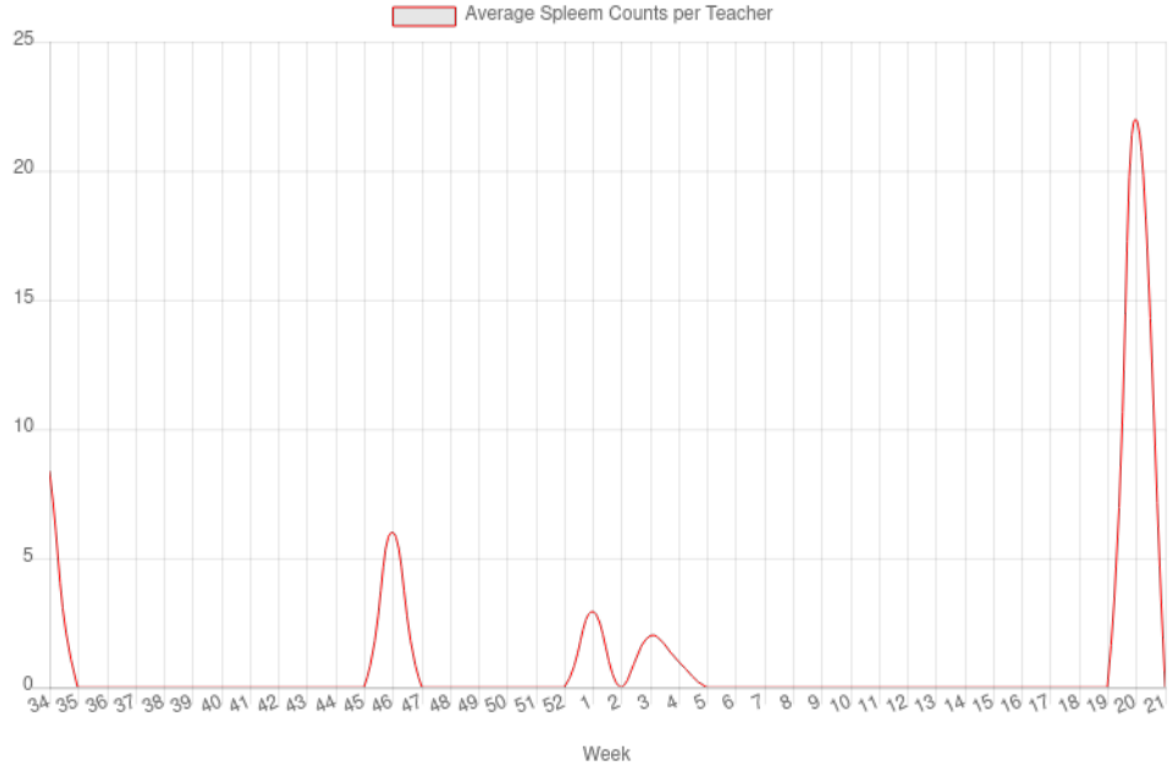
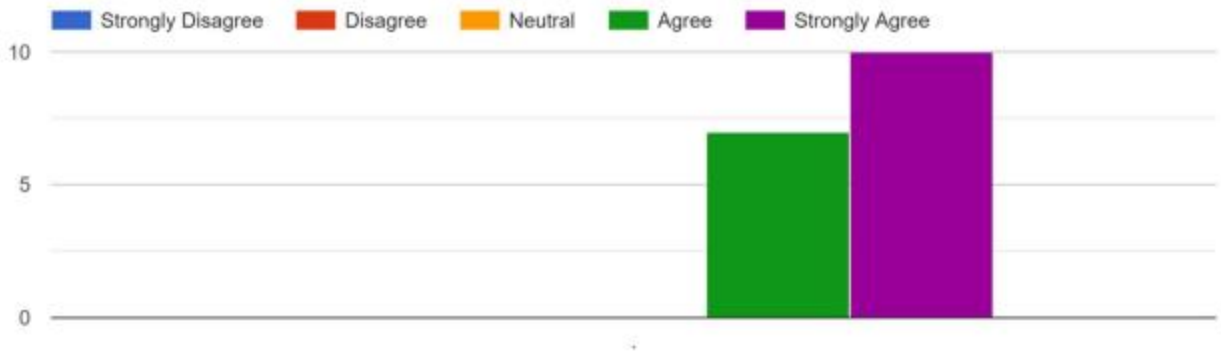


London City Schools - Fairhaven Preschool - All Grades

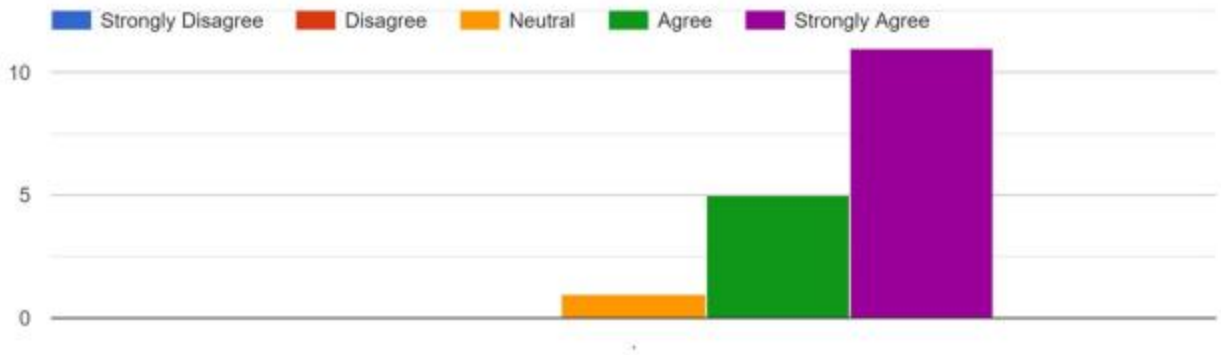


This training provided the expected level of information on.

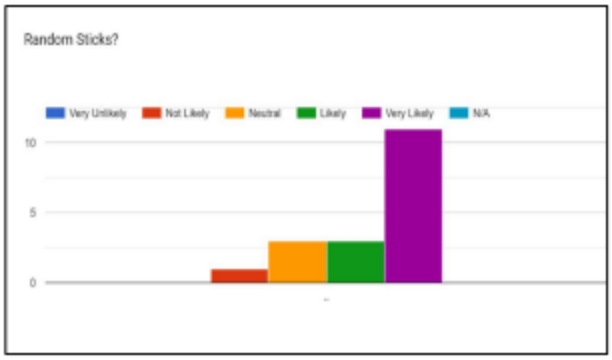
Understanding the science behind the PAX Tools.

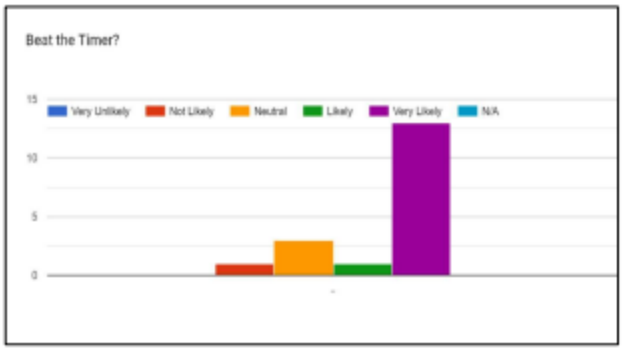


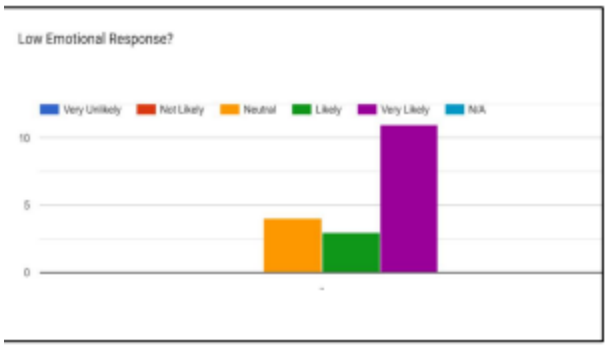
How to implement the PAX Tools in my youth setting.

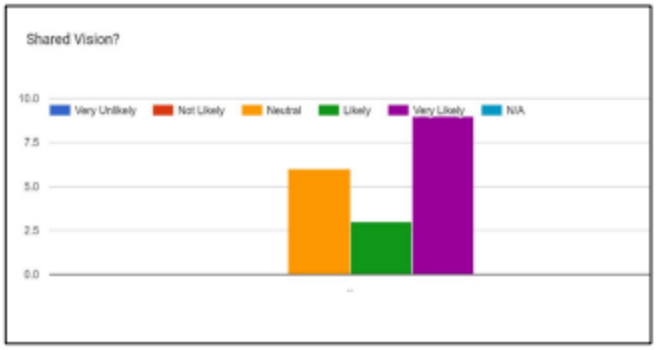


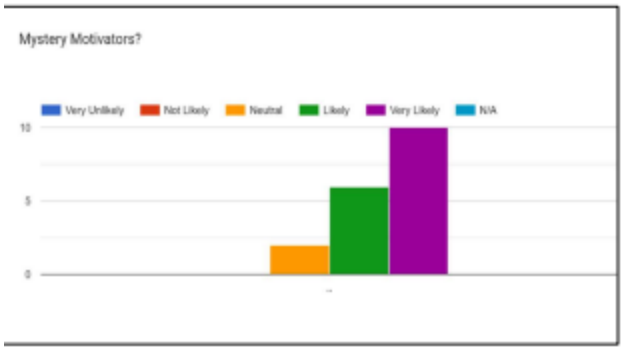
After attending this class, how likely are you to use..

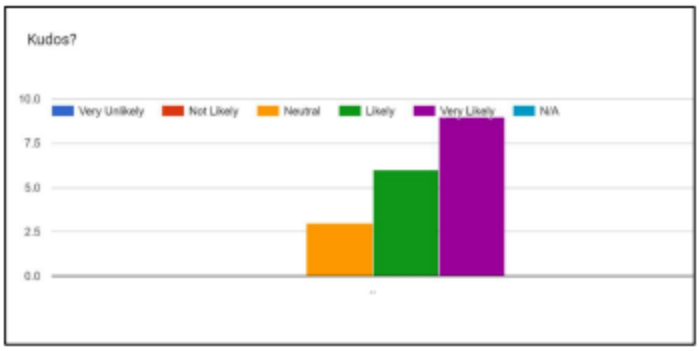


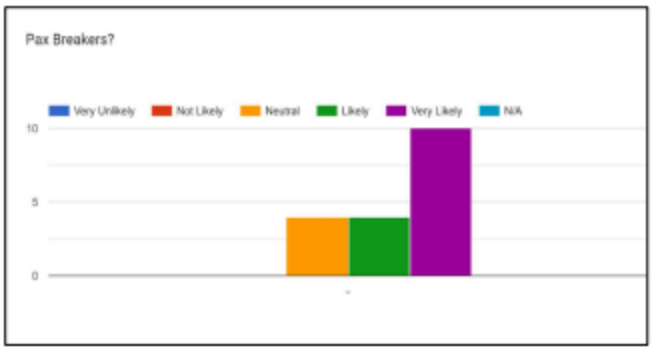


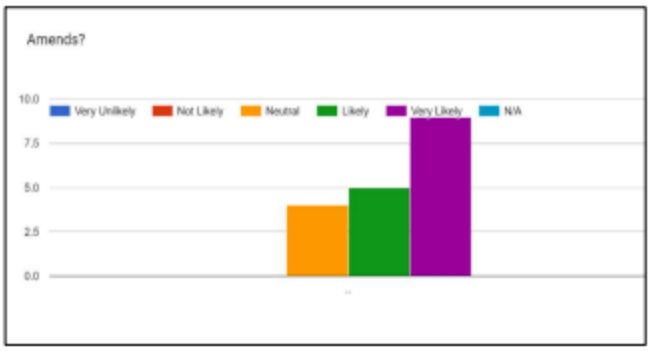


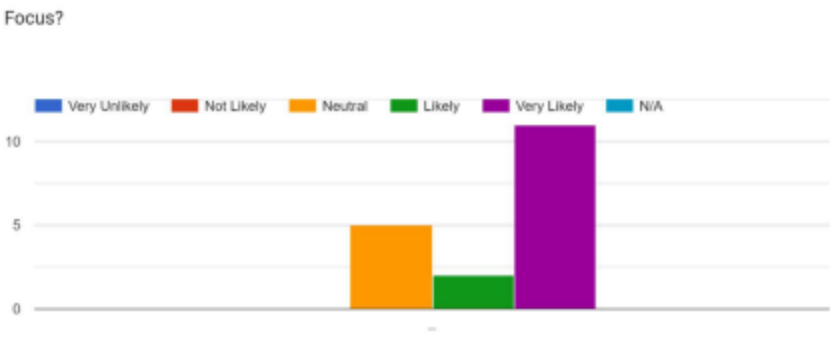


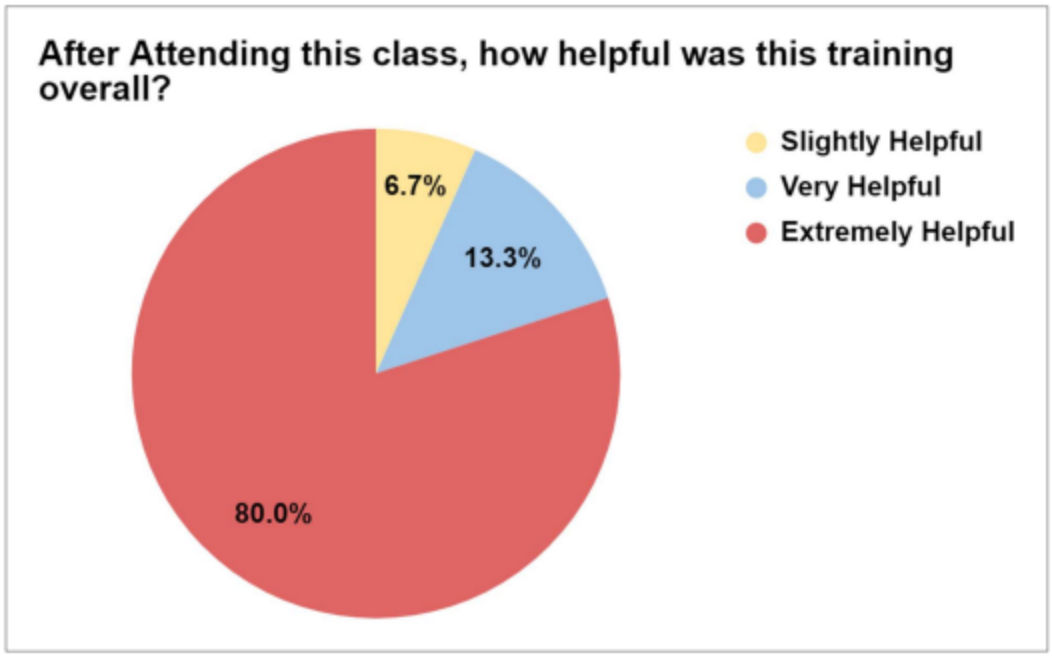





Pax Breakers?
Very Unlikely
Not Likely
Neutral
Likely
Very Likely
N/A
10
5
0


Amends?
Very Unlikely
Not Likely
Neutral
Likely
Very Likely
N/A
10.0
7.5
5.0
2.5
0.0


Focus?
Very Unlikely
Not Likely
Neutral
Likely
Very Likely
N/A
10
5
0



What was the most helpful part of today's training?

- Random Sticks
- When I go to another room, I know more about helping the children.
- Learning Skills to help kids with anything, like behavior.
- Learning different ways to distress children, what is positive and negative to children.
- Vision Board
- I think the most helpful part was us participating and being involved instead of just a lecture.
- To empower each other to show kids how to behave.
- The emotional deposits and the way they explained it.
- It opened my eyes to a lot of things that can help the kids and myself.
- Learning how to negative behavior.
    - Giving ideas that I can implement into my classroom. - Shared vision and random sticks.
- Everything was very helpful and shared vision.
- The random sticks and mystery motivators. It gave a variety of rewards.
- Just going over how to do things. Better all-around for the kids. To be positive.

What part of the training could be improved?

- More on Coping Skills.
- having more ways to help with behavior deficient kids in the classroom.
- Nothing - Very well presented.
- Ask for more examples we see on a daily basis.
- I don't think anything. They did really good.
- Nothing, they did a wonderful job! I learned a lot.

Additional Comments:

- Thank You
- You guys were very positive, and I appreciate this training very much! God Bless.
- This really inspired me to keep helping children and staff to make good choices in life.
- Thank you, guys, for this, it's going to help PCC a lot!
- Answered all my questions/ gave ideas on children that I had questions on.
- Everyone was very helpful and wonderful.
- I really loved this training. I think it's going to be so awesome to use in the classroom and at home.

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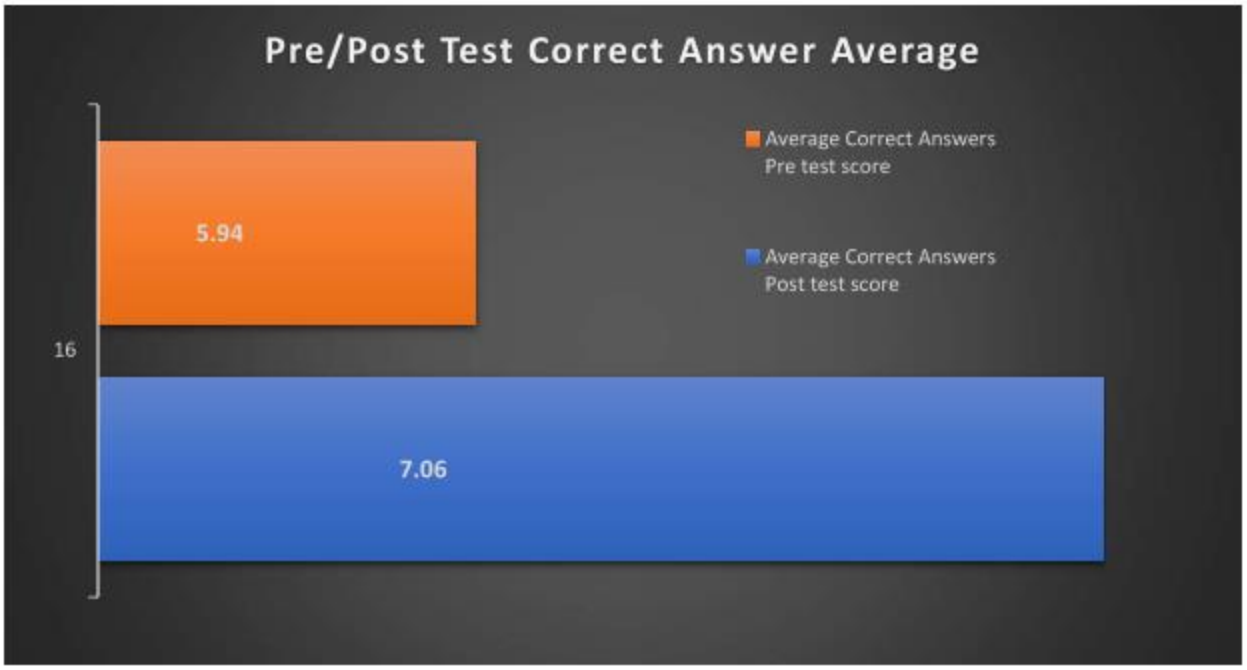
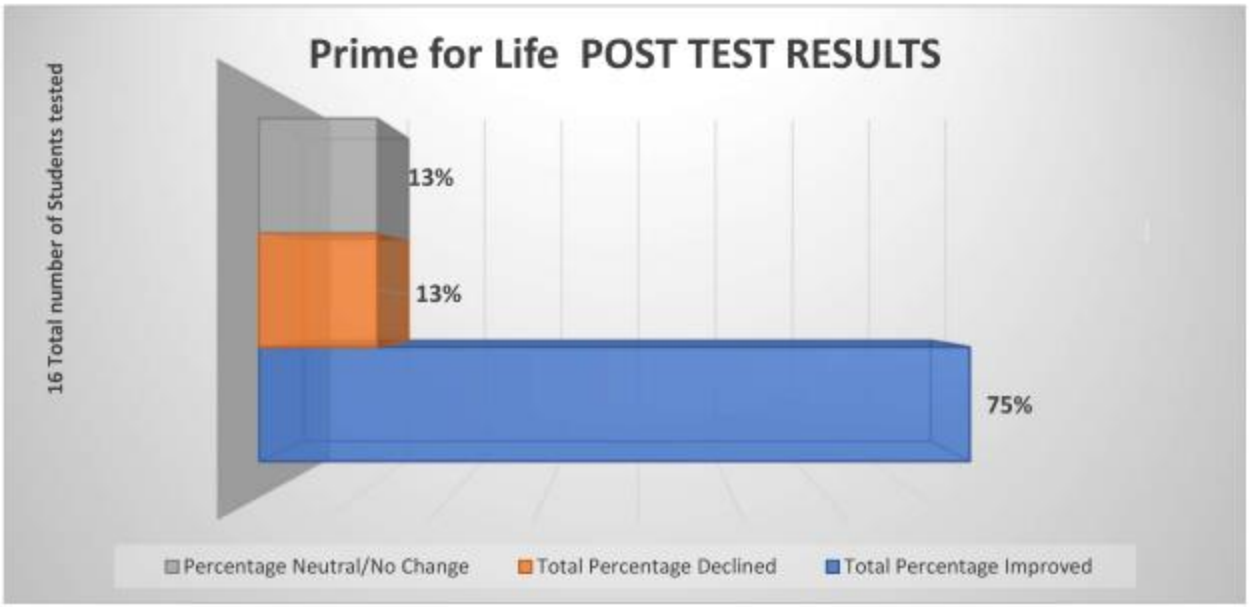
Madison County 2022_2023





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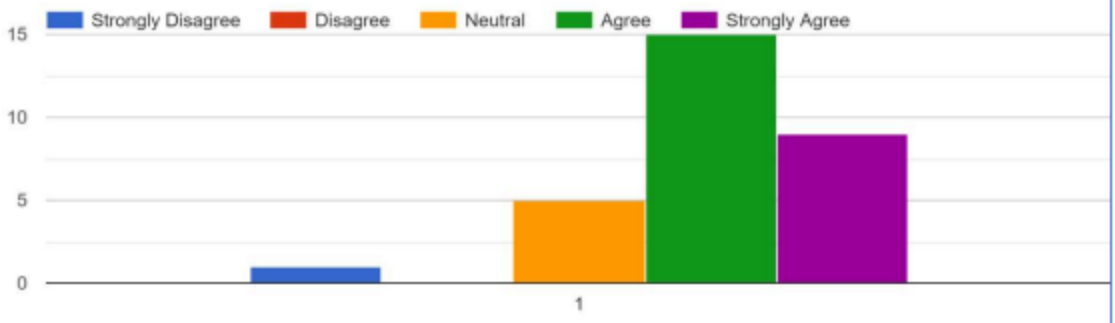
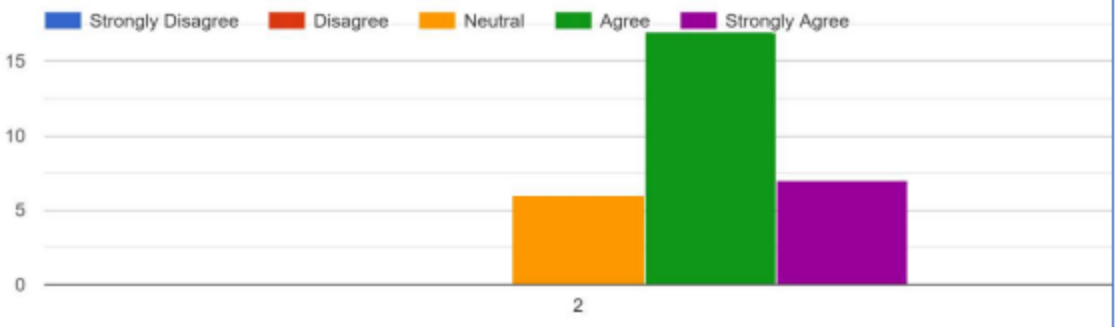
Participant Evaluation 2022_2023

1. I feel this training provided me with an increased understanding/awareness of the presented topic.



2. The activities and handouts aided in my learning of the topic.



What was the most helpful part of today's training?

Tolerance.
The Balloon we did.
Don't do nicotine.
Be careful.
Learning about all the percentages.
The balloon.
Learning about alcohol.
Mental and physical tolerance.
The Video.
The hackey sack.
Talking to teachers about her experience.
That addiction is not really run in the family but can be.
You can be impaired without knowing it.
How many glasses of alcohol are in one shout.
Learning about tolerance and its affects on impairment.
Understanding green and yellow zones.
I found it interesting when we talk about how addiction can be from genetics too.
We learned about tolerance and when your limits.
The risk in the yellow zone.
The Red Zone.
Learn about red path/ most important path.
The affect on the brain.
Learning about the things you get from smoking.
0123 method.

What part of the training could be improved?

I don't know.
Drugs.
More discussion.
I'm not sure.
I am need something.
Stop smoking.
Nothing.
Understanding of drugs like weed.
More activites.
More conversation.
Diving deeper into the orange zone.
The visuals
Activities.
More research.

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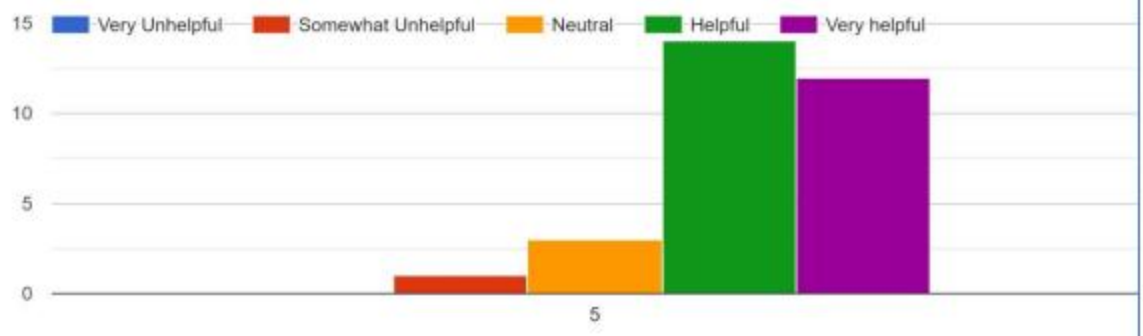
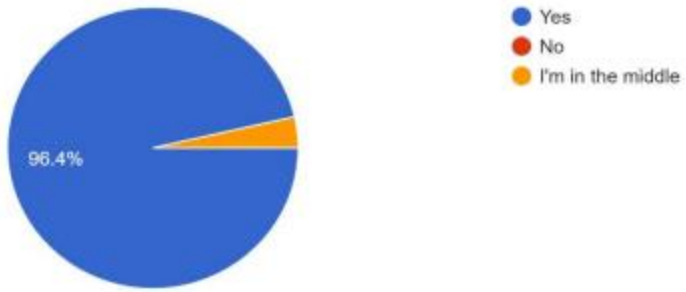
5. How helpful was this training overall?



8. Would you recommend this training to others?

28 responses



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	FTND SCORE	S2BI: How often do you use	Tobacco	Alcohol	Marijuana	Prescription drugs	Illegal drugs:	Inhalants	Herbs or Synthetic drugs:
Student 1	5				Weekly	Never	Never	Never	Never
Student 2	4		Weekly	Monthly	Weekly	Never	Never	Never	Never
Student 3	2		Never	Never	Weekly	Never	Never	Never	Never
Student 4	4		Never	Never	Weekly	Never	Never	Never	Never
Student 5	2		Weekly	Once or Twice	Never	Never	Never	Never	Never
Student 6	Not Vaping			Never	Weekly				Weekly
Student 7	4		Never	Once or Twice	Weekly	Never	Never	Never	Never
Student 8	7		Weekly	Once or Twice	Once or Twice				
Student 9	7		Once or Twice	Once or Twice	Monthly	Never	Never	Never	Never
Student 10	0		Never	Once or Twice	Weekly	Never	Never	Never	Never
Student 11	3		Never	Never	Monthly	Once or Twice	Never	Never	Never
Student 12	9		Weekly	Monthly	Weekly	Never	Never	Never	Never
Student 13	6		Never	Never	Never	Never	Once or Twice	Never	Monthly
Student 14	2		Weekly	Weekly	Once or Twice	Never	Never	Never	Never
Student 15	5		Weekly	Once or Twice	Weekly	Never	Never	Never	Never
Student 16	6		Monthly	Never	Never	Never	Never	Never	Never

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	Crafft : Ridden in a car driven by someone how was High	Do you ever use alcohol or drugs to relax	Do you ever use alcohol or drugs while you are by yourself, or alone?	Do you ever forget things you did while using alcohol or drugs?	Do your family or friends ever tell you that you should cut down on your drinking or drug use?	Have you ever gotten into trouble while you were using alcohol or drugs?
Student 1	YES	YES	YES	YES	YES	NO
Student 2	YES	NO	YES	YES	YES	YES
Student 3	YES	YES	NO	YES	YES	YES
Student 4	YES	YES	YES	YES	NO	YES
Student 5	NO	NO	NO	NO	NO	YES
Student 6	NO	YES	YES	NO	NO	YES
Student 7	YES	YES	YES	YES	YES	YES
Student 8	YES	YES	YES	YES	YES	YES
Student 9	YES	NO	YES	YES	NO	YES
Student 10	NO	NO	YES	NO	YES	YES
Student 11	YES			YES		
Student 12	YES	NO	YES	YES	NO	YES
Student 13	NO	YES	NO	NO	NO	YES
Student 14	YES	YES	YES	NO	NO	NO
Student 15	YES	YES	YES	NO	NO	YES
Student 16	NO	NO	NO	NO		

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PHQ-9: How often have you been bothered by each of the following symptoms during the past TWO WEEKS?	Little interest or pleasure in doing things	Feeling down, depressed, irritable, or hopeless?	Trouble falling asleep, staying asleep, or sleeping too much?	Feeling tired, or having little energy?	Poor appetite, weight loss, or overeating?	Feeling bad about yourself – or feeling that you are a failure,or that you have let yourself or your family down?
Student 1	Several days	Several days	More than half the days	Nearly every day	Not at all	Several days
Student 2	Not at all	Not at all		Not at all	Not at all	Not at all
Student 3	Not at all	Not at all	Not at all	Not at all	Several days	Not at all
Student 4	Several days	Not at all	Not at all	Not at all	Not at all	Not at all
Student 5	Not at all	Not at all				
Student 6	More than half the day	Several days	Not at all	Several days	Not at all	Several days
Student 7	Several days	Several days	Several days	Several days	Several days	Several days
Student 8	Nearly every day	Nearly every day	Nearly every day	Nearly every day	Nearly every day	Nearly every day
Student 9	Not at all	Several days	Not at all	Several days	Several days	Not at all
Student 10	Not at all	Not at all	Not at all	Not at all	Not at all	Not at all
Student 11	Several days	Several days	Nearly every day	Several days	More than half the days	Nearly every day
Student 12	More than half the day	Several days	Nearly every day	More than half the days	Several days	Not at all
Student 13	Several days	Not at all	Not at all	Not at all	Not at all	Several days
Student 14	Several days	More than half the day	Not at all	Not at all	Not at all	Not at all
Student 15	Not at all	Several days	Several days	Several days	Not at all	Not at all
Student 16	Not at all	Not at all	Not at all	Several days	Not at all	Not at all

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PHQ-9 Continued..	Trouble concentrating on things like school work, reading, or watching TV?	Moving or speaking so slowly that other people could have noticed? Or the opposite – being so fidgety or restless that you were moving around a lot more than usual?	Thoughts that you would be better off dead, or of hurting yourself in some way?	PHQ-9 score:	
Student 1	Not at all	Several days	Several days	10	
Student 2	Several days	Not at all	Not at all	1	
Student 3	Not at all	Not at all	Not at all	1	
Student 4	Not at all	Not at all	Not at all	1	
Student 5				0	
Student 6	Several days	Not at all	Not at all	6	
Student 7	Several days	Several days	Several days	9	
Student 8	Nearly every day	Nearly every day	Nearly every day	27	
Student 9	Several days	Not at all	Not at all	4	
Student 10	Nearly every day	Not at all	Not at all	3	
Student 11	More than half the days	Several days	More than half the days	15	
Student 12	Several days	More than half the days	Not at all	12	
Student 13	Not at all	Several days	Nearly every day	6	
Student 14	Not at all	Not at all	Several days	4	
Student 15	Several days	Not at all	Not at all	4	
Student 16	More than half the days	Several days	Not at all	4	

	In the PAST YEAR, have you felt depressed or sad most days, even if you felt okay sometimes?	If you are experiencing any of the problems on this form, how difficult have these problems made it for you to do your work, take care of things at home or get	Has there been a time in the past month when you have had serious thoughts about ending your life?	Have you EVER, in your WHOLE LIFE, tried to kill yourself or made a suicide attempt?
Student 1	Yes	Somewhat difficult	Yes	No
Student 2	No	Not difficult at all	No	No
Student 3	No	Somewhat difficult	No	No
Student 4	No	Not difficult at all	No	No
Student 5				
Student 6	No	Somewhat difficult	No	No
Student 7	Yes	Somewhat difficult	No	No
Student 8	Yes	Not difficult at all	Yes	Yes
Student 9	Yes	Not difficult at all	No	No
Student 10	No	Not difficult at all	No	No
Student 11	Yes	Somewhat difficult	No	No
Student 12	No	Not difficult at all	No	No
Student 13	Yes	Not difficult at all	Yes	No
Student 14	Yes	Not difficult at all	No	No
Student 15	No	Not difficult at all	No	No
Student 16	No	Somewhat difficult	No	No

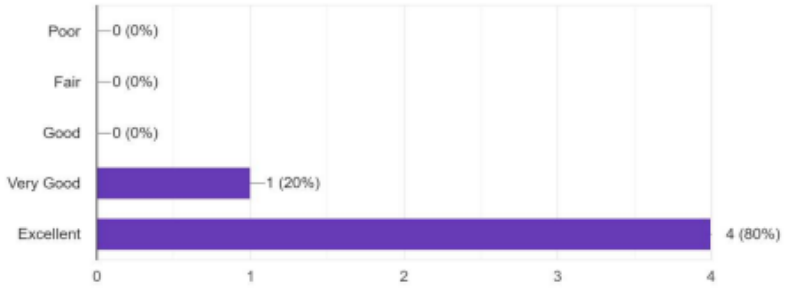
QPR

Gatekeeper Training

Educational Objectives

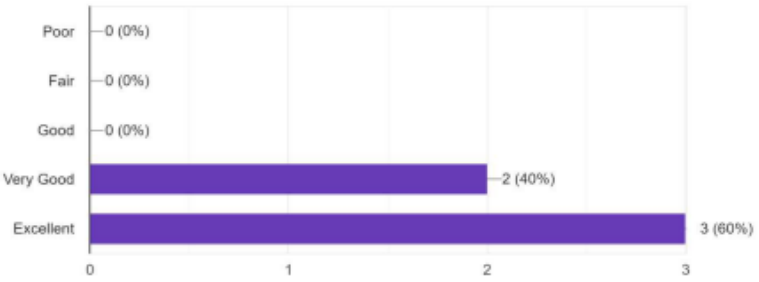
Learner Objectives were covered:

5 responses



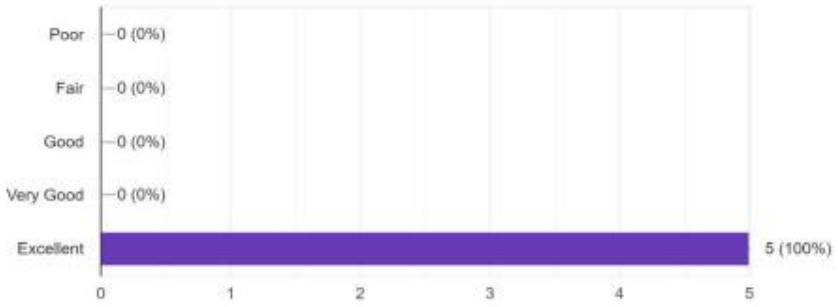
Level of Detail:

5 responses



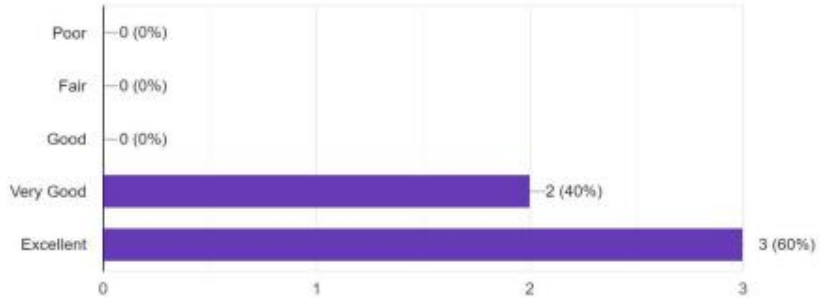
Relevance to your Practice:

5 responses



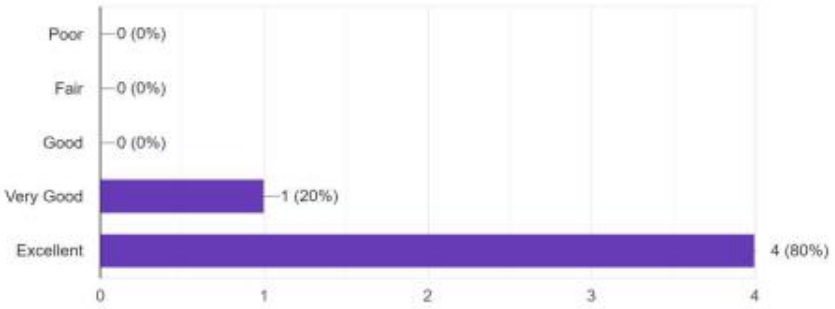
Organization of Materials:

5 responses



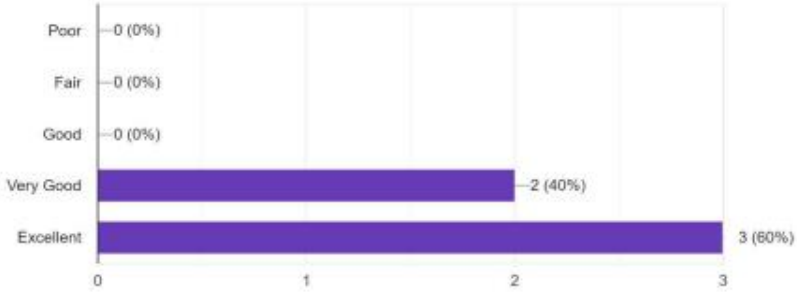
Delivery:

5 responses



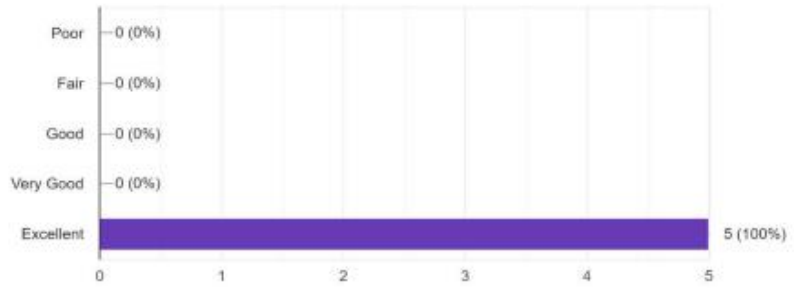
Handouts:

5 responses



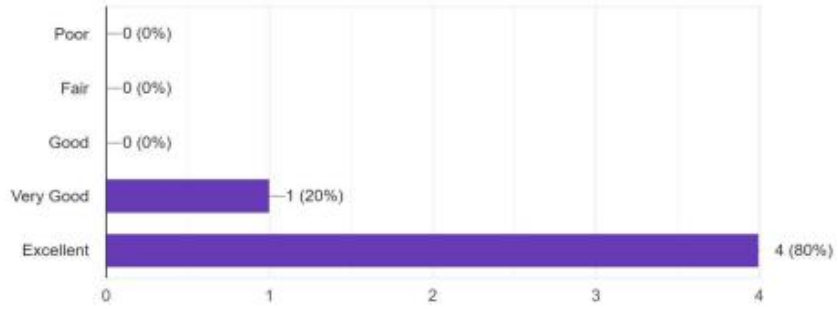
Audience Interaction during Q &A :

5 responses



Overall Evaluation:

5 responses



Comments & Suggestions

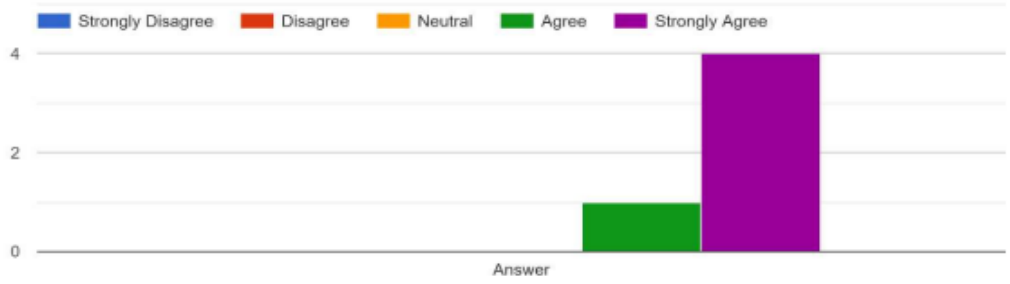
Excellent info and training. Would like to have the slides.
Loved the training
Training was very informative.

QPR

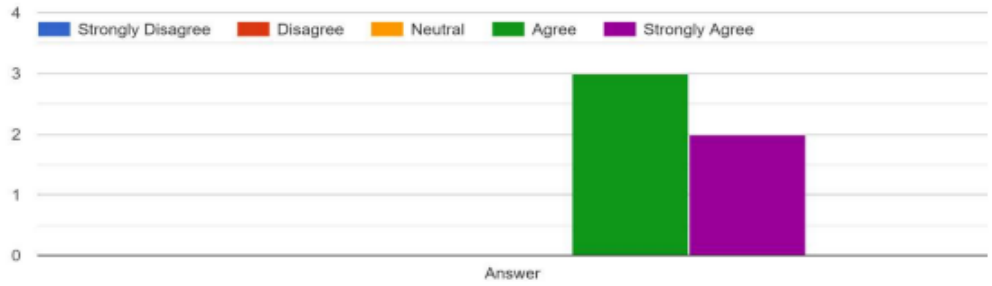
Gatekeeper Training

QPR Evaluation

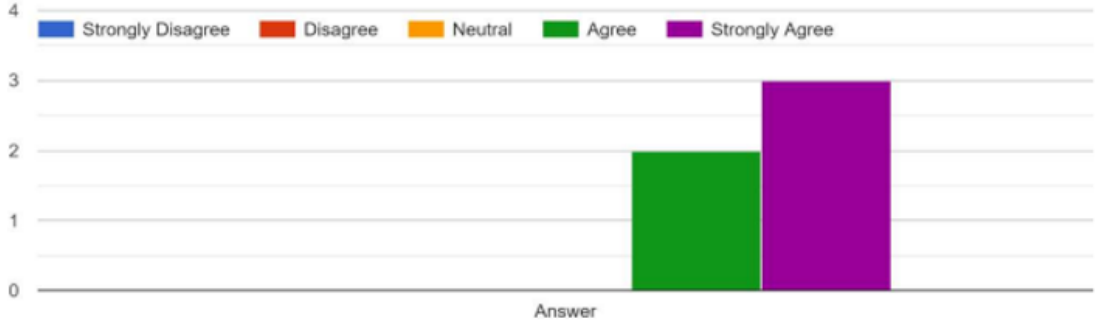
1. This training enhanced my knowledge of suicide and its impact.



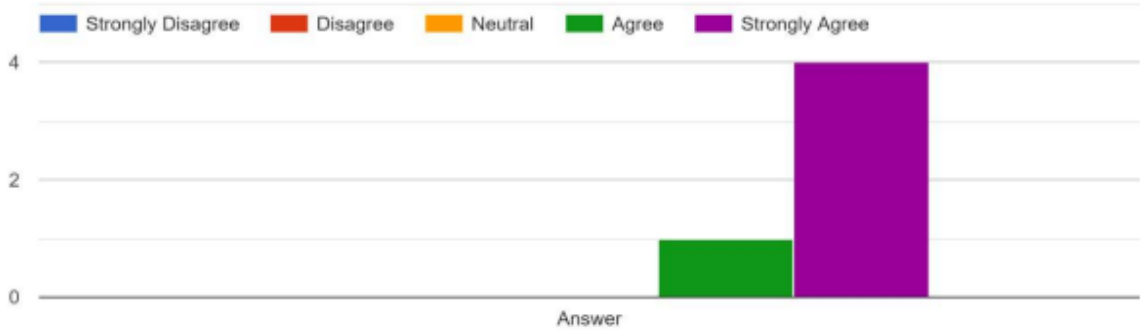
2. I have a better understanding of how to implement QPR approach with the population(s) I serve.



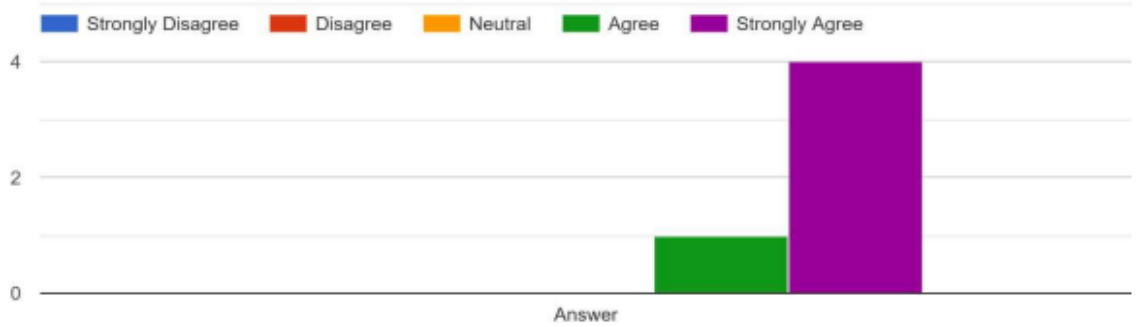
3. The learning objectives were clearly met: a. Shared Understanding and language



3 b. Awareness and Prevalence



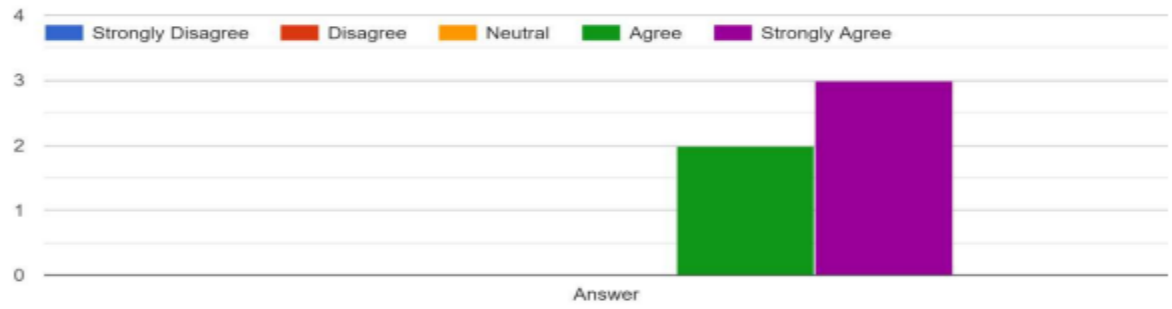
4. The activities and handouts were helpful to process and take notes that aided in my learning of the topic.



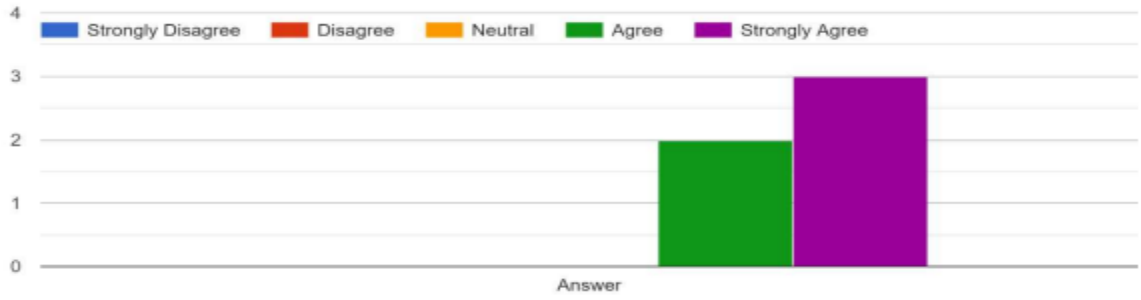
What comment or suggestions do you have to improve this training?

Training was well presented
I am glad I came. Very interesting and informative.

5. The trainer was knowledgeable. OR The trainer presented the information clearly and understandably. (Trainer One)

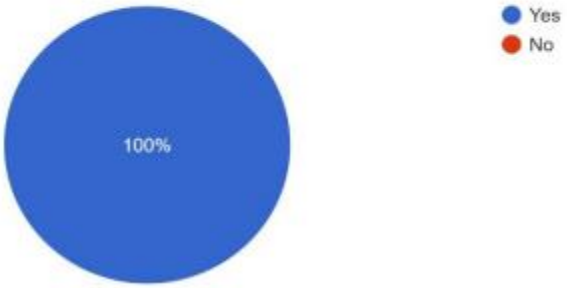


5. Trainer (Two)



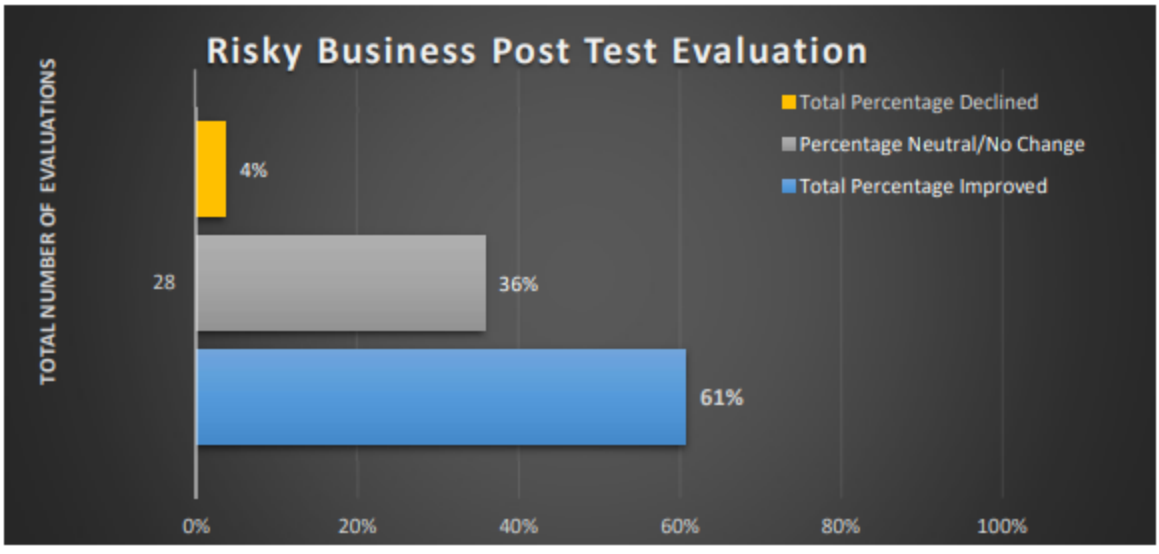
8. Would you recommend this training to others?

4 responses



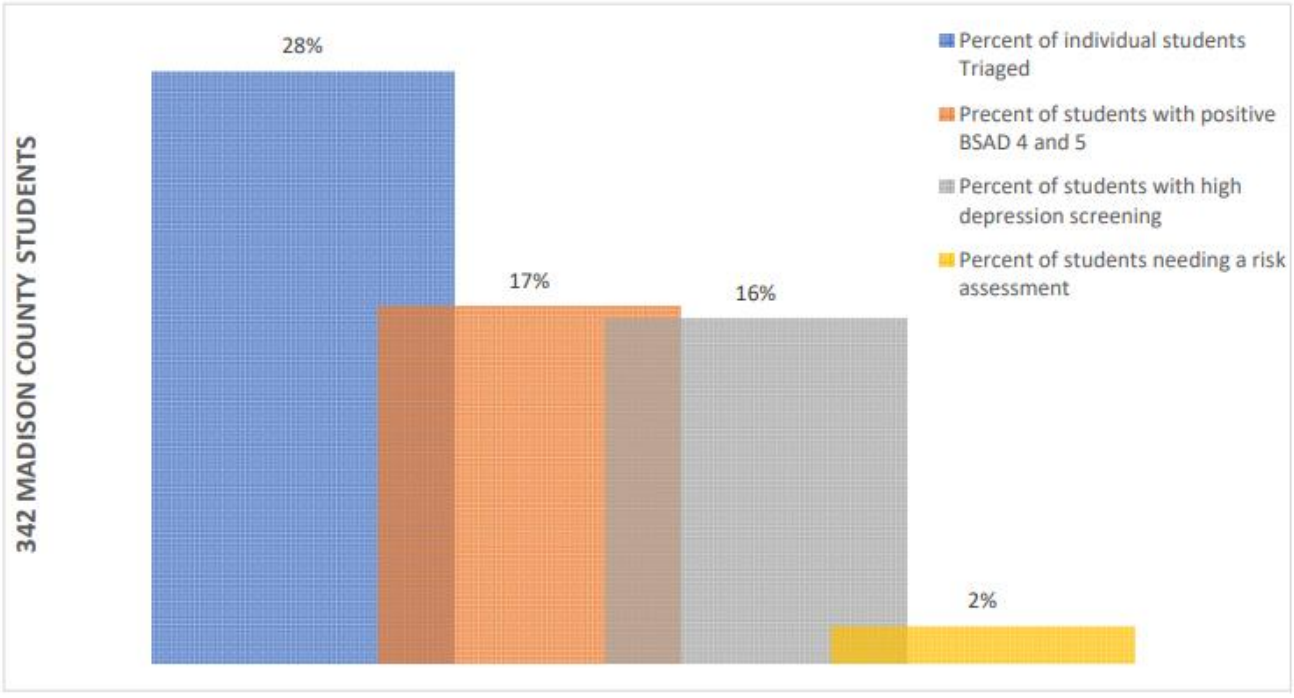
RISKY BUSINESS

Madison County Schools
2022-2023



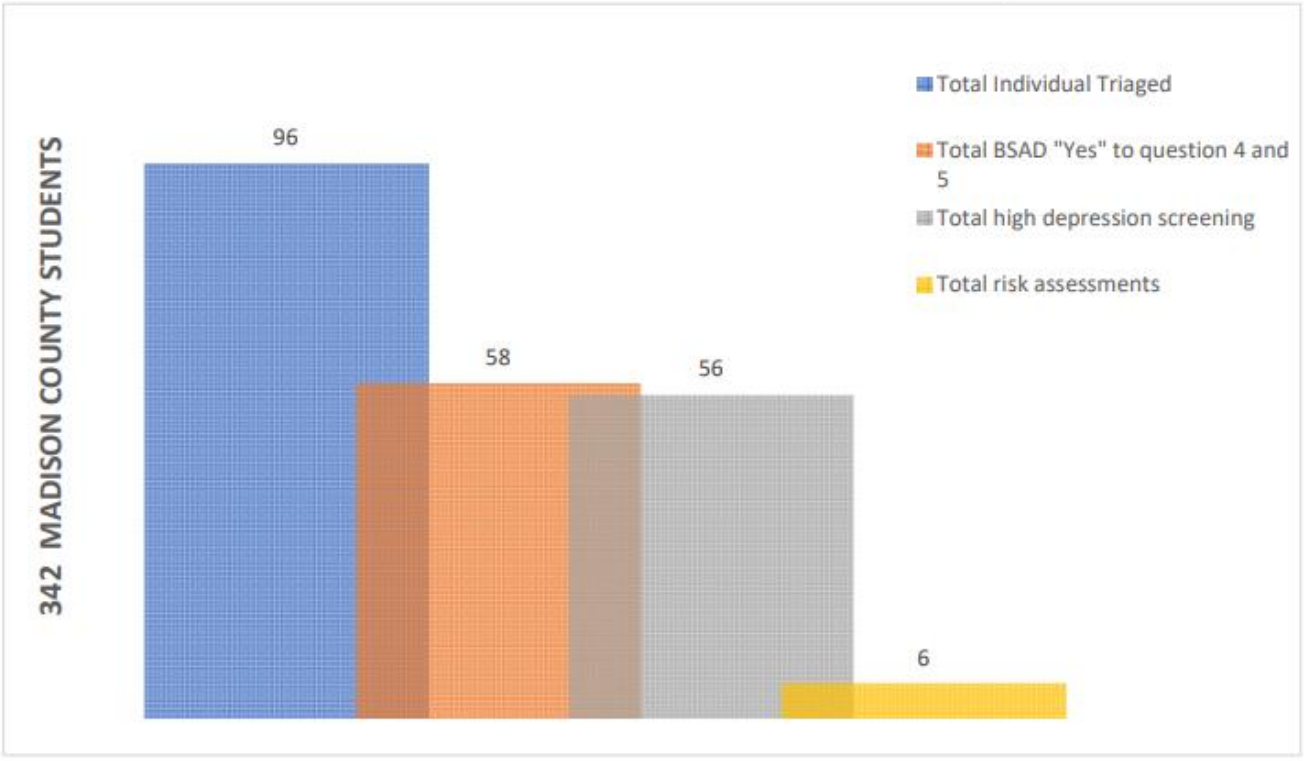
NATIONWIDE CHILDREN'S
When your child needs a hospital, everything matters.

Madison County
Middle/High School
Signs of Suicide 2022-2023



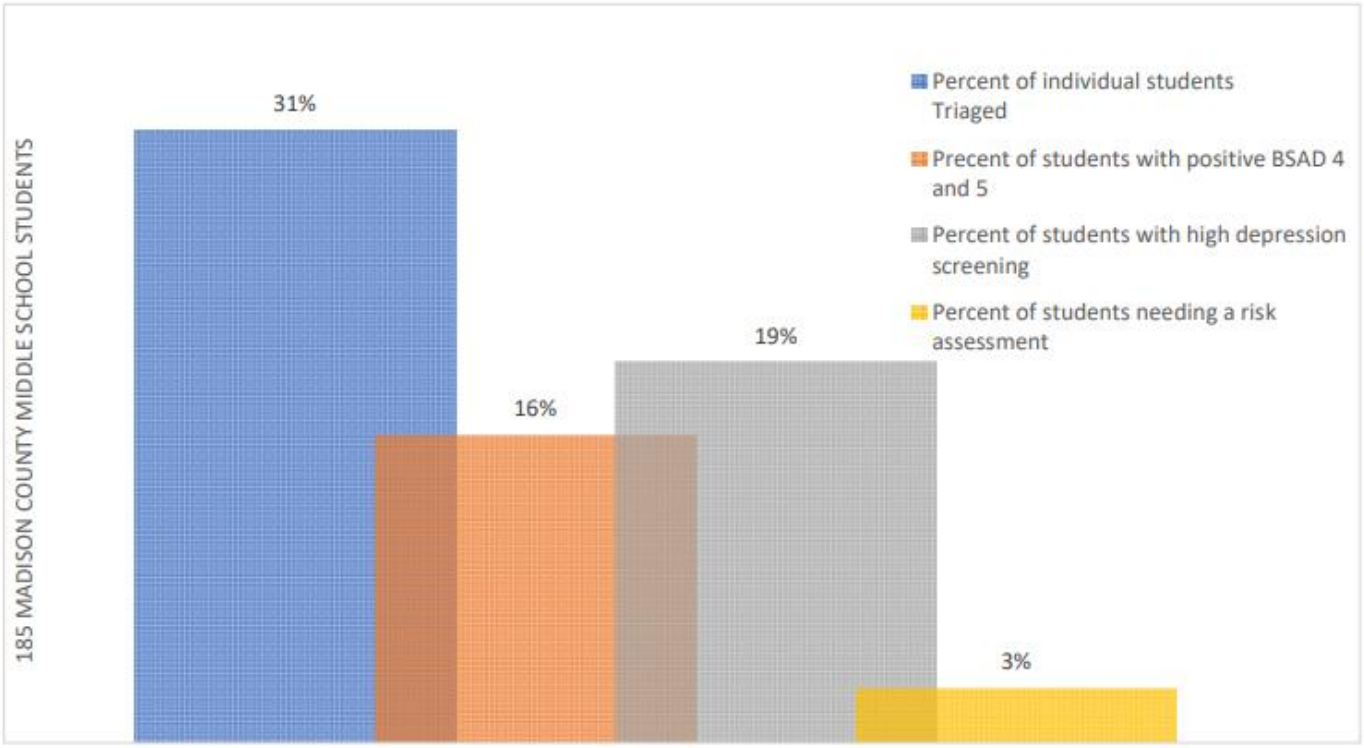
NATIONWIDE CHILDREN'S
When your child needs a hospital, everything matters.™

Madison County
Middle/High School
Signs of Suicide 2022-2023



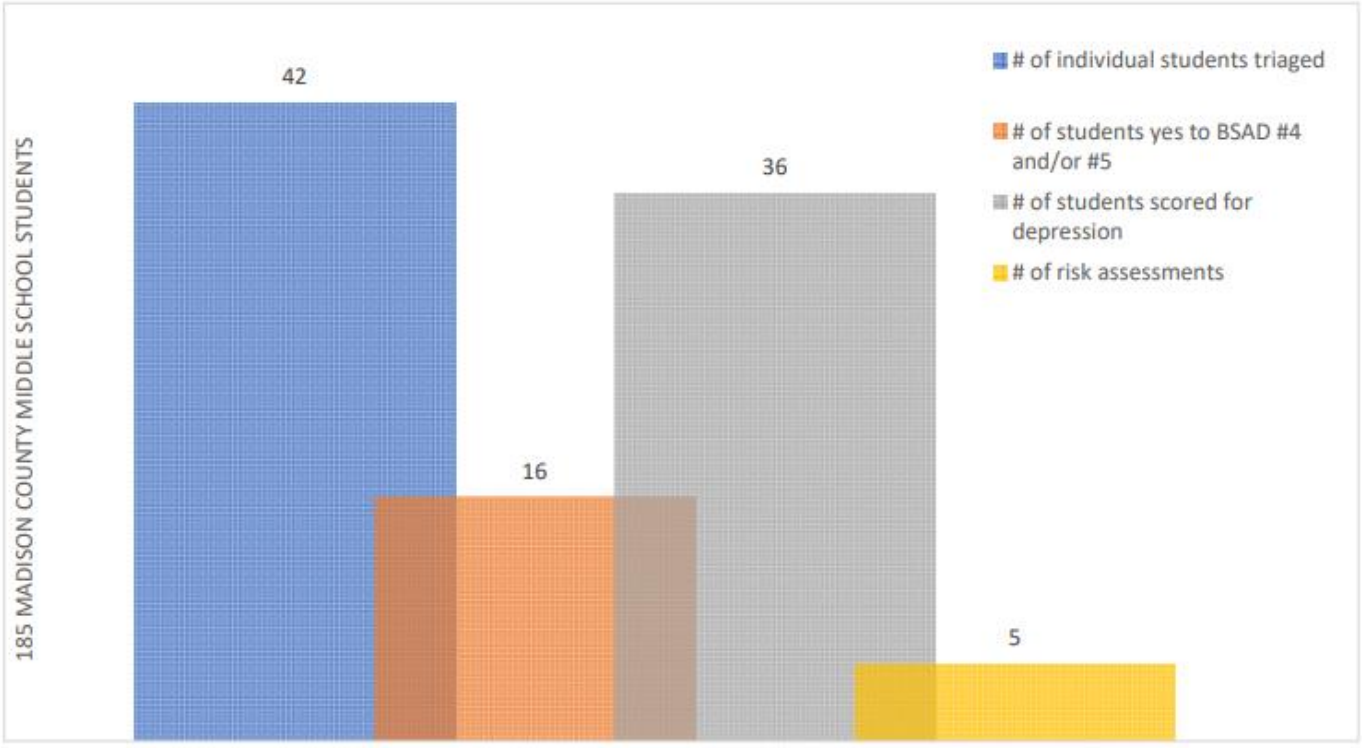
NATIONWIDE CHILDREN'S
When your child needs a hospital, everything matters.

Madison County
Middle School
Signs of Suicide 2022-2023



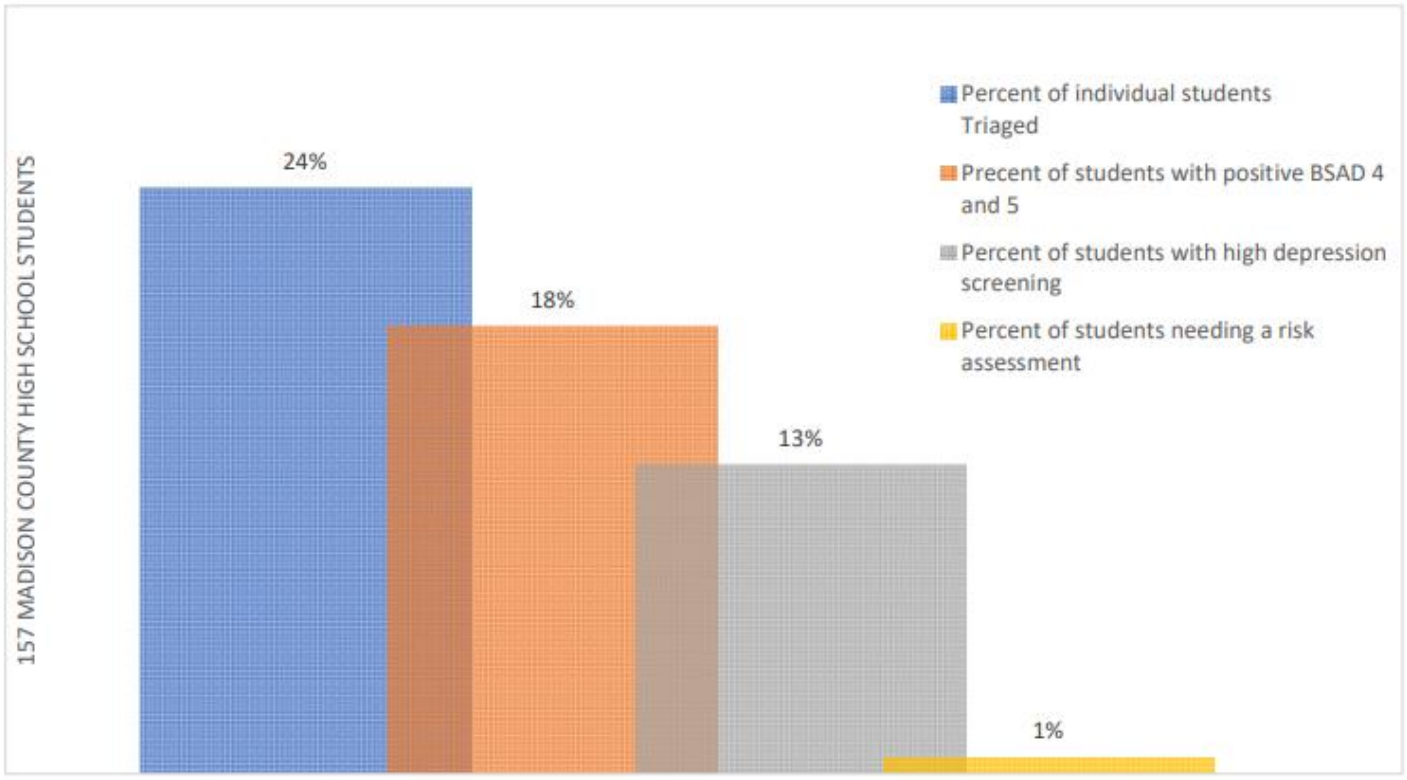
NATIONWIDE CHILDREN'S
When your child needs a hospital, everything matters.

Madison County
Middle School
Signs of Suicide 2021-2022



NATIONWIDE CHILDREN'S
When your child needs a hospital, everything matters.™

Madison County
High School
Signs of Suicide 2022-2023



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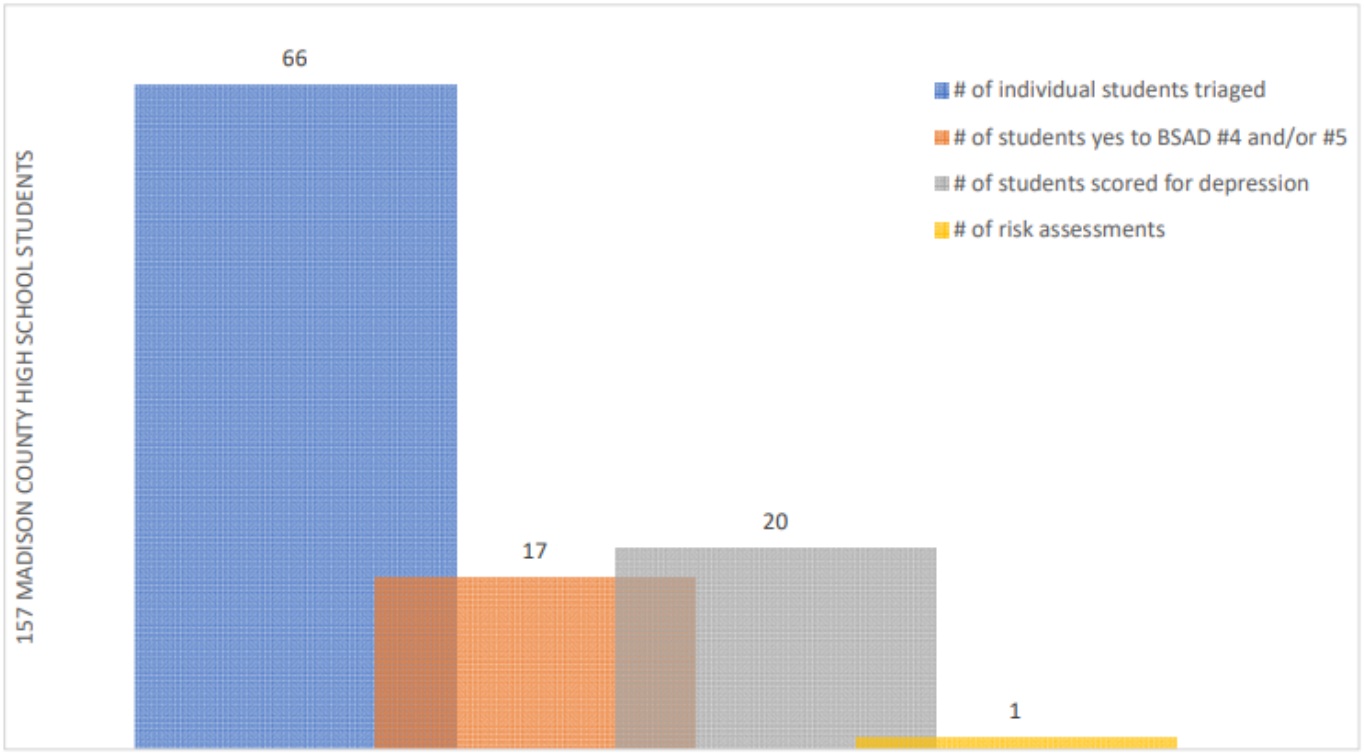
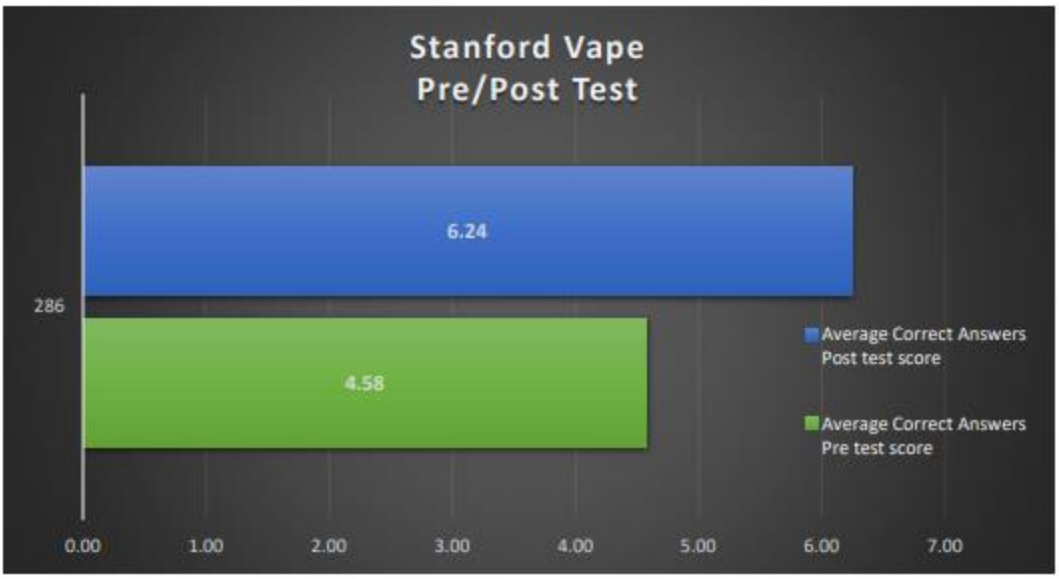
Madison County
High School
Signs of Suicide 2022-2023

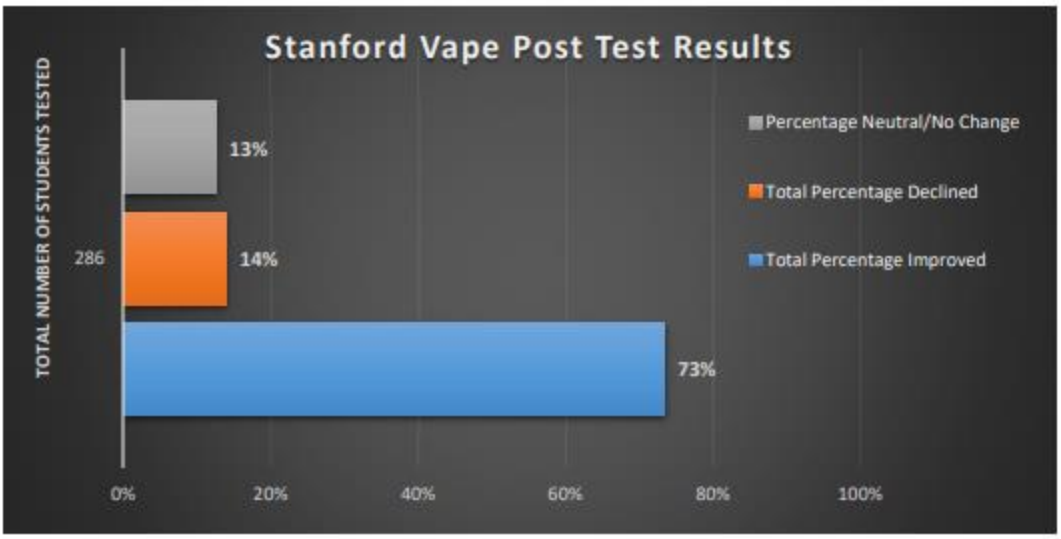


STANFORD
UNIVERSITY

Juuling

Madison County Students 2022/2023





Trauma 101

What was the most helpful part of today's training?

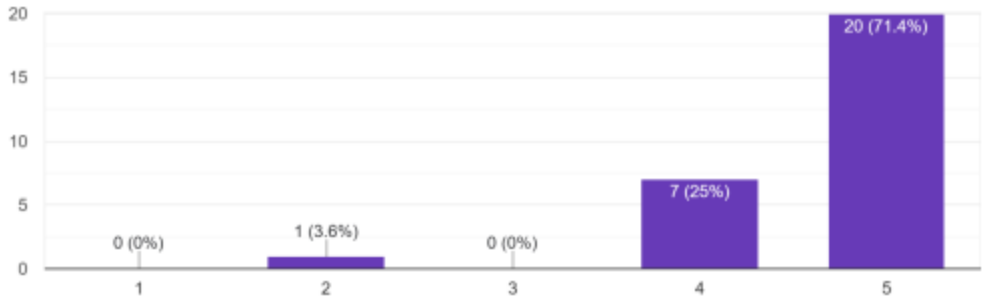
Understanding the long lasting effects
Discussion of the brain
A review of how ACES works
I think the stats provided regarding the effect of ACE's were the most impacting. And the statement in the video - "What's predictable is preventable" - what a challenge.
It is always helpful to have additional resources sent after the training.
Resources and understanding
review of current trends and statistics
Learning about ways to talk to students.
Understanding where the children are and what are examples of trauma that we may not know
Just knowing more information about the training.
The 3'E of Trauma and the Four R's.
Giving the data to back up her statements and facts about her presentation
Learning about trauma in general. I used to work for children services a couple years ago so it was a refresher but also, I learned new things to look for.
Learning different ways to identify and connect with students who have experienced trauma.
Reviewing ACE'S
Learning strategies to use.
I loved all of the experiences and videos she showed
The examples of what to do/ how to handle a situation
The tools that were shared with us to put into our toolboxes to use
She was relatable and put a good perspective on the topic.
Learning about the three E's in Trauma was helpful
the skills given at the end to implement into the classroom
Learning all of the different kinds of trauma.
The information addressed some current situations students have in my classroom.
Understanding how trauma impacts the brain
Refreshing my mind on Trauma information that I was trained on a while ago
Learning applicable approaches for helping children who have experienced trauma
Visual aids used during presentation.
The practical ways that we can approach our kids that are affected by trauma.

What part of the training could be improved?

N/A
N/A
It was all fine
I think there should have been a short 5-minute break halfway through. It seemed a bit long with no break, and hard to maintain focus.
N/A
I think the training was good basic knowledge for anyone!
activities, partner work
Make the PowerPoint larger.
none
I think just getting more active with the lessons
Nothing
Getting the audience more involved
Nothing. Everything was great.
I would have liked it to be a little more interactive, it was a lot of just sitting and listening.
NA
More strategies given in the training.
none it was great!
I would love access to the power point presentation for further learning and use
Not sure
N/A
N/A
more hands-on activities or different ways to present the information other than a slide show
Nothing, it was very informative.
More videos
Nothing at this time.
Nothing
More time to reflect and discuss students in small groups
Provide the training online to complete per individual's schedules.
I can't think of anything. It was concise but contained a lot of information.

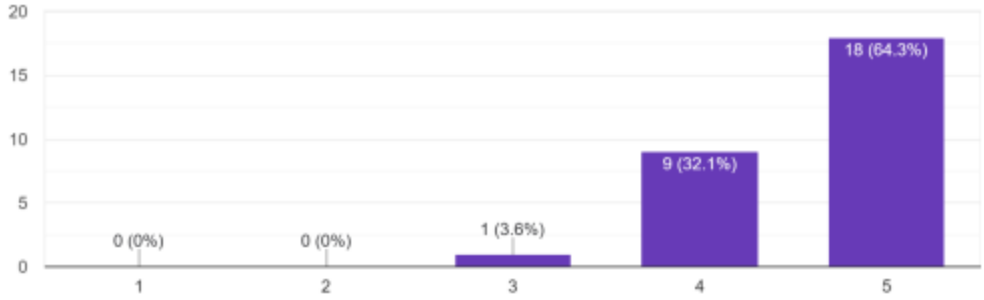
I feel this training provided me with an increased understanding / awareness of the presented topic.

28 responses



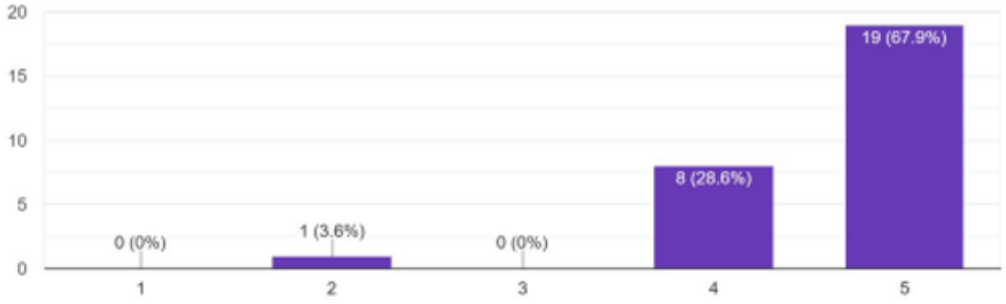
The activities and handouts aided in my learning of the topic.

28 responses



How helpful was this training overall?

28 responses



CADCA

Join Us for Webinar Wednesday!

This condensed version of Trauma 101, created Montgomery County Alcohol, Drug Addiction and Mental Health Services in partnership with Ohio Mental Health and Addiction Services, that provides a foundational overview and awareness of trauma – ACE's, resilience, and trauma-informed care for anyone in the community who interacts with individuals and families who may have experienced trauma, including case managers, human services professionals, educators/school administrators, the faith community, employers, government agencies, and others.

REGISTER NOW!

Youth-Led Prevention

YA Logo creation:

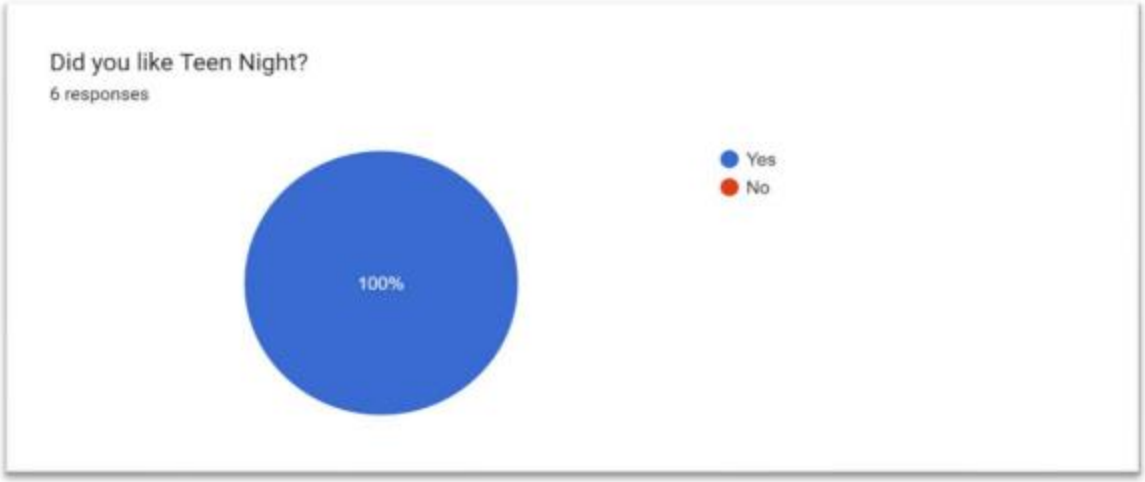
YA Teen Night:

Madison County Prevention YA Social Media:
Mad_co_prevention

Teen Night
2022-2023

What went well?

People felt comfortable.
Art, Kahoot, Sports.
The art.
Dancing.
The art project was really fun I think a lot of people liked it.
The art and lots of dancing.

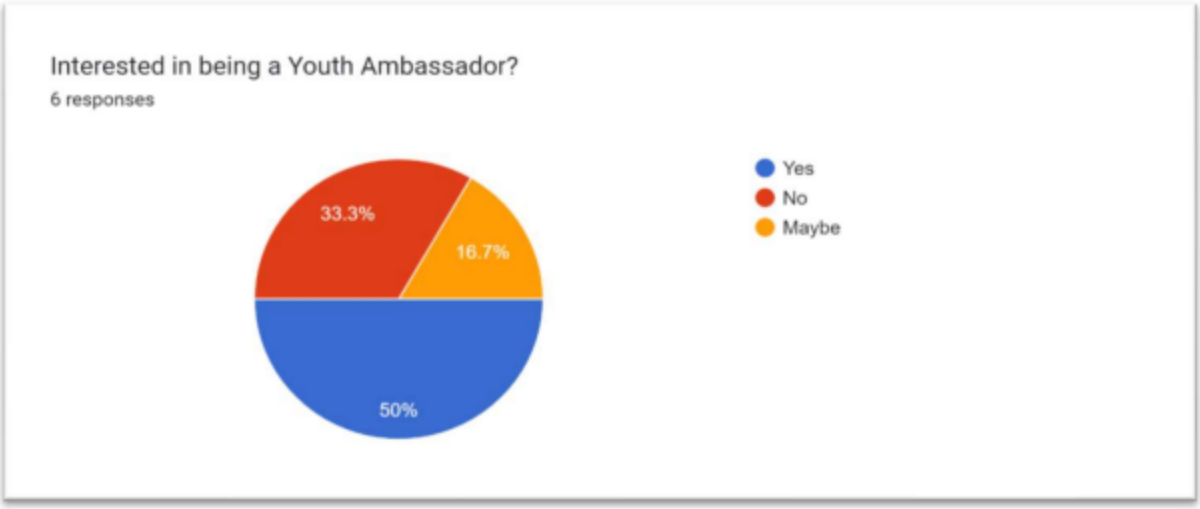


What could we do better?

Getting to word out sooner
Some general place to sit maybe.
Advertise more
More dancing
Advertising so more people come
Maybe have more prices.

What is one thing you would like to see at the next event?

More people
More engagement
Karaoke
A new art project
Card games



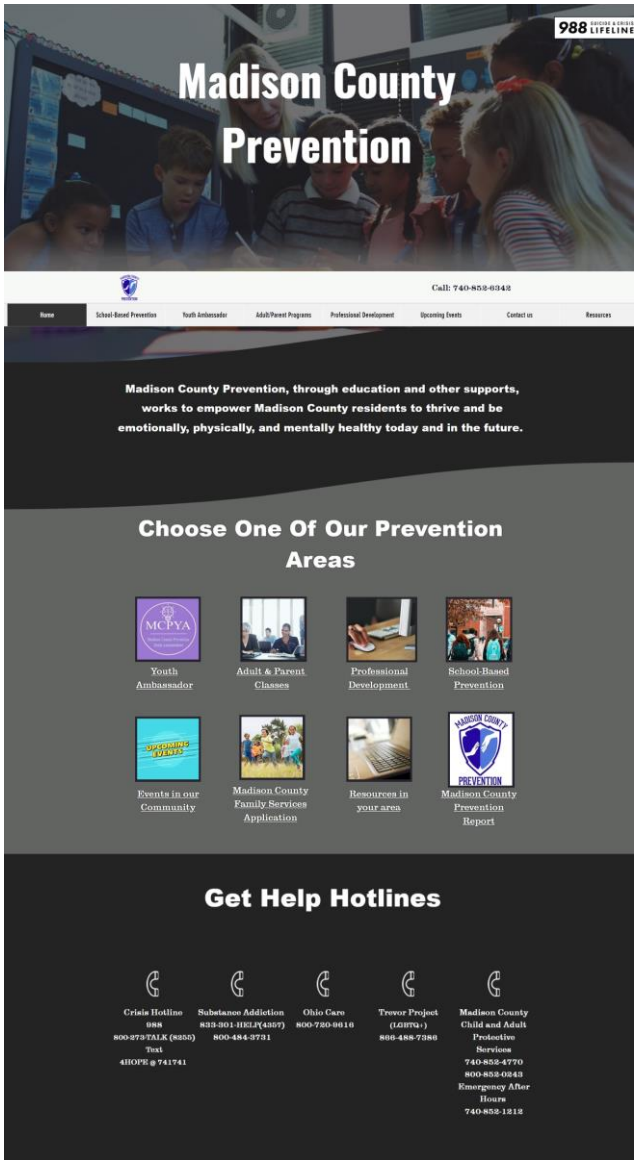
We Are the Change Rally

More than 600 Ohio youth ages 12-18 attended the We Are Change Rally on May 2nd at Kemba LIVE! in Columbus. Coordinated by Prevention Action Alliance, the Rally was organized and planned by the Ohio Youth-Led Prevention Network (OYLPN) Youth Council and supported by OhioMHAS and other sponsors.

The day of celebration and fun brought together young people from throughout Ohio who share a common commitment to living drug-free, healthy lifestyles and to represent those choices within their schools and communities. This year's theme, "What's Your Real!" encouraged participants to embrace their authentic selves and to make a positive difference in their communities and beyond. Those gathered enjoyed live music, dancing, motivational speakers, a giant Plinko game that offered real prizes, selfie stations, pizza, and more. This year's event marked the first time since the pandemic that the rally, formerly known as "We Are the Majority," was held in person.

Additional Information

www.madisoncountyprevention.org



Madison County Prevention (MCP) Internal Vision

MCP staff will…

- Work to create a positive, empowering culture in Madison County.
- Demonstrate exceptional customer service, responsiveness, attitude, body language, and professionalism to consumers/clients and internal/external stakeholders at all times. This includes the character, attitude, image, and competency it takes to do a job well.
- Consistently demonstrate a "make it happen" and solution-orientated approach to solving internal issues and issues presented by stakeholders/consumers/clients.
- Commit to being a team player/collaborator and support community and stakeholders where they are. Internal and external stakeholders/consumers/clients should seek us out due to our knowledge and ability to effectively navigate situations.
- Strive to serve by providing flexibility and "out of the box" thinking.
- Be experts in community resources.
- Consistently seek ways to enhance their personal and professional growth by attending trainings, reading articles, furthering education, etc.
- Produce high quality, professional correspondence - correct spelling, grammar, tone, and content.
- Engage in effective communication by being kind; having a friendly tone; being transparent - clear about expectations and goals; provide non-judgmental listening; being compassionate and empathetic; asking clarifying questions; and by being clear and concise communications that allow for easy understanding with a quick read if written and easily understood verbally.
- Be motivated and proactive to the needs of the department and community by putting in the extra effort to accomplish tasks at hand.
- Provide effective conflict resolution by listening to other points of view; not becoming defensive; willing to compromise and/or offer peaceful solutions.
- Be committed to having the hard conversations.
- Maintain integrity and accountability.
- Able to provide feedback, ideas and concerns without fear of being reprimanded.
- Establish healthy boundaries for our own self-care and for the care of others. Feeling comfortable and confident in saying no.
- Possess a high level of energy and passion towards prevention in Madison County.
- Be on time and ready to serve populations.
- Stay on top of latest trends and developments in our communities.
- Deliver on commitments – follow through.
- Organized and able to prioritize responsibilities.

Historic Information

Madison County Prevention (MCP) 2022 Fiscal Year

MCP Contract Workers:

School and Community Based	Youth-Led Prevention	Data
Amanda Hampton	Larry Newton	Kiki Shipley
Karen Wells	Amanda Hampton	
Larry Newton		

MCP Programs:

- Alcohol Literacy Challenge – 1863 youth and 32 adults
- Botvin LifeSkills – 898 youth
- Generation RX – 2023 youth and 22 adults
- Healthy Relationships – 0
- Hidden in Plain Sight (HIPS) – 101 adults
- How to Talk to Your Teen About Anything…Including Alcohol and Other Drugs – 8 adults
- Information Dissemination Direct – Business Advisory Committee, Family Council, Systems of Care and Schools
- Mental Health First Aid – 60 adults
- Minimize Risk/Maximize Life – 0
- Nationwide Trainings – 33 adults
- PAX GBG – 623 youth and 59 total teachers, 26 newly trained
- PAX Tools – 15 adults
- QPR – 87 adults
- Prime for Life – 15 Youth
- SBIRT - CRAFT/FTND Screening Tools – 57 youth
- Signs of Suicide Assistance: JA, London, St. Patrick's & MP
- Sources of Strength: 0
- Stanford VAPE – 1379 youth and 63 adults
- Stanford VAPE Selective / Indicated – 42 youth
- Teen Mental Health First Aid – 9 youth
- Trauma 101 – 126 adults
- Yoga and Mindfulness – 712 youth and 9 adults (not including ADAPAO Lunch and Learns and Prevention Professionals Learning Collaborative)
- Youth Led & Youth Move – 72 youth
- Youth Mental Health First Aid – 30 adults

Total Adults: 645
Total Youth: 7693 does not count SOS programming

MCP Achievements and Activities:

- Friend of Education award recipient for 2022 by the London Education Association – Karen Wells
- Ohio Prevention Professionals Association (OPPA) Member of the Year Award – Amanda Hampton
- Jon "Charlie Alder Award - For Outstanding Contributions to Mental Health, Alcohol & Drug Services in Madison County – Amanda Hampton
- One of five selected, nationwide, as a Community Anti-Drug Coalitions of America (CADCA) Youth TOT – Amanda Hampton
- DDRO Performer of the Year – Larry Newton
- Botvin LifeSkills expansion and grant continuation granted for St Patrick's through Boulder Colorado.
- Prime pilot program
- VAPE Prevention small groups at Tolles.
- WeCARE Community Conversation panelist
- Narcan training for MCP staff
- Minimize Risk/Maximize Life now offered.
- London Middle School Unity Day.
- 200-hour Yoga Certification – Amanda Hampton (Karen Wells is working towards).
- Partnership with the Ohio National Guard Counter Drug Taskforce - Larry Newton.
- MCP Youth Ambassador Program
  - Nine youth participants
  - High School survey creation and administration (selected as state Youth Move survey)
- Teen Leaders of London

- London Middle School Life Fair
- Thankfulness Campaign
- Scatter Kindness Campaign
- We Are the Majority Rally

- Mental Health America partnership
  - Named Most Knowledgeable Instructor for MHFA and YMHFA – Amanda Hampton
  - Awarded Master Instructor capabilities – Amanda Hampton
- AG Task Force Juvenile Committees – Stigma and Education and MH and Courts – Amanda Hampton
- London Public Library Board Member – Karen Wells
- Mt Sterling Community Center Board Member – Amanda Hampton
- QPR Facilitation with/for First Responders
- Madison County Juvenile Court partnership
- Participation in Madison County Community Health Improvement Plan (CHIP)
- Madison County Nicotine Prevention and Treatment workgroup
- SADD Chapter
- Hosting virtual, evening Adult and Parent/Guardian Workshops – MCP and Nationwide Children's
  - Participant feedback "To be honest with you when I first saw Taylor I thought oh no this girl is right out of college and she's going to be reading from a book telling me what to do. I couldn't have been any further from the truth she was very well spoken she knew her material very well she explained it and gave examples real life examples. She made things very relatable and fun. I believe she is truly gifted and has wisdom beyond her years. I look forward to this week's class."
- Sources of Strength Train the Trainer – Elementary, Middle and High
- Youth to Youth (Y2Y) partnership
- Prevention Professional Learning Community (PPLC) 2022 Co-Chair – Larry Newton and 2021 Co-Chair – Amanda Hampton
- WeCare Coalition Secretary – Karen Wells and Prevention Subcommittee and 12 Sector Representative – Amanda Hampton
- Jonathan Alder Coalition participants – Karen Wells and Amanda Hampton
- Signs of Suicide Community/Parent Training
- VitalCog/Working Minds Trainer
- Grants/Funding
  - MHRB of Clark, Greene and Madison Counties
  - Youth Move
  - SADD
  - American Legion Post 417
- OPPA - ADAPAO member and committee member
- Creation of fee scale for specific services
- Promotional materials created – swag and pamphlets
- ESC Partnership/Support
- Strengthening of partnerships, support and knowledge of MCP in county
- Jim Ryan Consultation

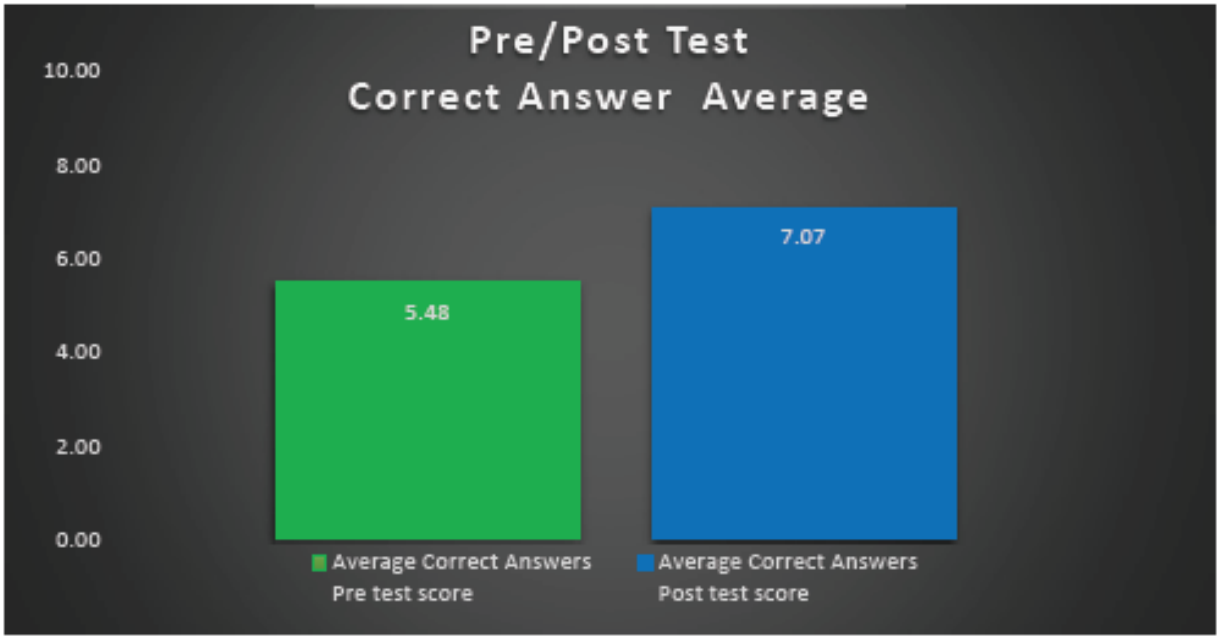
2022/2023 Opportunities

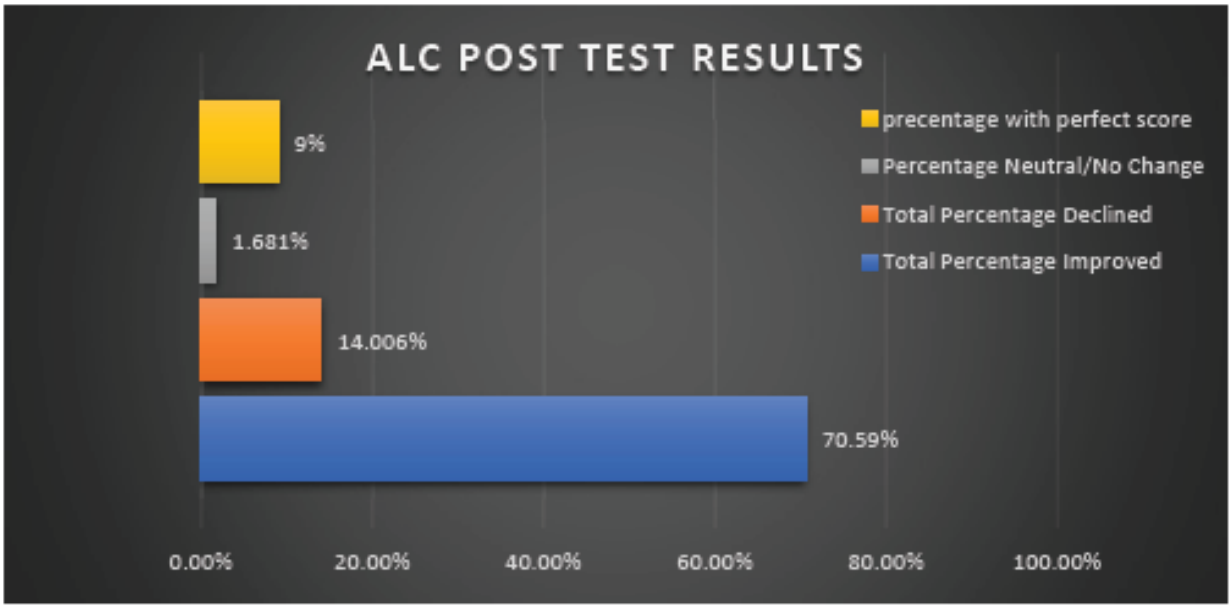
- Triple P
- Glo Paint Party – Madison Plains, London and West Jefferson have confirmed
- Botvin LifeSkills TOT
- Cedarville University partnership
- Policy discussions
- Identifying Champions in Systems of Care
- PAX Heroes Training for MP and Fairhaven
- MCP Website
- Mental Health First Aid and Youth Mental Health First Aid for Coaches
- QPR - First Responders
- Expansion of Business Workforce Development in partnership with the Madison County Chamber.

- Continued Expansion of Youth-Led Initiatives – Youth Ambassadors and Sources of Strength in local schools
- Drug Free Communities Grant – Youth Ambassadors
- Youth Focus Groups
- Continued increase to the attention to data in the form of pre/post-tests, surveys, observations and evaluations
- Rocking Horse Community Center partnership
- Ohio State Extension partnership
- Botvin LifeSkills 3rd grade implementation at Norwood Elementary and Madison Plains Elementary

ALCOHOL LITERACY CHALLENGE™

Madison County School
Students





Botvin LifeSkills Training: Middle School Program Year-End Report

Madison County, OH

2021-2022

Participating Schools:
London Middle School
Madison-Plains Jr. High School
St. Patrick School

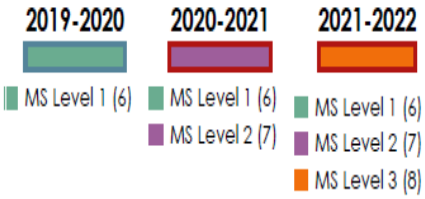
CSPV Implementation Coordinator: Veronica Goldberg
Project Manager: Ginnie Hershbarger

Center for the Study and Prevention of Violence
483 UCB, Boulder, CO 80309
303-735-2063
ginnie.hershbarger@colorado.edu

Site Coordinator: Amanda Hampton

BACKGROUND & SUMMARY

Madison County completed participation in the Botvin *LifeSkills Training* (LST) grant for the middle school program (three-year grant). Funding awarded by the Center for the Study and Prevention of Violence (CSPV) at the University of Colorado Boulder supported program delivery through instructor training, program materials, technical assistance, fidelity monitoring, and sustainability support. LST is an evidence-based universal program[1] that promotes positive youth development and prevents youth from engaging in risk-taking behaviors. Across Madison County's participating schools, the three-level middle school curriculum was taught by seven school instructors, two Madison County Prevention personnel, and one trained substitute teacher to students in a variety of content areas in grades 6-8 or 7-9. The timeline graphic below lists the LST program levels taught over the course of the grant, beginning with Level 1 in 6th grade in the 2019-2020 academic year. Madison-Plains Jr. High School's timeline, spanning grades 7-9, was similar, with Level 1 implementation beginning in 2019-2020 with 7th grade rather than 6th grade. In spring 2022, St. Patrick School applied for and was awarded another three-year grant from CSPV that will provide training, materials, and implementation support through the 2024-2025 academic year.



This report summarizes program implementation during the 2021-2022 school year based on data collected from classroom observations, site visits with educators, and feedback surveys. Sections that follow highlight key activities, district and school feedback, achievements, and areas for growth to bolster successful program implementation. Finally, Appendix A includes a list of tools and resources to support high-quality delivery and program sustainability as London Middle School and Madison-Plains Jr. High School transition beyond the CSPV grant.

Botvin LifeSkills Training Middle School Program and Grant Activities in 2021-2022

NHPA-Led Teacher Trainings	Number teachers trained: 3 online Overall training quality (per teachers): 3.4 out of 5.0
Students reached across grades 6-8 or 7-9	892 (100% of eligible)
Class size: # of students in LST classes (per teacher reports)	Average: 25 |Range: 10-35 Recommended: Up to 25 students
Time on LST: Minutes spent on LST lessons (per teacher reports)	Average: 43 |Range: 35-50 Recommended: 45-60 minutes
Observations conducted (2-4 per teacher)	27 of 27 possible
Feedback surveys received from key LST personnel	10 Instructors (100% response rate), 1 Site Coordinator, 1 Observer
Virtual and in-person annual process evaluation site visits	Dates: Oct. 4-5, 2021 and May 10-11, 2022 Number schools visited/represented: 3 of 3 Personnel met: 1 Site Coordinator, 3 Administrators, 7 Teachers, 1 Observer
Grant value	2021-2022 Total: $9,320 2021-2022 Curriculum Costs: $5,483 2019-2022 Grant Grand Total: $33,290

[1] See www.lifeskillstraining.com for program evaluation studies.

FIDELITY REPORT ✓

BOTVIN LIFESKILLS TRAINING: PROGRAM FIDELITY GUIDELINES

1. **Deliver all content within each lesson.** Each unit includes opportunities for knowledge gain and skill practice.
2. **Teach the full scope of the lessons in the prescribed sequence.** The lessons function like a scaffolding where each lesson builds upon previous lessons.
3. **Teach LST to students at least once per week for consecutive weeks** to promote content and skill retention.
4. **Use interactive teaching techniques:** discussion, coaching, practice, and feedback.
5. **Use LST program materials** and limit supplements and modifications.

LST Fidelity Report	Source	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022
% Taught All Core Lessons	Teacher	100%	100%	90%
% Taught At Least Once Per Week	Teacher	100%	100%	100%
% Taught Lessons in Order	Teacher	100%	100%	100%
% Content Coverage (Entire)	Observations	67%	73%	67%
% Content Coverage (Portion)	Observations	84%	87%	80%

CONTENT COVERAGE SCORES EXPLAINED

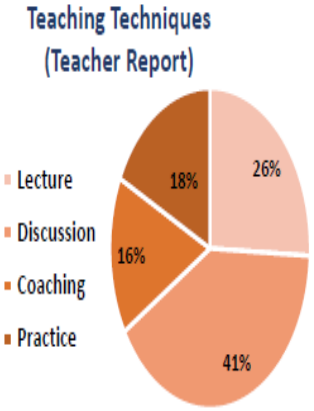
Entire Score: More conservative metric that reflects the points covered out of all "points to make", regardless of lesson being extended into another class session.

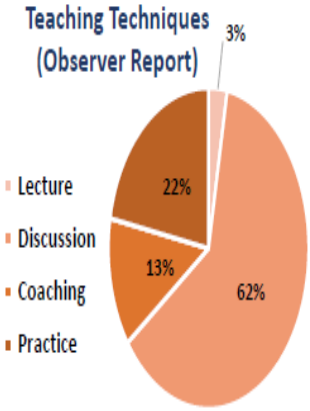
Portion Score: More liberal metric that accounts for only the "points to make" included within the portion of the lesson covered during the observed session.

IMPLEMENTATION OVERVIEW

- Madison County successfully reached all eligible students with LST.
- All students received lessons in the prescribed order, at least once per week for consecutive weeks.
- Every Level 1 and Level 3 teacher taught all core lessons, and nearly all Level 2 teachers taught all core lessons. In addition, each optional violence prevention lesson and the *Prescription Drug Abuse Module* were taught by some teachers in each level.
- Most of the lesson key points and objectives were implemented during observed portions of lessons.
- Observation and teacher reports indicated most of class time was devoted to interactive teaching techniques (i.e., discussion, coaching, and practice.)
- 80% of teachers reported using outside supplements and/or modifications to enhance lessons.

As students transition into higher program levels, more time should be spent on practice and less on discussion and lecture.





Discrepancies between observation data and teacher feedback data may be seen between the two sources. These discrepancies may be attributed to the reporting period and the scope of lessons considered. Each teacher was asked to reflect on delivery across implementation of the curriculum, whereas the observer reported on no more than four sessions for each teacher.

PROGRAM RESPONSE

Teacher Feedback Data	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022
% Students Actively Engaged	89%	90%	82%
Class Time Sufficient to Cover Lesson	3.4	3.0	3.9
Ease of Implementation	4.2	4.3	3.9
Program Flexibility	3.8	3.8	3.8
Cultural Relevance	3.9	3.9	2.9
Teaches Skills to Avoid Drugs & Violence	3.8	3.8	4.2
Potential to Play Role in Reducing Drug Use	3.8	3.5	4.1
Teachers in Favor of LST at the School	4.2	4.0	4.6
% Who Would Recommend LST	100%	100%	100%
Overall Rating of LST	4.0	4.5	3.8

Items reported as #.# are on a 5-point scale, ranging from 1 (low) to 5 (high).

"The LST program has provided a foundation for our health curriculum to build upon. The lessons are easy to follow and to implement, which makes it very user friendly from a teaching standpoint."

~LST Teacher

Observation Data	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022
% of Students Actively Engaged	91%	88%	74%
Student Response to the Session	4.5	3.9	3.5
Student Understanding of the Lesson	4.6	4.0	3.7
Use of Relevant Examples or Stories	4.2	3.9	3.9
Knowledge of Program/Lesson Content	4.5	3.6	3.6
Level of Enthusiasm	4.4	4.1	4.1
Rapport and Communication with Students	4.5	4.1	4.1
Effectively Addressed Questions and Concerns	4.3	3.9	3.9
Overall Quality of Program Session	4.4	4.0	3.7

Items reported as #.# are on a 5-point scale, ranging from 1 (low) to 5 (high).

2021-2022 SITE VISIT FEEDBACK

During the annual site visits conducted on October 4-5, 2021 and May 10-11, 2022, site personnel lauded LST for its relevance, importance, and ability to reach students with a variety of backgrounds and experiences. LST staff praised LST for its versatility, with some teachers noting its flexibility and others appreciating its easy-to-follow structure and solid foundational base. Furthermore, interviewees shared that the curriculum aligns well with district mandates and student needs as well as that students were responsive to the content and participated in discussions and activities.

LST instructors explained that the main challenges they experienced included too large or too small of class sizes, shortage of time, staff turnover, and some redundancy between levels. Despite these barriers, teachers shared their comfortability delivering the program. To further mitigate these issues, CSPV recommended utilizing group work, adapting scenarios to the needs of their students, and requesting technical assistance when appropriate.

Administrators mentioned that social emotional programs and content, such as LST, received varying feedback from parents and community members. Nevertheless, most site personnel conveyed their support of the program as well as expressed interest in sustainability and continued partnerships with Madison County Prevention.

"[LST] is very needed."

~LST Teacher

"The class seemed to enjoy practicing the skills with each other."

~LST Observer

STRENGTHS

STUDENT REACH

Based on student demographic data, Madison County's participating schools effectively **reached 100% of their 892 eligible students** with LST Middle School, fostering a healthy school-wide community dedicated to cultivating protective factors and reducing risk for substance use and other risky behaviors. Furthermore, administrators and staff exhibited their commitment to student reach by collaborating to overcome barriers to attain this achievement.

IMPLEMENTATION FIDELITY

The strongest student outcomes occur when **all lessons in the curriculum are delivered, with lessons at least once per week for consecutive weeks, in the prescribed order,** which the vast majority of Madison County LST teachers successfully accomplished. Moreover, most instructors reported adhering to the lesson plans as laid out in their teacher's manuals.

TEACHER BUY-IN

Program success depends on teacher buy-in and support. Madison County **teachers shared the belief that it is worthwhile to devote class time to the LST curriculum** and collaborated to train new staff, ensure high quality lessons, and monitor class sizes. Moreover, instructors were **in favor of having LST in their schools**, as well as agreed that the program teaches students the skills needed to avoid drugs and violence and has the potential to play a significant role in reducing youth participation in drugs.

PARTNERSHIP WITH LOCAL ORGANIZATION

During all three years of the grant, Madison County **has partnered with and cultivated a lasting relationship with Madison County Prevention.** By inviting Madison County Prevention to help coordinate and teach LST lessons, Madison County was able to alleviate organizational and logistical barriers, relieve stresses on schoolteachers, overcome challenges to reaching all students, and plan for future implementation and collaboration.

RECOMMENDATIONS

SKILLS PRACTICE

Teacher feedback and observation data indicated that each teaching technique was used, with discussion utilized most. LST guidelines advise that most time be spent on skills practice and increasing with passage into higher LST levels. CSPV praises Madison County teachers' use of discussion **and recommends spending more time on skills practice** to allow students to rehearse skills, actively engage with lessons, and reduce boredom. In addition, examples and scenarios may be altered to ensure practice is culturally relevant for students.

TIME MANAGEMENT

Most LST lessons are intended to be taught in single 45-minute class periods. According to observations and teacher feedback data, lessons lasted 41 and 43 minutes, on average, respectively. Further, teachers and observations indicated that some teachers experienced difficulties completing lessons and scheduling LST. **Teachers experiencing time constraints are encouraged to monitor time spent on lesson sections, observe time allotments specified in the manual for each lesson portion, and utilize lesson carryover when possible.**

CLASS SIZE

The ideal class size for LST is 20-25 students, though observed lessons ranged to 31 students. With larger classes, it can be more challenging for instructors to monitor student behavior, encourage participation, and devote time to skills practice. CSPV recommends that teachers with extreme class sizes **utilize group and partner work and continue to split large class sizes when staff and space allow.**

TA & TOT WORKSHOPS

On average, instructors noted interest in additional training or technical assistance (TA) for modeling, hands-on activities, incorporating technology, and refresher trainings. Madison County **is advised to attend a TOT workshop and request TA as needed.** TOT workshops are anticipated for the 2022-2023 school year; despite occurring after their grant ends, a representative will be invited to participate. TA may be requested directly with NHPA at https://www.lifeskillstraining.com/training-and-technical-assistance/.

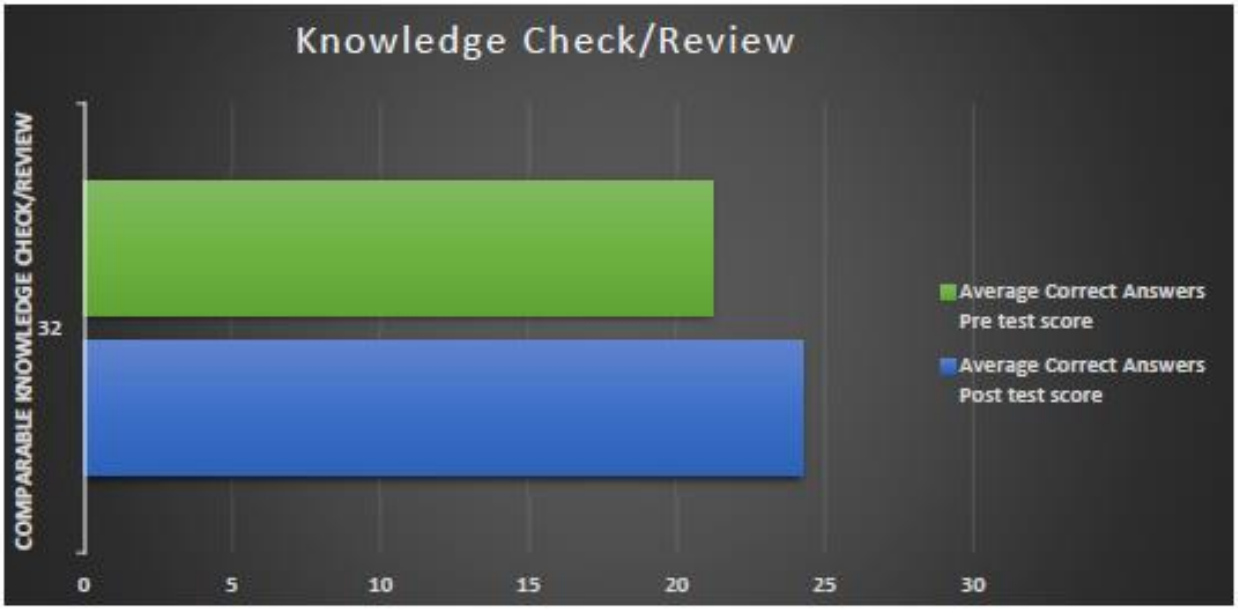
APPENDIX A: LIFESKILLS TRAINING TOOLS AND RESOURCES

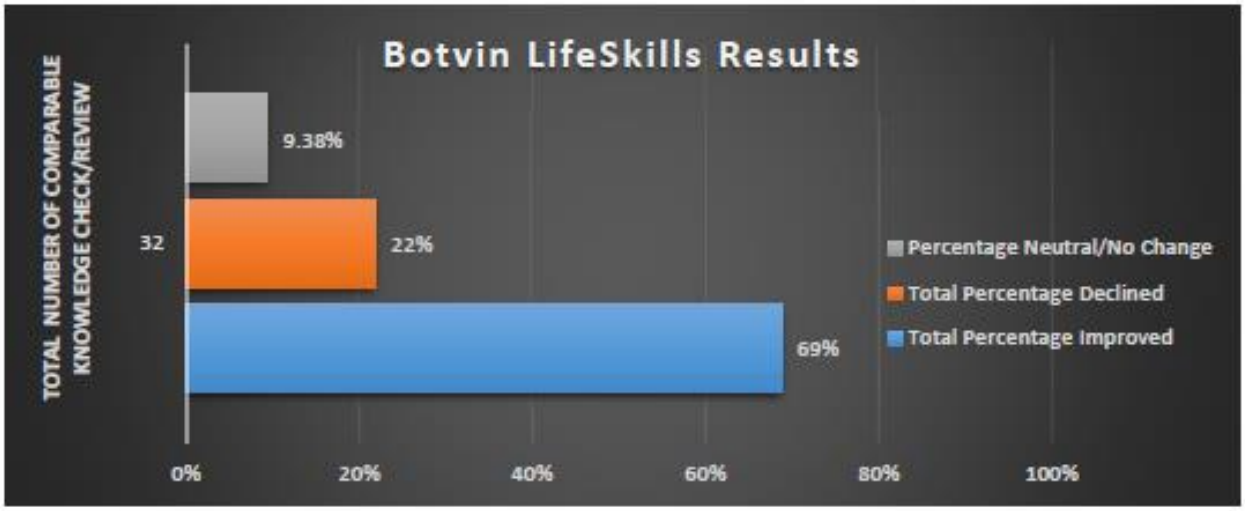
Ordering LST Materials	https://www.lifeskillstraining.com/order/
Training & Technical Assistance	LST Training Schedule: https://www.lifeskillstraining.com/training-schedule/ Email: LSTinfo@nhpamail.com | Phone: 800-293-4969 Trainer-of-Trainers (TOT) Resource Center for certified district trainers: https://www.lifeskillstraining.com/tot/
Budgeting Tool	LST Cost Calculator: https://cspv.colorado.edu/what-we-do/initiatives/lst-grant/calculator/
Sustainability	Sustainability Assessment Tool: https://sustaintool.org/ Planning Guide: https://www.cdc.gov/nccdphp/dch/programs/healthycommunitiesprogram/pdf/sustainability_guide.pdf Funding Resources: https://www.lifeskillstraining.com/funding/
Assessments & Evaluation	Classroom Assessments: https://www.lifeskillstraining.com/lst-classroom-assessments/ Pre/Post Test: https://www.lifeskillstraining.com/lst-evaluation-tools/
Fidelity Tools	Fidelity Checklists: https://www.lifeskillstraining.com/lst-fidelity-checklists/ Scope and Sequence: https://lifeskillstraining.com/wp-content/uploads/2017/12/MS-Scope-and-Sequence-2013_1.pdf Fidelity Guidelines: https://www.lifeskillstraining.com/wp-content/uploads/2017/10/LST-Planning-Workbook.pdf (p. 44)
LST Updates / Newsletter	Linking*in* to *LifeSkills*: https://www.lifeskillstraining.com/fall-2020/
Curriculum Alignment	https://www.lifeskillstraining.com/lst-curriculum-alignment-tools/
LST Online Resources	Activities and Resources in Teacher and Student Companion Site: https://www.lifeskillstraining.com/msweb/ E-Cigarette Resource: https://www.lifeskillstraining.com/botvin-health-connections-e-cigarettes-and-vaping-a-new-resource-for-addressing-this-health-crisis-with-lst/
Classroom Management	The Classroom Check-Up (CCU): http://classroomcheckup.org/ (Support and training in effective classroom management)
Experimentally-Proven Programs	Blueprints for Healthy Youth Development: https://www.blueprintsprograms.org/
Implementation & Sustainability Resources from CSPV	https://cspv.colorado.edu/what-we-do/initiatives/lst-grant/resources/

Botvin LifeSkills® Training

Evidence-Based Prevention Programs for Schools, Families, and Communities

Madison County

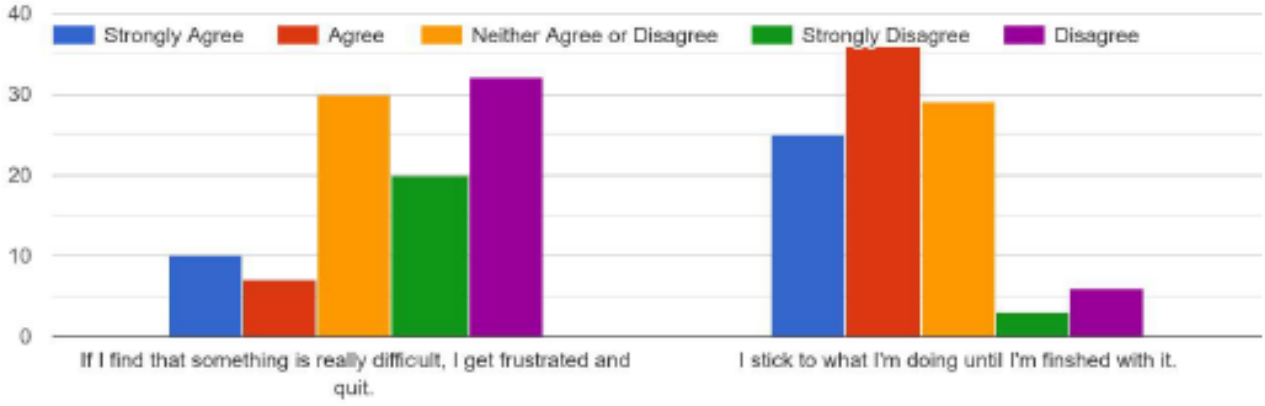




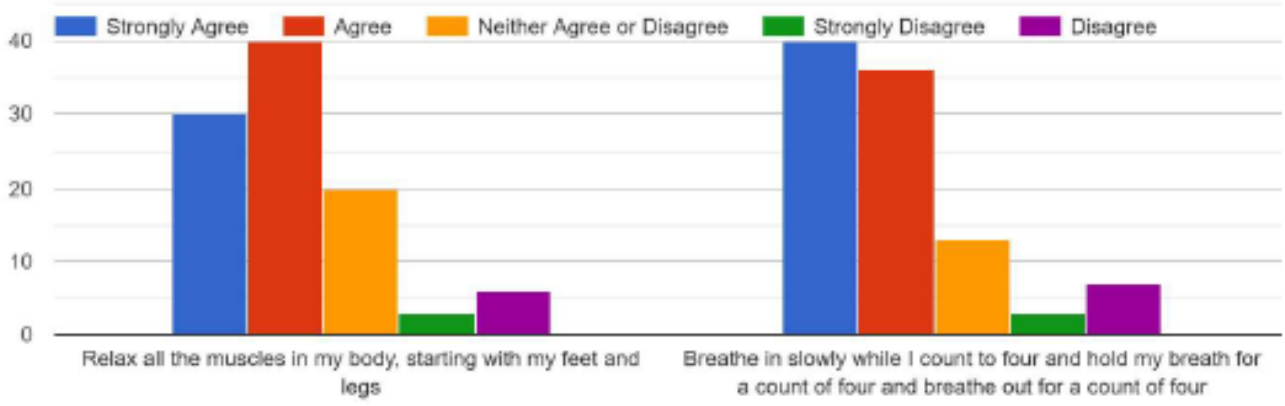
Botvin LifeSkills® Training

Evidence-Based Prevention Programs for Schools, Families, and Communities

In general:



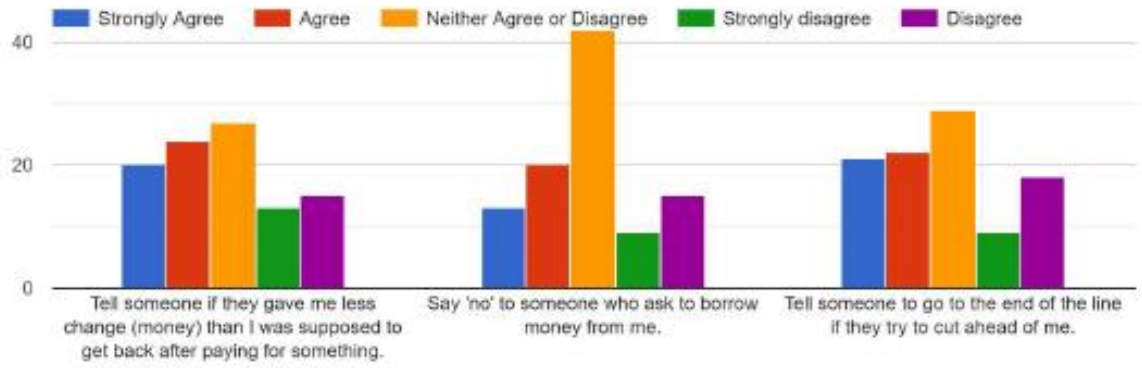
In order to cope with stress or anxiety, I would:



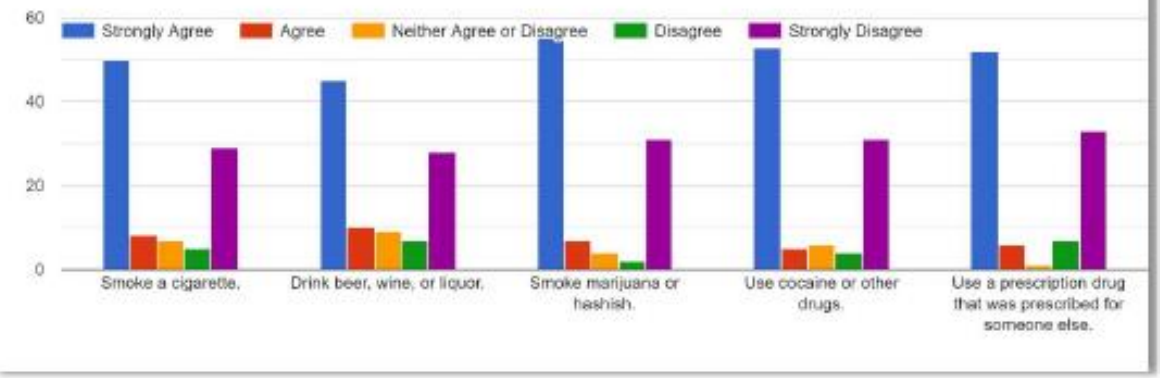
Botvin LifeSkills®Training

Evidence-Based Prevention Programs for Schools, Families, and Communities

I would:

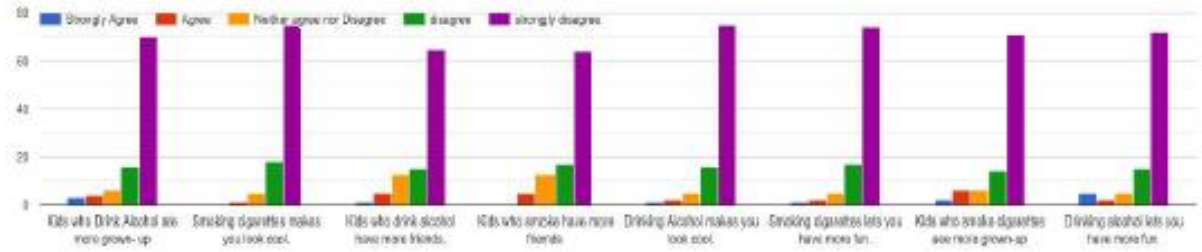


I would say NO if someone tried to get me to:



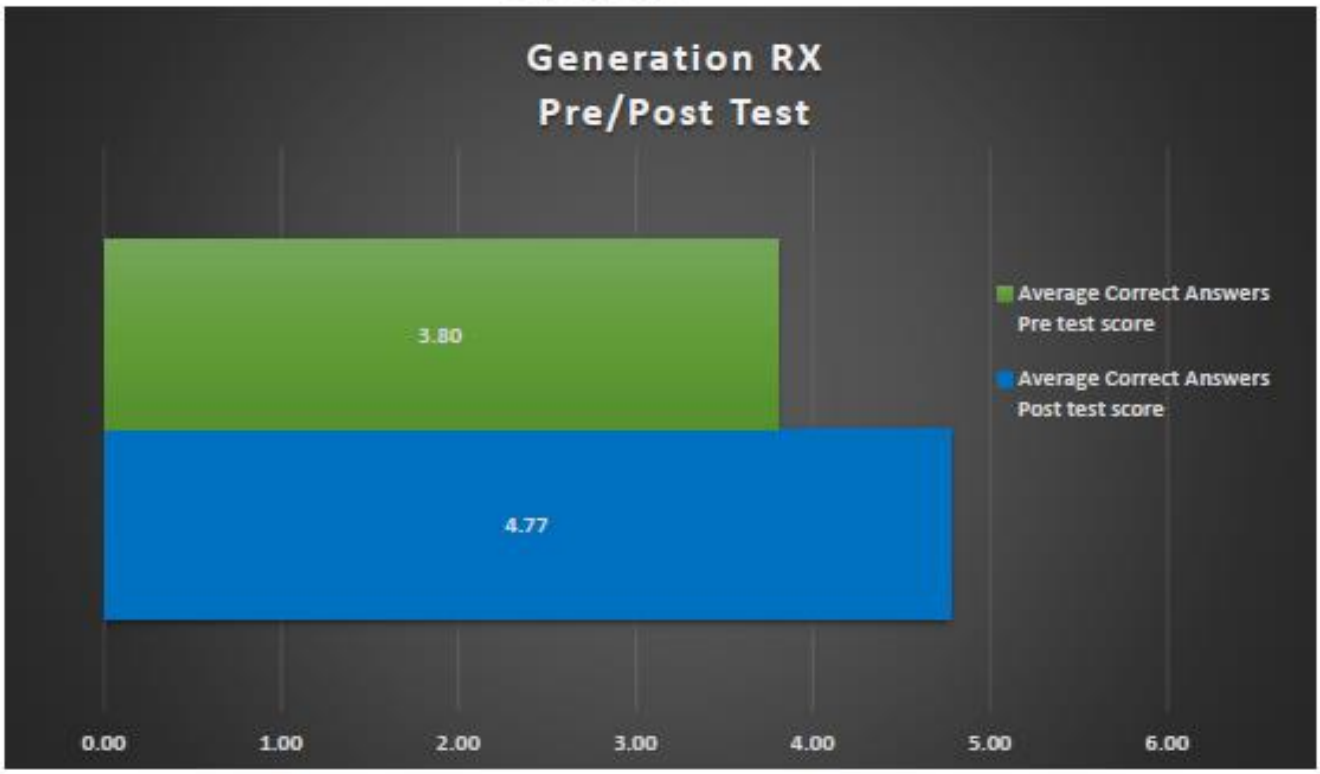
Botvin LifeSkills® Training

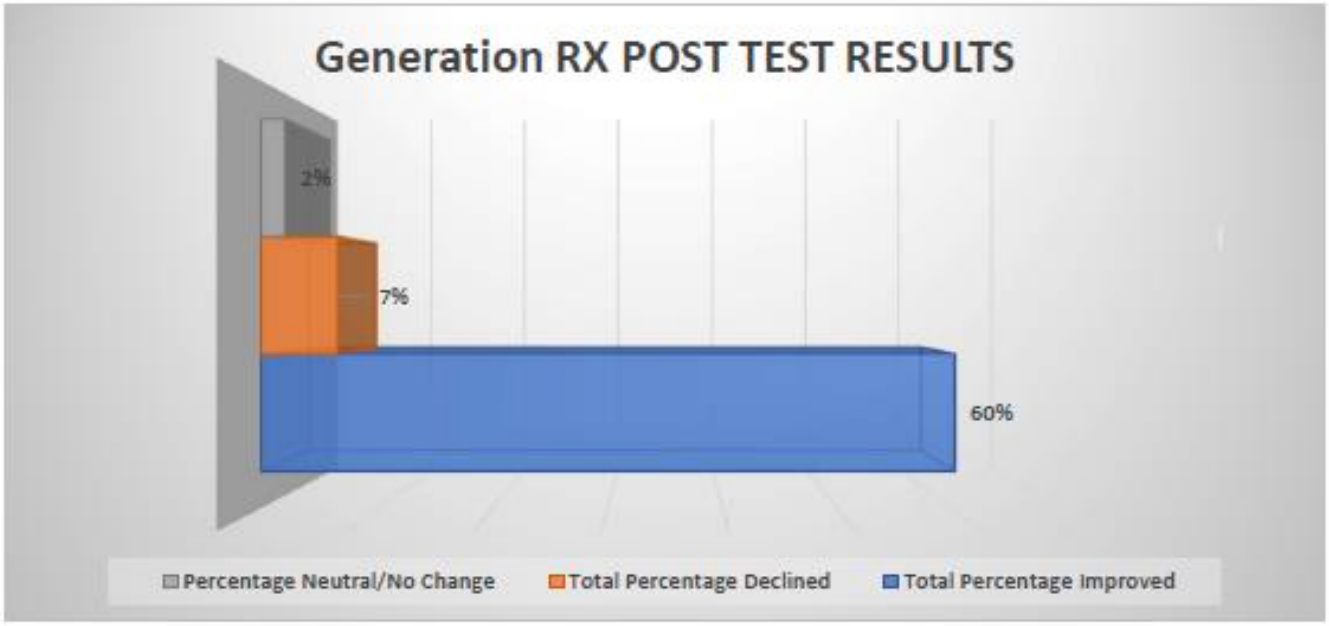
Evidence-Based Prevention Programs for Schools, Families, and Communities



GenerationRx

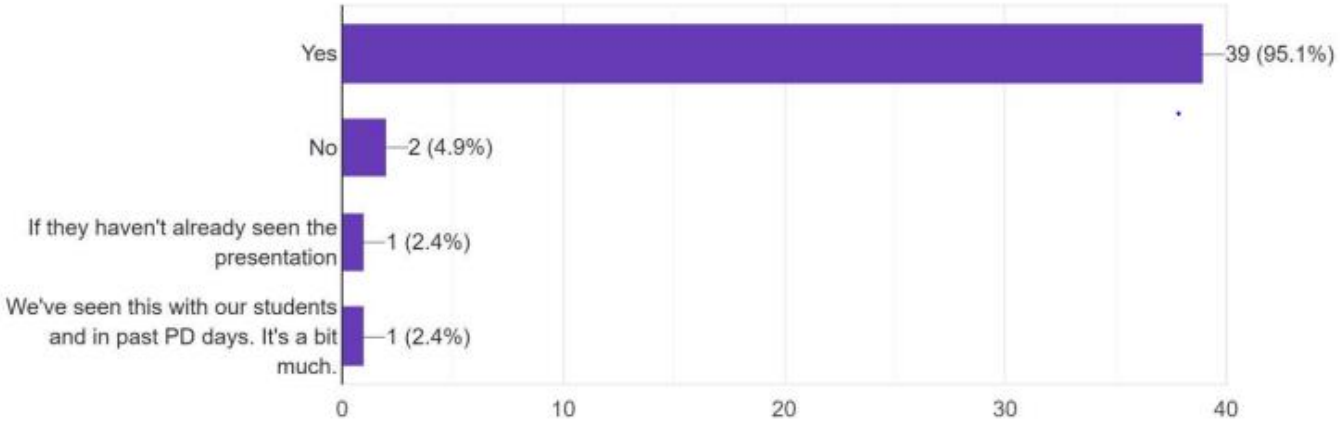
Madison County Students



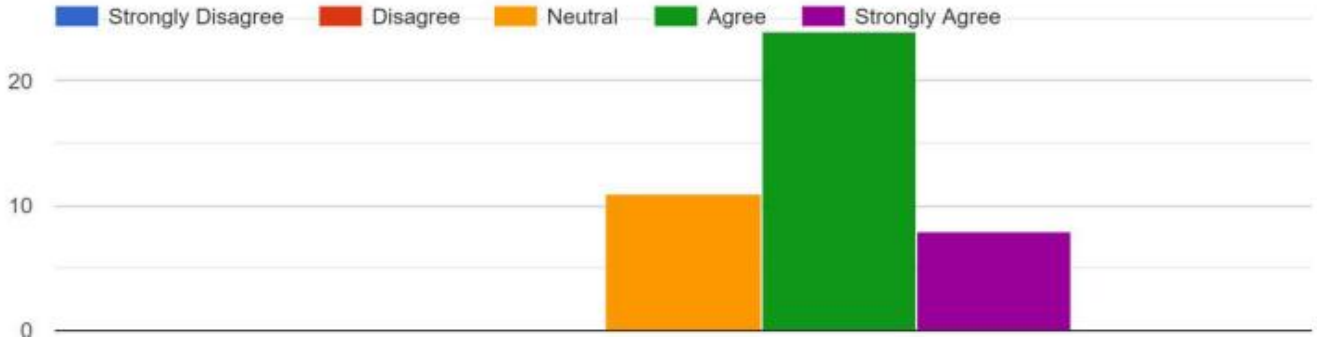


Would you recommend this training to others?

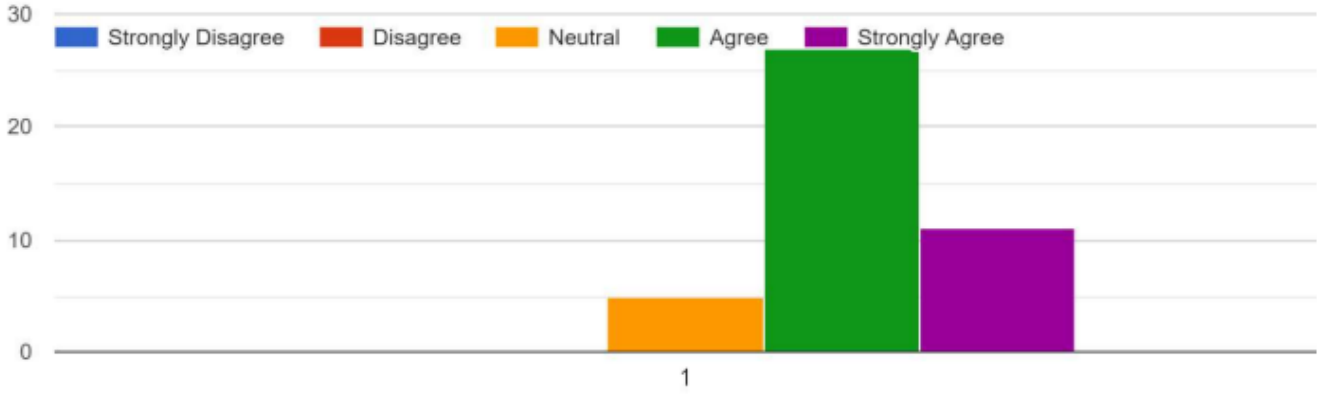
41 responses



I feel I am more aware of the signs of the abuse.



I feel I am more knowledgeable about youth alcohol, tobacco, vaping, and other drugs.



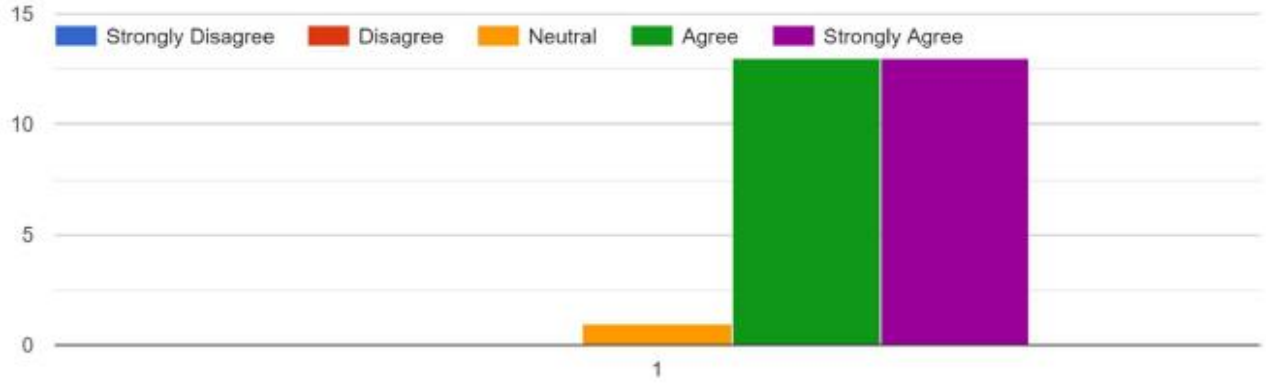
What was the most helpful part of today's training?

Mock bedroom
The Videos
Talking about protective factors
Understanding the chemistry behind nicotene and vape.
Seeing brain scans - mentioning that extracurriculars outside of team sports is very important!
The Prevention section

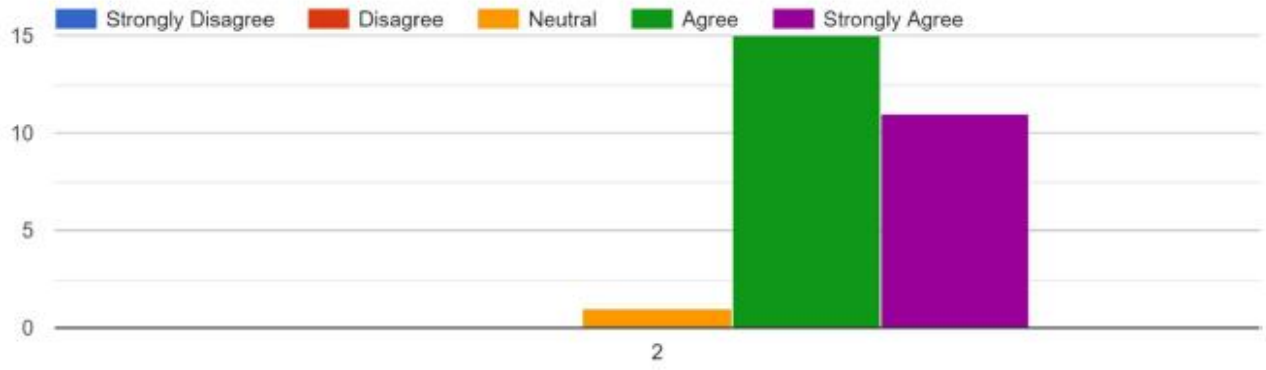
What part of the training could be improved?

Changing the 1st half to be different than what the students heard
Needs to be more interactive. This was too much "sit and get"
I think the presenters need a longer time period to adequately present the material they prepared
Training was valuable but the first part was a repeat of an assembly a few weeks ago
Extended time so that we could slow down and ask questions/discuss
We've already heard/seen vaping presentation. Im not sure why we had to have it again.
improve engagment, summarize "pass arounds" or make into sharable digital media
Some more differences between student and staff presentations
I was unaware of what some of the acronyms stood for

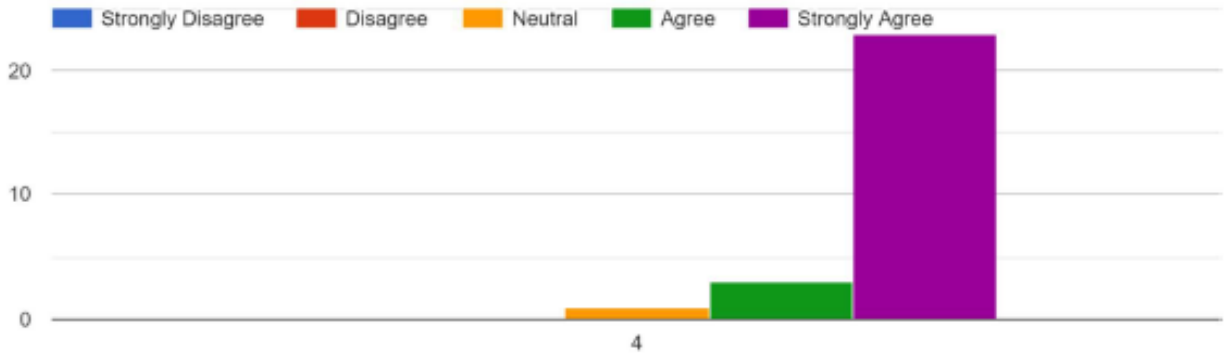
I feel I am more knowledgeable about youth alcohol, tobacco, vaping, and other drugs.



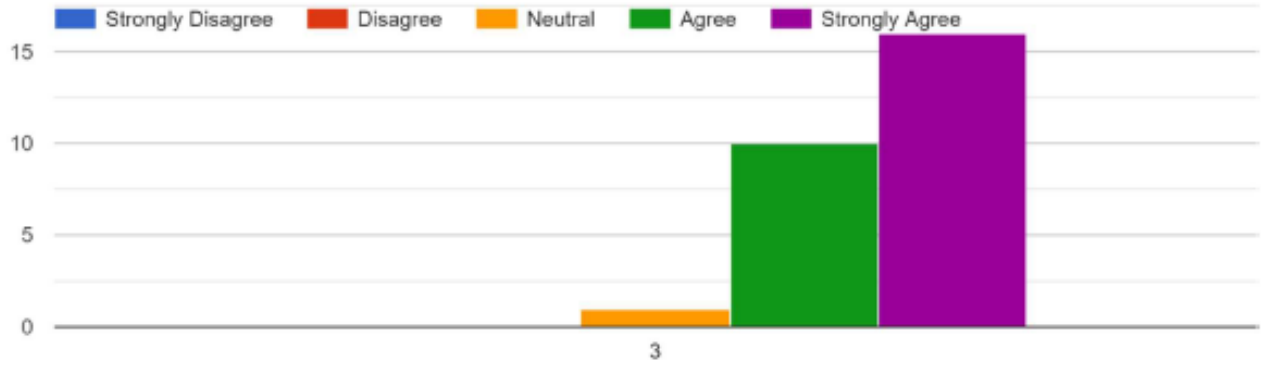
I feel I am more aware of the signs of the abuse.



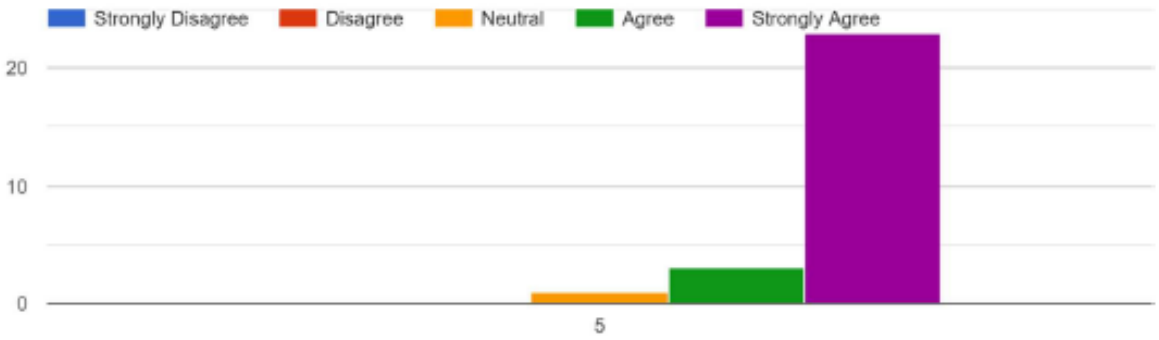
The instructor demonstrated knowledge of the subject and resources.



I feel I have a basic understanding of the issues and where to find support and other resources.



How helpful was this training overall?



What was the most helpful part of today's training?

- Everything
- All the data, resources that I can now access on my own
- Statistics
- Knowledge of trainer
- Data/ numbers for Madison County
- Attention to availability of bad items
- Information and Data about stats
- Learning about stats and that not every youth is engaging
- The bad effects info
- Risk and protective factors
- I enjoyed the qualitative data for our local kids
- The brain development info
- Amanda is a very good presenter. The information is presented in an easy-to-understand manner.
- Very easy to understand! Lots of good data!
- The display room
- Hearing about local trends

What part of the training could be improved?

- Nothing - It was all so good and informative
- None! Perfect! Thank you!!!
- More information / handouts
- Great Job!
- I enjoyed the training
- More signs of unhealthy choices/ examples
- Nothing! Amanda is awesome!!
- Basic terminology education for us old people

Mental Health First Aid
Youth Mental Health First Aid

My Overall Course Feedback Rating

		As Instr. 1	As Instr. 2
Instructor Name:	Amanda Hampton		
Total Courses Run:	39	26	13
Total Participants in Courses:*	122	86	36
Average Presentation Score:	4.76	4.74	4.81
Average Content Score:	4.71	4.66	4.83

* Only counts participants who have provided feedback

PAX GBG

School	Grade	# of kids	Total number	Spleems per student	Estimated disruptions per hour per student
Madison-Plains Elementary School	2	18	18	1	4
Madison-Plains Elementary School	2	18	14	0.78	3.12
Madison-Plains Elementary School	1	14	29	2.07	8.28
Madison-Plains Elementary School	1	14	19	1.36	5.44
Madison-Plains Elementary School	K	14	37	2.64	10.56
Madison-Plains Elementary School	K	14	4	0.29	1.16
Madison-Plains Intermediate School	2	14	30	2.14	8.56
Madison-Plains Elementary School	K	11	44	4	16
Madison-Plains Elementary School	K	11	49	4.45	17.8
Madison-Plains Elementary School	2	12	10	0.83	3.32
Madison-Plains Intermediate School	5	20	28	1.4	5.6
Madison-Plains Intermediate School	5	20	3	0.15	0.6
Madison-Plains Intermediate School	6	17	7	0.41	1.64
Madison-Plains Intermediate School	6	17	6	0.35	1.4
Madison-Plains Intermediate School	6	18	26	1.44	5.76
Madison-Plains Intermediate School	6	18	49	2.72	10.88
Madison-Plains Elementary School	1	15	8	0.53	2.12
Madison-Plains Elementary School	1	15	7	0.47	1.88
Madison-Plains Intermediate School	4	17	17	1	4
Madison-Plains Intermediate School	4	17	9	0.53	2.12
Madison-Plains Elementary School	K	14	35	2.5	10
Madison-Plains Elementary School	K	14	18	1.29	5.16
Madison-Plains Elementary School	2	15	32	2.13	8.52
Madison-Plains Elementary School	2	15	12	0.8	3.2
Madison-Plains Elementary School	2	17	42	2.47	9.88
Madison-Plains Elementary School	2	17	15	0.88	3.52
Madison-Plains Elementary School	K	10	13	1.3	5.2
Madison-Plains Elementary School	K	10	34	3.4	13.6
Madison-Plains Intermediate School	4	17	17	1	4
Madison-Plains Intermediate School	4	17	7	0.41	1.64
Madison-Plains Intermediate School	5	20	8	0.4	1.6
Madison-Plains Intermediate School	K	11	47	4.27	17.08
Madison-Plains Elementary School	3	13	45	3.46	13.84
Madison-Plains Intermediate School	6	23	41	1.78	7.12
Madison-Plains Elementary School	3	20	35	1.75	7
Madison-Plains Elementary School	3	20	27	1.35	5.4
Madison-Plains Elementary School	2	16	16	1	4
Madison-Plains Elementary School	2	16	2	0.13	0.52
Madison-Plains Intermediate School	5	21	66	3.14	12.56
Madison-Plains Intermediate School	5	23	47	2.04	8.16
Madison-Plains Elementary School	1	15	15	1	4
Madison-Plains Elementary School	1	15	6	0.4	1.6
Madison-Plains Elementary School	K	13	31	2.38	9.52
Madison-Plains Elementary School	K	13	13	1	4
Madison-Plains Intermediate School	6	18	8	0.44	1.76
Madison-Plains Elementary School	3	20	21	1.05	4.2
Madison-Plains Elementary School	3	20	7	0.35	1.4
Madison-Plains Elementary School	3	19	37	1.95	7.8
Madison-Plains Elementary School	3	19	8	0.42	1.68
Madison-Plains Elementary School	1	15	15	1	4
Madison-Plains Elementary School	1	15	5	0.33	1.32
Madison-Plains Intermediate School	4	20	10	0.5	2
Madison-Plains Intermediate School	4	20	12	0.6	2.4
Madison-Plains Intermediate School	6	22	26	1.18	4.72
Madison-Plains Elementary School	1	14	14	1	4
Madison-Plains Elementary School	1	14	15	1.07	4.28
Madison-Plains Elementary School	6	19	15	0.79	3.16
Madison-Plains Elementary School	6	19	4	0.21	0.84
Madison-Plains Intermediate School	4	16	16	1	4
Madison-Plains Intermediate School	4	16	4	0.25	1

School	Grade	# of kids	Total number	Spleems per student	Estimated disruptions per hour per student
Fairhaven	P-K	14	14	1	4
Fairhaven	P-K	11	16	1.45	5.8
Fairhaven	P-K	11	15	1.36	5.44
Fairhaven	P-K	10	40	4	16
Fairhaven	P-K	9	12	1.33	5.32
Fairhaven	P-K	10	38	3.8	15.2
Fairhaven	P-K	9	29	3.22	12.88
Fairhaven	P-K	12	50	4.17	16.68
Fairhaven	P-K	11	15	1.36	5.44
Fairhaven	P-K	12	58	4.83	19.32
Fairhaven	P-K	12	58	4.83	19.32
Fairhaven	P-K	11	10	0.91	3.64
Fairhaven	P-K	13	16	1.23	4.92
Fairhaven	P-K	12	12	1	4
Fairhaven	P-K	13	26	2	8
Fairhaven	P-K	12	47	3.92	15.68
Fairhaven	P-K	10	21	2.1	8.4
Fairhaven	P-K	12	8	0.67	2.68
Fairhaven	P-K	10	22	2.2	8.8
Fairhaven	P-K	10	22	2.2	8.8
Fairhaven	P-K	12	2	0.17	0.68

FAIRHAVEN EARLY LEARNING ACADEMY

Blossoming Preschool Programs

Preschool opportunities at Fairhaven School continue to grow!

By Mr. Sean Clymer, Preschool Supervisor

The London Preschool and Fairhaven Early Learning Academy provide quality instruction to over 160 children ages three through five. Our programs utilize the Creative Curriculum, Heggerty, and PAX Good Behavior Game to develop students' pre-academic, cognitive, communication, motor, social-emotional, and behavioral skills. Students in the program are instructed by licensed intervention specialists, paraprofessionals, and related service staff (speech-language pathologists, occupational therapists, vision-specialist, and physical therapists). We work closely with families and community preschools to identify students who may benefit from specially designed instruction and seek to provide them with the appropriate educational avenue.

We are fortunate to have developed strong partnerships with community agencies such as the Madison County Board of Development Disabilities, Madison County Prevention, London Public Library, Sufficient Grace, London City School's Raider Rack to support our students and families. Through these partnerships, students have been able to enjoy storytimes with Marry Anne Wood, London Public Library's Youth Services Coordinator, Trick-or-Treat at the Madison County Board of Developmental Disabilities, and receive winter coats, shoes, clothing, and weekend take-home boxes, along with parent training opportunities related to PAX Tools and other developmental topics.

This year, the preschool program is hoping to give back to the community by hosting a Pop into Preschool Night on April 21st. Our knowledgeable staff is providing an interactive presentation (game show) with snacks (popcorn) for parents and guardians to address preschool developmental questions. Hope to see you there!

POP! Into Preschool
For Parents

POP Preschool Skills PARENTS pop quiz popcorn

Date: 04/21/2022
Time: 6:00 PM to 7:00 PM
Maker Space at London Elementary

Dear Parents, The Fairhaven School Staff are inviting you to join us for some game night fun and snacks to get answers to your preschool development questions. To be best prepared to participate in this event, please download the Kahoot app on your phone prior to attending.

K!

NO Children at this event

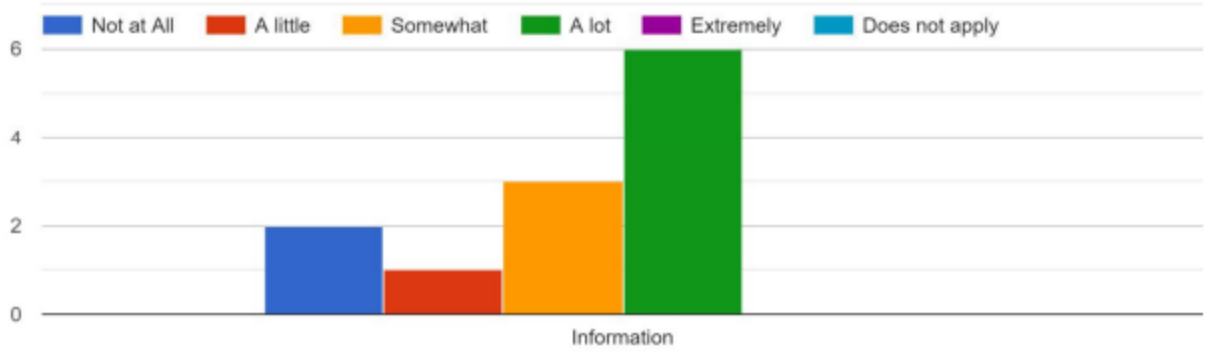
We apologize for any inconvenience, but the nature of this event is not conducive to having children present.

Contact person: 740-852-7052

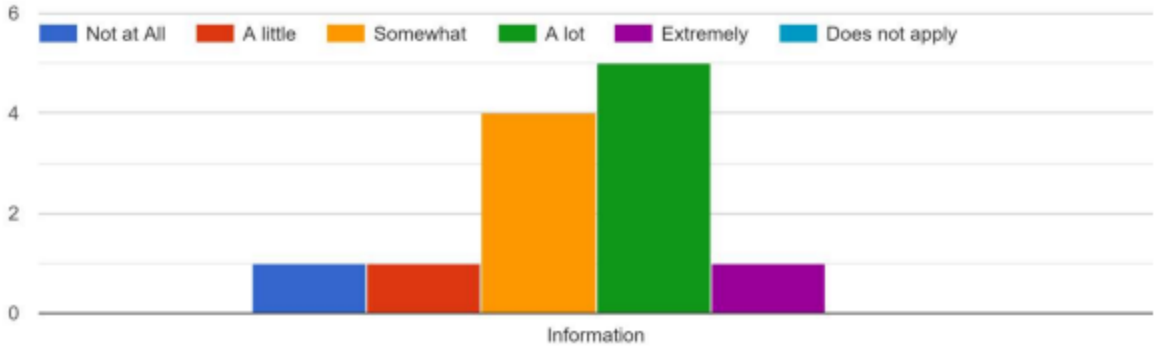
PAX Tools Feedback

		Average Score out of 5
Understanding the science		4.59
How to implement PAX Tools		4.49
How likely are you to use…		
	Share Vision	4.62
	Low Emotional Response	4.54
	Beat the Timer	4.56
	Random Sticks	4.51
	Mystery Motivators	4.49
	Kudos	4.31
	PAX Breaks	4.54
	Amends	4.44
	Focus	4.46
How helpful was training overall		4.49

The program helped me make a decision about my alcohol and drug choices:



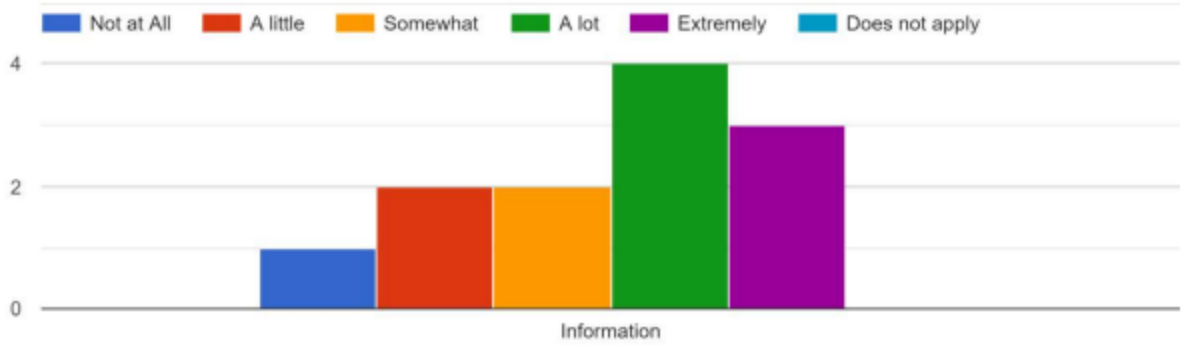
The Participant workbook was useful:



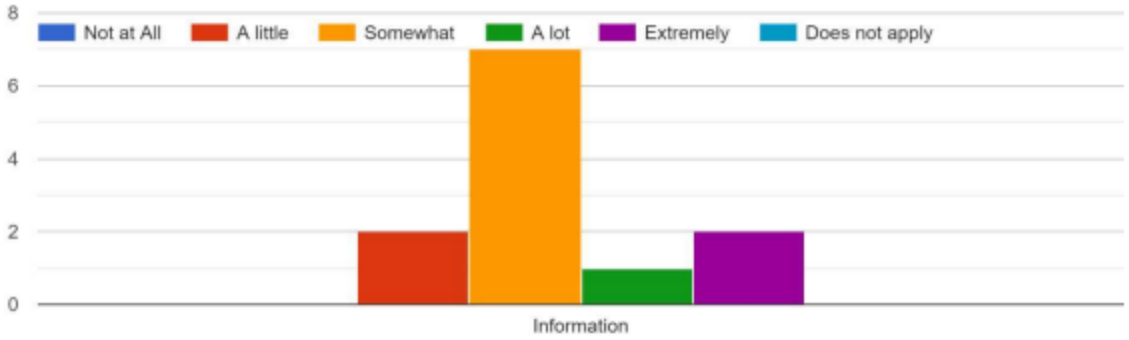
What, if anything, do you think you will do differently since experiencing this program?

Somewhat but nothing to argue	NONE - Loved the instructors
Nothing	doing drugs and drinking
motivation	maybe
Stay sober	IDK
Cut back on smoking	

I found the activities helpful in thinking about changes to my drug or alcohol choices:



The videos were interesting to me:

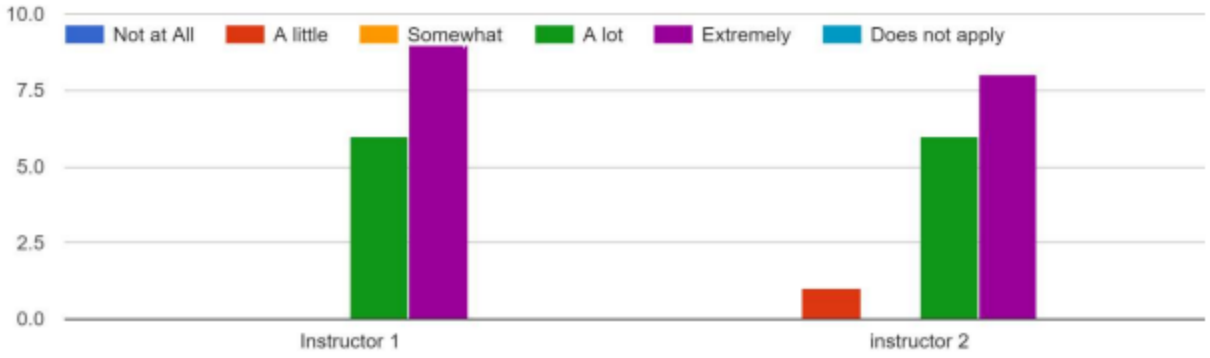


Which part of the program was most useful to you?

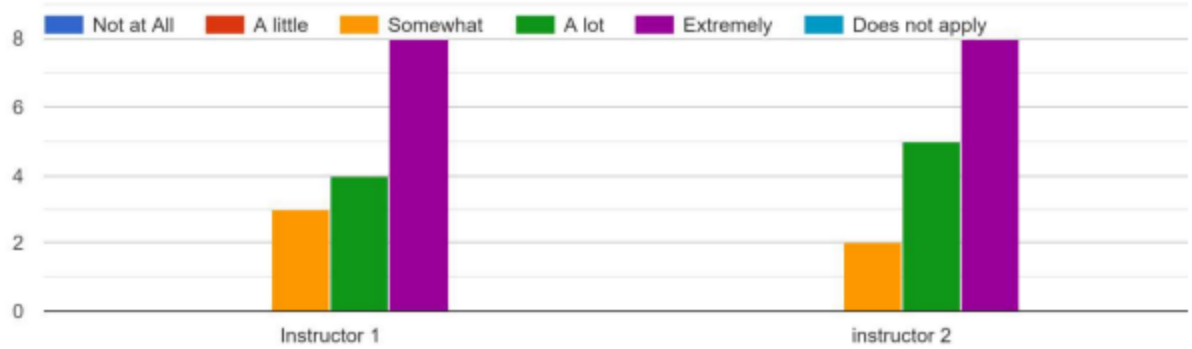
What could happen	DNA	choices + decisions = outcome
Phases	Stats	Learning about the 123 policy
Nothing	learning new things	learning new things
The part about drinking	Break	

prime for life.

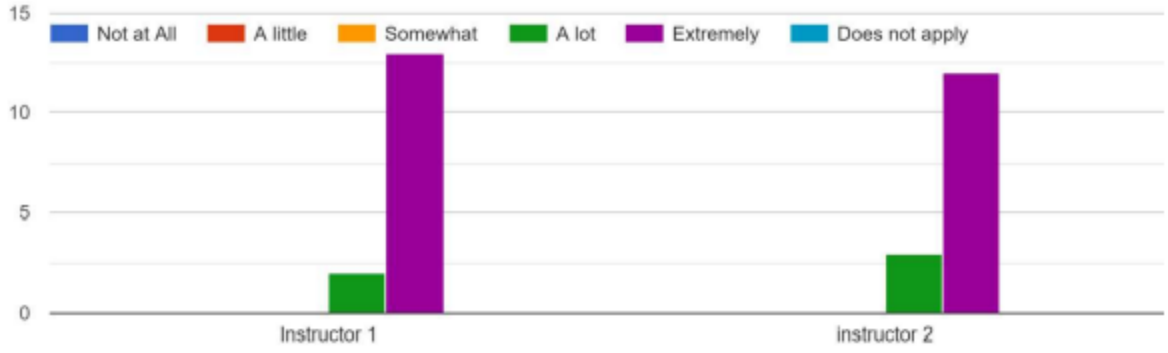
The instructor was nonjudgmental in presenting information and facilitating discussions:



The instructor was knowledgeable about drug and alcohol issues:

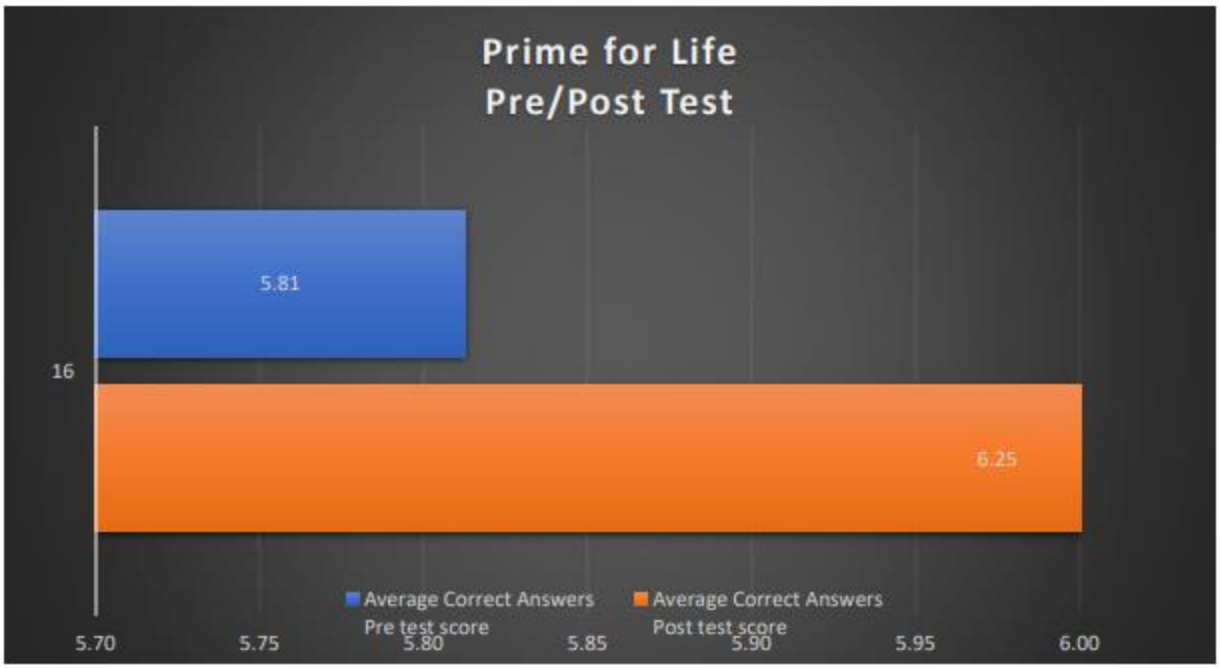


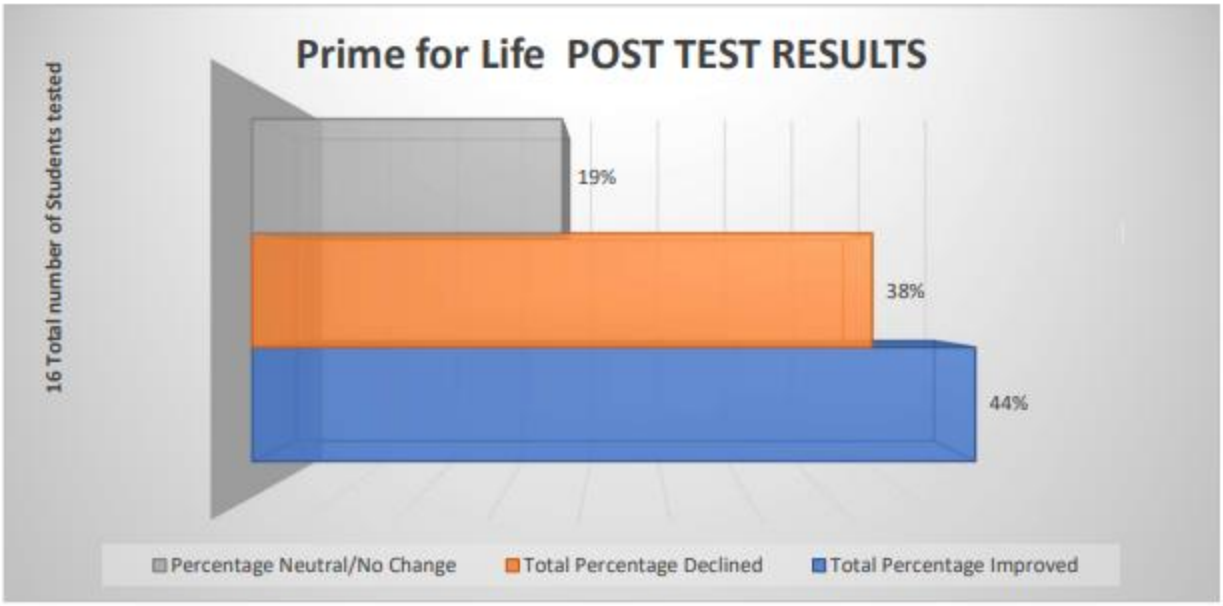
The instructor was well-prepared for sessions:



prime for life®

Madison County





	FTND SCORE	S2BI: How often do you use	Tobacco	Alcohol	Marijuana	Prescription drugs	Illegal drugs:	Inhalants
Student 1	6		Weekly	Monthly	Weekly	Never	Never	Never
Student 2	0		Once or Twice	Never	Monthly	Never	Never	Never
Student 3	1		Weekly	Weekly	Once or Twice	Never	Never	Never
Student 4	5		Once or Twice	Once or Twice	Once or Twice	Never	Never	Never
Student 5	2		Monthly	Once or Twice	Never	Never	Never	Never
Student 6	4		Weekly	Weekly	Weekly	Weekly	Weekly	Weekly
Student 7	2		Once or Twice	Once or Twice	Once or Twice	Never	Never	Never
Student 8	1		Never	Once or Twice	Monthly	Never	Never	Never
Student 9	1			Once or Twice	Weekly	Never	Never	Never
Student 10	0		Never	Never	Once or Twice	Never	Never	Never
Student 11	0		Never	Once or Twice	Monthly	Never	Never	Never
Student 12	0		Monthly	Once or Twice	Weekly	Never	Never	Never
Student 13	1		Monthly	Once or Twice	Weekly	Never	Never	Never
Student 14	2		Once or Twice	Monthly	Monthly	Never	Never	Never
Student 15	6							
Student 16	8		Monthly	Once or Twice	Monthly	Never	Never	Never

	Crafft : Ridden in a car driven by someone how was High	Do you ever use alcohol or drugs to relax	Do you ever use alcohol or drugs while you are by yourself, or alone?	Do you ever forget things you did while using alcohol or drugs?	Do your family or friends ever tell you that you should cut down on your drinking or drug use?	Have you ever gotten into trouble while you were using alcohol or drugs?
Student 1	YES	YES	YES	YES	YES	NO
Student 2	YES	YES	YES	YES	YES	YES
Student 3	YES	YES	YES	YES	YES	YES
Student 4	NO	NO	YES	YES	NO	YES
Student 5	YES	YES	NO	NO	NO	NO
Student 6	YES	YES	YES	YES	YES	YES
Student 7	YES	YES	YES	NO	YES	YES
Student 8	NO	NO	YES	NO	YES	YES
Student 9	NO	YES	NO	YES	NO	NO
Student 10	NO	NO	NO	NO	NO	NO
Student 11	YES	YES	YES	YES	YES	YES
Student 12	NO	YES	YES	YES	NO	YES
Student 13	YES	YES	YES	NO	YES	YES
Student 14	NO	YES	NO	YES	NO	YES
Student 15						
Student 16	YES					

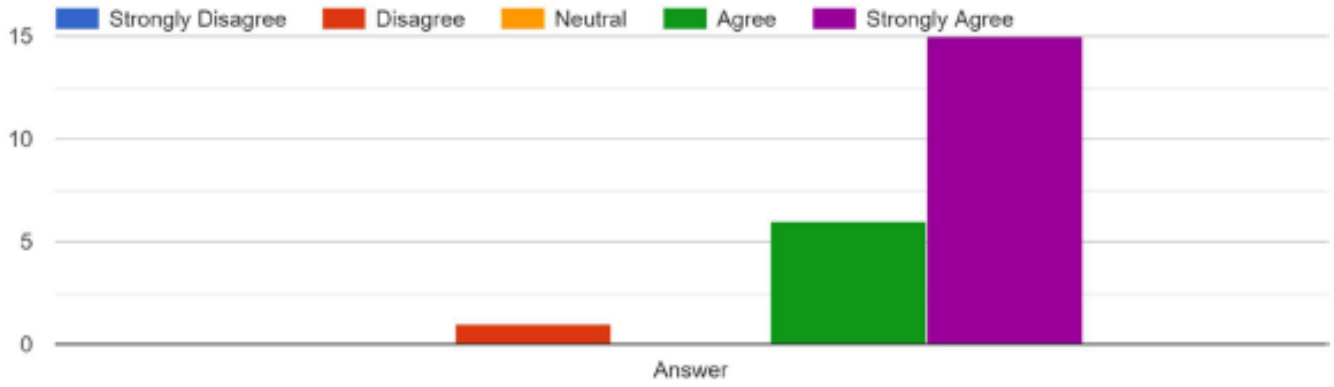
PHQ-9: How often have you been bothered by each of the following symptoms during the past TWO WEEKS?	Little interest or pleasure in doing things	Feeling down, depressed, irritable, or hopeless?	Trouble falling asleep, staying asleep, or sleeping too much?	Feeling tired, or having little energy?	Poor appetite, weight loss, or overeating?	
Student 1	Several days	Not at all	Not at all	Several days	Not at all	
Student 2	More than half the day	Not at all	Not at all	More than half the days	Not at all	
Student 3	More than half the day	Nearly every day	More than half the days	More than half the days	Nearly every day	
Student 4	Not at all	Not at all				
Student 5	Several days	Several days	Several days	Not at all	Not at all	
Student 6	Nearly every day	Nearly every day	Nearly every day	Nearly every day	Nearly every day	
Student 7	Several days	Several days	Nearly every day	Nearly every day	Several days	
Student 8	More than half the day	Several days	More than half the days	More than half the days	Several days	
Student 9	Not at all	Not at all	Not at all	Not at all	Nearly every day	
Student 10	Several days	More than half the day	More than half the days	More than half the days	More than half the days	
Student 11	Not at all	Several days	Several days	Several days	Several days	
Student 12	Not at all	Not at all	Several days	Several days	Not at all	
Student 13	Several days	Several days	Several days	Several days	More than half the days	
Student 14	Several days	Several days	More than half the days	Not at all	Not at all	
Student 15	Not at all	Several days	More than half the days	Nearly every day	Not at all	
Student 16	Not at all	Not at all	Several days	Several days	Not at all	

PHQ-9 Continued..	Feeling bad about yourself – or feeling that you are a failure, or that you have let yourself or your family down?	Trouble concentrating on things like school work, reading, or watching TV?	Moving or speaking so slowly that other people could have noticed? Or the opposite – being so fidgety or restless that you were moving around a lot more than usual?	Thoughts that you would be better off dead, or of hurting yourself in some way?	PHQ-9 score:
Student 1	Not at all	Several days	More than half the days	Not at all	5
Student 2	Not at all	Not at all	Not at all	Not at all	2
Student 3	Nearly every day	Several days		More than half the days	18
Student 4					
Student 5	Not at all	Several days	Several days	Not at all	5
Student 6	Nearly every day	Nearly every day	Nearly every day	Nearly every day	27
Student 7	Nearly every day	Several days	Not at all	Not at all	13
Student 8	Several days	More than half the days	Several days	Not at all	12
Student 9	Not at all	Not at all	Nearly every day	Not at all	6
Student 10	More than half the days	More than half the days	Nearly every day	Several days	17
Student 11	Not at all	Not at all	Several days	Not at all	5
Student 12	Not at all	Not at all	Not at all	Not at all	2
Student 13	Not at all	Not at all	Not at all	Not at all	6
Student 14	Not at all	Nearly every day	More than half the days	Not at all	9
Student 15	Not at all	More than half the days	Not at all	Not at all	9
Student 16	Not at all	Not at all	Several days	Not at all	3

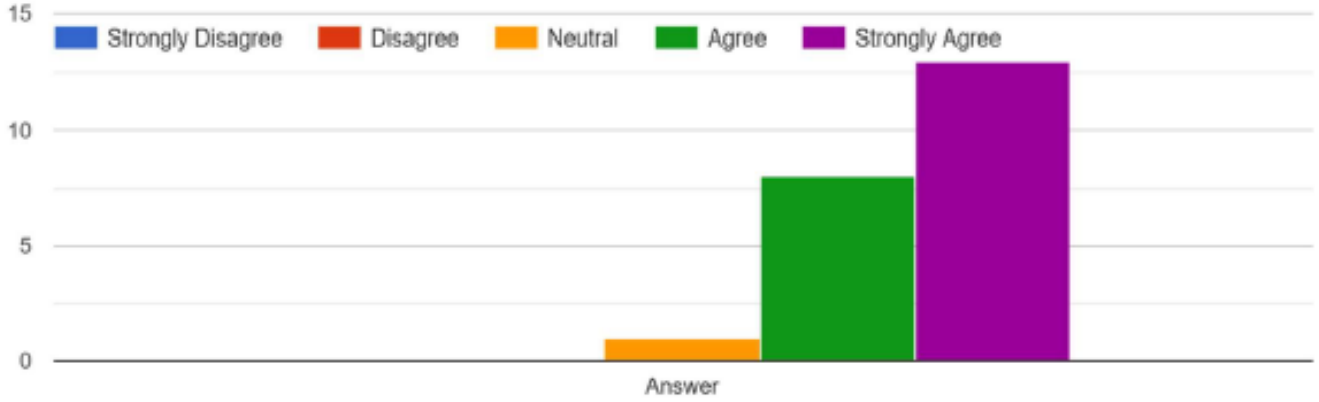
	In the PAST YEAR, have you felt depressed or sad most days, even if you felt okay sometimes?	If you are experiencing any of the problems on this form, how difficult have these problems made it for you to do your work, take care of things at home or get	Has there been a time in the past month when you have had serious thoughts about ending your life?	Have you EVER, in your WHOLE LIFE, tried to kill yourself or made a suicide attempt?
Student 1	No	Not difficult at all	No	No
Student 2	No	Not difficult at all	No	No
Student 3	Yes	Somewhat difficult	No	Yes
Student 4	No	Somewhat difficult	No	No
Student 5	Yes	Somewhat difficult	No	Yes
Student 6	No	Extremely difficult	Yes	Yes
Student 7	Yes	Somewhat difficult	No	No
Student 8	Yes	Somewhat difficult	No	No
Student 9	No	Somewhat difficult	No	No
Student 10	Yes	Somewhat difficult	No	No
Student 11	No	Somewhat difficult	No	No
Student 12	No	Not difficult at all	No	No
Student 13	Yes	Not difficult at all	No	No
Student 14	Yes	Somewhat difficult	No	No
Student 15	Yes	Somewhat difficult	No	No
Student 16	Yes	Somewhat difficult	No	Yes

Evaluation for QPR 2021-2022

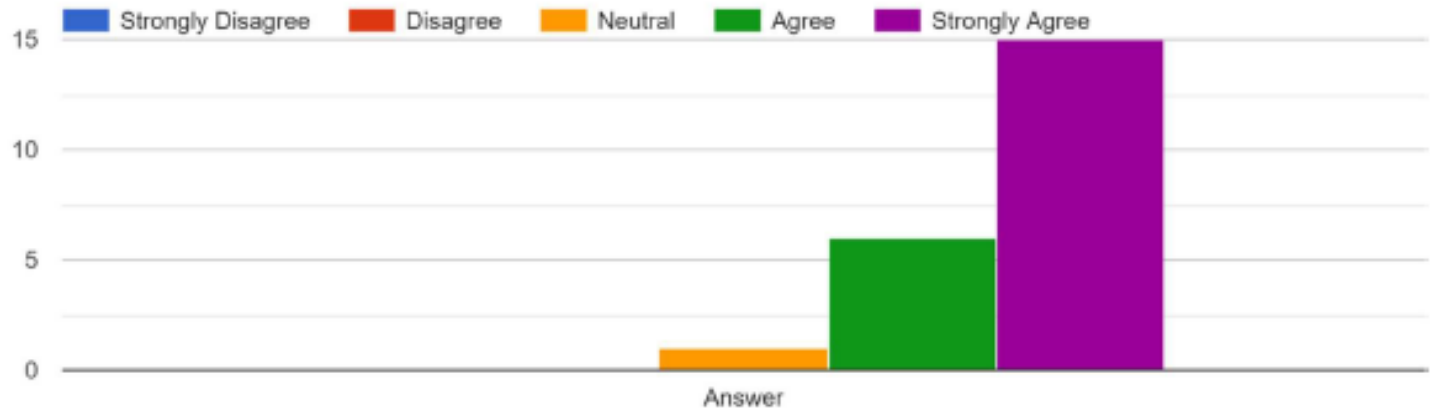
1. This training enhanced my knowledge of suicide and its impact.



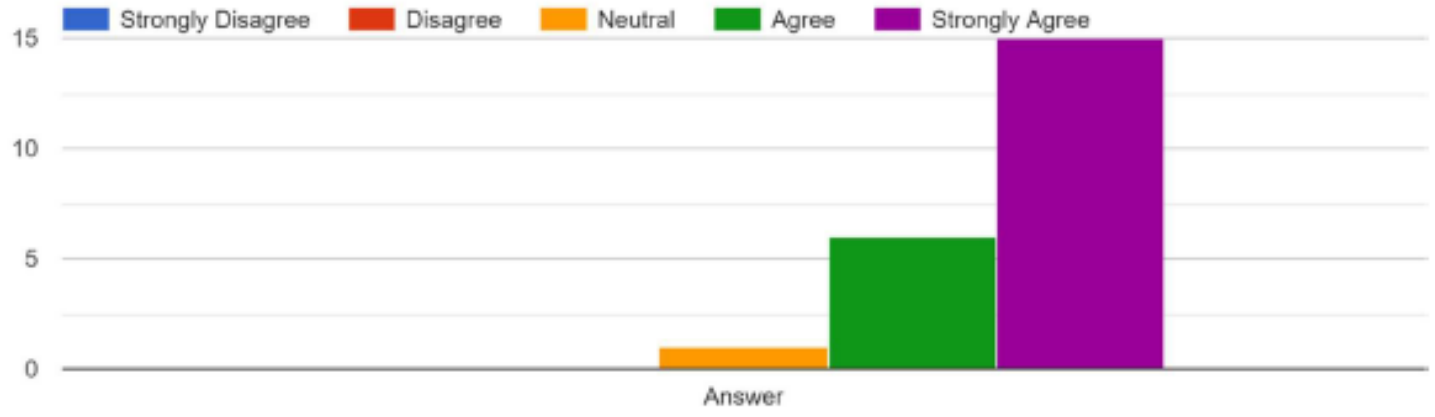
2. I have a better understanding of how to implement QPR approach with the population(s) I serve.



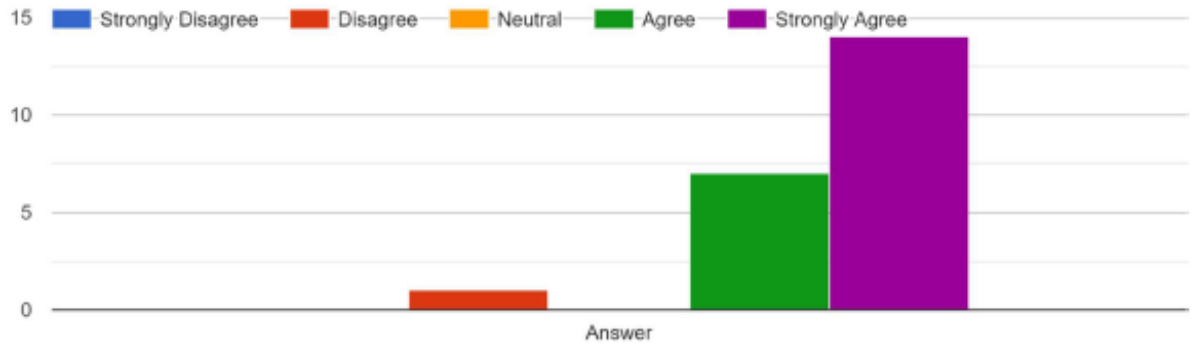
3. The learning objectives were clearly met: a. Shared Understanding and language



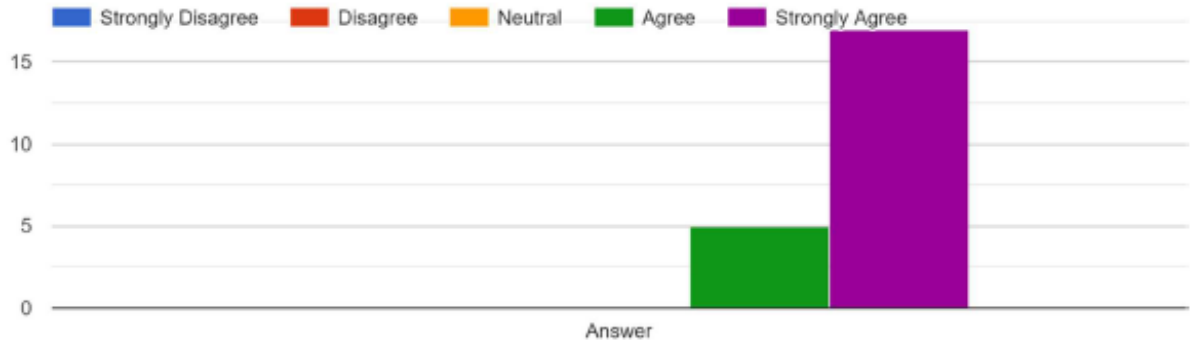
3 b. Awareness and Prevalence



4. The activities and handouts were helpful to process and take notes that aided in my learning of the topic.



5. The trainer was knowledgeable. OR The trainer presented the information clearly and understandably.



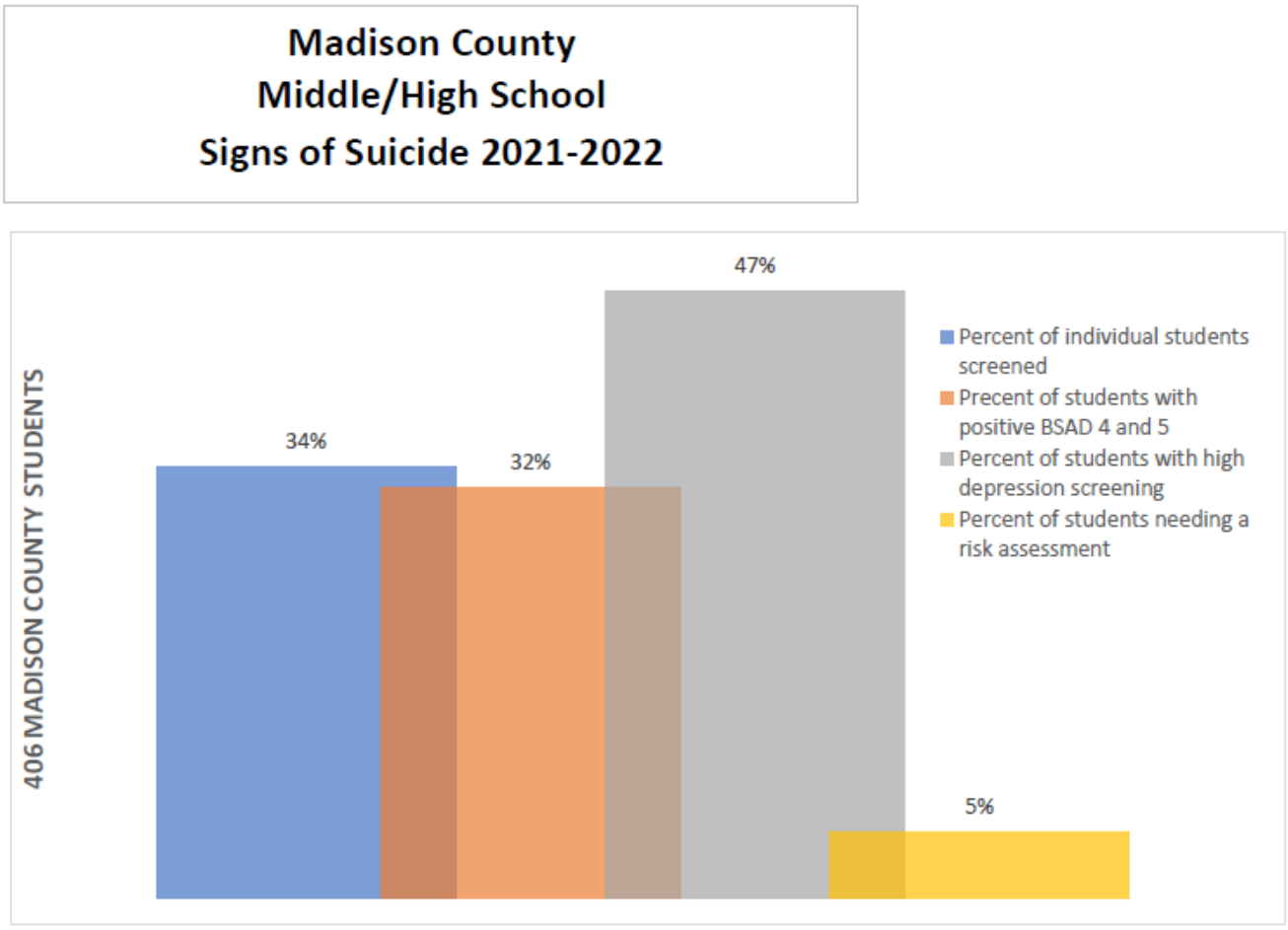
6. What comment or suggestions do you have to improve this training?

- Thank You
- This is a great presentation for non-health care/Ems workers. Please reach out and talk to those groups about what they need or want. Most do not need details about suicide numbers... They respond/go to all of them. Focus more on ways to talk with people in crisis.
- A side note. A warm room after a meal is not a good mix. Please learn about what training safety/Ems crews already have. You might be surprised at what they know.
- Flash cards hunt could be passed on the handout.

QPR Feedback

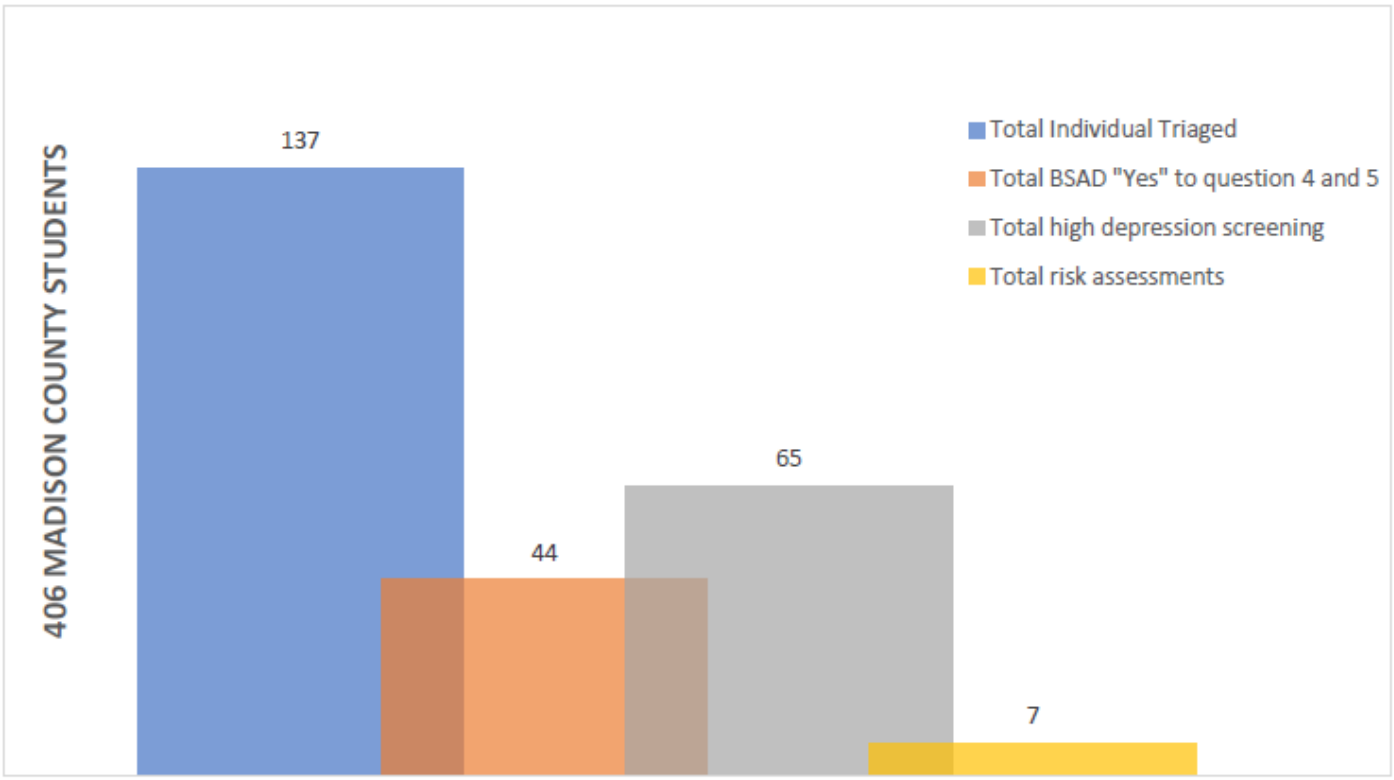
	Pre-survey % with high knowledge	Post-survey % with high knowledge
Facts on suicide prevention	16%	68%
Warning signs	26%	73%
How to ask someone about suicide	15%	73%
Persuade someone to get help	23%	74%
How to get help for someone	25%	73%
Information of local resources	10%	69%
Level of understanding about suicide and suicide prevention	13%	65%
Do you feel asking about suicide is appropriate	Always: 27% Sometimes: 68% Never: 5%	Always: 59% Sometimes: 33% Never: 8%
Do you feel likely to ask if someone is thinking of suicide	Always: 20% Sometimes: 69% Never: 11%	Always: 63% Sometimes: 30% Never: 7%
Overall Rating		Excellent: 29% Very Good: 49% Good: 17% Fair: 5% Poor: 0%
Would you recommend course		Yes: 90% No: 0% Undecided: 10%

Signs of Suicide



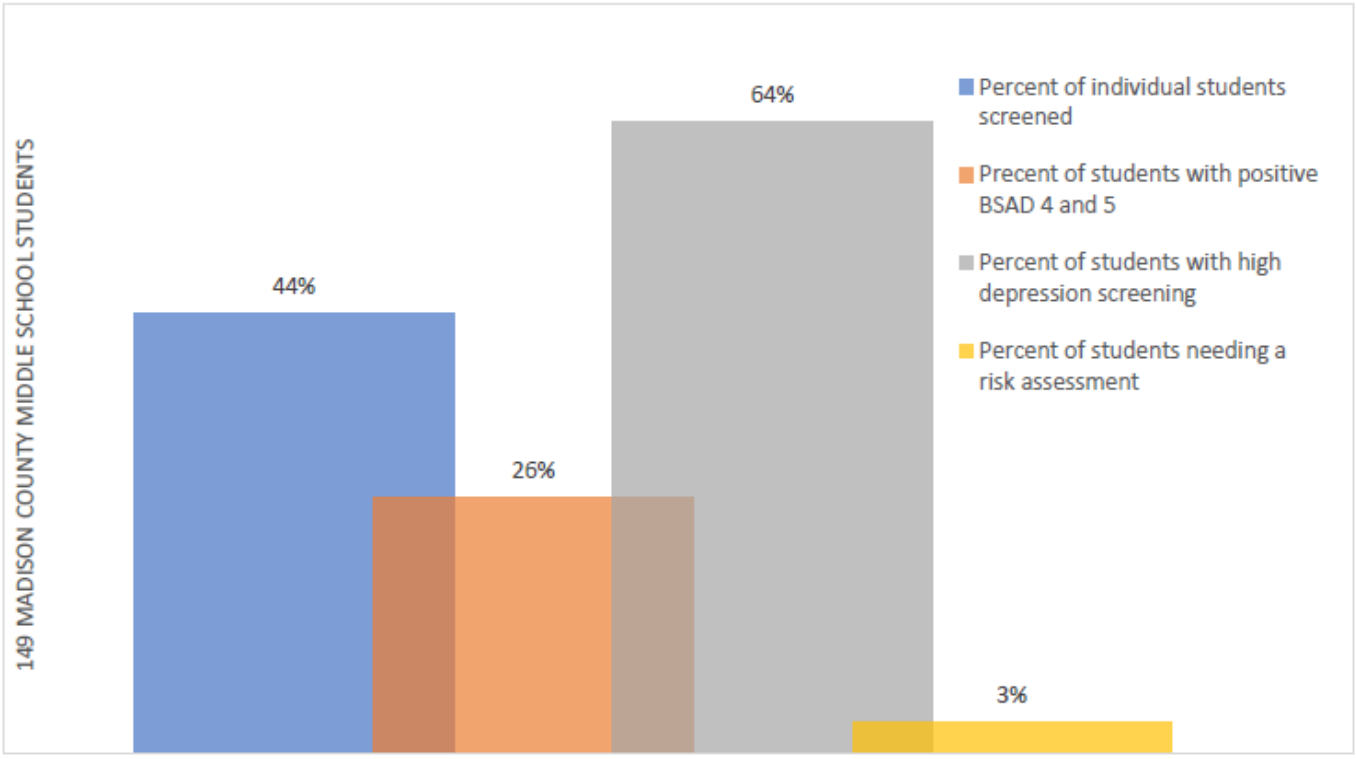
NATIONWIDE CHILDREN'S
When your child needs a hospital, everything matters.™

Madison County
Middle/High School
Signs of Suicide 2021-2022



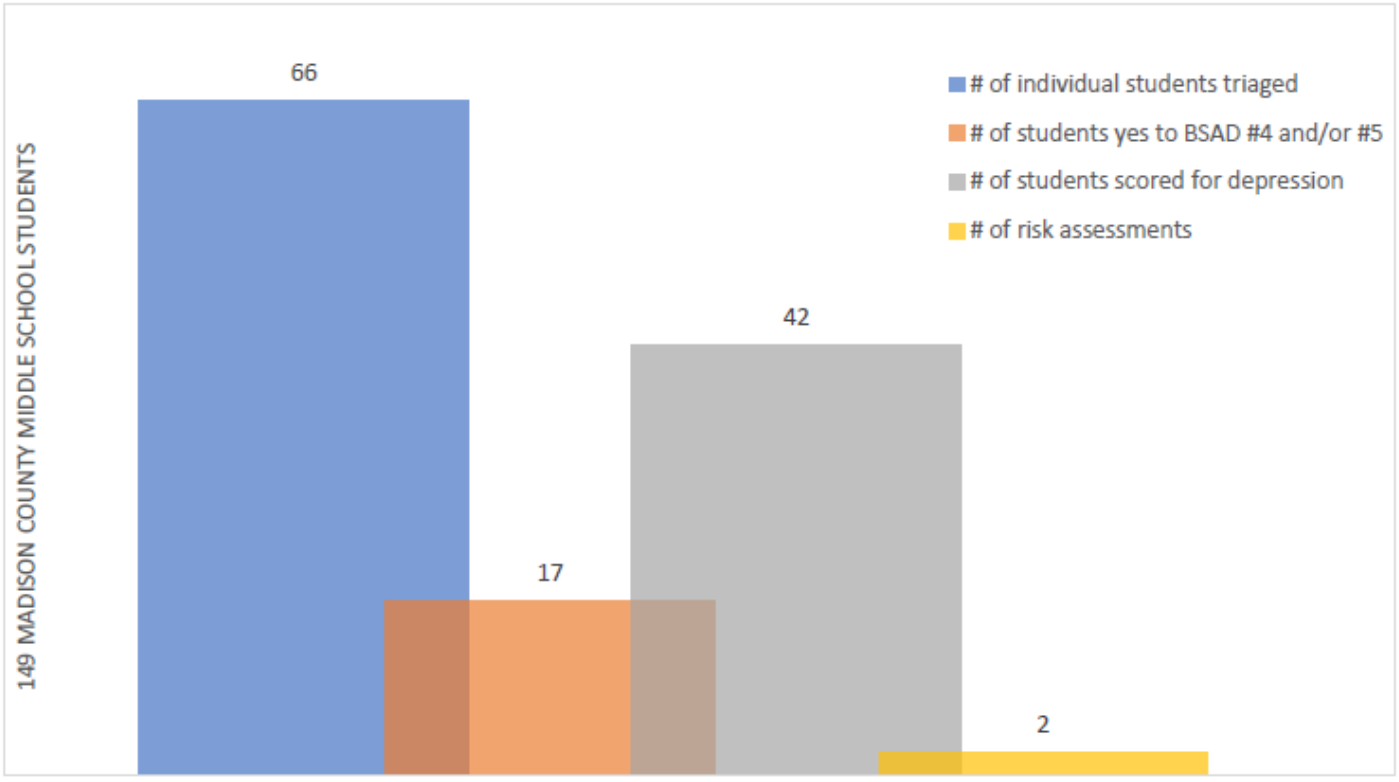
NATIONWIDE CHILDREN'S
When your child needs a hospital, everything matters.™

Madison County
Middle School
Signs of Suicide 2021-2022



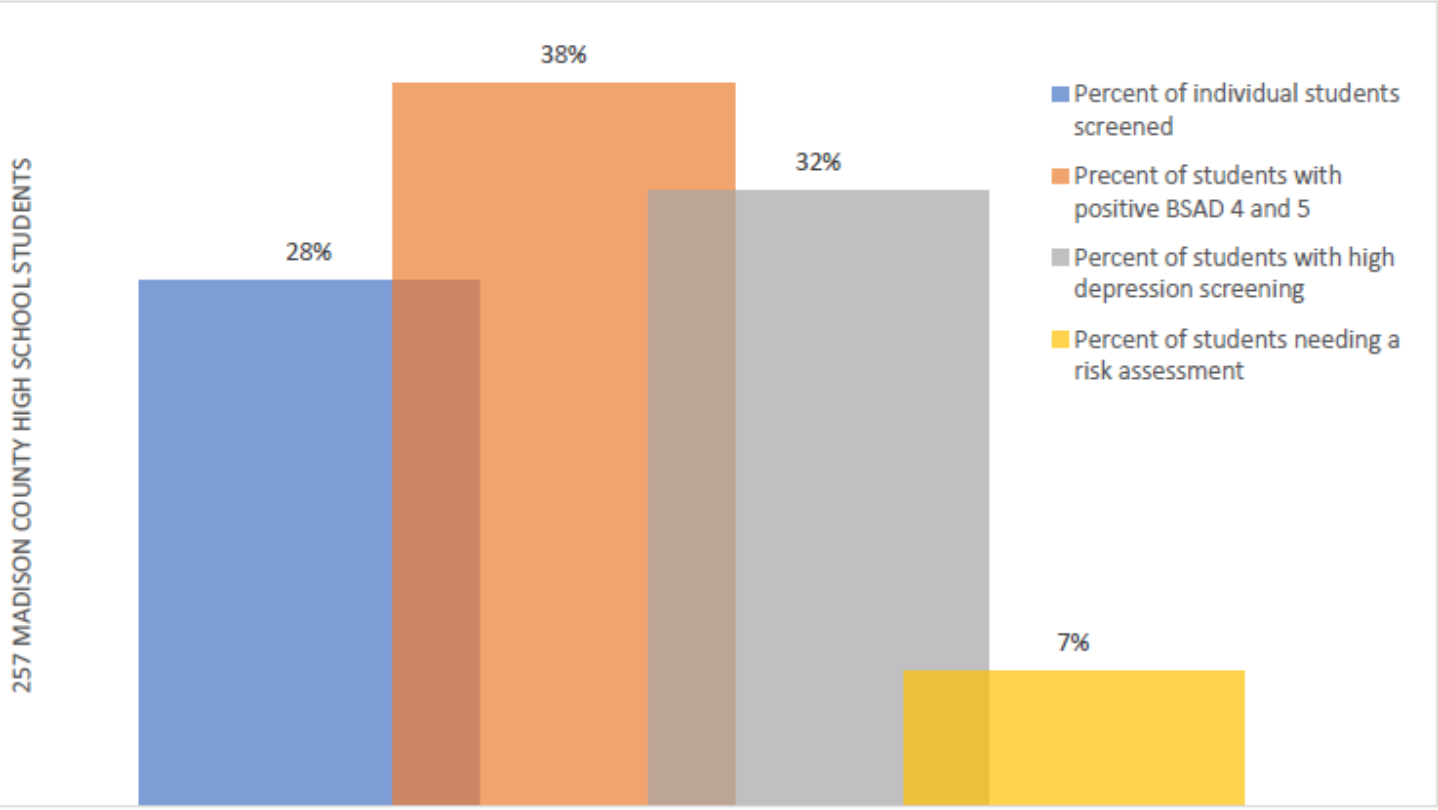
NATIONWIDE CHILDREN'S
When your child needs a hospital, everything matters.™

Madison County
Middle School
Signs of Suicide 2021-2022



NATIONWIDE CHILDREN'S
When your child needs a hospital, everything matters.™

Madison County
High School
Signs of Suicide 2021-2022



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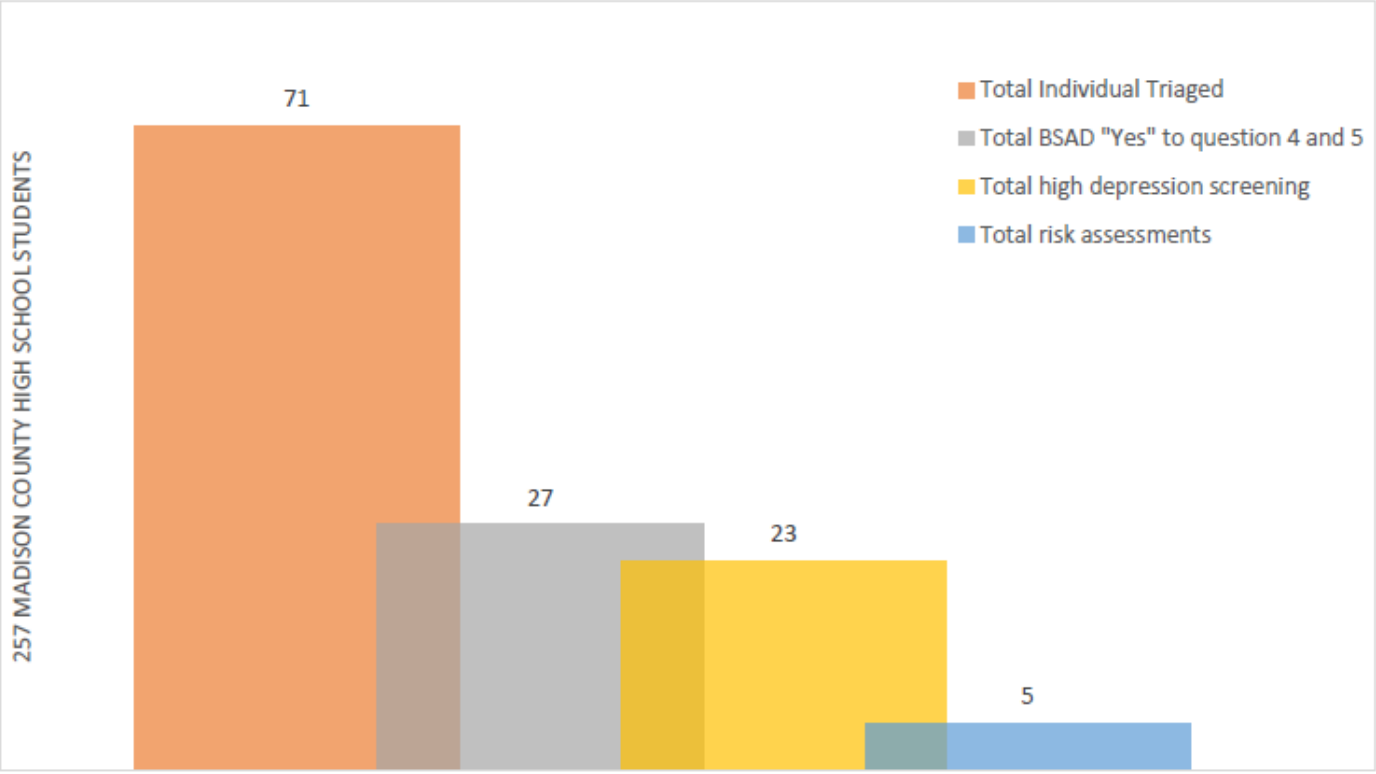
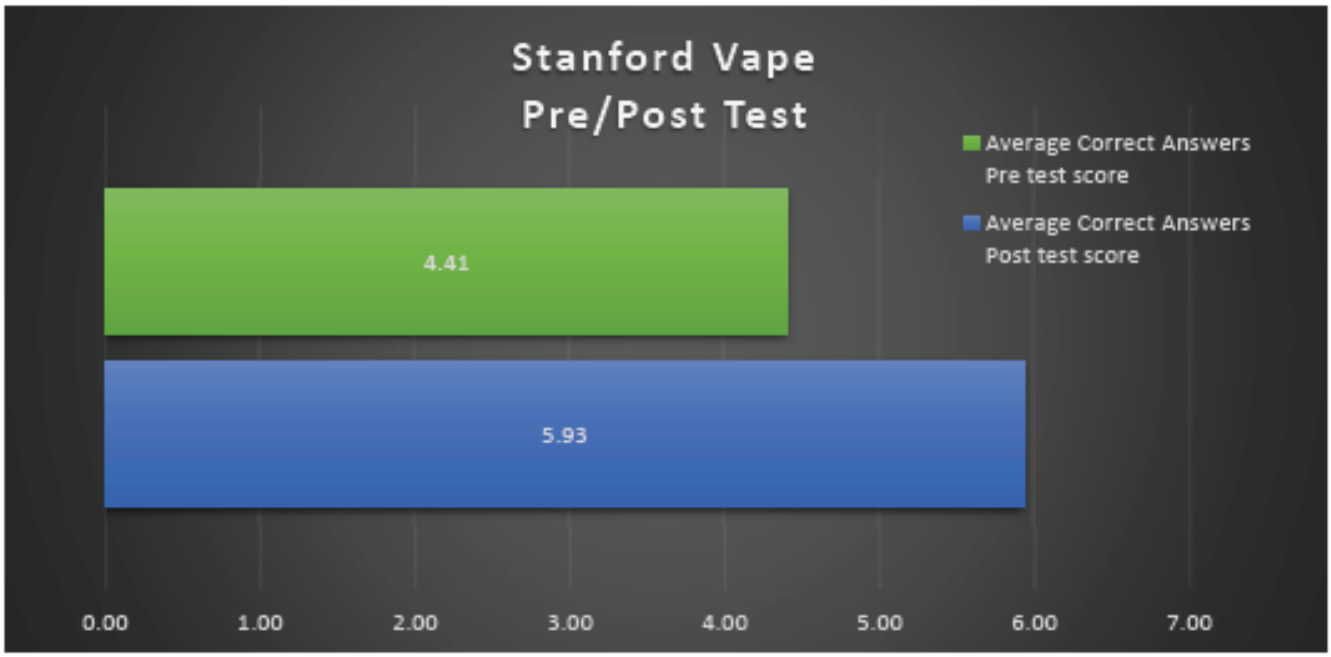
Madison County
High School
Signs of Suicide 2021-2022

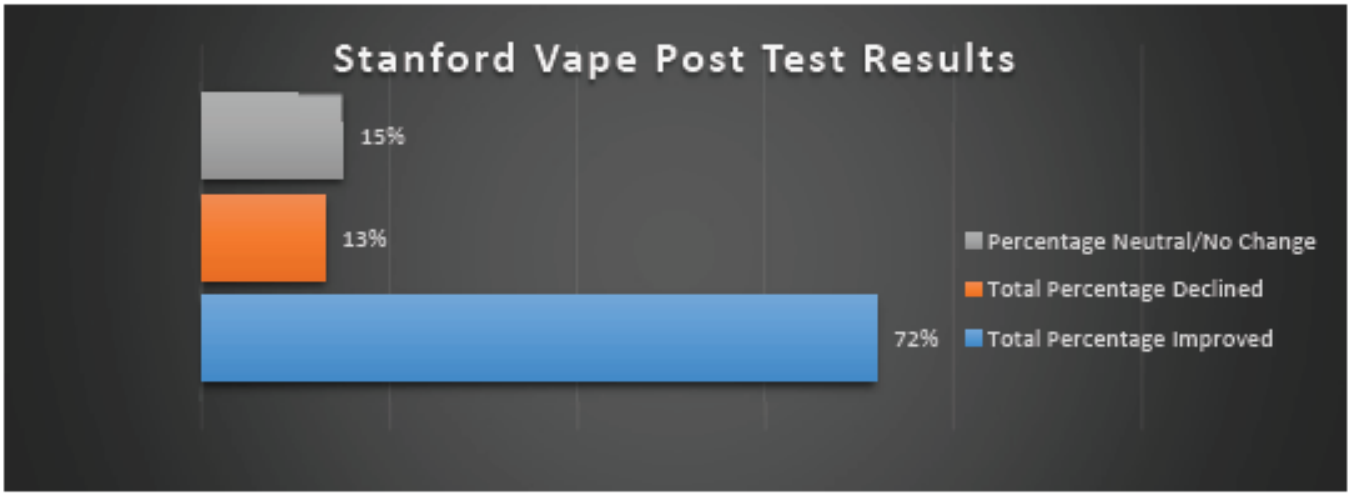


STANFORD
UNIVERSITY

Juuling

Madison County
Students





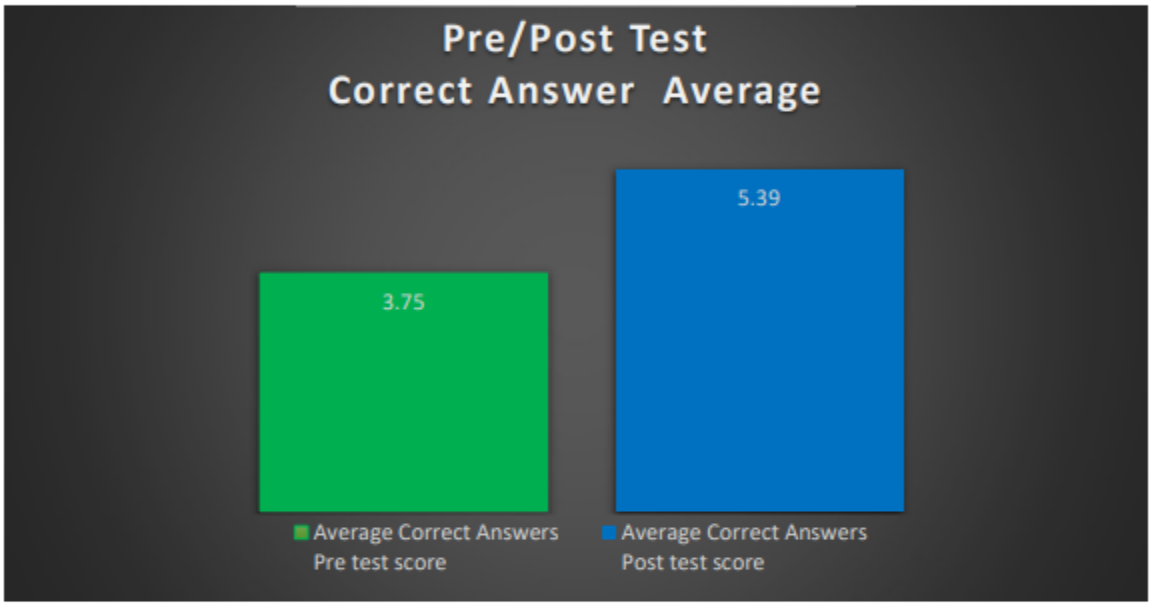
Three Hour VAPE Prevention

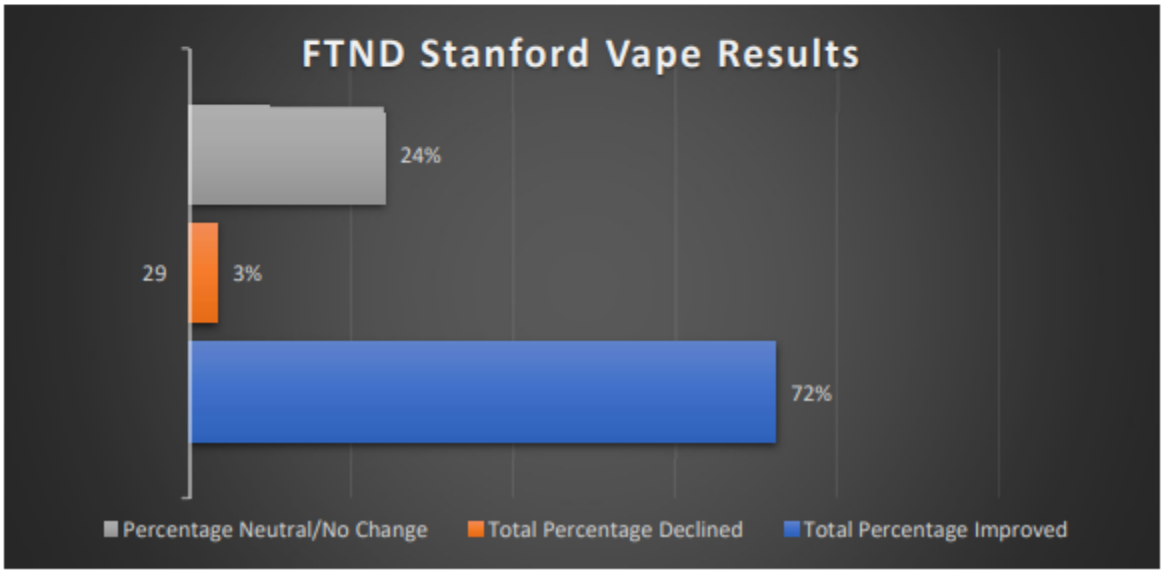
Class ID	Enrollmer	M1: Know	M2: Uncover	M3: Overcome	M4: Change
8968393	60630320		100	80	100
8464115	56999745	20	40	80	
8703493	58274439	60	60	40	100
8469126	57054534	40	20	0	20
8605021	57342797	20	60	40	0
9008291	61089356	80	80	60	100
8605021	57343525	40	40	0	20
9008291	61089422	80	40	40	80
9626323	61556405	20	20	40	40
8687269	58046948	80	60	60	
8956271	60432454	80			
8409399	56315875	60	60	20	0
9626323	61556278	20	40	20	20
9008291	61089359	60	60	60	80
8978981	60812520	40	80	20	
9671875	62307180	60	80	80	80
8978981	60812110		80		
8963531	60548353	100	80	100	100
8409399	56316052	80	80	80	60
8409399	56316210	80	80	100	80
8995334	60919107	40	0	40	0
8954123	60394451	80	80	60	100
8838020	58621789	80	80	100	80
8409399	56316502	40	20	80	20
9008291	61089722	60	80	100	60
8409399	56316166	100	80	60	60
8864322	59006490	0	20	60	40

Fagerstrom Test for Nicotine Dependence (FTND)

STANFORD UNIVERSITY

Madison County
Three Hour VAPE Prevention

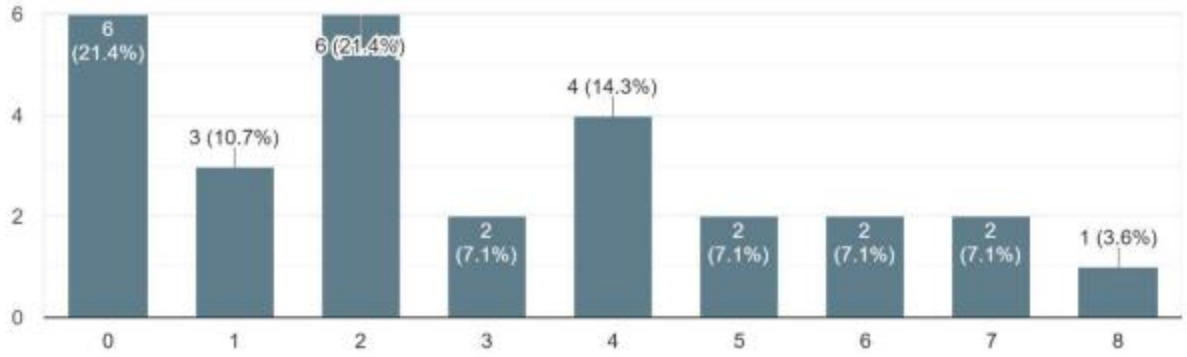




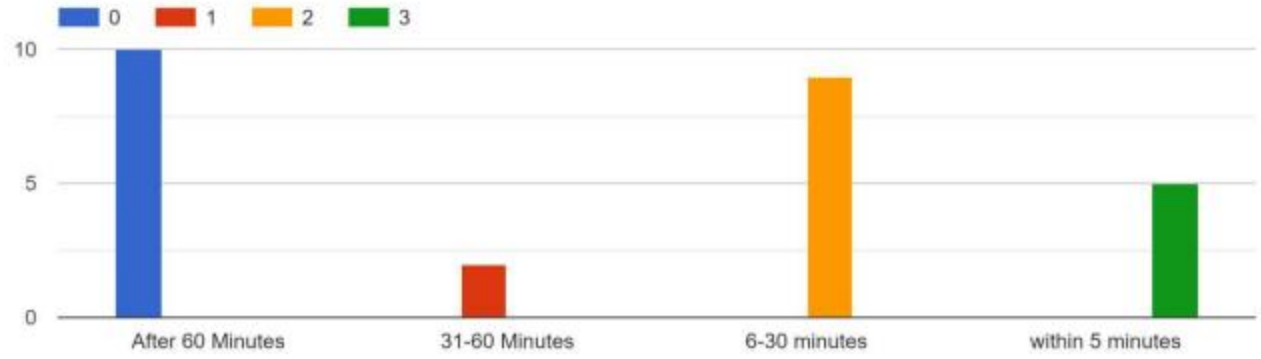
Fagerstrom Test for Nicotine Dependence (FTND)

Total SCORE

28 responses



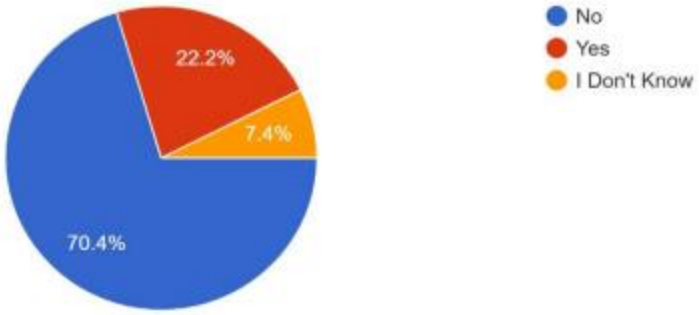
How soon after you wake do you have your first smoke/vape?



Fagerstrom Test for Nicotine Dependence (FTND)

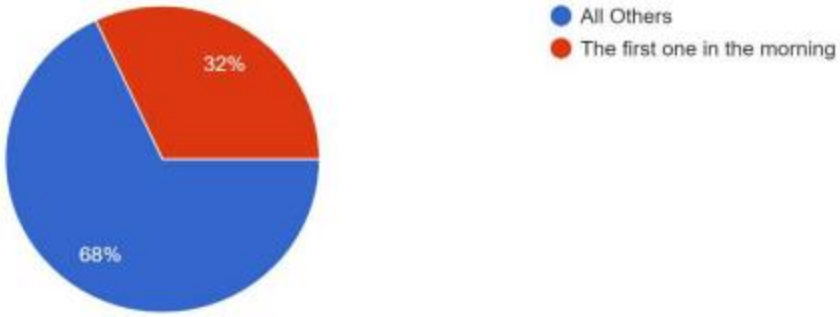
Do you find it difficult to refrain from smoking/vaping in places where it is forbidden, e.g., in church, at the library, cinema

27 responses



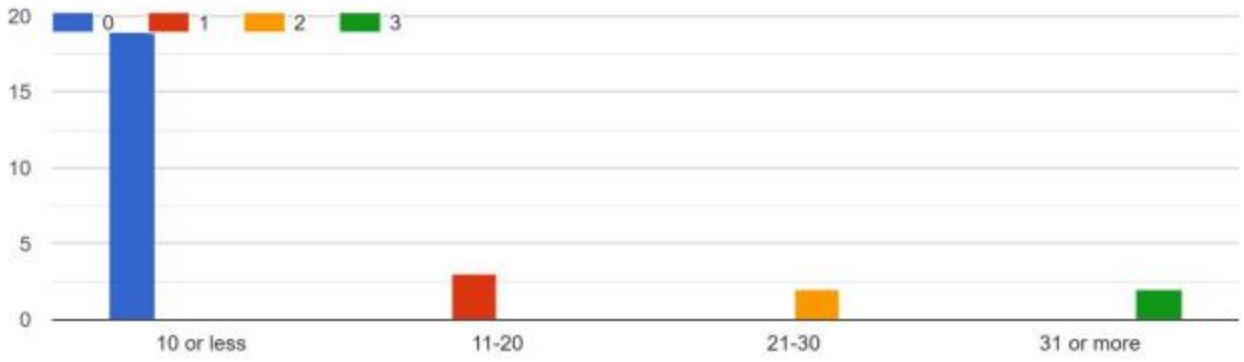
Which cigarettes/vape would you hate most to give up?

25 responses

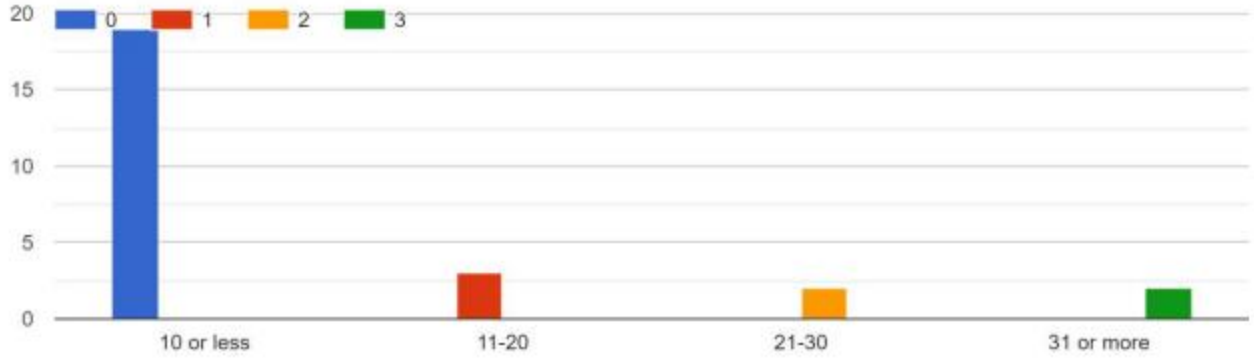


Fagerstrom Test for Nicotine Dependence (FTND)

How many cigarettes/vape per day do you have?



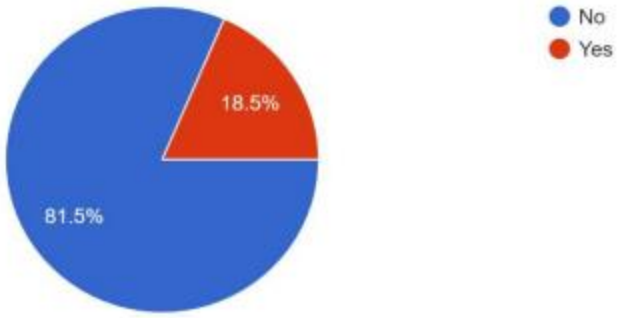
How many cigarettes/vape per day do you have?



Fagerstrom Test for Nicotine Dependence (FTND)

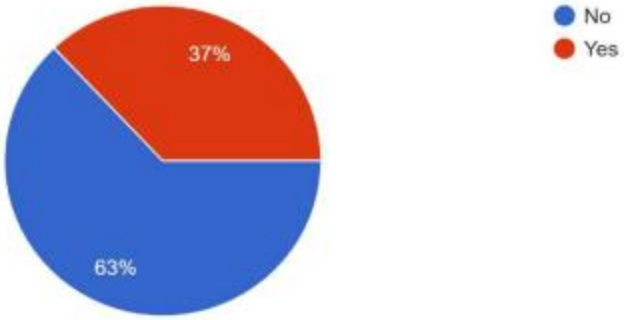
Do you smoke/vape more frequently during the first hours of waking than during the rest of the day?

27 responses



Do you smoke/vape if you are so ill that you are in bed most of the day?

27 responses



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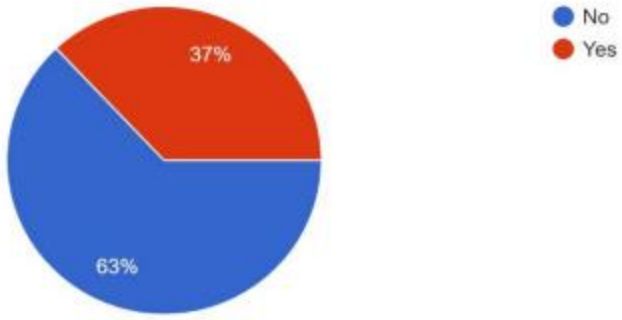
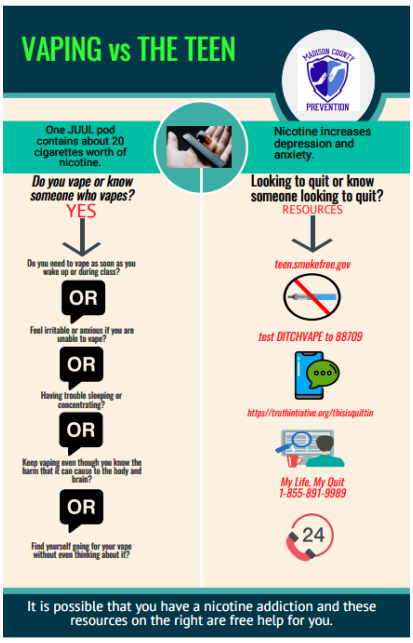


Youth-Led Shout-Outs!

1. Truth, Larry Newton and YA VAPE Prevention Posters (distributed to schools and communities):



2. Youth-Led Prevention pamphlets

3. Athena Powell and Isabella Kerry SADD Submission: https://youtu.be/5ETk6fDcqsc

4. Madison County Prevention Youth Ambassadors (MCPYAs)

Assessment:
Let's draw a picture of Madison County in our mind – what does our space and place look like? Who are the people that live here? What made our community this way? Think of good and bad, healthy and unhealthy.

Problems. What needs fixed? Responses:

Main Street revitalization	Pot holes	Teenage drug use	Vaping
Income inequity	Feminine products are not freely available to teens or adults (specifically to lower income families)	Pot holes everywhere	
Rapid growth in housing/urbanization	Feels like there is nowhere to go for fun	Big vaping problem	
Could lead to gentrification of lower income neighborhoods	Seems like there's no one to talk to, like actually trust about personal issues	Transportation	
Bullying due cultural differences	Underage drug use	Drinking	
Vaping	There's a lot of trash on sidewalks and roads	Underage drinking	
A lot of drug use	Bullying in schools	Not diverse in schools	
Same old, same old places	Vaping	Diversity	

Risk Factors: What causes issues? What do we see at home, stores, gas stations, etc.? Who is doing what where? Where are the hot spots? Responses:

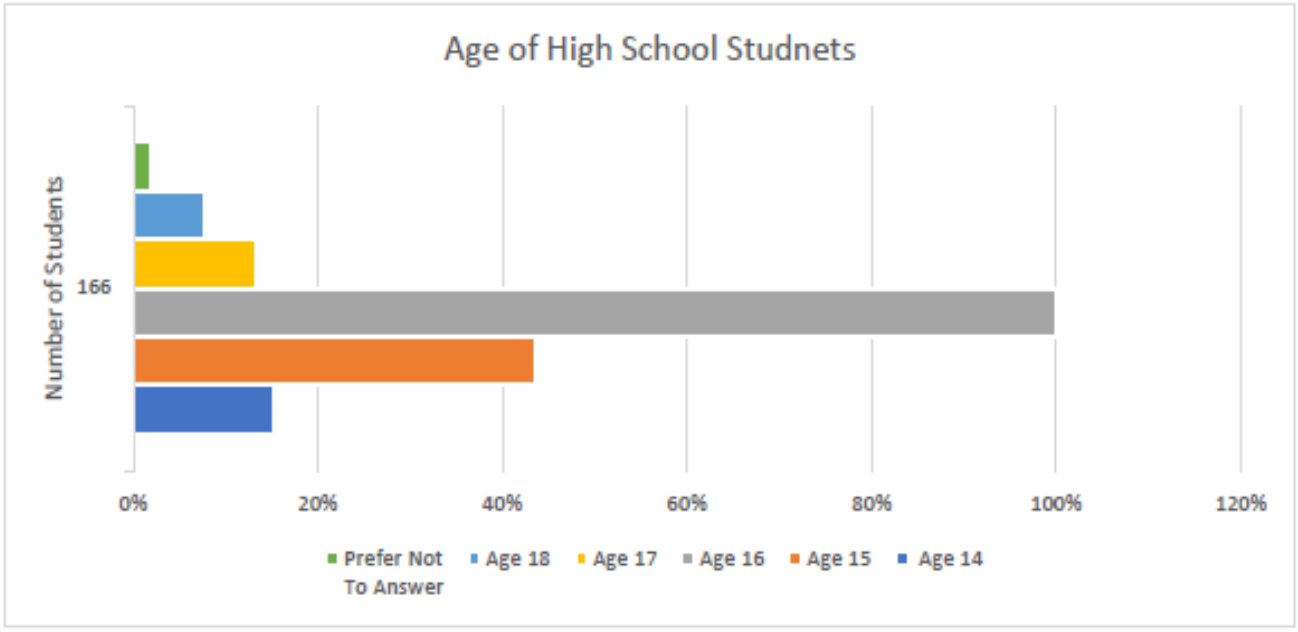
Vaping/drinking: think it's cool	Everybody knows everyone
Vaping/drinking: An escape	Kids want to seem cool
Not enough drivers/buses	Kids want to fit in
Parents influence	Because people are insecure
Split of London devises the town into smaller sections (voting districts), often by common traits	Diversity – MC doesn't have a lot of amenities/places to go to, so people choose to live elsewhere
Growth of Columbus forcing more people out into suburban towns like London.	Not enough youth activities for kids and teens to do in London (to distract from illegal activities)
People think it makes them look older/cool	Small town vibes
There are still pot holes because there's not enough workers to handle	People are not competent enough to properly dispose of their refuse
Lack of movement among population	Peer pressure to be "cool"
School bathrooms are not monitored	Parks not monitored

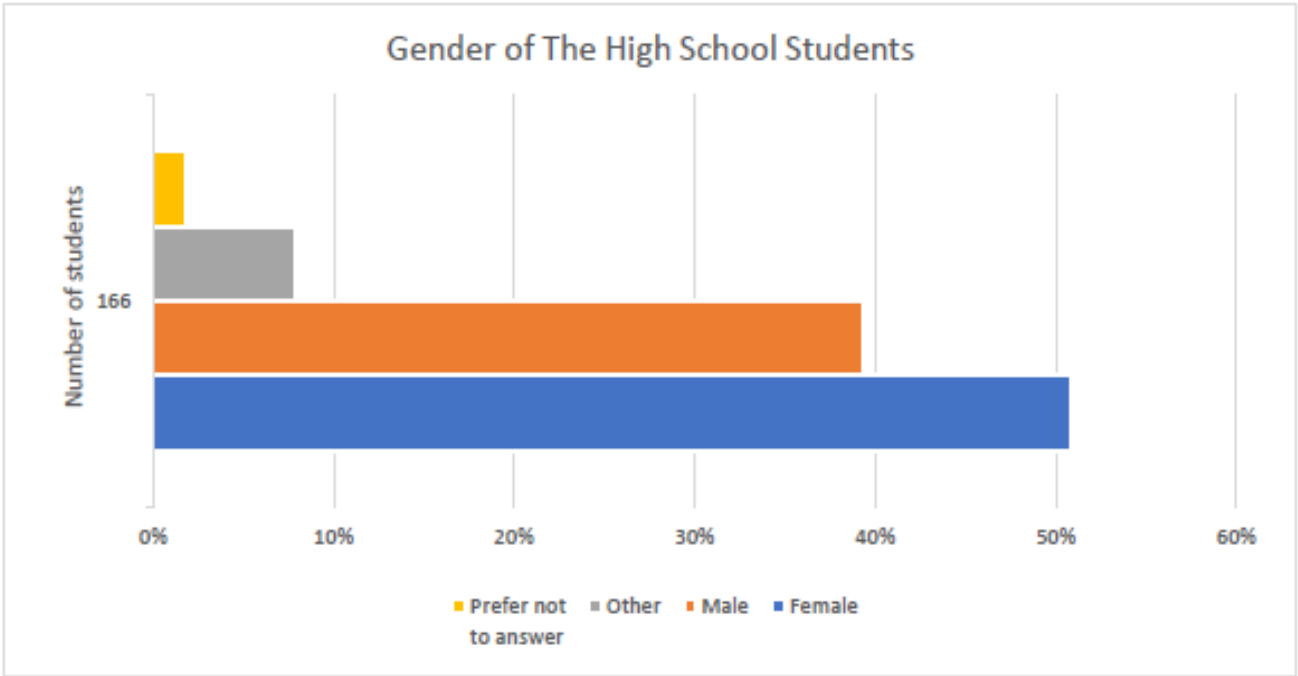
Protective Factors: Where are the positive places? What resources do we have? What could help? Responses:

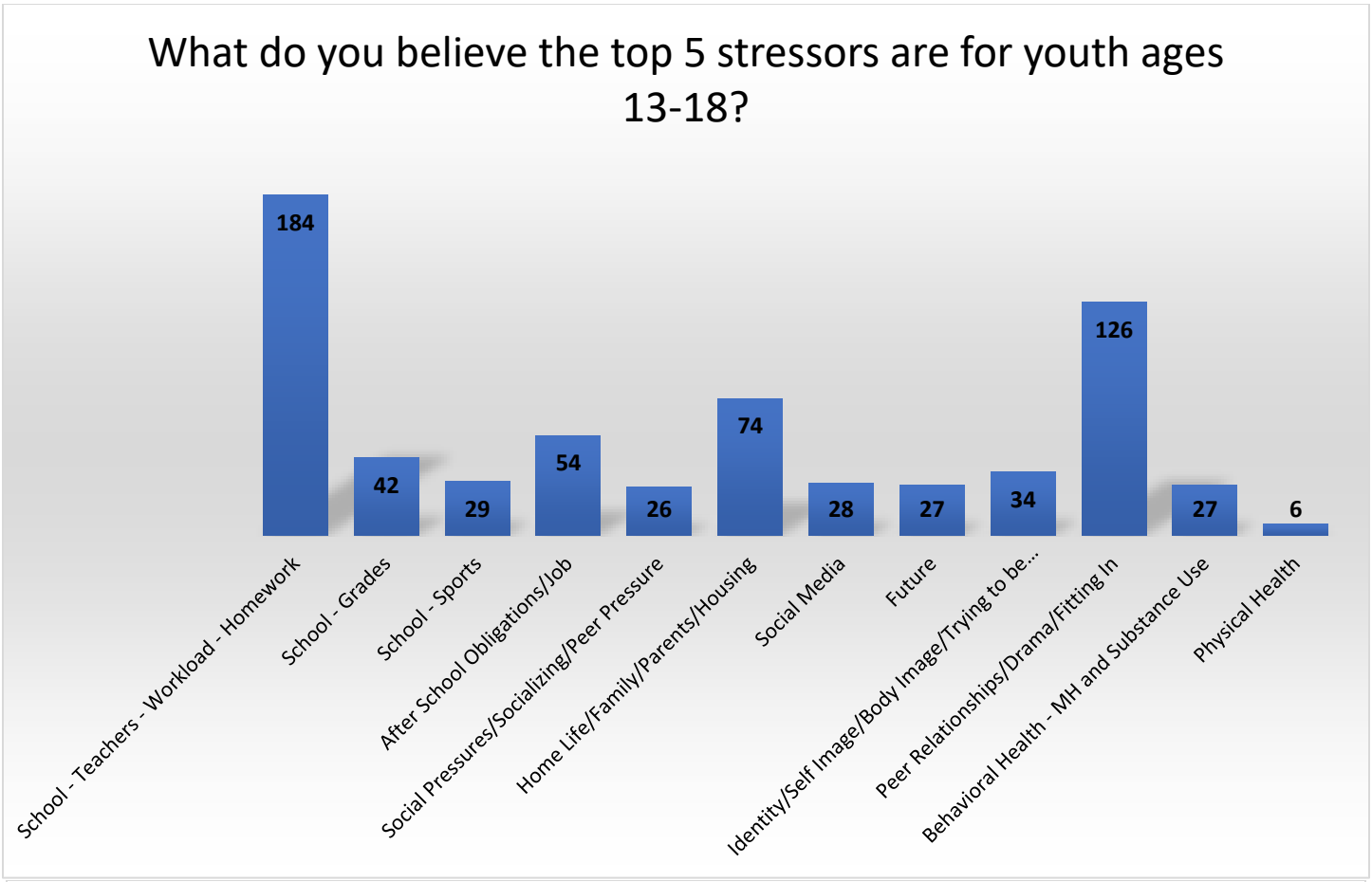
Showing people that you can be cool without harming yourself	Influence people to do better, rights to wrongs
Inforce 21 and older selling, no underage selling	Raise wages
Have groups to show diversity is good	Invest in more buses
Monetary incentive to have business downtown, events like old fashioned Christmas and shop hops increase traction	Restoration committee to revitalize the messier parts of downtown (through United Way)

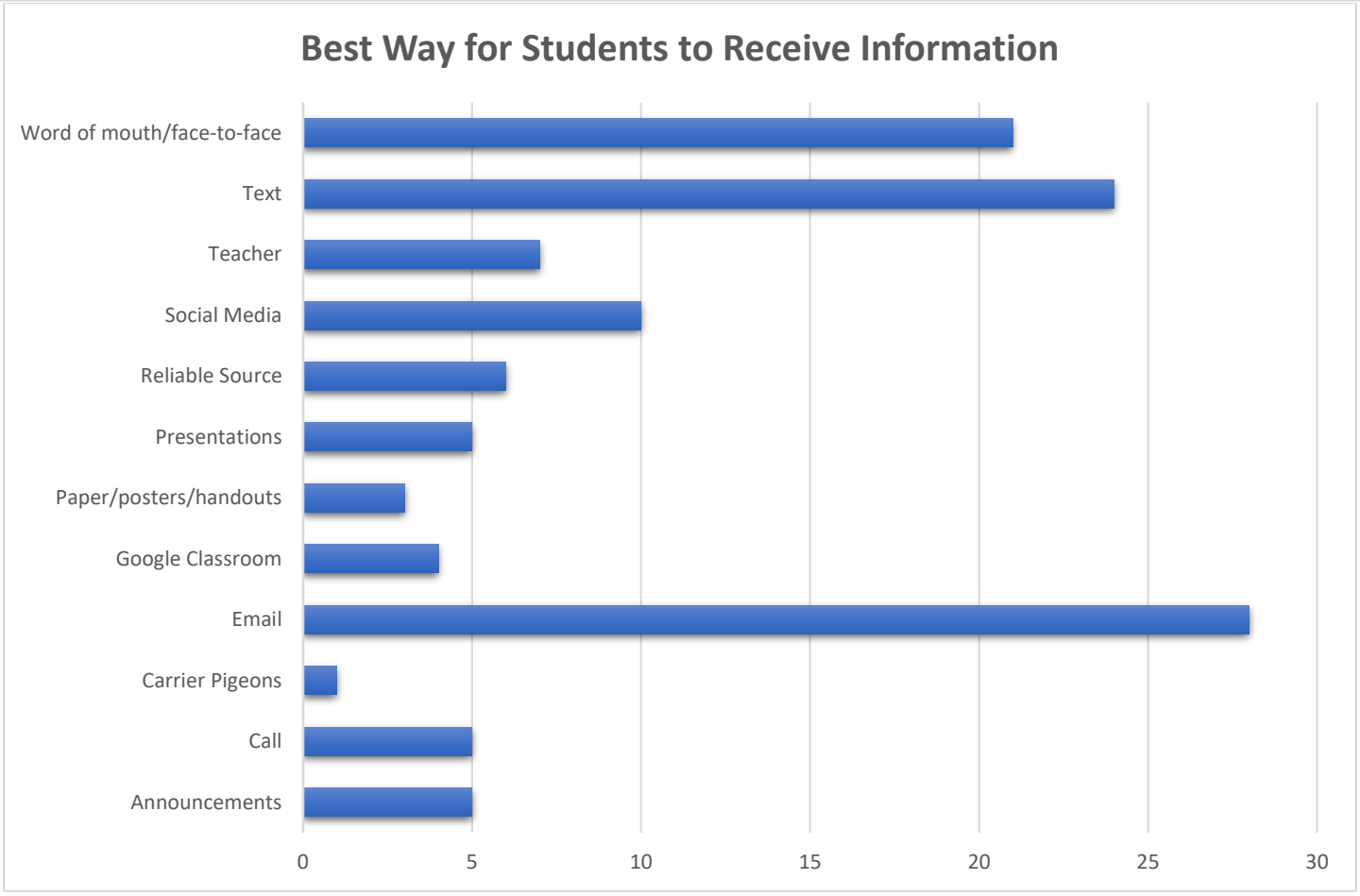
Get more activities	Make it a larger school
Advertise the place	Try and trust people that don’t specifically live here
Being there for others	Spread more awareness for blue collar workers or petition your city to focus on them
Bringing people up and being positive	Have more refuse bins (trash bins) so they’ll see them and be more inclined to use them

High School Student Survey
Madsion County






What do you believe the top 5 stressors are for youth ages 13-18?
184
42
29
54
26
74
28
27
34
126
27
6
School - Teachers - Workload - Homework
School - Grades
School - Sports
After School Obligations/Job
Social Pressures/Socializing/Peer Pressure
Home Life/Family/Parents/Housing
Social Media
Future
Identity/Self Image/Body Image/Trying to be...
Peer Relationships/Drama/Fitting In
Behavioral Health - MH and Substance Use
Physical Health


Best Way for Students to Receive Information
Word of mouth/face-to-face
Text
Teacher
Social Media
Reliable Source
Presentations
Paper/posters/handouts
Google Classroom
Email
Carrier Pigeons
Call
Announcements
0
5
10
15
20
25
30

Survey:

Question: What do you think has been the most difficult aspect of returning to school since COVID?

Answers (quotes):

"Mostly getting adjusting to a regular school year after the cluster-mess of last year"

"Wearing a mask"

"The fear of getting sick with COVID and missing a week or more of class."

"The work load"

"Probably getting back to a new normal"

"I feel somewhat disconnected from the rest of my class."

"Getting used to the normal workload of a regular school year and coming into school 5 days a week again"

"Teachers expect that you know certain things but due to Covid most people never really grasped the subject."

"Other people's behaviors in general, as well as towards superiors and peers"

"Returning to a sleep schedule"

"One of the most difficult aspects of returning to school is time management, most students got used to working

Being social, and finding motivation to work.

"Getting back in a routine"

"Keeping motivation to continue wanting to go to school and put in the work."

"That I am expected to know certain things in math when in reality we never learned it the year before."

"getting caught up on all the work that was missed without being completely overwhelmed and stressed"

Question: Why do you think young people engage in risky behaviors (i.e. vaping, drugs, alcohol etc.)?

Answers (quotes):

"2 main reasons, 1st is that if others are doing it, it shouldn't be necessarily bad to do it ourself, the 2nd is that it resists conformity, we spend all our lives being told this is bad that is bad and whatnot, after being pressured into one way for so long, a way of justice is going against the grain"

"A lot of the times people do it just because it's available to them then it becomes an addiction without even realizing it. First they do it for fun then it becomes a regular thing.

"Either because others are doing them and it makes them "cool", or the thought that it might help them escape from their troubles for a while."

"Because they are depressed or have easy access"

"They have nothing in Madison County to do with their friends."

"As a way to feel in control, a way to get back at parents or just as a way to escape from stress"

"To fit in"

"Escapism. There are a lot of things that teens deal with, whether it be mental health, school, or family life and drugs act as a way to forget about these things."

"They think it's cool or fun to do. However some do it out of stress and anxiety"

"they think it could be an escape from reality, or release stress and anxiety"

“I think they do it because it’s all over media and in the people around us that makes others think it’s a “cool” thing to do”

“They engage in this behavior because it is deemed "popular" and everyone does it”

“As a distraction,maybe it was stupidity but I believe the main reason people get into things knowing their bad because its a coping mechanism and know at that moment experiencing those consequences is better than whatever they’re going through currently.

“Because they are growing up in an environment, and because everything they have seen is that. They just don't care about the risk.”

“peer pressure, misinformation, and stress”

Question: What resources would be beneficial to your school and community?

Answers (quotes):

“for schools, it would help to let kids relax more, for community having a better system for stress relief would be nice ”

“Support for racial minorities and LGBTQ+ youth”

“Counseling, tutoring, facilities that help people stop addictions.”

“Exclusive and anonymous help.”

“A safe space to go and get away from our family or school”

“More individualized attention given to kids who need it and more options regarding online/in person learning ”

“Probably a therapist, trust-worthy people & stricter rules for this school. Too many people fight, vape, smoke, bully, etc.”

“Funding for lower income families. Therapists in the area. Public transportation.”

“Every month we have a community service day where the school participates in community service the whole day.”

“Loads of events that cost very little or no money at all because it makes people forget about their problems and just to think about having fun instead.”

“set study groups with other kids ”

“more options to prepare for future and to help figure out what to do with life”

“Trusted adults and councilors.”

“funding for the school and extracurricular ”

“Better emotional support for students.”

“I’d feel better if I was told my mental health mattered more than school. It’s hard to want to even participate in school when I struggle to even want to be there at all.”

“a safer community in general.”

“A mental health counselor, 1 on 1 conversation, children knowing they are supported”

“maybe more after school clubs that can just give people something to do and see their friends because not everyone has a great home life.”

“more anti-vaping/drug resources”

“Teaching students early on how to deal with problems as they come and when to talk to an adult.”

Question: Do you feel supported in your school and community and if so in what ways?

Answers (quotes):

"don't really, most of the time schools and communities say things that they generally do not mean or do"

"Most teachers."

"I know I have people to help me if it came down to it"

"when i get included"

"I feel supported by friends in the school and by a few teachers, but I do not feel supported by the overall school and community"

"through sports "

"I do not feel supported in my school and community because I feel like I have to do everything by myself. I don't mind doing things, but I appreciate help"

"Locked doors."

"Not really, the teachers say they're there for us but honestly they cause the most stress and don't make anything easy along with the fact that they come across as the antagonist."

"i don't"

"Teachers, a lot of my teachers are really supportive. I don't really feel supported by my community because they are so divided about beliefs and politics. "

"I have trusted adults and caring people in my life."

"The clubs we have being able to express ourselves."

"mostly by just my friends and trusted teachers"

"sports are encouraged, and keeping good grades and attendance are encouraged "

Question: What are the top 3 positive things in your school (i.e. supports, activities, resources, etc.)?

Answers (quotes):

"The teachers are kind, the programs are amazing, and the extracurricular activities are great"

"Friends, Academic teachers, counselors."

"School culture program, guidance counselor, School rallies."

"Great teachers, support, job outlook "

"Friends, Decent Food, and Honorable Sports Teams"

"I feel like the only positive thing in the school is maybe the guidance counselor "

"sports, clubs, good teachers"

"Counselor, clubs, and sports. They seem to help people keep busy on something positive."

"Support structure, plenty of clubs and sports, Free lunch"

"Sports, clubs, and some teachers are supportive"

"a few very trusted teachers, close friend groups, and the different clubs they offer"

"our sports system, our ag program, the lunch ladies"

"band"

"Different elective choices, freedom to express yourself, great teachers."

Question: What types of activities would be beneficial to youth in Madison County?

Answers (quotes):

"AA meetings "

"Resources to manage stress."

"Getting outside and experiencing the land and wildlife "

"Gay straight alliance clubs (a lot of kids express verbal homophobia in Tolles), Group meals to build trust and love for each other, maybe a time where labs come into other labs and teach their skills to other kids to increase their bond and friendships"

"Awareness on bullying, drugs, addictions"

"Safe space, little fun place to go"

"Younger aged sports, access to a therapist"

"county wide clubs"

"More non-sport options for kids who aren't interested in more athletic opportunities. Also more opportunities for kids to do individualized activities by themselves rather than being forced into a group"

"More recreational activities"

"More available sports that aren't costly to sign up and participate in"

"a place for teens to hangout or something, because there are only 2 main places in london, that usually get teens in trouble"

"a community center, indoor pool, arcade, weekly gatherings with friends at a community center"

"A club or program for students to improve their health without the pressures of school sports and peers judgement"

"low cost, team bonding type things for youth to get together no matter their situation at home"

"A group that meets for students who struggle with mental health, grades and more"

"Places to go with friends and family "

"activities where the whole school gets involved."

"Activities that would be beneficial to youth in Madison County are groups for different types of kids, for example a group that works with kids who have anger issues. I have not heard of any of these around us."

"More options for sports, improvements of parks, and encouragement to go outside"

"A mental health program should be introduced."

"It doesn't matter as long as it's close to them"

"mental health days, but interactive fun days instead of movies. Just something fun that doesn't require sitting for 8hours a day going brain dead."

"something for parents to know how to discipline better or in general better ways to parent or understand their children."

Full survey results can be provided upon request.

Madison County Prevention (MCP) 2021 Fiscal Year

MCP Contract Workers:

School and Community Based	Youth-Led Prevention	Data
Amanda Hampton	Larry Newton	Kiki Shipley
Karen Wells	Amanda Hampton	
Larry Newton		

MCP Programs:

- Alcohol Literacy Challenge – 475 youth
- Botvin LifeSkills – 603 youth
- Generation RX – 475 youth and 2 adults
- Healthy Relationships – 22 youth partial and 3 youth full
- Hidden in Plain Sight (HIPS) – 0
- Information Dissemination Direct – Business Advisory Committee, Family Council, Systems of Care and Schools
- Mental Health First Aid – 11 adults
- PAX GBG – 1829 youth, 12 newly trained teachers, and 1 staff member as PAX Partner
- PAX Tools – 18 adults
- QPR – 7 youth and 20 adults
- Prime for Life – 0
- Risky Business – 475 youth
- Signs of Suicide Assistance: JA, London, St. Patrick's & MP
- Sources of Strength: 7 youth and 10 adults (approximate)
- Stanford VAPE – 583 youth and 3 adults
- Teen Mental Health First Aid – 10 youth
- Trauma 101 – 53 adults
- What is Prevention? 7 youth and 5 adults
- Yoga and Mindfulness – 475 youth and 20 adults (not including ADAPAO Lunch and Learns and Prevention Professionals Learning Collaborative)
- Youth Led & Youth Move – 27 youth
- Youth Mental Health First Aid – 40 adults

Total Adults: 195
Total Youth: 4998 does not count SOS programming

COVID-19 impacted services scheduled at Jonathan Alder, London, MacSouth, Madison Plains, St. Patrick's, Tolles, West Jefferson and adult, community services. Services are expected to return, and increase, during the 2021/2022 school year.

MCP Achievements and Activities:

- Madison County Prevention (MCP) lead agency for K-12 Prevention funding.
- MCP awarded K-12 Prevention funding for specific services (Madison Plains and London City).
- Partnership with the Ohio National Guard Counter Drug Taskforce, Larry Newton
- MCP has increased the attention to data in the form of pre/post-tests, surveys, observations and evaluations
- MCP Youth Ambassador Program
  - Seven Youth participants
  - Two VAPE Prevention video submissions
  - SADD submission
  - One Mental Health Awareness submission
- Teen Leaders of London
  - Care Packages
  - Student COVID survey
- Mental Health America partnership
  - Named Most Knowledgeable Instructor for MHFA and YMHFA
- AG Task Force Juvenile Committee – Stigma and Education
- SADD Chapter
- Tolles COVID Survey

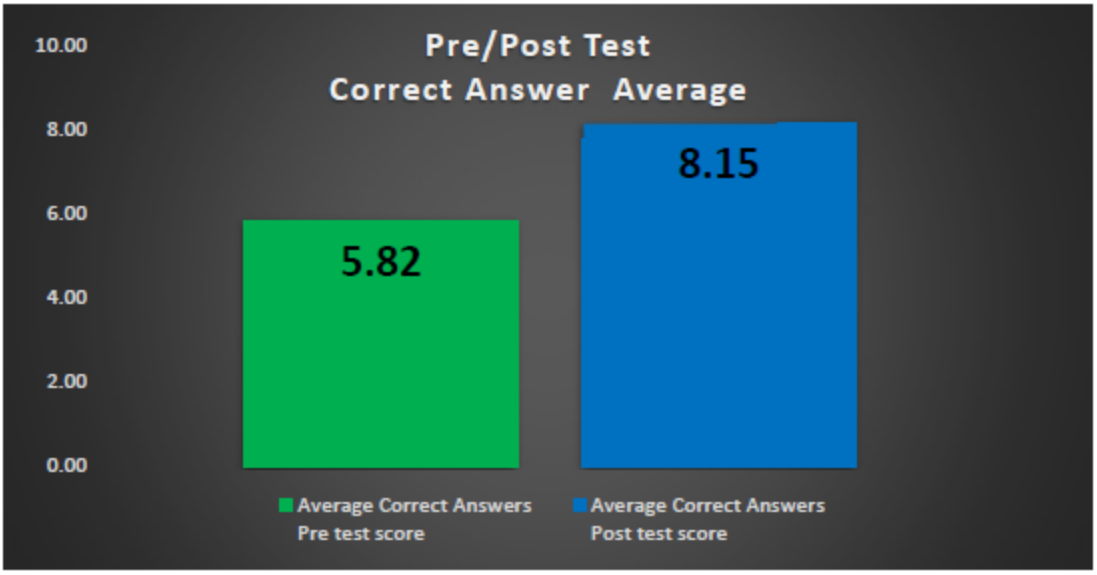
- Virtual Platform school offerings
- Hosting virtual Parent Workshops – MCP and Nationwide Children's
- Sources of Strength Train the Trainer – Elementary, Middle and High
- DDRO Summit Speaker
- First Responder's week 2020
- Youth to Youth (Y2Y) Partnership
- Ohio Youth-Led Prevention Network (OYLPN) Advancing the Engagement of Young People: Adult Training Academy and Technical Assistance grant – 2 year grant
- Prevention Professional Learning Community (PPLC) Co-Chair – partnership with Mental Health and Recovery Board (MHRB), Greene and Clark counties
- WeCare Coalition Prevention Taskforce Chair
- Grants/Funding
    - MHRB of Clark, Greene and Madison Counties
    - LifeSkills 3 Year Grant– St Patrick School, Madison Plains and London Middle
    - American Legion Post 417
    - Target
- ADAPAO member and committee member
    - ADAPAO Presenter
- ESC Partnership/Support – Hosting, promoting and assigning Contact Hours for trainings
- Strengthening of partnerships, support and knowledge of MCP in county
- Jim Ryan Consultation

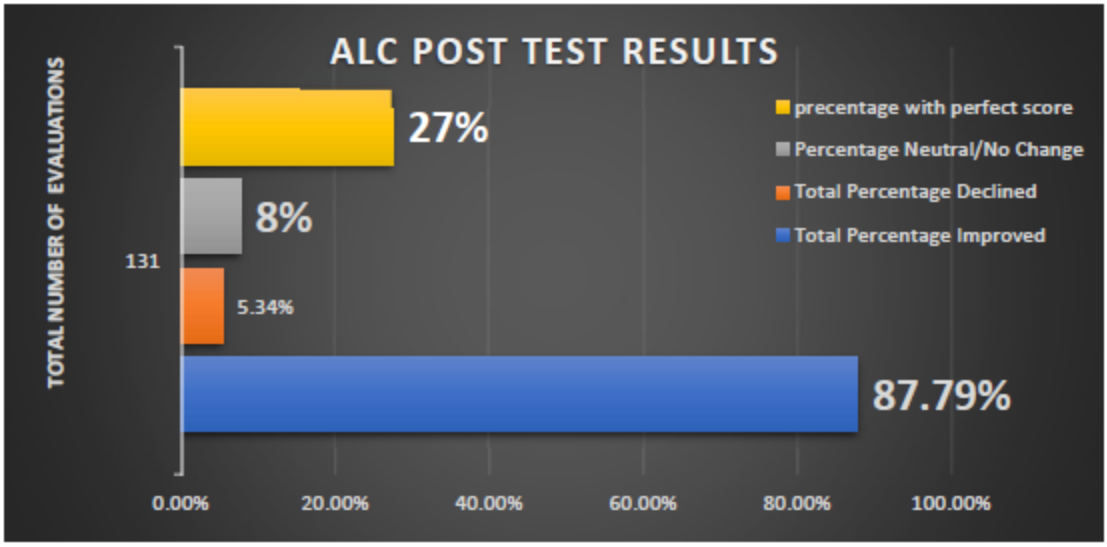
2022 Opportunities

- Expansion of Business Workforce Development in partnership with the Madison County Chamber.
- Continued Expansion of Youth-Led Initiatives – Youth Ambassadors and Sources of Strength in local schools
- Drug Free Communities Grant – WeCARE
- Signs of Suicide Community/Parent Training
- Sources of Strength expansion
- Botvin LifeSkills Expansion
- OHYes! student surveys
- Youth Focus Groups
- Continued increase to the attention to data in the form of pre/post-tests, surveys, observations and evaluations
- Madison County Juvenile Court partnership
- Rocking Horse Community Center partnership
- Madison-Champaign partnership for prevention funding

ALCOHOL LITERACY CHALLENGE™

Madison County
Middle School 2020-2021





LifeSkills Training

Madison County, OH
2020-2021 Report Supplement

STUDENT ENGAGEMENT

According to teacher feedback surveys, 90% of students were actively engaged, on average.

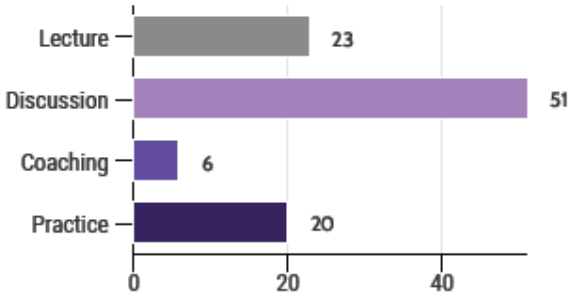
ACHIEVEMENTS

- Content Coverage
- Student Engagement
- Quality Instruction
- Administrative Support
- Program Scope and Sequence

INTERACTIVE TECHNIQUES

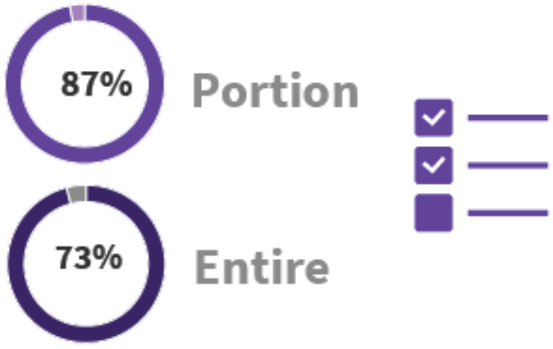
Student engagement and participation are paramount to strong and lasting skill-building. Employing the interactive teaching techniques (discussion, coaching, and practice) routinely into lesson instruction facilitates student involvement and comprehension.

Observer-Reported Techniques



CONTENT COVERAGE

Using a lesson-specific checklist, the "portion" score is calculated as the percentage of material completed from only the section covered during the observed session. Alternatively, the "entire" score is calculated as the percentage of material covered out of the whole lesson.



RECOMMENDATIONS

To strengthen implementation, this site is encouraged to focus on the following areas:

Emphasize Skills Practice

Reach 100% of Eligible Students

Continue Utilizing Lesson Carryover

For the full report, contact your CSPV Project Manager.

CSPV greatly appreciates Madison County's personnel for your hard work in ensuring effective implementation.

Ginnie Hershbarger
CSPV Project Manager
ginnie.hershbarger@colorado.edu
303-735-2063

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University of Colorado Boulder

LifeSkills Training Middle School Program Year-End Report 2020-2021

Site:
Madison County, OH

LST Site Coordinator:
Amanda Hampton

Implementation Coordinator:
Karen Vasquez-Romero

Participating Schools:
London Middle School
Madison-Plains Jr. High School
St. Patrick School

Project Manager: Ginnie Hershbarger
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LIFESKILLS TRAINING YEAR-END REPORT
Madison County, OH
Year 2: 2020-2021

Education is the most powerful weapon which you can use to change the world. - **Nelson Mandela**

INTRODUCTION

The Center for the Study and Prevention of Violence (CSPV) at the University of Colorado Boulder supports implementation of the Botvin *LifeSkills Training* (LST) Middle School program[1] in school districts through three-year grants. The goal of this initiative is to promote positive youth development and prevent youth from engaging in risk-taking behaviors that endanger their health and well-being. To accomplish this goal, CSPV equips schools with the training and materials needed to deliver LST, an evidence-based program proven to reduce substance use and violence among middle school students. The success of this curriculum is grounded in its ability to develop students' self-management skills, interpersonal skills, and substance resistance skills.

Madison County was awarded the CSPV grant to implement LST from Fall 2019 through Spring 2022. The grant's three-year support and process evaluation design reflects the program's sequential structure. As depicted above, implementation begins with foundational units delivered to 6th graders at London Middle School and St. Patrick School and 7th grade at Madison-Plains Jr. High in Year 1; expands upward to offer booster sessions to 7th graders (8th graders at Madison-Plains) in Year 2, and involves grades 6-8 (7-9 at Madison-Plains) in Year 3, when 8th graders (9th graders at Madison-Plains) are provided the final set of booster sessions. Training and material support for 8th grade was provided to London Middle School in 2020-2021 as they had begun LST implementation prior to the grant. In Year 2, Madison County was one of 97 school systems across 16 states delivering LST through this grant. In total, 108,130 youth participated in LST.

Through this grant, LST program implementation is monitored through classroom observations and site visits, as well as feedback surveys from teachers, site coordinators, and observers. Per the standard grant timeline, only Levels 1 and 2 were monitored in 2020-2021. In Year 2 at Madison County, LST was delivered in health classes: two instructors co-taught Levels 1 and 2 at London Middle School, one teacher delivered Levels 1 and 2 at St. Patrick School, and one teacher each delivered Level 1 and Level 2 at Madison-Plains Junior High School. Four of the five instructors completed teacher feedback surveys after their first or only cycle of LST, and the site coordinator submitted a feedback survey after implementation was completed at all schools. Additionally, 14 of the 15 anticipated observations were returned; one observation was not conducted due to scheduling challenges. This report describes grant support, explains and summarizes findings from fidelity monitoring and feedback surveys, highlights achievements, and provides recommendations to bolster successful program implementation.[2] Sections that follow include student reach, program fidelity, implementation factors, student response, site feedback, and preparations for program sustainability.

STUDENT REACH

In Year 2, St. Patrick School successfully reached 100% of their 17 eligible 6th- and 7th- grade students, Madison-Plains Junior High School reached 99% of their 186 eligible 7th and 8th graders, and London Middle School reached 77% of their 355 eligible 6th and 7th graders. As an evidence-based universal prevention program, LST is most impactful when an entire population of students receive the curriculum. Reaching all students fosters a healthy school-wide community dedicated to cultivating protective factors and reducing risk for substance use and other

[1] See www.lifeskillstraining.com for program evaluation studies.

[2] Data from both the observation checklists and teacher feedback surveys are discussed throughout this report. Discrepancies may be seen between the two sources. These discrepancies may be attributed to the reporting period and the scope of lessons considered. Each teacher was asked to reflect on delivery across implementation of the curriculum, whereas the observer reported on no more than four sessions for each teacher.

risky behaviors. Based on the teacher feedback survey, one instructor indicated difficulty reaching all students in 2020-2021 due to the Novel Coronavirus Disease-2019 (COVID-19). Madison County is praised for reaching the majority of their students and is encouraged to formulate an implementation plan that reaches all students if COVID-19 challenges persist into Year 3.

PROGRAM FIDELITY

Program fidelity is achieved by practicing the following guidelines: 1) train all teachers who implement LST, 2) deliver all content within each lesson, 3) teach the full scope of the lessons in the prescribed sequence, with students receiving lessons at least once per week for consecutive weeks, 4) use interactive teaching techniques, and 5) use the LST program materials while limiting outside supplements and modifications. In order to obtain insight into implementation fidelity (i.e., the extent to which instructors deliver the program fully and according to program guidelines), classroom observations, conducted by observers trained by CSPV, are collected throughout program delivery and teacher feedback surveys are completed after the first cycle of implementation is concluded. Detailed fidelity data based on observations and teacher feedback can be found in Table 1 on the following page.

Training Through a partnership with National Health Promotion Associates (NHPA), the organization created by the LST program developer to disseminate the program, the grant offers training opportunities to all LST instructors. Initial training workshops are required for teachers new to the program to become familiar with the curriculum, teaching strategies, and fidelity guidelines. Additionally, Reinforcement Technical Assistance (RTA) workshops are offered to returning instructors who have taught at least one cycle of the program. Due to COVID-19, NHPA transitioned their in-person training workshops to an online, asynchronous format and cancelled the RTA workshops. TA remained available upon request.

TABLE 1
PROGRAM IMPLEMENTATION

	Madison Co. Year 1 2019-2020 Level 1	Madison Co. Year 2 2020-2021 Levels 1-2	All Sites* Year 2 2020-2021 Levels 1-2
OBSERVATION DATA Number of Observations	**15**	**14**	**898**
% Content coverage for portion of lesson[1]	84%	87%	91%
% Content coverage for entire lesson[2]	67%	73%	79%
% Lessons completed in one class period[3]	40%	58%	51%
% Lessons carried over	67%	42%	38%
Average time spent on LST (minutes)	40	40	40
Average class size	16	12	16
Use of relevant examples or stories	4.2	3.9	4.3
Knowledge of program/lesson content	4.5	3.6	4.3
Level of enthusiasm	4.4	4.1	4.3
Poise and confidence	4.5	4.1	4.4
Rapport and communication with students	4.5	4.1	4.4
Classroom management	4.0	4.2	4.4
Effectively addressed questions and concerns	4.3	3.9	4.4
Overall quality of program session	4.4	4.0	4.3
TEACHER FEEDBACK DATA Number of Responses	**5**	**4**	**646**
% Taught all core lessons	100%	100%	81%
% Taught LST at least once per week	100%	100%	87%
Average time spent on LST (in minutes)	37	41	42
Average length of LST class period in minutes	42	49	49
% Taught lessons in order	100%	100%	84%
Average class size	17	18	24

*Statistics based on scores averaged across all sites in this grant in 2020-2021.
[1] Portion: % of key points delivered within the observed section of the lesson.
[2] Entire: % of key points delivered out of all possible key points in the lesson.
[3] Complete: 85% or more of the major points and objectives taught.
Items reported as #.# are on a 5-point scale, ranging from 1 (low) to 5 (high).

Five Madison County LST personnel, comprised of three instructors, one support staff, and one observer, each attended separate NHPA-led initial online trainings spanning from June 2020 to February 2021. After completing training, four of the five attendees completed an evaluation and expressed satisfaction with the sessions overall (rated 4.5 out of 5.0) as well as with the trainers (4.3). More specifically, participants in the initial workshop indicated reviewing the lessons and the curriculum, interacting with the group, obtaining materials, the training mode, and learning about the supplementary activities were among the most valuable aspects of the workshop (each named by 1 trainee). Additionally, the

training reportedly provided the information about LST that is needed (4.3), increased their understanding of the guidelines for fidelity-based implementation of the LST program (4.3), and increased confidence in the ability to implement the program (4.0).

Additionally, teacher feedback surveys indicated an interest in additional training to include more technology in the classroom (named by 3 teachers), additional hands-on activities to engage students (3), trainer modeling of lessons and activities (1), and guidance for delivering LST lessons remotely (1). Technical Assistance (TA) is available at any time through the grant and upon request to address topics of interest.

On average, 87% of main points were delivered during observed sessions.

Content Coverage Content coverage is an important measure of fidelity that represents how fully LST lessons are delivered. More specifically, content coverage is the percentage of material taught out of all required material and is calculated using fidelity checklists. Checklists, created by the program developer, consist of lesson key points and objectives to be completed during each lesson and are used by the classroom observer to record content coverage.

During implementation in 2020-2021, 42% of observed lessons had been continued from a previous class session or were to be continued in a subsequent session, resulting in observers witnessing a select portion of the lesson. Within the portion of the lesson observed, teachers delivered an average of 87% of key points. When considering the scope of the entire lesson (i.e., all possible content within the lesson regardless of lesson carryover), teachers delivered an average of 73% of all key points. Across all lessons, 58% of lessons were considered "complete", meaning 85% or more of the major points and objectives were taught. Taken together, these data suggest that instructors often utilized lesson carryover to deliver additional key points and objectives. Lesson carryover is allowable and within program guidelines as long as enough time is built into the schedule to deliver all core lessons. As seen in Table 1 on the following page, compared to Year 1, content coverage has increased by 3% or more and an additional 18% of lessons were considered complete over last year. CSPV applauds Madison County for their dedication to meeting this guideline and encourages the continued use of lesson carryover to accomplish this objective.

Scope and Sequence A substantial amount of research has indicated that LST is most successful when the full scope and sequence of the program is delivered. The strongest student outcomes occur when all the lessons in the curriculum are delivered, with lessons at least once per week for consecutive weeks and in the prescribed order, which was successfully accomplished by the Madison County instructors in Year 2.

Additionally, each instructor delivered the optional violence prevention lessons for the program levels they taught. Further, two instructors delivered the optional lesson *Prescription Drug Abuse Prevention* with the Level 1 curriculum and one instructor implemented this lesson with their Level 2 curriculum. CSPV commends Madison County's teachers for a complete delivery of the LST program in 2020-2021, while also including optional lessons to strengthen outcomes.

FIGURE 1:
Observer Report of Teaching Technique Usage

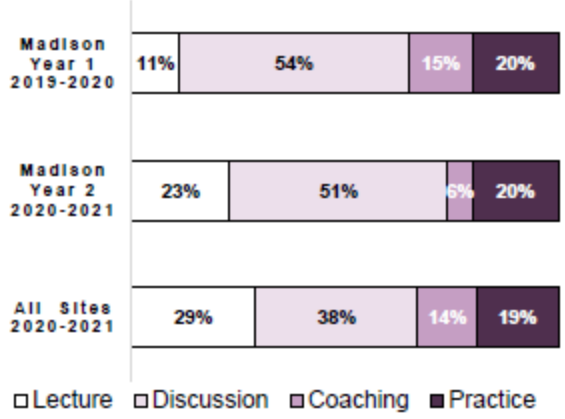
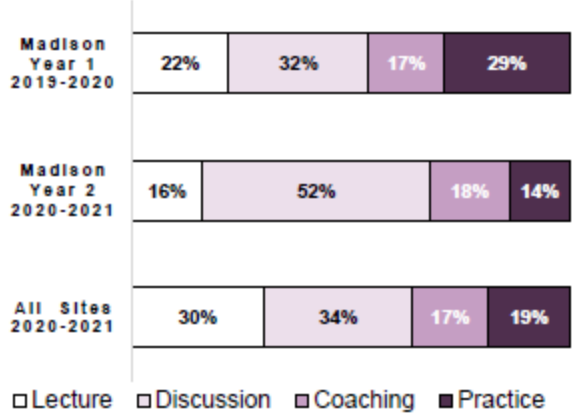


FIGURE 2:
Teacher Self-Report of Teaching Technique Usage



Interactive Teaching Techniques Because LST is intended to increase skills, student engagement and participation are crucial to achieve substantial and long-term effects. To help facilitate student involvement, LST instructors are encouraged to utilize interactive teaching techniques (i.e., discussion, coaching, and practice) in their lessons on a regular basis. Further, LST Middle School guidelines recommend that at least 50% of time is spent on practice to ensure adequate time for skills acquisition.

As seen in Figures 1 and 2 above, across levels, Madison County instructors indicated that their most used teaching technique was discussion (52% of the time), followed by coaching (18%), lecture (16%), and practice (14%). Observation data also reported discussion as the most utilized technique (51%). Two instructors reported that COVID-19 presented issues with utilizing the interactive teaching techniques, explaining that social distancing and space guidelines hindered the ability to facilitate many activities. If these guidelines remain in place in Year 3, teachers may consider focusing on mental rehearsal exercises, such as student guide worksheets, and may contact CSPV for additional suggestions or to request TA to alter activities so they may be completed at desks or from a distance.

BOX 1: CRITERIA FOR LESSON SUPPLEMENT

1. Meets learning objectives listed in the lesson;
2. Presents opportunities for peer-to-peer practice of a cognitive or behavioral skill;
3. Focuses on short-term or immediate effects that are developmentally appropriate;
4. Provides modeling and practice of pro-health/pro-social choices and behaviors;
5. Uses interactive teaching techniques;
6. Can be incorporated into the lesson while still allowing enough time to teach the full scope of the lesson.

Supplemental Materials and Lesson Modifications Based on teacher feedback, lesson modifications and supplements were incorporated in their LST implementation. More specifically, teachers reported shortening lessons (named by 2 instructors), omitting activities (1), and integrating lessons from other curricula (1). Further, teachers listed videos (4), original activities or those created or obtained from other sources (2), guest speakers (1), information from other textbooks (1) and non-LST handouts (1) as outside supplemental materials that were used during LST lessons. In addition, teachers utilized program enhancements, including LST website games or materials suggested by the NHPA trainer (3), quizzes (3), and PowerPoints (2). Likewise, observation data revealed that 29% of observed sessions were enhanced with LST quizzes.

The materials and techniques used in LST have been extensively researched and are known to result in positive student outcomes. Therefore, instructors are encouraged to avoid modifying the program and limit their usage of supplements to those recommended by the program developer. Any supplement under consideration by the instructor should meet all of the criteria in Box 1 to be deemed an acceptable addition to the lesson.

IMPLEMENTATION FACTORS Many factors beyond the fidelity guidelines may impact LST delivery. Suggestions for instructional setting, time management, quality of the program session, and student engagement are provided by the program developer to increase the likelihood of optimal outcomes and ease of program delivery. Therefore, data pertaining to these factors are collected and synthesized to provide recommendations for LST implementation.

On average, 88% of students were actively engaged in LST lessons during observed sessions.

Student Engagement Student engagement is an important factor for overall learning and retention of the knowledge and skills presented in the LST curriculum. Cultural relevance, student behavior, and instances of boredom may influence student participation and engagement throughout the curriculum, which may ultimately affect program outcomes.

"…students seemed highly engaged and there was good participation."

- LST Observer

Teachers and observations indicated strong student engagement during lessons, with an average of 90% and 88%, respectively, participating in LST. In addition, during observed sessions, students conveyed a understanding of the LST material (rated 4.0 out of 5.0), actively participated in discussion and activities (4.0), and responded well to the lesson (3.9). Furthermore, instructors believed the program to be culturally relevant to students overall (3.9). Moreover, across levels, the majority of teachers

TABLE 2 MIDDLE SCHOOL STUDENT RESPONSE	Madison Co. Year 1 2019-2020 Level 1	Madison Co. Year 2 2020-2021 Levels 1-2	All Sites* Year 2 2020-2021 Levels 1-2
OBSERVATION DATA **Number of Observations**	15	14	898
% of students actively engaged in LST lessons	91%	88%	88%
Student response to the session	4.5	3.9	4.2
Student participation in LST discussion and activities	4.7	4.0	4.2
Student understanding of the lesson	4.6	4.0	4.4
TEACHER FEEDBACK DATA **Number of Responses**	5	4	646
% of students actively engaged in LST lesson	89%	90%	81%
Student behavior during LST	4.0	3.5	3.7

Items reported as #.# are on a 5-point scale, ranging from 1 (low) to 5 (high).
*Statistics based on scores averaged across all sites in this grant in 2020-2021.

rated student behavior positively (3.5), and every teacher disagreed that it was difficult to control the class during LST.

Nevertheless, teachers reported witnessing student boredom during the Level 1 *Smoking: Myths & Realities*, *Alcohol: Myths & Realities*, and *Marijuana: Myths & Realities* lessons as well as shared that student reported covering this material previously in another program. CSPV does not recommend delivering programs or materials that overlap with the LST curriculum, as providing students with redundant information may inadvertently reduce engagement and effectiveness. If overlapping content must be taught, schools are encouraged to take measures to avoid implementing the material concurrently and prioritize LST.

Instructional Setting The learning environment can affect LST implementation. Ideal conditions, as specified by the program developer, indicate that the instructional setting should resemble a traditional classroom with no more than 25 students. With teacher- and observer-reported average in-person class sizes of 12 and 18, respectively, this recommendation was met. As anticipated, the teachers did not experience challenges due to class size, nor did feedback data or observations reveal implementation issues due to classroom facility. CSPV commends Madison County's ability to provide an environment that is conducive to successful LST delivery.

Class Size
Recommended: Up to 25 students

Teacher Reported:	Observed:
Average: 18	Average: 12
Range: 9 - 22	Range: 4 - 18

Lesson Length Using class time effectively helps ensure that the core LST lessons, including each lesson's key points and activities, are delivered to fidelity. When possible, the program developer recommends that LST instructors dedicate 45-60 minutes to each lesson. Teachers reported that class periods were 49 minutes, on average, with 41 minutes spent on LST. Similarly, observations indicated that LST lessons were 40 minutes, on average. Given that the class period time fell below the recommendation, as anticipated, two instructors disagreed that there was enough time during the class period to sufficiently cover the material for each lesson (rated 3.0 out of 5.) and 50% of observations indicated shortage of time as an implementation problem. To overcome this challenge, one instructor reported carrying lessons over to cover additional content. Lesson carryover is often recommended to alleviate challenges with shorter class periods and is allowable under program guidelines as long as enough time is built into the schedule to deliver all core lessons.

Lesson Length
Recommended: 45-60 minutes

Teacher Reported:	Observed:
Average: 41	Average: 40
Range: 35 - 45	Range: 25 - 55

Quality of Program Session Observations showed high instructional quality of LST lessons overall (rated 4.0 out of 5.0). Teachers received high marks for their ability to manage the classroom (4.2), poise and confidence (4.1), enthusiasm (4.1), communication and rapport with students (4.1), and knowledge of the curriculum (3.6). Moreover, lesson delivery included frequent, relevant examples to help students connect to the material, and instructors responded to student questions and concerns with care (each rated 3.9). CSPV applauds Madison County teachers' high-quality instruction and excellent engagement with their students.

COVID-19 In 2020-2021, COVID-19 impacted LST implementation at Madison County. More specifically, one teacher reported some LST lessons were delivered remotely. NHPA provided access to online materials and resources to assist instructors. However, as anticipated, instructors experienced additional difficulty with remote instruction demanded by COVID-19, including having sufficient time to cover lessons (named by 3 teachers), incorporating all program activities (2), maintaining student engagement (2), and delivering all core lessons (1), in addition to the aforementioned issues of utilizing all the teaching techniques (2) and reaching all students (1). Additionally, at least one Level 1 teacher specified that six lessons were difficult to implement because half of the students were remote, and at least one Level 2 instructor indicated that two lessons were difficult to implement by because they were delivered remotely. The site coordinator confirmed the virtual platform as a major challenge to implementation in Year 2. Teachers are lauded and appreciated for their efforts to deliver LST remotely. If COVID-19 continues to affect implementation in future LST years, teachers may request a technical assistance to address challenges associated with remote instruction.

MADISON COUNTY
ANNUAL SITE VISIT

Dates of Visit:	Oct. 19 & Nov. 9, 2020
Schools Represented:	3 of 3
Teachers Interviewed:	5 of 5
Administrators Interviewed:	3

SITE FEEDBACK

During the 2020-2021 implementation period, valuable site personnel feedback was gathered through both semi-structured interviews and online surveys.

Annual Site Visit Typically, each year of the grant, the CSPV implementation coordinator travels to each site to meet with key LST personnel. During these visits, local perspectives about the program are gathered, including successes and challenges experienced throughout implementation. Additionally, a co-observation is usually conducted with the LST classroom observer to ensure consistency in data collection. Due to COVID-19, the CSPV implementation coordinator was not able to travel to Madison County and, instead, met with all five LST teachers, the principal of each school, and each classroom observer virtually.

Throughout the meetings, the teachers and the administrators expressed their support for LST in their school and returning teachers felt increasingly comfortable delivering the material. Additionally, students actively participated in discussion. However, teachers shared that COVID-19 brought on unprecedented challenges, including delivering lessons while remote and small class sizes, which made it difficult to facilitate behavioral rehearsals and skills practice. Throughout these challenges, teachers reportedly maintained adaptability and exuded extra effort to ensure successful implementation. Indeed, one principal referred to their teacher as a "rockstar" for overcoming issues brought on by COVID-19.

TABLE 3
MIDDLE SCHOOL TEACHER FEEDBACK

	Madison Co. Year 1 2019-2020 Level 1	Madison Co. Year 2 2020-2021 Levels 1-2	All Sites* Year 2 2020-2021 Levels 1-2
Number of Teacher Responses	**5**	**4**	**646**
LST teaches students the skills needed to avoid drugs and violence	3.8	3.8	4.1
LST has the potential to play a significant role in reducing youth drug use	3.8	3.5	4.0
Class time sufficient to cover lesson	3.4	3.0	3.9
Ease of implementation	4.2	4.3	3.8
Program flexibility	3.8	3.8	3.6
Cultural relevance (overall)	3.9	3.9	3.4
Teachers in favor of LST at their school	4.2	4.0	4.1
% who would recommend the program	100%	100%	89%
Parents' awareness of LST	3.6	3.3	3.8
Administrative support of LST	4.0	3.5	4.3
Overall rating of LST	4.0	4.5	3.7

Items reported as #.# are on a 5-point scale, ranging from 1 (low) to 5 (high).
*Statistics based on scores averaged across all sites participating in grant in 2020-21.

Personnel Feedback Personnel support may lead to more successful program implementation. Ideally, instructors ascribe and commit to the goals of LST so as to deliver lessons with dedication to fidelity and contagious enthusiasm. Additionally, school administrator and district level support are beneficial for strategizing effective implementation plans, overcoming logistical challenges, assisting LST instructors, and building sustainability.

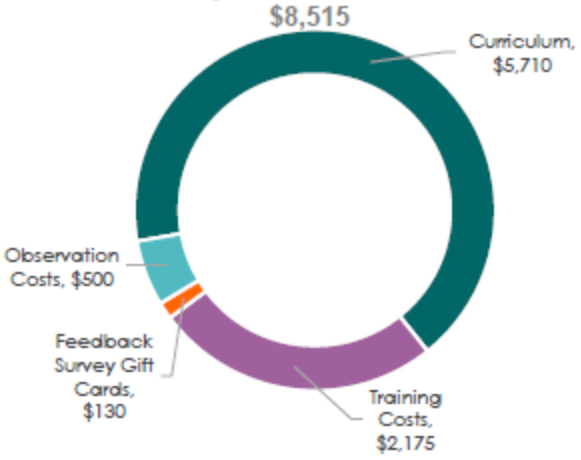
> *"…Students are always ready to share [which] leads to lengthy discussions"*
> **- LST Instructor**

The majority of Madison County teachers reported they were in favor of having LST at their school (rated 4.0 out of 5.0) as well as believed the program teaches students the skills needed to avoid drugs and violence (3.8) and has the potential to play a significant role in reducing youth participation in drugs (3.5). Additionally, most instructors rated ease of implementation (4.3), time required to implement (4.3), and program flexibility (3.8) favorably. Quality of program materials was also rated positively (4.0), with most instructors indicating that the curricula were appropriate for the students' age and comprehension levels and that the educational materials used by LST were seemingly interesting to students (3.5). In response to being asked about changes in behavior and attitude about LST, one teacher noted, "Students were more aware of how their environment has an effect on their daily life." Moreover, each Madison County instructor would recommend the program to other teachers, provided a high rating for the program overall (4.5), and most agreed that administrators were supportive of LST (3.5). Similarly, the site coordinator listed ease of implementation, program flexibility, and quality of curriculum materials as significant assets to program implementation.

GRANT VALUE AND PREPARING FOR POST-GRANT

During 2020-2021, the total value of Madison County's grant was $8,515. This included the following support: a) curriculum and training materials, b) training fees and stipends, c) feedback survey gift cards, d) observation costs, and e) sustainability workshop. As seen in Figure 3, curriculum and training costs totaled $7,885.

Figure 3: Madison County Expenses 2020-2021
$8,515



Sustainability Support To promote longevity and continued success of LST implementation, grant recipients are afforded the opportunity to attend two regional workshops. Sustainability workshops aid in identifying resources and strategies that will be beneficial for program continuation. At Training-of-Trainers (TOT) workshops, select instructors are certified as district trainers who are eligible to train new LST instructors in their respective districts.

Virtual sustainability workshops occurred in Spring 2021, and the site coordinator attended the workshop that ran March 17th through March 24th, 2021. TOT workshops are planned for Year 3; Madison County is encouraged to identify a candidate to participate in this workshop. As this workshop is scheduled, relevant individuals will be notified. To further prepare for program sustainability after the grant ends, CSPV encourages that personnel promote the program to students' families through school newsletters or other forms of communication in order to bolster program awareness.

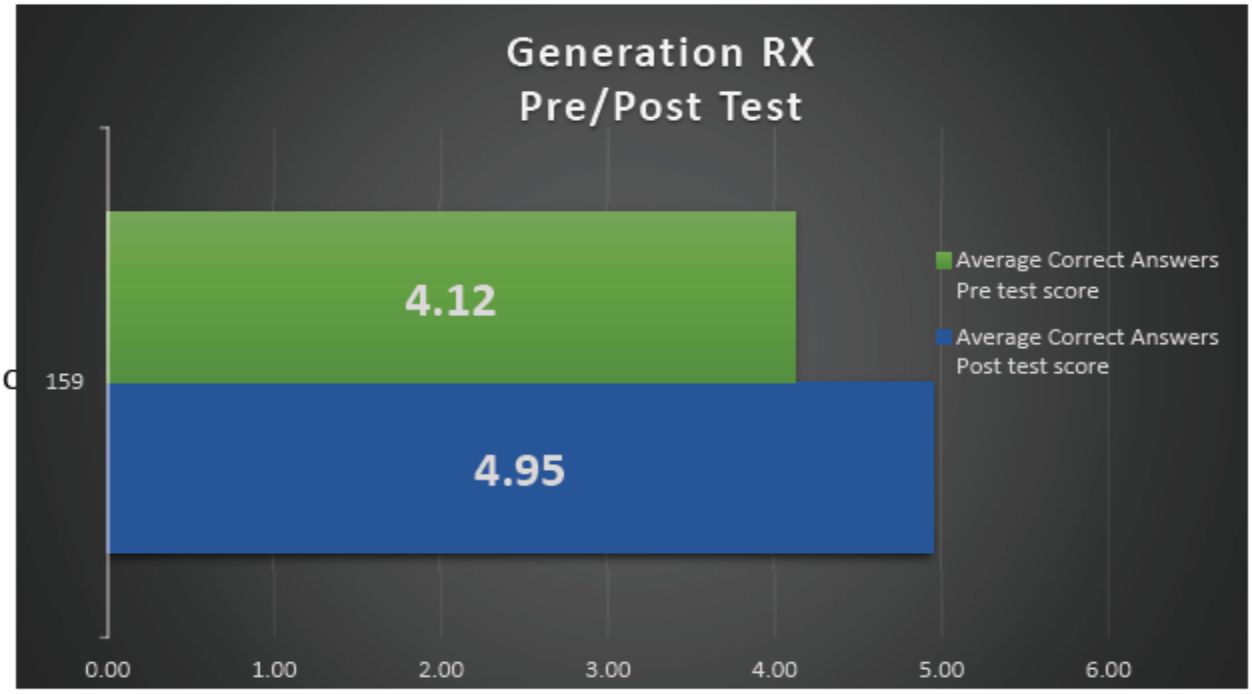
CONCLUSION

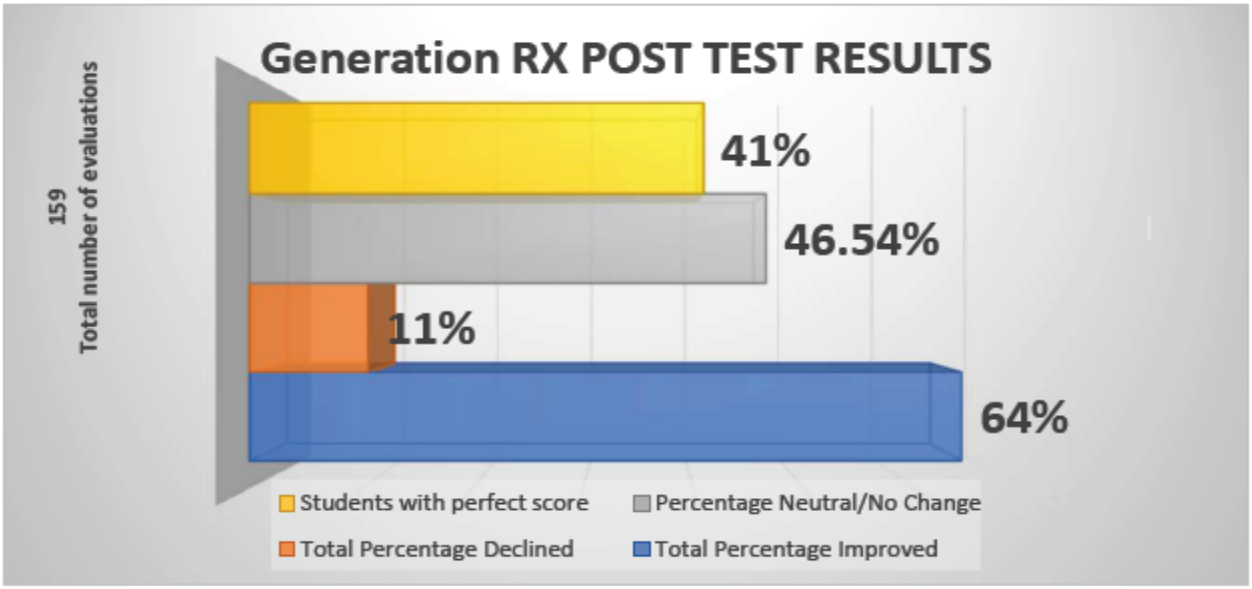
Madison County has shown great success with LST in 2020-2021. All core lessons were delivered in the prescribed order that is recommended for optimal outcomes. During sessions, instructors used a range of teaching techniques to ensure student engagement and retention, though utilization of skills practice may be a focus in the future. Moreover, personnel have taken steps to ensure longevity within the district. CSPV applauds Madison County's commitment to LST and quality program instruction, especially during a pandemic year, and looks forward to supporting their implementation in 2021-2022.

MADISON COUNTY, OH 2020-2021 STRENGTHS AND RECOMMENDATIONS	
Strengths	**Recommendations**
• Taught all core and optional lessons in order at least once per week in consecutive weeks • Excellent quality of lesson delivery, with high levels of student engagement • Attendance at sustainability workshop	• Ensure 100% student reach and emphasize practice during lessons • Limit lesson modifications and supplements • Continue carrying lessons over to ensure lesson completion

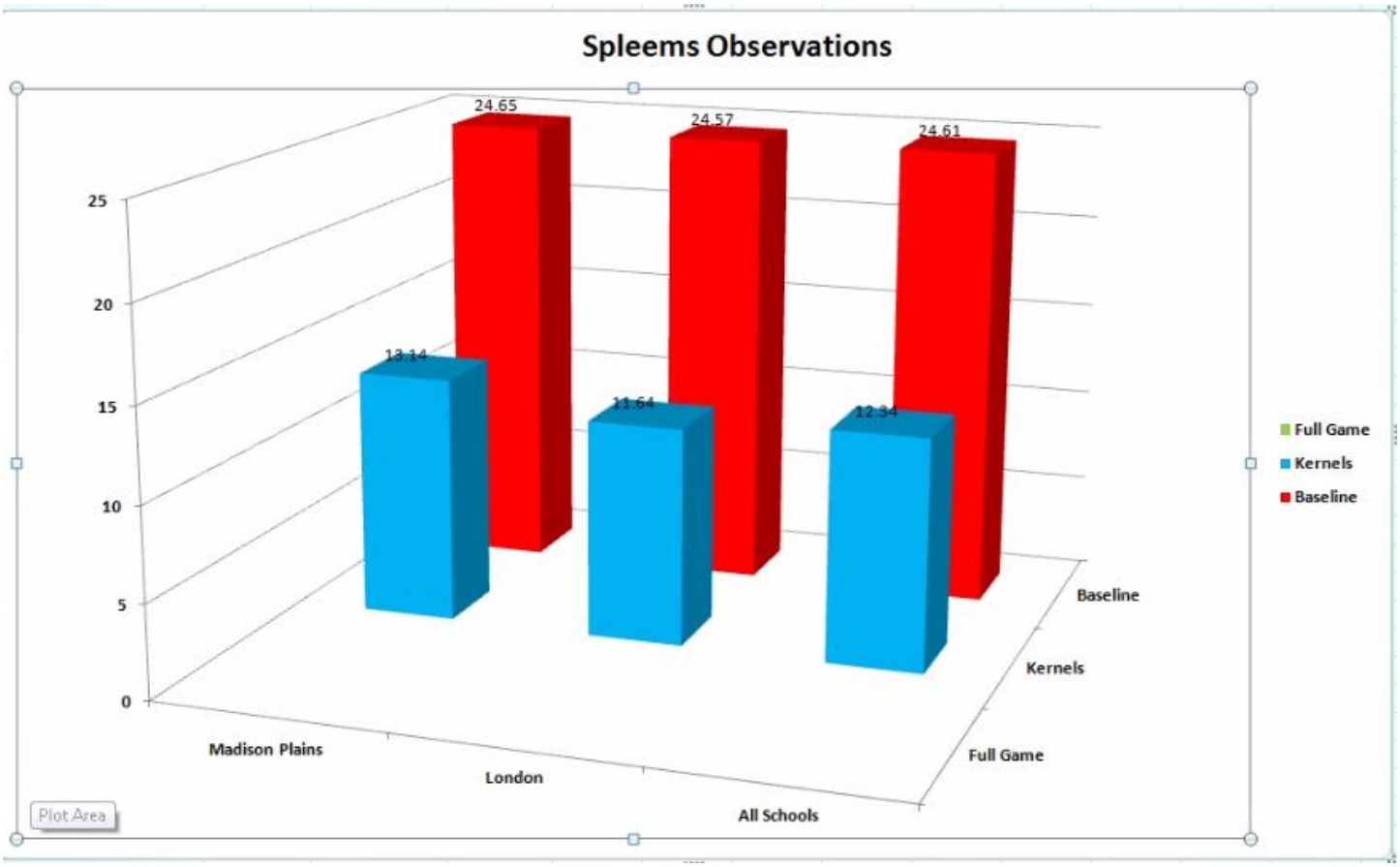
GenerationRx

Madison County
Middle School 2020-2021



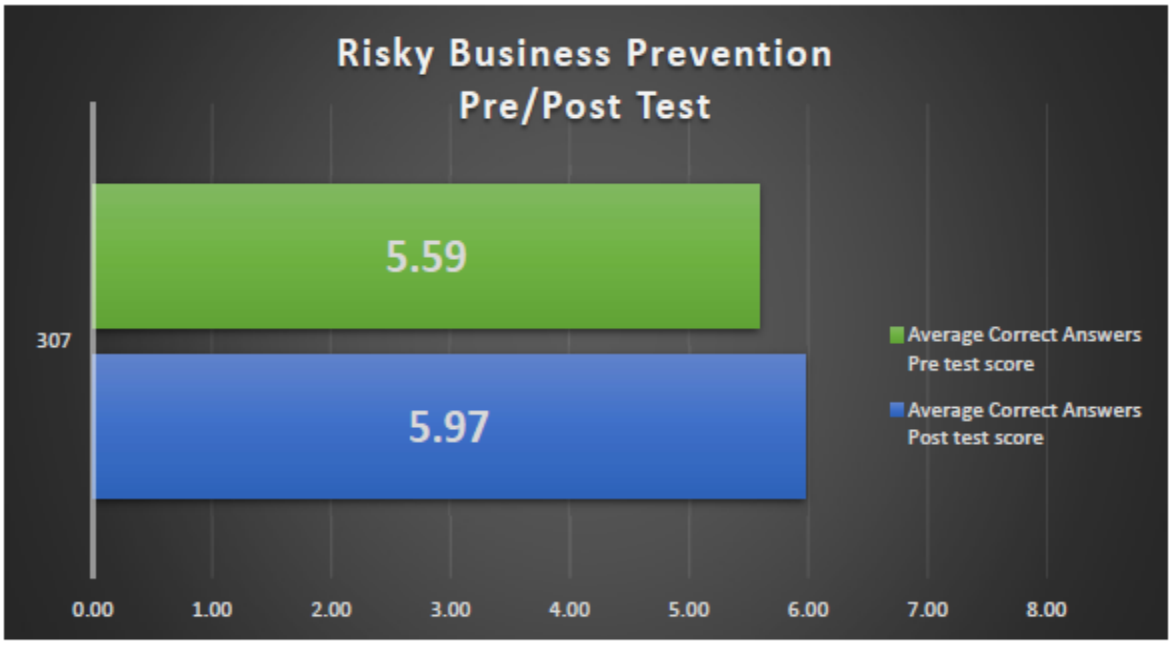


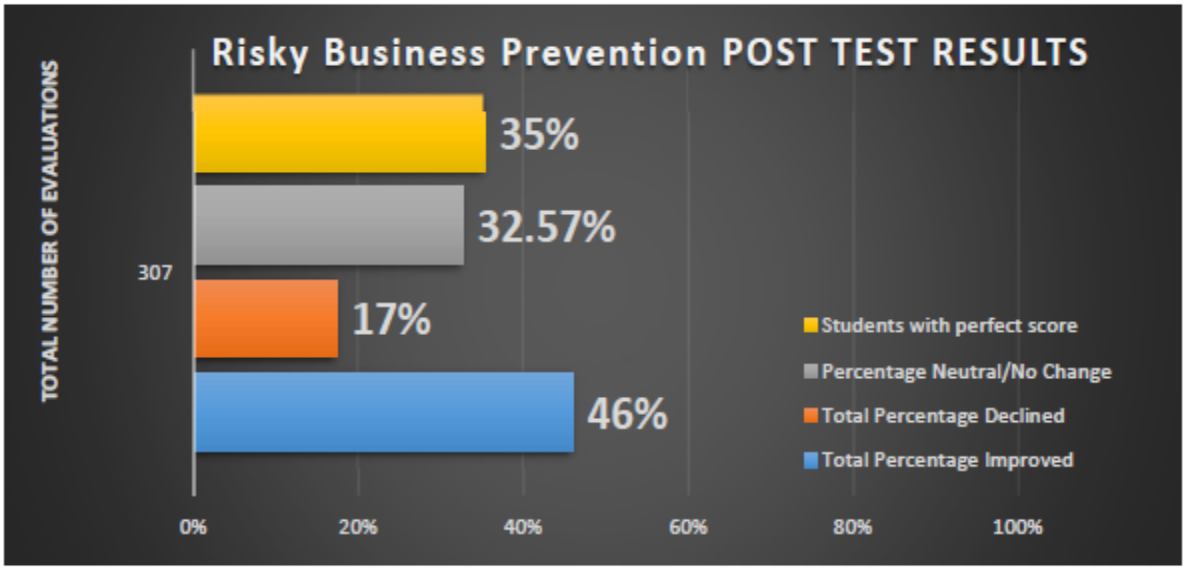
PAX GBG


Spleems Observations
24.65
24.57
24.61
13.14
11.64
12.34
25
20
15
10
5
0
Madison Plains
London
All Schools
Baseline
Kernels
Full Game
Full Game
Kernels
Baseline
Plot Area

Prevention Program

Madison County Middle School





Signs of Suicide

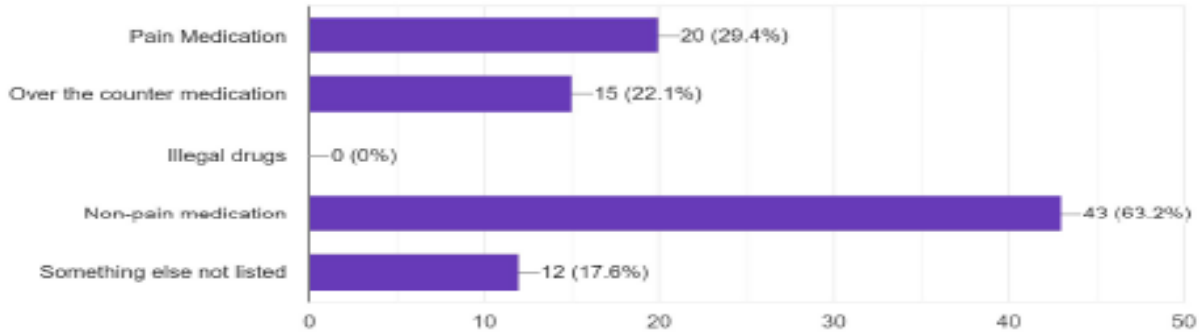
School	Rollout	Grade(s)	# of	Total # - talk	# BSADs Score 3	#BSADs Score 4-7	# BSADs yes #4	# BSADs yes #5	# st. referred	# Risk asses	# Non-crisis MH	# Crisis ref
London HS Year 1	Fall 2016	9,10,11,12	465	64	37	85	15	11		12	9	4
London MS Year 1	Fall 2016	6,7,8	432	128	35	63	24	19		9	13	2
London HS Year 2 Rollout 1	Fall 2017	9	188	21	10	19	10	4	9	5	1	4
London MS Year 2	Fall 2017	6,7,8	170	52	14	18	10	4	2	5	4	2
Madison Plains HS Year 1 Rollout 1	Fall 2017	9	83	14	3	9	2	2		3	7	0
West Jefferson HS Year 1	Fall 2017	9,10,11,12	297	20	15	30	12	12	7	9	12	4
West Jefferson MS Year 1 Rollout 1	Fall 2017	7,8	184	27	8	20	7	1		5	11	2
West Jefferson MS Year 1 Rollout 2	Fall 2017	6	81	23	3	8	5	5		3	3	1
London ES Year 1	Spring 2018	5	154	69	8	19	8	7	9	5	8	1
London HS Year 2 Rollout 2	Winter 2018	12	86	7	7	11	1	0	2	1	1	0
Madison Plains HS Year 1 Rollout 2	Winter 2018	10	75	8	10	12	4	5	3	1	8	0
London ES Year 2	Fall 2018	5	139	63	12	15	9	6	19	3	2	1
London HS Year 3 Rollout 1	Fall 2018	10	196	13	17	24	8	10	3	1	3	1
London MS Year 3	Fall 2018	8	140	44	12	32	12	7	3	5	10	3
St. Patrick Year 1	Spring 2019	5,6,7,8	46	5	4	4	2	1	0	2	3	1
London HS Year 3 Rollout 2	Spring 2019	12	84	4	10	19	5	6	2	2	0	0
Madison Plains HS Year 2	Winter 2019	9	80	15	5	18	7	7	4	3	9	1
West Jefferson MS/HS Year 2 Combined (2 schools)	Winter 2019	6,9	198	44	19	16	13	7	7	5	8	2
London ES Year 3	Fall 2019	5	166	71	12	32	14	11	3	3	5	0
London MS Year 4	Fall 2019	8	153	21	15	20	5	5	7	0	2	0
West Jefferson MS/HS Year 3 Combined (2 schools)	Fall 2019	6,9	174	35	12	32	7	6	9	5	8	2
Madison-Plains HS Year 3	Winter 2020	9	89	18	11	13	8	6	14	4	9	0
St. Patrick Year 2	Winter 2020	5	16	2	0	1	0	0	1	1	0	0
London Middle School Year 5	Fall 2020	8	90	28	13	23	15	11	4	4	9	0
London Elementary School Year 4	Fall 2020	5	130	58	12	23	9	7	5	1	4	1
St Patrick Elementary (Year 3)	Winter 2021	5,8	23	5	1	1	2	0	0	4	0	1

WeCARE

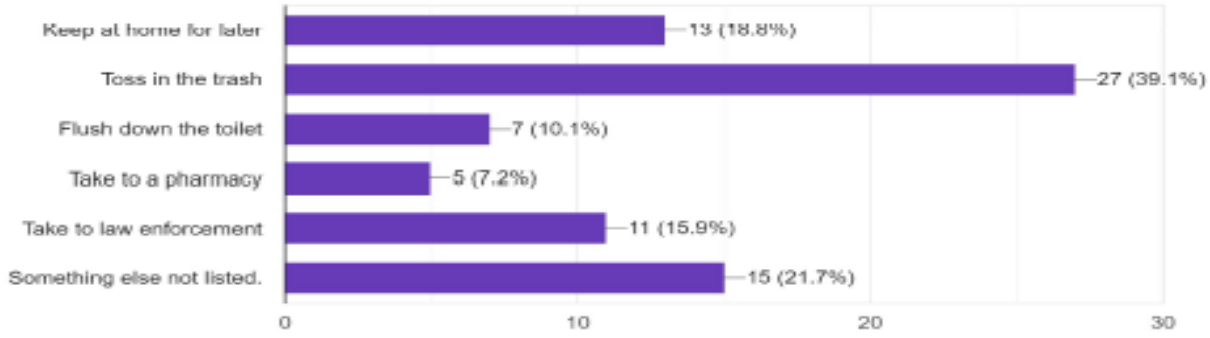
Madison County
Medication Drug Disposal Bag Survey 2021

I live in the following zip code.
69 responses

I used the bag to dispose of (pick all that apply)
68 responses



Before getting this bag, I would do the following with unused medication and drugs (pick all that apply)
69 responses



Youth-Led Shout-Outs!

1.

2. Hala Alyounes VAPE Prevention Contest Submission:

Vape contest video.mp4

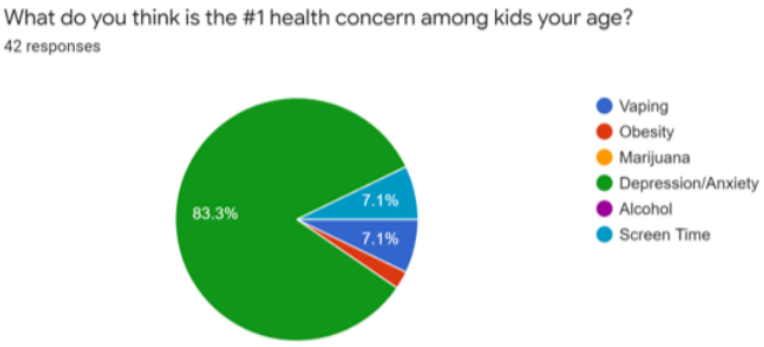
3. Anthony Holfinger VAPE Prevention Contest Submission:
https://youtu.be/8v9PqD7Hjgs
SADD - End Distracted Driving Contest Submission:
https://youtu.be/0vkJSCcM2WM

4. Kirstin Eades and Evan Coil SADD - End Distracted Driving Contest Submission:
https://youtu.be/NdkP8ECWOkI

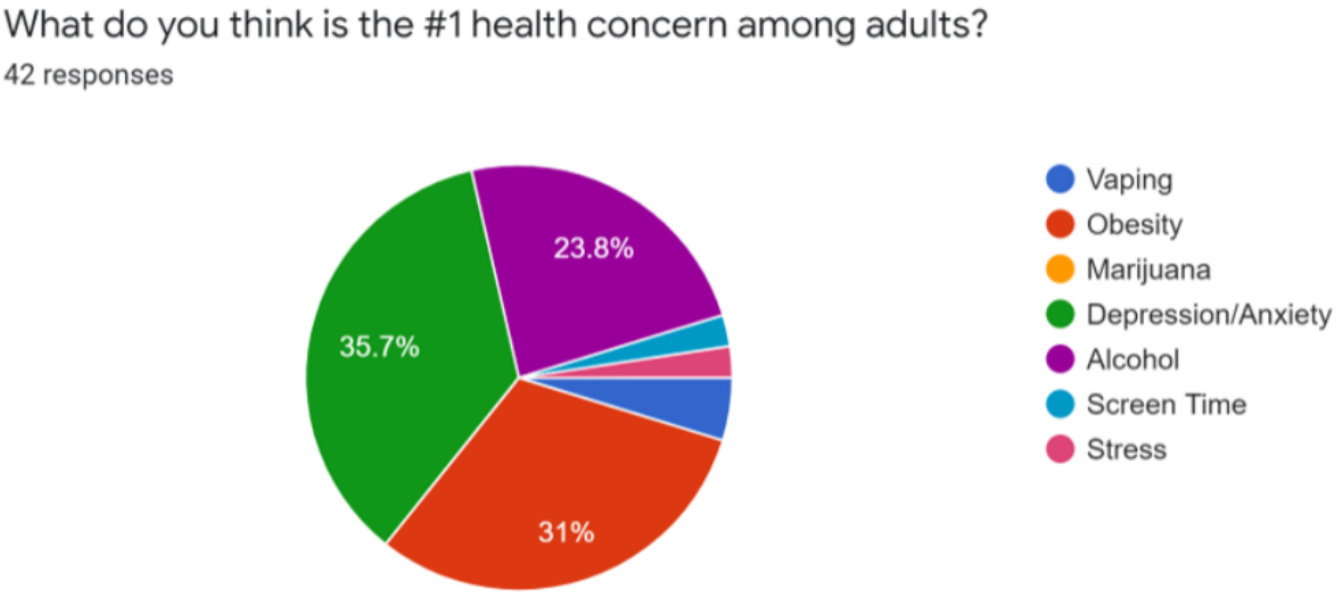
Student Surveys created by Youth-Led

Depression and Anxiety

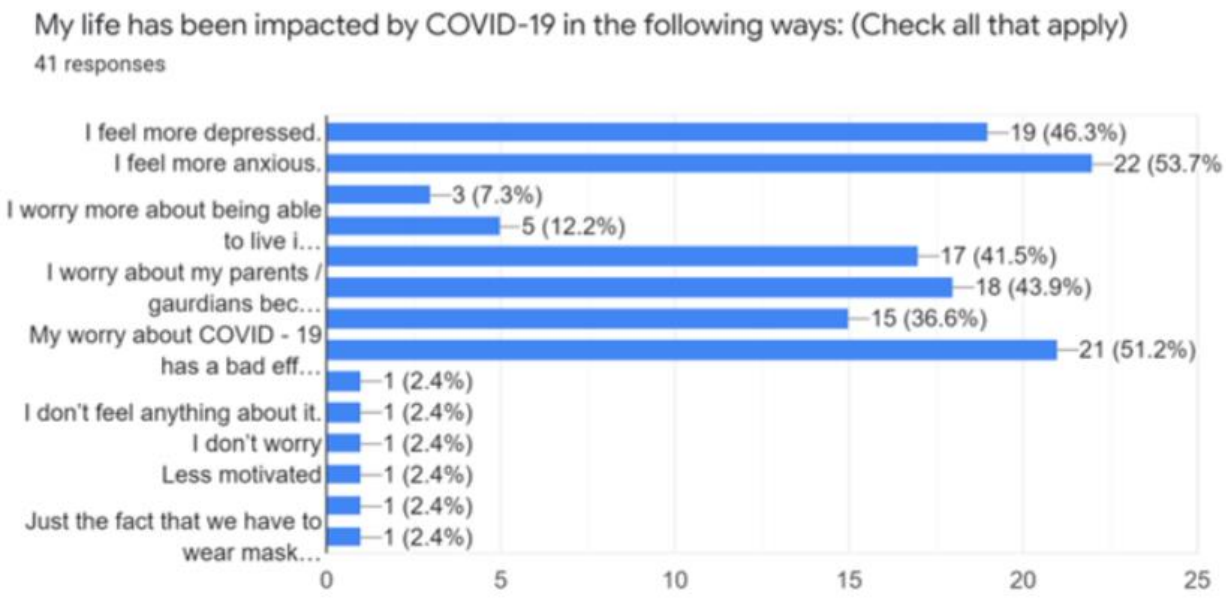
The # 1 Concern among Madison County Students



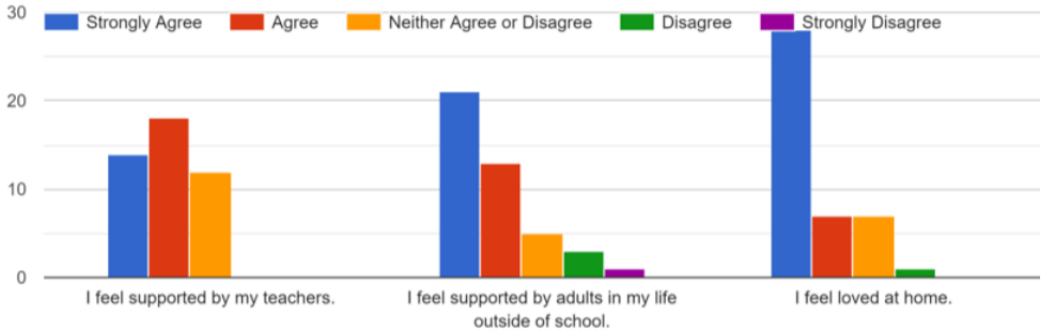
- The #1 concern among the students of Madison county.
- Vaping and screen time follow with a 7.1%
- Obesity coming in with 2%



The Impact of COVID-19 on Madison County Students



In General:



Overall, Madison County students show they are feeling supported and loved by teachers and adults.

During the Covid-19 Pandemic

COVID Student Survey Qualitative created by Youth-Led

Youth Ambassadors:

Question: If you conducted a survey about the top 5 stressors a student at your school faces, what do you believe these would these be?

Answers:

1. Grades, online school in general, covid-19, social distancing/isolation, social media.
2. I would talk about the academic stress that a student faces, family problems, personal mental health issues, college stress, and stress caused by friends
3. Too much homework, worrying about failing, worrying about not being able to find friends, feeling insecure, feeling way too tired
4. The pressure to do good, the pressure to fit in, the pressure of homework, the pressure of getting yelled at for doing wrong, not doing good enough
5. Being popular being liked sports and Maintaining Grades
6. Test anxiety, dating/sexual interactions, fitting in to the right clubs or groups, grades/ future and lastly, bullying
7. Tests, people, homework, time, teachers

COVID Survey:

Question: Please explain a couple of ways covid-19 has affected your mental health.

Answers (quotes):

I tend to feel more hopeless because everything I love is gone

I and many of my peers, I feel, are very lonely right now.

Let's just say I am currently on the waiting list at children's to be admitted and am being monitored for 24 hours or until The hospital calls.

stress

Negative: All of this has truly added on to my ***anxiety***.

Positively: I have learned to create a schedule and stick to it

I feel that I as a student have not had any say in what is happening in my life.

adults making the decision do not include the people actually having to deal with the consequences in the loop when making decisions

Everyone I have talked to have said that the results of COVID-19 have caused their mental health to go down the drain as well.

Uncertainty and paranoia

I am mostly just upset and depressed

COVID has taken some happiness and confidence because I don't feel as comfortable talking to people I don't know or people that I want to know.

it brings anxiety.

Covid-19 has made my mental health go to crap.

it made me lazy and had made me more stressed

Terrible completely

mostly negative mentally I'm dying and I am constantly behind. My mental health is really bad. But I have been able to get all A's and B's this year.

I think overall it has had a negative effect on my mental health, and it does not help that I can no longer see the people that helped when I was not doing well and am now constantly with people that make it worse.

Question: Do you believe that drug and alcohol use is a big issue in the high school?

Answers (quotes):

nicotine haha it's bad

I think vaping and smoking are larger issues but drug and alcohol use are still issues

Probably more drugs than alcohol you can smell weed on people.

vaping and juuling is definitely an issue

Idk I don't know a lot of people to make the kind of assumption.

yes i've seen it change people with my own eyes. it's sad lowkey.

Question: What are some other issues you believe the students at the high school are facing and need to be addressed?

Answers (quotes):

Stress and anxiety believe me I have both and they got worse because of the pandemic and with school it was just worse it doesn't feel like school it's a living hell

Suicide is a big one and that also connects with depression also

Depression. Mental Health. Drug and alcohol use are not a huge issue at our school, depression is. Depression leads to use of drugs and alcohol, so why not stop the source.

I think that mental health issues are a big issue at the high school, and they need to be addressed

the election and the riots

Depression and suicide

Social media addiction, mental health, addiction.

I feel like the accessibility of addiction resources is limited. If someone wanted help, I feel as though they would be punished instead, especially if they play sports.

We are all so sad and tired. Man I just want to be loved :(

Sexual assault/harassment is an issue that isn't really addressed. Some of my peers don't even know the basic definition of consent.

self harm

Confidence is a key to a lot of problems

Question: What are some prevention strategies you believe would be effective in reaching your peers?

Answers (quotes):

send out an email with a link to a helpline.

Honest education - scare tactics and "just don't do it" rhetoric are ineffective.

Mental health counseling and positive stress coping strategies

I'm not sure, most of the prevention strategies are taken as jokes and it is not going to do much. Like SOS is just a huge time killer at this point because if you actually had any of the signs, the counselors are so under equipped to deal with it that it doesn't matter to begin with. Teens are still going to drink and do drugs, just remind them that there is more to life I guess

YOUTH-LED COLLABORATIVE (YLC)

In 2017, the Mental Health and Recovery Board of Clark, Greene & Madison Counties (MHRB) created the Prevention Professionals Learning Community (PPLC) to discuss prevention initiatives, and to coordinate new regional prevention opportunities/strategies. Through the work of the PPLC, a Youth-Led Prevention (YLP) Working Group was formed to develop and coordinate a Youth-Led Collaborative (YLC) across the three counties. The YLC informs regional youth-led prevention and is also instrumental in guiding overall prevention practices locally and regionally. YLC youth leaders and adult allies coordinate efforts and create opportunities across the three counties and bring collective data and resources back to county level youth-led prevention programs.

GROUP STRUCTURE

The YLC is a partnership where youth and adult allies feel valued. Youth determine the flow of meetings by establishing ground rules, leadership roles and mechanisms for determining team consensus. Adult allies act as facilitators to assist youth in making decisions through consensus. YLC is an inclusive environment where young people can be purposefully engaged, empowered and can equally contribute. Adult allies provide avenues for youth to create community level change through skill development, purpose and fun! The Youth Empowerment Conceptual Framework, the Strategic Prevention Framework, and the CADCA logic model structures are used to create community level change. Incentives are provided, including eligibility for leadership opportunities and awards.

ADULT INVOLVEMENT

The primary responsibilities of the county-level adult allies, all certified prevention professionals, are to oversee the youth-led prevention programs within their own county and facilitate the planning of quarterly meetings and bi-annual youth-led events. School- and community-based adult allies work directly with the individual youth-led programs operating within school districts. Parents of participating youth play an important role in the development and sustainability of the YLC, as well. Their roles include providing transportation, acting as chaperones, engaging their teens through discussion, and walking beside them in their advocacy. Community coalitions, providers, community organizations, and the school districts also provide significant support, including funding, space and access to community resources.

GROUP CLIMATE

Both youth and adult allies support team-building opportunities to contribute to appraising group culture in order to collectively develop core group values and expectations. They are committed to creating an environment where group cohesion, values, and trust are established and youth feel empowered to create change in their communities. By developing a strategic plan, youth recognize the action steps needed to affect positive change. Through opportunities for constructive engagement, youth gain a fuller realization of their individual and cumulative strengths. Throughout this process, the group experiences challenges, successes, and failures. Their capacity to regroup, adapt to change, and grow from these experiences are as valuable as their action plans and school and community initiatives.

YOUTH CHARACTERISTICS

High school aged youth are selected at the county level for the YLC based on demonstrated leadership abilities and a desire to engage in high-level meaningful conversations to create change on issues that impact them.

COLLECTIVE PARTICIPATION

YLC youth participate by reporting on school and county-level initiatives, reviewing data, developing strategic plans, and evaluating their initiatives. The YLC consists of two to four high school aged youth per county and meets based on established need in person or virtually. The YLC reports on youth-led prevention programs and informs prevention practices and services regionally.

SHORT TERM INDIVIDUAL OUTCOMES

Young people in YLC will be empowered to act as "community change agents." Specifically, young people will be able to:

- Recognize and articulate individual talents.
- Demonstrate a commitment to this work.
- Identify and implement evidence-based prevention strategies.
- Connect with community leaders and resources related to their area of focus.
- Examine local data and policies.

SHORT TERM COMMUNITY OUTCOMES

YLC members will be responsible for collectively identifying short-term community outcomes through the use of the Strategic Prevention Framework (SPF).

SHORT TERM GROUP OUTCOMES

Young people in YLC will utilize empowering processes to work collectively to create change. This will be demonstrated by the group's ability to:

- Devote time to meetings.
- Define a process for group roles and responsibilities.
- Develop core values and expectations of the group.
- Create team building and leadership opportunities.
- Identify barriers and develop alternatives when implementing their strategic plan.

LONG TERM OUTCOMES

Young people in YLC will engage in the Strategic Prevention Framework (SPF) to create and implement a strategic plan that uses evidence-based strategies to influence community-level change.

LONG TERM OUTCOMES

YLC members will be responsible for collectively identifying long-term community outcomes through the use of the Strategic Prevention Framework.

LONG TERM OUTCOMES

Young people in YLC will engage in the Strategic Prevention Framework (SPF) to create and implement a strategic plan that uses evidence-based strategies to influence community-level change.

Holden, D.J., Messeri, P., Evans, W.D., Crankshaw, E., Ben-Davies, M. (2004). Conceptualizing youth empowerment within tobacco control. *Health Education & Behavior, 31*, 548 – 563.

Madison County Prevention (MCP) 2020 Fiscal Year

MCP Contract Workers:

School and Community Based	Youth-Led Prevention	Data
Kathy Limes	Spencer Bowshier	Kiki Shipley
Karen Wells	Amanda Hampton	
Amanda Hampton	Trenton Hampton	

MCP Programs:

- Alcohol Literacy Challenge – 1148 youth
- Beyond Differences – 0
- Botvin LifeSkills – 532 youth
- Catch My Breath – 0
- Generation RX –1466 youth
- Hidden in Plain Sight (HIPS) – 269 adults*
- HOPE – 0
- Indicated and Selective groups – 101 youth**
- Information Dissemination Direct – 129 indiduals***
- Kids Don't Gamble…Wanna Bet? – 0
- Mental Health First Aid – 58 adults
- My Parent Has a Gambling Problem…Hey! What About Me? – 0
- PAX GBG – 1704 youth
- PAX Tools – 106 adults
- Prescription Drug Safety – 0
- QPR – 35 adults
- Risky Business – 724 youth and 1 adult
- Sandy Hook Promise – 0
- SBIRT Assistance – 0
- SOS Assistance: JA, London, St. Patrick's & MP
- Stacked Deck – 0
- Stanford VAPE – 1373 youth and 75 adults
- Strengthening Families – 0
- Trauma 101 – 141
- Youth Led & Youth Move – 35 youth
- Youth Mental Health First Aid – 7 adults

Total Adults: 695
Total Youth: 7083 – does not count SOS programming
Information Dissemination General: 129 individuals

***** HIPS - What is Addiction/Start Talking! Building a Drug-Free Future
****** Indicated and Selective groups - Botvin LifeSkills, Stanford VAPE Extensive, What is Addiction, Prime for Life, Healthy Relationships Plus Program, Healthy Relationships 4.0, and PREP - Making Proud Choices.
***Does not include general, information dissemination of 2123.

COVID-19 impacted services scheduled at Jonathan Alder, London, MacSouth, Madison Plains, St. Patrick's, Tolles, West Jefferson and adult, community services.

MCP Achievements and Activities:

- Madison County Prevention (MCP) lead agency for K-12 Prevention funding.
- MCP is currently providing Prevention services in all 4 school districts; including, Tolles Career and Technical Center, St. Patrick's and MacSouth
- Karen Wells and Kathy Limes have been hired by MCP
- MCP has contracted with Kiki Shipley to evaluate MCP programs and collect and analyze additional data as needed.
- Youth to Youth (Y2Y) Partnership
  - Trainings - Youth to Youth Round Table – Central Ohio, Youth Advisory Board, and PULSE Workshop
  - Youth Activities – Y2Y MS "The Camp", Y2Y International HS Camp
- Ohio Youth-Led Prevention Network (OYLPN) Advancing the Engagement of Young People: Adult Training Academy and Technical Assistance grant – 2 year grant
- Mental Health Awareness Rocks Basketball games in partnership with schools and NAMI
- OHYES! – London – 7th grade
- Prevention Professional Learning Community (PPLC) Co-Chair – partnership with Mental Health and Recovery Board (MHRB), Greene and Clark counties

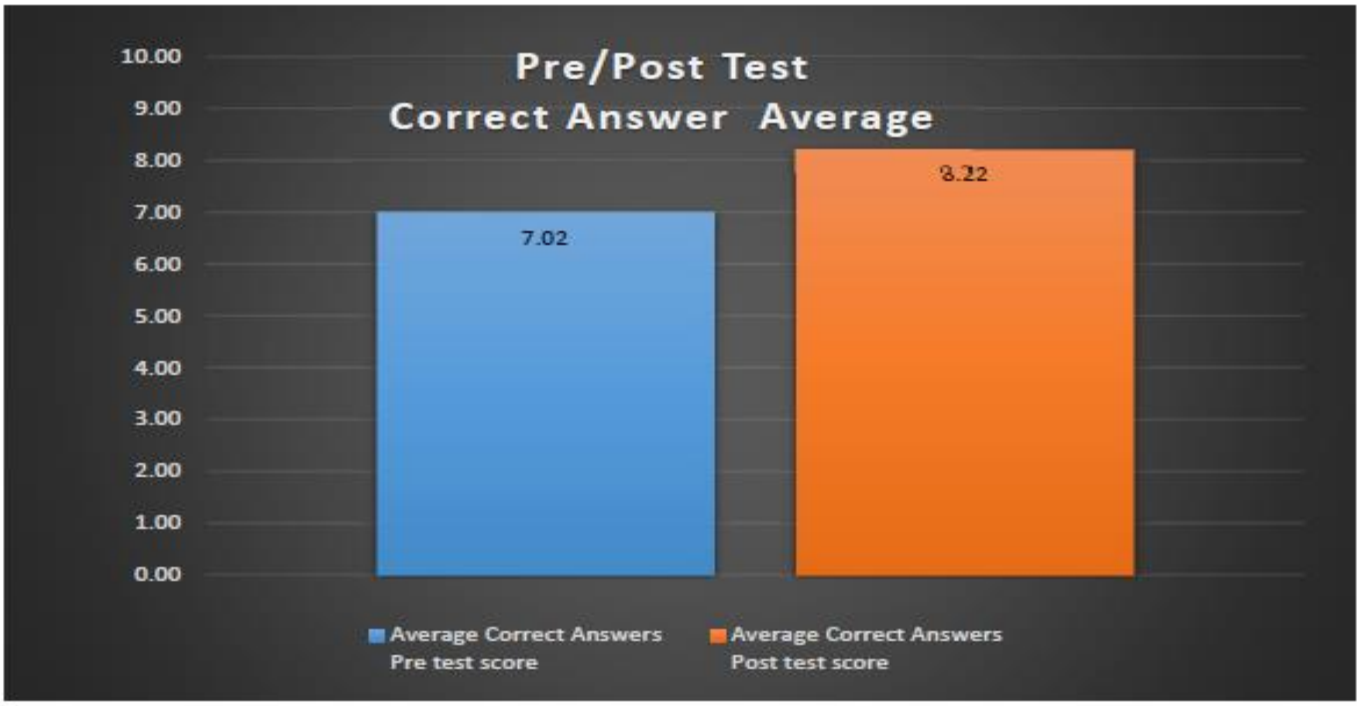
- Champaign, Montgomery and Union County Partnership for trainings
- WeCare Coalition Chair (partial year) – Promotion, Prevention, Treatment, Recovery of ATOD and Depression and Suicide Prevention
- WeCare Coalition Prevention Taskforce Chair (partial year)
- Grants/Funding
    - MHRB of Clark, Greene and Madison Counties
    - LifeSkills 3 Year Grant– St Patrick School, Madison Plains and London Middle
    - American Legion Post 417
- ADAPAO member and committee member
- ESC Partnership/Support – Hosting, promoting and assigning Contact Hours for trainings
- Strengthening of partnerships, support and knowledge of MCP in county
- Jim Ryan Consultation
- EBP Prime for Life curriculum training to address the needs of selective and indicated populations – 5 Madison County participants
- Menu of Services 12 additions
- Madison County Annual Youth Leadership Summit September 2019
- NOVA Trained – Crisis Response Team
- Truth Partnership – Madison County youth selected out of 2000 applicants
- Tri-County Youth Leadership Challenge 2019/2020
- Madison County Youth selected by MHRB of Clark, Greene and Madison Counties for Youth Leadership Award
- MCP asked to provide and provided MHFA to state legislators at the Rife center

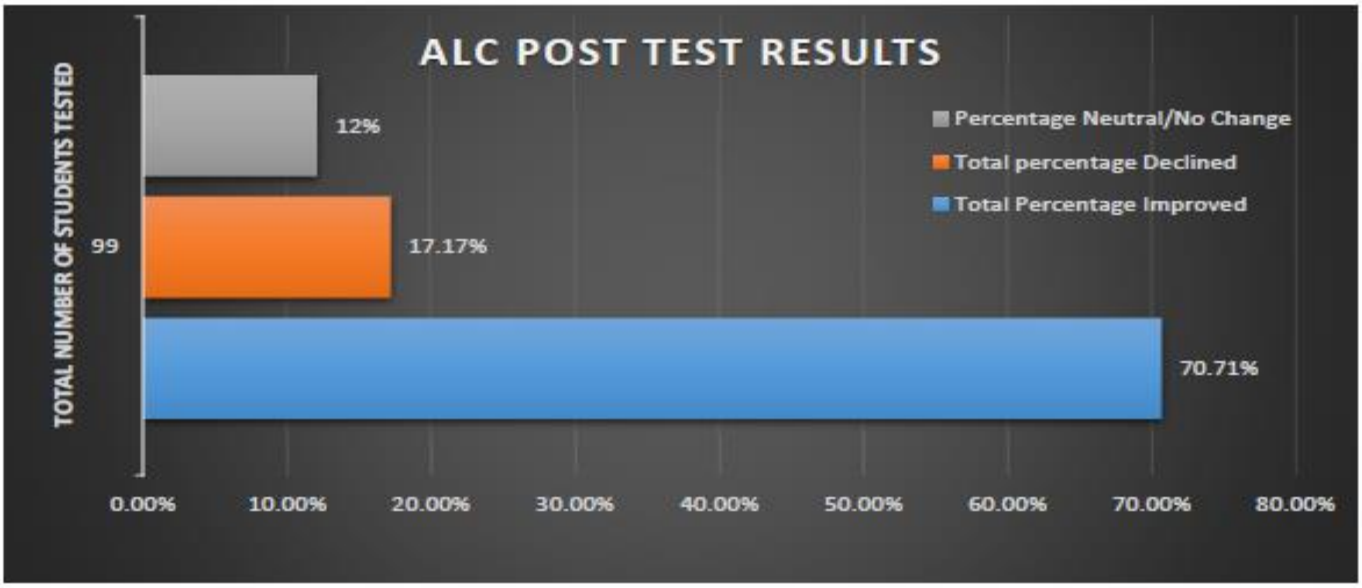
2021 Opportunities

- Expansion of Business Workforce Development in partnership with the Madison County Chamber.
- Continued Expansion of Youth-Led Initiatives – Youth Ambassadors
- Drug Free Communities Grant – WeCARE
- Nationwide Children's partnership to conduct Parent Engagement Workshops focused on Communication Strategies, Parent Stressors and positive coping techniques and Teens & Technology.
- teen MHFA trainers
- Youth Yoga Project
- Signs of Suicide Community/Parent Training

ALCOHOL LITERACY CHALLENGE™

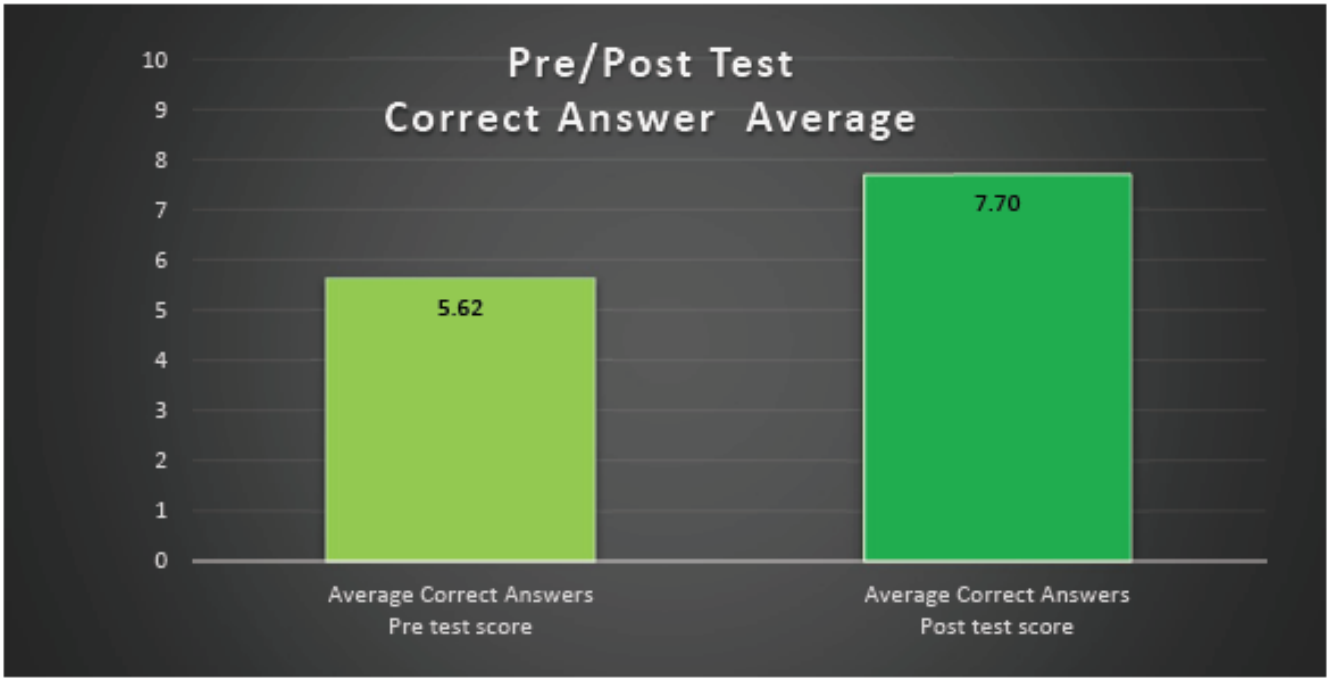
99 ElementarySchool Student County Data

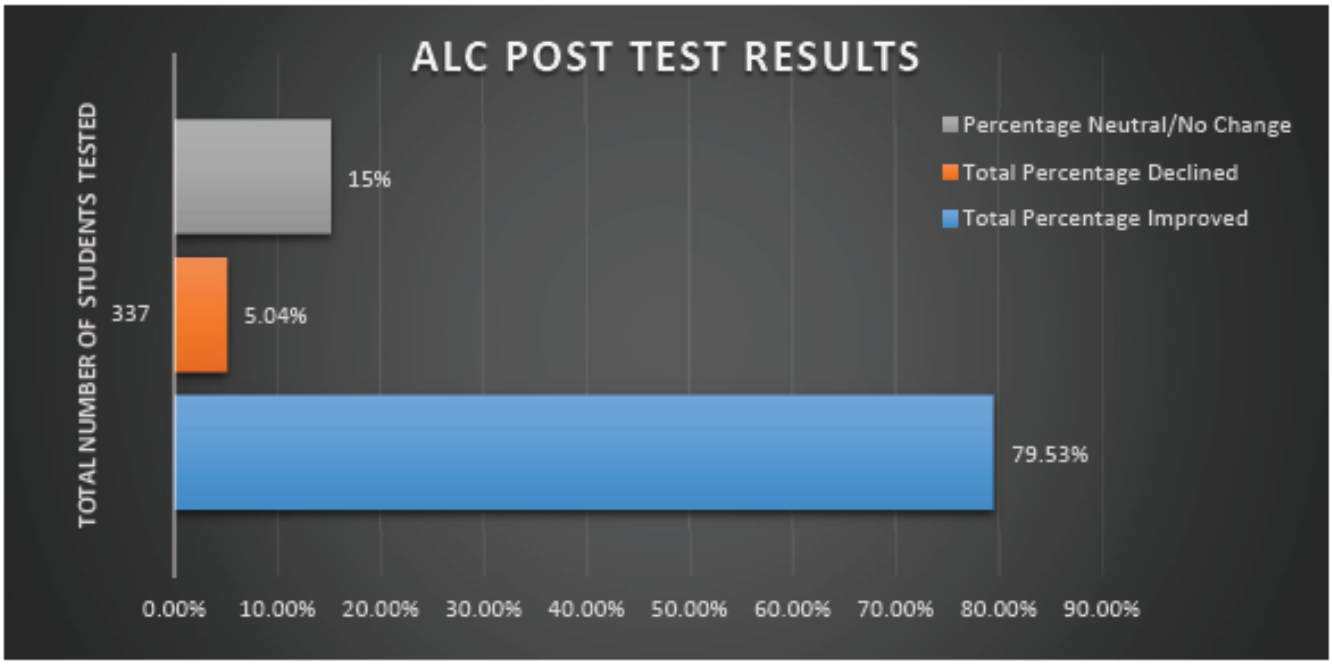




ALCOHOL LITERACY CHALLENGE™

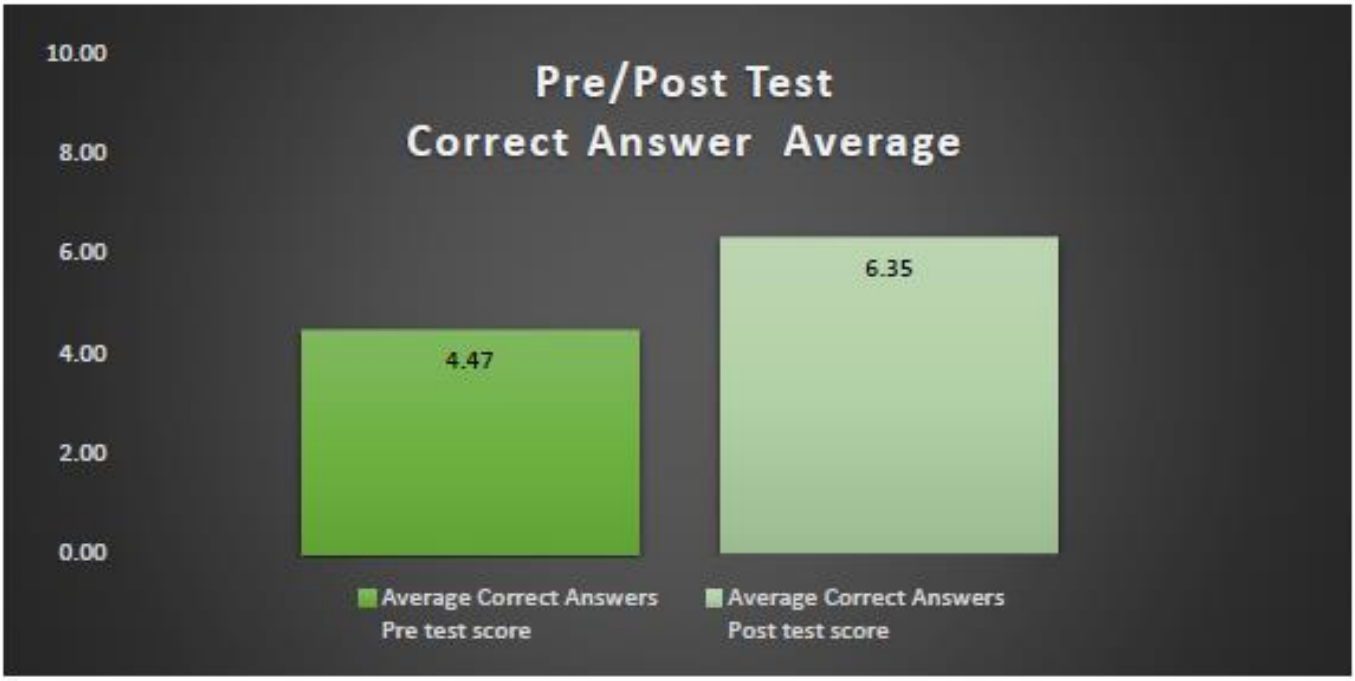
337 Student Data - County
Middle School 6-8th Grade

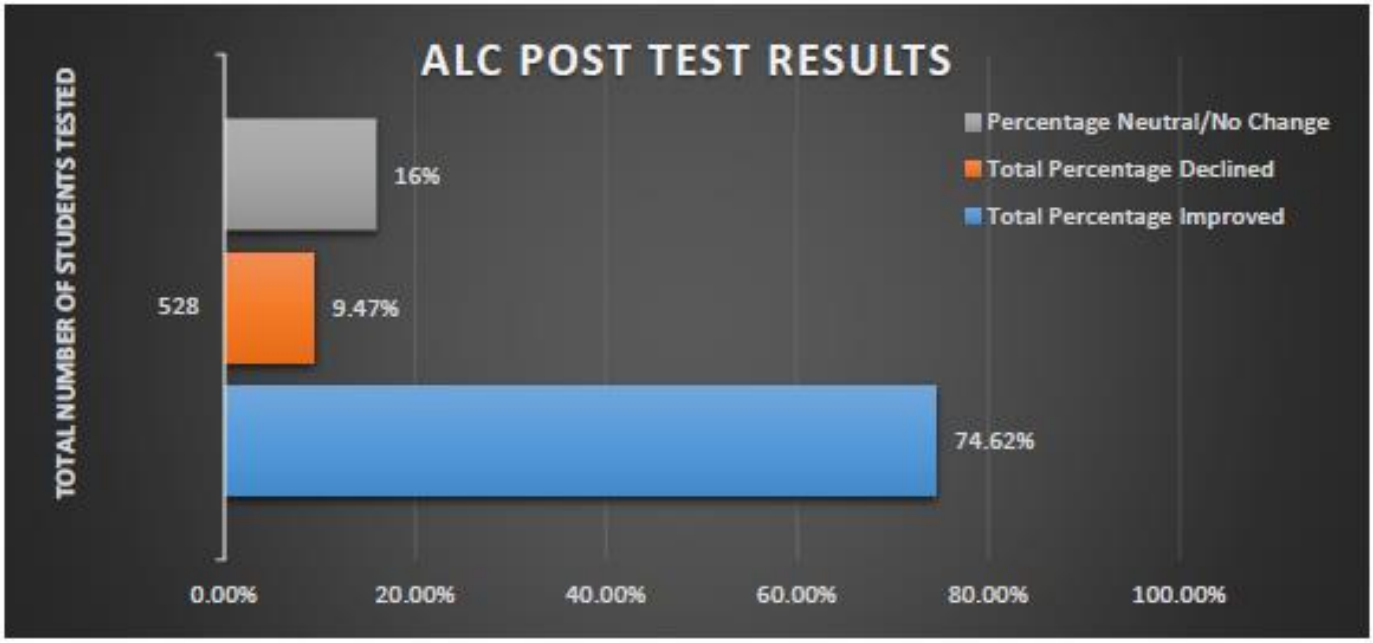




ALCOHOL LITERACY CHALLENGE™

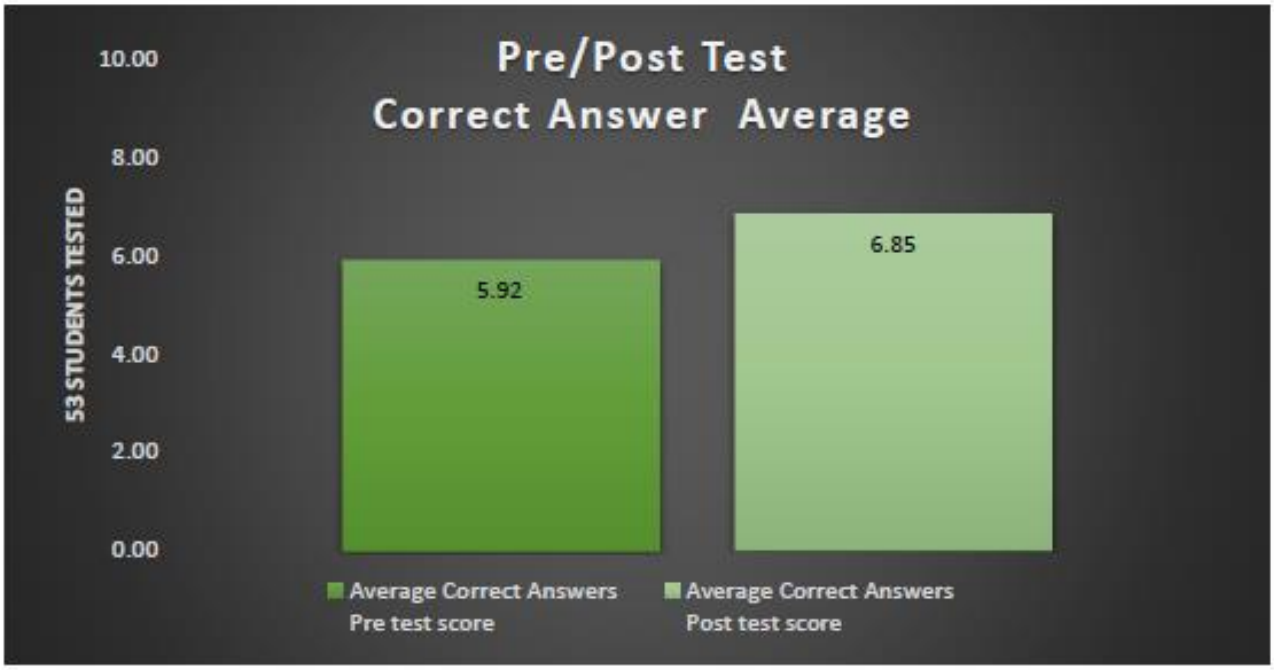
Madison County
High School 9-12th Grade
528 Student

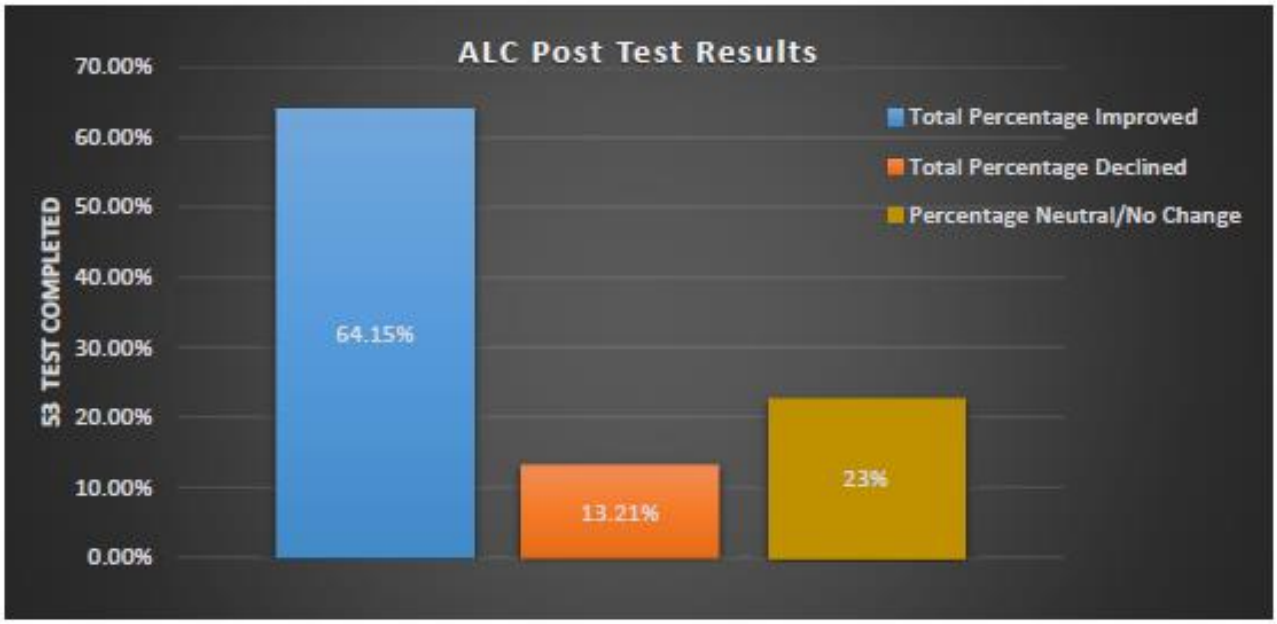




ALCOHOL LITERACY CHALLENGE™

College Students Data
Madison Plains

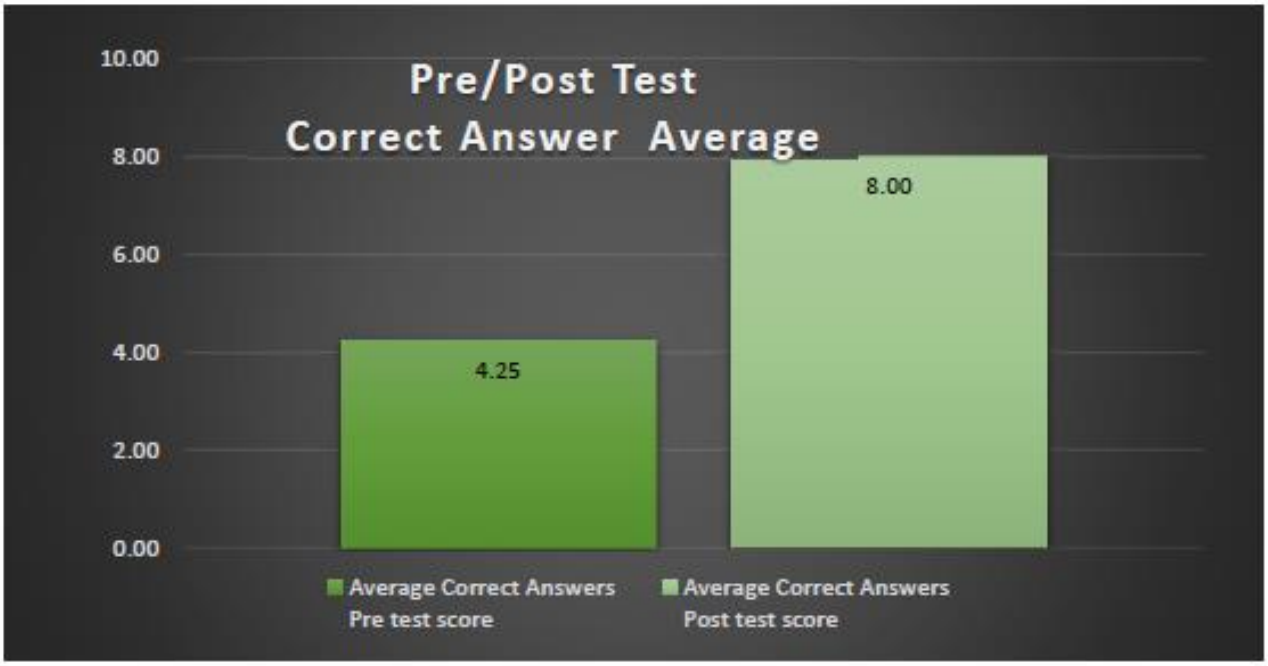


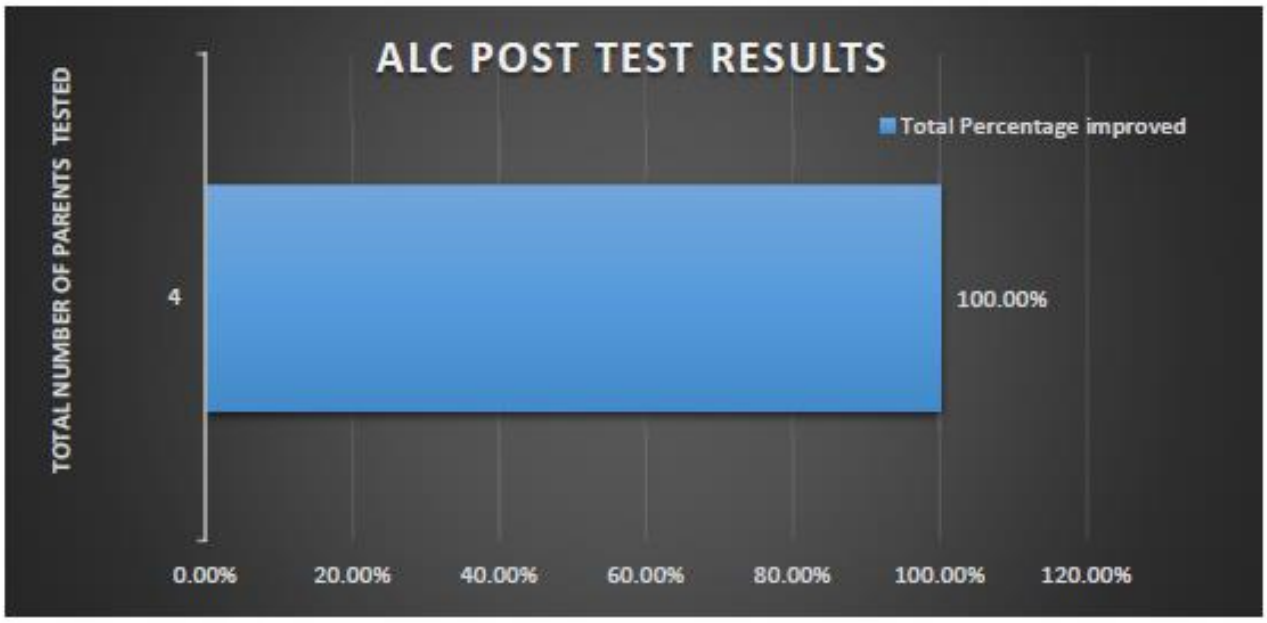


ALCOHOL LITERACY CHALLENGE™

Parent Data

4 Parents tested





2019/2020 School Year

LifeSkills Training

Madison County

2019-2020 Report Supplement

STUDENT ENGAGEMENT

According to the teacher feedback survey, 89% of students were engaged, on average.

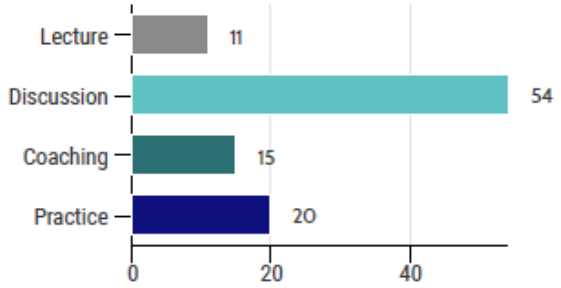
ACHIEVEMENTS

- Scope and Sequence
- 100% Reach
- Student Engagement
- Administrative Support
- Quality Instruction
- Interactive Teaching

INTERACTIVE TECHNIQUES

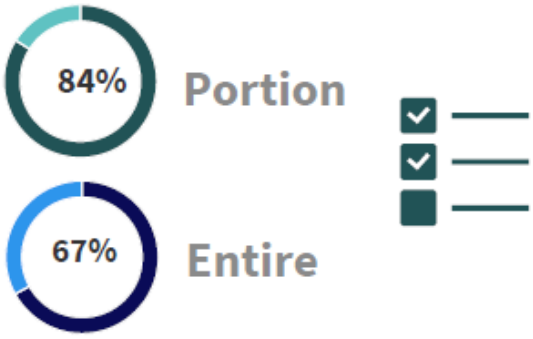
Student engagement and participation are paramount to strong and lasting skill-building. Employing the interactive teaching techniques (discussion, coaching, and practice) routinely into lesson instruction facilitates student involvement and comprehension.

Observer-Reported Techniques



CONTENT COVERAGE

Using a lesson-specific checklist, the "portion" score is calculated as the percentage of material completed from only the section covered during the observed session. Alternatively, the "entire" score is calculated as the percentage of material covered out of the whole lesson.



RECOMMENDATIONS

To further strengthen implementation, this site is encouraged to focus on the following areas:

- **Limit Modifications**
- **Increase Coverage**
- **Time Management Strategies**

For the full report, contact your CSPV Implementation Coordinator. CSPV greatly appreciates Madison County's teachers and administration for your hard work in ensuring effective implementation.

Grace Urano
CSPV Implementation Coordinator
grace.urano@colorado.edu
303-735-8456

University of Colorado Boulder

LifeSkills Training Middle School Program Year-End Report 2019-2020

Site:
Madison County, OH

LST Site Coordinator:
Amanda Hampton

Implementation Coordinator:
Grace Urano

Participating Schools:
London Middle School
Madison-Plains Jr. High School
St. Patrick School

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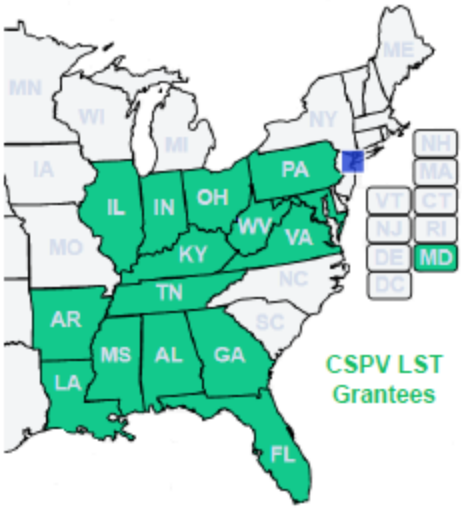
LIFESKILLS TRAINING YEAR-END REPORT
Madison County, OH
Year 1: 2019-2020

Education is for improving the lives of others and for leaving your community and world better than you found it.
--Marian Wright Edelman

INTRODUCTION

Madison County Prevention was awarded a three-year grant through the Center for the Study and Prevention of Violence (CSPV) to deliver Botvin *LifeSkills Training* (LST) to middle school-aged students in the area. LST is an experimentally-proven substance abuse and violence prevention program designed to teach drug resistance skills, self-management skills, and general social skills. Nearly four decades of research has demonstrated that, when implemented with fidelity, LST reduces substance use by over 50%, with effects lasting six years or more.[1] Madison County is one of 98 fully active school districts representing 299 schools in 16 states implementing the LST program with 106,412 students through this grant. Grant support began in 2019-2020 with 6th-grade students at St. Patrick School and London Middle School, and 7th graders at Madison-Plains Jr. High. LST will expand into 7th grade at St. Patrick School and London Middle School, and 8th grade at Madison-Plains Jr. High in 2020-2021, and will encompass grades 6-8 at St. Patrick School and London City School District, and 7-9 at Madison-Plains Schools in 2021-2022. London Middle School began Level 1 implementation in 2018-2019 independently, so CSPV provided them with training and material support for Level 2 implementation in 2019-2020 as well.



CSPV monitors program implementation through classroom observations and feedback surveys in order to identify strengths and challenges in delivery as well as to provide future recommendations in relation to program guidelines. During 2019-2020, process evaluation was conducted on Level 1 only, per the standard grant timeline. Across the three participating schools in Madison County, five teachers delivered Level 1 LST through health or technology courses. In accordance with grant guidelines, the classroom observers were scheduled to conduct four observations of each LST instructor. Five observations were missed due to scheduling conflicts, resulting in 15 observations total. Each of the five instructors and three LST classroom observers provided feedback on LST through online feedback surveys after the first cycle of implementation.[2] Upon completion of all cycles of LST delivery this year, site coordinator feedback will be requested and subsequently incorporated into the final report to be released in July 2020. This report includes data and information on student reach, program fidelity, implementation factors, student response, site feedback, and preparations for program sustainability.

STUDENT REACH

During Year 1 of the grant, 100% of the 259 eligible 6th- and 7th-grade students across the three participating schools received Level 1 of LST, and 100% of the 171 7th graders at London Middle School received Level 2 of LST. LST is a universal prevention program, designed to help students obtain information and skills for healthy living. Thus, the ability to reach all students reinforces a healthy school-wide norm against substance use, particularly when 100% of students receive the program.

PROGRAM FIDELITY

Program fidelity is achieved by practicing the following guidelines: 1) train all teachers who implement LST, 2) deliver all content within each lesson, 3) teach the full scope of the lessons in the prescribed sequence, with students

[1] See www.lifeskillstraining.com for program evaluation studies.

[2] Data from both the observation checklists and teacher feedback surveys are discussed throughout this report. Discrepancies may be seen between the two sources. These discrepancies may be attributed to the reporting period and the scope of lessons considered. Each teacher was asked to reflect on delivery across implementation of the curriculum, whereas the observer reported on no more than four sessions for each teacher.

receiving lessons at least once per week for consecutive weeks, 4) use interactive teaching techniques, and 5) use the LST program materials while limiting outside supplements and modifications. In order to attain insight into implementation fidelity (i.e., the extent to which instructors deliver the program fully and according to program guidelines), classroom observations, conducted by observers trained by CSPV, are collected throughout program delivery and teacher feedback surveys are completed after the first cycle of implementation is concluded. Detailed fidelity data based on observations and teacher feedback can be found in Table 1.

TABLE 1
PROGRAM IMPLEMENTATION

	Madison Year 1 2019-2020 Level 1	All Sites* Year 1 2019-2020 Level 1
OBSERVATION DATA Number of Observations	**15**	**1,327**
% Content coverage for portion of lesson[1]	84%	86%
% Content coverage for entire lesson[2]	67%	71%
% Lessons completed in one class period[3]	40%	39%
% Lessons carried over	67%	39%
Average time spent on LST (minutes)	40	41
Average class size	16	23
Use of relevant examples or stories	4.2	4.1
Knowledge of program/lesson content	4.5	4.2
Level of enthusiasm	4.4	4.2
Poise and confidence	4.5	4.3
Rapport and communication with students	4.5	4.3
Classroom management	4.0	4.1
Effectively addressed questions and concerns	4.3	4.2
Overall quality of program session	4.4	4.2
TEACHER FEEDBACK DATA Number of Responses	**5**	**612**
% Taught all core lessons	100%	75%
% Taught LST at least once per week	100%	86%
Average time spent on LST (minutes)	37	44
Average length of LST class period (minutes)	42	50
% Taught lessons in order	100%	88%
Average class size	17	27

*Statistics based on scores averaged across all sites in this grant in 2019-2020.
[1] Portion: % of key points delivered within the observed section of the lesson.
[2] Entire: % of key points delivered out of all possible key points in the lesson.
[3] Complete: 85% or more of the major points and objectives taught.
Items reported as #.# are on a 5-point scale, ranging from 1 (low) to 5 (high).

Training Initial training workshops are provided throughout the grant to train teachers new to the program to deliver each level of the LST curriculum with fidelity. A two-day initial training was taught by National Health Promotion Associates (NHPA)-certified trainer, Amy Lynn Shimko, in Madison County, OH on August 5-6, 2019. Three teachers from Madison-Plains School District, two teachers from London City School District, and one teacher from St. Patrick School attended the training as well as the LST site coordinator, who also served as a classroom observer, and two additional observers. Of the nine attendees, eight completed training evaluation forms. Overall, participants noted "excellent" satisfaction with the workshop and the trainer (each rated 5.0 out of 5.0) and felt the training increased their confidence in their ability to implement the program. Trainees listed the trainer's modeling of lessons as the most valuable aspect of the training (named by 89% of participants) as well as lesson practice (25%) and the curriculum review (13%). Most respondents believed that topics were covered thoroughly, with one participant each noting an interest in additional lesson practice, coverage of the supplementary resources/activities, and discussion of fidelity concerns.

Based on teacher feedback provided after implementation, most instructors felt that they received adequate training to implement the program effectively (rated 3.8 out of 5.0). However, instructors expressed interest in additional training to incorporate technology into lessons, discuss activities to engage students, obtain a refresher of the curriculum, and practice.

Content Coverage During LST observations, fidelity checklists that correspond with the LST teacher's manual are used to record adherence and calculate content coverage, or the percentage of material taught out of all required material. In 2019-2020, 67% of observed lessons had been continued from a previous class session or were to be continued in a subsequent session, resulting in observers witnessing a select portion of the lesson. Within this portion of the lesson observed, teachers delivered an average of 84% of key points. When considering the scope of the entire lesson (i.e., all possible content

> On average, 84% of main points were delivered during the portion of the lesson observed.

within the lesson regardless of lesson carryover), teachers delivered an average of 67% of all key points. Across all lessons, 40% of lessons were considered "complete", meaning 85% or more of the major points and objectives were taught. Overall, the majority of key points were delivered during observed LST sessions and teachers utilized lesson carryover in order to cover additional lesson content. Lesson content carryover is acceptable and within program guidelines as long as there is enough time built into the schedule to deliver all core lessons.

Scope and Sequence Extensive research has shown that LST is most effective when the full scope and sequence of the program is delivered. The most successful student outcomes occur when all lessons of the curriculum are delivered in the prescribed order, with students receiving a lesson at least once per week in consecutive weeks. According to teacher feedback surveys, instructors closely followed these program fidelity guidelines. Additionally, all teachers incorporated each of the three optional violence prevention lessons, and one instructor reported implementing the prescription drug abuse prevention lesson. Due to The Novel Coronavirus (COVID-19), schools were closed in spring 2020 for public safety, and LST implementation was taught remotely, resulting in a small portion of students who did not receive all lessons of the curriculum. CSPV commends Madison County's effort to deliver LST remotely and their successful delivery of the LST program.

FIGURE 1:
Observer Report of Teaching Technique Usage

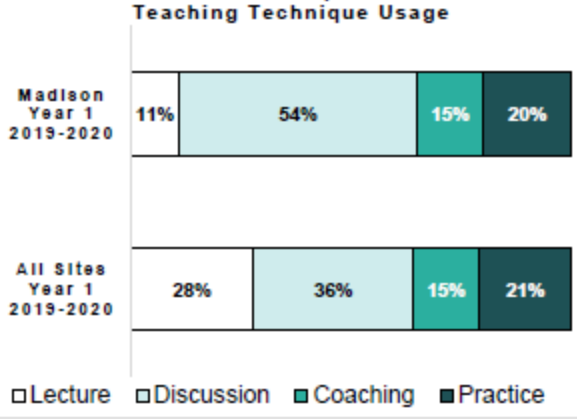
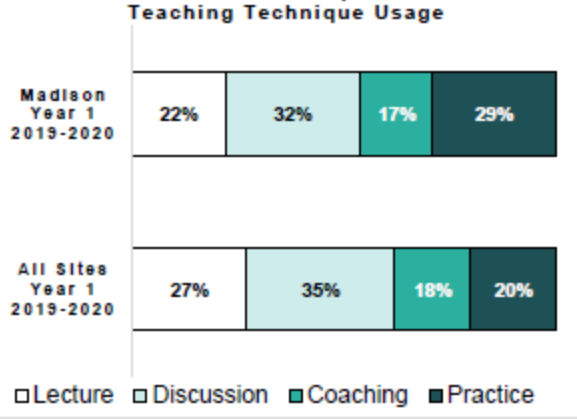


FIGURE 2:
Teacher Self-Report of Teaching Technique Usage



Interactive Teaching Techniques Because LST is aimed at increasing skills, student engagement and participation are paramount to strong and lasting effects. In order to facilitate student involvement, teachers are encouraged to employ the interactive teaching techniques (discussion, coaching, and practice) routinely into lesson instruction. Instructors and classroom observers reported that discussion was utilized most frequently (32% and 54%, respectively), followed by practice (29% and 20%, respectively). Instructors reported 17% demonstration/coaching and 22% lecture, while observers witnessed 15% demonstration/coaching and 11% lecture. CSPV applauds Madison County's use of interactive teaching techniques, particularly the instructors' emphasis on student discussion and practice.

BOX 1: CRITERIA FOR LESSON SUPPLEMENT

1. Meets learning objectives listed in the lesson;
2. Presents opportunities for peer-to-peer practice of a cognitive or behavioral skill;
3. Focuses on short-term or immediate effects that are developmentally appropriate;
4. Provides modeling and practice of pro-health/pro-social choices and behaviors;
5. Uses interactive teaching techniques;
6. Can be incorporated into the lesson while still allowing enough time to teach the full scope of the lesson.

Supplemental Materials and Lesson Modifications According to teacher feedback, nearly all instructors incorporated approved LST enhancements, including materials suggested by the NHPA trainer (reported by 4 instructors), PowerPoints (2), and quizzes (2). In addition, all instructors reported utilizing outside supplements such as videos (5), guest speakers (3), non-LST handouts (3), and information from other textbooks (1). Likewise, the classroom observers noted the use of videos—such as movie clips and *The Truth about Alcohol*—in 27% of observed lessons, information from other materials (13%), non-LST handouts (7%), additional activities (7%), and outside supplements (7%). Moreover, one instructor discussed integrating lessons from other curricula and one instructor noted their desire for the LST-provided enhancements to be easier to access. CSPV recommends

exploring the online resources found at www.lifeskillstraining.com and reaching out to the implementation coordinator for assistance, if desired.

LST materials and techniques are well researched and known to produce positive outcomes. Therefore, teachers are encouraged to avoid modifications and limit the use of supplements to those recommended by the program developer. Supplements under consideration must meet all of the criteria listed in Box 1 to be considered acceptable additions to lessons.

IMPLEMENTATION FACTORS

Various implementation factors have the potential to enhance or diminish the overall quality of program delivery. While these factors are not included in the LST fidelity guidelines, they are related and may impact outcomes. Therefore, CSPV monitors for implementation factors, including instructional setting, time management, implementation quality, and student engagement. Furthermore, recommendations surrounding a few of these topics exist in order to increase the likelihood that these factors contribute positively to ease of delivery, fidelity, and student outcomes.

> On average, 91% of students were actively engaged in LST lessons during observed sessions.

Student Engagement Teacher feedback and observations indicated excellent student engagement during LST lessons. Instructors reported that 89% of students actively participated in lessons on average, and observers witnessed an average of 91% student engagement and participation. Likewise, the observer found that students responded well to the curriculum (rated 4.5 out of 5.0) and demonstrated high rates of understanding (4.6). Moreover, LST instructors did not communicate challenges with student boredom. On the contrary, one instructor noted positive student behavior changes as a result of LST, "After learning how to give and receive a compliment, students started doing just that each day. After learning anxiety coping techniques students were eager to do breathing exercises to open class." Moreover, most instructors found the LST materials to be appropriate for the students' age and comprehension levels (4.0) as well as appealing to their classes (3.8). They also felt that materials and activities were culturally relevant (4.0 and 3.8, respectively).

TABLE 2
STUDENT RESPONSE

	Madison Year 1 2019-2020 Level 1	All Sites* Year 1 2019-2020 Level 1
OBSERVATION DATA **Number of Observations**	**15**	**1,327**
% of students actively engaged in LST lessons	91%	88%
Student response to the session	4.5	4.2
Student participation in LST discussion and activities	4.7	4.2
Student understanding of the lesson	4.6	4.2
TEACHER FEEDBACK DATA **Number of Responses**	**5**	**612**
% of students actively engaged in LST lesson	89%	81%
Student behavior during LST	4.0	3.4

Items reported as #.# are on a 5-point scale, ranging from 1 (low) to 5 (high).
*Statistics based on scores averaged across all sites in this grant in 2019-2020.

Overall, instructors rated student behavior as "very good" during LST lessons, and the teachers and the observer encountered student behavior problems infrequently during LST lessons. One instructor noted challenges with classroom management during interactive activities and the observer discussed student misbehavior during 13% of observed lessons and low student engagement during 7% of observed lessons. When student behavior becomes an issue, CSPV recommends modifying activities to be completed from students' seats or providing restless students with special tasks to keep them occupied during activities. For additional LST classroom management strategies, teachers may request technical assistance, which is provided through the grant.

Instructional Setting According to teacher feedback and observer reports, class sizes in Madison County ranged widely—from as few as three students in a class to as many as 25. While the program developer suggests that the ideal class size for LST is up to 25 students, three LST instructors encountered challenges due to class size: two LST instructors with large class sizes and one instructor with facilitating activities in small classes. To combat issues with large class sizes, instructors divided students into smaller groups and utilized teacher helpers. CSPV commends Madison County instructor's resourcefulness with large classes. For assistance with small class sizes, instructors may contact their implementation coordinator to request a technical assistance.

Time Management Teachers indicated that Madison County class periods ranged from 30-42 minutes, with observed sessions lasting an average of 40 minutes. Additionally, two teachers expressed difficulty completing lessons in a single class period and one teacher encountered challenges scheduling enough days to teach the full scope and sequence of LST. The majority of LST lessons are intended to be taught in single 45-60-minute class period. However, LST lessons are rich in content and opportunity for discussion and student practice, which can present difficulty with completion in one class period. Indeed, the observers indicated that 67% of lessons had been continued from a previous class session or were to be continued in a subsequent session. As noted previously, lesson carryover is acceptable, as long as there is enough time to cover all core lessons.

Class Size

Recommended:
Up to 25 students

Teacher Reported:
Average: 17 students
Range: 5 - 25 students

Observed:
Average: 16 students
Range: 3 – 25 students

LST Lesson Length

Recommended:
45 - 60 minutes

Teacher Reported:
Average: 37 minutes
Range: 30 - 42 minutes

Observed:
Average: 40 minutes
Range: 31 - 45 minutes

Lesson timing is a common challenge for teachers in their first year with the program as they are learning the material and fine-tuning the amount of time needed for each section. It is anticipated that as teachers gain experience in delivering LST, they will become increasingly comfortable with lesson content and pacing. If teachers continue to experience difficulties related to time constraints, they are encouraged to monitor the amount of time spent on each lesson section and to observe the time allotments specified in the teacher's manual for each portion of the lesson. To further address issues with time, Technical Assistance (TA) may be provided by an NHPA trainer. TA may provide additional time management strategies, including tips for monitoring student discussion and minimizing transitions while managing activities as well as reviewing suggested timeframes for lesson components and the number of sessions allocated for LST to ensure adequate time is built into the schedule to cover all core lessons. For teachers with 30-minute class periods, CSPV recommends collaborating with school administration to ensure that there is enough time in the schedule to carry lessons over.

Quality of Program Session The observer noted excellent overall instructional quality of LST lessons during all observations completed within Madison County (rated 4.4 out of 5.0). Teachers received high marks for their poise and confidence (4.5), enthusiasm (4.4), knowledge of the curriculum (4.5), and communication and rapport with students (4.5). Moreover, lesson delivery included frequent, relevant examples to help students connect to the material, and instructors responded to student questions and concerns with care. CSPV applauds Madison County teachers' high-quality instruction and excellent engagement with their students.

MADISON COUNTY
ANNUAL SITE VISIT

Date of Visit:	11/4/19-11/6/19
Schools Visited:	3 of 3
Teachers Interviewed:	5 of 5
Administrators Interviewed:	3

SITE FEEDBACK

In 2019-2020, site feedback was collected through semi-structured interviews during the annual site visit and online surveys taken by personnel after program implementation.

Annual Site Visit Annually, the CSPV implementation coordinator travels to the site to meet with key personnel to obtain perspectives about LST and the program delivery process as well as to conduct an observation with each LST classroom observer, which provides an important measure of data reliability. The Year 1 Madison County site visit took place November 4-6, 2019. The CSPV implementation coordinator met with each of the five LST instructors, one administrator from each of the three schools, and the three classroom observers, one of whom also acted as the site coordinator.

At the time of the site visit, site personnel shared that LST was going well within the district. Most instructors and administrators felt that the material was important to address with students and that the curriculum fit well with national health standards. Teachers also found that students enjoyed the interactive activities and one instructor noticed behavior change in particular students. Madison County instructors also expressed interest in additional workshops with NHPA-certified trainers to address teaching strategies, incorporating technology into lessons, and collaborating with other teachers in the area.

"Great curriculum and very easy to implement."

-LST Instructor

Personnel Feedback Success or failure of this program may ultimately rest with instructors, so it is essential that they provide strong support to LST. Indeed, in order to achieve positive outcomes, it is ideal when teachers believe it is worthwhile to devote class time to the curriculum as well as exert continuous commitment to fidelity guidelines. Moreover, strongest results are found when administrators carefully select and oversee instructors who will implement lessons effectively, enthusiastically, and responsibly.

TABLE 3
TEACHER FEEDBACK

	Madison Year 1 2019-2020 Level 1	All Sites* Year 1 2019-2020 Level 1
Number of Teacher Responses	5	612
LST teaches students the skills needed to avoid drugs and violence	3.8	4.1
LST has the potential to play a significant role in reducing youth drug use	3.8	4.0
Class time sufficient to cover lesson	3.4	3.8
Ease of implementation	4.2	3.7
Program flexibility	3.8	3.5
Cultural relevance (overall)	3.9	3.4
Teachers in favor of LST at their school	4.2	4.1
% who would recommend the program	100%	87%
Parents' awareness of LST	3.6	3.7
Administrative support of LST	4.0	4.3
Overall rating of LST	4.0	3.7

Items reported as #.# are on a 5-point scale, ranging from 1 (low) to 5 (high).
*Statistics based on scores averaged across all sites participating in grant in 2019-2020.

Feedback surveys completed by Madison County teachers and the site coordinator suggested district personnel's, school administrators', and teachers' support for LST during Year 1, as shown in Table 3. Four instructors were in favor of LST at their school and all five would recommend the program to other teachers. Additionally, instructors generally agreed that the LST program teaches students the skills needed to avoid drugs and violence and has the potential to play a significant role in reducing youth participation in drugs (each rated 3.8 out of 5.0). Overall, instructors ranked the program as "very good." Teachers found LST to be easy to implement (4.2) and flexible (3.8), as well as to contain quality materials (3.8). Likewise, most instructors felt that Madison County administrators are strong supporters of the program (4.0).

GRANT VALUE AND PREPARING FOR POST-GRANT

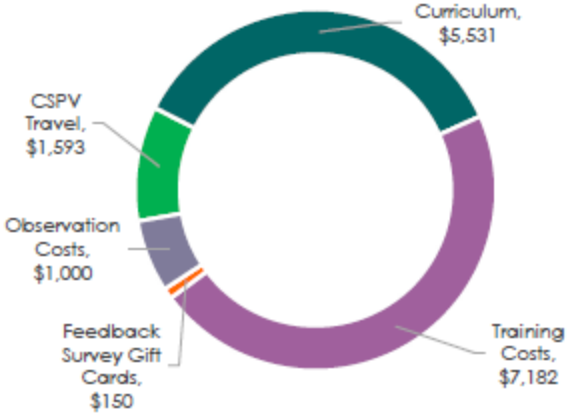
During 2019-2020, the total value of the district's grant for Year 1 was $15,455. This included the following support a) curriculum and training materials, b) training fees and stipends, c) feedback survey gift cards, d) observation costs, and e) CSPV representative travel expenses to attend training and the site visit. As seen in Figure 3, curriculum and training costs totaled $12,713.

Sustainability Support In an effort to support sustainability, grant recipients are offered two regional workshops to aid in continuation of LST after completion of the grant. Sustainability workshops help sites identify resources and strategies needed to continue the program. Training-of-Trainers (TOT) workshops certify instructors as district trainers, eliminating the expense of outside trainers following the grant. These regional workshops will be offered to Madison County during Year 2 and Year 3 of the grant. Further information on these workshops will be provided to the district as they are scheduled.

During Year 1, Madison County took steps towards sustainability of the program by incorporating the program into their health curriculum. However, instructors provided mixed reviews of parent awareness of the program (rated 3.6 out of 5.0) and support of LST in the school (3.4). CSPV recommends incorporating LST into parent outreach and district newsletters to increase visibility of the program. Parent education initiatives may garner outside support for the LST program, which may lead to greater program effectiveness and a higher likelihood that the program will be sustained.

The site coordinator was offered one additional benefit during the 2019-2020 academic year: attendance at the biennial Blueprints Conference, scheduled for April 2020 in Westminster, CO. The conference was to

Figure 3: Site Expenses 2019-2020
$15,455



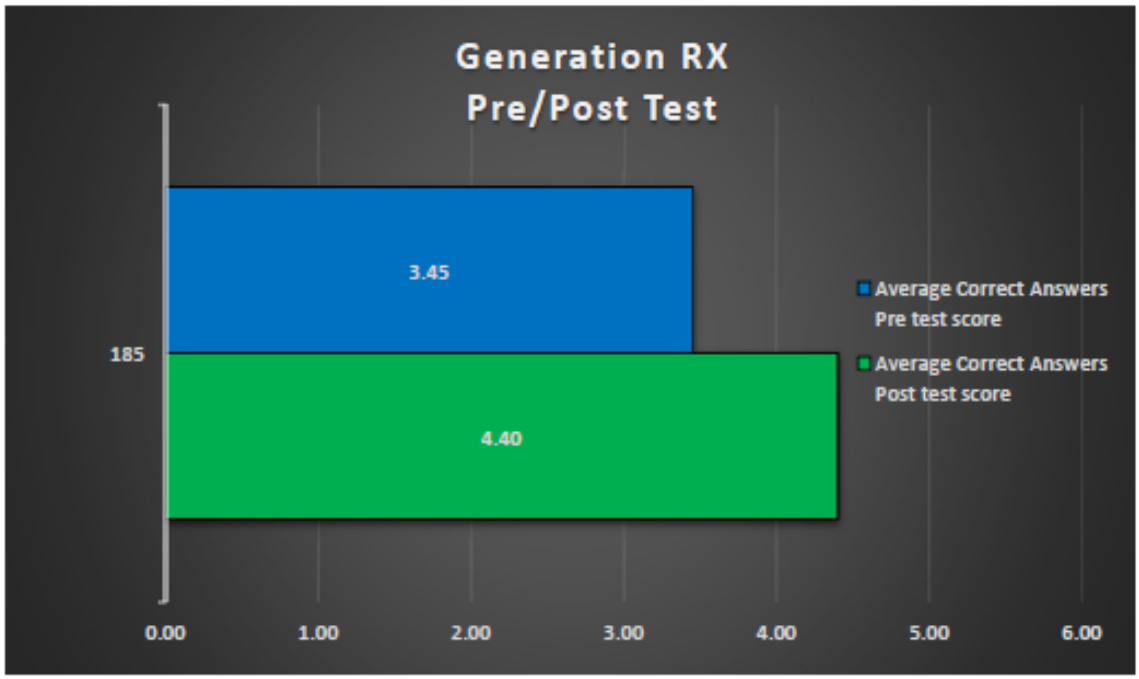
feature sessions on evidence-based programming, implementation, and sustainability, as well as a pre-conference for site coordinators to network and share information regarding LST implementation. However, in March 2020, with public health safety as the top priority, the decision was made to cancel the Blueprints Conference due to the Novel Coronavirus Disease 2019 (COVID-19).

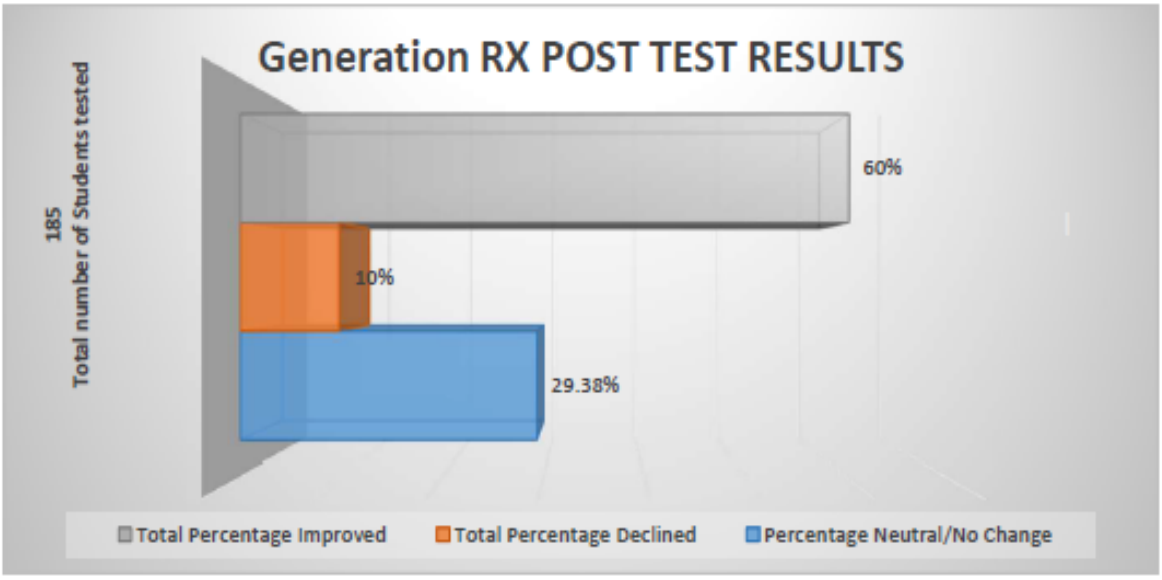
CONCLUSION

Madison has shown great success with LST during Year 1 of the grant. Instructors have implemented lessons with fidelity to all eligible students in the district. All core Level 1 lessons were delivered as well as the optional violence prevention lessons. During sessions, instructors utilized a range of interactive teaching techniques to ensure student engagement and retention and instruction was of high quality. Moreover, the program is supported by administration and the majority of instructors and has been incorporated into the health curriculum to ensure longevity within the district. CSPV applauds Madison County's commitment to LST and looks forward to supporting their implementation in 2020-2021.

MADISON COUNTY 2019-2020 STRENGTHS AND RECOMMENDATIONS	
Strengths	**Recommendations**
• 100% student reach • High student engagement • Taught each of the core lessons at least once per week in the prescribed order • Utilized interactive teaching techniques, especially discussion and practice • Strong administrative support	• Apply time and classroom management strategies • Limit lesson modifications and outside supplements • Increase coverage of lesson key points and activities

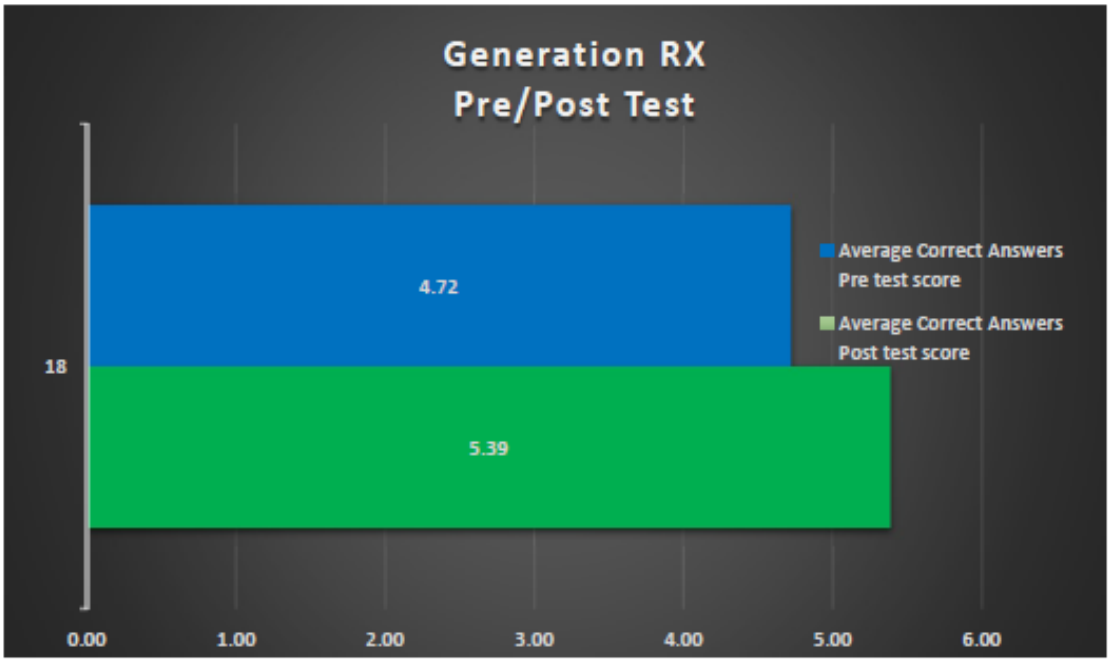
Madison County
Elementary School
194 Students

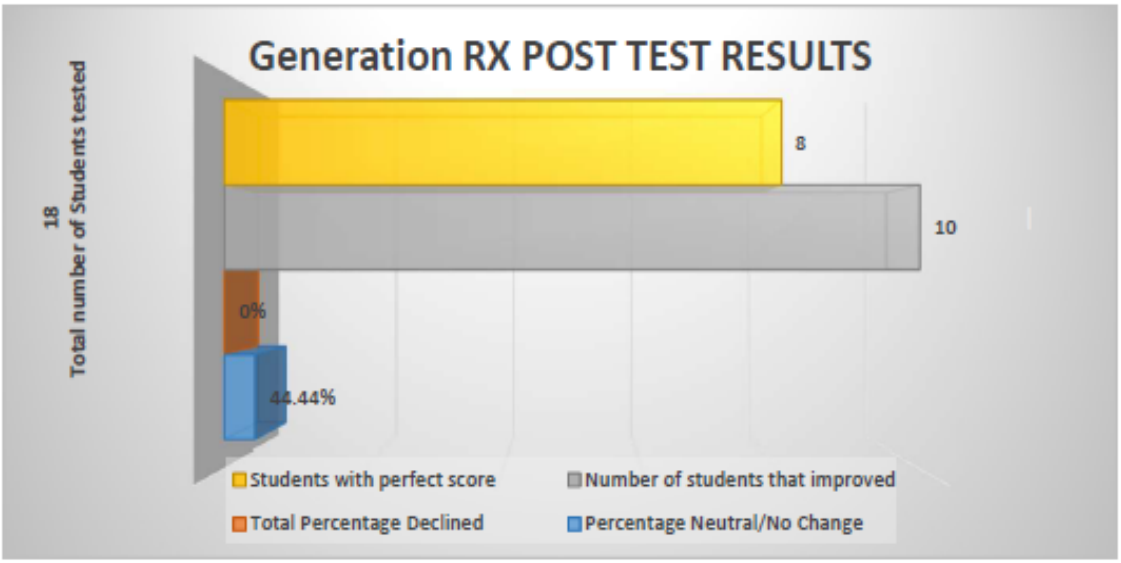




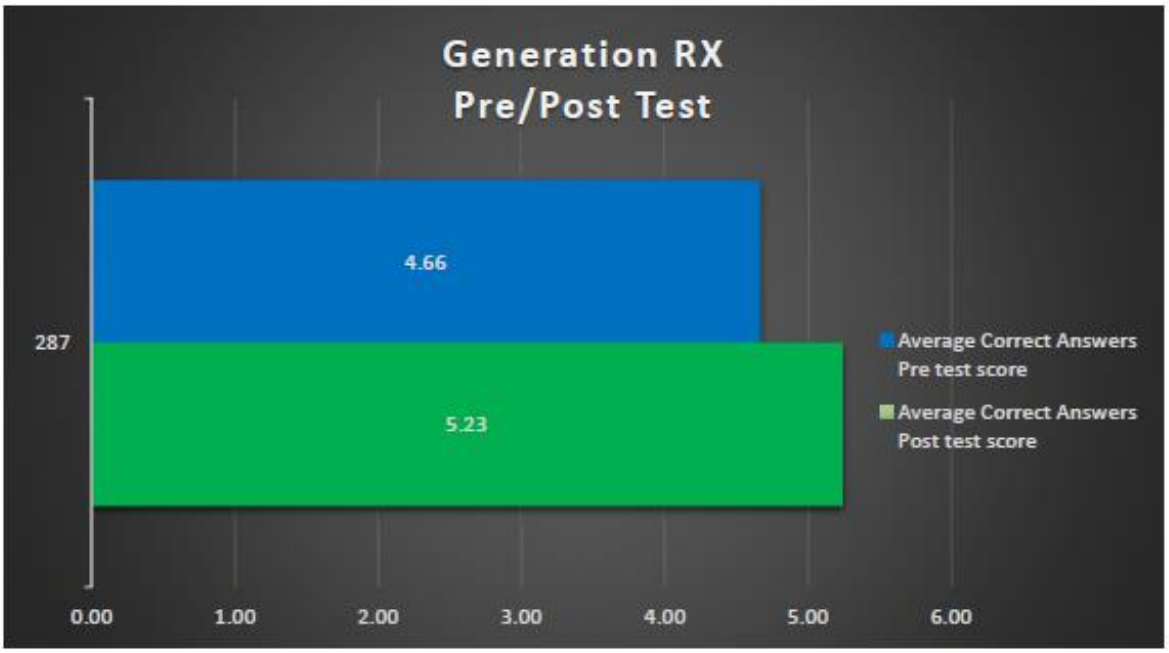
GenerationRx

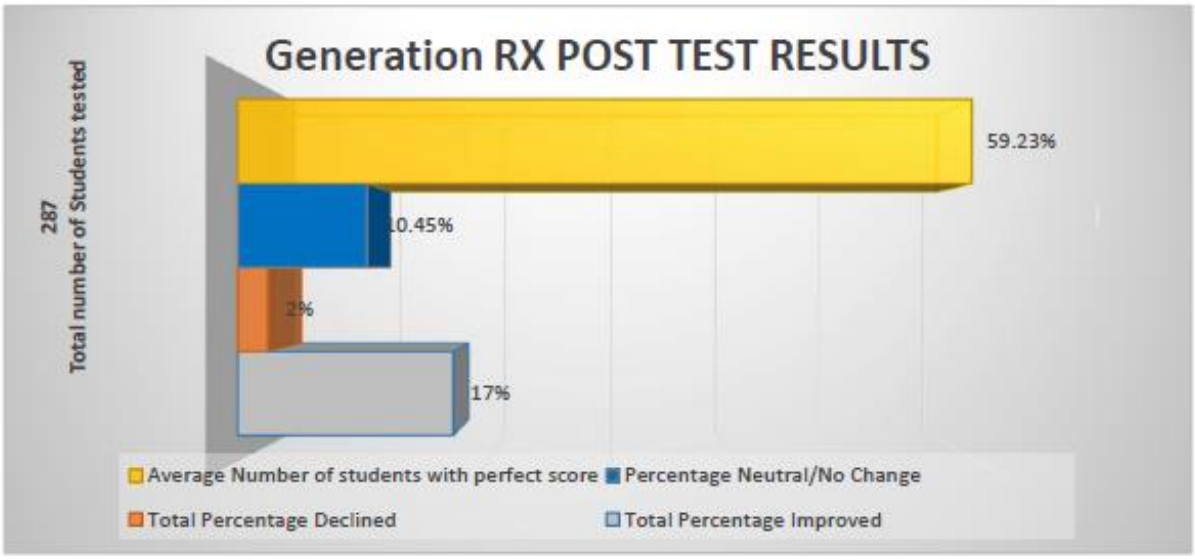
Madison County
Middle School
18 Students





Madison County
High School
287 Students

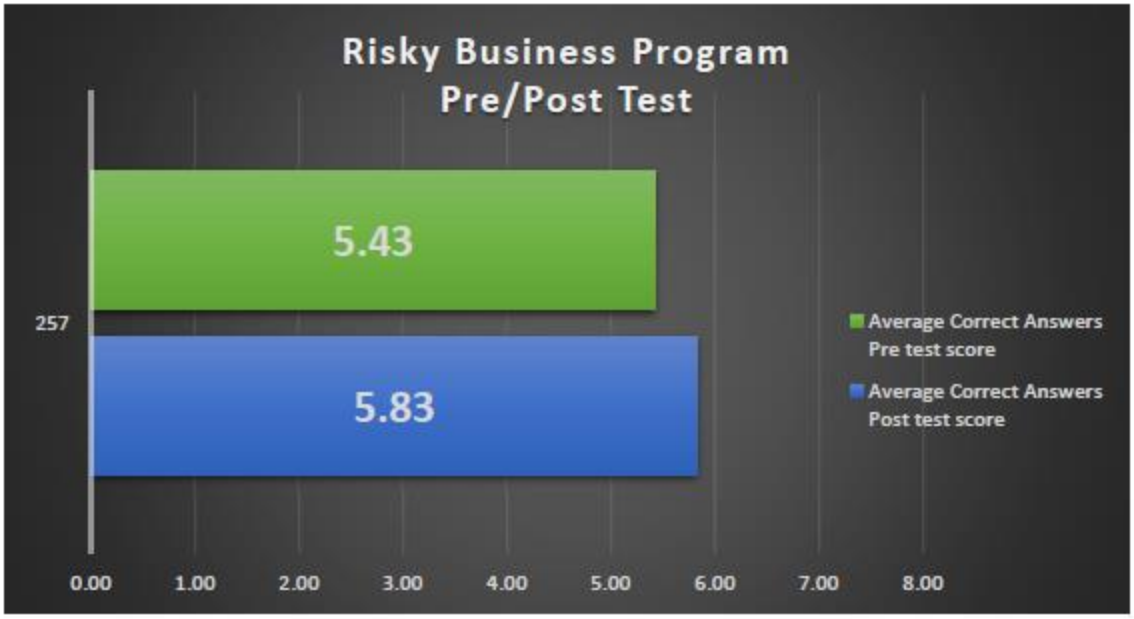


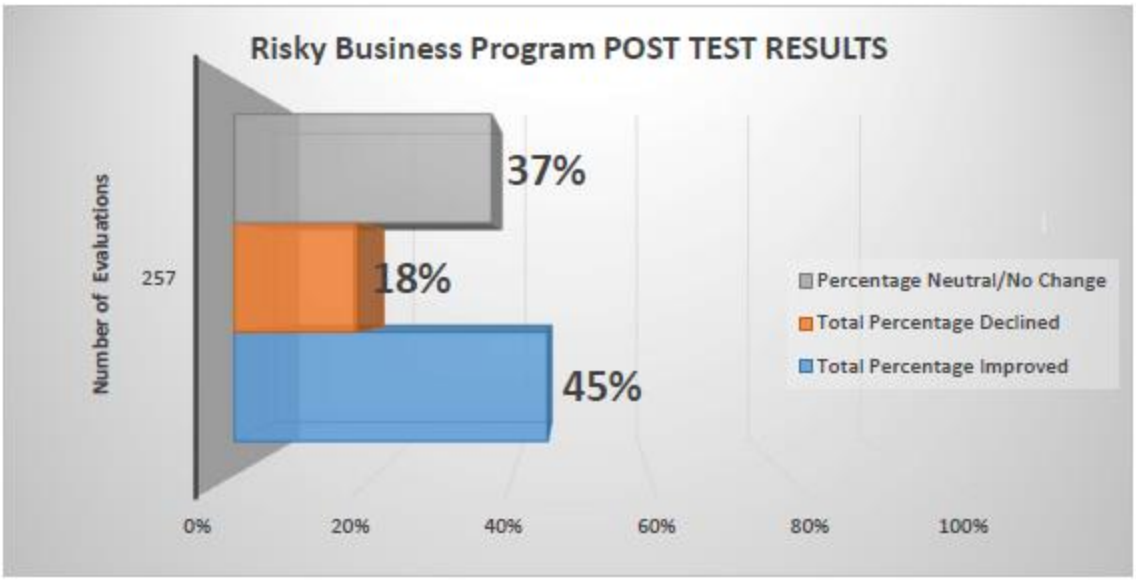


RISKY BUSINESS

Prevention Program

Madison County
2019-2020





Youth-Led Shout-Outs!

Tri-County Youth-Led Challenge

https://drive.google.com/file/d/1rWZA1sGbobslCMMHi5KfM1NLuQNm0Ae4/view?usp=sharing_eil&ts=5df3b04d

Carpe Diem Challenge (11/19/19)	
Played on	19 Nov 2019
Hosted by	APCastroGCESC
Played with	28 players
Played	5 of 5

Overall Performance	
Total correct answers (%)	92.86%
Total incorrect answers (%)	7.14%

Madison County Prevention (MCP) 2019 Fiscal Year

MCP Contract Workers:

School and Community Based	Youth-Led Prevention
Kathy Limes	Spencer Bowshier
Karen Wells	Amanda Hampton
Amanda Hampton	Trenton Hampton

MCP Programs:

- Alcohol Literacy Challenge – 769 youth
- Beyond Differences – 0
- Botvin LifeSkills – 163 youth
- Generation RX – 293 youth and 30 adults
- Hidden in Plain Sight – 91 adults
- HOPE – 0
- Indicated and Selective groups – 17 youth
- Information Dissemination – 193 individuals
- Kernels for Life – 93 adults
- Mental Health First Aid – 45 adults
- PAX GBG – 1670 youth
- PREP – 0
- Prescription Drug Safety – 0
- QPR – 129 adults
- Risky Business – 549 youth
- Sandy Hook Promise – 0
- SBIRT Assistance – 0
- SOS Assistance: JA, London and MP
- What is Addiction – 22 youth
- Youth Led & Youth Move – 51 youth
- Youth Mental Health First Aid – 60 adults

Total Adults: 508
Total Youth: 4153 – does not count SOS programming
Information Dissemination: 193 (specific contact)

MCP Achievements and Activities:

- Youth to Youth (Y2Y) Partnership
  - Trainings - Youth to Youth Round Table – Central Ohio, Creating Lasting Connections Adult Allies Training – 13 participants from Madison County, Youth Advisory Board, PULSE Workshops, and Be Present
  - Youth Activities – Y2Y MS "The Camp" – 3 youth, Y2Y International HS Camp – 15 youth
- Ohio Youth-Led Prevention Network (OYLPN) State Workgroup grant - 12 individuals selected across the state
  - Youth Leadership Summit at Kent State – 2 youth
  - Author of Community Based Process (CBP) White Paper
  - Ohio Prevention Conference presenter on CBP
- Youth attendance in the We Are the Majority support to schools
- Mental Health Awareness Rocks Basketball games in partnership with schools and NAMI
- OHYES! – MP, Tolles, JA and London – 7th, 9th and 11th
- Prevention Legislative Day – MCP, Rob Slane, Jennifer Coleman, Adriane Miller and Kathy Brinkman
- Business Workforce Development
- Crisis Reality Training provided – 65 participants
- Prevention Professional Learning Community (PPLC) Co-Chair – partnership with Mental Health and Recovery Board, Greene and Clark counties
- Montgomery and Union County Partnership for trainings
- WeCare Coalition Chair – Promotion, Prevention, Treatment, Recovery of ATOD and Depression and Suicide Prevention
- Grants/Funding
  - Mental Health and Recovery Board of Clark, Greene and Madison Counties
  - LifeSkills 3 Year Grant– St Patrick School, Madison Plains and London Middle
  - Target Grant
  - American Legion Post 417
  - Grant partnerships with Public Health for WeCare work
- ADAPAO Member

    - ADAPAO Advocacy Committee
    - Peer to Peer for Business Development
    - ADAPAO Education & Training Committee
- ESC Partnership/Support – Hosting, promoting and assigning Contact Hours for trainings
- Strengthening of partnerships, support and knowledge of MCP in county
- Jim Ryan Consultation

2020 Opportunities

- MCP Menu of Service workshops to be hosted by the ESC in September for school personnel
- EBP Prime for Life curriculum training to address the needs of selective and indicated populations
- EBP Keeping it Real curriculum will be added to the Menu of Services
- EBP PAX Tools program will be added to the Menu of Services.
- EBP Strengthening Families curriculum will be added to the Menu of Services. This will be utilized to address the need of a more intensive parenting in the county. It is believed that MCP will offer as a direct service for families in need until MCP capacity allows for group trainings to occur. Active Parenting sessions provided by MHS are ceasing. Triple P only targets youth 12 and under.
- Expansion of Business Workforce Development in partnership with the Madison County Chamber.
- Expansion of Youth-Led Initiatives – potential summer kick off or end of summer initiative. Partnership with Y2Y
- VAPE/E-Cig/JUUL curriculum being added to Menu of Services.