



## CREATING RESULTS WITH YOUTH AND THEIR FAMILIES

San Mateo County Probation Department:  
Juvenile Probation and Camps Funding &  
Juvenile Justice Crime Prevention Act



### JPCF Evaluation Report 2013-2014

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## OVERVIEW OF FINDINGS

Presented here is an overview of key data findings covering three evaluation years: 2011-2012 through 2013-2014. The following sections of the report will discuss these findings in detail.

Figure 1. **Data Highlights from 2011-2012 through 2013-2014**

Data Highlights	Evaluation Years		
	2011-2012	2012-2013	2013-2014
Number of youth served	249	298	209
Average number of hours of service	11.23	9.7	10.98
Average length of time in the program (months)	4	4	4
Percentage of youth who:			
<ul style="list-style-type: none"> <li>Improved by at least one asset level on their Total DAP Score <i>(only includes those who scored in the two lowest asset levels at entry; high school and middle school students combined)</i></li> </ul>	NA	36% (n=72)	38% (n=65)
<ul style="list-style-type: none"> <li>Continued to abstain from AOD <i>(only includes those who reported no drug/alcohol use at program entry; high school and middle school students combined)</i></li> </ul>	NA	95% (n=75)	89% (n=62)
<ul style="list-style-type: none"> <li>Reduced their use of AOD <i>(only includes those who were at or above the clinical cutoff score; high school and middle school students combined)</i></li> </ul>	NA	30% (n=20)	17% (n=23)

## EVALUATION BACKGROUND & METHODOLOGY

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In 2011, six programs serving San Mateo County youth and their families were awarded three-year grants from the San Mateo County Probation Department's allocation of Juvenile Probation and Camps Funding. The Juvenile Probation and Camps Funding Program (JPCF) was developed in response to legislation signed by Governor Schwarzenegger in July 2005 (AB 139, Chapter 74) which appropriated state funds to support a broad spectrum of county Probation services targeting at-risk youth, juvenile offenders and their families. JPCF is administered by the State Controller's Office with the funding amount being dependent upon actual receipts from California Vehicle License fees. After having awarded programs their contracts for the 2011-12 fiscal year, San Mateo learned that they were receiving less JPCF funding than anticipated and was required to reduce contract amounts by one-third. All programs were therefore required to adjust their scope of services for that year. During fiscal year 2012-13, however, 100% of the funds were reinstated, allowing programs to return to their original scope of services.

Applied Survey Research (ASR) was awarded the contract as the evaluator of San Mateo's JPCF programs and also experienced reduced funding from the original proposal. The first year of evaluation was very formative in nature, consisting of an evaluation kick-off meeting to discuss the overall goals and driving evaluation questions, and meetings with each grantee to review program-specific outcomes and finalize the evaluation plan. ASR identified and piloted assessment tools to capture youth development changes (i.e., the Search Institute's Developmental Asset Profile) as well as changes in perception and usage of alcohol and other drugs (i.e., Adolescent Alcohol and Drug Involvement Scale). These assessments were formally launched during fiscal year 2013-2014.

This year's JPCF evaluation report documents:

- Service- and client-level data: number of youth served, the number of units of service and basic client demographics
- Client survey data: pre- and post-survey data captured on the Developmental Assets Profile and Adolescent Alcohol and Drug Scale
- Client success stories illustrating the extent to which services impacted youth

## PROGRAM DESCRIPTION

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Pyramid Alternatives' Strengthen Our Youth (SOY) program serves the needs of at-risk students and families at four school sites in Daly City, South San Francisco, and Half Moon Bay. SOY is an early intervention program designed to increase developmental assets, school engagement, and family functioning. The SOY program has three main components: substance use prevention, topic specific group therapy, and parent education. In September and October SOY counselors facilitated classroom presentations on substance use and prevention as a part of the 6th, 7th or 9th grade health curriculum. Once these classroom presentations were completed, SOY counselors began their topic specific groups; the topics varied by school site depending upon the needs of each school. SOY's Spanish language parenting group, located in South San Francisco, focused on topics related to child and adolescent development. In addition to the main components of the program, SOY staff also provided individual and family counseling, brief crisis intervention, and case management. SOY counselors also facilitated school-wide events and conducted afterschool and evening presentations to parents and staff on topics related to mental health and substance abuse prevention.

### Youth Risk Factors

Youth participating in SOY exhibit risk factors known to significantly influence youth development and delinquency.<sup>1</sup> As indicated by program staff during ASR's site visit in fiscal year 11-12, many youth are at-risk of using alcohol and/or drugs. SOY counselors reported that alcohol and marijuana are the most frequently abused substances, followed by prescription drugs, ecstasy, and cocaine. Substance use is higher in high schools than in middle schools. Additionally, many students are at-risk for academic failure, school suspension and expulsion due to behavioral problems and involvement with the Juvenile Justice System due to drug charges, vandalism, or gang-related activities. Some students in the program also face challenging family dynamics such as involvement with Child Protective Services, financial hardships (poverty), illegal immigration status, and substance use in the family.

### Programmatic Challenges

Program staff also indicated that amid fiscal challenges, the schools where the SOY program is located have had to significantly reduce the number of district funded school counselors, resulting in an increased demand for SOY counselors to serve more students. However, SOY counselors have had to limit their caseload to 25-30 youth per semester to preserve the quality of service. SOY counselors regularly meet with district-funded school counselors and school administrators to prioritize and help the students exhibiting the greatest need for mental health and substance abuse counseling services.

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<sup>1</sup> Please refer to the Local Action Plan 2011-2015 for a list of risk factors identified in the literature, and for a list of needs to be addressed by Local Action Plan strategies.

## EVALUATION FINDINGS

### Profile of Clients Served

The program served a total of 209 unduplicated youth in 2013-2014, the majority of whom were females (54%) and Latinos (47%). Participating youth were 14 years of age, on average. The program serves youth in grades 6<sup>th</sup> through 12<sup>th</sup>.

Figure 2. **Client Demographics, FY 2013-2014**

		Sample
Number served		209
Gender	Female	54%
	Male	46%
Ethnicity	Latino	47%
	Filipino/Pacific Islander	18%
	Caucasian	12%
	Asian	5%
	African American	7%
	Other/Multi-racial	10%
Average age of youth		14.4

Note: Gender is based on a sample size of 205; ethnicity is based on a sample size of 169; and age is based on a sample size of 166.

### Client Services

Youth who entered and exited the program during 2013-2014 received services for an average of four months. For all youth, the average amount of service received in 2013-2014 was close to 11 hours. The overall number of units of service for the year, for all youth, totaled 2,121 hours.

Figure 3. **Units of Service, FY 2013-2014**

	Units of service
Mean Units of Service	10.99
Total Units of Service	2,121

Additionally, over half (54%) of the youth served received group therapy, and nearly one-third (32%) received individual therapy. Case management was provided to 27% of the youth served, and a very small percentage (2%) received crisis intervention.

Referrals to outside services were also provided to youth and their families, totaling 17 referrals during the 2013-2014 academic year. (Note that some youth received multiple referrals.)

## Program Activities

In addition to the services and referrals provided to SOY students, a major effort is put into the delivery of drug and alcohol education classroom presentations to 7th and 9th grade students. The presentations also cover adolescent social development, coping skills, peer pressure and refusal skill development. As seen in the figure below, program staff presented to 725 (duplicated) students over the course of the year.

Figure 4. **Project-Level Activities, FY 2013-2014**

	Number of activities	Number of attendees	Number of units of service (hours)
Presentation to students (1-2 hours)	8	725	4,350
Meeting with teachers/school staff (1-2 hours)	46	46	92
Presentation to school staff*	---	---	---
<b>TOTAL</b>	<b>54</b>	<b>771</b>	<b>4,442</b>

Note: Units of service are calculated by multiplying the amount of time (hours) by the number attending a presentation/event. The number of youth within each activity is not unique; the same youth can attend more than one session. (\*) The number of activities, attendees and units were not provided in grantee's data export to ASR.

## Profile of Developmental Assets Among Clients

In 2011, the Juvenile Justice Coordinating Council (JJCC) updated its 2011-2015 Local Action Plan to include seven specific outcomes that they would like to see achieved through the investment of JPCF and JJCPA funds. One of the outcomes selected was “**increased developmental assets**,” which the literature shows as providing the resiliency and resources necessary for youth to deal with difficult circumstances in a healthy manner and avoid anti-social peers, violence, conflict, and unhealthy risk-taking behaviors. To that end, ASR selected the Developmental Assets Profile (DAP) as a pre/post measure of youth development.

The Search Institute created the DAP tool to capture specific youth experiences and qualities that have been identified as being essential to healthy psychological and social development in childhood and adolescence. These assets have the power to influence youth's developmental trajectories, protect them from a range of negative outcomes, and help them become more productive, caring and responsible adults.

The DAP survey includes 58 statements that are rated on a 0 to 3 scale, with 0 being “not at all/rarely,” 1 being “somewhat/sometimes,” 2 being “very/often,” and 3 being “extremely/almost always.” All 58 DAP items are further categorized into the following eight asset categories.

### External Assets

1. **Support**—support from parents, family and other adults; parent-adolescent communication; advice and help from parents; helpful neighbors; and caring school environment
2. **Empowerment**—feeling safe at home, at school and in the neighborhood; feeling valued; and having useful jobs and roles
3. **Boundaries and Expectations**—having good role models; clear rules at home and school; encouragement from parents and teachers; and monitoring by family and neighbors
4. **Constructive Use of Time**—participation in religious or spiritual activity; involvement in a sport, club, or group; creative activities; and quality time at home

### Internal Assets

5. **Commitment to Learning**—enjoys reading and learning; caring about school; doing homework; and being encouraged to try new things
6. **Positive Values**—standing up for one’s beliefs; taking responsibility; avoiding alcohol, tobacco and drugs; valuing honesty; healthy behaviors; being encouraged to help others; and helping, respecting, and serving others
7. **Social Competencies**—building friendships; properly expressing feelings; planning ahead; resisting negative peer pressure; being sensitive to and accepting others; and resolving conflicts peacefully
8. **Positive Identity**—optimism; locus of control; and self-esteem

The scales used for the eight asset categories range from 0 to 30, and can be interpreted using the following guidelines:

Figure 5. **Interpretive Guidelines for DAP’s Internal and External Asset Categories**

Label	Range of Scores	Interpretive Guidelines
Thriving	26-30	Abundant assets: most assets are experienced strongly and/or frequently
Adequate	21-25	Moderate assets: most assets are experienced often, but there is room for improvement
Vulnerable	15-20	Borderline assets: some assets are experienced, but many are weak and/or infrequent. There is considerable room for strengthening assets in many areas
Challenged	0-14	Depleted levels of assets: few if any assets are strong or frequent. Most assets are experienced infrequently. There are tremendous opportunities for strengthening assets in most areas

A total of 124 pre<sup>2</sup>- and 115 post-DAP were administered during the 2013-2014 academic year. Of these, 110 pre- and post-surveys were matched and included in the analysis, representing 89% of all intake surveys. Of the 110 matched surveys, 60 were from middle school youth and 50 were from high school youth.

There are a number of potential reasons why the number of pre- and post-surveys administered during the fiscal year do not match: 1) some youth may have ended services prematurely and therefore did not have the opportunity to complete a post-survey; 2) some youth may have been absent on the day that the survey was administered to a group of participants, and program staff were not able to administer the survey at a later date; and 3) there is the possibility of an error in the administration of the surveys, such as not handing out a survey to a youth or providing incorrect/different identifiers on the survey, which ASR needs to match a pre- and post-survey.

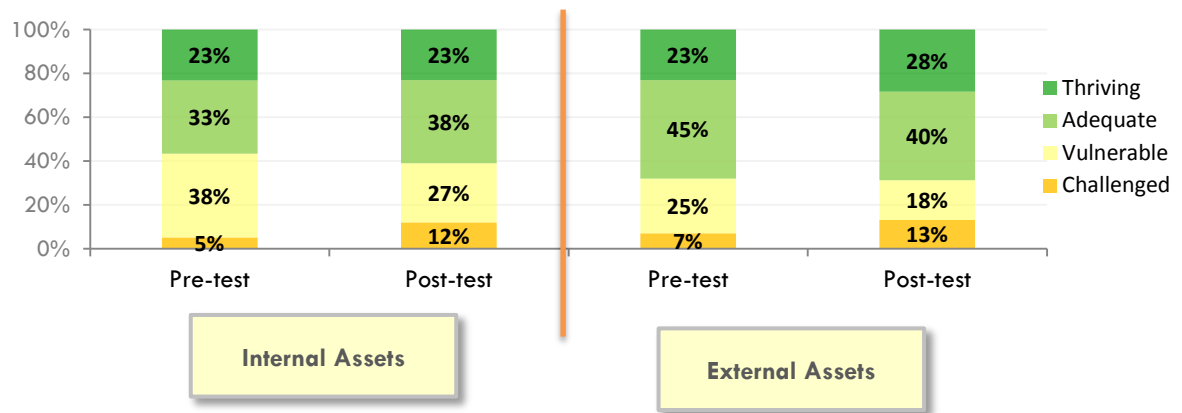
### ***What is the asset profile of youth?***

The average internal and external asset scores were configured into four distinct ranges, from “thriving” to “challenged.” As seen in the figure on the next page, approximately **4 in 10 middle school-aged youth reported “challenged” to “vulnerable” levels of Internal Assets**, and **3 in 10 youth reported the same range of External Assets**. By the end of the program, more youth reported “adequate” to “thriving” levels of assets.

<sup>2</sup> Pre-surveys are only administered to youth who provided consent.



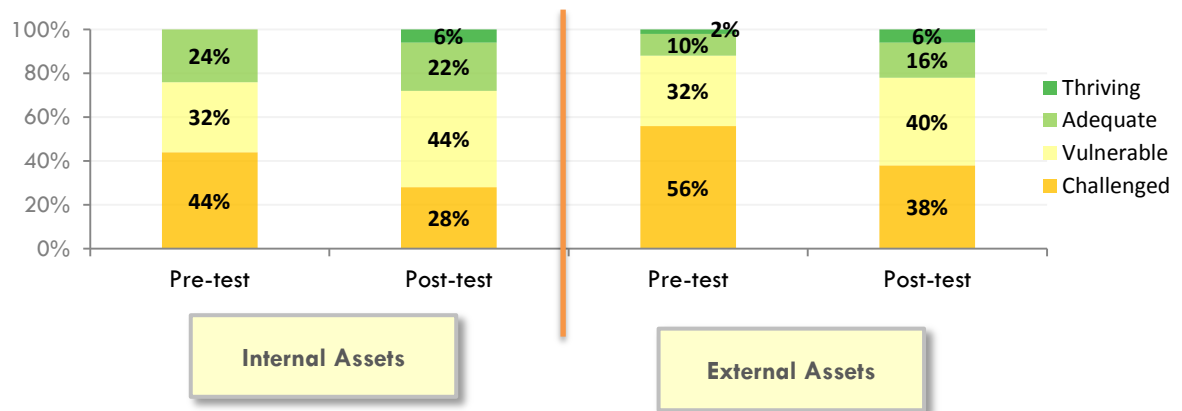
Figure 6. **Percentage of Middle School-Aged Youth Who are “Thriving” to “Challenged” in Internal and External Assets**



Note: Based on 60 middle school youth.

In comparison to middle school youth, a much larger share of high school youth reported extremely low levels of both Internal and External Assets at both entry and exit.

Figure 7. **Percentage of High School-Aged Youth Who are “Thriving” to “Challenged” in Internal and External Assets**



Note: Based on 50 high school youth.

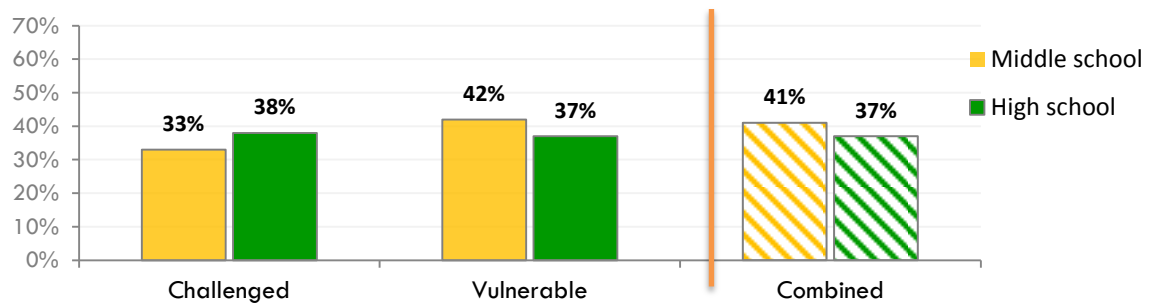
### ***What percentage of most “at-risk” youth improved by at least one asset level?***

In order to examine further the outcomes of those youth who entered the program with the lowest assets and had room for growth, ASR created a second data set including only youth who fell in the categories of “challenged” and “vulnerable,” based on their total pre-DAP asset score. The resulting subset was composed of the 65 most “at-risk” youth served by SOY. In light of the relatively small sample size of most “at-risk” high school and middle school youth, these findings should be interpreted with caution, and should not be generalized to the full population of youth served by Pyramid Alternative.

As seen in the figure on the next page, of the youth who had “challenged” and “vulnerable” levels of assets upon joining the program, **41% of middle school youth (or 9 of 22) successfully moved up by at least one asset level upon ending their services, and 37% of high school youth (or 16 of 43) followed.** Furthermore, a larger share of “challenged” high school-aged youth had succeeded in moving up a level by program exit.

It is important to keep in mind that any movement from one asset level to the next can be a difficult standard to achieve for some of the youth served by SOY, especially in light of their risk factors (see “Youth Risk Factors” on page 5).

Figure 8. **Percentage of “Challenged” and “Vulnerable” Middle and High School-Aged Youth Who Improved by At Least One Asset Level on Their Overall DAP score**



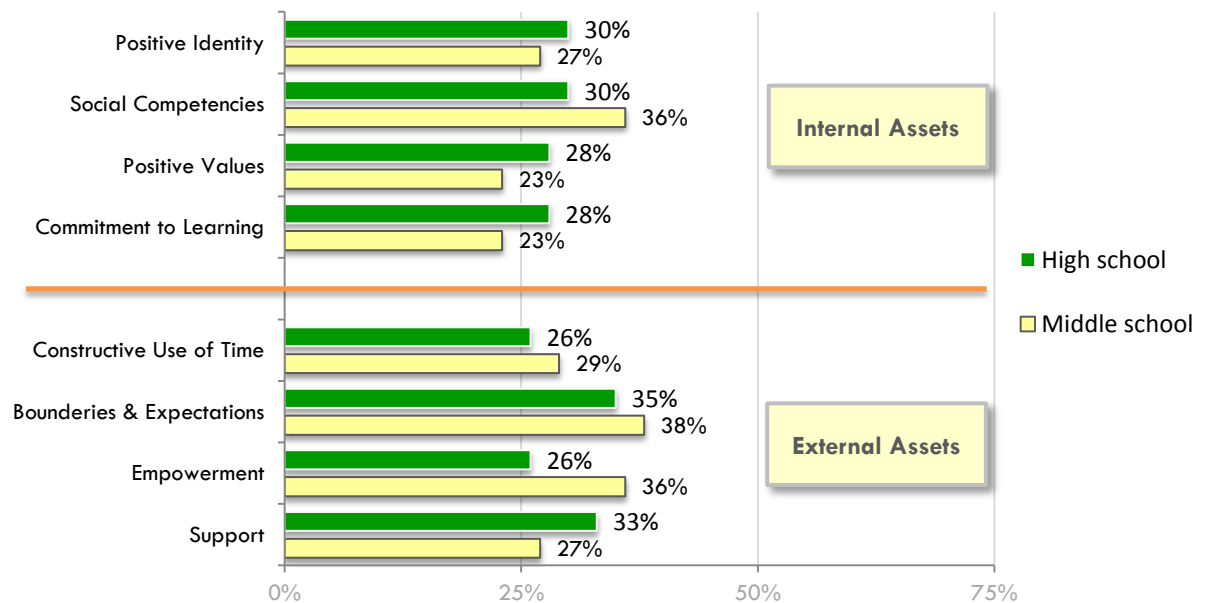
Note: The sample size for “challenged” is 3 for middle school and 24 for high school; 8 for middle school and 7 for high school for “vulnerable”; and 22 for middle school and 43 for high school for “combined”.

Presented next is the percentage of the most “at-risk” middle and high school youth who improved by at least one asset level (e.g., moved out from “challenged” into “vulnerable” or from “vulnerable” to “adequate”) on the DAP’s asset categories.

As seen in the figure on the next page, the asset category reflecting the highest share of high school-aged youth who moved up one level are **Boundaries & Expectations** (i.e., having good role models; clear rules at home and school; encouragement from parents and teachers). On the other hand, 32 of the 43 most “at-risk” high school youth had not made gains in their sense of **Empowerment** (i.e., feeling safe at home, at school and in the neighborhood; feeling valued; and having useful jobs and roles).

With regard to the most “at-risk” middle school youth, 36-38% had made progress in the areas of **Boundaries & Expectations** (i.e., having good role models; clear rules at home and school; encouragement from parents and teachers), **Empowerment** (i.e., feeling safe at home, at school and in the neighborhood; feeling valued; and having useful jobs and roles) and **Social Competencies** (i.e., building friendships; properly expressing feelings; planning ahead; resisting negative peer pressure; being sensitive to and accepting others; and resolving conflicts peacefully). On the other hand 17 of the 22 most “at-risk” middle school students had more difficulties in moving up by at least one level on the asset categories of **Positive Values** (i.e., standing up for one’s beliefs; taking responsibility; avoiding alcohol, tobacco and drugs; valuing honesty; healthy behaviors; being encouraged to help others; and helping, respecting, and serving others) and **Commitment to Learning** (i.e., enjoys reading and learning; caring about school; doing homework; and being encouraged to try new things).

Figure 9. **Percentage of “Challenged” and “Vulnerable” Middle and High School-Aged Youth Who Improved by At Least One Asset Level, by Asset Category**



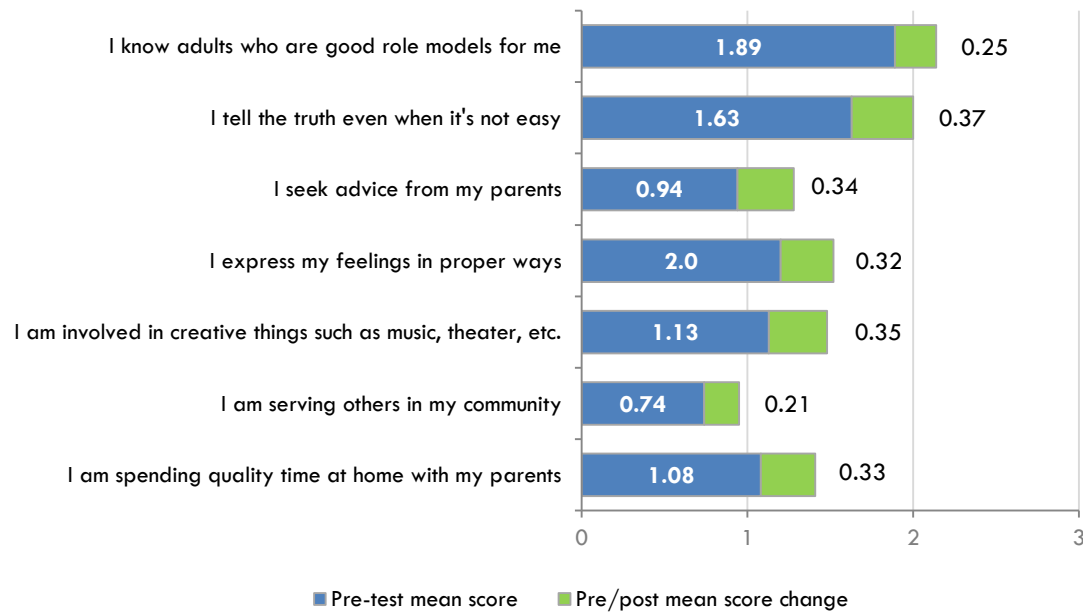
Note: Sample size is based on 22 middle school-aged youth and 43 high school-aged youth.

### ***On which DAP items did most “at-risk” youth experience significant improvements?***

Presented in the next figure are survey items on which the most “at-risk” youth made significant gains over the course of their participation. All of these items were statistically significant at  $p < .05$ , and were measured on a 0 to 3 scale, with 0 being “not at all/rarely,” 1 being “somewhat/sometimes,” 2 being “very/often,” and 3 being “extremely/almost always.” (Please see Attachment 1 for pre/post changes within the entire group of surveyed youth.) As mentioned previously, these findings should be interpreted with caution, and should not be generalized to the full population of youth served by Pyramid Alternative in light of the relatively small sample size.

The item-by-item changes observed in the figure on the next page indicate that youth were generally **more likely to seek parental support; more capable of handling frustrations in a safe manner; and had adult role models.**

Figure 10. **Pre/Post Changes on Selected DAP Items (High and Middle School Youth Combined)**



Source: Developmental Assets Profile surveys.

Note: Sample size varied between 60-65 middle and high school youth. All items were statistically significant at  $p < .05$ .

## Profile of Clients' Alcohol and Drug Use

In addition to seeing changes in youth's developmental assets, the Juvenile Justice Coordinating Council (JJCC) also hoped to see **"decreased use of alcohol and drugs."** As such, ASR selected the Adolescent Alcohol and Drug Involvement Scale (AADIS) as a pre/post measure of youth' use of substances.

The AADIS is a 14-item screening for alcohol/drug problems. It has been used as a standard measure in the Wisconsin juvenile correctional system since 2001. Scores indicate whether or not a participant is using substances, and if so, whether or not s/he is likely to meet criteria for a DSM-IV substance use disorder. It is typically used to indicate when a more in-depth assessment is needed, and thus is a sensitive measure of the prevalence of alcohol and drug problems among students.

A total of 67 pre- and 63 post-AADIS were administered to middle school students during the 2013-2014 academic year. Of these, 62 pre/post AADIS surveys were matched and included in the analyses, representing 93% of all intake surveys. With regard to high school students, 58 pre- and 52 post-AADIS were administered, and 49 pre/post AADIS surveys were matched.

As mentioned previously, there are a number of potential reasons why the number of pre- and post-surveys administered during the fiscal year do not match: 1) some youth may have ended services prematurely and therefore did not have the opportunity to complete a post-survey; 2) some youth may have been absent on the day that the survey was administered to a group of participants, and program staff were not able to administer the survey at a later date; and 3) there is the possibility of an error in the administration of the surveys, such as not handing out a survey to a youth or providing incorrect/different identifiers on the survey, which ASR needs to match a pre- and post-survey.

### What is the AOD profile of youth?

Middle school-aged youth reported starting to use drugs and/or drink around 12 to 13 years of age, as compared to 14-15 for high school youth. “Curiosity” was the most commonly reported reason for starting to use substances, and middle school youth generally continue to use because they “like the feeling”. High school youth, on the other hand, continue to use due to “boredom and/or to have fun.” Both groups reported getting their drugs and alcohol from friends, and middle school youth tend to drink or use in the afternoons, while high school youth reported using substances at night. Middle and high school youth also differed on the number of drinks typically consumed, with the highest range reported by high school youth (5 to 9 drinks).

Additionally, 19% of youth (high school and middle school combined) were at or above the AADIS cutoff score at the time they had joined the program. A larger share of high school students met the cutoff score (38%; n=58), as compared to middle school students (3%; n=67).

Figure 11. Alcohol and Drug Profile of Youth

	Middle School		High School	
	Response	Percentage (n)	Response	Percentage (n)
<i>Most commonly reported...</i>				
Reason for starting to use AOD in general	Curiosity; Parents/relatives offered	4% (68)	Curiosity	47% (58)
Reason for using in general	Liking the feeling	8% (63)	Boredom; just having fun	31% (58)
Number of drinks usually consumed	1	50% (6)	5-9	35% (37)
Time of day	Afternoon/after school	6% (68)	At night	53% (58)
Way of getting AOD	From friends	58% (63)	From friends	49 (53)
Age when youth started using/drinking	12-13	6% (9)	14-15	38% (42)
Perception of their control of their use	"I can control it and set limits on myself"	6% (68)	"I can control it and set limits on myself"	47% (58)
*Percent of youth who reached the AADIS cutoff score	----	3% (67)		38% (58)

Note: Based on 13 middle school and 42 high school youth who had completed a pre-AADIS and reported using substances;

\*This percentage is based on actual AADIS score calculated from all pre-AADIS, rather than self-reported use.

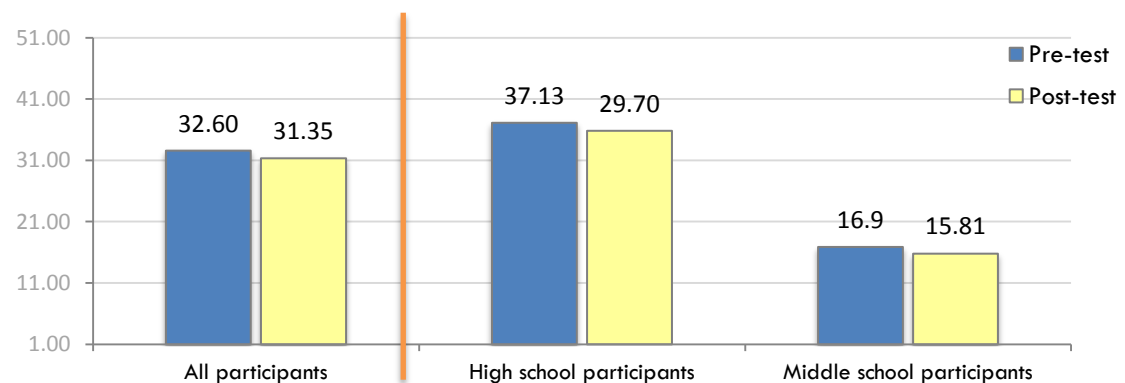
### Of the youth who reported not drinking or using drugs at program-start, did they continue to abstain throughout their participation?

Eighty-eight percent (45 of 51) of middle school-aged youth and 91% (10 of 11) of high school-aged youth continued to abstain by the end of their participation.

### *Of the youth who reported drinking or using drugs at program-start, did their habits change by the end of their participation?*

Overall, there was no discernable change in participants' use of alcohol and drug use (32.60 at pre vs. 31.35 at post). When comparing high school to middle school students, one can see that middle school students had scores that fell far below those reported by high school students. In both cases, youth experienced improvements from pre to post, although not statistically significant. As a reminder, these findings cannot be generalized to the entire population of youth served by Pyramid Alternative in light of the relatively small sample size.

Figure 12. **Pre/Post Average Scores on the AADIS**



Source: Adolescent Alcohol and Drug Involvement Scale.

Note: The sample size is based on 49 youth who reported using drugs and/or drinking alcohol and for whom pre/post data were available (11 middle schoolers and 38 high schoolers).

### *Of the youth who scored at or above the AADIS' cut-off score<sup>3</sup>, did their post-test score improve?*

As noted on the previous page, 3% of middle school youth (2 of 67) and 38% of high school youth (22 of 58) were at or above the cutoff score upon starting their services. Of these youth, only 62 middle schoolers and 49 high schoolers had pre/post data available.

Among youth who met the criteria for further assessment (i.e., scored 37 or more), and for whom pre/post data were available (n=2 middle school youth; n=23 high school youth), high school students experienced a decline over time, by 5.38 points (not statistically significant). That is, **youth who had the highest levels of alcohol and drug challenges upon starting the program reported a significant reduction in these concerns over time**, albeit still scoring above the clinical cut-off score upon program exit. Middle school-aged students, on the other hand, experienced a slight

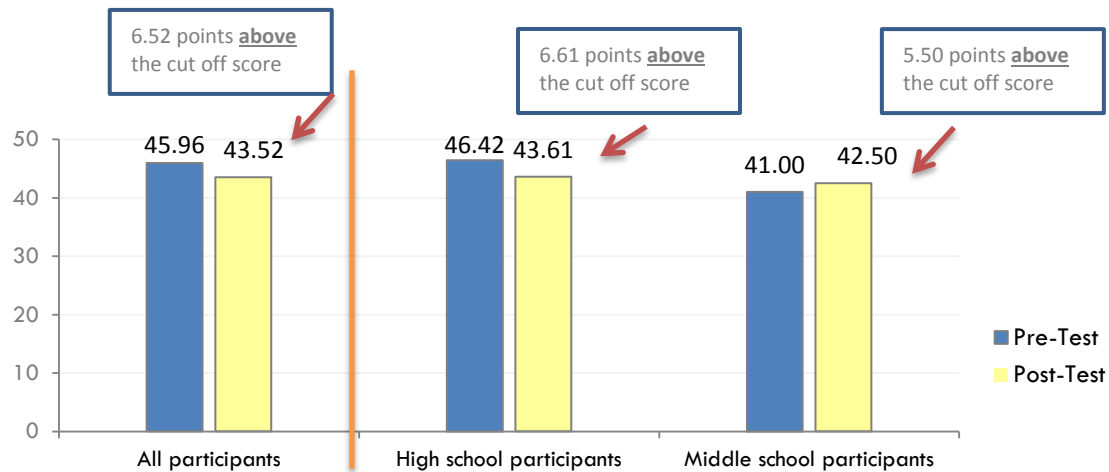
17% of youth experienced a reduction in their AADIS score (n=23)

<sup>3</sup> Each response within the survey is assigned a value ranging from 0 to 7, representing the degree of severity (i.e., need for further clinical assessments). For example, when asked "when did you last use drugs or alcohol," an answer of "not for over a year" is assigned a value of 2, whereas "today" is assigned a value of 7. The total score is then formed by adding each item's value, and can range from 0 to 37 and higher. The scoring interpretation is as follows: 0 = No alcohol or other drug use; 1-36 = Alcohol and/or other drug use present, does not reach threshold for substance use disorder based on DSM-IV criteria (Screeners may find clinical cause to over-ride negative finding.); 37 or higher = Alcohol and/or other drug use present which may reach DSM IV criteria; full assessment is indicated.

increase, although not statistically significant. Again, please keep in mind the small number of high school and middle school students represented in this analysis.

In an effort to address these youths' continued need for alcohol and drug therapy, youth are either given the option to re-enroll in the program, or are referred to another locally-based drug and alcohol treatment program.

Figure 13. **Pre/Post AADIS Scores of Youth Meeting or Exceeding the AADIS Cut Off Score**



Note: Based on 23 youth who scored at or above the cut off score, and had completed a pre- and post-AADIS (2 middle school students and 21 high school students).

In 2013-2014, ASR rolled out an AADIS Addendum consisting of two questions to measure the extent to which youth reported using less or more drugs and alcohol since their start of services. This additional form was requested by grantees who felt that a need to capture this level of information in a more direct manner, especially because youth typically under-report substance use. The findings that follow are based on this Addendum.

Of the two middle school-aged youth who were at or above the clinical cut-off score at pre, one said that s/he was using less drugs, and neither responded to the alcohol question. Of the high school-aged youth, 74% reported using less drugs, and 72% reported using less alcohol (n=19 and n=18, respectively).

## Client Vignettes

Pyramid Alternative's SOY program staff provided the following client vignettes to help illustrate the impact of its services on two of its youth.

**F**ernando is a 17-year old male student who was referred by a school counselor at the request of his parents. He is a recent immigrant from El Salvador and his referral was due to poor anger management skills, which manifested both at home and school, poor academic performance, and acculturation issues. When Fernando first started receiving services, he was mistrustful of his counselor and unmotivated to participate in the SOY program. He appeared sad, angry, and anxious resulting from his recent immigration. According to his mother, Fernando was often argumentative, had anger outbursts, and failed to comply with household rules.

During his participation in the program, Fernando consistently attended and participated in counseling sessions including Individual therapy, art therapy, and was also taught Mindfulness/Relaxation Techniques. He learned about the negative consequences of poor anger management; to identify, label, and

express his feelings of anger appropriately; to embrace positive aspects of himself; to utilize effective self-soothing skills when in anger or anxiety-provoking situations; and to tap into his social support network when additional support, advice, and/or feedback is needed.

Ultimately, Fernando became very talkative and articulate in expressing his feelings and thoughts. He increased his motivation to excel academically and received the (Class) student of the month and the Principal's awards. Fernando also increased on his positive value of responsibility and obtained and retained gainful employment. He also succeeded in increasing his social support network to include peers, a girlfriend, and adult members in his community.

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Three 7<sup>th</sup> grade girls ranging in age between 12 and 13, were referred to SOY's Social Skills/Friendship Group for additional social support and engagement at school.

When the group first began, the girls appeared shy and reserved. While they knew each other from classes, there was apparent discomfort in the room. The girls reported excitement in being in the group, but participation and self-disclosure were limited in the beginning of the group.

One of the first treatment goals that the counselor worked with the girls on was building group rapport and trust. The counselor facilitated various icebreaker activities and trust exercises to increase unity in the group. In addition, the girls also participated in various psycho-educational activities focused on building social skills and friendships within the group. These included activities demonstrating how to be a good friend, conflict resolution skills, and how to use I-Messages. The counselor used art therapy techniques, Cognitive Behavioral Therapy interventions, and a Strength-Based approach to help increase the girls' self-esteem and self-image.

Throughout their participation in the program, the girls became more empathetic in their interactions, often reflecting and validating their peers' experiences. Ultimately, the girls learned how to access their individual strengths, including utilizing their support systems and coping skills.

When asked how they benefited from the Social Skills/Friendship Group, the girls said that they valued having a safe place to talk about issues going on in their lives, while also receiving support from their peers. They also reported learning new skills on how to increase their engagement in school and in their community.



## ATTACHMENT I – PRE/POST DAP MEAN SCORES

### DAP Asset Categories

(Bold items are statistically significant at  $p < .05$ ; see Figure 5 for interpretation guidelines)

	Pre Mean Score	Post Mean Score	Sample
<b>Support</b>	14.61	16.12	65
Empowerment	15.75	16.24	65
Boundaries & Expectations	16.04	17.25	64
<b>Constructive Use of Time</b>	11.21	13.45	64
Commitment to Learning	15.96	16.40	65
<b>Positive Values</b>	15.66	16.80	65
Social Competencies	16.60	17.66	65
Positive Identity	13.73	14.70	65

### DAP Survey Items

(Bold items are statistically significant at  $p < .05$ )

“1 . . .”

	Mean Score	Sample
Q1 Pre: Stand up for what I believe in.	1.83	65
Q1 Post: Stand up for what I believe in.	2.00	65
Q2 Pre: Feel in control of my life and future.	1.25	65
Q2 Post: Feel in control of my life and future.	1.38	65
Q3 Pre: Feel good about myself.	1.40	65
Q3 Post: Feel good about myself.	1.55	65
Q4 Pre: Avoid things that are dangerous or unhealthy.	1.46	65
Q4 Post: Avoid things that are dangerous or unhealthy.	1.54	65
Q5 Pre: Enjoy reading or being read to.	1.03	64
Q5 Post: Enjoy reading or being read to.	1.20	64
Q6 Pre: Build friendships with other people.	1.82	65
Q6 Post: Build friendships with other people.	1.69	65
Q7 Pre: Care about school.	1.73	64
Q7 Post: Care about school.	1.66	64
Q8 Pre: Do my homework.	1.67	64
Q8 Post: Do my homework.	1.58	64
Q9 Pre: Stay away from tobacco, alcohol, and other drugs.	1.77	64

	Mean Score	Sample
Q9 Post: Stay away from tobacco, alcohol, and other drugs.	1.81	64
Q10 Pre: Enjoy learning.	1.39	64
Q10 Post: Enjoy learning.	1.55	64
<b>Q11 Pre: Express my feeling in proper ways.</b>	1.20	64
<b>Q11 Post: Express my feeling in proper ways.</b>	1.52	64
Q12 Pre: Feel good about my future.	1.43	65
Q12 Post: Feel good about my future.	1.48	65
<b>Q13 Pre: Seek advice from my parents.</b>	0.94	64
<b>Q13 Post: Seek advice from my parents.</b>	1.28	64
Q14 Pre: Deal with frustration in positive ways.	1.21	63
Q14 Post: Deal with frustration in positive ways.	1.27	63
Q15 Pre: Overcome challenges in positive ways.	1.48	63
Q15 Post: Overcome challenges in positive ways.	1.49	63
Q16 Pre: Think it is important to help other people.	2.15	65
Q16 Post: Think it is important to help other people.	2.22	65
Q17 Pre: Feel safe and secure at home.	2.12	65
Q17 Post: Feel safe and secure at home.	2.05	65
Q18 Pre: Plan ahead and make good choices.	1.65	65
Q18 Post: Plan ahead and make good choices.	1.69	65
Q19 Pre: Resist bad influences.	1.59	64
Q19 Post: Resist bad influences.	1.70	64
Q20 Pre: Resolve conflicts without anyone getting hurt.	1.53	64
Q20 Post: Resolve conflicts without anyone getting hurt.	1.55	64
Q21 Pre: Feel valued and appreciated by others.	1.33	64
Q21 Post: Feel valued and appreciated by others.	1.48	64
Q22 Pre: Take responsibility for what I do.	1.94	64
Q22 Post: Take responsibility for what I do.	2.08	64
<b>Q23 Pre: Tell the truth even when it is not easy.</b>	1.63	65
<b>Q23 Post: Tell the truth even when it is not easy.</b>	2.00	65
Q24 Pre: Accept people who are different from me.	2.35	65
Q24 Post: Accept people who are different from me.	2.49	65
Q25 Pre: Feel safe at school.	1.63	65
Q25 Post: Feel safe at school.	1.66	65
Q26 Pre: Actively engaged in learning new things.	1.62	63
Q26 Post: Actively engaged in learning new things.	1.75	63
Q27 Pre: Developing a sense of purpose in my life.	1.48	62
Q27 Post: Developing a sense of purpose in my life.	1.69	62
Q28 Pre: Encouraged to try things that might be good for me.	1.78	64

	Mean Score	Sample
Q28 Post: Encouraged to try things that might be good for me.	1.86	64
Q29 Pre: Included in family tasks and decisions.	1.28	61
Q29 Post: Included in family tasks and decisions.	1.36	61
Q30 Pre: Helping to make my community a better place.	0.90	63
Q30 Post: Helping to make my community a better place.	1.00	63
Q31 Pre: Involved in a religious group or activity.	0.77	64
Q31 Post: Involved in a religious group or activity.	0.86	64
Q32 Pre: Developing good health habits.	1.38	63
Q32 Post: Developing good health habits.	1.48	63
Q33 Pre: Encouraged to help others.	1.71	62
Q33 Post: Encouraged to help others.	1.71	62
Q34 Pre: Involved in a sport, club, or other group.	1.44	62
Q34 Post: Involved in a sport, club, or other group.	1.48	62
Q35 Pre: Trying to help solve social problems.	1.13	62
Q35 Post: Trying to help solve social problems.	1.23	62
Q36 Pre: Given useful roles and responsibilities.	1.34	61
Q36 Post: Given useful roles and responsibilities.	1.46	61
Q37 Pre: Developing respect for other people.	1.85	61
Q37 Post: Developing respect for other people.	1.98	61
Q38 Pre: Eager to do well in school and other activities.	1.86	64
Q38 Post: Eager to do well in school and other activities.	1.83	64
Q39 Pre: Sensitive to the needs and feelings of others.	1.60	62
Q39 Post: Sensitive to the needs and feelings of others.	1.81	62
<b>Q40 Pre: Involved in creative things such as music, theater, or art.</b>	1.13	63
<b>Q40 Post: Involved in creative things such as music, theater, or art.</b>	1.48	63
<b>Q41 Pre: Serving others in my community.</b>	0.74	62
<b>Q41 Post: Serving others in my community.</b>	0.95	62
<b>Q42 Pre: Spending quality time at home with my parents(s).</b>	1.08	64
<b>Q42 Post: Spending quality time at home with my parents(s).</b>	1.41	64
<b>Q43 Pre: Friends who set good examples for me.</b>	1.52	63
<b>Q43 Post: Friends who set good examples for me.</b>	1.70	63
Q44 Pre: A school that gives students clear rules.	1.60	63
Q44 Post: A school that gives students clear rules.	1.62	63
<b>Q45 Pre: Adults who are good role models for me.</b>	1.89	64
<b>Q45 Post: Adults who are good role models for me.</b>	2.14	64
Q46 Pre: A safe neighborhood.	1.64	64
Q46 Post: A safe neighborhood.	1.75	64
Q47 Pre: Parent(s) who try to help me succeed.	2.02	62

	Mean Score	Sample
Q47 Post: Parent(s) who try to help me succeed.	2.16	62
Q48 Pre: Good neighbors who care about me.	0.81	64
Q48 Post: Good neighbors who care about me.	0.95	64
Q49 Pre: A school that cares about kids and encourages them.	1.67	63
Q49 Post: A school that cares about kids and encourages them.	1.54	63
Q50 Pre: Teachers who urge me to develop and achieve.	1.83	64
Q50 Post: Teachers who urge me to develop and achieve.	1.98	64
Q51 Pre: Support from adults other than my parents.	1.67	64
Q51 Post: Support from adults other than my parents.	1.92	64
<b>Q52 Pre: A family that provides me with clear rules.</b>	1.63	59
<b>Q52 Post: A family that provides me with clear rules.</b>	1.92	59
Q53 Pre: Parent(s) who urge me to do well in school.	2.21	63
Q53 Post: Parent(s) who urge me to do well in school.	2.35	63
<b>Q54 Pre: A family that gives me love and support.</b>	1.87	63
<b>Q54 Post: A family that gives me love and support.</b>	2.10	63
Q55 Pre: Neighbors who help watch out for me.	0.81	64
Q55 Post: Neighbors who help watch out for me.	0.92	64
Q56 Pre: Parent(s) who are good at talking with me about things.	1.27	62
Q56 Post: Parent(s) who are good at talking with me about things.	1.35	62
Q57 Pre: A school that enforces rules fairly.	1.31	62
Q57 Post: A school that enforces rules fairly.	1.08	62
Q58 Pre: A family that knows where I am and what I am doing.	1.67	63
Q58 Post: A family that knows where I am and what I am doing.	1.79	63

## ATTACHMENT II – CROSSWALK OF DAP ITEMS TO ASSET AND CONTEXT SCALES

DAP Items		Asset Scale	Context Scale
13.	I seek advice from my parents.	Support	Family
47.	I have parent(s) who try to help me succeed.	Support	Family
48.	I have good neighbors who care about me.	Support	Community
49.	I have a school that cares about kids and encourages them.	Support	School
51.	I have support from adults other than my parents.	Support	Social
54.	I have a family that gives me love and support.	Support	Family
56.	I have parent(s) who are good at talking with me about things.	Support	Family
17.	I feel safe and secure at home.	Empowerment	Family
21.	I feel valued and appreciated by others.	Empowerment	Social
25.	I feel safe at school.	Empowerment	School
29.	I am included in family tasks and decisions.	Empowerment	Family
36.	I am given useful roles and responsibilities.	Empowerment	Community
46.	I have a safe neighborhood.	Empowerment	Community
43.	I have friends who set good examples for me.	Boundaries & Exp.	School
44.	I have a school that gives students clear rules.	Boundaries & Exp.	School
45.	I have adults who are good role models for me.	Boundaries & Exp.	Social
50.	I have teachers who urge me to develop and achieve.	Boundaries & Exp.	School
52.	I have a family that provides me with clear rules.	Boundaries & Exp.	Family
53.	I have parent(s) who urge me to do well in school.	Boundaries & Exp.	Family
55.	I have neighbors who help watch out for me.	Boundaries & Exp.	Community
57.	I have a school that enforces rules fairly.	Boundaries & Exp.	School
58.	I have a family that knows where I am and what I am doing.	Boundaries & Exp.	Family
31.	I am involved in a religious group or activity.	Const. Use of Time	Community
34.	I am involved in a sport, club, or other group.	Const. Use of Time	Community
40.	I am involved in creative things such as music, theater, or art.	Const. Use of Time	Community
42.	I am spending quality time at home with my parent(s).	Const. Use of Time	Family
5.	I enjoy reading or being read to.	Commit. to Learning	Personal
7.	I care about school.	Commit. to Learning	School
8.	I do my homework.	Commit. to Learning	School
10.	I enjoy learning.	Commit. to Learning	School
26.	I am actively engaged in learning new things.	Commit. to Learning	School
28.	I am encouraged to try things that might be good for me.	Commit. to Learning	School
38.	I am eager to do well in school and other activities.	Commit. to Learning	School
1.	I stand up for what I believe in	Positive Values	Personal
9.	I stay away from tobacco, alcohol, and other drugs.	Positive Values	Personal
16.	I think it is important to help other people.	Positive Values	Social
22.	I take responsibility for what I do.	Positive Values	Personal
23.	I tell the truth even when it is not easy.	Positive Values	Personal
30.	I am helping to make my community a better place.	Positive Values	Community
32.	I am developing good health habits.	Positive Values	Personal
33.	I am encouraged to help others.	Positive Values	Social
35.	I am trying to help solve social problems.	Positive Values	Community
37.	I am developing respect for other people.	Positive Values	Community
41.	I am serving others in my community.	Positive Values	Community
4.	I avoid things that are dangerous or unhealthy.	Social Competencies	Personal
6.	I build friendships with other people.	Social Competencies	Social
11.	I express my feelings in proper ways.	Social Competencies	Social
18.	I plan ahead and make good choices.	Social Competencies	Personal
19.	I resist bad influences.	Social Competencies	Social
20.	I resolve conflicts without anyone getting hurt.	Social Competencies	Social
24.	I accept people who are different from me.	Social Competencies	Community
39.	I am sensitive to the needs and feelings of others.	Social Competencies	Social
2.	I feel in control of my life and future.	Personal Identity	Personal
3.	I feel good about myself.	Personal Identity	Personal
12.	I feel good about my future.	Personal Identity	Personal
14.	I deal with frustration in positive ways.	Personal Identity	Personal
15.	I overcome challenges in positive ways.	Personal Identity	Social
27.	I am developing a sense of purpose in my life.	Personal Identity	Personal