The Leadership and Resiliency Program©™

A Guide to School Based Resiliency and Leadership Programming

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The Leadership and Resiliency Program was originally developed in 1996, by the Fairfax-Falls Church Community Services Board (CSB) as a school and community-based substance abuse and violence prevention program. A team of CSB staff were awarded a grant from the Washington-Baltimore High Intensity Drug Trafficking Area (HIDTA) of the Office of National Drug Control Policy (ONDCP) to create the program. The concepts behind the grant were refined and evolved, bringing about the creation of the Leadership and Resiliency Program thanks to the work of Amrit Daryanani, the first LRP staff member. The program and related materials were created through the talent and hard work of a group of individuals who contributed to this effort:

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Table of Contents

Overview	3
The First Component – In School Groups	12
A Curriculum Of Compassion	13
Group Activities for the first component	22
• Mask Making	23
• Mandalas	33
• Let's Draw A Neuron	36
• Drawing Your Anger	37
• Guided Imagery	39
• Making A Bowl – What Nourishes You	41
• Minefield	42
• Helium Stick	45
• Human Knot	47
The Second Component – Community Volunteer Experiences	49
Helping Hands and Healing Hearts	50
Group Activities for the second component	61
• Animal Rehabilitation	62
• The Puppet Project	82
• Homeless Shelter/Church Soup Kitchen	87
• Creating Dog/Cat Toys	88
• Animal Adoption Rescue Activity	90
The Third Component – Alternative/Adventure Activities	91
Adventures of Discovery	92
Group Activities for the third component	104
• Planning for a two day Camping Trip	105
• Whitewater and Challenge Activities	107
• The Importance of the Unexpected and Challenging	110
• A Day in the Woods and On the Water	113
• Ice Skating	115
• Geocaching	116
• Rock Climbing	118
• Challenge Ropes Course	120
Measuring Outcomes & Program Sustainability	122
Appendices	129
1. Bibliography	130
2. Measurement – Original LRP Instrument	131
3. Measurement – G.R.E.A.T. Information	147
4. Measurement – Adolescent Resiliency Scale	163
5. Measurement – Animal Shelter Self-Evaluation	172
6. Measurement – Puppet Performance Self-Evaluation	173
7. Measurement – Tools to help Goals, Objectives, and Evaluation	174
8. Measurement – PreSurvey	177
9. Measurement – PostSurvey	184
10. Implementation – FYI and Permission Forms	193
11. Implementation – Monthly Reporting Form	197
12. Implementation – Informational Flyer for School Staff	198

The Leadership and Resiliency Program©™(LRP)

An Overview

INTRODUCTION

The Leadership and Resiliency Program©™ (LRP) is an intensive substance abuse prevention program designed to serve adolescents who are "at-risk" for involvement with substance abuse and/or violence, and who are enrolled in mainstream or alternative high school settings. LRP began as a federal demonstration research project to study effective prevention programming. The Washington-Baltimore High Intensity Drug Trafficking Area (HIDTA) provided research oversight, and the University of Maryland served as the Internal Review Board and advisor for all research design protocols.

Problem behaviors in youth are often linked to a high incidence of risk factors and minimal protective and resiliency factors in community, personal, family and school domains. The LRP framework uses research-based tools to address risk factors often associated with violence and substance abuse by strengthening resiliency and protective factors. This program views a number of risk factors as "extreme", including emerging mental health disorders in the adolescent, mental health disorders in at least one parent, criminality in the immediate family, severe discord in the parents' marriage, violence in the home, low family socioeconomic status, and youth living in the care of local authorities. These risk factors have been identified through numerous research programs conducted by psychiatrists, psychologists and resiliency researchers as being particularly detrimental to the well-being of the adolescent and predictive of future maladaptive behaviors as adults (see bibliography).

LRP addresses extreme risk factors using clinical prevention strategies derived from recent science-based prevention research. "Clinical" and "prevention" are not terms often used together, but this program uses approaches that are both scientific and therapeutic while retaining a prevention focus. These strategies identify and enhance internal strengths

identified through resiliency research as the most predictive of future success and adaptation in life. LRP addresses the following internal strengths:

- the desire and ability to feel and understand the needs of others;
- the desire to help others;
- the ability to delay gratification;
- a perspective focused on the future;
- an internal locus of control;
- the ability to genuinely accept one's circumstances;
- a strong sense of self-efficacy;
- a sense of humor; and
- the ability to take appropriately managed risks.

Throughout all components of the program targeted areas fall into three common resiliency areas: healthy relationships, goal-setting, and coping strategies.

LRP uses social psychology and behavioral interventions to address cognitive dissonance and to support the process of attitudinal formation. Adolescent participants serve as role models for elementary aged youth in a variety of settings, teaching the younger children about the harmful effects of substance abuse. Activities provide participants with opportunities to experience success while introducing a fundamental conflict in the adolescent participant between personal substance use and public persona. The drive to succeed and the experience of self-efficacy are extremely powerful tools in helping adolescents establish positive attitudes and behaviors.

LRP programs and activities are developmentally appropriate and created specifically for the target population. This is critical for successfully generating positive outcomes and for reinforcing positive developmental goals. Adolescence is a time of identity formation and the promotion of a drug-free lifestyle during this period is especially important. All activities within this program are specifically designed to promote the resiliency of program participants as part of overall identity formation. Building a sense of identity from a foundation of success is a critical component of programming and a guiding philosophical principle of LRP. A guiding tenant in the LRP is that youth who are taught to be successful in adolescence will continue to seek out a success-based orientation to life as an adult.

LRP also seeks to reduce risk factors. Without appropriate intervention, these factors can potentially cause throughout a person's life. Of particular importance are risk factors that can lead to criminality, addiction, and victimization. Many risk factors are addressed while simultaneously addressing resiliency factors, however, LRP workers need to be aware of situations when specific risk factors require immediate intervention. Emerging major mental health disorders and substance abuse treatment needs are especially critical to identify, and LRP staff members are expected to have the expertise to identify them and to address them appropriately. Organizations implementing LRP should develop procedures to discuss these concerns as they arise and be ready to intervene and/or link program participants with treatment or other resources.

PROGRAM COMPONENTS

LRP programming has three major components:

- In-school groups;
- Community volunteer experiences; and
- Alternative or adventure activities.

Programming provides adolescents with access to an array of activities. Each program component complements the other two. They are all considered integral components that together provide for a holistic prevention program.

The school-based component is designed as a group, consisting of 10 – 15 adolescents that form in the school setting and meet once a week for 1 to 1-1/2 hours during the school day. These groups run throughout the school year, and participants may attend for the duration of their high school career. In addition to weekly group sessions, individual or smaller group meetings can be held to supplement and provide follow-up for those students needing more intensive services. Weekly groups initially use a structured format that becomes increasingly process-oriented as the group becomes cohesive and develops a sense of autonomy. Group work should become increasingly directed by participants, requiring staff members to be skilled at group facilitation and process.

LRP programming is NOT psycho-educational, nor does it rely on a standardized multi-week syllabus. Programming is designed to create a healthy, healing community within the school environment. Establishing a

warm atmosphere and a strong, trusting relationship from the outset is critical as it sets the foundation for progressively intensive prevention work. LRP staff should have strong clinical skills to use in this prevention program. Staff should have a demonstrated ability to work with at-risk youth in a wide variety of alternative settings. They must have strong professional boundaries, with the ability to help participants link with more intensive clinical program interventions when they are needed. The strong bonds that form between staff and participants can, at times, make this a challenge. Organizations implementing LRP should include access to clinical supervision and strong bonds with more treatment-oriented services as an effective way to assure this balance.

A variety of important topic areas have emerged as a natural part of the weekly groups. As participants move to these topics, LRP staff should be prepared with factual, relevant information. LRP groups should include detailed and explicit information regarding substance abuse and various substances of abuse above and beyond the school health curriculum, with a strong effort to present materials that students may have already been exposed to from perspectives specifically relevant to group members. LRP staff can lead discussions on addiction in the family and the process of multi-generational addictive patterns, and help adolescents develop genograms to learn about multi-generational dysfunction as well as familial patterns of success. Participants explore identity through art activities such as drawing, painting, mandalas, mask-making, and pottery, described in this manual. Increasingly important components of the group are anger management and conflict resolution. Social competency is addressed through the context of school life. While these are topics typically brought up by program participants, LRP staff needs to be prepared to help facilitate the group process as these are challenging areas. Participants must have accurate information in order to make personal decisions about their own behaviors, choices and experiences.

The second program component focuses on community volunteer experiences. One of the key activities is volunteering at a local rehabilitation shelter for abused and neglected animals. This activity takes about four hours per session and includes up to eight participants at a time (this will depend upon the capacity of each facility). This activity fosters a strong sense of identification with a “healer” role, encouraging youth to view themselves as agents of change and agents of healing. Additionally, the animal component serves to foster a strong sense of goal-orientation in group members and serves to develop a strong sense of

altruism. Numerous research studies validate the impact animals can have on peoples' lives. Working with animals serves to enhance the immune system and reduce stress levels.

Another community volunteer experience is the Puppet Project, where teens perform puppet shows for elementary school students. Puppet shows focus on a variety of themes such as substance use disorders, "fitting in," conflict resolution, and addiction in the family.

The third program component focuses on alternative or adventure activities. Outdoor adventure and camping trips are offered throughout the school year, with additional summer programming that may include overnight camping trips or in-depth opportunities to explore alternative programming more intensely than during the school year.

All of these activities should include discussions that relate the experience to targeted resiliency skill strengthening and development. Without the emphasis on these skills, the alternative activities would simply be recreation. It is important for program implementers to focus on these "skills behind the activities" in addition to the actual activities. The emphasis on alternative activities in this program has provided for the development of a formalized resiliency theory and clinical prevention practices. For example, group sessions conducted after working with abused animals (particularly abused horses) focus on self-efficacy, internalizing the role of healer, processing issues of abuse, and the exploration of personal power. Many participants see elements of abuse that they themselves have experienced within the animals, and are able to begin an internal healing process directly through their external efforts. This experience facilitates an intimate discussion of issues of abuse and the healing process. Experience in a care-giving role is critical for establishing or reinforcing resiliency factors of providing care for others, self-efficacy, goal orientation, optimism, and experiencing a genuine sense of responsibility. All of these factors fit into the three resiliency trait areas of healthy relationships, goal-setting, and coping strategies.

Successful replication of LRP programming includes:

- Programming that is primarily school-based
- Participant recruitment that is school-based
- Prevention process groups that take place during the school day
- Programming that operates collaboratively with guidance or counseling department staff of host schools

- Active and ongoing partnership with school staff
- Volunteer experiences that include an animal focus, preferably rehabilitating animals (rehabilitation of abused or at-risk animals is best; wildlife rehabilitation is an acceptable substitute)
- Implementation of a Puppet Project
- Adventure and alternative activities as well as leadership retreats. Appropriate adventure activities include ropes courses, whitewater boating, yoga, rock climbing, fishing, cross country skiing, and sailing. Activities with significant (but managed) risk must be included in overall programming for successful replication.
- Staff members who are comfortable a strength-based philosophy, who can function in school settings, and who have both prevention and clinical skills

If any of these factors are not planned for inclusion in replication, proposed LRP program adaptations must be discussed with the Fairfax-Falls Church Community Services Board prior to implementation.

GOALS & OBJECTIVES

Long range goals for program participants include minimizing the use of psychoactive substances, high school graduation, minimizing illegal behaviors, post high school employment or enrollment in college, increased resiliency in at least two life domains and attitudes that view substance abuse as undesirable and unhealthy. Intermediate objectives include reduced school behavioral incidents, increased attendance, increased grade point averages and increased school and community bonding.

Specific resiliency traits addressed are noted throughout this manual within each program component and within specific activities. The traits can be grouped into three overall target areas to be addressed in all components of programming The LRP measurement tool included in this manual sorts questions by these three areas:

- Healthy relationships
- Goal-setting
- Coping strategies (also known as personal skill development)

Initially, the intermediate objectives began as the long-term goals. What

was discovered over time, however, was that these objectives supported the identified long-range goals. These goals, as demonstrated by the initial group of program participants, have become the benchmark by which the long-term success of the program is measured.

OUTCOMES ACHIEVED

Evaluation outcomes have consistently demonstrated strong results for individual participants as well as excellent evidence that this intensive, long-term prevention program works. In 1998 and 1999 participants demonstrated the following:

• 65% reduction in school absences
• 60% reduction in school disciplinary reports
• .8 GPA increase on a 4.0 scale
• 5% attrition rate

The Washington-Baltimore HIDTA, in formal outcome reports to the Office of National Drug Control Policy, stated that the program "has met goals and shown promise for success in strengthening resiliencies and minimizing the impact of risk factors which are goals believed to be instrumental in reducing drug abuse and delinquency."

Ongoing program evaluation has noted similar outcomes and replication sites also report similar outcomes in these areas.

RESEARCH/EVALUATION DESIGN

The original research protocol for this program provided for evaluation to be based on level of participation. In addition to level of involvement and other participant factors, the following process objectives were measured:

- the extent to which programs were offered;
- the extent to which programs were both high intensity and comprehensive in attempts to effect behavioral and attitudinal change; and
- the extent that programs involved a coalition of participant organizations.

This program is measured in its entirety. Program components are not

separated out and measured alone. While each component has specific focus areas, the overall program is measured as a whole for outcome purposes. When implementing this program it is not appropriate to leave out key areas, such as the outdoor adventure activities or the animal related activities. Replication with fidelity requires that programming incorporate school-based process groups, animal related activities, outdoor adventure activities and the Puppet Project. Programming requires some weekend activities and a summer component.

All participants were evaluated as to pre-, interim-, and post-program involvement to measure individual attitudes and changes. The evaluation, completed by HIDTA and the University of Maryland used four approaches to gather information:

1. The Program Administrator Survey queried program staff about their qualifications, training, and efforts devoted to the prevention program under study. This included questions about personnel and staffing, types of programs offered, characteristics of participants, levels of participation and parental involvement, methods used for retention, benchmarks, and obstacles.
2. The Experience Survey questioned youth participants about their perceptions of the program.
3. The psychometric instrument originally used for LRP was the GREAT, a tool developed for Gang Resistance Education and Avoidance Taining. It was chosen for use by the Washington/ Baltimore HIDTA because of its comprehensive scope and the inclusion of a self-report domain. This instrument is lengthy, and it is recommended that students take it in small group settings where they can be monitored by a counselor and that pizza or some other incentive be provided after its completion by the entire group. As with all testing, it is vital that each question is answered to the best of the respondent's ability. Staff may need to read questions to students, particularly those who have learning disabilities. The GREAT is a public domain instrument developed by the University of Nebraska and is included in the Appendix section of this manual.
4. School archival data was accessed to assess various changes in participants. These measures included school attendance records, grade point averages, and school behavioral incidents.

Beginning in 2003, a hybrid instrument was developed by Dr. Angela Huebner of Virginia Polytechnic Institute and State University. This instrument includes subscale questions from a variety of normed, validated

instruments and focuses on key measurements related to the three sets of resiliency traits: healthy relationships, goal-setting, and coping strategies. The need for this instrument came about from shifting funding streams within the original program site that came with new, lengthy evaluation tools. New data collection requirements coupled with the desire to continue to measure the key resiliency areas addressed brought about the development of the new LRP Measurement Tool, which is included in this manual. Pilot testing of this instrument have been positive. Youth report an increased ease in completing the questionnaire. It has also taken less time to administer than previous measures.

For organizations replicating LRP, pre-testing should occur within the first month of beginning groups in the fall. Post-tests should be given during the last month of school. Students entering the program during the school year need to take the pre-test at the earliest convenient time, and again at the end of the school year. This test rotation should continue for as long as the student is in school. LRP staff and school counselors need to maintain an awareness of how long the pre-testing process may take, and work to diminish any stress upon teaching staff. An ideal time for group testing is often during lunch, or during regular group time. The pre- and the post-test process should be scheduled for administration that does not take place near other testing times within the school calendar.

It is necessary for LRP staff to maintain a coded system for all students as opposed to using names on pre- and post-tests. This protects the confidentiality of program participants especially if a third party evaluator is used. Coding pre- and post-tests is a necessity to meet the requirements of HIPAA and 42-CFR. Also, a coded system for pre-and post-tests allows for matched pairs. This process can be relatively simple, identifying students numerically and then alphabetically. For example, staff working with 50 students can number them 1–50, label their first pre-test 1a, 2a, 3a, and so on, and their post tests 1b, 2b, 3b and so forth.

It is recommended that organizations replicating LRP utilize the LRP Instrument as a primary pre- and post-test measure. In addition, school archival data should be tracked each semester to measure change over the course of the year. Process data should be collected to track LRP implementation as well as participant demographic data and participation levels. There is opportunity to track additional data such as school partnership, based on the specific needs identified by each community or organization.

THE FIRST COMPONENT

In-school Groups

THE FIRST COMPONENT
In-school Groups

A Curriculum of Compassion

The heart of the Leadership and Resiliency Program (LRP) is school-based programming that occurs throughout the school year. The school-based portion of the program is where students first enter into the programming, where primary relationships are built and where most of the evaluation originates. The most critical element in school based programming is the establishment of effective and long-term partnerships with the local school system. Every LRP staff member is assigned to one or more schools and works through the guidance or counseling department. Ideally, each LRP staff member is assigned to a guidance counselor who becomes his or her long-term partner, co-facilitator of groups, school contact, and referral point. The guidance counselor interacts with fellow counselors, teachers and principals who refer youth to the program. The importance of the identified partner cannot be overemphasized, because this partnership can make the difference between successful and mediocre programming. The better the partnership, the better the programming!

Youth are often referred into the program when they are at risk of failing academically, are having disciplinary problems, or have severe life stressors identified in their lives. School social workers and psychologists typically refer youth who have significant histories of abuse or who are coping with emotional disabilities to LRP. Principals and assistant principals often refer youth with anger management issues. Youth are screened prior to their entrance in the program (see forms in appendix) and must be able to make a commitment to the process of self-exploration and assessment. Youth who are not able to make this commitment should not be included in programming, as the desire for introspection is necessary when conducting process groups. In addition, youth who have difficulty functioning in a group format may not experience success in this program as so much of it is group-based.

Groups are held during the school day on a weekly basis, with a rotating schedule to ensure that different classes are missed each week. Groups are comprised of 10 to 15 students, are ideally closed to new members during the school year (exceptions have been made in unusual

circumstances), and continue for the duration of the student's high school career. Entering freshmen may be in LRP for four full years, providing excellent longitudinal information. Students generally enter in their sophomore year, however, usually after a very difficult freshman year. LRP staff and their school partners determine how many groups will be running at each school site. This is often based on need and time available to dedicate to LRP.

In addition to active groups, students within the groups who require follow-up services have the opportunity of meeting individually with program staff. On occasion, counseling partners may wish to send for youth when there is a particular concern that should be addressed. Bringing students out of class should be handled thoughtfully and with great respect for material that teachers need to present to students. LRP staff needs to be constantly aware that the schools' primary mission is education. The schools serve as the host and LRP staff members are guests. Care is necessary when sending for students. LRP staff members need to actively form positive working relationships with school staff members, and be able to use the academic setting in a positive manner.

The model for LRP groups is best described as a peer-helping model collapsed within process groups. Groups begin in a structured fashion, with group members gradually assuming increasing autonomy as group cohesion occurs and the sophistication of group members increases. LRP staff initially assumes leadership roles, and maintains leadership positions throughout the course of the group experience. This is necessary as many of the issues brought to group include repressed anger and grief surrounding events such as death, divorce, abuse, and the experience of other trauma. Some youth in the program have experienced or witnessed domestic abuse, and some have been victims of sexual abuse. Thus, while the group members are supported in taking on leadership roles for various issues and activities within the group, many of the issues presented and discussed need the facilitation and guidance of staff with strong clinical skills. All groups are process-oriented. This programming is NOT psycho-educational. Heavily structured groups are not appropriate for this programming, nor are they appropriate for the creation of an environment of student ownership and safety. This manual does not include a structured weekly curriculum but does provide guidelines for groups and recommended activities to stimulate the groups. Students have unlimited material available from their daily lives, and should always be given the opportunity of bring material and process it in the group setting.

Schedules and passes for group are maintained within the office of the participating school counselor. While it is generally the responsibility of the student to obtain the pass prior to group, this may vary by the school. Teachers who have questions regarding the group process generally speak with the guidance counselor, who explains the process and importance of the group while maintaining the confidentiality of the student in question. Teachers should always be given the opportunity to learn about the program, and it may be appropriate to invite teachers to alternative activities. Again, strong school partnerships will support program success and help with the negotiation of these scheduling logistics.

The need for groups within the school environment is great. Today's youth cope with severe societal pressures, including increasing incidents and severity of violence, the high availability of new and more lethal substances of abuse, a more transient society, and less community cohesion. Some students come from home situations where parenting is non-existent, and have developed behaviors and attitudes without help from responsible, compassionate adults. Other students have become involved with peer groups who have introduced them to high-risk behaviors, ultimately alienating them from caring families. Many youth are experiencing the initial stages of substance use disorders and mental health disorders, including Post Traumatic Stress Disorder, Depression, Obsessive Compulsive Disorder and Anxiety and Panic Disorders. Still others might be coping with long-term symptoms of Attention Deficit Disorder or various Learning Disorders. Group time becomes a haven for students who are overwhelmed with the pressures of daily life, and a safe environment in which to learn effective coping skills, identify personal meaning in life, have the experience of unconditional acceptance and regard, and get additional help if needed through referral. Long term involvement of students in the program usually leads to increasing success within school and community environments, testifying to both the importance and the necessity of long term group participation.

Youth who are initially referred to the Resiliency and Leadership Program meet with counselors, process their situation, and are given the opportunity to consider their participation. Parents must sign a consent form before their child enters LRP, and youth are required to sign a consent form as well. These forms include a statement regarding the evaluation process and school information that is a part of the overall evaluation design (see forms in the appendix). Parents are given the

opportunity to meet with or consult with staff members on a regular basis. Family meetings have been offered to some participants, and have been very successful.

The overriding philosophy of this program is that it is Strength-Based using a Whole Person Approach. Negatives are addressed, but are not given priority (unless deemed necessary from a clinical perspective), nor are students viewed through an orientation based on pathology. As part of the screening process, a student's strengths are identified, with the understanding that building upon these strengths will ultimately serve to diminish risk factors. A philosophical orientation of "no use" regarding substances of abuse is maintained. Occasionally, students with mental health or substance abuse issues beyond the realm of prevention services are referred to outside counseling. In these cases, the therapist is invited to work with program staff, and many successful partnerships have occurred. Psychologists and research-oriented therapists have been especially interested in LRP, as the implications for new and increasingly effective methods of therapy are significant.

Based on resiliency research (see bibliography), LRP views a number of resiliency and risk factors as "extremely important." Resiliency factors are those psychological traits that have been identified as critical in allowing individuals to survive and overcome extremely adverse conditions, including long term abuse and neglect, severe abuse (including sexual abuse), lack of supportive relationships, and severely adverse living conditions. Risk factors are circumstances and traits that are implicated in maladaptive functioning throughout the life span. These factors are as follows:

Resiliency factors include:

- Adoption of a caregiving role (NOTE: this is NOT the same as caretaking)
- Ability to delay gratification and develop a future orientation
- Objective and goal orientation
- Optimism
- Humor
- Positive relationships with peers and adults
- Internal locus of control
- Experience of self-efficacy
- Assessing and accepting life circumstances
- Internalized norm of high expectation
- Effective management of risk-taking

Risk Factors include:

- Criminality in the immediate home
- Experience of severe mental illness in the immediate home
- Domestic abuse occurring within the immediate home
- Severe overcrowding in the immediate home
- Youth living in the care of local authorities
- Extreme poverty in the immediate home
- Emergence of mental health disorders and substance abuse
- Addiction in the immediate family (all forms)
- High impulsivity in youth or immediate family members
- Risk for academic failure
- Low school and community bonding
- Behavioral issues at school

These factors are actively explored and addressed through group activities designed to enhance resiliency and diminish risks. They are of primary importance when designing individualized resiliency plans for program participants. They are also used to plan alternative activities and to plan group discussions after community service and volunteering projects.

Working in the Schools – The Importance of Partnerships

Creating a school partnership is an important task as this partnership will be the foundation for all LRP programming. It is important to initiate communication with either a principal or guidance director, and to provide these individuals with detailed information regarding LRP. This includes providing a program overview, including outcomes, and a review of forms and program evaluation tools. If there is an interest in implementing LRP within the school, an interested guidance counselor or related staff should be assigned to the program. A realistic view of the amount of time a Guidance Counselor will spend with the program is important. Current school staff dedicate between 3 and 10 hours per week to LRP, depending on the numbers of participating students in each school. Some schools prefer to have social workers or psychologists as partners. The important factors include a strong interest, a level of clinical skill, and the ability to take on the time needed to work collaboratively on implementation.

Selection of the active partner is critical. Counselors should have a clinical background and be experienced in clinical interventions with students as

well as group work. The LRP program is intensive and long term, and a guidance counselor who doesn't genuinely desire the experience will not be able to address the varying and challenging needs of the students over the course of multiple years. Additionally, counselors must have a strong desire to work with at-risk youth, a generally trying population within the school setting. Based on LRP historical experience, school counselors are often excited to become involved in the program as it taps into clinical training that they don't always have an opportunity to exercise within the purview of their current job functions.

Benefits to the school need to be included in the initial discussion, including current research findings that indicate increases in grade point averages, increases in attendance, decreases in disciplinary reports and increased school bonding among LRP participants.

Space is also an important topic. A dedicated group room or classroom for programming is ideal. Flexibility is the key here, however. A large storage closet, refurbished as a group room, has been successfully used at one site. Bean bag chairs are the ideal furniture for group rooms as they encourage a relaxed environment, and it is best to keep them in the room used for LRP groups.

The school partner acts as the liaison between school staff and the assigned LRP staff. Teachers and administrators may have questions about LRP, and the school partner is able to effectively represent the program to school staff and parents. School partners are instrumental in assisting LRP staff gain access to evaluation materials, including grades, attendance records and disciplinary reports.

It is the responsibility of the LRP staff to be proactive in learning about school policies and procedures, and to be aware of the identities of school personnel. Some schools have assigned police officers (often called School Resource Officers or SROs) and an appropriate relationship should be developed with these individuals as well.

Program staff members need to act as consistent partners with the guidance counselor to whom they are assigned. Regular meeting times to discuss group and individual issues of student participants are important, and the team of partners should work together in designing resiliency plans and in planning activities throughout the year. School counselors in the LRP program have been extremely dedicated individuals who volunteer

to go on camping trips, participate actively at the shelter, and include program youth within the scope of their regular guidance duties, effectively adding on to their regular duties with assigned students.

The LRP staff member should check in with school principals and/or guidance directors every few months to give brief updates on programming, find out how the program is working at the site, and share successes. Copies of year-end program evaluation and other reports should also be shared with them as they are available. Being proactive in the establishment and maintenance of these very important school relationships is critical.

LRP staff needs to keep in mind that they are always guests in a school. Schools that welcome programming into the building also have the authority to invite programs to leave. Developing strong school relationships and then maintaining them is imperative for successful programming.

Conducting Process Groups

School-based group activities of LRP vary considerably. Common factors are the strength based resiliency philosophy, the attitude of non-judgmental acceptance, and unconditional positive regard. Participants learn to count on having a safe environment to go to within the school building, and having genuine relationships with adults who care about them. Humor is also an important factor in programming and instilling a sense of play when conducting certain activities.

Staff members facilitating groups need to have experience in and comfort with leading process groups. As this is a sophisticated process, staff members should have a Masters degree in a human service field and significant experience working with youth. Some replication sites have tapped into relationships with more treatment-focused staff for clinical supervision to develop clinical skills and to help assure that the balance between prevention programming and the potential need for more in-depth clinical intervention is maintained. LRP staff need to have the ability to establish warm and trusting relationships, encourage personal growth, and set appropriate limits in school and community settings.

Group activities that are creative and that encourage self-exploration are

popular, and include various approaches and activities derived from art therapy. Some purely educational activities are occasionally conducted, usually in the response to specific requests from program participants. For example, detailed information on various substances of abuse is presented when a participant asks "Exactly why is it bad for me?" In these cases, it is critical that science-based, accurate material is presented. Purely educational presentations are never given in lecture format, relying instead on group participation through a question and answer format. Replicas of human brains are used, and participants draw, using anatomical coloring books, to help them understand about the process of the brain's assimilation of various chemicals. Special emphasis is placed on avoiding duplication of materials presented elsewhere in the educational process. Resiliency LRP staff should be familiar with current school curricula regarding substance abuse education. When presenting material on substances of abuse, it is helpful to refer to the National Institute of Drug Abuse's (NIDA) most current research.

At times, school incidents and world events have created a need to focus group time on a specific topic. There has been an increasing need to address violence, anger management, and conflict mediation. Information on the cycle of violence, focused on increased understanding of genuine power and anger management, is presented along with relaxation techniques and activities designed to increase insight of LRP participants. Various alternative activities follow-up on these themes and provide invaluable support to the LRP process. The need for this focused topic approach is specific to each community and, at times, each school.

The majority of group time, however, is spent in process format and is driven by topics students bring with them. Each group, even those with time-sensitive activities, is begun by having participants check-in and by asking if there are important process issues that need to be discussed. Student-initiated discussion should be considered the foundation of the successful process group. Students will bring more areas of concern to the group as it becomes more cohesive and as participants begin to feel ownership over what happens in the group.

Planned activities described on the following pages have been enormously popular, and have been tried and tested to assure that they are appropriate and manageable within school settings. These activities provide opportunities to tap into peoples' creativity and allow for expressiveness that is beyond "talking." They have encouraged

communication, interpretation, and use of metaphors when they are used. They tap into varied learning styles and they move away from traditional learning to a more experiential process. They allow participants to self-explore in new ways. Required supplies are included with each activity.

Important Considerations:

As mentioned previously, it is important for LRP staff to be proactive in learning school policies and procedures. Staff members should be supportive and assist partners in enforcing school standards of conduct.

Ethical practice requires adherence to standards of conduct and an awareness of and adherence to agency guidelines. All required forms, releases and statements of understanding should be obtained in a timely manner and maintained in a safe, centralized location.

Regular consultation with agency supervisors and guidance partners is also critical. When in doubt regarding a regulation, it is important to seek guidance immediately. In addition, LRP staff should have access to clinical supervision if the LRP supervisor does not have a strong clinical background. This will help in making determinations about participant referrals to more intensive services and, ultimately, reduce risk.

GROUP ACTIVITIES

For

The First Component(In School Groups)

Mask Making

In this activity, program participants make plaster masks on each other's faces, decorate them, and discuss the finished product in group. It is always important to discuss the issue of physical touch prior to the start of mask making, as this activity includes prolonged physical contact between participants.
LRP staff can suggest various themes in discussing masks, including:
identity; how participants perceive themselves as compared to how other's perceive them; and fantasies that individuals have about themselves or their future. Two masks per person are often made to facilitate discussions of contrasts: anger and peace; the self that we show to the world and the self inside; and happy vs. painful feelings. For upper class groups, masks made in previous years can be compared with masks made in the current year, with ensuing discussions focused on growth and self evaluation over time. "Where you were compared to where you are" is a good theme.

Timeframe: Mask-making can take four to six weeks, depending on the size of the group and the number of masks being made. It is helpful to schedule mask making during weeks that are unlikely to be interrupted by school schedules, especially testing.

Supplies Needed (assuming you are doing masks for four groups of eight each)**:**

- One large role of plaster bandaging. (once used for making casts for broken bones – available at pharmaceutical supply stores) cut into strips of three widths; one inch, one half inch and one eighth inch. This can be messy, and needs to be done in advance. Students can assist with this process, and it can be done the week prior to making the actual masks. Staff can prepare strips in advance, but this can be a time consuming process. It is helpful to send for students during lunch times and prepare together.
- Plastic bowls
- Large plastic garbage bags (one per person)
- Large plastic sheets to cover floor

- Headbands, ponytail holders, hair clips or shower caps (To protect hair and keep it out of the way of the mask)
- Four or five large jars of cold cream (NOT MOISTURIZER OR VASELINE-QUESTION YOUTH AS TO SKIN SENSITIVITY ISSUES)
- Three or four boxes of soft tissues
- Ten to twelve small mirrors
- Four or five containers of liquid face soap
- Five to ten face towels
- Lots of craft paint in assorted colors
- Assorted craft items such as feathers, small mirrors and beads

PREPARATION: Provisioning the Plaster Strips

The following instructions are based on using large rolls of plaster bandaging such as that manufactured by Johnson & Johnson. Each roll is 6" wide and 5 yards long and is marked "Fast Setting" (5-8 minutes). The Johnson & Johnson reference number is Item #7376. It is usually sold in a box of 1 dozen rolls and is available at medical suppliers. One roll will make approximately 5 masks. Another brand is Duracast and the product number is #13065. Be sure the material is plastered gauze, not a fiber glass product.

For each mask, cut the strips into sets as follows:

Set Number	Size	Number of strips
1	7" x 1½"	8
2	5" x 1½"	10
3	3" x 1½"	20
4	5" x ½"	2

If the 4 sets of strips are stacked "one on top of the other" (#1 being on the bottom and #4 on the top), the entire batch can be carefully picked up and inserted in a long letter mailing type envelope until it is time to lay the material out for mask making. So that if ten masks are made, there would be ten envelopes, each containing the needed strips.

Before the students begin to work, LRP staff should lay the strips out on the worktable in a sequence so that set 1 is farthest from the mask maker and set 4 is closest to mask maker. This makes it easy to refer to which set of strips you are working with at each step of the process. Take care that the nearby bowl of water is a safe distance from the strips so that the plaster doesn't get wet until each strip is used.

The fastest way to cut the strips is to use a paper cutter that has been dedicated to this project so that it is not dulled for paper work. Cut sheets from the plaster rolls that are a workable size. It is possible to cut a stack of six or eight sheets into strips at one time.

One plan is the following:

- For Set #1, make the sheets 7” long x 6” wide. Cut six or eight sheets at once by first trimming the “squiggly” edge off one end. Then cut into 7” x 1½“ strips (makes 4 strips each sheet)
- For Set #2 make the sheets 5” long by 6” wide. Cut sheets into 5” x 1½“ strips (makes 4 strips each sheet).
- For Set #3, make the sheets 6” long by 6” wide. Cut sheets into 6” x 1½“ strips (makes 4 strips each sheet). Then stack up to twelve strips and cut those in half to 3” x 1½“ (makes 8 strips each sheet).
- For Set #4, make the sheets 5” long by 6” wide. Cut into 5” x ½“ strips (makes 10 per sheet).

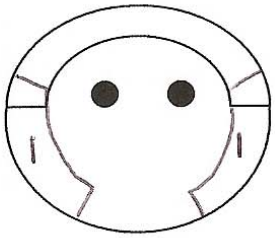
MASK MAKING

- Have pre-cut plaster strips in envelopes ready, as described above. Expect to use one envelope per mask.
- Place protective plastic down on the floor over the entire area you will be using. Have one plastic bowl filled with water, one large plastic bag and one chair (or designated sitting space on the floor) for each participant.
- Individuals having masks made on their faces need to cover themselves with a plastic bag (used in cape fashion, or over the head with a hole cut in the top) and get in a comfortable sitting position.
- They need to pull their hair back (shower caps work well) and cover their faces with a very thick layer of cold cream or, depending on the group, the mask maker can apply the cold cream (This is important when removing the mask. If not enough cold cream is used, the skin can be pulled).
- Individuals making the mask should begin making the mask using the illustration that follows as a guide.
- All strips are briefly submerged in the water and run through the fingers ONCE to remove excess water. Strips are placed around the perimeter of the face, creating a frame of the mask, followed by the forehead, eyes, nose, lips, and so on. THE EYES ARE NEVER COVERED BY PLASTER. Covering the mouth is an option for participants.
- Participants having masks made may not speak during the process as it will ruin the lines of the mask.
- After the face is completely covered with plaster strips, mask makers need to place one-inch strips back over the original parameters. This helps to strengthen the mask and makes it easier to remove from the face.
- Check carefully to see that all spaces are filled in, and apply additional strips to areas that appear weak. Wait three to five three minutes, and have the individuals with the masks on their faces gently wiggle their facial muscles. When the masks feel loose they can then be gently removed from the face. Participants can then wash their faces and write their names on the inside of their mask.

MASK MAKING

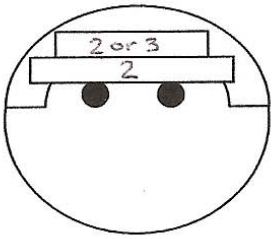
Here is an illustrated look at the mask-making process:

Step # 1

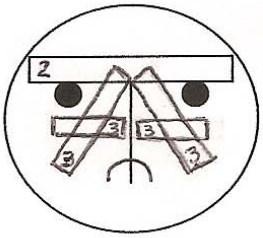


Overlap Strip 1

Step # 2



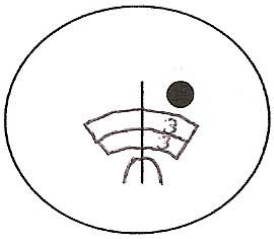
Step # 3



Do both eyes with strip 3.

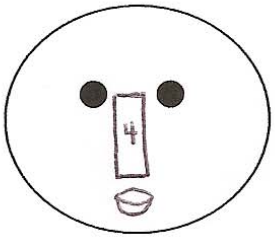
Build cheek with strip 3, overlapping strips

Step # 4



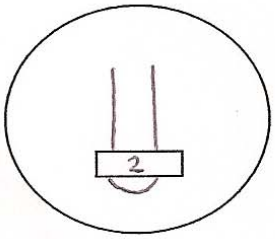
Go across nose and shape nostrils with strip 3.

Step # 5



Connect strip 4 from tip of mouth all the way up nose.

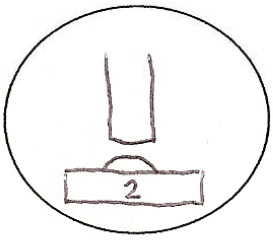
Step # 6



Top lip. Do mouth with strip 2.

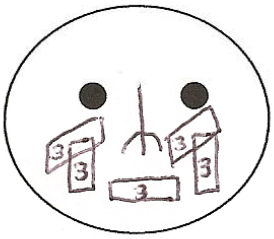
See text: (re: "open" or "closed" mouth.)

Step # 7



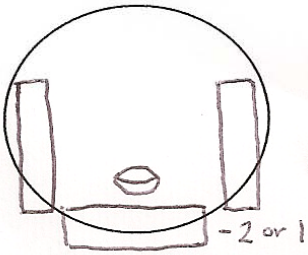
Bottom lip. (see text)

Step # 8



Fill in any bare skin areas and reinforce any weak areas with strip 3.

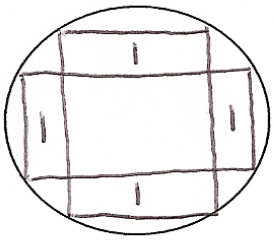
Step # 9



Do chin with strip 1.

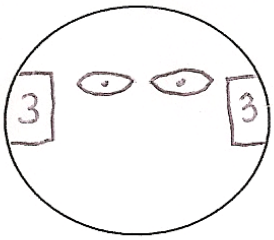
(overlap sides)

Step # 10



Strip again around face.

Step # 11



Double thick

Step # 12 ***(Patch w/ # 3's)***

Strip Types

	# Needed
1	**8**
2	**10**
3	**20**
4	**2**

Mask making usually takes up an entire group session, so participants who make the masks will have the opportunity of having masks made on their faces during the next group time. One or two follow-up sessions are needed to paint and decorate the masks. Group participants then discuss the masks for one or two weekly sessions, depending on discussion themes and the number of participants.

LRP staff will discover many creative group themes through participating in this activity. Note: This activity is especially effective when staff members create masks and fully participate in discussions!!!!

The photo below is an example of a completed mask (before paint or decoration):

MASK MAKING
(Steps and Sequences)

- Set #'s and Sizes
  - **Set #'s and Sizes:**

Set 1.	**7"**	**x**	**1 ½"**
Set 2.	**5"**	**x**	**1 ½"**
Set 3.	**3"**	**x**	**1 ½"**
Set 4.	**5"**	**x**	**½"**

Always overlapping where possible:

1. Top of forehead. (Set 1)
2. Frame sides of face. (Set 1)
3. Across eyebrow. (Set 2)
4. Mid-forehead. (Set 2 or 3)

Do both sides of face:

5. Beginning at top of nose and overlapping Step 3, come diagonally alongside nose and then under the eye. (Take 1 strip from Set 3; cut in half vertically…use these 2 strips) This shapes the area at the inner corner of the eye.
6. Repeat Step 5 to make a double thickness.
7. Under eye…start on the side of the nose and go straight across. (Set 3)
8. Under eye…..overlap Step 7 and continue across for curve at outer corner of eye. (Set 3)
9. Build cheek by starting on side of nose and go straight across; overlap. (Set 3)
10. Across nose…..as if connecting cheek strips. Cover all skin around nostrils, but not nostrils! (Set 2)
11. Frame the chin, connecting the 2 side strips done in Step 2. (Set 1)

For Closed Mouth:

12. Across lips, right up to nose and straight over to cheek. Upper and lower lip…overlapping strips. One thickness. (Set 2)

For Open Mouth:

13. Fold Set 2 after wet. Place ***around*** upper lip, curving downward. Then do second strip the same way but around the lower lip, curving upward. (Set 2)
14. From above upper lip straight up center of nose. (Set 4…both strips, one on top of the other)
15. Repeat Step 12 or 13 with one strip over the upper lip portion only.
16. Fill in on chin under lower lip. (Set 3)
17. Fill in any bare areas. (Set 2 or 3)
18. Pay attention to area by corners of mouth and at nose/cheek intersection; ***fill in any areas needing reinforcement.*** (Set 2 or 3)
19. Reframe entire edge of face, top, sides, chin. (Set 1).
20. Double up forehead if needed. (Set 2)
21. Double thickness on edge of face below eye level for "key posts". Set 3)

MASK REFLECTION

Name	School	Date

Your mask allows others to see who you are ON the surface. Reflect now on who you are BENEATH the surface:

- Two ways I am the same as others:

  _____

  _____

  _____

- Two ways I am unique compared to others:

  _____

  _____

  _____

- Two things I once was but no longer am:

  _____

  _____

  _____

- Two things I will be but am not yet:

  _____

  _____

  _____

- One thing I should say to myself but have not yet done so:

  _____

  _____

  _____

Name: _____ Date: _____

Mask Concept Sheet

The TYPE of Mask Your Mask is going to be:

_____ **Ritual** Designed for a SPECIFIC EVENT/CELEBRATION (i.e. a Rain Dance, a Festival celebrating the Harvest, a Graduation, a Marriage, making the Varsity, doing a Recording, getting a job, etc.)

_____ **Character** Is a PERSON/PERSONA OTHER THAN YOURSELF (i.e. Barney, a Superhero, Godzilla, a Greek God like Apollo or Athena, etc.)

_____ **Personal** Represents YOURSELF AS YOU ARE (i.e. you as a worker (your job), your interests, your horoscope, etc.)

_____ **Transformation** Represents a CHANGE IN YOURSELF (i.e. moving, graduation, an attitude shift, making a career decision, etc.)

Mask sketches and Mask Concept Sheet by Dwight Lissenden, Art Teacher

MASK PROVISIONING II (10 Masks)

For 10 masks *(Pattern)* **Set 1: 7” x 6”…4 strips per sheet** **20 sheets; 80 strips**	***For 10 masks*** **(*Bulk*)** **Set 1: 20 sheets (7” x 6”)** **Each sheet: 4 strips (7” x 1½” each)**
For 10 masks *(Pattern)* **Set 2: 5” x 6”…4 strips per sheet** **25 sheets; 100 strips**	***For 10 masks*** **(*Bulk*)** **Set 2: 25 sheets (5” x 6”)** **Each sheet: 4 strips (5” x 1½” each)**
For 10 masks *(Pattern)* **Set 3: 6” x 6”… 8 strips per sheet** **25 sheets; 200 strips**	***For 10 masks*** **(*Bulk*)** **Set 3: 25 sheets (6” x 6”)** **Each sheet: 4 strips (6” x 1½” each, then 8 strips 3” x 1½”)**
For 10 masks *(Pattern)* **Set 4: 5” x 6”…10 strips per sheet** **2 sheets; 20 strips**	***For 10 masks*** **(*Bulk*)** **Set 4: 2 sheets (5” x 6”)** **Each sheet: 10 strips (5” x ½” each)**

MASK PROVISIONING II (5 Masks)

For 5 masks *(Pattern)* **Set 1: 7” x 6”…4 strips per sheet** **10 sheets; 40 strips**	***For 5 masks*** **(*Bulk*)** **Set 1: 10 sheets (7” x 6”)** **Each sheet: 4 strips (7” x 1½” each)**
For 5 masks *(Pattern)* **Set 2: 5” x 6”…4 strips per sheet** **13 sheets; 50 strips**	***For 5 masks*** **(*Bulk*)** **Set 2: 13 sheets (5” x 6”)** **Each sheet: 4 strips (5” x 1½”each)**
For 5 masks *(Pattern)* **Set 3: 6” x 6”…4/8 strips per sheet** **13 sheets; 100 strips**	***For 5 masks*** **(*Bulk*)** **Set 3: 13 sheets (6” x 6”)** **Each sheet: 4 strips (6” x 1½” each, then 8 strips 3” x 1½”)**
For 5 masks *(Pattern)* **Set 4: 5” x 6”…10 strips per sheet** **1 sheet; 10 strips**	***For 5 masks*** **(*Bulk*)** **Set 4: 1 sheet (5” x 6”)** **Each sheet: 10 strips (5” x 1½”each)**

MANDALAS

The Sanskrit meaning of the word “mandala” is “consecrated space”. Mandalas are geometric art forms that occur throughout the world as sacred art forms. Found in virtually every culture, Karl Jung believed that they represent an important universal archetype representing mankind’s search for meaning and the profound. Examples of mandalas include the rose windows found in cathedrals, Native American sand paintings, Aboriginal Sacred Spirals, and East Indian and Asian Yantras. Examples of some naturally occurring mandalas are seen in spider webs, snowflakes, sea shells and flowers.

Mandalas are created by drawing an outward boundary, usually a circle or a square, and then by drawing geometric figures inside the outline. Any color can be chosen when drawing the outline and the inside figures. When the drawing is finished colors may be added. Stylized examples of mandalas include various figures or art scenes drawn inside the mandala, or inside a portion of the mandala. Mandalas can also be drawn using handprints or forms from nature, such as leaves.

Timeframe: varies with the type of mandala being created. Mandalas that are colored from existing books can be finished and interpreted in one session. Large mandalas that are created from the beginning can take additional time. It is possible to work on mandalas using a common theme or group experience. Group mandalas can also be done, and this will take three or four sessions. Group mandalas are particularly effective around themes of mutual grief, before a special project or in closure activities at the end of the school year. With school permission, large group mandalas can be created in the school parking lot utilizing colored chalk. A good theme with these mandalas is Impermanence.

Supplies Needed (this varies depending on the mandala activity incorporated into the group):

- Large and small sized poster board
- Colored pencils
- Large and slim magic markers in assorted colors
- Paints, Assorted Paintbrushes
- Rulers
- Heavy duty scissors
- Copies of mandalas from mandala books
- Glue
- Glitter
- Colored chalk, pencils

Basic interpretation of mandalas is relatively simple:

- The outside parameter of the mandala represents the container, the personal boundary, the edge of the self. Is it thick and darkly colored or barely visible? What is the shape of the boundary? Why was the shape chosen?
- The inside of the mandala represents the different parts of the self. It can be viewed in a variety of sections.
- The upper half can be viewed as the consciousness, and the lower half as the unconsciousness.
- The left hand side can be viewed as the feminine aspect of the self, and the right hand side as the masculine. How well are the designs, drawing or patterns of a mandala integrated?
- Is the space used effectively, or are there large gaps? What does coloring suggest? Bright colors around the parameter, for example, with darker colors, particularly black, in the center can be interpreted as someone who tends to present a happy face to the world when suffering inside. Water is generally concerned with emotion, and trees or plants with growth. Rocks or boulders can be obstacles or foundations. Houses can correspond to actual homes, the body or an ideal of a home. Reading a good book on art therapy and the interpretation of drawings will assist in interpreting the mandala.

LRP staff should be cautious in over-interpretation of individual mandalas. It is best for staff to ask open-ended questions to encourage participant communication. LRP participants often get more out of this activity when each person gives an interpretation of his or her mandala. What were their thoughts and emotions as they worked on it? What does their intuition tell them about the shapes, figures and colors? Group

members can provide feedback and offer their own opinions as well. It is often easier for participants to share information about their feelings and thoughts via the mandala as a tool for expression. It can be a less threatening approach to participants and is entirely participant-directed.

Mandalas are very useful in helping students explore their internal world and their sense of self. They are based on universal themes found in society and nature. They encourage self-analysis and assessment, and do so in a fun, meaningful, and creative manner. They also tend to focus participants on more spiritual aspects of themselves, which is a place of developmental exploration for some participants. Work with mandalas allows for an exploration of one's inner spirit in a non-threatening way.

There are many books, coloring books, and articles available on Mandalas. Organizations replicating the LRP should spend some time learning more and obtaining materials on mandalas. One excellent reference for working with mandalas is Mandalas of the World**,** by Rudiger Dahlke, Sterling Publishing Co, Inc. 1992, ISBN 0-8069-8526-7. This book should be considered a primary text for successful implementation of LRP.

LET'S DRAW A NEURON

This detailed activity is often a very effective way to respond to the question "What does that drug really do?" "Let's Draw a Neuron" facilitates optimal information retention using a variety of learning styles. The LRP group chooses a drug (or drugs) for further exploration.

The LRP staff member introduces students to a model of the brain and provides a brief overview of the different functions of the brain's various regions. It is most effective to provide students with visual information – pictures or slides – describing the actual chemical nature of the substance in question, and to give them a brief overview of research findings (note: NIDA has a variety of free materials available). Students then draw a neuron (a "brain coloring book" is great for this; these coloring books are usually available in medical sections of large bookstores). The LRP staff person should then walk students through the basic functioning of a neuron, explaining the action of the drug using the drawing for illustration. Ecstasy, for example, has been shown to destroy certain serotonin receptors. Youth draw a neuron, have it release a chemical, draw a receptor, and erase the receptor. The LRP staff member can lead a discussion about the purpose of the serotonin systems, and challenge youth to figure out what might happen if enough receptors are destroyed. This activity requires some effort on the part of staff members, but allows for scientific learning about substance abuse! Partnering with a science teacher may be an effective approach depending on the teacher's teaching philosophy, and his/her relationship with participants.

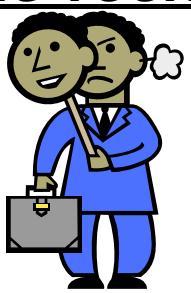
Timeframe: Staff need a minimum of one week preparation time. This activity can usually be accomplished during one group session, but group discussion may continue on into the next week. In the Leadership and Resiliency Program, the message You are Too Valuable to be Using Drugs is frequently emphasized.

Supplies Needed:

- Coloring books on the brain
- Poster board
- Colored markers
- Pencils
- Model brains (paper or plastic depending on resources)

Substance Abuse: A Comprehensive Textbook**;** Lowinson, Ruiz, Millman & Langrod, eds.; Williams & Wilkins, 1997 ISBN 0683-18179-3 is a very helpful resource for this activity.

DRAWING YOUR ANGER



This is a helpful activity when anger becomes a recurring theme during group time. This activity helps students vent their anger and it provides them with practical methods of channeling their emotions that they can use throughout their lives. It also provides another approach to help youth identify and communicate about their feelings. This activity, as with others, taps into creativity and self-expression, encouraging communication about a topic that can be difficult to discuss. This activity also validates the reality of anger in everyone's life without judgment.

Have the group get comfortable, then instruct them to close their eyes and imagine a situation in which they have gotten extremely angry, even enraged. Allow them to experience the feelings of anger for a few moments, then instruct them to think of an image that represents that anger. Have them put all of their anger into the image, allowing it to grow larger and larger. Then have them draw or paint the image, allowing the feelings of anger to flow from inside of themselves into the picture. Pictures may include ordinary figures, abstract shapes, or big blobs of color.

The group can then discuss interpretations of the drawings drawing from art therapy approaches. Individuals should interpret their own work and other participants can discuss emerging themes. It is important to keep in mind that these images are probably going to have themes of negativity or violence in them. This is to be expected. Groups can process the differences and similarities of symbols and experiences, and will have plenty of opportunity for self-disclosure. This is an excellent opportunity for group members to provide each other with feedback regarding coping skills and response to potentially explosive situations. LRP staff should not interpret the work of participants but should ask open-ended question to encourage participation.

Some groups need further guidance to cope with feelings of anger and in developing strategies to do so. This activity offers opportunity to

introduce the topic and will help LRP staff identify if additional group time should be dedicated to the topic.

A complementary activity would be to have participants close their eyes and imagine a symbol that represents peace and calmness. As with the other activity, students should concentrate on the symbol and on accompanying feelings of peace and serenity and then draw the symbol. This part of the activity should be integrated into the continuing discussion.

In some cases students will release feelings of suppressed anger that relate to past trauma or other experiences. When doing this exercise, LRP staff should watch for this and make time available to discuss these feelings with individual participants as needed.

This activity can be used numerous times throughout the school year.

Timeframe: One or two groups sessions as needed for processing.

Supplies Needed:

- Poster board
- Sketch pads, charcoal pencils, colored pencils, markers
- Paints, assorted paintbrushes

GUIDED IMAGERY "Finding Your Power"

Have group members get in a circle and set out a variety of art supplies in the center of the circle. Allow everyone to get comfortable and dim the lights. Direct students through a guided imagery process as follows:

Breathe deeply and relax. You are in a safe place and you are going on an important journey. Allow yourself to relax, starting with the muscles in your feet, then your legs, then your torso, your arms, and finally your head. You are totally at ease. You are walking on a path through the woods. See the woods around you. Take note of the kinds of trees you are passing. Stop and look down at the earth. Notice the color of the dirt, and the small stones that you see. As you walk you notice that the path you are on is sloping upwards. You know that eventually this path leads to a source of power for you, and that the path is going to get harder. It gets harder and harder for you to keep going. The trees are getting smaller, and the path is steeper. Soon you are climbing up rocks. They are cold to the touch, and very hard. You are struggling to breathe, because the altitude is very high. You realize that you are very far up a high mountain. Finally, you see a monastery or a temple of some kind in the distance. There is a fence around it, with a pair of huge gates. You get closer and closer to the gates. Finally, you are standing in front of them. The gates slowly start to open, and you walk into the courtyard. Look around you. The symbol of your power is right in front of your eyes. It may be there briefly, but take note of what it is. Slowly open your eyes, and orient yourself to your present surroundings. Now choose some of the supplies that we have laid out and draw your symbol of power.

Allow plenty of time for drawing. This may require group time to be extended. Individuals should interpret their own work; group members can provide feedback. LRP staff can keep the process flowing through open-ended questions. Discussion regarding themes of power can extend over two to four group sessions, with at least one session dedicated to the theme of Expressions of False Power. This is an ideal time to include the idea of substance abuse as a means of exercising false power.

The discussion of personal power is extremely important, as the search for power in life can be an unconscious process unless deliberately addressed. Additional themes to explore include giving away power, taking power, the difference between power and control, and the abuse of power.

Time Table: between two and four weeks.

Supplies Needed:
- poster board
- colored pencils
- assorted markers
- charcoal pencils
- sketch pads
- paints
- assorted paintbrushes

Note: Alternative activities can assist in developing this theme. Activities at the animal shelter and adventure programming offer significant opportunities for enhancing school-based programming. Themes brought out here can be reintroduced during alternative activities.

MAKING A BOWL – WHAT NOURISHES YOU?

This is a good activity for well-established groups.

Have supplies ready when group members arrive. Begin group with a discussion of "Nourishment of the Self". What nourishes human beings besides food? Pass out clay, and have participants work on molding bowls as they talk. Allow the forms to emerge as part of the overall group process. When the bowls are done, set them aside for decoration during the next session.

Continue the discussion of nourishment during the following session as the bowls are decorated. Go around the circle and have each group member describe some sort of nourishment that they would like in their bowl. Encourage them to offer something to members of the group.

This activity can be very powerful, allowing each group member to share significant parts of themselves with other members. It also allows LRP staff to recognize positive work that group members have accomplished and to point out the strengths that each group member possesses.

Time Table: Two to three group sessions.

Supplies Needed:
• molding clay
• paint
• assorted paint brushes

MINE FIELD

This is an activity which provides an opportunity for each group member to explore personal issues surrounding healthy relationships and trust. It is a good activity for well established groups. Group members experience a situation where they have to trust another person and practice the skills of peer support, communication, and respecting others.

In the activity, group members operate in pairs. Consider how the pairs are formed - it's a chance to work on relationships. One person is blind-folded (or keeps eyes closed) and cannot talk (optional). The other person can see and talk, but cannot enter the field or touch the person.
The challenge is for each blind-folded person to walk from one side of the field to the other, avoiding the "mines", by listening to the verbal instructions of their partners. All group members have the opportunity to maneuver the course with their eyes open before they form pairs.

LRP staff should have the activity space set up before the group members arrive. This activity can be conducted inside or outside. If at all possible, go outside. Inside, fixed furniture can become objects to be avoided. Set area boundaries with lengths of rope or traffic cones. Distribute (scatter) "mines" e.g., balls or other objects such as bowling pins, cones, foam noodles etc. in the delineated area. Squeaky dog toys are especially good.

The facilitator plays an important role in creating an optimal level of challenge: consider introducing more items or removing items if it seems too easy or too hard.

Establish a concentrating and caring tone for this activity. Trust exercises require a serious atmosphere to help develop a genuine sense of trust and safety.

It can help participants if you suggest that they each develop a unique communication system. When participants swap roles, give participants some review and planning time to refine their communication method.

Consider coaching participants with communication methods (e.g., hint that they could benefit from coming up with clear commands for stop, forward, left, right, etc.).

Allow participants a short period (less than 5 minutes) of planning time to decide on their communication commands, and then begin the activity.

Be aware of blindfolded people bumping into each other.

The facilitator(s) can move around the playing area to help prevent collisions.

The activity can be conducted either one pair at a time or with all pairs at once (creates a more demanding exercise due to the extra noise/confusion).

It can be conducted as a competitive task - e.g., which pair is the quickest or has the fewest hits?
Decide on the penalty for hitting a "mine". It could be a restart or time penalty or simply a count of hits.

At the end of the course/round partners switch roles.

Upon completing the activity, here are some questions that will help guide the discussion:

- On a scale of 1-10, with 1 being very little and 10 being a lot, how much did you trust your partner at the start?
- On a scale of 1-10, with 1 being very little and 10 being a lot, how much did you trust your partner at the end?
- What is the difference between going alone and being guided by another?
- What ingredients are needed when trusting and working with someone else?
- What did your partner do to help you feel safe and secure?
- What could your partner have done to help make you feel more safe/secure?
- What communication strategies worked best?

Additional questions to consider for discussion:
Minefield involves complex activity, communication, coping with stress, and other personal and interpersonal qualities. You experienced this blindfolded and not blindfolded, and you observed the way others handled the situation.

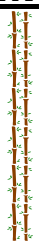
1. What did I learn about myself (Did the exercise show that you have characteristic ways of relating to others that are different or similar to those of others? Did the exercise show that in a particular type of situation you act in a particular way, you typically feel happy or anxious or angry, etc.?)
2. What did I learn about someone else in the exercise? (Did you see something new about "Johnny"? He seems capable of feeling more intensely than I imagined, or she becomes inattentive when things are stressful)
3. When I think about what I did during the exercise, were there other options for action on my part that:
    1. I did not see at the time?
    2. I saw but chose not to pursue at the time?
    3. What were the consequences (1) for me and (2) for others for what I chose to do?

Time Table: One group session

Supplies Needed:
Traffic cones or lengths of rope to indicate the boundaries (e.g., 50 yard rectangular field)
Bowling pins or many soft objects, such as larger balls, cushions, squeaky toys - the more the better
Blind folds (can be optional) 1 per pair of teens

http://www.wilderdom.com/games/descriptions/Minefield.html

HELIUM STICK



This is a good activity for a new group. It promotes learning how to work together and communicate in small to medium sized groups. Relationship building occurs during the team building experience.

The activity may be conducted inside or outside. Enough space is needed for the helium stick to be held horizontally by teens standing in a row on each side of the stick.

Line up the group members in two rows. Group members should be facing each other.

Introduce the Helium Stick - a long, thin, light rod.

Ask participants to hold their arms out with their index fingers pointing out.

Lay the Helium Stick down on their fingers. Get the group to adjust their finger heights until the Helium Stick is horizontal and everyone's index fingers are touching the stick.

Explain that the challenge is to lower the Helium Stick to the ground.

The catch: Each person's fingers must be in contact with the Helium Stick at all times. Pinching or grabbing the pole in not allowed - it must rest on top of fingers.

Reiterate to the group that if anyone's finger is caught not touching the Helium Stick, the task will be restarted. Let the task begin....

Warning: Particularly in the early stages, the Helium Stick has a habit of mysteriously 'floating' up rather than coming down, causing much laughter. A bit of clever humoring can help - e.g., act surprised and ask what are they doing raising the Helium Stick instead of lowering it! For added drama, jump up and pull it down!

Participants may be confused initially about the paradoxical behavior of the Helium Stick.

Some groups or individuals (most often larger size groups) after 5 to 10

minutes of trying may be inclined to give up, believing it not to be possible or that it is too hard.

The facilitator can offer direct suggestions or suggest the group stops the task, discusses their strategy, and then has another go.

Less often, a group may appear to be succeeding too fast. In response, be particularly vigilant about fingers not touching the pole. Also make sure participants lower the pole all the way onto the ground. You can add further difficulty by adding a large washer to each end of the stick and explain that the washers should not fall off during the exercise, otherwise it's a restart.

How does it work? :

The stick does not contain helium. The collective upwards pressure created by everyone's fingers tends to be greater than the weight of the stick. As a result, the more a group tries, the more the stick tends to 'float' upwards.

Process / Discussion questions:

- What was the initial reaction of the group?
- How well did the group cope with this challenge?
- What skills did it take to be successful as a group?
- What creative solutions were suggested and how were they received?
- What would an outside observer have seen as the strengths and weaknesses of the group?
- What did each group member learn about him/her self as an individual?
- What other situations (e.g., at school, home or work) are like the Helium Stick?

Time Table:

One Group Session

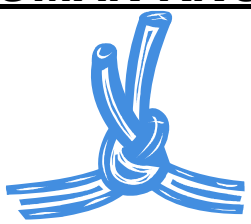
~5 minute briefing and set up
~15 - 20 minutes of active problem-solving (until success)
~15 - 20 minutes discussion

Supplies Needed:

- 1 ten foot “helium stick” (lightweight flat, ½ inch x 10 ft. stick). It can be obtained at a hardware store or lumberyard.

(http://www.wilderdom.com/games/InitiativeGames.html)

HUMAN KNOT



This is a great activity for a new group. It is a Name Game/Get To Know You activity. It involves group members interacting in close proximity to one another. This is a team building activity that can focus the group on working together, understanding the need for communication skills, leadership, problem solving, and trust.
Standing in a circle, group members reach across and shake hands; each hand connecting to a different person. The group then tries to unravel the "human knot" by unthreading their bodies without letting go of each other people's hands.

1. Ask participants to form a circle, shoulder-to-shoulder.
2. Encouraging/urging participants to all stand closer can be a subtle way of helping to prepare them for what is about to come.
3. Ask participants to each place a hand in the middle of the circle and to grasp another hand.
4. To emphasize learning of names and get a bit of fun going, ask participants to introduce themselves to the person they are holding hands with.
5. Then ask participants to put their other hand in the middle, grasp a different person's hand, and introduce themselves to one another.
6. Don't let participants let go of hands - some will be tempted to think the activity might then be over - but it is only just starting.
7. Explain to participants that what you'd like them to do is untangle themselves, without letting go of hands, into a circle.
8. There will be a mixture of reactions, often including nervous laughter, fun, amusement, excitement, trepidation, strong suspicion that it can't be done.
9. Participants may change their grip so as to be more comfortable, but they are not to unclasp and re-clasp to undo the knot.

If you want name-learning emphasized, then explain that whenever the group is talking to someone or about someone, that the person's first name must be used. Using names helps the group to work together to find a solution. Communication is more accurate when names are used.

This activity involves physical contact. If group members might have problems with contact due to culture, or social or psychological problems, then it should not be used as an initial exercise.

Ideal group size for this activity is 10, but it can be done with 7-16 people. The activity becomes more difficult as the group size increases because of the physical complexity and because there is less room to move.
There may be little progress for about 10 minutes. Once the initial unfolding begins the pace will move more quickly to the solution.
There are times when there is a very fast solution, it was too easy. Ask the group to try the task again, it is usually harder the second time. If the task seems too hard and participants seem to make almost no progress, let them struggle for about 10 minutes, then offer the group one “unclasp” and “reclasp” of their hands. The group members will need to discuss and decide what “unclasp/reclasp” would be most useful.
Most of the time a full circle falls out of the knot, but occasionally there are two or even three interlocking circles. The task is to sort the knot out into its simplest structure.
During the activity it is relatively easy to notice who is talking, who is not, who seems comfortable, who doesn't. Sometimes the natural leaders are not in a good position to lead, do they try to dominate or do they sit back and just do what they can? Sometimes, a new leader emerges as a result of their position in the knot which can change the group dynamic.
It is important to provide help if the activity proves too difficult. This might be encouragement that it can be done (some groups lack confidence and would give up too early), helping a couple of people communicate to find a solution to part of the knot, or allowing an “unclasp/reclasp.” The task should be challenging, but especially as an initial activity, it should give the group some initial confidence and momentum in being able to work together to solve problems.
Process/Discussion Questions:
How well did you think the group worked together?
What could have been done differently?
What do you think you've learned from this activity that you can apply to other areas of your life?

Time Table: one group session

http://www.wilderdom.com/games/descriptions/HumanKnot.html#SetUp

THE SECOND COMPONENT

Community Volunteer Experiences

THE SECOND COMPONENT
Community Volunteer Experiences

Helping Hands & Healing Hearts

A vital philosophical tenet of this program is the belief that individuals have a drive to find increasing levels of meaning and purpose in their lives. Important aspects of this ongoing process include the confidence to begin this very personal search and the courage to become self-aware in the process. Successful work with animals places adolescents in powerful roles of becoming healers, agents of change who have the ability to make a difference and solve problems. While some participants have ultimately chosen career paths that are based on animal science, every participant gains the experience of having made a significant contribution to ending the suffering of an animal in need. Adolescents in LRP gain in resiliency and self-efficacy and this powerful experience encourages participants to identify individual meaning and purpose, and thus set personal goals for themselves. The experience of making a genuine difference in the world encourages teens to adopt a lifestyle that includes altruistic behaviors.

Adolescents participating in LRP typically volunteer for 3-4 hours at the rehabilitation shelter one day a week after school during the school year and for additional hours during the summer months. These summer activities continue LRP programming going even though the in-school groups are dormant. Volunteers work in small groups and perform a wide variety of animal related tasks, some administrative support, and occasionally assist with fund-raising projects.

In order to help adolescents discover their inner strengths, their ability for care giving, and to develop their resiliency and empathy, all groups focus on <u>two main volunteer experiences through the year: animal rehabilitation, and the puppet project.</u>

Adolescents also work with pet adoption agencies, homeless shelters, and senior centers. Though these community volunteer experiences, adolescents learn about their community, devlop empathy and learn about overcoming obstacles. They have an opportunity to examine their values, and gain awareness and insight into their own behaviors.

Animal Rehabilitation

Volunteering with abused animals is a vital component of the Leadership and Resiliency Program (LRP). Volunteering with abused animals helps participating adolescents develop the critical resiliency factor of care giving by directly placing participants in that role in an environment that is structured and safe. This work allows staff to model healthy empathy. Differences between caregiving and caretaking (along with co-dependence) can be easily explained, with active discussions regarding the differences being built into the programming.

The act of volunteering on a regular schedule, and having this activity become part of a normal routine, helps young people develop an identity as a caregiver. Research clearly demonstrates (see bibliography) that individuals with an identity that incorporates a caregiving role are more able to survive significant adversity and have the inherent ability to turn a challenge into success. Developmentally, the major task of adolescence is to develop identity, and programming such as this diverts identity formation from activities that may lead to chronic criminality and addiction to roles which promote psychological health and physical well being.

Teens who have survived abuse and/or neglect themselves are often drawn to assist other creatures that have suffered through abuse and neglect. Ongoing contact and support for the healing of these creatures can initiate and enhance an internal healing process within these teens. Research has conclusively linked an early experience of abuse and/or neglect with increased risk for abusing alcohol and other drugs (see bibliography). This risk can be reduced by addressing such hurtful experiences in LRP programming, enriched by caregiving for abused and neglected animals. Adolescents with emerging mental health or other concerns often find working with abused animals provides an ideal medium for exploring symptoms that may be frightening and bewildering.

Animal-related tasks can include:

- grooming and washing horses and other large animals
- doing basic ground work and socialization with abused horses
- walking and socializing dogs and cats,
- grooming and bathing dogs
- rotating animals in cages and runs
- assisting with medication and worming schedules

- feeding
- maintaining equipment storage areas and tack rooms

LRP participants have also been involved in at least one annual project to support the animal shelter beyond the volunteer experience. These efforts promote citizenship and participation at the shelter in new ways. Examples include:

- Used Tack and Horse Blanket Sale- taking up to four months of preparation and one weekend of sale efforts. This is a major fund-raising project that involves planning, preparation, communication and setting goals. Funds raised from the sale are used at the shelter for a purpose chosen by participants. In the past, this money has been used to rescue horses from slaughter sales, with the participants naming the horses as they arrive at the shelter.
- Beautification Project- funds from a grant were earmarked for a beautification project. For one project, youth selected and then planted flowering plants on the shelter grounds. Another time, funds were used to purchase gravel to establish walkways at the shelter. Again, youth planned, prepared, and implemented their project.

The powerful emotional bond and genuine contribution to the well being of abused animals has contributed significantly to the popularity of this aspect of the Leadership and Resiliency Program and has been a significant factor in the low attrition rate.

Participants who volunteer regularly at the rehabilitation shelter become a vital component of a community of individuals dedicated to the healing and humane treatment of animals. This sense of belonging is extremely important when working with adolescents, as it provides a healthy peer group and access to various positive adult role models. The powerful adolescent drive to bond is thus satisfied within a psychologically healthy, contained environment. This environment in turn promotes and reinforces a “no use” lifestyle.

Adolescents also find themselves in an environment that supports the setting and slow, planned achievement of long-term goals and short-term objectives. Socializing an abused dog or rehabilitating a horse in the final stages of starvation can be extremely slow and tedious work. The cultivation of patience, delayed gratification, and a future oriented perspective are natural components of this process and are traits that

become continuously enhanced over long periods of time. Through long-term participation at the shelter teens form behaviors and attitudes that incorporate these traits.

The majority of participants in the program have experienced minimal success in their communities, schools and home environments during their adolescent years. Success, positive experiences with adults, and community recognition are not generally components of their everyday lives. Their volunteer efforts with abused animals change these norms and place at-risk youth in roles where success is guaranteed. Environments of success are important when attempting long-term behavioral change and productive attitude formation. Reinforcement of success is assisted through positive press coverage and recognition of leadership activities in newsletters and in the school setting. LRP group members have been nominated for various community service awards, and this is also a very healthy and beneficial event in their lives.

Organizations replicating LRP should seek out a humane shelter in their community. Volunteer experiences for youth can be a challenge since many shelters do not allow volunteers to be under 18. If finding a shelter is an ongoing concern, organizations should seek out some other animal-related project. Contact with wild animal rehabilitation sites, farms, veterinary clinics, or riding stables have proven, in some cases, to be a reasonable alternative. Other adaptations should be discussed with LRP prior to implementation.

The Puppet Project

The LRP Puppet Project is another community volunteer experience that involves participants in a project designed to place them in a leadership role within the community. Students prepare for and perform puppet shows for elementary school-aged children in various school and community settings. Skit themes include education about alcoholism and addiction; social skills, including teasing and feeling different; and conflict resolution and mediation. Students meet with children following performances in order to answer questions about the puppets and to pass out small treats. Local newspapers often provide media coverage for these performances and key community leaders are invited to attend some performances.

This activity places student participants as teachers and advisors and provides them with the experience of being a positive role model for younger children. A primary developmental task of adolescence is identity formation and this project becomes an ideal method of influencing positive identity development through experiences of success in community and school domains. Participants in a Puppet Project often experience increased school and community bonding, both of which are vital protective factors for youth. This experience is also helpful in forming positive attitudes about the existing social structure of their schools and communities. These factors are highly important in reducing the risk for long term negative behaviors. Pro-school and community attitudes are also important factors in reducing the potential for substance abuse experimentation and addiction.

Press coverage and participation of community leaders is an important component of the Puppet Project and provides reinforcement for student participants in their new roles as young citizen leaders. Many students participating in LRP have had negative experiences in their communities and have been labeled “troubled” or “bad”. The responsibility and leadership experience offered by the Puppet Project helps develop and reinforce self-efficacy and encourages youth to seek out positive roles for themselves. Families are often able to attend and see their young people in successful, positive roles, further reinforcing and bolstering family bonding and initiating a process of high expectations for youth within their family. Additionally, the Puppet Project educates community members about the potential for success that all at-risk youth possess and helps develop a norm of acceptance and positive regard towards adolescents.

Presentations to youth groups generally include at least one skit about alcoholism or addiction in the home or conflict resolution. Some adolescent participants have experimented with or are experimenting with alcohol or another substance of abuse. Others may be struggling with issues of anger management. By placing these students in the position of becoming educators and role models advocating responsibility and messages of “no use” and “peace”, the Puppet Project encourages an internal conflict between behavior and identity. The experience of cognitive dissonance is powerful, encouraging young people to independently examine their belief systems and behaviors.

This process is especially powerful when it is allowed to occur naturally, and is experienced and voiced by student participants. Only after youth

participants broach such subjects do LRP staff members initiate discussions on hypocrisy, the struggle of attempting to internalize opposing belief systems and the idea of consistency between behavior and ideology. These discussions generally include disclosure regarding participants' experiences in the home, and the disappointment that they feel when advised to refrain from negative behaviors in which adults partake. Personal disclosure is also common, and often involves the experience of feelings of shame, disconnection from significant adults and lack of personal direction in life. Staff members NEVER lecture or give students messages of "Just Say No." For cognitive dissonance to be effective, the internal conflict must be generated within the student.

LRP group discussions demand integrity and courage from all parties involved as student participants are engaging in the preliminary stages of adopting personal attitudes and behaviors that have the potential of guiding them into and through their adult years. LRP staff members need to be familiar with the use of the self as a growth tool, and be consistent in their philosophy and guidance. The Puppet Project usually facilitates strong bonds between students and staff members, providing students with the experience of positive and supportive adult role models.

Important Considerations:

Care needs to be taken when in contact with a wide variety of animals coming from abusive and neglectful environments, especially where diseases may have gone untreated. This volunteer experience is quite challenging to establish in replication sites and is a key area of concern. Many shelters do not permit volunteers under the age of 18. Many details need to be negotiated prior to any shelter work experiences.

Teens should not have any contact with animals unless both agency and shelter Releases and Statements of Understanding are signed. Some shelters may require proof of insurance or an insurance rider. Emergency Care Sheets, including the name and phone number of a parent, guardian or emergency contact and the physician name and numbers are kept on site, generally in the first aid kit. Emergency Care Sheets should also include known allergies and medical conditions, prescriptions and medications being taken and a release that allows emergency treatment to be provided if necessary. Participants should also agree to adhere to shelter guidelines and to consult regularly with shelter staff during volunteer time.

All animals are evaluated by shelter staff, and only those deemed safe to work with are handled by volunteers. This evaluation includes both a veterinary evaluation and a behavioral one. Additionally, all animals must be current on vaccines before they are handled in any way. Adolescent participants are introduced to new animals, learn their stories, symptoms, health concerns if they exist, and the plan for rehabilitation. They also receive updates on animals they have worked with before. Shelter personnel communicate which animals are to be worked with and which ones aren't. Adult supervision is provided at all times, whether or not teens are working with animals. Youth may not take animals off the property unless it is for a group hike. Youth may not leave the property without a chaperone for any reason.

Some animals have diseases or conditions communicable to humans (ringworm, lice) and must be handled with caution. Teens may opt out of activities with contagious animals. Adolescents working with such animals should wash with surgical scrub after working with the animals and told to immediately put their clothes in the wash when they return home. They are also advised to take a shower as soon as they get home. Parents and guardians are informed of this advice as well.

Adolescents are required to wear closed-toed shoes when working with large animals. They should also bring an extra t-shirt to wear if dogs or horses need to be bathed. It is advised that LRP staff have extra t-shirts available. Teens are expected to wear appropriate wet and cold weather dress. Extra rain ponchos, mucking boots, socks and fleece sweatshirts should be available if needed.

Individuals not used to being around large animals are introduced to them slowly. Teens learn to work with horses in particular on a gradual basis under direct and constant adult supervision. Adult supervisors are always experienced in the management and care of horses and are able to teach adolescents basic grooming skills, how to work on ground manners and how to apply basic first aid. Participants may opt out of equine related activities, but if they suffer from a fear of large animals they are expected to work on this fear during group or individual processing time.

Adolescents with allergies or asthma, or who have allergic reactions to bee stings, are expected to have appropriate medications for these conditions. An extensive first aid kit should be maintained in the group leader's

vehicle, and emergency numbers should be posted in the shelter. Many individuals who are allergic to cats and dogs find that they are able to work with horses and other farm animals. In some cases, and upon appropriate consultation with parents, individuals may be required to obtain a physician's approval before volunteering.

Any incidents that occur are documented, including date, time, incident, adolescent(s) involved, animal(s) involved, and response. Parents are to be notified immediately. Shelter staff and agency supervisors are also notified. Organizations replicating this program need to establish clear incident reporting requirements and assure that staff members understand the policies of the shelter, the organization, and the school. The original program has had no incidents that were related to shelter animals but thorough risk assessments followed by risk management procedures have been established.

The most important component of a risk management plan is to involve LRP staff experienced around animals, who constantly provide effective supervision, and who are aware of the emotional and physical conditions of the adolescent participants. If staff members are not comfortable around animals, this will be reflected in the work and quite apparent to youth participants. A proactive, preventive approach is absolutely necessary and provides for a safe, therapeutic and fun experience.

Finally, it is critical to establish warm and supportive working relationships with shelter staff. This will require LRP staff to spend time at the shelter without youth present, in order to establish relationships, learn procedures and gain familiarity with animals. Counselors must respect the role of being a volunteer and a guest, and actively work at being a member of the shelter community.

LRP staff should receive first aid training to further reduce risk. They must be sensitive to potential dangers of dehydration and exposure to the sun during summer months. The next section provides detail about recommended supplies for work at a farm shelter such as the one described.

RECOMMENDED SUPPLIES

Volunteering at an animal shelter, particularly a farm shelter, requires

basic supplies and an agency-approved budget. Without appropriate support, volunteer activities become impossible to conduct.

TRANSPORTATION – Organizations should have access to a large vehicle (such as a full size van or sports utility vehicle) in order to transport adolescent participants to the site. Supplies and equipment will also need to be transported.

FOOD – Bottled water is critical to have in abundance, particularly during warm weather. Lunch items and snacks are also important, particularly when volunteering for whole days. Work on a farm is much more intense than the activity most adolescents usually participate in, and appetites are generally bigger. It is important to have enough coolers and ice to accommodate transported food and beverages.

SUNSCREEN WITH INSECT REPELLENT AND LOTION – These items are critical in warm weather months for the prevention of sunburn and insect bites. Work on a farm shelter entails a great deal of time spent outdoors in the elements, and effective preventive efforts are necessary.

SPARE CLOTHING – Including extra t-shirts, rain ponchos, fleece sweatshirts, hats, socks, tennis shoes and mucking boots. These items can be stored at the shelter or in the vehicle used for transportation. Extra clothing is important to have when weather might change dramatically, during severe cold and when participating in activities that may require a change of clothes, such as bathing or medicating animals.

TREATS FOR THE ANIMALS – If permitted by the shelter, small treats for animals can help the shelter in operating costs and helps participants establish emotional bonds with the animals at an accelerated pace. Treats are especially important when animals have never had them before, as they become a part of the process of socialization.

CAMERAS/FILM/DEVELOPING – An important aspect of the work at the shelter includes on-going documentation of activities. Pictures help to educate the public regarding the program, and provide important mementos for participants. They are also helpful to include in some grant proposals.

Finding A Partner Shelter

Finding an animal shelter or rescue organization as a partner is an important process. Identifying a “no kill” or “last resort” shelter is important, so adolescents are not constantly faced with the deaths of animals when bonds have been established. Many appropriate shelters and organizations exist throughout the country, and it takes only a few phone calls to determine their euthanasia policies.

Shelters must also be open to the active involvement of volunteer groups, and welcome the participation of adolescents. Shelters need to be aware of the nature of the programming, and of the fact that participants include or are comprised of at-risk youth. Shelters or organizations that hold any misgivings at all should be avoided. A shelter that welcomes such a program will work with LRP regarding releases of liability, required forms, guidelines and volunteer agreements. They will also welcome the opportunity of meeting with LRP staff intermittently to evaluate the program. Insurance is an important issue when choosing a shelter partner. The cost to participating shelters is high and is a good indicator of the level of commitment that shelters have for youth.

It is a good idea to conduct a mutual interview with a potential site, asking about their experiences with youth and volunteers in general. Have a very clear understanding of the nature of the animal contact available to volunteers. Ask to see volunteer guidelines and policies, and ask to speak with volunteers who have been with the organization over six months. Be cautious of organizations unwilling to provide such references. When speaking with volunteers, feel free to ask about both positive and negative experiences with the organization. A background check in the local community will also be helpful in determining the reputation of the facility.

As in the school setting, LRP staff need to be continuously aware of the fact that they are in a host environment. The primary mission of shelters is focused on healing animals and finding them homes. LRP programming should not detract from that mission but enhance the efforts of the shelter to make the relationship mutually beneficial.

Ideally, shelters or organizations should be located locally. Sometimes, however, the best organization is located outside of the immediate area. The travel is worth the extra effort if it is the right place, offering the right opportunities for youth participants. Shelters or organizations that work with a wide variety of animals are preferred choices. Organizations that include equine rescue are ideal, as the size and temperament of the animals make them ideal for therapeutic intervention. This can be a replication challenge, especially for urban areas. Adaptations should be discussed with the original LRP program staff.

Generally the shelter is included in the overall evaluation of the program. Evaluation of the original LRP program indicates that participation in animal-related activities is a predictor of success within LRP. It is

productive to have adolescent participants self-evaluate their experiences at the animal shelter in written form (sample forms are included in the appendix). Discussions of these self-evaluations during group times have been helpful.

The Middleburg Humane Foundation: A Look at the Original LRP Animal Rehabilitation Site

The Middleburg Humane Foundation (MHF) is a private, non-profit organization dedicated to the rescue and rehabilitation of abused, neglected and at-risk animals. It also educates the general public on responsible care of animals. The organization was founded on a small, five-acre farm located in Marshall, Virginia. This shelter is home to a large number of animals in various stages of rehabilitation, including dogs, cats, horses, ponies, mules, goats, and calves. After rehabilitation, animals are available for adoption. Special care is taken in matching animals with new homes.

Special educational programs are offered through the Foundation, including a Chained Dog Program, an Equine Rescue Program and a Pet Therapy Program aimed at a local nursing home. Volunteers are a critical part of the organization and make the educational activities as well as day to day operations possible.
Facilities at the farm shelter include three fields for large animals including a quarantine area, two run-in sheds, a tack room, a large outdoor play area for dogs, six outdoor kennels with runs, an indoor/outdoor play area for cats, an indoor feline facility, a medication room, offices and living quarters.

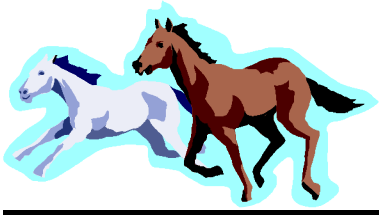
The Middleburg Humane Foundation is supported by private citizens and through fund-raising efforts. It receives no local or state governmental funding. The website for Middleburg Humane is www.middleburghumane.com.

GROUP ACTIVITIES

For

The Second Component(Community Volunteer Experiences)

Animal Rehabilitation



When arriving at the shelter the LRP staff check in and receive a list of prioritized activities. LRP staff then meets with teens to discuss the list, discuss the animals (including anecdotes from the previous visit), set goals and to determine a realistic ending time which leaves time for a group discussion. The group generally divides into smaller teams, each with its own goals. Some teams may be working on very short-term projects, such as feeding a group of animals, while other teams may be working on long-term projects, such as the Tack Sale. Team members self-select which activity they will participate in, with the LRP staff member encouraging a group process of prioritization. A philosophy of service is emphasized, and group members are expected to put the needs of the shelter before their own personal desires.

Group discussions occur at the end of every outing. Discussion themes are derived from the day's activities and experiences with animals. Every interaction an adolescent has at the shelter should relate in some way to their current emotional situation or lives. The three resiliency areas of health relationships, goal-setting, and coping strategies are natural areas of focus. It will become obvious that many of the discussion groups which have relevance flow from the school setting to this volunteer site setting. Many of the discussion outlines and themes presented below are appropriate for multi-day or multi-week programming. Certain themes tend to become universal and are repeated and affirmed in all program components.

The following pages provide an overview of various shelter activities, goals for youth, goals for animals, and detailed process questions. Each activity can be removed an photocopied to be used by staff as a process guide for staff replicating the program. Not all questions need to be asked; they are simply a resource for staff to use as needed.

Socialization of Dogs & Puppies

With this activity, youth can:

- experience the role of a healer
- plan, implement and complete an activity
- appropriately manage behavior of the dogs
- conduct all activities within shelter guidelines
- identify varying needs of dogs and plan accordingly
- serve the shelter
- begin to identify potential risk and to understand the importance of risk management procedures.

For the animals, the goal and objective is:

- become familiar with and welcome human contact
- become leash trained
- learn basic obedience, including the commands “down”, “sit” and “come”
- successful adoption of the dog (long term goal)

Activities: Specific activities will be dependent upon the animal in question. Some dogs may need someone to sit in their run with them as they become accustomed to human contact, while others are ready to begin leash work or basic obedience immediately. Every dog is initially evaluated by shelter staff as to temperament and socialization level. Emphasis is placed on touching, petting and using the voice in a positive manner. Discipline is firm, immediate and never abusive. LRP staff and experienced participants should be able to model appropriate discipline, as well as explain the necessity for it. Puppies are introduced to the leash slowly, and in a group setting, if possible.

Numerous resiliency traits are introduced and reinforced through this activity. Ideally, these traits are discussed during the group time for processing and carried over for discussion during other group and individual meetings with youth. Continuous verbal and non-verbal reinforcement of these traits is important to facilitate optimum success. Major resiliency traits supported by this activity include:

- Reinforcement of caregiving role,
- Short and long-term objective and goal-setting,
- Future-oriented perspective,
- Ability to delay gratification,
- Humor,

• Internalized norm of high expectation,
• Experience of and reinforcement of self-efficacy,
• Healthy and productive relationships with adults and peers.

Time Table: Time tables for socialization can vary significantly due to the wide variety of dogs that come into the shelter. Some dogs need only short term work, easily accomplishable in four or five weeks. Dogs that have experienced long-term abuse need more time, sometimes up to five or six months.

Process/Discussion Questions: Due to the broad nature of presenting issues, group discussions regarding the socialization of dogs and puppies can vary. Some significant themes with supporting questions are as follows:

How Can Anyone Abuse a Helpless Animal?

- How does abuse begin in the first place?
- Exactly what is abuse?
- Is neglect abusive?
- Does abuse pass from generation to generation?
- If so, how do you stop it?
- How does it make you feel to be with an animal that was badly abused?
- How do you feel when you help the animal heal?
- How do people and animals change as the result of abuse?
- What seems to be the best way to help animals that have been abused?
- Is it possible for animals that have been abused to recover from their experience?
- What is the difference between care giving and caretaking?
- What is co-dependence and how is it destructive?

Boundaries:

- How do you keep from worrying too much about the animals?
- How do you give a part of yourself to the healing process without giving too much?"
- How do you recognize when you are too involved?
- How do you take care of yourself when you are taking care of others?
- Are there times in your life when you had to take care of others and

the experience was good? Was bad?

- How do you manage the experience of feeling sad? Of feeling angry?
- How do you support your peers when they are sad or angry?
- What does the word “boundary” mean to you?”

Discipline:

- Why do dogs need to learn discipline?
- What will happen to them if they don’t learn discipline?
- Why is discipline ultimately a kindness?
- What is the difference between discipline and abuse?
- How do you enforce rules gently?
- What happens when you try to instill discipline when a dog has been abused?
- How is it different to work with a puppy born at the shelter?
- Give examples of discipline that has been good for you ...bad for you.”
- Discuss discipline styles, have each participant identify their own discipline style. Is it different from their parents discipline style? Would they want to change their own discipline style?

Loyalty:

- Dogs are renowned for their loyalty, even when they are treated badly. What does loyalty mean to you?
- Have you ever been loyal to someone when they have treated you badly or gotten you into trouble? Who? – the description of a relationship, not a name, may be more appropriate. Describe the situation.
- Are there times when loyalty is a bad thing?
- Who or what are you most loyal to?
- How does it feel when you have been loyal to something or someone and you have been betrayed? What have you done with those feelings?
- How can we learn from situations where we have experienced betrayal?
- What does genuine friendship mean to you?

Playfulness:

- What was the best part about playing with the dogs today?
- What is the difference between playing and training them?
- Are there times when they just need to play? Do we as humans

need time to play?

- Why do we forget this part of ourselves?
- Do we sometimes take ourselves too seriously?
- What do you do to play? What would you like to do?
- Do you ever play as a family? Would you like to?
- Do you plan on playing as a family in the future when you are an adult?

Growth (usually a theme when we have puppies)

- What changes have you noticed in the puppies over the past few days/weeks?
- What do you think of their mother/lack of a mother? How do the puppies who don't have a mother differ from the ones who do? How does this relate to parenting?
- What responsibilities do you think a parent has? What makes a good parent?
- What growth have you seen in yourself in the past six weeks? Six months? Year?
- Are you growing in a direction that you are happy with?
- Do you have any personal goals for your growth over the next six months? The next year?

Arguments (when groups of dogs don't get along):

- Are there times you don't get along with people?
- What happens when you have a conflict that you can't resolve?
- Have you ever been in a fight?
- What is worth fighting for?
- Are there different ways of fighting?
- What would be a healthy way of fighting?
- How do you feel when you argue with friends? "Parents? Teachers?
- What does peace mean to you?
- How can we help dogs to be less aggressive? How can we help ourselves be less aggressive ?
- Are humans by nature aggressive? Who are more aggressive, humans or dogs?

Dominance and Passivity:

- Dogs are hierarchical and organized into packs. Usually one dog is dominant, and others are ranked. How does this relate to human organization?

- Are you dominant or passive? Is there a difference between dominant and aggressive? Dominant and assertive?
- Are there people in your life who have dominance over you? In healthy ways or unhealthy? Is this changing now that you are a teenager?
- How do you feel when you are confronted by aggression?
- Describe social relationships with your friends.

Scapegoats:

- Sometimes in a pack there are dogs who are at the very bottom, who eat last and who all the other dogs pick on. Usually they are physically the weakest. Compare this to the role of being a scapegoat in a dysfunctional family. Do you know anyone who is a scapegoat?
- Have you ever been a scapegoat?
- How do you feel when you see a dog picked on? How did you feel when you were picked on?
- Do you know anyone who is in a long-term scapegoating role? (This is an ideal time to introduce or review dysfunctional family roles)

Alcoholism, Addiction & Animals:

- Many animals are at the shelter because environments they came from are unsafe due to alcoholism or other addictions. What is the connection between violence and addiction?
- How has addiction harmed these animals?
- How far can the influence of addiction go?
- Have you dealt with someone who was addicted? How has this experience shaped your life?

Celebrating Goodbye (when an adoption happens):

- Our work has been successful and now it is time to say goodbye. How are you feeling?
- How are you dealing with feeling happy and sad all at the same time?
- How do you feel when you move on to new things in your life?
- How do you handle endings?
- What does “goodbye” mean to you?
- What is the most important gift that you gave to that particular dog?
- What do you hope the most for his/her future? How do you celebrate success?
- Have your successes been celebrated in your life?
- Name some of your successes.

Walking Dogs

With this activity, youth can:
- plan, implement and complete an activity
- work within shelter guidelines while providing service
- have an enjoyable experience with adults, peers and dogs
- be sensitive to the varying needs of animals
- understand the importance of risk management procedures

For the dogs, the objectives and goals are:
- Dogs in need of activity are walked; dogs recovering from surgery or with other special needs receive appropriate exercise; dogs receive human contact and healthy playtime.
- Physical fitness, leash manners, and socialization.

Activities: Walk dogs on paths that exist on the property. Take dogs on longer walks off the shelter property when appropriate. Shelter staff determine the physical capability of all dogs, particularly those in the process of active physical rehabilitation and those who are blind. Emphasis is placed on gentle touch, use of the voice in a productive, supportive manner and rewarding positive behavior.

Resiliency traits supported by this activity include:
- • Reinforcement of caregiving role
- • Short and long-term objective and goal-setting
- • Future-oriented perspective
- • Humor
- • Experience of and reinforcement of self-efficacy

Timeframe: This activity is planned and conducted in a single outing.

Process/Discussion Questions:

The Importance of Physical Activity and Physical Fitness:
- Why is it important to keep dogs physically fit?
- What happens to dogs when they are in poor physical condition?
- How do we recognize a fit dog?

- How do we take care of ourselves?
- What are our eating and exercise patterns?
- What are we doing to take care of our bodies?
- What are we doing that harms them?

Working with Physically Impaired Dogs or those in Rehabilitation:

- What is the difference between walking this dog and a healthy one?
- What do you have to be more aware of?
- How do dogs with permanent disabilities (e.g. blindness or amputations) cope with their surroundings?
- What adaptation skills do they use?
- Do humans use adaptation skills to cope with their surroundings?
- What are some of your adaptation skills?
- Can we learn to value a disability?

Responsibility:

- Some dogs try to run from their pens when it is time to walk them. Loose dogs may run and are in danger of being hit by a car. What responsibility do you take when you walk one of the dogs?
- What responsibilities do you have in your home?
- What responsibilities do you have in your life?
- How do you choose what to be responsible for?
- What are the consequences of being irresponsible?
- What have been some of your experiences with responsibility and irresponsibility?

Awareness:

- What are some of the things that you noticed about the dog you were walking?
- What is his or her personality?
- Did you take the time to develop a relationship with the animal? How aware are you in your life?
- Do we take the time to become aware of who the people are around us, or do we simply project things onto them?
- What did you like most and least about the dogs you walked?
- Why?

- **Obedience:**
- There were times during the walk when the dog had to obey you. What does obedience mean to you?
- Are there times when you have to obey a rule that you don't like or do

something that you don't want to do? Explain.
- Are there rules you value even if you don't like them?
- How do you feel being in a position where an animal has to obey you?

Socialization/Rehabilitation of Horses & Other Equines

With this activity, youth can:
- To experience the role of healer
- To plan, implement and complete planned activities
- To bring important issues to group discussion
- To identify varying needs of animals worked with
- To gain confidence in working with large animals
- To provide service to the shelter
- To understand the importance of risk management procedures.

Objectives & Goals for the horses are:
- To introduce the horse/equine to non-abusive human contact
- Regular grooming/bathing of animals
- To establish trusting relationships between horses/equines and adolescent participants
- Learn basic ground manners for horses/equines
- Successful adoption of the animal

Activities: Activities with horses and other equines will vary widely depending on the training level of the animals, their physical condition, and their temperament and experience of abuse and/or neglect. Activities may include grooming, haltering, leading, bathing and the introduction of treats. Some animals initially require the presence of human contact in the field. All horses are evaluated by shelter staff.

Resiliency Traits:
- Reinforcement of caregiving role
- Short and long-term goal-setting
- Honestly seeing and accepting one's circumstances
- Future-oriented perspective
- Ability to delay gratification
- Humor
- Internalized norm of high self-expectation
- Experience of and reinforcement of self-efficacy
- Experience of positive relationships with adults and peers

Timeframe: This will vary depending on the state of the horse/equine when it arrives at the shelter. Typically, horses present the longest-term projects of all animals LRP works with. Many require months of continuous work before positive change is noted.

Process/Discussion Questions:

Fear:

- Horses have an extremely strong flight instinct. Their first impulse upon encountering something that is unknown or that bothers them is to flee. Physically, their bodies have developed by being highly attuned to their surroundings. Horses also sense fear in others. What types of fears do you bring with you?
- What are your greatest fears?
- How do you confront fear?
- Are you able to help a fearful horse?

Confronting Timidity:

- Some horses that have experienced long term abuse demonstrate extremely timid patterns of behavior. These horses can be difficult to work with, as they tend to be very skittish. What are your observations about which horses demonstrate chronic problems with fear or timidity?
- How will our approach with these horses differ from others?
- Do we need to take special precautions?
- Do you have any long-term fears that you are coping with?
- What helps to make you feel safe when dealing with your fears?
- What is supportive to you?
- What is hurtful?

Managing Power:

- Horses are known for their strength. Native Americans have seen them as important symbols of power. What are your powerful aspects?
- What are your strengths? (have every participant in the circle list at least one)
- How do you build on your strengths?
- When you have a lot of power or self-confidence can you get carried away with it?
- How do you wisely manage the gifts and talents that you have?
- Is power something that you can develop in yourself?
- How might you go about doing this?

Setting Structure:

- Horses must know what they can expect from grooming and ground work. Consistency is very important, as are gentleness and the effective use of voice. Why is it important that the horses have consistency?
- Does consistency help them to adapt to their new surroundings?
- Does inconsistency build trust?
- How do you feel when parents, teachers or peers are inconsistent?
- Can you set structure for yourself?
- What are the good things about structure?
- The bad things?
- Can we find a balance?

Non-Verbal Communication:

- We use voice as a tool when working with horses, but we also communicate in a lot of non-verbal ways. Horses are extremely sensitive to non-verbal communication, and will try to 'talk' with you through their actions. What have you learned about how horses communicate?
- What is obvious and what is subtle?
- How do people communicate non-verbally?
- How do you communicate non-verbally?
- Take some time to really think about this and identify your own patterns.

Persuasion versus Force:

- Forcing a horse to do something doesn't work very well. But how do you persuade a large animal to do something, especially something that it doesn't want to do?
- What kind of relationship do you have to develop with the horse?
- Why is your relationship with a horse important?
- How do you feel when someone tries to force you to do something?
- Is it effective?
- How do you help a horse to understand a request?
- • "How does this apply to your every-day life?
- How does this relate to the non-verbal communication that we discussed before?

Developing Confidence in Tandem (Relationships!):

- Working with horses demands that we establish a relationship with

them, a partnership in healing. They need to trust us. How do we establish a trusting relationship?

- How do we build on our relationship?
- We can't just feed a horse treats and expect to be obeyed. What makes an effective relationship?
- What types of relationships do we have in our lives?
- How have they been formed?
- Are they effective? Do we have problem relationships?
- Why are they problems?
- How can we fix them?

Accepting Guidance from Others:

- Horses have to learn how to accept guidance from humans. We have to get guidance from the shelter staff on what to do. Is it difficult to accept guidance from others
- What is the role of our ego in this process?
- How willing are we to learn new things?
- Can we expect to be a good role model or a good teacher unless we are first a good student?
- Describe a situation when you have enjoyed learning something new.
- Describe a situation when learning something new was difficult for you.
- What was the difference?

Abuse and Neglect of Animals Means Humans too:

- Most people who abuse children and other people have abused animals at some time in their lives. How do people become abusers?
- How do we heal the short and long term effects of abuse?
- Consider some of the animals here that have experienced the most abuse. How have they healed?
- How have you had a part in that healing?
- How do we help humans who have been abused heal?
- What helps abusers heal?

The Experience of Strength and Healing:

- We have been working for a long time with this horse and we finally see that healing is taking place. We know this horse will live now. What are some of the signs of healing that we have seen over the past few weeks?
- When you are wounded in some way and begin the healing process, what lets you know that you are healing?
- How should we celebrate the strength and healing of this animal?

- How should we celebrate and acknowledge the internal healing that is taking place with you?

Letting Go of Attachments:

- We have known this horse for a long time, and finally he/she is getting adopted. It can be very hard to say 'goodbye' to an animal that you have worked with for so long. What is the best attitude to have?"
- How are you feeling now?
- What is healthy attachment?
- Is it hard to let go of things in your life? Why?
- What attachments do you have? Are they helpful? Do they ever hurt you?
- How can we find joy in this moment?

Coping with Death:

- Occasionally one of the animals dies. Sometimes the shelter buys horses at slaughter sales for the purpose of humane euthanasia, so the animal can avoid a three or four day trailer ride to slaughter when it is already in pain. How do we honor death as a part of life?
- What has this horse meant to us?
- What gifts were we able to give to this animal during the last days of his or her life? (Working with the death of an animal can be difficult, and many of the adolescents relate the experience with deaths in their own families, or among friends. In a time when adolescents are dying in increasing numbers, many participants can relate with the death of a friend. Often, processing the death of a horse helps them to cope with repressed grief they have experienced. Working with grief is a multi-week process, and, at the shelter, we always include the celebration of life with the parting of death.)

Socializing Cats & Kittens

With this activity, youth can:

- plan, implement and conduct an activity
- experience the role of healer
- spend time in play with adults, peers and animals
- provide service to the shelter
- understand the importance of risk management procedures

Objectives & Goals for the animals:

- spend time playing to socialize feral cats/kittens
- help keep them groomed
- adoption of cats/kittens

Resiliency Traits:
- Reinforced role of caregiver
- Short and long-term objective and goal-setting
- Future-oriented perspective
- Ability to delay gratification
- Humor
- Experience of and reinforcement of self-efficacy
- Positive relationships with adults and peers

Timeframe: This is an on-going project. Times differ dependent upon each cat/kitten.

Activities: Spending individual time petting and grooming adult cats recovering from surgeries. Playing with groups of kittens in the kitten play room. Holding semi-feral kittens so they become accustomed to human contact.

Process/Discussion Questions:

Independence:
- Cats are well known for their independence and desire for solitude. How are you independent?
- How are you dependent?
- What mix of the two would you say that you are?
- How does it feel to be able to work in a team and as an individual here at the shelter?
- How does being independent help you?
- How does it hurt you?
- Would you like more or less independence in your life?
- How can you achieve your goal?

Curiosity:
- We all know the saying 'Curiosity killed the cat'. We see the kittens that are very curious about the playroom, about each other, about the people visiting them. Are you a curious person?
- What positive things has curiosity brought you? What negative things?
- How do you protect yourself from too much curiosity?"

Solitude:

- Adult cats, especially, enjoy times of solitude. Are there times in your life when you have solitude?
- How do these times help you?
- If you don't like solitude, why?
- What are the gifts that solitude can give to us? (Self-reflection, time for meditation upon various aspects of our life, etc.)

Frustration:

- Sometimes working with feral cats can be frustrating, because they don't like to be around people and sometimes they have to be isolated. How do you deal with frustration in your life?
- When a cat hisses at you every time you go near him or her, how does that make you feel?
- How do rejection and frustration relate?
- What happens when you work with your frustration and you begin to change?
- Have the cats changed, or has your approach?
- What has really happened?
- What lessons can frustration teach?

Gentleness:

- Some of the kittens are tiny, especially the abandoned litters that we feed with replacement formula. They require special attention and a very gentle approach. Is there gentleness in your life?
- What is the difference between gentleness and vulnerability?
- What is the difference between gentleness and weakness?
- Why do you have to have strength to be gentle?

Assisting With Medications & Veterinary Procedures

In this activity, youth will:

- experience the role of healer
- identify needs of the animals being worked with
- understand the long-term purpose of a treatment
- plan, implement and conduct activities
- provide service to the shelter
- understand the importance of risk management procedures.

Goals/objectives for Animals:

- provide immediate relief from a presenting problem
- providing continuing assistance with longer term treatment
- alleviation of symptoms

Long-term goal: Alleviation of symptoms.

Timeframe: The timeframe is established by shelter staff.

Activities: These vary depending on the animal. May include worming horses, assisting in the worming of dogs and cats, irrigation of ears to treat ear mites, dipping dogs, applying preventative and curative formulas to dogs and cats, tending to wounds, bandaging and wrapping, hosing legs, packing hooves, applying poultices, medication, providing observations on the effectiveness of treatments. May also include assisting the veterinarians during procedures as necessary.

Resiliency Traits:

- Reinforcement of caregiving role
- Short and long term objective and goal-setting
- Honestly seeing and accepting one's circumstances
- Future-oriented perspective
- Ability to delay gratification
- Internalized norm of high self-expectation
- Internalized locus of control .
- Experience of and reinforcement of self-efficacy
- Experience of positive relationships with adults and peers

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Process/Discussion Questions:

Painfulness of Healing:

- Many times the healing process includes procedures which are painful or uncomfortable, such as cleaning out a wound or hosing a leg down with cold water. How do we help the animals through the pain of healing?
- What does the phrase 'sometimes it hurts to get better' mean?
- Were there times in your life when healing was painful?
- What did the painfulness teach you?
- How do you provide comfort to animal that is in pain? To a person in pain?

Making a Difference:

- How does it feel to make such a big difference with these animals?
- What parts of the healer role do you like the best?
- Are there any parts that are uncomfortable for you? What parts?
- How can we acknowledge our contributions as a group?
- Have we been able to make more of a difference as a group than we would have as individuals?

Deciding When to Live:

- Many of the animals who come to the shelter are in extremely poor condition. They are given the best veterinary care, but many times it comes down to the will of the animal to live. How do you know when an animal has decided to live?
- Do we have parts of ourselves that are striving for strength and healing?
- Have you consciously experienced a will to live, or to heal?
- Would you mind sharing your experience with the group?

Not Giving Up:

- Many times a number of different treatments have to be tried before the right one presents itself. How important is it that we keep on trying when things seem hopeless?
- Have there been times in your life when someone gave up on you?
- Describe your experience.
- Have you ever given up on yourself?
- How does it feel when someone believes in you?

Worming- Dealing with the Yucky Stuff:

- Sometimes we have to take care of the things that are hard to deal with. Looking at parts of ourselves that aren't productive isn't easy. What happens if we don't worm the animals?
- What happens to ourselves if we don't honestly look at patterns of behavior that hurt us?
- How does it feel once we start to genuinely look at the hard stuff, and then move on?
- What parts of yourself would you like to change?

Acceptance:

- •Some animals end up with permanent disabilities, like blindness or amputations. How do they adapt to their new found situation?
- When do you stop struggling against something and accept it?

- Are there issues that you have struggled with that you ultimately had to accept? Describe some of them.
- What happens when you are unable to accept the inevitable?

Meaning in Suffering:

- Almost every animal at the shelter has suffered in some way. While we would not wish this suffering on any person or any animal, now that it is here how can we honor it?
- What can we learn from this suffering?
- Can we become better individuals through the understanding of suffering?
- Are there times in your life when you have experienced suffering?
- How has it changed you?
- Have you grown as a person?
- What experiences are necessary for suffering to eventually have meaning?
- What meaning has there been in the suffering of these animals?
- What meaning has there been in your own suffering?

Genuine Compassion:

- What is genuine compassion?
- How do you know when you are experiencing compassion and not pity? How does suffering relate to compassion?
- What has been your most compassionate act at the shelter?

Farm Chores

With this activity, youth can

- Learn how to plan, implement and conduct an activity
- Understand the opportunity available for personal growth in ordinary situations
- Provide service to the shelter
- Understand the importance of planning for safety

With this activity, the shelter benefits from

- Having help maintaining daily operations
- Having assistance as necessary
- Having a clean, well running facility with a positive atmosphere and high standards for hygiene and animal care

Timeframe: Ongoing.

Activities: Cleaning the fields. Mucking out run-in sheds for horses and equines. Cleaning cages. Mopping floors. Taking out garbage. Organizing and cleaning the tack room. Organizing the storage loft. Washing dog and cat bowls. Washing litter pans. Painting fences. Loading or unloading horse feed.

Resiliency Traits:

- Short and long-term objective and goal-setting
- Ability to delay gratification
- Future-oriented perspective
- Humor
- Internalized locus of control
- Experience of and reinforcement of self-efficacy
- Positive relationships with adults and peers

Process/Discussion Topics:

Taking Out the Trash (Somebody has to do it….):

- Taking out the trash is an important aspect of keeping the shelter running smoothly and maintaining a hygienic environment for the animals. It is also not a fun job. What are some things that you have to do in your life that you don't like to do?
- What kinds of trash do we have in our lives?
- What is emotional trash?
- What happens to us if we don't clean up the emotional trash?
- Do other people try to give you their emotional trash?
- What happens to you if you don't stop the process?

Importance of the Mundane (particularly appropriate after a day of cleaning or organizing):

- Why is it important to tend to daily tasks that often seem more of an annoyance than a necessity?
- How does the successful completion of small things relate to the long term?
- What role does attitude play in the successful completion of mundane tasks? What everyday, ordinary things bother you the most?
- Why do you have to do them?
- What will happen if you don't do them?

Beauty in Odd Places or Paying Attention:

- The work today was strenuous and often difficult. What helped you get through the day?
- What was your mental attitude?
- What were you feeling?
- Did you notice anything while you were working? New wildflowers? (Everyone in the group can mention one thing of beauty that they noticed).
- How does finding beauty during hard work relate to your life?
- Does beauty always just come to you, or do you have to look for it sometimes?

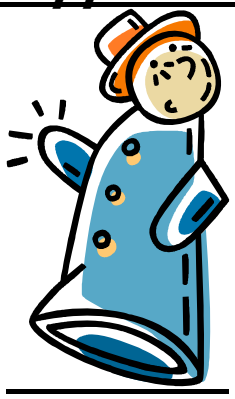
Faith:

- There are times when it seems like we have done a particular chore a hundred times. What keeps you working when you have done it before and you know you will have to do it again?
- How does your belief in the importance of what we are doing shape your attitude?
- What faith do we have in our collective work?
- What else in your lives do you have faith in?
- Why is faith important?

Cooperation:

- We all worked hard today, and we worked together to accomplish our project. What were some of the positive things that you noticed about your fellow group members?
- How did working together help us accomplish the task at hand?
- What would have happened if we couldn't work together?
- How easy is it for you to cooperate with others in your life? Why?

The Puppet Project



THE PUPPETS – PUTTING IT INTO PRACTICE

The Resiliency and Leadership Program uses the "On Applebee Pond" package, available from the Mercer County Drug and Alcohol Commission. This puppet package includes 9 pond creature puppets, a carrying bag and a curriculum manual. LRP participants may write scripts that relate to local concerns. One such script, with a theme of "feeling different," is included in appended materials. This particular theme is popular with kindergarten and first grade students. LRP participant puppeteers have performed this skit with extremely positive results.

Puppets are handmade and of very high quality. They can be purchased through:

Mercer County Drug and Alcohol Commission, Inc.
8362 Sharon-Mercer Road, Suite 101
Mercer, PA 16137
Phone (724) 662-1550 Fax: (724) 662-1557
Contact person: D. Frye

Group Activities

When the group is ready for this activity, the LRP staff member should bring the puppets to a group session, allowing group participants to play and discuss the idea of putting on a puppet show for elementary youth. Group members should be encouraged to have fun with the puppets while they discuss the possibility of a puppet show. A great deal of silliness is to be expected during this time which provides staff an opportunity to engage in play with students. Shyer teens often prefer non-speaking roles

although practical experience indicates that even reticent teens eventually request a speaking part.

As the commitment to perform becomes clear, LRP staff make contact with elementary schools and community centers to discuss potential dates and themes. Based on themes desired, the group chooses, develops, or adapts an existing script and begins to practice the show. Practice can be conducted during group time, with additional practice times scheduled as the performance date approaches. Two to three months are often required for all necessary arrangements to be made and to allow for adequate practice time. Puppet shows have been conducted for groups ranging in size from 10 – 400, and LRP staff members need to be clear about the size and composition of the audience in advance. For large groups, an elementary school gymnasium or auditorium is an ideal place for assemblies to be conducted, and these settings usually have a good sound system available.

Filming students during practice, and particularly during rehearsal, is often fun and results in a better performance. Stages can be purchased, made from cardboard, or by stacking and securing conference tables. Stacking and securing tables, then draping them with dark colored sheets, can be very effective, and allows students to sit in chairs behind the stage, holding puppets up. Filming students when they perform with the stage generally helps them self-evaluate their performance and encourages a positive environment for change. Staff members need to encourage in a supportive manner while ensuring that students stay on task.

Once students have successfully completed one performance, practice times can be reduced. Students quickly increase their sense of self-efficacy, and this generally transfers quickly into better school attendance and more positive attitudes towards the school environment. The experience also builds confidence among participants in their ability to accomplish school tasks and projects. Students become increasingly goal-oriented and are better able to realistically plan and take steps towards achieving realistic short and long-term goals.

LRP staff should encourage students to conduct question and answer sessions with puppets, and to have the puppets sing to their audience. The original LRP experience involved some student participants with musical backgrounds. Songs have been written and performed with the puppets singing and dancing at the end of the show. Examples of these

songs include: Don't Do Drugs, We Are Happy to Be Here with You, Teasing Isn't Nice and I's Good to Be You. Participants conducting question and answer sessions come up with questions most likely to be asked by children and rehearse answers. LRP staff members also contribute to this process, and provide coaching and guidance. Personal self-disclosure is extremely limited during preparation of a puppet show.

Students are encouraged to use their creativity and take ownership for the puppet show. LRP participants have typically invested a great deal of time with the project and have given numerous demonstration performances at community meetings, conferences and to civic groups. This has proven to be an excellent marketing tool among key decision-makers and funding sources within the community. Adults (including politicians) have tended to gravitate to the puppets and play with them (especially the politicians). The puppets are quite memorable, and many community leaders refer to LRP itself as "The Puppet Project."

LRP participants can often be nominated for a number of local awards for their service with the Puppet Project. The JC Penney Company recognized one of the participating youth groups with an award for Excellence in Community Service.

At the end of each puppet show puppeteers usually pass out colored erasers or other small mementos to the children in the audience. Always bring more mementos than you plan on handing out. Teachers may organize this activity as children file out of the auditorium and back to the classroom.

Typical Implementation Timeline:

Week One Introduce Puppets – Determine if a show is going to be conducted.

Week Two Contact local elementary schools and community groups to identify a performance site. Set a date. Youth begin discussion regarding scripts.

Week Three Work with school or community partner to determine which themes will be used. Partners should review finished scripts or outlines. Youth begin work on writing script or begin practice.

Week Four Youth continue to work on script or continue practicing. If a script exists, youth may want to develop a song or work on question and answer period. Staff members refine scripts as necessary and make copies. School and community partners are sent scripts for review (this is important as some school policies prohibit certain discussion topic areas).

Week Five Practice!!! Staff members contact local newspapers, key community members and relevant agency directors/school administrators about the performance and to generate interest.

Week Six Practice!!!

Week Seven Rehearsal with Stage

Week Eight Taped rehearsals. Plan two practices.

Week Nine Additional Practice as needed. Final Rehearsal.

Week Ten Puppet Show!!!

Week Eleven Celebration group back at school.

Materials Needed:

- puppets
- materials to construct stage
- small sound system (small, often inexpensive, karaoke machines work!)
- folders for scripts
- colored highlighters to highlight scripts
- small items to pass out to participants
- snack items for practice sessions

Transportation to and from the performance site must be arranged. Students also need to obtain advance approval from the high school to participate in this activity and follow field trip guidelines.

Important Considerations

LRP staff should seek guidance on appropriate policies from both the high school and the participating elementary school or other host organization. Elementary schools tend to adhere rigorously to specific curricula, and puppet skits will need to fit in with the needs of the school. Elementary school staff often needs to have time to review all scripts that will be presented so that necessary modifications can be made. LRP staff should also seek guidance from schools on their policies on visitors, press relations, and communicate these policies to the press and stakeholders who may be in attendance. Guidance on the appropriateness of taking pictures will also need to be received.

Adolescent students taking part in this activity will need to obtain permission and have guardians sign permission and release forms. They will also need to be proactive in notifying their teachers that they will be gone for a part of the day. Program staff will do this as well, but students are informed that they need to be involved in this process. The school staff partnering with LRP can also be instrumental in negotiating these logistics.

It is always a good idea to discuss the differences in environment between high school and elementary settings with students a few days prior to the scheduled puppet show. The fact that the students are going into a school as youth leaders and role models should be stressed.

After the puppet show has been presented it is a good idea to dedicate one or two of the following groups to processing the event. One of these groups can be in the form of a celebration with a pizza party or other similar event.

Evaluation of the Puppet Project is included in the overall evaluation of the program. It is helpful, however, to have participating guidance counselors, teachers and other involved staff evaluate the program and give feedback regarding their experience with the process. Youth should fill out a self-evaluation form. Completing these forms during group time can be another process tool for participants that will provide information for the program evaluation as well. This aspect of the program can also be differentiated during level of participation analysis.

Homeless Shelter/Church Soup Kitchen

This is a good activity for the Holiday Season (Thanksgiving, Christmas). Giving the "priceless gift of time" volunteering at a Shelter or Soup Kitchen to serve food to the needy during the holiday season provides the students with an opportunity to develop and build empathy. Healthy relationship skills (respecting others, communication, body language) discussed and modeled by LRP staff will be reinforced.

A principal philosophical tenet of the LRP Program is the belief that there is a drive in people to find increasing levels of meaning and purpose in their lives, to develop an awareness of the power of making a difference in life. This can be an experience of making a genuine difference in someone's life, if only for a short time and encourage teens to make "giving back to their community" part of their lifestyle now, and later as an adult.

Contact the Shelter/Soup Kitchen to determine the volunteer eligibility requirements and expectations, and to schedule the activity. Some sites may require the volunteer attend a training and commitment to work at the shelter during the pledged hours.

Time Frame:

Staff will need a minimum of two weeks preparation time, a longer lead time is recommended to make all contacts and arrangements with the shelter site. Any documents required by the shelter and LRP permission slips to participate in the activity must be signed by the participant's parent or guardian and returned to the LRP facilitator prior to the activity.

Process Questions:

- What did you learn about yourself as an individual?
- What do you think you've learned from this activity that you can apply to other areas of your life?
- What did you learn about "who" comes to the soup kitchen and "why?" Have any of your preconceptions changed? Why or why not?
- Did you interact with the people you served? What was that like for you?

Creating Dog/Cat Toys

This activity can be completed during a group session or after school. The group will be given fleece fabric to cut into one to two inch strips that are twelve inches or longer. If time is an issue, the facilitator can cut strips ahead of time. The group members can select three to five strips of fleece and begin tying knots, braiding or twisting them to create some sort of interesting dog or cat toy. The group members will need to tie the knots or braids tightly to ensure safety for the animals.

During the activity, the facilitator can begin to ask some of the process questions below. After the group completes the activity, they can begin to brainstorm ideas about where to donate the toys. If the group volunteers at animal adoption events, the facilitator can call to ask if toy donations are accepted. Some shelters do not accept toys for multiple reasons. Once a donation location is determined, the group members should make the donation. By allowing them to personally make the donation they are experiencing every aspect of the process as well as feeling the recipients gratitude. It is most successful when the group members can give the toys directly to the animals.

This activity is a simple one that anyone can complete. The real meaning is achieved when the students donate their work to animals in need of toys. Students get the feeling of accomplishment, experience their own creativity, and become closer to their community at the end of the process. This activity is extremely rewarding for all.

Timeframe:
The activity can be completed during one group session. However, the facilitator can determine if extra time is needed to create additional dog/cat toys or for an extended discussion. The facilitator will also need to determine the length of time needed to deliver the toys.

Supplies Needed:
Scissors
Fleece fabric (Various colors and patterns)
(Note: If time is an issue, precut 1-2 inch by 12 inch strips of fleece.)

Process Questions:

- How well did you think the group worked together?
- What skills did it take to be successful?
- What creative solutions were suggested and how ere they received by the group/you?
- How well did the group/you cope with this challenge?
- What were you thinking about during the process?
- What do you think the animals will think when they receive the toys?
- How do you think the animals will react?
- How do you communicate with animals? How do animals communicate with us?
- How do you respect animals?
- Are all animals treated equally? Why/Why not?
- What did you think you've learned from this activity that you can apply to other areas of your life
- What did you learn about yourself as an individual?

Note: See Resiliency Activities with the Animals for additional process questions.

Animal Adoption Rescue Activity

This community service activity can be done throughout the year. The activity can be facilitated in an urban/suburban environment by developing a partnership with a local pet store. Volunteering with Rescue Animals develops the resiliency factor of care giving, promotes responsibility and empathy.

Every animal has a "personal" story. They may have been abandoned, abused, neglected, or simply "given away" by their owners. The rescue agency can provide background information on the animals with which each group member will be working. The group member can then use the information when talking about "their" animal to potential adopters. In addition to helping to find their animal a home, teens are responsible for "caring" for their animal. They take responsibility for taking their animal outside to do their "business", cleaning up after their animal, giving the animal water, and positive attention. Teens who have survived abuse and neglect themselves through their contact and support with these animals may initiate and enhance their own internal healing process.

This activity usually lasts between two and five hours. Even in this short time period, LRP students can develop a sense of empathy and ownership.

Time Frame:

Staff will need a minimum of two weeks preparation time, a longer lead time is recommended to make all contacts and arrangements with the rescue site. Any documents required by the rescue site and LRP permission slips to participate in the activity must be signed by the participant's parent or guardian and turned into the LRP facilitator prior to the activity.

Process Questions:

- What did you learn about yourself as an individual?
- What do you think you've learned from this activity that you can apply to other areas of your life?
- What did you learn about "why" animals go to a rescue agency?" Have any of your preconceptions changed? Why or why not?
- What was it like for you interacting with the people who were interested in adopting your animal? How did it feel when/if your animal was adopted?

THE THIRD COMPONENT

Alternative/Adventure Activities

THE THIRD COMPONENT
Alternative/Adventure Activities

Adventures of Discovery

Alternative, adventure, and outdoor programming is the third component of LRP. These activities allow for healthy risk-taking to be experienced in an effective and fun manner and help adolescents turn natural risk-taking impulses into positive behaviors. The critical concept of the "managed risk" is introduced and used throughout all programming and helps participants to understand their internal impulses while learning to manage them in effective ways.

Adolescents are natural risk-takers, and at-risk youth tend to involve themselves in risk-oriented behaviors that are ultimately maladaptive. LRP views risk-taking as an appropriate developmental task of adolescents. Problems with risk-taking can come about because youth often lack the experience and knowledge to know when risk can result in harm or serious outcomes. It is critical to identify potentially destructive risk-taking behaviors as early as possible and to address them through comprehensive and consistent programming. Adventure activities are an extremely effective method of doing this, and allow LRP staff to work with adolescents in the context of "real world" settings and situations. These activities also provide an ideal milieu for participants to experiment with and learn new and more adaptive behavior patterns and to receive positive and consistent feedback.

This type of alternative programming also supports self-reflection and self-evaluation. These are important LRP concepts. Activities often place youth in outdoor environments that are new or unfamiliar, and participants must adapt to their new surroundings. Staff members assist participants with this process through group activities and through their positions as role models. "Leave no trace" outdoor ethics are stressed, promoting a respect for nature by limiting any evidence of human presence following activities. Both individual and group responsibility for the environment is stressed. Responsibility for and connectedness to the larger world is a philosophy that is new to many participants, and discussion time regarding these issues during outings is important. It is important to remember that

without this process work, the activities become pure recreation and loses relevance to LRP goals.

Consideration of "finding one's place in the world" is important. Participants are asked to view themselves as part of a larger system (with corresponding rights and responsibilities), a view which challenges self-absorption and narcissistic behaviors. Many adolescents are seeking connections to a spiritual source, and their time spent outdoors may facilitate this exploration. Staff members should be supportive of this spiritual journey, taking care to be supportive and non-judgmental during this process. LRP staff should challenge adolescents to be genuine in their exploration, and to critically examine their beliefs, comparing them to their actions.

LRP staff should include adolescents as completely as possible in the planning and goal-setting steps that are a natural part of adventure and outdoor activities. Participation in various steps of planning and goal-setting will reinforce the resiliency traits of goal-orientation and future-oriented thinking. Both short and long term planning is important, and adolescents quickly learn that adventure trips entail a great deal of detail and organization. The experience of being a part of the planning process naturally sets an atmosphere of high expectations for participants, and encourages further relationship development with adult staff and peers.

Leadership skills will emerge in many students during this process and should be encouraged. Many youth have the experience of discovering they have far more ability than they originally thought and this experience reinforces feelings of self-efficacy. As youth continue to participate in LRP, they are able to take on increasingly responsible roles during trip planning. The goal is for these new roles to generalize to "real life" experience.

Finally, the experience and sharing of fun and humor adds an important dimension to programming for participants and enhances relationships between adults and peers alike. Many adolescents lack the experience of organized, purposeful outings with individuals who are meaningful in their lives, and have learned to seek attention through maladaptive means. Camping trips and adventure outings allow for each participant to have the experience of being valued, and encourage a sense of playfulness and fun.

Humor is an extremely important resiliency trait, and is one of the psychological markers of healthy families and healthy individuals. Through

the encouragement of play and fellowship, LRP staff members help participants gain comfort with their own emerging identities and foster a community spirit of warmth and acceptance. Long term programming assists adolescents to adopt healthy attitudes and behaviors towards themselves and their peers.

It is extremely important that agencies replicating LRP understand that adventure and outdoor programming activities are not to be used as "rewards" for good behavior, nor is exclusion from them to be used as a punishment. This type of activity is a component of the whole program.

Adventure and outdoor activities may include hiking, camping, skiing, canoeing, kayaking, fishing, ropes courses, rock climbing, whitewater sports, and horseback riding. Ropes courses are generally used as introductory activities. Camping and kayaking are activities primarily for warmer weather, but this depends on local weather conditions in replication communities. Early LRP programs conducted camping trips of up to two days that included kayaking as a main activity during each day of the outing. Kayaking trips that are one-half to a full day have also been planned. Outings that include from four to twelve participants and a staffing ratio of at least one staff or adult leader to each six youth have proved most effective.

LRP replication sites will generally contract with one or more organizations with expertise in the provision of camping and water activities. These organizations have the knowledge, equipment, and insurance needed for programming while staff members tend to focus on the LRP program process. The best contractors have had staff experienced with special populations or with a therapeutic recreation background. They tend to relate well to LRP participants and develop a keen understanding of LRP goals. Some LRP staff may have a strong interest in adventure activities and may have or seek special training and certifications. This expertise will benefit LRP programming enormously. Risk assessments and risk management policies are obviously vital for these activities.

Contracts should be developed with as much flexibility as possible. It is important for LRP staff to have a clear understanding of expectations, responsibilities, payment requirements, cancellation policies, and flexibility in start and end times. These should all be discussed as contracts are developed. Experience has demonstrated that it's sometimes difficult to make contract changes once they are established!

Transportation to all events is generally provided by the agency and participants should agree to a code of conduct prior to departure. A list of required articles should be sent home along with releases prior to each trip. Additionally, LRP staff members should be available to communicate with parents regarding trip activities and events, policies and procedures as needed.

When appropriate, river and/or environment clean-ups can be excellent learning experiences when combined with other outdoor and adventure activities. Clean-ups are generally planned in advance, although impromptu river clean-ups may occur and should be encouraged. Such activities reinforce a sense of responsibility for the environment and allow for youth to assume leadership roles in a supportive environment. These clean-ups provide community service activities (LRP's second component) as part of the alternative programming (LRP's third component).

Camping and water-related activities are an extremely popular aspect of LRP and significantly enhance the nature of overall programming. When consistently implemented within the philosophical structure of the program, they have the potential to positively impact the lives of adolescent participants well into the future. As adolescents near the end of their involvement with the program, adventure and outdoor activities become a viable option for continuation well into each participant's future. Self-replication of LRP-- using skills learned in LRP outside of the program --is an important goal for both program participants and the program itself. When participants are able to generalize LRP experiences into their day-to-day lives, real change has occurred.

LRP staff must be able to lead students in discussion regarding their personal life journey, must be courageous in learning new skills, and must have the humility to demonstrate effective learning from adventure instructors. LRP staff also must have the ability to identify and effectively utilize spontaneous teaching moments while on adventure outings, as enormous amounts of clinical material are continuously presented by youth. The importance of having highly trained and experienced staff cannot be stressed enough.

Not all LRP participants will gravitate towards the more intensive adventure activities. In addition, some schools will not allow certain activities. There are many alternative activities available and replication

sites should discuss their ideas with LRP prior to implementation. Examples of other activities that have been implemented include martial arts, yoga, fishing, and frisbee golf. Activities should be accessible and available to communities replicating the program.

Group Activities

The flexible and somewhat unpredictable nature of adventure and outdoor activities combined with group dynamics offer LRP staff unique challenges and benefits. Careful planning is important in the facilitation of all programming, and yet the "real world" environment, with all of its opportunities and challenges, is the milieu for all adventure and outdoor activities. The context of programming within natural environments offers staff members ideal conditions in which to observe peer relations, conflict and mediation styles, attitudes towards adversity, and locus of control and psychological boundaries, or the lack thereof. Programming should be flexible and adaptable in order to meet needs and address challenges or positive situations as they arise. While set group activities should always be planned, it is also necessary to be able to incorporate important themes in a spontaneous manner. Staff members who effectively manage this aspect of programming act as important role models for adolescents who are often just learning the skills of adaptability and prioritization.

Group activities begin with the initial stages of planning and preparation and continue on through the completion of the activity. It is very helpful to hold a group planning meeting every morning prior to activities and a process meeting in the evening, usually around a campfire (or following the activity if it is not an overnight). All activities and situations encountered during outings have the potential to be effective process tools, and staff should be sensitive to all opportunities to help kids learn and grow. Many discussion groups on outings involve issues that should be followed-up during in-school groups or individual meetings. Many of the themes presented here are appropriate for multi-day or multi-week programming.

Important Considerations: Water & Camping Activities

Due to the unpredictable nature of adventure and outdoor programming, it is critical to have effective planning and risk management policies. If the replicating organization includes residential programming, many of the same guidelines can be used. Planning should include detailed itineraries,

risk and resiliency plans, risk management plans, and a complete plan for logistical support.

LRP leaders should allow several months lead time when initially planning a trip, particularly if it is the group's first trip and if a contract needs to be established. The length of planning time can shorten for future trips. Release forms, along with instructions on what to bring and information sheets for parents are sent home three to four weeks in advance. Participants should not be allowed to go on camping trips without appropriate releases. School calendars should always be consulted prior to setting permanent dates so that significant events such as SAT and standardized testing, proms and homecoming are avoided.

Staff should visit the site that will be used for an activity and may find it helpful to hike a trail or paddle a bit of the route to be taken by the group. This is important so that possible hazards will be noted and prepared for, such as strainers (dangerous water hazards), rope swings hanging from trees on the side of the river, and poison ivy thickets. Such preparations are especially important if staff members will be leading the activity and not relying on staff members from contract agencies. Strainers, or areas of serious water undertow created by downed objects, are especially hazardous and a main contributor to boating accidents that end in drowning fatalities. Rope swings are rarely tested for weight, and are enormously risky in terms of the possibility of an individual jumping from one out into the water and hitting a submerged rock (they are very tempting). Youth should be instructed well in advance that rope swings will be seen hanging from many trees, but that it is not appropriate to use them.

Two staff boats should be on the water for groups of four or more. At least one canoe or tandem kayak should be used by staff during water outings, regardless of number of participants. This enables staff to have extra space in case of emergencies and to carry extra provisions and emergency gear. Two waterproof bags (also known as "dry bags") are carried in the staff canoe or kayak. The first bag should be large enough to contain food, sunscreen, participant personal items, extra articles of clothing, and a first aid kit. The second bag should be a smaller see-through bag containing Emergency Care Sheets, an emergency phone or other communication device, important medications, river maps and a first aid kit. An emergency rope in a flotation bag should also be carried in this boat. The second staff boat should have a waterproof bag containing a

first aid kit, the second walkie-talkie and river maps. There is always a lead staff boat which participants are not allowed to pass, and a sweep boat, which brings up the rear. The sweep boat should be the larger boat and should be carrying the two waterproof bags. Students should never fall behind the sweep boat.

Every individual participating on the water should wear or carry a whistle so that emergencies can be signaled. Life jackets are mandatory. If using single kayaks, participants are assigned buddies and are asked to keep their buddy in visual distance at all times. In hot months, every boat should carry two bottles of water or sports drinks PER PERSON and the large staff boat should carry a cooler with additional drinks available. Dehydration is the number one problem on water outings, and fluid intake should be monitored frequently. Ample sunscreen with bug repellent should be available for all participants, with group members REQUIRED to apply it liberally prior to getting on the water and throughout the day. Sun poisoning and sunburn are genuine concerns, and are entirely preventable. Fair skinned individuals should bring extra clothing for covering up exposed body areas. Use of hats is a good idea for all participants, and extra hats should be carried in waterproof bags. Safety equipment should be issued to group members at the on-set of each outing and must be used in a consistent manner.

Safety videos and/or instructions should be presented prior to each outing. In general, it is good practice to forbid the use of rope swings and other items that may present opportunities for significant hazards, including head injury.

River maps should be studied prior to putting boats into the water, and river conditions should be checked. Extra caution needs to be exercised in faster running water, with the dangers of strainers and flipping clearly explained. Escape procedures should be clear. Weak paddlers or non-swimmers should stay close to staff boats at all times. Participants who experience difficulties on the water should have the option of joining the staff boat, or, in some cases, should be required to do so.

Staff members should be comfortable on the water, have first aid and CPR training, and should be in good physical condition. Situations may arise where staff will need to tow a kayak or have a participant join a staff kayak who is unable to assist with paddling. Staff members should never lead trips unless they are experienced and qualified enough to do so. It is

far better to use a contract agency and have LRP staff focus on LRP than for staff to try to do too much and end up with a potentially disastrous situation.

Leave No Trace, or environmentally friendly practices, are followed during every outing, so garbage bags must be taken in at least two designated boats. It is a good idea for counselors to search the web for Leave No Trace sites which will provide further information on responsible use of our wilderness. Individuals are responsible for cleaning out their boats at the end of each trip. Leave No Trace philosophy and practices are shared with each participant prior to entering the water. Ideally, these policies should first be introduced during the initial stages of planning. These policies also apply to campsites. Leave No Trace philosophy requires that humans actually leave no trace of themselves behind after they have visited a wilderness area. This important philosophy teaches stewardship of the land, a concept heavily fostered during outdoor trips. Wilderness and wildlife areas are not large playgrounds for our exclusive benefit, but are sensitive, biodiverse areas that require conscious protection. Youth have the opportunity of internalizing this important understanding, helping them to eventually conceive of themselves as caretakers of the land. For more information, visit the Leave No Trace website and www.lnt.org.

All campsites should be selected in daylight hours, and tents should be set up upon arrival while the sun is still shining. It is generally good practice to designate males to one area, females to another, with staff tents set in-between. It may also be necessary to designate gender specific trips for overnight events. As tents are made of material that is easily damaged, it is important to set them well back from fire pits. Orient all participants to the immediate area of the campsite, including bathhouses, restroom facilities and lodges. Hazards, such as poison ivy and stinging nettles should be identified. An overview of common wildlife to the area should also be given. LRP staff should discuss boundaries and behavioral expectations with students before the trip, but it is helpful to reiterate them on site. Important issues to consider include independent hiking in small groups and other types of buddy systems and morning departure times. General practice is to emphasize that this is a group outing, and that all activities should be conducted with that in mind.

The trip will often run more smoothly and be a better learning experience for students if each participant is assigned to assist with various duties throughout the trip, including provisioning, food preparation and clean-up,

loading and unloading of supplies and cleaning of vehicles after the trip. Sign up sheets are helpful for organizing these assignments.

Students and staff should carefully consider and discuss provisioning, including food storage and preparation. Staff should arrange for ample numbers of coolers and plenty of ice, particularly when transporting and keeping dairy and meat products. Menus should be chosen very carefully to minimize the amount of perishable foods and with consideration to special dietary needs. Trail bars, fruit and chips make excellent portable lunches and need minimal storage provision. Careful consideration of the ease of preparation and cooking for all meals will make the trip a more pleasant experience. For example, staff members need to consider the desirability of taking coffee on a trip, and, if coffee is to be available, whether students will be allowed to drink coffee as well.

Starting and extinguishing fires and all cooking over open flames should be conducted only by staff members. Bringing marshmallow sticks with you is advisable, as stripping sticks from surrounding trees can damage the foliage and is against Leave No Trace practices.

Staff should have plenty of extra emergency supplies and equipment for inclement weather. Staff members should also be responsible for ensuring that all supplies used on the outing are in good condition. This is true whether the equipment is owned by the organization or rented. If camping takes place on a regular basis it is a good idea to purchase materials to ensure the quality and familiarity of equipment and supplies. In general, staff should keep a checklist of all necessary supplies and should go over it the day before the outing.

Equipment and supplies organizations should consider acquiring include:

- tents, including staff tents
- ground covers
- sleeping bags, sleeping pads (organizations can determine whether or not youth should supply their own sleeping bags)
- two or three heavy duty flashlights with back-up batteries
- walkie talkies and an emergency phone
- a safety rope in a flotation bag
- extra pillows, towels, toiletries (including feminine products)
- matches in a water proof container,
- coolers
- sunscreen with insect repellent

- extra clothing such as T-shirts, extra river shoes, hats, fleece sweatshirts, rain ponchos
- first aid kits
- waterproof bags (one of which should be transparent)
- aluminum foil, duct tape, extra tent stakes, a camp knife, paper plates, cutlery, water bottles, cooking utensils, whistles, necessary, and cleaning supplies

Planning is imperative and the effort will pay off through a smoothly operated trip. Staff members who think proactively, from a risk management orientation, will minimize the possibility of a severely adverse incident occurring and be able to respond to unexpected incidents that may occur, incorporating them in a healthy and positive manner into lessons youth learn from the outing.

Important Considerations: Horseback Lessons & Riding

Responsible stables used for horseback riding lessons or riding will have written risk management and safety policies. Review all policies and meet with stable managers and trainers. It is important to form comfortable relationships with stable staff. Riding instructors need to be aware of the general nature of LRP without violating the confidentiality of participants. Instructors at facilities you work with must be comfortable working with at-risk youth and have the patience to do so. They also need to work closely with staff and accept feedback on their teaching style as it impacts LRP participants. Stables should be able to introduce their school and riding horses to staff members and to explain the temperament of each horse.

LRP releases and information sheets must be signed before youth have any interactions at all with horses. Additionally, use of appropriate safety equipment and proper attire is mandatory. Stables should supply hardhats and all horse-related equipment and supplies. Youth should wear hard-soled shoes and long pants when riding. It is also a good precaution to use plenty of sunscreen with insect repellent when outdoors.

When interviewing stables it is helpful to visit local tack and feed stores to determine which facilities in the area have the best reputation. Do not hesitate to interview a number of sites before selecting a stable, particularly when engaging in a long-term contract. Ask to speak with current students, and ask them for information on what they like and

dislike about the facility. Also, talk to the stable veterinarian(s) about the care and condition of animals kept at the stable.

When participating in riding activities, as with all outdoor activities, plenty of fluids should be available for both horses and riders, particularly when riding in warm weather.

Horseback riding has the potential to offer significant benefits to the overall program, and should be included in a carefully planned manner.

EQUIPMENT AND SUPPLIES NEEDED FOR ADVENTURE AND OUTDOOR CHALLENGE ACTIVITIES

Proper equipment and supplies are an important component of the successful implementation of this aspect of resiliency programming. Programs need budgetary support to fully implement alternative programming. Additional funding for LRP activities is often available through grants, or may be arranged through local service clubs, or school support organizations such as PTA's and booster clubs. The sustainability section of this manual may provide additional assistance in developing financial resources. Planning for and developing a list of equipment needed is a task in which participants can be involved. This reinforces goal-setting and other resiliency traits addressed through LRP.

Transportation

As an ideal, the sponsoring organization will have access to a large vehicle (or two, depending on the number of trip participants and the activities involved) such as a full size van or sports utility vehicle. Mileage reimbursement and the use of staff vehicles should be considered possible if the organization's risk management and budget policies cover such activities. In some circumstances it may be necessary to rent vehicles. For large-scale programming, agencies should consider the purchase of a vehicle or vehicles dedicated to LRP use.

Camping Equipment

Camping equipment may be purchased or rented. In many cases it is advisable to purchase equipment as this ensures quality, accessible products. It is difficult to deal with poor equipment in remote locations under adverse weather conditions. Safety is paramount in camping activities, functioning equipment is an imperative. General equipment has been described earlier. Programs with extremely active camping programs may wish to purchase a small stove and outdoor cooking utensils. LRP should designate a staff member to maintain an inventory of all equipment

and to check frequently for quality assurance. If equipment is rented, use a quality supplier and check all equipment prior to departing for the planned event.

Food

Food must be purchased for multi-day events. Plenty of bottled water and sports drinks should be available at all times for participants. Menus should be planned in advance, and snacks should be provided at various times throughout the day.

Sunscreen with Insect Repellent and Lotion

Sun poisoning and sunburn are completely preventable, and, unfortunately, common experiences for individuals active in outdoors sports. Plenty of sunscreen should be available at all times. Insect repellent is important to discourage gnats and ticks, which represent an especially concerning health hazard.

Cameras/Film/Developing

It is desirable to document outdoor and adventure activities. Pictures help to educate other professionals and the general public regarding the LRP program and are an excellent marketing tool. Photos also provide important mementos for participants. They may also be used to create a program scrapbook, with program participants responsible for creating and maintaining it. They are also useful to include in some grant proposals.

Alternative Activity Fees

Renting canoes and kayaks and providing horseback riding lessons requires significant budgetary support. It is important to engage in comparative shopping but if a slightly higher price means better quality equipment or a more qualified staff, the higher price is a wise investment. Organizations may be able to establish contracts with stables, river and lake outfitters, campgrounds and adventure specialists. Establishing a long-term relationship often makes it possible for an agency to negotiate reduced fees. It also allows staff to work with familiar partners and provides youth participants with more consistent programming. Fees have not been requested of LRP participants but this is an organizational policy. Individuals must never be excluded from participation based on an inability to pay for program activities.

Contract agencies are key to successful implementation of outdoor and adventure programming. Interview a number of agencies, and meet with both administrative and programming staff. Become oriented to facilities and check out all equipment. Review risk management policies and forms. Inquire as to whether the agency has ever worked with at-risk youth. Flexibility is the key, and overly rigid organizations who do not view LRP staff as team members will rarely make good long-term partners.

GROUP ACTIVITIES

For

The Third Component(Alternative/Adventure Activities)

PLANNING FOR A TWO DAY CAMPING TRIP

Short-term Objectives:
- Plan itinerary and meals

Long-term Goals:
- Successful camping trip
- Development of topic material for process groups
- Establishment of effective and long-term relationships with peers and adults

Note: Staff always choose options to offer youth and plan initial themes and group activities. The planning process is never simply "handed over" to youth, but is offered to them in increments which slowly build responsibility and leadership involvement. See forms section of Appendix for staff planning materials.

Timeframe:
Planning should begin at least two months prior to a trip.

Discussion Topics

Goal Setting:
- What types of activities would you like to participate in during the upcoming trip?
- What might be some personal goals that you have for the trip?
- What might be some group goals?

- How does this process of planning relate to other plans that you might have?

Working Together: Each group member should actively participate in the planning process so that planning, and the outing, may be a group effort. Questions that students may be invited to discuss are:

- Have you been part of a team before?
- What does it mean to you be a part of this effort?
- Have you had positive experiences working with others?
- Have you had negative experiences working with others?

Food and Nourishment: The group should discuss and plan menus for the outing.

- Besides food, what nourishes us as humans?
- Does positive human contact nourish us? How?
- How do you nourish yourself in your daily life?
- How do others nourish you?

Group Guidelines: It is typically most effective to have group members set trip behavior guidelines and conduct standards for themselves. Staff members can offer suggestions or make enhancements as necessary. Questions helpful to discuss in establishing guidelines include:

- What type of guidelines do we need to have on this outing?
- What type of guidelines do we use in our everyday lives?
- Guidelines in every day life are usually unspoken. What rules, spoken or unspoken, do you live your life by?

Resiliency Traits:

- Short and long-term objective and goal-setting
- Future-oriented perspective
- Ability to delay gratification
- Healthy relationships

WHITEWATER AND CHALLENGE ACTIVITIES

Short-term objectives:
- Safe introduction to whitewater or adventure activities and a safe trip
- Processing trip experiences when the activity is completed

Long-term goals:
- Understanding the concept of the "managed risk"
- Learning and using concepts of managing risk in every day life
- Discovering new activities that might be pursued following involvement in LRP

Timeframe: Trips last anywhere from three to six hours.

Activities:
- • whitewater kayaking or canoeing
- • rock climbing (indoor and outdoor)
- • strenuous hiking
- • horseback riding
- • ropes courses

Discussion Topics

Assessing Risk Styles: Staff need to introduce various risk styles to the group. Group members self-assess which style they believe they fit into. Peers are encouraged to provide feedback. Discussion questions include:
- Why is identifying risk styles important?
- How can this ability help you in every day life?
- Do you have different risk styles in different environments?

Managed Risk: Life is full of risks. We have choices about how we confront risk. We can ignore it (definitely a default choice), we can fear it, or we can embrace it (**Note:** This discussion can be included in group discussions over a number of weeks). Discussion questions may include:

- Do you plan for risks?
- How do you plan for risks?
- How is using safety equipment a way of managing risk?
- Do you manage risk in your life without knowing it?
- What are some areas of risk in your life that you might manage better?
- How do failing to check the weather before an outing and forgetting to do homework relate?
- Assess your risk taking style during the day's activities. Did you manage yourself effectively? Why or why not?
- What is helpful to you in managing risk?

Helping Others Take Safe Risks:

- Are some people afraid to take risks?
- How hard is it to confront fear?
- Are you able to support others when they confront fear?
- Has anyone ever made fun of you because you were afraid to do or try something?
- What are some examples of group members helping others to take risks on the outing?

Preparing for Risks:

- Are there risks that can be prepared for in advance?
- List some risks that you foresee in your life. How do you plan on preparing for them?
- Are there some special risks that you would like to eventually take?
- Are risk-takers successful in our society?
- What makes a risk-taker successful?

Gaining Confidence:

- The group and every individual who makes up the group accomplished something significant today. What have you learned about yourself and your strengths from this outing?
- How can you use the skills that you learned today in everyday life?

Celebrating Success:

- What would be a good way of celebrating the successful conclusion

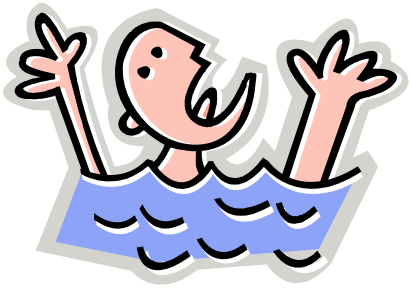
of this outing?

- Why is it important to celebrate our strengths?

Resiliency Traits:

- Effective risk management
- Internal locus of control
- Future-orientation
- Short and long-term objective and goal setting
- Healthy and productive relationships with peers and adults
- Experience reinforcement of self-efficacy

THE IMPORTANCE OF THE UNEXPECTED AND CHALLENGING



Short-term Objective:

- To accept unusual and unplanned events constructively
- To use unplanned activities as part of LRP (and life's) process

Long-term Goals:

- Participants will incorporate adaptability and spontaneous, effective decision making skills in their lives
- Participants will develop a positive attitude towards adversity

Activities: Varies. Be prepared!!!

Timeframe: UNKNOWN!!!

Discussion Outlines & Questions

Due to the many unexpected situations that may present themselves, it is impossible to include a comprehensive list of discussion outlines here. These are a few favorites.

So It Rained and Your Tent Flooded….(also known as So It Rained on Your Parade):

- When the rain came unexpectedly and you found yourself soaked, what was your first reaction?
- Do annoying things happen unexpectedly in life?
- When you can't control your surroundings, what can you control?
- When you find yourself in trying situations, who has the power, you or the situation?
- Do you find that you respond to things or react to them
- What is the difference?
- Are there situations that can be avoided or prevented? How?

- What have you learned about tents from this situation?
- What can you apply in your daily life? Yes, a soaked tent really does relate!

I Find Myself Upside Down (in a kayak):

- What was your initial response when you knew that you were going to flip in your boat?
- If you were in a tandem boat did you and your partner work together or against each other?
- Have there been times in your life when you felt that your world was turned upside down? How did you handle the situation?
- Did other group members help you?
- Were you able to accept help that was offered?
- What do you need to feel safe in an unexpected situation?

The Big Chill:

- Things got a lot colder out here than they were supposed to, and now its raining. We have five miles left to paddle. What is going to see us through to the end?
- How can we pull together and work as a team?
- What do we need to do to assess our situation?

Note: This should lead to a discussion on the importance of attitude.

- Does attitude really make a difference?
- What type of attitude do you usually have when things get difficult?
- What are ways of changing attitude? (Some of the best trips have been under the most trying circumstances.)

Help! I'm Stuck!!!:

- So the horse you are riding has other ideas than yours. You want to go forward and it wants to go back to the barn. How might you get yourself unstuck?
- What help can you find?
- Do you have internal resources that you can draw upon? What are they?
- Can you apply lessons that you have learned about riding?

Group discussion:

- How do you apply lessons in your life?
- Have there been times in your life when you have gotten stuck?
- What has helped you to become unstuck?
- How about asking for help?
- Do you have people in your life who you trust will help you?

I Went Swimming and Now I am Covered in Mud:

- Sometimes we make decisions without having all of the required information and then find ourselves in a difficult situation. Has that happened to any of you?
- How did the situation occur today?
- How was it resolved?
- Did group members help each other?
- What has been learned about planning?
- About the importance of having supportive people in our lives?

It Didn't LOOK Like a Snake Until I Got Real Close:

- What kinds of trouble can we get into if we don't have all the facts?
- What happens if we act without getting all of the necessary information?
- Most snakes aren't poisonous, but you should remember that some are. What precautions do you need to take with wildlife?
- What kind of precautions do you need to take in your own life?
- Do we live our lives with awareness?
- What does 'having awareness' mean?

Was that Really Lightning? And Do We REALLY Have to Get Out of the Water?:

- Is it difficult to recognize danger sometimes?
- Is it especially hard when you are having fun?
- How do you judge when a situation is dangerous?
- Do you ever feel like going ahead and doing something when you know it might cause you problems? When?
- What type of responsibility do you have to yourself? To others around you?
- How does the experience of disappointment effect you?
- What are some dangerous situations that you have been in?

Resiliency Factors:

- Reinforcement of caregiving role
- Future-oriented perspective
- Ability to delay gratification
- Humor
- Internalized locus of control
- Internalization of high expectations for the self
- Healthy and productive relationships with adults and peers

- Optimism

A DAY IN THE WOODS AND ON THE WATER

Short-term objectives:
- To have a safe, fun day in the outdoors
- To process the experience as a group

Long-term goals:
- Participants will be able to independently initiate recreational events that are psychologically and physically healthy
- Development of sense of responsibility for the environment
- Development of altruistic attitudes.

Activities:
- hiking
- flatwater canoeing and kayaking
- exploration of national landmarks and history

Time Table: From three hours to three days.

Discussion Outlines

Genuine Observation:
- What type of environment are we in?
- What are some special things that you noticed today? (Sometimes it is helpful to set guidelines such as share something that you saw, something that you heard and something that you touched.)
- Is there a way of taking some of this specialness back with us into our everyday lives?
- If you were to take one thing from this outing back with you, what would it be?

Sense of Community:
- What sense of community do we have here together?
- What types of communities do you have in your lives?
- How hard is it to build a community?
- What keeps a sense of community going?
- Describe the sense of community in your neighborhood, your school, in your home.

The Nourishment of Cooking Together:

- Cooking together helps us come together as a community. It can be an expression of genuine care for fellow group members. (It can also involve a good deal of humor!) It can demonstrate respect, or carelessness. What does this activity represent to you?
- Do you cook together with your family?
- How does this draw you closer together, or further apart?

Learning: This is a good circle group activity, where each individual shares in turn. Allow plenty of time for processing. It is effective sitting around the campfire or to process and close an activity.

- Name one new thing that you have learned from this outing. It could be a new skill, or it could be a realization that you had about yourself or someone else.

Hope: This is a good discussion to have when you have been in a heavily polluted area and after river clean-ups have occurred.

- We saw some heavily damaged areas today. What kinds of hope do we have for the future of this planet? For our own futures?
- Has your sense of hope for yourself changed with time?
- When in your life are you hopeful?
- When do you feel hopeless?
- What do you do when you feel hopeless?

Endings (Or the It's Over For Now, Group):

- We had a wonderful trip and now it is time for it to end. What will you take with you from this trip?
- How should we end it as a group? (Experienced groups will have many creative ideas for this!)
- How do you handle endings in your life?
- Do you become attached to people and places easily?
- What makes saying 'goodbye' easier?

Resiliency Traits:

- Reinforcement of caregiving role
- Short and long-term objective and goal-setting
- Future-oriented perspective
- Humor
- Internalized locus of control
- Healthy and productive relationships with adults and peers
- Optimism and hope

Ice Skating

The adventure of ice skating is ideal for students at any level. The beginners learn from the advanced and the advanced refine their skills. Self-esteem is gained by all. The group members also gain confidence in themselves due to the challenge and their effort in accomplishing the skill. Group members accomplish personal successes as well as group successes.

If the rink allows, the facilitator can conduct relay races. Group members will have to use communication skills to complete the relays. The facilitator can also create a contest format where they judge group members' skating technique, style and creativity.

This activity is a great way for group members to help one another. Some students may be reluctant to put ice skates on nevertheless want to get onto the rink. Ice skates alter your way of walking and then moving with ice under your feet puts forth another set of challenges. Depending upon group members various skill levels, the facilitator may want to pair them to allow one to help the other.

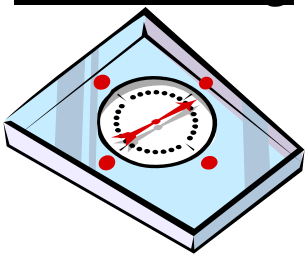
Timeframe: This activity can be done after school hours or on the weekend. The facilitator should set aside a few hours for the group to skate to allow their skills sets enough time to develop and improve.

Supplies Needed:
None

Process Questions:

- What was challenging about this activity?
- Did you support anyone during the activity, how so?
- I noticed some of you helping one another, what was that like, how did it feel to help your group member?
- Some group members had difficulty walking in the skates and building their confidence to get out onto the ice, how did you respect their space and how did you help them overcome their personal challenge?
- What does persistence mean to you?
- Everyone showed their strengths today. What are your strengths and what was it like to use them?
- How was this activity a stress reliever for you?

Geocaching



Geocaching is a high-tech treasure hunting game played throughout the world by adventure seekers equipped with GPS devices. The “hunters” locate hidden containers, called geocaches, outdoors and then share their experiences online (http://www.geocaching.com/). The activity involves at least one group session of planning by the students. The group members will need computer access. They will go to the geocaching web site, register a log in username, read the rules of geocaching, enter their zip code, and then select the most appealing geocache to seek. The group members will need to print the directions, hints, and location coordinates in order to be adequately equipped. On the day of the hunt, the group members will enter the coordinates into the GPS device and begin the search. A mileage indicator on the device shows how close they are to the treasure. Once the geocache is found the group can write their username in the logbook, usually included, and look at any other contents. When the group members are able to access a computer, possibly after the treasure hunt or during the next group session, they will log onto the geocaching web site again and log their experience, how easy or difficult it was to locate the treasure, or obstacles they faced.

This activity can be used anytime throughout the year as a team building activity, or as a fun adventure that is both exciting and challenging. Geocaching provides an opportunity for the group to work as a team, communicate, show peer support, and experience success.

Note: The facilitator may want to locate the geocache ahead of time to ensure it is appropriate for the group. Locating the geocache will also allow the facilitator to plan the amount of time needed.

Timeframe: At least one week of preparation time is needed for the group members to prepare and plan the details of the activity. The adventure activity trip time will vary depending upon the location of the geocache from the start location and the level of difficulty finding the hidden treasure.

Supplies Needed:
Computer access pre and post trip
Print outs of information about the geocache (directions, hints, etc.)
Geocaching GPS
Geocaching book for students to review
Pen/Pencil

Process Questions:

- What was the initial reaction of the group?
- How well did you think the group worked together?
- What were the challenges the group faced?
- How well did the group cope with this challenge?
- What skills did it take to be successful as a group?
- What would an outside observer have seen as the strengths and weaknesses of the group?
- What did you learn about yourself as an group member/as an individual?
- Did group members communicate effectively? How/why not?
- What could have been done differently?

Rock Climbing

This adventure activity provides group members with a fun and safe environment that allows them to challenge themselves with the opportunity to succeed. Rock climbing is a physically and mentally demanding sport that is effective with building one's self esteem, confidence and trust in team members.

This is an excellent bonding experience in which peers encourage and communicate with each other toward the common goal of reaching the top. Not only is rock climbing a team activity, but it also focuses on one's personal achievement and self awareness. It is advisable that the facilitator take part in the activity as this helps build rapport with the students.

LRP staff members can take their groups to an indoor climbing facility or outdoor depending upon the weather and accessibility. Some companies have the option for students to belay themselves, or they have the auto belays. Because there are some risks involved with this activity, the parents or guardians of the students will have to sign a participant agreement waiver before going on the outing.

Timeframe: Most rock climbing facilities need at least 2 weeks notice. Staff should plan on spending about 2 hours on this activity. Group discussion may take place the next week.

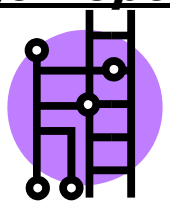
Supplies Needed:

- Transportation to the rock climbing facility
- A form of payment to the company
- Snacks for the group members
- Comfortable clothing

Process Questions:

- Give an example of when you thought you communicated effectively with your peers.
- How did you know that your communication was understood?
- Were there suggestions made to complete your goal?
- Was it easier to trust some of your peers and not others?
- What did you learn about yourself today?
- Talk about your personal achievement from this activity.

Challenge Ropes Course



Participating in a ropes course is a helpful activity to do at the beginning of the year when group members are getting to know each other. This group activity provides students with the opportunities for teamwork, building trust, and working as a group to solve a problem or challenge. The activities also help develop self awareness, increase one's self confidence, and open youth to self discovery.

The ropes course activities can include high and low elements. With high elements, the ropes course is constructed above ground, mostly in trees and provides the individual with the opportunity to confront their fears of heights and gain personal achievements. When participating in the low elements, members can explore their group's interactions, problem solving techniques and the various leadership styles. These activities mostly include ice breakers where students are encouraged to try new things that are outside of their comfort zone and to trust their teammates.

Staff participation in the activity with their group helps build rapport. The role of the facilitator at a ropes course is to provide a safe learning experience for members to successfully complete their goals. It is also important to motivate members and to challenge them to take positive risks.

Timeframe: Most ropes courses get booked very early in the year. It is advisable that staff try to plan the trip *at least* 3 months in advance. Parents or guardians of the students will have to sign a participant assumption of risk and waiver agreement before going on the outing. Staff should plan on spending the whole day at the ropes course and group discussion may take place the next week.

Supplies Needed:

- Transportation to the ropes course
- A form of payment for the ropes course company
- Snacks for the group members
- Comfortable clothing

Process Questions:

- Which activity do you think the group struggled with the most? Why?
- Which activity was the group most successful? Why?
- What is a team?
- What are the components of teamwork that were used today?
- Which activity was the most challenging to overcome?
- Were you able to accomplish something you thought you would not be able to do?
- What did you learn about yourself today?

MEASURING OUTCOMES

&

PROGRAM SUSTAINABILITY

Measuring Outcomes to Demonstrate Your Success

The original LRP has accessed numerous mini-grants to fund many of its program components—particularly alternative activities. Funding sources have included local school coalitions, businesses, and Safe and Drug Free Youth Offices. The key component in securing grant money has been the availability of consistently positive program outcome evaluation data.

It is important to describe what happens during LRP activities and to measure changes in teens and schools during and after the program. These descriptions and measurements will help teens, parents, and others in the community understand what to expect from LRP. Teens and parents will often become more willing to participate as they understand the program, and other members of the community often become more willing to support LRP and to supply resources that support LRP activities.

When presenting success to your community, a number of measures can be helpful:

- School data (grades, attendance, behavioral reports)
- Pre-post testing of attitudes, beliefs, and behaviors addressed in LRP. The pre- and post-test measurement tool is included in this manual, along with a measure used previously, the GREAT. Even a brief questionnaire reflecting the most important attitudes and behaviors you want to change in your program will be helpful
- Questionnaires describing student (and parent) expectations at the beginning of the program and satisfaction/suggested improvements at the end of the program. A sample is included in the Appendix
- Attendance and demographic information
- Information describing specific activities, achievement of associated objectives, participation levels, and participant satisfaction
- Staff evaluations and anecdotal reports
- TV, radio and newspaper reports
- Letters of appreciation received as a result of community services
- Comments and feedback from parents and teachers

Individuals supervising resiliency programs need to be familiar with data collection and program evaluation, and assist staff with this process as needed. Staff members themselves must be interested in data collection and program evaluation in order to contribute to the evaluation process within the boundaries of outcome standards and expectations. Many preventionists are not formally trained in program evaluation. When staff

fully participate in data collection, data entry, and data analysis, they begin to discover areas of change in participants. This contributes to increased buy-in and interest in the evaluation process.

As stated in the opening paragraphs of this manual, evaluation outcomes of the original LRP program demonstrate strong results for individual participants as well as excellent evidence that this intensive, long-term prevention program works. In 1998 and 1999 participants demonstrated a:

- 65% reduction in school absences
- 60% reduction in school disciplinary reports
- 0.8 GPA increase on a 4.0 scale
- attrition rate of 5%

LRP replications should develop benchmark expectations for program outcomes based on local needs identified. The original LRP has developed benchmark expectations for first year participants that include a .5 increase in GPA, a 50% increase in school attendance, a 50% reduction in school disciplinary reports, and an increase in at least two resiliency domains on a clinical measurement. If these figures are not achieved, implementation is examined and, as appropriate, adjusted to improve its effectiveness. To date, the original LRP has consistently exceeded its benchmarked outcomes, further increasing levels of local support for LRP programming. Reports from replication sites indicate similar outcomes.

Program participants should also describe their experiences with the program and provide feedback on the effectiveness of various activities. This is an important process as it provides the opportunity for youth ownership of LRP and encourages participant retention. Resiliency programs have not had attrition rates greater than 5% but this will vary among replication sites based on local factors.

Many outcomes of the original LRP program continue to emerge. The independent evaluator used existing data and additional attitudinal and behavioral measures, including pre- and post-tests, to measure changes and outcomes associated with LRP programming. As the program continues to grow and develop, additional goals and objectives will be developed using the ABCD tools contained in the appendix. Greater specificity and measurability of objectives associated with specific activities will allow LRP to collect information that will allow continual refinement and improvement of LRP activities to better meet the needs of

participating teens. Measurement information is also an effective marketing tool in explaining LRP to public and private organizations that can provide funding, expertise, and other resources to benefit participating teens and the communities we serve.

The outcomes tend to speak for themselves and have been key to support of the program throughout the community. Schools see major change in program participants through their school performance. This enhances school educational goals which, in turn, increases school support for and commitment to LRP. Contractors benefit from the positive outcomes and publicity brought about from the community programming. This increases their commitment to implement successful contract activities. Policymakers and elected officials desire programs that demonstrate a wise use of public funds. This program—and the programs outcomes—provide them with this important information. Youth participants, some of whom were labeled and stigmatized as "troublemakers" or "problems" enjoy a new success-orientation and develop pride in involvement in a nationally recognized program. The importance of solid program evaluation cannot be emphasized enough. It contributes to positive relationships among collaborating organizations, successful youth, and a sustainable prevention program that works.

Financing and Sustaining Your Program

LRP can be supported by a variety of funding sources. Similar programs are made possible by grants or gifts from local, state, or national organizations. Grants are usually only awarded for a year or two—and, even then, generally only continued with demonstrated success. To keep LRP replications going when initial funding vanishes it is important to develop sources of continuing support from the time you first start to plan your effort.

There are a number of steps in developing long term support LRP replication. The first step is to create lasting partnerships with organizations anticipated to be involved in LRP programming for a number of years, namely the schools, a humane organization, and an outdoor partner. Without these critical partnerships, there will be no programming to promote.

It is helpful to develop relationships with individuals who will genuinely care for and support LRP in the public and political domains. These

champions should include LRP participants and their parents, staff of partner organizations, and others in the community who intuitively see the value of the program (for example, by seeing the teens participating in community service activities). These individuals need information that will help them describe positive LRP outcomes to others in the community who can become part the local LRP support network.

Teens and their parents should understand the need for building a network of community partners. Once LRP efforts are underway, invite others in the community to observe an appropriate LRP activity or community service project. Offer to have some teens make a presentation at a meeting of the Board of Directors of an LRP partner, at a PTA, or at a local service club. These families provide a strong voice among politicians and policymakers. They are the ones who vote people into office and politicians will really listen to them over LRP staff.

When talking with partners or potential members of the LRP community support network it is often very helpful to be able to give examples of specific LRP accomplishments. That is a major reason to have goals and objectives that accurately describe what LRP does and to measure progress in achieving these goals and objectives. If the information gathered seems to indicate that LRP is not accomplishing what it sets out to accomplish, revisit LRP programming. Programming that supports change in school data is essential for success in this program.

Sustainability is a Continual Process

Outcomes First – From the time you start to plan your LRP program, think about how this program should look in a year or two and what types of outcomes you should be generating. How many puppet shows should be conducted? How many camping trips should be accomplished? How many trips to work with animals need to occur? How many youth will be served? What changes have been measured in participants? What are the schools saying?

Plant Seeds Early and Develop Parnerships Mindfully – Invite individuals and organizations you would like to work with to help plan and develop your program from the beginning. Understand that a few dedicated partners are what makes LRP programming work. Partnerships should be created around core issues such as commitment to working with youth and hope for a better future.

Work on the Future in the Present – Planning and cultivating community support for your program can best be done while the program is being developed and is growing.

On-going Mindfulness in Implementation is Important – Continuous feedback from existing and potential partners is vital to improving your program and insuring its continuing existence. This comes best in the form of on-going dialogue between LRP staff and their partners about program philosophy, success and hope for the future.

Difficulties will present themselves for the purpose of education – There will probably be bumps in the road for your program, and the relationships that you build are the primary entities that will help you work through them successfully. Any difficulty that presents itself during program implementation can be successfully utilized as a teaching and learning tool. Having this perspective fosters a strong sense of optimism for overall programming.

A Number of Program Characteristics Will Help Sustain LRP

Organizational Strength – A stable organization with strong leadership that draws representation from diverse segments of the community is usually best able to gain community support and funding for successful programs.

Program Integration – Programs that are integrated or networked with other programs and/or agencies can usually sustain themselves more easily than those that don't have such relationships. Most LRP replications are a part of a larger organization. Establishing seamless bonds with treatment systems will also add to support of the program.

Program Advocates – Programs that have an influential advocate or champion in the community are more likely to find the resources needed for continuation.

Program Marketing – Programs that market their success using measures that are valued by the community will get support. Take time to describe your efforts, particularly those that have strong elements of emotion and meaning. Recently, our school system created a video on the animal shelter and broadcast it regularly to a wide audience. The positive feedback from the community was overwhelming.

Truth in Advertising – Programs that don't stretch the truth, exaggerate their accomplishments, or dance around issues build a reputation for honesty and integrity. Measurement suggestions in this manual can help you honestly describe your program and its achievements.

Effective Staff – Highly qualified and experienced staff members are required for implementation of this program. LRP involves taking "at-risk" youth into high-risk environments, establishing effective community partnerships in a wide variety of settings and working in senior clinical roles in the school setting. Counselors must be highly motivated, have the ability to motivate others, possess high energy levels, enjoy diverse environments and have the ability to take risks themselves.

Marketing Your Effectiveness is Important

Your program will not succeed and prosper just because you are doing a good job. You need help and support from everyone in your community who wants to see you continue your efforts.

Communicate program successes you have measured to teens and families involved in your programs, partner organizations, the public at large, key leaders in your community, local newspapers and radio and TV stations, and those who make public policy.

Communicate through newsletter stories, releases to local newspapers and broadcast media, brochures, phone calls, letters to the editor, and presentations before partners, service clubs, and other community organizations.

Communicate the same story in different ways to develop name recognition, using props (e.g. puppets), repeating the same key points over and over using slightly different language, and using different people and presentations to emphasize the same primary information.

Always be honest, share the credit for your successes, and create situations where everybody wins.

APPENDICES

Appendix 1

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Appendix 2

Measurement – Original LRP Instrument

The following information is for pre- and post-testing with the LRP Instrument. The LRP Instrument is available to LRP Licensees via email as an adobe acrobat file. This will offer provide replication sites ease in printing the instrument for use with participants. Contact: Jamie MacDonald at Jamie.MacDonald@fairfaxcounty.gov or call 703-934-5476.

LRP Instrument Administration Notes

- Consider having participants fill out the assessment as part of the initial screening
- If not possible, conduct the assessment within the first two meetings—you may be able to do half each time
    - o Consider doing group building activities the first ½ of the first session, then implementing the questionnaire
    - o Repeat if needed during the second session.
- Stress the importance of being HONEST in their responses.
- Let them know that the information is vital for continuing and improving the program
- Develop a system for a "unique identifier" for participants. For example, if the group is at "Anytown High School," you may want to list participants as AHS1, AHS2, etc. There are many approaches to establishing the participant identification. It should be something easy for you and/or the participant to remember. This will be VERY important when you compare pre- and post-test changes.

LRP Instrument Scoring

- Using Excel, enter the participant's data in Excel as one continuous line, such that each line represents one case.
- Enter ONE response per question.
- If the answer was left blank, leave a blank space and move on to the next answer
- Pre- and Post-test matched pairs should be compared for change. All reporting is to be done as an aggregate as opposed to individual level.
- The Assessment Survey Question Sources sheet provides information about the constructs included as well as the key resiliency area into which it fits.

A copy of the Leadership and Resiliency Instrument begins on the next page.

Instructions to Participants on LRP Instrument:

We are excited about your participation in the Leadership and Resiliency Program.

The questionnaire you are about to fill out is part of our attempt to show how well our program is working or what needs improvement. The questions focus on your opinions, plans, experiences and problems. There are no “right” or “wrong” answers!

You are answering these questions anonymously—that means that no one will know how you as an individual marked your answers. For this reason, you should not put your name on any part of the question booklet. The information will be compiled so we can see how the whole group felt, as opposed to how any one person answered.

We (the facilitators) will be present as you fill out the questionnaire, but we will not look at your responses. We are here to provide help if you don’t understand a particular question or response. If you don’t understand a question, please raise your hand and we will try to help you.

The questionnaire is fairly long so please work as rapidly as you can. Answer the questions honestly--we are interested in YOUR opinions. While we encourage you to answer every question, if you don’t want to answer a question you may leave it blank and skip to the next question. Again, please answer the questions the way you really feel. We want to know what you think.

HOW TO MARK ANSWERS

Read each question in the booklet and circle the ONE answer that best matches your opinion.
When you have finished these questions, put your questionnaire in the manila envelope.
Again, thanks for your participation. Your honest answers will us to improve the program and continue its operation.

Leadership and Resiliency Program Instrument

- 1. How old are you?
  1=Under 14 5=17
  2=14 6=18
  3=15 7=Over 18
  4=16

2. In what grade are you?

1=7th 2=8th 3=9th 4=10th 5=11th 6=12th

3. How do you describe yourself?

1=White 5=Native American
2=African-American 6=Mixed race/biracial
3=Hispanic 7=Other
4=Asian

4. Who do you live with most of the time?

1=Mother and father (biological or adoptive)
2=Mother only
3=Father only
4=half the time with mom, half the time with dad
5=Mother and stepfather
6=Father and stepmother
7=With parent another non-relative adult (for example, mom and her boyfriend)
8=With a relative (grandparents, aunts, uncle, sister)
9=Alone or with friends

5. Are your parents either divorced or separated?

1=No
2=Yes
3=Currently going through a divorce or separation
4=They were never married

6. Does your mother (or other adult female you live with) work?

1=I don't live with my mother or other female adult
2=Employed full time (32 hours of week or more)
3=Employed part time (less than 32 hours a week)
4=Homemaker/not working outside the home
5=Unemployed but looking for work
6=Full time student
7=Retired/disabled

7. Does your father (or other adult male you live with) work?

1=I don't live with my father or other male adult
2=Employed full time (32 hours of week or more)
3=Employed part time (less than 32 hours a week)
4=Homemaker/not working outside the home
5=Unemployed but looking for work
6=Full time student
7=Retired/disabled

8. What are the average grades you usually get in your courses at school?

1=Mostly A's 5=Mostly C's

2=About ½ A's and ½ B's 6=About ½ C's and ½ D's
3=Mostly B's 7=Mostly D's
4=About ½ B's and ½ C's 8=Mostly below D

Read each statement and circle the response that best describes how you feel.

9. I regularly take care of a family member or pet.
1=Never 2=Rarely 3=Sometimes 4=Frequently 5=Always

10. Doing something for others makes me feel good.
1=Never 2=Rarely 3=Sometimes 4=Frequently 5=Always

11. Doing something for someone else is a waste of time.
1=Never 2=Rarely 3=Sometimes 4=Frequently 5=Always

12. I use "I messages" to express my feelings to others.
1=Never 2=Rarely 3=Sometimes 4=Frequently 5=Always

13. I am aware of the messages my body language is sending to others.
1=Never 2=Rarely 3=Sometimes 4=Frequently 5=Always

14. I have at least one good friend I can count on.
1=Strongly disagree 3=Somewhat agree
2=Somewhat disagree 4=Strongly agree

15. I have at least one adult who's not my parent that I can count on.
1=Strongly disagree 3=Somewhat agree
2=Somewhat disagree 4=Strongly agree

16. When I get into a fight it's my own fault.
1=Strongly disagree 3=Somewhat agree
2=Somewhat disagree 4=Strongly agree

17. I am confident in my ability to stay out of fights.
1=Strongly disagree 3=Somewhat agree
2=Somewhat disagree 4=Strongly agree

18. If you want to, you can always find a way to keep from fighting.
1=Strongly disagree 3=Somewhat agree
2=Somewhat disagree 4=Strongly agree

19. If someone called me a bad name, I would ignore them or walk away.
1=Strongly disagree 3=Somewhat agree
2=Somewhat disagree 4=Strongly agree

20. I don't need to fight because there are other ways to deal with anger.
1=Strongly disagree 3=Somewhat agree
2=Somewhat disagree 4=Strongly agree

21. It's okay to hit someone who hits you first.
1=Strongly disagree 3=Somewhat agree
2=Somewhat disagree 4=Strongly agree

22. Sometimes it is necessary to fight with people who are rude or annoying.
1=Strongly disagree 3=Somewhat agree
2=Somewhat disagree 4=Strongly agree

23. If I'm challenged, I'm going to fight.
1=Strongly disagree 3=Somewhat agree
2=Somewhat disagree 4=Strongly agree

24. How often do you set goals to achieve?
1=I usually don't set goals 3=I usually set goals
2=I sometimes set goals 4=I always set goals

25. When I set a goal, I think about what I need to do to achieve that goal.
1=Never 3=Often
2=Sometimes, but not often 4=All the time

26. How often do you work on the goals you have set for yourself?
1=Never 3=Often
2=Sometimes, but not often 4=All the time

27. Once I set a goal, I don't give up until I achieve it.
1=Never 3=Often
2=Sometimes, but not often 4=All the time

28. I think about what I would like to be when I become an adult.
1=Never 3=Often
2=Sometimes, but not often 4=All the time

29. How often do you stop to think about your options before you make a decision?
1=Never 3=Often
2=Sometimes, but not often 4=All the time

30. How often do you stop to think about how your decisions may affect others' feelings?
1=Never 3=Often
2=Sometimes, but not often 4=All the time

31. How often do you stop to think about all the things that may happen as a result of

your decisions?
1=Never 3=Often
2=Sometimes, but not often 4=All the time

32. I make good decisions.
1=Never 3=Often
2=Sometimes, but not often 4=All the time

33. I can describe at least one personal strength I have.
1=Strongly disagree 3=Somewhat agree
2=Somewhat disagree 4=Strongly agree

34. I can easily learn to do new things.
1=Strongly disagree 3=Somewhat agree
2=Somewhat disagree 4=Strongly agree

35. I have a skill that I am good at.
1=Strongly disagree 3=Somewhat agree
2=Somewhat disagree 4=Strongly agree

36. I don't believe I have any personal strengths.
1=Strongly disagree 3=Somewhat agree
2=Somewhat disagree 4=Strongly agree

37. There are things about me that would make me a good role model.
1=Strongly disagree 3=Somewhat agree
2=Somewhat disagree 4=Strongly agree

38. Some of your close friends want you to have a party this weekend because your parents won't be home. If your parents found out, you'd be in big trouble, but your friends want you to have the party anyway. Would you have the party?
1=Definitely would 3=Probably would not
2=Probably would 4=Definitely would not

39. You're out shopping with some of your close friends and they decide to take some clothing without paying for it. You don't think it's a good idea, but they say you should take one too. Would you take the clothing without paying for it?
1=Definitely would 3=Probably would not
2=Probably would 4=Definitely would not

40. You and your close friends find a sheet with the answers to a test you're having tomorrow. They decide to study from it, but you don't think it's a good idea. Would you study from the sheet with your friends?
1=Definitely would 3=Probably would not
2=Probably would 4=Definitely would not

41. You and some of your close friends find a car with the keys in the door, and they decide to take it for a ride. You don't think it's a good idea but they tell you to hop in or they'll leave you. Would you go in the car with your friends?
1=Definitely would 3=Probably would not
2=Probably would 4=Definitely would not

42. Some of your close friends have some beer and they want you to drink it with them. You don't think it's a good idea, but they say you probably won't get caught. Would you drink the beer with your friends?
1=Definitely would 3=Probably would not
2=Probably would 4=Definitely would not

43. You and a couple of your best friends meet at the school one day after supper. No one is around and your friends decide that you should all write on the walls of the school. You don't think it's a good idea but your friends tell you to do it anyway. Would you write on the walls with your friends?
1=Definitely would 3=Probably would not
2=Probably would 4=Definitely would not

44. It is important to think before you act.
1=NO! 2=no 3=yes 4=YES!

45. Do you have to have everything right away?
1=NO! 2=no 3=yes 4=YES!

46. I often do things without thinking about what will happen.
1=NO! 2=no 3=yes 4=YES!

47. Do you often switch from activity to activity rather than sticking to one thing at a time?
1=NO! 2=no 3=yes 4=YES!

48. I think it's okay to take something without asking if you can get away with it.
1=NO! 2=no 3=yes 4=YES!

49. I think sometimes it's okay to cheat at school.
1=NO! 2=no 3=yes 4=YES!

50. It is important to be honest with your parents, even if they become upset or you get punished.
1=NO! 2=no 3=yes 4=YES!

Indicate how often you think these statements describe you.

51. I am a useful person to have around.
    1=Almost never 4=Often
    2=Not too often 5=Almost always
    3=About half the time

52. I feel that I am important, at least as much as others.
    1=Almost never 4=Often
    2=Not too often 5=Almost always
    3=About half the time

53. As a person, I do a good job most days.
    1=Almost never 4=Often
    2=Not too often 5=Almost always
    3=About half the time

54. I feel good about myself.
    1=Almost never 4=Often
    2=Not too often 5=Almost always
    3=About half the time

55. When I do a job, I do it well.
    1=Almost never 4=Often
    2=Not too often 5=Almost always
    3=About half the time

56. When you face difficulties or feel tense, what do you do most often?
    1=Try to be funny and make light of it all.
    2=Get angry and yell at people or swear.
    3=Go to a movie, shop, work on a hobby, sleep or watch television.
    4=Try to see the good in a difficult situation.
    5=Talk to my friends.
    6=Get professional counseling either at school or in the community.
    7=Smoke, drink or use drugs not prescribed by a doctor.
    8=Go to a church/synagogue/mosque.
    9=Talk to my parents.

Describe how much you agree or disagree with each of the following statements.

57. Stressful situations are very difficult for me to deal with.
    1=Strongly agree 3=Disagree a little
    2=Agree a little 4=Disagree a lot

58. I know how to relax when I feel too much pressure.

1=Strongly agree 3=Disagree a little
2=Agree a little 4=Disagree a lot

59. I know what to do to handle a stressful situation.
1=Strongly agree 3=Disagree a little
2=Agree a little 4=Disagree a lot

60. I believe there is really no way I can solve some of the problems I have.
1=Strongly agree 3=Disagree a little
2=Agree a little 4=Disagree a lot

61. Sometimes I feel that I'm being pushed around in life.
1=Strongly agree 3=Disagree a little
2=Agree a little 4=Disagree a lot

62. I have little control over the things that happen to me.
1=Strongly agree 3=Disagree a little
2=Agree a little 4=Disagree a lot

63. I can do just about anything I really set my mind to do.
1=Strongly agree 3=Disagree a little
2=Agree a little 4=Disagree a lot

64. I often feel helpless in dealing with the problems of life.
1=Strongly agree 3=Disagree a little
2=Agree a little 4=Disagree a lot

65. I believe that what happens to me in the future depends mostly on me.
1=Strongly agree 3=Disagree a little
2=Agree a little 4=Disagree a lot

66. I believe there is little I can do to change many of the important things in my life.
1=Strongly agree 3=Disagree a little
2=Agree a little 4=Disagree a lot

67. During the past 12 months, how many times were you in a physical fight?
1=0 times 5=6-7 times
2=1 time 6=8 or 9 times
3=2-3 times 7=10 or 11 times
4=4-5 times 8=12 or more times

68. How many times have you started a fight with another teenager in the past 12 months?
1=0 times 5=6-7 times
2=1 time 6=8 or 9 times
3=2-3 times 7=10 or 11 times

4=4-5 times 8=12 or more times

69. Looking ahead, what would you like to do about school?

1=Quit school as soon as possible 4=Enter the military
2=Finish high school 5=Finish college
3=Get some college or other training 6=Take further training after college

70. What do you think will happen about school? Will you:
1=Quit school as soon as possible 4=Enter the military
2=Finish high school 5=Finish college
3=Get some college or other training 6=Take further training after college

71. Have you ever smoked cigarettes?
1=Never 4=Regularly in the past
2=Once or twice 5=Regularly now
3=Occasionally

72. If you have smoked, how old were you the first time you smoked a cigarette, even one or two puffs?
1=I have never smoked a cigarette in my life
2=8 years old or younger
3=9 or 10 years old
4=11 or 12 years old
5=13 or 14 years old
6=15 or 16 years old
7=17 or 18 years old

73. Have you ever taken or used smokeless tobacco (chewing tobacco, snuff, plug, dipping tobacco)?
1=Never
2=Once or twice
3=Occasionally but not regularly
4=Regularly in the past
5=Regularly now

74. Have you ever had more than just a few sips of beer, wine, wine coolers, or liquor to drink?
1=No
2=Yes

75. On how many occasions in your lifetime have you had alcoholic beverages to drink

(more than just a few sips)?

1=0 occasions 5=10-19 occasions

2=1-2 occasions 6=20-39 occasions
3=3-5 occasions 7=40 or more occasions
4=6-9 occasions

76. On how many occasions in your lifetime (if any) have you been drunk or very high from drinking alcoholic beverages?
1=0 occasions 5=10-19 occasions
2=1-2 occasions 6=20-39 occasions
3=3-5 occasions 7=40 or more occasions
4=6-9 occasions

77. How old were you the first time you had a drink of any alcoholic beverage? (Do not include sips from another person's drink.)
1=I have never had a drink of alcohol in my life
2=8 years old or younger
3=9 or 10 years old
4=11 or 12 years old
5=13 or 14 years old
6=15 or 16 years old
7=17 or 18 years old

78. On how many occasions in your lifetime (if any) have you used marijuana (grass, pot) or hashish (hash, hash oil)?
1=0 occasions 5=10-19 occasions
2=1-2 occasions 6=20-39 occasions
3=3-5 occasions 7=40 or more occasions
4=6-9 occasions

79. How old were you the first time you used marijuana or hashish?
1=I have never used marijuana or hashish in my life
2=8 years old or younger
3=9 or 10 years old
4=11 or 12 years old
5=13 or 14 years old
6=15 or 16 years old
7=17 or 18 years old

80. On how many occasions in your lifetime (if any) have you sniffed glue, or breathed the contents of aerosol spray cans, or inhaled any other gases or sprays in order to get high?
1=0 5=10-19
2=1-2 6=20-39
3=3-5 7=40+
4=6-9

81. How old were you the first time you used any inhalant for kicks or to get high?

1=I have never used inhalants to get high in my life
2=8 years old or younger
3=9 or 10 years old
4=11 or 12 years old
5=13 or 14 years old
6=15 or 16 years old
7=17 or 18 years old

Amphetamines are sometimes called: uppers, ups, speed, bennies, dexies, pep pills, diet pills, meth or crystal meth. They include the following drugs: Benzedrine, Dexedrine, Methedrine, Ritalin, Preludin, Dexamyl, and Methamphetamine.

82. On how many occasions (if any) in your lifetime have you taken amphetamines on your own, that is, without a doctor telling you to take them?
1=0 occasions 5=10-19 occasions
2=1-2 occasions 6=20-39 occasions
3=3-5 occasions 7=40 or more occasions
4=6-9 occasions

83. On how many occasions (if any) in your lifetime have you used 'crack' (cocaine in chunk or rock form)?
1=0 occasions 5=10-19 occasions
2=1-2 occasions 6=20-39 occasions
3=3-5 occasions 7=40 or more occasions
4=6-9 occasions

84. On how many occasions (if any) in your lifetime have you taken cocaine in any other form (like cocaine powder)?
1=0 occasions 5=10-19 occasions
2=1-2 occasions 6=20-39 occasions
3=3-5 occasions 7=40 or more occasions
4=6-9 occasions

85. How old were you the first time you used cocaine, in any form?
1=I have never used cocaine in any form in my life
2=8 years old or younger 5=13 or 14 years old
3=9 or 10 years old 6=15 or 16 years old
4=11 or 12 years old 7=17 or 18 years old

86. How wrong do you think it is for someone your age to drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?
1=Very wrong 3=A little bit wrong
2=Wrong 4=Not wrong at all

87. How wrong do you think it is for someone your age to smoke cigarettes?

1=Very wrong 3=A little bit wrong
2=Wrong 4=Not wrong at all

88. How wrong do you think it is for someone your age to smoke marijuana?
1=Very wrong 3=A little bit wrong
2=Wrong 4=Not wrong at all

89. How wrong do you think it is for someone your age to use LSD, cocaine,

amphetamines or another illegal drug?

1=Very wrong 3=A little bit wrong
2=Wrong 4=Not wrong at all

90. I have made a final decision to stay away from marijuana.
1=Strongly agree 3=Disagree a little
2=Agree a little 4=Disagree a lot

91. I have decided that I will smoke cigarettes.
1=Strongly agree 3=Disagree a little
2=Agree a little 4=Disagree a lot

92. If I had the chance and knew I would not be caught, I would get drunk.
1=Strongly agree 3=Disagree a little
2=Agree a little 4=Disagree a lot

93. I plan to get drunk sometime in the next year.
1=Strongly agree 3=Disagree a little
2=Agree a little 4=Disagree a lot

94. I have made a promise to myself that I will not drink alcohol.
1=Strongly agree 3=Disagree a little
2=Agree a little 4=Disagree a lot

95. I have told at least one person that I do not intend to smoke cigarettes.
1=Strongly agree 3=Disagree a little
2=Agree a little 4=Disagree a lot

96. It is clear to my friends that I am committed to living a drug-free life.

1=Strongly agree 3=Disagree a little
2=Agree a little 4=Disagree a lot

97. How much do you think people risk harming themselves (physically or in other ways)

if they smoke one or more packs of cigarettes a day?
1=No risk 2=Slight risk 3=Moderate risk 4=Great risk

98. How much do you think people risk harming themselves (physically or in other ways) if they try marijuana once or twice?
1=No risk 2=Slight risk 3=Moderate risk 4=Great risk

99. How much do you think people risk harming themselves (physically or in other ways) if they smoke marijuana regularly?
1=No risk 2=Slight risk 3=Moderate risk 4=Great risk

100. How much do you think people risk harming themselves (physically or in other ways) if they take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day?
1=No risk 2=Slight risk 3=Moderate risk 4=Great risk

101. How much do you think people risk harming themselves (physically or in other ways) if they try cocaine occasionally?
1=No risk 2=Slight risk 3=Moderate risk 4=Great risk

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LEADERSHIP AND RESILIENCY INSTRUMENT QUESTION SOURCES

The LRP Instrument has a variety of constructs that relate to target resiliency factors. The chart below provides information about sources, constructs, and factors for specific questions.

Question number	**Construct**	**Resiliency Factor**	**Source**
9-11	Empathy	Healthy Relationships	ARS
12-13	Communication	Healthy Relationships	Huebner 2003
14-15	Support	Healthy Relationships	Small & Rodgers 1995
16-23	Violence	Outcome	National Institute of Justice
24-28	Goal Setting	Goal Setting	CSAP
29-32	Decision Making	Goal Setting	CSAP
33-37	Identifying Strengths	Coping/Goal Setting	ARS
38-43	Peer Pressure	Healthy Relationships	Brown, Clausen & Eicher, 1986
44-47	Impulsivity	Coping	CSAP
48-50	Belief in the Moral Order	Coping/Healthy Rel.	CSAP
51-55	Self Concept	Coping/Healthy Rel.	GREAT
56	Coping	Coping	McCubbin et al. 1996
57-59	Stress Management Skills	Coping/Healthy Rel.	CSAP
60-66	Self-Efficacy	Coping	Fetsch, 1996
67-68	Fighting	Outcome	Small & Rodgers, 1995
69-70	Educational Aspirations	Coping	NLSY
71-85	ATOD Use	Outcome	CSAP
86-96	Attitudes about ATOD	Outcome	CSAP
97-101	Perceived risk ATOD	Outcome	CSAP

Appendix 3

Measurement – GREAT Information

The psychometric instrument utilized in this program is the *GREAT.* It was chosen for use by the Washington/Baltimore HIDTA because of it's comprehensive scope and the inclusion of a self-report domain. This instrument is lengthy, and it is recommended that students take it in small group settings where they can be monitored by a counselor and that pizza or some other incentive be provided after it's completion by the entire group. As with all psychometric testing, it is vital that each question is answered to the best of the respondent's ability. Staff may need to read questions to students, particularly those who have learning disabilities.

Pre-testing should occur within the first month of beginning groups in the fall. Post tests should be given during the last month of school. Students entering the program during the school year need to take the test at the earliest convenient time, then again at the end of the school year. This test rotation should continue on for as long as the student is in school. Counselors need to maintain an awareness of how long the testing process may take, and work to diminish any stress upon teaching staff. An ideal time for group testing is often during lunch, or during regular group time.

Students taking the *GREAT* are instructed not to indicate their name on the test. It is necessary for counselors to maintain a coded system for all students. This process can be relatively simple, identifying students numerically and then alphabetically. For example, a counselor working with 50 students can number them 1 – 50, label their first pre-test 1a, 2a, 3a, and so on, and their post tests 1b, 2b, 3b etcetera. Tests should be kept in resiliency files, but only immediate staff should have access to them.

The *GREAT* is a public domain instrument developed at the University of Nebraska.

G.R.E.A.T

STUDENT QUESTIONNAIRE

Fall 1995

University of Nebraska at Omaha
Department of Criminal Justice
1100 Neihardt
Lincoln, NE 68588-0630

INSTRUCTIONS

1. **Please answer the questions in the order they appear**

2. **Circle the number that shows your best answer to each question.**

3. **There are no right or wrong answers. Your opinion is what counts.**

4. **Do NOT write your name on the questionnaire.**

5. **Your answers are CONFIDENTIAL--no one will ever connect your name with the answers you give.**

6. **You have the right to skip any question that you do not want to answer.**

7. **You can stop filling out the questionnaire any time you wish.**

WE HOPE YOU ENJOY ANSWERING THESE QUESTIONS

A. We are going to begin with a few questions about you and your background. Please circle the response that best describes you.

1. I am
1. **Male**
2. **Female**

2. I am
1. **White/Anglo, not Hispanic**
2. **Black/African-American**
3. **Hispanic/Latino**
4. **American Indian/Native American**
5. **Asian/Pacific Islander/Oriental**
6. **Other (SPECIFY)_____**

3. I was born
1. **In the United States**
2. **In another country**

4. I am _____ years old.

5. I live with
1. **my mother only**
2. **my father only**
3. **both my mother and father**
4. **other (SPECIFY)_____**

6. What is the highest level of schooling your father completed?
1. **Grade school or less 5. Completed college**
2. **Some high school 6. More than college**
3. **Completed high school 7. Don't know**
4. **Some college**

7. What is the highest level of schooling your mother completed?
1. **Grade school or less 5. Completed college**
2. **Some high school 6. More than college**

3. Completed high school 7. Don't know
4. Some college

8. Did you complete the DARE program in grade school?
1. No 2. Yes

9. Did you complete the G.R.E.A.T. program?
1.No 2. Yes

B. The following few questions are about your family. First think about your mother or mother-figure and circle the number that best represents your attitude. The closer the number is to the phrase, the more you think that is the case. If you don't have a mother or mother-figure, leave these questions blank.

Think about your mother or mother-figure.

1	Can talk about anything	7	6	5	4	3	2	1	Cam't talk about anything
2	Always trusts me	7	6	5	4	3	2	1	Never trusts me
3	Knows all of my friends	7	6	5	4	3	2	1	Does not know any of my friends
4	Always understands me	7	6	5	4	3	2	1	Never understands me
5	Always ask her advice	7	6	5	4	3	2	1	Never ask her advice
6	Always praises me when I do well	7	6	5	4	3	2	1	Never praises me when I do well

Next, think about your father or father-figure. If you don't have a father or father-figure, leave these questions blank.

7	Can talk about anything	7	6	5	4	3	2	1	Cam't talk about anything
8	Always trusts me	7	6	5	4	3	2	1	Never trusts me
9	Knows all of my friends	7	6	5	4	3	2	1	Does not know any of my friends
10	Always understands me	7	6	5	4	3	2	1	Never understands me
11	Always ask her advice	7	6	5	4	3	2	1	Never ask her advice
12	Always praises me when I do well	7	6	5	4	3	2	1	Never praises me when I do well

How much do you agree or disagree with these statements?

13. When I go someplace, I leave a note for my parents or call them to tell them where I am.

1. Strongly Disagree	**2. Disagree**	**3. Neither Agree nor Disagree**	**4. Agree**	**5. Strongly Agree**

14. My parents know where I am when I am not at home or at school.

1. Strongly Disagree	**2. Disagree**	**3. Neither Agree nor Disagree**	**4. Agree**	**5. Strongly Agree**

15. I know how to get in touch with my parents if they are not at home.

1. Strongly Disagree	**2. Disagree**	**3. Neither Agree nor Disagree**	**4. Agree**	**5. Strongly Agree**

16. My parents know who I am with if I am not at home.

1. Strongly Disagree	**2. Disagree**	**3. Neither Agree nor Disagree**	**4. Agree**	**5. Strongly Agree**

C. Remember, there are no right or wrong answers. It is your opinion that is important.

1. I often do things because I feel like it without stopping to think.

1. Strongly Disagree	**2. Disagree**	**3. Neither Agree nor Disagree**	**4. Agree**	**5. Strongly Agree**

2. I don't think about or plan for my future very much.

1. Strongly Disagree	**2. Disagree**	**3. Neither Agree nor Disagree**	**4. Agree**	**5. Strongly Agree**

3. I often do whatever makes me feel good, even when it gets in the way of my long-term goals.

1. Strongly Disagree	**2. Disagree**	**3. Neither Agree nor Disagree**	**4. Agree**	**5. Strongly Agree**

4. I'm more concerned with what happens to me in the short run than in the long run.

1. Strongly Disagree	**2. Disagree**	**3. Neither Agree nor Disagree**	**4. Agree**	**5. Strongly Agree**

5. I like to test myself every now and then by doing something a little risky.

1. Strongly Disagree	**2. Disagree**	**3. Neither Agree nor Disagree**	**4. Agree**	**5. Strongly Agree**

6. Sometimes I will take a risk just for the fun of it.

1. Strongly Disagree	**2. Disagree**	**3. Neither Agree nor Disagree**	**4. Agree**	**5. Strongly Agree**

7. I sometimes find it exciting to do things for which I might get in trouble.

1. Strongly Disagree	**2. Disagree**	**3. Neither Agree nor Disagree**	**4. Agree**	**5. Strongly Agree**

8. Excitement and adventure are more important to me than security.

1. Strongly Disagree	**2. Disagree**	**3. Neither Agree nor Disagree**	**4. Agree**	**5. Strongly Agree**

9. I have a strong sense of belonging to my own ethnic group.

1. Strongly Disagree	**2. Disagree**	**3. Neither Agree nor Disagree**	**4. Agree**	**5. Strongly Agree**

10. If I were to be born all over again, I would want to be born into a different ethic group.

1. Strongly Disagree	**2. Disagree**	**3. Neither Agree nor Disagree**	**4. Agree**	**5. Strongly Agree**

11. I sometimes feel that I don't belong with any ethnic group.

1. Strongly Disagree	**2. Disagree**	**3. Neither Agree nor Disagree**	**4. Agree**	**5. Strongly Agree**

12. I feel good about my cultural or ethnic background.

1. Strongly Disagree	**2. Disagree**	**3. Neither Agree nor Disagree**	**4. Agree**	**5. Strongly Agree**

D. The next few questions are about your attitudes toward the police.

1. Police officers are honest.

1. Strongly Disagree	**2. Disagree**	**3. Neither Agree nor Disagree**	**4. Agree**	**5. Strongly Agree**

2. Most police officers are usually rude.

1. Strongly Disagree	**2. Disagree**	**3. Neither Agree nor**	**4. Agree**	**5. Strongly Agree**

		Disagree		

3. Police officers are hardworking.

1. Strongly Disagree	**2. Disagree**	**3. Neither Agree nor Disagree**	**4. Agree**	**5. Strongly Agree**

4. Most police officers are usually friendly.

1. Strongly Disagree	**2. Disagree**	**3. Neither Agree nor Disagree**	**4. Agree**	**5. Strongly Agree**

5. Police officers are usually courteous.

1. Strongly Disagree	**2. Disagree**	**3. Neither Agree nor Disagree**	**4. Agree**	**5. Strongly Agree**

6. Police officers are respectful toward people like me.

1. Strongly Disagree	**2. Disagree**	**3. Neither Agree nor Disagree**	**4. Agree**	**5. Strongly Agree**

7. Police officers are prejudiced against minority persons.

1. Strongly Disagree	**2. Disagree**	**3. Neither Agree nor Disagree**	**4. Agree**	**5. Strongly Agree**

8. I feel safer when police officers are in my school.

1. Strongly Disagree	**2. Disagree**	**3. Neither Agree nor Disagree**	**4. Agree**	**5. Strongly Agree**

9. Police officers make good teachers.

1. Strongly Disagree	**2. Disagree**	**3. Neither Agree nor Disagree**	**4. Agree**	**5. Strongly Agree**

10. Police officers don't know much about gangs.

1. Strongly Disagree	**2. Disagree**	**3. Neither Agree nor Disagree**	**4. Agree**	**5. Strongly Agree**

E. For the next set of questions, think about your current group of friends.

1. How many of your close friends are in a gang? _____ number

2. Do you ever spend time hanging around with your current friends not doing anything in particular where no adults are present?
1. No 2. Yes

3. IF YES, how many hours do you spend doing this during an average week?
_____hours

4. Do you ever spend time getting together with your current friends were drugs and alcohol are available?
1. No 2. Yes

5. IF YES, how many hours do you spend doing this during an average week?
_____hours

6. If your group of friends was getting you into trouble at home, how likely is it that you would still hang out with them?
1. Not at all Likely 2. A Little Likely 3. Somewhat Likely 4. Likely 5. Very Likely

7. If your group of friends was getting you into trouble at school, how likely is it that you would still hang out with them?
1. Not at all Likely 2. A Little Likely 3. Somewhat Likely 4. Likely 5. Very Likely

8. If your group of friends was getting you into trouble with the police, how likely is it
that you would still hang out with them?
1. Not at all Likely 2. A Little Likely 3. Somewhat Likely 4. Likely 5. Very Likely

9. If your friends told you not to do something because it was wrong, how likely is it that you would listen to them?
1. Not at all Likely 2. A Little Likely 3. Somewhat Likely 4. Likely
5. Very Likely

10. If your friends told you not to do something because it was against the law, how likely is it that you would listen to them?
1. Not at all Likely 2. A Little Likely 3. Somewhat Likely 4. Likely
5. Very Likely

F. These next few questions are about your opinions about a number of different things.

How much do you agree or disagree with these statements?

1. Even though there are lots of students around, I often feel lonely at school.

1. Strongly Disagree	**2. Disagree**	**3. Neither Agree nor Disagree**	**4. Agree**	**5. Strongly Agree**

2. Sometimes I feel lonely when I'm with my friends.

1. Strongly Disagree	**2. Disagree**	**3. Neither Agree nor Disagree**	**4. Agree**	**5. Strongly Agree**

3. Sometimes I feel lonely when I'm with my family.

1. Strongly Disagree	**2. Disagree**	**3. Neither Agree nor Disagree**	**4. Agree**	**5. Strongly Agree**

4. I probably won't be able to do the kind of work that I want to do because I won't have enough education.

1. Strongly Disagree	**2. Disagree**	**3. Neither Agree nor Disagree**	**4. Agree**	**5. Strongly Agree**

5. A person like me has a pretty good chance of going to college.

1. Strongly Disagree	**2. Disagree**	**3. Neither Agree nor Disagree**	**4. Agree**	**5. Strongly Agree**

6. I won't be able to finish high school because my family will want me to get a job.

1. Strongly Disagree	**2. Disagree**	**3. Neither Agree nor Disagree**	**4. Agree**	**5. Strongly Agree**

7. I'll never have enough money to go to college.

1. Strongly Disagree	**2. Disagree**	**3. Neither Agree nor Disagree**	**4. Agree**	**5. Strongly Agree**

8. It's okay to tell a small lie if it doesn't hurt anyone.

1. Strongly Disagree	**2. Disagree**	**3. Neither Agree nor Disagree**	**4. Agree**	**5. Strongly Agree**

9. It's okay to lie if it will keep your friends from getting in trouble with parents, teachers, or police.

1. Strongly Disagree	**2. Disagree**	**3. Neither Agree nor Disagree**	**4. Agree**	**5. Strongly Agree**

10. It's okay to lie to someone if it will keep you out of trouble with them.

1. Strongly Disagree	**2. Disagree**	**3. Neither Agree nor Disagree**	**4. Agree**	**5. Strongly Agree**

11. It's okay to steal something from someone who is rich and can easily replace it.

1. Strongly Disagree	**2. Disagree**	**3. Neither Agree nor Disagree**	**4. Agree**	**5. Strongly Agree**

12. It's okay to take little things from a store without paying for them since stores make so much money that it won't hurt them.

1. Strongly Disagree	**2. Disagree**	**3. Neither Agree nor Disagree**	**4. Agree**	**5. Strongly Agree**

13. It's okay to steal something if that's the only way you could ever get it.

1. Strongly Disagree	**2. Disagree**	**3. Neither Agree nor Disagree**	**4. Agree**	**5. Strongly Agree**

14. It's okay to get into a physical fight with someone if they hit you first.

1. Strongly Disagree	**2. Disagree**	**3. Neither Agree nor Disagree**	**4. Agree**	**5. Strongly Agree**

15. It's okay to get into a physical fight with someone if you have to stand up for or protect your rights.

1. Strongly Disagree	**2. Disagree**	**3. Neither Agree nor Disagree**	**4. Agree**	**5. Strongly Agree**

16. It's okay to get into a physical fight with someone if they are threatening to hurt your friends or family.

1. Strongly Disagree	**2. Disagree**	**3. Neither Agree nor Disagree**	**4. Agree**	**5. Strongly Agree**

G. How guilty or how badly would you feel if you…

1. Skipped school without an excuse?

1. Not Very Guilty / Badly 2. Somewhat Guilty / Badly 3. Very Guilty / Badly

2. Lied, disobeyed or talked back to adults such as parents, teachers, or others?

1. Not Very Guilty / Badly 2. Somewhat Guilty / Badly 3. Very Guilty / Badly

3. Purposely damaged or destroyed property that did not belong to you?
1. Not Very Guilty / Badly 2. Somewhat Guilty / Badly 3. Very Guilty / Badly

4. Stole something worth less that $50?
1. Not Very Guilty / Badly 2. Somewhat Guilty / Badly 3. Very Guilty / Badly

5. Stole something worth more than $50?
1. Not Very Guilty / Badly 2. Somewhat Guilty / Badly 3. Very Guilty / Badly

6. Went into or tried to go into a building to steal something?
1. Not Very Guilty / Badly 2. Somewhat Guilty / Badly 3. Very Guilty / Badly

7. Stole or tried to steal a motor vehicle?
1. Not Very Guilty / Badly 2. Somewhat Guilty / Badly 3. Very Guilty / Badly

8. Hit someone with the idea of hurting them?
1. Not Very Guilty / Badly 2. Somewhat Guilty / Badly 3. Very Guilty / Badly

9. Attacked someone with a weapon?
1. Not Very Guilty / Badly 2. Somewhat Guilty / Badly 3. Very Guilty / Badly

10. Used a weapon or force to get money or things from people?
1. Not Very Guilty / Badly 2. Somewhat Guilty / Badly 3. Very Guilty / Badly

11. Sold marijuana?
1. Not Very Guilty / Badly 2. Somewhat Guilty / Badly 3. Very Guilty / Badly

12. Sold other illegal drugs such as heroin, cocaine, crack, or LSD?
1. Not Very Guilty / Badly 2. Somewhat Guilty / Badly 3. Very Guilty / Badly

13. Used tobacco products.
1. Not Very Guilty / Badly 2. Somewhat Guilty / Badly 3. Very Guilty / Badly

14. Used alcohol?
1. Not Very Guilty / Badly 2. Somewhat Guilty / Badly 3. Very Guilty / Badly

15. Used marijuana?
1. Not Very Guilty / Badly 2. Somewhat Guilty / Badly 3. Very Guilty / Badly

16. Used other illegal drugs such as heroin, cocaine, crack, or LSD?
1. Not Very Guilty / Badly 2. Somewhat Guilty / Badly 3. Very Guilty / Badly

H. Indicate how often you think these statements describe you.

- **1. I am a useful person to have around.**
  1. Almost Never 2. Not too Often 3. About Half the Time 4. Often
  5. Almost always

2. I feel that I am important, at least as much as others.
1. Almost Never 2. Not too Often 3. About Half the Time 4. Often
5. Almost always

3. As a person, I do a good job these days.
1. Almost Never 2. Not too Often 3. About Half the Time 4. Often
5. Almost always

4. I am able to do things as well as most other people.
1. Almost Never 2. Not too Often 3. About Half the Time 4. Often
5. Almost always

5. I feel good about myself.
1. Almost Never 2. Not too Often 3. About Half the Time 4. Often
5. Almost always

6. When I do a job, I do it well.
1. Almost Never 2. Not too Often 3. About Half the Time 4. Often
5. Almost always

Next, please answer the following questions about school and your friends.

I. How much do you agree or disagree with these statements?

1. Homework is a waste of time.

1. Strongly Disagree	**2. Disagree**	**3. Neither Agree nor Disagree**	**4. Agree**	**5. Strongly Agree**

2. I try hard in school.

1. Strongly Disagree	**2. Disagree**	**3. Neither Agree nor Disagree**	**4. Agree**	**5. Strongly Agree**

3. Education is so important that it's worth it to put up with things about school that I don't like.

1. Strongly Disagree	**2. Disagree**	**3. Neither Agree nor Disagree**	**4. Agree**	**5. Strongly Agree**

4. In general, I like school.

1. Strongly Disagree	**2. Disagree**	**3. Neither Agree nor Disagree**	**4. Agree**	**5. Strongly Agree**

5. Grades are very important to me.

1. Strongly Disagree	**2. Disagree**	**3. Neither Agree nor Disagree**	**4. Agree**	**5. Strongly Agree**

6. I usually finish my homework.

1. Strongly Disagree	**2. Disagree**	**3. Neither Agree nor Disagree**	**4. Agree**	**5. Strongly Agree**

7. If you had to choose between studying to get a good grade on a test or going out with your friends, which would you do?
1. Definitely Go with Friends 2. Probably Go with Friends 3. Uncertain
4. Probably Study 5. Definitely Study

- **J. Everyone breaks rules and laws some times. Have you ever done any of the following?**
  If yes, please indicate how many times in the past 3 months you have done each thing.

  1. Skipped classes without an excuse? 1. No 2. Yes _____Times

  2. Lied about your age to get into some place or to buy something? 1. No 2. Ye _____Times

3. Avoided paying for things such as movies, bus or subway rides? 1. No 2. Yes _____Times

  4. Purposely damaged or destroyed property that did not belong to you? 1. No 2. Yes _____Times

  5. Carried a hidden weapon for protection? 1. No 2. Yes _____Times

  6. Illegally spray painted a wall or a building? 1. No 2. Yes _____Times

  7. Stolen or tried to steal something

worth less than $50? 1. No 2. Yes _____Times

8. Stolen or tried to steal something worth more than $50? 1. No 2. Yes _____Times

9. Gone into or tried to go into a building to steal something? 1. No 2. Yes _____Times

10. Stolen or tried to steal a motor vehicle? 1. No 2. Yes _____Times

11. Hit someone with the idea of hurting them? 1. No 2. Yes _____Times

12. Attack someone with a weapon? 1. No 2. Yes _____Times

13. Used a weapon or force to get money or things from people? 1. No 2. Yes _____Times

14. Been involved in gang fights? 1. No 2. Yes _____Times

15. Shot at someone because you were told to by someone else? 1. No 2. Yes _____Times

16. Sold marijuana? 1. No 2. Yes _____Times

17. Sold other illegal drugs such as heroin, cocaine, crack or LSD? 1. No 2. Yes _____Times

K. Have you used any of the following drugs? If you have, please answer how many times you've used each drug in the past 3 months.

Ever done If Yes,

1. Tobacco products? 1. No 2. Yes _____Times

2. Alcohol? 1. No 2. Yes _____Times

3. Marijuana? 1. No 2. Yes _____Times

4. Cocaine or Crack? 1. No 2. Yes _____Times

5. Paint, glue or other things you inhale to get high? 1. No 2. Yes _____Times

6. Other illegal drugs, including heroin, PCP, LSD or mescaline? **1. No** **2. Yes _____Times**

Thank you very much for answering these questions. We really appreciate your help.

Appendix 4

Measurement – Adolescent Resiliency Scale

The Adolescent Resiliency Scale was developed by Amrit Daryanani as a tool focusing on strengths. It was used in combination with the GREAT for five years. It is included in this documented for sites interested in using it as a measurement tool. In 2003, the LRP Instrument was developed and is in use at the original site in place of this instrument.

Instructions

This scale is a measurement of some of your strengths and attitudes. Please take the time to read and answer each question carefully. If you need help with any questions, please ask a staff member for help. It is important to answer every question on this test.

1	2	3	4	5
Rarely/Strongly Disagree	Rarely Disagree	Agree half the time	Agree most of the time	Always strongly agree

Your Age_____

Your racialheritage_____
Please indicate if more than one

Who do you live with?_____

1. I believe that I am a good person. 1 2 3 4 5
2. I would describe myself as a good person. 1 2 3 4 5
3. Getting drunk is okay once in a while. 1 2 3 4 5
4. Marijuana should be legalized. 1 2 3 4 5
5. I can describe at least one personal strength. 1 2 3 4 5
   or good thing about me. 1 2 3 4 5
6. It is okay to use drugs once in a while. 1 2 3 4 5
7. I think that I have a good future ahead of me. 1 2 3 4 5
8. Sometimes I do things that I know will get
   me into trouble. 1 2 3 4 5
9. When I decide to try something new, I know
   I will be successful with it. 1 2 3 4 5
10. I regularly take care of a family member or a
    Pet, and enjoy doing it. 1 2 3 4 5
11. I am valuable to have around. 1 2 3 4 5
12. I would never drink alcohol. 1 2 3 4 5
13. Life would be boring if I didn't take risks. 1 2 3 4 5

14. There is nothing wrong with smoking pot. 1 2 3 4 5
15. I can easily learn to do new things. 1 2 3 4 5
16. The most important thing about using illegal drugs is not to get caught. 1 2 3 4 5
17. I look forward to the years ahead of me. 1 2 3 4 5
18. I can always stop myself from doing something wrong. 1 2 3 4 5
19. I enjoy learning new things. 1 2 3 4 5
20. Doing something for others makes me feel good. 1 2 3 4 5
21. I can be a good friend. 1 2 3 4 5
22. Having a few beers is okay once in a while. 1 2 3 4 5
23. I take risks frequently, even though I might get into trouble. 1 2 3 4 5
24. I would never smoke or use marijuana. 1 2 3 4 5
25. People should be able to use whatever drugs they want. 1 2 3 4 5
26. There are some things that I am really good at. 1 2 3 4 5
27. I make plans for my future. 1 2 3 4 5
28. It is hard for me to concentrate on only one thing. 1 2 3 4 5
29. I fail more often than I succeed. 1 2 3 4 5
30. I am a useful person because I can help the world. 1 2 3 4 5
31. There is nothing wrong in getting drunk at parties. 1 2 3 4 5
32. I can describe things that I like about myself. 1 2 3 4 5
33. Smoking marijuana is not bad for you. 1 2 3 4 5
34. There are times when I crave excitement. 1 2 3 4 5
35. Most of my friends use drugs like acid, heroin, crystal meth or XTC. 1 2 3 4 5
36. I have skills and talents that I am good at. 1 2 3 4 5
37. When I think about my future, I get depressed. 1 2 3 4 5
38. I have gotten in trouble at school for not following the rules. 1 2 3 4 5
39. Success makes me feel uncomfortable. 1 2 3 4 5
40. Helping others is a waste of time. 1 2 3 4 5
41. I deserve to be treated with respect. 1 2 3 4 5
42. I have beliefs that are important to me. 1 2 3 4 5
43. Sometimes I will do risky things for fun. 1 2 3 4 5
44. I have gotten in trouble for risky behavior. 1 2 3 4 5
45. Teenagers should be allowed to drink beer. 1 2 3 4 5
46. Most of my friends smoke pot. 1 2 3 4 5
47. Most of my friends use alcohol. 1 2 3 4 5
48. Most of my family members smoke pot. 1 2 3 4 5
49. When I decide to do something, I really do it. 1 2 3 4 5
50. I have a hobby that interests me. 1 2 3 4 5
51. I could be described as a hopeful person. 1 2 3 4 5
52. I get depressed very easily. 1 2 3 4 5
53. I wish I could stop myself from doing bad things. 1 2 3 4 5

54. I usually act before I think. 1 2 3 4 5
55. I enjoy competition because I know I can do well. 1 2 3 4 5
56. I think of others before I think of myself. 1 2 3 4 5
57. I am afraid of trying new things because I might fail. 1 2 3 4 5
58. When I feel down, if I spend sometime helping
others or taking care of a pet, I feel better. 1 2 3 4 5
59. Most of the time I like myself. 1 2 3 4 5
60. When I am bored, I do things and get into trouble. 1 2 3 4 5
61. I am not much good to have around. 1 2 3 4 5
62. I will take on a challenge just for the fun of it. 1 2 3 4 5
63. Drinking alcohol is wrong. 1 2 3 4 5
64. My feelings are important. 1 2 3 4 5
65. I would like my life to be filled with excitement. 1 2 3 4 5
66. Celebrations should always include alcohol. 1 2 3 4 5
67. I have a lot of different feelings at different times. 1 2 3 4 5
68. Taking risks makes you an interesting person. 1 2 3 4 5
69. Smoking marijuana is wrong. 1 2 3 4 5
70. I would never use illegal drugs. 1 2 3 4 5
71. I have the ability to set goals and achieve them. 1 2 3 4 5
72. The side effects of smoking pot are exaggerated. 1 2 3 4 5
73. Even if they are bad for you, people should be
allowed to use drugs. 1 2 3 4 5
74. I don't believe that I have any personal strengths. 1 2 3 4 5
75. I have achieved positive things in my life. 1 2 3 4 5
76. I can make something good out of a bad situation. 1 2 3 4 5
77. I would make a good role model. 1 2 3 4 5
78. I don't like thinking about the future. 1 2 3 4 5
79. Thinking things through is a waste of time. 1 2 3 4 5
80. I always expect the worst. 1 2 3 4 5
81. I usually act before I think. 1 2 3 4 5
82. I wish I had more control over myself. 1 2 3 4 5
83. I expect my future to bring me good things. 1 2 3 4 5
84. My parents would describe me as someone who
Thinks before they act. 1 2 3 4 5

Adolescent Resiliency Scale

An Introduction to Sub-scale interpretations

Achievement of Success (Self-Efficacy)

This subscale is a primary measure of attitudes regarding orientation towards success, confidence in the self and the individual student's ability to engage in new activities with confidence. Resiliency traits of optimism and goal orientation are also captured within this subscale, thus making it a predictive tool regarding the individual students's drive towards success vs. impulses to sabotage the self. This subscale provides additional information regarding potential emotional volitility that may be experienced by individual students when they are placed in situations that demand learning new tasks or skills.

Confidence in oneself and in the internal ability to assimilate and utilize new information is critical for students to have in order to function in a psychologically healthy manner. Thus, this subscale, in addition to being a measure of individual self-efficacy, is also a measure of how an individual may respond (negatively or positively) to stress that is produced in both the academic and social environment.

Care-Giving Traits (Empathy)

This subscale measures a student's ability to sublimate stressors through activities that are directed towards improving the well being of other's (including humans and animals). This critical resiliency trait, which is a primary predictor of future psychological health and well being, is a key measure in any resiliency programming. This subscale also identifies traits such as altruism, healthy ego adjustment, immature ego development, perspective taking and narcissism.

This subscale may also be used to identify a healthy developmental track in adolescents, as well as to identify those individuals who have not yet achieved age-appropriate developmental stages. An appropriate "care-giving" persona can be achieved only when an individual adolescent is able to engage in abstract thinking, and when the ability to take the perspective of another exists. Older adolescents in particular need to be flagged when these traits only partially exist or are missing, as this is an indication of serious developmental delay.

Pessimism vs. Optimism

When evaluting this subscale, clinicians need to be aware of the potential for the identification of clincial depression. Appropriate interventions and/or referrals need to be readily available. Individuals who indicate that they are highly susecptable to depression may need further screening in a timely manner.

This subscale identifies an individual student's primary outlook regarding the future. A positive future orientation is predictive of the ability to positively

mediate stress and to care for the self. It is also predictive of the ability to motivate others. This subscale, after initial scoring, may provide important insight regarding individual student's plans for the future. Clinical interviewing may need to incorporate reality testing in this process, particularly if normal developmental tasks have not been met. In order to be a genuine resiliency trait, a future oriented perspective must be grounded in the ability to genuinely identify and accecpt one's circumstances.

Impulse Control

Clinicians need to be aware that individuals answering positively to the majority of these questions may have an ADD/ADHD diagnosis. Individuals answering positively to the majority of these questions who do NOT have a diagnosis MAY need to be screened for impulse related disorders.

The ability to regulate internal impulse is a critical trait. This internalized vs. externalized locus of control is predictive regarding school disciplinary issues, risk for negative involvement with law enforcement and the ability to manage personal safety. Individuals displaying significantly impaired impulse control are ideal candidates for intensive alternative activities focusing on managed risk.

This subscale will be helpful in identifying the individual student's knowledge of and accecptance of abilty to mediate impulses. It is important to note that students scoring with high impulsivity may have difficulty with goal orientation.

Attitudes towards ATOD use

This series of subscales measures both individual and perceived familial attitudes towards substance use and the acceptance of various substances within the individual, family and social domains. As these subscales avoid self-report of use, it is considered that accuracy of genuine attitudes towards these substances is increased and will be an accurate reflection of the individual student's internalized belief system regarding ATOD use.

This subscale is particularly beneficial in identifying familial norms, as working with students who live in situations which view ATOD use as acceptable differs from those students living in environments where favorable attitiudes towards ATOD use are not the norm. This is particularly important when considering substances that are illegal. Students holding positive attitudes towards broad ATOD use, and who reside in families where similar attitudes are percieved from adults and caregivers, need to viewed as high risk for potential use and/or abuse of substances.

View and Acceptance of Oneself

This subscale measures the perception that the individual student holds of the self at a very fundamental level. Primary consideration is given to the belief that one is good to have in the world vs. one who is not. This subscale assists in providing a comprehensive assessment of the individual student regarding the level of individual value that each person maintains in regards to the self. The more accepting one is of the self, combined with a genuine acceptance of the self and circumstances, is predictive of the capacity for healthy psychological functioning.

Individuals who report very low levels of self acceptance may need clinical follow-up, and should be considered for more intensive programming. Low acceptance of the self should be followed up with clincial interviewing that includes timelines and a historical assessment of the individual, including current global functioning. This subscale is also helpful in identifying those individuals with high levels of naricssism and extreme preoccupation with the self. Interpretation of this subscale must be considered vis a vis the subscales of Self Efficacy and Empathy.

It is critical to understand the differentiation between Self-Efficacy and Self-Acceptance, the latter of which is a more accurate correlate with self-esteem. Self-Efficacy is a measure of one's confidence in abilities which relate to functioning in the outer world. This measure is a good indicator of a student's confidence in their ability to funtion effectively in social or academic settings. The Self-Acceptance scale is a measure of the ability to assess and be comfortable with the self.

Identification of Personal Strenghts

This subscale measures the individual student's ability to readily identify positive personality traits and skill sets. Additionally, this subscale captures the resiliency traits of goal orientation, future oriented thinking and optimism. It is also a means by which to explore the experience of creativity with individual respondants.

A measure of personal strenghts is critical to have in resiliency work as, clinically, it is the point at which a genuine resiliency assessment may begin. Pre-tests provide valuable clinical information regarding perception of strength in the self, and should be followed up with a more general clinical resiliency assessment.

Risk Taking Ability

This subscale seeks to measure risk taking drive and ability. It is differentiated from the Impulsivity subscale as measure of conscious action taking. Students actively identifiy tendencies and attitudes favorable to risk taking and respond to

questions related to outcome of risk taking behaviors.

Risk-taking behaviors and attitudes are identified in resiliency programming as traits that may be favorable in life. Risk-taking is seen as a necessary trait to have in order to function optimally in the world. This measure provides clinicians with an introductory measure of the nature of the individual risk taking, and provides a means by which to determine necessary clinical interventions encouraging managed risk taking.

ARS Sub-Scales

Alcohol

Excessive use of alcohol is okay once in a while.
I would never drink.
There is nothing wrong with drinking in moderation.
There is nothing wrong with getting drunk.
Teenages should be allowed to drink.
Most of my friends use alcohol.
Drinking alcohol is wrong.
Celebrations should always include alcohol.

Marijuana

Marijuana should be legalized.
There is nothing wrong with smoking marijuana.
I would never smoke marijuana.
Smoking marijuana is not bad for you.
Most of my friends smoke marijuana.
Most of my family members smoke marijuana.
Smoking marijuana is wrong.
The side effects of smoking marijuana are exaggerated.

Other Drugs

It is okay to use illegal drugs.
The most important thing about using illegal drugs is not to get caught.
People schould be able to use whatever drugs they want.
Most of my friends use drugs like acid, heroin or crystal meth.
I would never use illegal drugs.
I would feel guilty if I used drugs like acid, crystal meth or speed.
Even if they are bad for you, people should be allowed to use any drug they choose.
There is nothing wrong with using drugs.

Identification of Personal Strengths

I can describe at least one personal strength that I have.

I can easily learn to do new things.
There are some things that I am really good at doing.
I have a skill that I am good at.
When I decide to do something I can follow through and do it.
I have a hobby that interests me.
I have the ability to set goals and achieve them.
I don't believe that I have any personal strenghts.
There are things about me that would make a good role model.
I have achieved some positive things in my life.

View and Acceptance of Self

I believe that I am a good person.
I am valuable to have around.
I can be a good friend.
I can descrive at least one thing that I like about myself. I deserve to be treated with respect.
I have beliefs that are important to me.
Most of the time I like myself.
I am not much good to have around.
I am able to recognize a wide range of feelings.
My feelings are important.

Risk Taking

I would describe myself as an adventurous person.
Life would be boring if I didn't take risks.
I take risks frequently.
There are times when I crave excitement.
Sometimes I will do something risky just for the fun of it.
I have gotten into trouble for taking certain risks.
Sometimes I do things that get me into trouble when I am bored.
I will take on a challege for the fun of it.
I would like for my life to be filled with excitement.
I believe that taking risks makes you an interesting person.

Pessimism vs. Optimism

I think that I have a good future in front of me.
I look forward to the years ahead.
I make plans for my future.
When I think about the future I get depressed.
I could be described as a hopeful person.
I get depressed very easily.

I can make something good come out of a bad situation.
I think my future will bring me many good things.
I don't like thinking about my future.
I always expect the worst.

Impulsivity

Sometimes I do things that I know will get me into trouble.
I can always stop myself from doing something wrong.
I am easily distracted.
I have gotten in trouble in school for not following the rules.
Sometimes I wish that I could stop myself from doing things that I know will get me into trouble.
I usually act before I think.
Thinking things through is a waste of time.
I rarely plan things through before I do them.
My parents would describe me as someone who thinks before they act.
I wish that I had more control over myself.

Achievement of Success

When I decide to do something new, I know I can become successful with it.
I enjoy learning new things.
I fail more often than I suceed.
Success makes me feel uncomfortable.
I enjoy competition because I know I can do well.
I am afraid of trying new things because I might fail at them.
I am able to set a goal and achieve it.
People describe me as confident.
I do not like to set goals for myself because I am afraid of failing.
I work towards success in school.

Care and Empathy for Others

I regularly take care of a family member or pet, and enjoy doing it.
Doing something for others make me feel good.
I am a useful person to have around because I can help others or animals.
Doing something for someone else is a waste of time.
I think of others before I think of myself.
When I feel down, if I take care of someone else or a pet I always feel better.
I always put myself first.
In the future I want to help others, or the environment, or animals.
People who think of others before themselves are weak.
I cannot tolerate someone treating a child or an animal in an abusive way.

Appendix 5

Measurement – Animal Shelter Self-Evaluation

Name_____ Age_____ Date_____

1. **How long have you been volunteering at the animal shelter?**

   _____
   _____
   _____

2. **Describe the kinds of activities that you participate in**

   _____
   _____

3. **What is the best part of being at the shelter?**

   _____
   _____
   _____

4. **What is the worst part of being at the shelter?**

   _____
   _____

5. **What has the shelter taught you about yourself?**

   _____
   _____

6. **What has the shelter taught you about your world?**

   _____
   _____

7. **What types of goals and plans do you have for your future?**

   _____
   _____

Appendix 6

Measurement – Puppet Performance Self-Evaluation

Name_____Date_____

Age and Grade_____

What puppet(s) were you in the show?

_____–––_____

What skits did you present

_____

How many children attended your show? _____

Please consider the following section carefully. On a scale of 1 to 5, with 1 being the lowest and 5 being the highest, please rate yourself in the following categories.

I believe my involvement with the Puppet Project has increased my self-confidence.

1 2 3 4 5

My ability to set and achieve goals has improved since I performed the puppet show.

1 2 3 4 5

I enjoyed being in the role of teacher for the younger students.

1 2 3 4 5

I believe in the messages that we presented during the puppet skits.

1 2 3 4 5

Please share any additional comments regarding your experience:

_____

_____

Appendix 7

Measurement – Tools to help with Goals, Objectives, and Evaluation

The approach below should prove helpful to LRP replication sites in the development of clear, measurable goals and objectives. This is included as a resource to aid in evaluation and sustainability.

The ABCDE Method of Writing Measurable Goals and Objectives

Both goals and objectives need to be specific and measurable. By including these ABCD components, you will state the "who, what, to what degree, and by when" information for your program goals and objectives.

- **A**udience –
  The population/target audience for whom the desired outcome is intended.
- **B**ehavior –
  What?
  What is to happen? A clear statement of the behavior change/result expected.
- **C**ondition –
  Under what conditions/by when?
  The conditions under which measurements will be made. This may refer to the timeframe and/or upon implementation of a specific intervention.
- **D**egree –
  By how much?
  The quantification of, or the level of, results expected. This often involves measuring change in comparison to an identified baseline.
- **E**vidence –
  As measured by?
  Defines the method of measuring the change expected. The degree of change (set forth above) will be measured using a specified instrument or criterion.

Sample Goals and Objectives

A Comprehensive Community Goal:

By (date), after full implementation of strategically-selected science-based programs, use of tobacco, alcohol, and illicit drugs among Our County youth will decrease by 15% as evidenced by the Communities That Care Survey.

Supporting Objectives

If children develop personal and social skills, then they will improve their general competence and resistance to substance abuse.

Some Common Mistakes in Developing Measurable Goals and Objectives:

Mistake #1: Stating Activities as goals or objectives

Examples:

- "To implement the Comprehensive Youth and Family Excellence Project."
- "To provide funds for youth in the Eastlake Career Club to attend the youth leadership conference."
- "To provide the Life Skills Program to 920 students in 3 middle schools in the 2001-2002 school year."

These examples describe activities to be conducted but not the results to be achieved. Even when "measurable" elements are added, such as in the third example, the statement still falls short because it does not describe changes in student knowledge/skills that are the desired outcomes of the Life Skills Program.

Remedy: Think in terms of what the activities are designed to achieve – what changes are intended. Shift thinking away from describing activities and toward describing the changes those activities are intended to achieve in the program participants. This will result in a stronger orientation toward ***results*** rather than activities. Remember: activities are NOT the same things as objectives or goals. Instead, activities are the means by which goals and objectives are accomplished.

Mistake #2: Stating operational benchmarks as goals and objectives

Examples:

- "To offer 50% more parent education opportunities related to alcohol

and other drug issues."

- "To increase by 20% the number of presentations for youth on the harmful effects of tobacco use."
- "To increase by 15% parent volunteer participation in drug-free youth activities."

Although increasing parent education opportunities or presentations may be desirable, these are operational benchmarks rather than goals and objectives.

Remedy: Write the goal or objective in terms of changes that will occur in the behavior of the target audiences. The focus is thereby shifted to the ***result*** rather than the activity conducted to achieve it.

A HELPFUL HINT:

To develop more results-oriented goals and objectives, structure the goals/objectives statements so that the target audience for the program or activity is the *subject* and the change in behavior is the *verb*.

"Participants will develop skills in . . . "
(*subject*) (*verb*)

"Parents will gain knowledge about . . ."
(*subject*) (*verb*)

"Teachers will increase their awareness of . . ."
(*subject*) (*verb*)

"School climate will improve . . ."
(*subject*) (*verb*)

"The incidence of violence will decline . . . "
(subject) (verb)

Source: *Prevention Basics,* James Madison University, 2001.

Appendix 8

Measurement – PreSurvey 2009

INSTRUCTIONS FOR ADMINISTRATOR:

1. Provide a copy of the PRE-test to the students PRIOR to the start of the official program, perhaps during the introductory session. Instruct your students to select the response that best describes them or how they feel about each statement. If they ask about the interpretation of a question, instruct them to interpret it in whatever way that makes the most sense to them.
2. Provide a copy of the POST-test to the students during the last session of LRP.
3. If you have students in the program for whom Spanish is their first language, there is a Spanish language version of the survey available.

Some tips for encouraging your participants to fill out the survey:

- Be positive when presenting the survey, but don't make a big deal out of it. It is a simple fact that they need to complete it, whether they want to or not. Your job is to help them want to complete it.

- Importantly, completing the survey provides the participants with an opportunity to give their input and feedback on the program. Tell them this. Help them to understand that their input is important and we want to have it. Also, the survey information will help us understand the strengths and weaknesses of the program – from their perspective. Their perspective can help us make the program the best it can be.

- Acknowledge that the survey requires a bit of reading and thinking, but that it shouldn't take more than about 30 minutes to complete and they only have to do it twice – at the beginning of the program and again at the end. If students complain, remind them that this is an opportunity for them to give input about the program, input that will help us understand if the program is working or not. That's important.

Please fill in the following information. This information will help us match your pre- and post-tests without the ability to identify you personally.

1. Please provide us with the first initial of your FIRST name (for example, if your first name is John, you would write the letter "J").

   The first letter of my first name is: _____

2. Please fill in the first initial of your LAST name name (for example, if your last name is Smith, you would write the letter "S").

   The first letter of my last name is: _____

3. What is your birthday? Please provide the month and day, only (May 2, for example)

   My birthday is: Month _____ and Day _____

1. How old are you? _____

2. In what grade are you? _____

3. How many times have you participated in the Leadership and Resiliency Program?
____once _____twice _____three times _____four times

4. How would you describe yourself?
_____White _____African American _____Hispanic _____Asian
_____Native American _____Mixed/Biracial _____Other

5. Who do you live with most of the time?
_____Mom and Dad (biological or adoptive) _____Mom only _____Dad only
_____Half the time with Mom, half the time with Dad
_____Mom and Stepdad _____Dad and Stepmom
_____Parent and non-relative (e.g., Mom and boyfriend) _____A relative (Grandparents, Aunts, Uncles, Sister)
_____Alone _____With friends _____Other living arrangement (foster care, group home)

6. Are your parents either divorced or separated?
_____No _____Yes _____Currently going through a divorce or separation
_____They were never married

7. What are the average grades you usually get in your courses at school?
_____Mostly A's _____About half A's and half B's _____Mostly B's
_____About half B's and half C's _____Mostly C's
_____About half C's and half D's _____Mostly D's _____Mostly below D's

INSTRUCTIONS FOR COMPLETION: For each statement, please circle the response that best describes you or how you feel.

1	2	3	4
Never	Seldom	Usually	Always

1. I regularly take care of a family member or pet.	1 2 3 4
2. Doing something for others makes me feel good.	1 2 3 4
3. Doing something for someone else is a waste of time.	1 2 3 4
4. I am aware of the messages my body language is sending to others.	1 2 3 4
5. How often do you set goals to achieve?	1 2 3 4
6. When I set a goal, I think about what I need to do to achieve that goal.	1 2 3 4
7. How often do you work on the goals you have set for yourself?	1 2 3 4
8. Once I set a goal, I don't give up until I achieve it.	1 2 3 4
9. I think about what I would like to be when I become an adult.	1 2 3 4
10. How often do you think about your options before you make a decision?	1 2 3 4
11. How often do you stop to think about how your decisions may affect others' feelings?	1 2 3 4
12. How often do you stop to think about all the things that may happen as a result of your decisions?	1 2 3 4
13. I make good decisions.	1 2 3 4
14. I am a useful person to have around.	1 2 3 4
15. I feel that I am at least as important as other people.	1 2 3 4
16. I feel good about myself.	1 2 3 4
17. When I do a job, I do it well.	1 2 3 4

For the next questions, please circle the answer that best describes what you think. Circle "Strongly Disagree" if you think the statement is not at all true for you, and "Strongly Agree" if you think the statement is completely true for you.

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

1. Stressful situations are difficult for me to deal with.	1 2 3 4
2. I know how to relax when I feel too much pressure.	1 2 3 4
3. I know what to do to handle a stressful situation.	1 2 3 4
4. I believe there is really no way I can solve some of the problems I have.	1 2 3 4
5. Sometimes I feel that I am being pushed around in life.	1 2 3 4
6. I have little control over the things that happen to me.	1 2 3 4
7. I can do just about anything I really set my mind to.	1 2 3 4
8. I often feel helpless in dealing with the problems of life.	1 2 3 4
9. I believe that what happens to me in the future depends mostly on me.	1 2 3 4
10. I believe there is little I can do to change many of the important things in my life.	1 2 3 4
11. I have at least one good friend I can count on.	1 2 3 4
12. I have at least one adult who is not my parent that I can count on.	1 2 3 4
13. I can describe at least one personal strength that I have.	1 2 3 4
14. I can easily learn to do new things.	1 2 3 4
15. I have a skill that I am good at.	1 2 3 4
16. I don't believe that I have any personal strengths.	1 2 3 4
17. There are things about me that would make me a good role model.	1 2 3 4
18. It is important to think before I act.	1 2 3 4
19. I feel as if I have to do everything right away.	1 2 3 4

For these next questions, please circle the answer that best describes what you think. Circle "Strongly Disagree" if you think the statement is not at all true for you, and "Strongly Agree" if you think the statement is completely true for you.

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

1. My friends could push me into doing just about anything.	1 2 3 4
2. I give into peer pressure easily.	1 2 3 4
3. When at school, if a group of people asked me to do something, it would be hard to say no.	1 2 3 4
4. At times, I've broken rules because others have urged me to.	1 2 3 4
5. At times, I've done dangerous or foolish things because others dared me to.	1 2 3 4
6. I often feel pressured to do things I wouldn't normally do.	1 2 3 4
7. If my friends are drinking, it would be hard for me to resist having a drink.	1 2 3 4
8. I've skipped classes, when others have urged me to.	1 2 3 4
9. I've felt pressured to have sex, because a lot of people my own age have already had sex.	1 2 3 4
10. I've felt pressured to get drunk at parties.	1 2 3 4
11. At times I've felt pressured to do drugs, because others have urged me too.	1 2 3 4

For the next set of questions, please circle the number that best corresponds to how you react most often when problems arise. For example, if you circle 5 for a statement that means you always do what is described in the statement.

1	2	3	4	5
Never	Rarely	Sometimes	Often	Always

1. When I have a problem, I first figure out exactly the problem is.	1 2 3 4 5
2. I try to get all the facts before trying to solve a problem.	1 2 3 4 5
3. When I have a problem, I look at what is and what should be.	1 2 3 4 5
4. I look ahead and try to prevent problems before they happen.	1 2 3 4 5
5. When faced with a problem, I wait to see if it will go away.	1 2 3 4 5
6. I look at a problem from many different viewpoints (my own, my friends', my parents', etc.)	1 2 3 4 5
7. I keep an open mind about what caused a problem.	1 2 3 4 5
8. When faced with a problem, I try to determine what caused it.	1 2 3 4 5
9. When solving a problem, I do the first thing that comes into my head.	1 2 3 4 5
10. I look at the likely results for each possible solution.	1 2 3 4 5
11. When solving a problem, I look at all possible solutions.	1 2 3 4 5
12. When I have a problem, I do what I have done in the past to solve it.	1 2 3 4 5
13. I try to look at the long term results of each possible solution.	1 2 3 4 5
14. When comparing solutions, I look how each solution will affect the people involved.	1 2 3 4 5
15. When I am solving a problem, I choose the easiest solution.	1 2 3 4 5
16. I compare each possible solution with the others to find the best one to solve my problem.	1 2 3 4 5
17. After putting my solution into action, I forget about it.	1 2 3 4 5
18. After choosing a solution, I put it into action.	1 2 3 4 5
19. After selecting a solution, I think about it for a while before I put it into action	1 2 3 4 5
20. I tend to doubt my decision after it has been made.	1 2 3 4 5
21. If my solution is not working, I will try another solution.	1 2 3 4 5
22. Once I carry out a solution, I never look back.	1 2 3 4 5
23. When a solution is not working, I try to figure out what is wrong.	1 2 3 4 5
24. Once I have solved a problem, I step back to see how my solution is working	1 2 3 4 5

Appendix 9

Measurement – PostSurvey 2009

INSTRUCTIONS FOR ADMINISTRATOR:

1. Provide a copy of the PRE-test to the students PRIOR to the start of the official program, perhaps during the introductory session. Instruct your students to select the response that best describes them or how they feel about each statement. If they ask about the interpretation of a question, instruct them to interpret it in whatever way that makes the most sense to them.
2. Provide a copy of the POST-test to the students during the last session of LRP.
3. If you have students in the program for whom Spanish is their first language, there is a Spanish language version of the survey available.

Some tips for encouraging your participants to fill out the survey:

- Be positive when presenting the survey, but don't make a big deal out of it. It is a simple fact that they need to complete it, whether they want to or not. Your job is to help them want to complete it.

- Importantly, completing the survey provides the participants with an opportunity to give their input and feedback on the program. Tell them this. Help them to understand that their input is important and we want to have it. Also, the survey information will help us understand the strengths and weaknesses of the program – from their perspective. Their perspective can help us make the program the best it can be.

- Acknowledge that the survey requires a bit of reading and thinking, but that it shouldn't take more than about 30 minutes to complete and they only have to do it twice – at the beginning of the program and again at the end. If students complain, remind them that this is an opportunity for them to give input about the program, input that will help us understand if the program is working or not. That's important.

Please fill in the following information. This information will help us match your pre- and post-tests without the ability to identify you personally.

4. Please provide us with the first initial of your FIRST name (for example, if your first name is John, you would write the letter "J").

   The first letter of my first name is: _____

5. Please fill in the first initial of your LAST name name (for example, if your last name is Smith, you would write the letter "S").

   The first letter of my last name is: _____

6. What is your birthday? Please provide the month and day, only (May 2, for example)

   My birthday is: Month _____ and Day _____

1. How old are you? _____

2. In what grade are you? _____

3. How many times have you participated in the Leadership and Resiliency Program?

____once _____twice _____three times _____four times

4. How would you describe yourself?

_____White _____African American _____Hispanic _____Asian
_____Native American _____Mixed/Biracial _____Other

5. Who do you live with most of the time?

_____Mom and Dad (biological or adoptive) _____Mom only _____Dad only
_____Half the time with Mom, half the time with Dad
_____Mom and Stepdad _____Dad and Stepmom
_____Parent and non-relative (e.g., Mom and boyfriend) _____A relative (Grandparents, Aunts, Uncles, Sister)
_____Alone _____With friends _____Other living arrangement (foster care, group home)

6. Are your parents either divorced or separated?

_____No _____Yes _____Currently going through a divorce or separation
_____They were never married

7. What are the average grades you usually get in your courses at school?

_____Mostly A's _____About half A's and half B's _____Mostly B's
_____About half B's and half C's _____Mostly C's
_____About half C's and half D's _____Mostly D's _____Mostly below D's

INSTRUCTIONS FOR COMPLETION: For each statement, please circle the response that best describes you or how you feel.

1	2	3	4
Never	Seldom	Usually	Always

18. I regularly take care of a family member or pet.	1 2 3 4
19. Doing something for others makes me feel good.	1 2 3 4
20. Doing something for someone else is a waste of time.	1 2 3 4
21. I am aware of the messages my body language is sending to others.	1 2 3 4
22. How often do you set goals to achieve?	1 2 3 4
23. When I set a goal, I think about what I need to do to achieve that goal.	1 2 3 4
24. How often do you work on the goals you have set for yourself?	1 2 3 4
25. Once I set a goal, I don't give up until I achieve it.	1 2 3 4
26. I think about what I would like to be when I become an adult.	1 2 3 4
27. How often do you think about your options before you make a decision?	1 2 3 4
28. How often do you stop to think about how your decisions may affect others' feelings?	1 2 3 4
29. How often do you stop to think about all the things that may happen as a result of your decisions?	1 2 3 4
30. I make good decisions.	1 2 3 4
31. I am a useful person to have around.	1 2 3 4
32. I feel that I am at least as important as other people.	1 2 3 4
33. I feel good about myself.	1 2 3 4
34. When I do a job, I do it well.	1 2 3 4

For the next questions, please circle the answer that best describes what you think. Circle "Strongly Disagree" if you think the statement is not at all true for you, and "Strongly Agree" if you think the statement is completely true for you.

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

1. Stressful situations are difficult for me to deal with.	1 2 3 4
2. I know how to relax when I feel too much pressure.	1 2 3 4
3. I know what to do to handle a stressful situation.	1 2 3 4
4. I believe there is really no way I can solve some of the problems I have.	1 2 3 4
5. Sometimes I feel that I am being pushed around in life.	1 2 3 4
6. I have little control over the things that happen to me.	1 2 3 4
7. I can do just about anything I really set my mind to.	1 2 3 4
8. I often feel helpless in dealing with the problems of life.	1 2 3 4
9. I believe that what happens to me in the future depends mostly on me.	1 2 3 4
10. I believe there is little I can do to change many of the important things in my life.	1 2 3 4
11. I have at least one good friend I can count on.	1 2 3 4
12. I have at least one adult who is not my parent that I can count on.	1 2 3 4
13. I can describe at least one personal strength that I have.	1 2 3 4
14. I can easily learn to do new things.	1 2 3 4
15. I have a skill that I am good at.	1 2 3 4
16. I don't believe that I have any personal strengths.	1 2 3 4
17. There are things about me that would make me a good role model.	1 2 3 4
18. It is important to think before I act.	1 2 3 4
19. I feel as if I have to do everything right away.	1 2 3 4

For these next questions, please circle the answer that best describes what you think. Circle "Strongly Disagree" if you think the statement is not at all true for you, and "Strongly Agree" if you think the statement is completely true for you.

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

1. My friends could push me into doing just about anything.	1 2 3 4
2. I give into peer pressure easily.	1 2 3 4
3. When at school, if a group of people asked me to do something, it would be hard to say no.	1 2 3 4
4. At times, I've broken rules because others have urged me to.	1 2 3 4
5. At times, I've done dangerous or foolish things because others dared me to.	1 2 3 4
6. I often feel pressured to do things I wouldn't normally do.	1 2 3 4
7. If my friends are drinking, it would be hard for me to resist having a drink.	1 2 3 4
8. I've skipped classes, when others have urged me to.	1 2 3 4
9. I've felt pressured to have sex, because a lot of people my own age have already had sex.	1 2 3 4
10. I've felt pressured to get drunk at parties.	1 2 3 4
11. At times I've felt pressured to do drugs, because others have urged me too.	1 2 3 4

For the next set of questions, please circle the number that best corresponds to how you react most often when problems arise. For example, if you circle 5 for a statement that means you always do what is described in the statement.

1	2	3	4	5
Never	Rarely	Sometimes	Often	Always

1. When I have a problem, I first figure out exactly the problem is.	1 2 3 4 5
2. I try to get all the facts before trying to solve a problem.	1 2 3 4 5
3. When I have a problem, I look at what is and what should be.	1 2 3 4 5
4. I look ahead and try to prevent problems before they happen.	1 2 3 4 5
5. When faced with a problem, I wait to see if it will go away.	1 2 3 4 5
6. I look at a problem from many different viewpoints (my own, my friends', my parents', etc.)	1 2 3 4 5
7. I keep an open mind about what caused a problem.	1 2 3 4 5
8. When faced with a problem, I try to determine what caused it.	1 2 3 4 5
9. When solving a problem, I do the first thing that comes into my head.	1 2 3 4 5
10. I look at the likely results for each possible solution.	1 2 3 4 5
11. When solving a problem, I look at all possible solutions.	1 2 3 4 5
12. When I have a problem, I do what I have done in the past to solve it.	1 2 3 4 5
13. I try to look at the long term results of each possible solution.	1 2 3 4 5
14. When comparing solutions, I look how each solution will affect the people involved.	1 2 3 4 5
15. When I am solving a problem, I choose the easiest solution.	1 2 3 4 5
16. I compare each possible solution with the others to find the best one to solve my problem.	1 2 3 4 5
17. After putting my solution into action, I forget about it.	1 2 3 4 5
18. After choosing a solution, I put it into action.	1 2 3 4 5
19. After selecting a solution, I think about it for a while before I put it into action	1 2 3 4 5
20. I tend to doubt my decision after it has been made.	1 2 3 4 5
21. If my solution is not working, I will try another solution.	1 2 3 4 5
22. Once I carry out a solution, I never look back.	1 2 3 4 5
23. When a solution is not working, I try to figure out what is wrong.	1 2 3 4 5
24. Once I have solved a problem, I step back to see how my solution is working	1 2 3 4 5

In the final section of this survey, please answer the following questions about your Leadership and Resiliency Program (LRP) facilitator. Please answer honestly. Your facilitator will not see your responses.

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

In general, my LRP facilitator...

F1. ... has clear standards and expectations for us.	1 2 3 4
F2. ... has clear ground rules for how we should behave during program sessions.	1 2 3 4
F3. ... tries hard to involve all of us in any discussion we have.	1 2 3 4
F4. ... presents information at a pace that helps us to understand it.	1 2 3 4
F5. ... explains information in a manner that helps us to understand it.	1 2 3 4
F6. ... encourages us to express our opinions, even if they are different from our facilitator's opinion or those presented in the program materials.	1 2 3 4
F7. ... is very knowledgeable.	1 2 3 4
F8. ... is very supportive of each of us even when we are having a bad day.	1 2 3 4
F9. ... helps us become aware of our own feelings and thoughts.	1 2 3 4
F10. ... is an effective facilitator	1 2 3 4

In the final section of this survey, please answer the following questions about the LRP program, overall.

1	2	3	4
Strongly agree	Agree a little	Disagree a little	Disagree a lot

1. I enjoyed being a part of the Leadership and Resiliency Program this year.	1 2 3 4
2. Being a part of the Leadership and Resiliency Program this year has helped me learn more about myself.	1 2 3 4
3. I would like to participate in the Leadership and Resiliency Program during next year.	1 2 3 4
4. I would encourage my friends to participate in the Leadership and Resiliency Program.	1 2 3 4

Appendix 10

Implementation – FYI & Permission Forms

Leadership and Resiliency Program©™

_____would like to participate in the Leadership and Resiliency Program (LRP) as a part of their high school experience. LRP operates in collaboration with the Guidance Department at your son/daughter's school.

LRP is designed to identify and build upon your child's existing internal strengths and provide leadership training. LRP also builds skills to promote a healthy lifestyle while working to prevent alcohol and drug use and promote good mental health. The program is primarily based in the school and concentrates on three resiliency areas: goal-setting, healthy relationships, and coping strategies.

These resiliency areas are constant themes for participants to process in each of the three main components of LRP:

Resiliency groups: During school, students participate in groups that meet once a week during regular school hours. The groups are designed to establish a healthy, healing community within the school environment. They are co-led by an LRP staff member and a school staff member, usually a guidance counselor. Groups focus on building strengths within each person in order to increase resiliency to negative influences. Students are expected to make up any work from classes that are missed. These are excused absences through the Guidance Department and do not negatively impact on participant attendance records.

Alternative/adventure activities: Adventure activities are planned each month, also usually after school hours or on the weekend. The activities are designed to support positive risk-taking and offer program participants an alternative way to spend time rather than engaging in unhealthy behaviors. Activities may include: kayaking, ropes courses, fishing, yoga, rock climbing and others. Each alternative activity is supervised and planned. You will be notified when these activities are scheduled and will be asked to sign a permission form prior to each activity.

Community volunteer experiences: Each group plans a monthly community volunteer experience, usually after school hours. Volunteer experiences offer members an opportunity to develop identities as caregivers, leaders, or mentors. These activities may include: performing puppet shows for younger children, working with animal rescue organizations, community clean-ups. Each volunteer activity is supervised and planned. You will be notified when these activities are

scheduled and will be asked to sign a permission form prior to each activity.

While engaging the volunteer component of the Leadership and Resiliency Program, your child is considered a volunteer with the Fairfax-Falls Church Community Services Board, an agency of the Fairfax County Government. This status provides excess insurance coverage under the County's Volunteer Insurance Program to any existing insurance coverage you may have.

LRP has been nationally recognized for its strong and positive outcomes and is carefully measured and evaluated. Grade point averages, attendance records and school disciplinary records are examples of information that is tracked throughout the duration of students' participation. Before and after surveys are also used. Individual information collected is strictly confidential. Only information on the collective outcomes of the entire program is made public.

Please call program staff name and phone # here at any time with questions.

You may keep this for future reference.

Please review, sign and return the enclosed permission form so your child may join the Leadership and Resiliency Program.

Parent/Guardian permission to participate in the Leadership and Resiliency Program

I give permission for _____ (name) to participate in the Leadership and Resiliency Program (LRP). This permission includes:

- Participation in the Leadership and Resiliency program and to attend a weekly group during the school day.

- Participation in monthly alternative/adventure activities and monthly community-focused volunteer experiences operating under the auspices of Volunteer Services of the Community Services Board (CSB). I will receive notification of these activities as they are scheduled.

- Tracking of my child's school records such as grade point averages, attendance, and disciplinary matters throughout the duration of his/her participation. This information is only collected to help evaluate the effectiveness of the program and individual information is kept strictly confidential. Only information on the outcomes of the entire program is ever made public. Before and after surveys are also used.

- Consent for my child to be photographed and/or videotaped by a Fairfax County government representative, or media for use in publicizing the program in print or electronic media. I acknowledge and agree that my child's participation in photographs and videos may be edited and used in whole or in part as desired for this program, which may be produced, duplicated, distributed and used for informational purposes. I also acknowledge and agree that photographs and video taken by Fairfax County government representatives of my child may be used in county government publications and on the County web site. I understand that photographs become the property of Fairfax County without compensation to me. I also understand that any photographs may be subject to the Virginia Freedom of Information Act and Virginia Privacy Act.

  ☐ I do not wish for my child to be photographed or filmed for any purpose.

- To be transported in a vehicle provided by LRP to and from any supervised activity of the program regardless of the distance while he/she is a participant. I further authorize CSB staff to seek emergency medical care for my child should it become necessary.

The following information related to my child is provided in case of an emergency:

Is your child unable to participate in any physical activities? Yes No
If yes, please explain:_____

Special Health Considerations (allergies, epilepsy or other serious seizure disorders, hernia, asthma, etc.):

Current Medications:
_____

Blood Type: _____ Date of Last Tetanus Shot:_____

Insurance Company: _____
Policy Number: _____

Family Physician: _____Telephone Number:_____

Can your child swim? Yes No

- I will not hold Alcohol and Drug Services' programs, the Fairfax-Falls Church Community Services Board, or any of its personnel liable for injury that might occur while traveling or participating in program activities. The CSB and FCPS will not pay any medical expenses for injuries or illnesses.

- I understand that I am encouraged to contact program staff at any time with questions that I may have regarding my child's participation in LRP

My signature below indicates my permission for _____ to participate in all aspects of the Leadership and Resiliency Program as described in this document.

Name of Parent/Guardian_____
(Please print)
Parent/Guardian Signature_____ Date: _____

Home Phone _____

Work Phone _____

Cell Phone _____

Email _____@_____

Appendix 11

Implementation – Monthly Reporting Form

LRP Reporting Month: _____ **School:**_____ **Staff:**_____

GOALS	Healthy Relationships	Goal Setting	Coping Strategies	Use/Attitudes
SKILLS	1. Empathy 2. I-messages 3. Communication 4. Body Language 5. Peer support 6. Adult support 7. Peer refusal skill 8. Conflict resolution 9. Respecting others	1. Decision making 2. Flexibility 3. Self-efficacy 4. Persistence 5. Overcoming obstacles 6. Short-term planning 7. Long-term planning 8. Recognizing strengths 9. Values	1. Anger management 2. Stress management 3. Delay gratification 4. Self-soothing 5. Self-esteem 6. Honesty 7. Creativity 8. Awareness/insight 9. Spirituality	1. Alcohol 2. Tobacco 3. Other Drugs 4. Violence

Adventure Activity Date: _____ **Attendance:**_____
Goal: _____
Skills: _____
Outcome: _____
_____

Community Service Activity Date: _____ **Attendance:**_____
Goal: _____
Skills: _____
Outcome: _____
_____

Group Date: _____ **Cofacilitator Attended:** Yes / No **Attendance:** _____
Goal: _____
Skills: _____
Outcome: _____
_____

Group Date: _____ **Cofacilitator Attended:** Yes / No **Attendance:** _____
Goal: _____
Skills: _____
Outcome: _____
_____

Group Date: _____ **Cofacilitator Attended:** Yes / No **Attendance:** _____
Goal: _____
Skills: _____
Outcome: _____
_____

Group Date: _____ **Cofacilitator Attended:** Yes / No **Attendance:** _____
Goal: _____
Skills: _____
Outcome: _____
_____

Group Date: _____ **Cofacilitator Attended:** Yes / No **Attendance:** _____
Goal: _____
Skills: _____
Outcome: _____
_____

Appendix 12

Implementation – Informational Flyer for School Staff

Leadership and Resiliency Program©™

The Leadership and Resiliency Program (LRP) is a school- and community-based program for high school students (14 to 19 years of age) that provides various success experiences for participants. It works to enhance the internal strengths and resiliency of participants, while preventing involvement in substance use and violence. LRP is designed for selective and indicated populations in mainstream and alternative high schools. Participants can enroll during their first year of high school and participate until graduation.

The program focuses on three main resiliency areas:

- goal-setting,
- healthy relationships, and
- coping strategies.

These resiliency areas are constant themes for participants to process in each of **the three main components of LRP:**

- **Resiliency Groups**- held weekly during the school day and co-facilitated by school personnel. This component provides a foundation of peer support, problem solving, assertiveness, and ATOD knowledge and attitudes.
- **Alternative/Adventure Activities**- activities include ropes courses, kayaking, rock climbing, yoga, martial arts, camping, and hiking. This component focuses on positive risk-taking, overcoming obstacles, and team-building.
- **Community Volunteer Experiences-** activities include prevention puppet performances for elementary students, community beautification, projects at a homeless shelter, and animal rehabilitation. This component focuses on altruism and identification with positive personal roles.

Examples of conditions appropriate for LRP referrals include:

- Desire and commitment to participate in all program components
- Ability to explore and be introspective about life's circumstances
- Willing to focus on optimistim, goal-oriention and resiliency
- Interest in strengthening and building healthy relationships
- In need of academic and personal motivation

Proven Results:

Increased GPA, school bonding, school attendance, graduation

Recognition:

- SAMHSA Model Program, 2000
- OJJDP Promising Program, 2003
- National Association of Counties Award (NACo), 1999
- George Mason University Century Club Award 2004 for Most Effective Corporate Interaction for *Leadership and Resiliency Program: Helping Youth Reach the Top* video, 2004
- JC Penney Volunteer Award, 1999

Contact Information:

Personalize.