



Lifeways

Rapid City
2013 - 2014

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 2013 – 2014 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 1173.25 classroom presentation hours
 - 671.25 hours at the middle school level
 - 188.5 hours of the Project Success Education series
 - 29 sections with 761 students
 - 479.75 hours of other classroom presentations
 - 502 hours at the high school level
 - 319.5 hours of the Project Success Education series
 - 30 sections with 883 students
 - 182.5 hours of other classroom presentations
- Assessment/Screening/Referral/Individual Sessions
 - Lifeways provided 1092 hours of individual prevention education
 - 310.5 hours at the middle school level
 - 440 sessions with 109 students
 - 63 students (59%) seen 3 or less times, 37 students (33%) seen 4 – 9 times, 9 students (8%) seen 10+ times (max 12 times)
 - 758.5 hours at the high school level
 - 813 sessions with 257 students
 - 168 students (65%) seen 3 or less times, 78 students (30%) seen 4 – 9 times, 11 students (4%) seen 10 or more times (max 16 times)
 - 22.75 hours with other students
 - 17 sessions with 10 students
 - Lifeways provided 251.75 hours of individual parent education,
 - 71.75 hours at the middle school level
 - 148 sessions with 57 parents
 - 180 hours at the high school level
 - 271 sessions with 125 parents
- Group Education during school hours
 - Lifeways provided 83.75 hours of group prevention education
 - 62.5 hours at the middle school level
 - 21.25 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.

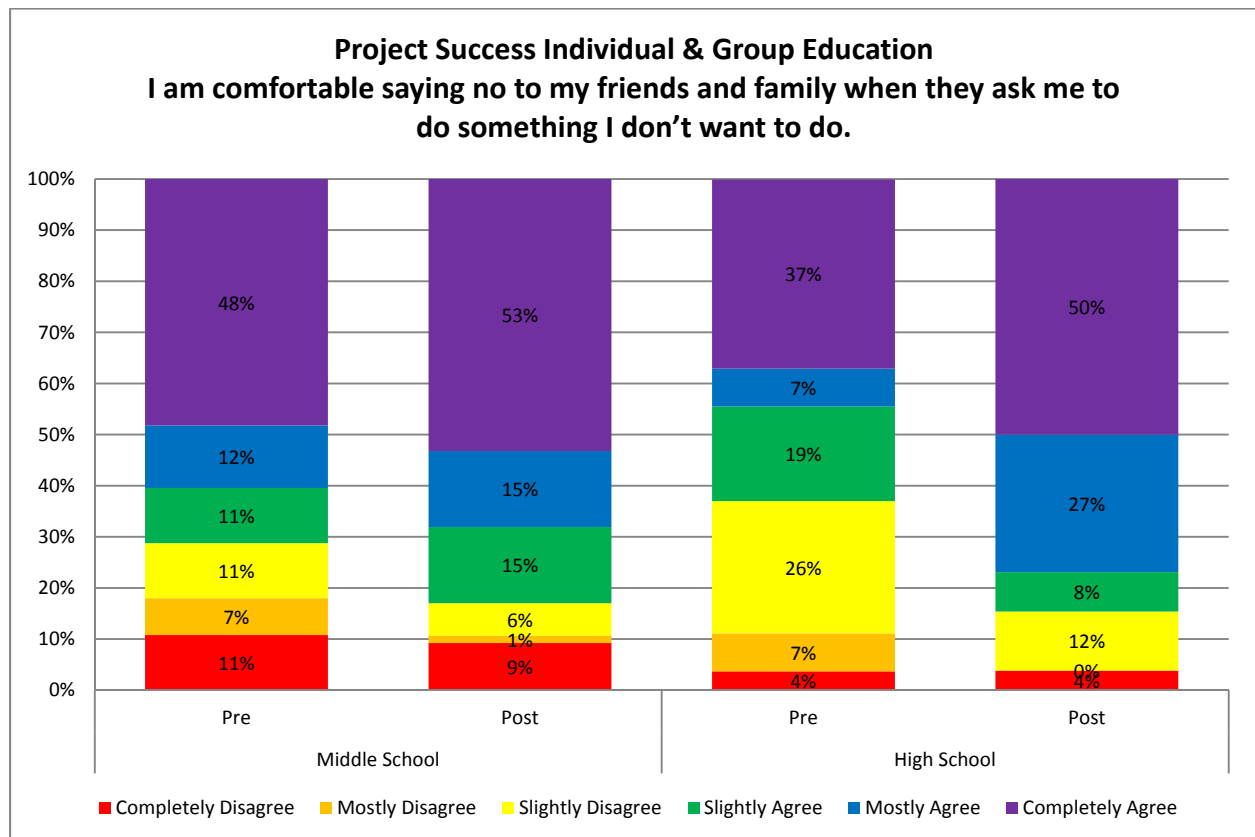
- 7 groups held with 26 students and 26 parents
 - PATH II is a 10 hour group that is designed for high school students who have been experimenting with substances. The group is held after school over a one week period and includes a two hour family session.
 - 8 groups held with 52 students and 41 parents
 - 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 89 students and 67 parents
- Pro-social activities, universal awareness activities, and peer led groups such as Students Against Destructive Decisions (SADD), and Youth2Youth
 - Lifeways provided 683.75 hours of pro-social activities, school based mentoring, universal awareness activities, and peer led groups during the 2013 – 2014 school year.
 - 235.75 hours were at the middle school level
 - 448 hours were at the high school level
- Treatment Needs Assessments / Outpatient Counseling
 - Lifeways provided 235.5 hours of outpatient services, 25.5 hours were at the middle school level, and 210.25 hours were at the high school level
 - 196 sessions with 48 students
 - 30 students (63%) seen 3 or less times, 12 students (25%) seen 4 – 9 times, 6 students (13%) seen 10 or more times (max 15 times)
 - 70 sessions with 22 parents
 - 15 parents (68%) seen 3 or less times, 7 parents (32%) seen 4 – 9 times (max 9 times)
- Lifeways Coalition Events
 - Lifeways provided a Community Forum on Reclaiming the Brain
 - On January 28th from 6-8 pm at the Rapid City High School Dr. Gregory Lester of Denver, CO spoke to about 170 parents, youth, school staff, youth serving organizations and community members about the teen brain. Dr. Lester shared the significant changes in the teen brain which helps to explain changes in teen's behavior and mood as well as give hope to parents.
 - Seven community partners exhibited their resources to the public at this event. They were Black Hills Works, Brain Injury, Front Porch Coalition, Behavior Management System, Teen Up, Western Prevention Resources and Lifeways.
 - Several local media outlets did interviews with Dr. Lester, and Paula Wilkinson Smith, Executive Director of Lifeways about the Reclaiming the Brain event.
 - Participated in Mental Health Promotion Event at Main Street Square

Selective Prevention Education - Individual and Group Education

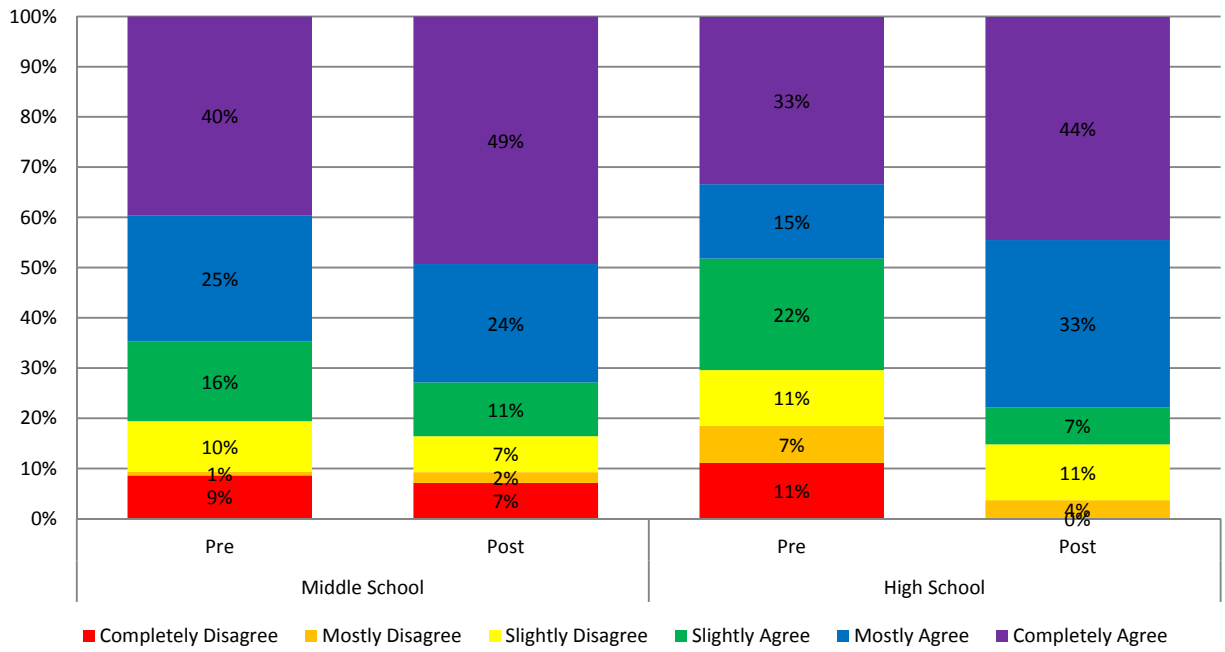
Lifeways advisors meet with high risk students individually to assess their individual needs and make referrals for additional services. These services could be additional individual education sessions, group sessions, or outside services. During the 2013 – 2014 school years, Lifeways staff met with 376 students individually, with 64% 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.

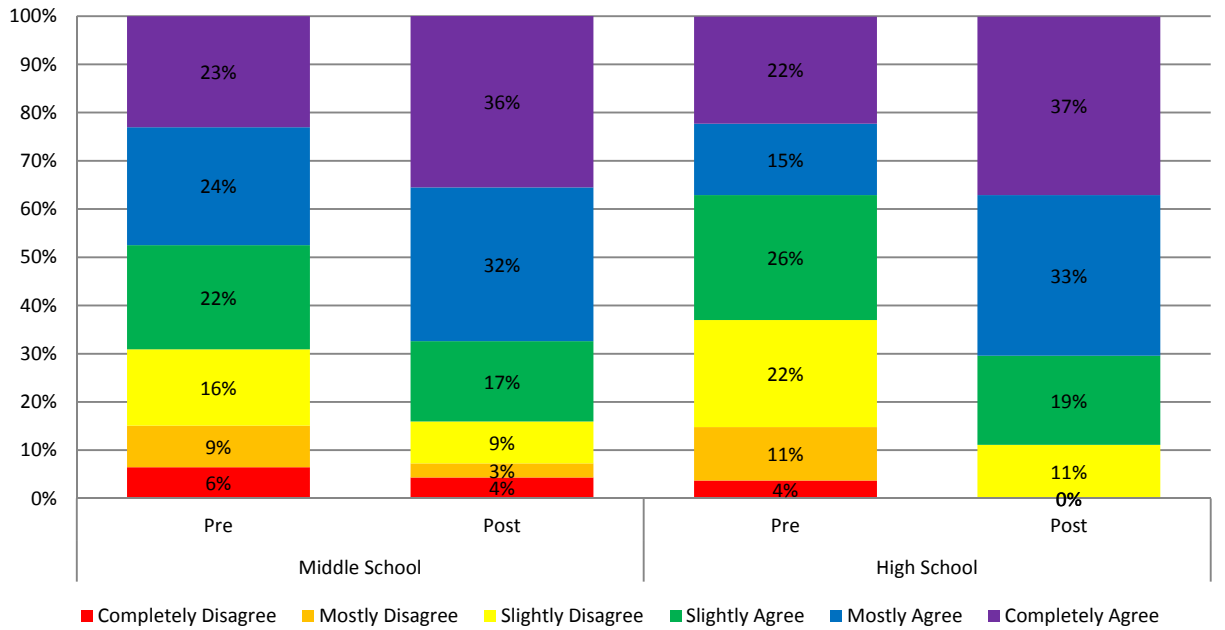
Students showed an increase in refusal skills, and began to feel that they had regained control over their lives and could now handle difficult situations. They also changed their perception that using alcohol and drugs are an acceptable coping method when someone is dealing with stress, anxiety, sadness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



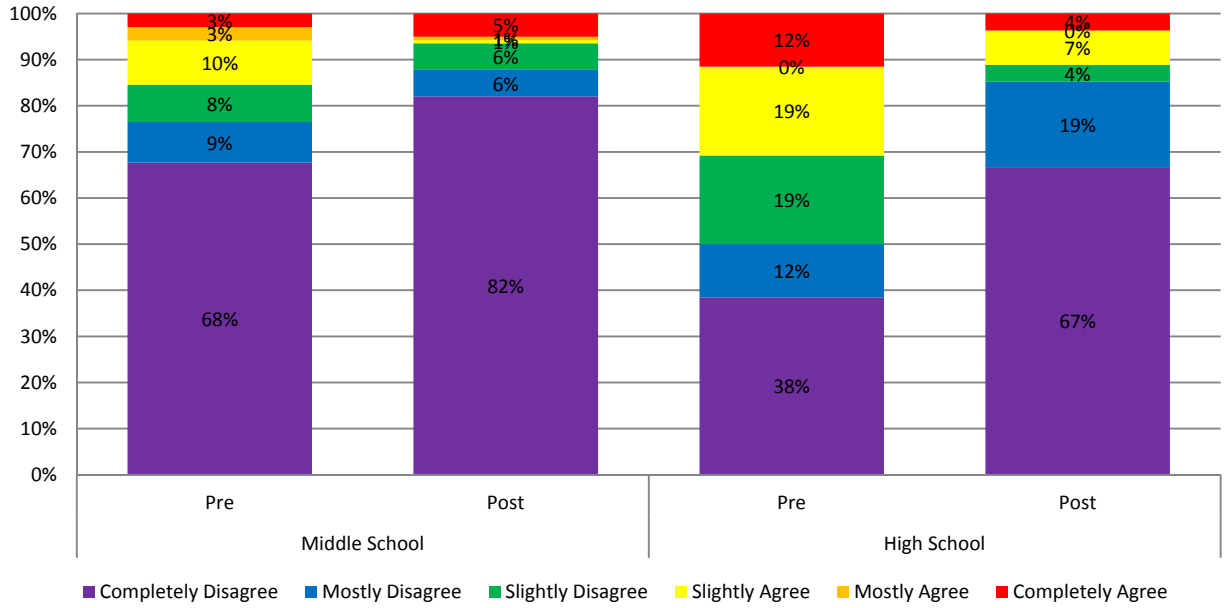
Project Success Individual & Group Education
I feel that I have control over my life.



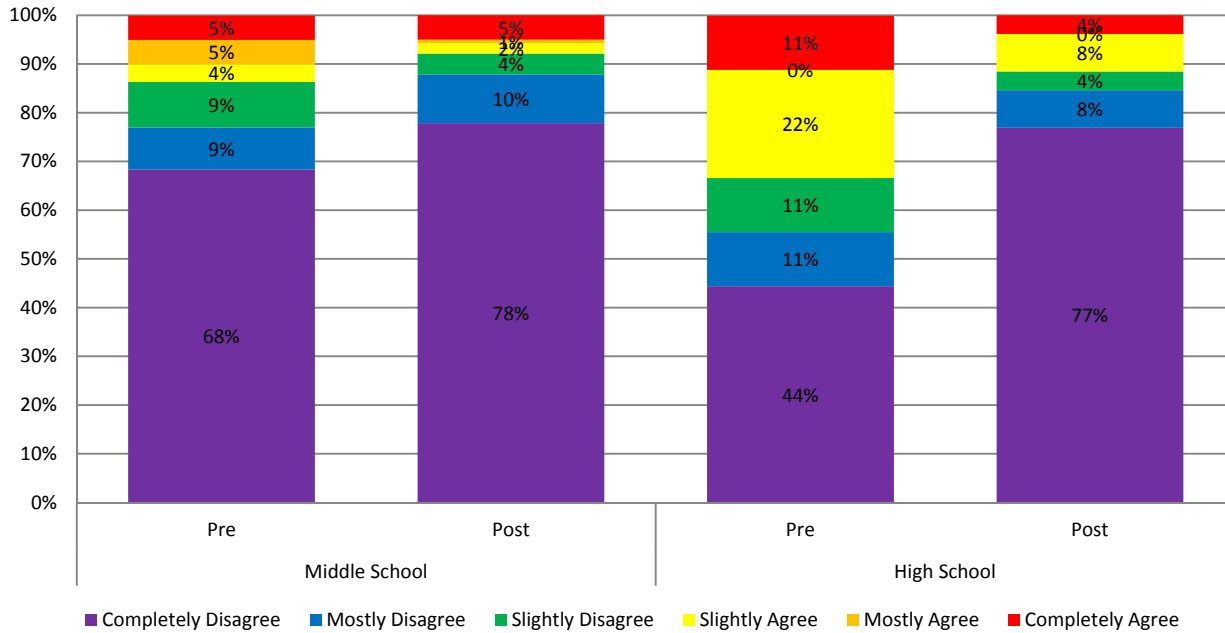
Project Success Individual & Group Education
I feel that I can handle difficult situations.



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

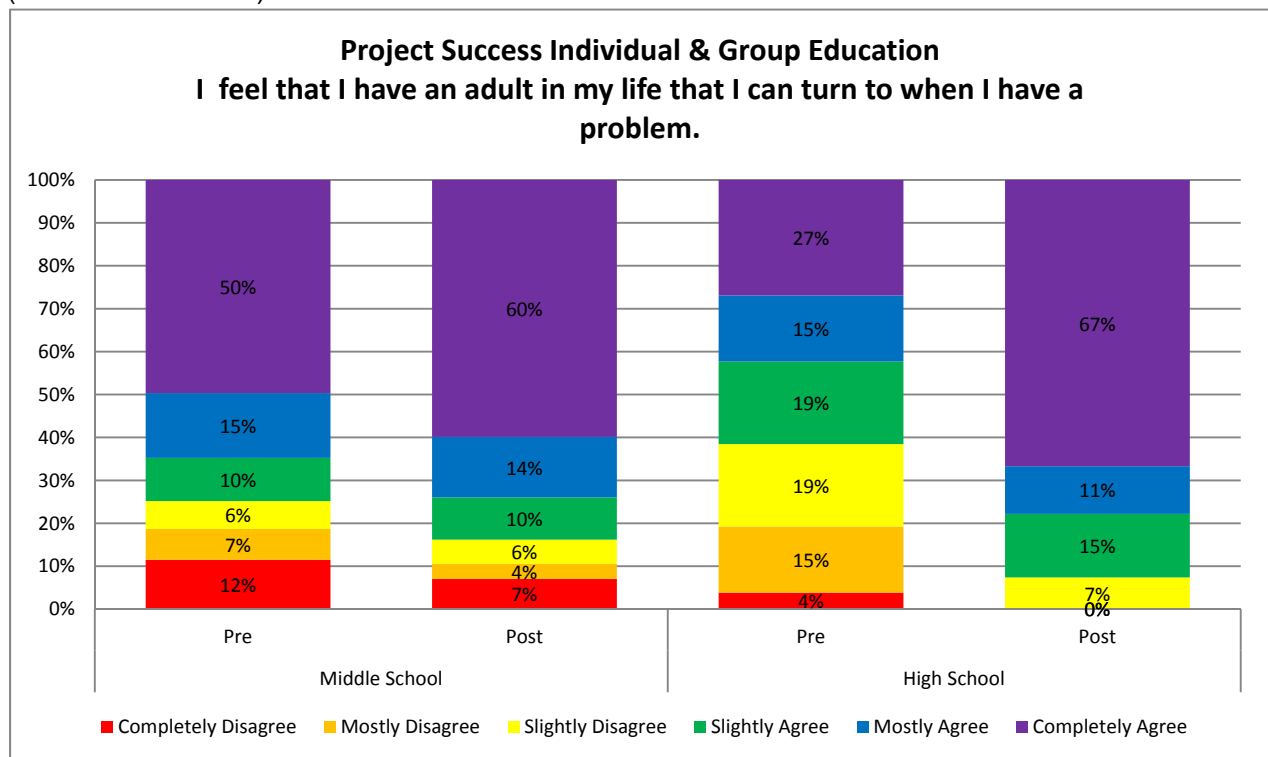


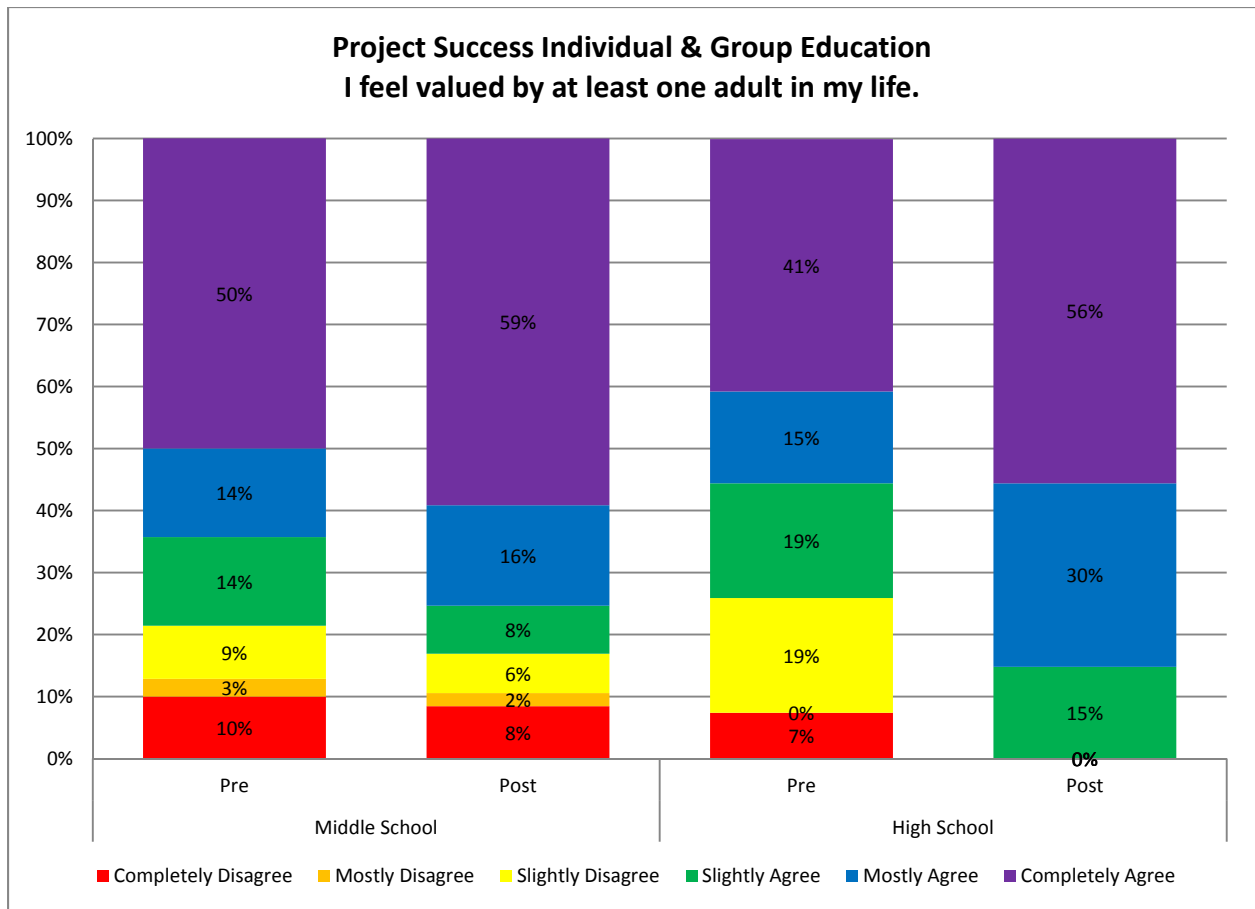
Project Success Individual & Group Education
I think using alcohol or drugs is a good way to deal with sadness and depression.



After participating in the individual and group education, middle school students showed a significant increase in the perception that they were comfortable saying no to their family and friends when they ask them to do something they don't want to do (from 71% to 83%), that they have control over their lives (from 81% to 84%), and that they can handle difficult situations (from 69% to 84%). They also showed a significant decrease in the belief that using alcohol or drugs is a good way to deal with sadness and depression (from 14% 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 63% to 85%), that they have control over their lives (from 70% to 85%), and that they can handle difficult situations (from 63% to 89%). 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 31% to 11%) or sadness and depression (from 33% to 12%).

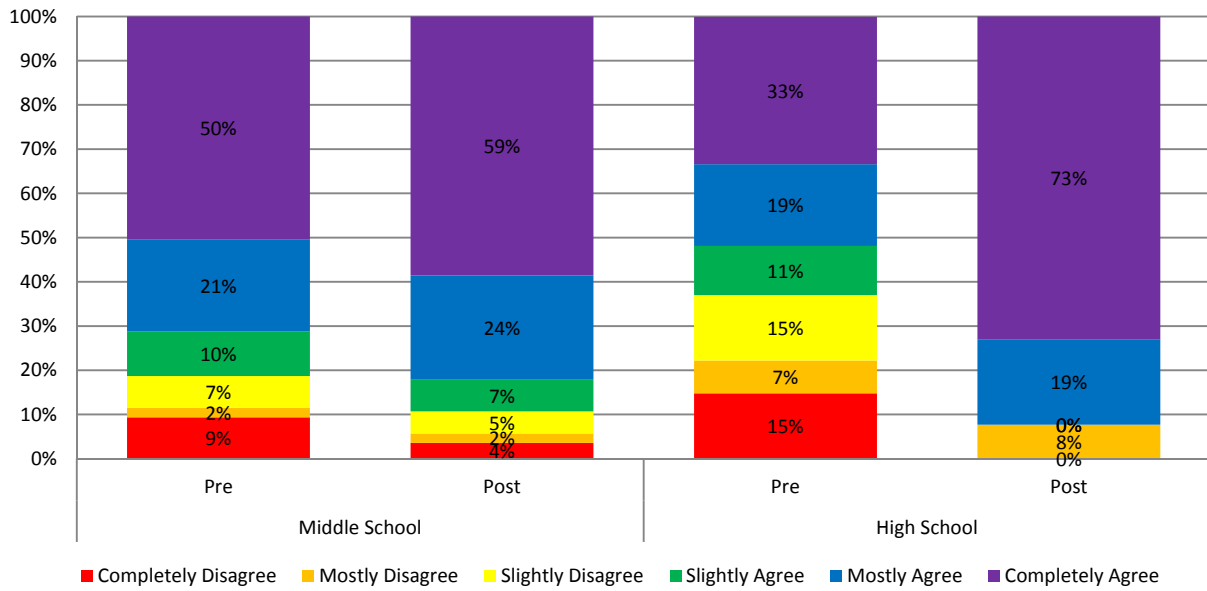
Students also showed an increase in their support system. After participating in the individual and group education, middle school students showed a significant increase in the perception that they had an adult in their life that they could turn to when they had a problem (from 75% to 84%), and that they felt valued by at least one adult in their life (from 79% to 83%). 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 62% to 93%) and that they felt valued by at least one adult in their life (from 74% to 100%).



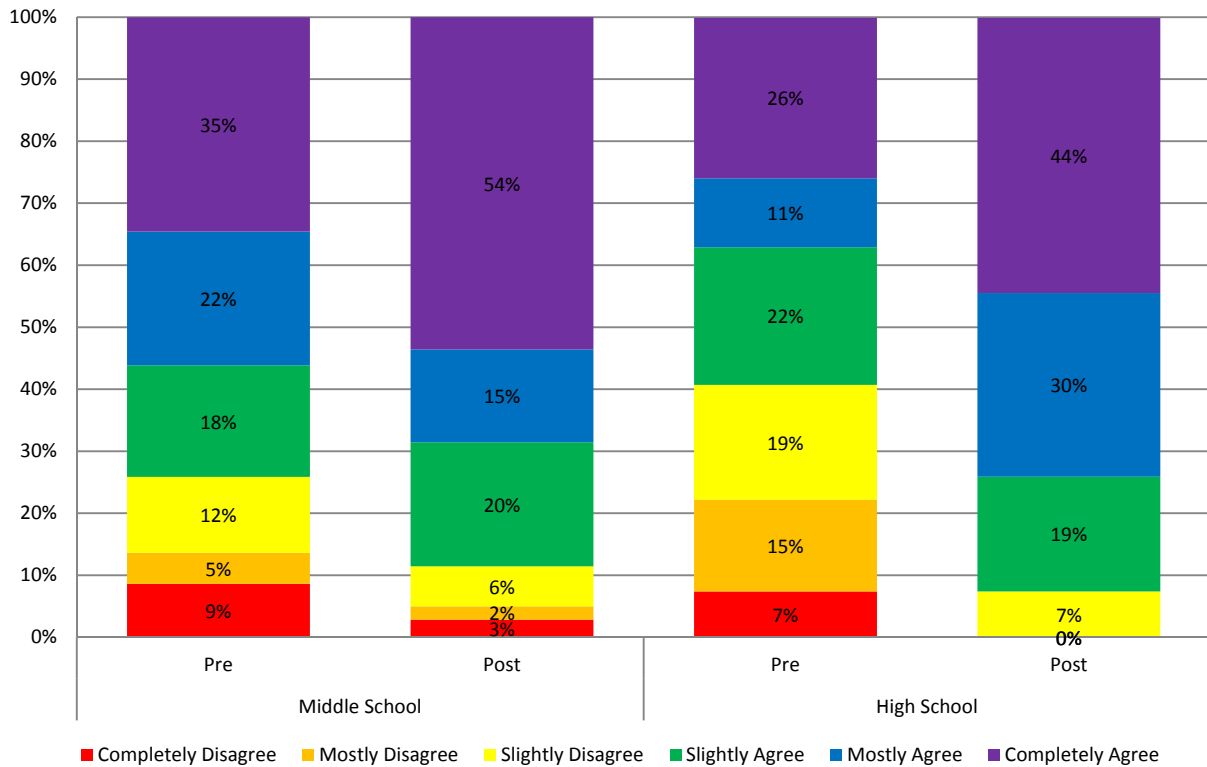


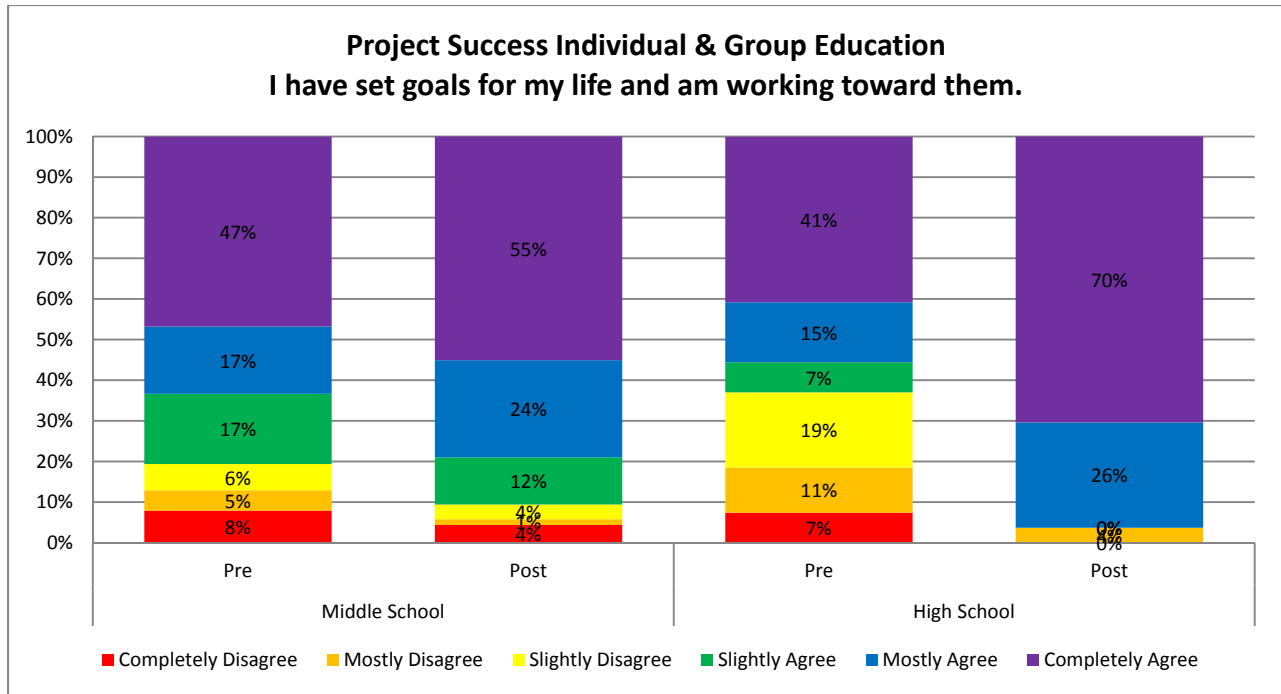
Students also showed an increase in their perception of the opportunities available to them and their ability to reach future goals. After participating in the individual and group education, middle school students showed a significant increase in the perception that they were hopeful about their future (from 81% to 89%), that they knew of opportunities to be useful in their community or school (from 74% to 89%), and that they had set goals and were working toward them (from 81% to 91%). 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 63% to 92%), that they knew of opportunities to be useful in their community or school (from 59% to 93%), and that they had set goals and were working toward them (from 63% to 96%).

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 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.

Class	2013 – 2014 School Year		
	Students	Parents	Groups
PATH I	26	26	7
PATH II	52	41	8
PATH III	89	67	9
Total	167	134	24

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 a 9.4 on a scale of 1 (Very Poor) to 10 (Excellent), and

rating their weekly instructor a 9.8 and their family group instructor a 9.7. Some comments from students include:

- *I liked finding out about the effects of alcohol and drugs I liked hearing others input*
- *I liked that everyone could be honest and that nobody was judged*
- *I learned a lot, not only about the affects of drugs and alcohol but I learned about trust and communication.*
- *It was eye opening on how the drugs affect your mind.*
- *I liked setting goals for myself.*
- *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.*
- *Learning about setting and keeping long and short term goals. Also finding alternatives when I feel like smoking weed or drinking alcohol.*
- *That I got to learn that family is more important than getting high. Also about setting goals and the effects of marijuana.*
- *I think [The instructor] did an amazing job. He didn't make me feel like a bad person. He made me realize I just made a mistake and taught me how to learn from it.*
- *I would say the class is perfect it really made me think about life in smarter ways*
- *The way they explain things in the class made sense to me and actually changed my thoughts on a lot of things.*

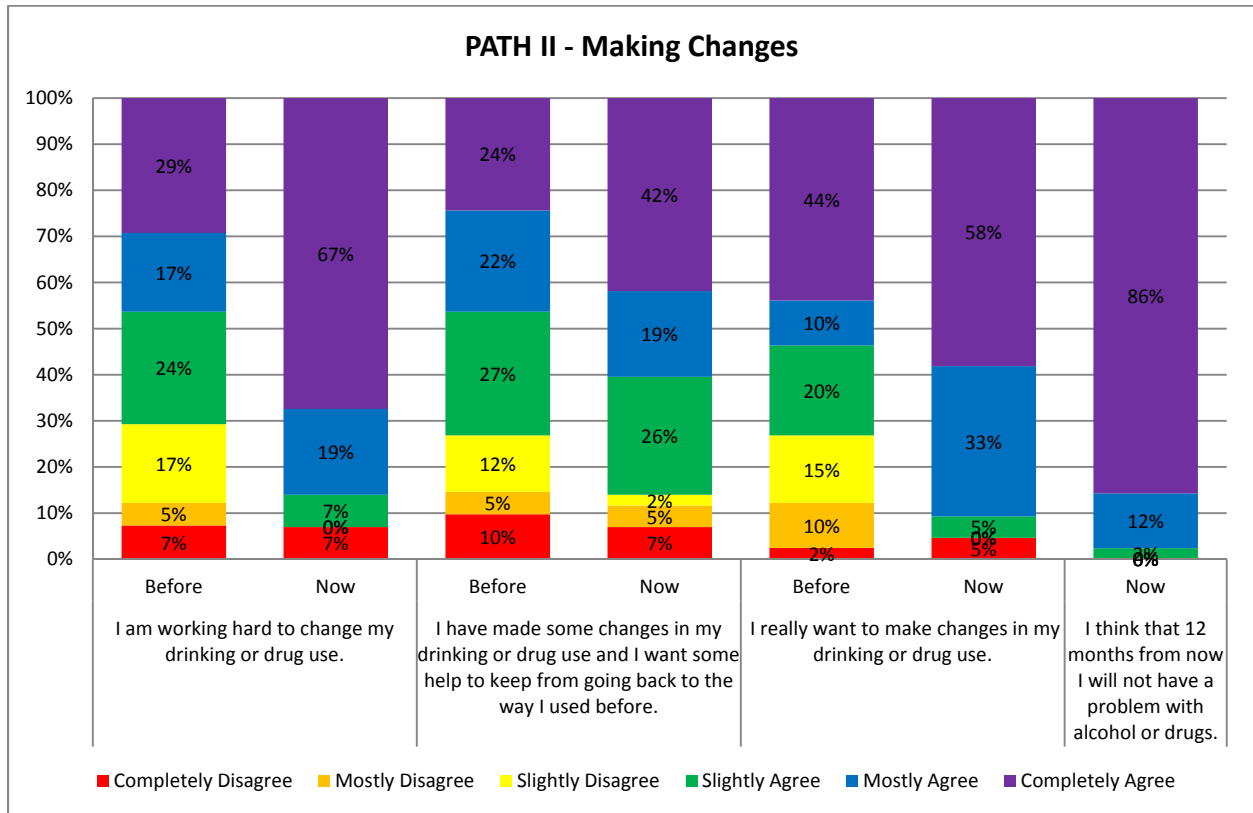
Parents are also surveyed to determine the change in their attitudes and beliefs, as well as their child's behavior and their satisfaction with the program. Overall parents reported that the class was very interesting (88%) and that it provided them with good information on their child (79%), good tools to communicate with their child (67%), and they learned the impact that substance use has on their child and family (67%). Some comments from parents about what was most helpful about the class include:

- *Better communication and listening to your child, to be provided with tools on how to communicate with my child was most helpful to me*
- *Understanding what my child's needs are, so we can help launch her into a better future.*
- *Doing this together as a family*
- *Information about addiction. Hearing about what my child learned.*
- *Interesting to hear how alcohol is processed in the body, making specific time w/ my son.*
- *Meeting up with other good families who have been thru same thing, we are not alone in these battles, challenges.*
- *Realizing the importance for setting goals, doing well in school, and stay drug free.*
- *That the students had to be proactive in the program and understand the impact of everything they say and do.*
- *The importance of communication and the info on brain development and drug/alcohol usage.*

Goal – Decrease underage drinking among 12 – 20 year olds

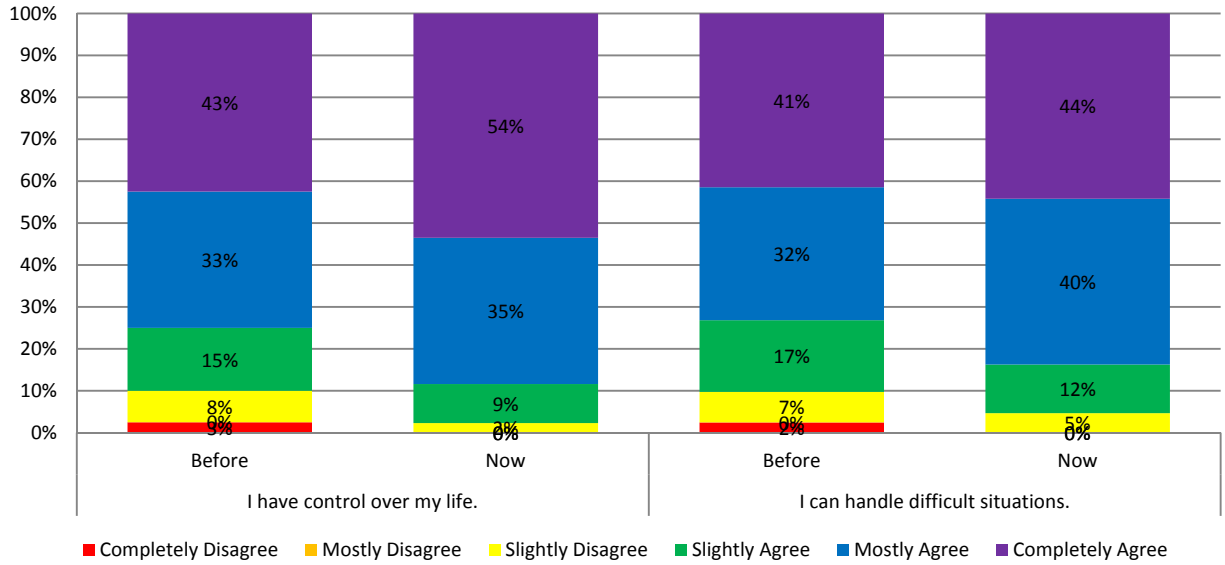
Students participating in the PATH II intervention groups are reporting substance use. After participating in the program, students are asked whether they are ready to make changes to their substance use and to predict where they plan to be in one year with their substance use.

After participating in PATH II, significant changes are seen in students reporting that they really want to make changes in their substance use (from 73% to 95%), that they are working hard to change their substance use (from 71% to 93%), and that they want help to keep from going back to their previous pattern of use (from 73% to 86%). All students report that they think they will not have a problem with substances in the following year.

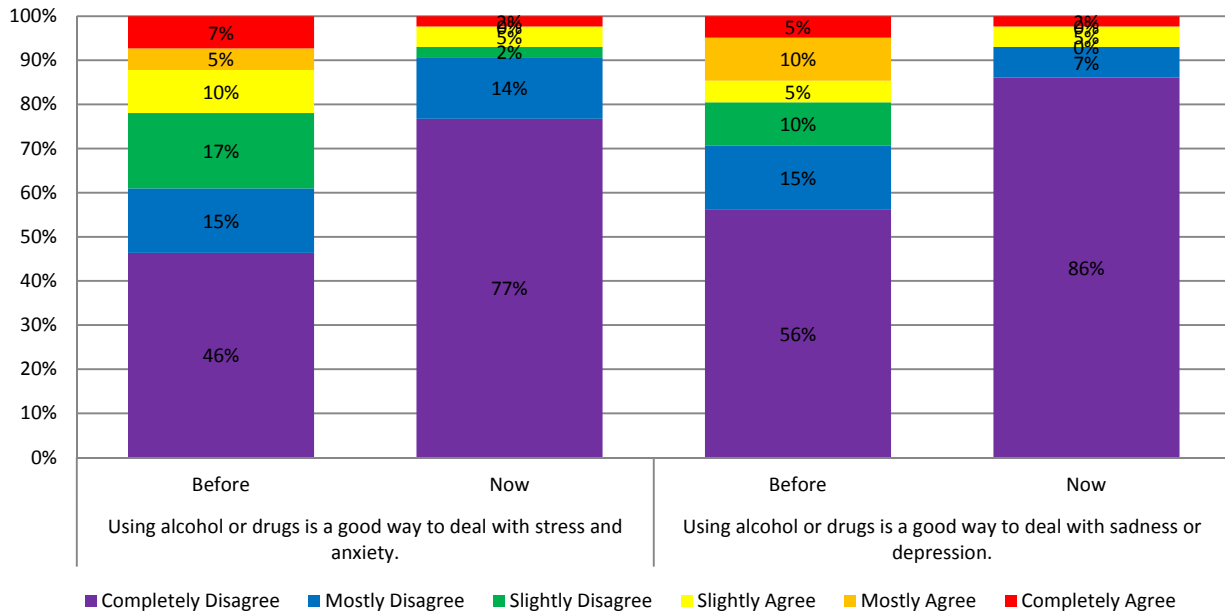


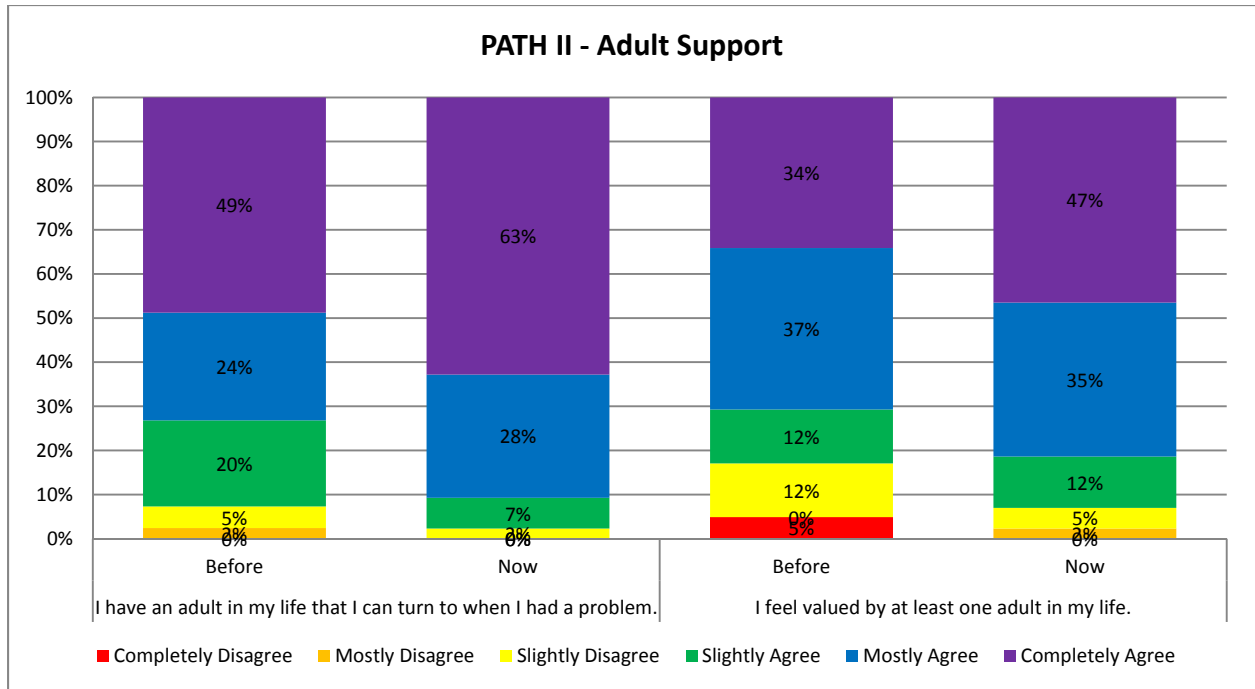
The PATH program spends a significant amount of time dealing with coping and refusal skills as well as values and goals. After participating in PATH II, students showed a significant increase in the perception that they have control over their lives (from 90% to 98%), and that they can handle difficult situations (from 90% to 95%). 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 22% to 7%) or sadness and depression (from 20% to 7%).

PATH II - Coping Skills

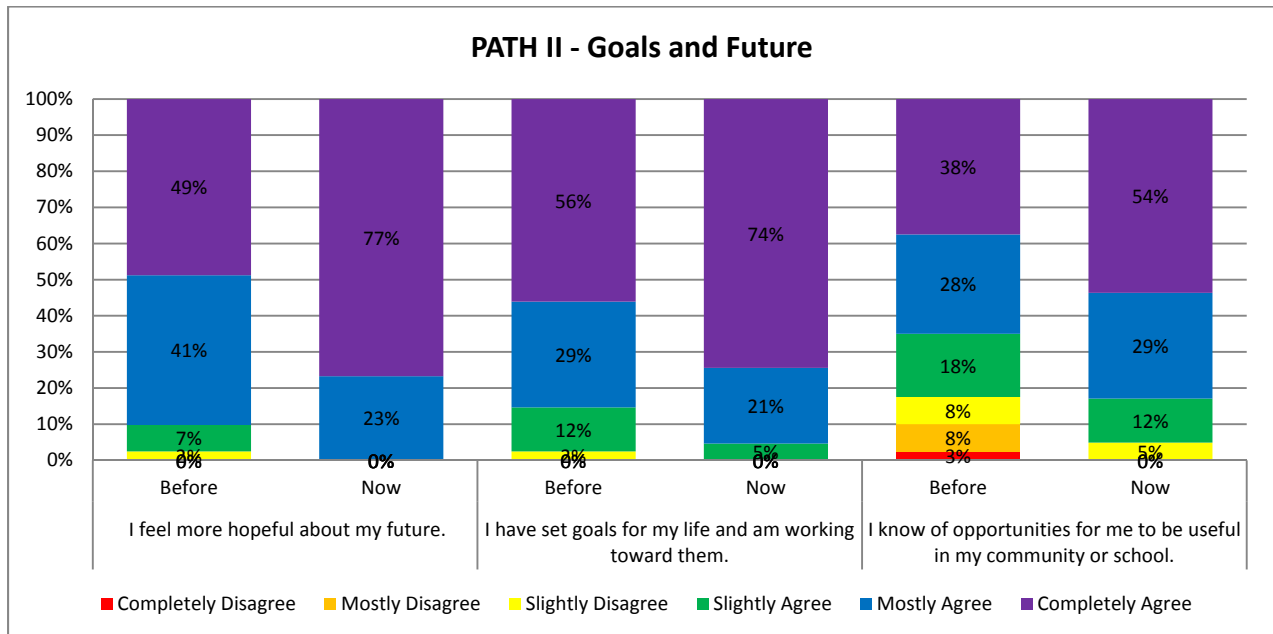


PATH II - Coping Skills





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 93% to 98%) and that they felt valued by at least one adult in their life (from 83% to 93%).



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 98% to 100%), that

they knew of opportunities to be useful in their community or school (from 83% to 95%), and that they had set goals and were working toward them (from 98% 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 8.8 on a scale of 1 (Very Poor) to 10 (Excellent), and rating their weekly instructor a 9.5 and their family group instructor a 9.4. Some comments from students include:

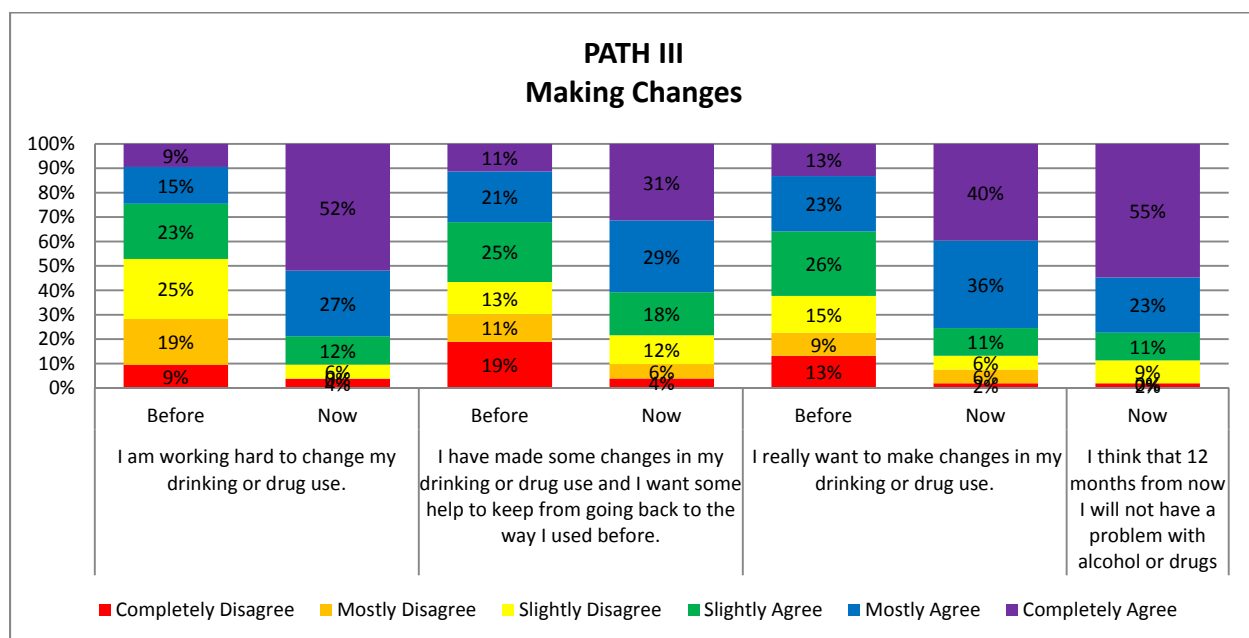
- I liked that it opened up my mind about where drugs are really going to take me. Nowhere. I like how it wasn't just what drugs do to your body; it was prevention and how to handle problems without drugs or alcohol.
- That we got to talk about it all to someone who isn't going to judge us or lecture us. That was probably the best feeling that they were trying to help us change ourselves instead of forcing us.
- I liked learning how to communicate with my parents. I liked telling them how I feel.
- Hearing other people talk about their own problems and mistakes. I don't feel so alone.
- It taught me about the good things in life, and that there's more things to do in life instead of ruining it by using drugs or drinking.
- What I liked most about the class is that it kind of put me in a whole different mindset and I feel like I probably won't ever smoke/drink again.
- I liked learning about the ways that drugs and alcohol affect your body and your life relationships. I'm glad I took this class. It opened my mind and changed my views.
- I learned to be honest with myself that I am in fact addicted. The weed does damage my brain and it does affect the relationship I have with my mom and dad.
- I liked the fact that we all became like our own little family and could always be open with each other.
- I came into Lifeways with a negative attitude and it turned out to be a really good life experience.
- I'm happy where my life is now. Went to hell 2 years ago and now I'm okay with everything in my life.

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 (93%) and that it provided them with good tools to communicate with their child (85%). Some comments from parents about what was most helpful about the class include:

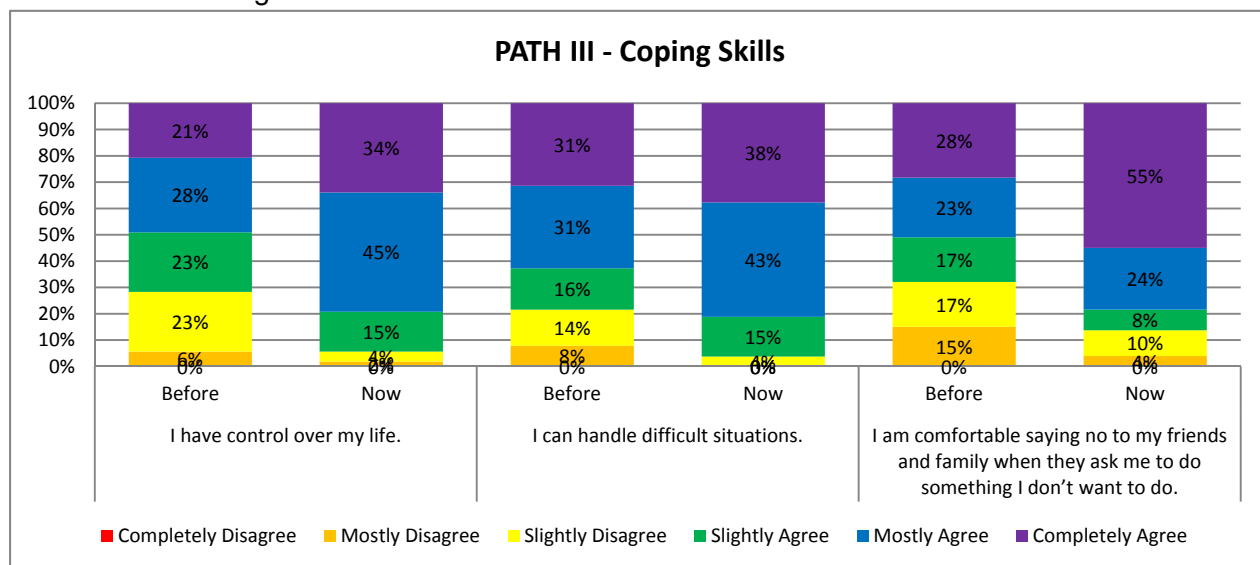
- *Communication with my child. Accountability by my child.*
- *Good facts about why young adults are subject to starting drug use. Actually how harmful pot is to young adults. Very helpful with improving listening and communication skills.*
- *Hearing other parent's issues and problems. Good to know we're not alone in family with similar situations.*
- *I think sitting face to face with our child, telling each other how we feel. I hope this was an eye opening moment for [my child] to know his stepdad and I love him.*
- *just her voicing she wants me to listen to her*
- *Learning about the teenage brain and the affects of drugs/alcohol on it.*
- *That we could share our feelings without a heated discussion and I liked sharing my feelings.*
- *To understand what we can do to communicate and things to work or to not let this happen again.*
- *I believe that this class will help me as well as [my child] with the rest of his life. This is a very helpful class.*
- *Think this place was helpful in helping my child grow and understand more about him and me.*

Goal – Decrease underage drinking among 12 – 20 year olds

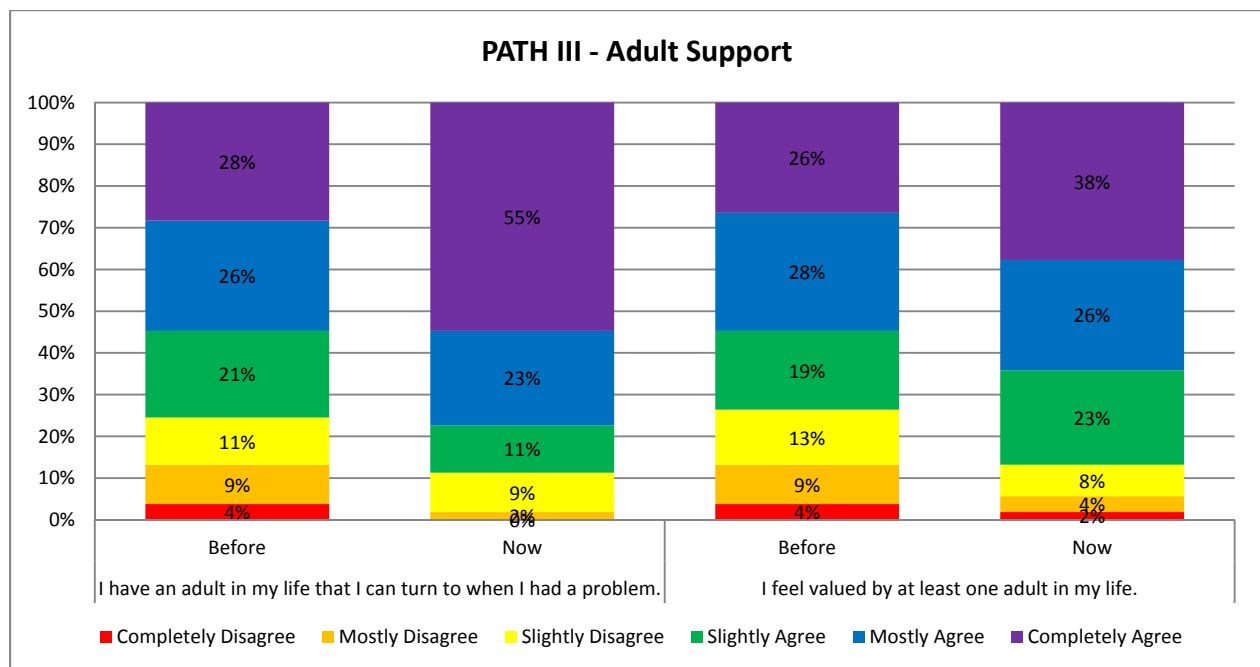
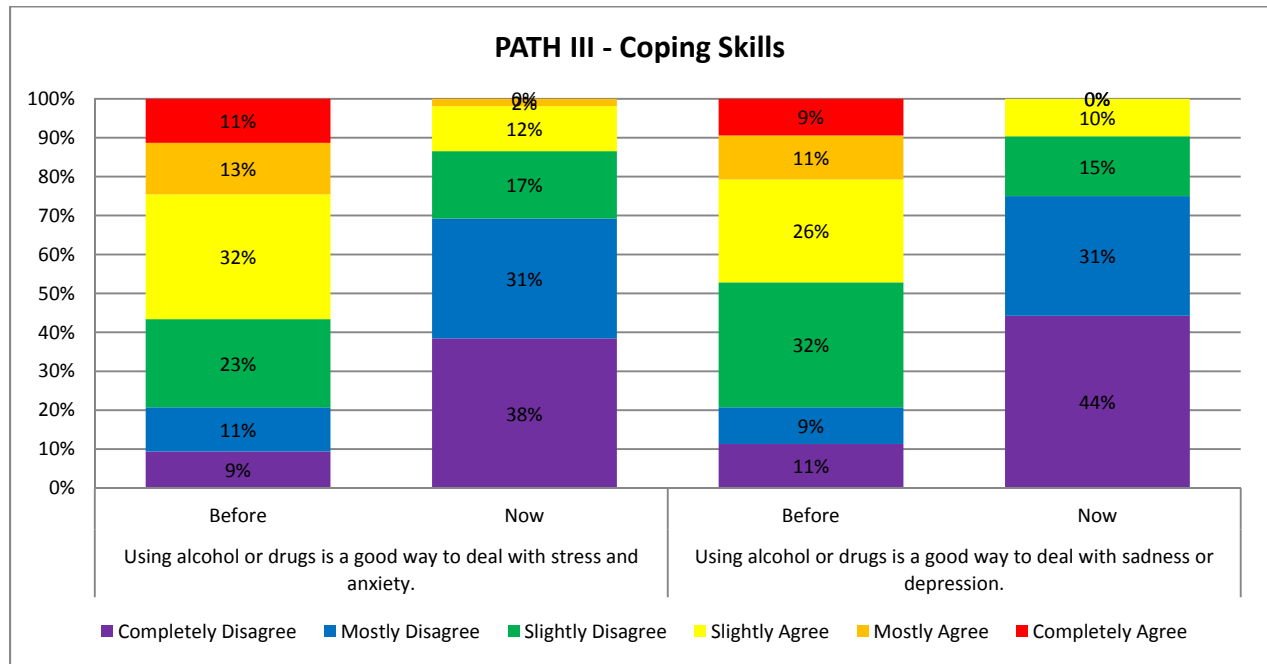
Students participating in the PATH III intervention groups are reporting regular substance use. After participating in the program, students are asked whether they are ready to make changes to their substance use and to predict where they plan to be in one year with their substance use. After participating in PATH III, significant changes are seen in students reporting that they really want to make changes in their substance use (from 62% to 87%), that they are working hard to change their substance use (from 47% to 90%), and that they want help to keep from going back to their previous pattern of use (from 57% to 78%). Eighty-nine percent report that they think they will not have a problem with substances in the following year.



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

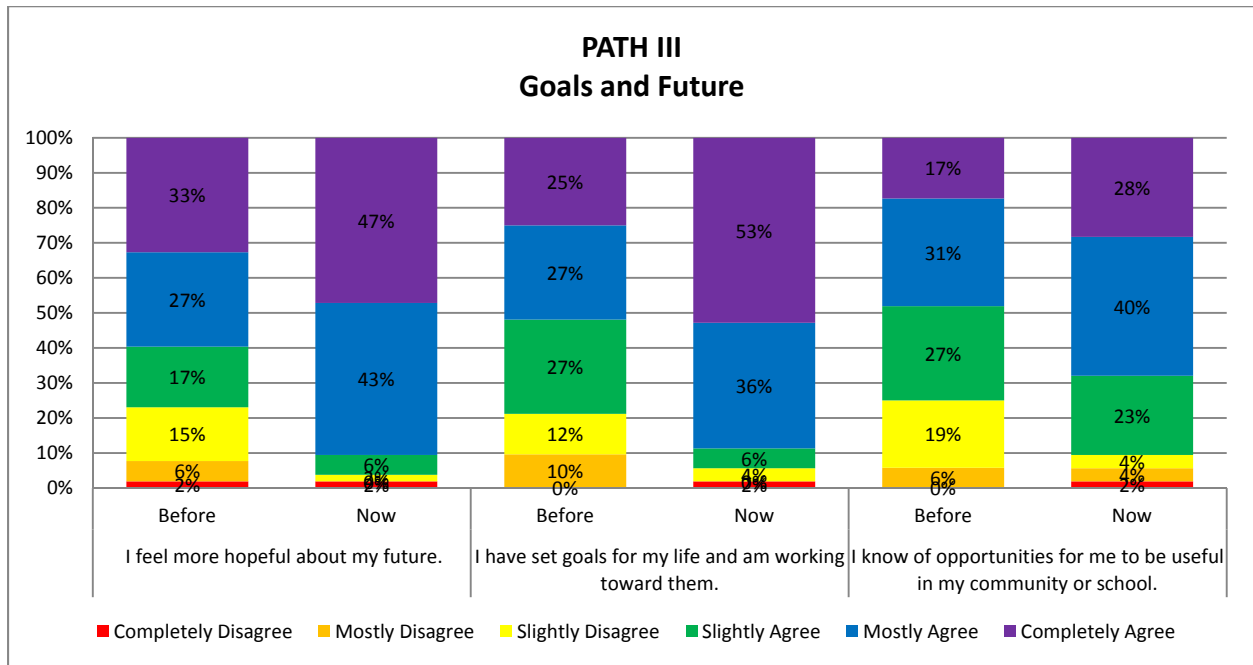


After participating in PATH III, students showed a significant increase in the perception that they were comfortable saying no to their family and friends when they ask them to do something they don't want to do (from 68% to 86%), that they have control over their lives (from 72% to 94%), and that they can handle difficult situations (from 78% 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 57% to 13%) or sadness and depression (from 47% to 10%).



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 75% to 89%) and that they felt valued by at least one adult in their life (from 74% to 87%).



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 77% to 96%), that they knew of opportunities to be useful in their community or school (from 75% to 91%), and that they had set goals and were working toward them (from 79% to 94%).