



# Universal Opioid and Other Substance Misuse Prevention Planning in Schools: Self-Assessment Tool

CONNECTICUT DEPARTMENT OF MENTAL HEALTH AND ADDICTION SERVICES  
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## INTRODUCTION

This self-assessment tool is designed to help school-based prevention planning teams identify and document the information they will need to make data-driven decisions about their universal substance misuse prevention efforts. Specifically, this tool will help schools determine which existing prevention efforts they want to continue as is, which should be improved, which should be discontinued, and what gaps exist that should be filled.

This tool is organized according to the following steps:

- STEP 1: Assess planning team membership and assign assessment tasks
- STEP 2: Document prevention priorities
- STEP 3: Assess existing prevention curricula
- STEP 4: Review other existing prevention efforts
- STEP 5: Determine next steps

Before getting started, we strongly recommend that all members of the planning team complete Modules 1 through 4 of the accompanying online course. It provides the foundation for understanding the assessment activities that follow and benefiting from them. In the introduction to each step, we also describe additional work those responsible should complete and/or information to gather before beginning the step.

Finally, please keep in mind that assessing prevention-related needs and priorities, as well as prevention efforts designed to address them, is an iterative process. Your school's planning team will want to return periodically to this tool to document important changes in prevention-related needs and efforts, and to refine your school's course of action.

### Using this Tool

This tool is interactive. You can type directly into any of the blue boxes in the charts. At the end of each session, make sure to save your work to your computer so you can pick up where you left off.

If you prefer, you can also print out individual pages and enter your responses manually. You will need to do this for some of the tables in Steps 3 and 4, where we ask you to assess individual prevention strategies separately.

If you have any questions about using this tool, please don't hesitate to contact SERC Consultants Bianca Irizarry at [irizarry@ctserc.org](mailto:irizarry@ctserc.org) or Paquita Jarman-Smith at [jarmansmith@ctserc.org](mailto:jarmansmith@ctserc.org).

## STEP 1: ASSESS CORE PREVENTION PLANNING TEAM

*This step of the assessment corresponds with Module 2 of the online course: Building a Core Team.*

**Tasks:** In Step 1, you will:

- Document who is currently on your core prevention planning team.
- Identify any gaps in team membership.
- Assign self-assessment tasks to individual team members.

**Preparation:** Before beginning Step 1, you will need to:

- Schedule a meeting of core prevention planning team members (or potential members) with time allotted to complete Step 1. *Note that completion of this step may take more than one meeting.*

### Table 1.1: Who Is Currently on the Team?

In the table below, list the members of your core prevention planning team and their roles/affiliations (e.g., school principal, classroom teacher).

Name	Roles/Affiliations

**Table 1.2: Inventory of Knowledge Areas and Experience**

With input from all core prevention planning team members, indicate who on your team has the strengths and areas of knowledge necessary for effective prevention planning.

Area of Knowledge/Experience	Who?
Critical information about students’ prevention-related needs and strengths	
Institutional knowledge of school-based prevention efforts	
Experienced gathering and using data to guide prevention efforts	
Authorized to make decisions and allocate resources to prevention efforts	
Able to build critical support for prevention efforts in the school	
Affected by prevention efforts (those responsible and intended participants)	

**Reflection Questions: Identifying Gaps**

After completing Tables 1.1 and 1.2, engage all planning team members in answering the following questions:

Do you have any gaps of knowledge/experience in your team?  Yes  No

If yes, identify individuals you can ask to join your core prevention planning team who can fill this gap(s).

Does your core prevention planning team consist of members from diverse backgrounds, including different religious, ethnic, age, and socioeconomic groups?  Yes  No

If no, who are you missing?

Does your core prevention planning team membership include a mix of “doers” and influencers?  Yes  No

If no, who are you missing?

Is your core prevention planning team small enough for effective communication and decision making, but large enough to get the necessary work done?  Yes  No

If no, what changes are needed?

Does your team have representation from key areas within your school (e.g., health educators, special education, medical services)?

Yes  No

If no, what area(s) need representation?

**Table 1.3: Self-assessment Tool Assignments**

For each assessment step listed in the table below, engage all planning team members in deciding which team member will take the lead and which additional members will participate in and support step completion.

*Keep in mind: Not all members of your core planning team will be involved directly in completing the self-assessment activities. However, all members should be updated regularly on the progress of work being done.*

Step	Lead	Participate and Support
<b>Step 2: Document Prevention Priorities</b>		
<b>Step 3: Assess Existing Prevention Curricula</b>		
<b>Step 4: Review Other Existing Prevention Efforts</b>		
<b>Step 5: Determine Next Steps</b>		

**Reflection Questions: Assigning Tasks**

Do you have team members assigned to each task in the self-assessment tool?  Yes  No

If no, who can be asked to complete those tasks?



## STEP 2: DOCUMENT PREVENTION PRIORITIES

*This step of the assessment corresponds with Modules 3 and 4 of the online course: Understanding Factors and Understanding Strategies: Classroom Curricula.*

**Tasks:** In Step 2, you will:

- Document your school's priority risk and protective factors.
- List the CT State Department of Education's [Healthy and Balanced Living Health and Safety Education Curriculum Framework \(HSECF\) Standards](#) that your school has prioritized.

**Preparation:** Before beginning Step 2, you will need to:

- Complete a data-driven assessment to identify your school's priority risk and protective factors.
- Review and identify the priority [HSECF Standards](#) your school wants to address.

### Table 2.1: Priority Risk and Protective Factors

In the table on the following page, record the risk and protective factors your team prioritized through your assessment of prevention-related needs and resources (see online course Module 3). For each factor, document the domain in which it occurs (individual/peer, school, family), your rationale for why the factor is a priority, and your source(s) of information for this rationale (e.g., district-wide survey data, school records). We recommend limiting the number of priority factors to a maximum of three risk and three protective factors.

Priority Factors	Domain	Rationale (Why this is a priority)	Source(s) (How we know this to be true)
<b>Risk Factors</b>			

Priority Factors	Domain	Rationale <i>(Why this is a priority)</i>	Source(s) <i>(How we know this to be true)</i>
<b>Protective Factors</b>			

**Reflection Questions: Priority Factors**

Are the priority risk and protective factors listed in Table 2.1 based on credible sources of evidence-based data?  Yes  No

If yes, proceed to the questions on the following page.

If no, what additional information do you need to fully understand the risk and protective factors that are contributing to the substance misuse prevention problems in your school? Who will be responsible for collecting this information?

Once you have collected this information, proceed to the questions on the following page.

Do you have a balance of priority risk and protective factors?  Yes  No

If no, what is your rationale for focusing only on reducing risk or enhancing protection?

Have you prioritized more than three risk and/or three protective factors?  Yes  No

If yes, is there a way to prioritize fewer factors—at least to begin with—so that your prevention efforts aren't diluted by trying to accomplish too much at once?

**Table 2.2: Priority HSECF Standards**

In the table below, list the [HSECF Standards](#) that your school has prioritized, the grades for which each standard is a priority, and why the standard is a priority. Your school might want to include all of the standards or focus on a subset of those standards.

<b>Priority HSECF Standard</b> <i>(Number and Name)</i>	<b>Which Grades?</b>	<b>Rationale</b> <i>(Why this is a priority)</i>
	<input type="checkbox"/> Whole school <input type="checkbox"/> Specific grades:	
	<input type="checkbox"/> Whole school <input type="checkbox"/> Specific grades:	

<b>Priority HSECF Standard</b> <i>(Number and Name)</i>	<b>Which Grades?</b>	<b>Rationale</b> <i>(Why this is a priority)</i>
	<input type="checkbox"/> Whole school <input type="checkbox"/> Specific grades:	
	<input type="checkbox"/> Whole school <input type="checkbox"/> Specific grades:	
	<input type="checkbox"/> Whole school <input type="checkbox"/> Specific grades:	
	<input type="checkbox"/> Whole school <input type="checkbox"/> Specific grades:	
	<input type="checkbox"/> Whole school <input type="checkbox"/> Specific grades:	
	<input type="checkbox"/> Whole school <input type="checkbox"/> Specific grades:	

### **Reflection Questions: HSECF Standards in Relation to Priority Factors**

Once you have completed Tables 2.1 and 2.2, answer the following questions:

Will meeting the priority HSECF standards listed above help your school address your priority risk and protective factors?  Yes  No

If yes, how will these HSECF standards help you address your school's priority risk and protective factors?

If no, are there other standards you may want to prioritize instead that will help reduce your priority risk/protective factors?

## STEP 3: ASSESS EXISTING PREVENTION CURRICULA

*This step corresponds with Module 4, Part 1 of the online course: Understanding Strategies: Classroom Curricula.*

**Tasks:** In Step 3, you will:

- Inventory your school's universal substance misuse prevention curricula.
- Review each prevention curriculum to determine how well it addresses the Principles of Effectiveness.
- Review each prevention curriculum to determine how well it meets your priority HSECF standards.
- Determine the appropriateness of the curriculum for the age group in which it is being implemented.
- List those classroom curricula that you plan to continue implementing.

**Preparation:** Before beginning Step 3, you will need to:

- Obtain copies of each prevention curricula your school is currently implementing.
- Make multiple copies of Tables 3.2 – 3.4, as you will complete these tables multiple times (for each universal prevention curriculum you are currently implementing).

### Table 3.1: Inventory of Classroom Curricula

In the table below, list all the universal substance misuse prevention curricula you are currently implementing in your school. Specify the grades in which each curriculum is implemented and the type of curriculum: comprehensive health education, personal and social skills/social and emotional learning, normative education, resistance skills education, and/or other health-related curricula.

Name	Grade Level(s)	Type(s) of Curricula

Name	Grade Level(s)	Type(s) of Curricula

**Table 3.2: Alignment with Principles of Effectiveness**

Complete the table on the following pages for each curriculum listed in your inventory to determine how well each aligns with the research-based Principles of Effectiveness described in Module 4 of the online course.

**Table 3.3: Alignment with Priority HSECF Standards**

Complete the table on the following pages for each curriculum listed in your inventory to determine how well each aligns with HSECF prevention standards your school has prioritized.

To complete Table 3.3, transfer from Table 2.2 the HSECF prevention standards your school has prioritized. For each standard, indicate whether the curriculum aligns with the standard and how you know this.

**Table 3.2: Alignment with Principles of Effectiveness**

Name of Curriculum:

Grade(s) in which curriculum is implemented:

Principle of Effectiveness	Aligns with Principle?	Rationale	Source(s) <i>(How we know this to be true)</i>
<p><b>Curriculum is based on strong evidence of effectiveness</b></p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain</p>	<p><input type="checkbox"/> High rating in one or more federal registries</p> <p style="text-align: center;"><b>OR</b></p> <p><input type="checkbox"/> Not included in a federal registry, but has other credible evidence of effectiveness (e.g., positive results from one or more rigorous evaluation studies)</p>	
<p><b>Curriculum is well-matched to audience and setting</b></p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain</p>	<p><input type="checkbox"/> Addresses one or more priority risk/protective factor(s). Which ones?</p> <p style="text-align: center;"><b>AND</b></p> <p><input type="checkbox"/> Is culturally relevant and appropriate. For whom?</p> <p style="text-align: center;"><b>AND</b></p> <p><input type="checkbox"/> Is well-supported by your school. By which stakeholders/resources?</p>	



Principle of Effectiveness	Aligns with Principle?	Rationale	Source(s) <i>(How we know this to be true)</i>
<b>Curriculum is delivered by trained facilitators who are well-prepared and supported</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain	<input type="checkbox"/> Training is provided for all facilitators  <b>AND</b>  <input type="checkbox"/> Facilitators have access to ongoing coaching by curriculum experts and other types of support	
<b>Curriculum has multiple sessions</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain	Number of sessions in the curriculum:	
<b>Curriculum extends over multiple years</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain	Grade levels included in the curriculum:	
<b>Curriculum promotes personal and social skill develop through interactive teaching methods</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain	Teaching methods used in curriculum:	
<b>Curriculum is implemented with fidelity or adapted with care</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain	If adapted, describe adaptations:	

Principle of Effectiveness	Aligns with Principle?	Rationale	Source(s) <i>(How we know this to be true)</i>
Curriculum is monitored, evaluated, and improved over time.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain	Results:	

**Reflection Questions: Alignment with Priority Factors**

Were you able to complete Table 3.2 in its entirety?  Yes  No

If not, what information do you need to complete the table and who will be responsible for gathering it?

Does this curriculum align with all Principles of Effectiveness?  Yes  No

If no, what changes/improvements can be made on the Principles not currently being addressed?

**Table 3.3: Curriculum Assessment: Alignment with HSECF Standards**

**Name of Curriculum:**

**Grade(s) in Which Curriculum is Implemented:**

Priority HSECF Standard (number and name):	Aligns with standard? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain
Rationale:	
Priority HSECF Standard (number and name):	Aligns with standard? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain
Rationale:	
Priority HSECF Standard (number and name):	Aligns with standard? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain
Rationale:	
Priority HSECF Standard (number and name):	Aligns with standard? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain
Rationale:	

Priority HSECF Standard (number and name):	Aligns with standard? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain
Rationale:	
Priority HSECF Standard (number and name):	Aligns with standard? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain
Rationale:	
Priority HSECF Standard (number and name):	Aligns with standard? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain
Rationale:	

**Reflection Questions: Alignment with HSECF Standards**

Were you able to complete Table 3.3?  Yes    No

If no, what additional information do you need to do so and who will be responsible for gathering it?

**Table 3.4: Developmental Appropriateness of Curriculum Type**

Review the table below. Indicate on the table the quadrant in which this curriculum falls.

Developmental Periods/Grade Levels	Personal and Social Skills Education	Normative Education	Resistance Skills Education
Childhood and Preadolescence/ Grades K-5	Recommended	Caution	Caution
Early and Middle Adolescence/ Grades 6-9	Recommended	Recommended	Caution
Late Adolescence/ Grades 10-12	Recommended	Caution	Recommended

**Reflection Questions: Developmental Appropriateness**

Does this curriculum fall into a “Recommended” or “Caution” quadrant?

- Recommended     Caution

If the curriculum falls into a “Caution” category, is there data-driven rationale for continuing to implement the strategy in your school?

### Recommendations: Is this Curriculum a Good Fit?

Using the information compiled in Tables 3.2, 3.3, 3.4, and the accompanying reflection questions, document your recommendation below.

The core prevention planning team recommends the following action regarding this curriculum:

<input type="checkbox"/> Continue <i>as is</i>	<input type="checkbox"/> Continue <i>with modifications</i>	<input type="checkbox"/> Discontinue
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Rationale for decision:

If the team opted to continue the curriculum with modification, please describe below those modifications needed:



*Before moving forward, make sure to complete Tables 3.2 – 3.4 and their accompanying reflection questions for each curriculum your school is currently implementing.*

**Table 3.5: Snapshot of Prevention Curricula to Be Continued**

In the table below, list each prevention curriculum your core prevention team recommends continuing. Include the following: the name of the curriculum, the grades in which it is being implemented, the priority risk/protective factor(s) it addresses, the HSECF standards it addresses, and whether your team recommends continuing the prevention curriculum “as-is” or with “modifications.”

Name of Curriculum	Grade(s) Addressed	Priority Factor(s) Addressed	Priority HSECF Standards Addressed	As-Is or With Modifications

**Reflection Questions: Identifying HSECF Gaps**

Consider the priority HSECF Standards you listed in Table 2.2. Do the classroom curricula your

school currently has in place address all your priority standards?  Yes  No

If no, which standards are missing?

## STEP 4: ASSESS OTHER EXISTING PREVENTION STRATEGIES

*This step of the assessment corresponds with Module 4, Part 2 of the online course: Classroom and Schoolwide Policies and Practices.*

**Tasks:** In Step 4, you will:

- Inventory your school’s classroom and schoolwide policies and practices, and family and community engagement efforts, relevant to universal substance misuse prevention
- Review each classroom and schoolwide policy/practice, and family and community engagement effort, using a set of key considerations adapted from the principles of effectiveness for classroom curricula

**Preparation:** Before beginning Step 4, you will need to:

- Obtain information about classroom and schoolwide policies/practices (e.g., formal policy statements) and family and community engagement efforts (e.g., family prevention program materials) currently being implemented in your school.
- Make enough copies of Tables 4.2, 4.3, 4.5, and 4.6 to be able to complete a separate table for each classroom and schoolwide policy/practice, and for each family and community engagement effort.

### Table 4.1: Inventory of Classroom and Schoolwide Policies/Practices

In the table on the following page, list all the prevention-related policies and practices you are currently implementing in your school. Specify where each is being implemented—that is, in a specific classroom/grade or schoolwide. Also write down the policy/practice type. Specifically, whether it is designed to:

1. Support the development of personal and social competencies and a positive overall climate
2. Support positive relationships and communication among students and adults
3. Promote positive behavior management and discipline (e.g., proactive classroom management, recognition of appropriate behaviors, restorative discipline)
4. Create a sense of physical, social, and/or emotional safety and well-being
5. Create opportunities for meaningful participation and support in classrooms and schools



Name (or Brief Description)	If Classroom Policy/Practice, Which Grade(s)	Schoolwide?	Type(s) of Policy/Practice

**Table 4.2: Classroom Policy/Practice Review**

Complete the table below for each classroom policy/practice in your inventory. Doing so will help you determine how well it aligns with the research-based Principles of Effectiveness described in online course.

**Policy/practice (name and brief description):**

**Classroom(s)/grade(s) in which it is implemented:**

**This policy/practice is intended to promote (check all that apply):**

- Instruction supportive of personal and social skill development and positive climate
- Positive relationships and communication among students and adults
- Positive behavior management and discipline
- Sense of physical, social, and/or emotional safety and well-being
- Opportunities for meaningful student participation and support

Key Considerations	Rationale <i>(What you know)</i>	Source(s) <i>(How you know it)</i>
Based on strong evidence of effectiveness (or informed by sound research/theory)  <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain		
Designed to directly address one or more priority risk/protective factors (or support their achievement)  <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain		
Culturally relevant and appropriate  <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain		

Key Considerations	Rationale <i>(What you know)</i>	Source(s) <i>(How you know it)</i>
Well-supported by key stakeholders and available resources  <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain		
Implemented by trained and well-supported facilitators  <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain		
Monitored, evaluated, and improved over time  <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain		

**Recommendations: Is this Classroom Policy/Practice a Good Fit?**

Were you able to complete Table 4.2 in its entirety?  Yes    No

If no, what information is needed and who will be responsible for gathering it?

If yes, does this classroom-specific policy/practice add value to your school’s universal substance misuse prevention efforts and seem worth continuing?  Yes    No

**The core prevention planning team recommends the following action regarding this policy/practice:**

<input type="checkbox"/> Continue <i>as is</i>	<input type="checkbox"/> Continue <i>with modifications</i>	<input type="checkbox"/> Discontinue
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**Rationale for decision (If the team opted to continue the curriculum with modification, please describe below those modifications needed):**

***Remember to complete separate tables for each classroom-specific prevention policy/practice your school is currently implementing!***

**Table 4.3: Schoolwide Policy/Practice Review**

Complete the table below for each schoolwide policy/practice in your inventory. Doing so will help you determine how well it aligns with the research-based Principles of Effectiveness described in online course.

**Schoolwide policy/practice (name and brief description):**

**This policy/practice is intended to promote (check all that apply):**

- Instruction supportive of personal and social skill development and positive climate
- Positive relationships and communication among students and adults
- Positive behavior management and discipline
- Sense of physical, social, and/or emotional safety and well-being
- Opportunities for meaningful student participation and support

Key Considerations	Rationale <i>(What you know)</i>	Source(s) <i>(How you know it)</i>
Based on strong evidence of effectiveness (or informed by sound research/theory) <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain		
Designed to directly address one or more priority factors (or support their achievement) <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain		
Culturally relevant and appropriate <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain		

Key Considerations	Rationale <i>(What you know)</i>	Source(s) <i>(How you know it)</i>
Well-supported by key stakeholders and available resources  <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain		
Implemented by trained and well-supported facilitators  <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain		
Monitored, evaluated, and improved over time  <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain		

**Recommendations: Is this Schoolwide Policy/Practice a Good Fit?**

Were you able to complete Table 4.3 in its entirety?  Yes    No

If no, what information is needed and who will be responsible for gathering it?

If yes, does this classroom-specific policy/practice add value to your school’s universal substance misuse prevention efforts and seem worth continuing?  Yes    No

**The core prevention planning team recommends the following action regarding this policy/practice:**

<input type="checkbox"/> Continue <i>as is</i>	<input type="checkbox"/> Continue <i>with modifications</i>	<input type="checkbox"/> Discontinue
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**Rationale for decision (If the team opted to continue the curriculum with modification, please describe below those modifications needed):**

***Remember to complete separate tables for each schoolwide prevention policy/practice your school is currently implementing!***

**Table 4.4: Inventory of Family Engagement Efforts**

In the table below, list all family engagement efforts supportive of universal substance misuse prevention you are currently implementing in your school. Specify whether each is being implemented only with one particular classroom(s)/grade level(s) or schoolwide along with what type of family engagement effort it is—that is, a school-family partnership effort (e.g., to promote positive home-school communication, to involve caregivers/families in student learning at home, to involve caregivers/families in student learning at school) or a caregiver/family prevention program.

In the table below, list all the family engagement efforts supportive of universal substance misuse prevention you are currently implementing in your school. Specify where each is being implemented—that is, in a specific classroom/grade or schoolwide. Also write down what type of family engagement effort it is:

1. A school-family partnership effort (e.g., to promote positive home-school communication, to involve caregivers/families in student learning at home, to involve caregivers/families in student learning at school)
2. A caregiver/family prevention program.

Name (or Brief Description)	Classroom(s)/Grade Level(s) or Schoolwide	Type(s) of Family Engagement Effort

<b>Name (or Brief Description)</b>	<b>Classroom(s)/Grade Level(s) or Schoolwide</b>	<b>Type(s) of Family Engagement Effort</b>

**Table 4.5: School-Family Partnerships Review**

Complete the table below for each school-family partnership effort in your inventory. Doing so will help you determine how well it aligns with the research-based Principles of Effectiveness described in online course.

**School-family partnership (name and brief description):**

**This effort is intended to (check all that apply):**

- Promote positive home-school communication
- Involve caregivers/families in student learning at home
- Involve caregivers/families in student learning at school

Key Considerations	Rationale <i>(What you know)</i>	Source(s) <i>(How you know it)</i>
Based on strong evidence of effectiveness (or informed by sound research/theory)  <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain		
Designed to directly address one or more priority risk/protective factors  <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain		
Culturally relevant and appropriate  <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain		
Well-supported by key stakeholders and available resources  <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain		



Key Considerations	Rationale <i>(What you know)</i>	Source(s) <i>(How you know it)</i>
Implemented by trained and well-supported facilitators <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain		
Monitored, evaluated, and improved over time <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain		

**Recommendations: Is this School-Family Partnership Effort a Good Fit?**

Were you able to complete Table 4.5 in its entirety?  Yes    No

If no, what information is needed and who will be responsible for gathering it?

If yes, does this school-family partnership effort add value to your school’s universal substance misuse prevention efforts and seem worth continuing?  Yes    No

**The core prevention planning team recommends the following action regarding this effort:**

<input type="checkbox"/> Continue <i>as is</i>	<input type="checkbox"/> Continue <i>with modifications</i>	<input type="checkbox"/> Discontinue
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**Rationale for decision (If the team opted to continue the curriculum with modification, please describe below those modifications needed):**

***Remember to complete separate tables for each schoolwide prevention policy/practice your school is currently implementing!***

**Table 4.6: Caregiver/Family Prevention Program Review**

Complete the table below for each caregiver prevention program in your inventory. Doing so will help you determine how well it aligns with the research-based Principles of Effectiveness described in the online course.

**Name and brief description of caregiver/family prevention program:**

Key Considerations	Rationale <i>(What you know)</i>	Source(s) <i>(How you know it)</i>
Based on strong evidence of effectiveness (or informed by sound research/theory) <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain		
Designed to directly address one or more priority risk/protective factors <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain		
Culturally relevant and appropriate <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain		
Well-supported by key stakeholders and available resources <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain		
Implemented by trained and well-supported facilitators <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain		
Monitored, evaluated, and improved over time <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain		

**Recommendations: Is this Caregiver/Family Prevention Program a Good Fit?**

Were you able to complete Table 4.6 in its entirety?  Yes  No

If no, what information is needed and who will be responsible for gathering it?

If yes, does this caregiver/family prevention program add value to your school’s universal substance misuse prevention efforts and seem worth continuing?  Yes  No

**The core prevention planning team recommends the following action regarding this caregiver/family prevention program:**

<input type="checkbox"/> Continue <i>as is</i>	<input type="checkbox"/> Continue <i>with modifications</i>	<input type="checkbox"/> Discontinue
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**Rationale for decision (If the team opted to continue the curriculum with modification, please describe below those modifications needed):**

***Remember to complete separate tables for each caregiver/family prevention program your school is currently implementing!***

**Table 4.7: Inventory and Review of Community Engagement Efforts**

In the table below, list how your school is engaging the broader community in its universal substance misuse prevention efforts, including creating meaningful linkages between school- and community-based prevention efforts so they enhance, support, and reinforce one another.

<b>Efforts to involve community members in school-based prevention planning and decision-making:</b>	
<b>Name/description:</b>	<b>How is it going?</b>
<b>Efforts to recruit community experts to contribute to prevention-related trainings/supports:</b>	
<b>Name/description:</b>	<b>How is it going?</b>
<b>Efforts to work with community groups to establish consistent prevention messaging for students:</b>	
<b>Name/description:</b>	<b>How is it going?</b>
<b>Efforts to connect students to community-based opportunities for meaningful participation:</b>	
<b>Name/description:</b>	<b>How is it going?</b>

**Reflection Questions: How's it Going?**

Were you able to complete Table 4.7 in its entirety?  Yes  No

If no, what information is needed and who will be responsible for gathering it?

Which community engagement efforts add value to your school's universal substance misuse prevention efforts and seem worth continuing? What is your rationale?

What improvements, if any, can be made to your school's community engagement efforts?

**Table 4.8: Snapshot of Other Prevention Strategies to Be Continued**

Once you have completed Tables 4.1 through 4.7, complete the table below to see a snapshot of all the other (non-classroom curricular) strategies your core prevention planning team recommends continuing.

Name of Strategy	Grade(s) or “S” if schoolwide	Priority Risk/Protective Factors Addressed	Continue As-Is or with Modifications?
<b>CLASSROOM-/GRADE LEVEL-SPECIFIC POLICIES AND PRACTICES</b>			
<b>SCHOOLWIDE POLICIES AND PRACTICES</b>			
<b>SCHOOL-FAMILY PARTNERSHIP EFFORTS</b>			
<b>CAREGIVER/FAMILY PREVENTION PROGRAMS</b>			
<b>COMMUNITY ENGAGEMENT EFFORTS</b>			

## STEP 5: DETERMINE NEXT STEPS

*This step corresponds with Module 5 of the online course: Strengthening Your School’s Prevention Efforts.*

**Tasks:** In Step 5, you will:

- List the prevention curricula and other universal prevention programs and strategies you plan to continue implementing in your school.
- Identify any gaps that exist in your overall programming related to your priority risk/protective factors and determine next steps for filling those gaps.
- Identify any gaps that exist in your overall programming related to your priority HSECF standards and determine next steps for filling those gaps.

**Table 5.1: Summary of All Universal Prevention Efforts to Continue**

In the table below, list the prevention curricula and other universal prevention programs and strategies you plan to continue implementing in your school. For each effort, write down the risk/protective factor(s) and grades it addresses.

Type of Effort	Name Prevention Effort	Risk/Protective Factor(s) Addressed	Grade(s)
Curricula			
Classroom Policies/ Practices			
School-wide Policies/ Practices			

Type of Effort	Name Prevention Effort	Risk/Protective Factor(s) Addressed	Grade(s)
School-Family Partnership Efforts			
Caregiver/Family Prevention Programs			
Community Engagement Efforts			

### Reflection Questions: Putting It All Together

Consider your list of prevention efforts. Does it include a mix of strategies, representing a comprehensive approach to prevention in your school?  Yes  No

If no, which type of strategies are you lacking?

Does the list include strategies for all grades?  Yes  No

Depending on the factors and standards you have prioritized, it may not be necessary to have programming in every grade, as these factors/standards may not be relevant. However, are there any grades without programming that need it in order to address your priorities?

Yes  No



List your priority risk/protective factors from Table 2.1:

Compare your list of priority factors with those being addressed by the prevention efforts in Table 5.1. List any priority factor(s) that are *not* being addressed by the programming you plan to continue:

List your priority HSECF standards from Table 2.2:

Reflecting on Table 3.5, list any priority standards that are *not* being addressed by the programming you plan to continue:

For the prevention efforts you plan to continue with modifications, what next steps will you take to implement these modifications?