

# Too Good for Drugs & Violence HS Logic Model

## ➔ 1 - Theory

### Target Group

#### Universal Population:

High School  
Grades 9-12  
Adolescent ages 14 to 18 years

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

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

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

## ➔ 2 - Strategies/Activities

### Curriculum

- Develops personal and interpersonal skills to develop social emotional competency and resist peer and media influences.
- Content focus: harmful effects of drug use; accurate information on peer drug use; emotional, pro-social, goal setting, decision making, media analysis, conflict resolution, stress management, and peer resistance skills development.
- Interactive Instructional strategies such as cooperative learning, and opportunities for practice and diverse role-playing situations.
- Sequential school-based curricula developmentally appropriate to each grade level which builds on skills learned in previous years.

### Parental Involvement

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

### Staff Development

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

## ➔ 3 - Immediate Outcomes

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

Students positively interact with peers.

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

Teachers reinforce pro-social norms.

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

Parents increase their positive interaction and communication with their children.

## ➔ 4 - Intermediate Outcomes

### Improved social emotional competence & media literacy skills.

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

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

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

### Develop Standards of Non-use.

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

### Peer Disapproval of Behavior.

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

### More students report a higher perception of harm/risk regarding violence.

Students gain skills to resist negative media influences and portrayals of violence.

### Resistance Skills:

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



## Long-Term Outcomes

More students report intentions to abstain from/reduce substance use. More students report intentions to resolve conflicts non-violently.



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