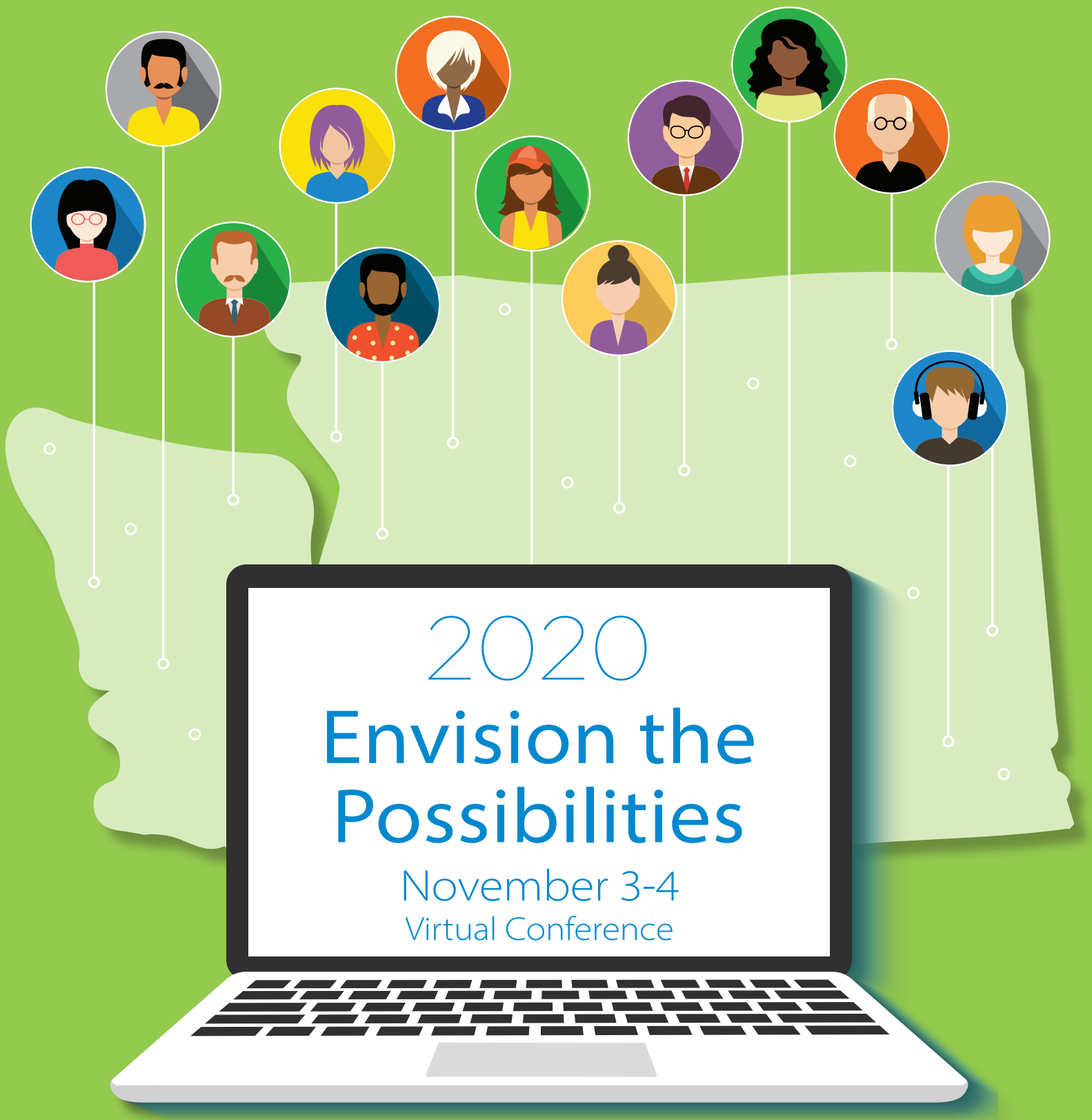
# Youth Workbook



## 2020
## Envision the Possibilities
November 3-4
Virtual Conference

Washington State Prevention summit

Washington State Health Care Authority

# Strategic Prevention Framework

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*Community Anti-Drug Coalitions of America (CADCA) is a nonprofit organization that is dedicated to strengthening the capacity of community coalitions to create and maintain safe, healthy and drug-free communities. The National Community Anti-Drug Coalition Institute works to increase the knowledge, capacity and accountability of community anti-drug coalitions throughout the United States. CADCA's publications do not necessarily reflect the opinions of its clients and sponsors.*

*SAMSHA's Strategic Prevention Framework (SPF) uses a five-step process known to promote youth development, reduce risk-taking behaviors, build assets and resilience, and prevent problem behaviors across the life span.*

# Strategic Prevention Framework

The prevention community utilizes the Strategic Prevention Framework (SPF) to assist community coalitions in developing the infrastructure needed for community-based, public health approaches that can lead to effective and sustainable reductions in alcohol, tobacco and other drug (ATOD) use and abuse. The elements shown to the right include:

- **Assessment: what's going on here?** Collect data to define problems, resources and readiness within a geographic area to address needs and gaps.

- **Capacity: who should be involved?** Mobilize and/or build capacity within a geographic area to address needs.

- **Planning: what do we want to do?** Develop a comprehensive strategic approach that includes policies, programs and practices creating a logical, data-driven plan to address problems identified in the assessment.

- **Implementation: how are we going to do it?** Implement evidence-based prevention strategies, programs, policies and practices.

- **Evaluation: how did it go?** Measure the impact of the SPF and the implementation of strategies, programs, policies and practices.

Sustainability and cultural competence are important factors to community-based approaches, and that is why they are shown in the center of the graph indicating their importance to each of the other elements.

**Cultural Implications in Assessing the Community and Planning Strategies:**

Coalitions considering implementation of environmental strategies need to work with diverse populations within their communities. Representatives from those communities must be involved as early as possible to avoid miscommunication or perceptions that "outsiders" want to change their norms, traditions, policies or environments. Environmental strategies planned without consideration of cultural impact will not be accepted by the larger community and most likely will not produce the desired results. Such involvement also requires that the coalition commit to fostering cultural competence at all levels of activity. CADCA's National Community Anti-Drug Coalition Institute's *Cultural Competence Primer* may help your coalition and is available in PDF format online at *www.coalitioninstitute.org*.

# Seven Strategies to Affect Community Change

1. **Provide information**—Educational presentations, workshops, data or media presentations (e.g., public service announcements, brochures, billboard campaigns, community meetings, Web-based communication).

2. **Develop skills**—Workshops or activities designed to increase the skills of participants, members, and staff (e.g., training, technical assistance, distance learning, strategic planning retreats, parenting classes, model programs in schools).

3. **Provide support**—Creating opportunities to support people to participate in activities that reduce risk or enhance protection (e.g., providing alternative activities, mentoring, referrals for services, support groups, youth clubs, parenting groups).

4. **Improve access and reduce barriers**—Improving systems and processes to increase the ease, ability and opportunity to utilize systems and services (e.g., access to treatment, transportation, housing, education, special needs, cultural and language sensitivity).

5. **Change consequences (incentives/disincentives)**—Increasing or decreasing the likelihood of a specific behavior. (e.g., increasing public recognition for deserved behavior, individual rewards, revocations/loss of privileges).

6. **Change environment**—Changing the environment or structure to reduce risk or enhance protection (e.g., parks, landscapes, signage, lighting, outlet density).

7. **Modify/change policies**—Formal change in written policies, procedures, by-laws, proclamations, rules or laws with written documentation and/or voting procedures (e.g., public policy actions, systems change within government, communities and organizations).

*The list of strategies were distilled by the University of Kansas Work Group on Health Promotion and Community Development— a World Health Organization Collaborating Centre. Research cited in selection of the strategies is documented on the Environmental Strategies page of the Institute's Web site, www.coalitioninstitute.org. The Institute uses this list by permission of the University.*

# Building a Successful Prevention Project

By defining and analyzing the problem the community is concerned about, teams will learn to create a problem statement that will help the community move towards improvement.

**Step 1: Create an effective problem statement.**

Good problem statements:

A) Identify one issue or problem at a time.
B) Avoid blame.
*(e.g., the problem is "in our neighborhood people my age do not have enough positive activities" rather than "the kids in Belmont have nothing to do and are trouble makers.")*
C) Avoid naming specific solutions.
*(e.g., the problem is not "we don't have a youth center" – the problem may be "young people in our neighborhood are getting into trouble during afterschool hours" for which a new youth center may be one element of an overall solution.)*
D) Define the problem by the behaviors and conditions that affect it. Good problem statements frame the issue as either not enough good conditions/behaviors or too many bad conditions/behaviors.(see Step 2)
E) Problem is specific enough to be measurable.
F) Reflect community concerns as heard during the assessment process.

**Step 2: Choose the best words to describe your issue.**

Reframed problems often:

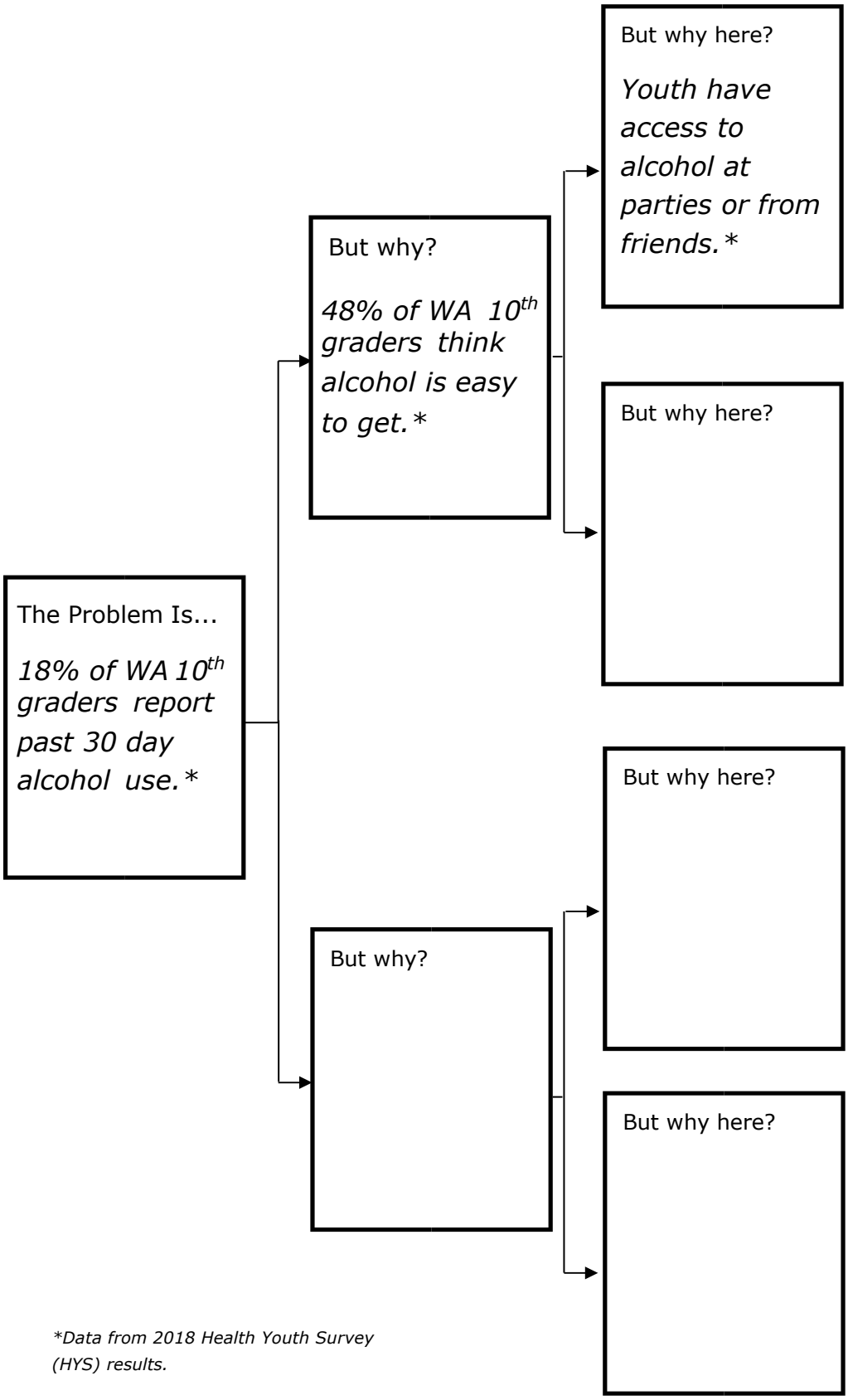
A) Identify the lack of a POSITIVE condition or behavior.
*(e.g., "Not all of our young people are graduating from high school.")*
B) Identify too much of a NEGATIVE condition or behavior.
*(e.g., "Too many of our young people are dropping out of high school.")*
C) Or state both the positive and negative issues.
*(e.g., "More families should have food security and no child should go hungry.")*

**Step 3: To be sure the issue is addressed, tell the community what you heard.**

**Step 4: We ask "But Why?"** This uncovers those risk factors that are stated in the problem statement. These risk factors are general. *(e.g., "The problem is tobacco use rates are increasing among youth"...Why?... "Tobacco is easy to get.")*

**Step 5: "But Why Here?"** - After we ask ourselves "Why?" we must begin to analyze how these risk factors look in our community. *(e.g., "The problem is tobacco use rates are increasing among youth"...Why?... "Tobacco is easy to get"...Why Here?..."Tobacco products are sold to youth despite age restrictions.")*

# Building a Successful Prevention Project




*Data from 2018 Health Youth Survey (HYS) results.

## Intervention/ Action

**Provide information:** *Post signs that read "We don't sell tobacco products to people under the age of 18" in stores that sell tobacco products.*

**Develop skills:** *Teach merchants to check Identification for persons purchasing tobacco products.*

**Provide support:** *Offer classes on how to stop tobacco use at the local youth center for teens who have already begun smoking.*

**Improve access and reduce barriers:** *Translate merchant education materials into Spanish and other languages.*

**Change consequences:** *Increase taxes on cigarettes; Provide public recognition for retailers who do not sell tobacco products to youth.*

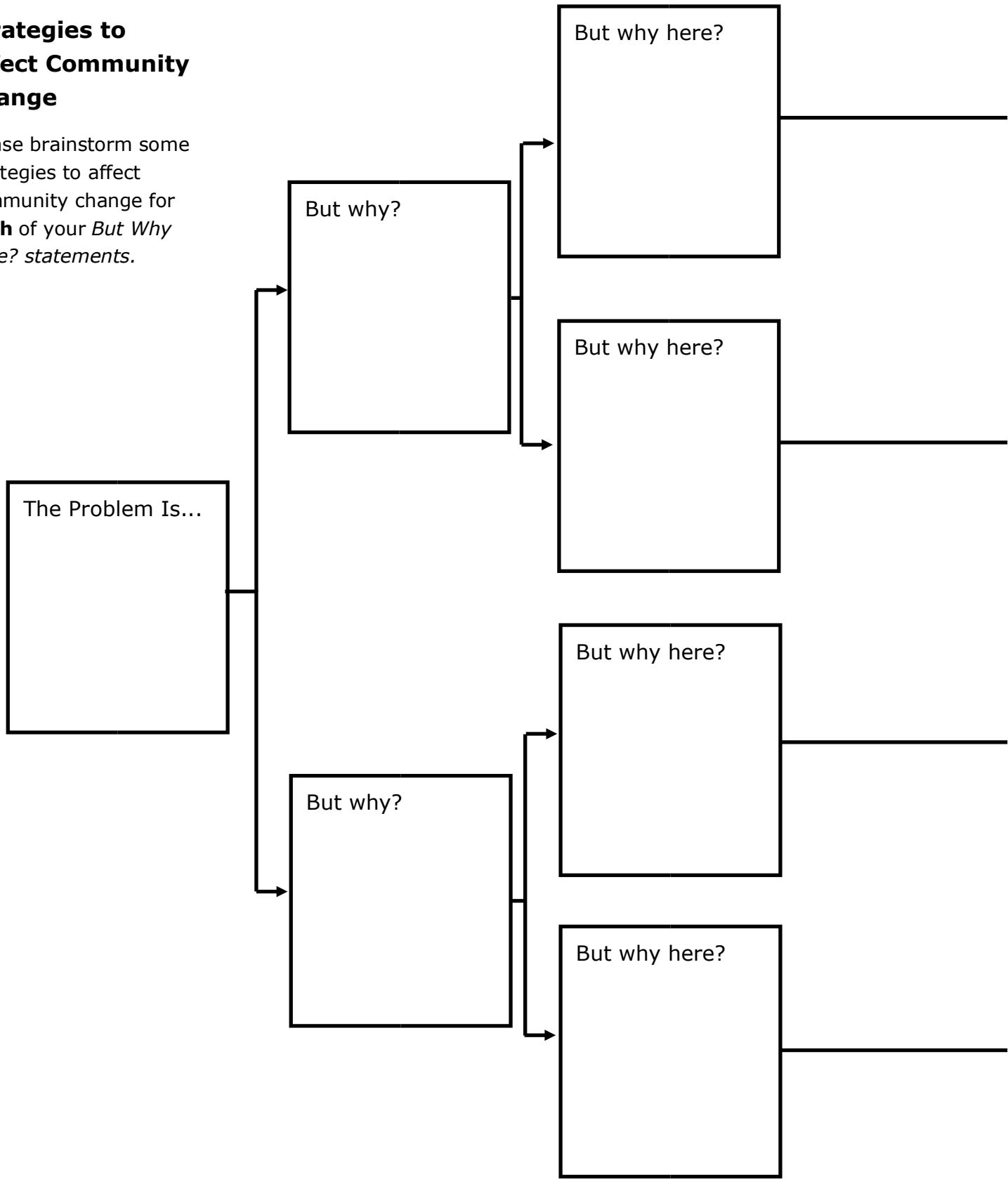
**Change environment:** *Place tobacco products behind the counter in retail outlets.*

**Modify or change policies:** *Remove tobacco vending machines from bars and restaurants.*

# Our Team's Community Project

**Strategies to Affect Community Change**

Please brainstorm some strategies to affect community change for **each** of your *But Why Here? statements.*



# What Can Our Team Plan To Do About It?

But why here #1?

| | |
|---|---|
| Provide information: | Change Consequences: |
| Enhance skills: | Change Physical Design: |
| Provide support: | Change or Modify Policies: |
| Enhance access/reduce barriers: | |

But why here #2?

| | |
|---|---|
| Provide information: | Change Consequences: |
| Enhance skills: | Change Physical Design: |
| Provide support: | Change or Modify Policies: |
| Enhance access/reduce barriers: | |

But why here #3?

| | |
|---|---|
| Provide information: | Change Consequences: |
| Enhance skills: | Change Physical Design: |
| Provide support: | Change or Modify Policies: |
| Enhance access/reduce barriers: | |

But why here #4?

| | |
|---|---|
| Provide information: | Change Consequences : |
| Enhance skills: | Change Physical Design: |
| Provide support: | Change or Modify Policies: |
| Enhance access/reduce barriers: | |

# Notes

Project Name: _____

Assessment:_____
_____
_____
_____

Capacity:_____
_____
_____
_____

Planning:_____
_____
_____
_____

Implementation:_____
_____
_____
_____

Evaluation:_____
_____
_____
_____

Cultural Competency and Sustainability:
_____
_____
_____
_____

# Notes

# Focus on being the change you want to see

Whether you're spreading joy to others or taking care of yourself, your actions make an impact. Find a moment of positivity today by checking in on a friend, taking a walk outside, and leaving alcohol out of the picture—like 4 out of 5 WA teens do.

Learn more about keeping your mind, mood, and body healthy at **FocusOnYouWA.org**

Washington State Health Care Authority

# Resources

**Center for Substance Abuse Prevention (CSAP) Strategic Prevention Framework**
samhsa.gov/sites/default/files/20190620-samhsa-strategic-prevention-framework-guide.pdf

**Community Anti-Drug Coalitions of America (CADCA)**
cadca.org

**Community Prevention and Wellness Initiative - local community coalition finder**
theathenaforum.org/cpwi_coalitions

**Focus On**
focusonyouwa.org

**National Suicide Prevention Lifeline - 988**
suicidepreventionlifeline.org
1-800-273-8255

**National Institute on Drug Abuse (NIDA) for Teens**
teens.drugabuse.gov

**Prevention tools: What works, what doesn't**
theathenaforum.org/best-practices-toolkit-prevention-tools-what-works-what-doesnt

**Spring Youth Forum**
springyouthforum.org

**Substance Abuse & Mental Health Services Administration (SAMHSA)**
samhsa.gov

**Teen Link**
teenlink.org
1-866-TEENLINK (833-6546)

**Washington Recovery Helpline 24 Hour Crisis Counseling Referrals**
warecoveryhelpline.org
1-866-789-1511

**Washington State Heath Care Authority Division of Behavioral Health and Recovery**
hca.wa.gov/health-care-services-and-supports/behavioral-health-and-recovery

**You Can**
youcanwa.org

Washington State Prevention summit

Washington State Health Care Authority