

Too Good for Drugs K-12

Logic Model

Target Group

Universal Population:

Grades K-12

Children/Adolescents ages 5 to 18 years

1 - Theory

Social Development Theory - Emphasizes the importance of protective factors: bonding to pro-social family, school, peers and community and clear standards or norms of behavior. Positive socialization occurs when youth are involved in conforming activities, develop skills necessary to be involved, and when peers reward desired behaviors to increase attachment to others, commitment to conforming behavior, and belief in the conventional order.

Social Learning Theory - Addressing social influences and correcting misperception of social norms; persuading students of the value of pro-social behaviors; emphasizing the development of social and personal skills to resist pressures to use; and modeling pro-social skills, offering opportunities to perform the skills and providing rewards and recognition for using them.

Problem Behavior Theory - Drug use and other highly correlated behaviors form a syndrome of purposive behaviors which are psychologically functional for many adolescents. Efforts to change behavior may focus on any or all of the following levels: behavior, personality, and environment.

Health Behavior Theory - Strategies are used to strengthen health-enhancing behaviors and simultaneously weaken or eliminate health-compromising behaviors. Prevention efforts attend to the larger environment, including social norms and social supports regulating the occurrence of behaviors.

2 - Strategies/Activities

In Class Instruction

- Develops self-efficacy 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; 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.

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.

Parental Involvement

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

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 emotions and their ability to identify and appropriately respond to the emotions of others.

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

Fewer will see substance use as acceptable or cool. Students form friendships with peers less likely to engage in substance use.

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 regarding substance use.

Students gain skills to resist negative media influences of substance use.

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 reduced or no substance use.



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