

Science-Based Programs: A Ventura County Snapshot of Programs

The chart below provides a “snapshot” of **Science-Based Programs** (research-validated) reported to be implemented within some of Ventura County Public Schools as indicated in the *2007-2008 Safe and Healthy Kids Annual Report*. This annual report is completed by school districts receiving Safe, Drug-Free Schools and Community Act (Title IV) and Tobacco Use Prevention Education (TUPE) funds.

The California Department of Education (CDE) provides a list of **Science-Based Programs** that meet standards and have demonstrated effectiveness in preventing drug use, violence, and/or disruptive behavior. Science-based prevention programs are those programs determined to be effective by any one of the following agencies:

- California Healthy Kids Resource Center Research-Validated (CHKRC R-V) programs
- University of Colorado, Center for the Study and Prevention of Violence Blueprint Model (CSPV Blueprint) programs
- National Registry of Evidence-Based Programs and Practices (NREPP)

Refer to the complete list of **Science-Based Programs** available on the CDE website <http://www.cde.ca.gov/ls/he/at/sbplist.asp> for review and to aid in selecting such programs. Some of the CDE **Science-Based Programs** received a program rating from the Collaborative for Academic, Social and Emotional Learning (CASEL) list of resources. The complete CASEL Programs Rating list is available at www.casel.org

The programs described below that received a CASEL Program Rating are identified with an asterisk in the column, Behavioral Outcomes.

*Safe and Drug-Free Schools and Communities (SDFSC) and Tobacco-Use Prevention Education (TUPE) funds may be used to support the implementation of approved programs found on the CDE **Science-Based Programs** list.*

Science-Based Curricula reported to be implemented in some schools in Ventura County (alphabetical order)

Program Grade(s)	Subject Area	Description	Behavioral Outcomes
Big Brothers Big Sisters Kindergarten-12th Grade	Safe Learning Environment Youth Development Mentoring	<p>Description: The vision of Big Brothers Big Sisters is to establish and support successful mentoring relationships for all children who need and want them, contributing to brighter futures, better schools, and stronger communities for all. Children ages 6 through 18 are matched with mentors in professionally supported one-to-one relationships. School-Based Mentoring is one-to-one mentoring that takes place in the schools and is not a classroom or tutoring program. Community-based mentoring programs are also available.</p> <p>Assessment: Not applicable</p> <p>Publisher: Big Brothers Big Sisters</p> <p>Contact: www.bbbs.org</p>	Positive relationships, guidance and friendship

* Sound SEL (Social Emotional Learning) Instructional Practice, CASEL Programs Rating (Daniel Goleman, founder and author Emotional Intelligence, CDE Annotated Bibliography)

Program Grade(s)	Subject Area	Description	Behavioral Outcomes
<p>Botvin's Life Skills</p> <p>3-10th Grade</p> <p><u>Special Populations:</u> African American Asian American Latino/Hispanic Native American</p>	<p>Alcohol and Other Drug Abuse Prevention</p> <p>Safe Learning Environments</p> <p>Tobacco Use Prevention Education</p>	<p>Description: Botvin's Life Skills Training program includes curricula for students in the second half of elementary school (grades three through five or four through six, depending on the structure of the school system) and for students in middle or junior high school (grades six through eight or seven through nine, depending on the structure of the school system). These curricula teach students the social skills to resist peer pressure to smoke, drink, and use drugs. Students gain knowledge about the myths, realities, causes, and effects of substance abuse, and they learn how to make informed decisions, critically evaluate media messages, cope with anxiety, and form healthy relationships. The curricula are designed to be taught sequentially, reinforcing the material covered in previous curricula</p> <p>Assessment: Fidelity Guidelines and Checklist</p> <p>Publisher: Princeton Health Press, 2000</p> <p>Contact: www.lifeskillstraining.com</p>	<p>Promising in self-awareness, self-management, relationship skills, and responsible decision making *</p>
<p>I Can Problem Solve</p> <p>Preschool-6th Grade, Parent/Community</p> <p><u>Special Populations:</u> African American Asian American Latino / Hispanic Native American Special Education</p>	<p>Safe Learning Environments</p>	<p>Description: Interactive activities develop students' sequential, consequential, and alternative thinking skills. Students begin by learning the vocabulary necessary to understand cause-and-effect relationships. Students work through a series of activities applying these skills to stories and situations that strengthen their problem-solving competencies. This enables them to manage and solve every day problems more effectively. Tips are included for integrating lessons into other subject areas, extension activities, activity sheets, parent letters and blackline masters. While this component of the ICPS program targets kindergarten to grade 6th grade students, positive outcomes have only been research validated in kindergarten students.</p> <p>Assessment: Not applicable</p> <p>Publisher: Research Press, 2001</p> <p>Contact: www.researchpress.com</p>	<p>Strength in self-awareness, social awareness, self-management, relationship skills, responsible decision-making *</p>

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Program Grade(s)	Subject Area	Description	Behavioral Outcomes
Lions Quest Skills for Adolescence 6 – 8 th Grade	Alcohol and Other Drug Abuse Prevention Tobacco Use Prevention Education Youth Development	<p>Description: This program promotes positive social behaviors including self-discipline, responsibility, good judgment, respect for self and others and a positive commitment to family, school, peers, and community to support young peoples' healthy development. One of the seven units focuses specifically on knowledge, skills, and behaviors related to preventing or delaying substance use. Students learn and practice skills to understand normative beliefs and to make personal commitments to not use drugs; to recognize social pressures that influence substance use, to have self-management, problem-solving, stress reduction, and assertiveness/refusal skills to resist drug use; to have accurate information about the impact of drug use; and to build bonds with pro-social peers and caring adults at school and in the community. Provides instructions for engaging students in the service-learning projects embedded in the curriculum and guidelines for planning and implementing parent meetings to build adults' capacity to support the skills their students are learning.</p> <p>Assessment: Fidelity Guidelines and Checklist Publisher: Lions Club International, 2001 Contact: www.lions-quest.org</p>	Strength in self awareness, self-management, relationship skills, responsible decision-making; promising in social awareness *
Peace Builders Kindergarten - 8th Grade	Safe Learning Environments	<p>Description: This program aims to change school climate by reducing aggression, enhancing learning, and promoting pro-social behaviors. Principles underlying the PeaceBuilders curriculum, namely, Praise People, Give Up Put-Downs, Seek Wise People, Notice Hurts, Right Wrongs, and Help Others, are taught via a range of activities that can be infused into literature, social studies, math, and language arts. The program assists with the development and modification of school procedures and discipline codes. Select program materials are available in Spanish.</p> <p>Assessment: Not applicable Publisher: PeacePartners, Inc. 2005 Contact: www.peacebuilders.com</p>	Strength in relationship skills, responsible decision-making; marginal in self-awareness and social awareness *

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Program Grade(s)	Subject Area	Description	Behavioral Outcomes
Peacemakers 4-8 th Grade	Safe Learning Environments	<p>Description: This program teaches students to cope with stress, manage anger, empathize with others, resist negative peer pressure, and act as sources of positive peer pressure. Students work through a series of experimental exercises, role plays, and group discussions to explore their personal strengths and values, communicate more effectively, problem solve, and overcome barriers to a violence-free lifestyle. Stories illustrating key concepts, quizzes, and reproducible worksheets are included. Strategies for diffusing student arguments and incorporating the program into the existing school structure are also included.</p> <p>Assessment: Not applicable Publisher: Solution Tree, 2003 Contact: www.solution-tree.com</p>	Social awareness, decision making and self-awareness
Project ALERT 6-8th Grade	Alcohol and other Drug Abuse Prevention Tobacco Use Prevention Education	<p>Description: This drug prevention curriculum addresses alcohol, tobacco, marijuana, and inhalants. It uses a social influence approach emphasizing critical thinking about media and peer influences, resistance skills, accurate information about consequences of drug use, benefits of not using drugs, and alternatives to drug use. A session on smoking cessation is also included.</p> <p>Assessment: Not applicable Publisher: Best Foundation, 2007 Contact: www.projectalert.org</p>	Promising in responsible decision-making and social awareness; marginal in self-awareness, self-management and relationship skills *

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Program Grade(s)	Subject Area	Description	Behavioral Outcomes
Project Northland (Class Action) 6-12 th Grade, Parent/Community	Alcohol and Other Drug Abuse Prevention Tobacco Use Prevention Education	<p>Description: Project Northland aims to delay the age when young people begin drinking, reduce alcohol use among young people and limit the number of alcohol-related problems among young people. The middle school program uses a variety of methods to engage the students including comic books, fairs, peer-led activities, small group discussions, class projects and mock trials. Students are introduced to alcohol refusal skills, alternatives to alcohol use, and methods to critically evaluate alcohol related peer norms. Students are also encouraged to become positive influences within their communities and explore the environmental, interpersonal and behavioral factors associated with alcohol use. The high school curriculum allows students to explore the relationship of alcohol abuse and social issues. The program includes six cases: drinking and driving, fetal alcohol syndrome, drinking and violence, date rape, drinking and vandalism, and school alcohol policies. Students work in teams to gather information and prepare arguments that will be presented before their class of jurors. The class/jurors then decide in favor of or against the plaintiff. Each case comes with a casebook for the students with information, affidavits, depositions, relevant laws, and case laws.</p> <p>Assessment: Not Applicable Publisher: Hazelden Publishing and Education, 1998 Contact: www.hazelden.org</p>	Strength in responsible decision-making; promising in self-awareness and social awareness; marginal in self-management *
Project Toward No Drug Abuse (TND) 9-12th Grade	Alcohol and Other Drug Abuse Prevention Tobacco Use Prevention Education Safe Learning Environment	<p>Description: This curriculum motivates students to use their decision-making skills to refuse alcohol, tobacco, and other drugs. Sessions refine students' active listening, decision-making, and refusal skills. Students critically evaluate the effect of stereotyping on self-fulfilling prophecies, distinguish myths from facts, practice stress management techniques, and overcome negative thought and behavior loops. Students learn about the negative consequences of chemical dependency on themselves and their families. In the final session, students make a commitment to their desire to avoid drug use.</p> <p>Assessment: Fidelity Guidelines and Checklist Publisher: University of Southern California, 2002 Contact: 1.800.400.8461</p>	Self-awareness, social awareness, self-management and decision making skills

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Program Grade(s)	Subject Area	Description	Behavioral Outcomes
Project Toward No Tobacco Use (TNT) 5– 8 th Grade	Tobacco Use Prevention Education	<p>Description: A social influences curriculum. Students learn about the consequences of tobacco use and practice assertive communication and refusal skills. Interactive activities foster students' media literacy and advocacy skills.</p> <p>Assessment: Fidelity Guidelines and Checklist</p> <p>Publisher: ETR Associates, 2004</p> <p>Contact: www.etr.org</p>	Promising in relationship skills, marginal in self-awareness and responsible decision-making *
Second Step Preschool – 8 th grade, Parent / Community <u>Special Populations:</u> Hearing Impaired Latino / Hispanic	Safe Learning Environments	<p>Description: This curriculum promotes empathy, impulse control, and anger management skills. Students identify, interpret, and react to their thoughts, feelings, and behaviors in group discussions, role-playing, and family-involvement activities. Students also learn to identify others' feelings and interpret how these feelings affect perceptions. English and Spanish materials.</p> <p>Assessment: Fidelity Guidelines and Checklist</p> <p>Publisher: Committee for Children, 2002</p> <p>Contact: www.cfchildren.org</p>	Strength in self-awareness, self-management, relationship skills, responsible decision-making; promising in social awareness *
Too Good For Drugs Kindergarten – 12 th Grade	Alcohol and Other Drugs Abuse Prevention Safe Learning Environments Tobacco Use Prevention Education	<p>Description: This series of curricula teaches students to set goals, identify and manage emotions, bond with others, and communicate effectively. Students discover their personal goals and learn to overcome obstacles that prevent them from reaching those goals. Role-playing activities provide an opportunity for students to practice alcohol, tobacco, and other drug refusal, and assertive communication skills. Students also learn about the harmful and addictive qualities of cocaine, marijuana, inhalants, hallucinogens, amphetamines, heroin, and over-the-counter medications. Supplementary activities carry concepts into language arts, art, math, science, and social science lessons. The grades nine through twelve curricula also focuses on school connectedness to prevent negative health behaviors and to promote youth development.</p> <p>Assessment: Not applicable</p> <p>Publisher: Mendez Foundation</p> <p>Contact: www.mendezfoundation.org</p>	Personal and interpersonal skills and appropriate attitude development relating to alcohol, tobacco and other drug use

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