

Research Précis

Edition 07 – 2

Fall 2008

Best Practices: Safe and Drug-free Schools and Communities

Creating a better tomorrow...

Title: Families That Care — Guiding Good Choices

Overview:

Families That Care—Guiding Good Choices (GGC) is a multimedia program designed to increase school success and buffer children against problems later in life (e.g., violence, substance abuse, risky sexual behavior) by providing parents with the skills and knowledge they need to guide their children through early adolescence.

Target: Parents of children ages 8-13

Extent/Duration of Program: The program consists of five two-hour sessions, or, alternatively, ten one-hour sessions.

Program Costs:

- Program materials and costs include \$729 for 1-9 Curriculum Kits and \$12.79 each for 1-9 Family Guides (or \$11.54 each for 10-24). DVD or VHS.
- Training is available for \$4,750 (plus trainer expenses) for up to 12 people, plus a \$105 materials fee per person.

For further information, or to order:

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South Deerfield, MA 01373

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Fax: 800-499-6464

E-mail: PrevSci@channing-bete.com

Web site:

<http://www.preventionscience.com/FTC/GGC.html>

Principles/Approaches/Components: The *Families That Care—Guiding Good Choices (GGC)* program is based on the premise that strong bonding to positive influences in early adolescence reduces problem behaviors such as delinquency and substance abuse later in life—assertions of the social development model. The program emphasizes activities that focus on strengthening and clarifying family expectations for behavior, enhancing conditions that promote family bonding, and teaching skills to parents and children that help children resist drug use. The components include preventing drug abuse in the family (session 1), setting clear family expectations (session 2), avoiding trouble by dealing with peer pressure and developing refusal skills (session 3), managing family conflict (session 4), and strengthening family bonds (session 5).

Evidence-based Effectiveness: In a 1997 evaluation study involving parents and students in grades 6-7 in 209 mostly white Midwest families, findings indicated that the program increased proactive communication from parent to child and reduced tendencies among mothers to engage in negative or antagonistic behavior with their children. A second evaluation in 2000, involving over 300 families of sixth graders at 33 rural Midwestern schools revealed parent improvement in norms against alcohol and other drug use. At a three-and-a-half-year follow-up, treatment students reported a lower initiation of alcohol use, frequency of use, and number of times “drunk.” A 2002 cost-benefit analysis estimated a \$5.85 benefit for every dollar invested in the program.

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

A.ii - Activities that promote a sense of individual responsibility.

B - Activities that involve families, community sectors, and a variety of drug and violence

prevention providers in setting clear expectations against violence and illegal use of drugs and appropriate consequences for violence and illegal use of drugs.

A.iv - Activities that teach students to recognize social and peer pressure to use drugs illegally and the skills for resisting illegal drug use.

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 3 through 8

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 5 – Students will demonstrate the ability to use decision-making skills to enhance health.

Health Education Standard 6 – Students will Demonstrate the ability to use goal-setting skills to enhance health.

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 B: Students will make decisions, set goals and take necessary action to achieve goals.

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

Recognition and additional reports:

The following organizations/institutions have recognized *Families That Care—Guiding Good Choices*. The organizations are in alphabetical order and the recognition status is in parentheses.

National Institute on Drug Abuse (NIDA) (Programs That Work)

Office of Juvenile Justice and Delinquency Prevention (OJJDP) (Promising Program)

Promising Practices Network (Proven Program)

SAMHSA (Model Program)

U.S. Department of Education (Promising 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.

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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