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NORTH KNOX JR./SR. HIGH PREVENTION EDUCATION DATA REPORT

2022-2023

JULY 2023

Annual Data Report

CFS- PREVENTION SERVICES OF KNOX COUNTY



SPEAK UP BE SAFE – ABUSE PREVENTION

During the 2022-23 school year, Prevention Specialists provided a 2-day abuse prevention program for North Knox students grades Pre-K to 12th Grade. Pre and post-test assessments were provided to 4th grade students and up to monitor comprehension of learning objectives. This data is based on a sampling of 615 students.

DATA TRENDS

- In the pre and post-test assessments for elementary students (grades 4-6), students were asked on the pre- and post-assessment if they felt they “deserve to be safe.” The answer increased by 7%, totaling 92% of students feel like they deserve to be safe.
- Elementary school students (grades 4-6), displayed significant knowledge retention of the learning objectives. Students were asked to define the term "emotional abuse." At post-assessment, 90% of students were able to correctly define the term, compared to 80% at pre-assessment.
- NKJSHS students (grades 9-12) also showed an increase in retention of learning objectives. Students were asked to correctly define the word "neglect." By the post-assessment, 95% of students were able to correctly define the term. Additionally, students were able to correctly define other related terms such as "cyberbullying," and appropriately navigate through practice bullying scenarios.
- On the post assessment, 93% of Junior High students reported they felt like they learned new ways to stay safe after participating in the Speak Up Be Safe program.
- Qualitative data collected from NKJSHS students reported things they liked about Speak up Be Safe such as:

"It's all true and really needs to be taught to people now'a'days."

"It provides good choices you can make if in a certain situation."

"Tells others that sexual abuse is real."

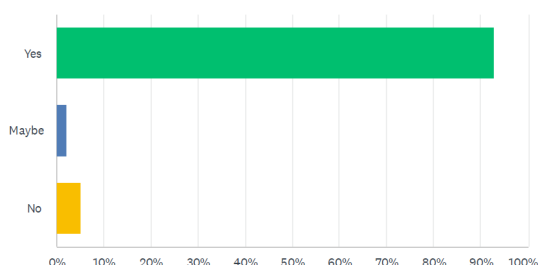
"It get covered once a year, and reminds children that its okay to speak up if you feel unsafe"

"It helps with issues we might have thought weren't issues."

"It is nice to hear sometimes that it's okay to speak up."

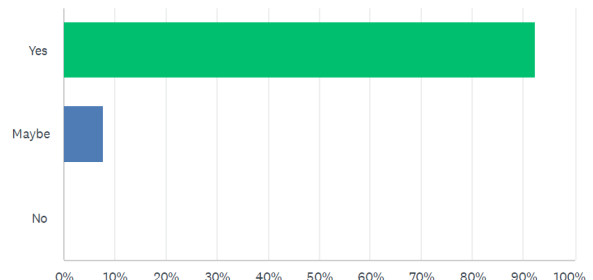
Q35 I learned ways to keep myself safe.

Answered: 136 Skipped: 2



Q7 I deserve to be safe

Answered: 90 Skipped: 0

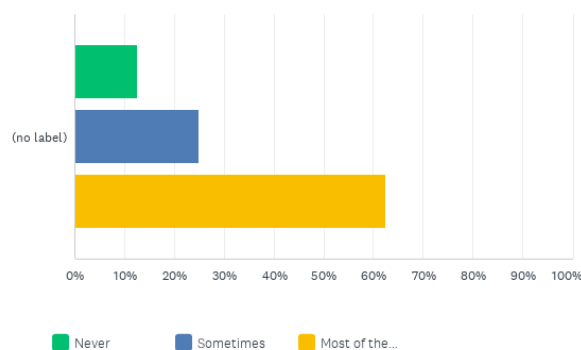


During the fall/spring semesters of 2022-2023, 4th and 7th grade North Knox students received a LifeSkills education program, facilitated by a CFS Prevention Specialist. North Knox 4th graders received an 8-week presentation, while 7th graders received a 14-week program. In this evidence-based program, students received a comprehensive and developmentally appropriate substance use and violence prevention program that aims to increase self-esteem, develop healthy attitudes, and improve their knowledge of essential life skills – all of which promote healthy and positive personal development and mental health. This data is based on a sampling of 88 students.

DATA TRENDS - 4TH GRADE

- After completing Life Skills, 4th grade students were able to name at least one healthy relationship they have in their life. Qualitative results showed common answers such as "parent/caregiver," family," "therapist."
- Students showed significant knowledge retention of the substance use sections of the curricula. When asked various questions about smoking and vaping, only 43% of students answered correctly in the pre-test. At the end of the 8-week curriculum, 100% of students were able to answer correctly - a knowledge retention rate increase of 57%.
- Students displayed an improvement in healthy decision-making skills as 94% of students identified the appropriate answers on the post-test regarding decision-making; an increase of 34% from the pre-test.

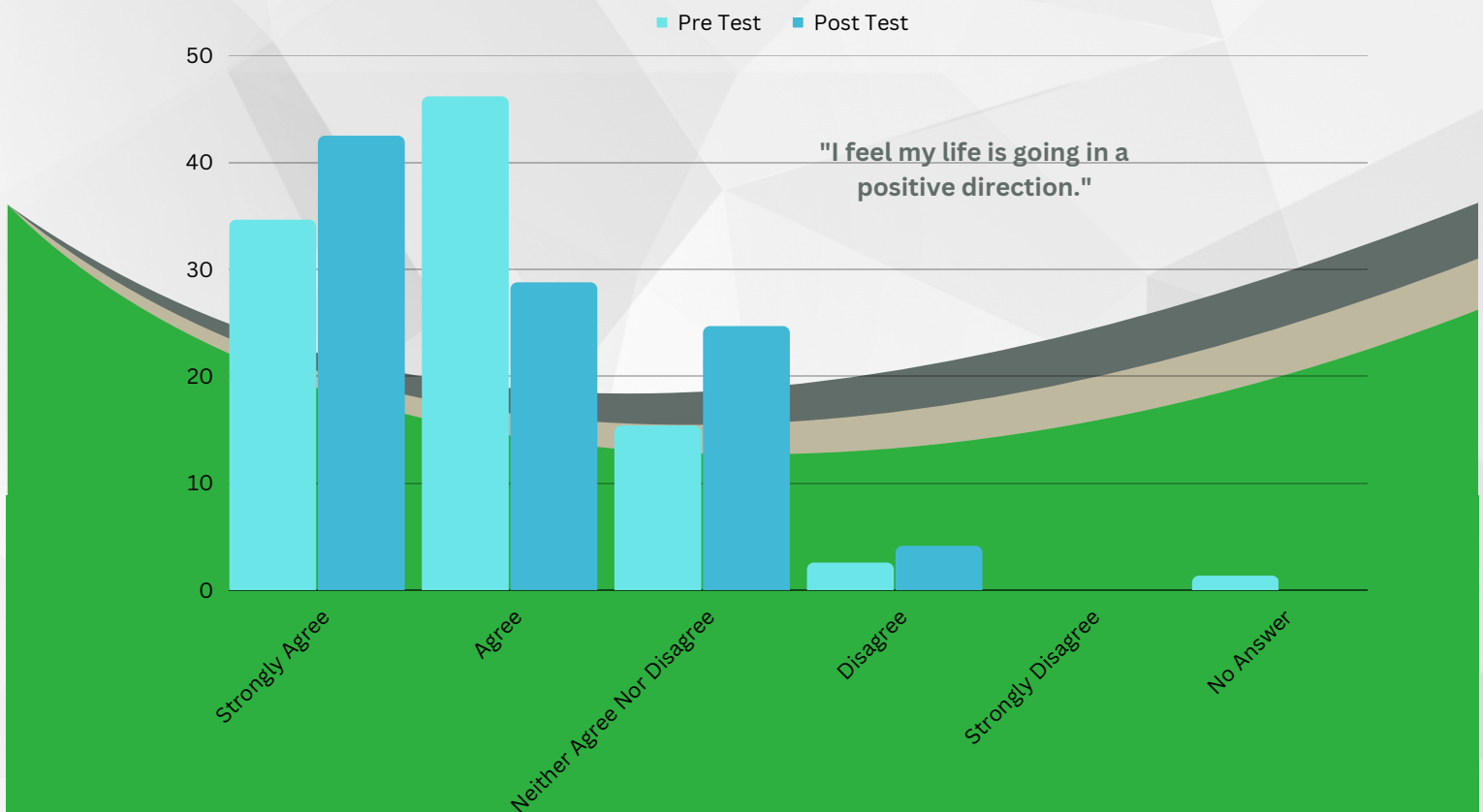
Q5 When you feel nervous or stressed out, how often do you take deep breaths to relax?





DATA TRENDS - 7TH GRADE

- In the pre and post assessment, students were asked if they felt their life was going in a positive direction. Data showed that students had an increase in rating by 9%. This statistic also indicates positive attitudinal shifts in self-efficacy and positive thinking.
- Students were asked to rate various statements on a Likert Scale varying from "strongly disagree" to "strongly agree." On the pre-assessment, 29% of students reported they "strongly agree" with the statement, "I know how to communicate well with others," comparative to the post-test in which 33% of students reported "strongly agree"; an increase of 3%.
- Students showed an increase in knowledge retention of the program content surrounding anger management and healthy coping skills. 47% of students reported that they "strongly agree" that they know healthy ways to control their anger; an increase of 11% from the pre-test.
- Qualitative reports collected from North Knox teachers show the following positive feedback:
"I believe it helps our youth tremendously."
"I look forward to the program again next year!"





PROJECT DISCOVERY

During the fall and spring semesters, a pre-selected group of 9th grade students attended Project Discovery. This group met weekly as a cohort and met individually once per week with a Prevention Specialist. In this evidence-based program, students received a comprehensive and developmentally appropriate substance use and violence prevention program that aims to increase self-esteem, develop healthy attitudes, and improve their knowledge of essential life skills – all of which promote healthy and positive personal development and mental health. Students completed pre, midterm, and post assessments.

DATA TRENDS

- On the pre assessment, students were asked to rate the following question, "I think about the consequences of my behavior before I act"; 25% of students reported "most of the time/all of the time." The post assessment reflected that 40% of students reported "most of the time/all of the time," showing a significant increase of self-awareness and impulse control skills.
- When asked to identify the qualities of a healthy relationship, on the pre-test, 56% of students answered correctly whereas on the post-assessment, 100% of students answered correctly; an increase of 44%.
- At the beginning of the school year, students were asked if they felt like they had an adult to talk to about something important. At post-test, only 12% of students reported to "strongly agree" with this statement, at the end of the year, 50% of students strongly agreed - an increase of 38%.
- Students showed a 58% increase in awareness of risk when it comes to "asking a friend to borrow their prescription medication when you're feeling overwhelmed at school." On the pre-assessment, 20% of students reported this was high risk, and on the post assessment, 78% reported high risk.
- After completing Project Discovery, 100% of students reported they felt like they had an adult in their life that cares about them.
- Qualitative data from the satisfaction survey showed students reported enjoying "friends and teacher," and "spending it with my friends." Students showed more self-confidence in being able to achieve goals they set for themselves at the end of the year versus the beginning.
- Students showed an increase in their perception of risk as 100% of students in Project Discovery reported it is not true that "once you've done something risky and nothing bad happens, it is less risky the next time you do it."

PROJECT DISCOVERY CONT'D

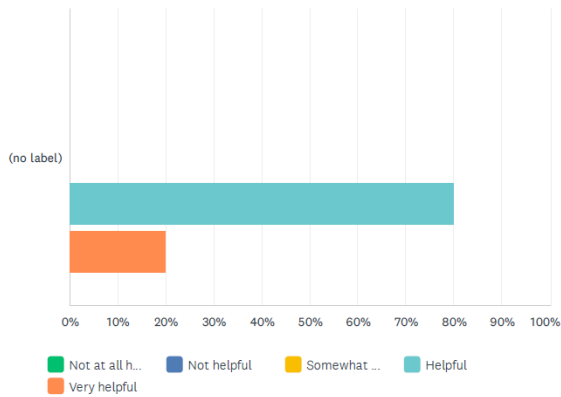


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DATA TRENDS

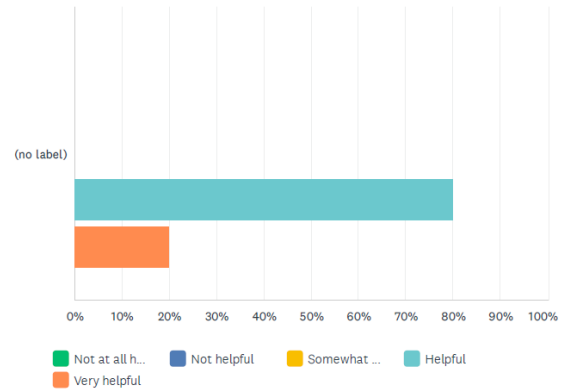
How helpful were your individual meetings with your Prevention Specialist?

Answered: 5 Skipped: 0



How helpful were your group meetings with your Prevention Specialist?

Answered: 5 Skipped: 0



Q6 What is the most important thing you learned from being in Project Discovery?

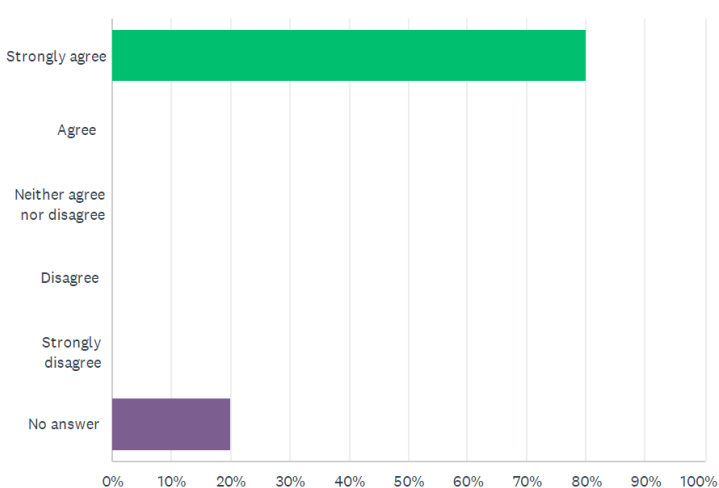
Answered: 5 Skipped: 0

#	RESPONSES	DATE
1	I cant think right now I'm tired	5/24/2023 10:21 AM
2	communication	5/24/2023 10:21 AM
3	respect and fun	5/24/2023 10:21 AM
4	to be a good friend	5/24/2023 10:19 AM
5	setting goals	5/24/2023 10:10 AM

Sophomore Follow Up Survey

Q16 I believe Project Discovery helped me.

Answered: 5 Skipped: 0



Q17 Please write at least 2 things that you learned from Project Discovery:

Answered: 5 Skipped: 0

#	RESPONSES	DATE
1	Don't do drugs How to control yourself in heated situations	5/17/2023 10:53 AM
2	Everyone has different ways of coping you just have to find yours. It is okay to not be okay but you still need to try and find the positive side to things.	5/10/2023 1:14 PM
3	Two things I have learned in Project Discovery are how to use my emotions and what to do in situations that I would normally not know what to do in.	5/10/2023 8:56 AM
4	copng skills never giving up when you are at your lowest	5/3/2022 8:06 AM
5	Nothing to be honest	4/28/2022 2:59 PM



THIS IS NOT ABOUT DRUGS PROGRAM

During the Spring Semester, 8th grade students received a one-hour educational presentation called *This is Not About Drugs* (TINAD). This program aims to educate students on the current opioid epidemic and its nationwide impact. Students completed a pre-test to show current knowledge of opioids and the effects, and after the presentation, completed a post-test to highlight knowledge retention.

DATA TRENDS

- On the pre-test, 62% of students reported they agreed with the statement “prescription pain pills not prescribed to you are AS RISKY as using heroin.” On the post-test, 93% of students stated they strongly agreed, showing a 31% increase of appropriate risk perception.
- Students displayed an increase in knowledge retention when presented with the statement “I WOULD be able to recognize if someone was having an overdose.” In the pre-assessment, 50% of students answered that they strongly agreed/agreed they would be able to recognize an overdose. In the post-assessment, 70% of students reported strongly agreed/agreed that they could recognize an overdose - an increase of 20%.

- Qualitative data collected from the students about learning objectives included the following responses:

"I learned what someone looks like if they are having an overdose"

"The withdrawals are very, very serious"

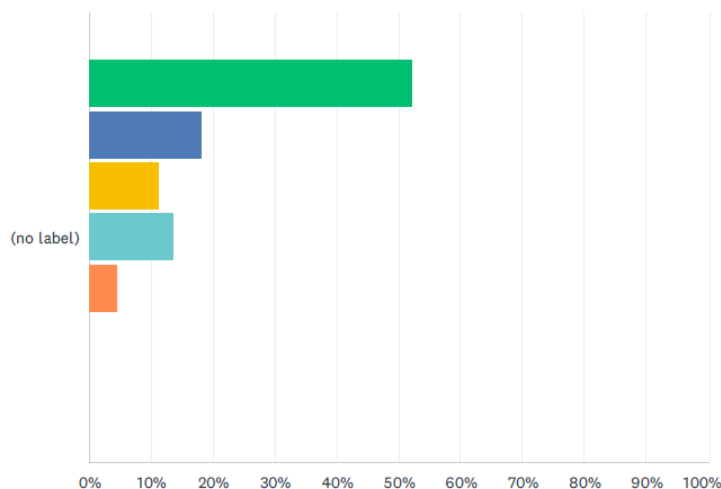
"You have a choice"

"How using drugs affects your family"

"What to do if someone overdosed."

I was sure before, and I am less likely NOW to abuse prescription pain medicine or use heroin. (select one)

Answered: 44 Skipped: 0



Strongly Ag... Agree Slightly Agr... No Differen... Slightly Dis... Disagree Strongly Di...



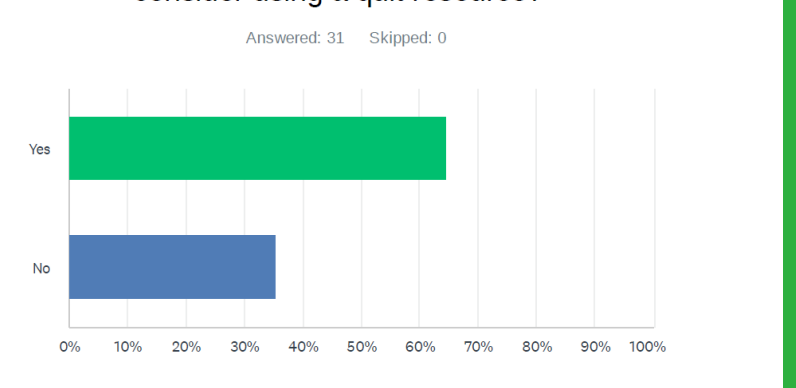
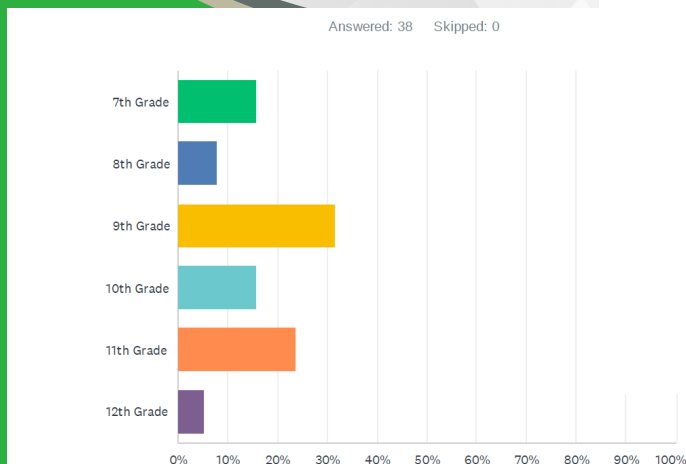
INDEPTH VAPING PROGRAM

Throughout the school year, students that violated the school's tobacco policy were sent to INDEPTH as an alternative to out-of-school suspension. INDEPTH educates students on the harmful effects of vaping/tobacco, as well as learning to evaluate their own tobacco use and learn to choose healthier alternatives.

DATA TRENDS

- Data showed that out of the 38 students in INDEPTH over the 2022-23 school year, the highest number of participants were in 9th grade (31%). Second highest was 11th grade at 24%.
- According to the student participants, the average age of first use of a nicotine product was 13 years of age.
- On the INDEPTH pr-test and post-test, students were asked to rate their level of awareness regarding how using nicotine impacts their future. The pre-test indicated that 39% of students had "high awareness." On the post-test, 55% of students reported "extremely high awareness" and 29% reported "very high awareness."
- The post-test also asked students to rate their willingness to consider a quit resource; 65% of students reported they would consider a quit resource after the program.
- Qualitative data collected from the students included:
"Taught me useful info."
"I like that we talk about our problems and learn not to vape."
"I like how open we can be."
"Learning how nicotine ruins your life."

Q21 Now that you have finished the INDEPTH program, would you consider using a quit resource?





COUNSELING SERVICES

During the 2022-2023 school year, North Knox Jr./Sr. High students received counseling and group therapy services from a master's level social worker. The School Social Worker (SSW) provided one-on-one and group interventions with at-risk youth grades 7 to 12.

DATA TRENDS

INDIVIDUAL & GROUP THERAPY SERVICES

SSW maintained an "open door" policy for students, seeing all North Knox students grades 7 to 12, regardless of insurance or mental health provider status. All students seen by SSW were self-referred, referred by North Knox staff members, or referred by an outside school-affiliated agency. Individual therapy services provide interventions that addresses mental, emotional, physical, and/or behavioral issues that are unique to the student. The goal of individual therapy services is to allow students a safe space to come for help from a qualified professional while still maintaining their academic integrity. Community resourcing and outside referrals for additional services varied case to case and were made as necessary.

- Total Students Seen – 51
- Teachers or Caregivers Consulted – 24
- The most common reason students reported seeing SSW included challenges like anxiety, depression, self-harm, classroom/peer issues, and family issues.

GROUP THERAPY

Communication Skills Group

A communication skills group, held once weekly, was facilitated by the SSW. The group consisted of five 7th grade students and eight 8th grade students. Students learned the different types of communication skills: passive, aggressive, and assertive communication. Each student learned their own personal communication style, how to identify other's communication style, and ways to communicate with others in a more healthy, assertive manner. Communication skills groups help students create a safe space with their peers where they can generate ideas and solutions to achieve a common goal. Social skills groups help provide repeated exposure to these activities and can lead a more positive and fulfilling life.



COUNSELING SERVICES CONT'D

DBT House (Dialectical Behavioral Therapy)

Dialectical behavior therapy (DBT) is a modified type of cognitive behavioral therapy (CBT). The main goals of DBT is to teach students how to live in the moment, develop healthy ways to cope with stress, regulate their emotions, and improve relationships with others. SSW facilitated a DBT group, consisting of five 7th grade students and eight 8th grade students. Each student was instructed to use the method of expressive arts to navigate their emotions and feelings. Students were instructed to draw a house, with multiple levels. Each level of the house addresses different concepts, such as who their biggest supporter is, who protects them, things they keep hidden from others, things they are most proud of, emotions they want to experience more, etc. This method of therapy serves as a healthy way for the students to express their feelings and emotions while expressing themselves through an artistic outlet. Through qualitative data collection, students provided positive feedback from this activity.

Student Testimonials

"I want to keep my house I drew so I can see my progress in a few months."

"I like being able to draw and write out my emotions and feelings that are hard to talk about in front of other people."

"I know I'm more of an aggressive communicator, but I want to try to practice more assertiveness after learning how to."



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This report was prepared by Children and Family Services, Corp – Prevention Services of Knox County. All data provided on this report was collected during the 2022-2023 school year.

**Children & Family Services Corp.
Prevention Services of Knox County**

105 Broadway Street
Vincennes, IN 47591

Director of Prevention Services
Kelsey A. Carr, CFLE, CADAC II

Phone: (402) 646-0092

Email: kcarr@cfsindiana.org