

Too Good for Drugs 6-8

Logic Model

➔ 1 - Theory

Social Development Theory indicates behavior change occurs when individuals gain information about the risks and benefits of certain behaviors, form attitudes based on that information and learn behavioral skills.

Social Learning Theory indicates behavior is shaped through modeling or observing behaviors and reinforcement or experiencing positive consequences for behaviors.

Social and Emotional Competency - Goal-setting, decision-making, media analysis, and peer resistance **Skills** promote resiliency and non-use norms and expectations.

Target Group

Universal Population:

Grades 6, 7, and 8
Youth age 11 to 14 years

➔ 2 - Strategies/Activities

Curriculum

- Develops personal and interpersonal skills to develop social emotional competency and resist peer and media influences.
- Unit 1 includes the social emotional competency skills: Goal Setting, Decision Making, Identifying and Managing Emotions, and Bonding and Relationships.
- Unit 2 applies SEL skills to the harmful effects of drug use; accurate information on peer drug use
- Interactive Instructional strategies such as cooperative learning, and opportunities for practice and diverse role-playing situations.
- Sequential school-based curricula developmentally appropriate to each grade level which builds on skills learned in previous years.

Parental Involvement

Parents are involved in the prevention process by engaging in interactive homework assignments designed to initiate family activities and communication and to promote family bonding.

Staff Development

- Ten-hour environmental program designed to improve classroom climate, establish positive norms, and increase students' bonding with the school and teacher(s) is strongly encouraged for all adult school personnel.
- Training in grade-specific curricula and/or after-school activities is strongly encouraged for curriculum instructors.

➔ 3 - Immediate Outcomes

Students participate and actively engage in classroom lessons and homework activities.

Students positively interact with peers.

Teachers model, teach, provide practice opportunities, and recognize/ reward pro-social skills.

Teachers reinforce pro-social norms.

Parents assist with homework activities, reinforce skills, and talk to children about peaceful conflict resolution.

Parents increase their positive interaction and communication with their children.

➔ 4 - Intermediate Outcomes

Improved social emotional competence & media literacy skills.

Students improve ability to recognize, manage, and appropriately express their own emotions and their ability to identify and appropriately respond to emotions in others.

More Students perceive substance use as wrong, risky, or harmful.

Fewer will see it acceptable or cool. Students form friendships with peers less likely to engage in substance using behaviors.

Develop Standards of Non-use.

More students report that substance use is not the norm and that their friends do not approve of substance use.

Peer Disapproval of Behavior.

Students gain a more accurate view of peer acceptance of substance use.

More students report feeling connected with the school/teacher.

Resistance Skills:

Students gain skills to resist negative media influences and peer-pressure use.



Long-Term Outcomes

Reduced intentions to use alcohol, tobacco, and other drugs.



C.E. Mendez Foundation, Inc.
200 Ottley Dr NE
Atlanta, Georgia 30324
mendezfoundation.org
800.750.0986