School Based Programs To Prevent And Alcohol Use Among Youth

Public and academic interest in youth and community violence has grown with school shootings, horrific cases of child abuse, and reports of domestic abuse becoming regular news features. Research on interpersonal violence has had a corresponding progression, but there is a tendency by researchers to examine these issues at the individual level, rather than considering the micro- and macro-level causes, correlates, and outcomes for those affected directly and indirectly by violence. Edited by four leading violence researchers, Violence in Context takes the more systemic view, offering a critical appraisal of research and theory that focuses on violence in youth, families, and communities. Authors investigate the ways in which violence is defined and understood, how risk and protective factors promote and inhibit violence in the groups most responsible for the socialization of youth, and how violence and related behaviors differ by gender, race, and ethnicity. A rich analysis of the field familiarizes readers with some of the most compelling approaches to violence prevention, including interventions that begin at infancy with families at risk. Every chapter examines the latest research on violence prevention, with a goal of moving towards the multi-system, integrated intervention models and approaches that will incorporate the social context of violence across settings and population subgroups. The result is a valuable interdisciplinary book for scholars, practitioners, and students that provides a comprehensive overview of published studies, limitations of research findings, and a thoughtful discussion of the ways in which future research can build on what is currently known about the causes, consequences, and prevention of violence in different settings.

The realisation that most mental disorders have their onset before the age of twenty-five has focused psychiatric research towards adolescent mental health. This book provides vivid examples of school mental health innovations from eighteen countries, addressing mental health promotion and interventions. These initiatives and innovations enable readers from different regions and disciplines to apply strategies to help students achieve and maintain mental health, enhance their learning outcomes and access services, worldwide. Through case studies of existing programs, such as the integrated system of care approach in the USA, the school-based pathway to care framework in Canada, the therapeutic school consultation approach in Turkey and the REACH model in Singapore, it highlights challenges and solutions to building initiatives, even when resources are scarce. This will be essential reading for educators, health providers, policy makers, researchers and other stakeholders engaged in helping students achieve mental health and enhance their learning outcomes.

This book presents the concept of group-centered prevention and provides explanations and exercises for learning the method and teaching it to others. Detailed studies offer evidence for the continuing importance of prevention in mental well-being and distinguishes group-centered prevention from other group interventions by its ability to resolve incipient mental health issues and emotional problems. Case examples with adults, children, couples, and others demonstrate successful uses of group-centered techniques as well as illustrate the problems that arise in group settings. The book's ready-to-apply training exercises give prospective group leaders practice in starting new groups, fostering cohesion, integrating therapeutic factors into sessions, and other core skills. Featured topics include: Group-centered prevention in contrast with other group interventions. Characteristics of effective leaders in group-centered prevention. Benefits of prevention groups as opposed to those gained in counseling and therapy. Key constructs of self-efficacy and intrinsic motivation in group-centered prevention. Stages of development in new groups. Formats for developing training exercises. Group-Centered Prevention in Mental Health is an essential resource for scientist-practitioners, clinicians, and researchers as well as graduate students in such disciplines as school psychology, social work, and public health. Its educational uses span classroom, workshop, and training settings across the health and healing disciplines.

This all-inclusive and comprehensive practical desktop resource includes 104 original chapters, each specially written by the most prominent and experienced medical, public health, psychology, social work, criminal justice, and public policy practitioners, researchers, and professors in the United States and Canada. This is the only interdisciplinary volume available for locating and applying evidence-based assessment measures, treatment plans, and interventions.

Schools and Health is a readable and well-organized book on comprehensive school health programs (CSHPs) for children in grades K-12. The book explores the needs of today's students and how those needs can be met through CSHP design and development. The committee provides broad recommendations for CSHPs, with suggestions and guidelines for national, state, and local actions. The volume examines how communities can become involved, explores models for CSHPs, and identifies elements of successful programs. Topics include: The history of and precedents for health programs in schools. The state of the art in physical education, health education, health services, mental health and pupil services, and nutrition and food services. Policies, finances, and other elements of CSHP infrastructure. Research and evaluation challenges. Schools and Health will be important to policymakers in health and education, school administrators, school physicians and nurses, health educators, social scientists, child advocates, teachers, and parents.

Schools and school staff play a critical role in the cognitive, behavioral, emotional, social, and interpersonal development of children and adolescents. This second edition of Cognitive-Behavioral Interventions in Educational Settings teaches readers to think strategically about the individual and plan for effective and specific interventions based on the student's age, developmental level, and presenting problems. It is written by forward-thinking, established professionals whose writing represents the state-of-the-art in cognitive behavioral interventions in educational settings, and presents evidence-based interventions for a variety of issues commonly seen in schools. Including both innovative and well-established approaches, they offer assessment methods and interventions for a variety of issues and concerns faced by school-aged youth. The use of case studies and session outlines, as well as the balance of theoretical and clinical concerns, enhances this book's value as a reference for both clinicians and students. New to this edition are topics on cyber-bullying, parent and school consultation, school-wide positive behavioral support, and bipolar disorder. This is the ideal reference for those who wish to select and utilize precise interventions in school settings.

Leading experts in the field bring you the latest research, practical programming ideas and intervention strategies... * Key components in successful school-based service delivery * Evidence-based clinical services * Funding sources and strategies * How to build effective, collaborative interagency relationships * Solutions to the barriers of misunderstanding and stigma * Effective family interventions ... and show you how "real world" programs are successfully being implemented in a broad variety of service delivery systems.

Foundational topics such as history, ethics, and principles of primary prevention, as well as specific issues such as consultation, political issues, and financing. The second section addresses such topics as abuse, depression, eating disorders, HIV/AIDS, injuries, and religion and spirituality often dividing such topics into separate entries addressing childhood, adolescence, and adulthood.

The authors of this work closely explore the incidence of problem youth behaviors and scrutinize the efficacy of existing prevention programs. This review includes interventions specifically designed to promote youth development or to minimize the long-term consequences of problem behaviors from violence and criminality, substance use and abuse, teen pregnancy and

hazardous sexual behaviors, and school failure. Academics and professionals in public health social work, psychology, and school counseling will find special interest in this important work. This fourth book in the Prevention Practice Kit introduces the topic of prevention groups and illustrates how to apply that definition to real-world settings for counselors, psychologists, mental health workers, and prevention specialists working with groups in schools, hospitals, community organizations, and private practice. Readers will find practical suggestions on how to design, conduct, and organize prevention groups such as psychoeducational groups, group-centered prevention groups, and therapy prevention groups. Examples from research, along with case study examples, help to illustrate important concepts in both theory and practice.

This straightforward volume makes a strong, practical, research-based case for integrating prevention programs into middle and high schools. Written by experts in prevention science and education, it examines educational goals and prevention of risky behaviors as parallel and complementary processes and provides evidence for health-promoting schools as a critical forum for student development. Chapters show the benefits of this collaboration, as instructors engage with prevention content, prevention scientists study schools and create interventions, and counselors develop and implement activities, resulting in improved academic, social, and health outcomes. Examples of successful prevention strategies address personal and public health issues as varied as substance abuse, dating violence, dropping out, and suicide. Among the topics covered: Engaging school leaders in prevention Developing school-based prevention curricula Scaling up evidence-based prevention interventions and practices Conducting prevention research and evaluation in schools Promoting a positive school climate and culture Reducing disruptive behavior, violence, and bullying Child and school psychologists, administrators, teachers, school counselors, and prevention specialists will find significant common ground in Prevention Science in School Settings. The breadth and depth of coverage point to new, multidisciplinary directions in health education, school climate/culture, and positive youth development.

"This book is well written and inclusive with a realistic approachto problems encountered in schools today. Practical and useableinterventions are included which makes this text a valuableresource to the school social worker." -Terry Housteau-Hill, LSCW, Lead Consultant, Knox County SchoolSocial Services "An invaluable resource . . . [and] extremelyreader-friendly." -Michelle Alvarez, MSW, LCSW, Assistant Professor, School of SocialWork University of Southern Indiana School Social Work thoroughly covers all aspects of this burgeoningfield, from the history and function of school social workers andup-to-date, empirically and developmentally supported interventionsto effective methods for implementing and evaluating school socialwork programs. Educational policy and legislation, community-basedinterventions, and prevention programs are also covered. Supported by case vignettes and discussion questions that engagethe reader in every chapter, this book: * Provides proven and promising programs for change in classrooms,schools, families, neighborhoods, and communities * Equips you with the knowledge and skills necessary to functioneffectively in the unique political environment of the school * Outlines the school social worker's essential role as aconsultant to faculty and administrators as well as creator andmediator of school and community collaborations that enhance theacademic success of at-risk students In addition, this book provides current assessment methods forevaluating the effectiveness of interventions; recently developedstandardized measures designed to assess change at the classroom,school, family, neighborhood, and community levels; guidelines forsuccessfully planning, implementing, and evaluating new programsbased on Comprehensive Quality Programming (CQP) strategies; anddetailed information on the most current student-focused violenceprevention programs. Complete with lists of Internet resources and other references atthe end of each chapter, School Social Work is a valuable tool forstudents and a hands-on resource for school social workers,psychologists, counselors, and administrators.

A practical approach helps you learn and apply core concepts of community and public health nursing. This text emphasizes both community and family as client, so you'll gain a solid understanding of these important specialties. Numerous real-life examples demonstrate your roles and responsibilities as a community health nurse.

Abstract: The purpose of this project is to design a school based prevention program at Joseph Le Conte Middle School in Los Angeles County, identify a potential funding source, and write a grant to develop a program for youth who are using or at risk for using drugs and alcohol. Research indicates that individual circumstances such as individual, peer, family, school, and community domains can have serious influences on adolescents' decision to use. Studies on prevention programs in schools that focus on these domains and provide education about the harmful effects of drugs and alcohol prevent unfavorable consequences. The proposed program works toward teaching youth skills to boost resiliency and personal control to better cope with challenges in a healthy and more positive way.

This report presents descriptive information about the prevalence and quality of implementation of research-based programs from the Study of the Implementation of Research-Based Programs to Prevent Youth Substance Abuse and School Crime. The study found that, while schools reported implementing a large number of prevention programs during the 2004-05 school year, only a small proportion reported implementing programs (approximately 7.8 percent) supported by research evidence that met the methodological standards established by the study. It also estimated that less than one-half of those implementing research-based curriculum prevention programs (approximately 44.3 percent of the estimated 7.8 percent of research-based programs) met minimal standards for fidelity of implementation during the 2004-05 school year. Curriculum programs involve the provision of training or instruction to students. Results from Phase 1 indicate that they account for approximately 97 percent of the research-based prevention programs delivered in schools during the 2004-05 school year. Given the proportion of prevention programs offered in schools that are research-based, the estimated proportion of all curriculum prevention programs that are research-based and well-implemented is approximately 3.5 percent. A variety of factors are associated with the adoption and fidelity of implementation of research-based prevention programs. Main findings include: (1) Information was examined on over 300 programs that were found on existing lists of "promising" or "effective" prevention programs. The study identified 19 school-based prevention programs that demonstrated evidence of effectiveness through this systematic review of literature; (2) A survey collecting data on prevention programs in the nation's public schools found that the 19 research-based programs accounted for an estimated 7.8 percent of the programs implemented during the 2004-05 school year; and (3) Approximately 44.3 percent of the research-based curriculum programs, or just 3.5 percent of all programs implemented in schools, met minimum standards for overall fidelity of implementation based on four program-specific measures. Appended are: (1) Methodology; (2) Summary Report on the research synthesis; and (3) Efforts to Collect Data on Program Funding From School Personnel. (Contains 43 tables, 1 figure, 6 exhibits and 34 footnotes.).

Developmental and life-course criminology are both concerned with the study of changes in offending and problem behaviors over time. Developmental studies in criminology focus on psychological factors that influence the onset and persistence of criminal behavior, while life-course studies analyze how changes in social arrangements, like marriage, education or social networks, can lead to changes in offending. Though each perspective is clearly concerned with patterns of offending and problem behavior over time, the literature on each is spread across various disciplines, including criminology & criminal justice, psychology, and sociology. The Oxford Handbook on Developmental and Life-Course Criminology offers the first comprehensive survey of these two approaches together. Edited by three noted authorities in the field, the volume provides in-depth critical reviews of the development of offending, developmental and life-course theories, development correlates and risk/protective factors, life transitions and turning points, and effective developmental interventions from the world's leading scholars. In the first two sections, the contributors provide overviews of specific criminal career parameters, including age-crime curve, prevalence/frequency of offending, and co-offending, and review the main theoretical frameworks in the developmental and life-course criminology areas. They further summarize some of the empirical literature on known developmental correlates and risk/protective factors associated with longitudinal patterns of offending in the next section. The fourth section focuses on life transitions and turning

points as they may relate to persistence in-or desistance from-criminal activity into adulthood, while the final section examines the genesis of antisocial, delinquent, and criminal activity, its maintenance, and its cessation. A state of the art overview on the topic, this Handbook aims to be the most authoritative resource on all issues germane to developmental and life-course criminologists and provides next steps for further research.

This book helps educators produce assessments of their schools' drug and violence prevention programs. It contains over 30 separate resources that can be adapted to specific evaluations (e.g., sample youth and adult participant feedback sheets, sample classroom observation sheets and teacher implementation logs, sample en-route participant feedback, sample teacher surveys of curriculum content, data summary logs, sample student risk surveys, and sample parent consent forms). There are also guidelines, glossaries, and advice on online funding. The 12 chapters are: (1) "Getting Started: Establishing Your Work Group"; (2) "Writing Goals and Objectives"; (3) "Program Review, Selection, and Implementation"; (4) "Creating Homegrown Programs: Elements of Effective Prevention"; (5)"Additional Data Collection: Preparing for Assessment of Program Effectiveness"; (6) "Self-Report Questionnaires and Focus Groups: Collecting Information From Students"; (7) "Cost and Time Effectiveness"; (8) "Experimental Design: The Basics"; (9) "Experimental Designs for Different Program Types"; (10) "Crunching Your Numbers and Organizing Your Data"; (11) "Public Presentation of Your Results"; and (12) "Troubleshooting Your Results." (Contains 29 references.) (SM)

Learn to develop and assess comprehensive youth tobacco interventions! Preventing Youth Access to Tobacco examines the components of a preventive public health intervention directed at reducing the rate of youth tobacco use. This valuable book describes this innovative intervention, which involves making tobacco more difficult for young people to acquire and also calls for fines for possession of tobacco. It illustrates the rationale for this intervention and reviews the literature on the topic, pointing to findings that indicate that this kind of comprehensive intervention has been shown to be effective. From the editors: "The amount of human pain and suffering caused by tobacco use is immeasurable. Preventing youth smoking initiation of the most effective way of reducing long-term mortality from "heart disease, chronic lung disease, and other tobacco-related disorders. Smoking is the leading preventable cause of death in the United States, killing over 400,000 people each year. This is more people than die of AIDS, homicide, suicide, automobile accidents, illegal drug use, and fires combined. Despite these facts, 22.9 of adult Americans and 13.8 of Americans under 18 smoke cigarettes." This essential book can provide some much-needed answers, showing you: effective ways of reducing the rate of regular smoking among adolescents how to assess a community's readiness to change how to gauge the effectiveness of tobacco laws directed toward youth how to judge the comprehensiveness of school-based tobacco interventions what factors influence illegal tobacco sales to minors why merchants sell tobacco to kids illegally and what the legal risks are for minors who try to buy tobacco

This groundbreaking reference — created by an internationally respected team of clinical and research experts — provides quick access to concise summaries of the body of nursing research for 192 common medical-surgical interventions. Each nursing care guideline classifies specific nursing activities as Effective, Possibly Effective, or Possibly Harmful, providing a bridge between research and clinical practice. Ideal for both nursing students and practicing nurses, this evidence-based reference is your key to confidently evaluating the latest research findings and effectively applying best practices in the clinical setting. Synthesizing the current state of research evidence, each nursing care guideline classifies specific activities as Effective, Possibly Effective, Not Effective, or Possibly Harmful. Easy-to-recognize icons for each cited study help you differentiate between findings that are based on nursing research (NR), multidisciplinary research (MR), or expert opinion (EO), or those activities that represent established standards of practice (SP). Each nursing activity is rated by level of evidence, allowing you to gauge the validity of the research and weigh additional evidence you may encounter. Guidelines are identified by NIC intervention labels wherever appropriate, and NOC outcome measurements are incorporated throughout. An Evolve website provides additional evidence-based nursing resources.

One of the goals of the Nat. Institute on Drug Abuse is to help the public understand the causes of drug abuse and to prevent its onset. This is a summary of topics covered in the newest ed. of the guide, "Preventing Drug Use Among Children and Adolescents", which includes updated principles, new questions and answers, new program information, and expanded references and resources. This In Brief edition summarizes sections of the guide for community use. Chapters: Prevention Principles; Risk Factors and Protective Factors; Planning for Drug Abuse Prevention in the Community; Applying Prevention Principles to Drug Abuse Prevention Programs; Examples of Research-Based Drug Abuse Prevention Programs; and Selected Resources and References.

State-of-the-art critical reviews of recent scholarship on the causes of juvenile delinquency, juvenile justice system responses, and public policies to prevent and reduce youth crime are brought together in a single volume authored by leading scholars and researchers in neuropsychology, developmental and social psychology, sociology, history, criminology/criminal justice, and law.

Schools are a natural environment for prevention programmes as an infrastructure exists for reaching large numbers of children during their formative years. This volume evaluates the effectiveness of school-based programmes designed to prevent social problems among young people. The author focuses on prevention of behavioural, social and academic problems, and emphasizes the role of education in substance abuse prevention and health. Durlak argues that the school is a unique social and organizational structure that must be understood before innovations in prevention are introduced. With this in mind, he traces the development of theory and practice, identifies exemplary prevention efforts and documents the continued growth

Advancing the literature on a critical topic, this important new work illuminates the relationship between the anguish of eating disorder sufferers and the problems of ordinary women. The book covers a wide variety of issues - from ways in which gender may predispose women to eating disorders to the widespread cultural concerns these problems symbolize. Throughout, the psychology of women is reflected in the concepts and methods described; there is an explicit commitment to political and social equality for women; and therapy is reevaluated based on an understanding of the needs of women patients and the potentially differing contributions of male and female therapists. Providing valuable insights into the critical problem of eating disorders, this book is essential reading for clinicians and researchers alike. Also, by examining many of the ways in which women are affected by and respond to society's gender politics, the book may be used as a text in women's studies courses.

"Universal school-based programs to reduce or prevent violent behavior are delivered to all children in classrooms in a grade or in a school. Similarly, programs targeted to schools in high-risk areas (defined by low socioeconomic status or high crime rates) are delivered to all children in a grade or school in those high-risk areas. During 2004-2006, the Task Force on Community Preventive Services (Task Force) conducted a systematic review of published scientific evidence concerning the effectiveness of these programs. The results of this review provide strong evidence that universal school-based programs decrease rates of violence and aggressive behavior among school-aged children. Program effects were demonstrated at all grade levels. An independent meta-analysis of school-based programs confirmed and supplemented these findings. On the basis of strong evidence of effectiveness, the Task Force recommends the use of

universal school-based programs to prevent or reduce violent behavior." - p. 1