



## **Too Good For Drugs Fact Sheet Elementary**

- TGFD is an evidence based prevention curriculum
- It is designed to build resilience and enhance protective factors
- TGFD is taught in over 15,000 sites in the country and in all 50 states
- 10 week curriculum
- There are 5 domains interwoven throughout the curriculum:
  - Goal setting
  - Decision making
  - Bonding with others
  - Identifying and managing emotions
  - Communicating effectively

Elementary students have reported:

- 30% Fewer intentions to smoke cigarettes
- 40% Fewer intentions to drink alcohol
- 25% fewer intentions to smoke marijuana
- Students reported knowing many different words to describe how “I feel inside”
- Students will learn that they are responsible for choosing to live a safe and healthy life.
- Students will learn that they can do almost anything they put their mind to.
- Students reported having higher levels of social and peer-resistance skills.
- Students reported learning refusal strategies to help them avoid peer pressure.
- Students will learn goal setting and decision making skills
- Students will have higher perceptions of harm in regards to drug use.



## Too Good For Drugs Fact Sheet Junior High & High School

- TGFD is an evidence based prevention curriculum
- It is designed to build resiliency and protective factors
- TGFD is taught in 15,000 sites in the country and in all 50 states
- 11 week curriculum
- There are 5 domains interwoven throughout the curriculum
  - Goal setting
  - Decision making
  - Bonding with others
  - Identifying and managing emotions
  - Communicating effectively
- Junior & High School students will:
  - 40% fewer intentions to drink alcohol
  - 50% fewer intentions to smoke marijuana
  - 45% fewer intentions to engage in aggressive behaviors
- Risk and protective factors are taught and students have significantly higher scores in:
  - perceptions of peer resistance skills;
  - positive attitudes toward no-drug use;
  - perceptions of peer normative substance use
  - perceptions of peer disapproval of substance use
  - association with pro-social peers
  - perceptions of self-efficacy

This program is funded by the Texas Health and Human Services Commission to provide substance abuse prevention services. For more information regarding these services please visit <http://www.hhsc.state.tx.us>.

**Serenity *IMPACT* Prevention exists to build resiliency through education to empower youth & families in our community to pursue thriving & healthy lifestyles free from substance abuse.**



# Outcomes

Results from multiple studies demonstrate that *Positive Action* affects a wide range of outcomes including academics, multiple behaviors, character, social and emotional well-being, and mental and physical health. A long-term study of *Positive Action* outcomes also found evidence of the sustainability of its effects. For a complete listing of all outcomes, please visit our website at [www.positiveaction.net](http://www.positiveaction.net).



**51%**

**Improvement in  
MATH**

**20%**

**Improvement in  
READING**

**43%**

**Improvement in  
African  
American Males  
READING**

**37%**

**Reduction in  
DROPOUT  
RATES**

**19%**

**Improvement in  
PRO-SOCIAL  
INTERACTION**

**51%**

**Reduction in  
BULLYING**

**85%**

**Reduction in  
DISCIPLINARY  
REFERRALS**

## Behavior

- ↓ 51% Bullying
- ↓ 62% Violence
- ↓ 47% Tobacco Use
- ↓ 46% Alcohol Use
- ↓ 73% Student Drug Use
- ↓ 73% Suspensions

## Social-Emotional

- ↓ 81% Aggressive Problem Solving
- ↓ 27% Negative Moral Center
- ↓ 17% BASC Depression Scale
- ↑ 28% Respect for Teacher
- ↑ 19% Pro-Social Interaction
- ↑ 13% Self-Control

## Pre-K

- ↑ 22% Self-Concept
- ↑ 19% Intellectual Health
- ↑ 21% Physical Health
- ↑ 27% Self-Control
- ↑ 17% Respect
- ↑ 17% Honesty

## Family

- ↑ 10% Family Cohesion
- ↑ 14% Parent/Child Bonding
- ↓ 17% Family Conflict

## Youth

- ↑ 7% Family Cohesion
- ↑ 8% Decision-Making
- ↓ 13% Family Conflict

## Long-Term

- ↑ 18% Employed After High School
- ↑ 38% Higher Education After High School
- ↓ 13% Family Conflict

## When Effectiveness and Quality Count....



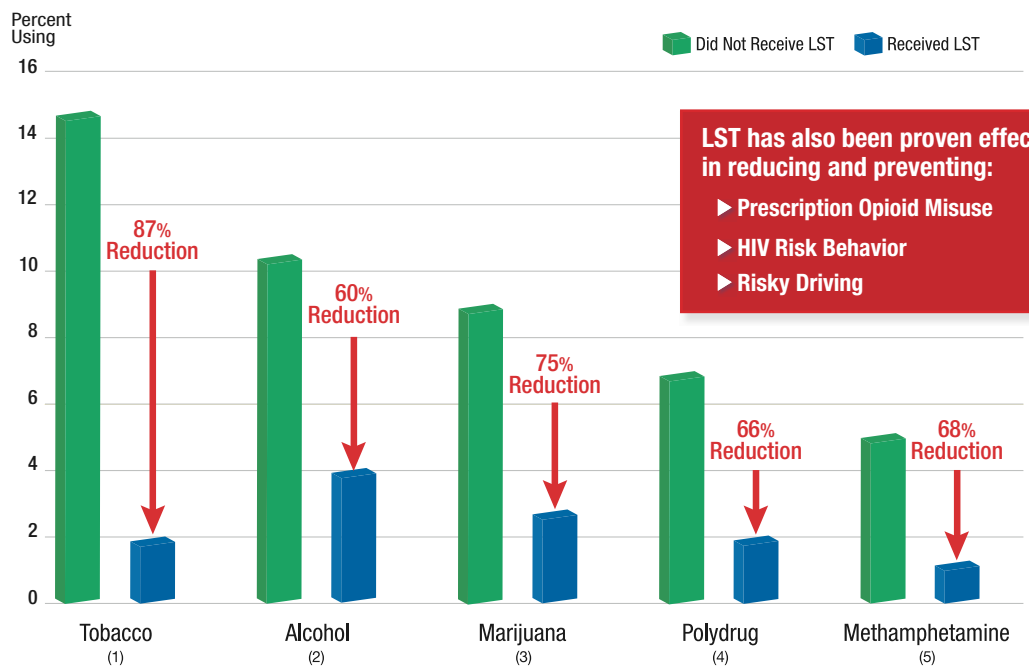
### Program Research

#### Botvin LifeSkills Training: Top-Rated Substance Abuse Prevention Program

Botvin LifeSkills Training is a groundbreaking substance abuse prevention program based on more than 35 years of peer-reviewed scientific research. LifeSkills Training now holds the distinction of being the top research-based substance abuse prevention program in the country.

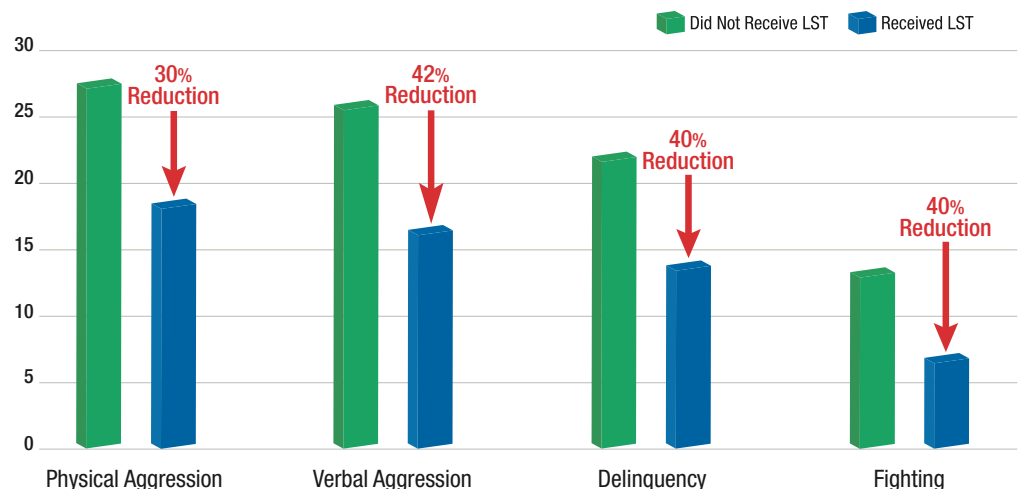
Sources: (1) Journal of Behavioral Medicine (1983), (2) Journal of Studies on Alcohol (1984), (3) Journal of Consulting and Clinical Psychology (1990), (4) Journal of the American Medical Association (1995), and (5) Archives of Pediatric & Adolescent Medicine (2006). Please contact us for more information on these and other studies.

#### Follow-Up Results from 5 Published Studies



#### Violence and Delinquency Prevention

Source: Preventing youth violence and delinquency through a universal school-based prevention approach. Prevention Science (2006).



# CBSG<sup>®</sup> Program Evaluation Summary

The CBSG<sup>®</sup> (*Curriculum-Based Support Group*) Program increases resilience to build positive futures by creating meaningful connections with children and youth experiencing adversity, trauma, anxiety, and toxic stress through Social and Emotional Learning (SEL).

## Assumptions

Unexpected times of crisis such as the COVID-19 pandemic, Adverse Childhood Experiences (ACEs), trauma, anxiety, and toxic stress are linked to stress-related emotional, social, and health problems by overwhelming a child's coping abilities.

Evidence based, Facilitator-led SEL curriculum delivered in a support group format helps children and youth increase personal resilience, develop healthy social, emotional, and decision-making competencies, and avoid anti-social, rebellious, and delinquent behaviors including substance use, misuse, and disorders.

## Domains & Major Messages

Self-Awareness:  
*I AM* likable, capable, unique, and valued.

Social Awareness & Competence  
*I CAN* treat others like I want to be treated.

Relationship Skills  
*I HAVE* meaningful relationships and people who care about me.

Responsible Decision Making  
*I WILL* make healthy, responsible decisions.

Sense of Purpose & Future  
*I BELIEVE* in my purpose and future.

## ↑ CBSG<sup>®</sup> Program participants demonstrate an increase in:

Anti-substance Use Attitudes/Intentions

Coping Skills

Self-Awareness/Confidence

Healthy, Responsible Decision Making

Problem-Solving Skills

Giving/Receiving Help

Improved Classroom Behavior/Academic Success

Linking Behaviors/Consequences\*

Positive Behaviors/Self-Control\*\*

Positive Relationships/Empathy

Hope for the Future

\* Positive and negative consequences, \*\*Decreased rebellious, delinquent behavior

## CBSG<sup>®</sup> Program Facilitators Say

“The program is amazing, and I absolutely love the curriculum. I recommend it for any school or youth serving organization.”

Katelyn Fuller, LMSW

“Rainbow Days’ trainings are some of my favorite events to attend. I receive skills and tools which help me grow professionally and professionally.”

Adriana Jaramillo, Program Specialist, San Antonio Council on Alcohol and Drug Awareness

“CBSG<sup>®</sup> Program participation has the potential to mitigate the negative lifelong effects triggered by **Adverse Childhood Experiences (ACEs)**; promotes sustained psychosocial competence and has strong potential to help set a more positive life trajectory that should help to increase their chances of living healthier and more productive lives.”

Dr. Vicki Nejtek

