



Leadership and Resiliency Program^{©™} Implementation Workshop

A program created by the
Fairfax-Falls Church Community Services Board
Fairfax County, Virginia, USA

This material may not be duplicated or reprinted without permission



Welcome!!!!

Introductions:

- Name
- What you do and who your services support
- Your LRP role
- One interesting fact about yourself most people don't know
- Expectations and hopes for this workshop



What's in this Workshop?

● Today

- LRP Overview: Structure, Philosophy, Background
- Adolescent Development
- Mask Making

● Tomorrow: Program Implementation

- Resiliency Groups
- Service Learning
- Mask Decorating

● Last 1/2 Day

- Discovery Adventures
- Sustainability and Evaluation
- Your Next Steps



Workshop Ground Rules

- Participate Actively
- Ponder and Ask Questions
- Listen to Others
- Respect Confidentiality
- Work Hard
- Have FUN!
- Others....?

Getting the most from this workshop:

● Parallel Process

- This implementation workshop mirrors the program participant process

● Pay Attention to Your “Internal Process”

- Use your “observing self”
- Watch your actions and become aware of what’s happening inside
- Make notes that could help you facilitate the activities

Leadership & Resiliency Program is *not* :

- A standardized curriculum or text book with detailed lesson plans
- A one-shot, set length program for youth
- A turn-key program that doesn't require a lot of thought, creativity, or physical movement
- The cheapest and easiest program in town
- A classroom-only program

You're a good candidate for LRP if:

- You're looking for a flexible program that can accommodate the specific goals, needs and resources of your students and community
- You see leadership potential in your students and want to help them learn to use it responsibly
- You understand the need to engage other community members and organizations



How Did LRP Come Here?

- Who initiated it?
- Why LRP?
- How is it funded?
- Who are the key partners?



Have you seen the manual?

REMEMBER:

- It isn't a traditional curriculum/textbook
- Consult the manual regularly for guidance (much of what's in this workshop can be found there)
- It is an important reference to help in planning and staying on track
- Who has copies and where can they be accessed?



LRP Global Goal

The Leadership and Resiliency Program helps participants discover and strengthen internal traits and skills that contribute to the prevention of an array of problem behaviors.



What are some of the biggest concerns facing high school-aged youth today?

*Write them down,
one idea per sticky note.*



Goals Related to Alcohol, Tobacco, and Other Drugs

- Reduction/cessation/prevention of experimentation/use
- Increased perception of harm
- Increased knowledge + positive shifts in attitudes and beliefs

Goals Related to School Success

- Improved attendance
- Increased grade point or test scores
- Decreased discipline referrals
- Decreased drop out rate
- Improved graduation rate



What Are Your Goals?

NOTE:

*Organizations have different policies + politics + funding requirements related to prevention, use, and risk reduction.
Your LRP goals should honor this!*

LRP Targeted Risk And Protective Factors

<u>Protective Factors</u> to increase...	<u>Risk Factors</u> to decrease...
---	---------------------------------------

Individual

- empathy, optimism, social/emotional competence, bonding to institutions, future orientation

Family

- identification of values

School

- bonding
- high expectations from staff

Peer

- positive association with healthy peer group
- peer-refusal skills
- healthy peer boundaries

Individual

- favorable attitudes, conduct problems, external locus of control, high sensation-seeking, emergent mental health concerns

School

- academic failure
- poor morale

Peer

- substance use
- association with delinquent peers
- negative peer pressure



Key Resiliency Areas

Risk and Protective Factors typically fit into the following key areas:

- healthy, positive relationships
- goal-setting
- personal competence/coping strategies



How do the concerns of your youth fit in with these?

Post any of the concerns you wrote under one of more of the Key Resiliency Areas if you think they fit.

LRP Program Components

PLUS: capacity to meet with youth individually or with families as needed

1. Resiliency Groups- 1x week

During school with focus on process, problem-solving, and peer leadership.

2. Alternative/Adventure Activities

1x Month including: ropes courses, kayaking, camping, archery, climbing wall, fishing, yoga

3. Service Learning/Community Volunteer Experience

1x Month including: puppet project, animal rehabilitation, river clean-up, etc.

NOTE: we'll cover these components in-depth during this workshop



Fidelity Check:

Does the activity/topic fit within both:

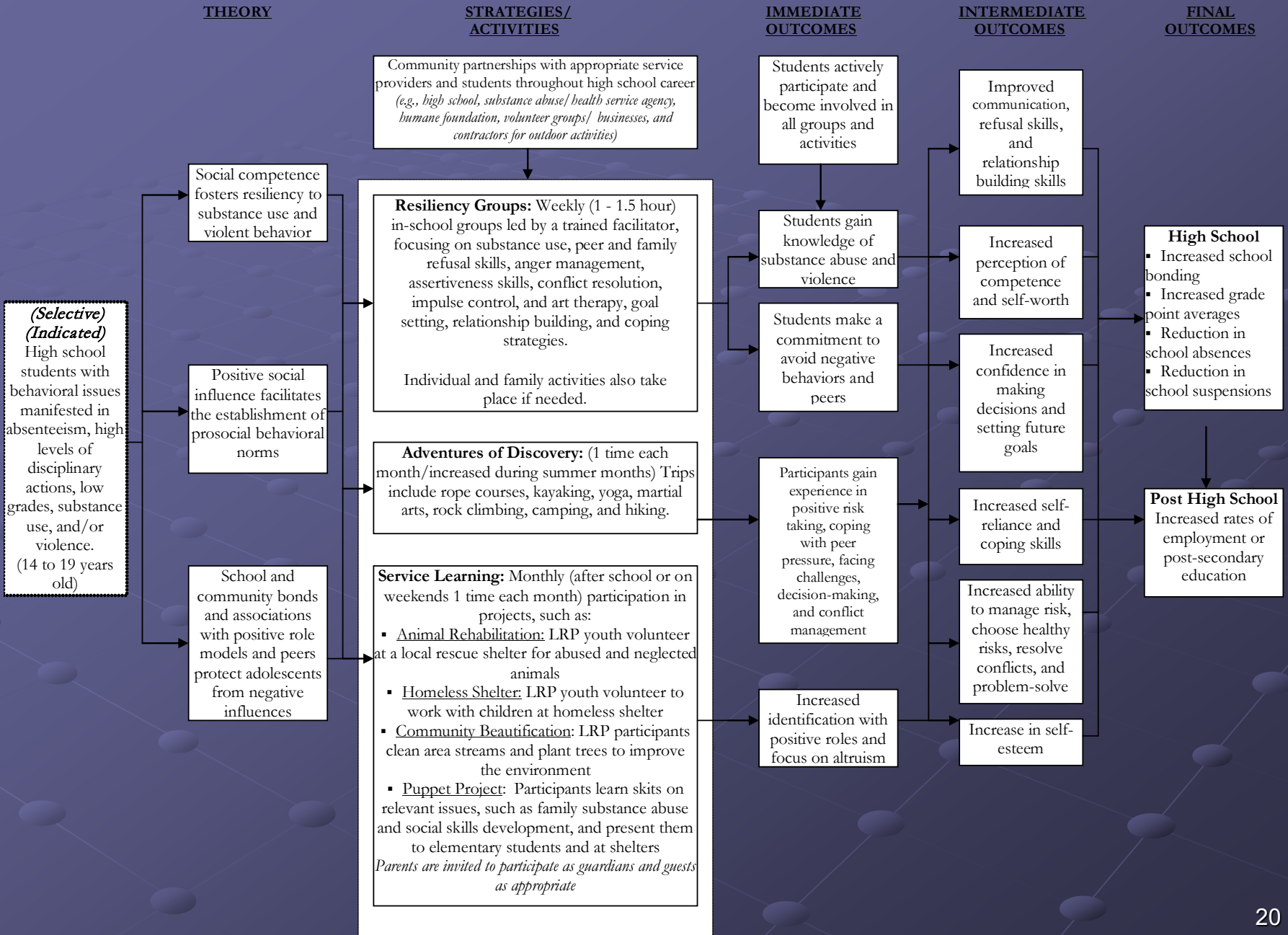
Components?

- Resiliency Groups
- Service Learning
- Discovery Adventures

Resiliency Areas?

- Healthy, positive relationships
- Goal-setting
- Personal competence/
coping strategies

Leadership and Resiliency Program (LRP)





LRP Framework:

Why we focus on these areas

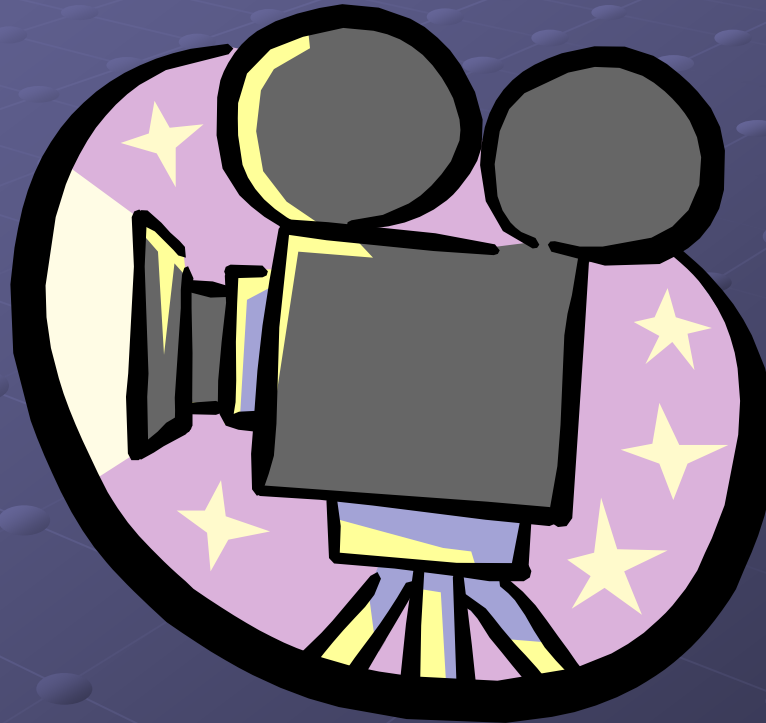
- Focus on “real life concerns” in an *artificial* or program setting
- Find meaning and purpose
 - Takes courage and confidence
 - Students have strengths with which to tackle these concerns
- Explore developmental tasks
 - build a sense of identity
 - process and uncover personal competence
 - develop goals
- Success builds success: positive program experiences promote generalization to “real world” positive experiences

LRP Framework:

All Process All the Time in All Components

- Kids grow up in families & communities, not programs
- It's the LRP journey as much as the destination-- the process is key
- Focus is on *WHOLE PERSON*
- LRP uses a strength-focused approach

Now Showing:
Award-winning LRP Video!



Can we replicate LRP successfully here?

Nuts and Bolts

- Students
- Partnerships
- Staff
- Planning

What Does LRP Look Like?

- Prevention Program, not treatment or support group
- Selected & Indicated High School Populations
- Group size from 5-12, balanced gender mix
- School-based with community programming
- Involvement year-round
- Can be in group all four years of HS
- Co-facilitation recommended
- May have multiple groups
- Pre-test during first month; post-test at end of year— every year student participates

Leadership and Resiliency Recipe for Fidelity

Program Component	Frequency	Months per year	Dosage Total
In-School Resiliency Groups	4x month (weekly)	9	36
Community Volunteer Experiences/ Service Learning Opportunities	1x month	12	12
Alternative/Adventure Activities	1x month	12	12
3 Total components	6 interventions per month	Programming All Year	60 activities/sessions per year



Selecting Students

- Participation is voluntary not mandated, court-ordered, or coerced
- Strength-based approach: Students are nominated for a leadership program, not “sentenced” to an intervention
- Participant screening in cooperation with schools, often by a team



Who should participate in LRP?

Fidelity Checklist

High School Students who:

- Are identified as having some concerns or emerging needs
- Are not suspected as needing treatment
- Are willing to commit to self-exploration
- Can function in a group setting
- Participate willingly in all components

What is "Indicated or Selected"?

- Behind in credits for grade level
- High absences
- Low or quickly dropping GPA
- Difficulty finding a supportive peer group
- Struggling with home or health issues
- Learning disability
- Others?



Partnerships:

Identify and build relationships

- Schools
- Community Service Learning opportunities
- Adventure activity organizations

The Key to Success

- Identify common mission or benefit
- Respect their purpose and culture
- May start with existing connections but work toward institutional relationships
- Establish a Point-of-Contact
- Agree on responsibilities - in writing
- Develop processes
- Consent/Permission Forms and Policies
- Share results



School Fidelity Checklist

- Education is school's mission: LRP complements educational goals!
- School is host environment: respect and honor the school culture
- Identify Co-facilitator and liaison
- Identify space: programming and planning
- Commit to 3-10 hours per week

School Fidelity Checklist

● Develop Processes

- A referral system (in and out)
- Schedule groups,
- Excuse participants from class
- Communicate with students, teachers, parents
- Access to archival data
- Collect of new data-pre/post



Brainstorm Carousel

1. Divide into 3 groups
2. Each group gets a marker & a flip chart headed with one of:
 - Potential Partners
 - Service Learning Ideas
 - Adventure Activities
3. For 3 minutes, brainstorm ideas that fit the heading on your flip chart
4. Take your marker with you and rotate clockwise to the next flipchart
5. Read what others wrote (1 minute) & brainstorm again (3 minutes)
6. Rotate using the same process until each group has been to each flipchart.

Partnerships

For the list of partners you brainstormed...

How can you:

- Build healthy institutional relationships
- Develop risk management policies and procedures
- Document program activities
- Report progress and results
- Educate stakeholders about the program



Staff Nuts and Bolts

Selection of staff=critical for program effectiveness

Staff

- are a constant and participate in *all* components
- are stimulators vs. transmitters
- need to see components as *opportunities* to address key resiliency areas.
- play an active and facilitating role in learning
- Must build collaborative relationships

Staffing ratios: 1 FTE facilitator/50 students

Ideal: Facilitator + School Co-facilitator

Staff Fidelity Checklist

- Preferred: masters level in human services
- Must be experienced with at-risk youth in groups
- Must have: Clinical Supervision
- Complete LRP implementation workshop
- Have implementation manual
- Clear understanding of roles and responsibilities
- Clear understanding of all policies including risk management, chain of command, procedures & communication



LRP Staff Qualifications

- A “Facilitator” not a “Teacher”
- Experience with process and groups
- Know & maintain healthy boundaries
- Prefer:
 - experience with adolescent work, especially youth considered “at risk”
 - mental health
 - substance abuse
 - Masters degree
- Group process, clinical work, and facilitation
- Experiential, participatory learning and youth development

Planning Fidelity Checklist

- School(s) identified and on board
- Relationships with community partners
- Transportation considerations
- Risk management policies & procedures
- Permission forms
- Evaluation plan & processes understood by all
- Plan for communication with stakeholders and showcasing accomplishments

Planning for Sustainability

- With grant funding, consider immediately how to institutionalize LRP into the school and organizational culture
- Staffing most costly component of program
- Marketing/Public Relations
- Media

Implementation with Fidelity

- There will **ALWAYS** be issues about fidelity
- When starting something new, do it as it has been described
- In general, **ADDING TO** is not a problem. **TAKING AWAY** is a problem.
- Communicate with us when there are questions or when you ponder making adaptations.

Other Fidelity Alerts

- Program "drift"- Use activity planning/ monitoring sheets
- Facilitation with attention to key resiliency areas
- Combined alternative and community volunteer experiences=less dosage
- Supervision and monitoring challenges
- Budget challenges



Outcomes

- GPA increase of 0.5 to 0.8 on a 4.0 scale
- 60%-70% increase in school attendance
- 65% decrease in school behavioral incidents
- Close to 100% graduation rates



Global Resiliency Skills

Woven throughout LRP

All program components and activities build on a foundation for growth of the following resiliency skills:

- healthy, positive relationships
- goal-setting
- personal competence/coping strategies



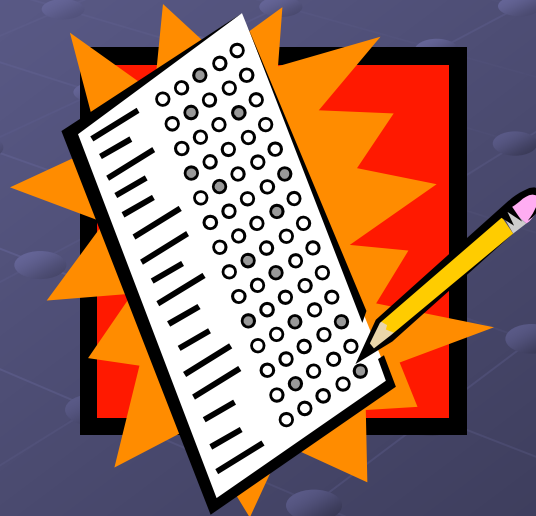
Strengths Activity

1. Make a table tent out of card or paper
2. On one side, write “learn” and write in large letters one thing you would like to learn
3. On the other side, write “teach” and write down one thing you enjoy enough to teach
4. Browse to see what each other has written

A look at Resiliency and Adolescence

How Resilient Are You?

Take the Resiliency Quiz!



Resiliency

Resiliency is the ability to spring back from and successfully adapt to adversity.

-Nan Henderson

...so youth “do not succumb to the school failure, substance abuse, mental health, and juvenile delinquency problems they are at greater risk of experiencing.”

- Robert Linqanti(1992)



Developmental Tasks in Adolescence...

A quick look:

- Brain undergoes as much development as during preschool years
- Both abstract and concrete thinking
- Identity formation/solidification
- Increasing independence from parents
- Increasingly complex relationship issues
- Skewed perception of risk

Protective Factors

(Bonnie Bernard, 1991)

- Caring, supportive relationships
- Consistently clear, high expectations
- Opportunities for meaningful contributions
- Positive bonds
- Clear and consistent boundaries
- Life Skills

Leads to:

- Social competence and sustained relationships;
- Clear sense of autonomy, purpose, and future.
- Use of problem-solving skills in daily life



Key Resiliency Areas

Bernard's List:

- Social competence and sustained relationships;
- Clear sense of autonomy, purpose, and future.
- Use of problem-solving skills in daily life

LRP's List:

- Healthy, positive relationships
- Goal-setting
- Personal competence/ coping strategies



Adolescent Brain Development

Sources: "The Primal Teen" by Barbara Strauch

"Why Do They Act That Way? A Survival Guide to the Adolescent Brain" by David Walsh

- Huge growth during early adolescent
 - Cerebral cortex – logic & spatial reasoning
 - Temporal area – language
 - Frontal lobe – "policeman", "chief executive"
- Pruning – last to finish is frontal lobe
- Affected by
 - Genes
 - Experiences: "use it or lose it"



Activity: Network of Support

We need to help youth
build their own
protective factors

LRP Targets Risk And Protective Factors

Protective Factors

How can we help them
build on their
strengths?

To increase...

To prepare

Risk Factors

How can we fix them?

To decrease...

To fix



Resiliency and Risk

Risk-taking is a normative, healthy, developmental behavior for adolescents. It is during adolescence that young people experiment with many aspects of life, taking on new challenges, testing out how things fit together, and using this process to define and shape both their identities and their knowledge of the world.

--Lynn E. Ponton, M.D.

The Romance of Risk, 1997



Risk and Adolescence: Part of the Package

- *Adolescents have limited experience engaging in many behaviors and activities with or without understanding the consequences of their actions.*
- *We can help youth distinguish between behaviors and actions that are enhancing verses those that present gains but also significant risk of danger.*

Source: Dr. Charles Irwin, U of CA Adolescent Medicine Clinic

Risk and Adolescence:

Dr. Charles Irwin,

U of CA Adolescent Medicine Clinic

- Risk-taking is *normal and developmentally appropriate*
- Adults get scared because patterns of dangerous risk-taking with negative outcomes are dominant in popular culture and scare everyone
- We tend to *protect rather than prepare youth*



Risk Perspectives

- Cultural
- Experiential
- Environmental
- Our Own Assumptions

How do your perspectives on risk differ from your students' perspectives?

Theoretical Underpinnings

- Resiliency: *BECAUSE* of Not *IN SPITE* of...
- Learning: most powerful “doing” and then “reflecting” on the experience
- Risk: is a normal developmental task of adolescence
- Spirituality: Humans seek meaning and adolescents are sorting out identity

Leadership and Resiliency Summary

Resiliency Areas

1. Healthy, positive relationships
2. Goal-setting
3. Personal competence/
coping strategies

Components

1. Resiliency Groups
2. Service Learning
3. Discovery
Adventures

LRP Program Activity: Mask-Making



Why do mask-making?

Mask-Making

Ideas and Discussion Themes:

- perceptions: self and others
- dreams: present and future
- feelings: contrasts between 2 masks
- growth: masks made and compared over time
- identity: internal and external world
- What else?



LRP Program Activity: Mask-Making

Materials needed:

- plaster bandages (from medical or art supplies)
- plastic bowls
- garbage bags
- hair protection
- cold cream
- tissues
- hand mirrors
- face cleanser
- hand towels
- decorative items and paints

Steps:

- Discuss activity and issue of physical touch
- prepare area
- Prepare people-cold cream and plastic cover
- plaster strips in water, run through fingers, and placed on face
- Make frame -work from outside to inside and reinforce edges
- Wait 3 minutes then check to see if the mask is loose and gently remove
- switch and clean-up

Welcome to Day 2!

LRP Program Component:

Resiliency Groups



Focus Activity: *Objects Like Me*

LRP Program Component: Resiliency Groups

Review of what we heard yesterday

- Small groups of 8-12 youth, invited and participating voluntarily
- Strength-based, prevention oriented
- Meet weekly, 45-90 minutes per group,
 - during school day and
 - throughout school year
- Duration: throughout school year + summer activities + through high school years
- Assumption that staff come with group process skills



LRP Program Component: Resiliency Groups

- Personal Growth/Exploration Focus
- *NOT* psychoeducational. Individual or smaller meetings can take place for specific concerns.
- No standard weekly syllabus in manual, but facilitator must be well prepared
- Manual provides guidance as well as starter ideas for activities and resources
- Start with more structured, "shared experiences" approach and become more process focused as groups become cohesive

LRP Program Component: Resiliency Groups

- Designed to establish growth-oriented, "healthy, healing" community as part of the school environment
- Youth ownership of process to foster leadership and individual identity development - the "Leadership" in LRP

Provoke and Encourage

- Every human experience is unique & each person brings valuable perspective to the group
- Differences = Opportunities for learning
- Welcome debate, dissonance: Critical thinking, how to disagree respectfully
- Build a learning community where people can interact and interchange



LRP Program Component: Process Groups

Remember the LRP global resiliency skills:

- healthy, positive relationships
- goal-setting
- personal competence/coping strategies



Process Groups:

Getting the Most from the Group Experience

Focus Areas for Participants:

- establishing trust
- identifying and expressing feelings
- listening (engaged) vs. watching (disengaged)
- discovery of strengths in self and others
- constructive feedback
- group themes
- increasing awareness of labels, assumptions, self, etc.
- Facilitator is the guide/coach to see that these things happen

Process Groups:

Getting the Most from the Group Experience

Focus areas for facilitators (Yalom):

- Instilling hope (high expectations = high outcomes)
- Imparting information- sharing factual and scientific information as needed
- Modeling- helping people "try on" new behaviors
- Encouragement- debate, thinking, discovery
- Existential approaches- searching for meaning in circumstances "life is sometimes unfair"
- What else?

Process Groups: Skill Development Different than Teaching or Counseling

Facilitators:

- Know THYSELF- know your values, strengths, and limitations
- Set Healthy Boundaries - need ability to build rapport with youth within appropriate boundaries
- Seek Growth- work to improve and develop your group process skills; use supervision wisely
- Use Clinical Skills-LRP is prevention but leader must process issues that emerge and seek clinical supervision as needed - work to strengthen them, get training, practice, & access supervision
- ❖ Wisdom: Knowing what you don't know, when to seek help or referral, and how



Serenity Prayer

God grant me the serenity
To accept the things I cannot change;
Courage to change the things I can;
And wisdom to know the difference.

Confidentiality

What is said in LRP stays in LRP unless...

- Mandatory reporter situation
- School or agency policies
- Student or facilitator breaks it
- Something is said/done in public

What do you need to do to prepare for these?

What policies govern your organizations?

Do community partners have same policies?

Good Facilitators Must Understand:

- Their role and relationship with partners
- Policies and procedures
- Strength-based youth development
- Clinical implications & referral systems
- Group process skills
- Their students



The Animal School: A Fable

by George Reavis

Once upon a time...

the animals decided they must do something heroic to meet the problems of a “new world” so they organized a school.

They adopted an activity curriculum consisting of running, climbing, swimming and flying.

To make it easier to administer the curriculum, all the animals took all the subjects.

The Duck

The duck was excellent in swimming. In fact, better than his instructor. But he made only passing grades in flying and was very poor in running.

Since he was slow in running, he had to stay after school and also drop swimming in order to practice running. This was kept up until his webbed feet were badly worn and he was only average in swimming. But average was acceptable in school so nobody worried about that, except the duck.

The Rabbit

The rabbit started at the top of the class in running but had a nervous breakdown because of so much makeup work in swimming.

The Squirrel

The squirrel was excellent in climbing until he developed frustration in the flying class where his teacher made him start from the ground up instead of the treetop down. He also developed a “charlie horse” from overexertion and then got a C in climbing and D in running.

The Eagle

The eagle was a problem child and was disciplined severely. In the climbing class, he beat all the others to the top of the tree but insisted on using his own way to get there.

The Eel

At the end of the year, an abnormal eel that could swim exceedingly well and also run, climb and fly a little had the highest average and was valedictorian.

Prairie Dogs

The prairie dogs stayed out of school and fought the tax levy because the administration would not add digging and burrowing to the curriculum. They apprenticed their children to a badger and later joined the groundhogs and gophers to start a successful private school.

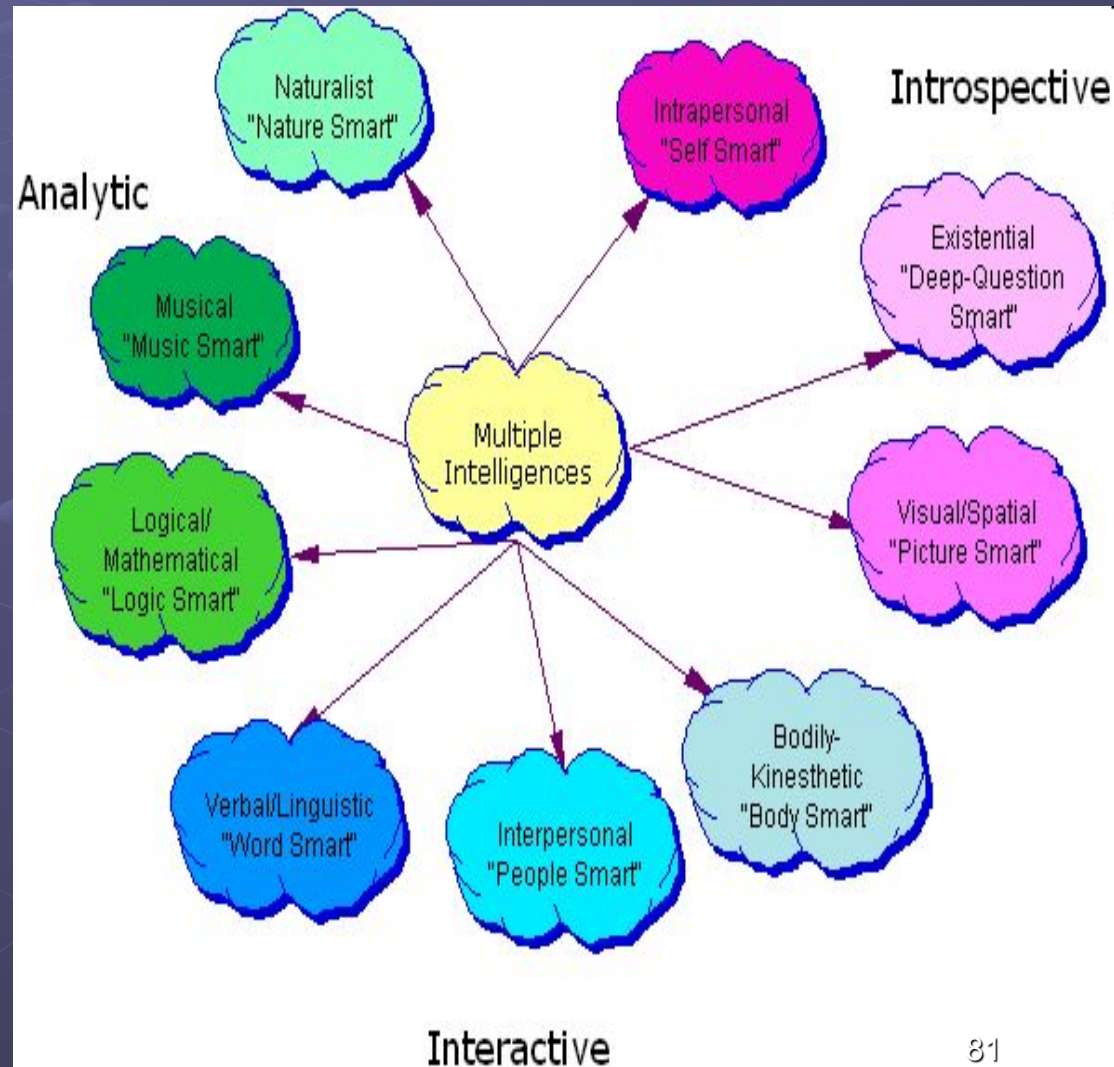
Does this fable have a moral?
How does it apply to LRP?

Learning Styles/Multiple Intelligence

- Different students learn differently
 - Often, at-risk students learn best in ways not often used in traditional classrooms,
- Therefore, it is especially important that LRP
- incorporates multiple learning strategies to reach all learning styles and
 - helps students identify & use their strengths and
 - become their own advocates

Howard Gardner's Theory of Multiple Intelligences

- Naturalist
- Musical
- Logical/Mathematical
- Verbal/Linguistic
- Interpersonal
- Bodily/Kinesthetic
- Visual/Spatial
- Existential
- Intrapersonal

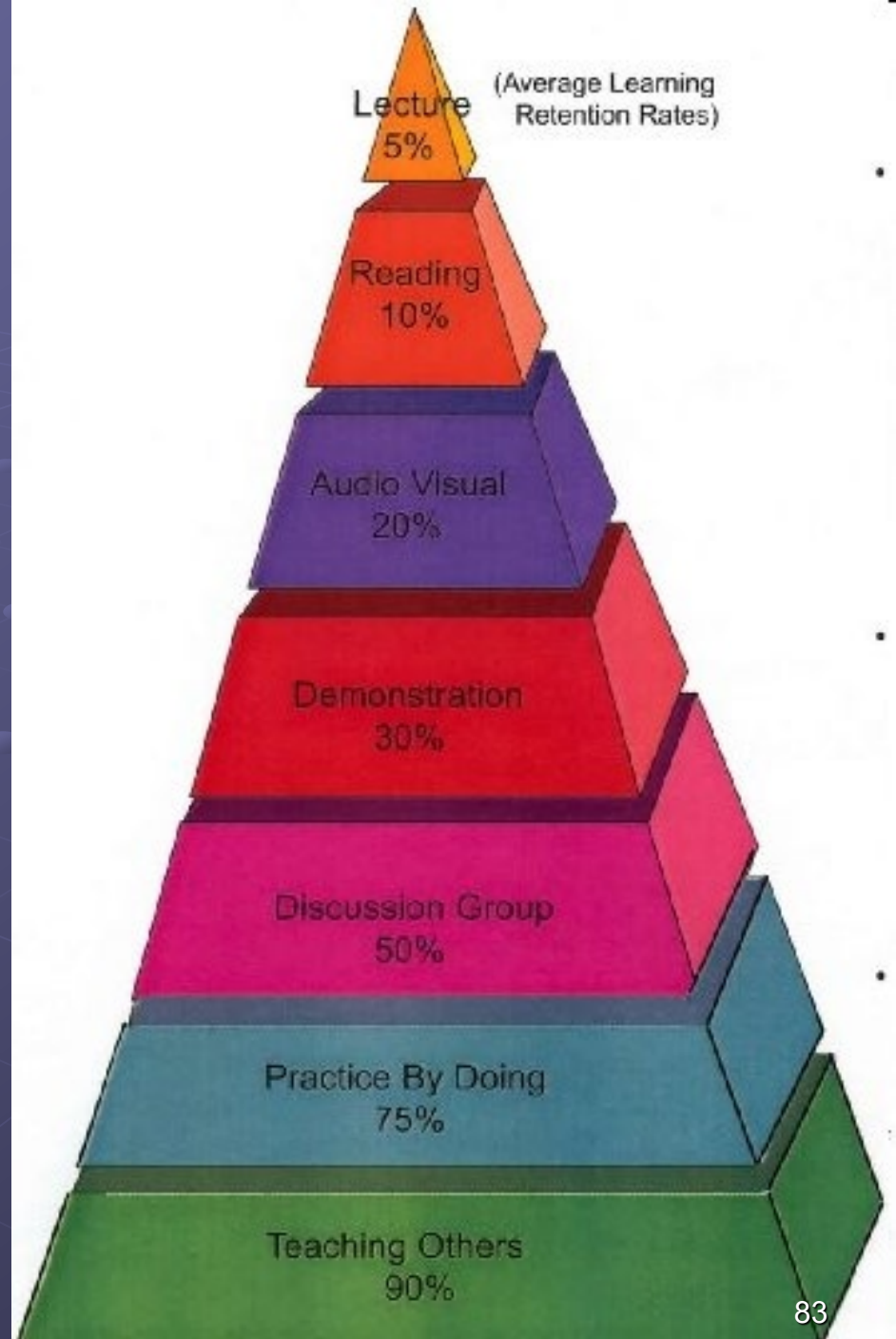


The Multi-Sensory Principle: How People Retain Information

Visual
Auditory
Kinesthetic

Average Learning Retention Rates

Lecture	5%
Reading	10%
Audio Visual	20%
Demonstration	30%
Discussion Group	50%
Practice By Doing	75%
Teaching Others	90%



Facilitation vs. Presentation

There's a time and place for both approaches

Facilitation

- Learning process with the group
- Participation is usually expected
- Participant focus
- Two- way communication
- Group facilitation skills are the tools
- Skill-building

Presentation

- Information-giving
- Minimum participation is expected
- Presenter Focus
- One way communication
- Presentation skills are the tools
- Data retention



A good facilitator must have good group process skills.

Group Facilitation Exercise:
What's My Style?

Keys to Effective Group Facilitation

Basic skills

- Listen more than you talk
- Use minimal encouragers
- Ask open questions – Who, what, when, where, how, why?
- Acknowledge comments
- Respect other perspectives

Keys to Effective Group Facilitation

Basic skills

- Check things out using paraphrases
- Do not lecture
- You don't have all the answers-- It's okay not to know
- Seek input from participants to encourage dialogue

Keys to Effective Group Facilitation

- Watch for non-verbal indicators: questioning looks, nervousness, nods, inattention, boredom, enthusiasm, etc., and adjust pace and activities accordingly.
- Allow and accept differences-- use as a process tool
- Use silence as a tool too



Keys to Effective Group Facilitation

- **Shared Responsibility**

Participants share a major responsibility what happens in the group

- **Flexibility**

Make changes as appropriate for each group

- **Expectations**

Solicit individual expectations and apply to the group as a whole

- **Boundaries**

Know the confidentiality rules and explain them



LRP Program Implementation Questions to Always Ask Yourself...

- What are some of the risk management issues?
- Is a referral for more intensive services needed?
- What issues of confidentiality and notification exist?
- What are the school policies around this?
- What are my organization's policies?



Launching a Group

In Small Groups-

- Develop a skeletal structure for group time: think about ground rules, "flow," room arrangement, conduct, and how to assure full participation
- Share your greatest fears or concerns about running process groups and some strategies for overcoming them
- Provide a brief report out to the rest of the group

LRP Program Activity: Mandalas

A mandala is an ancient symbol of wholeness, integration, and transformation.



What is a mandala?

- Sanskrit for “sacred circle”
- Circles are universal symbols found in all cultures
- Use in LRP taps creativity and provides an alternative focus to the process of self-discovery
- Sometimes, same concept is called by a different name



Research Basis for Mandalas and other art endeavors

Artistic expression...

- is an alternative approach to engage individuals
- promotes nonverbal self-expression that provides unique opportunities for reflection
- promotes verbalization through discussion of the drawing

Deaver, S.P. (2002). What constitutes art therapy research? *Art Therapy: Journal of the American Art Therapy Association*, 19(1), 23-37

Carl Jung: On Mandalas

Mandalas are the symbolic language of the soul. Carl Jung theorized that we are able to go beyond the artificial barriers imposed by language to speak directly to our unconscious.

--Barbara Biziou in Sacred Symbols





3 Minute Mandala Hunt

How do we use symbols or symbolic design in everyday life?

In the next 3 minutes, work with a partner and write down all the examples of something that could be considered a “mandala”.

How to Use Mandalas

- Can create or photocopy existing design
- Individual or group
- Philosophical exploration or artistic expression
- One session or many
- Interpretation/exploration individually, by peers, or by facilitated discussion



Let's Make a Mandala!

Symbolizing LRP in our
community



Mandalas

- How might you use mandalas in your LRP work?
- What ideas do you have?
- Any concerns?
- Do the resiliency themes of healthy relationships, goal-setting, and coping strategies relate to this activity?

Second Program Component



Community Service/
Service Learning





Your Volunteer Experiences

- Find a partner
- Taking turns, share a volunteer activity you participated in sometime during your life – teenage years if possible
- Discuss –
 - How did you feel about it then? Now?
 - What, if any, effect did it have on your life?
 - What did you learn from it?



2nd Component: Service Learning Activities

- Occur at least monthly
- Highly recommend doing
 - Puppet project
 - Animal rehabilitation
- Other service learning activities



What Research Says About Service Learning

Students involved in quality service learning:

- Develop identities as caregivers, leaders, or mentors
- Consider how people can grow through adversity
- Develop skills to turn challenges into success
- Strengthen altruism and focus on self-efficacy
- Learn how to use their strengths to make positive impacts

What makes Service Learning high quality?

Source: National Youth Leadership Council, 2008

www.nylc.org/objects/publications/StandardsDoc0508.pdf

1. Meaningful Service:

Is the service personally relevant & meeting a meaningful community need?

2. Link to Curriculum:

Is the activity connected with the classroom learning curriculum?

3. Reflection:

Is there an opportunity for students to reflect on the experience?

4. Diversity:

Do students consider different perspectives and overcome stereotypes?

5. Youth Voice:

Do students help select, plan, implement and evaluate the project?

6. Partnerships:

Are they mutual, collaborative and address community needs?

7. Progress Monitoring:

Is there an ongoing process to assess quality of the project & results?

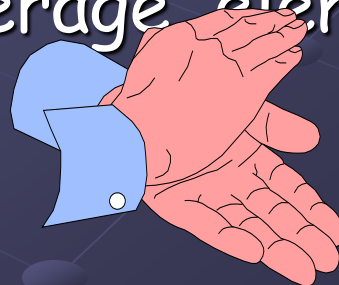
8. Duration and Intensity:

Is there enough to truly have an impact on the community?

The Puppet Project

Why puppet performances?

- Participants experience new roles as Teachers * Advisors * Leaders * Role models
- Encourages expressive art forms, creativity, and a sense of play
- Gives students a chance to "practice" positive behaviors
- Bonus: Positive community recognition through performances, press coverage, elementary school "thank you's"





The Puppet Project: Key Purpose

Cognitive Dissonance

- Internal conflict between behavior and identity.
 - A participant who may be experiencing similar concerns is challenged to present “no use” and “peace” messages.
- Encourages examination of belief system and behaviors.

NOTE: The dissonance must come from within the participant--
This cannot be “created” by a facilitator

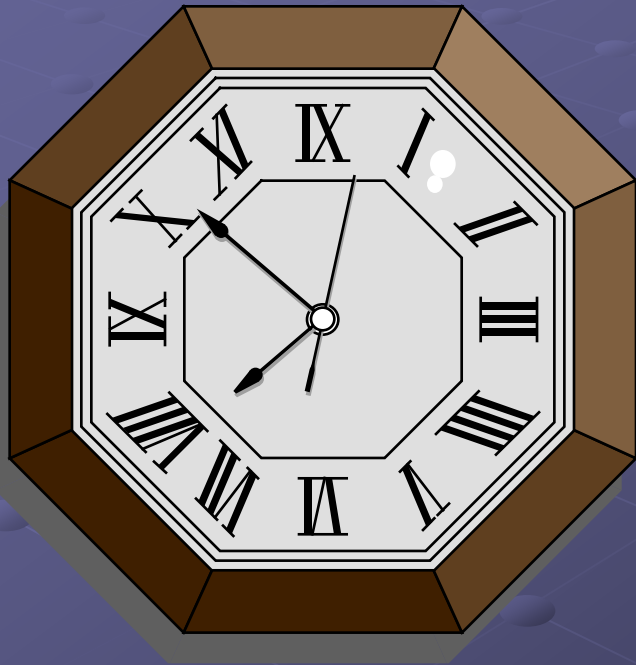


Puppetry Skillbuilding

1. Know the Message
2. Mouth Action
3. Eye Contact
4. Posture
5. Entrances and Exits

Puppet Performance

Time to try a
performance of
your own!



Animal Rehabilitation: Helping Hands and Healing Hearts



- Unique aspects of work with animals
- Risk management
- Process questions



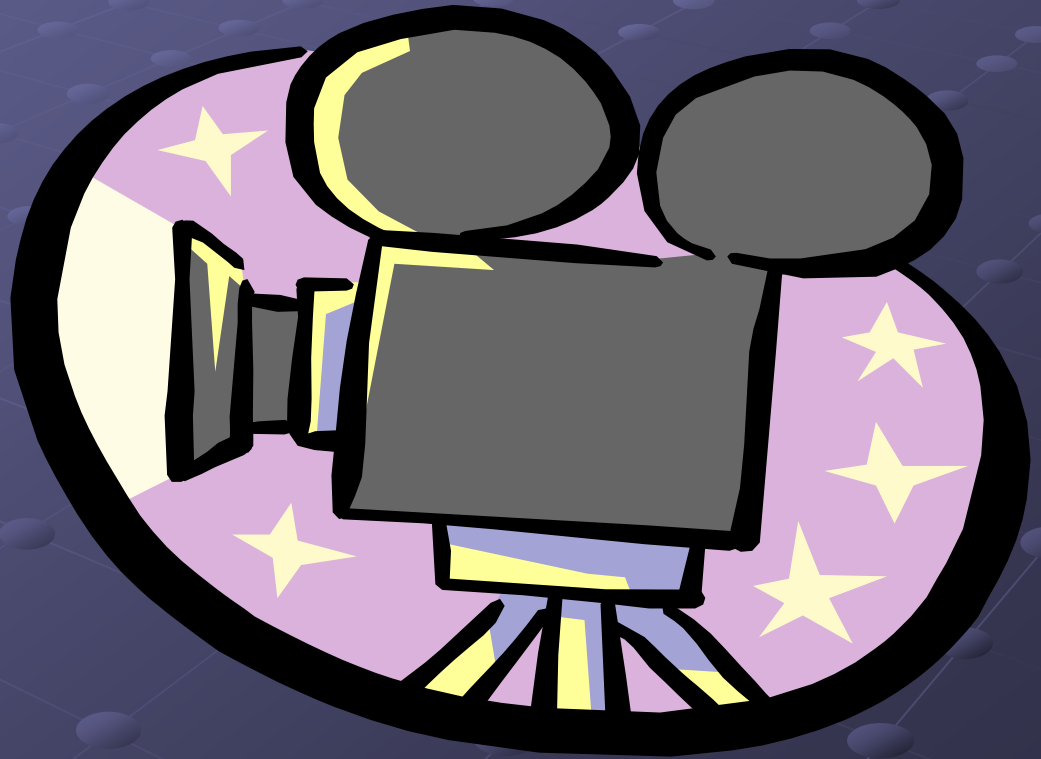
Helping Hands and Healing Hearts: Resiliency Traits involved in Work with Animals

- caregiver role
- short and long-term goal-setting
- future-orientation
- ability to delay gratification
- positive relationships with animals, adults and peers
- optimism
- experience of self-efficacy
- ability to genuinely accept one's own circumstances
- internalized norm of high expectations
- humor
- Positive recognition

LRP Program Component: Service Learning

Now Showing:

LRP at the Animal
Shelter





Helping Hands and Healing Hearts: Resiliency Traits involved in Work with Animals

- What can students gain from helping to rehabilitate animals?
- What are your options/needs in order to replicate this part of LRP here?
- How do you dovetail your goals for students with the shelter's goals for their animals?
- What are some of the key processes that need to be in place for this to succeed?



Service Learning: what needs to be in place

● Community Partnerships

- Access to and working relationship with animal shelter or rehab facility
- Access to elementary kids for performances
- Access to other activities

● Transportation

● Capacity to conduct additional planning and activities in out-of-school hours

● Coordinated risk management policies



Alternative Community Service Activities Using the list of Service Learning Activities from Day 1....

- How do these activities match up with the LRP philosophy?
- How will you address risk management issues involved in this activity?
- How do the key resiliency themes of ___ relate to this activity?
- How will you make sure these are high quality service learning experiences?

Note: as facilitator, you are responsible to protect the integrity of the program and not allow it to become "slave labor" where students are exploited



Mask Decorating



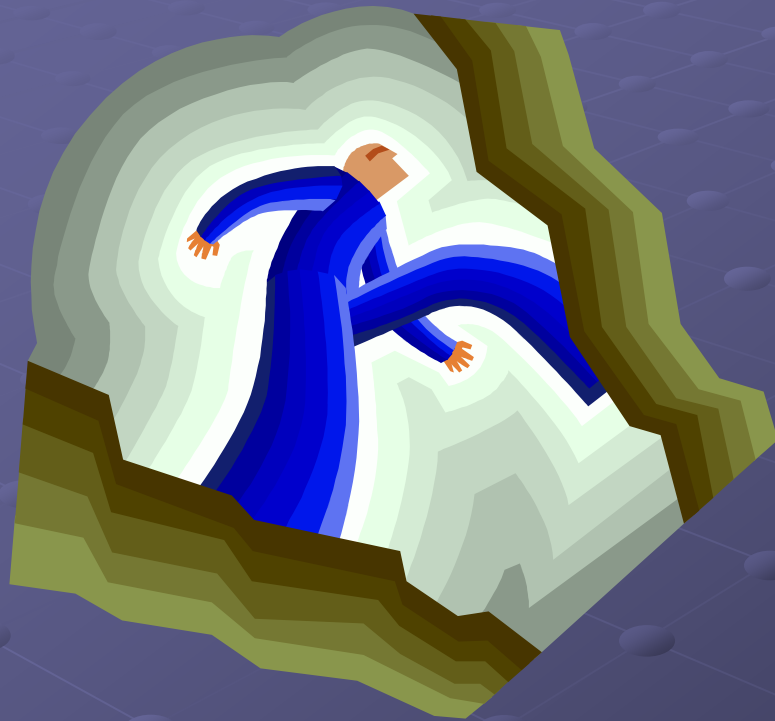
Welcome to Day 3!

Please bring your mask to the table with
you.

Report out:

What story does your mask tell?

Third Program Component



Discovery
Adventures



3rd Program Component: Discovery Adventures

- Integral component of LRP: It is not LRP without this!
- Students learn
 - To deal with challenges
 - To support each other, work together
 - Supports positive risk-taking behaviors
 - Healthy recreation
- NOT used as a reward for other program participation or exclusion from participation as "punishment"
- Occur at least monthly



Discovery Adventures

● Physical Challenges:

- kayaking, climbing, camping, hiking, fishing, ropes courses, horseback riding, yoga, chess, ballroom dancing, board games etc.

● New skills are learned by youth AND by staff!

- Much courage and humility are required

● Risk management is a key focus in planning and a key learning for participants



Discovery Adventures: How to Choose an Activity?

- Involve youth as much as possible in the planning-
 - promote both long and short term planning
 - Ideas for activities brainstormed by participants (this is an evolving process as the group develops)
- Consider your students' strengths and desires
 - What are they good at?
 - What do they want to learn?
 - What do they need to learn?
- Consider talents and passions of other school and community partners

Discovery Adventures Diversify!

- Balance local and farther away
- Balance free/anytime and once in a lifetime opportunities
- Balance physical challenges, mental challenges, social/emotional challenges
- Balance "spontaneous" with long planning time
- Balance inside with outside activities
- Always have Plan B... (and maybe C & D)



Adventures of Discovery: what needs to be in place

- Contracts with adventure organizations
- Transportation
- Clearance with organization's risk managers
- Clear understanding of school relationship with these activities
- Signed permission/code of conduct

Discovery Adventures

Incorporate learning at all levels:

- Make risk assessment and management transparent. Students see and help deal with the risk issues.
- Involve students in planning, assign or get volunteers for responsibilities
- How will you help them reflect on what they've learned?

Adventures of Discovery

Time for us to
try an activity!



3 Step Process

1. How does this help students
 - Build healthy positive relationships?
 - Set goals?
 - Learn personal competency/coping skills?
2. If it doesn't, how can the activity be adapted the so it does?
3. If an activity can't be adapted to clearly fit one or more of these, it isn't an appropriate LRP activity.



Adventures of Discovery

- Consider the list of activities you brainstormed on Day 1 for your programming based on your community?
- What concerns do you have?
- What concerns might other stakeholders have?



All LRP Components

● Resiliency Groups

- problem-solving, relationship building, peer support

● Service Learning

- animal rehab- caregiver, healer, hope
- puppet project- cognitive dissonance, integrity
- other community projects

● Discovery Adventures

- facing challenges, humor, positive risk-taking, positive recreation



How do you know if you're making a difference?

Evaluation and Measurement:

People are most motivated when they know what they do makes a difference

- Integral part of the program
- The part most practitioners like least but should care about most
- If you collect data, you better know why
- Evaluation should be directly related to your goals

LRP Program Evaluation Processes

- No standardized evaluation required, though samples are provided
- Formative vs Summative
- Process vs Outcome
- Quantitative vs Qualitative
- Data collection and analysis by third party evaluator?
- Funder requirements?

Evaluation

Pre/Post Instruments

- Pre2003 GREAT, ARS, VTSF measures
- Now: *hybrid* LRP instrument
- Samples in packet
- Construct Key in packet
- Pre/Post vs. Retrospective comparison

School Measures

- GPA
- Standardized tests
- Attendance
- Suspensions
- Number of credits
- Graduation rates
- Access to student records
- Assuring confidentiality?

Documentation and Reporting

Think beyond reporting required for funding

- Who else is interested in knowing what happened because of LRP?
- What do they want to know?
- What format/place is the best way to reach them?
- Who is going to help you do that?

What is your evaluation plan?

Evolution and Development of the Program and Manual

- **Within first 6 months:** Promising preliminary outcomes reported by HIDTA and U of MD
- **Year 2:** Consistent outcomes continue. HIDTA funding in jeopardy (along with the program).
- **Year 3:** Local politician championed program assuring sustained effort
- **Year 4:** SAMHSA Model Program (manual developed)
- **Year 5:** Program expands from 1 position to 5 with local funding (a precedent)

Leadership and Resiliency Program



Recognition...

- Innovations Award, Virginia Municipal League, 2005
- Virginia Governor's Recognition, 2000
- JC Penney Volunteer Award, 2000
- SAMHSA Model Program, 2000
- Best Practice in Science-Based Programming, Washington Metropolitan Council of Governments, 1999
- National Association of Counties Award, 1999



Fidelity Reminders

- Close to *impossible* to implement a model program with complete fidelity
- When starting, stick as close as possible to the model
- Can general add to, not take away
- *Communicate* with us about your adaptations and share your results
- Your LRP implementation (with strong evaluation) will help *evolve the science*- All outcomes tell a story

Budgeting for Replication

● Program

- License & Manual
- Space & Supplies
- Transportation
- Implementation Training
- Marketing
- Data Collection

● Personnel

- 1:50 staff:participant ratio
- Salary + fringe
- Staff development, conference registration and
- Evaluator

● Resiliency Groups

- Mask-making supplies
- Books and other publications
- Incentives & Snacks

● Service Learning

- Puppets, scripts, theater, props
- Supplies

● Alternative Activities

- Contracts/Required personnel
- Training
- Equipment/Facility rental
- Safety/Skill training

Other Sustainability
Concerns and Questions?

What Are Your
Next Steps?



Contact Information

- License, training, and material info:

Christina Foley

Christina.Foley@FairfaxCounty.gov

703-934-8744

- Program implementation questions/Technical assistance

Jamie MacDonald

Jamie.MacDonald@FairfaxCounty.gov

703-934-8779

Laura Yager

Laura.Yager@FairfaxCounty.gov

703-934-8774