

# Preliminary Evaluation of the Elementary Youth Support Program (EYSP) Lancaster Pennsylvania

## Design and Implementation

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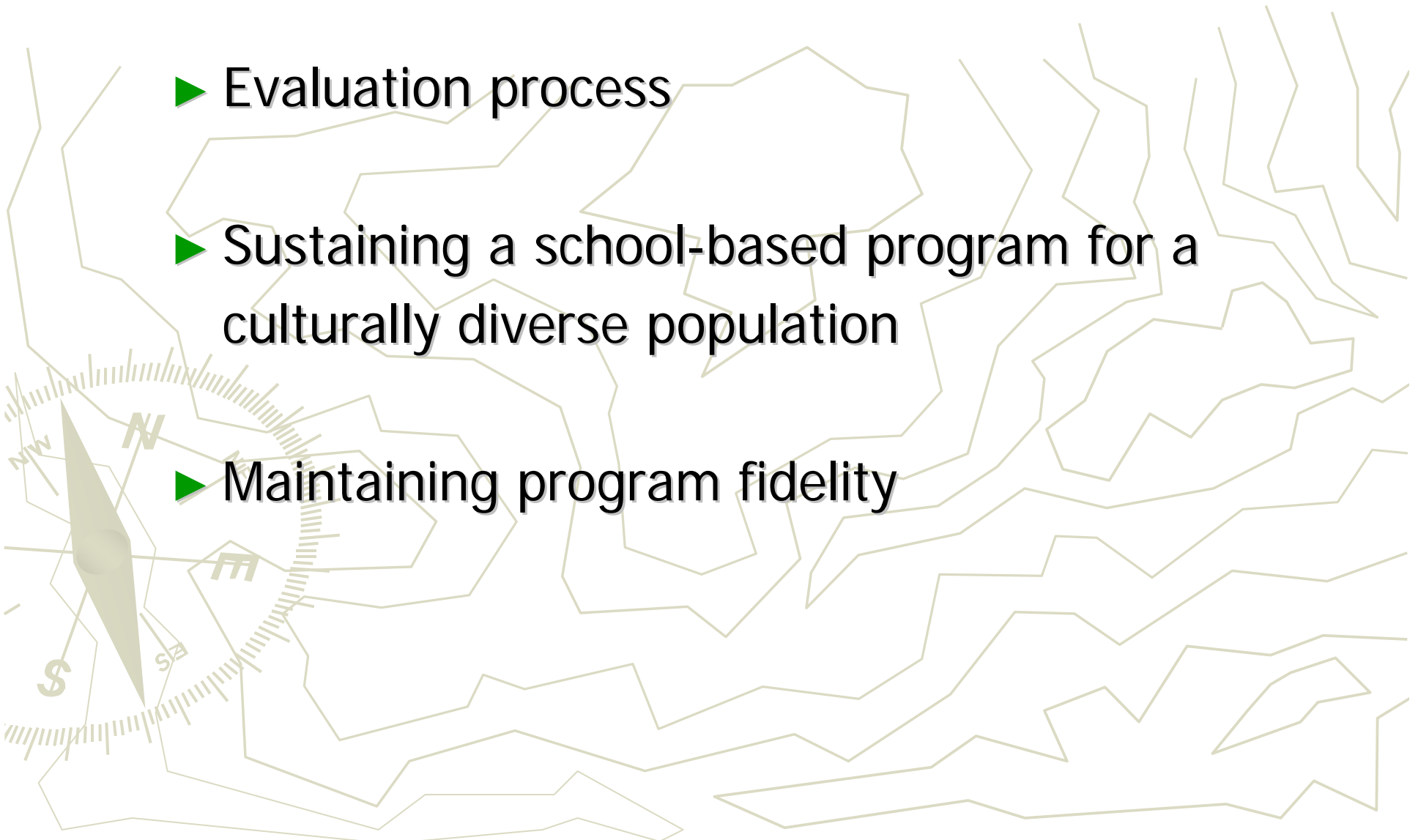
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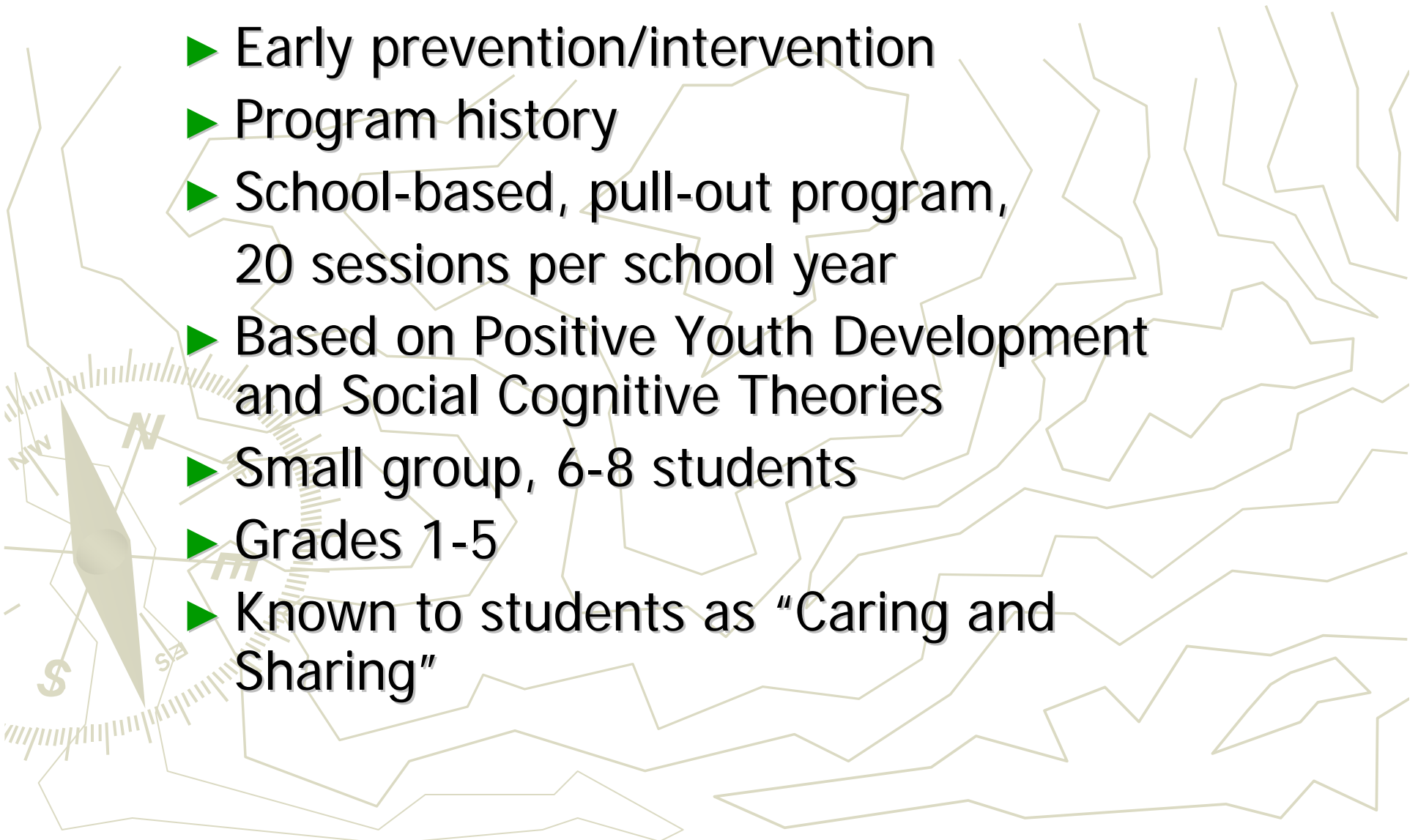
# Objectives

- ▶ Evaluation process
- ▶ Sustaining a school-based program for a culturally diverse population
- ▶ Maintaining program fidelity

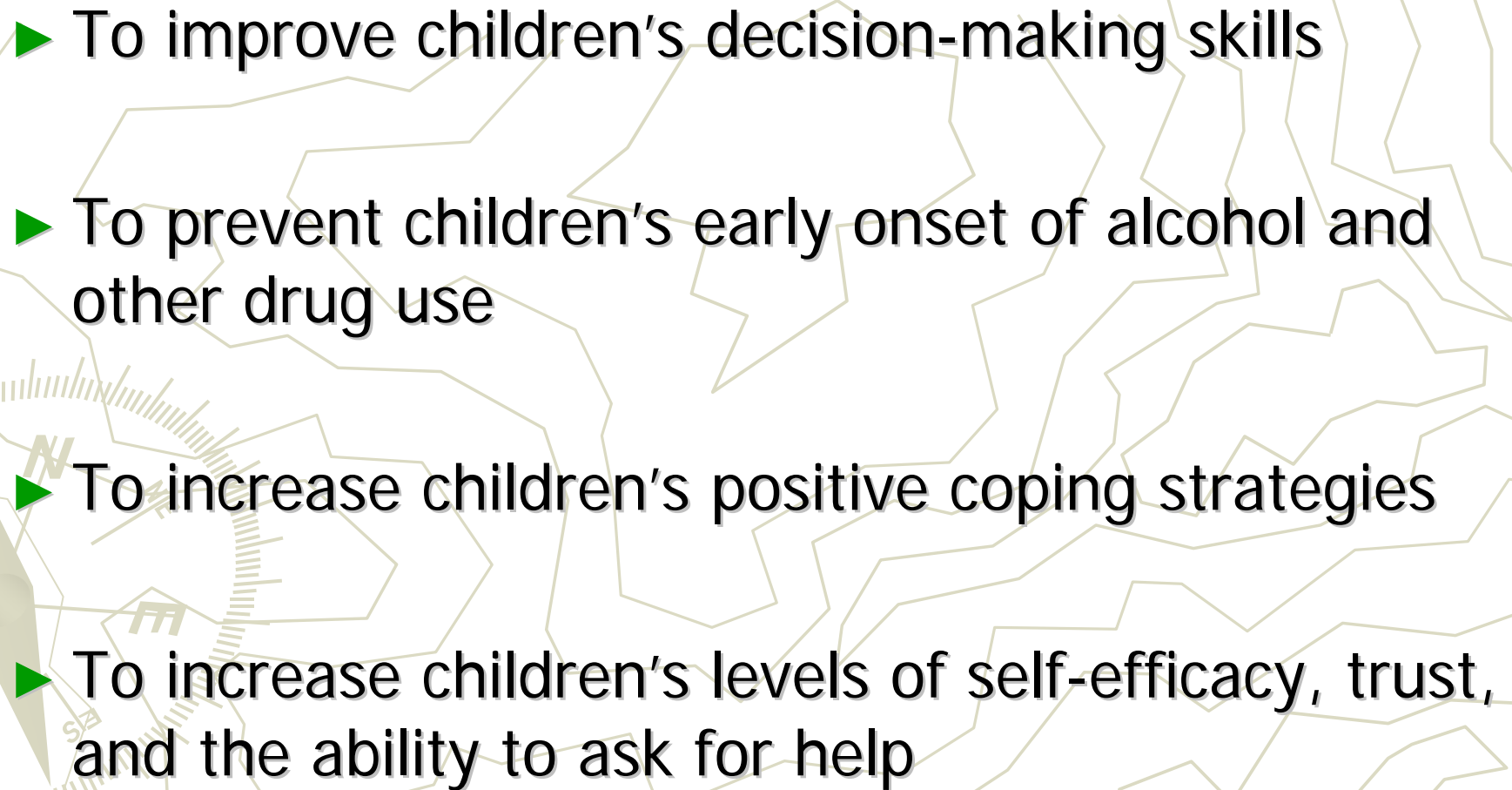


# Program Background

- ▶ Early prevention/intervention
- ▶ Program history
- ▶ School-based, pull-out program, 20 sessions per school year
- ▶ Based on Positive Youth Development and Social Cognitive Theories
- ▶ Small group, 6-8 students
- ▶ Grades 1-5
- ▶ Known to students as “Caring and Sharing”



# EYSP Goals

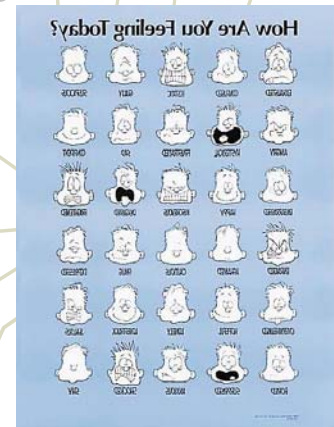
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- ▶ To improve children's decision-making skills
  - ▶ To prevent children's early onset of alcohol and other drug use
  - ▶ To increase children's positive coping strategies
  - ▶ To increase children's levels of self-efficacy, trust, and the ability to ask for help

# Student Reactions to Group

I feel happy



I can let my feelings out



I can talk to someone without feeling embarrassed or uncomfortable.



I learned that I should be proud of myself and it doesn't matter what anybody thinks.

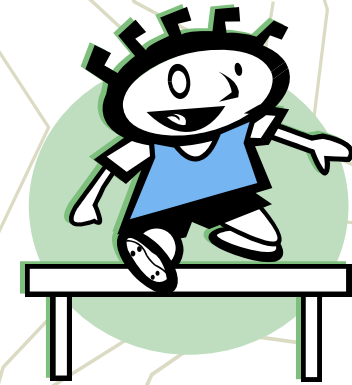
# Obstacles to Sustaining School-based, Pull-out Program

- ▶ Scheduling Groups
  - time constraints
  - space availability
  - completing 20 sessions

- ▶ Obtaining parent permission

- ▶ Funding

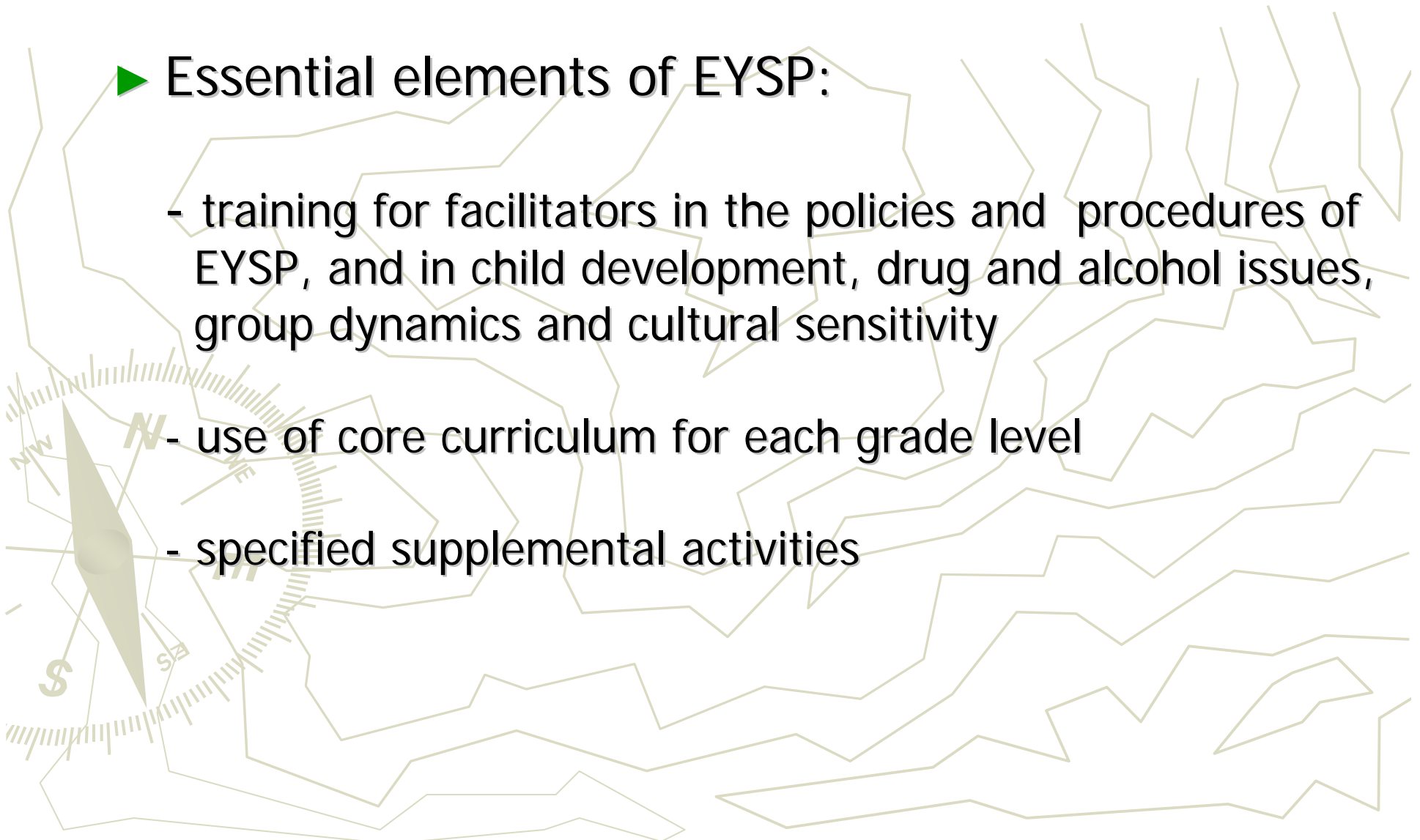
- work with schools to help them find funding
- provide matching funds
- PTO, United Way



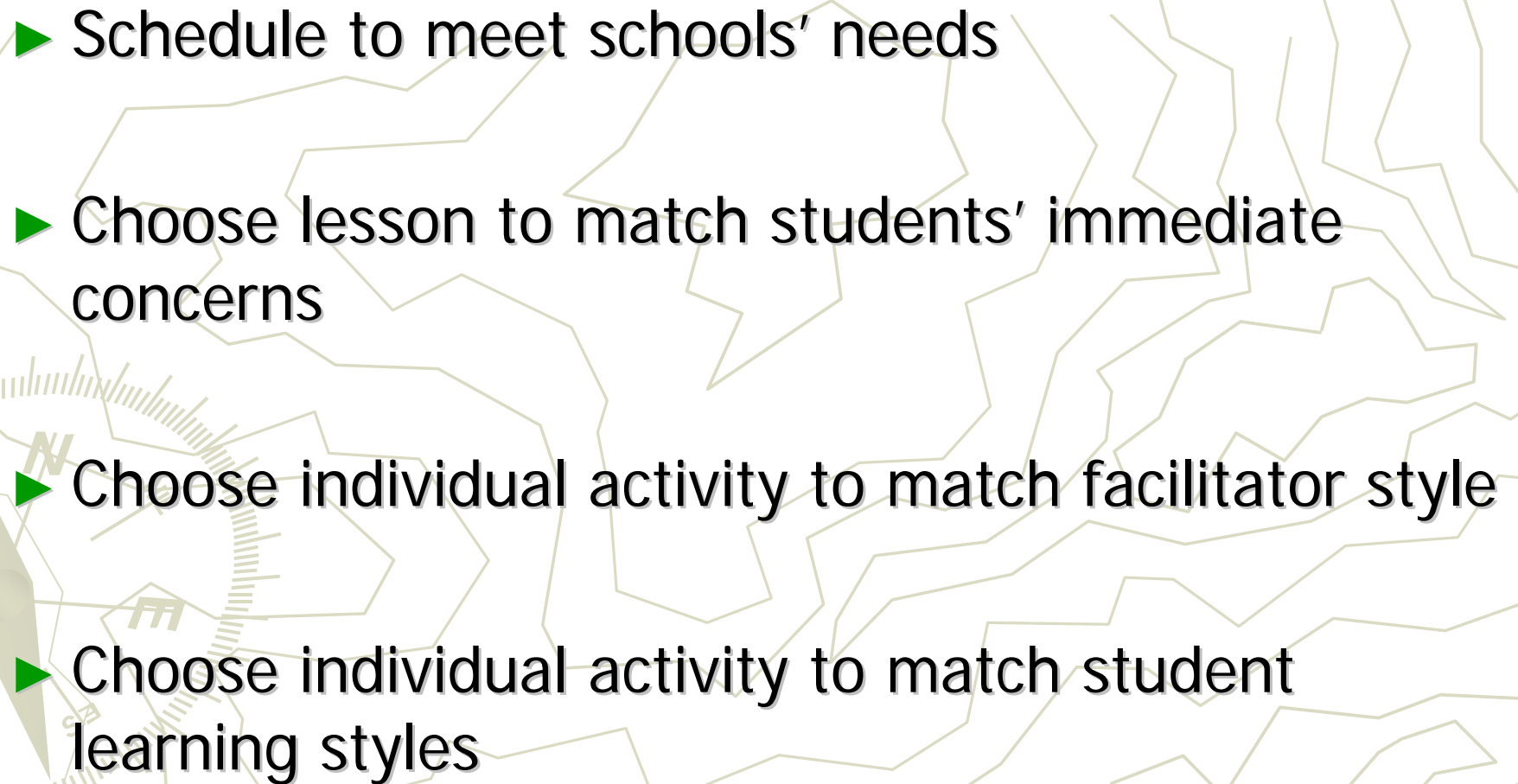
# Maintaining Fidelity

## ► Essential elements of EYSP:

- training for facilitators in the policies and procedures of EYSP, and in child development, drug and alcohol issues, group dynamics and cultural sensitivity
- use of core curriculum for each grade level
- specified supplemental activities



# Flexibility

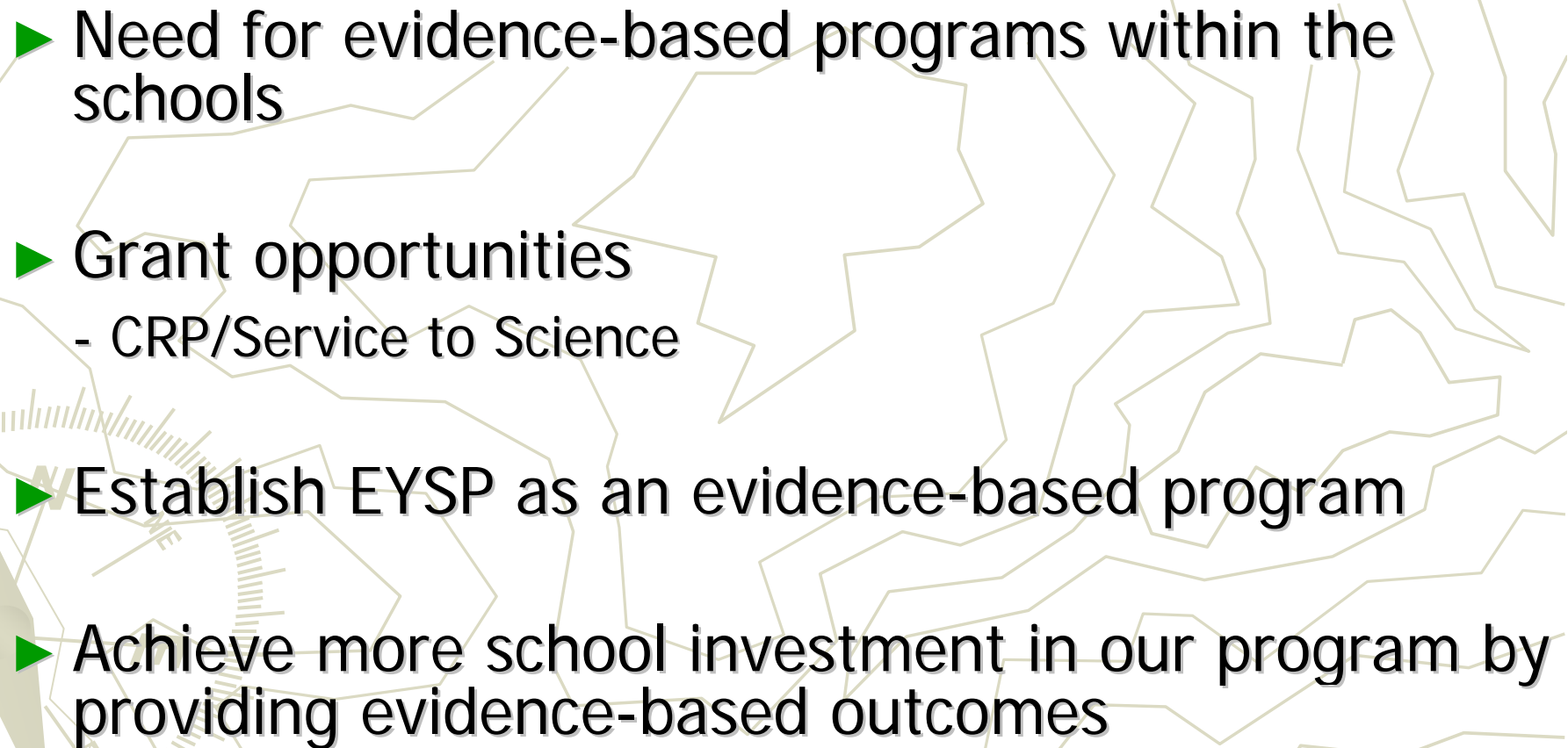
- 
- The background of the slide features a stylized, light-colored map with irregular, jagged outlines representing landmasses. In the lower-left quadrant, there is a compass rose with a needle pointing towards the top-left. The compass rose includes directional labels: 'NW' (Northwest), 'N' (North), and 'S' (South). A dollar sign (\$) is positioned near the bottom-left of the compass rose. The overall aesthetic is clean and professional, with a focus on navigation and direction.
- ▶ Schedule to meet schools' needs
  - ▶ Choose lesson to match students' immediate concerns
  - ▶ Choose individual activity to match facilitator style
  - ▶ Choose individual activity to match student learning styles

# Cultural Diversity

- ▶ Train facilitators in cultural sensitivity
- ▶ Hire facilitators of different cultural backgrounds
- ▶ Update curriculum to reflect culturally diverse populations



# Need for Program Evaluation

- 
- ▶ Need for evidence-based programs within the schools
  - ▶ Grant opportunities
    - CRP/Service to Science
  - ▶ Establish EYSP as an evidence-based program
  - ▶ Achieve more school investment in our program by providing evidence-based outcomes

# Program Evaluation – Step 1

## Pilot Schools and Grades Chosen

### Schools:

- ▶ Geographic location
- ▶ Demographics
- ▶ Long-term relationship

### Grades:

- ▶ Fourth and fifth grade students
- ▶ More instrumentation available
- ▶ Reading level
- ▶ Average age of substance use initiation

# Program Evaluation – Step 2

## Teacher/Student Assessments

Do assessments measure program goals?

### Teacher Assessment:

Social Skills Rating System (Gresham & Elliott, 1990)

### Student:

Social Skills Rating System (Gresham & Elliott, 1990)

Child and Adolescent Social Support Scale

(Malecki, Demarary & Elliott ,2000)

Self-Efficacy Scale (Fertman & Primack, 2007)

# Sample of Social Skills Rating System (SSRS) – Teacher

Gresham, Elliott (1990)

| Problem Behaviors |   |   |                              | Never | Sometimes | Very Often |
|-------------------|---|---|------------------------------|-------|-----------|------------|
| E                 | I | H |                              |       |           |            |
|                   |   |   | Fights with others           |       |           |            |
|                   |   |   | Threatens or bullies others. |       |           |            |

| Social Skills |   |   |  | Never | Sometimes | Very Often |
|---------------|---|---|--|-------|-----------|------------|
| E             | I | H |  |       |           |            |
|               |   |   | Controls temper in conflict situations with peers. |       |           |            |
|               |   |   | Appropriately questions rules that may be unfair.  |       |           |            |

# Sample of Social Skills Rating System (SSRS) - Student

Gresham, Elliott (1990)

Sample items:

How Often?

1. I start conversations with classmates.
2. I keep my desk clean and neat.

| <u>Never</u> | <u>Sometimes</u> | <u>Very Often</u> |
|--------------|------------------|-------------------|
| 0            | 1                | 2                 |
| 0            | 1                | 2                 |

If you **never** do this behavior, circle the **0**.

If you **sometimes** do this behavior, circle the **1**.

If you **very often** do this behavior, circle the **2**.



# Child and Adolescent Social Support Scale (CASSS)

Malecki, Demarary, Elliott (2000)

Sample Items:

## How Often?

|  | Never | Almost<br>Never | Some<br>of<br>the<br>time | Most<br>of<br>the<br>time | Almost<br>Always | Always |
|--|-------|-----------------|---------------------------|---------------------------|------------------|--------|
| <b>My close friend ...</b>                         |       |                 |                           |                           |                  |        |
| 1. understands my feelings.                        | 1     | 2               | 3                         | 4                         | 5                | 6      |
| <b>My parents help me...</b>                       |       |                 |                           |                           |                  |        |
| 2. when I have problems getting along with others. | 1     | 2               | 3                         | 4                         | 5                | 6      |

# Self-Efficacy Scale

Fertman & Primack (2007)

Sample Items:



**Not at all  
Confident**

**Fairly  
Confident**

**Very  
Confident**

**1. I can keep my desk clean and neat.**

**1**

**2**

**3**

**4**

**5**

**2. I can say 'no' when someone  
wants me to do something dangerous.**

**1**

**2**

**3**

**4**

**5**

If you are sure you cannot do what the item asks,  
then circle the **1** for **Not at all Confident**.

If you are pretty sure that you can do what the item asks,  
then circle the **3** for **Fairly Confident**.

If you are very sure that you can do what the item asks,  
then circle the **5** for **Very Confident**.

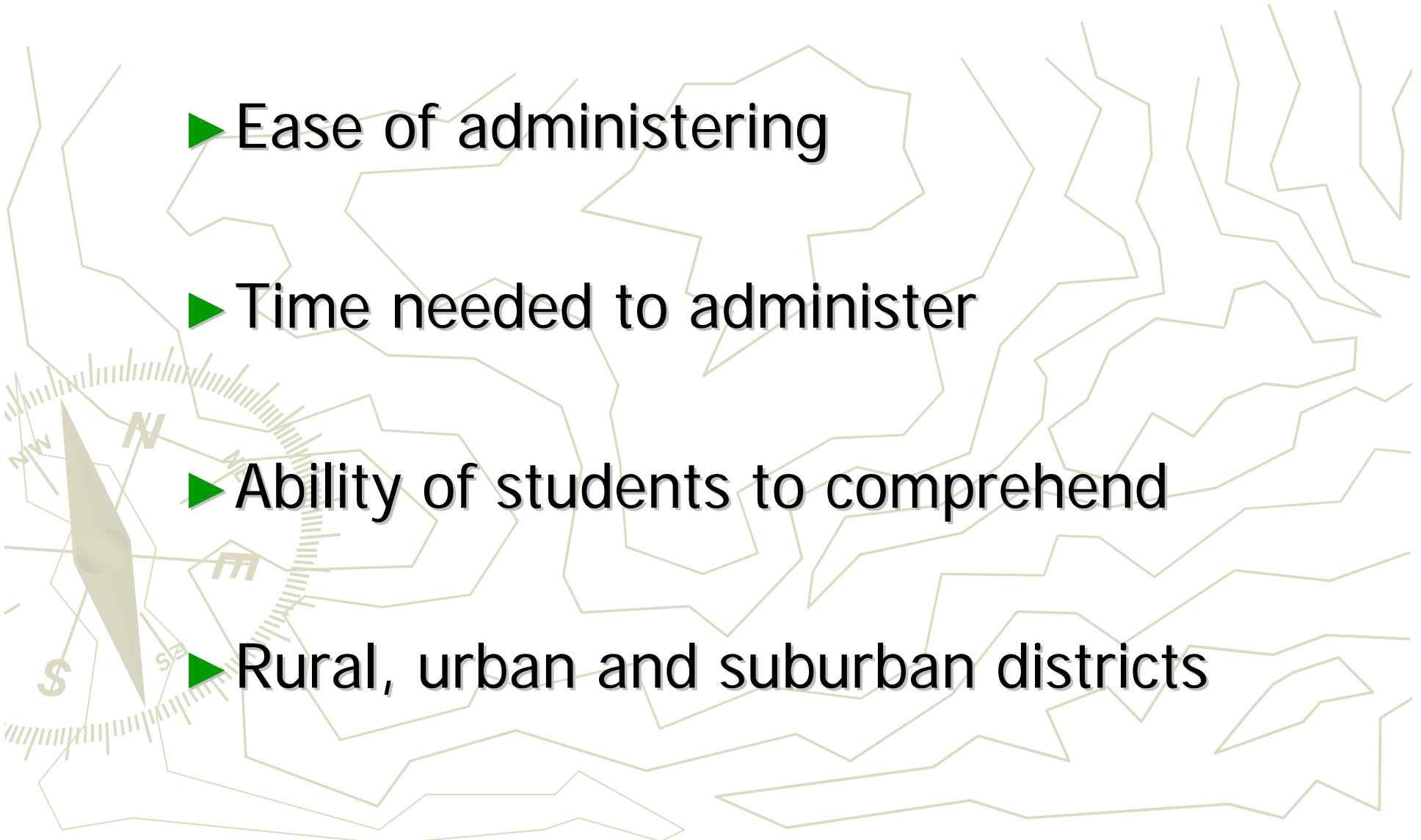
If you cannot decide between **Not at all Confident** and **Fairly Confident**,  
then circle the **2**.

If you cannot decide between **Fairly Confident** and **Very Confident**,  
then circle the **4**.

# Program Evaluation – Step 3

## Student Assessments Piloted

- ▶ Ease of administering
- ▶ Time needed to administer
- ▶ Ability of students to comprehend
- ▶ Rural, urban and suburban districts



# Program Evaluation – Step 4

## Curriculum Assessed/Redeveloped

- ▶ Identify core activities to maintain fidelity
- ▶ Documentation tool

1. Objectives

Share information about themselves

N P C

2. Activities

My Adjectives

N P C

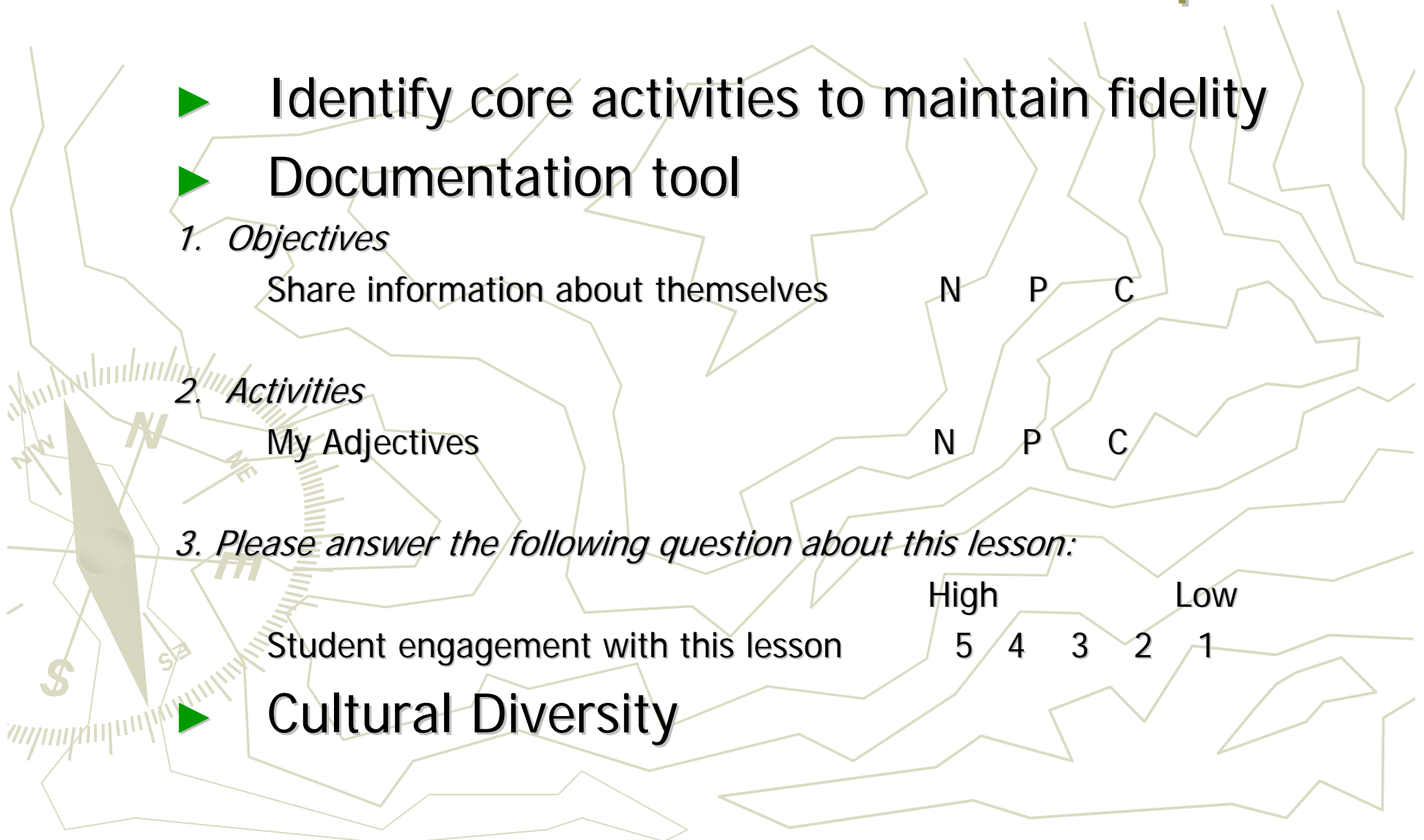
3. Please answer the following question about this lesson:

Student engagement with this lesson

High Low

5 4 3 2 1

▶ Cultural Diversity



# Program Evaluation – Step 5

## Pilot Proposal to Schools

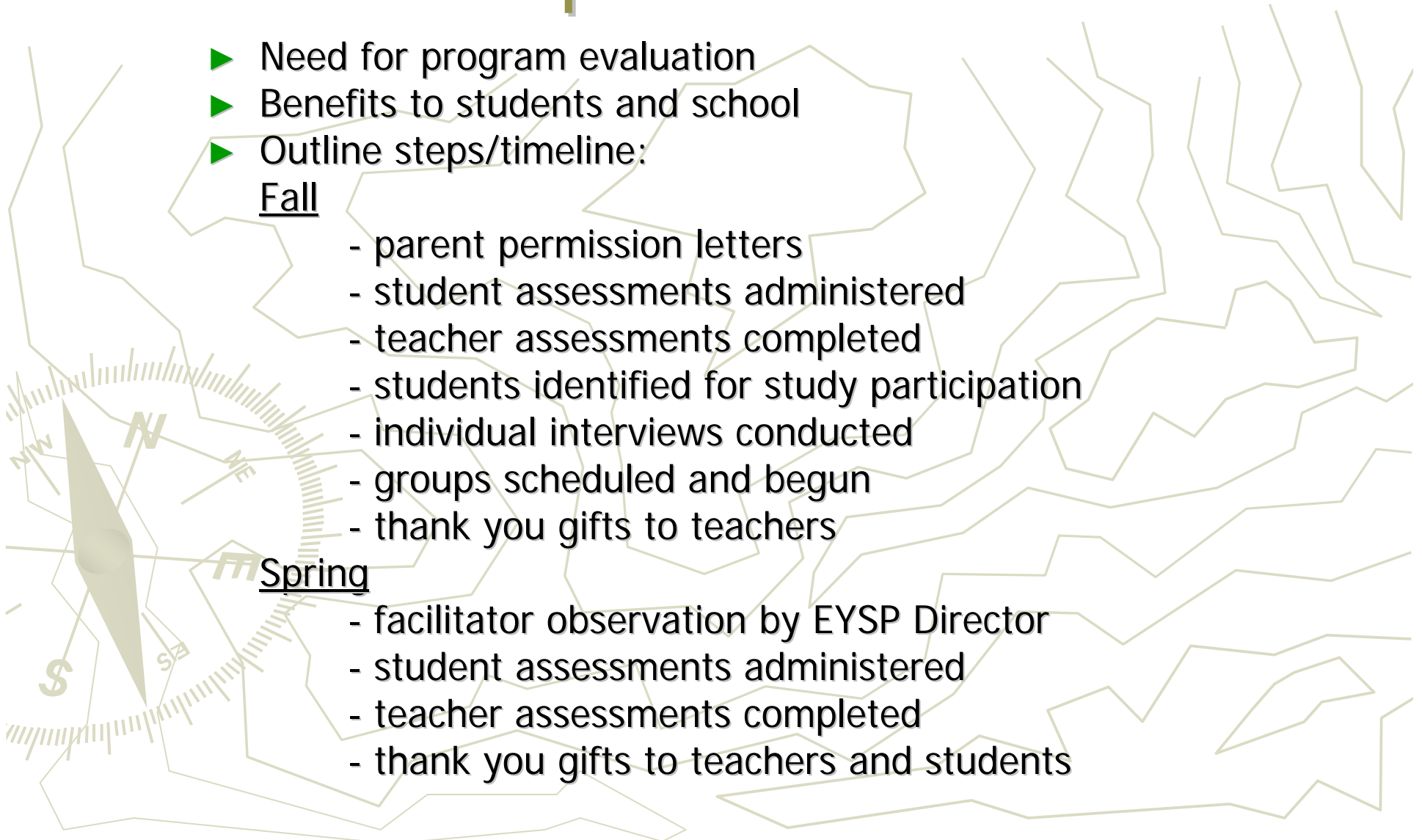
- ▶ Need for program evaluation
- ▶ Benefits to students and school
- ▶ Outline steps/timeline:

### Fall

- parent permission letters
- student assessments administered
- teacher assessments completed
- students identified for study participation
- individual interviews conducted
- groups scheduled and begun
- thank you gifts to teachers

### Spring

- facilitator observation by EYSP Director
- student assessments administered
- teacher assessments completed
- thank you gifts to teachers and students



# Program Evaluation – Step 6

## Student Assessments Administered

### Preparation:

- ▶ Obtaining parent permission
- ▶ Identification labels for anonymity/confidentiality
- ▶ Bilingual facilitator
- ▶ Overheads of sample assessment questions
- ▶ Read each question aloud
- ▶ Schedule one hour per class

\* Post Assessments administered at completion of group

# Program Evaluation – Step 7

## Teacher Assessments Completed

- ▶ To identify students for group
- ▶ Record demographic information on each form for teachers
- ▶ Meet with teachers to explain the assessment
- ▶ Give teachers a deadline of 1-2 weeks to complete
- ▶ Give thank you gift when assessments are completed

\*Post Assessments completed at conclusion program end

# Program Evaluation – Step 8

## Students Identified



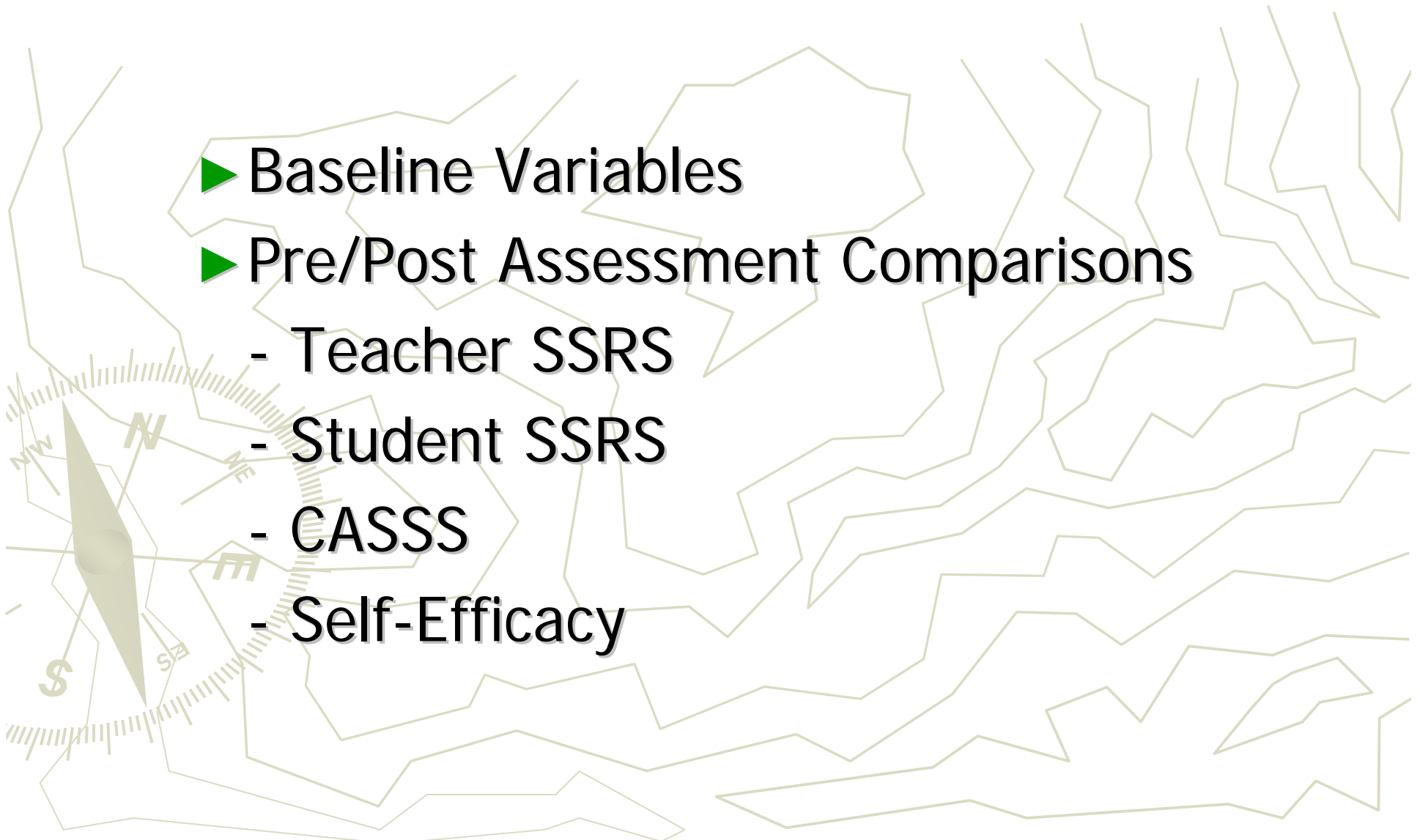
Used Teacher Social Skills Rating System  
subscale to determine EYSP participation

# Pilot Study Groups

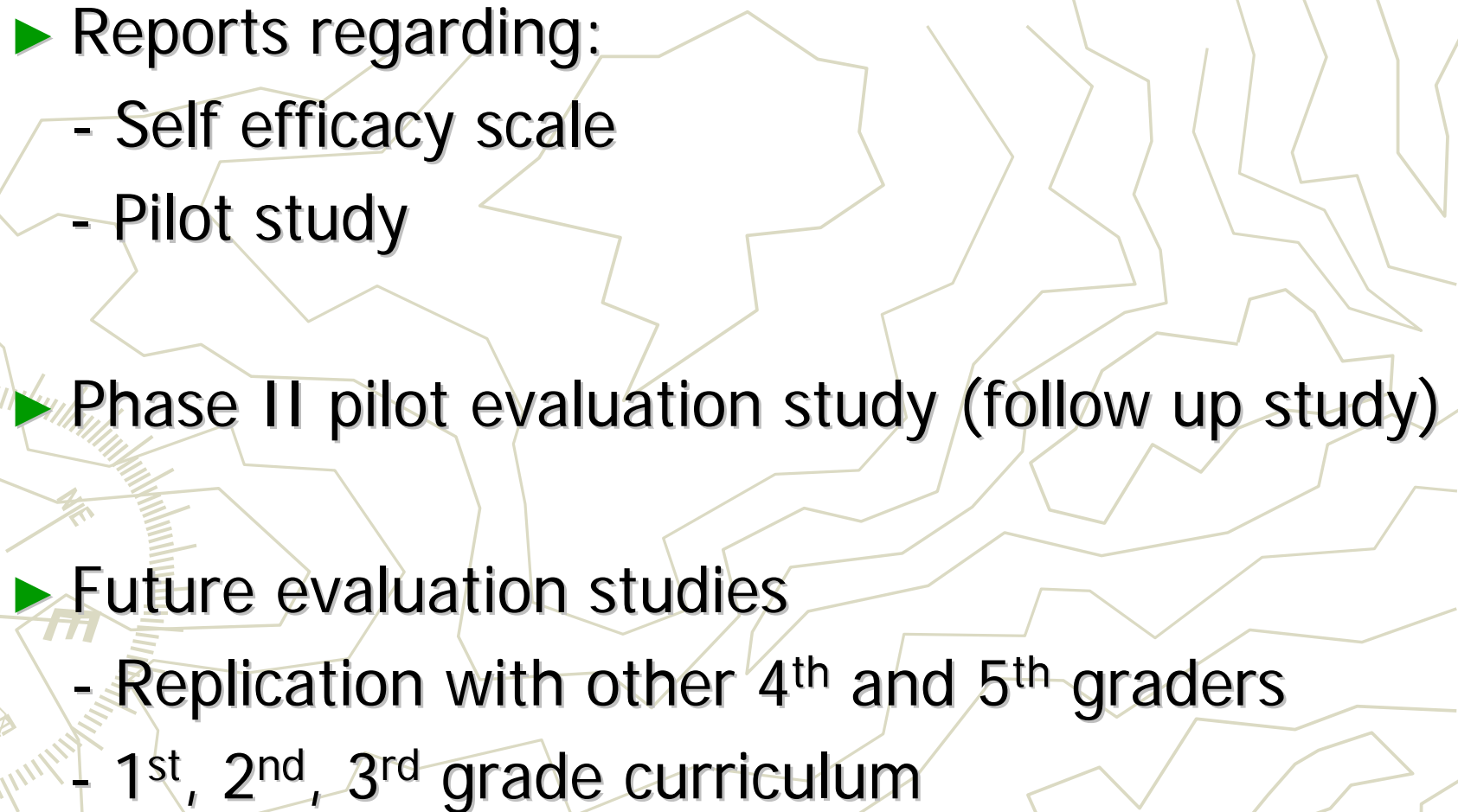
|  | Female | Male | Total |
|--|--------|------|-------|
| Students identified who obtained parent permission                                     | 29     | 17   | 46    |
| Students identified who did not obtain parent permission                               | 7      | 7    | 14    |
| Students identified but excluded from group due to Individualized Education Plan (IEP) | 9      | 17   | 26    |
| Comparison Group – students not identified   | 103    | 91   | 194   |

# Preliminary Findings

- ▶ **Baseline Variables**
- ▶ **Pre/Post Assessment Comparisons**
  - **Teacher SSRS**
  - **Student SSRS**
  - **CASSS**
  - **Self-Efficacy**



# EYSP Evidence-based evaluation agenda

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- ▶ Reports regarding:
    - Self efficacy scale
    - Pilot study
  - ▶ Phase II pilot evaluation study (follow up study)
  - ▶ Future evaluation studies
    - Replication with other 4<sup>th</sup> and 5<sup>th</sup> graders
    - 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> grade curriculum