



Study of the Implementation of the Safe and Drug-Free Schools and Communities Act Program State Grants

**Sponsored by:
The U.S. Department of Education**

**Conducted by:
Westat**

Program Glossary

**A Description of All Prevention Programs Listed in the
Prevalence Questionnaire**

PROGRAM GLOSSARY

1. **ABAN AYA Youth Project**

ABAN AYA is a social development curriculum specifically for African American youths in grades 5 through 8. The ABAN AYA name is drawn from two Ghanaian words: ABAN (fence) signifies double/social protection; AYA (the unfurling fern) signifies self-determination. The purpose of ABAN AYA is to promote abstinence from sex and to teach students how to avoid drugs and alcohol, and how to resolve conflicts nonviolently.

2. **Across Ages**

Across Ages is a school- and community-based substance abuse prevention program for youth ages 9 to 13. The unique feature of Across Ages is the pairing of older adult mentors (55 years and older) with young adolescents, specifically those making the transition to middle school. The overall goal of the program is to increase protective factors for high-risk students to prevent, reduce, or delay the use of alcohol, tobacco, and other drugs and the problems associated with substance use.

3. **Adolescent Transitions Program (ATP)**

The Adolescent Transitions Program (ATP) is a parent training program developed by Dishion and Cavanaugh as a selected intervention for at-risk early adolescents. The parent-focused curriculum is based on family management skills of encouragement, limit setting and supervision, problem solving, and improved family relationship and communication patterns.

4. **Aggression Replacement Training (ART)**

Aggression Replacement Training (ART) is a multimodal psychoeducational intervention designed to alter the behavior of chronically aggressive adolescents and young children. The goal of ART is to improve social skill competence, anger control, and moral reasoning. The program incorporates three specific interventions: skill-streaming, anger-control training, and training in moral reasoning.

5. **Aggressors, Victims, and Bystanders: Thinking and Acting to Prevent Violence**

Aggressors, Victims, and Bystanders is a middle school violence prevention curriculum that addresses habits of thought that promote, allow for, or prevent violence. The module looks into the roles that aggressors, victims, and bystanders play in violent situations and explores how all three groups can respond differently to conflict. In 12 sessions, students learn and practice conflict-resolution skills that enable them to stay safe while maintaining self-respect and respect for others.

6. **AI's Pals: Kids Making Healthy Choices**

AI's Pals: Kids Making Healthy Choices is a school-based prevention program that seeks to develop social-emotional skills such as self-control, problem-solving, and healthy decisionmaking in children ages 3–8 in preschool, kindergarten, and 1st grade. The program fosters both personal traits of resilience and nurturing environments children need to overcome difficulties and fully develop their talents and capabilities.

7. **Alcohol Misuse Prevention**

Alcohol Misuse Prevention is a curriculum-based program for 10- to 18-year-olds that uses a normative curriculum based on social learning theory. The curriculum emphasizes resistance training, knowledge of immediate effects of alcohol, identification of risks of alcohol misuse, and recognition of social pressures to misuse alcohol.

PROGRAM GLOSSARY

8. **All Stars (also known as Adolescent Alcohol Prevention Trial [AAPT])**
All Stars is a multiyear school-based program for middle school students (11 to 14 years) designed to prevent and delay the onset of high-risk behaviors such as drug use, violence, and premature sexual activity. The program focuses on five topics important to preventing high-risk behaviors: (1) developing positive ideals that do not fit with high-risk behavior; (2) creating a belief in conventional norms; (3) building strong personal commitments; (4) bonding with school, prosocial institutions, and family; and (5) increasing positive parental attentiveness. The All Stars curriculum includes highly interactive group activities, games and art projects, small group discussions, one-on-one sessions, a parent component, and a celebration ceremony.
9. **Anger Coping Program**
The Anger Coping Program is a school-based program designed to decrease conduct problems, delinquency, and substance abuse in school-age boys. The intervention consists of 18 weekly 1-hour group sessions with four to six boys who have been identified by school personnel as being highly aggressive and disruptive.
10. **Athletes Targeting Healthy Exercise & Nutrition Alternatives (ATHENA)**
The Athletes Targeting Healthy Exercise & Nutrition Alternatives (ATHENA) program uses a school-based, team-centered format that aims to reduce disordered eating habits and deter use of body-shaping substances among middle and high school female athletes. The intervention includes a balanced presentation concerning the consequences of substance use and other unhealthy behaviors and the beneficial effects of appropriate sport nutrition and effective exercise training. In addition to its learning goals related to nutrition, ATHENA incorporates cognitive restructuring appropriate to a sport team setting to address mood-related risk factors for diet pill use.
11. **Athletes Training and Learning to Avoid Steroids (ATLAS)**
Athletes Training and Learning to Avoid Steroids (ATLAS) is a school-based drug prevention program. This intervention was designed for male high school athletes to deter drug use and promote healthy nutrition and exercise as alternatives to drugs. The curriculum consists of 10 45-minute interactive classroom sessions and three exercise training sessions facilitated by peer educators, coaches, and strength trainers. Program content includes (1) discussion of sports nutrition, (2) exercise alternatives to anabolic steroids and sports supplements, and (3) the effects of substance abuse in sports, drug refusal role-playing, and the creation of health promotion messages.
12. **Behavioral Monitoring and Reinforcement Program (BMRP) (also known as Bry's Behaviorally-Based Prevention Program or Preventive Intervention)**
Formerly known as "Preventive Intervention," Bry's Behavioral Monitoring and Reinforcement Program (BRMP) is a school-based preventive intervention that aims to prevent juvenile delinquency, substance use, and school failure among high-risk adolescents in middle or junior high school. The philosophy is that a person who possesses a positive self-image and experiences success in school will not choose to harm him- or herself with drugs or other forms of self-destructive behavior.
13. **Bigs in Schools (BIGS)**
The Big Brothers Big Sisters (BBBS) Bigs in Schools (BIGS) is a one-to-one mentoring program that takes place in a school setting. The goal of virtually all mentoring programs is to support the development of healthy youth by addressing the need for positive adult contact, thereby reducing risk factors for negative behavior and enhancing protective factors for positive behavior. Like other mentoring programs, BIGS is based on the theory that when a supportive adult consistently spends time with a youth, a mutually trusting relationship will form and the child can begin to feel more socially accepted and supported.

PROGRAM GLOSSARY

14. **BrainPower Program (Attributional Intervention)**
The BrainPower Program is an intervention for elementary school students and is designed to reduce physically aggressive behavior. The program has three primary goals: (1) strengthen aggressive children's ability to accurately detect intentionality, (2) increase the likelihood that aggressive children would make attributions to nonhostile intent when negative encounters with peers were perceived as ambiguous, and (3) link appropriate behavioral responses to ambiguously caused negative outcomes.
15. **Broader Urban Involvement and Leadership Development Program (BUILD)**
Broader Urban Involvement and Leadership Development Program (BUILD) provides at-risk youth alternatives to violence. Based on a positive youth development model, BUILD seeks to redirect behavior of gang-affiliated youth and potential gang recruits in order to improve their chances of leading fulfilling lives and to increase the stability and safety of the communities in which they reside.
16. **Build Respect, Stop Bullying**
Build Respect, Stop Bullying is an interactive computer program designed to help students increase respect and decrease bullying behaviors. The program uses an individualized expert feedback system based on the Transtheoretical Model of Change to help students change behaviors associated with bullying. Students participate in three 30-minute sessions in school. Tailored feedback is provided to help each student recognize and change his or her own bullying-related behavior and to promote acting with respect at all times.
17. **Bullying Prevention Program (also known as Olweus Bullying Prevention Program [BPP], or Intervention Campaign Against Bully-Victim Problems)**
The Bullying Prevention Program is a universal intervention developed to promote the reduction and prevention of bullying behavior and victimization problems. The program is based on an ecological model, intervening with a child's environment on many levels: the individual children who are bullying and being bullied, the families, teachers and students within the classroom, the school as a whole, and the community.
18. **CAPSLE (Creating a Peaceful School Learning Environment)**
CAPSLE (Creating a Peaceful School Learning Environment) is a structured program for tackling the problem of bullying in schools. The program addresses the relationship between bully, victim, and bystanders. It assumes that all members of the school community, including teachers, play a role in bullying.
19. **Caring School Community (CSC)**
Caring School Community (CSC), formerly called the Child Development Project, is a universal elementary school (K–6) improvement program aimed at promoting positive youth development. The program is designed to create a caring school environment characterized by kind and supportive relationships and collaboration among students, staff, and parents.
20. **CASASTART (formerly known as Children at Risk)**
CASASTART (Striving Together to Achieve Rewarding Tomorrows, formerly known as Children at Risk), is a community-based, school-centered substance abuse and violence prevention program developed by the National Center on Addiction and Substance Abuse at Columbia University (CASA). CASASTART targets youths between 8 and 13 years who have a minimum of four identified risk factors.
21. **Child Development Project**
The Child Development Project is a research-based, multifaceted school-change program focused on creating caring, supportive learning environments that foster students' sense of belonging and connection to school. The program incorporates cooperative learning approaches, classroom and schoolwide community-building activities, an engaging curriculum, and an emphasis on literacy development.

PROGRAM GLOSSARY

22. **Children of Divorce Intervention Program (CODIP)**
The Children of Divorce Intervention Program (CODIP) is a supportive, small-group preventive intervention designed to reduce the stress of family transitions and foster children's resilience and healthy adjustment to changes in family structure. The program is based on two central components: group support and training in social competence.
23. **Class Action**
Class Action is the second phase of the Project Northland alcohol-use prevention curriculum series. Class Action (for grades 11–12) and Project Northland (for grades 6–8) are designed to delay the onset of alcohol use, reduce use among youths who have already tried alcohol, and limit the number of alcohol-related problems experienced by young drinkers. The curriculum consists of 8–10 group sessions in which students divide into teams to research, prepare, and present mock civil cases involving hypothetical persons harmed as a result of underage drinking.
24. **Classroom-Centered (CC) and Family-School Partnership (FSP) Intervention**
The Classroom-Centered (CC) and Family-School Partnership (FSP) interventions are universal 1st grade interventions to reduce later onset of violence and aggressive behavior and to improve academic performance. Program strategies include classroom management and organizational strategies, reading and mathematics curricula, parent-teacher communication, and children's behavior management in the home.
25. **Club Hero**
Club Hero is an after-school prevention program sponsored by National Families in Action of Atlanta, Georgia. A central feature of Club Hero is a drug education curriculum that teaches children how the brain works and how drugs change the brain, change behavior, and produce addiction. Parental involvement is also an integral part of the program.
26. **Comer School Development Program (also known as the Comer Process)**
The Comer School Development Program, also known as the Comer Process, is a school and system-wide intervention intended to improve the educational experience of poor minority youth. Improvement is attained by building supportive bonds among children, parents, and school staff to promote a positive school climate.
27. **Community of Caring**
Community of Caring, through training for teachers, values discussions, student forums, parent involvement, and service learning, addresses destructive attitudes that lead to early sexual involvement, teen pregnancy, substance abuse, delinquent behavior, and dropping out of school. The program is implemented in grades K–12.
28. **Consistency Management & Cooperative Discipline (CMCD)**
Consistency Management & Cooperative Discipline (CMCD) is a research-based, classroom and school reform model that builds on shared responsibility for learning and classroom organization between teachers and students. The program works with geographic feeder systems of schools from prekindergarten through 12th grade that includes all students, teachers, and administrators in one geographic area of the city.
29. **Coping Power Program**
The Coping Power Program is a multicomponent preventive intervention for aggressive children that uses the contextual sociocognitive model as its conceptual framework. The sociocognitive model concentrates on the contextual parenting processes and on children's sequential cognitive processing.

PROGRAM GLOSSARY

30. **Drug Abuse Resistance Education (D.A.R.E.)**
D.A.R.E. is a police officer-led series of classroom lessons that teaches children from kindergarten through 12th grade how to resist peer pressure and live productive drug- and violence-free lives.
31. **Early Risers "Skills for Success" Program**
Early Risers "Skills for Success" is a multicomponent, developmentally focused, competency-enhancement program that targets 6- to 12-year-old elementary school students who are at high risk for early development of conduct problems, including substance use. Early Risers is based on the premise that early, comprehensive, and sustained intervention is necessary to target multiple risk and protective factors.
32. **Families and Schools Together (FAST)**
Families and Schools Together (FAST) is a family strengthening and parent involvement program by Families and Schools Together Inc. FAST is a science-based, multicomponent, noncurricular multifactorial family strengthening and parent involvement program that is delivered in schools and communities using multifamily group interaction to 1) build relationships between parents and schools and improve the parent-child bond, 2) impart values and norms including personal accountability and family relationship management, and 3) empower parents to become the primary protective agents for their children.
33. **Families in Action (FIA)**
The Families in Action (FIA) program is a family-based alcohol, tobacco, and other drug abuse prevention program that targets families with children entering middle (or junior high) school. The program was developed to provide youths with more than just information about the negative social and physical effects of substance abuse; rather, it emphasizes teaching a combination of general life and social resistance skills as well as providing opportunities to practice these skills. The program includes modules on parent-child communication, positive behavior management, interpersonal relationships for adolescents, and the factors that promote school success. Each of these components is designed to increase the attachment between a youth and his or her family, school, and peers.
34. **Families That Care: Guiding Good Choices (formerly known as Preparing for the Drug Free Years)**
Families That Care: Guiding Good Choices is a drug use prevention program that provides parents of children in grades 4 through 8 (9 to 14 years) with the knowledge and skills needed to guide their children through early adolescence. It seeks to strengthen and clarify family expectations for behavior, enhance the conditions that promote bonding within the family, and teach skills that allow children to resist drug use successfully.
35. **Fast Track**
Fast Track is a comprehensive, long-term prevention program that aims to prevent chronic and severe conduct problems in high-risk children in grades 1–10. The program targets children identified in kindergarten for disruptive behavior and poor peer relations. The main goals of the program are to increase communication and bonds between and among these three domains; to enhance children's social, cognitive, and problem-solving skills; to improve peer relationships; and ultimately to decrease disruptive behavior at home and in school.
36. **First Step to Success (FSS)**
First Step to Success (FSS) is an early intervention program that targets kindergarten children exhibiting antisocial behaviors. The goals of the program are to enhance children's social competence skills and school engagement in an effort to ultimately prevent children from developing more serious antisocial conditions. The multifaceted program relies on parents, teachers, and children in order to modify and, in turn, reward behavior both at school and at home.

PROGRAM GLOSSARY

37. **Friendly PEERsuasion (also known as Girls Inc. Friendly PEERsuasion)**
Girls Incorporated Friendly PEERsuasion is a leadership and substance abuse prevention program, based on the social influence and life skills models of prevention, designed to help girls ages 11 through 14 acquire knowledge, skills, and support systems to avoid substance abuse.
38. **Gang Resistance Education and Training (G.R.E.A.T.)**
The Gang Resistance Education and Training (G.R.E.A.T.) Program is a school-based, law enforcement officer-instructed classroom curriculum. The program's primary objective is prevention and is intended as an immunization against delinquency, youth violence, and gang membership. G.R.E.A.T. lessons focus on providing life skills to students to help them avoid delinquent behavior and violence to solve problems.
39. **Gang Resistance Is Paramount (GRIP)**
The City of Paramount's Gang Resistance Is Paramount (GRIP) program seeks to address youth gang activity by preventing youth from joining gangs and/or becoming involved in gang activity. The program's objectives are to educate students about the dangers of gangs, discourage the city's youth from joining gangs, educate the students' parents about the signs of gang involvement, and provide parents with the resources that will help them eliminate gang activities in their homes and neighborhoods.
40. **Get Real About AIDS**
The Get Real About AIDS high school version is a 14-lesson curriculum uses entertaining activities, discussions, roleplays, simulations, and videos to give teens the knowledge and skills needed to reduce their risk of HIV infection. Although Get Real About AIDS is an HIV-prevention curriculum, it addresses sexual risk-taking behaviors related to pregnancy prevention, including delaying sexual activity, using condoms, being monogamous if sexually active, and avoiding risky situations.
41. **Get Real About Violence (GRAV)**
Get Real About Violence (GRAV) is a K–12, research-based prevention program that addresses a wide range of violent behavior in students from bullying and verbal aggression at early grades through fighting and social exclusion at middle grades to relationship abuse and assaults that can occur in later grades.
42. **Girls' Circle**
Girls' Circle is a structured support group that addresses the specialized needs of girls ages 9–18 by integrating relational-cultural theory (RCT), resiliency practices, and skills training into a specific format designed to increase positive connection, personal and collective strengths, and competence in girls. It aims to counteract social and interpersonal forces that impede girls' growth and development and has been used since 1994 in a broad spectrum of settings with diverse female populations and programs.
43. **Good Behavior Game (GBG)**
The Good Behavior Game (GBG) intervention seeks to improve children's psychological well-being and social task performance. It is implemented when children are in early elementary grades in order to provide students with the skills they need to respond to later, possibly negative, life experiences and societal influences.
44. **Great Body Shop (GBS)**
The Great Body Shop (GBS), a curriculum developed by the Children's Health Market (CHM), is a comprehensive health, substance abuse and violence prevention curriculum, for preschool through middle school students, that has been utilized nationally in large inner cities, medium-sized metropolitan cities, suburban communities, and rural and remote areas.

PROGRAM GLOSSARY

45. **Growing Healthy (formerly known as the School Health Curriculum Project)**
Growing Healthy is a comprehensive school health education curriculum that addresses emotional and social aspects of a child's growth and development. Program strategies target youth's skills and educational innovations in the classroom. Skills trainings include a range of social, cognitive, and behavioral instruction that promote various positive youth development constructs (e.g., competence, self-efficacy) and enhanced self-image and school and home behavior (positive identity, competence, self-efficacy).
46. **HeadOn: Substance Abuse Prevention for Grades 6–8**
HeadOn: Substance Abuse Prevention for Grades 6–8 combines innovative computer technologies and proven prevention science. The self-guided, interactive program delivers substance abuse prevention science to middle school-aged adolescents using computer-based educational technologies that effectively promote learning of key skills and information.
47. **I Can Problem Solve (ICPS)**
I Can Problem Solve (ICPS) is a training program that is both preventive and rehabilitative. This school-based intervention trains children in generating a variety of solutions to interpersonal problems, considering the consequences of potential solutions, and recognizing thoughts, feelings, and motives that lead to problem situations. ICPS helps children to resolve interpersonal problems and prevent antisocial behaviors by teaching them how to think, not what to think.
48. **Improving Social Awareness-Social Problem Solving (ISA-SPS)**
Improving Social Awareness-Social Problem Solving (ISA-SPS) is a universal preventive intervention that focuses on teaching individual problem-solving skills as a means of better preparing students to cope with the increased risk associated with the normal period of transition to middle school. The program's focus is primarily on classroom-based curriculum delivery, although schoolwide training activities are used to increase maintenance and generalization.
49. **Incredible Years**
Incredible Years is a set of comprehensive, multifaceted, and developmentally based curricula targeting 2- to 12-year-old children and their parents and teachers. The parent, child, and teacher training interventions that compose Incredible Years are guided by developmental theory on the role of multiple interacting risk and protective factors in the development of conduct problems.
50. **Keep A Clear Mind (KACM)**
Keep a Clear Mind (KACM) is a take-home drug education program for elementary school students in grades 4–6 (ages 9–11) and their parents. KACM is designed to help children develop specific skills to refuse and avoid use of "gateway" drugs. The program consists of four weekly lessons based on a social skills training model: Alcohol, Tobacco, Marijuana, and Tools To Avoid Drug Use.
51. **keepin' It REAL (Refuse, Explain, Avoid, Leave)**
keepin' it REAL is a multicultural, school-based substance use prevention program for students 12 to 14 years. The program uses a 10-lesson curriculum taught by trained classroom teachers in 45-minute sessions over 10 weeks, with booster sessions delivered in the following school year.
52. **Kentucky Adolescent Tobacco Prevention Project**
The Kentucky Adolescent Tobacco Prevention Project is a school-based curriculum for high-risk middle school students who live in tobacco-producing areas. In the program, students pledge not to use tobacco and learn about the negative consequences of using tobacco, including immediate physical consequences.

PROGRAM GLOSSARY

53. **Know Your Body (KYB)**
Know Your Body (KYB), initially developed in the 1970s by the American Health Foundation, is a comprehensive school health promotion program for students in kindergarten through 9th grade. KYB is designed to encourage positive health behavior and discourage or interrupt behavioral patterns that are linked to illness, injury, disability, or death.
54. **Leadership and Resiliency**
Leadership and Resiliency is a school- and community-based program for high school students (ages 14–19) that works to enhance youths' internal strengths and resiliency. The program is aimed at students who exhibit behavioral issues, high absenteeism, high levels of disciplinary actions, low grades, substance abuse, and/or violence.
55. **Let Each One Teach One Mentor Program**
Let Each One Teach One Mentor Program provides mentoring services to at-risk black male adolescents with the goal of increasing their academic success not only in terms of improving their grades, but also in improving behavior and class attendance and reducing office referrals and suspensions. The program uses the relationship between an elementary or middle school student and an older, more experienced student role model to provide life-skills enrichment, self-image, support, and a sense of belonging. Mentors help participants set personal and academic goals.
56. **LifeSkills Training (LST) (also known as Botvin's Life Skills Training)**
LifeSkills Training (LST) is a classroom-based tobacco, alcohol, and drug abuse prevention program for upper elementary and junior high school students. LST targets individuals who have not yet initiated substance use. The program is designed to prevent the early stages of substance use by influencing risk factors associated with substance abuse, particularly occasional or experimental use.
57. **LifeSkills Training Booster Program (also known as Botvin's Life Skills Training Booster Program)**
LifeSkills Training Booster Program is designed for all students regardless of their previous drug use or risk level. The program lasts for 3 years—an initial program year followed by 2 years of booster sessions.
58. **Life Skills Program (also known as Basic Living Skills)**
Life Skills Program (also known as Basic Living Skills) teaches students the skills needed to secure employment and become productive citizens integrated into their communities. The program focuses on the development of 1) interpersonal skills (self-advocacy, interpersonal communication, conflict resolution, self-esteem and self-confidence); 2) independent living skills (money management, clothing care, time management, personal health care, healthy relationships); 3) pre-employment skills (basic work behaviors, job seeking skills, effective communication); and 4) leisure skills (exploration of interests and community resources).
59. **Linking the Interests of Family and Teachers (LIFT)**
Linking the Interests of Families and Teachers (LIFT) is a research-based intervention program designed to prevent the development of aggressive and antisocial behavior in children within the elementary school setting. LIFT targets for change those child and parent behaviors thought to be most relevant to the development of adolescent delinquent and violent behaviors, namely child oppositional, defiant, and socially inept behavior and parent discipline and monitoring.

PROGRAM GLOSSARY

60. **Michigan Model for Health (formerly known as Michigan Model for Comprehensive School Health Education)**
Michigan Model for Health (formerly Michigan Model for Comprehensive School Health Education) facilitates interdisciplinary learning through educational lessons that integrate health education into other curricula, including language arts, social studies, science, math, and art. Lessons emphasize active student participation, especially in developing and practicing role-play strategies.
61. **Midwestern Prevention Project (MPP) (also known as Project STAR)**
The Midwestern Prevention Project (MPP), also known as Project STAR, is a comprehensive, community-based, multifaceted program for adolescent drug abuse prevention that targets the entire population of middle school students. Its ultimate goal is to prevent or reduce gateway substance use (alcohol, tobacco, and marijuana).
62. **Minnesota Smoking Prevention Program (MSPP)**
The Minnesota Smoking Prevention Program (MSPP) is a school-based smoking prevention curriculum for students in grades 4–8 (ages 9–13). The program targets this age group to start primary prevention strategies before the peak years of smoking onset (7th through 9th grades).
63. **Native American Prevention Project Against AIDS and Substance Abuse (NAPPASA)**
The Native American Prevention Project Against AIDS and Substance Abuse (NAPPASA) school curriculum is a 24-session curricula that addresses multiple issues facing Native American communities. Classroom sessions were designed to build knowledge, acquire and practice prevention skills with peers, and foster new positive peer group norms for preventive communications and behaviors in the context of Native American values.
64. **Not On Tobacco (N-O-T)**
Not On Tobacco (N-O-T) is a smoking cessation program designed for 14- to 19-year-olds. It incorporates training in self-management and stimulus control, social skills and social influence, stress management, relapse prevention, and techniques to manage nicotine withdrawal, weight management, and family and peer pressure. Teachers, school nurses, counselors, and other staff and volunteers specially trained by the American Lung Association facilitate sessions in schools and other community settings.
65. **Pathways to Health**
The Pathways to Health project is a school-based program of cancer prevention and health promotion activities for 5th and 7th grade American Indian students. The program includes a classroom health promotion curriculum, a social influences component, intergenerational activities, storytelling, parent education, school staff training and development, and modification of school meals. The curriculum includes 16 lessons that focus on preventing smoking and smokeless tobacco use and encouraging children and their families to eat healthier foods.
66. **Peace Works**
Peace Works is a curriculum that teaches students the dispositions, behaviors, and skills necessary to peaceably resolve conflict. The curriculum content has six essential components: communication building, rules for fighting fair, understanding conflict, the role of perceptions, anger management, and effective communication.
67. **PeaceBuilders**
PeaceBuilders is a schoolwide violence prevention program for elementary and middle schools (K–8). The program incorporates a strategy to change the school climate implemented by staff and students and is designed to promote prosocial behavior among students and adults.

PROGRAM GLOSSARY

68. **Peaceful Conflict Resolution and Violence Prevention Curriculum**
The Peaceful Conflict Resolution and Violence Prevention Curriculum, is a 13-module, skill-building curriculum based on social cognitive theory. The curriculum teaches students to identify situations that could result in violence and seeks to boost their problem-solving, communication, and conflict-resolution skills.
69. **Peacemakers Program**
The Peacemakers Program is a school-based violence reduction intervention for grades 4 through 8. The program content is based on studies of psychosocial variables associated with individual differences in aggression and on existing interventions proven to be effective; it is influenced by social and developmental psychology research.
70. **Peer Assistance and Leadership (PAL) Program**
The Peer Assistance Leadership (PAL) Program is a peer-to-peer outreach program for elementary, intermediate, and high school students. Long-term objectives include reducing use of alcohol, tobacco, and other drugs. The program is intended to improve school attendance, reduce drug and alcohol abuse, create a positive school climate, increase academic success, promote responsible behavior, and encourage involvement in community service. The PAL Program teaches life skills and builds resiliency and assets in students.
71. **Peer Coping Skills Training (PCS)**
Peer Coping-Skills Training (PCS) is designed for aggressive children in 1st through 3rd grade to improve prosocial behaviors and interactions with peers. Group sessions are administered in the PCS program and focus on role-play tasks as well as group activities to provide realistic situations for positive social interactions.
72. **Peers Making Peace (PMP)**
Peers Making Peace (PMP) is a peer-mediation program developed to help create and maintain safe and drug-free schools by equipping students with attitudes and skills to stay drug free, stay in school, and avoid violence by resolving conflicts in a peaceful, prosocial manner.
73. **Positive Action**
Positive Action is an integrated and comprehensive program that is designed to improve academic achievement, school attendance, and problem behaviors such as substance use, violence, suspensions, disruptive behaviors, dropping out, and sexual behavior. It is also designed to improve parent-child bonding, family cohesion, and family conflict.
74. **Positive Action Through Holistic Education (also known as Project PATHE)**
Positive Action Through Holistic Education (PATHE) is a comprehensive organizational change program that is implemented in secondary schools to reduce school disorder and improve the school environment, in turn enhancing student experiences and attitudes about school. Components include 1) staff, student, and community participation in planning; 2) schoolwide organizational changes aimed at increasing academic performance; 3) schoolwide organizational changes aimed at enhancing school climate; 4) programs to prepare students for careers; and 5) academic and affective services for high-risk youths.
75. **Positive Adolescent Choices Training (PACT)**
Positive Adolescent Choices Training (PACT) is a highly focused social skills training program that targets high-risk African American youths (ages 10–18) but also can be used with other youths at high risk who have been selected by teachers for conduct problems and histories of victimization.
76. **Positive Youth Development Program**
The Positive Youth Development Program is a school-based program of 20 50-minute sessions over 15 weeks focusing primarily on general social competence promotion and substance abuse prevention.

PROGRAM GLOSSARY

77. **Preventive Alcohol Education Program**
The Preventive Alcohol Education Program is based on the tenets of inoculation theory, which propose that an individual will better resist persuasive, threatening arguments if s/he learns the argument's content and strategy beforehand. The program includes three main components: question-and-answer sessions, role-playing simulations, and a slideshow presentation that reviews information covered in the other two components.
78. **Preventive Treatment Program (also known as Montreal Longitudinal Study and the Montreal Prevention Experiment)**
The Preventive Treatment Program (also known as the Montreal Longitudinal Study and the Montreal Prevention Experiment) targets disruptive kindergarten boys and their parents and is intended to reduce short- and long-term antisocial behavior.
79. **Proactive Classroom Management**
The Proactive Classroom Management involves teacher training in effective classroom management and discipline practices, as well as in instructional techniques.
80. **Project ACHIEVE (also known as Stop & Think Social Skills Program)**
Project ACHIEVE (also known as Stop & Think Social Skills Program) is designed to help schools, communities, and families develop, strengthen, and solidify youths' resilience, protective factors, and self-management skills. Developed for use in preschool, elementary school, and middle school settings (i.e., with students ages 3 to 14), the program concentrates on improving school and staff effectiveness and places particular emphasis on increasing student performance in social skills and socioemotional development, conflict resolution, self-management, achievement and academic progress, positive school climate, and safe school practices.
81. **Project ALERT**
Project ALERT is a school-based prevention program for middle or junior high school students that focuses on alcohol, tobacco, and marijuana use. It seeks to prevent adolescent nonusers from experimenting with these drugs and to prevent youths who are already experimenting from becoming more regular users or abusers.
82. **Project ALERT Plus**
Project ALERT Plus teaches children to establish no-drug-use norms, to develop reasons not to use drugs, and to resist pro-drug pressures. The program consists of a 14-lesson curriculum, participatory activities, and videos. Guided classroom discussions and small group activities stimulate peer interaction and challenge students, while intensive role-playing encourages students to practice and master resistance skills. Parent-involved homework assignments extend the learning process for participants.
83. **Project EX**
Project EX is a school-based, tobacco-use cessation program for high school youths ages 14–19. The program is delivered in a clinic setting and involves enjoyable, motivational activities including games, mock talk shows, and alternative activities such as yoga. At the completion of this program, youths will be able to stop or reduce cigarette smoking and state accurate information about environmental, social, physiological, and emotional consequences of tobacco use.
84. **Project Northland**
Project Northland is a multilevel intervention involving students, peers, parents, and the community in programs 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. Administered to adolescents in grades 6–8 on a weekly basis, the program has a specific theme within each grade level that is incorporated into the parent, peer, and community components.

PROGRAM GLOSSARY

85. **Project SUCCESS (Schools Using Coordinated Community Efforts to Strengthen Students)**
Project SUCCESS (Schools Using Coordinated Community Efforts to Strengthen Students) is designed to prevent and reduce substance use among students 12 to 18 years. The program was originally developed for students attending alternative high schools who are at high risk for substance use and abuse due to poor academic performance, truancy, discipline problems, negative attitudes toward school, and parental substance abuse.
86. **Project Venture**
Project Venture is a comprehensive prevention program that works with Native American youths and uses a habilitation service leadership model. The program combines a summer camp and follow-up intergenerational activities designed to increase skills, self-efficiency, and community bonding in youths ages 9 to 13. Following camp, youths are offered numerous activities including regular meetings, recreational activities, in-school developmental and skill-building activities, and community-based service learning projects.
87. **Promoting Alternative Thinking Strategies (PATHS)**
Promoting Alternative Thinking Strategies (PATHS) and PATHS Preschool are school-based preventive interventions for children in elementary school or preschool. The interventions are designed to enhance areas of social-emotional development such as self-control, self-esteem, emotional awareness, social skills, friendships, and interpersonal problem-solving skills while reducing aggression and other behavior problems.
88. **Protecting You/Protecting Me (PY/PM)**
Protecting You/Protecting Me (PY/PM) is a 5-year classroom-based alcohol use prevention and vehicle safety program for elementary school students in grades 1–5 (ages 6–11) and high school students in grades 11 and 12. The program aims to reduce alcohol-related injuries and death among children and youth due to underage alcohol use and riding in vehicles with drivers who are not alcohol free.
89. **Raising Healthy Children (formerly known as Seattle Social Development Project/Skills, Opportunities, and Recognition [SOAR])**
Raising Healthy Children (formerly known as Seattle Social Development Project/Skills, Opportunities, and Recognition [SOAR]) is a school-based program designed to promote positive youth development and academic success. It combines training for teachers, parents, and children during the elementary grades to promote children's bonding to school, positive school behavior, and academic achievement.
90. **Reconnecting Youth Program**
Reconnecting Youth Program is an indicated school-based program for youth in grades 9 to 12 (14–18 years) at risk for school dropout and exhibiting multiple behavior problems. It uses a partnership model involving peers, school personnel, and parents to deliver interventions that address decreased drug involvement, increased school performance, and decreased emotional distress.
91. **Resolving Conflicts Creatively Program (RCCP)**
Resolving Conflicts Creatively Program (RCCP) is a K–12 program in character education and social and emotional learning. First developed as an initiative of the New York City Public Schools and Educators for Social Responsibility's (ESR), RCCP now serves more than 400 schools in 16 urban, suburban, and rural school districts across the nation.

PROGRAM GLOSSARY

92. **Responding in Peaceful and Positive Ways (RiPP) (also known as Richmond Youth Against Violence Project)**
Responding in Peaceful and Positive Ways (RiPP) (also known as Richmond Youth Against Violence Project) is a school-based violence prevention program for middle school students. RiPP is designed to be implemented along with a peer mediation program. Students practice using a social-cognitive problem-solving model to identify and choose nonviolent strategies for dealing with conflict.
93. **Right Decisions, Right Now: Be Tobacco Free (RDRN: Be Tobacco Free)**
Right Decisions, Right Now: Be Tobacco Free (RDRN: Be Tobacco Free) is a middle school education program designed to prevent and reduce the use of all forms of tobacco among young people. The program attempts to inoculate nonusers against experimentation with tobacco while providing instruction on risk and protective factors to decrease the number of adolescents moving from experimentation to addiction. The intervention focuses on three broad content themes: (1) interpersonal life skills (peer pressure, assertive refusal skills, and escape techniques), (2) intrapersonal life skills (social image of tobacco users, prevalence estimation, and decisionmaking skills), and (3) health consequences of tobacco use.
94. **Rural Education Achievement Project**
Rural Educational Achievement Project (REAP) is a comprehensive, multilevel approach to prevention that involves a universal prevention program (All Stars, Jr.), a selective program delivered in the summer (Camp GUTS: Gearing Up To Success), and a family program (Duke Family Coping Power). REAP targets fourth grade students enrolled in elementary school.
95. **Safe Dates**
Safe Dates aims to improve student interpersonal relationships and reduce dating violence through student education, changing stereotypes, and providing student support. The program is designed to prevent dating violence through both school- and community-based activities and includes a curriculum program, theater production, and poster contest.
96. **Say It Straight (SIS)**
The goals of Say It Straight (SIS) training are the prevention of risky or destructive behaviors, such as alcohol/tobacco/other drug (ATOD) use, violence, teen pregnancy, behavior leading to HIV/AIDS, and promotion of wellness, self-awareness, personal and social responsibility, good communication skills, positive self-esteem, and positive relationships.
97. **SCARE Program (Student-Created Aggression Replacement Education)**
The SCARE (for Student-Created Aggression Replacement Education) Program is a school-based anger and aggression management program for children and adolescents, especially those at risk for academic and behavioral problems. The primary goals of the program are to teach at-risk youth about emotions, including anger and aggression, and to help them recognize alternatives to violent behavior and aggressive responses.
98. **School Violence Prevention Demonstration Program**
The School Violence Prevention Demonstration Program uses civic education to ameliorate or diminish tendencies toward violence among youth. The program operates from the theory that the development of responsible citizenship skills, both intellectual and participatory, can play a defining role in the way students act and think.
99. **Schools and Families Educating Children (SAFE Children)**
Schools and Families Educating Children (SAFE Children) helps families manage educational and child development in communities where children are at high risk for substance abuse and other problem behaviors. The program is based on a developmental-ecological model that looks at how neighborhood and school characteristics affect children's school achievement, their social adjustment, and their maturation.

PROGRAM GLOSSARY

100. **Second Step: A Violence Prevention Curriculum**
Second Step: A Violence Prevention Curriculum is a classroom-based social-skills program for children 4 to 14 years that teaches socioemotional skills aimed at reducing impulsive and aggressive behavior while increasing social competence. The program builds on cognitive behavioral intervention models integrated with social learning theory, empathy research, and social information-processing theories.
101. **Sembrando Salud**
Sembrando Salud is a culturally sensitive, community-based tobacco- and alcohol-use prevention program specifically adapted for migrant Hispanic/Latino adolescents and their families. The program is designed to improve parent-child communication skills as a way of improving and maintaining healthy decisionmaking.
102. **Skills for Adolescence (also known as Lions-Quest Skills for Adolescence)**
Skills for Adolescence (also known as Lions-Quest Skills for Adolescence) is a comprehensive, school-based program that brings together parents, educators, young people, and other members of the community. It includes five components aimed at addressing risk and protective factors related to reducing substance use, violence, and other health compromising behaviors. Aspects of this program include classroom curriculum, parent involvement, positive school climate, community involvement, and training.
103. **SMART Leaders**
SMART Leaders is a curriculum-based program that uses role-playing, group activities, and discussion to promote social and decision-making skills in racially diverse 14- to 17- year-olds. This program is a 2-year booster program for youth who have completed "Stay SMART," a component of Boys & Girls Clubs of America's SMART Moves program.
104. **SMARTteam (Students Managing Anger and Resolution Together)**
SMARTteam (Students Managing Anger and Resolution Together) is a multimedia, computer-based violence prevention intervention designed for 6th through 9th graders (11–15 years). The program is based on social learning theory as well as a skill acquisition model that approaches learning as a five-stage process ranging from novice to expert, with learners at each stage having different needs.
105. **Social Competence Promotion Program for Young Adolescents (SCPP-YA)**
The Social Competence Promotion Program for Young Adolescents (SCPP-YA) is a school prevention program for middle and junior high school students that teaches students cognitive, behavioral, and affective skills and encourages them to apply these skills in dealing with daily challenges, problems, and decisions.
106. **Socio-moral Reasoning Development Program**
The Socio-moral Reasoning Development Program targets adolescents with behavior disorders who also have a high risk for delinquency. The program is intended to increase the average level of maturity of socio-moral reasoning and prevent antisocial behavior both in and out of school
107. **Spit Tobacco Intervention (STI)**
Spit Tobacco Intervention (STI) aims to promote cessation and reduce initiation of spit tobacco use among male high school baseball players. Based on cognitive social learning theory, STI consists of two parts: a single-session, peer-led component, and a dental component.
108. **Start Taking Alcohol Risks Seriously (STARS) for Families**
Start Taking Alcohol Risks Seriously (STARS) for Families is a health promotion program that aims to prevent or reduce alcohol use among middle school youth ages 11 to 14 years. The program is founded on the Multi-Component Motivational Stages (McMOS) prevention model, which is based on the stages of behavioral change found within the Transtheoretical Model of Change.

PROGRAM GLOSSARY

109. **State-wide Indian Drug Prevention Program**
Utilizing the Bicultural Competence Skills Approach, the State-Wide Indian Drug Prevention Program is a drug prevention program intended to prevent substance abuse in Native American/Alaskan Native youth. The original program was designed primarily for 4th and 5th grade Native American/Alaskan Native students in classroom settings, but it can easily be modified for higher grade levels and other adolescents. The curriculum can be implemented in a wide variety of settings, including public schools, tribal schools, tribal community centers, and student retreats. The intervention is administered in 15 1-hour sessions.
110. **Staying Connected with Your Teen**
Staying Connected with Your Teen (SCT) is a universal substance abuse and problem behavior preventive intervention for families with early adolescent children that includes parenting, youth, and family components. The program is grounded in the Social Development Model (SDM). SDM posits that children are socialized through four key processes: 1) perceived opportunities for involvement in activities and interactions with others; 2) the degree of involvement and interaction; 3) skills to participate in such involvement and interaction; and 4) perceived reinforcement from their involvement and interactions.
111. **Steps to Respect: A Bullying Prevention Program**
Steps to Respect: A Bullying Prevention Program is a research-based, comprehensive bullying prevention program developed for grades 3 through 6 by the Committee for Children, a nonprofit organization dedicated to improving children's lives through effective social and emotional learning programs.
112. **Storytelling for Empowerment**
Storytelling for Empowerment is a secondary prevention program designed for club and classroom settings, serving Native American middle school youth living in a rural Indian Nation and Latino/Latina middle school youth living in urban settings.
113. **Strengthening Families Program (SFP) (also known as SFP3-16; includes the original core: SFP6-11, and added components: SFP3-5 and SFP12-16)**
The Strengthening Families Program (SFP) is a family skills training program designed to increase resilience and reduce risk factors for behavioral, emotional, academic, and social problems in children 3–16 years. SFP comprises three life-skills courses delivered in 14 weekly 2-hour sessions.
114. **Strengthening Families Program: For Parents and Youth 10–14 (also known as Iowa Strengthening Families Program or SPF10-14)**
The Strengthening Families Program: For Parents and Youth 10-14 (SFP 10-14) is a family skills training intervention designed to enhance school success and reduce youth substance use and aggression among 10- to 14-year-olds. Participants are given instruction on various communication, problem-solving, and perspective-taking skills. The first hour of program sessions consists of separate parent and adolescent trainings. Among other topics, parents learn about appropriate disciplinary practices, how to manage strong emotions, and how to communicate effectively with their children. The adolescents learn skills for dealing with peer pressure (refusal skills) and other personal and social skills, including management of stress and strong emotions, and problem solving.
115. **Students Helping Others Understand Tobacco (also known as Project SHOUT)**
Students Helping Others Understand Tobacco (also known as Project SHOUT) is a school-based intervention for junior high school students and based on the principles of behavioral modification. The program is delivered by college undergraduates to junior high school students over a 3-year period and is intended to teach junior high school students how to anticipate and overcome negative peer pressure to use tobacco.

PROGRAM GLOSSARY

116. **Success in Stages**
Success in Stages (SIS) is a multicomponent bullying intervention package that draws on all students involved—victims, passive bystanders, and bullies themselves—to reduce the problem of bullying and create a climate of respect in school. The program offers three different versions tailored for students in elementary, middle, or high school. One Build Respect, Stop Bullying version is used in elementary school with students in grades 4–6 and one in middle school to motivate preteens to respect themselves and others. A Building Respect® version is used in high schools to help teens build a safe and respectful school climate. Each (SIS) version can also be used in conjunction with other programs to support schoolwide bullying initiatives.
117. **Teaching Students to Be Peacemakers (TSP)**
The Teaching Students to Be Peacemakers (TSP) is a 12-year conflict resolution program in which students learn increasingly sophisticated negotiation and mediation procedures each year. It concentrates on teaching students how to value constructive conflict, engage in problem-solving and integrative negotiations, and mediate classmates' conflicts.
118. **Teams-Games-Tournaments (TGT) Alcohol Prevention**
Teams-Games-Tournaments (TGT) Alcohol Prevention is a unique approach to alcohol prevention that combines peer support with group reward structures. The TGT focuses on group, rather than individual achievement to learn about alcohol and its effects including biological, psychological, sociocultural, and physiologic determinants and attributes of alcohol; self-management skills for responsible drinking; drinking and driving; recognizing and treating drinking problems; and assertiveness training to respond to peer pressure regarding alcohol.
119. **Teenage Health Teaching Modules (THTM)**
Teenage Health Teaching Modules (THTM) is a comprehensive, secondary school health education curriculum developed by Education Development Center of Newton, Massachusetts. The program is intended to positively affect student health knowledge, attitudes, practices, and self-reported behaviors.
120. **Think First**
The Think First program is an anger and aggression management training for secondary-level students. The program trains students in anger control and problem-solving skills through extensive use of role-playing and modeling techniques. A reward system is used to promote attendance and completion of homework assignments.
121. **Think Time Strategy**
The Think Time Strategy requires that two or more teachers work together and helps teachers catch disruptive behavior early. Teachers send disruptive students to a Think Time desk located in an area free from distractions. That teacher initiates a debriefing process after the student has had "thinking time."
122. **Too Good for Drugs (TGFD)**
Too Good for Drugs (TGFD) is a school-based prevention program for kindergarten through 12th grade that builds on students' resiliency by teaching them how to be socially competent and autonomous problem solvers. The program is designed to benefit everyone in the school by providing needed education in social and emotional competencies and by reducing risk factors and building protective factors that affect students in these age groups.
123. **Too Good for Violence (TGFV)**
Too Good for Violence (TGFV) is a school-based violence prevention and character education program for students in kindergarten through 12th grade. It is designed to enhance prosocial behaviors and skills and improve protective factors related to conflict and violence.

PROGRAM GLOSSARY

124. **Towards No Drug Abuse (also known as Project Towards No Drug Abuse [TND])**
Towards No Drug Abuse (also known as Project Towards No Drugs Abuse [TND]) is a drug use prevention program for high school youth. The current version of the curriculum is designed to help students develop self-control and communication skills, acquire resources that help them resist drug use, improve decisionmaking strategies, and develop the motivation to not use drugs.
125. **Towards No Tobacco Use (also known as Project Towards No Tobacco Use [TNT])**
Towards No Tobacco Use (also known as Project Towards No Tobacco Use [TNT]) is a classroom-based curriculum that aims to prevent and reduce tobacco use by students in grades 5–9 (10–14 years). The intervention was developed for a universal audience and has served students with a wide variety of risk factors.
126. **Urban Improv (UI)**
The Urban Improv (UI) program is an interactive, theater-based youth violence prevention program designed for at-risk students living in the inner city. The program was developed to affect three psychological and behavioral outcome domains: aggressive behaviors, prosocial behaviors, and scholastic attention and engagement.
127. **Violence Prevention Curriculum for Adolescents (VPC)**
The Violence Prevention Curriculum for Adolescents (VPC) provides adolescents with information on risk factors for interpersonal violence and skills for choosing alternatives to fighting. The 10- to 18-session curriculum uses lectures, discussions, and interactive role-plays. Sessions generally last 40 minutes.
128. **Washington (DC) Community Violence Prevention Program (WCVPP)**
Washington (DC) Community Violence Prevention Program (WCVPP) is a classroom-based education program for students in grades 5 through 9. The curriculum consists of 15 50-minute sections to be implemented over a 3-week period. Components include risk factors for violence, connection between violence and drugs and alcohol, and social problem solving.