

Lifeways

Rapid City
2012 - 2013

Executive Summary

Lifeways, Inc., a non-profit, state accredited prevention, intervention, and outpatient counseling agency through the Department of Social Services Division of Community Behavioral Health Prevention Program, has served in the capacity of providing school-based services to the Rapid City Area School District (RCAS) since 2002. During the 2012 – 2013 school year, Lifeways provided 7.5 FTE in the Rapid City Area School District, 4 FTE in the high schools and 3.5 FTE in the middle schools, and provided the following services:

- Classroom Education
 - Lifeways provided 773 classroom presentation hours
 - 474 hours at the middle school level
 - 256.5 hours of the Project Success Education series
 - 217.5 hours of other classroom presentations
 - 299 hours at the high school level
 - 152.5 hours of the Project Success Education series
 - 146.5 hours of other classroom presentations
- Assessment/Screening/Referral/Individual Sessions
 - Lifeways provided 1444.75 hours of individual prevention education
 - 498.25 hours at the middle school level
 - 538 sessions with 126 students
 - 74 students (59%) seen 3 or less times, 37 students (29%) seen 4 – 9 times, 15 students (12%) seen 10+ times (max 20 times)
 - 942 hours at the high school level
 - 1115 sessions with 306 students
 - 193 students (63%) seen 3 or less times, 92 students (30%) seen 4 – 9 times, 21 students (7%) seen 10 or more times (max 26 times)
 - Lifeways provided 250.5 hours of individual parent education,
 - 56.5 hours at the middle school level
 - 80 sessions with 45 parents
 - 189 hours at the high school level
 - 334 sessions with 149 parents
- Group Education during school hours
 - Lifeways provided 106 hours of group prevention education
 - 44.5 hours at the middle school level
 - 61.5 hours at the high school level
- Group Education after school
 - MS PATH is a 4 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 student session and a two hour family session.
 - 4 groups held with 15 students and 10 parents
 - 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.

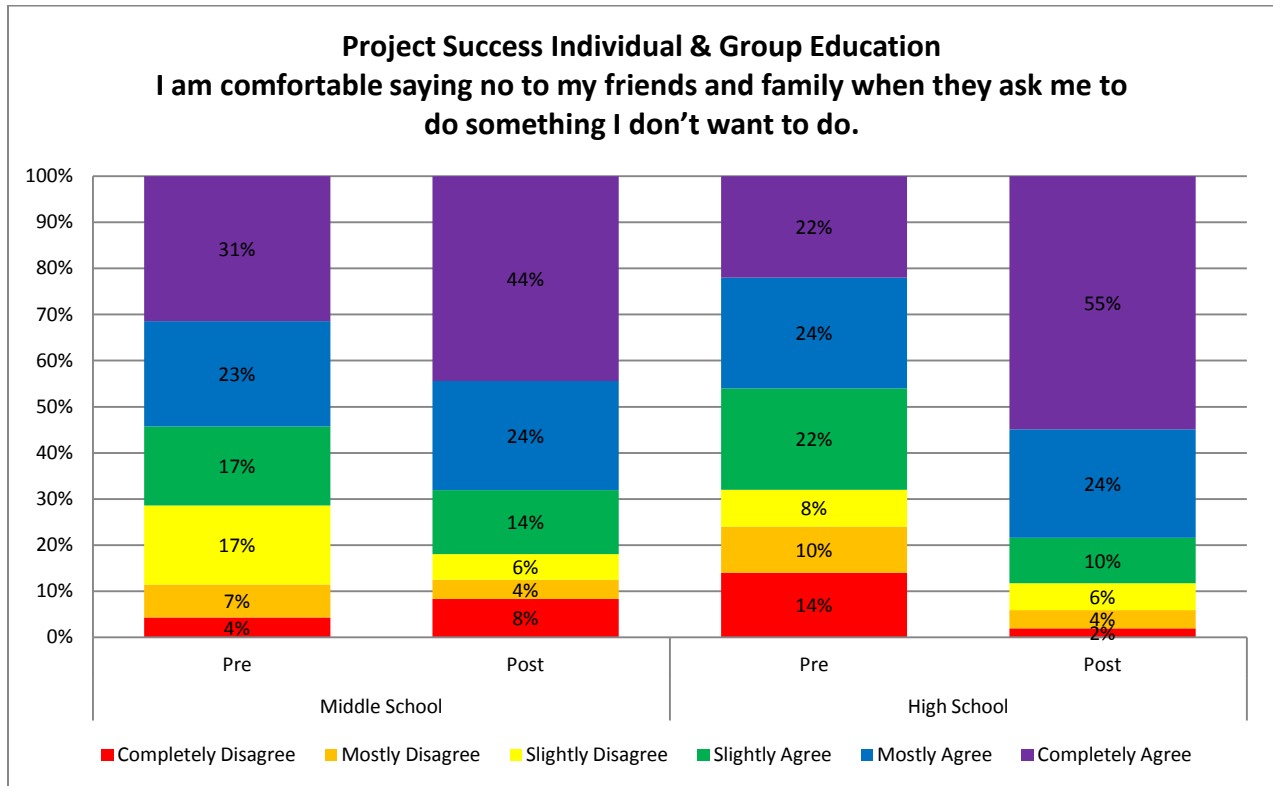
- 10 groups held with 71 students and 65 parents
 - PATH III is a 20.5 hour group that is designed for high school students who have a more extensive problem with substances. The group is held after school over a two week period and includes a four and a half hour family session.
 - 8 groups held with 57 students and 53 parents
- Pro-social activities, universal awareness activities, and peer led groups such as Students Against Destructive Decisions (SADD), and Youth2Youth
 - Lifeways provided 443.5 hours of pro-social activities, school based mentoring, universal awareness activities, and peer led groups during the 2012 – 2013 school year.
 - 202.5 hours were at the middle school level
 - 241 hours were at the high school level
- Treatment Needs Assessments / Outpatient Counseling
 - Lifeways provided 337.5 hours of outpatient services, 47.5 hours were at the middle school level, and 290 hours were at the high school level
 - 271 sessions with 44 students
 - 17 students (39%) seen 3 or less times, 18 students (41%) seen 4 – 9 times, 9 students (20%) seen 10 or more times (max 24 times)
 - 104 sessions with 34 parents
 - 25 parents (74%) seen 3 or less times, 9 parents (26%) seen 4 – 9 times (max 9 times)
- Staying Connected with Your Teen Parenting Classes
 - Lifeways provided 30 hours of parenting education in the evenings.
 - 3 sections of the Staying Connected with Youth Teen parenting class were held with 14 parents
- Lifeways Coalition Events
 - Lifeways provided 2 major coalition events during the year
 - Lifeways 10 year anniversary event
 - Community Forum on the impact of Alcohol on Adolescent Brain Development

Selective Prevention Education - Individual and Group Education

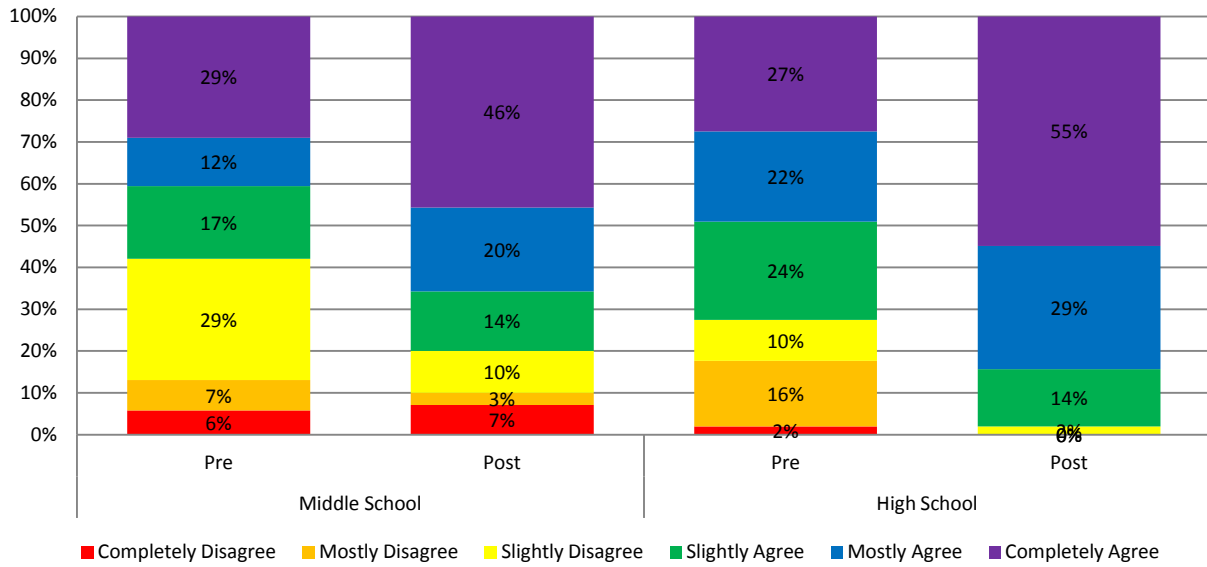
Lifeways advisors meet with high risk students individually to assess their individual needs and make referrals for additional services. These services could be additional individual education sessions, group sessions, or outside services. Lifeways staff met with 432 students individually, with 62% of 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.

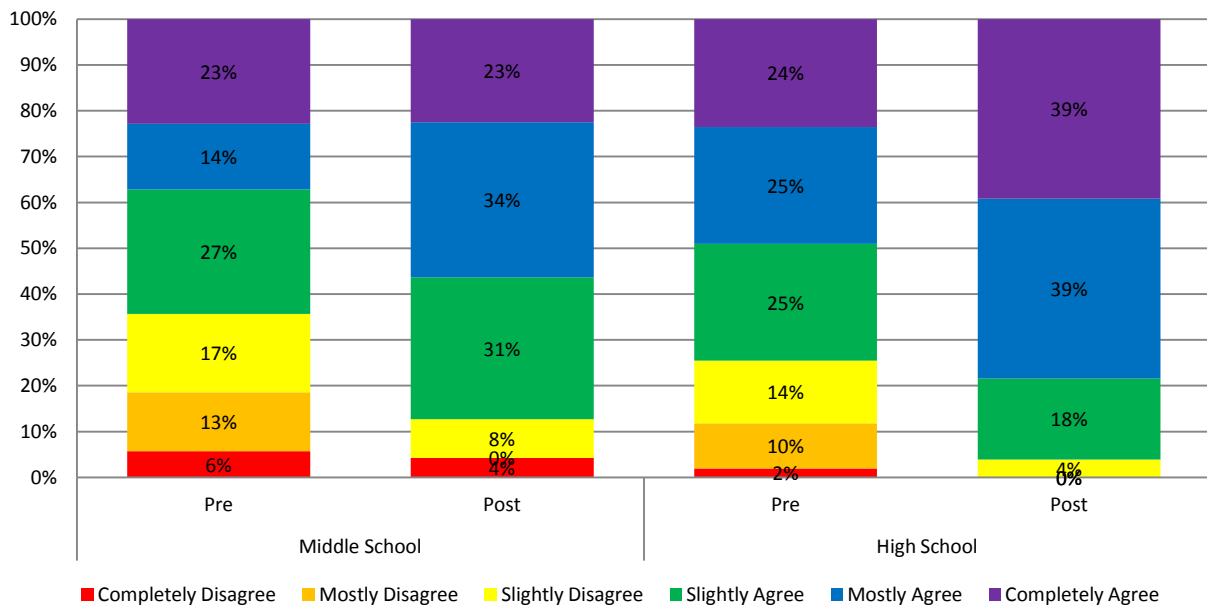
Students showed an increase in refusal skills, and began to feel that they had regained control over their lives and could now handle difficult situations. They also changed their perception that using alcohol and drugs are an acceptable coping method when someone is dealing with stress, anxiety, sadness or depression.



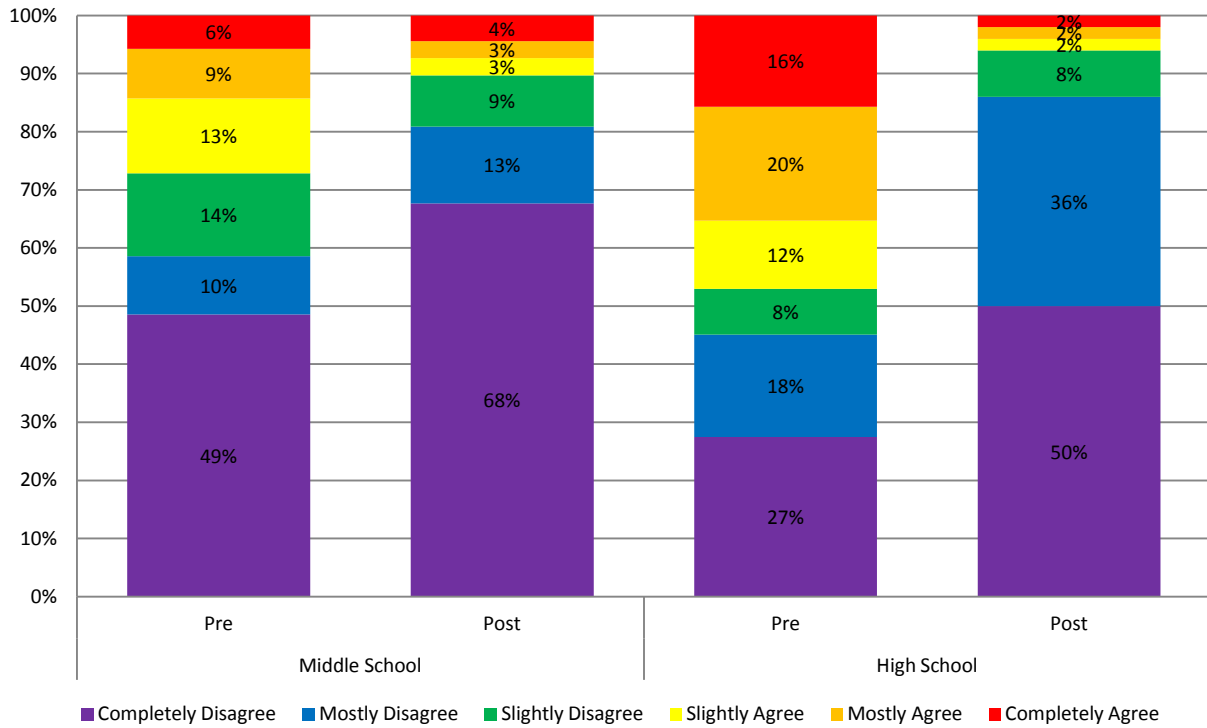
Project Success Individual & Group Education
I feel that I have control over my life.



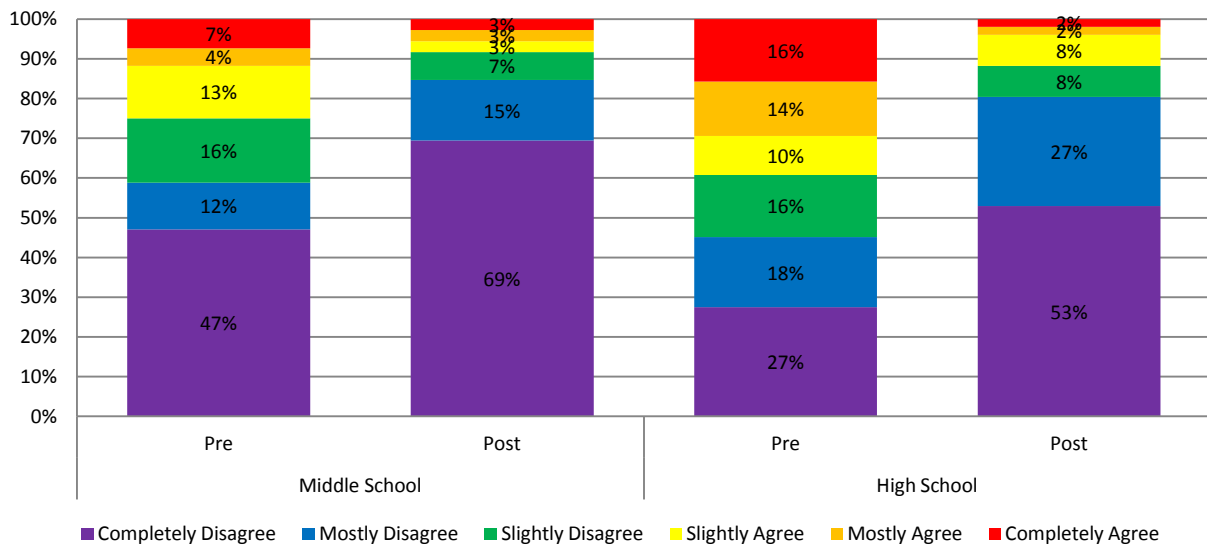
Project Success Individual & Group Education
I feel that I can handle difficult situations.



Project Success Individual & Group Education
I think using alcohol or drugs is a good way to deal with stress and anxiety.

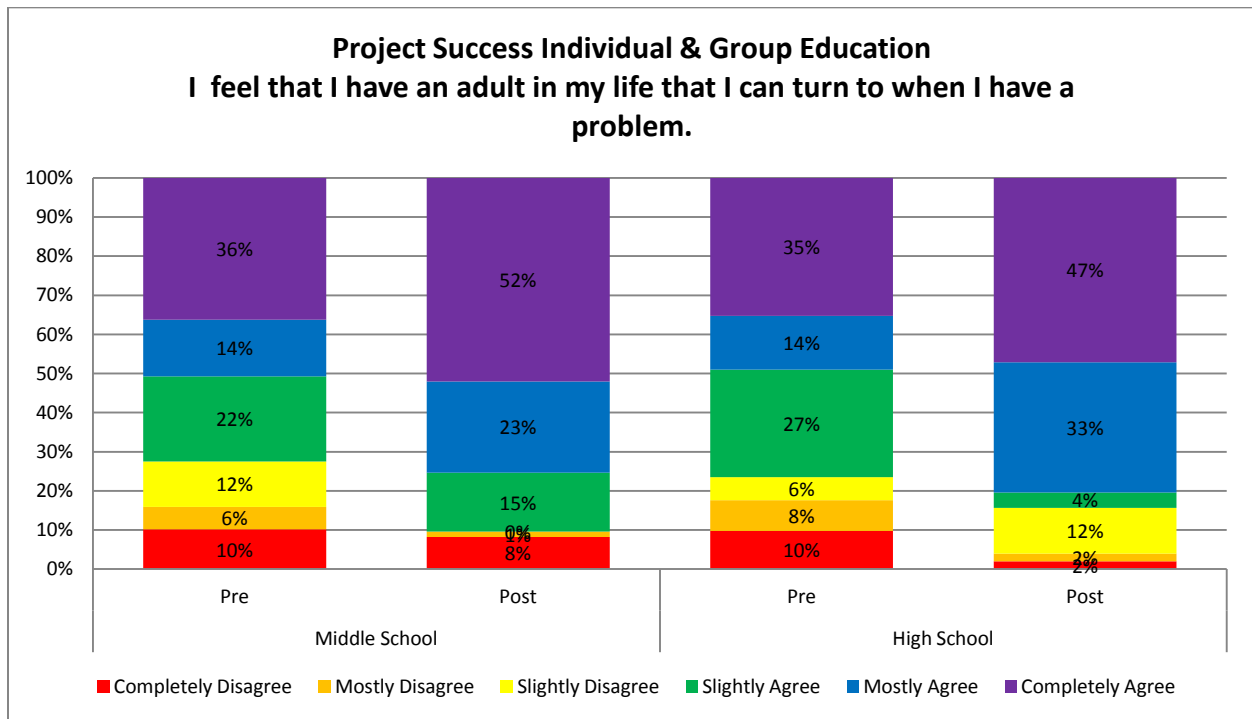


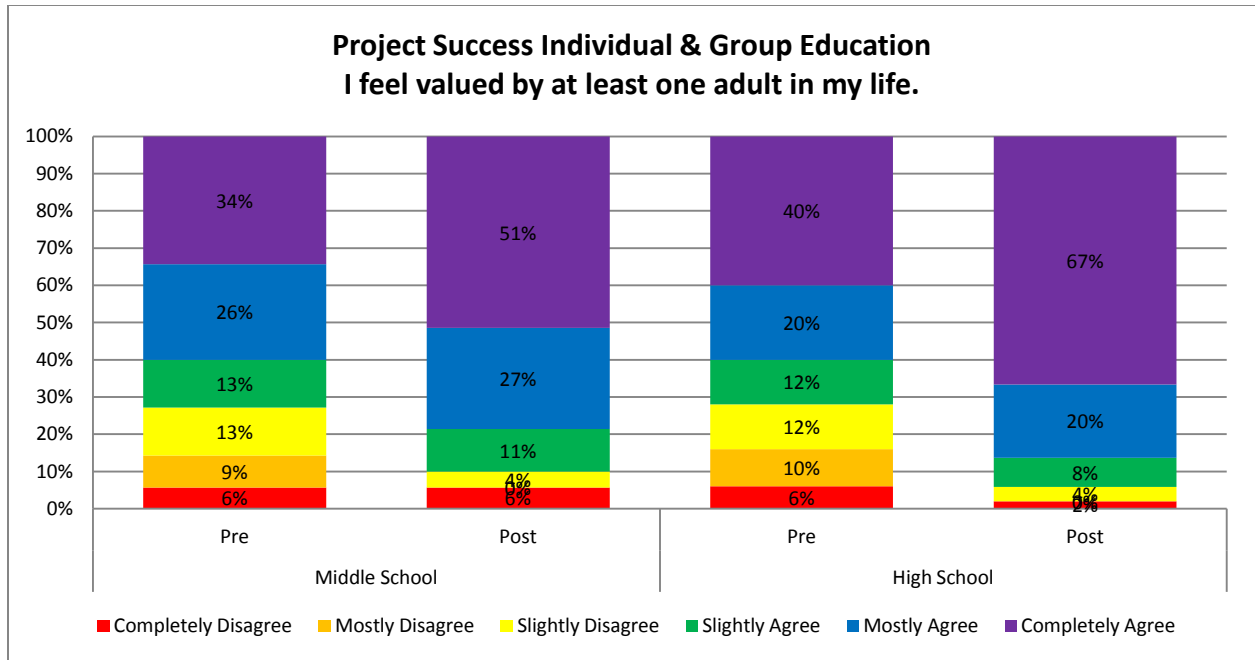
Project Success Individual & Group Education
I think using alcohol or drugs is a good way to deal with sadness and depression.



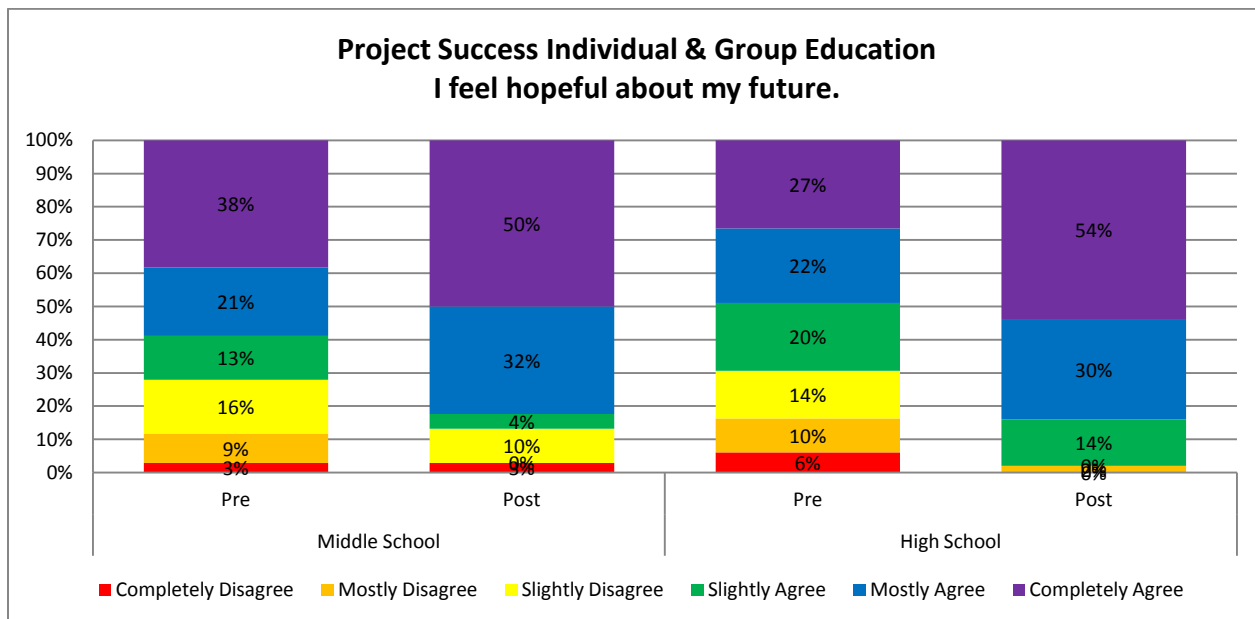
After participating in the individual and group education, middle school students showed a significant increase in the perception that they have control over their lives (from 58% to 80%), that they can handle difficult situations (from 64% to 87%). They also showed a significant decrease in the belief that using alcohol or drugs is a good way to deal with stress and anxiety (from 27% to 10%) or sadness and depression (from 25% to 8%). After participating in the individual and group education, high school 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 68% to 88%), that they have control over their lives (from 73% to 98%), that they can handle difficult situations (from 75% to 96%). 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 47% to 6%) or sadness and depression (from 39% to 12%).

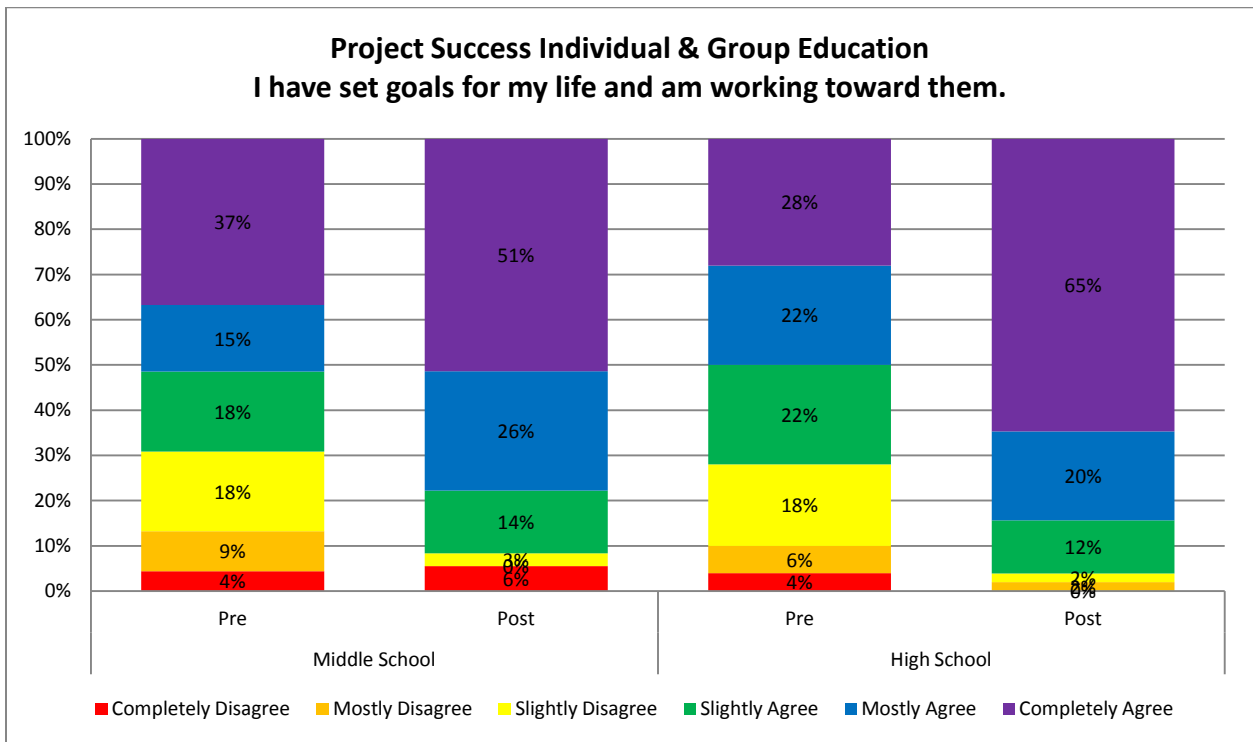
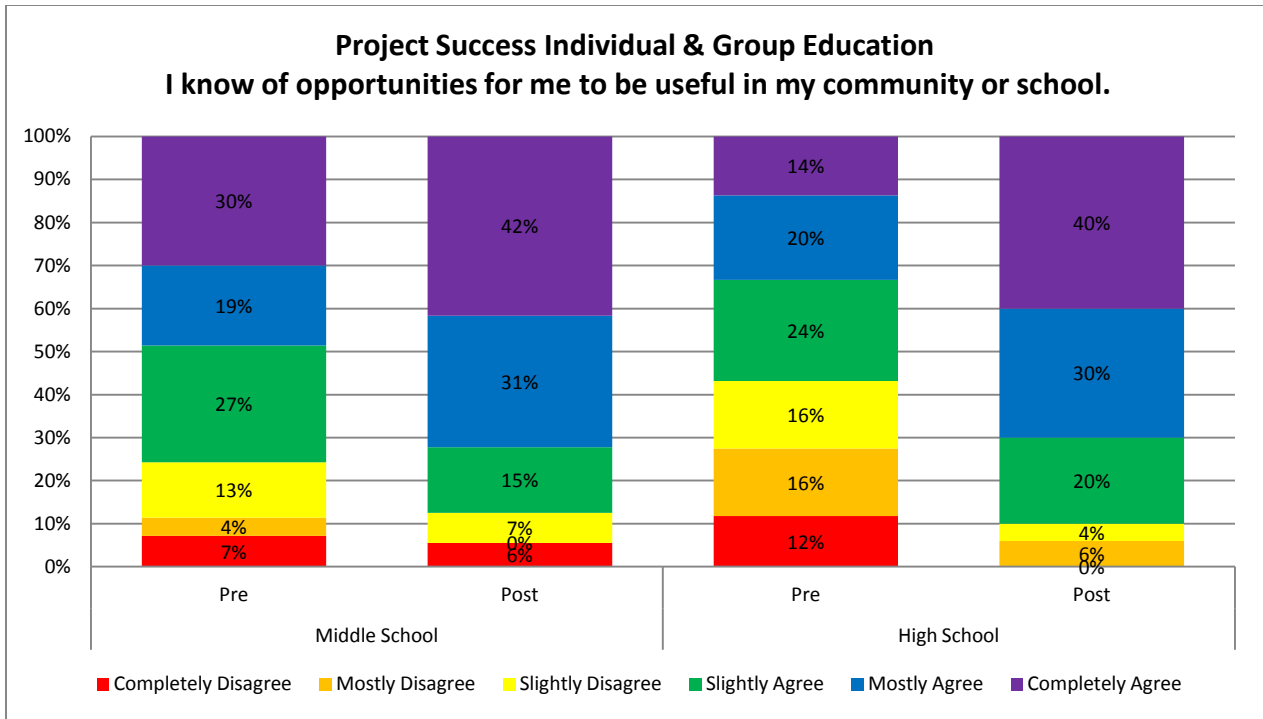
Students also showed an increase in their support system. After participating in the individual and group education, middle school students showed a significant increase in the perception that they had an adult in their life that they could turn to when they had a problem (from 72% to 90%), and that they felt valued by at least one adult in their life (from 73% to 90%). 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 76% to 84%) and that they felt valued by at least one adult in their life (from 72% to 94%).





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 72% to 87%), that they knew of opportunities to be useful in their community or school (from 76% to 88%), and that they had set goals and were working toward them (from 69% to 92%). 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 69% to 98%), that they knew of opportunities to be useful in their community or school (from 57% to 90%), and that they had set goals and were working toward them (from 72% to 96%).





Indicated Prevention Education - Intensive Prevention Groups

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

- MS PATH is a 4 hour group that is designed for middle 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 student group and a two hour family 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 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.

Table 6.0			
Intensive Prevention Groups			
Class	2012 – 2013 School Year		
	Students	Parents	Groups
PATH I	15	10	4
PATH II	71	65	10
PATH III	57	53	8
Total	143	128	22

PATH II

Students are surveyed to determine the change in their attitudes, beliefs, and intentions to change, as well as their satisfaction with the program. Overall students were very satisfied with the program; rating the program overall an 8.8 on a scale of 1 (Very Poor) to 10 (Excellent), and rating their weekly instructor a 9.3 and their family group instructor a 9.0. Some comments from students include:

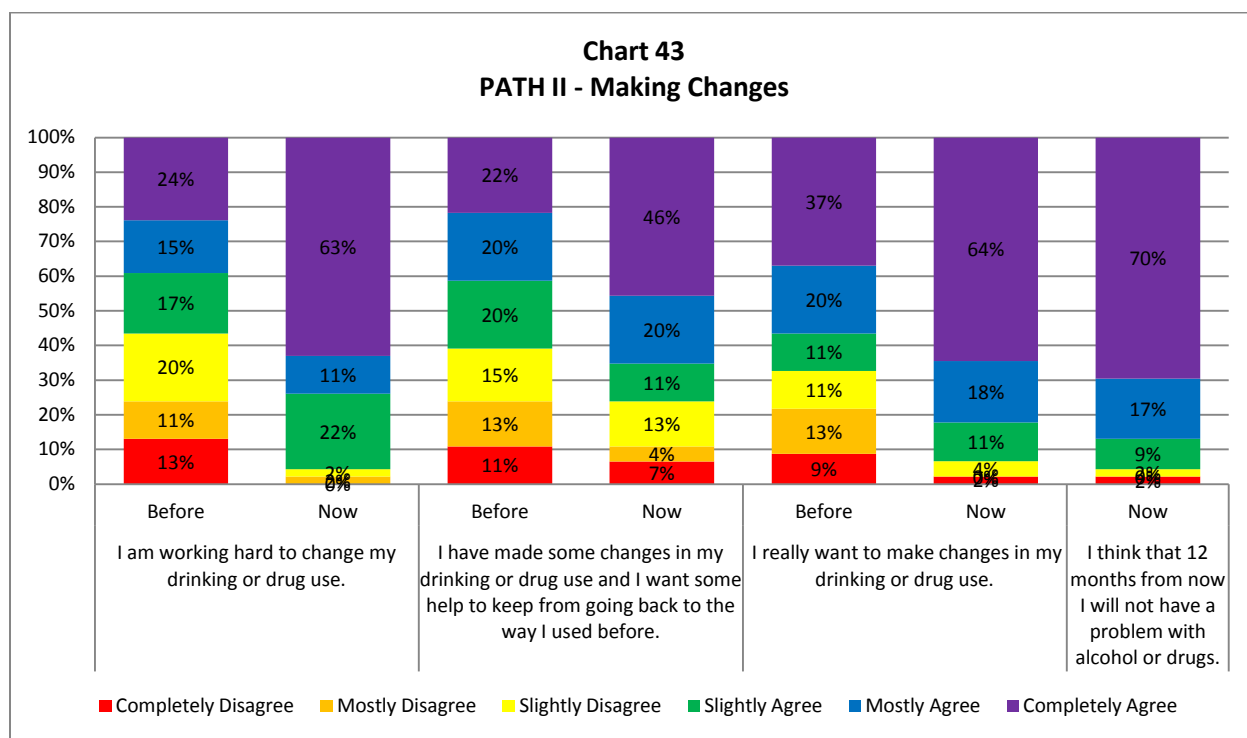
- *I learned a lot, not only about the affects of drugs and alcohol but I learned about trust and communication.*
- *Before I didn't really know how bad that stuff was when I was doing it. But after taking the class I learned on how it would affect my brain now.*
- *It helped me think a lot more on how I want to live my life. And how I can change in a positive way. I loved how it made me want to change.*

Parents are also surveyed to determine the change in their attitudes and beliefs, as well as their child's behavior and their satisfaction with the program. Overall parents reported that the class was very interesting (83%) and that it provided them with good tools to communicate with their child (82%), good information on their child (45%), and they learned the impact that substance use has on the child and family (52%). Some comments from parents about what was most helpful about the class include:

- *Learning how to communicate with each other and build trust with each other.*
- *Just being here with my daughter and to support her. To help her not to engage in these activities.*

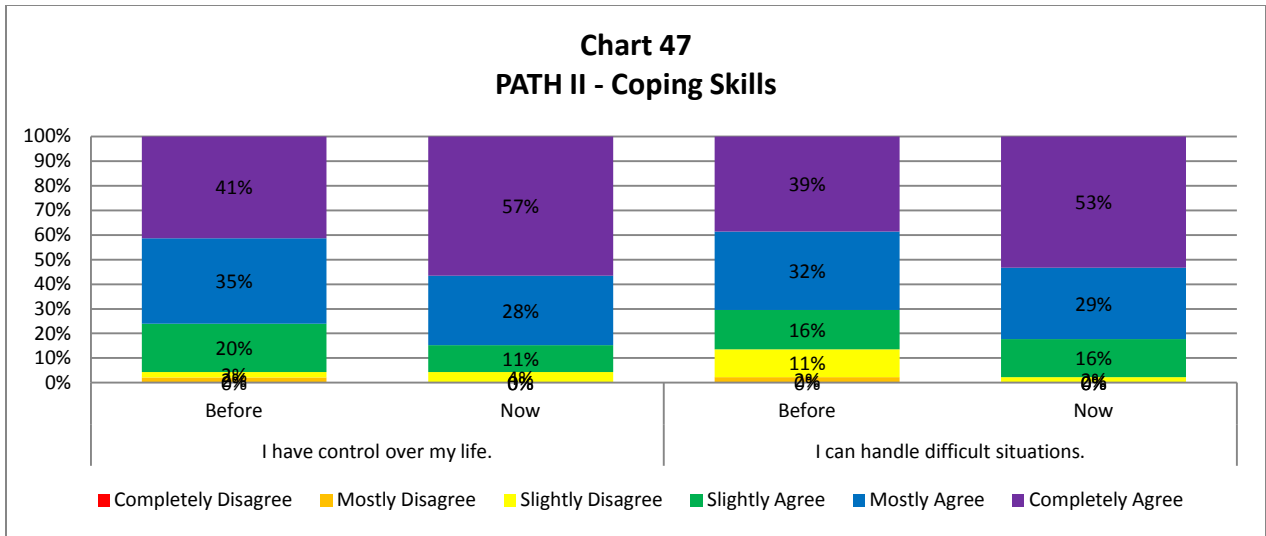
Goal – Decrease underage drinking among 12 – 20 year olds

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 67% to 93%), that they are working hard to change their substance use (from 57% to 96%), and that they want help to keep from going back to their previous pattern of use (from 61% to 76%). Ninety-six percent report that they think they will not have a problem with substances in the following year.

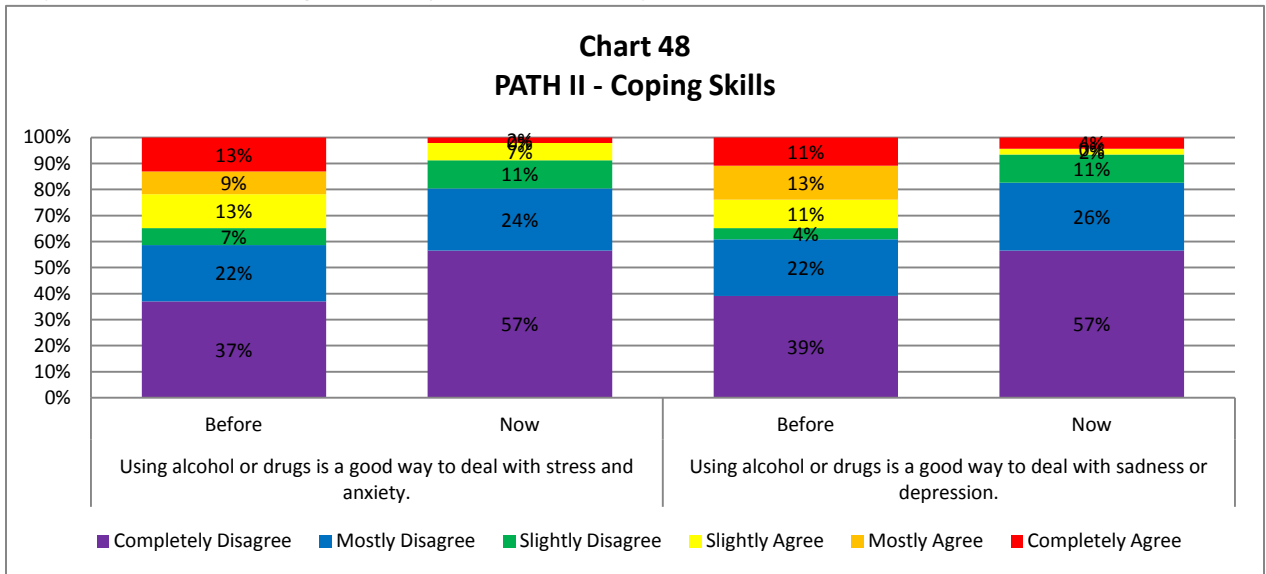


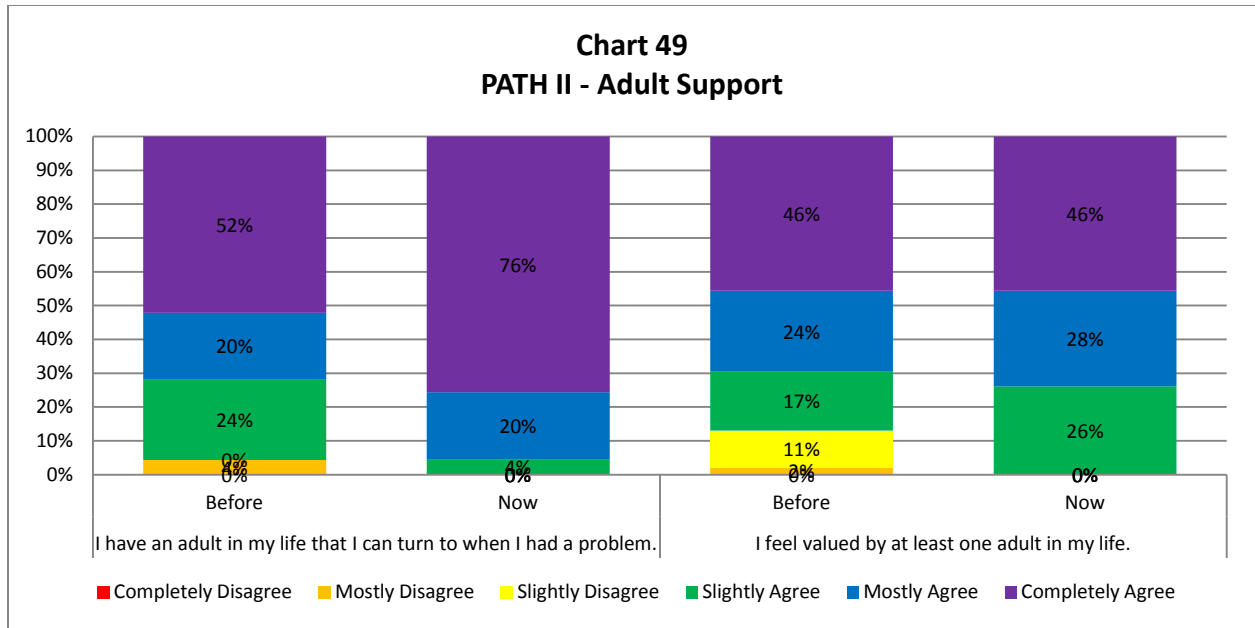
Students are asked about their intention to drink and use marijuana after participating in PATH programming. After PATH II 91% say that they would not or probably would not drink alcohol if it was available compared to 64% prior to the class. After PATH II 80% say that they would not or probably would not use marijuana if it was available compared to 45% prior to the class.

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

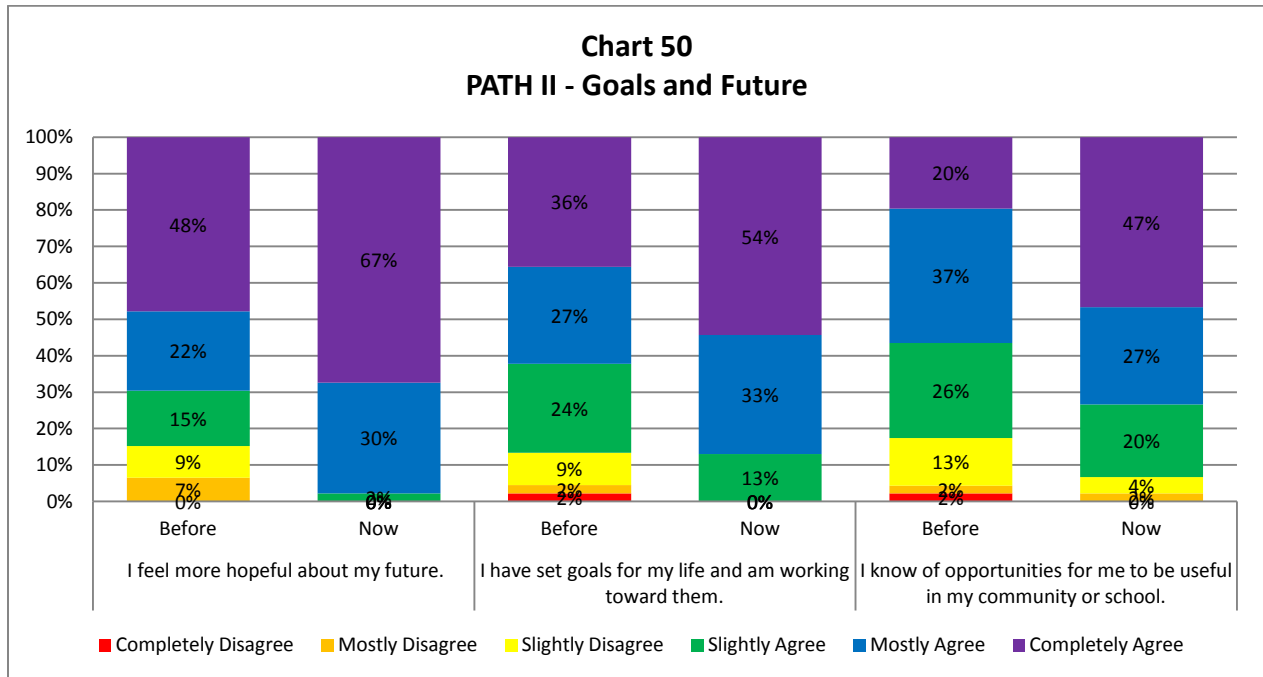


After participating in PATH II, students showed a significant increase in the perception that they can handle difficult situations (from 86% to 98%). They also showed a significant decrease in the belief that using alcohol or drugs is a good way to deal with stress and anxiety (from 35% to 9%) or sadness and depression (from 35% to 7%).





Students also showed an increase in their support system. After participating in PATH II 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 96% to 100%).



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 85% to 100%), that they knew of opportunities to be useful in their community or school (from 83% to 93%), and that they had set goals and were working toward them (from 87% to 100%).

PATH III

Students are surveyed to determine the change in their attitudes, beliefs, and intentions to change, as well as their satisfaction with the program. Overall students were very satisfied with the program; rating the program overall a 9.1 on a scale of 1 (Very Poor) to 10 (Excellent), and rating their weekly instructor a 9.7 and their family group instructor a 9.5. Some comments from students include:

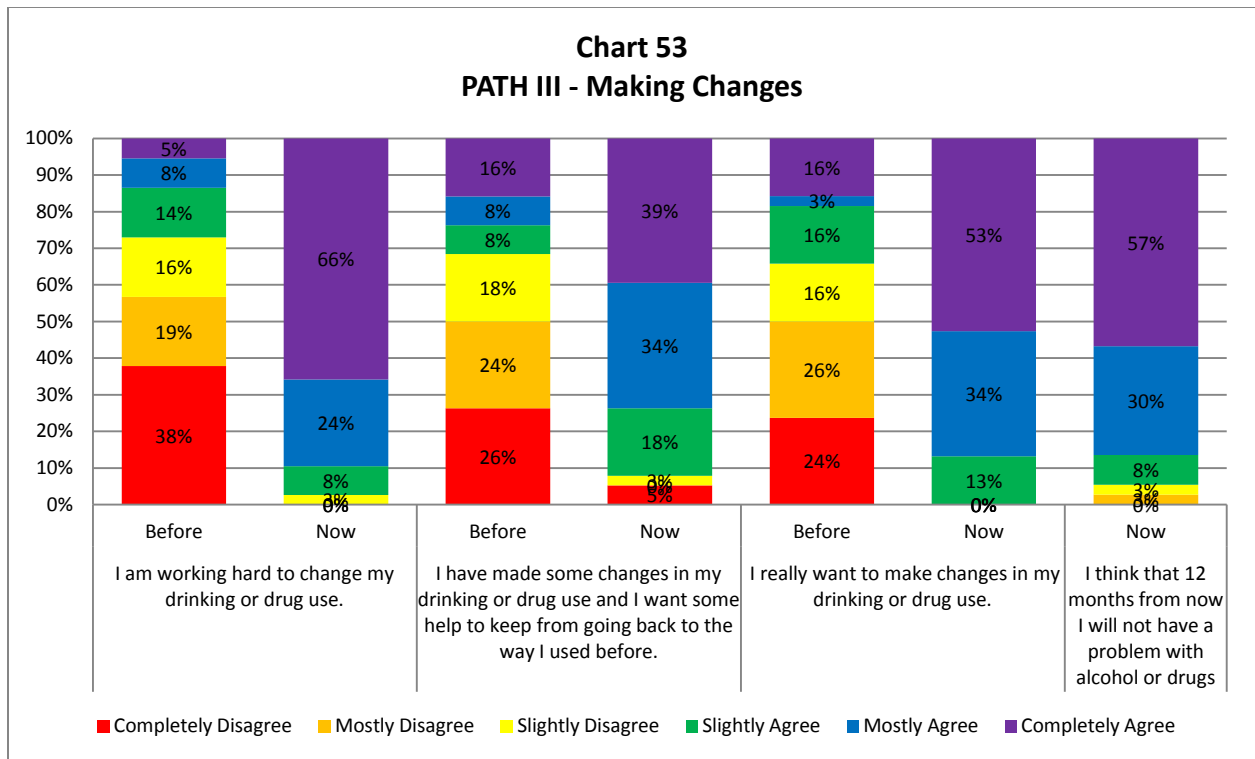
- *It helped me think a lot. It made me realize that most of the things I was doing were wrong. It educated on triggers, addiction, drugs, etc.*
- *Learning about the effects of addiction; what to do with coping. Also that our group connected and opened up to each other. It was amazing.*
- *I thought it was a very positive class in teaching about ways to cope and how it showed that I wasn't alone in my struggle and that there was other ways to be happy than drugs.*

Parents are also surveyed to determine the change in their attitudes and beliefs, as well as their child's behavior and their satisfaction with the program. Overall parents reported that the class was very interesting (86%) and that it provided them with good tools to communicate with their child (93%). Some comments from parents about what was most helpful about the class include:

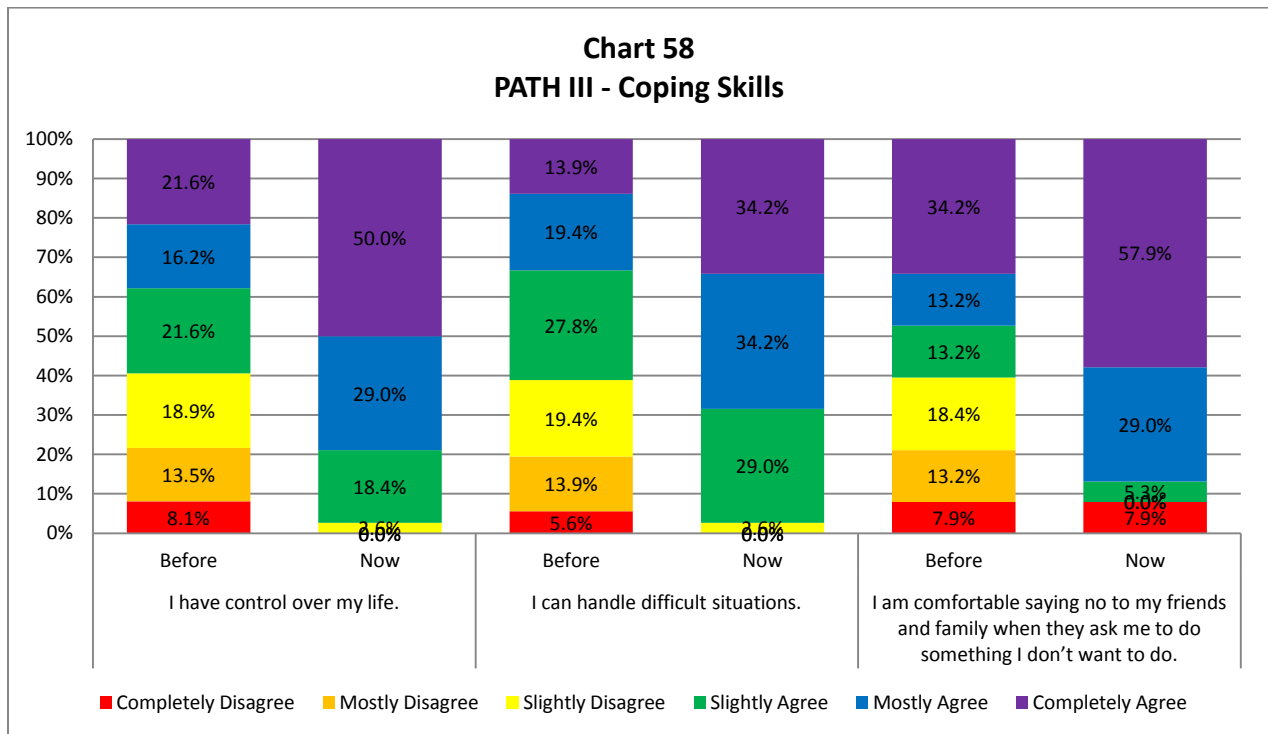
- *Provided me with good information about the impact of substance about & how to communicate more effectively with [my child].*
- *Father: How important it is to be there for him. Mother: realizing that I am not alone, other parents have teens with problems.*
- *[My child] has become more responsible and thoughtful since taking classes. She is also implementing the things she has learned and is recognizing her triggers*

Goal – Decrease underage drinking among 12 – 20 year olds

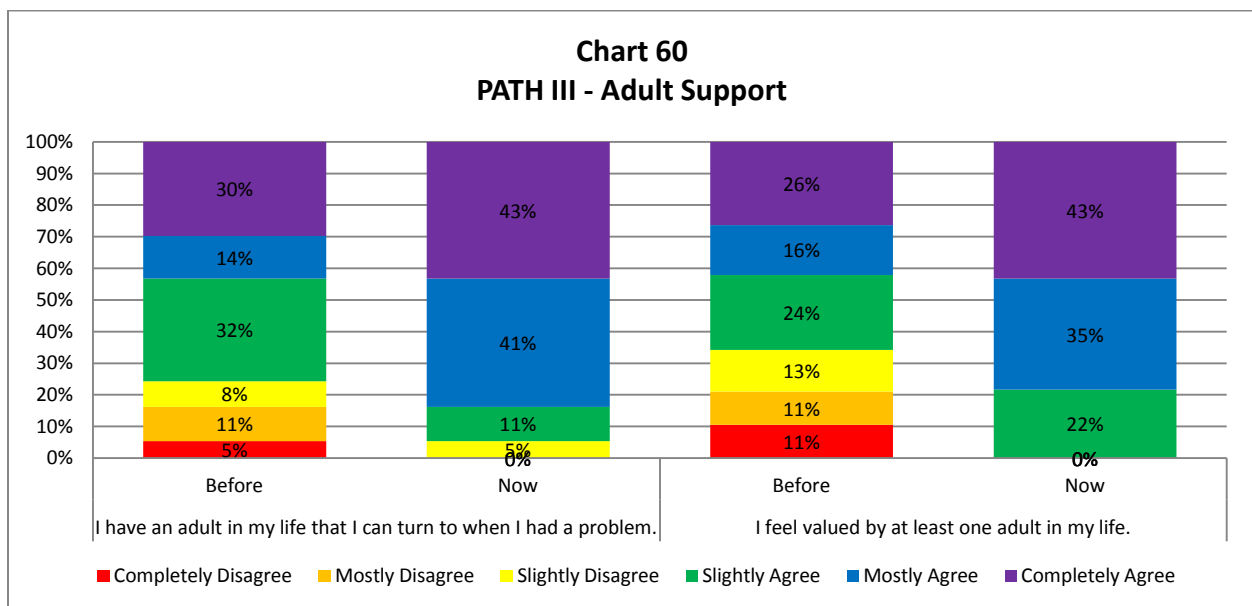
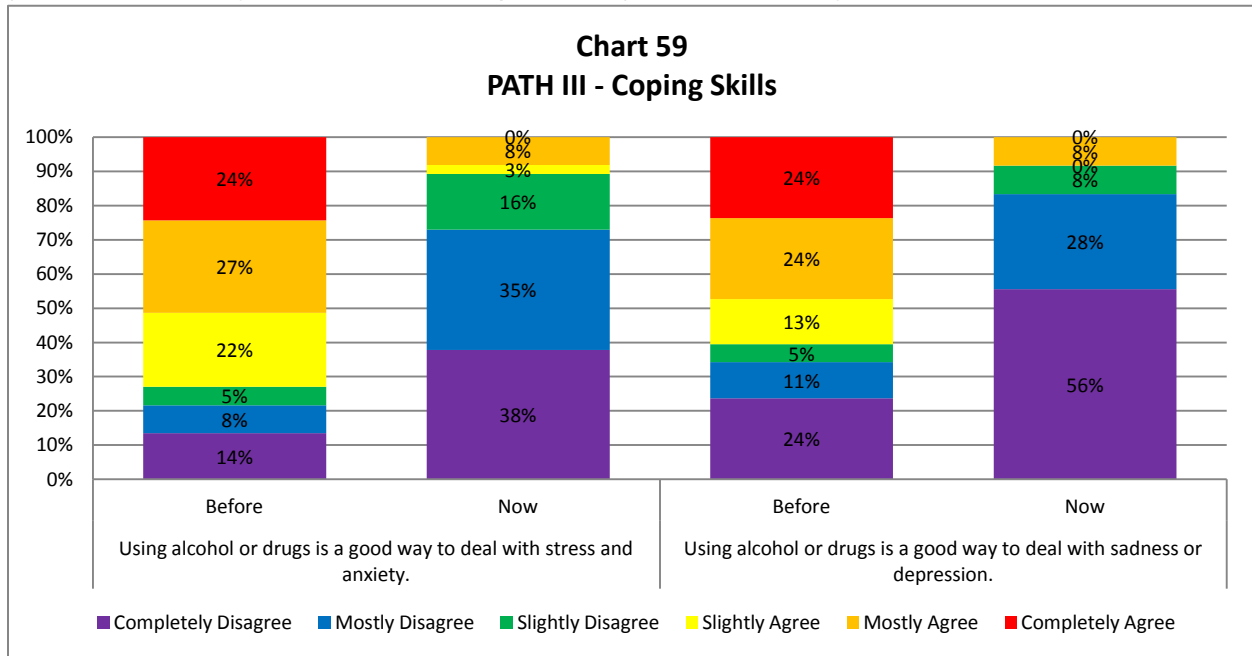
Students participating in the PATH III intervention groups are reporting regular substance use. After participating in the program, students are asked whether they are ready to make changes to their substance use and to predict where they plan to be in one year with their substance use. After participating in PATH III, significant changes are seen in students reporting that they really want to make changes in their substance use (from 34% to 100%), that they are working hard to change their substance use (from 27% to 97%), and that they want help to keep from going back to their previous pattern of use (from 32% to 92%). Ninety-five percent report that they think they will not have a problem with substances in the following year.



Students are asked about their intention to drink and use marijuana after participating in PATH programming. After PATH III 84% say that they would not or probably would not drink alcohol if it was available compared to 30% prior to the class. After PATH III 71% say that they would not or probably would not use marijuana if it was available compared to 16% prior to the class.

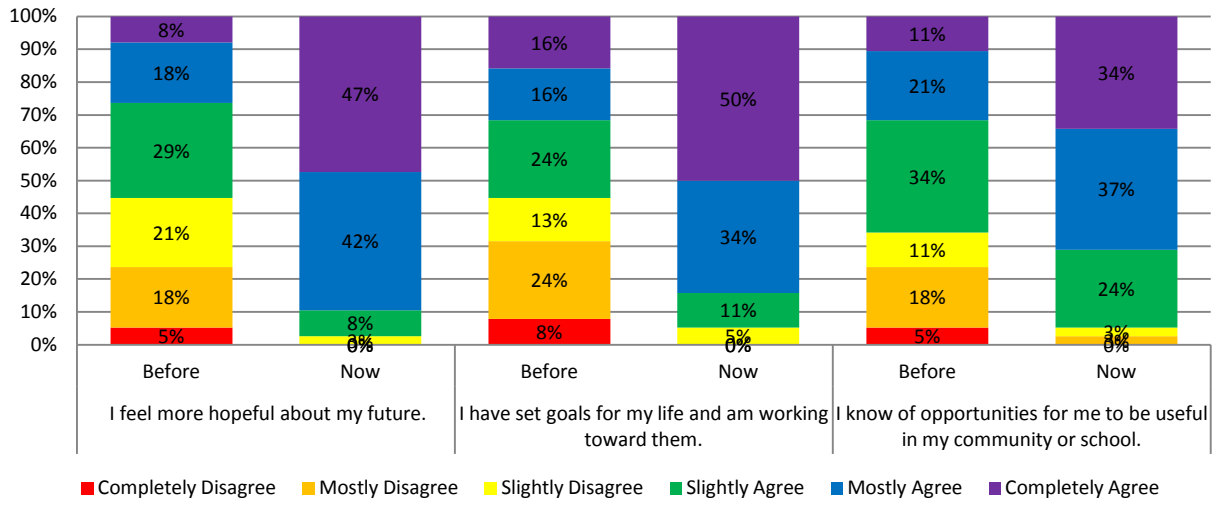


After participating in PATH III, students showed a significant increase in the perception that they were comfortable saying no to their family and friends when they ask them to do something they don't want to do (from 61% to 92%), that they have control over their lives (from 59% to 97%), that they can handle difficult situations (from 61% to 97%). 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 73% to 11%) or sadness and depression (from 68% to 8%).



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 76% to 95%) and that they felt valued by at least one adult in their life (from 66% to 100%).

Chart 61
PATH III - Goals and Future



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 55% to 97%), that they knew of opportunities to be useful in their community or school (from 66% to 95%), and that they had set goals and were working toward them (from 55% to 95%).