



# 2008-09 School-based fidelity and teacher satisfaction results

*Prepared for the Minnesota Department of  
Human Services*

DECEMBER 2009

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# Background

As part of the Minnesota Department of Human Services Alcohol and Drug Abuse Division's statewide youth alcohol, tobacco, and other drug (ATOD) prevention initiative, nine Planning and Implementation (P&I) grantees from across Minnesota are working with school districts to implement evidence-based ATOD prevention curricula, including the Project Northland series (Slick Tracy, Amazing Alternatives, and Power Lines), Class Action, Reconnecting Youth, and Project Towards No Drug Abuse.

Wilder Research is conducting an evaluation to assess how closely teachers' implementation of the evidence-based curricula aligns with the intended protocol for the core components. Fidelity was assessed for Project Northland, Class Action, Towards No Drug Abuse, and Reconnecting Youth. In order to assess fidelity, teachers were asked about the degree to which they implemented core components of the curricula. These core components were identified from curricula manuals and the developers. The evaluation provides teachers an opportunity to give feedback on which facets of the curricula they were able to implement, which facets are working, and in which facets extra support may be needed.

In addition to implementation fidelity, the evaluation also assesses teacher satisfaction with the implementation of the curricula. This evaluation component will provide feedback about teachers' use of the curricula, features of the curricula that teachers find most helpful, and areas where teachers are experiencing implementation challenges.

The evaluation was first implemented in the spring of 2009 and will continue during the 2009-10 school year. During the first implementation of the tools, some teachers reported retrospectively on the entire 2008-09 academic year while other teachers reported only on the spring 2009 term.

# Results

## *Overview of data*

Of the four curricula assessed, most of the fidelity and teacher satisfaction data was collected for the Project Northland series (Slick Tracy, Amazing Alternatives, and Power Lines). Based on the available data, the most commonly used curriculum is the 6<sup>th</sup> grade Slick Tracy curriculum; 25 teachers reported on the curriculum in 30 classes across 18 schools. All nine P&I communities collected both satisfaction and fidelity data for the Project Northland curricula. Data were also available for the Class Action curriculum from seven of the nine P&I communities. For this curriculum, 15 teachers reported on a total of 17 classes across 10 schools (Figure 1).

Project Towards No Drug Abuse and Reconnecting Youth are only implemented in select communities. Fidelity and teacher satisfaction data for Project Towards No Drug Abuse were available for two P&I communities: Pine River-Backus and Morrison Counties. Three teachers provided feedback on the curriculum in three classes across two schools. Two teachers from two P&I communities (Chisholm and South Saint Paul) completed the fidelity and/or teacher satisfaction surveys for two classes across two schools.

It should be noted that the available surveys may not accurately reflect the actual numbers of teachers, classes, or schools implementing the curriculum because of missing data. For instance, the Reconnecting Youth curriculum is actually being implemented in three P&I communities by four teachers across four schools. We anticipate that as these tools become better integrated into the teachers' implementation of the curricula, they will better reflect the actual numbers of classes, teachers, and schools being served.

The following summarizes the teacher satisfaction and fidelity data for each curriculum, aggregated across the nine P&I grantees. In some cases, information was available from too few teachers to be reliably included in the results (i.e., Reconnecting Youth). Those results will be included in future reports when more data become available. In addition, for P&I communities in which sufficient data were available, site-specific teacher satisfaction ratings are reported in the appendix.

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## 1. Number of classes of each curriculum taught

Curriculum	Number of teachers	Number of classes	Number of schools
Project Northland			
Slick Tracy (6 <sup>th</sup> grade)	25	30	18
Amazing Alternatives (7 <sup>th</sup> grade)	14	17	14
Power Lines (8 <sup>th</sup> grade)	12	19	12
Class Action	15	17	10
Reconnecting Youth	2	2	2
Project Towards No Drug Abuse	3	3	2

### *Project Northland*

Project Northland is designed to delay the age at which adolescents begin drinking, reduce alcohol use among those already drinking, and limit the number of alcohol-related problems among young drinkers. The program is administered to adolescents in grades 6-8 on a weekly basis. Each grade level has a specific theme that is incorporated into the parent, peer, and community components. The 6th-grade Slick Tracy program is focused on communication about adolescent alcohol use through the use of student-parent comic book homework assignments, in-class group discussions, and a communitywide task force. The 7th-grade peer- and teacher-led Amazing Alternatives program focuses on resistance skills and normative expectations regarding teen alcohol use, and is implemented through discussions, games, problem-solving tasks, and role-plays. During the first half of the 8th-grade Power Lines peer-led program, students participate in small group and classroom interactive activities to learn about community dynamics related to alcohol use prevention. During the second half, they work on community-based projects and hold a mock town meeting to make community policy recommendations to prevent teen alcohol use.

Parent information and involvement is a critical element of the Project Northland curricula. For this reason, parents are sent introductory letters and a series of postcards and are invited to participate in events such as the Slick Tracy poster fair and the Amazing Alternatives fun night. When implemented with fidelity, Project Northland has been shown to: decrease youth's tendency to use alcohol, decrease alcohol use in the past week and past month, decrease peer influence promoting alcohol use, increase youth knowledge of reasons to avoid alcohol, and increase parent-child communication about alcohol (Perry et al., 1996; Komro et al., 2001).



## Teacher satisfaction with Slick Tracy – 6<sup>th</sup> Grade

Overall, satisfaction with the Project Northland-Slick Tracy curriculum was generally high. Most Slick Tracy teachers (83% to 96%) felt prepared and comfortable teaching the curriculum, comfortable answering students’ questions, and that teaching materials were easy to understand. Three-quarters of the teachers said they could fit the curriculum into their class schedule and felt Slick Tracy prevented teen alcohol use. Somewhat fewer teachers (68%) would recommend the curriculum to other teachers (Figure 2).

### 2. Slick Tracy: Teacher comfort and satisfaction with curriculum (N=24-25)

	Strongly agree	Agree	Disagree	Strongly disagree
I was prepared to present the curriculum to the students.	32%	56%	8%	4%
I was comfortable teaching the curriculum.	36%	48%	12%	4%
I was comfortable answering students’ questions.	44%	52%	0%	4%
The materials to assist me in teaching the curriculum were easy to understand.	33%	50%	13%	4%
I was able to fit the curriculum into my class schedule.	29%	46%	8%	17%
I feel the curriculum is a useful tool to help prevent teen alcohol use.	16%	60%	16%	8%
I would recommend this curriculum to other teachers.	18%	50%	18%	14%

Although most teachers (80% to 88%) felt the Slick Tracy curriculum was easy for students to understand and that students learned something new from it, 8 in 10 teachers did not think students were interested in the information. About a quarter of teachers also did not feel students asked relevant questions about the material (Figure 3).

### 3. Slick Tracy: Perception of student satisfaction (N=24-25)

	Strongly agree	Agree	Disagree	Strongly disagree
Students were interested in the information.	4%	17%	63%	17%
Students learned something new from the curriculum.	16%	64%	16%	4%
The curriculum was easy for students to understand.	36%	52%	8%	4%
Students asked relevant questions about the material.	20%	56%	20%	4%

Teachers were also asked to rate the appropriateness of the Slick Tracy materials. In general, teachers felt the content, language level, and worksheets and activities were at least “somewhat appropriate” for students. Only about half felt the worksheets and activities were “very appropriate”, and a small number of teachers (12%) felt the comics were “not appropriate” (Figure 4). It should be noted that the authors of the Project Northland curricula, including Slick Tracy, have recently revised their materials. These efforts may address some of the concerns reported by teachers in this survey.

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#### 4. Appropriateness of Slick Tracy curriculum (N=25)

	Very appropriate	Somewhat appropriate	Not appropriate
Content	68%	28%	4%
Language level	68%	32%	0%
Worksheets/Activities	48%	48%	4%
Comics (6 <sup>th</sup> grade only) [N=28]	56%	32%	12%

#### Implementation of Slick Tracy – 6<sup>th</sup> grade

Overall, the majority of teachers implemented each of the required components of the Project Northland: Slick Tracy curriculum as prescribed. Areas in which teachers maintained the highest levels of fidelity included: comic book use (100%), peer leader training (97%), homework tracking (93%), and peer leader to student ratio (93%). The areas that were particularly difficult to administer with fidelity appear to be the use of student incentives and student selection of peer leaders (Figures 5-6). In responses to open-ended questions, teachers commonly reported that the curriculum was difficult to administer with fidelity because of time constraints (see appendix for all teacher comments).

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#### 5. Slick Tracy: Program components included (N=27-30)

	Yes	No
Students (not teachers) selected peer leaders	67%	33%
Peer leaders were trained by the teacher, counselor or other appropriate adult	97%	3%
There was 1 peer leader for every 5-6 students	93%	7%
Initial parent letter was sent home prior to implementation of the curriculum	86%	14%
Slick Tracy Poster Fair was held	73%	26%
Students created time capsules	76%	24%

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**6. Slick Tracy: Fidelity of curriculum implementation (N=30)**

	<b>Most of the time</b>	<b>Sometimes</b>	<b>Rarely</b>
Student incentives were used	53%	13%	33%
Return of homework was tracked for each student	93%	3%	3%
Teacher taught the course, except for the small groups	87%	7%	7%
Small groups were peer-led	90%	7%	3%
Comic books were used for session	100%	0%	0%

**Teacher satisfaction with Amazing Alternatives – 7<sup>th</sup> Grade**

Overall, teachers were generally very satisfied with the Project Northland-Amazing Alternatives curriculum. All teachers “agreed” or “strongly agreed” that they were prepared and comfortable teaching the curriculum, comfortable answering student questions, that the curriculum materials were understandable, and they could fit Amazing Alternatives into their class schedule. Nine in 10 teachers felt the curriculum was helpful in preventing teen alcohol use and would recommend it to other teachers (Figure 7).

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**7. Amazing Alternatives: Teacher comfort and satisfaction with curriculum (N=11)**

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
I was prepared to present the curriculum to the students.	36%	64%	0%	0%
I was comfortable teaching the curriculum.	27%	73%	0%	0%
I was comfortable answering students’ questions.	46%	55%	0%	0%
The materials to assist me in teaching the curriculum were easy to understand.	27%	73%	0%	0%
I was able to fit the curriculum into my class schedule.	9%	82%	0%	9%
I feel the curriculum is a useful tool to help prevent teen alcohol use.	18%	73%	9%	0%
I would recommend this curriculum to other teachers.	20%	70%	10%	0%

When asked about their perceptions of students' satisfaction, most teachers felt that their students were satisfied with the curriculum. All teachers said that their students understood the curriculum and asked relevant questions; most (89% to 91%) also felt students were interested in the information and learned something new (Figure 8).

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**8. Amazing Alternatives: Perception of student satisfaction (N=10-11)**

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
Students were interested in the information.	33%	56%	11%	0%
Students learned something new from the curriculum.	9%	82%	9%	0%
The curriculum was easy for students to understand.	27%	73%	0%	0%
Students asked relevant questions about the material.	0%	100%	0%	0%

With regard to the appropriateness of the Amazing Alternatives materials, teachers reported that content, language level, and the worksheets and activities were at least “somewhat appropriate” for students. About two-thirds or more felt the curriculum was “very appropriate” in these areas (Figure 9).

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**9. Appropriateness of Amazing Alternatives curriculum (N=11)**

	<b>Very appropriate</b>	<b>Somewhat appropriate</b>	<b>Not appropriate</b>
Content	73%	27%	0%
Language level	82%	18%	0%
Worksheets/activities	64%	36%	0%

**Implementation of Amazing Alternatives – 7th grade**

The majority of teachers (77% or more) implementing the Project Northland: Amazing Alternatives curriculum reported that they included all but two of the required program components for each group of students they taught. The areas that were most likely to be implemented as prescribed were: peer leader training (100%), peer leader to student ratio (100%), and time capsule creation (93%). Teachers only “sometimes” (41%) or “rarely” (35%) used student incentives and most teachers (94%) did not implement the Amazing Alternatives Fun Night with parents prior to the first class session (Figures 10-11).

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**10. Amazing Alternatives: Program components included (N=15-17)**

	<b>Yes</b>	<b>No</b>
Students (not teachers) selected peer leaders	81%	19%
Peer leaders were trained by the teacher, counselor or other appropriate adult	100%	0%
There was 1 peer leader for every 5-6 students	100%	0%
Initial parent letter was sent home prior to implementation of the curriculum	77%	24%
Amazing Alternatives Fun Night was held with parents before the class was implemented	6%	94%
Students created time capsules	93%	7%

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**11. Amazing Alternatives: Fidelity of curriculum implementation (N=16-17)**

	<b>Most of the time</b>	<b>Sometimes</b>	<b>Rarely</b>
Student incentives were used	24%	41%	35%
Teacher taught the course, except for the small groups	88%	12%	0%
Small groups were peer-led	81%	19%	0%
Audio tapes were used for session	88%	12%	0%

**Teacher satisfaction with Power Lines – 8<sup>th</sup> Grade**

Teachers reported that they generally felt prepared to teach the Power Lines curriculum, and all felt comfortable teaching the curriculum and answering students' questions. Eight in 10 teachers thought the curriculum fit into their class schedule. About a quarter of teachers, however, did not feel the curriculum was helpful in preventing teen alcohol use and would not recommend Power Lines to other teacher (Figure 12).

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**12. Power Lines: Teacher comfort and satisfaction with curriculum (N=11)**

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
I was prepared to present the curriculum to the students.	55%	36%	9%	0%
I was comfortable teaching the curriculum.	55%	46%	0%	0%
I was comfortable answering students' questions.	64%	36%	0%	0%
The materials to assist me in teaching the curriculum were easy to understand.	36%	55%	9%	0%
I was able to fit the curriculum into my class schedule.	27%	55%	18%	0%
I feel the curriculum is a useful tool to help prevent teen alcohol use.	55%	18%	27%	0%
I would recommend this curriculum to other teachers.	46%	27%	27%	0%

When asked about their perceptions of students' satisfaction, most teachers felt that their students were satisfied with the curriculum. All teachers felt that their students learned something new from the curriculum, and most (91%) thought the curriculum was easy for students and students asked relevant questions about the material (Figure 13).

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**13. Power Lines: Perception of student satisfaction (N=11)**

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
Students were interested in the information.	27%	55%	18%	0%
Students learned something new from the curriculum.	36%	55%	0%	9%
The curriculum was easy for students to understand.	46%	46%	9%	0%
Students asked relevant questions about the material.	0%	91%	9%	0%

In terms of the appropriateness of the materials, almost all teachers thought the language level was "very appropriate," and all thought the content, language level, and worksheets and activities were at least "somewhat appropriate" (Figure 14).

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**14. Appropriateness of Power Lines curriculum (N=11)**

	<b>Very appropriate</b>	<b>Somewhat appropriate</b>	<b>Not appropriate</b>
Content	64%	36%	0%
Language level	91%	9%	0%
Worksheets/activities	64%	36%	0%

**Implementation of Power Lines – 8<sup>th</sup> grade**

Overall, teachers successfully implemented the Project Northland: Power Lines curriculum with fidelity. Teachers specifically reported that they took leadership in instruction (100%), had students work on small group projects (89%), and these small groups were peer led (89%) most of the time. Almost half of the teachers (44%) did not include two core components: student creation of the time capsules and initial parent letters (Figures 15-16). These two core components are also required in the 6<sup>th</sup> and 7<sup>th</sup> grade Project Northland curricula and teachers reported greater success in implementing them in the earlier grades. According to open-ended responses, time limitations were a barrier to implementing the curriculum for many teachers (see appendix for a full list of teacher comments). For this curriculum, both in-class time and out-of-class time for projects were reported as problematic by some teachers. Teachers felt the projects demanded too much class time and that students were investing too much time outside of the class working on the projects. This concern seemed to stem from the time investment for these projects in conjunction with the other competing class time and homework requirements.

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**15. Power Lines: Program components included (N=18)**

	<b>Yes</b>	<b>No</b>
Students (not teachers) selected peer leaders	83%	17%
Initial parent letter was sent home prior to implementation of the curriculum	56%	44%
Students created time capsules	56%	44%

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**16. Power Lines: Fidelity of curriculum implementation (N=18)**

	<b>Most of the time</b>	<b>Sometimes</b>	<b>Rarely</b>
Teacher taught the course, except for the small groups	100%	0%	0%
Small groups were peer-led	89%	11%	0%
Students worked on small group projects	89%	6%	6%

## ***Class Action***

Class Action is the second phase of the Project Northland alcohol-use prevention curriculum series. Class Action is designed for high school students and, like Project Northland, is designed to delay the onset of alcohol use, reduce use among youth who have already tried alcohol, and limit the number of alcohol-related problems experienced by young drinkers. Class Action is grounded in the social influence theory of behavior change and uses interactive, peer-led sessions to explore real-world legal and social consequences of substance abuse. The curriculum consists of 8-10 group sessions in which teams of students research, prepare, and present mock civil cases involving hypothetical persons harmed as a result of underage drinking. Using a casebook and audio CDs, students review relevant statutes and case law to build legal cases they then present to a jury of their peers. Case topics include: drinking and driving, fetal alcohol syndrome, drinking and violence, date rape, drinking and vandalism, and school alcohol policies.

Like Project Northland, parental awareness is an important component of the Class Action curriculum. Parents are sent initial letters before the curriculum is implemented and four postcards throughout the course of the curriculum to keep them apprised of the classroom activities. If implemented with fidelity, the Class Action curriculum has been shown to decrease youth's tendency to use alcohol and youth binge drinking (Perry et al., 2002).

### **Teacher satisfaction**

Overall, the majority of Class Action teachers were satisfied with the curriculum. The teachers particularly felt that they were prepared to teach it (93%), they were comfortable teaching it (80%), and the materials to help them teach it were easy to understand (80%). There were some areas in which teachers tended to be less satisfied. One-third of teachers found it difficult to fit the curriculum into their class schedules, felt that the curriculum was not a useful tool to prevent teen alcohol use, and reported that they would not recommend the curriculum to other teachers (Figure 17).



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**17. Class Action: Teacher comfort and satisfaction with curriculum (N=15)**

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
I was prepared to present the curriculum to the students.	40%	53%	0%	7%
I was comfortable teaching the curriculum.	33%	47%	13%	7%
I was comfortable answering students' questions.	53%	20%	20%	7%
The materials to assist me in teaching the curriculum were easy to understand.	31%	57%	8%	4%
I was able to fit the curriculum into my class schedule.	20%	47%	20%	13%
I feel the curriculum is a useful tool to help prevent teen alcohol use.	27%	40%	27%	7%
I would recommend this curriculum to other teachers.	33%	33%	20%	13%

When asked to reflect on their perceptions of student satisfaction with the course, many Class Action teachers felt that their students were satisfied with the curriculum. However, at least one-third of teachers felt that their students were disinterested in the information, did not learn something new from the curriculum, and did not ask relevant questions about the materials. Additionally, just under half (47%) of the teachers did not believe that the curriculum was easy for students to understand (Figure 14).

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**18. Class Action: Perception of student satisfaction (N=14-15)**

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
Students were interested in the information.	14%	50%	29%	7%
Students learned something new from the curriculum.	50%	14%	29%	7%
The curriculum was easy for students to understand.	7%	47%	33%	13%
Students asked relevant questions about the material.	0%	67%	33%	0%

Teachers felt that most components of the curriculum were appropriate for their students, but they did identify areas that could be improved. Almost all of the teachers (93%) reported that the content was “very appropriate,” and 87 percent reported that the CDs were “very appropriate.” However, almost half of the teachers (47%) felt that the worksheets/activities were only “somewhat appropriate,” and one-third of the teachers thought that the language level was either “somewhat” or “not appropriate” (Figure 19).

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**19. Appropriateness of Class Action curriculum (N=15)**

	<b>Very appropriate</b>	<b>Somewhat appropriate</b>	<b>Not appropriate</b>
Content	93%	7%	0%
Language level	67%	27%	7%
CDs	87%	13%	0%
Worksheets/activities	53%	47%	0%

**Implementation of Class Action**

Overall, teachers tended to include the core program components in their implementation of the Class Action curriculum. All teachers reported that at least two of the curriculum cases and the final court hearings were presented. Also, all 17 teachers reported the casebooks were used “most of the time” and that the CDs were used and activities were peer-led at least “sometimes.” Teachers were less likely to report sending initial parent letters home prior to curriculum implementation and mailing postcards to parents during the curriculum (Figures 20-21). It may be that other staff, including P&I grantees, are assuming the role of mailing materials to parents. The initial parent letters may have been sent to parents prior to the curriculum implementation, but teachers may not have been aware that they were sent. This is an area that will need to be investigated further.

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**20. Class Action: Program components included (N=16-17)**

	<b>Yes</b>	<b>No</b>
Initial parent letter was sent home prior to implementation of the curriculum	69%	31%
Students were divided into legal teams of 4 to 6 students each	88%	12%
At least 2 cases were presented	100%	0%
Final court hearing presentations were held	100%	0%

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**21. Class Action: Fidelity of curriculum implementation (N=16-17)**

	<b>Most of the time</b>	<b>Sometimes</b>	<b>Rarely</b>
Activities were peer-led	88%	12%	0%
Audio CDs were used for sessions	86%	13%	0%
Class Action casebooks were used for sessions	100%	0%	0%
Four postcards (Northland Notes) were mailed to parents [N=11]	18%	46%	36%

## ***Project Towards No Drug Abuse***

Project Towards No Drug Abuse (Project TND) is a high school drug use prevention program. The curriculum was designed to help students develop self-control and communication skills, acquire resources that help them resist drug use, improve decision making strategies, and develop the motivation to not use drugs. The curriculum is administered in 12 40-minute interactive sessions. The TND curriculum was developed for high-risk students in alternative high schools, although it has also been tested among traditional high school students. If administered with fidelity, the curriculum has been shown to: decrease alcohol and tobacco use, decrease drug use, reduce the risk of violence victimization, and lower the frequency of weapons-carrying (Dent, Sussman, & Stacy, 2001; Simon, Sussman, Dahlberg, & Dent, 2002; Sun, Skara, Sun, Dent, & Sussman, 2006; Sussman, Dent, Stacy, & Craig, 1998; Sussman, Sun, McCuller, & Dent, 2003).

### **Teacher satisfaction**

All three teachers providing feedback on Project Towards No Drug Abuse were comfortable and satisfied with the curriculum. All three teachers felt that the curriculum is a useful tool in teen alcohol prevention and that they would recommend the curriculum to other teachers (Figure 22). Although a sample of three teachers is too small to make generalizations from, it appears that the instructors teaching this curriculum are satisfied.

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#### **22. Project Towards No Drug Abuse: Teacher comfort and satisfaction with curriculum (N=3)**

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
I was prepared to present the curriculum to the students.	2	1	0	0
I was comfortable teaching the curriculum.	3	0	0	0
I was comfortable answering students' questions.	3	0	0	0
The materials to assist me in teaching the curriculum were easy to understand.	1	2	0	0
I was able to fit the curriculum into my class schedule.	2	1	0	0
I feel the curriculum is a useful tool to help prevent teen alcohol use.	1	2	0	0
I would recommend this curriculum to other teachers.	0	3	0	0

Similar to their own level of satisfaction with the curriculum, teachers' perceptions of student satisfaction were high. When asked to reflect on their perceptions of student satisfaction with the course, all three teachers felt that their students were satisfied with the curriculum. Teachers believed that their students' demonstrated interest, asked relevant questions, understood the materials, and learned something new from the curriculum (Figure 23). Again, the small sample size makes it difficult to identify patterns of responses, but overall, these three teachers were highly satisfied with the curriculum.

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**23. Project Towards No Drug Abuse: Perception of student satisfaction (N=3)**

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
Students were interested in the information.	0	3	0	0
Students learned something new from the curriculum.	2	1	0	0
The curriculum was easy for students to understand.	0	3	0	0
Students asked relevant questions about the material.	2	1	0	0

All three of the Project Towards No Drug Abuse teachers felt that the curriculum was at least "somewhat appropriate." The three respondents all felt that the content and language levels were "very appropriate." One of the teachers thought that the worksheets and activities were only "somewhat appropriate," while two teachers felt that the cases and scenarios used were only "somewhat appropriate" (Figure 24). Although this is a small sample, this may be an indication that these two components of the curriculum could be improved.

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**24. Appropriateness of Project Towards No Drug Abuse curriculum (N=3)**

	<b>Very appropriate</b>	<b>Somewhat appropriate</b>	<b>Not appropriate</b>
Content	3	0	0
Language level	3	0	0
Cases/scenarios	1	2	0
Worksheets/activities	2	1	0

## Implementation of Project Towards No Drug Abuse

Most required components of the Project Towards No Drug Abuse curriculum were implemented with fidelity by the three teachers participating in this evaluation. The components in which these three teachers most often maintained fidelity were: setting ground rules, presenting information neutrally, role-playing, demonstrating skills, and using the teachers manual and workbooks. However, only one of the three teachers reported using the TND Game “most of the time,” one used it “sometimes,” and one “rarely” used it (Figures 25-26). When responding to open-ended questions, teachers indicated that large class sizes and physical space limitations were barriers to using the game. Similar to the other curricula, teachers reported that they did not send out the initial parent letter prior to curriculum implementation. Again, it may be that someone other than the teachers sent out the parent letter.

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### 25. Project Towards No Drug Abuse: Program components included (N=3)

	Yes	No
Initial parent letter was sent home prior to implementation of the curriculum	0	3
Ground rules for behavior were established at the start of the program	3	0

---

### 26. Project Towards No Drug Abuse: Fidelity of curriculum implementation (N=3)

	Most of the time	Sometimes	Rarely
Information was presented neutrally	3	0	0
Games (e.g., the “TND Game”) were used	1	1	1
Role-play was used	3	0	0
Skill-demonstration was used	3	0	0
Project TND Teacher’s Manual was used	3	0	0
Project TND Student Workbooks were used	3	0	0

## ***Reconnecting Youth***

Reconnecting Youth is a semester-long high-school prevention program that targets youth who show signs of poor school achievement and potential for dropping out of high school. The program aims to build resiliency by decreasing risk factors and moderating the early signs of substance abuse. Youth are hand-selected and invited to participate in a class of between 8 and 12 students. The program incorporates social support and life skills training with the following components: social activities and school bonding; school system crisis response planning; and parental involvement. The class integrates small-group work and life-skills training models to enhance personal and social protective factors of high-risk youth. If implemented with fidelity, this curriculum has been shown to: increase personal control, decrease suicide risk, decrease drug involvement and depression, and increase school achievement (Eggert, Thompson, Herting, & Randell, 2001; Eggert, Thompson, Herting, & Nicholas, 1995; Eggert, & Nicholas, 2004; Thompson, Eggert, & Herting, 2000).

This curriculum is only being implemented in three P&I communities and four schools. This limits the number of teachers available to provide fidelity and satisfaction data during any single term. During the spring 2009 term, one teacher completed the teacher satisfaction survey, and two teachers completed the fidelity checklist. This limited data is excluded from the current report in order to preserve teacher confidentiality and ensure an adequate sample from which to draw conclusions. The data will be aggregated with the data being collected during the 2009-10 school year and will be presented in the next school-based programming report, provided there is a sufficient sample size at that time.

# Recommendations

Overall, teachers reported being satisfied with the curricula and implementing most core components of the curricula as prescribed. However, there are areas for improvement with the curricula, with the implementation, and with the evaluation. Based upon the data gathered, below is a list of key recommendations to consider for future academic terms.

- Work with teachers to identify strategies to help them more easily fit the curricula into their existing schedules.
- Engage teachers more in data collection activities in order to prevent missing data and to more accurately reflect the experiences of all teachers implementing these curricula.
- Continue to report data aggregated across P&I communities. Because most communities have a small number of teachers implementing any particular curriculum, it is difficult to achieve an adequate sample size at a site-specific level, which limits the ability to report on data and to draw conclusions from the data.
- Further assess how communication with parents is achieved, if at all, and any potential barriers for the teachers with regard to communication with parents.
- Consider encouraging teachers to attend refresher trainings in the curricula to renew interest in the material and increase buy-in, and as a review of the core elements of the curricula.
- Continue to work with curricula developers to ensure that the core fidelity components being assessed accurately reflect the developers' curriculum requirements, particularly when curricula are changing.

# Appendix

*Survey comments*

*Evaluation forms*

*Teacher satisfaction surveys*

*Fidelity checklists*

*References*





## *Survey comments*

### **Project Northland**

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#### **A1. Best feature of the Project Northland curricula by theme and curriculum**

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##### **Best feature of the Project Northland curricula by theme and curriculum**

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###### ***Student engagement***

---

###### ***Slick Tracy***

---

It provides the students and the adults assisting them with the activities with an understanding of the dangers of alcohol consumption.

---

Various quick activities for the students.

---

Slick Tracy: Most activities were good and got the kids talking. I think the lessons on peer pressure could be more clear.

---

It's so user friendly and the peer part helps them to take ownership.

---

It is student led.

---

I liked how there were classroom leaders. The games and activities were fun.

---

Student participation and guidance.

---

###### ***Amazing Alternatives***

---

Student led discussions and their involvement in the program.

---

I think having the peer leaders is a good idea. They listen to their classmates. The students seemed to like the tests.

---

I think it gives students a chance to relate to the kids on the tapes.

---

Comprehensive, variety of materials, interesting to students.

---

###### ***Power Lines***

---

It gets the kids thinking about alcohol use and decision making.

---

The students got involved. They found it interesting.

---

Student involvement was good. They responded well with answers.

---

###### ***Parent engagement***

---

###### ***Slick Tracy***

---

Communication with parents.

---

The connection to home opens doors of communication with parents.

---

The home/school link that parents are required to complete and discuss the comics with the students.

---

It gives us a chance to discuss a topic often ignored at home; alcohol use.

---

Involves the parents.

---

###### ***Amazing Alternatives***

---

Parent involvement.

---

---

**A1. Best feature of the Project Northland curricula by theme (continued)**

---

**Best feature of the Project Northland curricula by theme**

---

***Format of curriculum***

---

***Slick Tracy***

---

It is a fun approach to talking about alcohol.

Kids like the incentives; poster fair is fun, easy to teach.

***Amazing Alternatives***

---

It fit in nicely with other class curriculum.

Easy to present and put in an orderly format.

Limited time (8 classes).

***Power Lines***

---

How it tied into the class projects (overall curriculum).

More information for students to make good choices.

It was user friendly.

Easy to implement.

***Materials/content***

---

***Slick Tracy***

---

The comic dialog.

The use of comics is a good tool but these were not set up in an easy to understand way.

The kids really seemed to enjoy the comics.

The Slick Tracy comic books.

***Power Lines***

---

The interaction and diversity of responses. This year some boys thought it was ok to drink if you didn't get caught and that they thought school policies were wrong.

Storyline.

The material in relation to the grade level is good.

***Other comments***

---

***Slick Tracy***

---

It covers an important topic in a fun and interesting way. It makes the topic not as scary for some.

It gets the students to think about alcohol and problems it causes.

It is a good topic that is very important in [district].

***Amazing Alternatives***

---

Relevant and interesting.

It addresses parents, schools, peers, and communities as resources for students during decision-making processes.

---

---

## **A2. Suggestions for improving Project Northland by theme and curriculum**

---

### **Suggestions for improving Project Northland by theme and curriculum**

---

#### **Resources/materials**

---

##### ***Slick Tracy***

---

The new comic book was a very good addition as it explains the activities to the students and parents more clearly.

---

The new comic book is a vast improvement over the old one; clearer homework activities and parent section; options if parents are not available.

---

Improve the comics. Take out the homework because parents do not complete it. Revise the activities to a lower reading level.

---

Slick Tracy – I would not have kids answer what they liked about the comic. More preparation for poster fair. Not all kids know how to read comics so there's a learning curve for some.

---

Comics a little longer. A little more humor.

---

Students really like the comics. I think they could be just a little bit longer.

---

Better comics. Very hard to get participation from home for some kids.

---

I think it is a little cheesy for our 6<sup>th</sup> graders. They think they're too cool for comics.

---

##### ***Amazing Alternatives***

---

Have a CD format rather than cassettes.

---

Make tapes to CD's. Shorten up a bit if possible.

---

Just continue to update the materials so it won't seem dated to the students in the coming year.

---

#### **Content**

---

##### ***Slick Tracy***

---

Add drug use if possible to curriculum.

---

It's good the way it is. The only way would be totally new, more up-to-date characters.

---

Too "kiddish" for sixth grade. Activities are not relevant.

---

It can be difficult for 6<sup>th</sup> graders to share. I would like them to open up more. It's difficult to change some minds. They still think drinking is cool.

---

##### ***Amazing Alternatives***

---

More information on drugs.

---

Update the tapes/content.

---

The 7<sup>th</sup> grade curriculum is a bit too elementary for the students.

---

##### ***Power Lines***

---

7<sup>th</sup> and 8<sup>th</sup> grade too redundant.

---

The Power Lines curriculum seems a little immature for the grade level.

---

To have an updated version.

---

Some of the scenarios were a little immature for the 8<sup>th</sup> grade students they felt.

---

Eliminate projects. I could not give up more time for projects. The core stuff was good.

---

---

## **A2. Suggestions for improving Project Northland by theme and curriculum (continued)**

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### **Suggestions for improving Project Northland by theme and curriculum**

---

#### ***Curriculum format***

---

##### ***Slick Tracy***

---

I needed more than the 25 minutes I had the kids. Better for classroom teacher than [type of teacher].

---

There just isn't time during the day for another subject/project. Equip parents.

---

I don't like that we send it home to parents because some of the "home lives" the students have. I think it is hard, very hard for some students to deal with this.

---

The peer leaders always seem confused – ill prepared.

---

As a [type of teacher] the class needs to be longer. The first week of the program puts you a week behind in the curriculum. The first week of classroom results in election of peer leaders and distribution of comic books. Consequently, the peer leaders do not introduce the first comic book.

---

We (teachers) all seemed to do the lessons different from each other and a workshop could help us all be on the same page so to speak.

---

##### ***Amazing Alternatives***

---

Less work on ads.

---

##### ***Power Lines***

---

Class projects need to have students spend more class time working on projects instead of out of class.

---

Condensed somehow.

---

Make it shorter so I can teach my curriculum as well.

---

Eliminate projects – not enough time.

---

Is there a way to compact it?

---

#### ***Other comments***

---

##### ***Slick Tracy***

---

I like it as is.

---

Discussion starters for teachers – in school conversations are powerful.

---

The only suggestion I have is to have the classroom teacher take over the program instead of the [type of teacher]. It was really tough to get everything done in 25 minute blocks whereas the classroom teacher could do 50 minute blocks.

---

I think it would work much better to have a classroom teacher do this in the future. The sixth grade is losing way too much [class] time.

---

There isn't much to this. My impression overall is that it's not very effective.

---

##### ***Power Lines***

---

I had trouble understanding a few things but got it resolved.

---

I felt it was good the way it is.

---

---

### **A3. Areas for assistance in implementing Project Northland by curriculum**

---

#### **Areas for assistance in implementing Project Northland by curriculum**

---

##### ***Slick Tracy***

Research findings that Slick Tracy is effective.

Already contacted Hazelton.

Letting the kids know in the beginning that there will be a poster fair coming up.

No, just more time (longer time period).

Just with the peer training since it had been my first year.

If you're teaching it for the first time it would be nice to know what it looks like to teach.  
Examples: video, classroom observations.

A revised teaching manual to correspond with the new version of the comic book so the lesson plan corresponds with the subject matter.

Another training would be helpful since I didn't know the curriculum when I went the first time.

Give me more than 24 minutes for class.

Let us sit in on the training.

We need more time to help students see relevance. I'd like to see more leadership opportunities for students outside of school hours.

##### ***Amazing Alternatives***

Help with parent post cards.

##### ***Power Lines***

Tough to fit into class curriculum but we were able to slide it in with alcohol/tobacco unit.

The projects need to be achievable in every community.

There's too much paperwork. Some of the tasks are not feasible in a school setting – time conflicts.

---

---

#### **A4. Modifications made to Project Northland by curriculum**

---

##### **Modifications made to Project Northland by curriculum**

---

###### ***Slick Tracy***

---

Continue with the new version of comic books as the activities are more clear and better explained.

---

The posters took awhile to complete since our time was limited but eventually we got them done.

---

I have 25 students. We completed 302 activities on average 3 per student per week.

---

A very low group of students. I led everything as a whole group.

---

I basically ran the sessions because of time.

---

At times this seems disjointed.

---

###### ***Power Lines***

---

Some of the projects for 8<sup>th</sup> graders were a lot of outside class time that our students had trouble with so we added a lot more in class working class periods. Also co-taught this class with health and assigned the class project as a large percentage of health grade that semester.

---

Added more on what alcohol does to the body and its organs.

---

I chose peer leader.

---

I did all the core lessons (great) but did not have time for projects (time consuming).

---

## **Class Action**

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### **A5. Best feature of the Class Action curriculum by theme**

---

#### **Best feature of the Class Action curriculum by theme**

---

##### ***Student engagement***

---

Kids like it. It is interesting.

---

The presentations – kids sharing with each other.

---

##### ***Format of curriculum***

---

It fits in perfect with my [class]. We learn how to do mock trials. We learn about juvenile law and zero tolerance, etc.

---

##### ***Materials/content***

---

Relevant, real world situations that could be encountered by anyone.

---

The fact that these are real life situations.

---

Information on the subject covered.

---

Date rape trial started excellent discussions and thoughts.

---

They learn about how alcohol affects everybody who uses it and is around those that use it.

---

It gives students a good idea about the civil side of alcohol related injuries/crimes, etc.

---

It is another opportunity for them to hear about the dangers of drinking and the cases tie it to real life events.

---

Educating about underage drinking.

---

##### ***Other comments***

---

Well thought out.

---



---

## **A6. Suggestions for improving Class Action by theme**

### **Suggestions for improving Class Action by theme**

---

#### **Content**

Adding a PowerPoint or activity to introduce negligence and a better way to develop the arguments.

More information on court cases. Information on local laws for this curriculum.

Better counter arguments in defenses case.

Some explanations of plaintiff, etc., and the legal terms would be helpful for them to refer to.

Some tasks are a bit redundant while understandable and good cross-check, it did ? some higher ability students to have done very similar research. Tasks 1-3 and Tasks 4 are very similar.

More specific lessons or information that is to be presented in the sessions.

#### **Curriculum format**

I wish it didn't take so long because our curriculum is full.

Takes too much time. Spoon feed the information to them so time can be spent on cases and discussions.

Not so long – takes up so much time.

Maybe an extra day or two. Fieldtrip to a court room.

Presentations are too long – court cases.

#### **Other comments**

I was satisfied with the curriculum.

No, I was comfortable with the implementation.

I found the curriculum to be fairly easy to follow and to implement. The cases caught the students' attention and were relevant.

---

## **A7. Areas for assistance in implementing Class Action**

### **Areas for assistance in implementing Class Action**

---

Speakers – outside references.

Outside person present or introduce the topic and information about this area.

It is a tenuous fit at best for my class. In sociology I would happily use it but that falls so much all students.

More case books would help.

New CD's, postcards.

Video demonstration of a case and a video teaching students how to write their tasks.

Takes too much time away from classes with state standards required.

Maybe have lawyers come in and help students write their statements/opening and closing and help prepare their case.

I am not very good at filling out reports, details.

Nothing needed.

---

---

**A8. Modifications made to Class Action****Modifications made to Class Action**

---

Had larger classes so had larger groups than set in lessons. Reduced formality of courtroom.

I would have students view courtroom proceedings.

None made.

I did not do it every Friday. I did it all in a 2-3 week period.

I would change the task sheets and how students are to set up their arguments. Also, add a component to introduce negligence and liability.

Add a few new cases – maybe tell the result of the case it was based on. One more driving case.

---

**Project Towards No Drug Abuse**

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**A9. Best feature of the Project Towards No Drug Abuse curriculum****Best feature of the Project Towards No Drug Abuse curriculum**

---

The strongest unit was re: family roles, i.e., scapegoat, hero, etc. Students connected strongly with this.

Talking about alcohol abuse from a family system – perspective.

Discussions about use and abuse.

---

**A10. Suggestions for improving Project Towards No Drug Abuse****Suggestions for improving Project Towards No Drug Abuse**

---

Hate the cover of the work book – does not connect with content. In a large classroom game is difficult to play.

At the end of the course have each student meet with the other instructors one-on-one to process the experience.

Increase multimedia.

More multimedia; DVD's, PowerPoints.

No, however physical space is somewhat problematic due to class size.

Allow a little more time to present and discuss each unit. We were rushed at times.

---

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**A11. Areas for assistance in implementing Project Towards No Drug Abuse****Areas for assistance in implementing Project Towards No Drug Abuse**

---

Health teacher was very gracious in making it work in her class – co-taught with team of students. Went well.

---

Speakers.

---

---

**A12. Modifications made to Project Towards No Drug Abuse****Modifications made to Project Towards No Drug Abuse**

---

Took more time and discussions lasted longer.

---

Difficult to use TND game.

---

No. Good material and it does allow for personal reflection or experiences to be given a voice.

---

**Reconnecting Youth**

During the spring 2009 term, only one teacher completed the teacher satisfaction survey, and only two teachers completed the fidelity checklist. Due to the limited data, open-ended comments will be excluded from the current report in order to preserve teacher confidentiality and ensure an adequate sample from which to draw conclusions. The data will be aggregated with the data being collected during the 2009-10 school year and will be presented in the next school-based programming report, provided there is a sufficient sample size at that time.

## *Evaluation forms*

School: \_\_\_\_\_

Teacher: \_\_\_\_\_

Today's date: \_\_\_\_\_

Grade level: \_\_\_\_\_

# Class Action teacher survey

We would like to know about your perceptions of and experiences using Class Action. Please clearly mark your answers with a ✓. Please complete this form after you have conducted the last session of Class Action. All individuals responses will be kept confidential.

## 1. How appropriate do you feel the following aspects of Class Action were for high school students?

	Very appropriate	Somewhat appropriate	Not appropriate
a. Content	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>
b. Language level	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>
c. CDs	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>
d. Worksheets/ Activities	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>

## Do you agree or disagree with the following statements about Class Action?

	Strongly disagree	Disagree	Agree	Strongly agree
2. Students were interested in the information.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
3. Students learned something new from the curriculum.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
4. The curriculum was easy for students to understand.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
5. Students asked relevant questions about the material.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
6. The materials to assist me in teaching the curriculum were easy to understand.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
7. I was prepared to present the curriculum to the students.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
8. I was comfortable teaching the curriculum.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
9. I was comfortable answering students' questions.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
10. I was able to fit the curriculum into my class schedule.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
11. I feel the curriculum is a useful tool to help prevent teen alcohol use.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
12. I would recommend this curriculum to other teachers.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>

13. What do you see as the best thing about this curriculum?

\_\_\_\_\_  
\_\_\_\_\_

14. How would you improve this curriculum?

\_\_\_\_\_  
\_\_\_\_\_

15. Is there any assistance that could be provided to help you successfully implement the curriculum?

\_\_\_\_\_

# Project Northland teacher survey

We would like to know about your perceptions of and experiences using Project Northland. Please clearly mark your answers with a ✓. Please complete this form after you have conducted the last session of Project Northland. All individual responses will be kept confidential.

**1. How appropriate do you feel the following aspects of Project Northland were for middle school students?**

	Very appropriate	Somewhat appropriate	Not appropriate
a. Content	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>
b. Language level	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>
c. Worksheets/activities	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>
d. Comics (6 <sup>th</sup> grade only)	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>

**Do you agree or disagree with the following statements about Project Northland?**

	Strongly disagree	Disagree	Agree	Strongly agree
2. Students were interested in the information.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
3. Students learned something new from the curriculum.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
4. The curriculum was easy for students to understand.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
5. Students asked relevant questions about the material.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
6. The materials to assist me in teaching the curriculum were easy to understand.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
7. I was prepared to present the curriculum to the students.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
8. I was comfortable teaching the curriculum.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
9. I was comfortable answering students' questions.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
10. I was able to fit the curriculum into my class schedule.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
11. I feel the curriculum is a useful tool to help prevent teen alcohol use.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
12. I would recommend this curriculum to other teachers.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>

13. What do you see as the best thing about this curriculum?

---



---

14. How would you improve this curriculum?

---



---

15. Is there any assistance that could be provided to help you successfully implement the curriculum?

---



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School: \_\_\_\_\_

Teacher: \_\_\_\_\_

Today's date: \_\_\_\_\_

Grade level: \_\_\_\_\_

# Reconnecting Youth teacher survey

We would like to know about your perceptions of and experiences using Reconnecting Youth. Please clearly mark your answers with a ✓. Please complete this form after you have conducted the last session of Reconnecting Youth.

## 1. How appropriate do you feel the following aspects of Reconnecting Youth were for high school students?

	Very appropriate	Somewhat appropriate	Not appropriate
a. Content	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>
b. Language level	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>
c. Worksheets/Homework Activity	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>

## Do you agree or disagree with the following statements about Reconnecting Youth?

	Strongly disagree	Disagree	Agree	Strongly agree
2. Students were interested in the information.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
3. Students learned something new from the curriculum.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
4. The curriculum was easy for students to understand.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
5. Students asked relevant questions about the material.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
6. The materials to assist me in teaching the curriculum were easy to understand.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
7. I was prepared to present the curriculum to the students.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
8. I was comfortable teaching the curriculum.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
9. I was comfortable answering students' questions.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
10. I feel the curriculum is a useful tool to help prevent teen alcohol use.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
11. I would recommend this curriculum to other teachers.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>

12. What do you see as the best thing about this curriculum?

\_\_\_\_\_  
\_\_\_\_\_

13. How would you improve this curriculum?

\_\_\_\_\_  
\_\_\_\_\_

14. Is there any assistance that could be provided to help you successfully implement the curriculum?

\_\_\_\_\_  
\_\_\_\_\_

School: \_\_\_\_\_

Teacher: \_\_\_\_\_

Today's date: \_\_\_\_\_

Grade level: \_\_\_\_\_

# Project Towards No Drug Abuse teacher survey

We would like to know about your perceptions of and experiences using Toward No Drug Abuse. Please clearly mark your answers with a ✓. Please complete this form after you have conducted the last session of Project TND.

## 1. How appropriate do you feel the following aspects of Toward No Drug Abuse were for high school students?

	Very appropriate	Somewhat appropriate	Not appropriate
a. Content	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>
b. Language level	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>
c. Cases/scenarios	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>
d. Worksheets/ Activities	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>

## Do you agree or disagree with the following statements about Project TND?

	Strongly disagree	Disagree	Agree	Strongly agree
2. Students were interested in the information.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
3. Students learned something new from the curriculum.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
4. The curriculum was easy for students to understand.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
5. Students asked relevant questions about the material.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
6. The materials to assist me in teaching the curriculum were easy to understand.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
7. I was prepared to present the curriculum to the students.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
8. I was comfortable teaching the curriculum.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
9. I was comfortable answering students' questions.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
10. I was able to fit the curriculum into my class schedule.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
11. I feel the curriculum is a useful tool to help prevent teen alcohol use.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
12. I would recommend this curriculum to other teachers.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>

13. What do you see as the best thing about this curriculum?

\_\_\_\_\_  
\_\_\_\_\_

14. How would you improve this curriculum?

\_\_\_\_\_  
\_\_\_\_\_

15. Is there any assistance that could be provided to help you successfully implement the curriculum?

\_\_\_\_\_  
\_\_\_\_\_



**Fidelity checklists**

**Slick Tracy - 6th Grade Project Northland**

We would like to know about your experiences with using Project Northland. It is important for us to understand which components of the curriculum you used and to what degree. Your information will help us understand which components are most doable and which are more difficult to implement. Your responses will be kept confidential and will be combined with other teachers' responses. Please clearly mark your answers with a ✓.

**Program Components**

	Yes	No
Students (not teachers) selected peer leaders	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
Peer leaders were trained by the teacher, counselor or other appropriate adult	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
There was 1 peer leader for every 5-6 students	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
Initial parent letter was sent home prior to implementation of the curriculum	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
Slick Tracy Poster Fair was held	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
Students created time capsules	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>

**Implementation**

	Most of the time	Sometimes	Rarely
Student incentives were used	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>
Return of homework was tracked for each student	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>
Teacher taught the course, except for the small groups	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>
Small groups were peer-led	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>
Comic books were used for sessions	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>

If you made any changes to the curriculum, please describe below:

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Do you have any suggestions for improving the curriculum in your classroom?

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**Amazing Alternatives-7<sup>th</sup> Grade Project Northland**

We would like to know about your experiences with using Project Northland. It is important for us to understand which components of the curriculum you used and to what degree. Your information will help us understand which components are most doable and which are more difficult to implement. Your responses will be kept confidential and will be combined with other teachers' responses. Please clearly mark your answers with a ✓.

**Program Components**

	Yes	No
Students (not teachers) selected peer leaders	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
Peer leaders were trained by the teacher, counselor or other appropriate adult	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
There was 1 peer leader for every 5-6 students	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
Initial parent letter was sent to each home prior to implementation of the curriculum	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
Amazing Alternative Fun Night was held with parents before the class was implemented	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
Students created time capsules	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>

**Implementation**

	Most of the time	Sometimes	Rarely
Student incentives were used	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>
Teacher taught the course, except for the small groups	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>
Small groups were peer-led	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>
Audio tapes were used for sessions	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>

If you made any changes to the curriculum, please describe below:

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Do you have any suggestions for improving the curriculum in your classroom?

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**Power Lines - 8<sup>th</sup> Grade Project Northland**

We would like to know about your experiences with using Project Northland. It is important for us to understand which components of the curriculum you used and to what degree. Your information will help us understand which components are most doable and which are more difficult to implement. Your responses will be kept confidential and will be combined with other teachers' responses. Please clearly mark your answers with a ✓.

**Program Components**

	Yes	No
Students (not teachers) selected peer leaders for sessions	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
Initial parent letter was sent to each home prior to implementation of the program	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
Students created time capsules	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>

**Implementation**

	Most of the time	Sometimes	Rarely
Teacher taught the course, except for the small groups	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>
Small groups were peer-led	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>
Students worked on small group projects	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>

If you made any changes to the curriculum, please describe below:

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Do you have any suggestions for improving the curriculum in your classroom?

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**Class Action**

We would like to know about your experiences with using Class Action. It is important for us to understand which components of the curriculum you used and to what degree. Your information will help us understand which components are most doable and which are more difficult to implement. Your responses will be kept confidential and will be combined with other teachers' responses. Please clearly mark your answers with a ✓.

**Program Components**

	Yes	No
Initial parent letter was sent to each home prior to implementing curriculum	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
Students were divided into legal teams of 4 to 6 students each	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
At least 2 cases were presented	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
Final court hearing presentations were held	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>

**Implementation**

	Most of the time	Sometimes	Rarely
Activities were peer-led	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>
Audio CDs were used for sessions	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>
Class Action casebooks were used for sessions	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>
Four postcards (Northland Notes) were mailed to parents	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>

If you made any changes to the curriculum, please describe below:

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Do you have any suggestions for improving the curriculum in your classroom?

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## Reconnecting Youth

We would like to know about your experiences with using Reconnecting Youth (RY). It is important for us to understand which components of the curriculum you used and to what degree. Your information will help us understand which components are most doable and which are more difficult to implement. Your responses will be kept confidential and will be combined with other teachers' responses. Please clearly mark your answers with a ✓.

### Program Components

	Yes	No
There was 1 leader for every 12 students	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
Students were invited to participate (not assigned)	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
Invited students included diverse "at-risk" students	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
Students had not previously attended RY	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
Signed parental consent was received for RY enrollment	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
Students completed 2 community service projects	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>

### Implementation

	Most of the time	Sometimes	Rarely
Skills-training units were delivered	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>
Each student had their own workbook	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>
Student workbooks were kept (between class sessions) by the teacher in a locked location	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>
Teaching outlines were developed for lessons	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>
Monthly letters to parents were sent home	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>
Students participated in positive school bonding activities	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>
Students completed self-monitoring activities	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>

If you made any changes to the curriculum, please describe below:

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Do you have any suggestions for improving the curriculum in your classroom?

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## Project Towards No Drug Abuse

We would like to know about your experiences with using Project Towards No Drug Abuse (TND). It is important for us to understand which components of the curriculum you used and to what degree. Your information will help us understand which components are most doable and which are more difficult to implement. Your responses will be kept confidential and will be combined with other teachers' responses. Please clearly mark your answers with a ✓.

### Program Components

	Yes	No
Initial parent letter was sent home prior to implementation of the curriculum	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
Ground rules for behavior were established at the start of the program	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>

### Implementation

	Most of the time	Sometimes	Rarely
Information was presented neutrally	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>
Games (e.g., the "TND Game") were used	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>
Role-play was used	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>
Skill-demonstration was used	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>
Project TND Teacher's Manual was used	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>
Project TND Student Workbooks were used	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>

If you made any changes to the curriculum, please describe below:

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Do you have any suggestions for improving the curriculum in your classroom?

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