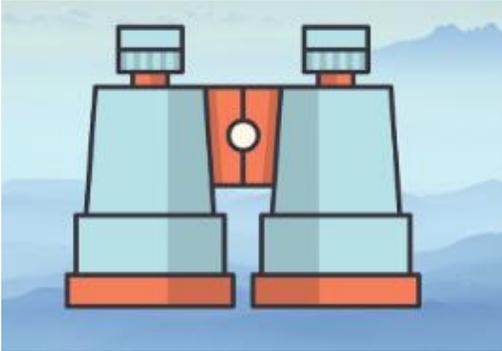


What does
A Community Built Around Children
look like?



Zoom In with the ICE Collaborative and Planet Youth

Learn about:

- The Iceland Prevention Model and how to integrate it into your community.
- The power of local and current data collected in Fayette County Schools.
- How your community can collaborate to build a nurturing environment for youth.
- How primary prevention works by focusing on family, schools, peers and leisure time within the community.

Integrative Community Engagement Collaborative

Fayette County, West Virginia

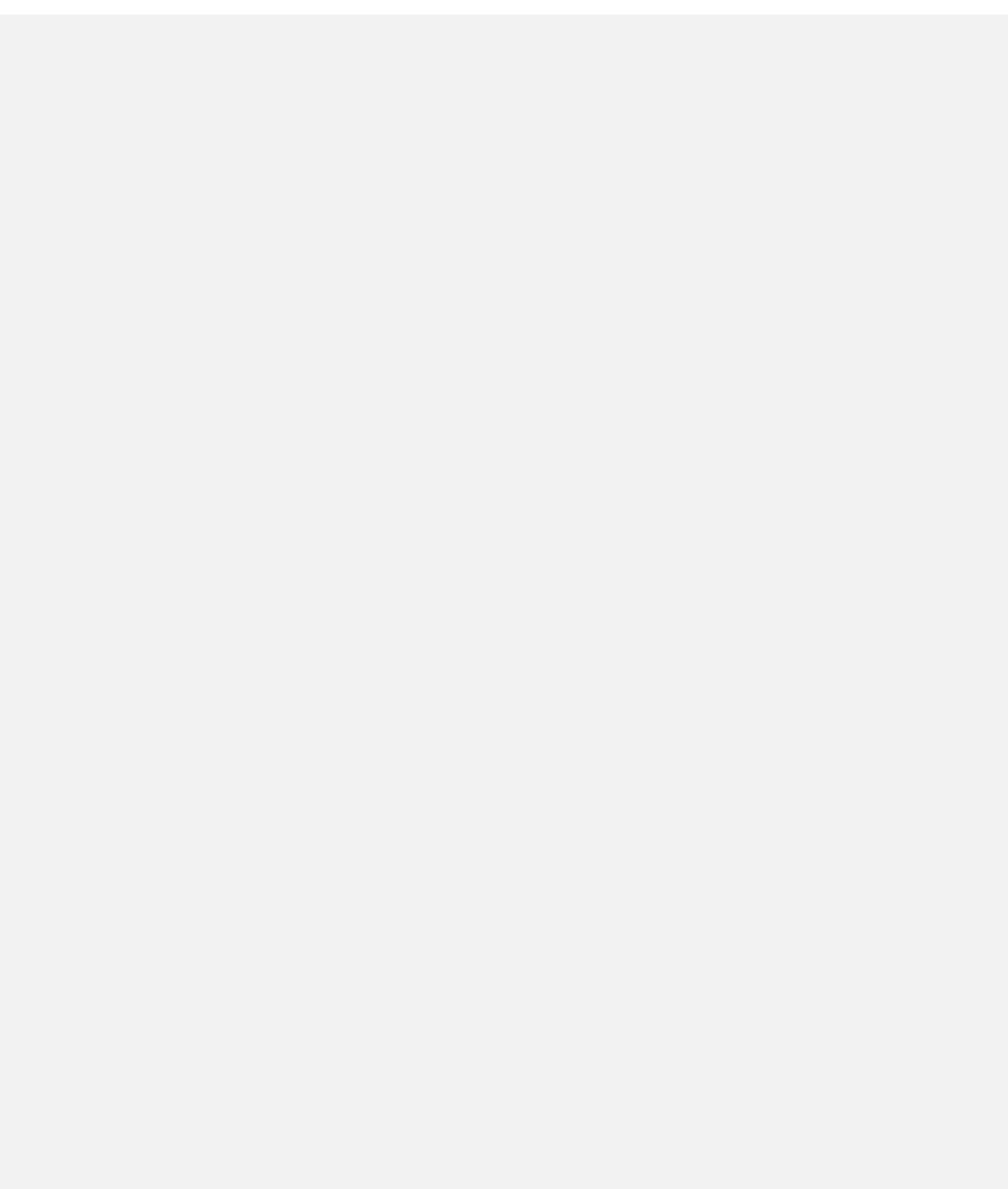
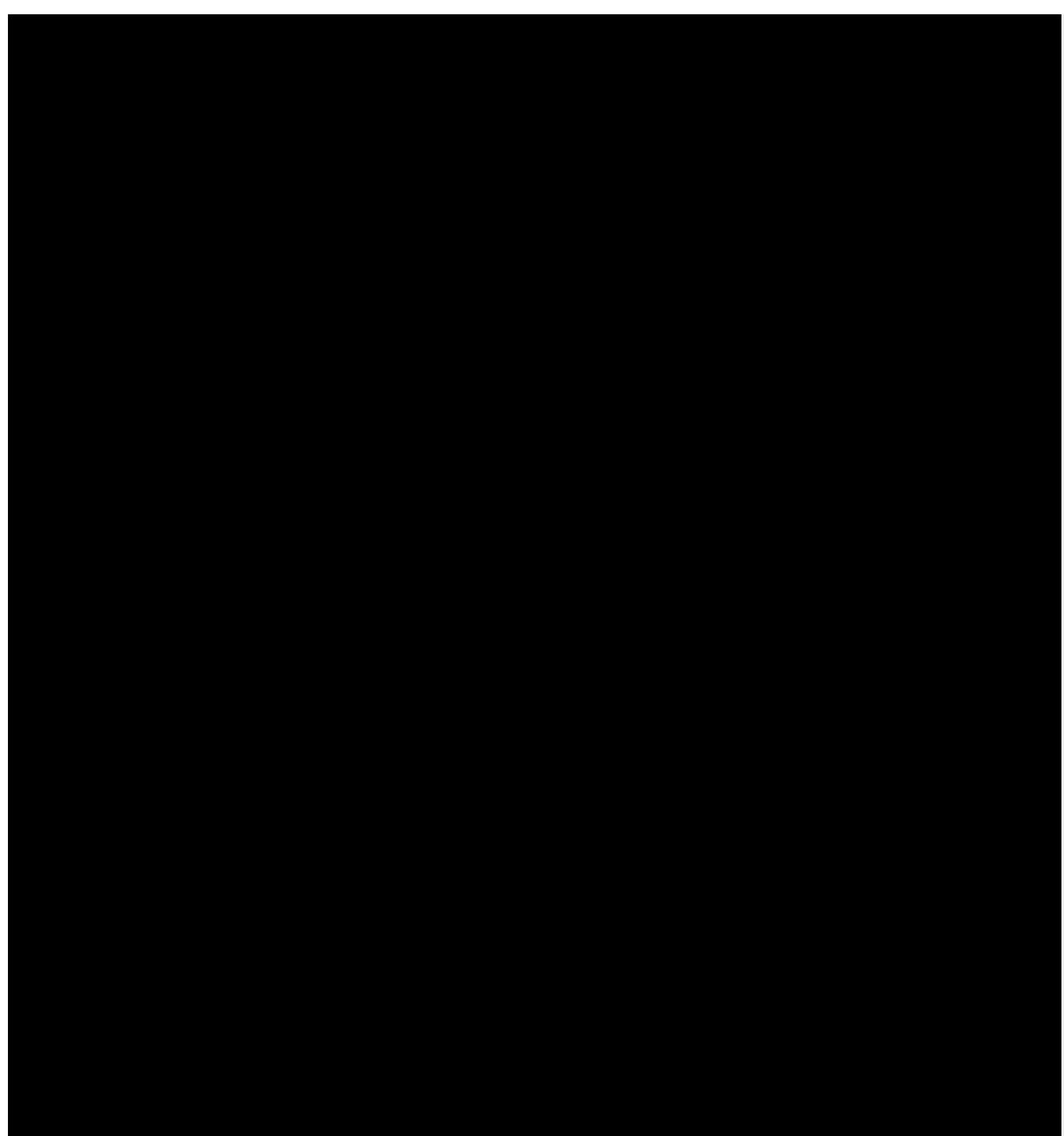
Katie Johnson
Prevention Coordinator
ICE Collaborative/Planet Youth
Fayette County Health Department
WVU Prevention Research Center



Fayette County
Health Department



Fayette Prevention Coalition

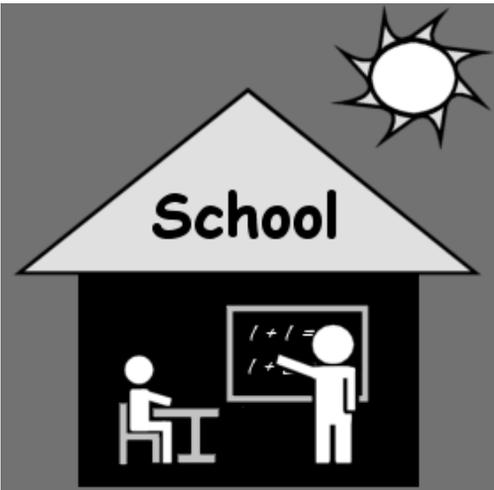




Integrated Community Engagement (ICE) Collaborative “Planet Youth”

The central mission of the ICE Collaborative is to:

Work towards strengthening key protective factors and reducing risk factors that operate in the local-community environment of young people.



Who is Integrated, engaged and collaborating?

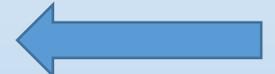
- youth
- parents
- schools
- policy makers
- practitioners
- coalitions
- youth serving organizations
- researchers
- You!

The Community does the work that is relevant to the community.

What is the objective of the ICE Collaborative?



Delay or prevent the initiation of
substance use.



Protective Factors - The things that keep us safe and out of trouble.

My family ate meals together.

Played sports.

I had teachers who cared for me.

A parent was always home.

Rode horses, bikes and had a giant rope swing in the barn.

Risk Factors – Things that don't keep us safe and out of trouble.

Thrill seeker.

Friends who partied.

Older siblings would buy me alcohol.

1. What were some protective factors in your life when you were a teenager. Things that made you feel safe and cared for.

2. What were some risk factors?

Things that made you feel angry, scared, alone, bored, etc.

Are there any shared factors in your group?

Primary Prevention

involves helping individuals avoid the development of addictive behaviors.

Coping Strategies

Where did we learn our coping strategies? Our early strategies were those that we modeled from parents, teachers, coaches, pastors, communities.

How did your mom react when you knocked her plant off of the bookshelf?

Did your dad go to the bar when your mom was rattled or did he help put the kids to bed?

The scenarios are endless but the point is that if you are an adult you are being watched. Our method of coping is being modeled. (Do I scream at the ref, or change what I can control)?

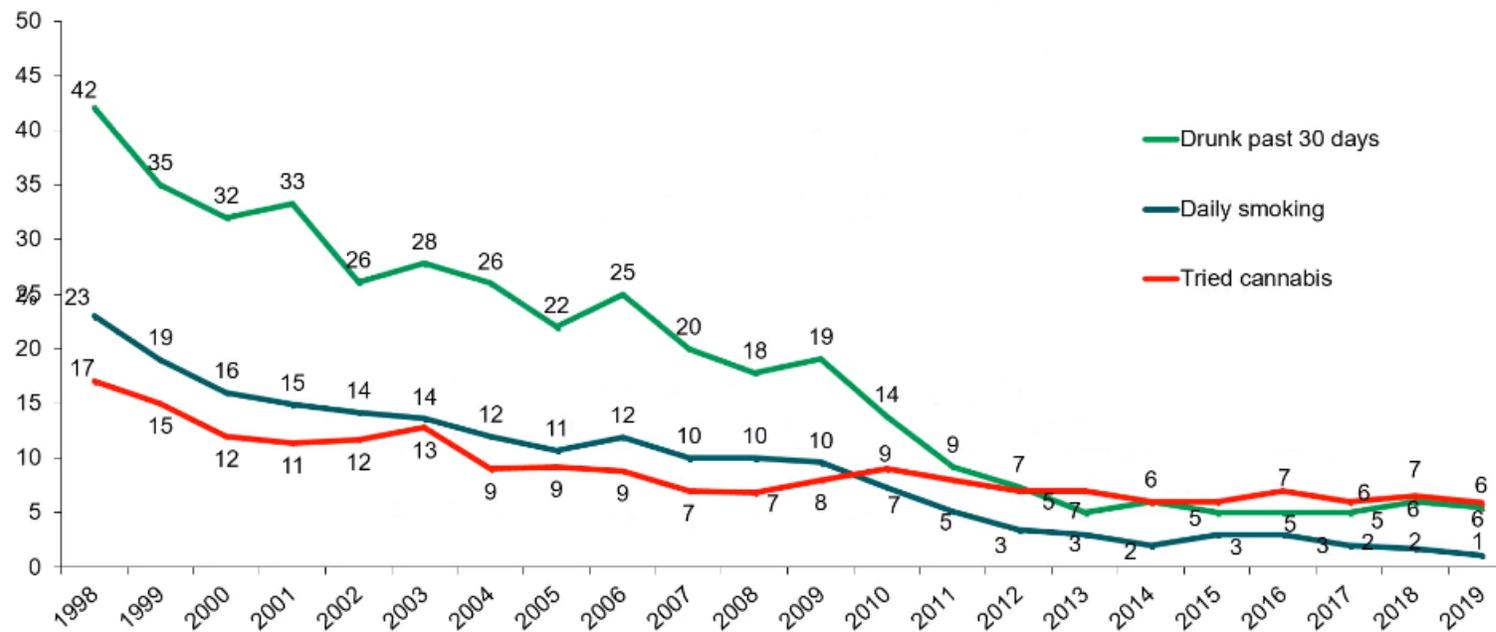
If a child sees an adult take a pill or a drink to solve a problem there's a good chance that they will think that is how you solve the problem.

1. What has been your coping strategy(s) during quarantine?

The Iceland Prevention Model

For Primary Prevention of Substance Use

Iceland: Positive development over 20 years (10th grade students)



The Five Guiding Principles of the IPM

Primary Prevention

**Bottom up
community action.
The local school is**

**the natural hub
of
neighborhood.**

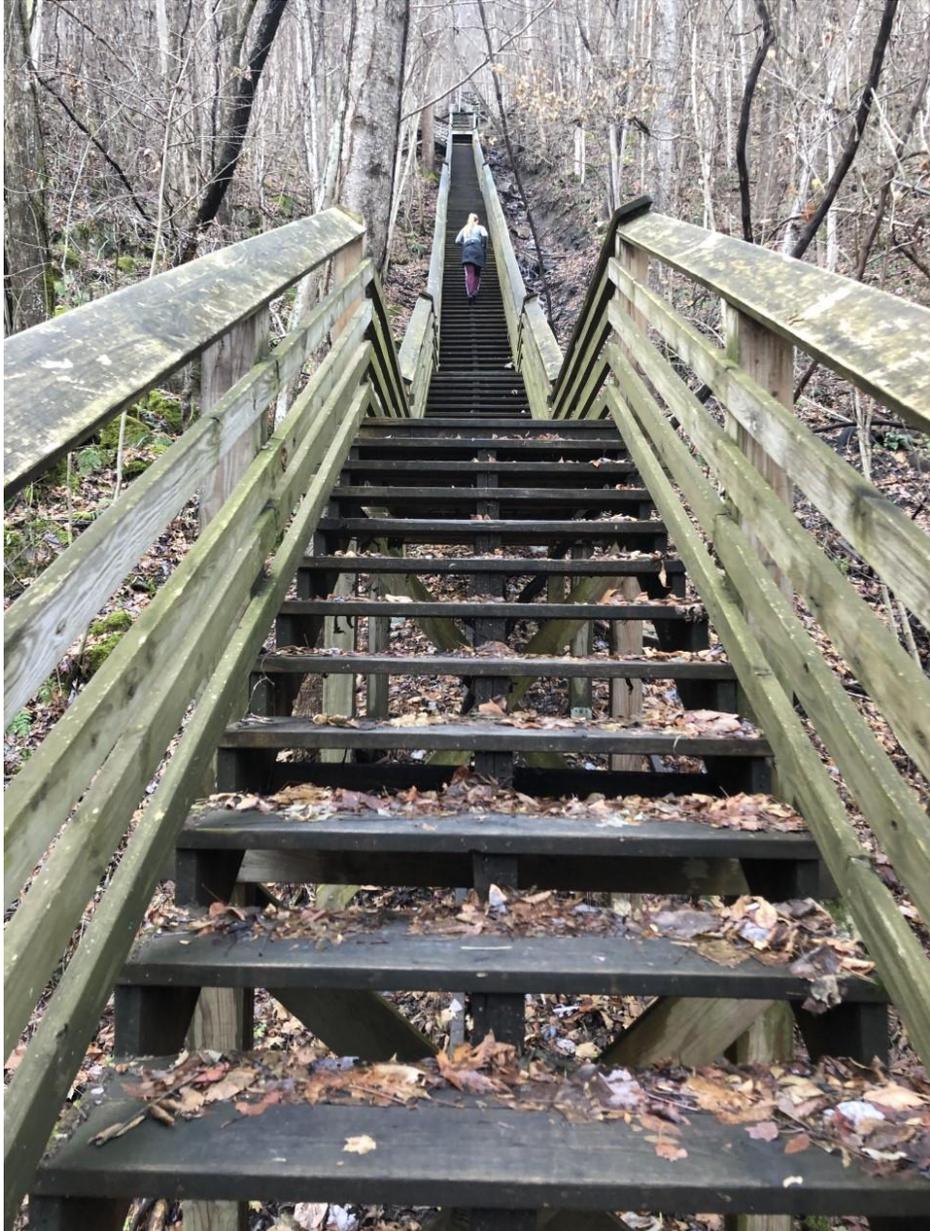
Data driven decisions.

**Community works as a
team.**

Long Term Initiative.

Paper 1: The 5 Guiding Principles of the Icelandic Prevention Model	
Guiding Principle 1	Apply a primary prevention approach that is designed to enhance the social environment.
Guiding Principle 2	Emphasize community action and embrace public schools as the natural hub of neighborhood/area efforts to support child and adolescent health, learning, and life success.
Guiding Principle 3	Engage and empower community members to make practical decisions using local, high-quality, accessible data and diagnostics.
Guiding Principle 4	Integrate researchers, policy-makers, practitioners, and community members into a unified team dedicated to solving complex, real-world problems.
Guiding Principle 5	Match the scope of the solution to the scope of the problem, including emphasizing long-term intervention and efforts to marshal adequate community resources.

Core Steps of the IPM



Step 1: Local Coalition Identification and Building

Step 2: Local Funding Identification – Minimum 5 year increments

Step 3: Pre-Data Collection Planning and Community Engagement

Step 4: Data Collection and Processing

Step 5: Enhancing Community Participation and Engagement

Step 6: Dissemination of Findings

-as a coalition we decide on three or four goals that could be widely supported as a community.

Step 7: Community Goal-Setting and strategy implementation

Step 8: Policy and Practice Alignment

Step 9: Youth immersion in primary prevention environments, activities and messages

Step 10: Repeat steps 1-9 annually

Assumption #1

Adolescent substance use is not randomly distributed throughout the population...Adolescent behavior is a reflection of their environment.

Sample profile – two 11 year old youth

• Youth 1

- Lives in a deprived area with relatively high crime rates
- Parents separated, mother works two minimum wage jobs
- Attends a chronically under-performing and underfunded public school
- Peers commonly subject to substance abuse at home
- Has limited opportunities for participation in organized recreational and extracurricular activities at school and in the community

• Youth 2

- Lives in a middle-class area with low crime rates
- Parents cohabitating, both full time working professionals
- Attends an average performing and average funded public school
- Peers unlikely to be subject to substance abuse at home
- Has opportunities for participation in a variety of organized recreational and extracurricular activities in the school and community



Assumption #2

Individual behavior change is notoriously difficult to accomplish.

- We cannot assume that the individual can be responsible for their choices if their environment is supportive of drug use.
- Our dominant forms of prevention education teach as an isolated and conscious, individual decision.

The Central Question

How does youth substance use begin?

Three potential scenarios for drug use and initiation in youth

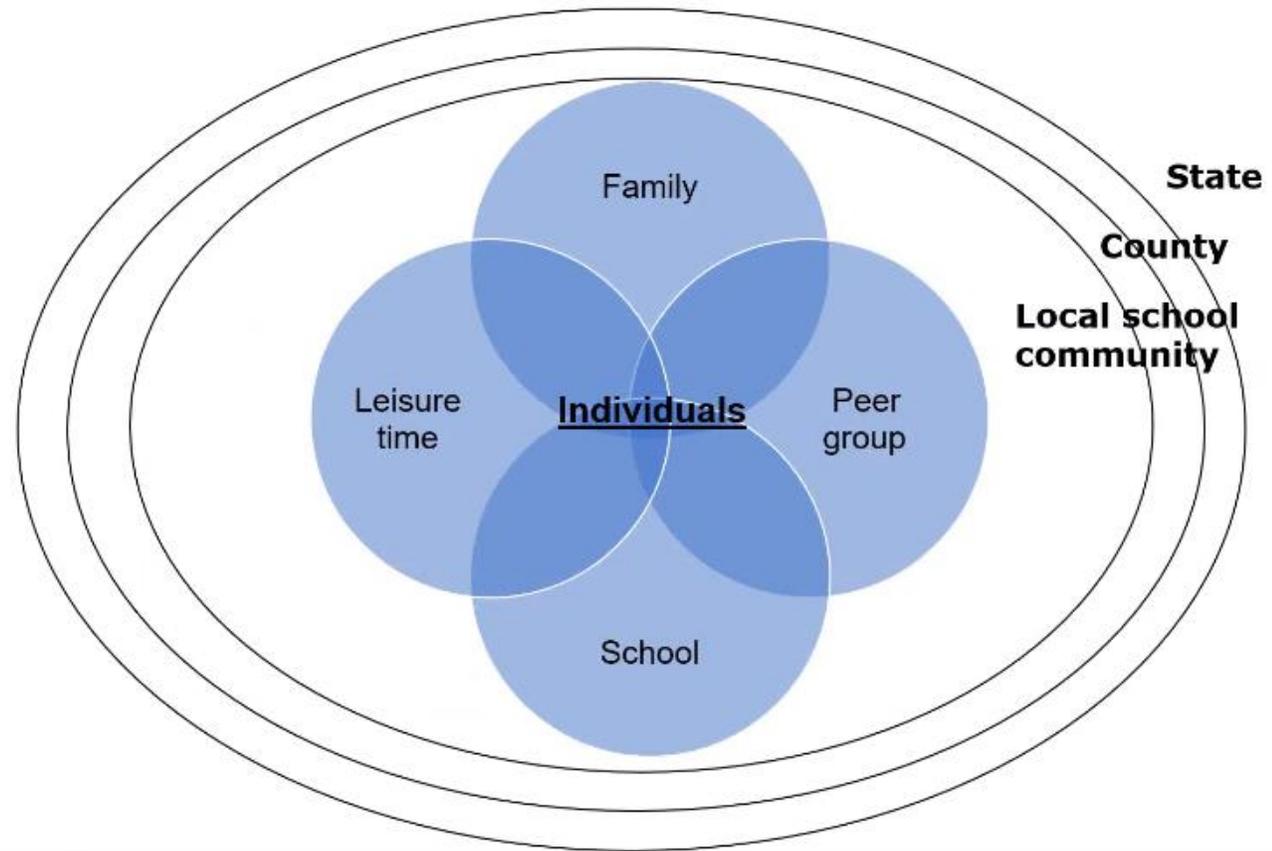
1. Individual makes conscious and isolated decision to begin use. **Almost Impossible**
1. Individual is forced to use through peers and family. **Not Likely.**
1. Individual makes a semi conscious decision in the context of peers and social circumstances that favor drug use. **Likely**

If we look at prevention like

“The environment is the cause”

Then we start to think about the areas where children are exposed to drugs.

IPM: Ecological domains of intervention focus



We work toward **strengthening key protective factors and reducing risk factors** that operate in the **local community environment** of young people.

Protective Factors

- You spend a lot of time with family evenings and weekends.
- There is a person or people at school who cares about you.
- You participate in organized, meaningful activities led by an adult.
- Your peers think it is good to try hard in school.
- Your parents/caregivers know your friends' parents/caregivers.
- Your parents/caregivers know your friends.
- Your family eats dinner and/or breakfast together.
- Your best friend does not use drugs.
- Caregivers know where you are in the evening and who with.
- You are not outside in late night hours.

Risk Factors

- Or you don't.
- Or there is not.
- Or you don't.
- Or they don't.
- Or they don't.
- Or they don't.
- Or you don't.
- Or they do .
- Or they don't.
- Or you are.

How do we know where to focus?

The data

Why is the data important?

- A tool to promote collaboration between all concerned community members.
- Shows us what protective factors are working in our community.
- Shows what or where our risk factors are.
- Educate and support policy makers.
- Support funding opportunities.
- Proof that our efforts are working or where we may need to redirect our focus.

Fayette County Schools

Surveys went to all 7th – 12th grades in Fayette County.

80% of students completed the survey.

This is very good when compared to school surveys in general!

Important: We must remember that this data is not a reflection of the school but of the community that the school serves.

The Reports are separated into three sections

Section 1 : ICE outcomes by category

Section 2 : Risk and Protective Factors in all four domains

Section 3 : Risk and Protective Factors and Relationships to Outcomes

Outcomes by Category

Middle School

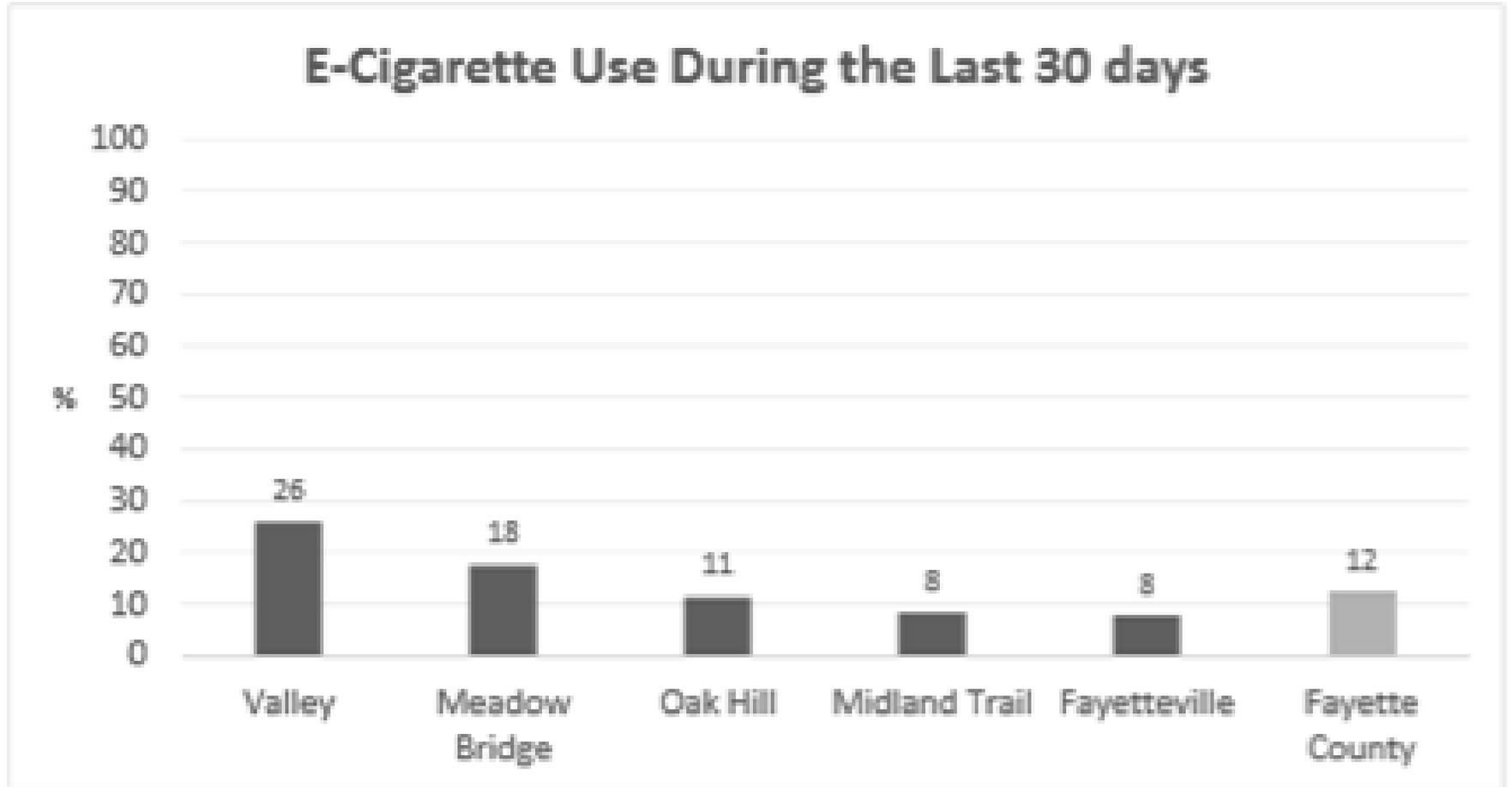


Figure 9. Frequency of students who have used e-cigarettes in the last 30 days

Middle School

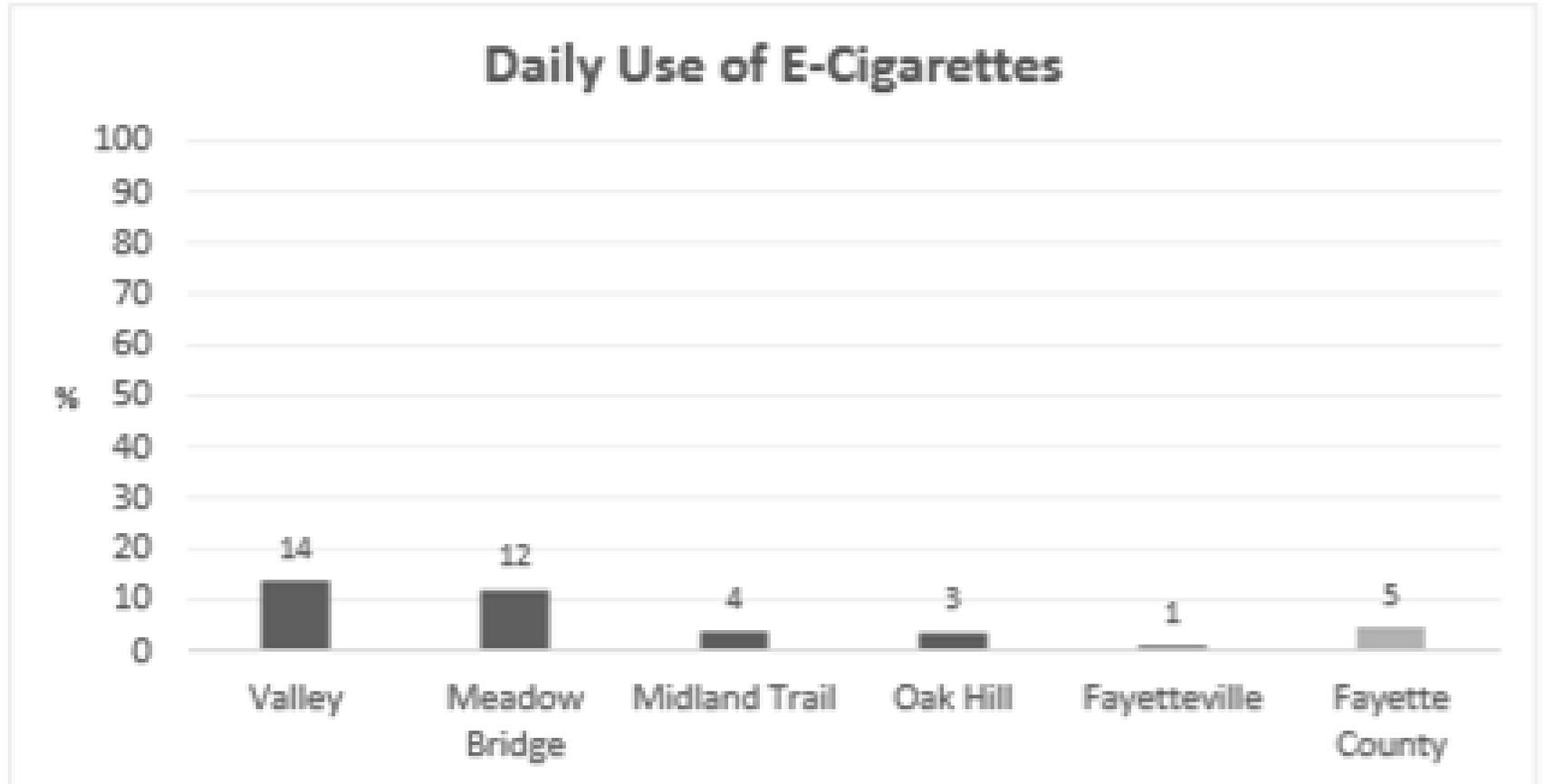


Figure 10. Frequency of students who used e-cigarettes daily

High School

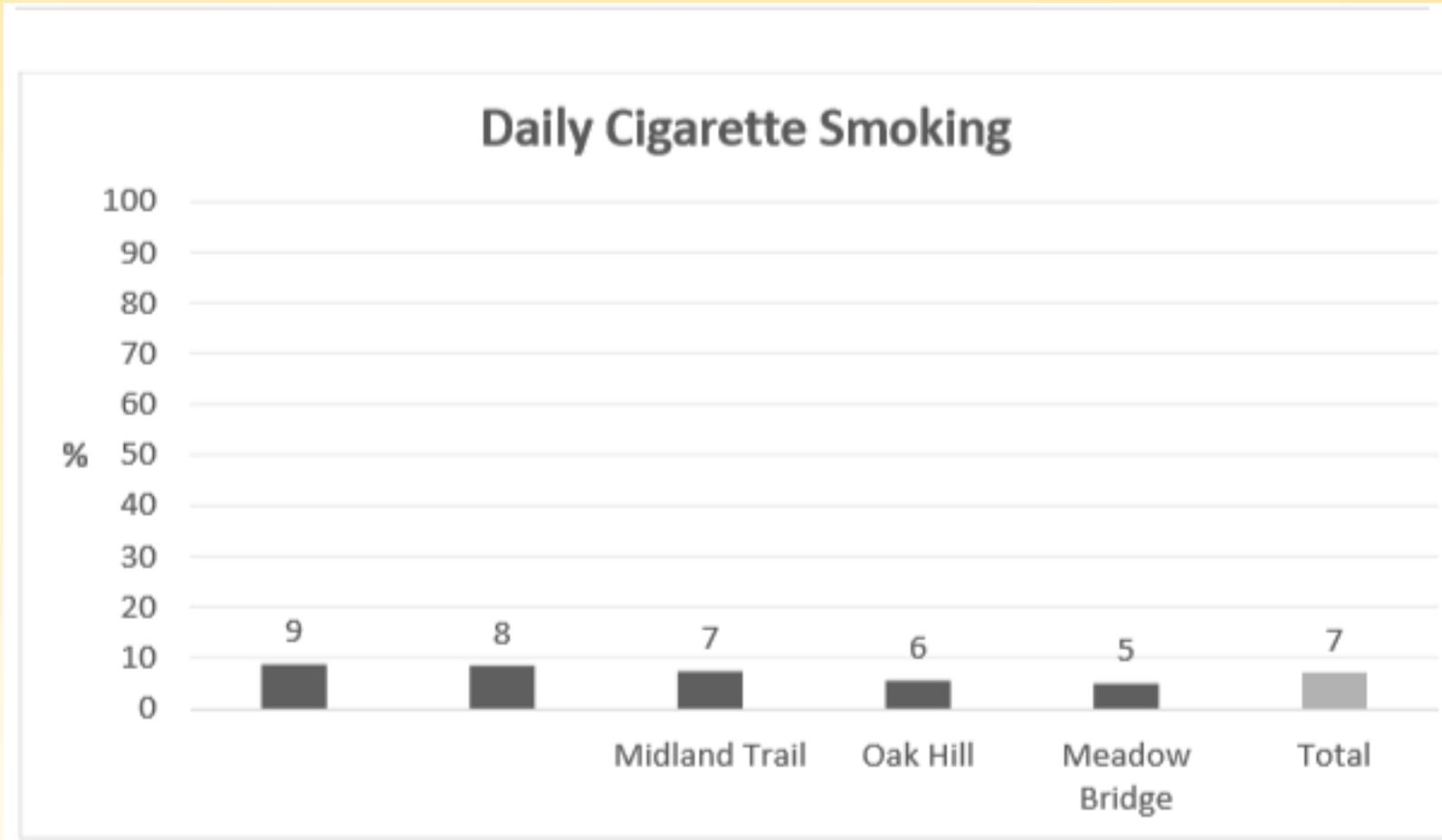


Figure 3. Frequency of students who smoked cigarettes daily during the last 30 days

High School

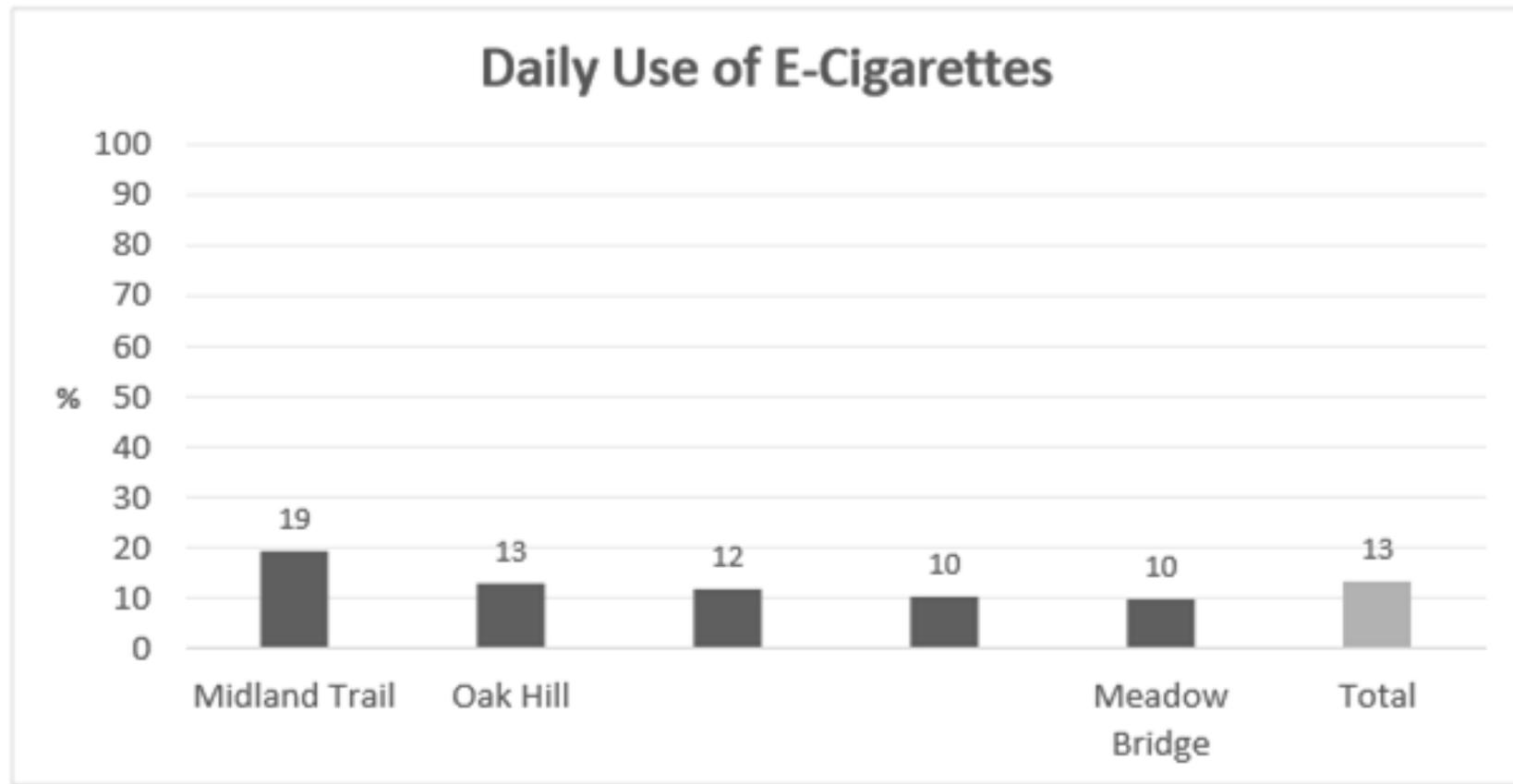


Figure 10. Frequency of students who used e-cigarettes daily

Ever Used Snuff or Smokeless Tobacco

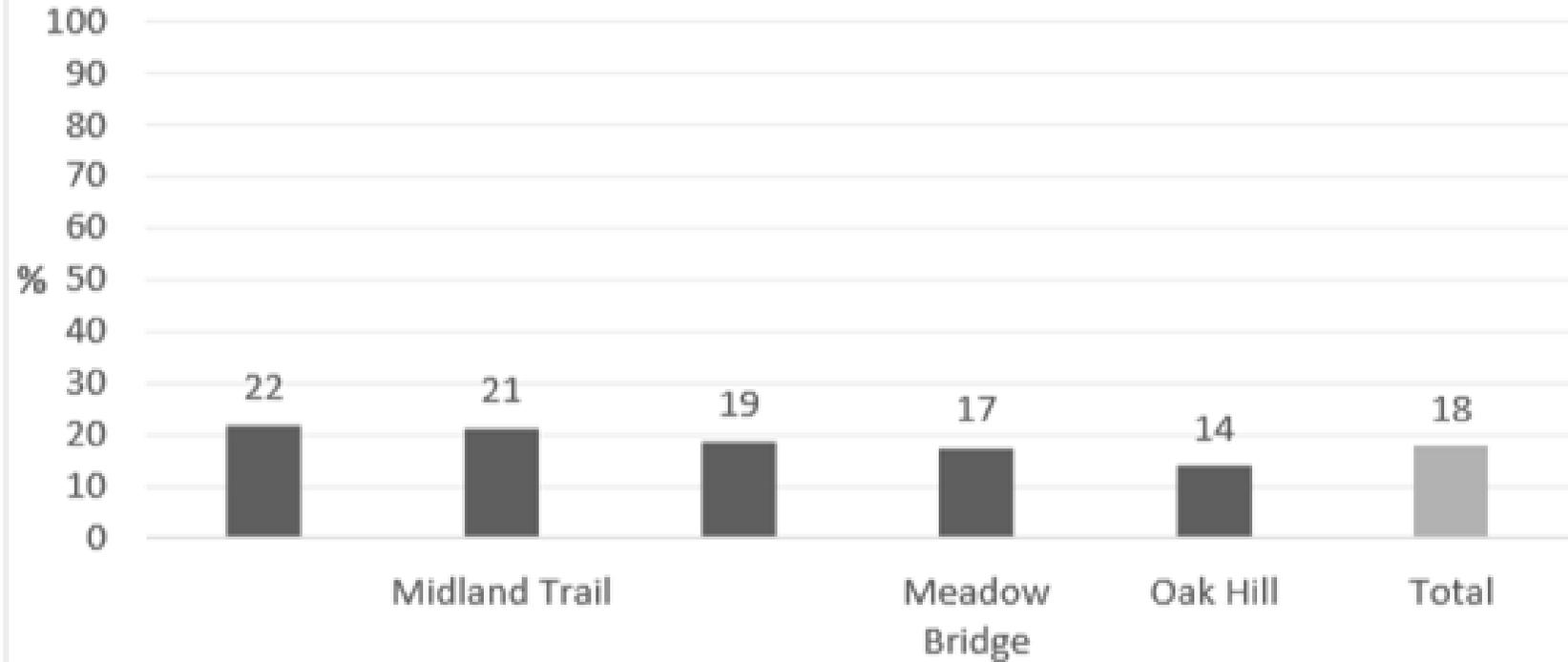


Figure 4. Frequency of students who have ever used snuff, chewing tobacco, or other tobacco inserted in mouth

High School

Table 1. How Students Obtain Cigarettes (Sometimes or Often)

Ways students get cigarettes:	Fayetteville (%)	Valley (%)	Oak Hill (%)	Meadow Bridge (%)	Midland Trail (%)	Fayette County (%)
Buy them in a store	1	2	3	6	2	2
A family member gives them to me	0	6	5	0	2	3
A person 18 years or older and not in my family gives them to me	2	15	4	0	5	6
I take them from a store without paying	2	4	3	0	3	3
I take them from a family member without them knowing	2	5	5	0	3	4

Middle

Alcohol Use

	Middle School	High School
Ever tried alcohol	29%	42%
Had alcohol in last 30 days	8%	16%
Ever been drunk	11%	24%
Drunk in the last 30 days	4%	11%
Binge drinking in last 30 days	9%	21%

Middle School

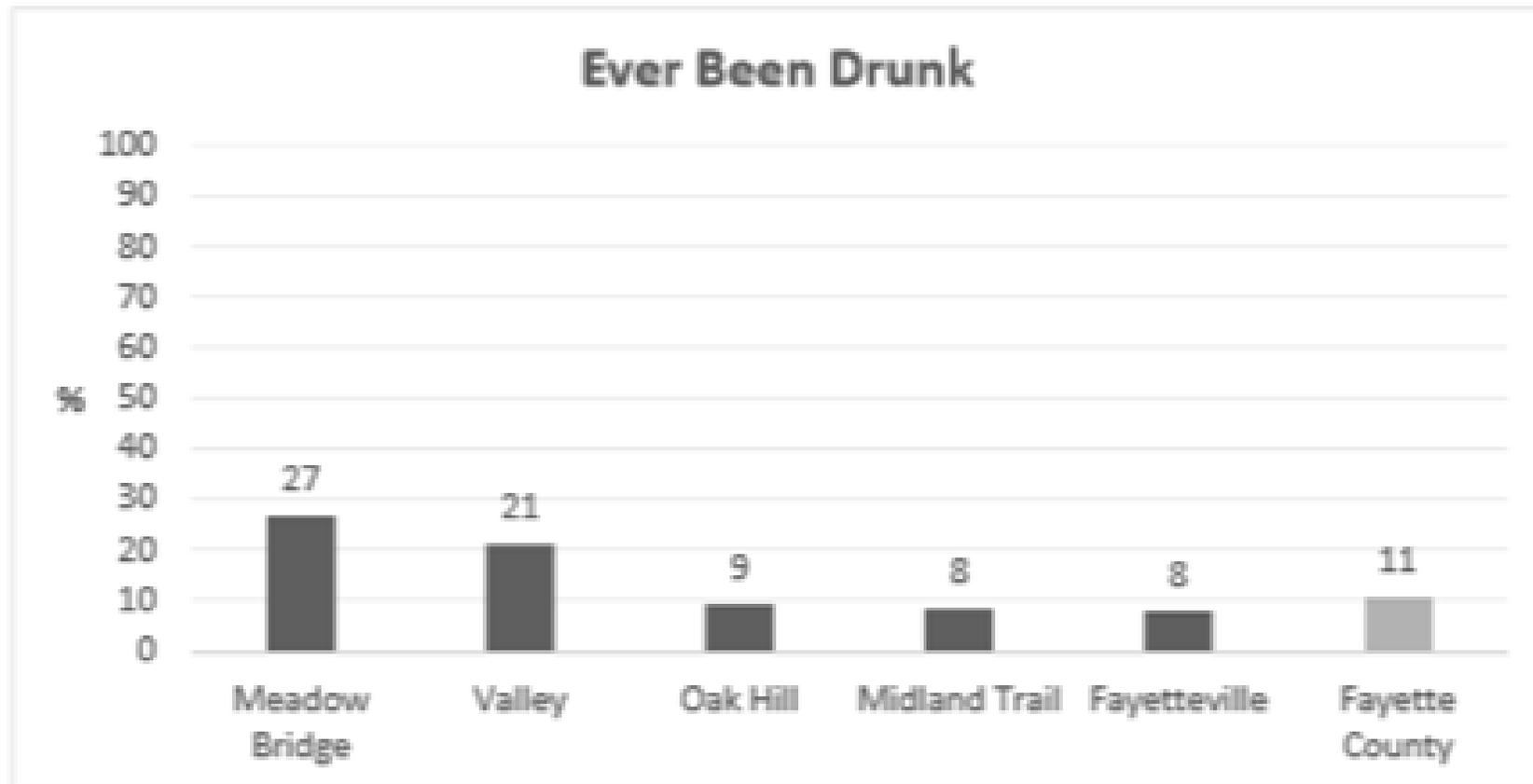


Figure 13: Frequency of students who have ever been drunk

Middle School

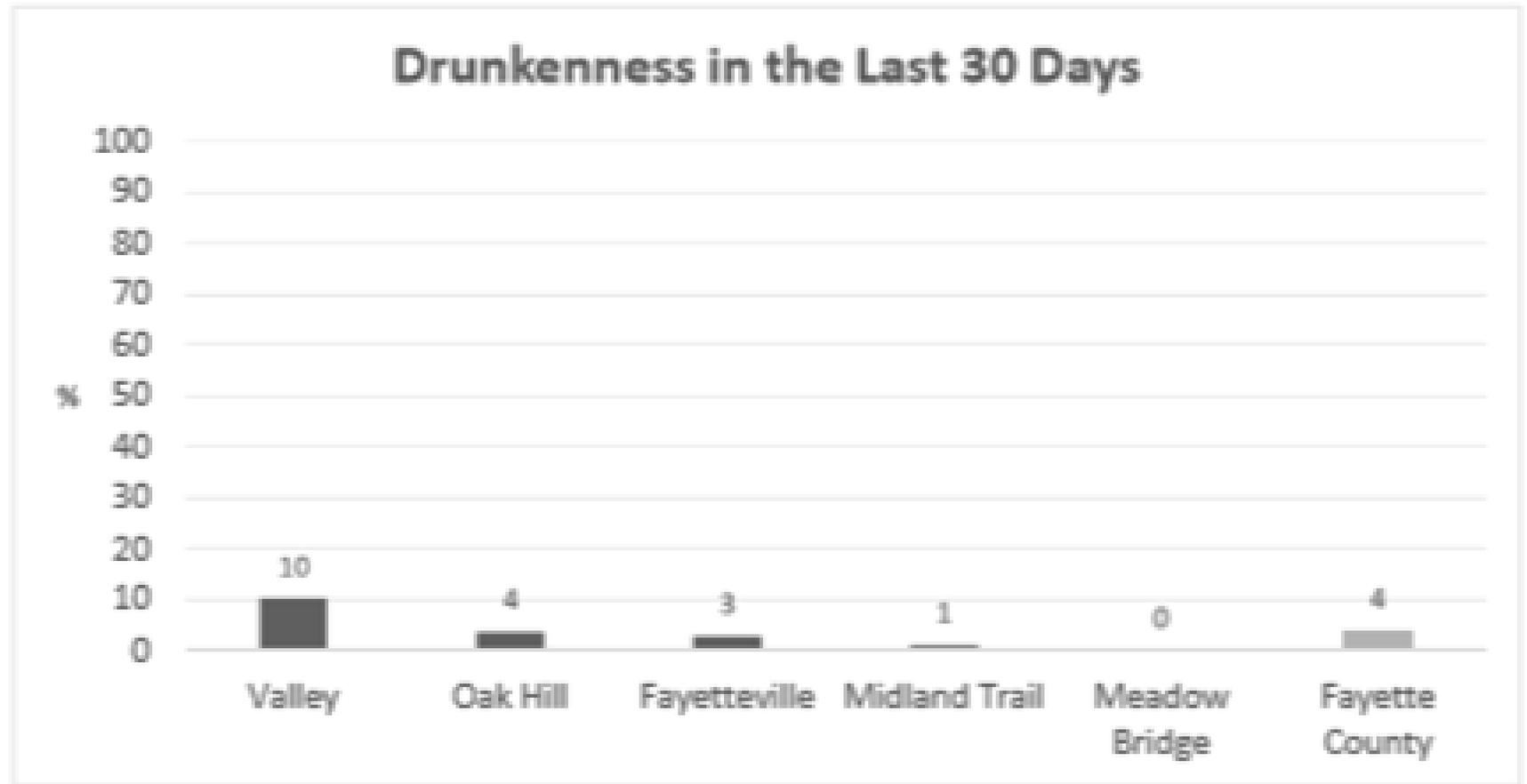


Figure 14: Students who have been drunk within the last 30 days

High School

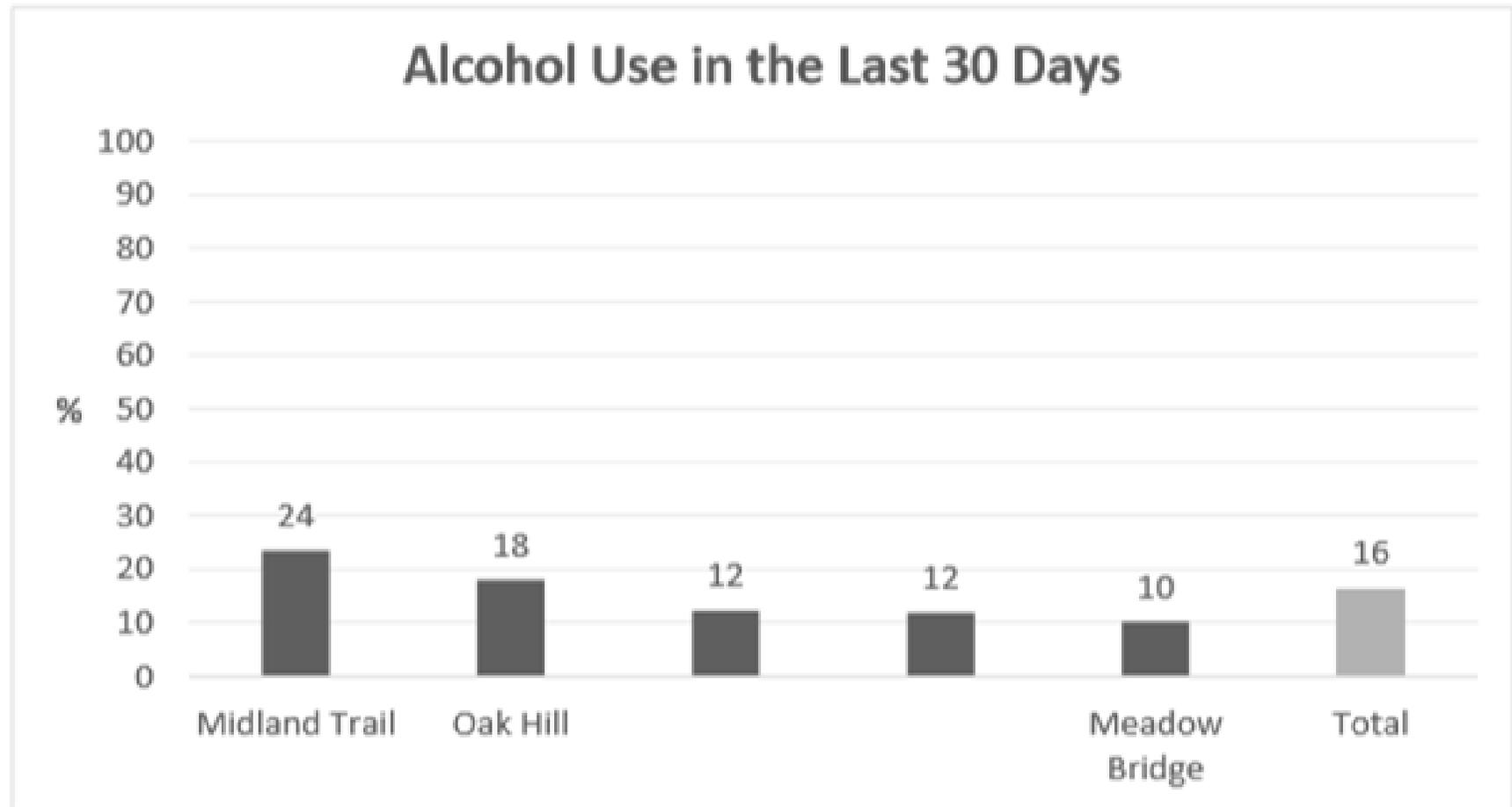


Figure 12. Students who consumed alcohol once or more within the last 30 days

High School

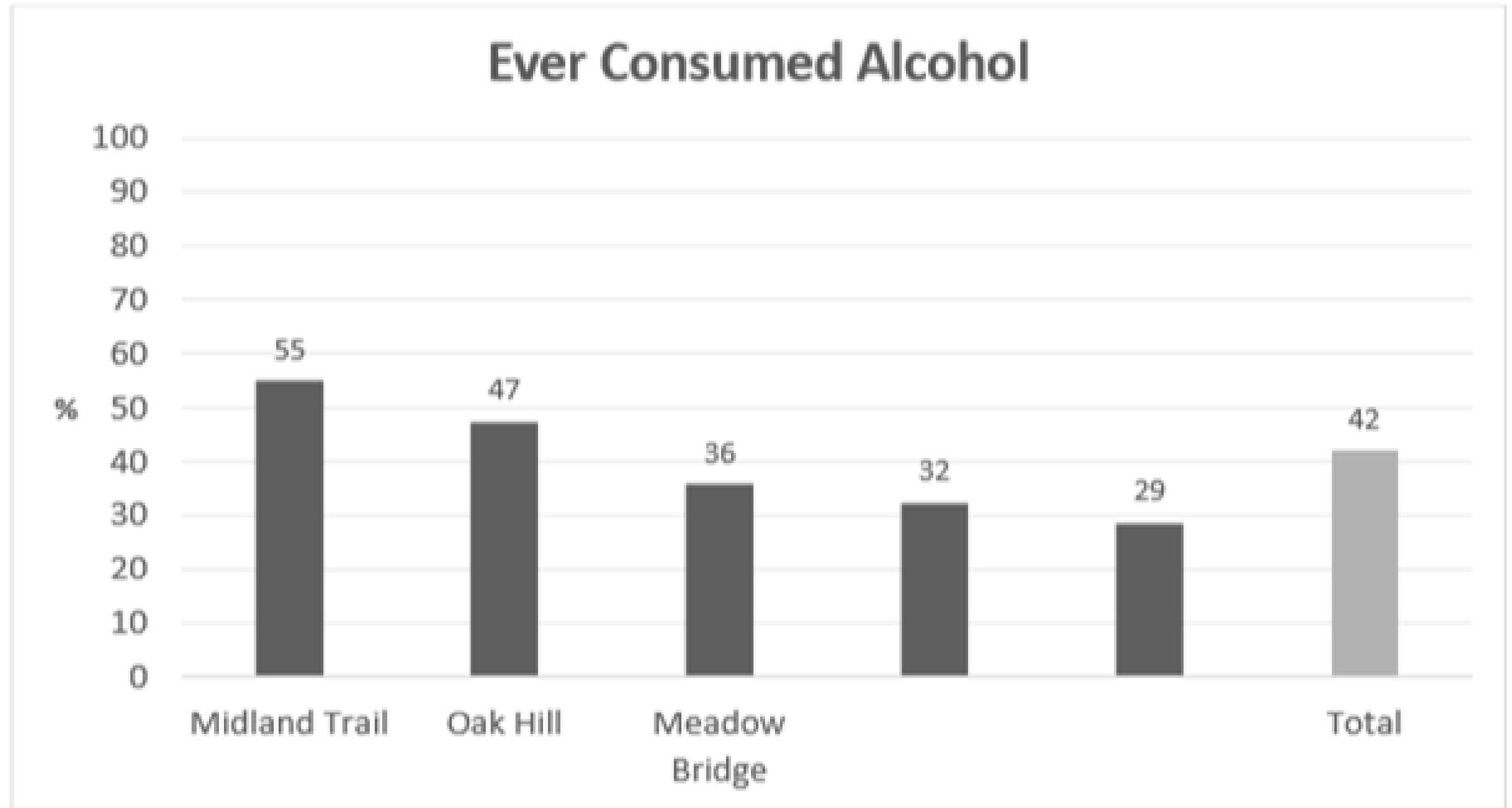


Figure 11. Frequency of students who have ever consumed alcohol

High School

Table 2. How Students Obtain Alcohol (Sometimes or Often)

Ways students get alcohol:	(%)	(%)	Meadow Bridge (%)	Midland Trail (%)	Oak Hill (%)	Total (%)
Buy them in a store	4	3	2	3	4	4
A family member gives them to me	3	6	4	7	7	6
A person 21 years or older and not in my family gives them to me	8	8	5	16	8	9
I take them from a store without paying	2	4	4	2	4	3
I take them from a family member without them knowing	3	6	5	5	7	5

High School

Table 3. Where Students Drink Alcohol (Sometimes or Often)

Locations where students drink alcohol	(%)	(%)	Meadow Bridge (%)	Midland Trail (%)	Oak Hill (%)	Total (%)
In your home	4	6	5	15	10	9
In the home of others	10	9	6	20	12	12
In the shopping centre	2	2	4	3	3	3
Outdoors: for example in the street, in the park, etc.	6	4	5	14	7	7
In a club/ bar/ pub	4	1	4	4	4	3
In a school dance/ball	2	1	2	4	3	3
In a college dance/ball	2	1	1	2	3	2
In a youth club/centre	2	1	4	3	3	2
During training or rehearsal tours or camps	2	2	1	3	3	2
Elsewhere	9	5	10	18	11	11

Middle School

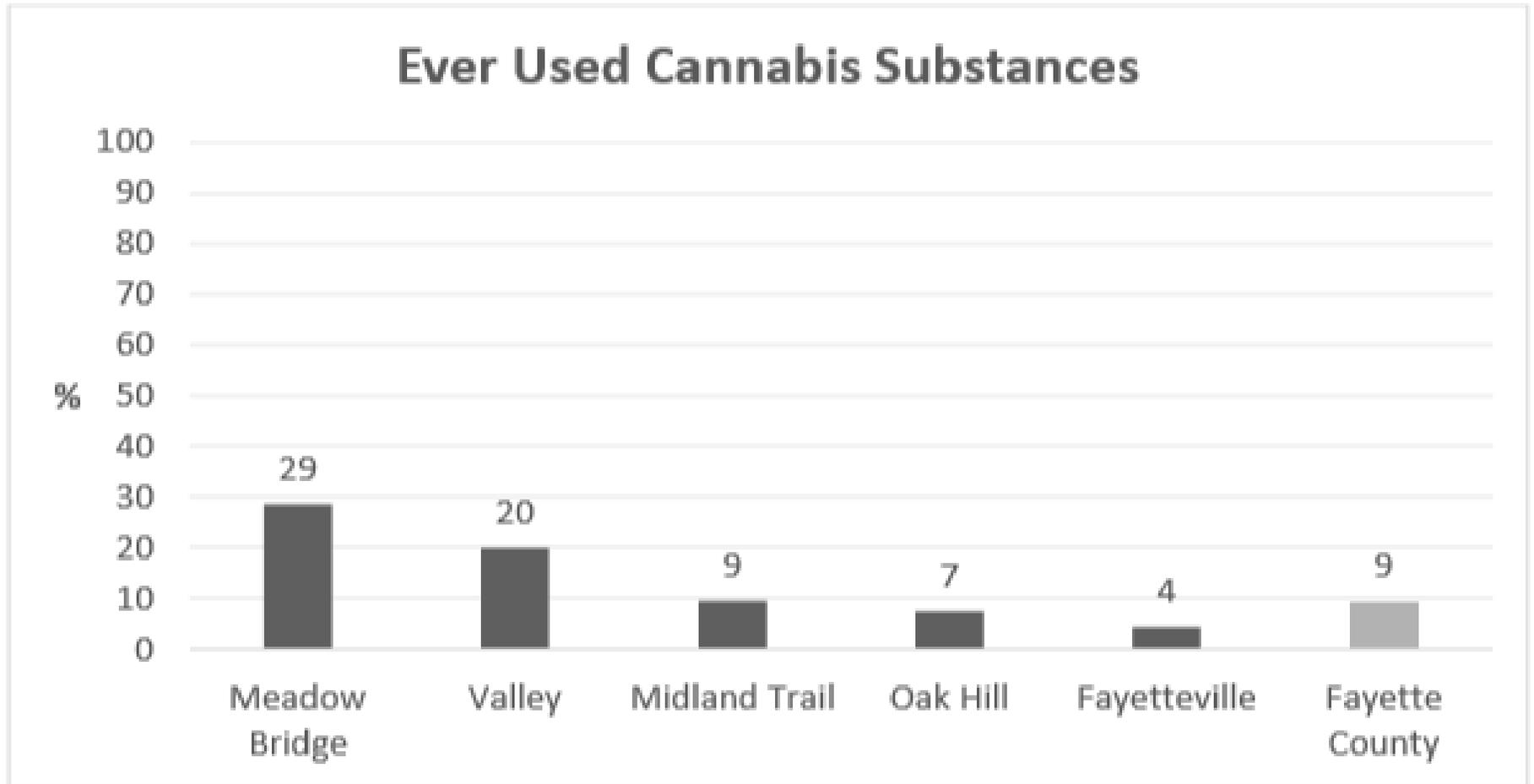


Figure 17: Frequency of students who have ever used cannabis substances

Table 4. Frequency of students who were 13 years old or younger when they tried the following substances for the first time:

	Fayetteville (%)	Valley (%)	Oak Hill (%)	Meadow Bridge (%)	Midland Trail (%)	Fayette County (%)
Alcohol	21	36	24	39	23	25
Got drunk	5	17	7	17	9	8
Smoked cigarettes	9	18	14	15	9	13
Used e-cigarettes	13	34	16	23	11	17
Cannabis	4	15	7	8	9	8

Middle School

Table 4. Frequency of students who were 13 years old or younger when they tried the following substances for the first time:

	(%)	(%)	Meadow Bridge (%)	Midland Trail (%)	Oak Hill (%)	Total (%)
Alcohol	13	12	19	21	23	19
Got drunk	6	7	11	9	8	8
Smoked cigarettes	15	12	18	14	12	13
Used e-cigarettes	10	6	15	12	9	9
Cannabis	6	5	15	9	10	9

High School



Based on Middle School and High School results
what are your concerns about Fayette County
Youth?

Risk and Protective Factors

Families

Section 2: Risk and Protective Factors

Results: Parents/Caregivers

Middle School

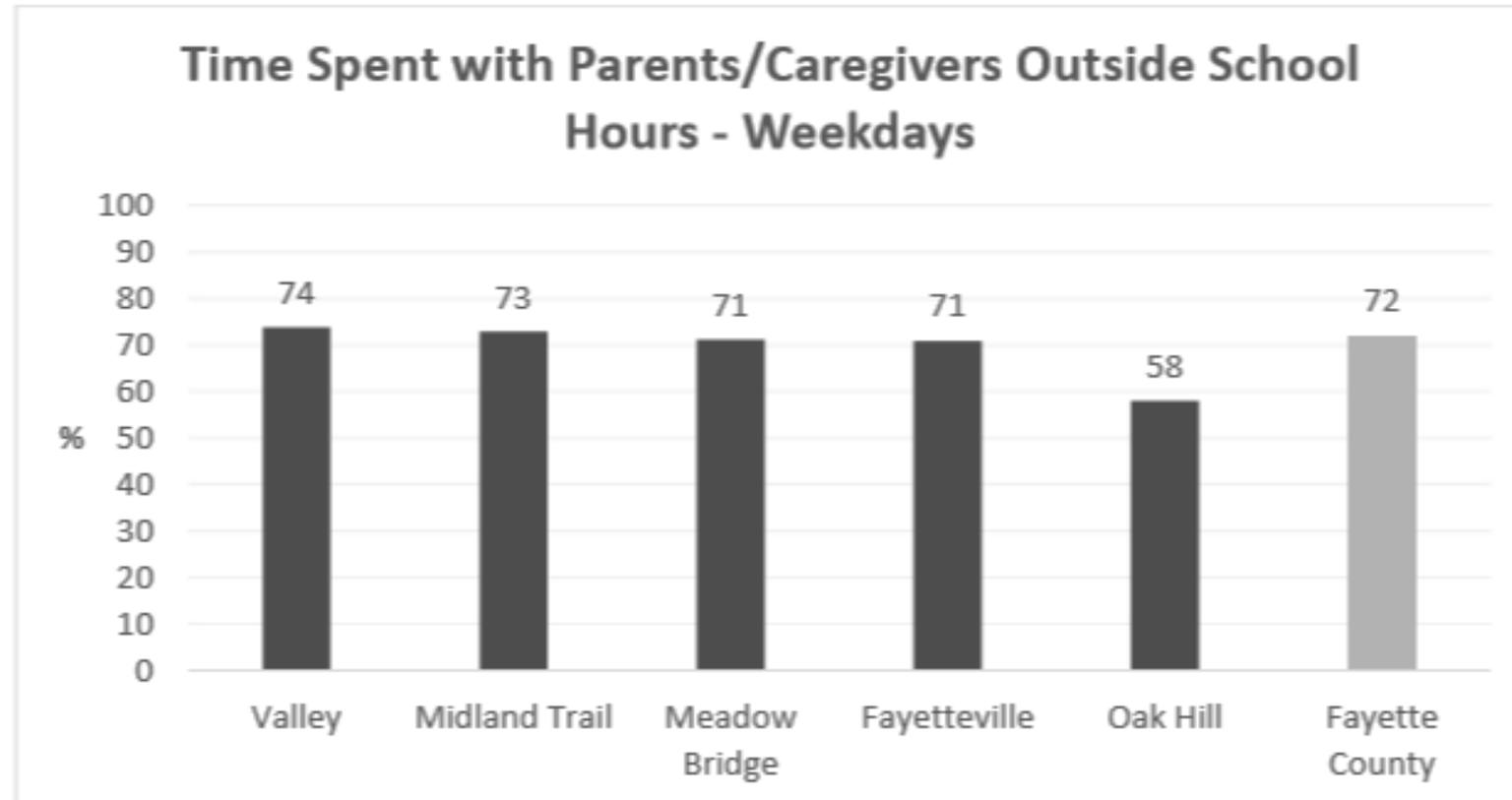


Figure 26. Time spent with parents/caregivers outside school hours on weekdays - "Often" + "Almost Always"

Middle School

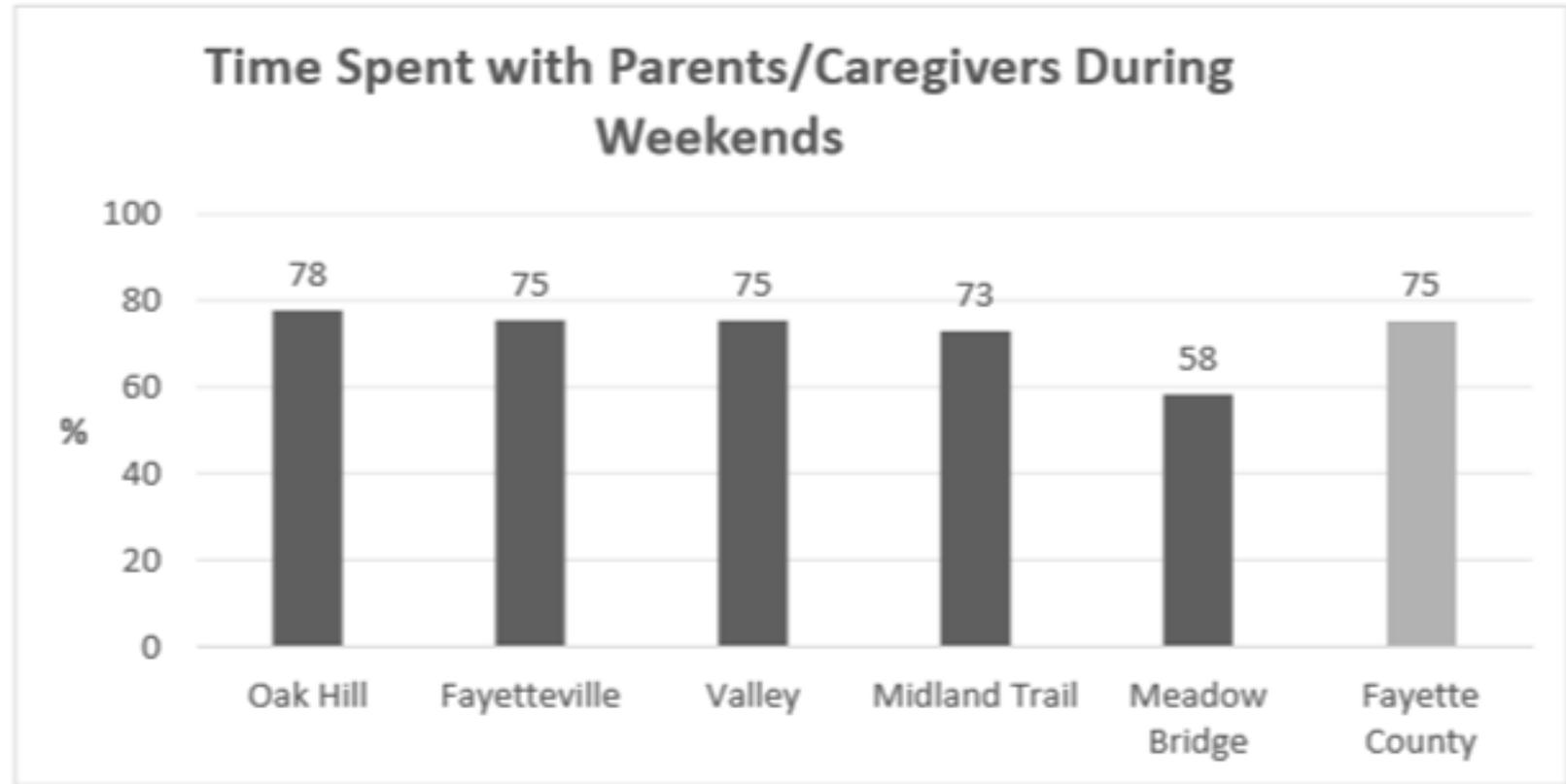


Figure 27. Time spent with parents/caregivers on weekends – “Often” + “Almost Always”

High School

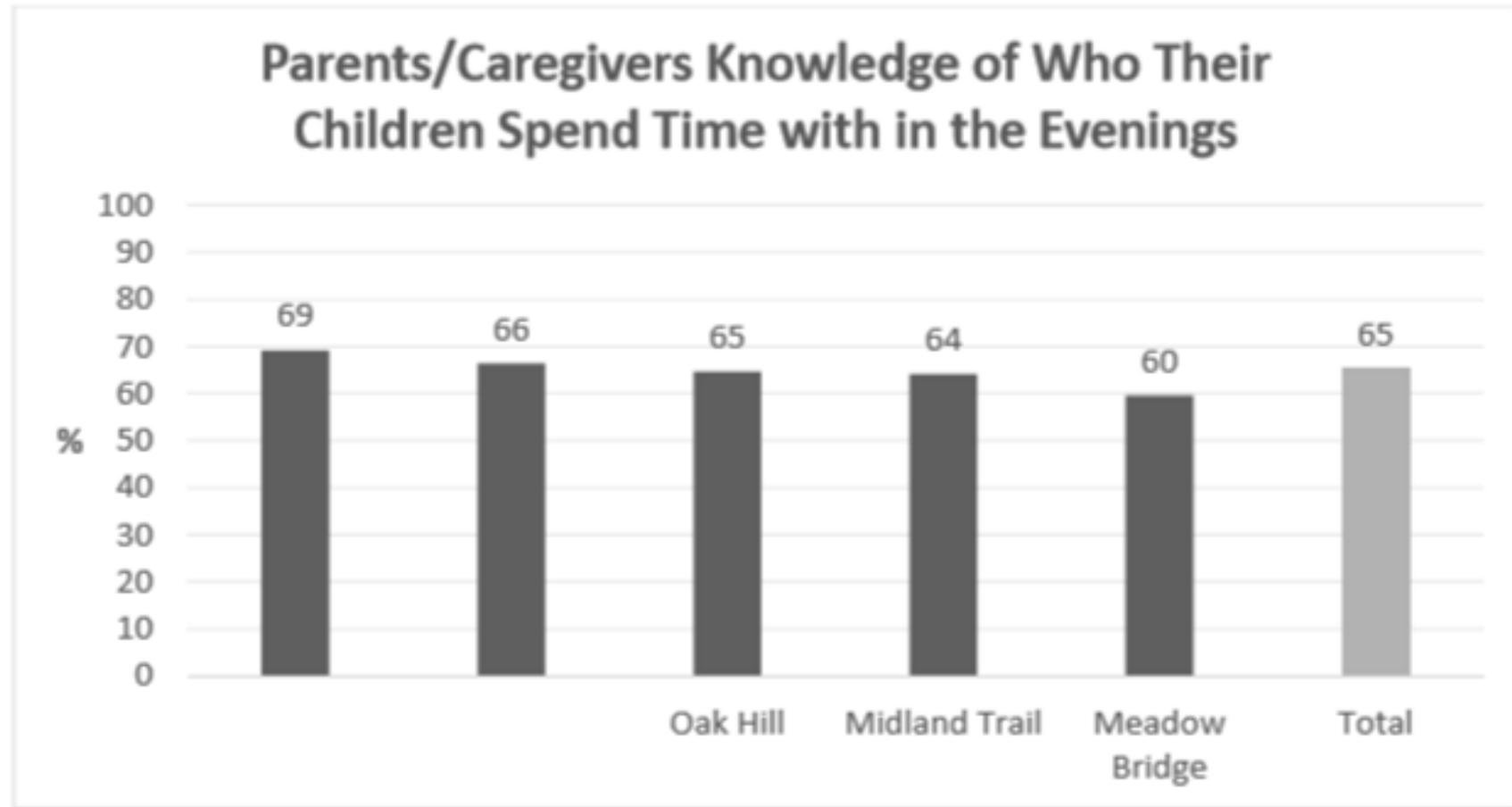


Figure 28. Parents/caregivers know whom I am with in the evenings – “Applies very well to me”

High School

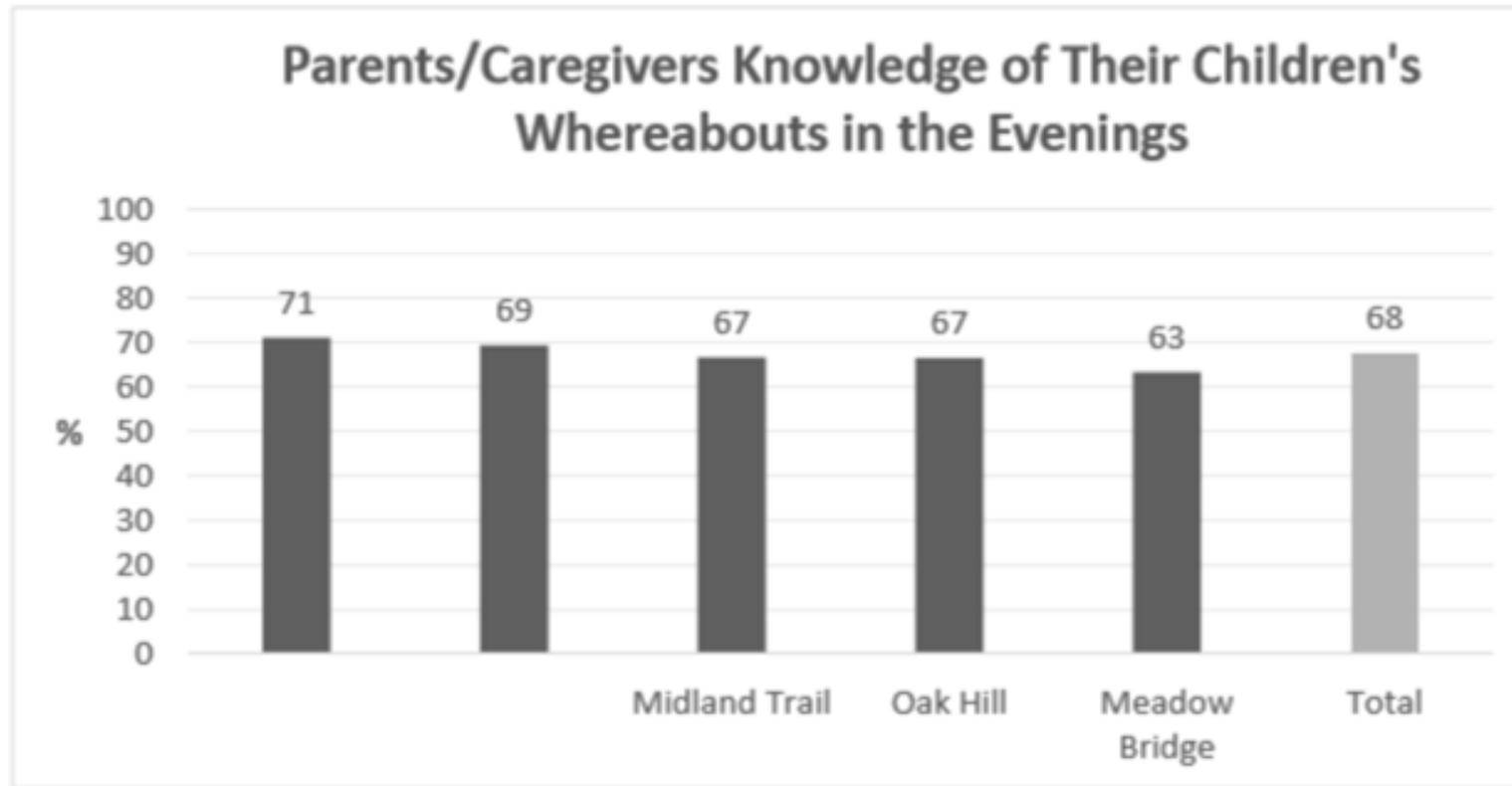


Figure 29. Parents/caregivers knowledge of student location in the evenings – “Applies very well to me”

Middle School

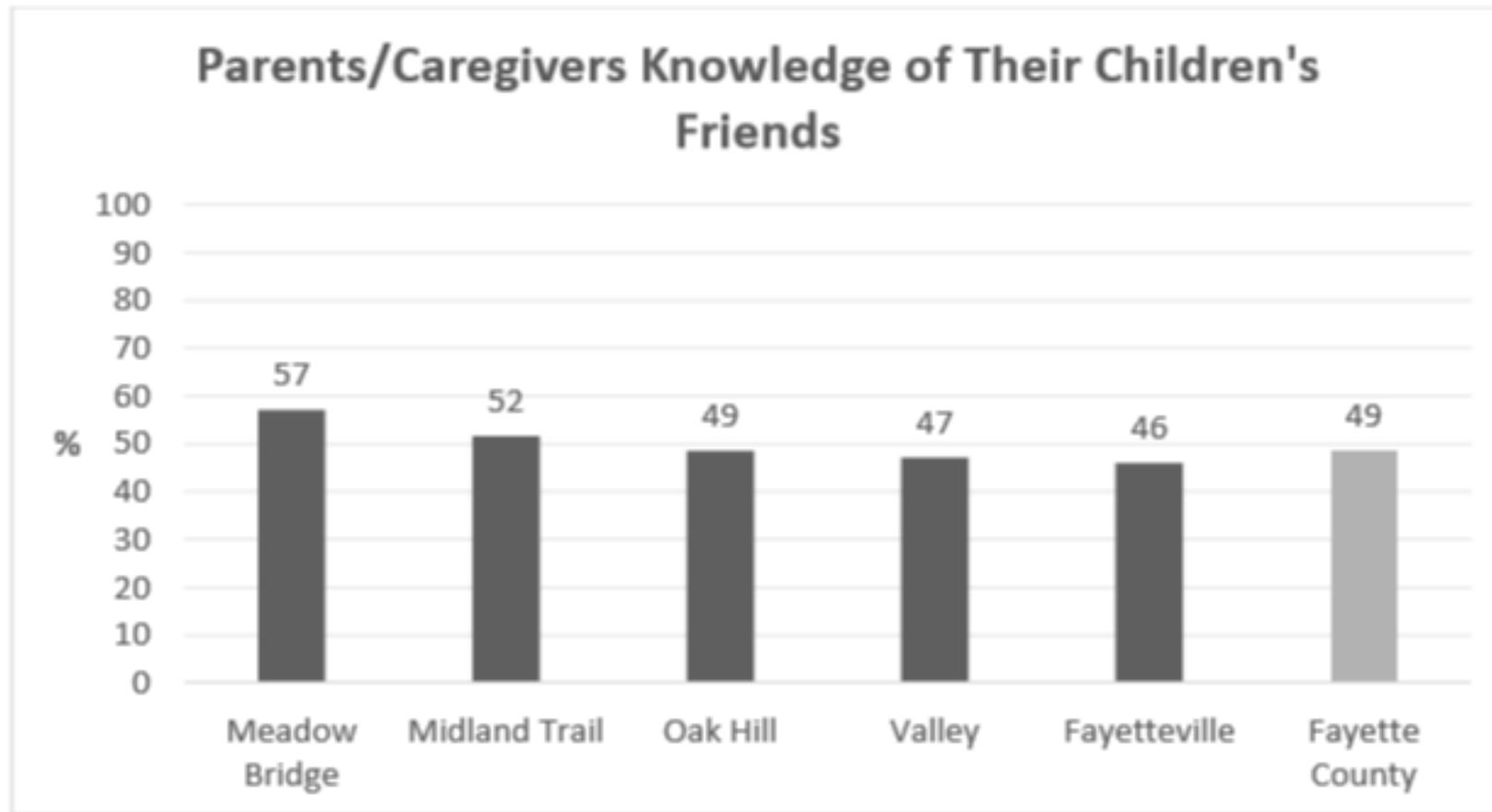


Figure 30. Parents/caregivers knowledge of students' friends – "Applies very well to me"

Middle School

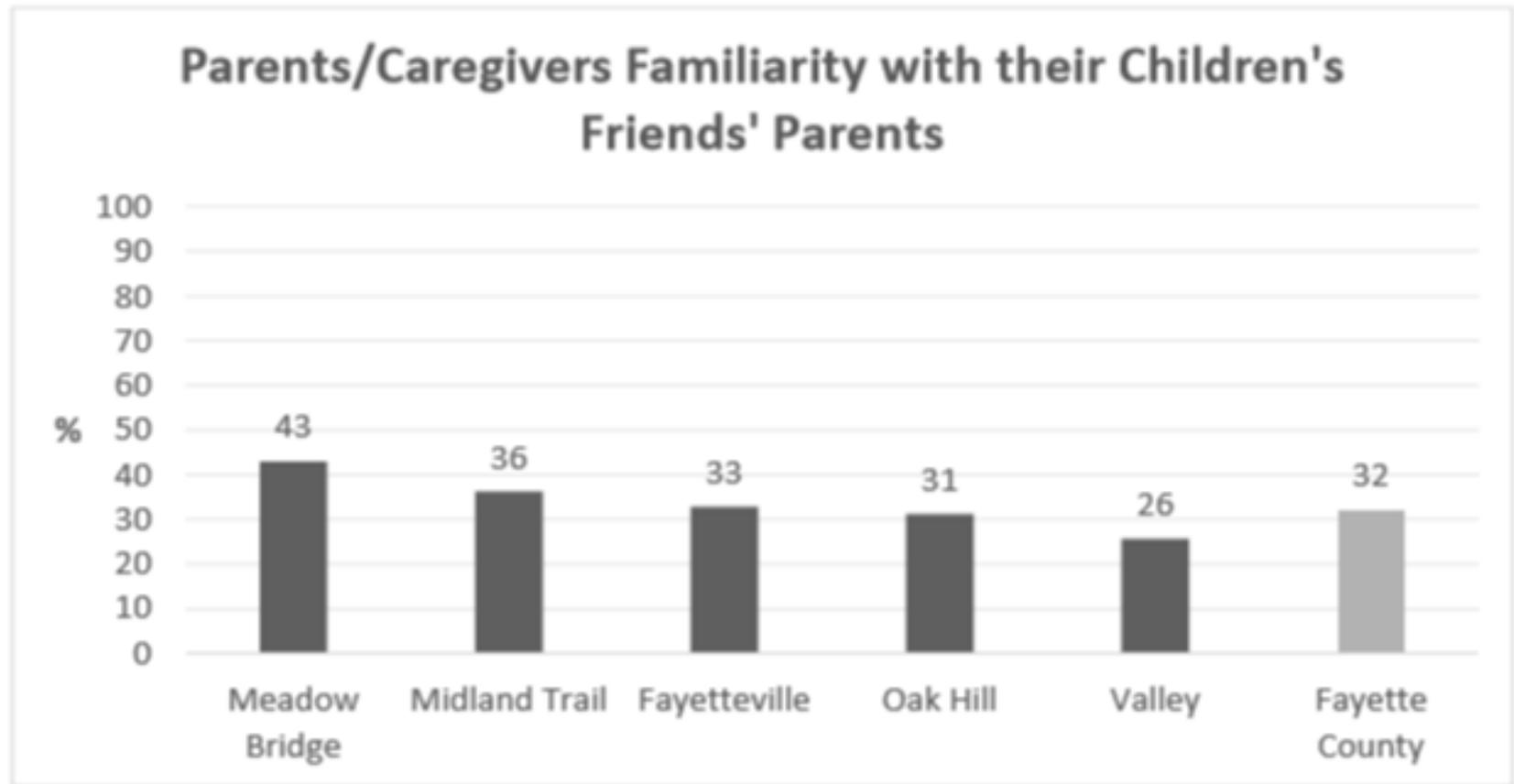


Figure 31. Parent/Caregivers familiarity with students' friends' parents – "Applies very well to me"

High School

Table 5. Do Any of the Following People Smoke Tobacco on a Daily Basis? (%)

	(%)	(%)	Meadow Bridge (%)	Midland Trail (%)	Oak Hill (%)	Total (%)
Father	31	32	32	27	29	30
Mother	38	32	47	30	31	33

Table 6. Do Any of the Following People Get Drunk at least on a Weekly Basis? (%)

	(%)	(%)	Meadow Bridge (%)	Midland Trail (%)	Oak Hill (%)	Total (%)
Father	5	6	8	10	10	8
Mother	2	3	9	3	4	4

Table 8. How do you think your parents would react if you did any of the following? (They would not care) (%)

	Fayetteville (%)	Valley (%)	Oak Hill (%)	Meadow Bridge (%)	Midland Trail (%)	Fayette County (%)
Smoked Cigarettes	2	4	2	3	2	2
Became Drunk	2	7	1	6	2	2
Smoked Marijuana/Cannabis	2	8	2	8	3	3
Used e-cigarettes or vaping devices	3	5	3	8	2	3
Used snuff, chewing tobacco or other tobacco inserted into the mouth	3	0	1	6	1	2

Table 8. How do you think your parents would react if you did any of the following? (They would not care) (%)

	(%)	(%)	Meadow Bridge (%)	Midland Trail (%)	Oak Hill (%)	Total (%)
Smoked Cigarettes	4	3	7	5	6	5
Became Drunk	3	8	7	9	7	6
Smoked Marijuana/Cannabis	3	2	3	6	10	6
Used e-cigarettes or vaping devices	6	5	7	8	8	7
Used snuff, chewing tobacco or other tobacco inserted into the mouth	5	5	6	9	6	6

High School

Peer Group

	Middle School	High School
Best Friend Daily Smoking	7%	17%
Best Friend Drunkenness in the last week	3%	14%
Best Friend Smoke Marijuana weekly	7%	14%

Middle School

Table 10. Perceived peer respect for the following activities – (“Increases Respect a lot” + “Increases Respect Somewhat”) (%)

	Fayetteville (%)	Valley (%)	Oak Hill (%)	Meadow Bridge (%)	Midland Trail (%)	Fayette County (%)
Do Well in School	73	66	66	89	70	69
“Skip” or Cut Classes	8	17	12	10	14	12
Do Well in Sports	70	60	63	63	68	65
Drink Alcohol	6	14	9	16	9	10
Smoke Cigarettes	5	11	10	11	7	9
Smoke Marijuana	8	13	10	22	9	10
Be Against the Rules of Adults	10	20	16	11	18	16
Steal from Shops	2	8	9	11	7	7

High School

Table 10. Perceived peer respect for the following activities – (“Increases Respect a lot” + “Increases Respect Somewhat”) (%)

	(%)	(%)	Meadow Bridge (%)	Midland Trail (%)	Oak Hill (%)	Total (%)
Do Well in School	63	63	63	61	60	61
“Skip” or Cut Classes	12	10	10	9	11	11
Do Well in Sports	59	56	70	63	50	56
Drink Alcohol	11	10	11	17	11	12
Smoke Cigarettes	11	9	11	7	9	9
Smoke Marijuana	12	12	12	12	13	12
Be Against the Rules of Adults	12	12	15	13	13	13
Steal from Shops	9	8	9	7	8	8

School

Results: School

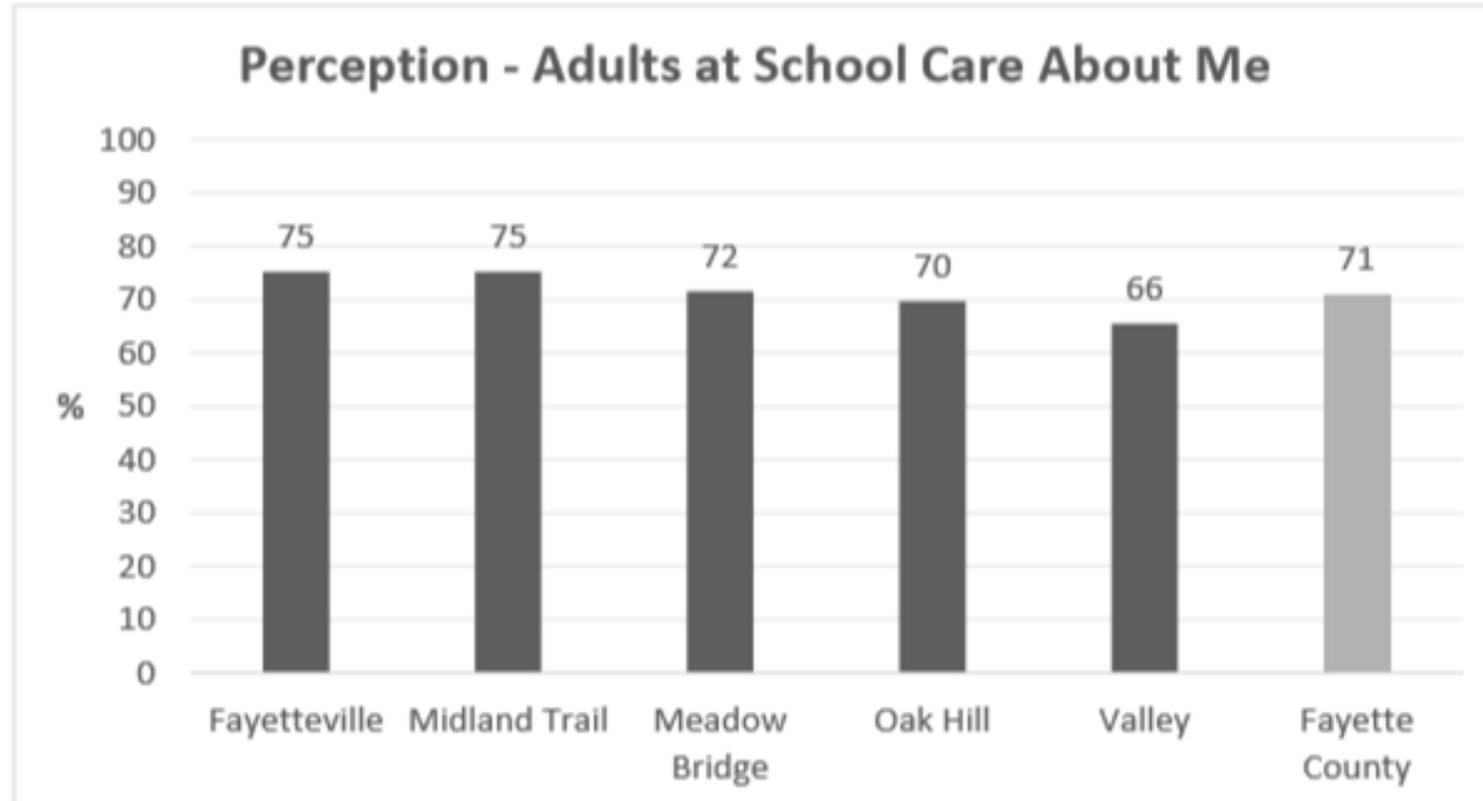


Figure 36. Perception that adults at my school care about me – “Strongly Agree” + “Somewhat Agree”

Middle School

High School

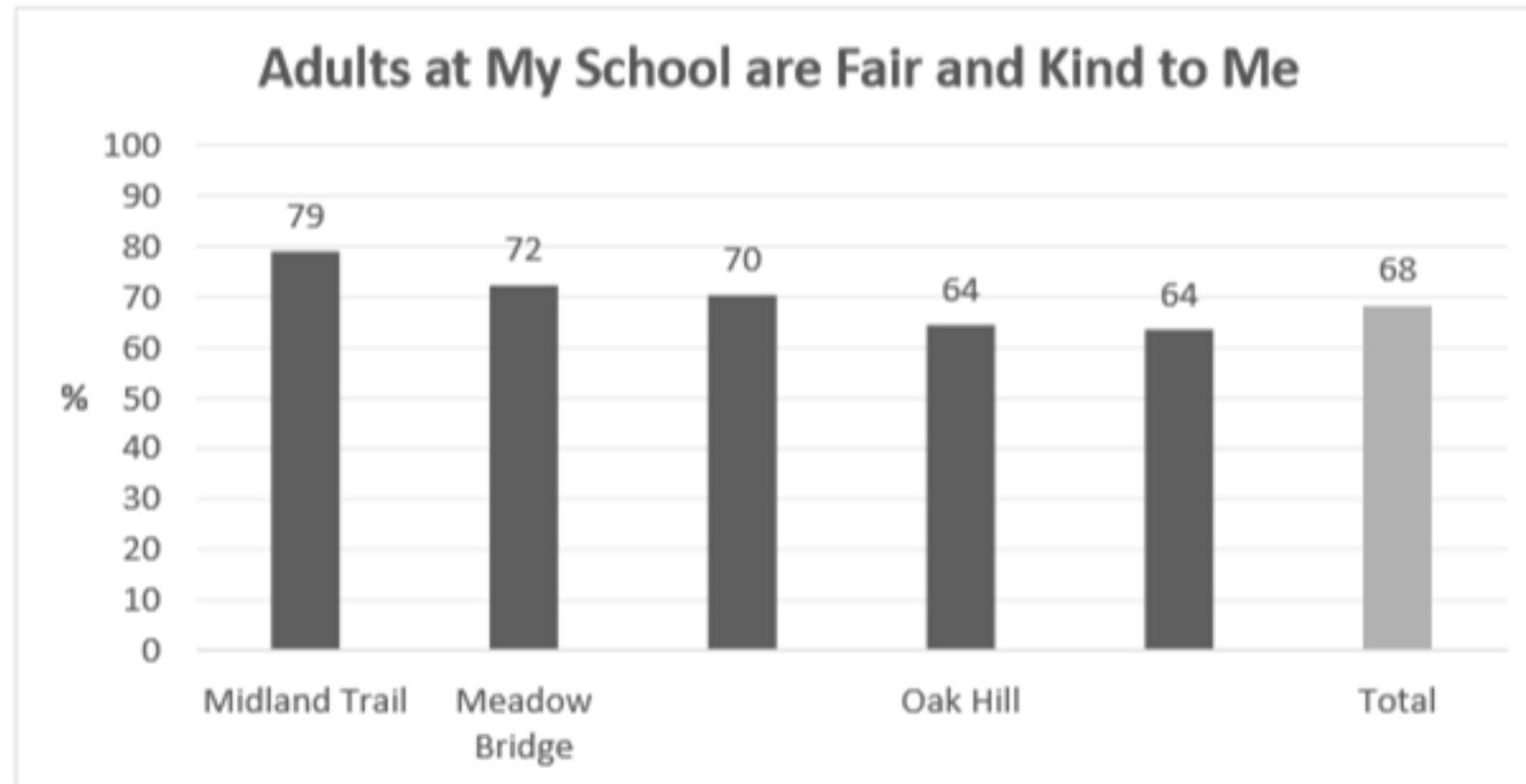


Figure 37. The adults at my school are fair and kind to me – “Strongly Agree” + “Somewhat Agree”

Middle School

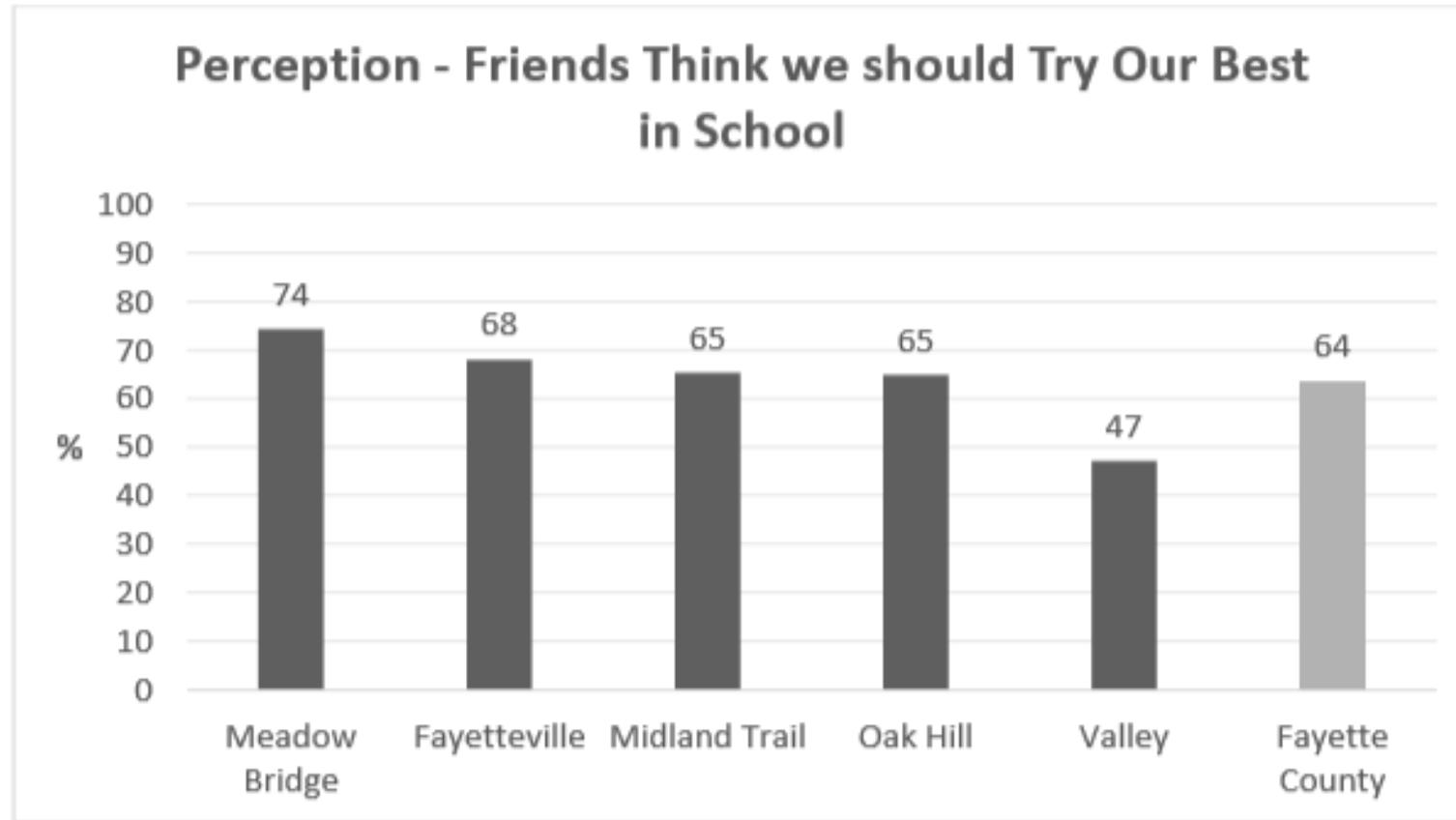


Figure 38. My friends think we should try our best in school – “Strongly Agree” + “Somewhat Agree”

Middle School

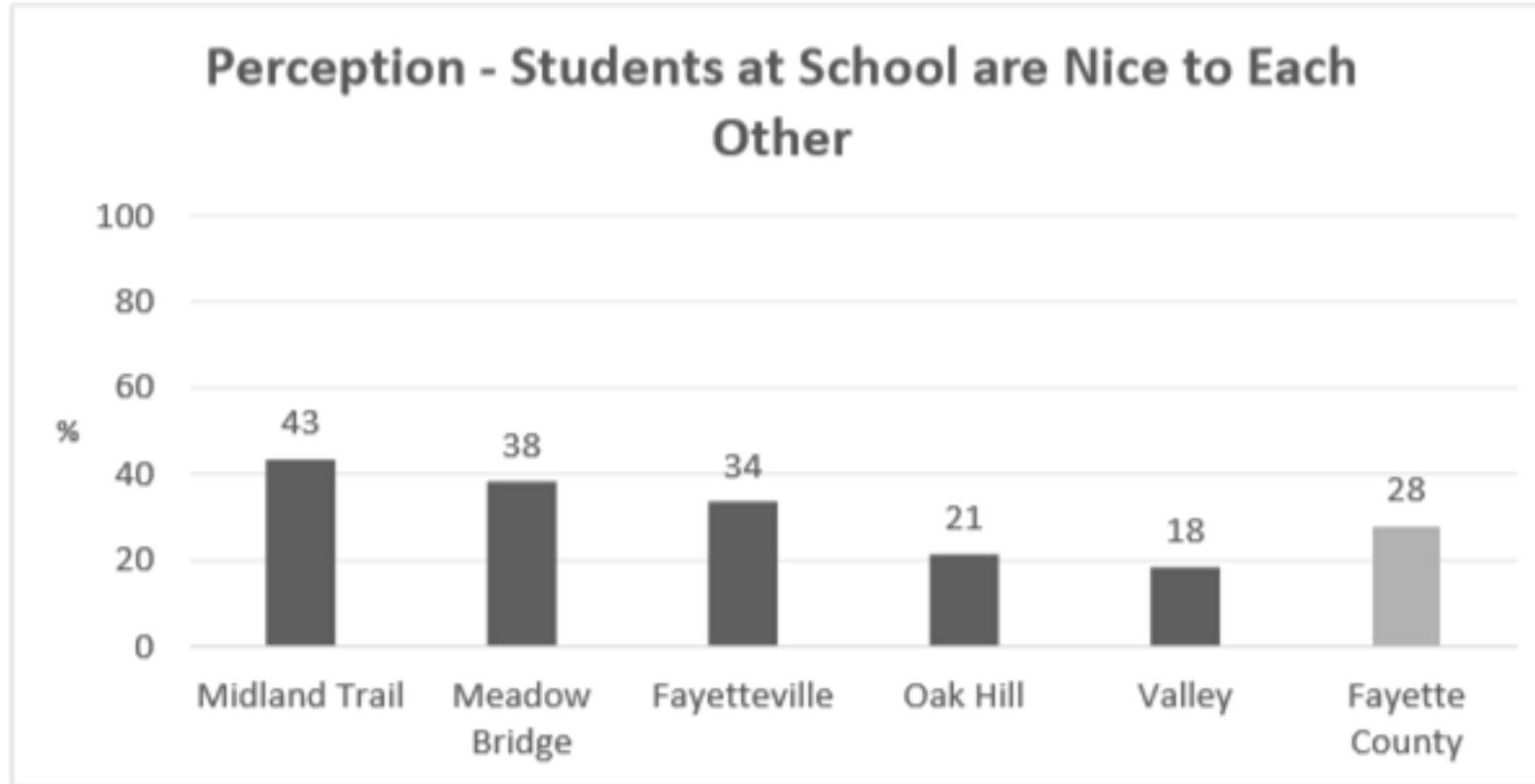


Figure 39. The students at my school are nice to each other – “Strongly Agree” + “Somewhat Agree”

High School

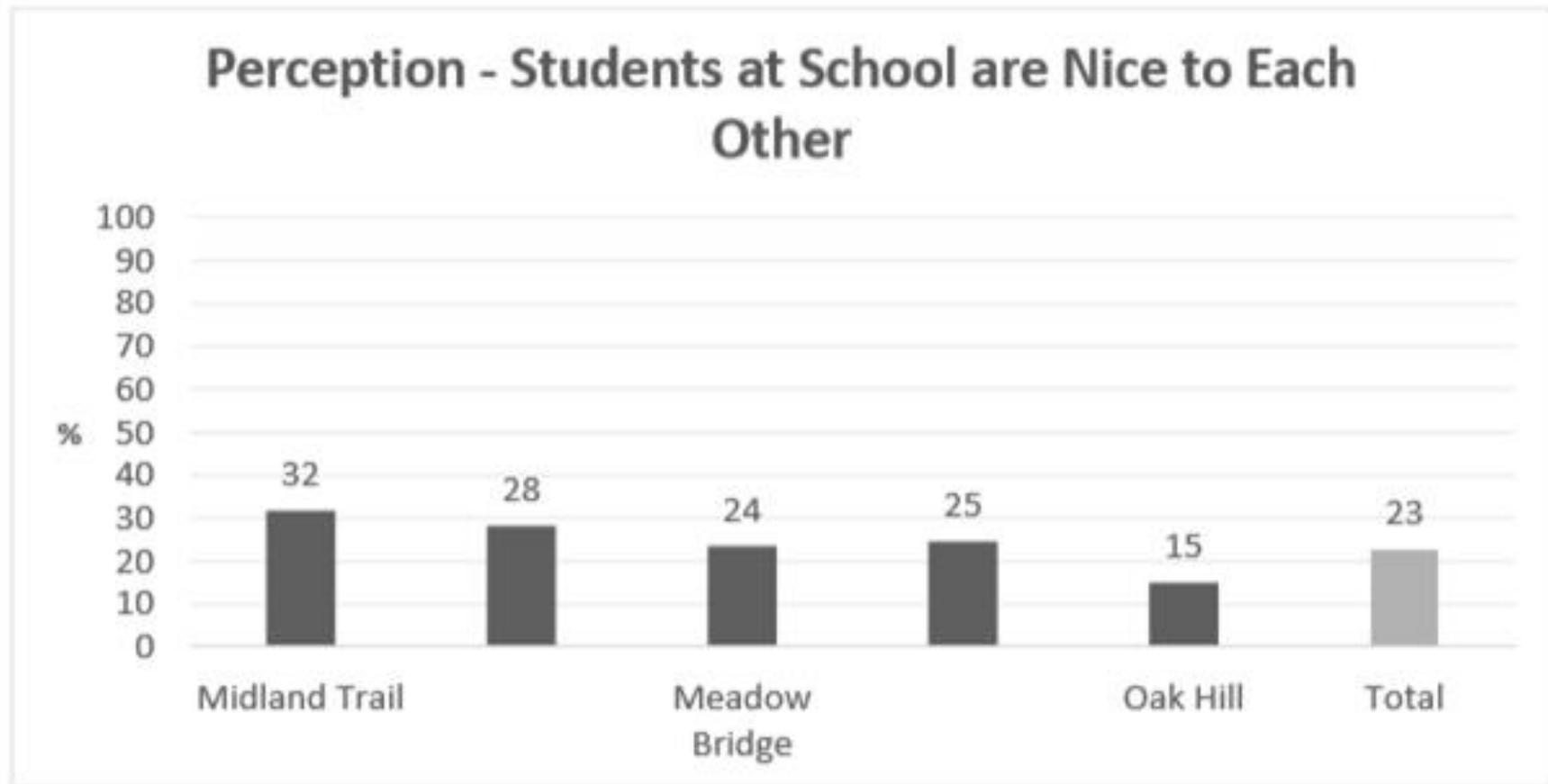


Figure 39. The students at my school are nice to each other – “Strongly Agree” + “Somewhat Agree”

High School

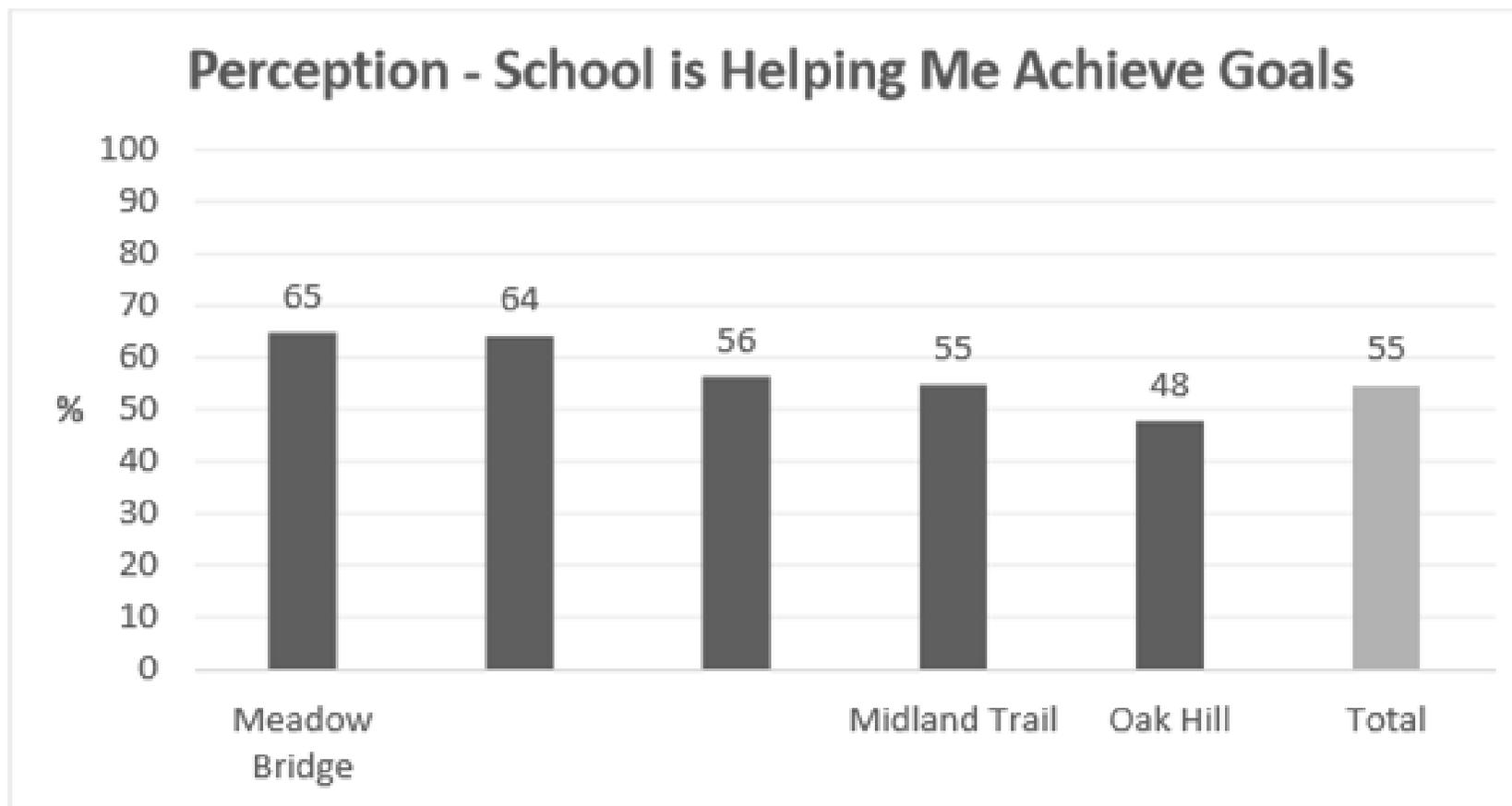


Figure 40. My school is helping me achieve goals that matter to me – “Strongly Agree” + “Somewhat Agree”

High School

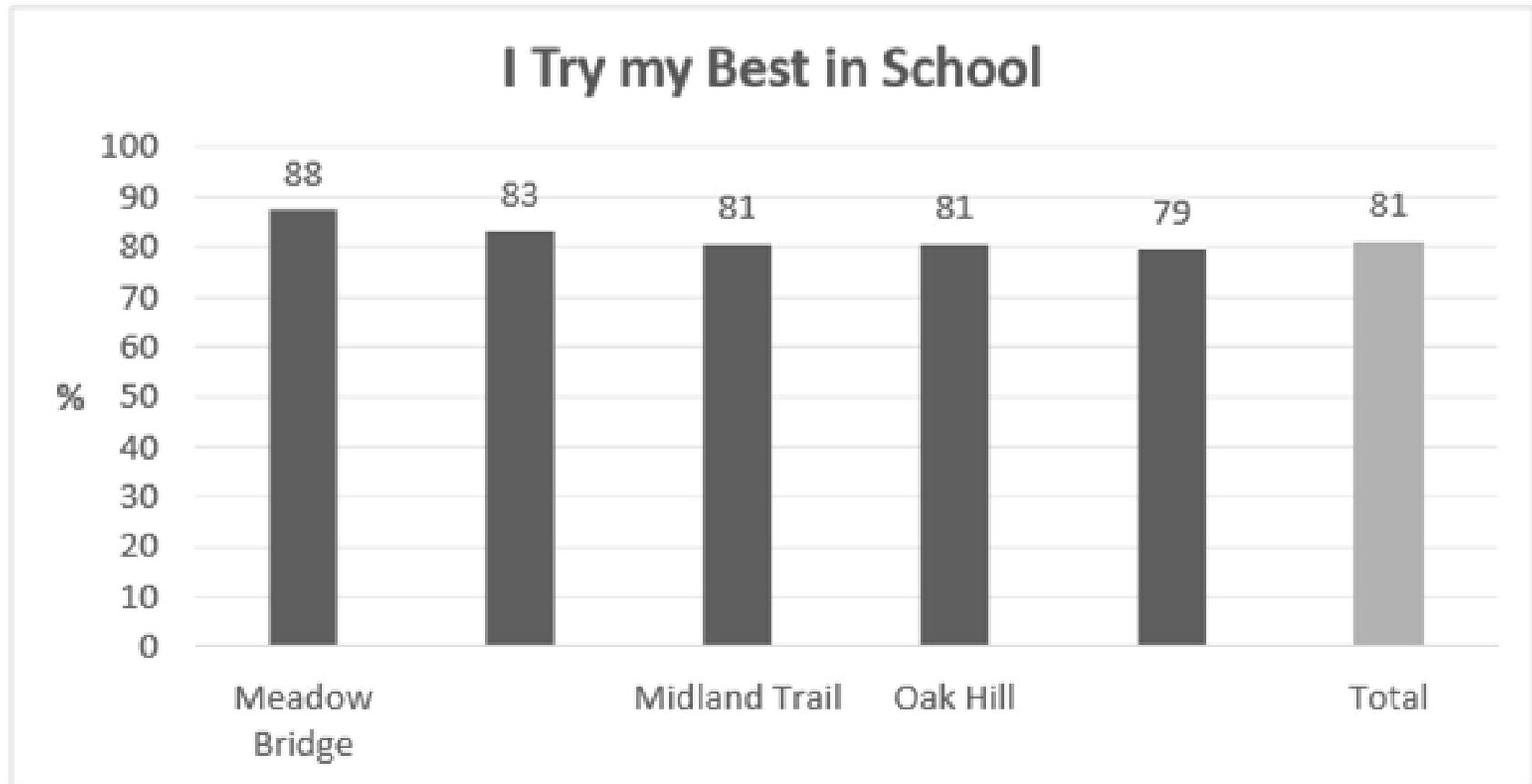


Figure 41. I try my best in school – “Strongly Agree” + “Somewhat Agree”

Middle School

Table 11. Attitude to school and studies? (“Applies Almost Always to Me” + “Applies Often to Me”) (%)

	Fayetteville (%)	Valley (%)	Oak Hill (%)	Meadow Bridge (%)	Midland Trail (%)	Fayette County (%)
I find school pointless	16	34	29	21	18	25
I am bored at school	48	65	53	39	38	50
I feel I do not put enough effort into my schoolwork	15	24	22	9	19	20
I find schoolwork too difficult	34	39	30	21	28	31
I feel bad at school	24	33	26	22	24	26
I want to change schools	25	28	26	24	19	25
I do not get along with my teachers	15	24	18	18	18	18

High School

Table 11. Attitude to school and studies? (“Applies Almost Always to Me” + “Applies Often to Me”) (%)

	(%)	(%)	Meadow Bridge (%)	Midland Trail (%)	Oak Hill (%)	Total (%)
I find school pointless	22	23	15	27	24	24
I am bored at school	40	45	25	50	48	45
I feel I do not put enough effort into my schoolwork	14	15	12	19	17	16
I find schoolwork too difficult	24	24	16	24	25	24
I feel bad at school	23	25	15	21	30	27
I want to change schools	21	23	11	18	25	22
I do not get along with my teachers	13	15	7	10	14	13

Leisure

Table 13. How many times a week do you participate in any of the following out-of-school activities that are supervised by adults?- (%) (2 times a week or more often)

	Fayetteville (%)	Valley (%)	Oak Hill (%)	Meadow Bridge (%)	Midland Trail (%)	Fayette County (%)
Sports or sports teams (swim team, soccer, football, dance)	57	40	40	65	48	45
Religious Organizations (e.g. youth group, go to church)	17	13	29	24	40	26
Art, Drama, or musical instrument band) classes	10	24	22	60	30	23
Volunteering in the Community	8	6	14	15	13	12
Go to a community center like "Boys and Girls Club" or another such After-school program	6	4	7	19	13	8
Other	38	34	31	36	35	34

Middle School

Table 13. How many times a week do you participate in any of the following out-of-school activities that are supervised by adults?- (%) (2 times a week or more often)

	(%)	(%)	Meadow Bridge (%)	Midland Trail (%)	Oak Hill (%)	Total (%)
Sports or sports teams (swim team, soccer, football, dance)	36	40	50	41	33	37
Religious Organizations (e.g. youth group, go to church)	18	22	20	23	21	21
Art, Drama, or musical instrument band) classes	16	20	20	16	17	17
Volunteering in the Community	16	19	13	12	14	15
Go to a community center like "Boys and Girls Club" or another such After-school program	6	12	7	5	8	7
Other	15	21	20	23	26	22

High School

Table 14. Unsupervised leisure time, once per week or more? - (%)

	(%)	(%)	Meadow Bridge (%)	Midland Trail (%)	Oak Hill (%)	Total (%)
Hang out at a friend's home with no adult present	16	19	16	30	19	20
Hang out with friend's in a local parking lot	19	16	14	14	13	15
Hang out with friends in a field or wooded area	12	11	10	12	10	11
Hang out with friends in a local mall, shopping center, or downtown stores	12	14	14	15	17	15
Hang out with friends at a nearby school when school is closed	9	12	15	10	9	10
Hang out with friends in an abandoned building or empty house	6	8	6	6	8	7

High School

Relationship to Outcomes

Section 3. Risk and Protective Factors and Relationships to Outcomes
Parents/Caregivers

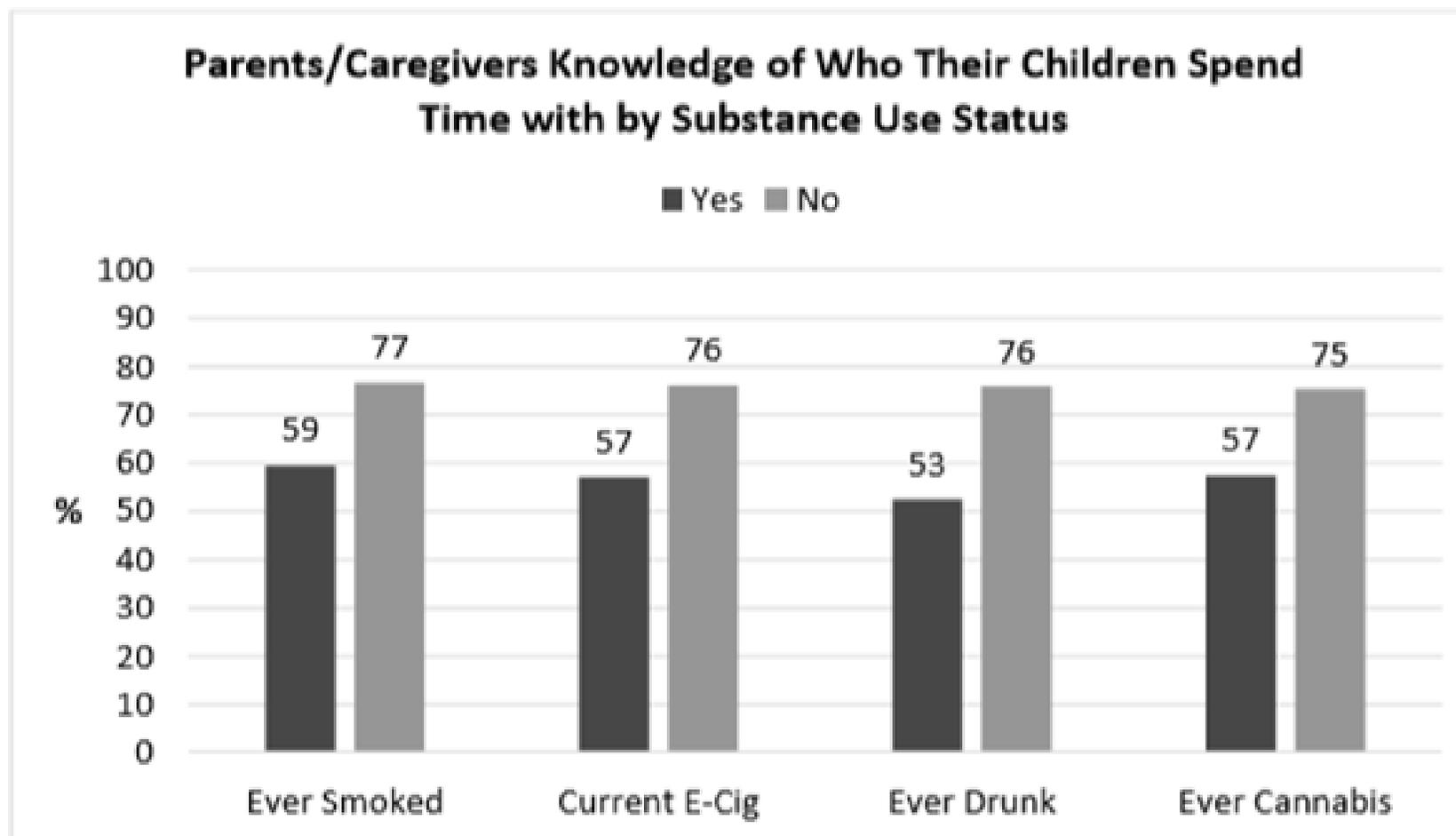


Figure 45. Parents/caregivers know whom I am with in the evenings – “Applies very well to me”

Middle School

High School

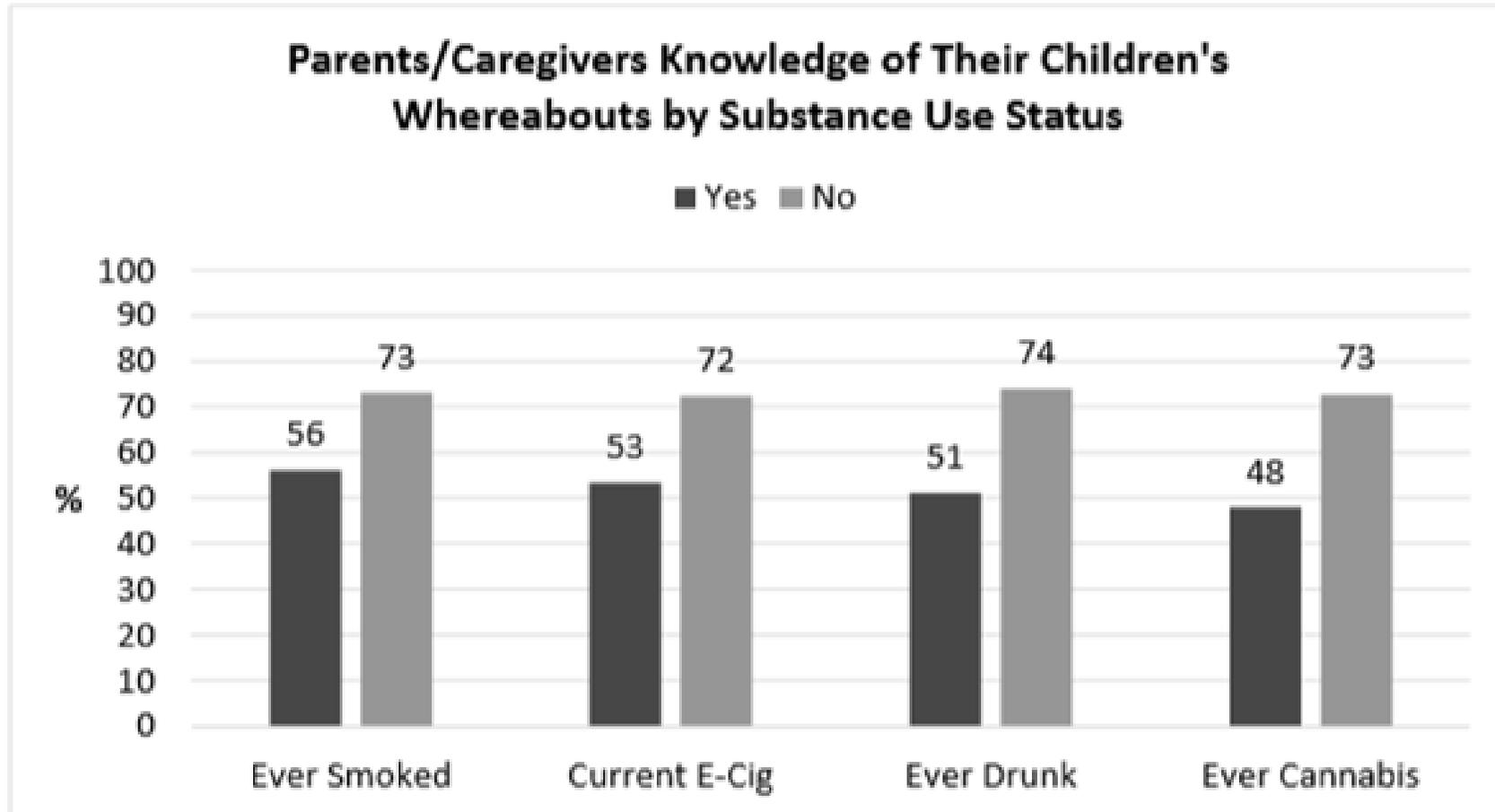


Figure 46. Parents/caregivers knowledge of student location in the evenings – “Applies very well to me”

Middle School

Leisure Time

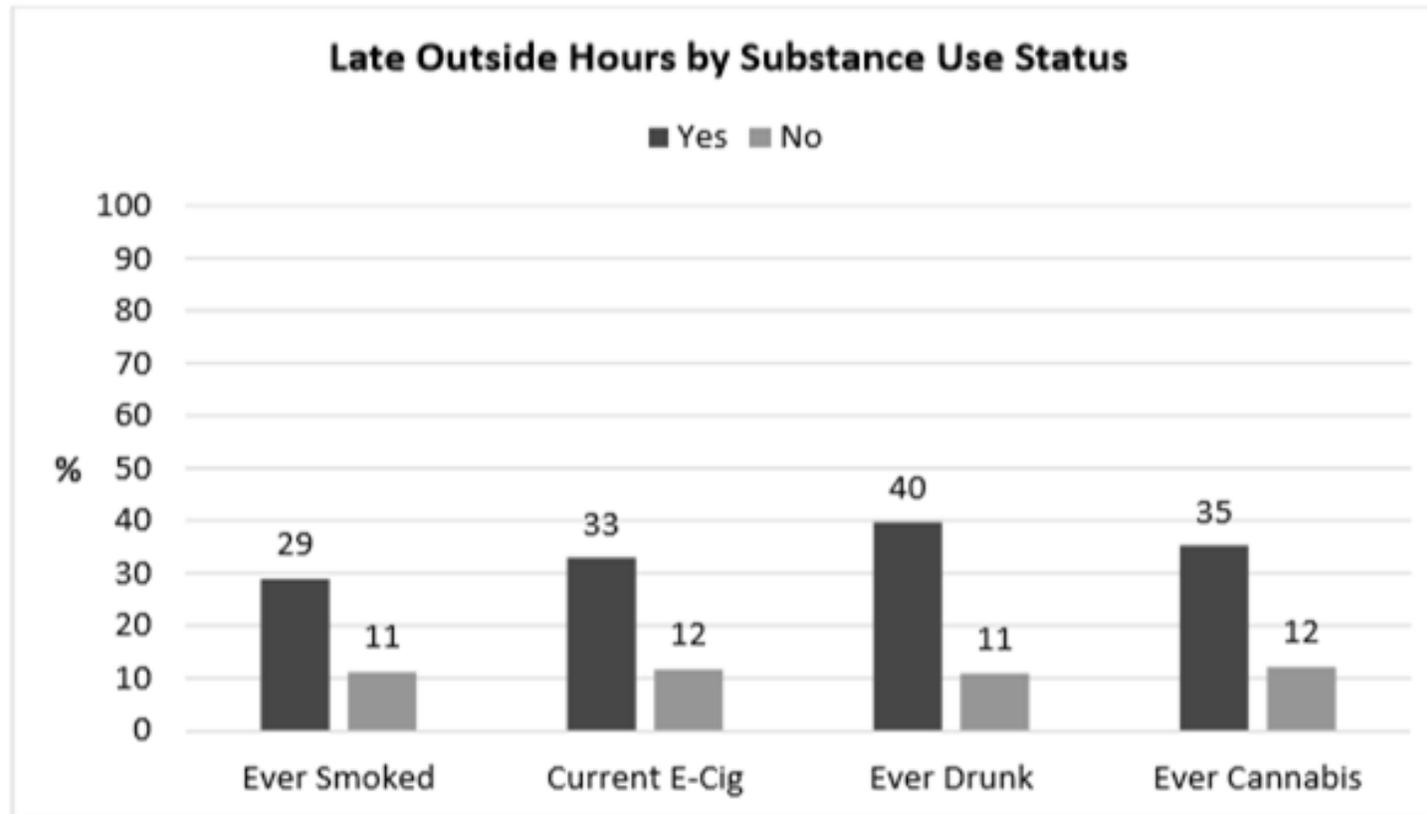


Figure 51. Students who are outside after midnight by substance use status – Once or more per week

Middle School

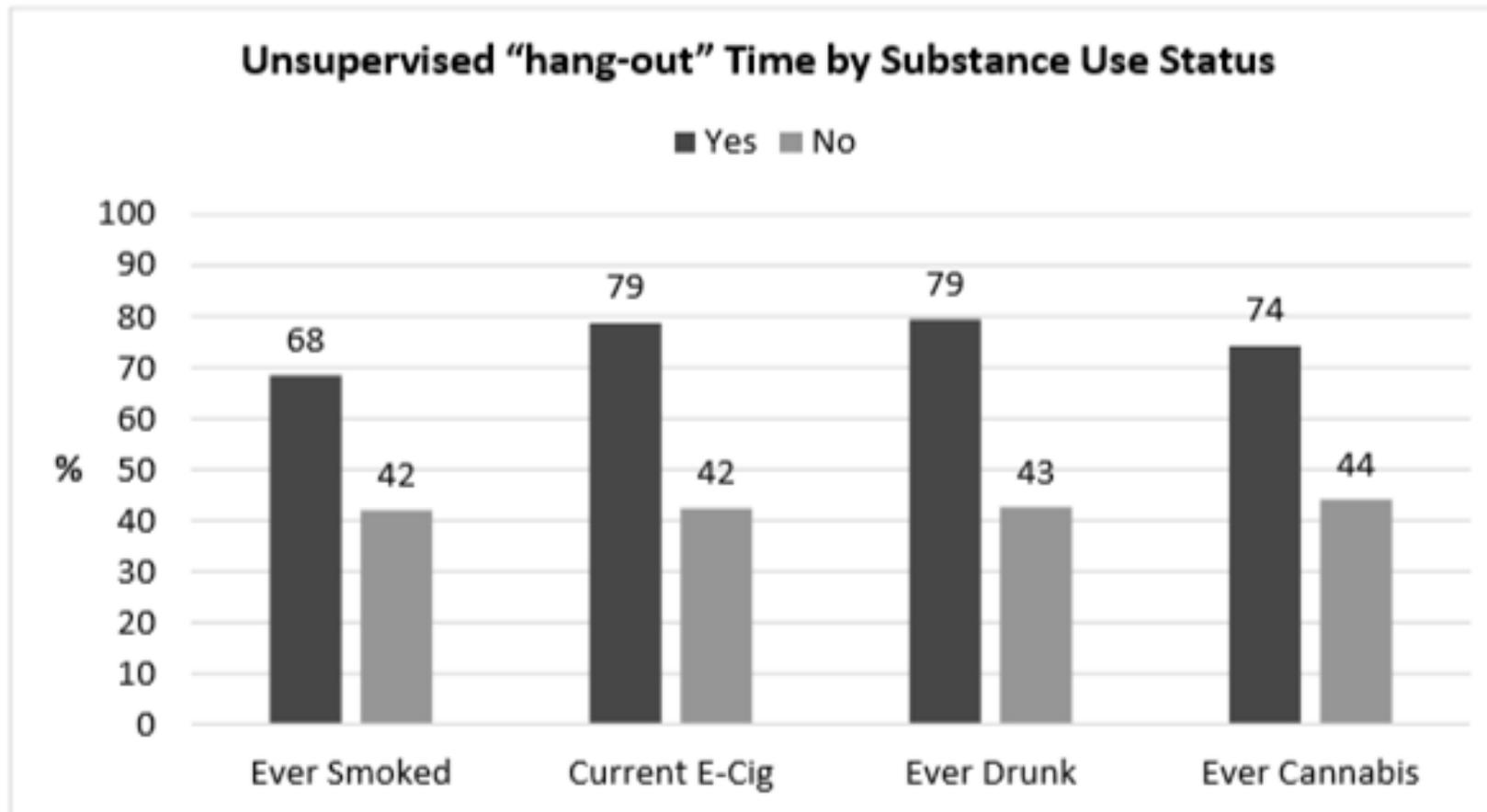


Figure 52. Students who hang out at a friend's home with no adults present by substance use status – Once or more per week

High School

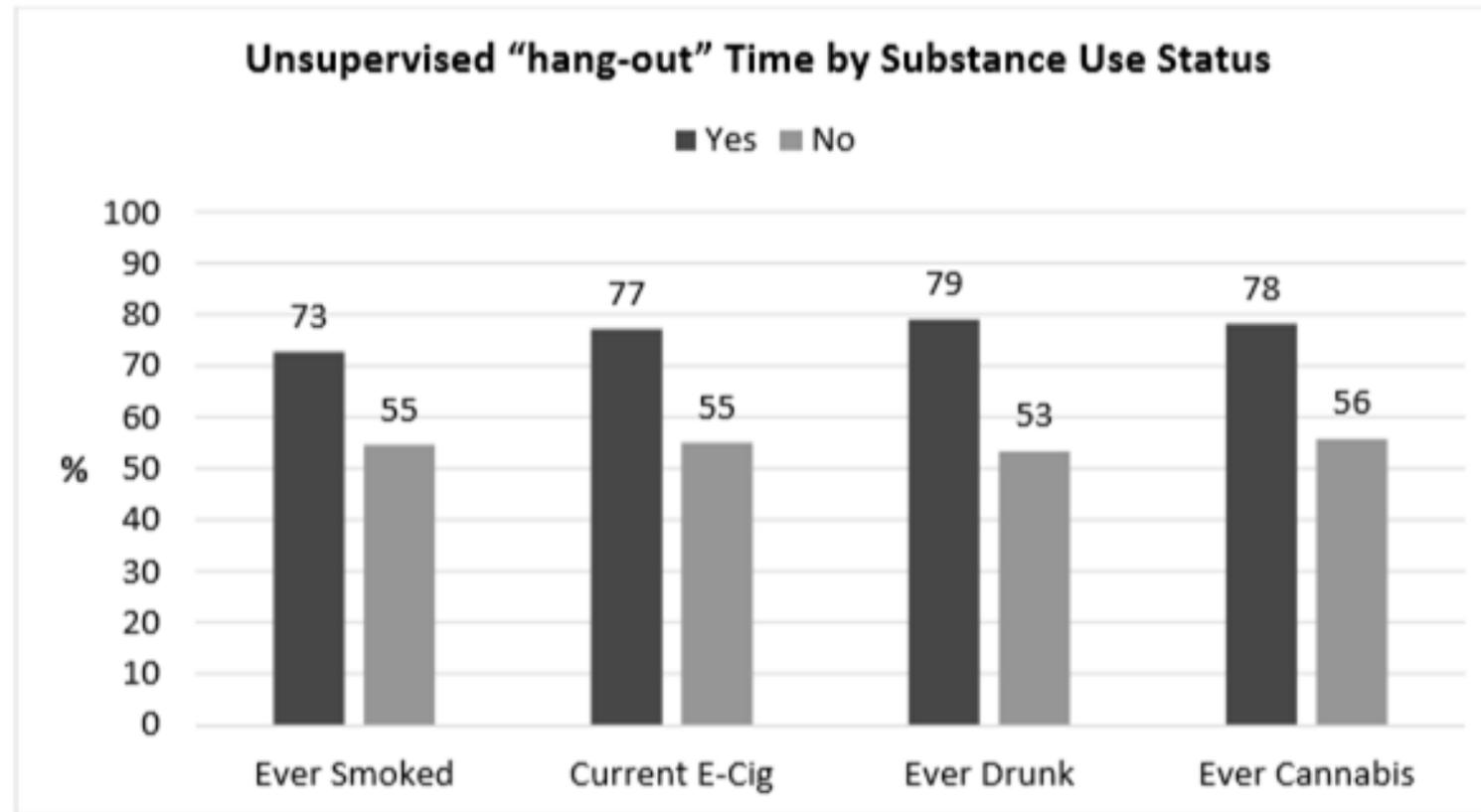


Figure 52. Students who hang out at a friend's home with no adults present by substance use status – Once or more per week

What was something positive that you saw in the data? Why?

What was the most troubling thing in the data that you saw today? Why?

Next Steps

- The data and the message goes out to the communities.
- Have community gatherings where data and ideas are shared.
- Set goals
- Create strategies to reach those goals.
- Communicate those goals and strategies with community members.

Most people do not run to drugs, rather they are running away from something.

If we do not want kids to run to drugs what do we have that they can run to?



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