



Lifeways

Rapid City
2011 - 2012

Executive Summary

Lifeways, Inc., a non-profit, state accredited prevention, intervention, and outpatient counseling agency through the Department of Social Services Prevention Program, has served in the capacity of providing school-based services to the Rapid City Area School District (RCAS) since 2002. During the 2011 – 2012 school year, Lifeways provided 5.6 FTE in the Rapid City Area School District, 3.2 FTE in the high schools and 2.4 FTE in the middle schools, and provided the following services:

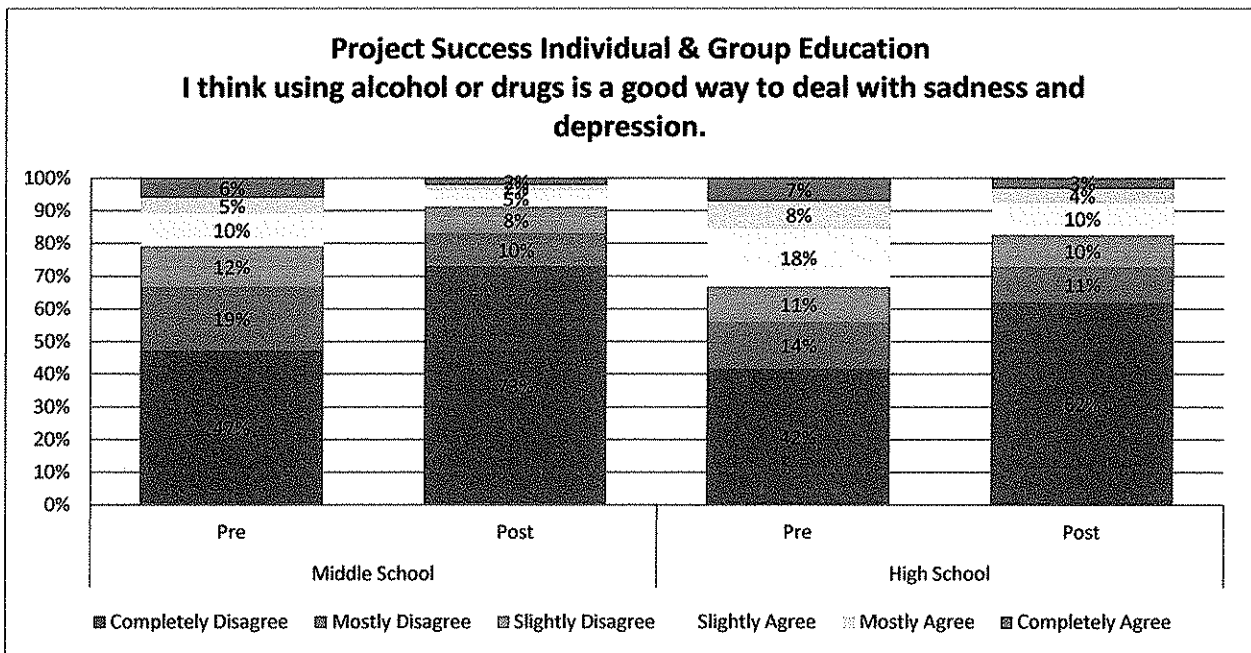
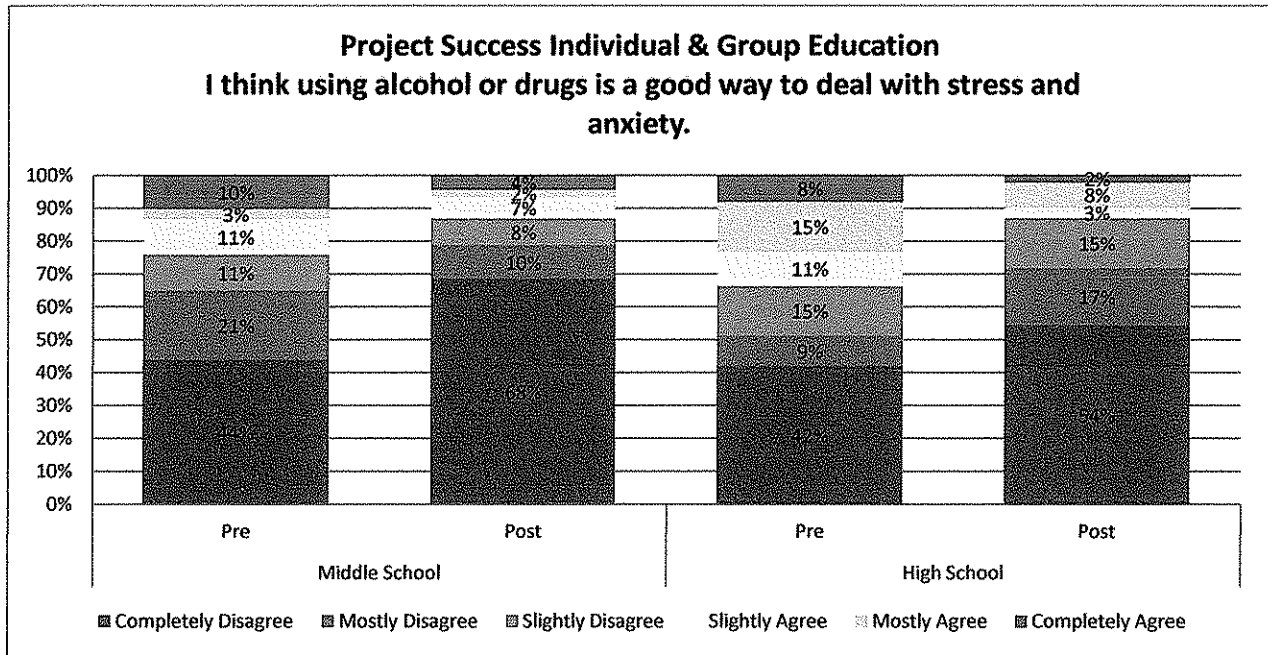
- Classroom Education
 - Lifeways provided 641 classroom presentation hours
 - 388.5 hours at the middle school level with 8618.5 student contact hours
 - 51 sections of the Project Success Education series
 - 145 other classroom presentations
 - 252.5 hours at the high school level with 6708.5 student contact hours
 - 29 sections of the Project Success Education series
 - 94 other classroom presentations
- Assessment/Screening/Referral/Individual Sessions
 - Lifeways provided 1019 hours of individual prevention education
 - 303 hours at the middle school level
 - 437 sessions with 152 students
 - 121 students seen 3 or less times, 24 students seen 4 – 9 times, 7 students seen 10+ times (max 28 times)
 - 716 hours at the high school level
 - 785 sessions with 259 students
 - 175 students seen 3 or less times, 79 students seen 4 – 9 times, 5 students seen 10 or more times (max 18 times)
 - Lifeways provided 199 hours of individual parent education,
 - 33.5 hours at the middle school level
 - 60 sessions with 45 parents
 - 165.5 hours at the high school level
 - 228 sessions with 104 parents
- Group Education during school hours
 - Lifeways provided 110.5 hours of group prevention education
 - 68 hours at the middle school level
 - 42.5 hours at the high school level
- Group Education after school
 - MS PATH is a 5 hour group that is designed for middle school students who have been experimenting with substances. The group is held after school and includes a two hour family session.
 - 3 groups held with 20 students and 4 parents (family session was only held for 1 group)
 - PATH II is a 10 hour group that is designed for high school students who have been experimenting with substances. The group is held after school over a one week period and includes a two hour family session.

- 9 groups held with 67 students and 65 parents
 - PATH III is a 20.5 hour group that is designed for high school students who have a more extensive problem with substances. The group is held after school over a two week period and includes a four and a half hour family session.
 - 9 groups held with 67 students and 50 parents
- Pro-social activities, universal awareness activities, and peer led groups such as Students Against Destructive Decisions (SADD), and Youth2Youth
 - Lifeways provided 594 hours of pro-social activities, school based mentoring, universal awareness activities, and peer led groups during the 2011 – 2012 school year.
 - 307.5 hours were at the middle school level
 - 286.5 hours were at the high school level
- Treatment Needs Assessments / Outpatient Counseling
 - Lifeways provided 156.5 hours of outpatient services, all at the high school level
 - 121 sessions with 32 students
 - 25 students seen 4 or less times, 4 students seen 5 – 9 times, 3 students seen 10 or more times (max 22 times)
 - 50 sessions with 16 parents
 - 13 parents seen 4 or less times, 2 parents seen 5 – 9 times, 1 parent seen 10 or more times (max 11 times)
- Staying Connected With Your Teen Parenting Classes
 - Lifeways provided 40 hours of parenting classes at various locations throughout Rapid City.
 - 4 sections of the class were held with 35 parents
- Lifeways Coalition Events
 - Lifeways provided 4 major coalition events during the year
 - Kickoff meeting to review previous year's successes and challenges and plan for current year
 - Community Forum on New Drug Trends including Prescription Drug Abuse and Synthetic Drugs
 - Working session with community providers to identify community needs associated with Synthetic Drug Abuse
 - Committees continue to work on addressing needs identified at this working session
 - Community Forum on Synthetic Drugs and how parents can address this issue with their child

Selective Prevention Education - Individual and Group Education

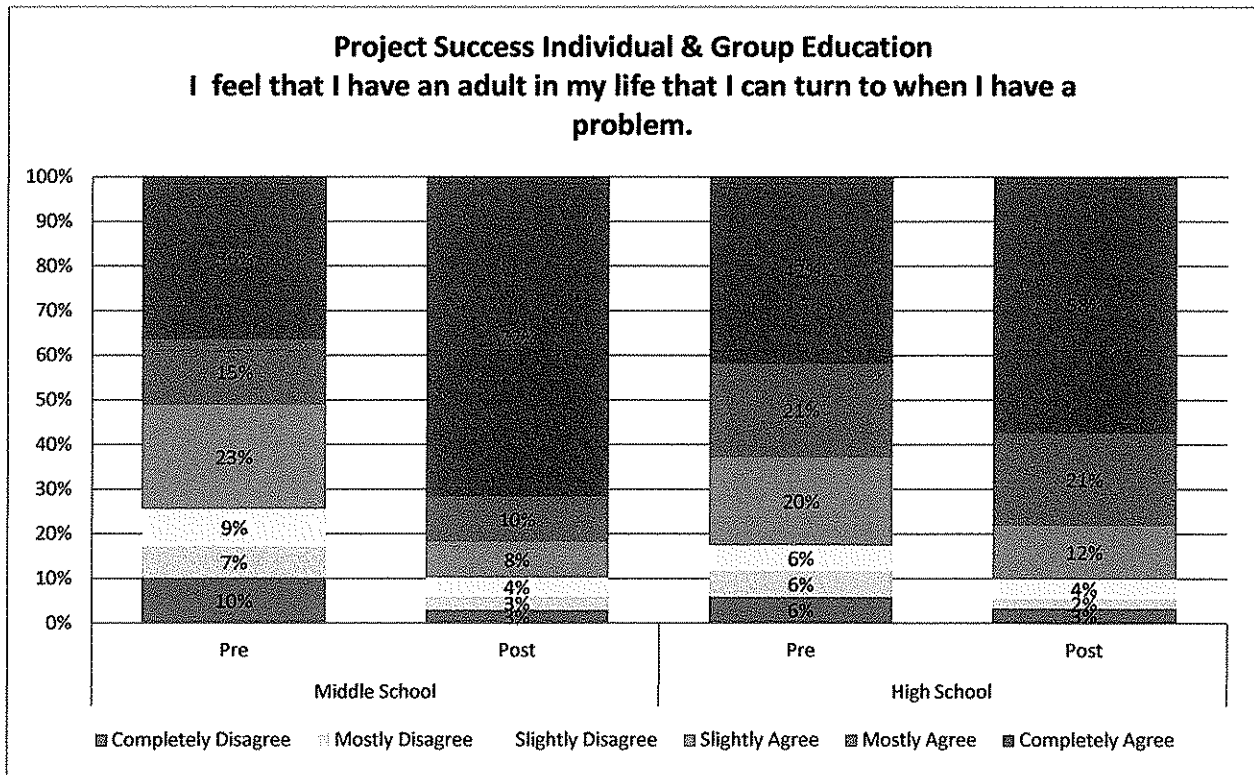
Lifeways advisors meet with high risk students individually to assess their individual needs and make referrals for additional services. These services could be additional individual education sessions, group sessions, or outside services. Lifeways staff met with 411 students individually, with 72% of students seen 3 or fewer times.

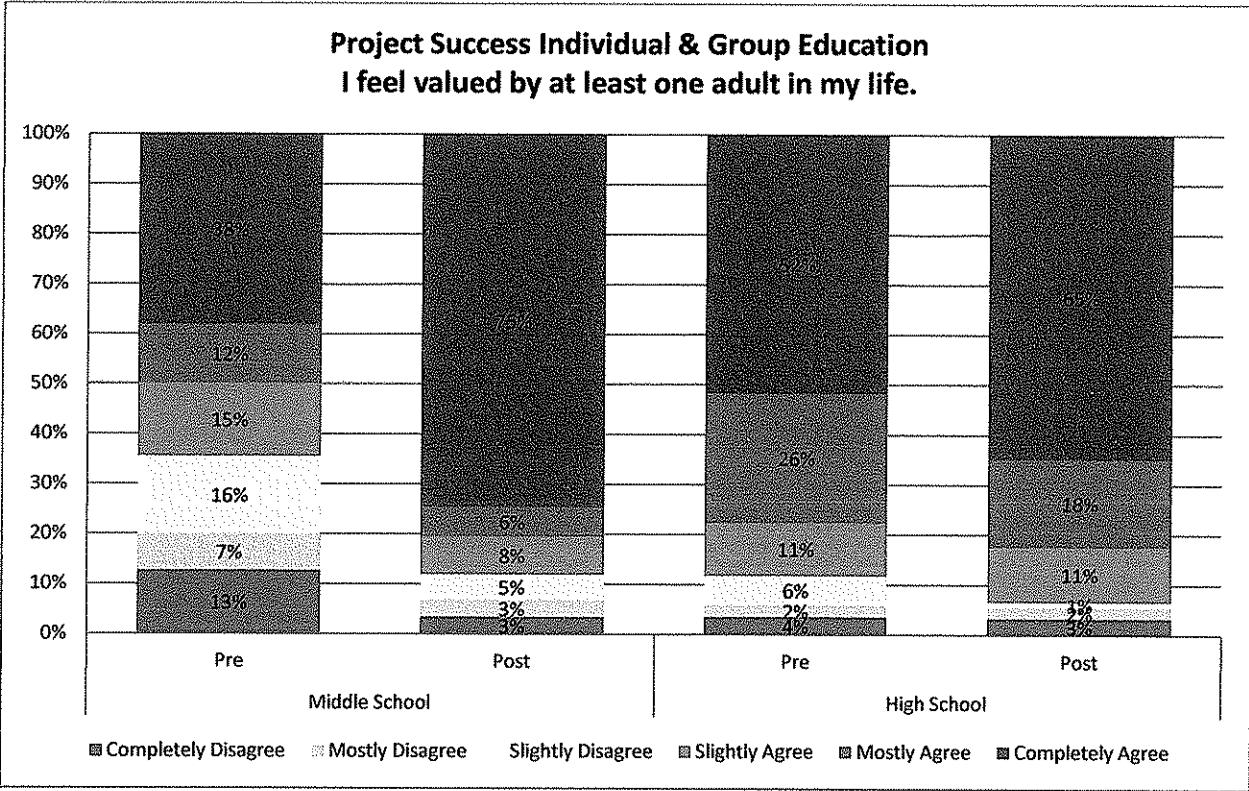
Individual and group education focuses heavily on teaching refusal skills, coping skills, values and goals, as well as helping students develop a healthy support system. After participating in the education, there was a significant increase in all these areas.



After participating in the individual and group education, middle school students showed a significant decrease in the belief that using alcohol or drugs is a good way to deal with stress and anxiety (from 24% to 13%) or sadness and depression (from 21% to 9%). After participating in the individual and group education, high school students showed a significant decrease in the belief that using alcohol or drugs is a good way to deal with stress and anxiety (from 34% to 13%) or sadness and depression (from 33% to 18%).

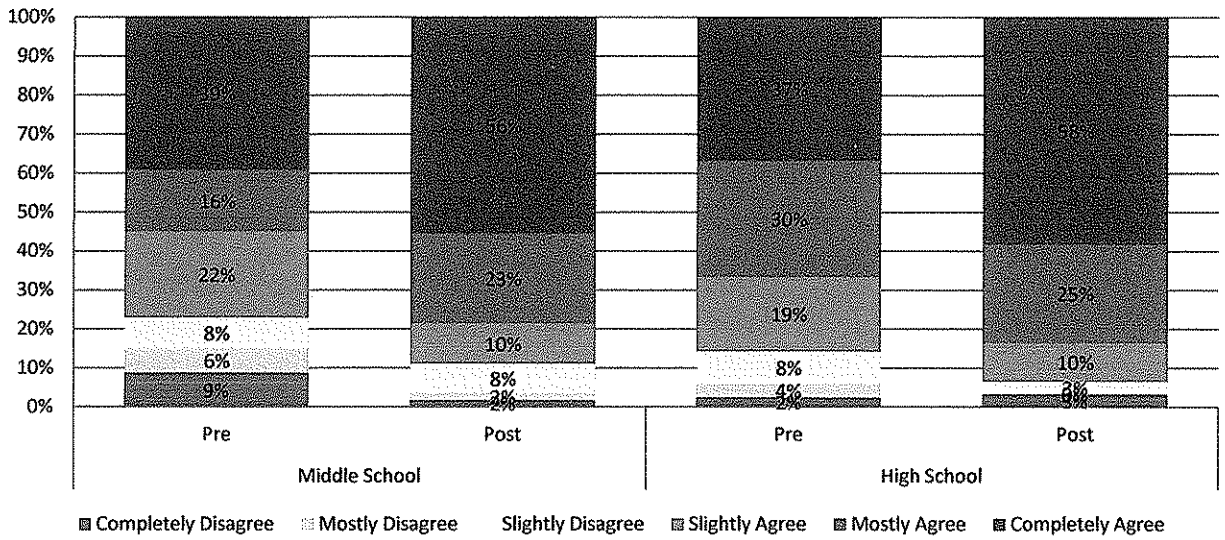
Students also showed an increase in their support system. After participating in the individual and group education, middle school students showed a significant increase in the perception that they had an adult in their life that they could turn to when they had a problem (from 74% to 90%), and that they felt valued by at least one adult in their life (from 65% to 88%). After participating in the individual and group education high school students showed a significant increase in the perception that they had an adult in their life that they could turn to when they had a problem (from 83% to 90%).



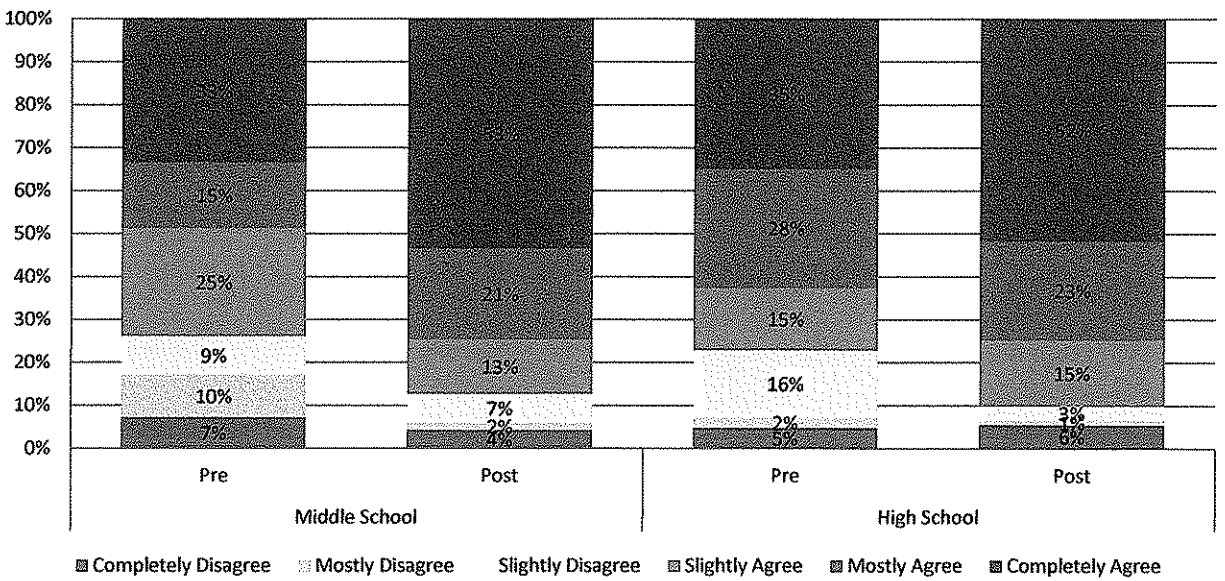


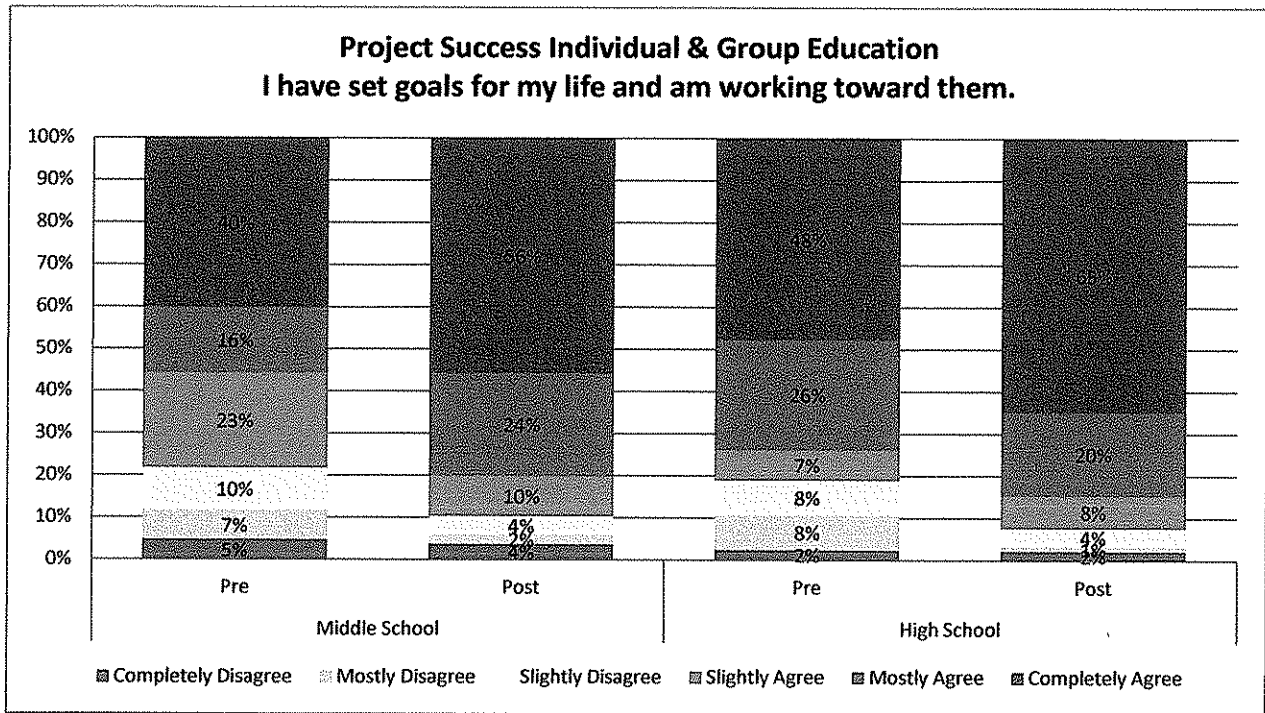
Students also showed an increase in their perception of the opportunities available to them and their ability to reach future goals. After participating in the individual and group education, middle school students showed a significant increase in the perception that they were hopeful about their future (from 77% to 89%), that they knew of opportunities to be useful in their community or school (from 74% to 87%), and that they had set goals and were working toward them (from 78% to 90%). Detailed tables are in Appendix 11. After participating in the individual and group education, high school students showed a significant increase in the perception that they were hopeful about their future (from 86% to 93%), that they knew of opportunities to be useful in their community or school (from 77% to 90%), and that they had set goals and were working toward them (from 81% to 92%).

Project Success Individual & Group Education
I feel hopeful about my future.



Project Success Individual & Group Education
I know of opportunities for me to be useful in my community or school.





Indicated Prevention Education - Intensive Prevention Groups

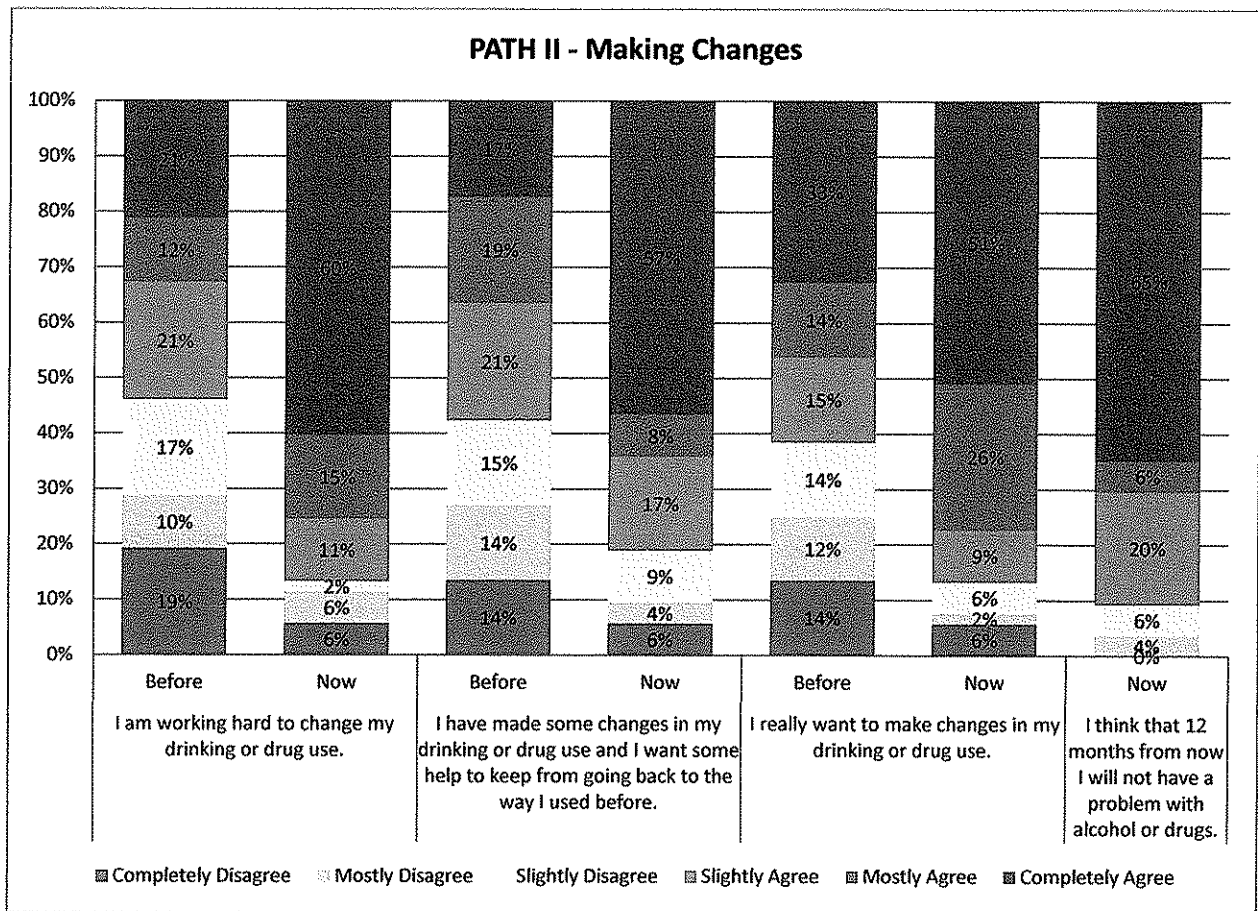
Lifeways provides three programs for students who need more intensive prevention services.

- MS PATH is a 5 hour group that is designed for middle school students who have been experimenting with substances. The group is held after school over a one week period and includes a two hour family group on Saturday. This group is run as needed.
- PATH II is a 10 hour group that is designed for high school students who have been experimenting with substances. The group is held monthly after school over a one week period and includes a two hour family group on Saturday.
- PATH III is a 20.5 hour group that is designed for high school students who have a more extensive problem with substances. The group is held monthly after school over a two week period and includes a two hour parent group during the week and a two and a half hour family group on Saturday.

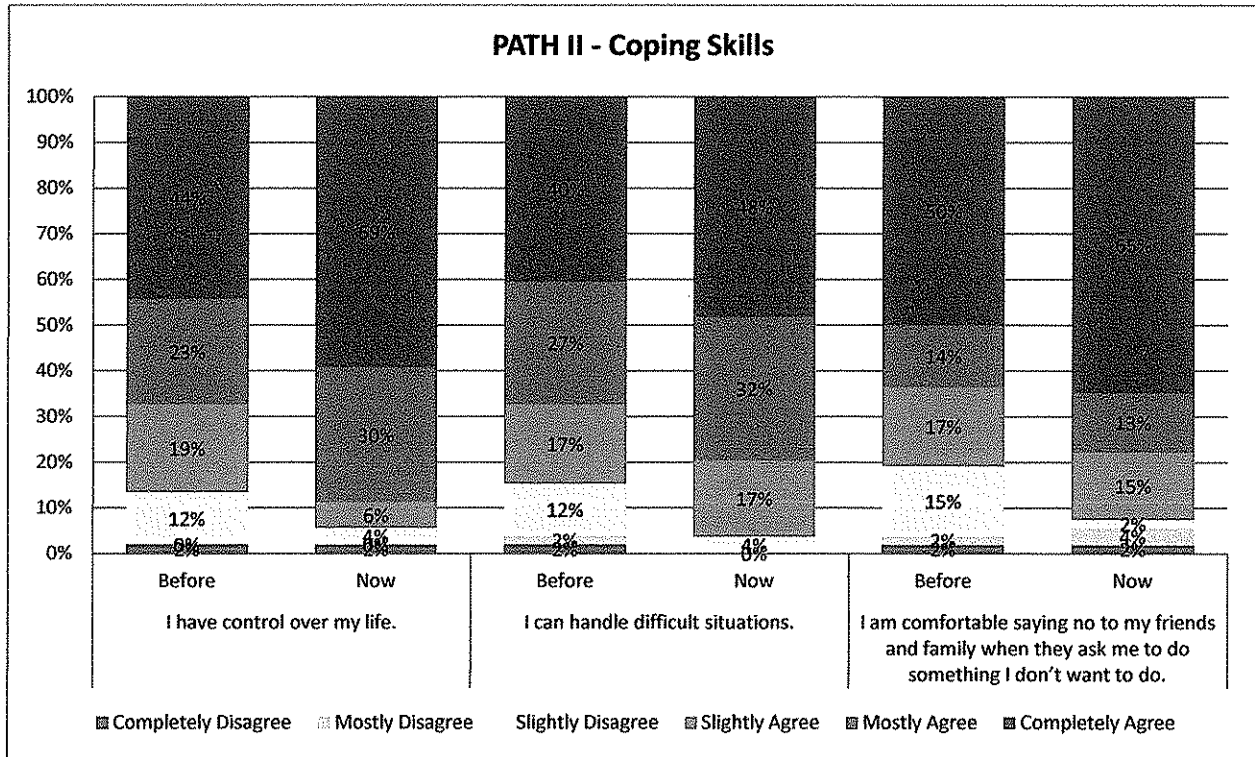
Class	2011 – 2012 School Year		
	Students	Parents	Groups
MS PATH	20	4	3
PATH II	67	65	9
PATH III	67	50	9
Total	154	119	21

PATH II

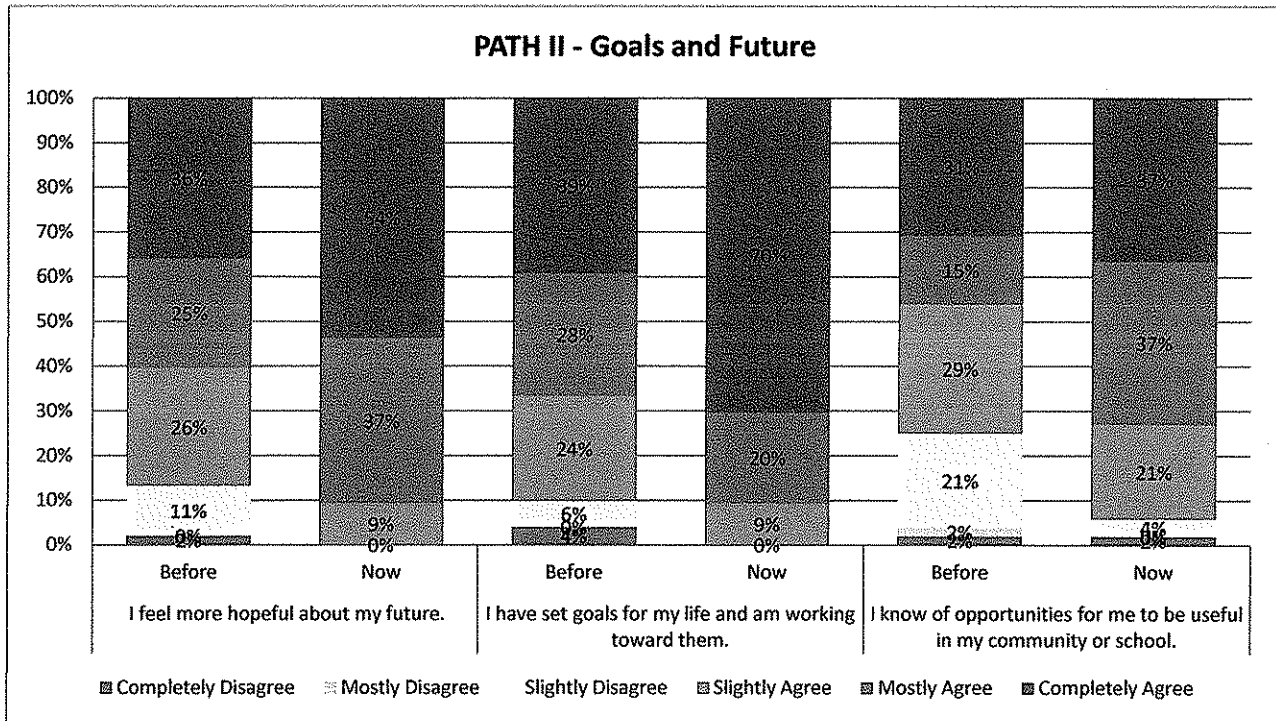
Students participating in the PATH II intervention groups are reporting substance use. After participating in the program, students are asked whether they are ready to make changes to their substance use and to predict where they plan to be in one year with their substance use. After participating in PATH II, significant changes are seen in students reporting that they really want to make changes in their substance use (from 62% to 87%), that they are working hard to change their substance use (from 54% to 87%), and that they want help to keep from going back to their previous pattern of use (from 58% to 81%). Ninety-one percent report that they think they will not have a problem with substances in the following year.



The PATH program also spends a significant amount of time dealing with coping and refusal skills as well as values and goals.

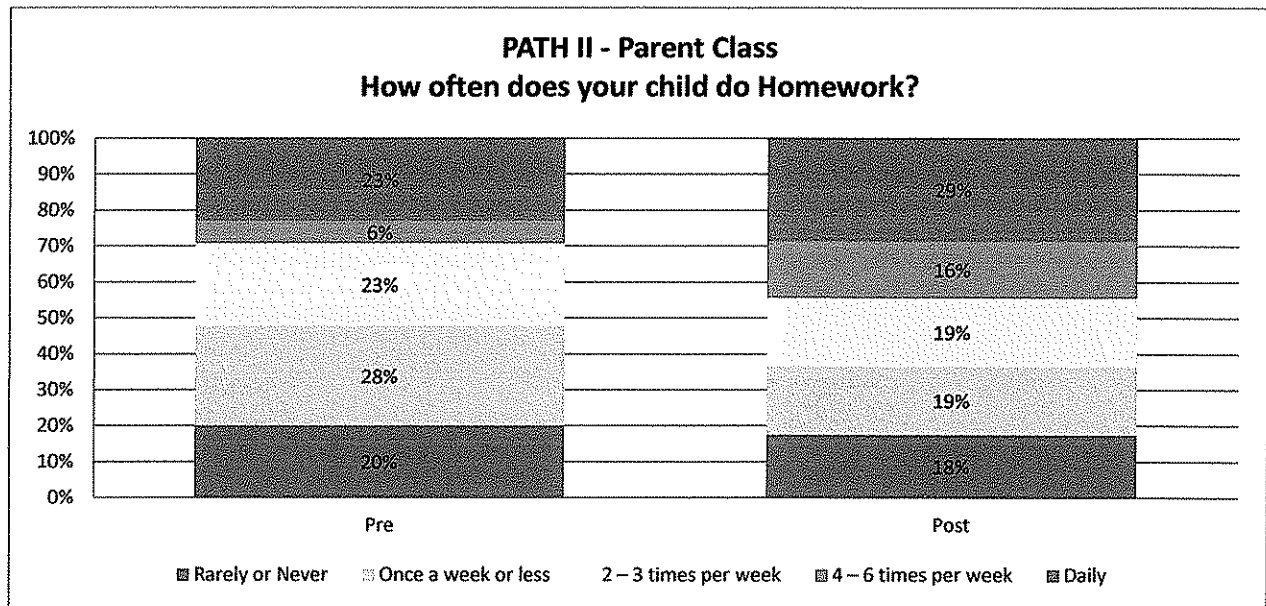
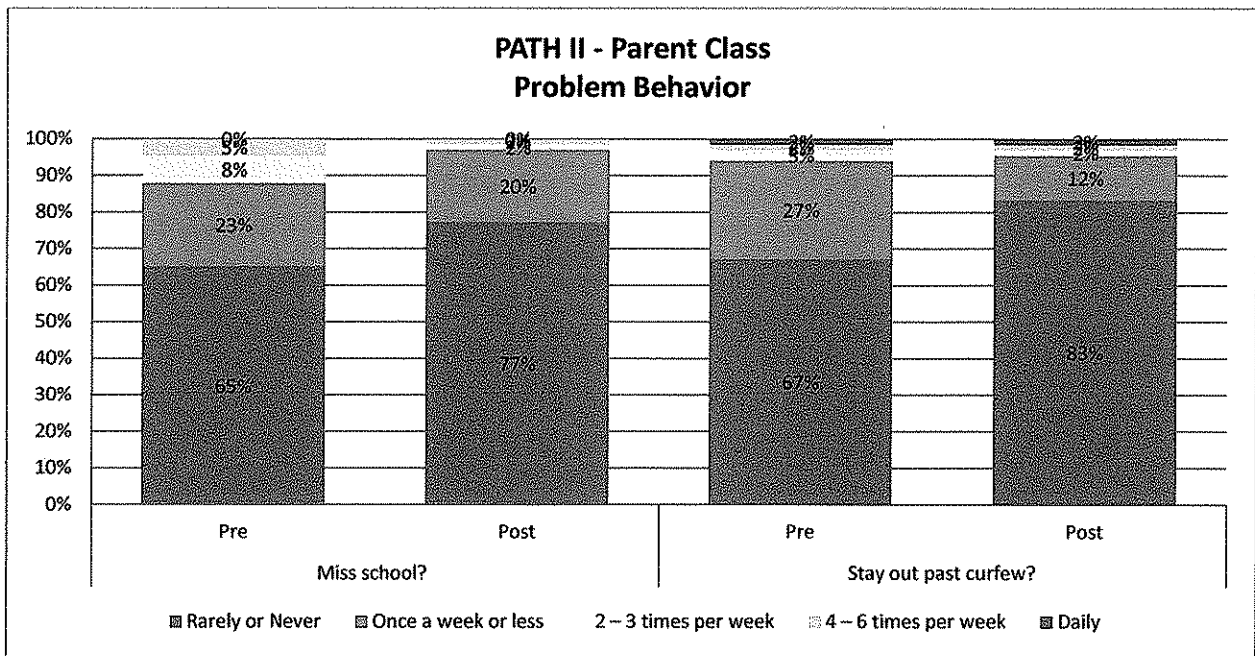


After participating in PATH II, students showed a significant increase in the perception that they were comfortable saying no to their family and friends when they ask them to do something they don't want to do (from 81% to 93%), that they have control over their lives (from 87% to 95%), that they can handle difficult situations (from 85% to 96%).

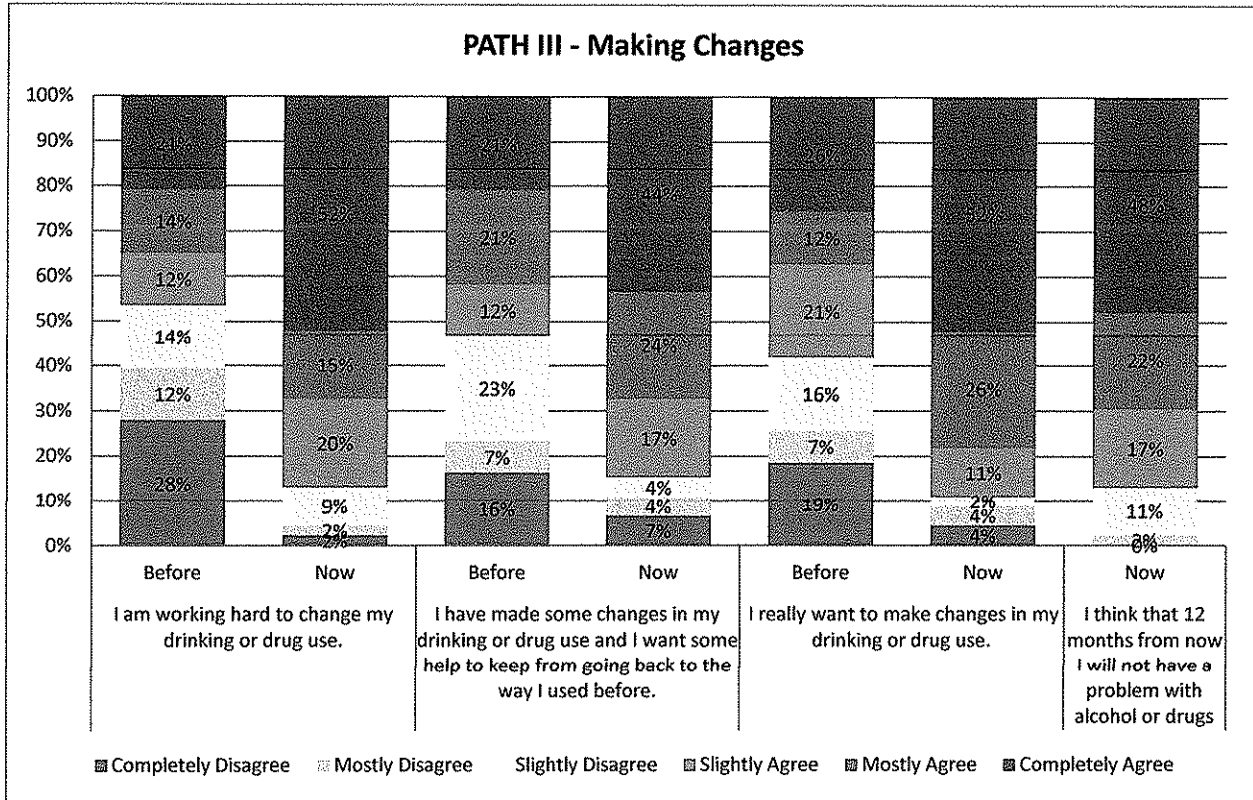


Students also showed an increase in their perception of the opportunities available to them and their ability to reach future goals. After participating in PATH II, students showed a significant increase in the perception that they were hopeful about their future (from 87% to 100%), that they knew of opportunities to be useful in their community or school (from 75% to 94%), and that they had set goals and were working toward them (from 90% to 100%).

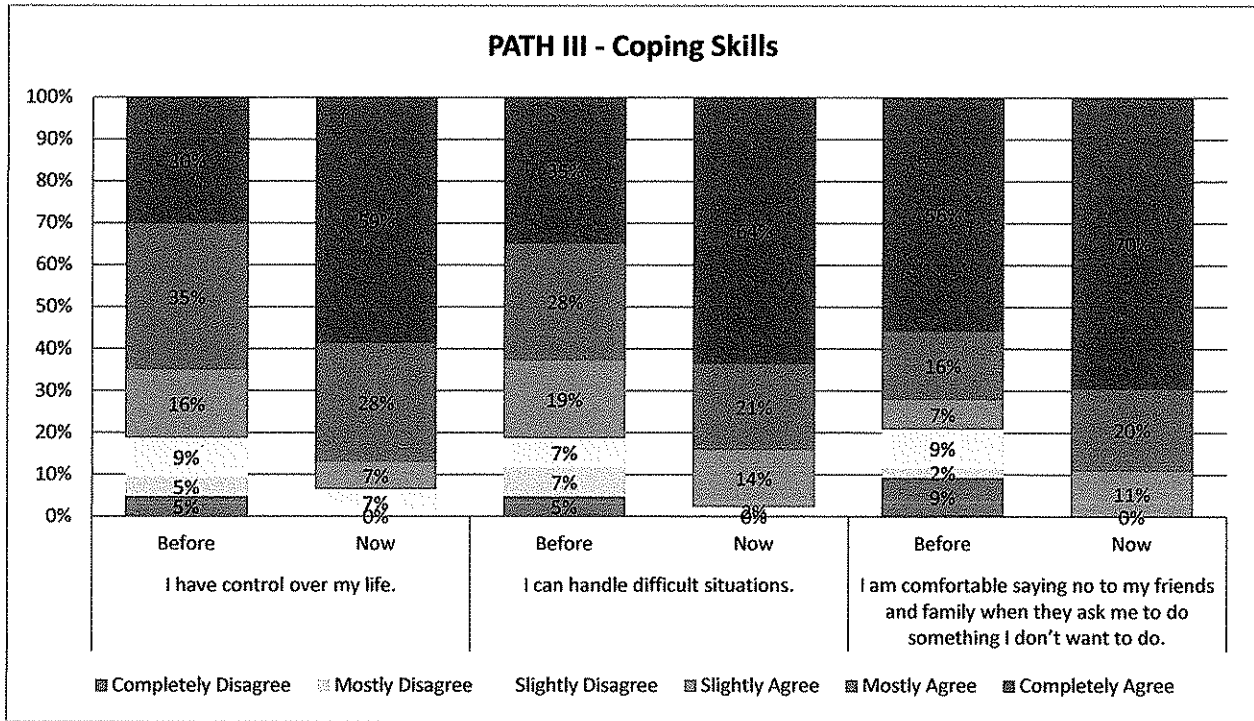
Parents are also asked how their child's behavior has changed since participating in Lifeways programming. After participating in the class, parents report a significant decrease in missing school (from 35% to 23%) and staying out past curfew (from 33% to 17%). There was also a significant increase in the frequency of homework.



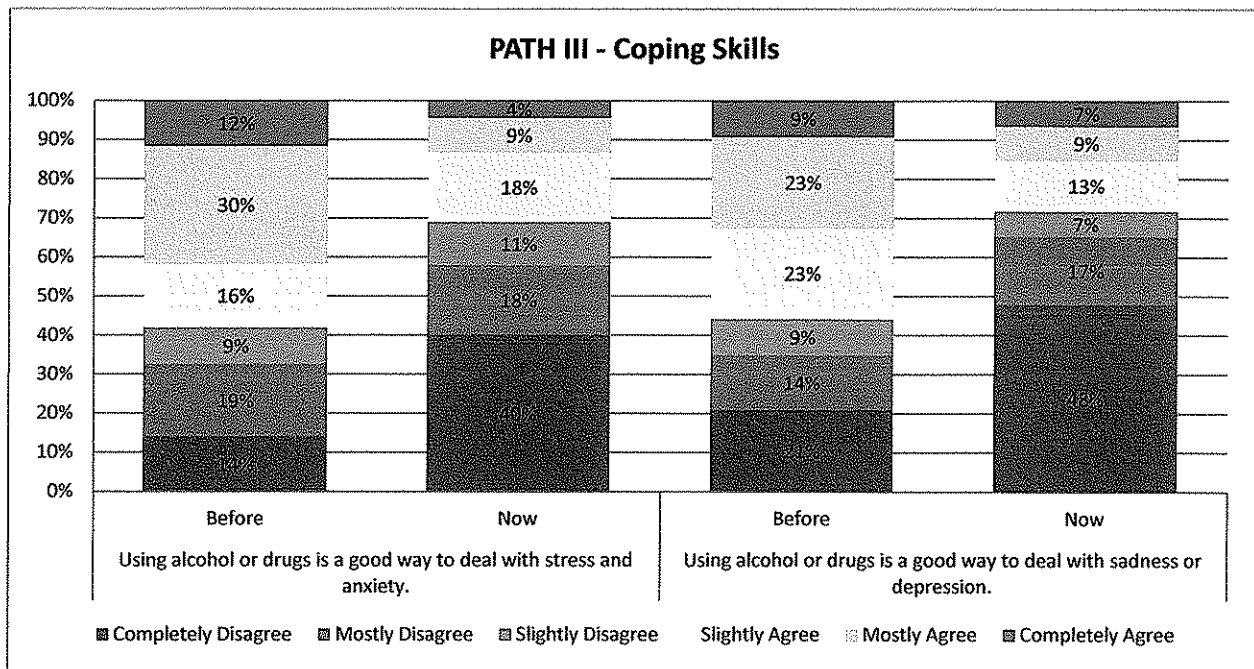
Students participating in the PATH III intervention groups are reporting regular substance use. After participating in the program, students are asked whether they are ready to make changes to their substance use and to predict where they plan to be in one year with their substance use. After participating in PATH III, significant changes are seen in students reporting that they really want to make changes in their substance use (from 58% to 89%), that they are working hard to change their substance use (from 47% to 87%), and that they want help to keep from going back to their previous pattern of use (from 53% to 85%). Eighty-seven percent report that they think they will not have a problem with substances in the following year. However, there is no significant change in intention to use substances when asked directly if they would use alcohol or marijuana if it was available. Almost half still report that they probably would use marijuana (48%) or alcohol (44%) if they were at a party where these substances were present.

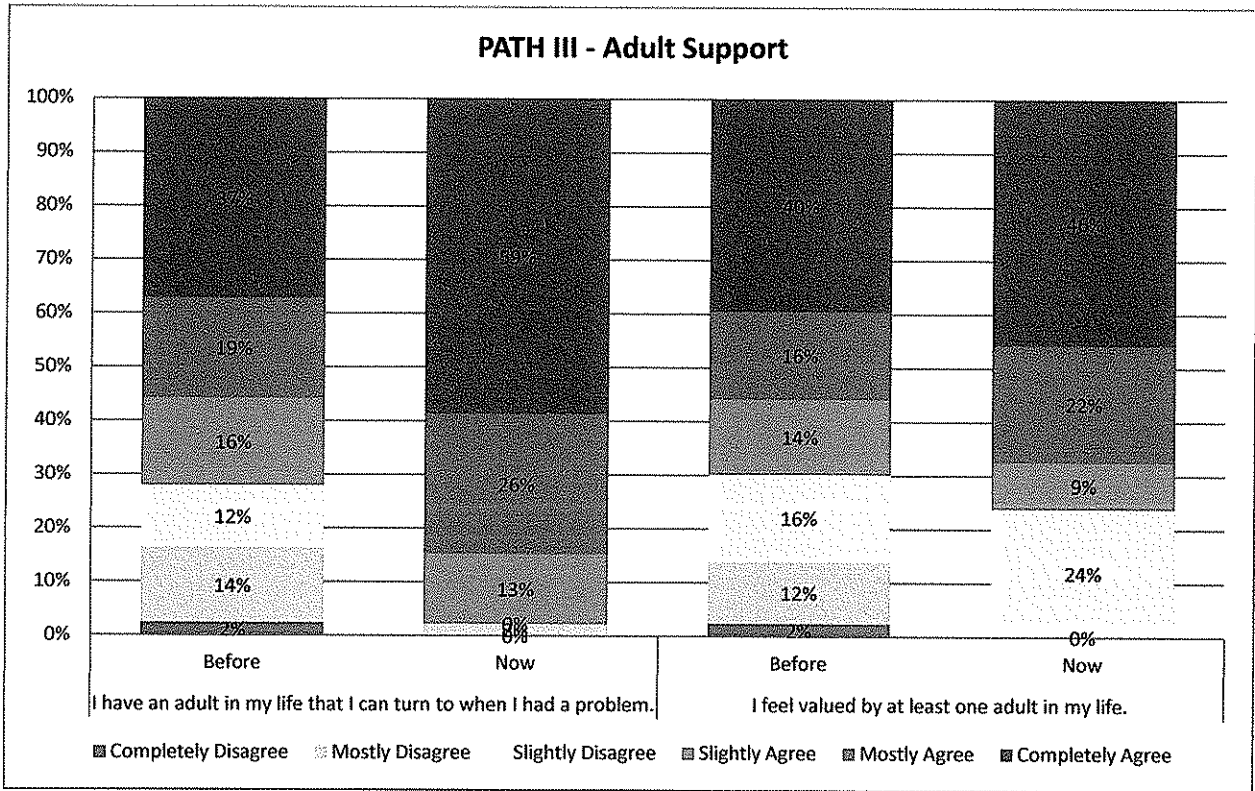


The PATH program also spends a significant amount of time dealing with coping and refusal skills as well as values and goals.

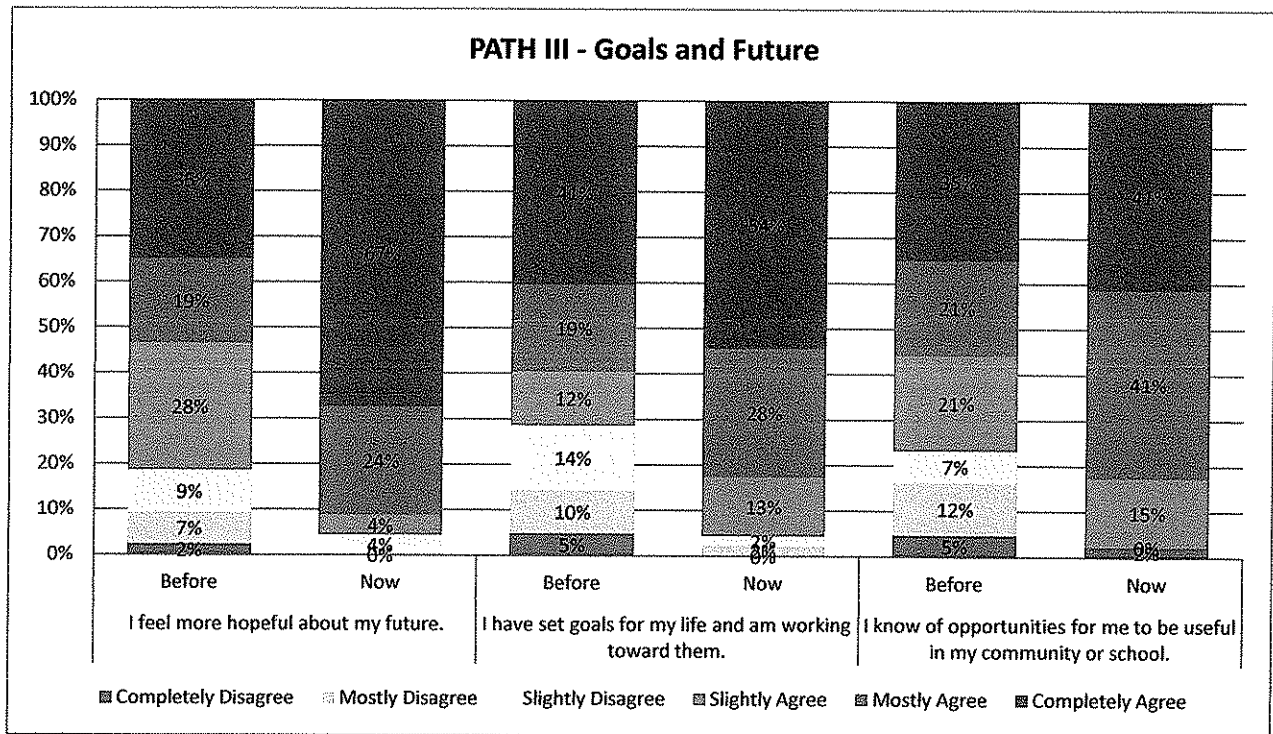


After participating in PATH III, students showed a significant increase in the perception that they were comfortable saying no to their family and friends when they ask them to do something they don't want to do (from 79% to 100%), that they have control over their lives (from 81% to 94%), that they can handle difficult situations (from 81% to 98%). They also showed a significant decrease in the belief that using alcohol or drugs is a good way to deal with stress and anxiety (from 58% to 31%) or sadness and depression (from 56% to 28%).





Students also showed an increase in their support system. After participating in PATH III students showed a significant increase in the perception that they had an adult in their life that they could turn to when they had a problem (from 72% to 98%).



Students also showed an increase in their perception of the opportunities available to them and their ability to reach future goals. After participating in PATH III, students showed a significant increase in the perception that they were hopeful about their future (from 81% to 96%), that they knew of opportunities to be useful in their community or school (from 77% to 98%), and that they had set goals and were working toward them (from 72% to 96%).

Parents are also asked how their child’s behavior has changed since participating in Lifeways programming. After participating in the class, parents report a significant decrease in missing school (from 52% to 28%) and staying out past curfew (from 59% to 31%). They also report a significant increase in communication (from 70% to 85%) and eating dinner together (from 76% to 87%).

