

Edition 12 – 1

Winter 2010

Research Précis

Best Practices: Safe and Drug-free Schools and Communities

Creating a better tomorrow...

Title: Coping Power

Overview:

Coping Power is a school-based child and parent preventive intervention designed to reduce risk factors for aggressiveness and later drug abuse and delinquency. It is also adaptable for mental health settings.

Target: Moderate to high-risk children in the late elementary school and early middle school years

Extent/Duration of Program: The program lasts 15 to 18 months in its full form, and consists of 34 group sessions for children and 16 group sessions for parents. An abbreviated version encompassing one school year is also available.

Program Costs:

- Information on costs, materials, and training are available from the developer on request.
- Training is conducted in a 2-3 day workshop format and includes discussions, hands-on practice, presentations, and videotape modeling of interventions.

For further information, or to order:

Coping Power Program
Box 870348
The University of Alabama
Tuscaloosa, AL 35487

Phone (information): 205-348-3535
Fax: 205-348-3526

To e-mail, use contact form at:
<http://www.copingpower.com/Contact.aspx>

Web site: <http://www.copingpower.com/>

Principles/Approaches/Components: *Coping Power* is based on a cognitive-behavioral model. The program consists of components that address key risk factors that include social competence, self-regulation, and positive parental involvement. The child component focuses primarily on teaching children how to identify and cope with anxiety and anger, control impulsiveness, and develop social, academic, and problem-solving skills at school and home. A parent component provides training intended to mitigate risk factors related to parental involvement, or lack of involvement, throughout the program.

Evidence-based Effectiveness: Studies indicate that the program interventions result in lower rates of substance use after intervention than seen among the control group students. The child component focusing on coping with anger has been effective especially among highly aggressive boys, and has also reduced substance use in that group. As rated by parents and teachers, children of families receiving both the child and parent components have been shown to exhibit significantly reduced aggressive behavior.

Safe and Drug-free Schools and Communities Act (SDFSCA) connections:

E.vii - School-based mental health services related to illegal drug use and violence, including early identification of violence and illegal drug use, assessment, and direct or group counseling services provided to students, parents, families, and school personnel by qualified school-based mental health service providers.

E.viii - Conflict resolution programs, including peer mediation programs that educate and train peer mediators and a designated faculty supervisor, and youth anti-crime and anti-drug councils and activities.

E.x - Counseling, mentoring, referral services, and other student assistance practices and programs, including assistance provided by qualified school-based mental health services providers and the training of teachers by school-based mental health services providers in appropriate identification and intervention techniques for students at risk of violent behavior and illegal use of drugs.

E.xi - Programs that encourage students to seek advice from, and to confide in, a trusted adult regarding concerns about violence and illegal drug use.

National Standards connections:

Grades 4 through 6

Health Education Standard 4 – Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Health Education Standard 7 – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

National Health Education Standards, Second Edition: Achieving Excellence. American Cancer Society, 2007.

Counseling: Personal and Social Development Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

Counseling: Personal and Social Development Standard C: Students will understand safety and survival skills.

ASCA National Standards for Students. American School Counselor Association, 2004.

Recognition and additional reports:

The following organizations/institutions have recognized *Coping Power*. The organizations are in alphabetical order and the recognition status is in parentheses.

National Institute on Drug Abuse (Research-based Prevention Program)

National Registry of Effective Prevention Programs system, 2001 (Legacy Program)

Office of Juvenile Justice and Delinquency Prevention (Exemplary Program)

SAMHSA (Effective Program)

GENERAL NOTES: The intent of the above synthesis and correlations is to assist teachers and school administrators dedicated to using best practices to reduce violence and substance abuse among students. To our knowledge, the information was current upon publication. However, details pertaining to status of program recognition, research and findings, costs, and contact information are subject to change.

Correlations to the Safe and Drug-free Schools and Communities Act (SDFSCA) federally approved activities and to national education standards have been limited in depth (“standard” level only) and breadth (number of standards and subjects) due to the encompassing nature of many programs that typically qualify as model or exemplary. The correlations listed should not be viewed as exhaustive.

Designed Instruction’s effective SDFS program research series was funded by the United States Department of Education. For information on other effective programs for promoting safe and drug-free schools and communities, visit www.designedinstruction.com/learningleads/effective-sdfs-programs.html

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