

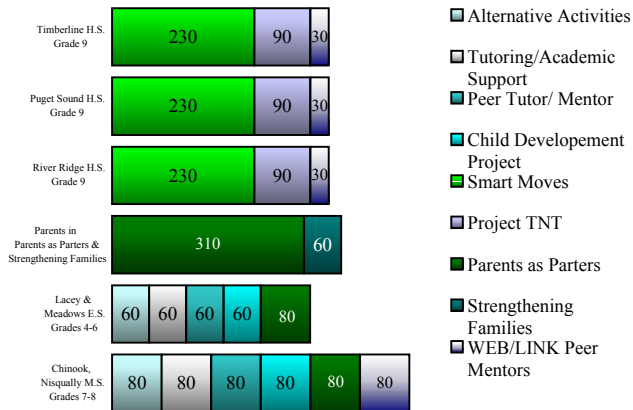
A Guide to the Community Projects

December 2000, Project Action Plan

The Bridge Project: A Substance and Drug Abuse Prevention Program

Program Services	Risk Factors										Protective Factors					Science Rigor	Annual Program Service Cost
	Transitions and Mobility	Availability of Drugs	Recklessness	Favorable Attitudes Toward the Problem Behavior	Friends Who Engage in the Problem Behavior	Academic Failure	Lack of Commitment to School	Family Conflict	Family Management Problems	Community: Rewards for Prosocial Involvement	Social Skills	Bonding: Attachment to Prosocial Involvement	School: Rewards for Prosocial Involvement	School: Opportunities for Prosocial Involvement			
Alternative Activities*			♦						♦							1	\$61,050
Tutoring/Academic Support*					♦							♦				1-2	
Peer Tutor Mentor*						♦						♦	♦		2		
Child Development Project*							♦				♦					5	\$8,000
SMART Moves**								♦					♦			5	\$18,140
Project TNT**									♦				♦			5	
Parents as Partners Program		♦		♦	♦					♦		♦				1-2	\$9,850
Strengthening Families	♦			♦	♦			♦		♦		♦				5	
Peer Mentor (WEB & LINK)	♦			♦	♦			♦		♦		♦				3	\$8,150

Annual Target Population



Anticipated Number of Participants

*COMMUNITY CLUBHOUSE

- Alternative Activities**
Increase community participation
- Tutoring/Academic Support**
Increase homework completion
Decrease attendance problems
- Peer/Tutor Mentoring**
Decrease behavioral problems
Decrease early use of alcohol and drugs
- Child Development Project**
Increase knowledge base (conflict resolution & problem solving)
Increase classroom participation
Decrease attendance problems
Decrease behavioral problems
Improve teacher practices leading to positive changes

**TRANSITION PROGRAM

- SMART Moves**
Increase homework completion
Decrease attendance problems
Increase student commitment to community service
- Project TNT**
Decrease tobacco use
- Parents as Partners w/ Strengthening Families**
Increase parental participation in school programs
Increase communication skills
Decrease family conflict
- WEB/LINK (Peer Mentoring)**
Increase peer resistance skills
Increase knowledge of ATOD effects
Increase problem solving abilities



**State Incentive Grant
COMMUNITY-BASED PREVENTION ACTION PLAN IMPLEMENTATION MATRIX**

Community Project Name: The Bridge Project: A Substance and Drug Abuse Prevention Program

Lead Agency for SIG Community Project: North Thurston Public School

Address of Lead Agency: 305 College Street, Lacey, Washington 98516

Phone number/e-mail of Lead Agency: (360) 412-4466/ mdegive@ntsd.wednet.edu

Project Director: Maddy de Give, Ph.D., R.N

PRG SVC #	Program Service Name	Science Rigor	Budget	Beginning	End	Provider	Location
1	Community ClubHouse Extended Day and Summer Programs Tutoring Homework	2	\$72,000	10/01	8/02	North Thurston Public Schools	Lacey Elementary Meadows Elementary Chinook Middle School Nisqually Middle School River Ridge High School Timberline High School
2	Child Development Project	5	\$5,050	10/01	8/02		
3	Transition Program for 9 th Graders	4	\$7,527	8/01	8/02		
a.	- Teenage Health Teaching Modules	3					
4	Peer Tutor/Mentor Program	3	\$8,150	8/01	8/02		
a.	- WEB (Peer Mentor-Middle School) Challenge Course	3					
b.	- LINK (Freshman Mentor- High School)	3					
TOTAL			\$92,727				

Exhibit: Y3 SIG B1 July 1, 2001 to August 31, 2002 SIG Prevention Action Plan: Thurston – 01A

List Partners: (Indicate specific contribution to prevention service specified, such as: deliver services, in-kind (space, etc), funds, referrals)

<ul style="list-style-type: none">• Behavioral Health Resources• Community Enrichment Program• Community Youth Services• City of Lacey Parks and Recreation• Lacey Police Department• Providence/St. Peter Chemical Dependency Center• Refugee and Immigrant Service Center• South Sound YMCA• Thurston County Health Department• Tobacco Free Thurston County	<ul style="list-style-type: none">• Positive Youth Enhancement team-building and social skill development activities• Field trips fore participants to drug and alcohol related community activities• Working with kids and families at risk to build social competence• Games and sports activities during extended day program• Gang resistance training• Portable Challenge activities• Cultural awareness training• Day care for younger siblings at extended day sites and for parenting sessions• Reproductive Health and Making Good Choices• Anti-smoking instruction
---	--

Approval Date: _____

Approved By: _____
State Incentive Grant Project Director

NAME OF PREVENTION PROGRAM: The Bridge Project: A Substance Abuse Prevention Program

1.		2.		3.		4.	
RISK FACTOR PRIORITIZED		RISK FACTOR(S) INDICATOR		PROTECTIVE FACTOR(S) PRIORITIZED		PROTECTIVE FACTOR(S) INDICATOR	
Prg Svs #*				Prg Svs #*			
1	<ul style="list-style-type: none"> • Alienation and rebelliousness • Little commitment to school • Academic failure • Positive attitudes toward drug use 	<ul style="list-style-type: none"> • Nature, number, and extent of disciplinary infractions • Attendance records • Number of students failing one or more classes • Number of alcohol and drug infractions • Number of criminal arrest (10-14) for alcohol and drug infractions • WSSAHB survey of substance abuse • Grades 5, 6, and 8 levels testing • Comparative data on academic achievement with similar 4th-8th graders • WASL Test, grades 4 and 7 • Grades in reading, math, and language • Parent conferences 	1	<ul style="list-style-type: none"> • Opportunities for positive involvement in community • Academic skills • Rewards for conventional involvement in school • Bonding with persons with healthy beliefs and clear standards • Opportunities for positive involvement in school 	<ul style="list-style-type: none"> • WSSAHB survey of protective factors • Number of students completing community service projects in Community ClubHouse Thurston County Cares! anti-drug campaign • Numbers/types strategies for increased rewards for participation in conventional school activities at target schools • Number of students receiving rewards for participation in conventional school activities at target schools 		
2			2				
3a.	<ul style="list-style-type: none"> • Favorable attitudes toward drug use • Friends who use drugs • Little commitment to school • Personal transition and mobility • Perceived availability of drugs (only a and c) 	<ul style="list-style-type: none"> • WSSAHB survey • Number attendance or disciplinary infractions that are drug related • Number of 9th grade students failing 2 or more classes • Number of 9th grade students maintaining "C" average or better at targeted high schools • Number of self-referrals to school counselor and school nurse • Arrests associated with use of alcohol and drugs by 7th, 8th and 9th grade population 	3a.	<ul style="list-style-type: none"> • Rewards for conventional involvement in school • Opportunities for positive involvement in community • Social and resistance skills 	WSSAHB survey		
4a.			4a.				
4b.			4b.				

* See Table on page one for key to program services

NAME OF PREVENTION PROGRAM: The Bridge Project: A Substance Abuse Prevention Program

5.		6.			7.	
RESOURCE ASSESSMENT (for Risk Factor/Protective Factor)		PROBLEM(S) RELATED TO PRIORITIZED:			ANTICIPATED IMMEDIATE CHANGES Related to participation in Prevention Services (refers to immediate outcomes)	
<i>Available</i>	<i>Missing</i>	<i>Risk Factor</i>	<i>Protective Factor</i>	<i>Resource Gaps</i>	<i>Prg Svs #*</i>	
<ul style="list-style-type: none"> Physical plants to house four prevention programs, i.e. buildings with utilities as well as gyms, libraries, and playgrounds available for student use Community partner organizations able to assist in training district and Community ClubHouse/ Extended Day staff in programming for the Child Development project Way of integrating content related to alcohol, marijuana, drug, tobacco use, misuse, and abuse across content areas 	<ul style="list-style-type: none"> After-school programming staff Community partner participation in prevention education and community service projects Funding to support four extended day sites After-school extended day opportunities for at-risk elementary and middle school students in grades 4 through 8 Research-based programming to frame Community Club House/Extended Day programming Framework that connects prioritized risk and protective factors with strategies for prevention of alcohol, marijuana, tobacco and other drug use, misuse, and abuse 	<ul style="list-style-type: none"> Lack of programs for academic and social support activities for youth 	<ul style="list-style-type: none"> Opportunities for positive involvement in school Rewards for conventional involvement in school 	<ul style="list-style-type: none"> Lack of programming that identifies 4th-8th grade students at risk for academic failures. 	1	<ul style="list-style-type: none"> P: Increase in homework completion by at-risk 4th-8th graders Decrease in attendance problems among participating students Decrease in behavioral or disciplinary incidents among participating students P: Increase in participation in community-based service projects Increase negative attitudes towards drugs and alcohol
					2	<ul style="list-style-type: none"> P: Increased participation in classroom and school activities by at-risk 4th –8th grade students Decrease in attendance problems among participating students Decrease in behavioral or disciplinary incidents among participating students Improvement in teacher’s practices leading to positive changes in classroom behavior

NAME OF PREVENTION PROGRAM: The Bridge Project: A Substance Abuse Prevention Program

<ul style="list-style-type: none"> • Content related to use, misuse, abuse of drugs, alcohol, and tobacco in required one-semester Health or Wellness courses at high schools. • Health and wellness classes that can be utilized to present content at targeted high schools • Community partners able to train staff in experiential activities as well in drug/alcohol prevention program • Community Partnership Coalition in place made up of building staff, parents, and community partners as well as district students in high schools and middle schools • WEB program at two middle schools with trained staff to support students initially • Mentor class for .5 credit at River Ridge High School 	<ul style="list-style-type: none"> • An intense skill-building opportunity that helps 9th grade students during transitional year into high school to overcome peer pressures • Continuing awareness, support and experiential opportunities • Research-based tobacco, drug, alcohol prevention program for high school and middle school students • Research-based social skill building and drug and alcohol prevention program for entering freshmen that can be reinforced and built upon during second semester of study. • Community-district partnership to mentor/train peer educators • Way to use trained 8th graders once they transition to high school • High school students and staff trained to mentor 9th grade students • Peer mentoring program throughout 9th grade year • Community service opportunities for 9th grade students 	<ul style="list-style-type: none"> • Youth entering high school do not have skills which promote peer resistance and promote healthy group norms • Personal transition and mobility • Little commitment to school 	<ul style="list-style-type: none"> • Opportunities for positive involvement in school 	<ul style="list-style-type: none"> • Consistency of message regarding ways to resist media and peer pressure regarding tobacco use • No research-based content at high school level on tobacco/drug use prevention • The school district does not have a process to encourage middle school student commitment to school and community and decrease use of tobacco, alcohol and drugs in middle school population as well as in 9th grade population 	<p>3a.</p>	<ul style="list-style-type: none"> • Increase in homework completion for 9th grade students • Decrease in attendance problems • Increase awareness of and comfort zone in seeking out additional resources • Decrease in disciplinary infractions related to use of alcohol, drugs, and tobacco • Increase knowledge of effects of alcohol, tobacco, and drugs, both physiologically and psychologically • Increase ability to problem solve with positive social outcomes. • Decrease in number of students smoking on public land outside high schools • Decrease in amount of cigarettes smoked by class participants • Decrease in number of students initiating use of cigarettes or smokeless tobacco • Increase awareness of and comfort zone in seeking out additional resources • Decrease in disciplinary infractions related to use of alcohol, drugs, and tobacco
<p>4a.</p>						<ul style="list-style-type: none"> • P: Increase in number of 9th grade students willing to tutor and mentor at-risk students at Extended Day sites
<p>4b.</p>						<ul style="list-style-type: none"> • Increase skills in resisting peer pressures
<p>4c.</p>						<ul style="list-style-type: none"> • Increase awareness of and comfort zone in seeking out additional resources • Decrease in disciplinary infractions related to use of alcohol, drugs, and tobacco

* See Table on page one for key to program services.

P: Refers to process

NAME OF PREVENTION PROGRAM: The Bridge Project: A Substance Abuse Prevention Program

8.								9.
TARGET POPULATION								ELIGIBILITY TO PARTICIPATE (Criteria)
Prg Svs #*	YOUTH			School Survey		ADULT		
	Proposed	Description (by grade, ethnicity)	By School	Spr 98	Fall 99	Proposed	Description	
1	30	4th-6th grade	<i>Elementary(s)</i>	X			Staff	<ul style="list-style-type: none"> • Not connected to school • Engagement in high risk behaviors including drug/alcohol use • Social or emotional difficulty • Attendance or behavior issues • Not performing at standard on levels testing in 5th or 7th grades or failing to meet state standards on 4th or 7th grade WASLS testing • Failing one or more subjects • All 9th grade students at River Ridge High School and Timberline High School • Participation in mentor class at targeted high schools • Participation in WEB program at target middle schools • Commitment to full year of participation; “B” cumulative grade point average; no attendance or disciplinary problems • Participation in mentor class at targeted high schools • Participation in mentor class at targeted high schools • Commitment to full year of participation; “B” cumulative grade point average; no attendance or disciplinary problems
2	40	7th-8th grade	Lacey Elementary Meadows Elementary <i>Middle/Junior High(s)</i> Chinook Middle School Nisqually Middle School					
3a.	700	9th Graders	<i>High School(s)</i> River Ridge High School Timberline High School					
4a.	40 40	8 th graders 8 th graders	<i>Middle/Junior High(s)</i> Chinook Middle School Nisqually Middle School					
4b.	30 30	10 th and 11 th 10 th and 11 th	<i>High School(s)</i> River Ridge High School Timberline High School					

NOTE: Puget Sound High School does not at present admit students who are in 9th grade; only 10th graders and above are admitted

NAME OF PREVENTION PROGRAM: The Bridge Project: A Substance Abuse Prevention Program

10.			11.			12.
PROGRAM ACTIVITY(S) Related to Prevention Actions and Program Services			Institute of Medicine PREVENTION DEFINITION			DOMAIN(S) OF ACTIVITY(S)
Prg Svs #		Rigor	Universal	Selective	Indicated	(Community, family, school, individual)
1	<ul style="list-style-type: none"> Community ClubHouses combine academic support with drug/alcohol/tobacco prevention programming and recreational/community service opportunities. Community ClubHouse media campaign Thurston County Cares! with community partner participation to increase student negative attitudes toward drugs and alcohol, increase commitment to community. Community service projects in collaboration with community partners that include broadcast studio experience, website development, advertising campaign including public service announcements, billboard design, poster contest, culturally relevant artwork for school buses to promote negative attitudes of all students toward use of alcohol, tobacco, and other drugs. Homework Club with tutoring (reinforcement of pre-teaching during day) during day and mentoring. Students tutored by peers and community volunteers to each Community Clubhouse (not to specific students) Summer Program (Heads Up!) with skill building and skill training in conflict resolution, problem solving, stress reduction and coping with loss. 	2		X		School Family
2	<p>Child Development Project:</p> <ul style="list-style-type: none"> Foster cooperative learning and create values-rich literature-based reading, language and arts program at community ClubHouse to Create “Community of Caring” Training of teaching staff at target buildings in strategies to foster cooperative learning and transform each extended day site and target building into a “Community of Caring” so mentoring of all students occurs. Instruction of Community ClubHouse and Extended Day staff in creation of a values-rich literature-based reading and language arts program that can be used as basis of after-school study or Homework Clubs. Development of Home site Activities that are joint parent-student projects as part of curriculum across content areas 	5	X			Individual
3a.	<ul style="list-style-type: none"> Teenage Health Teaching Modules using role playing, group activities and discussion to promote social skills, including peer resistance skills, problem solving/decision making skills, conservative group norms regarding substance use, and knowledge of the health consequences and prevalence of alcohol, tobacco, and other drug (ATOD) use by youth and adults. Includes sessions on improving self-image, coping with stress, resisting media pressures, and being assertive in pressure situations 	4	X			School/Individual

NAME OF PREVENTION PROGRAM: The Bridge Project: A Substance Abuse Prevention Program

4a.	<ul style="list-style-type: none"> • Transition experience with prevention content, social skill building, mentoring, and community service component will enhance 9th graders’ protective factor and decrease engagement in drug-seeking behavior. Includes: <ul style="list-style-type: none"> - Community partner training of district staff to provide reinforcement, content - Experiential activities to enhance team building, acceptance of diversity and improve communication skills (Challenge Course and Portable Challenge) <p>Peer Mentor Programs for Web and LINK:</p> <ul style="list-style-type: none"> • Training of peer mentor/educators by partner agency staff in supporting other students and ways to diminish use of tobacco, alcohol and other drugs in younger students. • Training of peer mentor/educators in study strategies and teaching/tutoring skills • Project SAFE mobile anti-drug van activities to be developed with community partners for site visits at all elementary schools throughout the district. • Mentoring by older students leads to increased academic and social success, which will decrease risk and increase protective factors so negative attitudes toward drug use among student increased as well as commitment to school 	3	X		School/Individual
4b.	<p>Peer Mentor Programs for Web and LINK:</p> <ul style="list-style-type: none"> • Training of peer mentor/educators by partner agency staff in supporting other students and ways to diminish use of tobacco, alcohol and other drugs in younger students. • Training of peer mentor/educators in study strategies and teaching/tutoring skills • Project SAFE mobile anti-drug van activities to be developed with community partners for site visits at all elementary schools throughout the district. • Mentoring by older students leads to increased academic and social success, which will decrease risk and increase protective factors so negative attitudes toward drug use among student increased as well as commitment to school 	3			School/Individual

NAME OF PREVENTION PROGRAM: The Bridge Project: A Substance Abuse Prevention Program

13.		14.			15.	16.	
PROTECTIVE FACTORS/COMPONENTS/INCENTIVES ADDRESSED IN EACH ACTIVITY		DOSAGE OF EACH ACTIVITY(S).			LOCATION OF EACH ACTIVITY(S)	ACTIVITY BEGIN AND END DATES	
Prg Svs #*		<i>Number of cycles per year</i>	<i>Number of sessions per cycle</i>	<i>Length (in hours) of each session</i>		<i>Begin</i>	<i>End</i>
1	<ul style="list-style-type: none"> • Opportunities for positive involvement in school • Opportunities for positive involvement in community • Rewards for conventional involvement in schools 	6 weeks each trimester	<ul style="list-style-type: none"> • 36, 2 days/week • 1 day/week, 4 weeks in July • One week with overnight trip 	2.5 hours each	Lacey Elementary Meadows Elementary	10/01	5/02
2		Summer		8 hours each	Chinook Middle Nisqually Middle	7/01	8/01
		6 weeks each trimester	18, 1 day/week	4 hours each day	Community ClubHouse/ Extended Day sites: Chinook Middle Nisqually Middle Timberline High River Ridge High	8/1/01	8/6/01
3a.	<ul style="list-style-type: none"> • Increase opportunities for positive involvement in school • Increase opportunities for positive involvement in community 		12 sessions	2 hours/training	Chinook Middle	8/01	6/02
4a.			36 sessions	2.5 hours/each	Nisqually Middle		
4b.			Ongoing mentoring	Varies	Timberline High Puget Sound High River Ridge High		

**State Incentive Grant
COMMUNITY-BASED PREVENTION ACTION PLAN IMPLEMENTATION MATRIX**

Community Project Name: The Bridge Project: A Substance and Drug Abuse Prevention Program

Lead Agency for SIG Community Project: North Thurston Public School

Address of Lead Agency: 305 College Street, Lacey, Washington 98516

Phone number/e-mail of Lead Agency: (360) 412-4466/ mdegive@ntsd.wednet.edu

Project Director: Maddy de Give, Ph.D., R.N

PRG SVC #	Program Service Name	Science Rigor	Budget	Beginning	End	Provider	Location
1	Parents as Partners - Strengthening Families	1,2 5	\$9,850	10/01	8/02	North Thurston Public Schools	Nisqually Middle School Chinook Middle School
TOTAL			\$9,850				

List Partners: (Indicate specific contribution to prevention service specified, such as: deliver services, in-kind (space, etc), funds, referrals)

<ul style="list-style-type: none"> • Behavioral Health Resources • Community Enrichment Program • Community Youth Services • City of Lacey Parks and Recreation • Lacey Police Department • Providence/St. Peter Chemical Dependency Center • Refugee and Immigrant Service Center • South Sound YMCA • Thurston County Health Department • Tobacco Free Thurston County 	<ul style="list-style-type: none"> • Positive Youth Enhancement team-building and social skill development activities • Field trips fore participants to drug and alcohol related community activities • Working with kids and families at risk to build social competence • Games and sports activities during extended day program • Gang resistance training • Portable Challenge activities • Cultural awareness training • Day care for younger siblings at extended day sites and for parenting sessions • Reproductive Health and Making Good Choices • Anti-smoking instruction
--	---

Approval Date: _____

Approved By: _____

State Incentive Grant Project Director

NAME OF PREVENTION PROGRAM: The Bridge Project: A Substance Abuse Prevention Program

1.		2.		3.		4.	
RISK FACTOR PRIORITIZED		RISK FACTOR(S) INDICATOR		PROTECTIVE FACTOR(S) PRIORITIZED		PROTECTIVE FACTOR(S) INDICATOR	
Prg Svs #*				Prg Svs #*			
1a	<ul style="list-style-type: none"> • Family conflict • Family management 	<ul style="list-style-type: none"> • Nature, number, and extent of disciplinary infractions • Attendance records • Number of students failing one or more classes • Number of alcohol and drug infractions • Number of criminal arrest (10-14) for alcohol and drug infractions • WSSAHB survey of substance abuse • Grades 5, 6, and 8 levels testing • Comparative data on academic achievement with similar 4th-8th graders • WASL Test, grades 4 and 7 • Grades in reading, math, and language • Parent conferences 		1	<ul style="list-style-type: none"> • Opportunities for positive involvement in school 	<ul style="list-style-type: none"> • WSSAHB survey of protective factors • Number of students completing community service projects in Community ClubHouse Thurston County Cares! anti-drug campaign • Numbers/types strategies for increased rewards for participation in conventional school activities at target schools • Number of students receiving rewards for participation in conventional school activities at target schools 	

NAME OF PREVENTION PROGRAM: The Bridge Project: A Substance Abuse Prevention Program

5.		6.			7.	
RESOURCE ASSESSMENT (for Risk Factor/Protective Factor)		PROBLEM(S) RELATED TO PRIORITIZED:			ANTICIPATED IMMEDIATE CHANGES Related to participation in Prevention Services (refers to immediate outcomes)	
<i>Available</i>	<i>Missing</i>	<i>Risk Factor</i>	<i>Protective Factor</i>	<i>Resource Gaps</i>	<i>Prg Svs #*</i>	
<ul style="list-style-type: none"> Physical plants to house four prevention programs, i.e. buildings with utilities as well as gyms, libraries, and playgrounds available for student use Community partner organizations able to assist in training district and Community ClubHouse/Extended Day staff in programming for the Child Development project Way of integrating content related to alcohol, marijuana, drug, tobacco use, misuse, and abuse across content areas 	<ul style="list-style-type: none"> After-school programming staff Community partner participation in prevention education and community service projects Funding to support four extended day sites After-school extended day opportunities for at-risk elementary and middle school students in grades 4 through 8 Research-based programming to frame Community Club House/Extended Day programming Framework that connects prioritized risk and protective factors with strategies for prevention of alcohol, marijuana, tobacco and other drug use, misuse, and abuse 	<ul style="list-style-type: none"> Lack of programs for academic and social support activities for youth 	<ul style="list-style-type: none"> Opportunities for positive involvement in school Rewards for conventional involvement in school 	<ul style="list-style-type: none"> Lack of programming that identifies 4th-8th grade students at risk for academic failures. 	1	<ul style="list-style-type: none"> P: Increase in parents' participation in school programs P: Increase in communication skills of parents P: Decrease in family conflict P: Improved behavioral outcomes of participating children <p>P: refers to Process</p>

* See Table on page one for key to program services

NAME OF PREVENTION PROGRAM: The Bridge Project: A Substance Abuse Prevention Program

8. TARGET POPULATION							9. ELIGIBILITY TO PARTICIPATE (Criteria)	
Prg Svs #*	YOUTH			School Survey		ADULT		
	Proposed	Description (by grade, ethnicity)	By School	Spr 99	Fall 99	Proposed	Description	
1			Elementary(s) Strengthening Families Lacey Elementary Meadows Elementary Middle/Junior High(s) Strengthening Families Chinook Middle School Nisqually Middle School			40 40	Parents Parents	Parents of students at targeted schools with students ages 10-13

10. PROGRAM ACTIVITY(S) Related to Prevention Actions and Program Services				11. Institute of Medicine PREVENTION DEFINITION			12. DOMAIN(S) OF ACTIVITY(S)
Prg Svs #		Rigor	Universal	Selective	Indicated	(Community, family, school, individual)	
1	Strengthening Families: A multi-component, family-focused prevention program, which includes the following three elements: <ul style="list-style-type: none"> • Parent training program: Uses structured parent handbook; designed to improve parenting skills, diminish parent’s substance abuse and learn appropriate ways to deal with their children’s problem behavior and alternative ways to increase positive interactions with children. • Children’s skills training program: Uses a structured children’s handbook; designed to decrease negative behaviors and develop more socially acceptable behaviors. • Family skills training program: Designed to change family environment by involving parents and children in learning and practicing together new behaviors they are learning in their skills training programs. The program will include a family meal. Follow-up individual sessions will be held at three-month intervals.	5		X		Family	

NAME OF PREVENTION PROGRAM: The Bridge Project: A Substance Abuse Prevention Program

13.		14.			15.	16.	
PROTECTIVE FACTORS/COMPONENTS/INCENTIVES ADDRESSED IN EACH ACTIVITY		DOSAGE OF EACH ACTIVITY(S).			LOCATION OF EACH ACTIVITY(S)	ACTIVITY BEGIN AND END DATES	
Prg Svs #*		<i>Number of cycles per year</i>	<i>Number of sessions per cycle</i>	<i>Length (in hours) of each session</i>		<i>Begin</i>	<i>End</i>
1	<ul style="list-style-type: none"> • Opportunities for positive involvement in school • Opportunities for positive involvement in community • Rewards for conventional involvement in schools 		7 sessions	3 hours each	Nisqually Middle School Chinook Middle School	10/01	5/02