DDAP Prevention Program Listing

This document categorizes and describes the prevention and intervention programs that SCAs have requested to utilize.

Revised 6/3/2021
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**Please Note:**

*When a program has been designed for a specific population, those populations are noted in the program description. Programs in gray are legacy programs that can no longer be obtained, but are still being used by some SCAs.*
## Evidence Based Programs

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| Alcohol Literacy Challenge                | Service Code: EDU01  
Populations: Middle, High School and College Students  
IOM: Universal  
Alcohol Literacy Challenge (ALC) is a brief classroom-based program designed to alter alcohol expectancies and reduce the quantity and frequency of alcohol use among middle, high school and college students. Alcohol expectancies are an individual’s beliefs about the anticipated effects of alcohol use, including those that are positive (e.g., increased sociability, reduced tension) and negative (e.g., impairments to mental and behavioral functioning, increased aggressiveness or risk taking). Some of the most desired effects—the arousing, positive, and prosocial effects—are placebo effects rather than pharmacological ones. ALC aims to correct erroneous beliefs about the effects of alcohol, decreasing positive and increasing negative expectancies. These shifts in expectancies have been shown to predict lower levels of alcohol use.  
Website: https://alcoholliteracychallenge.com/ |
| AlcoholEdu for High School                | Service Code: EDU01  
Population: High School Students  
IOM: Universal  
AlcoholEdu for High School is an online, interactive, alcohol education and prevention course designed to increase alcohol-related knowledge, discourage acceptance of underage drinking, and prevent or decrease alcohol use and its related negative consequences. Although high schools typically administer the course to their entire freshman class each year, the course can be used with other high school populations as well. The program includes a precourse assessment measuring knowledge, attitudes, and behaviors, followed by three 30-minute lessons, a postcourse assessment, and a 30-day (or more) follow-up review of key course concepts and follow-up assessment. The three lessons address alcohol's effects on the body and impairments produced at various blood alcohol concentrations; alcohol's effects on the mind, including brain development, blackouts, hangovers, and risk taking; and factors that influence decisions about drinking and strategies for making healthy choices. Brief lecture formats present current research, and interactive exercises personalize and reinforce the information. The course, which requires minimal teacher involvement, may be assigned as an outside project or completed in a school’s computer lab.  
Website: https://everfi.com/courses/k-12/alcoholedu-awareness-prevention-high-school/ |
| Al’s Pals                                 | Service Codes: EDU01, EDU02  
Populations: Preschool and Elementary School Students  
IOM: Universal  
To develop personal, social, and emotional skills in children 3 to 8 years old in a resiliency-based early childhood curriculum and teacher training program format. The lessons use guided creative play, brainstorming, puppetry, original music, and movement to develop children’s social-emotional competence and life skills. A nine-lesson booster curriculum is used in second or third grade with children who have previously received the full program.  
Website: http://wingspanworks.com/healthy-al/ |
| ATLAS (Athletes Training and Learning to Avoid Steroids) | Service Codes: EDU02  
Populations: Youth/Minors, Middle and High School Students  
IOM: Universal  
ATLAS is a program for male athletes. Its multiple components provide healthy sports nutrition and strength-training alternatives to the use of alcohol, illicit and performance-enhancing drugs. ATLAS is peer-led and gender specific. A coach and selected student athletes called “Squad Leaders” lead the program. There are 10 sessions for ATLAS. Each session lasts 45 minutes. Coaches facilitate the program, keep athletes on task, and introduce and wrap up student-led activities. Squad Leaders provide a majority of the |
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| Big Brothers Big Sisters          | Service Code: ALT02  
**Populations:** Youth/Minors, Elementary, Middle and High School Students  
**IOM:** Selective, Indicated  
The Big Brothers Big Sisters (BBBS) program matches adult volunteer mentors with an at-risk child, with the expectation that a caring and supportive relationship will develop. Mentors are selected, screened, and matched by BBBS staff, and staff monitor the relationship and maintain contact with the mentor, child, and parent/guardian throughout the matched relationship. Matches are made based on shared goals and interests of the child and adult volunteer. Mentors are expected to meet with the child at least 3-5 hours per week for a period of 12 months or longer. Ongoing case management by BBBS staff provides supervision of the relationship, and can provide advice and guidance to the mentor, as well as support and encouragement.  
**Website:** [www.bbbs.org/](http://www.bbbs.org/) |
| Blues Program                     | Service Code: EDU01, EDU02  
**Populations:** High School Students  
**IOM:** Selective  
The Blues Program (a cognitive-behavioral prevention group) is intended to actively engage high school students with depressive symptoms or at risk of onset of major depression. It includes six weekly one-hour group sessions and home practice assignments. Weekly sessions focus on building group rapport and increasing participant involvement in pleasant activities (all sessions), learning and practicing cognitive restructuring techniques (sessions 2-4), and developing response plans to future life stressors (sessions 5-6). In-session exercises require participants to apply skills taught in the program. Home practice assignments are intended to reinforce the skills taught in the sessions and help participants learn how to apply these skills to their daily life.  
**Website:** [https://thebluesprogram.weebly.com/](https://thebluesprogram.weebly.com/) |
| Bounce Back                       | Service Code: EDU02 (EDU03 for parent sessions)  
**Populations:** Elementary School Students (Parents/Families for parent sessions)  
**IOM:** Indicated  
Bounce Back is a school-based group intervention for elementary students exposed to stressful and traumatic events. Bounce Back teaches students ways to cope with and recover from traumatic experiences, so they can get back to doing what they want to do and need to do. Designed to be administered by clinicians, Bounce Back is based on the Cognitive Behavioral Intervention for Trauma in Schools (CBITS). The Bounce Back program includes 10 group sessions, 1-3 group parent sessions, and 2-3 individual student sessions.  
**Website:** [https://bouncebackprogram.org/](https://bouncebackprogram.org/) |
| Brief Alcohol Screening and Intervention for College Students (BASICS) | Service Codes: PIR06, PIR08  
**Population:** College Students  
**IOM:** Selective, Indicated  
To reduce harmful consumption of alcohol and help college students 18 to 24 years old make better alcohol-use decisions. It is aimed at students who drink alcohol heavily and have experienced or are at risk for alcohol-related problems such as poor class attendance, missed assignments, accidents, sexual assault, and violence. It is delivered over the course of two 1-hour interviews with a brief online assessment survey taken by the student after the first session.  
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| **Child-Parent Psychotherapy (CPP)** | Service Code: EDU03  
Population: Parents/Families  
IOM: Selective, Indicated  
CPP is an intervention model for children aged 0-5 who have experienced at least one traumatic event and/or are experiencing mental health, attachment, and/or behavioral problems, including posttraumatic stress disorder. The treatment is based in attachment theory but also integrates psychodynamic, developmental, trauma, social learning, and cognitive behavioral theories. Therapeutic sessions include the child and parent or primary caregiver. The primary goal of CPP is to support and strengthen the relationship between a child and his or her caregiver as a vehicle for restoring the child’s cognitive, behavioral, and social functioning.  
http://childparentpsychotherapy.com/  

**BLOCK GRANT FUNDS FROM THE 20% PREVENTION SET ASIDE MAY NOT BE USED TO FUND THIS PROGRAM.** |
| **Class Action** | Service Code: EDU01  
Population: High School Students  
IOM: Universal  
Class Action (for grades 11-12) is the second phase of the Project Northland alcohol-use prevention curriculum series (Project Northland is for grades 6-8). The aim is to delay the age at which young people begin drinking, reduce alcohol use among those who have already tried drinking, and limit the number of alcohol-related problems of young drinkers through an 8-10 group sessions that look at the real-world social and legal consequences involving teens and alcohol. Students are divided into six legal teams to prepare and present hypothetical civil cases in which someone has been harmed as a result of underage drinking. Class Action can be used as a booster session for the Project Northland series or as a stand-alone program.  
Website: http://www.hazelden.org/web/go/projectnorthland |
| **Cognitive Behavioral Intervention for Trauma in Schools (CBITS)** | Service Code: EDU02 (EDU03, CBP02 for optional parent and teacher sessions)  
Populations: Elementary, Middle and High School Students  
IOM: Indicated  
The Cognitive Behavioral Intervention for Trauma in Schools (CBITS) program is a school-based, group and individual intervention. It is designed to reduce symptoms of post-traumatic stress disorder (PTSD), depression, and behavioral problems, and to improve functioning, grades and attendance, peer and parent support, and coping skills. CBITS has been used with students from 5th grade through 12th grade who have witnessed or experienced traumatic life events. CBITS uses cognitive-behavioral techniques (e.g., psychoeducation, relaxation, social problem solving, cognitive restructuring, and exposure). CBITS is designed for delivery in a school setting by mental health professionals such as social workers, psychologists, psychiatrists, or counselors with clinical mental health intervention experience. The program consists of 10 group sessions, 1-3 individual sessions, 2 parent psychoeducational sessions and 1 teacher educational session.  
Website: https://cbitsprogram.org/ |
| **Girls Circle** | Service Code: EDU02  
Populations: Youth/Minors, Elementary, Middle and High School Students  
IOM: Universal, Selective  
Girls Circle is a structured support group for girls from 9-18 years, integrating relational theory, resiliency practices, and skills training in a specific format designed to increase positive connection, personal and collective strengths, and competence in girls. It aims to counteract social and interpersonal forces that impede girls’ growth and development by promoting an emotionally safe setting and structure within which girls can develop caring relationships and use authentic voices.  
Website: http://www.onecirclefoundation.org/ |
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| Guiding Good Choices (GGC)   | Service Code: EDU03  
|                              | Population: Parents/Families  
|                              | IOM: Universal  
|                              | To provide parents of children in grades four through eight (9 to 14 years old) the knowledge and skills needed to guide their children through early adolescence. To strengthen and clarify family expectations for behavior, enhance the conditions that promote bonding in the family, and teach skills to parents and children that allow children to meet the expectations of their family to resist drug use successfully. Website: [https://www.communitiesthatcare.net/programs/ggc/](https://www.communitiesthatcare.net/programs/ggc/) |
| I Can Problem Solve          | Service Codes: EDU01, EUD02  
|                              | Populations: Preschool, Elementary and Middle School Students  
|                              | IOM: Universal  
|                              | I Can Problem Solve (ICPS) is a universal prevention program that focuses on enhancing the interpersonal cognitive processes and problem-solving skills of children ages 4-12. ICPS is based on the idea that there is a set of these skills that shape how children (as well as adults) behave in interpersonal situations, influencing how they conceptualize their conflicts with others, whether they can think of a variety of solutions to these problems, and whether they can predict the consequences of their own actions. Rather than addressing specific behaviors as right or wrong, ICPS uses games, stories, puppets, illustrations, and role-plays to help children acquire a problem-solving vocabulary, learn to understand their own as well as others' feelings, think of alternative solutions, and think of potential consequences to an act. In turn, ICPS aims to prevent and reduce early high-risk behaviors, such as impulsivity and social withdrawal, and promote prosocial behaviors, such as concern for others and positive peer relationships. Website: [http://www.icanproblemsolve.info/](http://www.icanproblemsolve.info/) |
| Incredible Years             | Service Codes: EDU01, EDU03, CBP02  
|                              | Populations: Preschool and Elementary School Students, Teachers/Administrators/Counselors/Other School Personnel, Parents/Families  
|                              | IOM: Universal, Selective, Indicated  
|                              | To promote emotional and social competence and to prevent, reduce, and treat behavioral and emotional problems in young children (2 to 12 years old) through three comprehensive, multi-faceted, and developmentally based curricula for parents, teachers, and children. Website: [http://www.incredibleyears.com/](http://www.incredibleyears.com/) |
| Keep A Clear Mind (KACM)     | Service Code: EDU01  
|                              | Populations: Elementary and Middle School Students  
|                              | IOM: Universal  
|                              | Keep A Clear Mind is a parent-child, take-home program in drug education for students in grades 4, 5, & 6. Each child receives four activity books (alcohol, tobacco, marijuana, good choices), four student incentives (bumper sticker, book mark, pencil, bracelet or key chain), and five parent newsletters. Students take the activity books home, one per week, and do the program with their parents. They receive a student incentive (bumper sticker, book mark, etc.) for showing their teacher that their parents have signed indicating they have worked with their child to complete the activity book. After four weeks of activity books the newsletters are sent home, again, one per week (or one every other week). Website: [http://www.keepaclearmind.com/keep_a_clear_mind.php](http://www.keepaclearmind.com/keep_a_clear_mind.php) |
| keepin’ it REAL              | Service Code: EDU01  
|                              | Populations: Elementary, Middle and High School Students  
|                              | IOM: Universal  
<p>|                              | keepin’ it REAL (kiR) is culturally-grounded substance use prevention curriculum for grades 6-9 to reduce alcohol, tobacco, and other drug use and increase anti-drug attitudes and beliefs. kiR also enhances life skills such as decision-making and interpersonal communication. kiR aims to teach students how to use the four resistance strategies- Refuse, Explain, Avoid, and Leave (REAL) - that have been found to be commonly used among youth. This curriculum helps youth learn how to assess the social situation in which substances are being offered, decide which resistances strategy |</p>
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| LifeSkills Training (LST)         | Service Code: EDU01  
Populations: Elementary, Middle and High School Students  
IOM: Universal  
To provide elementary students, middle school/junior high students, and high school students with the necessary skills to resist social pressure to smoke, drink, and use drugs; helps them develop greater self-esteem, self-mastery, and self-confidence; enables children to effectively cope with social anxiety; increases their knowledge of the immediate consequences of substance abuse; and enhances cognitive and behavioral competency to reduce and prevent a variety of health risk behaviors.  
Website: https://lifeskillstraining.com/ |
| Lions Quest Skills for Adolescence | Service Codes: EDU01, EDU02  
Population: Middle School Students  
IOM: Universal  
Lions Quest Skills for Adolescence (SFA) is a multicomponent, comprehensive life skills education program designed for grades 6-8. The goal of Lions Quest SFA is to develop the following skills and competencies: 1.) essential social/emotional competencies, 2.) good citizenship skills, 3.) strong positive character, 4.) skills and attitudes consistent with a drug-free lifestyle and 5.) an ethic of service to others within a caring and consistent environment.  
Website: https://www.lions-quest.org/ |
| Model Smoking Prevention Program  | Service Code: EDU01  
Populations: Elementary and Middle School Students  
IOM: Universal  
The Model Smoking Prevention Program (MSPP), formerly known as the Minnesota Smoking Prevention Program, is a smoking prevention program for students in grades 5–8. The goals of MSPP are to 1) help youths identify the reasons why their peers smoke (e.g., peer pressure, advertising, lack of self-confidence); 2) provide resistance tools they can implement; and 3) emphasize the value of social support for resistance through peer leadership activities. Over six classroom sessions, the program provides educationally based strategies to help students abstain from tobacco use. The program was developed to allow students to work in collaboration with their peers to apply these strategies.  
Website: www.hazelden.org |
| Not On Tobacco                    | Service Code: INT02  
Population: Persons Using Substances  
IOM: Indicated  
To present a smoking cessation program designed for youth 14 through 19 years of age based on social cognitive theory and incorporating training in self-management and stimulus control; social skills and social influence; stress management; relapse prevention; and techniques to manage nicotine withdrawal, weight management, and family and peer pressure. N-O-T consists of ten 50-minute group sessions recommended for weekly dosage for 10 consecutive weeks.  
Website: www.lung.org  
CESSATION PROGRAMS ARE CONSIDERED INTERVENTION PROGRAMS. BLOCK GRANT FUNDS FROM THE 20% PREVENTION SET ASIDE AND STATE FUNDS THE SCA HAS BUDGETED FOR PREVENTION MAY NOT BE USED TO FUND THIS PROGRAM. |
| Nurse-Family Partnership (NFP)    | Service Code: EDU03  
Populations: Parents/Families, Pregnant Females/Women of Childbearing Age  
IOM: Selective  
To provide first-time, low-income mothers of any age with home visitation services from public health nurses. NFP nurses work intensively with these mothers to improve maternal, prenatal, and early childhood health and well being with the expectation that |
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| Nurturing Parenting Programs     | Service Code: EDU03  
Population: Parents/Families  
IOM: Universal, Selective, Indicated  
The Nurturing Parenting Programs are a family-centered trauma-informed initiative designed to build nurturing parenting skills as an alternative to abusive and neglecting parenting and child-rearing practices. The long term goals are to prevent recidivism in families receiving social services, lower the rate of multi-parent teenage pregnancies, reduce the rate of juvenile delinquency and alcohol abuse, and stop the intergenerational cycle of child abuse by teaching positive parenting behaviors. Approximately 30 programs or program models are available.  
Website: [http://www.nurturingparenting.com/](http://www.nurturingparenting.com/) |
| Olweus Bullying Prevention Program| Service Codes: CBP01, CBP04, EDU01, INF08  
Populations: Elementary, Middle and High School Students, Teachers/Administrators/Counselors/Other School Personnel  
IOM: Universal, Selective  
The Olweus Bullying Prevention Program is a multi-level, multi-component program designed to reduce and prevent school bullying. Secondary goals include increased awareness and knowledge about bullying, involvement of teachers and parents in bullying prevention, development of clear rules against bullying and providing support and protection to victims. It is designed and evaluated for use in elementary, middle, junior high and high schools (K-12). The program includes school level, classroom level, and individual level components. The school level components consist of an assessment of the nature and prevalence of bullying in the school, the formation of a committee to coordinate the prevention program, and development of a system ensuring adult supervision of students outside of the classroom. Classroom components include defining and enforcing rules against bullying, discussions and activities to reinforce anti-bullying values and norms and active parental involvement in the program. Individual components intervene with students with a history of bullying and/or victimization.  
Website: [http://olweus.sites.clemson.edu/](http://olweus.sites.clemson.edu/) |
| Parenting Wisely                  | Service Code: EDU03  
Population: Parents/Families  
IOM: Universal, Selective, Indicated  
Parenting Wisely is a set of interactive, computer-based training programs for parents of children ages 3-18 years. Based on social learning, cognitive behavioral, and family systems theories, the programs aim to increase parental communication and disciplinary skills. The Young Child Edition is for parents with children ages 3-11. This program teaches helpful parenting skills such as redirection, active listening, setting limits and consequences, and how to foster social skills. The Teen Edition is for parents with children ages 11 and above. It teaches helpful parenting skills for communicating with teens including schoolwork, conflict, and curfew.  
Website: [https://www.parentingwisely.com/](https://www.parentingwisely.com/) |
| Peers Making Peace               | Service Codes: CBP03, ALT02  
Populations: Elementary, Middle and High School Students  
IOM: Universal, Selective  
Peers Making Peace is a school-based peer-mediation program for students in elementary through high school. The program focuses on creating and maintaining a safe school environment by providing students with a mediation process through which they can resolve their differences in a peaceful manner without an escalation to violence. Peers Making Peace is anchored by an adult program facilitator and administered by a team of 15-24 students who have been selected as peer mediators. The facilitator must attend a 3-day training, through which he or she learns to train the student mediation team, provide student mediators with support, and oversee the program. Student mediators receive training from the facilitator at three times during the school year. During training, the student mediators learn to work as a team, serve as
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| Positive Action (PA) | Service Codes: EDU01, EDU02  
Populations: Preschool, Elementary, Middle and High School Students  
IOM: Universal, Selective, Indicated  
Positive Action is an integrated and comprehensive curriculum-based program that is designed to improve academic achievement; school attendance; and problem behaviors such as substance use, violence, suspensions, disruptive behaviors, dropping out, and sexual behavior. It is also designed to improve parent–child bonding, family cohesion, and family conflict. The program includes grade-specific curriculum kits. There are approximately 140 lessons per kit. All materials are based on the same unifying broad concept (one feels good about oneself when taking positive actions) with six explanatory sub-concepts (self-concept, positive actions for your body and mind, managing yourself responsibly, treating others the way you like to be treated, telling yourself the truth, improving yourself continually).  
Website: [https://www.positiveaction.net/](https://www.positiveaction.net/) |
| Project ALERT     | Service Code: EDU01  
Population: Middle School Students  
IOM: Universal, Selective  
To help students understand the consequences of drug use, recognize the benefits of nonuse, build norms against use, and identify and resist pro-drug pressures. Project ALERT is a school-based prevention program for middle or junior high school students that focus on alcohol, tobacco, and marijuana use through small-group activities, question-and-answer sessions, role-playing, and the rehearsal of new skills to stimulate students’ interest and participation. It seeks to prevent adolescent nonusers from experimenting with these drugs, and to prevent youths who are already experimenting from becoming more regular users or abusers. Based on the social influence model of prevention, the program is designed to help motivate young people to avoid using drugs and to teach them the skills they need to understand and resist pro-drug social influences. The curriculum is comprised of 11 lessons in the first year and 3 lessons in the second year.  
Website: [https://www.projectalert.com/](https://www.projectalert.com/) |
| Project Northland | Service Code: EDU01  
Populations: Elementary and Middle School Students  
IOM: Universal  
To delay the age at which young people begin drinking, reduce alcohol use among those who have already tried drinking, and limit the number of alcohol-related problems of young drinkers. This multilevel, multiyear intervention program involves students, peers, parents, and community members. Administered to adolescents in grades 6-8 on a weekly basis, the program has a specific theme within each grade level that is incorporated into the parent, peer, and community components. The 6th grade program targets communication about adolescent alcohol use utilizing student-parent homework assignments and in-class group discussions. The 7th grade curriculum focuses on resistance skills and normative expectations regarding teen alcohol use, and is implemented through discussions, games, problem-solving tasks, and role-plays. During the first half of the 8th grade, Powerlines program, students learn about community dynamics related to alcohol use prevention through small group and classroom interactive activities. During the second half, they work on community projects.  
Website: [http://www.hazelden.org/web/go/projectnorthland](http://www.hazelden.org/web/go/projectnorthland) |
| Project SUCCESS   | Service Codes: EDU01, EDU02, INF08, PIR06, PIR07  
Populations: Middle and High School Students, Parents/Families  
IOM: Universal, Selective, Indicated  
Project SUCCESS is a school-based substance abuse prevention and early intervention program. It works by placing highly trained professionals (Project SUCCESS counselors) in the schools to provide a range of substance abuse prevention and early intervention services. Project SUCCESS program components include: |
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| **Project Towards No Drug Abuse (TND)** | *Service Code: EDU01*  
*Population: High School Students*  
*IOM: Universal, Selective, Indicated*  
Project Towards No Drug Abuse (Project TND) is a drug use prevention program for high school youth. The current version of the curriculum is designed to help students develop self-control and communication skills, acquire resources that help them resist drug use, improve decision making strategies, and develop the motivation to not use drugs. It is packaged in 12 40-minute interactive sessions to be taught by teachers or health educators. The TND curriculum was developed for high-risk students in continuation or alternative high schools. It has also been tested among traditional high school students. Website: http://tnd.usc.edu/ |
| **Project Towards No Tobacco Use (TNT)** | *Service Code: EDU01*  
*Populations: Elementary, Middle and High School Students*  
*IOM: Universal*  
Project Towards No Tobacco Use (TNT) is a classroom-based curriculum designed to prevent or reduce tobacco use in youth aged 10 to 14 years (grades 5 through 9). The theory underlying project TNT is that youth will best be able to resist using tobacco products if they (1) are aware of misleading social information that facilitates tobacco use (e.g., pro-tobacco advertising, inflated estimates of the prevalence of tobacco use); (2) have skills that counteract the social pressures to achieve approval by using tobacco; and (3) appreciate the physical consequences that tobacco use may have on their own lives. Project TNT is composed of ten core lessons and two booster lessons, 40 to 50 minutes each. Website: http://tnt.usc.edu/ |
| **Promoting Alternative Thinking Strategies (PATHS)** | *Service Code: EDU01*  
*Populations: Preschool, Elementary and Middle School Students*  
*IOM: Universal*  
The PATHS curriculum is a comprehensive program for promoting emotional and social competencies and reducing aggression and behavior problems in children (PreK-6th Grade). The Grade Level PATHS Curriculum consists of separate volumes of lessons for each grade level. Five conceptual domains are included in PATHS lessons at each grade level: self-control, emotional understanding, positive self-esteem, relationships, and interpersonal problem-solving skills. PATHS is designed to be taught two to three times per week (or more often if desired, but not less than twice weekly), with daily activities to promote generalization and support ongoing behavior. Website: https://pathsprogram.com/ |
| **Raising Healthy Children**           | *Service Codes: CBP02, EDU03, ALT01, PIR08*  
*Populations: Teachers/Administrators/Counselors/Other School Personnel, Parents/Families, Youth/Minors*  
*IOM: Universal, Selective*  
Raising Healthy Children (RHC) is a multifaceted program with components focusing on classroom teachers, parents, and students with the goal of decreasing the negative impact of the student in the classroom by providing services to the family. The teacher intervention includes a series of workshops for instructional improvement in classroom management. Workshop topics include proactive classroom management, cooperative |
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| **Ripple Effects Whole Spectrum Intervention System** | **Service Code:** EUD01  
**Populations:** Elementary, Middle and High School Students  
**IOM:** Universal, Selective, Indicated  
Ripple Effects Whole Spectrum Intervention System (Ripple Effects) is an interactive, software-based program for students that is designed to enhance social-emotional competencies and ultimately improve outcomes related to school achievement and failure, delinquency, substance abuse, and mental health. Two versions of the software are available: Ripple Effects for Kids (grades 2-5) and Ripple Effects for Teens (grades 6-10). The software presents students with peer-narrated tutorials that address social-emotional competencies, present science-based information about group-level risk factors, and give each student personalized guidance to address risk and protective factors specific to the student’s environment and personal goals.  
**Website:** [http://www.sdrg.org/rhcsummary.asp](http://www.sdrg.org/rhcsummary.asp)  
| **Safe Dates** | **Service Codes:** EDU01, EDU02  
**Populations:** Middle and High School Students, Youth/Minors  
**IOM:** Universal, Selective  
Safe Dates is a dating abuse-prevention program aimed at both male and female middle- and high-school students. The goals of the program are 1) to raise students’ awareness of what constitutes healthy and abusive dating relationships; 2) to raise students’ awareness of dating abuse and its causes and consequences; 3) to equip students with the skills and resources to help themselves or friends in abusive dating relationships; and 4) to equip students with the skills to develop healthy dating relationships, including positive communication, anger management, and conflict resolution. The Safe Dates curriculum comprises 10 sessions lasting about 50 minutes each.  
**Website:** [http://rippleeffects.com/](http://rippleeffects.com/)  
| **Say It Straight** | **Service Code:** EDU01, EDU02  
**Populations:** Elementary, Middle, High School and College Students, Young Adults, Delinquent/Violent Youth, Persons Using Substances, Homeless/Runaway Youth/Adults  
**IOM:** Universal, Selective, Indicated  
Say It Straight (SIS) is an education and training program for youth and adults that results in empowering communication skills and behaviors, increased self-awareness, self-efficacy, personal and social responsibility, positive relationships and quality of life; and decreased alienation, risky or destructive behaviors, such as alcohol, tobacco and other drug abuse, eating disorders, bullying, violence, precocious sexual behavior and behaviors leading to HIV/AIDS. Promotion of wellness concentrates on increasing self-awareness, personal and social responsibility, good communication skills, positive self-esteem, and positive relationships.  
**Website:** [www.sayitstraight.org](http://www.sayitstraight.org)  
| **Second Step** | **Service Code:** EDU01  
**Populations:** Preschool, Elementary and Middle School Students  
**IOM:** Universal  
Second Step is a universal, classroom-based program for Early Learning–Grade 8. The program is designed to increase school success and decrease problem behaviors by |
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<td>Program Name: Promoting Social-Emotional Competence and Self-Regulation</td>
<td>promoting social–emotional competence and self-regulation. The Second Step program consists of a skills-focused, social–emotional learning curriculum that emphasizes skills that strengthen students’ ability to learn, have empathy, manage emotions, and solve problems. The Second Step Early Learning Program teaches skills to help students pay attention, remember directions, and control their behavior. With age-appropriate lessons, the Second Step Program for K—5 teaches how to make friends, manage their emotions, solve problems, and deal with peer pressure. The Second Step Middle School Program covers the themes of mindsets and goals; values and friendships; thoughts, emotions and decisions; and serious peer conflict. Website: <a href="http://www.secondstep.org/">http://www.secondstep.org/</a></td>
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<tr>
<td>Social Skills Group Intervention (S.S.GRIN) 3-5</td>
<td>Service Codes: EDU01, EDU02 Populations: Elementary and Middle School Students IOM: Selective, Indicated Social Skills Group Intervention (S.S.GRIN) 3-5 is a social skills curriculum for children in grades 3-5 (ages 8-12 years) who have immature social skills relative to peers (e.g., impulse control problems), are being rejected and teased by peers (e.g., experiencing bullying and victimization), or are socially anxious and awkward with peers. S.S.GRIN 3-5 is implemented in small groups and is intended to improve children’s peer relations by building basic behavioral and cognitive social skills, reinforcing prosocial attitudes and behaviors, and building adaptive coping strategies for social problems, such as teasing and isolation. S.S.GRIN 3-5 covers communication skills, respect for self and others, emotion management, goal-setting, taking responsibility, cooperation, perspective taking, and more. Website: <a href="http://legacy.3cisd.com/marketplace/catalog/201/SSGRIN-3-5">http://legacy.3cisd.com/marketplace/catalog/201/SSGRIN-3-5</a></td>
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<tr>
<td>SOS Signs of Suicide Prevention Program</td>
<td>Service Code: EDU01 Populations: Middle and High School Students IOM: Universal The SOS Signs of Suicide Prevention Program (SOS) is a universal, school-based depression awareness and suicide prevention program designed for middle-school or high-school students. The SOS curriculum includes lessons on raising awareness of depression and suicide, helping students identify the warning signs of depression in themselves and others, identifying risk factors associated with depression and suicidal ideation, and using a brief screening for depression and/or suicidal behavior. Students are taught to seek help using the ACT (Acknowledge, Care, Tell) technique. This technique teaches students to acknowledge when there are signs of a problem in themselves or a peer, show that you care and are concerned about getting help, and tell a trusted adult. Upon completion of the program, students are given response cards to indicate if they would like to speak to a trusted adult about themselves or a friend. Website: <a href="https://mentalhealthscreening.org/programs">https://mentalhealthscreening.org/programs</a></td>
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<td>Stacked Deck: A Program To Prevent Problem Gambling</td>
<td>Service Code: GED01 Population: High School Students IOM: Universal Stacked Deck: A Program To Prevent Problem Gambling is a school-based prevention program that provides information about the myths and realities of gambling and guidance on making good choices, with the objective of modifying attitudes, beliefs, and ultimately gambling behavior. The program is provided to students in 9th through 12th grade as part of a regularly scheduled class such as health education or career management. Trained facilitators use a facilitator’s guide to administer five 50- to 90-minute interactive lessons over a period of 2 to 3 weeks. Lessons cover the history and realities of gambling (e.g., the “house edge”), risk factors for and signs of problem gambling, fallacies about gambling, calculated risk and the assessment of situations involving risk, and barriers to good decision making and problem solving. An optional booster session to consolidate previous learning can be administered 1 month after the completion of the fifth lesson. Website: <a href="http://www.hazelden.org/OA_HTML/ibeCCtpItmDspRte.jsp?item=30104">http://www.hazelden.org/OA_HTML/ibeCCtpItmDspRte.jsp?item=30104</a></td>
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| Steps to Respect                   | Service Code: EDU01  
Populations: Elementary and Middle School Students  
IOM: Universal  
Steps to Respect is designed to decrease school bullying problems by increasing staff awareness and responsiveness, fostering socially responsible beliefs, and teaching social-emotional skills to counter bullying and promote healthy relationships. The student curriculum consists of skill and literature based lessons for 3rd through 6th grade. Ten semi-scripted skill lessons focus on social-emotional skills for positive peer relations, emotion management, and recognizing, refusing and reporting bullying behavior. A 45-minute skill lesson and 15-minute follow-up booster are taught weekly. Upon completion of skill lessons, teachers implement a grade-appropriate literature unit, based on existing children’s books, providing further opportunities to explore bullying-related themes.  
Website: [http://www.blueprintsprograms.com/factsheet/steps-to-respect](http://www.blueprintsprograms.com/factsheet/steps-to-respect)  
Note: This program is no longer available and has been overhauled and replaced by Second Step Bullying Prevention Unit ([http://www.secondstep.org/](http://www.secondstep.org/)). |
| Strengthening Families Program (SFP) | Service Code: EDU03  
Population: Parents/Families  
IOM: Universal, Selective, Indicated  
The Strengthening Families Program (SFP) is a family skills training program designed to increase resilience and reduce risk factors for behavioral, emotional, academic, and social problems in children 3-16 years old. SFP comprises three life-skills courses delivered in 14 weekly, 2-hour sessions. The Parenting Skills sessions are designed to help parents learn to increase desired behaviors in children by using attention and rewards, clear communication, effective discipline, substance use education, problem solving, and limit setting. The Children’s Life Skills sessions are designed to help children learn effective communication, understand their feelings, improve social and problem-solving skills, resist peer pressure, understand the consequences of substance use, and comply with parental rules. In the Family Life Skills sessions, families engage in structured family activities, practice therapeutic child play, conduct family meetings, learn communication skills, practice effective discipline, reinforce positive behaviors in each other, and plan family activities together.  
Website: [https://www.strengtheningfamiliesprogram.org/](https://www.strengtheningfamiliesprogram.org/) |
| Strengthening Families Program: For Parents and Youth 10-14 | Service Code: EDU03  
Population: Parents/Families  
IOM: Universal, Selective  
The Strengthening Families Program for Parents and Youth 10–14 (SFP 10–14) is a seven-session program for families with young adolescents that aims to enhance family protective and resiliency processes and reduce family risk related to adolescent substance abuse and other problem behaviors. The weekly, two-hour sessions include separate parent and child skills-building followed by a family session where parents and children practice the skills they have learned independently, work on conflict resolution and communication, and engage in activities to increase family cohesiveness and positive involvement of the child in the family. Parents are taught how to clarify expectations based on child development norms of adolescent substance use, using appropriate disciplinary practices, managing strong emotions regarding their children, and using effective communication. Children are taught refusal skills for dealing with peer pressure and other personal and social interactional skills.  
Website: [https://www.extension.iastate.edu/sfp10-14/](https://www.extension.iastate.edu/sfp10-14/) |
| Strong African American Families (SAAF) | Service Code: EDU03  
Population: Parents/Families  
IOM: Universal  
Strong African American Families (SAAF) is a 7-week interactive evidence–based program for African-American youth between the ages of 10-14, and their parents/primary caregivers. The goal of SAAF is to prevent substance use and behavior problems among youth by strengthening positive family interactions, preparing youths |
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<td>SAAF</td>
<td>for their teen years, and enhancing primary caregivers' efforts to help youths reach positive goals. Facilitators administer SAAF through seven 2-hour sessions using separate skill-building curricula for youths and primary caregivers. During the first hour of each session, youths and primary caregivers meet separately with facilitators. Topics addressed in the youth sessions include the importance of following house rules; adaptive ways of responding to racism; the formation of goals for the future and plans to attain them; and skills for resisting early sexual involvement, substance use, and other risk behaviors. The primary caregiver sessions address ways in which the caregivers can monitor their children's behavior; encourage adaptive strategies for their children to respond to racism; and develop adaptive communication skills for discussing sex, substance use, and other risk behaviors. During the second hour of each session, youths and primary caregivers meet as a family with the facilitator and build on what was learned in the separate sessions. In the family sessions, facilitators work with families to build family-based strengths for supporting the youth's goals, enhancing racial pride, and improving communication and support. Website: <a href="https://cfr.uga.edu/saaf-programs/">https://cfr.uga.edu/saaf-programs/</a></td>
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| STEP         | Service Code: EDU03  
Population: Parents/Families  
IOM: Universal, Selective  
Systematic Training for Effective Parenting (STEP) is a program that provides skills training for parents of children from 6 through 12 years of age. The program is typically taught in seven weekly, 1.5-hour study groups. Using the STEP multimedia kit the leader teaches lessons to parents on how to understand child behavior and misbehavior, practice positive listening, give encouragement (rather than praise), explore alternative parenting behaviors and express ideas and feelings, develop their child's responsibilities, apply natural and logical consequences, convene family meetings, and develop their child's confidence. Parents engage in role plays, exercises, discussions of hypothetical parenting situations, and the sharing of personal experiences. Videos demonstrate the concepts covered each week with examples of ineffective and effective parent–child interactions. Website: [https://www.steppublishers.com/](https://www.steppublishers.com/) |
| TSP          | Service Code: EDU01  
Populations: Elementary and Middle School Students  
IOM: Universal  
Teaching Students To Be Peacemakers (TSP) is a school-based program that teaches conflict resolution procedures and peer mediation skills. The program, based on conflict resolution theory and research, aims to reduce violence in schools, enhance academic achievement and learning, motivate prohealth decisions among students, and create supportive school communities. Students learn to be peacemakers in four steps. First, students are taught that conflicts are inevitable but can be desirable and can have positive outcomes when managed constructively. Second, they learn how to negotiate "integrative agreements" to conflicts of interests using a six-step negotiation procedure. Third, students are taught how to mediate their classmates' conflicts. These first three steps constitute the conflict resolution training part of the program and typically require 10-20 hours of classroom instruction. Fourth, teachers implement the peer mediation component in which each student gets experience serving as a mediator. Website: [http://www.co-operation.org/rogeranddavid/](http://www.co-operation.org/rogeranddavid/) |
| TI           | Service Codes: INT02  
Populations: Persons Using Substances, Youth/Minors, Middle and High School Students  
IOM: Indicated  
Teen Intervene is a brief, early intervention program for 12- to 19-year-olds who display the early stages of alcohol or drug involvement. The program aims to help teens reduce and ultimately eliminate their substance use. The program is typically administered in an outpatient, school, or juvenile detention setting by a trained professional in three 1-hour sessions. During session 1, an individual session with the adolescent, the facilitator elicits information about the adolescent's substance use and related consequences, examines the costs and benefits of the substance use, and helps the adolescent set goals |
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<td>Triple P – Positive Parenting Program</td>
<td>of behavior change, including goals to reduce or eliminate substance use. In session 2, the facilitator assesses the adolescent's progress, discusses strategies for overcoming barriers, and negotiates the adolescent's continued work toward meeting goals. Session 3 is an individual counseling session with the teenager's parent (or guardian); this session addresses parent-child communication and discipline practices, and specific ways for the parent to support the child's goals. The third session also includes a brief wrap-up conversation with the parent and adolescent. Website: <a href="http://www.hazelden.org/web/public/trainingteenintervene.page">http://www.hazelden.org/web/public/trainingteenintervene.page</a></td>
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| **Service Code:** EDU03 (INFO2, INFO4, INFO6 would be used when implementing Level 1) | **Populations:** Parents/Families  
**IOM:** Universal, Selective, Indicated  
The Triple P – Positive Parenting Program is a parenting and family support system designed to prevent – as well as treat – behavioral and emotional problems in children and teenagers. It aims to prevent problems in the family, school and community before they arise and to create family environments that encourage children to realize their potential. Triple P draws on social learning, cognitive behavioral and developmental theory as well as research into risk factors associated with the development of social and behavioral problems in children. It aims to equip parents with the skills and confidence they need to be self-sufficient and to be able to manage family issues without ongoing support. Triple P has been developed as a system, with a suite of interventions, of increasing intensity. Triple P can be delivered as a public health initiative, to create a meaningful impact at a population level, or its interventions can be selected specifically to target a particular demographic or parenting group. Website: [https://www.triplep.net/](https://www.triplep.net/) |
| Too Good for Drugs & Violence (High School)     | **Service Code:** EDU01  
**Population:** High School  
**IOM:** Universal  
Too Good for Drugs & Violence (High School) is a comprehensive prevention education program for high school students. Interactive games and activities provide practical guidance on dating and relationships, building healthy friendships, and refusing negative peer influence. Lessons foster analysis and discussion of the effects of ATOD use as well as prescription and OTC drug use and various nicotine delivery devices. Students also analyze the impact of social media on decision making, reaching goals, and self identity. Students learn how to navigate the challenges of social and academic pressures like making responsible decisions, managing stress and anger, reflecting on personal relationships, and resolving conflicts. Too Good for Drugs & Violence High School offers ten lessons to be delivered once a week for ten weeks in a single grade level. Website: [https://toogoodprograms.org/](https://toogoodprograms.org/) |
| Too Good for Drugs (TGFD)                        | **Service Codes:** EDU01, EDU02  
**Populations:** Elementary, Middle and High School Students  
**IOM:** Universal  
Too Good for Drugs (TGFD) is a school-based prevention program for kindergarten through 12th grade that builds on students' resiliency by teaching them how to be socially competent and autonomous problem solvers. The program introduces and develops social and emotional skills for making healthy choices, building positive friendships, communicating effectively, and resisting peer pressure. TGFD teaches five essential social and emotional learning skills:  
- Goal Setting  
- Decision Making  
- Bonding with pro-social others  
- Identifying and managing emotions  
- Communicating effectively  
Website: [https://toogoodprograms.org/](https://toogoodprograms.org/) |
Too Good for Violence (TGFV)

Service Codes: EDU01, EDU02
Populations: Elementary, Middle and High School Students
IOM: Universal

Too Good for Violence (TGFV) is a school- and community-based prevention program for kindergarten through 12th grade. The program provides students with the skills, knowledge, and attitudes they need for positive social development and supportive relationships. Concepts addressed vary by grade level, but include topics such as developing and applying social and emotional learning skills for conflict resolution, bullying prevention, anger management, and respect for self and others.

Website: https://toogoodprograms.org/
# Evidence Informed Programs

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<th>Program Name</th>
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| Active Parenting                 | **Service Code**: EDU03  
**Population**: Parents/Families  
**IOM**: Universal  
Active Parenting (4th Edition) is a video-based education program targeted to parents of 2- to 12-year-olds who want to improve their parenting skills. The program teaches parents how to raise a child by using encouragement, building the child's self-esteem, and creating a relationship with the child based upon active listening, effective communication, and problem solving. It also teaches parents to use natural and logical consequences and other positive discipline skills to reduce irresponsible and unacceptable behaviors.  
Website: [http://www.activeparenting.com/](http://www.activeparenting.com/) |
| Alcohol: True Stories Hosted by Matt Damon | **Service Code**: INFO08  
**Populations**: Youth/Minors, Middle and High School Students, Parents/Families  
**IOM**: Universal, Selective  
This program is designed for engaging teens on an issue important to their health and well being: underage drinking. Young people tell their powerful stories about drinking and driving, drug addiction, and avoiding alcohol use. It underscores the value of connections and communication with friends and family.  
Website: [http://www.wordscanwork.com](http://www.wordscanwork.com) |
| All Bets Are Off                 | **Service Code**: GED01  
**Population**: Middle School Students  
**IOM**: Universal  
Gambling Prevention Grades 7-8. The goals of this module are that students will:  
- understand the risks and possible negative consequences associated with gambling.  
- understand the different types of gamblers: social, problem and compulsive.  
- understand the laws related to gambling.  
- recognize signs of problem and compulsive gambling.  
- know when and how to get help for a gambling problem.  
- assess their own level of risk and set guidelines that will help them avoid gambling.  
- analyze the influences that encourage or discourage gambling.  
- apply refusal skills to avoid gambling.  
- synthesize information to create a gambling awareness campaign for peers.  
Website: [http://www.michigan.gov/mmh](http://www.michigan.gov/mmh) |
| All Stars                        | **Service Codes**: EDU01, EDU02  
**Populations**: Elementary, Middle and High School Students  
**IOM**: Universal  
All Stars is a continuum of prevention programs, for grades 4-12, designed to delay the onset of risky behaviors with adolescents. The central program in the All Stars series is All Stars Core. In All Stars Core, students identify positive ideals and future aspirations. They participate in games and discussions that establish positive peer group norms; peer pressure to engage in risky behavior disappears. Students commit to personal standards of behaviors. All Stars Core promotes bonding with family, school and community. It encourages parents and kids to talk about aspirations and commitments. Core is designed to be delivered when students are between 11 and 13 years old (sixth or seventh grade). There are thirteen 45-minute sessions and an additional eight supplemental sessions.  
Website: [www.allstarsprevention.com](http://www.allstarsprevention.com) |
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| Amazing Chateau     | Service Code: GED01  
Populations: Elementary and Middle School Students  
IOM: Universal, Selective  
The primary objective of this interactive computer-based CD-ROM game is to enable adolescents to make responsible choices by informing them about the nature and the risks associated with gambling, reinforcing social skills, and modifying undesirable attitudes and erroneous beliefs related to gambling. This computer-based educational program is played individually, with performance indicators being readily available to the intervention specialist. Students can stop and save their work at any time. As well, students had the capability of printing problem gambling screening tools and other pertinent information.  
http://www.youthgambling.com/ |
| CATCH My Breath     | Service Code: EDU01, EDU02  
Populations: Middle and High School Students  
IOM: Universal  
CATCH My Breath is a youth E-cigarette and JUUL prevention program developed by The University of Texas Health Science Center at Houston (UTHealth) School of Public Health. The program provides up-to-date information to teachers, parents, and health professionals to equip students with the knowledge and skills they need to make informed decisions about the use of E-cigarettes, including JUUL devices. CATCH My Breath includes active student-centered learning facilitated by peer leaders. The program offers in-class activities, teacher education, online resources, and take-home materials for parents. The curriculum consists of 4 lessons at 30-40 minutes each. The program’s key learning objectives include: knowledge of E-cigarettes and potential harms, understanding and analyzing deceptive advertising techniques, developing and practicing socially acceptable refusal skills and practicing peer modeling techniques in small groups.  
Website: https://catchinfo.org/modules/e-cigarettes/ |
| Celebrating Families| Service Code: EDU03  
Population: Parents/Families  
IOM: Selective, Indicated  
The Celebrating Families!™ curriculum is an evidence based cognitive behavioral, support group model written for families in which one or both parents have a serious problem with alcohol or other drugs and in which there is a high risk for domestic violence, child abuse, or neglect. Celebrating Families!™ works with every member of the family, from ages 3 through adult, to strengthen recovery from alcohol and/or other drugs, break the cycle of addiction and increase successful family reunification. Celebrating Families!™ fosters the development of safe, healthy, fulfilled, and addiction-free individuals and families by increasing resiliency factors and decreasing risk factors while incorporating addiction recovery concepts with healthy family living skills.  
Website: http://www.celebratingfamilies.net/  
BLOCK GRANT FUNDS FROM THE 20% PREVENTION SET ASIDE MAY NOT BE USED TO FUND THIS PROGRAM. |
| Children In Between | Service Code: EDU03  
Population: Parents/Families  
IOM: Selective  
Children in Between (CIB), formerly known as Children in the Middle, is an educational intervention for divorcing families that aims to reduce the parental conflict, loyalty pressures, and communication problems that can place significant stress on children. CIB consists of one to two 90- to 120-minute classroom sessions and can be tailored to meet specific needs. The intervention teaches specific parenting skills, particularly good communication skills, to reduce the familial conflict experienced by children. Each parent attending classes typically receives two booklets (“What About the Children” and “Children in Between”) that give advice for reducing the stress of divorce/separation on children and promote practice of the skills taught in the course. |
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| Clean Break                            | Service Code: GIN08  
Population: Middle and High School Students  
IOM: Universal, Selective  
Clean Break is a docudrama intended to enhance adolescents’ understanding of the consequences and potential dangers associated with excessive gambling. An accompanying manual is offered for counselors who want to use the video as a more in-depth prevention tool. Many questions are included in order to stimulate discussion with participants, as well as information about youth gambling. Website: http://www.youthgambling.com/ |
| Club Ophelia                           | Service Codes: ALT01, EDU02  
Populations: Elementary and Middle School Students  
IOM: Universal, Selective  
To teach middle school girls about healthy relationships. This after school program educates girls about relational aggression, teaches them how to relate the information on relational aggression to their own lives, and shows them how to integrate what they have learned into the lives and to think about how they could help another girl who is either a victim or a bully. Website: https://www.cheryldellasega.com/club-ophelia/ |
| Coaching Boys into Men                 | Service Codes: CBP01, CBP02 (EDU02, INF02, INF04)*  
Populations: Other Professionals (Youth/Minors)*  
IOM: Universal  
Coaching Boys into Men is a Coaches Leadership Program that partners with athletic coaches to help young male athletes practice respect towards themselves and others. CBIM coaches lead their players through brief weekly activities that address themes such as personal responsibility, respectful behavior, and relationship abuse. Teams are encouraged to involve fans, parents, faculty, other students, and school administrators in support of CBIM’s respect message. CBIM trainers are the individuals who manage and support the community’s Coaching Boys into Men implementation. A CBIM trainer’s responsibilities include: being the local CBIM point person, leading a pre-season CBIM Coaches Clinic, and staying connected with coaches and athletes throughout the CBIM program.  
*Special Note – The training and technical assistance services provided to coaches and others involved in program implementation should be entered under CBIM utilizing the corresponding training and TA service codes (i.e. CBP01 and CBP02). If an SCA or provider chooses to enter services to capture the actual implementation of the program (i.e. weekly lessons/activities led by coaches), then the service codes and populations listed in parentheses can be utilized. Website: http://coachescorner.org/ |
| Communities Mobilizing for Change on Alcohol (CMCA) | Service Codes: ENV01, ENV02, CBP01, CBP04, CBP05  
IOM: Universal  
Communities Mobilizing for Change on Alcohol (CMCA) is a community-organizing program designed to reduce teens’ (13 to 20 years of age) access to alcohol by changing community policies and practices. CMCA seeks both to limit youths' access to alcohol and to communicate a clear message to the community that underage drinking is inappropriate and unacceptable. It employs a range of social-organizing techniques to address legal, institutional, social, and health issues related to underage drinking. The goals of these organizing efforts are to eliminate illegal alcohol sales to minors, obstruct the provision of alcohol to youth, and ultimately reduce alcohol use by teens. The program involves community members in seeking and achieving changes in local public policies and the practices of community institutions that can affect youths’ access to alcohol. Website: http://yli.org/communities-mobilizing-for-change-on-alcohol/ |
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| Connect with Kids                              | Service Code: EDU02  
Populations: Elementary, Middle and High School Students  
IOM: Universal, Selective, Indicated  
To teach character education to students in all grade levels in the form of after school programs and small groups. The program focuses on risk and protective factors, and 26 words considered important in teaching character education skills (responsibility, caring, compassion, courage, patience, peace, etc.). Each lesson focuses on one of these words and incorporates a definition, stories, activities, videos, and discussions around that word of the day.  
Website: www.connectwithkids.com |
| Cooperative Parenting and Divorce              | Service Code: EDU03  
Population: Parents/Families  
IOM: Selective  
To address the relationship between separate households created as a result of divorce or family separation. The program is an 8-session class for divorced or divorcing parents. It uses a psycho-educational video-based approach focusing on the enhancement of the child(ren)’s functioning within their family.  
Website: http://www.activeparenting.com |
| COPE (Creating Opportunities for Personal Empowerment) Programs | Service Code: EDU01, EDU02  
Populations: Elementary, Middle, High School and College Students; Young Adults  
IOM: Universal, Selective  
COPE is a prevention program utilizing Cognitive Behavioral Therapy skills building approach that includes reducing negative thoughts, increasing healthy behaviors, and improving communications and problem-solving skills. The goal of this educational program is to teach how to recognize negative thought patterns, and provide cognitive behavioral skills and techniques that can be useful in modifying negative thinking. This program comes in several versions. The manual-based 7-session programs are designed for children (ages 7 to 11), teens (ages 11 to 18), and young adults (ages 18 to 24). The programs can be delivered in K-12 schools, colleges/universities, primary care practices, and healthcare systems in either brief 25- to 30-minute sessions or more traditional 50-minute class sessions. The manual-based 15-session Healthy Lifestyles TEEN (Thinking, Emotions, Exercise, and Nutrition) program is designed for teens (13 to 18 years old) and builds upon the skills learned in the 7-Session Program by including sessions on healthy nutrition and physical activity. The program is designed to be integrated into a student’s health course or taught in group and individual sessions in primary care or specialty care settings. Outcomes from the program include higher academic performance, less alcohol use, less depression and greater healthy lifestyles behaviors.  
Website: www.cope2thrive.com |
| D.A.R.E.                                        | Service Codes: EDU01  
Populations: Elementary, Middle and High School Students  
IOM: Universal  
D.A.R.E. has partnered with Penn State to create the new D.A.R.E. keepin’ It REAL elementary and middle school curriculums. These ten lesson curriculums are implemented by trained D.A.R.E. officers. The elementary curriculum teaches skill such as self-awareness and management, responsible decision making, understanding others, relationship and communication skills, and handling responsibilities and challenges. The middle school curriculum includes lessons that teach risk assessment, decision making, communication and life skills including the REAL resistance strategies.  
Website: www.dare.org |
| Don’t Bet On It                                 | Service Code: GED01  
Population: High School Students  
IOM: Universal  
Gambling Prevention Grades 9-12.  
The goals of this module are that students will:
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| **Drugs: True Stories** | Service Code: INFO08  
Populations: Youth/Minors, Middle and High School Students, Parents/Families  
IOM: Universal, Selective  
This program helps young people and parents understand the dangers associated with the misuse of drugs. The true stories illuminate issues that are essential for everyone to understand; there are real risks and hazards associated with using drugs. The program demonstrates the powerful denial that can surround drug abuse.  
Website: [http://www.michigan.gov/mmh](http://www.michigan.gov/mmh) |
| **Foundations of Fatherhood** | Service Code: EDU03  
Population: Parents/Families  
IOM: Universal, Selective  
To encourage fathers to provide not just financial but spiritual, intellectual, emotional and developmental support. This program is a 12-week education program which focuses on covering values, spiritual leadership, communication, building healthy relationships, discipline and gives fathers an opportunity to grow by mentoring less experienced fathers.  
Website: [www.goshen.edu/news/bulletin/02june/dad_makes.php](http://www.goshen.edu/news/bulletin/02june/dad_makes.php) |
| **Freedom from Smoking** | Service Code: INT02  
Population: Persons Using Substances  
IOM: Indicated  
This is a smoking cessation program comprised of 8 group sessions. The program uses a positive behavioral change approach. The program provides special attention to developing a quitting plan, dealing with recovery symptoms, controlling weight, managing stress through relaxation techniques that work, and being ready to fight urges to go back to smoking.  
CESSATION PROGRAMS ARE CONSIDERED INTERVENTION PROGRAMS. BLOCK GRANT FUNDS FROM THE 20% PREVENTION SET ASIDE AND STATE FUNDS THE SCA HAS BUDGETED FOR PREVENTION MAY NOT BE USED TO FUND THIS PROGRAM. |
| **Girls on the Run** | Service Codes: EDU02, ALT01  
Populations: Elementary and Middle School Students  
IOM: Universal  
Over a period of 10-12 weeks, girls in the 3rd through 5th and 6th through 8th grade participate in an after-school program. Designed to allow every girl to recognize her inner strength, the Girls on the Run curriculum inspires girls to define their lives on their own terms. The Girls on the Run lessons encourage positive emotional, social, mental and physical development. Participants explore and discuss their own beliefs around experiences and challenges girls face at this age. They also develop important strategies and skills to help them navigate life experiences. Physical activity is woven into the program to inspire an appreciation of fitness and to build habits that lead to a lifetime of health. At the end of each three month session, the girls participate in a Girls on the Run 5k event. |
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| Healthy Alternatives for Little Ones      | **Service Codes:** EDU01, EDU02  
**Populations:** Preschool and Elementary School Students  
**IOM:** Universal  
HALO is an 8 to 12-unit holistic health and substance abuse prevention curriculum. HALO is designed to address risk and protective factors for substance abuse and other health behaviors by providing children with information on healthy choices. The evidence-based program aims to help children understand the complexities of “health” and “healthy choices” by putting these abstract concepts into concrete terms they can understand. The curriculum encourages healthy eating, exercise, and emotion recognition and educates children about the harmful effects of alcohol, tobacco, and other drugs (ATOD) on the body. HALO provides learning opportunities for children through teacher-led, developmentally appropriate, and fun hands-on activities that involve educational songs, videos, group activities, and books. Parental involvement is optional with introductory and unit-specific letters that encourage at-home discussion and the practice of identifying and making healthy choices.  
**Website:** [www.girlsontherun.org](http://www.girlsontherun.org) |
| Hooked City                               | **Service Code:** GED01  
**Population:** High School Students  
**IOM:** Universal, Selective  
Targeting High School students, the primary objective of this interactive computer-based CD-ROM game is to enable adolescents to make responsible choices by informing them about the nature and the risks associated with gambling, reinforcing social skills, and modifying undesirable attitudes and erroneous beliefs related to gambling. This computer-based educational program is played individually, with performance indicators being readily available to the intervention specialist. Students can stop and save their work at any time. As well, students had the capability of printing problem gambling screening tools and other pertinent information.  
**Website:** [http://haloforkids.org/](http://haloforkids.org/) |
| Interrupted                                | **Service Code:** EDU02  
**Populations:** Elementary, Middle and High School Students; Children of Persons with Substance Use Disorders  
**IOM:** Selective, Indicated  
Interrupted Program for At Risk Youth includes the following five curriculums.  

**Interrupted Underage Drinking:** This curriculum was created to educate at-risk youth and prevent initial or further experimentation with alcohol. The program is designed to interrupt at-risk behaviors and is most appropriate for High School aged students. Consisting of 6 weekly sessions with the last session being a Family Night, this program can be combined with other programs or it can stand alone. The curriculum is designed to be used by Drug and Alcohol Prevention Specialists, Juvenile Probation Officers, Police Officers and Treatment Specialists.  

**Interrupted Marijuana:** Created to educate at-risk youth and prevent initial or further experimentation with marijuana, this program is designed to interrupt at-risk behaviors. It is appropriate for High School aged students. The program is designed to be used by Drug and Alcohol Prevention Specialists, Juvenile Probation Officers, Police Officers and Treatment Specialists. This curriculum is best taught in 6 sessions with the sixth session being a Family Night. It can stand alone or be combined with existing programs.  

**Interrupted Tobacco:** This curriculum was created to educate at-risk youth and prevent their initial or further experimentation with tobacco. The program is designed to interrupt at-risk behaviors. The program is designed to be used with High School aged students by Drug and Alcohol Prevention Specialists, Juvenile Probation Officers, Police Officers and Treatment Specialists. This curriculum can be taught in 4 weekly
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<tr>
<th>Program Name</th>
<th>Program Description</th>
<th>Service Code(s)</th>
<th>Populations</th>
<th>IOM:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead and Seed</td>
<td>sessions in combination with existing programs or standing by itself. There is no Family Night component in this program.</td>
<td>EDU02</td>
<td>Coalitions, Youth/Minors, General Population</td>
<td>Universal</td>
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<td></td>
<td>Interrupted Gateway Drugs: This curriculum was designed for students who need to build an understanding of the consequences of using substances, especially gateway substances such as tobacco, alcohol, and marijuana. Students will evaluate their current knowledge, identify their misperceptions, and learn how to redirect their risky behavior.</td>
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<td>Interrupted Stepping Stones: This curriculum was designed for children K-5th grade who may be experiencing substance use in their lives through family members or their home environment. The curriculum provides a comprehensive education on risk and protective factors, resiliency skills, and emotional understanding. The students will learn skills to help them navigate these younger years, making healthy choices for themselves and their futures.</td>
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<td></td>
<td>For more information: Contact Dauphin SCA</td>
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<tr>
<td>Lions Quest Skills for Growing</td>
<td>Lead &amp; Seed is an environmental prevention program for schools or communities that is youth-driven and adult-supported. The program focuses on underage alcohol consumption, prescription drug misuse, drunk driving, marijuana and illicit drug use. It involves an interactive, 2-day training with youth leaders from middle and/or high school and adults who will work with the youth to capture the desired outcomes. The team develops a logic model using data from their community assessment to drive the process for innovative solutions and sustainability of positive outcomes. The empowered team promotes community mobilization, social marketing techniques, leadership skills and other advocacy measures to make necessary changes in their physical, socio-cultural, economic and legal environments.</td>
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<td>Note: Only the Lead &amp; Seed training described above is entered under the program “Lead &amp; Seed.” This recurring training should be entered using service code EDU02. For more information: Contact Coalition Pathways, Inc.</td>
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<tr>
<td>Marijuana Brief Intervention</td>
<td>Marijuana Brief Intervention provides information to help people manage, reduce, or stop their marijuana use. It follows a full SBIRT model that integrates developmentally adjusted components of motivational interviewing, cognitive-behavioral therapy, and the Stages of Change Model. In keeping with the SBIRT approach, this program includes instructions to measure the participant’s marijuana use through a screening tool, pursue a brief intervention, and if needed, refer to further treatment. The intervention can be delivered in a single session, a four-session format, or a six-session format. Sessions address the following topics: preparing for change; strategies for change; managing withdrawal; problem solving; relapse prevention. Marijuana Brief</td>
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Website: [https://www.lions-quest.org/](https://www.lions-quest.org/)
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<th>Program Name</th>
<th>Program Description</th>
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<tr>
<td><strong>Intervention</strong></td>
<td>Intervention can be used in a variety of settings, including primary care, addiction and mental health clinics, colleges and universities, and correctional settings. Website: <a href="https://www.hazelden.org/store/item/442137?Marijuana-Brief-Intervention-Collection">https://www.hazelden.org/store/item/442137?Marijuana-Brief-Intervention-Collection</a></td>
</tr>
<tr>
<td><strong>NIDA Brain Power</strong></td>
<td>Service Codes: EDU01, EDU02 Populations: Elementary, Middle and High School Students IOM: Universal Brain Power! (for grades K-9) is designed to take students step by step through an exploration of the processes of science and how to use these processes to learn about the brain, the nervous system, and the effects of drugs on the nervous system and the body. Through hands-on science investigations, a DVD, and supplementary activities that are linked to other areas of the curriculum, students with different learning styles and strengths are given numerous opportunities to grasp the material. In addition, an overall goal of the project has been to make learning fun and engaging and to instill in young students a lifelong interest in science. Website: <a href="http://www.drugabuse.gov/brain-power">http://www.drugabuse.gov/brain-power</a></td>
</tr>
<tr>
<td><strong>NIDA Mind Over Matter</strong></td>
<td>Service Codes: EDU01, EDU02 Populations: Elementary, Middle and High School Students IOM: Universal To encourage youth in grades 5-9 to learn about the effects of drug abuse on the body and the brain. This neuroscience education series, which was developed by NIDA, is taught through a Teacher’s Guide as well as a magazine. Website: <a href="https://teens.drugabuse.gov/teachers/mind-over-matter">https://teens.drugabuse.gov/teachers/mind-over-matter</a></td>
</tr>
<tr>
<td><strong>On Applebee Pond</strong></td>
<td>Service Codes: EDU01, INF08, CBP03 Populations: Preschool, Elementary, Middle and High School Students IOM: Universal To teach young children positive life skills, focusing on self-esteem, social skills, peacemaking, tobacco and alcohol. Certain 6th-11th graders are trained and then take the On Applebee Pond Puppets into the classroom of pre-K -3rd grade classes. Skits are performed with assistance from an adult advisor. Website: <a href="http://www.mercercountybhc.org/home-page/applebee-pond-2/">http://www.mercercountybhc.org/home-page/applebee-pond-2/</a></td>
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<tr>
<td><strong>One Voice Youth Empowerment Model</strong></td>
<td>Service Code: ALT02, CBP03 for training youth, other service codes may be utilized to capture the activities implemented by the youth Populations: Middle and High School Students IOM: Universal One Voice (also known as Dover Youth 2 Youth) is a comprehensive, peer-based youth empowerment program for students in grades 6-12. It is designed for youth advocate participants to ultimately influence social norms and policies at the community level; delay their own initiation in ATOD use; increase perception of harm of ATOD use among the community; and decrease ATOD use at the community level. One Voice has three core elements: Knowledge &gt; Skills &gt; Action. These elements are built by: • Providing each participant with a core base of knowledge and command of the issues • Identifying core skills needed to successfully take action (such as public speaking, message development, media literacy, working with the press, legislative skills) • Regularly and rigorously drilling/practicing skills before taking action • Providing an opportunity to put the skills into action (deliver the press conference, give the presentation, record the radio PSA, speak to the legislative committee) • Ensuring consistency of action and coordination of youth and staff through the One Voice Youth Empowerment Toolkit. Website: <a href="http://dovery2y.org/">http://dovery2y.org/</a></td>
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<td>Program Name</td>
<td>Program Description</td>
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| Parenting from Prison           | Service Code: EDU03  
Population: Parents/Families  
IOM: Selective  
Parenting from Prison is a parent education program for inmates. The program curriculum teaches inmates skills to strengthen family functioning, increase positive behaviors, decrease substance use, and increase their knowledge of risk and resilience factors. The 20-session curriculum includes topics such as self-esteem, risk and resilience factors, communication, discipline, problem solving, decision making, and substance abuse.  
Website: [www.coloradoparentingmatters.org](http://www.coloradoparentingmatters.org) |
| Parenting Inside Out            | Service Code: EDU03  
Population: Parents/Families  
IOM: Selective, Indicated  
Parenting Inside Out (PIO) is a parenting education curriculum developed specifically for incarcerated populations – both men and women. PIO is grounded in adult learning theory designed to help parents promote healthy child adjustment and prevent child problem behavior by using effective communication and constructive problem-solving skills. Its curriculum focuses on real-life, problem-oriented topics, and skills training with an emphasis on child development and child health and safety. Its learner-centered design serves to reduce attrition, lower learner resistance, and increase motivation. With each 90-minute session held twice a week, it takes five weeks to successfully complete a full cycle of classes with enrollment capped at 12 individuals.  
Website: [www.parentinginsideout.org/curriculum](http://www.parentinginsideout.org/curriculum) |
| Positive Community Norms (PCN)  | Service Codes: ENV03, ENV04, CBP01, CBP04  
IOM: Universal  
The Positive Community Norms (PCN) Model is a new approach to cultivating community cultures around health and safety issues. PCN is a community (or environmental) transformational approach that engages many different audiences throughout the community for the purpose of improving health and safety. PCN integrates leadership, positive norms communication and prevention portfolio integration across the social ecology to improve health and safety. PCN is based on several theories with extensive track records in psychology and health education including Adlerian Psychology, Social Ecology, Social Cognitive Theory, the Theory of Reasoned Action, Normative Theories and Transformational Learning Theory. Like many community and population-focused approaches, PCN employs methods of health communication, social norms and social marketing.  
Website: [http://www.montanainstitute.com/](http://www.montanainstitute.com/) |
| Project Drug Free: Reach for the Stars!! | Service Codes: EDU01, EDU02  
Populations: Elementary, Middle and High School Students  
IOM: Universal  
This curriculum has been developed using research-based strategies, implemented and evaluated over time with students, that have shown to be effective in the prevention of drug use Project Drug Free is divided into four grade groups: K-3, 4-6, 7-8, & 9-12, the length of the curriculum varies. It is set up in 3 units and approximately 10 sessions, and includes many interactive methods of teaching such as role-plays, internet-research and classroom debates. Booster sessions assist the critical transition from middle school to high school. The program covers all forms of drug abuse (tobacco, alcohol, marijuana, inhalants, etc.) Each component of Project Drug Free includes a parent’s component which will reinforce what children are learning, and will open opportunities for family discussions.  
Website: [www.nimcoinc.com](http://www.nimcoinc.com) |
| R.E.A.L.                         | Service Code: EDU01  
Population: Elementary and Middle School Students  
IOM: Universal  
R.E.A.L. (Realistic Education About Life): To teach youth (students in grades K-6) about ATOD, self-concept, coping/relating skills, decision making, and violence/bullying |
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<th>Program Name</th>
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| SADD                         | Service Code: ALT02  
**Important Note:** DDAP funds cannot be used for SADD unless the SCA or provider agency who will be implementing the SADD related services has a signed MOU with the PA DUI Association. This MOU must be updated annually. Verification that a current MOU is in place must be provided to DDAP prior to entering SADD as program in the SCA’s plan in the DDAP data system.  
To provide students with the best prevention and intervention tools possible to deal with the issues of underage drinking, other drug use and impaired driving and other destructive decisions. SADD is a peer leadership organization dedicated to preventing destructive decisions.  
Website: [https://www.sadd.org/](https://www.sadd.org/)                                                                                                                   |
| Safe School Ambassadors      | Service Codes: CBP03, ALT02  
The Safe School Ambassadors (SSA) program is a bystander education program that aims to reduce emotional and physical bullying and enhance school climate in elementary, middle, and high schools. The program recruits and trains socially influential student leaders from diverse cliques and interest groups within a school to act as "Ambassadors" against bullying. Ambassadors participate in a 2-day training along with several adult volunteers recruited from the school or community, who serve as their mentors. During the training, students learn about the problem of mistreatment and the importance of relationships and community; are taught to recognize different types of mistreatment; develop the motivation to intervene in incidents of bullying; and learn specific actions they can take to defuse conflicts and support isolated and excluded students. Continued skill development is provided through small Family Group meetings every 1–2 weeks, during which groups of 7–10 Ambassadors work with their adult mentors to discuss situations in which they have intervened, practice skills, and receive feedback and support for their efforts.  
Website: [http://www.safeschoolambassadors.org](http://www.safeschoolambassadors.org)                                                                                   |
| Smoke Free for Life          | Service Code: INTO2  
Smoke-Free for Life is an eight-session smoking cessation program developed by Breathe Pennsylvania. This approach focuses on the individual needs of each smoker, while in a group setting.  
Website: [http://breathepa.org/programs/smoke-free-for-life/](http://breathepa.org/programs/smoke-free-for-life/)  
**WARNING:** CESSATION PROGRAMS ARE CONSIDERED INTERVENTION PROGRAMS. BLOCK GRANT FUNDS FROM THE 20% PREVENTION SET ASIDE AND STATE FUNDS THE SCA HAS BUDGETED FOR PREVENTION MAY NOT BE USED TO FUND THIS PROGRAM.  
Website: [http://breathepa.org/programs/smoke-free-for-life/](http://breathepa.org/programs/smoke-free-for-life/)                                                                 |
| SPORT Prevention Plus Wellness | Service Code: EDU01, EDU02  
SPORT Prevention Plus Wellness is a brief intervention for professionals, peer leaders and parents who want to prevent substance use and promote proactive wellness behaviors and positive identities among youth. It takes less than 50 minutes to implement and is available in three versions for high school adolescents ages 14-18, middle school adolescents ages 10-14, and elementary school children ages 8-10. The program is designed to help youth look and feel more active, fit and healthy using a |
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<tr>
<th>Program Name</th>
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| Student Assistance Program                                        | Service Codes: PIR01-05, PIR07  
Populations: Elementary, Middle and High School Students, Teachers/Administrators/Counselors/Other School Personnel, Parents/Families  
IOM: Universal, Selective, Indicated  
To assist school personnel in identifying issues including ATOD and mental health issues which pose a barrier to students’ success. Services include screening/assessment, consultation, referral and/or small group education for SAP identified youth.  
| Student Skills for Life                                           | Service Codes: EDU02, PIR06, INT02  
Populations: Middle School, High School and College Students, Persons Using Substances, Delinquent/Violent Youth  
IOM: Universal, Selective, Indicated  
This program offers highly interactive education sessions that provide the justice system with alternative sentencing for young drug/alcohol offenders and provide parents and schools with disciplinary and educational options when chemical use is evident in their children. It is also used as an effective prevention system among non-using or early-experimenting youth. Intervention version includes 12 hours of evening classes; three or four hours each. Prevention version in schools includes a series of twelve 1-hour sessions. The program provides experiential life skills training, and may include parenting classes and referrals to drug and alcohol assessments when appropriate.  
Website: [https://www.compassmark.org/skills-for-life/](https://www.compassmark.org/skills-for-life/)                                                                                                                                                                      | [http://pnsas.org](http://pnsas.org)                                     |
| Support for Students Exposed to Trauma (SSET)                    | Service Code: EDU01  
Populations: Elementary, Middle and High School Students  
IOM: Selective, Indicated  
Support for Students Exposed to Trauma (SSET) is a school-based group intervention for students who have been exposed to traumatic events and are suffering from symptoms of post-traumatic stress disorder (PTSD). Designed specifically for use by teachers and school counselors, SSET is a non-clinical adaptation of the Cognitive Behavioral Intervention for Trauma in Schools (CBITS) Program. In 10 group lessons, students who participate in SSET learn a wide variety of skill-building techniques to reduce current problems with anxiety or nervousness, withdrawal or isolation, depressed mood, acting out in school, or impulsive or risky behavior. SSET also helps students deal with real-life problems and stressors and increase levels of peer and parent support. The SSET program has been evaluated for use with middle school students ages 10-14 but will likely work well with students in late elementary through early high school.  
| TAP - Helping Teens Stop Using Tobacco                           | Service Code: INTO2  
Populations: Middle and High School Students, Youth/Minors  
IOM: Indicated  
TAP is an eight-session program that provides tobacco-using teens in grades 7 through 12 with the information, motivation, and support to successfully stop using cigarettes                                                                                                                                                                                                                     | [http://ssetprogram.org/](http://ssetprogram.org/)                       |
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<tr>
<th>Program Name</th>
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<tr>
<td>Teens Against Tobacco Use (T.A.T.U.)</td>
<td>In an adult-led support group setting, tobacco users are guided to a personally selected quit date and provided with specific strategies to remain tobacco-free. Facilitators and peers provide the cessation options, guidance, and social support for the choices participants make as they design their own approach to becoming tobacco-free.</td>
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<tr>
<td>Service Codes: CBP03, ALT02, EDU02</td>
<td>Populations: High School Students, Youth/Minors</td>
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<tr>
<td>IOM: Universal</td>
<td>Teens Against Tobacco Use ® (T.A.T.U.) is a youth empowerment program teaching teens to fight back against tobacco use. Teen facilitators gain experience and skills that will help them in a wide range of adult activities. This program has four phases: training of adults, training of teens, teens teaching younger children and teens getting involved in community action. Website: <a href="http://www.lung.org">http://www.lung.org</a></td>
</tr>
<tr>
<td>TEG - Intervening with Teen Tobacco Users</td>
<td>Service Code: INTO2</td>
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<tr>
<td>Populations: Middle and High School Students, Youth/Minors</td>
<td>TEG is an 8-session educational program for students in grades 7 through 12 who don’t want to stop using tobacco. TEG is designed to move teenage tobacco users from not wanting to quit to wanting to quit. Through videos, demonstrations, and cooperative learning, teenage tobacco users learn about the negative consequences of tobacco use. They gain the knowledge, motivation, and action steps to move toward a healthier, tobacco-free lifestyle. Participants are encouraged to reduce their tobacco use, quit on their own, or join a voluntary tobacco cessation program. CESSATION PROGRAMS ARE CONSIDERED INTERVENTION PROGRAMS. BLOCK GRANT FUNDS FROM THE 20% PREVENTION SET ASIDE AND STATE FUNDS THE SCA HAS BUDGETED FOR PREVENTION MAY NOT BE USED TO FUND THIS PROGRAM.</td>
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<td>IOM: Indicated</td>
<td>Website: <a href="http://www.lung.org">http://www.lung.org</a></td>
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<td>The Council for Boys and Young Men</td>
<td>Service Code: EDU02</td>
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<td>Populations: Middle and High School Students, Youth/Minors</td>
<td>The Council is a strengths-based approach to promote boys’ safe, strong and healthy passage through preteen and adolescent years. Using the Council program model, professional mentoring/counseling services, and trained volunteers, the program introduces healthy role models and promotes prosocial behaviors. The Council follows a structured, group curriculum and uses incentives for participation. Each week, for 10 weeks, a group of boys of similar age and development meet with two facilitators for two hours. Boys are encouraged to attend for ten weeks or more in order to get the full benefit of the Council model. Website: <a href="http://www.onecirclefoundation.org/">http://www.onecirclefoundation.org/</a></td>
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<tr>
<td>IOM: Universal, Selective</td>
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<tr>
<td>Too Good for Drugs &amp; Violence (After School Activities)</td>
<td>Service Code: EDU02</td>
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<tr>
<td>Population: Youth/Minors, Elementary School Students</td>
<td>Too Good for Drugs &amp; Violence After-School Activities is an extension of the Too Good evidence-based prevention education programs for the after-school setting. Through a variety of positive, age-appropriate activities including games, stories, and songs, the program reinforces basic prevention concepts including decision making, goal setting, and conflict resolution among others. The activities are divided by age groups to sustain the children’s interest and correspond to their development level. Website: <a href="https://toogoodprograms.org">https://toogoodprograms.org</a></td>
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<tr>
<td>IOM: Universal</td>
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<td>Too Much To Lose (2M2L)</td>
<td>Service Code: GED01</td>
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<tr>
<td>Populations: Elementary, Middle and High School Students</td>
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<td>IOM: Universal</td>
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<td>Program Name</td>
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| Wannabot?             | Service Code: GED01  
Population: Elementary and Middle School Students  
IOM: Universal  
Kids Don’t Gamble...Wannabot? for grades 3-8, is an interdisciplinary program designed to discourage underage gambling through improved critical thinking and problem solving. Wannabot is designed to be integrated into existing units in health, math, and life skills, or used in conjunction with an existing prevention program.  
Website: [www.nati.org](http://www.nati.org)                                                                 |
| We Know BETter       | Service Code: EDU01, EDU02 or GED01  
Populations: Elementary, Middle and High School Students  
IOM: Universal  
We Know BETter is a skill building program that will help students from 4th through 9th grade live lives free of alcohol, tobacco, other drugs and gambling. Consists of a series of 6 40-minute sessions with a 20-minute pre-survey prior to the first lesson and a 20-minute post-survey after the last lesson.  
Problem areas addressed are:  
- media’s influence on decision making  
- perception of peer use and engagement in risky behaviors  
- understanding that gambling is a risky behavior  
Website: [https://www.compassmark.org/we-know-better/](http://https://www.compassmark.org/we-know-better/)                                                                 |
| Why Try Program      | Service Codes: EDU01, EDU02  
Populations: Middle and High School Students, Youth/Minors  
IOM: Universal, Selective  
The WhyTry Program is a resilience education curriculum that provides simple, hands-on solutions for dropout prevention, violence prevention, truancy reduction, and increased academic success. The WhyTry curriculum utilizes a series of ten visual analogies that teach important life skills (e.g., decisions have consequences; dealing with peer pressure; obeying laws and rules; plugging in to support systems). The visual analogies are reinforced through the use of customized hip-hop music, video, over 150 learning activities, journal activities that help students reflect on program concepts, and other multimedia.  
Website: [http://www.whytry.org/](http://www.whytry.org/)                                                                 |
| Women’s Circle       | Service Code: EDU02  
Populations: Young Adults, Adults, College Students  
IOM: Universal, Selective  
Women's Circle is a support group for women to share, explore, build skills, and encourage one another to live authentically in mind, body, heart, and spirit. When women come together in Women’s Circle to share, listen actively, and participate in gender-relevant activities and discussions, the bonds they form are a foundation for their continuing growth across all developmental domains including: physical, intellectual, relational, social-emotional, occupational and spiritual development. Where genuine connections form, women’s capacities increase in skills including  

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<td>authentic exploration, self-expression, risk-taking, reflection, as well as interpersonal skills. Website: <a href="http://onecirclefoundation.org/WC.aspx">http://onecirclefoundation.org/WC.aspx</a></td>
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</table>
| Youth Gambling and Prevention Awareness: Level I | **Service Code:** GED01  
**Populations:** Elementary and Middle School Students  
**IOM:** Universal, Selective  
Designed for students in grades 4-7, this workshop aims to:  
• Teach about the nature of gambling and the differences between games of skill and games of chance  
• Introduce the concepts of luck, chance and the illusion of control  
• Discuss the myths and erroneous beliefs concerning gambling  
• Reinforce social skills and resistance to peer pressure  
The entire presentation takes approximately 50 minutes, with recommendations for facilitator follow-ups. This program can include the use of The Amazing Chateau, interactive CD-ROM game. Website: [http://www.youthgambling.com/](http://www.youthgambling.com/) |
| Youth Gambling and Prevention Awareness: Level II | **Service Code:** GED01  
**Population:** High School Students  
**IOM:** Universal, Selective  
Designed for high school students in grades 8-12, this workshop aims to:  
• Teach participants about youth gambling (participation, addiction, signs, consequences)  
• Discuss the concepts of luck, chance, probability and the illusion of control  
• Address erroneous beliefs in relation to the diverse forms of gambling  
• Differentiate between social gambling and gambling addictions  
• Inform participants about the signs of problem gambling, the consequences and the risks associated with excessive gambling  
• Highlight the available resources and treatment for gambling problems  
• Discuss the risks associated with poker playing and Internet gambling  
This program takes about 50 minutes to complete, with recommendations for facilitator follow-ups. This program can include the use of the Hooked City, interactive CD-ROM game. Website: [http://www.youthgambling.com/](http://www.youthgambling.com/) |
### Supplemental Programs

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| **AOD Environmental Activities**                 | Service Codes: Any ENV code, except ENV13, ENV17, ENV19  
IOM: Universal  
Includes alcohol and other drug environmental activities such as policy change, social norms marketing and town hall meetings. EXCLUDES Tobacco-related environmental activities, which are recorded under Tobacco Prevention Activities. |
| **ATOD Alternative Activities**                  | Service Codes: Any ALT code  
IOM: Universal, Selective, Indicated  
Includes alternative activities such as ATOD-free recreational and/or social opportunities, recognition events and leadership/mentoring activities.                                                                                                                                                                           |
| **ATOD Community Based Process Activities**      | Service Codes: Any CBP code, except CBP02 and CBP03  
IOM: Universal  
Includes community based process activities such as multiagency collaboration, marketing and developing programs, assessing community needs, and strategic planning.                                                                                                                                                                                               |
| **ATOD Education Activities**                    | Service Codes: EDU01, EDU02  
IOM: Universal, Selective, Indicated  
Includes alcohol, tobacco and other drugs prevention education activities. This includes educational programs intended to develop life skills such as refusal skills, decision making and stress management.                                                                                                                                                          |
| **ATOD Information Dissemination Activities**    | Service Codes: INF02, INF04, INF06, INF07, INF08, INF09  
IOM: Universal, Selective, Indicated  
Includes information dissemination activities such as health fairs, speaking engagements, and distribution of brochures, flyers, newsletters, PSAs, etc.                                                                                                                                                                        |
| **ATOD Intervention Activities**                 | Service Codes: Any INT Code  
IOM: Selective, Indicated  
Includes activities designed to encourage individuals to examine their own patterns of substance use and to reduce risky substance use behaviors. This program captures tobacco cessation classes and support provided to families of individuals with a substance use disorder.  
BLOCK GRANT FUNDS FROM THE 20% PREVENTION SET ASIDE AND STATE FUNDS THE SCA HAS BUDGETED FOR PREVENTION MAY NOT BE USED TO FUND INTERVENTION PROGRAMS/ACTIVITIES.                                                                                       |
| **ATOD Materials Development**                   | Service Codes: INF01, INF03, INF05  
IOM: Universal  
The creation of original documents and other educational pieces for use in information dissemination activities related to substance abuse and its effects on individuals, schools, families, and communities. Services under this category include audiovisual materials, printed materials, newsletters, public service announcements, and resource directories.                                                                                       |
| **ATOD Non SAP Problem ID and Referral Activities** | Service Codes: PIR06, PIR07, PIR08, PIR09  
IOM: Selective, Indicated  
Includes problem identification and referral activities such as risk screening, referral to services and follow-up. EXCLUDES screening, referral and follow-up done as part of the Student Assistance Program.                                                                                                                                                           |
| **ATOD Training and Professional Development**   | Service Codes: CBP02, CBP03  
IOM: Universal  
Structured prevention trainings intended to impart information to individuals, community groups, professional staff and/or trainers. This includes providing in-service training to prevention and agency staff, teaching of organizational development skills to community groups and training of trainer programs.                                                                                       |
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| AVOID                                            | Service Code: EDU01, EDU02  
Populations: Middle and High School Students  
IOM: Universal  
AVOID is a media-based online toolkit for vaping prevention programming with middle and high school students. The current AVOID toolkit includes five one-hour lessons with videos, discussion guides, and handouts for immediate implementation by a facilitator. Each AVOID lesson is designed to be completed in around an hour. However, the lessons are customizable and can be shortened or lengthened depending on time constraints. Topics discussed include: what’s in vapes and who is using them, what’s in vape “smoke”, physical consequences of vaping, nicotine in vapes and risk of addiction, harmful flavors in vape liquid, and how the tobacco industry targets youth with vapes. Website: [https://avoidvapes.com/](https://avoidvapes.com/) |
| BeCool                                           | Service Codes: EDU01, EDU02  
Populations: Elementary, Middle and High School Students  
IOM: Universal  
This is a K-12 program which has 6 different levels - lower and upper elementary, middle school bridge, middle school 1, middle school 2, and high school. BeCool teaches students how to stay in control of their feelings during conflict or frustrating situations. BeCool teaches specific reflective thinking techniques to promote self-control, stop bullying and interrupt the tendency to impulsively act out. In the process of imagining the pros and cons of behaving HOT, COLD, or COOL and using optimistic self-talk, students become more self-aware and empathic to the feelings of others. BeCool incorporates the use of DVD’s to guide role plays in teaching students how to manage their feelings and resolve conflicts. Website: [www.stanfield.com](http://www.stanfield.com) |
| Beginning Alcohol and Addictions Basic Education Studies (BABES) | Service Codes: EDU01, EDU02  
Populations: Preschool and Elementary School Students  
IOM: Universal, Selective  
Beginning Awareness Basic Education Studies (BABES) is a primary prevention program designed to give children a lifetime of protection from substance abuse. BABES accomplishes this by assisting young people to develop positive living skills and by providing them with accurate, non-judgmental information about the use and abuse of alcohol and other drugs. Website: [http://babesworld.org/](http://babesworld.org/) |
| Celebrating Healthy Choices                      | Service Code: EDU01, INFO08  
Populations: Elementary School Students  
IOM: Universal  
Celebrating Healthy Choices, a Too Good program from Mendez Foundation, can be used for Red Ribbon Week, National Prevention Week, or another special week-long celebration in schools for grades K to 5. Activities begin with a school-wide opening assembly introducing students to the concept of healthy choices. The opening assembly can be used to involve family and community by inviting community leaders, healthcare professionals, police officers, or athletes to share their inspirational stories about making healthy choices. Tuesday through Thursday, each grade level explores the fundamentals of a social skill to ready them to make healthy choices in life. Students learn a fun rap to reinforce what they learned. Students come together at the end of the week to celebrate what they learned, to perform the rap they learned in their classes, and to make a pledge to continue making healthy choices. [https://toogoodprograms.org/collections/celebrating-healthy-choices](https://toogoodprograms.org/collections/celebrating-healthy-choices) |
| Children in the Middle                           | Service Codes: EDU02, EDU03  
Populations: Youth/Minors, Parents/Families  
IOM: Selective  
To help children 3 to 15 years of age and parents deal with the children’s reactions to divorce. The program was designed for children who are subjected to adult conflicts during a divorce and their parents. Children and parents are shown a child-focused video and complete workbook activities, role plays and discussion typically in 4 to 10 meetings. |

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<th>Program Name</th>
<th>Program Description</th>
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| Cyber Gambling Awareness Program (CGAP)          | Service Code: GIN08  
IOM: Universal  
In collaboration with Lehigh County Drug & Alcohol Abuse Services, The Center for Humanistic Change, Inc. has developed CGAP: Cyber Gambling Awareness Program. This computer based, interactive workshop is designed to raise awareness about the dangers of gambling and the nature of addiction in general. Participants will identify the risks and consequences of gambling, discover the effects of gambling on the brain, understand the cycle of addiction and learn how to get help. For more information: [www.thechc.org](http://www.thechc.org) |
| Elementary Youth Support Program                 | Service Codes: EDU01, EDU02  
Population: Elementary School Students  
IOM: Selective  
EYSP is a school-based, small-group early intervention/prevention program for students in grades K-5 at risk for substance abuse and other health-damaging behaviors. Program is intended to prevent the onset of drug use among children with life skill deficiencies; to teach alternatives to unhealthy ways of coping with family, school, and peer stresses; to help children develop decision-making skills; to help children gain an understanding of choices and consequences; to reduce life-threatening crises through early intervention; and to increase levels of self-esteem, trust, and the ability to ask for help. Website: [http://www.compassmark.org](http://www.compassmark.org) |
| Fetal Alcohol Spectrum Disorder Prevention Activities | Service Codes: INF01-08, EDU01, EDU02, CBP02, CBP03, ENV01, ENV02  
IOM: Universal, Selective, Indicated  
Activities to raise awareness and educate pregnant women, women of child bearing age and the general population about Fetal Alcohol Spectrum Disorder (FASD) in relation to preventable birth defects, developmental disabilities and behavioral health problems associated with alcohol consumption during pregnancy. |
| Footprints for Life                              | Service Code: EDU01, EDU02  
Populations: Elementary School Students  
IOM: Universal  
Footprints for Life™ is a primary prevention program designed to build assets and teach skills through the use of puppets and stories that feature “real-life” situations experienced by a children’s soccer team. The goal of Footprints for Life is to help young children build a strong foundation of life skills rooted in key social competencies. The social competencies that Footprints addresses are planning and decision-making practice, interpersonal skills, cultural competence, peer pressure, and peaceful conflict resolution — assets identified as promoting positive attitudes and behaviors. The program is designed to promote developmental assets to deter the first use of alcohol and other drugs. The six-week program is designed to be presented in the classroom setting and includes a parent information letter and weekly home assignments. The curriculum is designed to be implemented in 2\textsuperscript{nd} or 3\textsuperscript{rd} grades.  
[https://www.footprintsforlife.org/](https://www.footprintsforlife.org/) |
| Gambling Alternative Activities                  | Service Codes: Any GAL code  
IOM: Universal, Selective, Indicated  
Includes alternative activities such as gambling-free recreational and/or social opportunities, recognition events and leadership/mentoring activities. |
| Gambling Away the Golden Years                   | Service Code: GIN08  
Population: Older Adults  
IOM: Universal |
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<td>This educational kit explores the possibility of gambling turning from entertainment to addiction, especially during the retirement years. It is designed for use in treatment settings, public education presentations, senior citizen facilities, and for the education of health care providers.</td>
<td>Website: <a href="http://www.nati.org">www.nati.org</a></td>
</tr>
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| **Gambling Community Based Process Activities**  | Service Codes: Any GCB code, except GCB02 and GCB03  
IOM: Universal  
Includes community based process activities such as multiagency collaboration, marketing and developing programs, assessing community needs, and strategic planning.                                                                                      |
| **Gambling Education Activities**                | Service Code: GED01  
IOM: Universal, Selective, Indicated  
Includes gambling and problem gambling prevention education activities. This includes educational programs intended to develop life skills such as refusal skills, decision making and stress management.                                                                                     |
| **Gambling Environmental Activities**            | Service Codes: Any GEN code  
IOM: Universal  
Includes gambling/problem gambling environmental activities such as policy change, social norms marketing and town hall meetings.                                                                                                                                                                              |
| **Gambling Information Dissemination Activities**| Service Codes: GIN02, GIN04, GIN06, GIN07, GIN08, GIN09  
IOM: Universal, Selective  
Includes information dissemination activities such as health fairs, speaking engagements, and distribution of brochures, flyers, newsletters, PSAs, etc.                                                                                       |
| **Gambling Materials Development**               | Service Codes: GIN01, GIN03, GIN05  
IOM: Universal  
The creation of original documents and other educational pieces for use in information dissemination activities related to gambling and its effects on individuals, schools, families, and communities. Services under this category include audiovisual materials, printed materials, curricula, newsletters, public service announcements, and resource directories. |
| **Gambling Non SAP Problem ID and Referral Activities** | Service Codes: Any GIR code  
IOM: Selective, Indicated  
Includes problem identification and referral activities such as risk screening, referral to services and follow-up. EXCLUDES screening, referral and follow-up done as part of the Student Assistance Program.                                                               |
| **Gambling PAYS Administration and Support**     | Service Codes: GCB01, GCB04, GCB07  
Populations: Youth/Minors and Teachers/Administrators/Counselors/Other School Personnel  
IOM: Universal  
This strategy is used to capture problem gambling funded activities associated with recruiting schools to participate in the Pennsylvania Youth Survey (PAYS), administering the PAYS in schools, analyzing the PAYS data, and meetings with school personnel to promote the use of the PAYS data.  
Gambling PAYS Administration and Support services should be entered according to the following guidelines:  
PAYS Administration – Use GCB04. Enter one service for each school where the PAYS is administered. Primary Count should be the number of surveys administered. Use Population Youth/Minors.  
PAYS Data Analysis – Use GCB01. Enter one service for each meeting with a school to provide assistance with analyzing, interpreting, and using their PAYS data, or each meeting with a school to present the results of your analysis of their PAYS data. Primary Count should be the number of people in attendance at the meeting. Use Population Teachers/Administrators/Counselors/Other School Personnel.  
PAYS Marketing Meetings – Use GCB07. Enter one service for each meeting with school district superintendents or other school personnel to foster support and |
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<tr>
<td>Gambling Training and Professional Development</td>
<td>Service Codes: GCB02, GCB03&lt;br&gt;IOM: Universal&lt;br&gt;Structured prevention trainings intended to impart information to individuals, community groups, professional staff and/or trainers. This includes providing in-service training to prevention and agency staff, teaching of organizational development skills to community groups and training of trainer programs.</td>
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<tr>
<td>Get Connected: Linking Older Adults with Resources on Medication, Alcohol, and Mental Health</td>
<td>Service Code: EDU02, CBP02&lt;br&gt;Populations: Older Adults, professionals who work with older adults&lt;br&gt;IOM: Universal&lt;br&gt;Get Connected is a toolkit developed by SAMHSA and the National Council on Aging to increase awareness of alcohol and medication misuse and mental health conditions in older adults. The toolkit provides a three-session curriculum for training staff who work with older adults to:&lt;ul&gt;&lt;li&gt;Better understand the issues associated with substance misuse and mental health conditions in older adults&lt;/li&gt;&lt;li&gt; Increase staff confidence and comfort in addressing these problems&lt;/li&gt;&lt;li&gt;Provide resources to enable staff to screen and refer at-risk clients to an appropriate advisor such as a physician, an alcohol counselor, or a mental health professional. &lt;/li&gt;&lt;/ul&gt;The toolkit also includes a three-session curriculum to educate older adults. It includes awareness-raising and self-screening tools designed to help them overcome obstacles to seeking help. Website: <a href="https://store.samhsa.gov/product/Get-Connected-Linking-Older-Adults-with-Resources-on-Medication-Alcohol-and-Mental-Health-2019-Edition/SMA03-3824">https://store.samhsa.gov/product/Get-Connected-Linking-Older-Adults-with-Resources-on-Medication-Alcohol-and-Mental-Health-2019-Edition/SMA03-3824</a></td>
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<td>Girl Power</td>
<td>Service Codes: EDU01, EDU02&lt;br&gt;Populations: Elementary, Middle and High School Students&lt;br&gt;IOM: Universal, Selective&lt;br&gt;To help improve girls’ lives as they pass through adolescence. This campaign was created by the Department of Health and Human Services. The program works to decrease crime and violence by targeting the increased use of tobacco and drugs among teenage girls, the decrease in self-confidence common among adolescent girls, and their need for skill-building in areas such as academics, arts, and sports.</td>
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<td>Grandparents Raising Resilient Youth (GRRY)</td>
<td>Service Codes: EDU03, PIR06&lt;br&gt;Population: Parents/Families&lt;br&gt;IOM: Selective&lt;br&gt;The Grandparents Raising Resilient Youth Program (GRRY), developed by the Community Prevention Partnership of Berks County, addresses the needs and issues specific to grandparent-headed families. GRRY is geared toward providing services of empowerment, support, advocacy and referral to families where grandparents are raising their grandchildren. GRRY services include Case Management, Support Groups for Grandparents, Support Groups for Grandchildren, and Social Activities. Home visits are scheduled to assist families with agency referrals, family strengthening, parenting, finances, health care, and other relevant issues that promote family stability.</td>
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<td>INDEPTH</td>
<td>Service Code: INTO2&lt;br&gt;Populations: Middle and High School Students&lt;br&gt;IOM: Indicated&lt;br&gt;Intervention for Nicotine Dependence: Education, Prevention, Tobacco and Health (INDEPTH) is an alternative to suspension or citation program that is offered as an option to students who face suspension for violation of school tobacco or nicotine use policies. INDEPTH is taught by any trained adult in four, 50-minutes sessions. Each session addresses a different tobacco-related issue and can be facilitated either one-on-one or in a group setting. The goal of every program is to educate students about</td>
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| **In My House**      | Service Codes: EDU01, EDU02  
Population: Elementary and Middle School Students  
IOM: Universal, Selective  
In My House is an interactive prevention curriculum created to reduce risk factors and enhance protective factors among young people ages 10 to 13. The curriculum is built upon a spirit of personal responsibility and action. Throughout the program, students work on developing a set of skills that will help them avoid engaging in high-risk behaviors. Through interactive journaling, students use their own experiences, thoughts and feelings as a foundation for making positive choices and changes in their lives. The metaphor of a house serves as a creative way to structure students’ exploration for their lives. The rooms of the house represent important components of a student’s life. The core program consists of five workbooks, delivered over 20 hours within one year. The second phase of the program consists of an additional five workbooks, also to be delivered over 20 hours within the year following the core program. |
| **In Search of Balance** | Service Code: GIN08  
Population: Older Adults  
IOM: Universal  
In Search of Balance(TM) Educational Kit This kit includes a 23-minute video and five 25-page workbooks. The video touches on such topics as, How the Senior Gambler Feels, “Soft Signs” of a Gambling Problem, and The Road to Recovery. The kit is directed at all levels of helping professions and can be used in an array of educational and public awareness settings.  
Website: [www.nati.org](http://www.nati.org) |
| **Know Limits**      | Service Code: GAL01  
Populations: Middle and High School Students  
IOM: Universal  
Board Game. Designed as a question and answer game to be played in teams, Know Limits includes gambling prevention questions with general interest categories such as charades, taboo, word scramble and trivia. These categories are designed to maximize player participation and engagement in the game while increasing youth awareness about issues related to gambling and other high-risk behaviors. Players from two teams compete against each other, in a race to answer the questions correctly. Questions require thought, logic and creativity rather than an extensive knowledge base. The team with the most points for correctly answered questions wins. The element of team play introduces social interaction and cooperation within teams and a friendly element of competition between teams.  
Website: [http://www.youthgambling.com/](http://www.youthgambling.com/) |
| **Leaps and Bounds** | Service Code: EDU01, EDU02 or GED01  
Populations: Elementary and Middle School Students  
IOM: Universal  
Leaps and Bounds was developed in support of the Alberta Learning Program of Studies, 2002. It is made up of eight lesson plans, which encourage children to make sound decisions regarding drug and alcohol use and gambling. The focus of this resource is to provide the students with accurate information and assist them in acquiring life skills, while emphasizing the importance of internalizing healthy lifestyle choices. The Leaps and Bounds program is for grades 3-6. Lessons can be taught as a series or individually.  
Website: [http://www.albertahealthservices.ca/2682.asp](http://www.albertahealthservices.ca/2682.asp) |

**Notes:**  
INDEPTH IS CONSIDERED AN INTERVENTION PROGRAM. BLOCK GRANT FUNDS FROM THE 20% PREVENTION SET ASIDE AND STATE FUNDS THE SCA HAS BUDGETED FOR PREVENTION MAY NOT BE USED TO FUND THIS PROGRAM.
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<td>Marijuana Prevention Plus</td>
<td><strong>Program Description</strong>&lt;br&gt;Service Code: EDU01, EDU02&lt;br&gt;Populations: Elementary, Middle and High School Students&lt;br&gt;IOM: Universal&lt;br&gt;Marijuana Prevention Plus Wellness (PPW) is a screening and brief intervention program for prevention and health professionals and parents who want to prevent cannabis use and promote protective wellness behaviors and positive identities among youth. Marijuana PPW is an intervention adopted from the SPORT Prevention Plus Wellness program. Marijuana PPW is a single-session cannabis use prevention program designed to increase wellness-enhancing behaviors including physical activity, sports participation, healthy eating, getting adequate sleep, and practicing stress control. It can be implemented in any setting where youth are found and is available in three versions for elementary, middle and high school. Marijuana PPW uses a three-step process of screening for current health habits, providing feedback on those health habits, and presenting a goal plan. Marijuana PPW can be used as a stand-alone program, or as an add-on component to other programs.&lt;br&gt;Website: <a href="https://preventionpluswellness.com/products/sport-marijuana-awareness-program">https://preventionpluswellness.com/products/sport-marijuana-awareness-program</a></td>
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<td>Wellness</td>
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<td>Media Straight Up</td>
<td><strong>Program Description</strong>&lt;br&gt;Service Codes: EDU01, EDU02&lt;br&gt;Population: Middle School Students&lt;br&gt;IOM: Universal&lt;br&gt;“Media Straight Up” is a middle school curriculum designed to help kids make more informed decisions, such as avoiding risky drug and alcohol-related behaviors, while learning how traditional and online media influence their behavior. This is a 12 session program; topics include Why Tobacco and Alcohol Advertisements Work; Music, Media, and Drug Use; Prescription and OTC Drugs; Producing an anti-drug radio message. Media literacy supports the goals of prevention by teaching youth to recognize how media messages influence them, helps develop critical thinking skills, and fosters healthy self-esteem.&lt;br&gt;Website: <a href="https://www.ddap.pa.gov/Prevention/Pages/MediaLiteracyCurriculums.aspx">https://www.ddap.pa.gov/Prevention/Pages/MediaLiteracyCurriculums.aspx</a></td>
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<td>OTC Medicine Safety</td>
<td><strong>Program Description</strong>&lt;br&gt;Service Codes: EDU01, EDU02&lt;br&gt;Populations: Elementary and Middle School Students&lt;br&gt;IOM: Universal&lt;br&gt;OTC Medicine Safety was specifically created for use by 5th- and 6th-grade teachers and students. The curriculum includes resources and engaging educational activities specifically designed for parents and teachers of tweens to increase knowledge of OTC safety and responsibility. The program teaches safe medicine use to children before self-medication begins.&lt;br&gt;Website: <a href="http://www.scholastic.com/otc-med-safety/">http://www.scholastic.com/otc-med-safety/</a></td>
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<td>PA START Campaign</td>
<td><strong>Program Description</strong>&lt;br&gt;Service Codes: INF02, INF04, INF06&lt;br&gt;IOM: Universal&lt;br&gt;This strategy is used to capture activities associated with the dissemination and marketing of the Commonwealth Prevention Alliance’s PA START campaign.&lt;br&gt;Website: <a href="http://pastart.org">http://pastart.org</a></td>
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<td>PA STOP Campaign</td>
<td><strong>Program Description</strong>&lt;br&gt;Service Codes: INF02, INF04, INF06&lt;br&gt;IOM: Universal&lt;br&gt;This strategy is used to capture activities associated with the dissemination and marketing of the Commonwealth Prevention Alliance’s PA STOP campaign.&lt;br&gt;Website: <a href="http://pastop.org">http://pastop.org</a></td>
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<td>Parent to Parent</td>
<td><strong>Program Description</strong>&lt;br&gt;Service Code: EDU03&lt;br&gt;Population: Parents/Families&lt;br&gt;IOM: Universal, Selective&lt;br&gt;To empower parents to become the most effective prevention tool ever devised specifically focusing around today’s “Toxic Culture”. Parents teach the program material to other parents using provided video to teach strategies for protecting children from the expanding areas of the toxic culture, like premature, promiscuous sex, violent behavior, drugs and alcohol, and the Internet.</td>
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| Parenting Activities          | Service Code: EDU03  
Population: Parents/Families  
IOM: Universal, Selective  
Services that build parenting and family management knowledge and skills.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Passport to Manhood           | Service Code: EDU02  
Population: Youth/Minors  
IOM: Universal, Selective  
This program is part of the Boys & Girls Clubs of America. Passport to Manhood consists of 14 sessions, each concentrating on a specific aspect of character and manhood through highly interactive activities. Each Club participant receives his own “passport” to underscore the notion that he is on a personal journey of maturation and growth.  
Website: [http://bgca.org/whatwedo/HealthLifeSkills/Pages/HealthLifeSkills.aspx](http://bgca.org/whatwedo/HealthLifeSkills/Pages/HealthLifeSkills.aspx)                                                                                                                                                                                                                                                                                                                                                           |
| PAYS Administration and Support | Service Codes: CBP01, CBP04, CBP07, INF08 (other INF codes as defined below)  
Populations: Youth/Minors, Middle and High School Students, Teachers/Administrators/Counselors/Other School Personnel (or other populations as defined below for sharing PAYS data)  
IOM: Universal  
This strategy is used to capture activities associated with recruiting schools to participate in the Pennsylvania Youth Survey (PAYS), administering the PAYS in schools, analyzing the PAYS data, sharing PAYS data, and meetings/TA with school personnel to promote the use of the PAYS data. Services should be entered according to the following guidelines:  
  - Survey Administration Assistance – Use CBP04. Enter one service for each school where the PAYS is administered. Use population for students or Youth/Minors.  
  - PAYS Data Analysis/Use TA – Use CBP01. Enter one service for each meeting with a school to provide assistance with analyzing, interpreting, and using their PAYS data, or each meeting with a school to discuss the results of your analysis of their PAYS data. Participant Total should be the number of people in attendance at the meeting. Use population Teachers/Administrators/Counselors/Other School Personnel.  
  - School Recruitment/Marketing Meetings – Use CBP07. Enter one service for each meeting with school district superintendents or other school personnel to foster support and participation in the PAYS. Participant Total should be the number of people in attendance at the meeting. Use population Teachers/Administrators/Counselors/Other School Personnel.  
  - Presentation/Sharing PAYS Data – Use INF08 for presenting the PAYS data to youth, schools or other populations (includes events like PAYS Summits). Use other INF codes (INF01-06) for developing and disseminating materials to share PAYS data with youth, schools or other populations.                                                                                                                                                                                                                      |
| Positive Solutions for Families | Service Code: EDU03  
Population: Parents/Families  
IOM: Universal, Selective  
Developed by The Center for Social and Emotional Foundations for Early Learning (CSEFEL). The program is an evidence-based, user friendly parent training series to assist professionals working with parents to promote positive and effective parenting behaviors which in turn promote social and emotional development and address the challenging behavior needs of young children.  
Website: [http://csefel.vanderbilt.edu/resources/training_parent.html](http://csefel.vanderbilt.edu/resources/training_parent.html)                                                                                                                                                                                                                                                                                                                                                                                             |
| Power of Parents              | Service Code: INF08  
Population: Parents/Families  
IOM: Universal  
Power of Parents educates parents about their influence with their teens and equips them with the conversational tools to talk to their teens about alcohol. The program targets parents of school-aged children. The parent workshops provide an opportunity to talk to parents and provide them with the Parent Handbook, a resource for                                                                                                                                                                                                                                                                                                                                                                 |

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Program Name | Program Description
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continuing the conversation with their children. The workshops last less than 30 minutes. The objectives of the workshop are to:
- Talk about the problem of teen drinking
- Talk about the role of peers in the problem of teen drinking
- Talk about the role of adults in the problem of teen drinking
- Talk about the role of parents and MADD in preventing teen drinking
- Talk about the Handbook itself and what parents can do today, tomorrow, and in the future to prevent teen drinking
Website: [https://www.madd.org/the-solution/power-of-parents/](https://www.madd.org/the-solution/power-of-parents/)

Prescription Drug Disposal and Safe Storage Activities

Service Codes: See codes outlined below

IOM: Universal

Used to capture all activities associated with the proper safe storage and disposal of prescription medications. This could include such activities as coordinating and/or promoting a Drug Take-Back Event, the installation of a collection box within a local law enforcement establishment or pharmacy, the use of drug disposal pouches such as Deterra drug deactivation packets, or providing guidelines and resources for safe storage.

Service codes:
ENV02-Changing Practices or Procedures
Used to capture changes in practice such as:
- When a law enforcement establishment agrees to install a “permanent” prescription take-back collection box
- Funeral directors agree to include information and inform families on safe disposal of unused medications
- A pharmacist agrees to install a collection box or carry disposal pouches
- Senior Center agrees to routinely provide Med Lock Boxes and instructions to all new seniors

CBP07-Prevention Program Marketing
Use to capture meetings/activities held with community groups, organizations, businesses, pharmacies, and/or other agencies to market and encourage them to support you in the implementation of this program.

INF01/INF03/INF05-Material/Media Development
Use to capture the development of informational materials/media specific to prescription drug take-back events, collection boxes, additional safe disposal methods, and/or safe drug storage methods.

INF02/INF04/INF06-Material/Media Dissemination
Use to capture the dissemination of informational materials/media specific to prescription drug take-back events, collection boxes, additional safe disposal methods, and/or safe drug storage methods.

INF08-Speaking Engagements
Use to capture presentations or speaking events specific to the topic of safe storage and proper disposal of unused medications.

CBP01-Technical Assistance/Multi-agency Collaboration
Use to capture meetings that are held for coordinating and collaborating on activities/events involving safe disposal practices and techniques such as drug take-back events, permanent collection boxes, drug deactivation packets, etc.

ENV13- Prescription Drug Safe Storage and Disposal
Use to capture events held in conjunction with state and local law enforcement agencies that provide an opportunity for people to drop off unwanted prescription drugs for proper disposal. Also use to capture dissemination of medication lock
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<th>Program Name</th>
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| Project MEDS                                                                 | Service Codes: CBP03, INF08  
Population: Older Adults  
IOM: Universal, Selective  
Project MEDS (Medication Education Designed for Seniors) trains older adults to provide peer education to other older adults on incorrect use of prescribed and over-the-counter medications, alcohol misuse/abuse and the dangers of medication and alcohol interactions. Trained senior volunteers provide a half hour education presentation to other seniors. The presentation encourages individuals to maintain a relationship with their physician and pharmacist in order to protect prescription medication users from the harmful effects of medication misuse. It asks seniors to record their medication use in a journal to make a daily chart that can be checked off every time they've taken any medicine. The program encourages seniors to discard outdated/expired medications.  
Project MEDS was developed through a collaboration of the Bucks County Area Agency on Aging, the Bucks County Drug and Alcohol Commission and the Bucks County Retired and Senior Volunteer Program. |
| Protecting You Protecting Me                                               | Service Codes: EDU01, EDU02  
Populations: Elementary School Students  
IOM: Universal, Selective  
Protecting You/Protecting Me (PY/PM) is a 5-year classroom-based alcohol use prevention program for elementary school students in grades 1-5. The program aims to reduce alcohol-related injuries and death among children and youth due to underage alcohol use and riding in vehicles with drivers who are not alcohol free. PY/PM consists of a series of 40 science- and health-based lessons, with 8 lessons per year for grades 1-5. PY/PM lessons and activities focus on teaching children about (1) the brain--how it continues to develop throughout childhood and adolescence, what alcohol does to the developing brain, and why it is important for children to protect their brains; (2) vehicle safety, particularly what children can do to protect themselves if they have to ride with someone who is not alcohol free; and (3) life skills, including decision making, stress management, media awareness, resistance strategies, and communication. Trained school staff, prevention specialists, or high school students enrolled in a peer mentor/leadership course can teach the lessons. |
| PUSHING BACK: Responding to Representation of Drugs and Alcohol in Popular Culture | Service Codes: EDU01, EDU02  
Population: High School Students  
IOM: Universal  
“Pushing Back” is a twelve-lesson curriculum to teach digital and media literacy skills. It is designed for high school learners in grades 9 through 12, and can be used in a variety of in-school and out-of-school settings. The curriculum is aligned to Common Core standards. The lessons help learners analyze representations of drug and alcohol use in media and popular culture and create media productions that talk back to inaccurate, dangerous, or incomplete portrayals of risky behaviors. These media talk-backs are flexible to a number of different pressing issues facing young people, including behaviors involving illegal, prescription, and recreational drugs. Website: https://www.ddap.pa.gov/Prevention/Pages/MediaLiteracyCurriculums.aspx |
| Raising a Thinking Child                                                   | Service Code: EDU03  
Population: Parents/Families  
IOM: Universal, Selective  
The focus of this program is on developing a set of interpersonal cognitive problem solving skills that relate to overt behaviors as early as preschool. By enhancing I Can Problem Solve skills, the ultimate goal is to increase the probability of preventing later, more serious problems by addressing the behavioral predictors early in life. In addition to behavioral outcomes, the parent intervention is designed to help parents use a problem solving style of communication that guides young children to think for themselves. The program takes a minimum of 6 weeks, although 8 weeks is more ideal.
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| **Reality Tour**             | Service Code: INF08  
Population: Youth/Minors, Parents/Families  
IOM: Universal, Selective  
**Important Note: Beginning 7/1/2016, DDAP funds can no longer be used to fund Reality Tour.**  
Reality Tour is a volunteer-driven substance abuse prevention program that is presented to parents and their children (ages 10-17) in a community setting over the course of one approximately 3-hour session. The goal of the program is to increase children's negative attitudes toward alcohol, tobacco, marijuana, and other illicit drugs, as well as their perceived risk of harm from use of these substances. Reality Tour provides participants with testimonies from individuals with a history of addiction, an address by law enforcement personnel, and the opportunity to pose questions to these speakers. The session also includes dramatic narratives that precede brief reenactments of emergency room and funeral home scenes involving a young person who has overdosed on drugs, as well as the portrayal of an arrest and imprisonment (or the viewing of an arrest and imprisonment on DVD). Reality Tour participants are given information on coping and refusal skills, as well as guidance in assessing their own coping skills. Website: [http://www.candleinc.org/](http://www.candleinc.org/) |
| **Responsible Alcohol Management Program** | Service Code: ENV16  
Population: Business/Industry  
IOM: Universal  
To help licensees and their employees to serve alcohol responsibly. Responsible Alcohol Management Program (RAMP) was created by the Pennsylvania Liquor Control Board and offers practical advice for licensees operating restaurants, hotels, clubs, distributors, and even special occasion permit holders. RAMP explains how to: detect signs of impairment and intoxication, and effectively cut off service to a customer who has had too much to drink; identify underage individuals; detect altered, counterfeit, and borrowed identification; avoid unnecessary liability; and help reduce alcohol-related problems in the community. Website: [http://www.lcb.pa.gov/Education/RAMP/Pages/default.aspx](http://www.lcb.pa.gov/Education/RAMP/Pages/default.aspx) |
| **Rock In Prevention, Rock PLUS** | Service Codes: EDU01, EDU02  
Populations: Elementary and Middle School Students  
IOM: U  
Rock In Prevention, Rock PLUS, is a 12-week classroom curriculum designed for grades 3-6 that uses music and the arts as interactive teaching tools to influence behaviors and attitudes related to the use of four targeted substances: alcohol, tobacco, marijuana, and inhalants. The intervention is also designed to increase awareness of the risks of substance use; develop personal and social skills; encourage parental involvement; and foster a number of positive traits, such as academic achievement, health and wellness, media literacy, anger management, problem solving, and antibullying attitudes. The theoretical basis of the intervention is rooted in the positive behavior supports approach to reducing negative behaviors and enhancing positive outcomes. The intervention aims to create a safe and supportive learning environment in which the desired behaviors and attitudes can be achieved. The core components are in-class lesson plans, usually one class period in length, which include visual, auditory, and kinesthetic elements, and a "song of the week" used at home to engage parents and the child. Songs produced for the program deliver key learning |
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<td>Safe Bet</td>
<td>Service Code: GED01</td>
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<td>Populations: Young Adults, Adults, Older Adults</td>
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<td>IOM: Indicated</td>
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<td>Safe Bet is an interactive journal program designed for individuals at risk for problem gambling behaviors. Interactive Journal Programs, developed by the Change Companies, apply practices that research demonstrates to be most effective in behavior change using a client-centered application. Interactive Journaling® is also included in SAMHSA's National Registry of Evidence-based Programs and Practices (NREPP). Safe Bet challenges individuals' common conceptions about gambling, helps individuals recognize their motivations for their gambling and offers tips and strategies to replace or diminish harmful gambling behavior. The program motivates individuals to take on the responsibility of making healthy gambling choices in the future. Safe Bet includes a pre- and post-test that measures changes in knowledge and attitudes with respect to gambling behavior.</td>
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<td>Website: <a href="http://www.rockinprevention.org/">http://www.rockinprevention.org/</a></td>
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| Safe Kids: A Therapeutic and Educational Curriculum for Children of Addicts | Service Code: EDU02  |
| Population: Children of Substance Abusers  |
| IOM: Selective  |
| This program is for intended for children ages 8 to 11 and consists of 10 sessions that are 60 - 90 minutes in length. Subjects that will be covered include substance abuse, addiction and its effects on the family system, strategies for healthy thinking, problem-solving skills, identification and expression of feelings, and recovery. Each session consists of an Ice Breaker activity, one or more discussion topics, and ends with an activity and a debriefing session. The goals of this curriculum are to: provide a safe, supportive environment in which COAs can share with one another; improve participants’ knowledge of substance abuse and recovery; assist participants in identifying skills that will help maintain their physical and emotional safety. |
| Website: [https://www.changecompanies.net/products/product.php?id=SB1](https://www.changecompanies.net/products/product.php?id=SB1)  |

| SkillQuest | Service Codes: EDU01, EDU02  |
| Populations: Elementary and Middle School Students  |
| IOM: Universal  |
| The goal of SkillQuest is to give students skills to help them become successful and responsible members of the community. Topic areas include anger management, bullying awareness/prevention, stress management, cultural awareness, alcohol and other drug information/prevention and managing transitions. Each topic area consists of four, forty-five minutes lessons. Students will participate in hands-on, interactive activities, including role-playing, small group discussion and classroom participation.  |
| Website: [http://www.compassmark.org](http://www.compassmark.org)  |

| SMART Moves | Service Code: EDU02  |
| Population: Youth/Minors  |
| IOM: Universal  |
| To teach young people ages 6-15 how to say no to alcohol, tobacco and other drugs by involving them in discussion, role playing, practicing resistance, refusal skills, developing assertiveness, strengthening decision making skills, and analyzing media and peer influences. To promote abstinence from substance abuse and adolescent sexual involvement through the practice of responsible behavior.  |
| Website: [http://bgca.org/whatwedo/HealthLifeSkills/Pages/HealthLifeSkills.aspx](http://bgca.org/whatwedo/HealthLifeSkills/Pages/HealthLifeSkills.aspx)  |

<p>| Smokeless Saturday | Service Code: INT02  |
| Populations: Persons Using Substances, Youth/Minors, Middle and High School Students  |
| IOM: Indicated  |
| Smokeless Saturday is a teen education and cessation program for students found with tobacco on school grounds. It offers an alternative to suspension and fines to those students violating school tobacco policies. Smokeless Saturday is a one-day session taught by trained facilitators. Students learn about smoking triggers, how to  |</p>
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<td>deal with stress, the long- and short-term consequences of tobacco use and how to quit successfully. Website: <a href="http://breathepa.org/programs/smokeless-saturday">http://breathepa.org/programs/smokeless-saturday</a></td>
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<td>CESSATION PROGRAMS ARE CONSIDERED INTERVENTION PROGRAMS. BLOCK GRANT FUNDS FROM THE 20% PREVENTION SET ASIDE AND STATE FUNDS THE SCA HAS BUDGETED FOR PREVENTION MAY NOT BE USED TO FUND THIS PROGRAM.</td>
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<td>Tobacco Prevention Activities</td>
<td>Service Codes: INF08, EDU01, EDU02, CBP02, ENV01-08, ENV17, ENV19 &lt;br&gt; IOM: Universal, Selective, Indicated &lt;br&gt; Types of services included under this program include tobacco education, training, compliance checks, etc.</td>
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<td>Underage Drinking Program</td>
<td>Service Codes: INF08, EDU02 &lt;br&gt; Population: Youth/Minors, Persons Using Substances &lt;br&gt; IOM: Selective, Indicated &lt;br&gt; This program is used to raise awareness/educate those individuals who have been convicted of underage drinking.</td>
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<td>Vaping Prevention Plus Wellness</td>
<td>Service Code: EDU01, EDU02 &lt;br&gt; Populations: Elementary, Middle and High School Students &lt;br&gt; IOM: Universal &lt;br&gt; Vaping Prevention Plus Wellness (PPW) is a screening and brief intervention program for prevention and health professionals and parents who want to prevent e-cigarette use and promote protective wellness lifestyles and identities among youth. Vaping PPW is an intervention adopted from the SPORT Prevention Plus Wellness program. Vaping PPW is a single-session e-cigarette prevention program designed to increase wellness-enhancing behaviors including physical activity, sports participation, healthy eating, getting adequate sleep, and practicing stress control. It can be implemented in any setting where youth are found and is available in three versions for elementary, middle and high school. Marijuana PPW uses a three-step process of screening for current health habits, providing feedback on those health habits, and presenting a goal plan. Vaping PPW can be used as a stand-alone program, or as an add-on component to other programs. Website: <a href="https://preventionpluswellness.com/products/vaping-prevention-plus-wellness-program">https://preventionpluswellness.com/products/vaping-prevention-plus-wellness-program</a></td>
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<td>Violence Prevention Activities</td>
<td>Service Codes: INF08, EDU01, EDU02 &lt;br&gt; IOM: Universal &lt;br&gt; Includes informational and educational activities intended to prevent violence.</td>
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<td>Winners Walk Tall</td>
<td>Service Codes: EDU01, EDU02 &lt;br&gt; Population: Elementary School Students &lt;br&gt; IOM: Universal &lt;br&gt; Winners Walk Tall is a character-building program that helps our youth develop the confidence they need to learn to make good choices as they mature in life. The only community-based program of its kind, this unique program provides a positive alternative to the problems students are facing. &quot;Character Coaches&quot; spend 10-12 minutes in classrooms each week helping children understand and appreciate the secrets such as manners, behavior and ethics that are part of the lives of all winners. By learning these secrets in elementary school, students have the foundation they need to become productive, happy members of society true winners in life! Winners Walk Tall provides children with concrete lessons and examples to help them develop a positive sense of self-esteem, respect for others, and the ability to make good decisions about the behaviors that impact their lives. Topics include bullying, manners, peer pressure, setting goals, and respecting cultural differences.</td>
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<td>Wise Owl Bully Stopper Kit</td>
<td>Service Codes: INF08, EDU01, EDU02 &lt;br&gt; Population: Elementary School Students &lt;br&gt; IOM: Universal &lt;br&gt; The Wise Owl Bully Stopper Kit is a live-action video-based program for K-2nd grades. It’s hosted by Wise Owl, a likable cartoon character, who encourages young viewers to learn more about what bullying is and how it can be stopped. The Wise Owl Bully</td>
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| Stopper Kit                     | Stopper Kit is designed to provide the tools that a school needs to put a stop to bullying. Helpful scenarios play out common situations that help young viewers learn how to deal with bullies in a healthy, assertive manner. A combination of visual activities, discussion questions, hands-on projects, and communication exercises will ensure that students receive a well-rounded course of study.  
| Wise Owl’s Drug Safety Kit      | Service Codes: INF08, EDU01, EDU02  
Population: Elementary School Students  
IOM: Universal  
Wise Owl’s Drug Safety Kit is based on effective, age appropriate drug education strategies for K-3rd grades. The curriculum carefully introduces young students to the concepts of healthy decisions related to drugs and medicines. Three videos use a mix of live action scenes and colorful animation featuring Wise Owl and his niece Wendy. An interactive format uses video pauses that allow viewers to share ideas and discuss what characters should do next.  
| Youth Making Choices            | Service Code: GED01  
Populations: Middle and High School Students  
IOM: Universal  
Developed by CAMH clinicians and researchers, the Youth Making Choices: Gambling Prevention Program comprises 10 lessons. The lessons are designed using the principles of differentiated instruction. The program’s objectives are to enhance students’ coping skills, to develop students’ knowledge of randomness and probability, and to improve students’ ability to recognize and avoid problematic behaviors associated with gambling.  