

Feature Article: Programs in Substance Abuse
(Part Two of a special report, starts on p.10)

WHAT'S NEW IN CANADIAN SH?

For updates between monthly issues of this newsletter, go to our new blog at:

<http://canadianschoolhealthprofiles.wetpaint.com>
(Select SH News Blog from left margin)

- BC Gay Student Conference**
Student safety, diversity and the need for anti-homophobia curriculum in BC primary and secondary schools were all hot topics at the 2008 Pride in Education conference held Oct 24 in Vancouver.
- The National Clearinghouse on Family Violence has released its latest series of Sexual Abuse Information fact sheets. For the series go to: http://www.phac-aspc.gc.ca/ncfv-cnivf/familyviolence/new_e.html
- Ontario Funds Defibrillators in Schools** With more than 6,500 Ontarians dying of cardiac arrest each year, the province is investing in defibrillators and specialized training in high schools as part of a \$1.4-million initiative to save lives. Through the province's initiative, The [Advanced Coronary Treatment Foundation](#) will train high school teachers how to use an automated external defibrillator (AED) and perform cardiopulmonary resuscitation (CPR). The teachers will then pass their training on to their students, allowing them to recognize and offer help at the scene of a cardiac arrest.
- The National Collaborating Centre for Methods and Tools (NCCMT) and health-evidence.ca have partnered to provide searches relevant to chronic disease focused literature. This collection contains links to searches for reviews on health-evidence.ca related to the prevention of chronic diseases, published from 1985 to the present. The reviews focus on the effectiveness of interventions in public health and offer the option to see the reviews categorized by [disease](#), [audience](#), [setting](#), or [intervention strategy](#).

Schedule of School Health Webinars

Webinars continue and are now available as archived digital recordings, so you can view and listen to past webinars that you have missed. Registering for the archived webinars at:

http://www.safehealthyschools.org/webinars/archived_webinars.htm

UPCOMING WEBINARS

How to Challenge the Increasing Power of Media Violence on Students and Win! (Dec. 9, 2008 11:00-12:00 PT)

- Jacques Brodeur, Consultant, Violence Prevention, Peace Education and Media Awareness Development, Quebec City

Brief Interventions in Substance Abuse Prevention: Working with Aboriginal and Bi-cultural Youth (Jan. 13, 2009 11:00-12:00 PT)

- Dr. Nancy Comeau, Dalhousie University
- Brian McLeod, Strongheart Teaching Lodge, Winnipeg

Suicide Risk Prevention Assessment (Jan 20, 2009 11:00-12:00 PT)

- Dr. Stan Kutcher, Professor of Psychiatry and Associate Dean of International Medicine, Dalhousie University

"What's With Weed?" A Program to Reduce Problematic Marijuana Use in Secondary Schools (Jan. 27 2009 11:00-12:00 PT)

- Diane Buhler, Parent Action on Drugs (PAD)
- Pat Sanagan, Owen Sound Public Health

"This We Believe": Practical Applications for Developing Social-emotional Competency in Students (Early January 2009)

- Doug Cumming, Vice-Principal, North-Okanagan Shuswap School District
- Heather McDonald, Middle School Teacher, North Okanagan Shuswap School District.

COMPASS: A successful collaboration of mental health, school and community services geared to supporting the mental health of young people (Feb. 5, 2009 11:00-12:00 PT)

- Louise Moreau, Superintendent of Education and Special Education, York Region District School Board
- Michelle Cassidy, Manager COMPASS Community Partners with Schools, ON

Making the Healthy Choice the Easy Choice: Annapolis Valley Health School Promoting Schools Program March 24, 2009 11:00-12:00 PT

- Ismay Bligh, Public Health Nutritionist and Primary Care Facilitator, Annapolis Valley Health
- Caroline Whitby, Program Manager, Annapolis Valley Health Promoting Schools Program
- Sandi Carmichael, Annapolis Valley Health

Nutrition Tools for Schools (March 26, 2009, 11:00-12:00 PT)

- Lindsay Fera, RD, Public Health Dietitian, Algoma Public Health

To Register for webinars go to:

<http://www.safehealthyschools.org/webinars/schedule.htm>

- [School Working Conditions Harder for Elementary Teachers](#)** (ETFO)
A new research study has found that school-level working conditions – how the school is organized and how this affects teachers – are less favourable for elementary teachers than for secondary teachers. The study's researchers suggest this can negatively impact student learning. School-level working conditions, which include such issues as opportunities for school-wide collaboration with colleagues, relationships with parents, and school leadership, is one of nine "working conditions that matter" on which the study focused to arrive at the conclusion that working conditions are more favourable for secondary public school teachers. The report suggests that "insofar as teacher working conditions are student learning conditions, better working conditions would seem to be an obvious focus for school improvement." The study was undertaken by Kenneth Leithwood, a professor at the Ontario Institute for Studies in Education (OISE) at the University of Toronto, on behalf of the Elementary Teachers' Federation of Ontario (ETFO). Evidence for the study was collected from interviews with a small number of teachers who had recently worked in both elementary and secondary schools and from survey responses from 3,000 elementary and secondary teachers. According to study results, secondary teachers' responses were more positive than elementary teachers on 14 of the 17 items measuring school-level working conditions.
- [Canada Safety Council Calls for Safer Backpacks as part of Safety Week](#)**
OTTAWA – Canadian school children are injuring their spines and arms by carrying heavy backpacks to school says the Canada Safety Council (CSC). This can cause chronic problems that linger into adulthood. Parents should monitor the use of their child's backpack. Students can minimize strain by using and fitting a backpack that works for them rather than against them. The Canadian Physiotherapy Association (CPA) recommends the selection and use of a backpack with the following features: Go to the [full article](#).

More Webinars!

The CSH Knowledge Network is pleased to announce that is cooperating with the International School Health Network to offer a series of webinars on three broad topics; SH Monitoring and Reporting, Aboriginal School Health and Resilience. Each of these webinars will be based on a paper summarizing the evidence, discussing experience in implementation and listing good examples of programs and practices.

International Webinar Series on Monitoring and Reporting

- National Monitoring & Reporting Systems: United States**
(January 13, 2009, 8:00 am ET)
Presenter: Dr Laura Kann, Chief, Surveillance and Evaluation Research Branch, Centers for Disease Control, Atlanta
- The Health Behaviours of School-Age Children: Use of Health & School Connectedness Data in Europe**
(January 15, 2009, 8:00 am ET)
Presenter: Candace Currie, Professor of Child and Adolescent Health, University of Edinburgh. International Coordinator of the HBSC Survey
- Towards Monitoring Results in Health Education: Concepts, Measures and Work in Progress**
(January 20, 8:00 am ET)
Presenters: Koji Miyamoto, Organization for Economic Cooperation and Social Development, Lynn Hammond, Director, Healthy Schools, South Carolina, Nancy Hudson, Health Education Assessment Project, Council of Chief State School Officers, United States
- Monitoring and Reporting on School Health Programs in Low Income Countries: Overview and the Use of the Global Student Health Survey** (January 27, 8:00 am ET)
Presenters (TBC) Mohini Ventakesh, Partnership for Child Development, United Kingdom, Liane Riley, Director, Global Student Health Survey, World Health Organization
- Monitoring and Reporting in School Health: Hong Kong**
(February 3, 7:00 PM – ET)
Presenter: Albert Lee, Director of Centre for Health Education and Health Promotion, Chinese University of Hong Kong
- Monitoring and Reporting in School Health: Canada**
(February 10, 10:00 am – ET)
Presenters: Fred Renihan, Simon Fraser University, Douglas McCall, Canadian Association for School Health

International Webinar Series on Aboriginal School Health

- February 17 - New Approaches in health promotion & education
- February 19 - Maori Ways of Knowing & School Health
- February 24 - Dakota Ways of Knowing & School Health
- February 26 – Hawaii Ways of Knowing & School Health
- March 3 – Indigenous (Australia) Ways of Knowing and School Health

International Webinar Series on Resilience

- March 5 – Resilience Defined & Applied
- March 10 - How Schools can Promote Resilience
- March 12 - Promoting Resilience in Key Transitions

- [Stats Canada Releases Family Violence Data](#)** (The STC Daily)
Over 38,000 incidents of spousal violence were reported to 149 police services across Canada in 2006, accounting for about 15% of all reported violent incidents. The most frequently reported violent offences among spouses were common assault (61%), followed by major assault (14%), uttering threats (11%) and stalking (8%). Common and major assaults were typically more prevalent in the western provinces and territories, while incidents of stalking and uttering threats were more common in Quebec. When males were victims of spousal violence, 23% were victims of major assault, compared with 13% of female victims. Stalking and uttering threats were more common among female victims than male victims. Charges were laid by police in the majority (77%) of spousal violence incidents. Incidents involving female victims were more likely to result in a charge being laid than those involving male victims. **Note:** This release is based on the study, "Spousal violence in Canada's provinces and territories", published today in the 2008 edition of *Family Violence in Canada: A Statistical Profile*.
- [Fire Safety Checklist](#)** for Schools
October 5-11 was Fire Safety Week in Canada. This document provides a checklist for schools to be used in conjunction with the Model Fire Safety Plan.
- [Fire Prevention Canada](#)**
Fire Prevention Canada (FIPRECAN) is the national voice of fire prevention and education in Canada.
- [Keeping Our Kids Safe](#)**
is a partnership initiative between Ontario's teachers and the fire service. Curriculum approved lesson plans focusing on preventable injuries during the spring and summer months make this campaign easy, fun and rewarding. Most importantly, these lessons may very well save lives or prevent serious injury to that precious group in our society – our school-age children.

News from the Canadian School Health Knowledge Network

(For updates between issues of this newsletter, visit the blog at: <http://canadianschoolhealthprofiles.wetpaint.com> and select CSH Network News)

- The **Fall 2008 issue of the CTF-CASH Health and Learning Magazine** has been distributed to school boards and schools across Canada. An online version is also available at: http://www.ctf-ce.ca/e/publications/health_learning/index.asp
- The **Sixth Annual School Health Conference** is planned for May 2008 in Ottawa. Visit www.safehealthyschools.org
- All of the presentations, plus the discussions on our webinars are digitally recorded, thanks to our partner, the BC School Superintendents Association. Try it by clicking on this link and then following the instructions to download a small java application. [Rethinking Drug Education Recording](#)
- Members of the Canadian School Health NGO Network are preparing a joint position paper on **monitoring and reporting** in SH. The position paper will be released this fall.
- Aboriginal School Health (Inter-nation Dialogue)**
CASH is working with the National Collaborating Centre on Aboriginal Health, the CCL Aboriginal Learning Centre and the Centre of Excellence on Special Needs to prepare a culturally relevant approach to SH for aboriginal students, schools and communities. A literature review and inventory have been completed. An inter-nation (among first nations) was held in Tampa, Florida and attracted participation from several states, provinces and countries.
- Over 100 **good programs and practices in substance abuse prevention** from Canada and several other countries have been posted on the KN toolbox wiki that supports our Community of Practice: <http://shtoolbox-substanceabuse.wetpaint.com>
- School Health "Facebook" Created** The CSH Knowledge Network list of SH contacts has grown to over 1500 people and over 250 agencies/individuals have either paid a membership fee or contributed their time/expertise to receive additional services. The next step is to move the contacts list and other communications into a professional networking web site. Agencies, organizations and individuals will be able to post their own profiles, interact with others and email alerts from the daily blog <http://canadianschoolhealthprofiles.wetpaint.com>
- New Services for CSH Knowledge Network Members**
The paying and contributing members of the CSH Knowledge Network will be benefitting from two new services being offered in cooperation with the American, Australian and European SH Associations; a blog (<http://schoolhealthinsider.wetpaint.com>) and access to regularly updated school health research references. (<http://schoolhealthbibliography.wetpaint.com>).

- The Dietitians of BC have created a draft document entitled [Tips and Recipes for School Food Services: Meeting the Guidelines for Food and Beverage Sales in BC Schools](#). This new resource has been created to assist people who prepare food for sale to students in implementing the Guidelines. It includes tips on how to choose healthy recipes, substitutions to make favourite recipes healthier and a selection of recipes that meet the Guidelines. The new Healthy Eating at School Website is one-stop shopping with all of the relevant school nutrition resources on one site: www.healthyeatingatschool.ca.
- [Marginalized speak from the heart at CCL H&L Centre Symposium](#) (Winnipeg Free Press). There wasn't a dry eye in the crowd during the final day of the Other Voices forum in Winnipeg Friday, an extraordinary event that puts marginalized people – the homeless, addicts, mentally ill – centre stage to tell their stories. The first event was organized in Vancouver by the Canadian Council on Learning, based on the belief that those who most need our social safety net are the ones who can tell us best how to make it stronger. Policy-makers in government, researchers and community organizers were also invited. Five different groups presented Friday, sharing life lessons on issues like addictions, literacy, sex work, poverty and mental health.
- The Ontario government produced *Eating Well Looks Good on You* in partnership with David Rocco, a celebrity chef on the Food Network. The video features him preparing a delicious lunch from fresh, Ontario-grown ingredients — with help from a group of secondary school students. The video is also posted online at www.ontario.ca/healthyschools. The website has healthy recipes, plus information about Ontario's Healthy Schools Recognition Program and tools to help make schools healthier places to learn and succeed.

Sample Postings from the School Health Insider

Subscribing and contributing members of the Canadian School Health Knowledge Network will enjoy access to this private blog offered in partnership with the American, Australian and European School Health Associations. The blog includes selected journal articles, media clips and reports from around the world. The blog will be open to the public during this introductory phase at:

<http://schoolhealthinsider.wetpaint.com>

Focus on New Zealand

(A regular feature of SH Insider is to focus on specific countries or organizations)

The New Zealand [Ministry of Health Website](#) notes the indigenous approach to school health promotion. Health Promoting Schools (HPS) in Aotearoa/New Zealand is based on the principles of the Treaty of Waitangi, Te Whare Tapa Whā model for hauora/well-being and the Ottawa Charter for Health Promotion. It is an effective way to improve the learning outcomes and health and well-being of all students in the school setting through a whole school approach. HPS focuses on schools as an integral part of the wider community and offers practical ways for children and young people, teachers, managers, parents and community members to contribute to schools and the wider community being healthy settings. It isn't just about physical health, it's also about Mental and Emotional Well-being, Social Well-being and Spiritual Well-being (Hauora).

Excerpt from [New Zealand Health Ministry Manual on School Health](#)
NZ National initiatives in Health Promoting Schools In Aotearoa/New Zealand there have been a number of initiatives since the early 1990s that have paved the way for HPS.

- 1991 – New Zealand School Trustees Association held workshops to develop a 'Healthy Schools' concept.
- 1995 – Healthy Schools-Kura Waiora: Health Promotion Guidelines for Schools launched by the Ministry of Health.
- 1997 – Health Funding Authority funded a three-year HPS pilot in Auckland and Northland. In addition a separate pilot initiative 'Mentally Healthy Schools' was established in Auckland and Northland to focus specifically on mental health promotion.
- 1997 onwards – HPS gained momentum with HPS initiatives established nationally.

The NZ Health Promoting Schools Conceptual Framework Health Promoting Schools (HPS) in Aotearoa/New Zealand is based on the principles of the Treaty of Waitangi and the Ottawa Charter for Health Promotion. This approach builds on a critical public health perspective that shifts the emphasis from the wellbeing of individuals to the wider social, cultural, political and economic factors that influence wellbeing. HPS focuses on schools as integral parts of wider communities and offers practical ways for children and young people, teachers, managers, parents and community members to contribute to schools being healthy settings. Of relevance to the HPS conceptual framework is the Youth Development Strategy Aotearoa: Action for Child and Youth Development (Ministry of Youth Affairs 2001) that provides a strengths-based approach for supporting the healthy development of young people within the settings where they grow, learn and socialize.

The Treaty of Waitangi is the founding document of Aotearoa/New Zealand and central to health promotion in this country. The Treaty of Waitangi, signed between the Maori people and the British Crown in 1840, obligates the Aotearoa/New Zealand government and its agencies, including schools, to work in partnership with Māori to enable the participation of Maori and protect the rights of Maori.

- [Lights, camera, action! Watch CCL on YouTube](#)**
All of CCL's popular videos such as *Reading the Future* and programs such as the 21st Century Learning Initiative, are now easily accessible on the video sharing website YouTube. These videos include one on Action Schools BC and using music with aboriginal students. [View CCL videos on YouTube](#)
- [Report on Healthy Colleges/Universities](#)**
The Association for Canadian Community Colleges, working with universities and health groups on campuses across Canada has published a report on the health promoting role and comprehensive approach of post secondary institutions.
- [Project gets kids to walk to school](#)** The Halton Region Health Department and the Halton District School Board have launched a program with eight elementary schools across the region to implement Walking School Buses and other Active and Safe Routes to School (ASRTS) initiatives.
- [School PE/PA Programs have no Effect on Body Weight: Canadian Research Review](#)**
October 14, 2008 (Boston, Massachusetts) — School-based physical activity interventions to address obesity in children have no effect on body mass index (BMI) or other anthropometric measures of overweight or obesity, a systematic review of the literature concludes. Lead investigator Kevin C. Harris, MD, presented the results of a meta-analysis here at the American Academy of Pediatrics 2008 National Conference and Exhibition. Dr. Harris is a pediatrician at the BC Children's Hospital in Vancouver, British Columbia. "School-based interventions are theoretically appealing because compliance with interventions can be improved. Consequently, many local governments have enacted or are considering policy mandating increasing physical activity in schools, although the efficacy of these interventions in improving body composition remains unproven," Dr. Harris said. "Therefore the objective of our study was to determine whether school-based physical activity interventions can improve body composition as measured by BMI in children." Dr. Harris and colleagues identified 398 studies initially; however, only 18 met all inclusion criteria, and 15 of those were amenable to meta-analysis. Ten of these were randomized controlled trials and 5 were nonrandomized controlled trials. Meta-analysis of the data revealed that the difference between intervention groups and the control groups in mean change in BMI was -0.05 kg/m^2 (95% confidence interval, -0.19 to 0.10), indicating that BMI is not affected by

The principles of Partnership, Participation and Protection are the fundamental kaupapa of HPS. [Educator and Aboriginal Influences on New Zealand School Health.](#)

The concept of Health Promoting Schools began as early as 1950 when WHO (World Health Organization) came up with the community development model for health action. There are several Health Promoting Schools models worldwide, however they did not begin in New Zealand until the 1990's.

The New Zealand Healthy Schools project was originally launched in 1993 by the New Zealand School Trustees Association (NZSTA), with the aim to encourage board of trustees to examine and develop their schools' policies in order to improve the well-being of the students and the school environment, in all aspects of school life. This project was influenced by the collaborative health promoting schools initiative in Europe that is described in *The European Network of Health Promoting Schools* (WHO et al, 1993). In New Zealand, a project was considered necessary as school principals were feeling under increasing pressure to cater for needy students and families. The time and effort required to meet these needs was creating inevitable pressures on other priorities at school.

The Public Health Commission (PHC) also collaborated with NZSTA to develop this public health school-based initiative. Today, most providers around New Zealand use the term Health Promoting Schools as a matter of choice rather than Healthy Schools. What constitutes a Health Promoting School depends very much on what communities and individuals regard as health and what is perceived as priority community, social, educational and health needs.

Although many Health Promoting Schools have common features, there is not a fixed 'prescription' for a Health Promoting School. Empowerment is a key theme in a Health Promoting School. People who feel they have the right and the ability to contribute are more likely to do so. The Principal, staff, Board of Trustees, family/whanau, and students all need to contribute at the consultation stage. Support at the beginning will enhance the long-term success of the initiative.

At the heart of Health Promoting Schools in Aotearoa/New Zealand, is a framework that works in partnership with the whole school community, uses advocacy and mediation to enable participation and ensures the protection of everyone. This is consistent with The Treaty of Waitangi and means that by using normal school structures a Health Promoting School can work together with everyone in its school community to identify and address health issues of concern. Health Promoting Schools and the New Zealand Health and Physical Education Curriculum view health as holistic - as hauora. They consider the well-being of children and young people to be a fundamental prerequisite for living and learning and recognise that to achieve this, all aspects of health need to be addressed - all four taha:

Taha Tinana (physical well-being).
Taha Whānau (social well-being).
Taha Hinegaro (mental and emotional well-being).
Taha Wairua (spiritual well-being).

It is important to remember that whatever is happening in the classroom needs to be supported and reflected by what's happening in the wider community. A school is not isolated from its community, Health Promoting Schools emphasises community participation and the concept of the school being an integrated and integral part of the community. For example, in a Health Promoting School, mental health education is supported by positive relationships between staff, students and whanau. Policies are developed in consultation with the school community, and whole school programmes that encourage self-awareness and a positive and responsible attitude to everyone's well being are developed. The result is a positive school environment where maximum learning and teaching can take place. Health Promoting Schools assists schools to work with their communities to create a healthy environment. The staff, students, whanau, local community groups and organisations drive the health of the school, and all have a part to play in improving

school-based physical activity intervention. There was also no consistent improvement in any other measures of body composition, such as body fat percentage, skin-fold thickness, lean mass, waist circumference, and waist-hip ratio. Researchers also conducted sensitivity analyses to assess whether important study characteristics might have influenced the results. Sex, study duration, and trial quality had no effect on the results. Changes in BMI was found to be virtually identical between the intervention and control groups in the sensitivity analyses, and regression analysis showed that results were also remarkably consistent across studies, Dr. Harris told session attendees. "We're very concerned that the results of our study might be taken out of context," Dr. Harris told *Medscape Pediatrics*. "There are important beneficial health effects from school-based physical activity interventions, such as improved aerobic capacity, blood pressure, bone mineral density, and flexibility. We should be promoting physical activity in school and outside of school. But if we're really going to tackle the issue of obesity, then we need to have interventions that are proven to impact BMI and other anthropometric measures." Dr. Harris stressed that providing nutritious food in school and optimizing children's nutritional intake and restricting access to unhealthy foods should be a key component of any school-based intervention.

- [Several Alberta Catholic School Boards Refuse HPV Vaccine](#)** (Canadian Press)
Alberta is scrambling to come up with a backup plan to vaccinate girls against a virus that causes cervical cancer as more Catholic school boards opt out over a program they say condones premarital sex. So far at least six of Alberta's 20 Catholic boards have voted against allowing girls in Grades 5 and 9 to be inoculated against HPV in schools. More boards are expected to say no after Calgary Bishop Fred Henry spoke out against the program during a meeting with school trustees. Ted Paszek, president of the Alberta Catholic School Trustees' Association, said the bishop's message at a meeting last month resonated with many of the boards. About 8,000 girls in the Catholic system are eligible to receive the vaccine this fall. "The bishop said it would be unacceptable for Catholic schools to be offering this vaccine, that it would tacitly condone premarital sexual activity," said Paszek, who is also president of the Elk Island Catholic School Division, which is to vote on the HPV vaccine this Thursday.
- [Coca-Cola, ParticipAction team up to promote active living](#)** (Globe & Mail)
The first gold medal of the Vancouver 2010 Olympics can be awarded for an astounding leap in credibility. It's not the Nordic ski jump event, but the jump made by soft drink giant

organisations drive the health of the school, and all have a part to play in improving the health of the school community.

New Zealand School Health-Related Websites

Health Promoting Schools: www.hps.org.nz
 Ministry of Health: www.moh.govt.nz
 Ministry of Education: www.minedu.govt.nz
 Ministry of Youth Affairs: www.youthaffairs.govt.nz
 Mental Health Foundation: www.mentalhealth.org.nz
 Health and PE resources database: www.tki.org.nz
 Health Education Resources: www.healthed.govt.nz
 Education Review Office: www.ero.govt.nz
 Suicide Prevention New Zealand: www.spinz.org.nz
 Australian Mental Health Program: <http://online.curriculum.edu.au/mindmatters/>

[Global Handwashing Day October 15](#) (From www.schoolsandhealth.org) The first-ever Global Handwashing Day is being held today - Wednesday October 15th 2008. As 2008 is the UN International Year of Sanitation, the Global Handwashing Day reinforces the call for improved hygiene practices.

[Low Income Schools in US Cutting Recess Time](#)

A US-based Center for Public Education report released this past summer says more and more schools have chipped away at school recess time across the country. The report is based on two federal studies showing that 90 percent of elementary schools surveyed regularly schedule 24 to 30 minutes of recess each day. The surveys were compiled by the U.S. Department of Education in 2005 and the Centers for Disease Control and Prevention in 2006. After No Child Left Behind testing and accountability measures were put into place, about 20 percent of schools in the survey reported that they cut recess times to spend more time in class studying English and math.

Coca-Cola Canada and the fitness program experts at ParticipAction to find common ground for a project. The two very unlikely bedfellows have launched a program that sends a message to youth to become active and fit, involving the Olympic torch run and an Internet networking site.

- [Anaphylaxis Canada](#) is pleased to present *Managing Anaphylaxis in Secondary Schools*, and *Managing Anaphylaxis in Elementary Schools*, two online information sessions that will take place from 12 noon to 1 pm (EST) on *October 15th* and *October 22nd* respectively. These webcasts will address anaphylaxis management strategies in both elementary and secondary schools individually, auto-injector training, as well as tips and strategies for creating an allergy safe school environment. Each webcast is being offered free of charge across the country to aid school staff in their anaphylaxis training programs as well as for anyone with an interest in anaphylaxis, such as patients, parents of allergic children, educators, child care workers, nurses, public health and other caregivers.
- [Canadians are not practicing what they preach when it comes to hygiene](#) A new Canadian-based Health & Hygiene Council, chaired by Dr. Donald Low, is created to address gaps in knowing versus doing. An international survey on hygiene practices has shown that for the third consecutive year, Canada tops the charts when it comes to knowing the importance of infection prevention. Nine out of 10 Canadians (90%)(1) believe "washing hands regularly" is the most effective way to help protect against catching the flu - more than any other country surveyed and well ahead of Germany who ranked second in this area with 66 per cent. That being said, there is a gap between knowing and doing. Canadians know how to protect themselves and stay healthy, but are not following through with action. Only four in ten (37%)(2) Canadians claim their children always wash their hands before eating and a similar amount said that they did so 'most' of the time (44%)(3). This is compared to countries such as Malaysia (80%), India (79%) and Italy (76%) in terms of always washing before eating. If Canadian children are not following simple hand washing basics, it is alarming to consider which other health and hygiene practices may be neglected. All statistical information refers to the International Consumer Hygiene Study 2008 in which 10,000 consumers were surveyed across 10 countries.
www.canadianhealthandhygienecouncil.ca

School Health Insider: Journal Searching to Save You Time

The SH Insider regularly searches professional journals to identify articles.

[November Issue of Journal of School Health](#) (American School Health Association)

- Trends in Sexual Risk Behavior and Unprotected Sex Among High School Students, 1991-2005: The Role of Substance Use
- Perceived Barriers and Benefits to Research Participation Among School Administrators
- Self-Reported Substance Use and Sexual Behaviors Among Adolescents in a Rural State
- The Association of Childhood Personality on Sexual Risk Taking During Adolescence
- Factors Associated With Gender Differences in Parent-Adolescent Relationships That Delay First Intercourse in Japan
- Sexual Harassment Policies in K-12 Schools: Examining Accessibility to Students and Content

SH Articles in [Advances in School Mental Health](#) (Vol. 1, No. 3)

- Enhancing Implementation Quality
- Maximizing the Implementation Quality of Evidence-Based Preventive Interventions in Schools: A Conceptual Framework
- Prevention Science and Implementation of School Mental Health Promotion: Another Way
- Supporting Implementation of Expanded School Mental Health Services: Application of the Interactive Systems Framework in Ohio*
- Peer Victimization and Self-Efficacy in Coping with Conflict as Predictors of Depressive Feelings among Females in Early Adolescence

SH Articles in [American Journal of Public Health](#) (September 2008)

- From Mosques to Classrooms: Mobilizing the Community to Enhance Case Detection of Tuberculosis
- Approaching Health Disparities From a Population Perspective: The National Institutes of Health Centers for Population Health and Health Disparities
- Tobacco Industry Control of Menthol in Cigarettes and Targeting of Adolescents and Young Adults

SH Articles in [American Journal of Public Health](#) (October 2008)

- Medical Accuracy in Sexuality Education: Ideology and the Scientific Process
- Pleasure, Power, and Inequality: Incorporating Sexuality Into Research on Contraceptive Use
- Age at Menarche and First Pregnancy Among Psychosocially At-Risk Adolescents
- Misclassification Bias and the Estimated Effect of Parental Involvement Laws on Adolescents' Reproductive Outcomes
- Household Smoking Bans and Adolescent Antismoking Attitudes and Smoking Initiation: Findings From a Longitudinal Study of a Massachusetts Youth Cohort

- The Formation of a Canadian Authority on Health & Hygiene. The aim of the Health & Hygiene Council is to revisit current hygiene practices, identify health and hygiene gaps across the country, offer realistic recommendations to the public and identify programs and/or solutions that might help fill the gaps identified. The HHCC brings together leading experts in the fields of microbiology, virology, pediatrics, infectious disease, public health and education. It is chaired by Dr. Donald Low, Microbiologist-in-Chief at Toronto Medical Laboratories/Mount Sinai Hospital, and has representatives from British Columbia, Saskatchewan, Ontario, Quebec and Nova Scotia. The inaugural meeting took place June 25, 2008 in Toronto. Other members of the Council include; Dr. Brenda L. Cholin, Medical Health Officer, Prairie North Health Region, North Battleford, SK, Dr. Caroline Quach, Pediatric Infectious Disease and Medical Microbiologist, Montreal Children's Hospital, Montreal, QC, Douglas S. McCall, Canadian Association for School Health, Surrey, BC; Elizabeth Watson, Infection Control Practitioner, South Shore Health, South Shore, NS
- [Healthy and Safe Schools Part of New Brunswick Accountability Plan](#)
Schools in NB are to be held accountable for increasing physical activity, safety and emergency preparedness as part of the provincial policy, When Kids come first. See the [first annual report](#) on this policy.
- [Francophone School System in New Brunswick includes Community School Approach](#) The provincial strategy for schools include an emphasis on community partnerships, inclusion, health and learning.
- [Taking Flight: The Ravens Alternative Education Program](#) (Canadian Council on Learning, [Practically Speaking Series](#))
According to Statistics Canada, nearly 50% of Aboriginal youth in Canada never graduate from high school; a disproportionate number of whom are young men. The one-semester program—which the students named after [the trickster in First Nations mythology](#) who provides opportunities for growth and achievement—integrates B.C. First Nations Studies alongside more traditional curriculum such as English, math, sciences, communications and career planning. Unlike many other secondary schools, Ravens students attend all of their classes together, helping to foster a level of comfort and camaraderie not often seen in regular classrooms. Hear the [podcast interview](#) about this program.

School Health Insider: Covering News, Reports and Events for You

The (US) [Community Agenda for America's Public Schools](#) highlights the importance of collaboration between communities and schools to provide students with the support and opportunities necessary to ensure success. Specific strategies and policy recommendations are included. This plan has been endorsed by over 130 education, health, and policy organizations.

[Foundation Releases Groundbreaking Research](#) Go Out and Play: Youth Sports in America

This study measures the nationwide participation rates of girls and boys in exercise and organized team sports. The central focus is on how the intersections among families, schools and communities are related to children's involvement and interest in athletics and physical activity. Key findings include:

- Interest in Sports and Exercise Among Girls and Boys Is About Opportunity and Encouragement, Not Biology
- Girls Now Take Part in a Wider Array of Sports and Exercise Activities than Boys
- Boys in Immigrant Families Are More Likely than Girls to Play Sports

The US Agency for Healthcare Research and Quality's new report, [Effectiveness of Weight Management Programs in Children and Adolescents](#), finds behavioral interventions in schools or specialty health care settings can result in small to moderate short-term improvements for weight management. Research to evaluate the treatment of obese children has increased in quantity and quality over the past few years, but more work must be done to improve current practice and policy development.

[Federal \(US\) Anti-Drug Ad Campaign Didn't Work](#) Medical News Today (Oct 18, 2008) The (US based) Future of Children's recent journal issue on [Juvenile Justice](#) addresses current research on adolescent development and young offenders and looks at the role of race, gender, mental health, and substance abuse for this population. Policy and practice recommendations are made, including the importance of matching offenders with programs that meet their specific needs instead of criminalizing delinquency and ignoring the developmental realities of adolescence.

[What is a Comprehensive Approach to Student Supports?](#)

In response to the increasing stream of statements calling for a comprehensive approach to student supports, the UCLA based Center for Schools and Mental Health in their recent brief notes that " Too often what is being identified as *comprehensive* is not comprehensive enough, and generally the approach described is not about developing a *system* of supports but a proposal to enhance coordination of fragmented efforts. Many times the emphasis mainly is on health and social services, usually with the notion of *connecting* more community services to schools. All this is relevant. But, most proposals to improve supports still fail to escape old ways of thinking about what schools need both in content and process."

[American Teen Vaccination Rates Rise](#) (CDC)

American immunization coverage rates for preteens and teens are increasing for routinely recommended vaccines, but most still do not have all of the recommended immunizations, according to 2007 estimates released today by the [Centers for Disease Control and Prevention \(CDC\)](#). The survey provides estimates for three vaccines recommended at 11 or 12 years of age: the [tetanus-diphtheria-acellular pertussis \(Tdap\) vaccine](#), the [meningococcal conjugate vaccine \(MCV4\)](#), and the [human papillomavirus \(HPV4\) vaccine](#) for girls and young women. It also includes estimates of the percentage of 13- through 17-year-old teens who should have received the recommended immunizations for [measles](#), [mumps](#) and [rubella](#) vaccine (MMR), [hepatitis B \(HepB\) vaccine](#), and [varicella vaccine \(VAR\)](#) earlier in life. According to Rodewald, the nation's [Healthy People 2010 goals for preteens and teens ages 13-15 years](#) are not being met for any of the vaccines for which goals were set. [See Report Summary](#)

[The Response to Student Poverty: School or Community or Together?](#)

(Harvard Education Review) Over the past few months, education policy wonks have engaged in a debate over the relative importance of in-school and out-of-school factors in student success. The debate was symbolized by two manifestos, coincidentally released on successive days in June.

One group, called the [Education Equality Project](#) and led by Joel Klein, the chancellor of New York City's schools and the Rev. Al Sharpton, focused squarely on schools. This group called for stronger accountability for student results--including holding teachers accountable for improving learning. The EEP noted that schools have demonstrated that they can succeed with students from low-income homes, as Karin Chenoweth showed in her book, ["It's Being Done."](#)

Another group, calling for a ["Broader, Bolder Approach to Education,"](#) emphasized that schools alone cannot close achievement gaps. This group, led by Helen Ladd of Duke University, Pedro Noguera of New York University, and Thomas Payzant of the Harvard Graduate School of Education, called for investments in early-childhood education, out-of-school learning supports, and health services in addition to school improvement efforts. A third group, calling for a ["Community Agenda,"](#) joined the debate in September. This group, closer to the Broader, Bolder approach, stressed the need for school-community partnerships to support student learning in and out of school. One of the signers of the Community Agenda was Randi Weingarten, the new president of the American Federation of Teachers, who called for community schools--in which schools provide services for children and families--in her inaugural address to the union in July. [Full article](#)

The SH Insider is free until January 2009. After January 1st, it will be accessible only to CSH Knowledge Network members. Join the network now at: <http://schoolhealthinsider.wetpaint.com>

FEATURE ARTICLE

School-based Prevention of Substance Abuse: Highlights from Two Wikis and a CoP (Part Two)

As part of a national project funded by Health Canada, the Canadian Association for School Health has created two wiki-based web sites (where visitors can edit/add pages and their comments) and a Community of Practice of over 100 practitioners, experts and officials. This issue of the SH Report presents the second part showing some of the highlights from that project.

We have created a Canadian toolbox wiki that lists programs that have been evaluated or published by credible organizations in Canada and several other countries. This wiki is also the home base for our Community of Practice (CoP), which now has participants from across the country at all levels of activities and in the education, health, addictions and police sectors. Go to: <http://shtoolbox-substanceabuse.wetpaint.com> and join us.

We have also created an international wiki discussing the research evidence, policy implications and program development issues. This wiki uses an international set of lessons learned about school health to organize the content from a Canadian summary of the research evidence as well as similar reports from Canadian and international organizations and other countries at: <http://schoolssubstanceabuseprevention.wetpaint.com>

The Toolbox Wiki:

The user-friendly web site includes content drawn from an environment scan done by the Canadian Centre on Substance Abuse. Links to programs, planning, policy and assessment tools and other practical documents accompany almost every item. We invite everyone to visit and suggest other resources or add comments or questions. Some of the highlights are noted below. If you are aware of other resources, go to the wiki and add them or email them to: info@cash-aces.ca. Note: the page on prevalence and understanding the problem includes reports from Canada and other countries.

Note: The September issue of Knowledge Matters, our regular School Health Report, contains an extensive list of evaluated programs and other planning, assessment and policy tools on prevalence data, comprehensive approaches, coordinated programs, school and agency policy, instruction and health, treatment, reintegration and other services. This second part continues the list, covering two other domains for intervention (social support and physical environment) as well as important other aspects such as building capacity and systems change.

Listing of Educational Programs, Planning, Policy and Assessment Tools

(Go to <http://shtoolbox-substanceabuse.wetpaint.com> for an updated list of these resources)

This section lists resources and programs that can influence the social environment in schools to prevent substance abuse and other addictions. This can be done through a variety of peer, parent, whole school and community programs, campaigns and projects.

The sub-pages that we have created in this wiki list the specific resources that create and maintain positive social environments in the school and social support for abstinence or responsible use of substances are:

- Whole school climate programs
- School discipline policies and procedures, including alternatives to suspension
- Youth engagement programs, incl. student leadership/clubs/mobilization programs and co-curricular/extra-curricular activities
- Parent education, involvement, support and empowerment programs/policies
- Mentoring programs involving adults, older peers
- Cooperation/coordination with community campaigns, voluntary organizations
- Staff wellness and assistance programs

Note: Peer helper and mentoring programs are covered under our section on preventive services

Whole School Climate Programs

This page lists resources (educational materials, policy and action guides, assessment tools etc) that promote a positive social environment in the school.

- [School Culture \(CAMH\)](#)
A research project designed to increase our understanding of how the school environment influences substance use, deviant behaviour and mental health outcomes with the intention of developing an intervention based on our findings aimed at improving school climate and culture among secondary school students.

- [Caring School Community](#) (Reviewed by SAMHSA February 2008)
Caring School Community (CSC), formerly called the Child Development Project, is a universal elementary school (K-6) improvement program aimed at promoting positive youth development. The program is designed to create a caring school environment characterized by kind and supportive relationships and collaboration among students, staff, and parents. The CSC model is consistent with research-based practices for increasing student achievement as well as the theoretical and empirical literature supporting the benefits of a caring classroom community in meeting students' needs for emotional and physical safety, supportive relationships, autonomy, and sense of competence. By creating a caring school community, the program seeks to promote pro-social values, increase academic motivation and achievement, and prevent drug use, violence, and delinquency. CSC has four components designed to be implemented over the course of the school year: (1) Class Meeting Lessons, which provide teachers and students with a forum to get to know one another and make decisions that affect classroom climate; (2) Cross-Age Buddies, which help build caring cross-age relationships; (3) Homeside Activities, which foster communication at home and link school learning with home experiences and perspectives; and (4) Schoolwide Community-Building Activities, which link students, parents, teachers, and other adults in the school. Schoolwide implementation of CSC is recommended because the program builds connections beyond the classroom
- [Creating a Positive School Climate](#) (Manitoba Education)
A positive school climate affects everyone associated with the school – students, staff, parents, and the community. It is the belief system or culture that underlies the day-to-day operation of a school. Improved school climate is a goal to pursue. Educators need to constantly work toward improving their school climate, culture, and conditions so that student learning is improved.
- [Character Development Initiative](#) (Ontario Education)
The goal of the Character Development initiative is to develop school environments in which all people – students, teachers, administrators and support staff – treat each other with care and respect. This initiative is based on four essential components: academic achievement, character development, citizenship development and respect for diversity. Specific goals include: improved academic achievement, improved interpersonal relationships, safe and orderly schools, reduced behavioural problems, improved life preparation, improved employability skills, positive school cultures and responsible citizenship in classrooms, schools and communities.

School Discipline Policies

- [School Discipline](#) (ERIC Clearinghouse on Educational Management)
School discipline has two main goals: (1) ensure the safety of staff and students, and (2) create an environment conducive to learning. Serious student misconduct involving violent or criminal behavior defeats these goals and often makes headlines in the process. However, the commonest discipline problems involve non-criminal student behavior. (Summary)
- [Positive Behaviour Support](#) (Technical Center on Positive Behavior Supports)
Positive behavior support (PBS) is the application of behavior analysis to achieve socially important behavior change. PBS was developed initially as an alternative to aversive interventions that were used with students with severe disabilities who engaged in extreme forms of self-injury and aggression. More recently, the technology has been applied successfully with a wide range of students, in a wide range of contexts and extended from an intervention approach for individual students to an intervention approach for entire schools.
- [Safe and Caring Environment: Online Training for Administrators](#) (Regina Public Schools & Saskatchewan Learning) As social changes impact on our communities and schools, it is vital to continue to build and sustain safe and secure learning and working environments for our students and staff. Creating safe, caring learning environments requires close collaboration within the school community and partnerships with both the neighborhood and the entire city.
- [Positive Learning Environment Policy](#) (New Brunswick Education Ministry)
Includes provisions for substance use on school premises.
- [The Legal Rights, Powers and Obligations of Educators regarding Student Alcohol and Substance Abuse](#) (CAMH) Defines and discusses the legal framework governing schools. This is a companion document to the Ontario Guide for school policies on substance abuse.
- [Progressive Discipline: A new approach to help make schools safer](#) (Ontario Education) Ontario's new approach to making schools safer involves the whole school. It focuses on: Promoting positive student behaviour; Preventing inappropriate behaviour; Providing early and ongoing intervention; Practicing progressive discipline by addressing inappropriate behaviour with appropriate consequences (Guide).

Youth Engagement Programs

This page lists resources for engaging student in school or community activities to prevent substance abuse. These include:

- participating in national, provincial/territorial or community campaigns
- organizing dry/safe graduation ceremonies
- organizing special events at school or in the community
- student/youth contests
- school recognition programs
- others.

Guides and Advice about Youth Engagement

- [Hear Me, Understand Me, Support Me](#) (CAMH). This resource reflects a collection of young women's voices and perspectives along with some insight from other sources in the area of prevention and supporting young women who are experiencing depression.
- **Girls Talk** (CAMH)
Girls Talk is an 8-session program for girls between the ages of 13 to 16 focusing on preventing and educating young women about depression. This program is not intended for young women who have already been diagnosed with, or in treatment for depression. After completing the Girls Talk program, it is expected that the participants will demonstrate their understanding of depression: potential causes, symptoms and treatment options. The young women will gain an understanding of the interrelation between depression and self-esteem, body image, stress, relationships and the media. The young women will also build on their skills to cope with daily life events.
- [Organizational Self-Assessment for Youth Involvement in Decision-making](#) (CASH)
Five Sets of Criteria to Assess Youth Involvement in Public Decision-Making. The following five sets of criteria assessing the effectiveness of youth involvement in public decision-making were developed from a variety of sources (See [References](#)). Each of these five sets includes several questions, derived from research, that assess the effectiveness of youth involvement programs and activities. Go to each of the five sets by clicking on the underlined titles. Your organization or institution can develop a clear understanding of their readiness to promote youth involvement in your decision-making by answering the questions found in this guide.
- [Let' Em Go: How to Support Youth in Creating Their Own Solutions](#) (CAMH)
This is a handbook for professionals who work with youth. Based on the experiences of working with street involved youth, this handbook provides specific guidelines on how to implement participatory methods with youth to develop a harm reduction product.
- [Freedom to Act: The "Harm Reduction for Rural Youth" Project Experience](#) (CAMH)
This is a sequel to Let'em Go, outlining the interactive process of working with rural youth to develop a harm reduction magazine for secondary school students.
- [Youth safe school committees](#) (CAMH Fourth R Program)
The Youth Safe Schools Committee (YSSC) is a key component of our school-based Fourth R program, helping to ensure that students receive a consistent message about preventing violence and promoting healthy relationships both in the classroom and in the school and community.

Participating in Community Campaigns

- [MADD Multi-media School Presentations](#) (Delivered by MADD Canada)
MADD Multi-Media Assembly shows have been a key component of MADD Canada's youth services education and awareness initiatives since 1994. The yearly high school productions communicate directly with young people on their level and in their language and encourage youth to take a closer look at their values and perceptions. MADD Canada's goal is to reduce the number of deaths and injuries of young Canadians due to alcohol or drug impaired driving.
- [MADD Scientist and the Quest for Power](#) (Delivered by MADD Canada)
This is the title of MADD Canada's 2008-2009 elementary school assembly show geared to students in grades 3-6. The show is played across 3 huge screens with a mega sound system. Elementary school children will relate to the characters in this show and the interactive nature of the presentation. MADD Scientist and the Quest for Power introduces the concepts that the Brain, the Heart and Guts are what give you Power and if the students can find out how to get those things they will earn their Power Badges. As MADD Scientist and the Quest for Power explains, "it's all there inside you, but you need to figure it out". The game takes us into

different 2D environments where we meet a variety of people who impart knowledge through interview segments.

- [The Pot and Driving Campaign](#) (Published by Canadian Public Health Association)
The goal of the Pot and Driving project is to increase awareness among young Canadians ages 14 to 18 years of the risks of cannabis-impaired driving. Canadian youth have one of the highest rates of cannabis use in the world and many young Canadians who use pot see it as a benign, mainstream drug with no significant negative consequences.
- [Campagnes d'information au Quebec](#) (Gouvernement du Quebec)
Ces différentes activités sont offertes dans le cadre de la Semaine de prévention de la toxicomanie. Les activités peuvent être réalisées dans le cadre scolaire ou communautaire (maisons de jeunes, organismes de loisirs, de prévention, etc.).
- [Teens Against Drinking and Driving](#) (Manitoba School Trustees)
How to Start A TADD Chapter at Your School TADD's message has spread across Manitoba thanks to the hard work of TADD members in many different communities. Through their efforts, people have been educated about the dangers of drinking and driving and lives have been saved. You can learn more about starting a chapter of TADD at your school by reading the TADD Manual. [Read the TADD Manual](#) (PDF format)
- [True Sport](#) (School and Community Action Kit)
A downloadable package that includes a comprehensive explanation of the True Sport Movement as well as copies of the True Sport Principles for Sport, the True Sport Principles for Communities, and an example Declaration form. This Community Action Kit outlines effective steps you can take right now to become part of the True Sport Movement. Support the kind of sport we all want. It's simple. It's practical. And the only cost is commitment. Everything you need to get started is inside...

Dry/Safe Graduation

- [A Grad To Remember](#) (Published by AADAC, Alberta)
This guide is intended as a resource for parents, teachers, students, and anyone interested or involved in organizing a dry grad. It answers important questions about dry grads, describes how to get things done, and guides dry grad planning from start to finish. There are recommendations and suggestions for a successful dry grad from actual dry grad organizers, information on specific Alberta legislation relevant to dry grad planning, samples of correspondence, and more. See also [A Grad To Remember Presentation](#)
- [Safe Grad Resources](#) (Addictions Foundation of Manitoba)
In 1981, several provincial organizations began a program to deal with problems related to high school graduation. In the previous five years, several grad-night incidents had occurred: deaths, automobile accidents, boating-related injuries and driving and alcohol-related charges. Provincial and city police, ambulance services, hospital emergency wards and parents faced the end of June with uneasiness as tragedies resulting from high school graduation continued to increase. These organizations began their work by looking at graduations throughout Manitoba and Saskatchewan and finding a process that would provide a safe celebration. That safe celebration, known as Safe Grad, is now widely accepted and is an integral part of graduation in nearly all Manitoba high schools.

Special Events At School and In the Community

- [Blast](#) (Published by AADAC, Alberta)
The focus of BLAST is student leadership conferences that encourage tobacco use prevention through leadership and skill development. Students learn about tobacco industry marketing and tobacco health effects and then participate in a series of skill development workshops on communication, leadership, and action planning. The students then develop tobacco reduction action plans to implement in their own communities and report back what they have achieved.
- [When Choices Collide](#) (Published by AADC, Alberta)
Included is a comprehensive and easy-to-use learning guide provides strategies for discussion of the video and offers exercises to enhance and strengthen the powerful learning experiences offered to youth on the dangers of impaired driving. Suggestions for school campaigns are included to point your group in a positive and proactive direction.

Student/Youth Contests

- [Student/Youth Video/Multimedia Contest on Youth Gambling](#) (McGill University)
The International Centre for Youth Gambling Problems and High Risk Behaviors at McGill University is pleased to announce a multimedia competition for secondary school and CEGEP students about the risks associated with youth gambling.

School Recognition Programs

- [Healthy Schools Recognition Program](#) (Ontario Education Ministry)
The Healthy Schools Recognition Program promotes and celebrates healthy behaviours and practices in Ontario's schools. Schools pledge to take on a healthy activity in their school — and receive recognition for it. Schools can start a new activity or build on an existing one.
- [Provincial Campaigns](#) (Manitoba Healthy Schools Program)
We fund schools to undertake projects that support an important health and wellness issue. For each campaign, we make \$100 plus \$0.20 per student available to schools in Manitoba. The schools must undertake an activity or project that increases awareness of the specified health issue.

Other Activities

- [Community Use of Schools](#) (Ontario Education Ministry)
Ontario's schools are community hubs where all people can stay active, gather to learn, and participate in the activities of community-based organizations. The government provides funding to school boards so they can make school space more affordable for use after hours. Both indoor and outdoor school space is available to not-for-profit community groups at reduced rates, outside of regular school hours.

Parent Education, Involvement and Support Programs

This page lists resources related to parent education, parent support, parent training and parent empowerment programs and policies to prevent substance abuse.

Overview

- [School-linked targeted family programs](#) (Scroll to bottom of this page to access attached summary)
(An excerpt "School-based and school-linked prevention of substance use problems: A knowledge summary", Canadian Association for School Health, 2008).
- [Alcohol, other drug problems & your family](#) (CAMH)
Every family can take action to prevent and deal with alcohol and other drug problems. Want some tips on how your family can prevent alcohol and other drug problems? Want to talk to your family about the use of alcohol but don't know how? Need more information about how to cope better with problems your family may be having? You can take action now! These webpages will help. They list things you can do right away - and it doesn't matter if you're a mom, a dad, a kid, a grandparent, or just someone who cares about a special family you know.
- [Stigma: Understanding the impact of prejudice and discrimination on people with mental health and substance use problems](#) (CAMH)
Mental health and substance use problems affect people of all ages, education and income levels, religions, cultures and types of jobs. So it's likely that you or a family member or friend will have a substance use or mental health problem at some time.
- [Response of Parents to Parent Education and Support Programs: A Review of Evaluation Research on Some Key USA Programs](#)
The paper reports on the findings of a recent investigation in the USA of parent support programs and the evaluation research associated with those programs. The primary question guiding the investigation was: What has been measured or recorded about parents' preferences for particular styles of delivery or types of information about child development and parenting?
- [Research on Parenting Education Programs and Their Effectiveness: A Bibliography](#)
US White House

Parent Education Programs

- [Parent Awareness Campaign to Prevent Youth Drug Use](#) (Published by Health Canada)
Includes TV and radio ads, parent booklet and more.
- [Crossroads](#) (Council on Drug Abuse)
Crossroads is a five-module, documentary-style video series featuring six young Canadians and their first-hand experience with drug addiction. Each of the first four videos tackles a specific drug of abuse; (1) marijuana, (2) crystal meth, (3) cocaine/crack or (4) prescription & over-the-counter drugs. The fifth video takes a more general approach and provides information about several different types of drugs. The videos highlight how detrimental a chosen path of drug abuse can be, not only to an individual's health, but also to his or her psychosocial well-being, interpersonal relationships, families and future. Each of the videos is approximately 17 minutes in length and is used as part of CODA's in-class education programs in Canadian schools.
- [Canadian Home & School Federation Dissemination of Parent Resources Project](#)
This project is using long established parent organizations recognized by schools to address this lack of coordination by gathering and disseminating the available resources in a cohesive, collaborative manner. This project will: gather and publicize high quality resources for parents; present these resources to parent leaders at existing national and provincial/territorial workshops; organize and support presentations to parent organizations at the school board level and local school parent committees.
- [Parent Info Series](#) (Published by AADAC, Alberta)
The Parent Information Series is designed to answer frequently asked questions and give parents like you factual information that may help you prevent your child from using drugs, help them make healthy lifestyle choices and support them in making changes in their lives.
- [Ten Strategies for involving Parents in Health Promotion](#) (Published by Canadian Association for School Health) There are a variety of evidence-based strategies that schools can use to engage parents in health promotion.
- [Barriers to Parent Involvement in Health Promotion](#) (Canadian Association for School Health)
The barriers to effective parental participation in school-related health promotion activities has been documented in the education and health promotion literature.
- [Parents as Preventors Workshop](#) (Alcohol-Drug Education Service, British Columbia) This parent-based prevention workshop focuses on empowering parents to build on the two most powerful prevention factors: family connectivity school connectivity The workshop can be delivered by the professional educators of the ADES or by teachers within the school system. The workshop is designed to be delivered in a 2.5 hour session, but is easily be expanded to a half or full-day formats with the insertion of additional interactive activities (provided) and more in-depth focus on program topics.
- [Talking about Alcohol and Drugs \(ESL Parents Booklet\)](#) (Published by Alcohol-Drug Education Service, BC) Provides information about alcohol and drug use to adults who speak English as a second language. This program helps to increase language skills, as well as allows adults to become more informed about alcohol and drug use issues. It covers such topics as awareness of the consequences of alcohol and drug problems in a Canadian context; the importance of personal and family life skills through the promotion of healthy lifestyles; and information about community resources. The booklet is intended to provide participants with a summary of the topics covered in the course, and to serve as a resource for future reference.
- [Know the Facts, Risk Less](#) (Le Centre québécois de lutte aux dépendances, Quebec)
The goal of this book is to provide everyone with the best available information on drugs and dependencies. To make sure this information is both reliable and objective, the book is based on the latest scientific data and expert sources. [Version Francais](#) Ce livre cherche à mettre à la disposition de tous, les meilleures informations disponibles sur les drogues et les dépendances. Pour garantir l'objectivité et la fiabilité de ces informations, il s'appuie sur les données scientifiques les plus récentes, ainsi que sur l'expertise de nombreux spécialistes.
- [An Alcohol/Drug Prevention Program for Indo-Canadian Parents](#) (Alcohol-Drug Education Service, BC) Designed and developed with the Indo-Canadian community, this program helps promote community awareness of alcohol/drug-related problems and provides an opportunity for Indo-Canadian parents to develop proven prevention skills. The videotape, **Breaking of the Bottle**, is a socio-drama that stimulates discussion about the influence parents' examples can have on their children's attitude toward alcohol and drug, the way they communicate, and their efforts to help their children develop effective life skills.
- [An Alcohol/Drug Prevention Program for Chinese Parents](#) (Alcohol-Drug Education Service, BC) Developed in partnership with the Chinese community, this program focuses on positive parenting and open communication at home in an effort to lower the risk of substance abuse among Chinese-Canadian adolescents. The workshops and material can help parents clarify common myths about drug use, examine strengths and weaknesses in traditional Chinese parenting attitudes and practices, and learn effective

communication skills. The videotape, **Crisis**, is a socio-drama reinforcing that prevention begins at home and that parents have a role to play by helping children develop positive self-esteem, decision-making skills, and the ability to cope with peer pressure.

- [Incredible Years](#) (Reviewed by SAMHSA August 2007). Incredible Years is a set of comprehensive, multifaceted, and developmentally based curricula targeting 2- to 12-year-old children and their parents and teachers. The parent, child, and teacher training interventions that compose Incredible Years are guided by developmental theory on the role of multiple interacting risk and protective factors in the development of conduct problems. The three program components are designed to work jointly to promote emotional and social competence and to prevent, reduce, and treat behavioral and emotional problems in young children. The parent training intervention focuses on strengthening parenting competencies and fostering parents' involvement in children's school experiences to promote children's academic and social skills and reduce delinquent behaviors. The Dinosaur child training curriculum aims to strengthen children's social and emotional competencies, such as understanding and communicating feelings, using effective problem-solving strategies, managing anger, practicing friendship and conventional skills, and behaving appropriately in the classroom. The teacher training intervention focuses on strengthening teachers' classroom management strategies, promoting children's pro-social behavior and school readiness, and reducing children's classroom aggression and non-cooperation with peers and teachers. The intervention also helps teachers work with parents to support their school involvement and promote consistency between home and school. In all three training interventions, trained facilitators use videotaped scenes to structure the content and stimulate group discussions and problem solving.
- [15+ Make Time to Listen...Take Time to Talk](#) (Published by SAMHSA, United States)
Provides practical guidance for parents & caregivers on strengthening relationships with their children by spending at least 15 undivided minutes with them daily
- [Building Blocks for a Healthy Future](#) (Published by SAMHSA, United States)
Building Blocks is an early prevention program for parents and caregivers of 3 to 6 year-olds. It is designed to educate about the basics of prevention in order to promote a healthy lifestyle.
- [Family Guide](#) (Sponsored by SAMSHA)
A Family Guide To Keeping Youth Mentally Healthy & Drug Free is a public education Web site developed by SAMHSA to communicate to parents and other caring adults about how they can promote mental health and prevent the use of alcohol, tobacco, and illegal drugs among 7- to 18-year-olds.

Parent Support Programs

- [Strengthening Families Program](#) (Published by CAMH)
The Strengthening Families Program (SFP) is a well-replicated example of a family program that has been shown to be effective with targeted as well as universal populations. The program involves whole families coming together in a school, community centre, or other public place. The format for each week of the 14 session SFP involves parents and children first participate in skill-building activities after which families come together to practice the skills (e.g. communication and conflict-resolution skills). Free meals, transportation, and childcare are provided. (See [review done by SAMHSA](#), December 2007)
- [Families & Schools Together](#) (Funded originally by Health Canada) Families and Schools Together Canada (F&ST Canada), a Family Service Canada national partnership initiative, in collaboration with the FAST National Training and Evaluation Center in the US, is an innovative two-year prevention and parent involvement model that helps children between birth and twelve years old to improve health, social and academic outcomes. The model offers families support to help their children to do well at school, at home and in the community. F&ST Canada builds family unity, strengthens family relationships and empowers all members of the family, parents and children alike, to achieve their individual potential. It also provides an opportunity for parents to become more involved in their child's school.
- [Creating Lasting Family Connections \(CLFC\)](#) (Reviewed by SAMHSA June 2007)
Creating Lasting Family Connections (CLFC), the currently available version of Creating Lasting Connections (CLC), is a family-focused program that aims to build the resiliency of youth aged 9 to 17 years and reduce the frequency of their alcohol and other drug (AOD) use. CLFC is designed to be implemented through a community system, such as churches, schools, recreation centers, and court-referred settings. The six modules of the CLFC curriculum, administered to parents/guardians and youth in 18-20 weekly training sessions, focus on imparting knowledge and understanding about the use of alcohol and other drugs, including tobacco; improving communication and conflict resolution skills; building coping mechanisms to resist negative social influences; encouraging the use of community services when personal or family problems arise; engendering self-knowledge, personal responsibility, and respect for others; and delaying the onset and reducing the frequency of AOD use among participating youth. The program emphasizes early intervention services for parents and youth and follow-up case management services for families. Manuals for trainers, notebooks for participants, and other materials are available, but the program is intended to be modified with each implementation to reflect the needs of the participants and the skill level of the trainers. Creating Lasting Connections was an experimental program implemented and evaluated in church communities with the families of high-risk 11- to 14-year-old youth. CLC

served as the basis for CLFC, which is now in use.

- **Youth Drug Stabilization Act** (Manitoba)
The *Youth Drug Stabilization (Support for Parents) Act* provides a way to access involuntary detention and short-term stabilization for young Manitobans under 18 years of age. However, the act is intended as a last resort, when other measures have been unsuccessful and where a youth is causing serious self-harm through severe, persistent substance abuse. The purpose of the stabilization period is to provide a safe, secure environment to engage the youth and develop a treatment plan that he or she will follow after discharge.

Parent Training Programs

- A paper ([Lesson in Learning](#)) prepared for the Canadian Council on Learning on parenting styles and skills has identified four evaluated programs that have shown positive results.
- **Nobody's Perfect** (BC Council for Families-Health Canada)
Is a parenting program for families with children from 0-5. Facilitated by trained parenting educators, Nobody's Perfect gives parents a safe place to meet others with young children and share experiences, interests and concerns.
- **My Tween and Me** (BC Council for Families)
is a parenting program for families with children age 7-12. It is designed to strengthen the confidence and ability of parents to positively influence the lives of their school-aged children, to help prevent the use of drugs and alcohol, and other high-risk behaviours
- **The Incredible Years Programs – Basic Parent-Training Program**
Designed by Carolyn Webster-Stratton in Seattle, the Basic Parent Training program is designed for parents of 2- to -7-year-old children with behaviour problems such as aggression and rule-breaking. It emphasizes parenting skills known to improve children's social abilities and reduce behaviour problems by teaching parents how to play with their children, praise and reward them, set limits and effectively address their misbehaviour.
- **The Triple P – Positive Parenting Program**
Designed by Matthew Sanders in Australia, this is a parenting and family support program that emphasizes the prevention of problems and can move from simply providing parents with information and advice to intensive family intervention, if required. The Positive Parenting Program is designed for parents of children from birth to age 16, and helps parents learn positive parenting attitudes, skills and behaviours to prevent and reduce child problem behaviour and foster positive family relationships.
- **The “Helping the Noncompliant Child” Program** Developed by R.L. Forehand and R.J. McMahon of Seattle, this parent-training program is designed for parents of children 3 to 8 years old with existing behaviour problems. Over the long term, it aims to prevent the development of serious conduct problems in preschool and early elementary school-age children and juvenile delinquency in older children. Over the shorter term, it aims to improve parent–child relationships and the parents' parenting skills, as well as reduce the child's problem behaviour and increase good behaviour.
- **The Nurse Family Partnership (NFP) Program**
Developed by David Olds and colleagues, and evaluated in three separate studies in Elmira, New York, Memphis, Tennessee and Denver, Colorado, the NFP Program follows at-risk first-time mothers from pregnancy through the child's first two years. It promotes healthy maternal behaviours during pregnancy, helps parents create a healthy environment for their newborn child, and fosters positive parenting skills and quality parent–child relationships.
- **Better Beginnings, Better Futures (BBBF) project.**
Established in 1991, BBBF operates in eight of Ontario's poorest communities. The BBBF initiative aims to mobilize disadvantaged neighbourhoods around early child development and prevention. By strengthening home visiting, child care, and in-school programs, it aims to prevent emotional and behavioural problems in children, promote healthy child development, and increase the ability of communities to respond effectively to the social and economic needs of children and their families. Comparisons of BBBF neighbourhoods and matched control neighbourhoods reveal that children at several of the BBBF early childhood sites showed significantly lower rates of emotional problems (anxiety and depression) and improved social skills (self-control and cooperative behaviour). However, only one of the sites produced a significant improvement in parenting skills. Researchers believe that what distinguished this site from the others was the frequency, intensity and scope of the intervention provided to parents: parents at this site received regular home visits for four years to address child, parent and family issues, and were consistently encouraged to participate in programs and use other community resources.

- [A Family Guide To Keeping Youth Mentally Healthy & Drug Free](#) (Published by SAMHSA, United States) Family Guide is a public education Web site developed to support the efforts of parents and other caring adults to promote mental health and prevent the use of alcohol, tobacco, and illegal drugs among 7- to 18-year-olds.
- [A Family Guide to Concurrent Disorders](#)
Families need help to deal with the impact of concurrent disorders, but families are also a key to finding effective solutions. To help their relatives on the journey to recovery, families need: information about substance use and mental health problems—and above all, to know that families do not cause the problems, a common language with treatment providers—to make it easier to collaborate, strategies to cope with issues associated with concurrent disorders and strategies to look after themselves and reduce the impact of their relatives' problems on their own lives.

Parent Empowerment Programs and Policies

Mentoring Programs

This page lists resources related to school-based or school-linked mentoring programs that involve adults or older youth to support younger people in their development.

- [Partners Assisting Local Schools](#) (Saint John School District)
Is an initiative of School District 8 in Saint John, NB with the local business community and service agencies. It was developed as the result of an identified need in the community, in this case, poverty and all its implications. The focus was to establish a model which would achieve the unique goals of 7 identified schools, but could also be adapted and adopted in other schools both in the district, elsewhere in the province and beyond. Local businesses partner with neighbourhood schools, providing support in the form of volunteers and financial assistance. PALS Partnerships in Saint John, NB are proving that a dedicated school staff and parent group, together with community volunteers and financial support can deliver great changes within any school.
- [Big Brothers Big Sisters of America](#) (Identified by the Center for the Study and Prevention of Violence - University of Colorado) A report in 1991 demonstrates that through BBBSA's network of nearly 500 agencies across the country, more than 70,000 youth and adults were supervised in one-to-one relationships. BBBSA typically targets youth (aged 6 to 18) from single parent homes. Service delivery is by volunteers who interact regularly with a youth in a one-to-one relationship. Agencies use a case management approach, following through on each case from initial inquiry through closure. The case manager screens applicants, makes and supervises the matches, and closes the matches when eligibility requirements are no longer met or either party decides they can no longer participate fully in the relationship. BBBSA distinguishes itself from other mentoring programs via rigorous published standards and required procedures.

Cooperation with community programs

This page lists resources that show how schools can work with their local communities to prevent substance abuse.

- [Stronger Together](#) (Promoted by AADAC, Alberta)
Everyone has a role to play in preventing and reducing alcohol and other drug problems in Alberta. Teachers, parents, Elders, elected leaders, social workers, citizens, police officers, doctors, youth, and many more can all make a difference. Community drug coalitions are active across this province, pulling people together from all sectors to share ideas and resources to solve alcohol and other drug problems. The Alberta Drug Strategy recognizes the importance of community stakeholders working together in finding solutions to these problems, and AADAC provides grant funding (up to \$5,000) in support of this. AADAC offices are proud to work with many partners, including community drug coalitions, by bringing addictions expertise and materials to support these important community networks.
- [Strides for Change](#) (MADD Canada)
Bring your friends, family, and your co-workers to MADD Canada's 5km signature walk, *Strides for Change!* Enjoy a health and safety fair, kid's zone, tribute and survivor area and much more both before and after the walk!

Staff wellness and assistance programs

Physical Environment and Resources (Including schools and neighbourhood changes)

This section lists resources that relate to prevent substance abuse through changes to the physical environment of the school or surrounding area.

This includes regulating the sale of alcohol at adult events in the schools, ensuring safe transportation to and from school and similar measures on school grounds.

Role of the physical environment of the school in preventing substance abuse (See attached document at bottom of this page)

An excerpt from, "School-based and school-linked prevention of substance use problems: A knowledge summary", Canadian Association for School Health, 2008

[Policies on adult events at school](#)

[Safe Transportation](#)

[Safety/security equipment and design](#)

Capacity Building in Systems, Agencies and Schools/Clinics (Coordinated policy/leadership, assigned staff to coordination, mechanisms for cooperation, ongoing workforce development, applied knowledge development/ synthesis/exchange, monitoring/reporting, strategic issue management, plan for sustainability)

This section lists planning, assessment and educational resources related to building system, agency and professional capacity to prevent substance abuse through schools.

These different agency or organizational capacities can be built in eight areas listed below. (These capacities are based on a WHO model that has been adapted by researchers in Canada). We have listed resources under those categories on this page. Too often, capacity and delivery of programs is examined only at the school/educator level, thereby ignoring the role of other agencies and professionals as well as the capacity needed in government departments and research agencies. Consequently, we have sub-divided these eight types of capacities into three levels and include health, addictions and police sectors as well as schools.

As well, we have created sub-pages on topics related to capacity-building/continuous improvement. These include capacity building (general), dissemination/diffusion/implementation, inter-professional capacity (ability to work together) and community capacity.

Types of Organizational capacities

1. [Coordinated policy and leadership](#)

Government/Research/Knowledge Agencies	School Boards/Police Dept's/Health-Addiction Agencies	Schools/Clinics/Police/Nurses/Addictions Workers
<p>Ministère de l'Éducation, du Loisir et des Sports (MELS) Ministère de la Santé et des Services sociaux (MSSS) du Québec Au printemps 2003, les deux ministères MELS et MSSS ont signé une entente de complémentarité. Un des volets de cette entente prévoit la mise en place d'une intervention globale et concertée en promotion et en prévention à partir de l'école. Reprise sous l'appellation « Approche École en santé », cette intervention propose d'agir de façon globale, en concertation, en matière de promotion et de prévention, pour favoriser la santé, le bien-être et la réussite éducative des jeunes. Trois documents ont été publiés dans les réseaux de la santé et des services sociaux et de l'éducation. Ils ont pour objectif de proposer aux écoles une</p>		

<p>approche dans laquelle le milieu sera amené à se mobiliser pour agir en concertation sur des déterminants communs à la santé, au bien-être et à la réussite éducative des jeunes du primaire et du secondaire.</p> <p>http://www.mels.gouv.qc.ca/DGFJ/csc/promotion/pdf/19-7062-01.pdf http://www.mels.gouv.qc.ca/DGFJ/csc/promotion/pdf/19-7062.pdf http://www.mels.gouv.qc.ca/DGFJ/csc/promotion/pdf/19-7062-02.pdf</p> <p>Version anglaise des documents : http://www.mels.gouv.qc.ca/DGFJ/csc/promotion/pdf/19-7062-01a.pdf http://www.mels.gouv.qc.ca/DGFJ/csc/promotion/pdf/19-7062a.pdf http://www.mels.gouv.qc.ca/DGFJ/csc/promotion/pdf/19-7062-02a.pdf</p> <p>AADAC's School Strategy v. 23, #1 (Feb/Mar 2003) Read/View Resource Online Each issue of the AADAC newsletter Developments highlights an issue or trend in the addictions field. AADAC's School Strategy Thinking Outside the Box A Voice for Youth at AADAC AADAC Resources for Youth and Schools</p> <p>The BC provincial government's Crystal Meth Strategy has engaged 9 government ministries along with a number of other stakeholder groups to address substance use prevention, and notably meth use prevention</p>		
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2. Formal and informal mechanisms for cooperation/coordination

Government/Research/Knowledge Agencies	School Boards/Police Dept's/Health-Addiction Agencies	Schools/Clinics/Police/Nurses/Addictions Workers
<p>Le ministère de l'Éducation et le ministère de la Santé et des Services sociaux ont rendu publique le 7 mars 2003 une entente de complémentarité des services entre le réseau de la santé et des services sociaux et le réseau de l'éducation.</p> <p>Élaborée à partir des recommandations formulées par un groupe de travail représentatif des deux réseaux et des suggestions faites par plus de 1 300 intervenants à l'occasion de consultations régionales, cette entente découle des orientations gouvernementales et s'inscrit en continuité avec l'ensemble des documents visant à mieux arrimer les actions des deux réseaux auprès des jeunes.</p> <p>http://www.mels.gouv.qc.ca/lancement/ententeME-Q-MSSS/strategie_f.pdf</p> <p>Lettre des ministres de l'Éducation, du Loisir et du Sport, de la Santé et des Services sociaux et de la Protection de la jeunesse et à la réadaptation</p> <p>http://www.mels.gouv.qc.ca/lancement/ententeME-Q-MSSS/entente_f.pdf (version française)</p>	<p>The Role of Goal Setting in Workforce Development. In A.M. Roche, J. McDonald (Eds) <i>Catching Clouds: Exploring Diversity in Workforce Development for the Alcohol and Other Drug Field</i>, Adelaide: National Centre for Education and Training on Addiction (NCETA), p145-152</p> <p>Goal Setting with Individuals and Teams: Implications for Transfer of Training and Evidence-Based Practice in the AOD Field: Discussion Paper No. 1. Adelaide: National Centre for Education and Training on Addiction (NCETA).</p>	

<p>http://www.mels.gouv.qc.ca/lancement/ententeMEQ-MSSS/entente_a.pdf (version anglaise)</p> <p>Guide à l'intention du milieu scolaire et de ses partenaires Pour la réussite éducative, la santé et le bien-être des jeunes (version française - 2 Mo, code ministériel : 19-7062) (version anglaise - 1,7 Mo, code ministériel : 19-7062A)</p>		
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3. Staffing & infrastructure to support cooperation

Government/Research/Knowledge Agencies	School Boards/Police Dept's/Health-Addiction Agencies	Schools/Clinics/Police/Nurses/Addictions Workers
		<p>Healthy Learners Program (New Brunswick) The Healthy Learners in School (assigned nurses) program aims to improve the health, wellness and learning potential of New Brunswick's students by promoting healthy behaviours which will be carried into adulthood by encouraging coordinated programs, including substance abuse prevention.</p>

4. Ongoing workforce development

Government/Research/Knowledge Agencies	School Boards/Police Dept's/Health-Addiction Agencies	Schools/Clinics/Police/Nurses/Addictions Workers
<p>Workforce Development and the Alcohol and Other Drugs Field: A Literature Review of Key Issues for the NGO Sector (National Centre for Education and Training on Addiction (NCETA) Australia)</p> <p>The South Australian AOD Workforce Development Audit and Capacity Building Project (National Centre for Education and Training on Addiction (NCETA) Australia)</p> <p>What Is This Thing Called Workforce Development? In A.M. Roche, J. McDonald (Eds) Systems, Settings, People: Workforce Development Challenges for the Alcohol and Other Drugs Field, Adelaide: National Centre for Education and Training on Addiction (NCETA), p5-22.</p> <p>Workforce Development Issues in the AOD Field. A Briefing Paper for the InterGovernmental Committee on Drugs. Adelaide: National Centre for Education and Training on Addiction (NCETA).</p>	<p>Workforce Development 'TIPS' Theory into Practice Strategies A Resource Kit for the Alcohol and Other Drugs Field (National Centre for Education and Training on Addiction (NCETA) Australia)</p>	<p>Professional Development Opportunities for Educators (Government of Manitoba) This resource material is intended to provide educational specialists who are involved in teacher training with completed workshop training packages that can be utilized when running half day or multiday training sessions</p> <ul style="list-style-type: none"> - Multisystem Planning - Counseling for Behavioural Concerns - Record Keeping & Note Taking for School Counselors <p>Building Teacher Confidence and Comfort about Substance Use and Abuse: Grades 1-10 (CAMH)</p> <p>Educating Students About Drug Use and Mental Health - Grades 11 & 12: Background Information for Teachers: (CAMH)</p> <p>The Addictions Foundation of Manitoba offers courses for addictions and other workers on these topics: Aboriginal People and Addictions, What are the issues?, Aging and Addictions, Families and Addictions, Family Violence and Addictions, Fundamentals of Addictions, Intervention Strategies: A Multi-level Approach, Pharmacology, Relapse Management, Understanding Problem Gambling, Women and Addictions, Youth and Drugs.</p>

		<p>Problem Gambling, Rehabilitation and Prevention Training, Alcohol Related Birth Defects, Co-occurring Disorders: The Essentials, Crystal Meth Awareness, Developing and Delivering Seminars, Group Facilitation Skills, Individual Counseling Skills, Motivational Interviewing and Change, Post-Traumatic Stress Disorder (PTSD)</p> <p>The AFM also offers a series of workshops for youth educators. Topics include: Middle Years Program: An Alcohol and Other Drug Awareness and Prevention Program, Adolescent Alcohol and Other Drug Issues, Alternatives for a Healthy Lifestyle, Youth Impacted by the Substance Use or Gambling of a Significant Other, Fetal Alcohol Spectrum Disorder (& Other Alcohol-Related Birth Defects), Facilitating Groups With Youth, Group Counseling with Adolescents, Motivating Youth Towards Positive Change, Youth and Gambling</p> <p>Office of Safe/Drug Free Schools Online Workshops: Drug Prevention Web Courses for Schools (US Department of Education) The following continuing education workshops have already been implemented as live online events and are now available for review on this Web site. While many of these events were developed for and offered to middle school coordinators (MSCs) prior to the initiative's transition to full coverage of the K-12 grade range, they remain relevant for all coordinators. They contain valuable information, activities, and resources on key topics in the strategic planning and program delivery process. Although the Discussion Areas of these events are now closed, you will still be able to view and download all of the materials that were available to coordinators when the events were actually conducted. This includes summaries of the online discussions that took place among event participants and Center staff.</p> <p>Session include:</p> <ul style="list-style-type: none"> - Truancy: A Serious Problem for Students, Schools, and Society - Preventing Underage Drinking in Schools - School Connectedness and Meaningful Student Participation - Linking Violence and Substance Abuse Prevention to Academic Success - Identifying Prevention Priorities and Strategies for Success - Selecting Research-Based Prevention Programs for Your School - Implementing Research-Based Prevention Programs in Schools - Middle School Coordinators as Change Agents - Promoting Prevention Through School-Community Partnerships <p>Behaviour Challenges: A Staff Professional development Resource (Newfoundland Education Ministry)</p> <p>The Training Enhancement in Applied Cessation Counseling and Health (TEACH) Project (Centre for Addictions and Mental Health)</p> <p>This workshop is designed to ensure that individuals in</p>
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		<p>the public, private and non-profit sectors that provide counseling services to tobacco users obtain knowledge and skill in the delivery of intensive cessation interventions. Our core program offers evidence-based knowledge about tobacco use and practical skills in cessation counseling. Our supplementary courses offer counseling approaches for special populations such as aboriginal people, sexually diverse and gender diverse people, youth, people with concurrent disorders, people who use other substances; and pregnant women.</p> <p>Fundamental Concepts in Problem Gambling (Centre on Addictions and Mental Health) This five session online course will provide students with a practical understanding of gambling and problem gambling. Download the PDF for the course.</p> <p>The Mental Health and Addiction 101 series (Centre on Addictions and Mental Health) Consists of a variety of quick, easy to use online tutorials for anyone who wants to learn more about mental health and addiction topics. This series includes tutorials such as: Introduction to Addiction, Anxiety Disorders, Bipolar Disorders, Depression, Older Adults, Posttraumatic Stress Disorders, Schizophrenia, Stages of Change, Stigma and more.</p>
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5. Strategic management of issues and trends

Government/Research/Knowledge Agencies	School Boards/Police Dept's/Health-Addiction Agencies	Schools/Clinics/Police/Nurses/Addictions Workers
<p>Canadian Community Epidemiology Network on Drug Use (CCENDU) CCENDU was established in response to a 1995 feasibility study that identified the need for a Canada-wide surveillance system on substance use. Spearheaded by the Canadian Centre on Substance Abuse (CCSA) and guided by a steering committee, CCENDU is a collaborative project involving federal, provincial and community agencies, with intersecting interests in drug use, health and legal consequences of use, treatment, and law enforcement. The primary goal of CCENDU is to coordinate and facilitate the collection, organization, and dissemination of qualitative and quantitative information on drug use among the Canadian population at the local, provincial, and national levels. Further CCENDU aims to foster networking among key multi-sectoral partners, to improve the quality of data being gathered, and to serve as an early warning system concerning emerging trends. Ultimately, CCENDU strives to support and encourage sound policy and program</p>		<p>Student Wellness Profiles for Schools (University of New Brunswick) The Student Wellness Survey incorporated the four areas of wellness outlined by the Department of Wellness, Culture and Sports. These areas are: physical activity, healthy eating, mental fitness and tobacco and substance use. Each school has received an individual profile reflecting the results of the surveys completed last school year. The second phase of the wellness initiative, knowledge translation, began in January of 2008 and carry on until the end of the school year. These schools will receive individual feedback reports in the 2008-2009 school year. The profiles will provide schools with suggestions and strategies to help improve student wellness for their own students.</p>

<p>development related to drug use. At the national level, CCENDU's Steering Committee includes representatives from the CCSA, Health Canada, the Canadian Public Health Association, the Royal Canadian Mounted Police, and the Canadian Association of Chiefs of Police. Locally, 12 urban sites participate to varying degrees Vancouver, Whitehorse, Permberton/Mount Currie, B.C., Winnipeg, Edmonton, Regina, Windsor, Brockville, Toronto, Montreal, Fredericton and St John's, Newfoundland. Each local site collects, collates, and interprets data and information in eight major drug use areas (alcohol, cocaine, cannabis, heroin, sedative-hypnotics and tranquilizers, hallucinogens other than cannabis, stimulants other than cocaine, and licit drugs) and in six indicator areas (prevalence, law enforcement, treatment, morbidity, mortality and HIV/AIDS/HEP C, which includes injection drug use and needle exchange information) to produce local reports. Resources pending, a national report is produced each year as a compilation of local data, with special focus given to current, high-priority issues.</p>		
<p>Le ministère de la Santé et des Services sociaux (Quebec) est conscient du problème et prend des moyens pour contrer l'abus des drogues chez les jeunes. Il a récemment déployé un Plan d'action interministériel en toxicomanie 2006-2011</p>		

6. Organized knowledge transfer & exchange

Government/Research/Knowledge Agencies	School Boards/Police Dept's/Health-Addiction Agencies	Schools/Clinics/Police/Nurses/Addictions Workers
<p>Cochrane Reviews and Evidence-Based Practice. In A.M. Roche, J. McDonald (Eds) Systems, Settings, People: Workforce Development Challenges for the Alcohol and Other Drugs Field, Adelaide: National Centre for Education and Training on Addiction (NCETA)</p>	<p>Evidence-Based Practice: Tools and Techniques. In A.M. Roche, J. McDonald, (Eds) Systems, Settings, People: Workforce Development Challenges for the Alcohol and Other Drugs Field, Adelaide: National Centre for Education and Training on Addiction (NCETA)</p> <p>Evidence-Based Practice: From Concepts to Reality. In A.M. Roche, J. McDonald (Eds) Systems, Settings, People: Workforce Development Challenges for the Alcohol and Other Drugs Field, Adelaide: National Centre for Education and Training on Addiction (NCETA)</p>	

7. Regular monitoring and reporting

Government/Research/Knowledge Agencies	School Boards/Police Dept's/Health-Addiction Agencies	Schools/Clinics/Police/Nurses/Addictions Workers
<p>The Institute de santé publique in Quebec published a portrait of provincial SH initiatives in that province in 2004. That review included information on how these initiatives were being evaluated and monitored.</p>		
<p>Status of Drug Education in Scottish Schools 2001-02 (Published by Education Dept, Scotland) Provides statistics about the nature and extent of current drug education and related policy development in Scottish local authorities</p> <p>BC Institute for Safer Schools has developed and administered the Safe School Social Responsibility Survey for Secondary Students (SSRS) in 13 BC school districts. Developed in collaboration with several school districts, this longitudinal survey measures students' perceptions of personal safety and belonging, self-concept, social responsibility, substance use, school engagement, community involvement, and home life. The primary use of this instrument is to assist school and district planning efforts.</p> <p>The BC McCreary Centre Society conducts the Adolescent Health Survey which collects data on substance use, as well as a range of health and wellness issues, among school aged youth.</p> <p>The Continuum of Care Approach for Program Evaluation (Addictions Foundation of Manitoba) Agencies that strive to assist individuals with addiction problems have traditionally faced one significant barrier when it comes to evaluating the effectiveness of their programs: an inability to specifically attribute a client's success or failure to a program's activities. For example, let's say an alcohol rehabilitation client completes the Addictions Foundation of Manitoba's (AFM) intensive residential program and is discharged home. Six months later, a follow-up interview determines that the client is abstinent, working steadily at his full-time job and enjoying a healthy, alcohol-free life with his wife and two children. The AFM researchers call their new framework the Continuum of Care Approach for Program Evaluation and Development. This reflects the fact that all programs exist within a continuum of formal and informal supports for clients. Over the past year, the researchers have worked closely with counselors in various AFM programs to identify short-term objectives. Currently, models are in place for many programs, with the remainder to be</p>		

completed in the next year or so.		
Several provinces and territories have their own student and alcohol surveys. These surveys, along with the Canadian Addiction Surveys, provide a comprehensive and regularly updated statistical picture of youth substance use .		

8. Explicit planning for sustainability

Government/Research/Knowledge Agencies	School Boards/Police Dept's/Health-Addiction Agencies	Schools/Clinics/Police/Nurses/Addictions Workers
The Quebec government has listed the services and resources available across the province by region . This up-to-date listing of programs and services available can be the basis for sustainability planning.		

Systems Change

This section contains resources on how to plan, implement and evaluate changes in school, police, public health and addictions systems.

Dissemination, diffusion, implementation

This page lists resources related to effective dissemination, diffusion and implementation strategies in school prevention of substance abuse.

- [Factors affecting program implementation in the real world](#)
Go to this excerpt from "School-based and school-linked prevention of substance use problems: A knowledge summary", Canadian Association for School Health, 2008 for a discussion of implementation issues.
- [Effective Dissemination report: Systematic Review of Implementation Strategies for the AOD Field](#) National Centre for Education and Training on Addiction (NCETA) Australia This report is the first part of a 3-part series. Part One: Effective Dissemination: A Systematic Review of Implementation Strategies for the AOD Field Part Two: Effective Dissemination: An Examination of the Costs of Implementation Strategies for the AOD Field Part Three: Effective Dissemination: An Examination of the Theories and Models of Change for Research Dissemination. This report covers these methods of dissemination: Professional interventions, including; educational materials, local consensus development, educational meetings, educational outreach visits, local opinion leaders/product champions, patient mediated interventions, prompts/reminders and decision support, audit and feedback, financial incentives, electronic educational resources Organizational interventions, including; records and office systems, multi-disciplinary approaches, alternative care approaches, continuous daily quality improvement Other interventions, including; mail outs and multi-faceted approaches
- [Effective Dissemination report: An Examination of the Costs of Implementation Strategies for the AOD Field](#) National Centre for Education and Training on Addiction (NCETA) Australia This report is the second part of a 3-part series. Part One: Effective Dissemination: A Systematic Review of Implementation Strategies for the AOD Field Part Two: Effective Dissemination: An Examination of the Costs of Implementation Strategies for the AOD Field Part Three: Effective Dissemination: An Examination of the Theories and Models of Change for Research Dissemination. This report discusses the cost benefits and cost-effectiveness of the different interventions discussed in Part One.
- [Café Conferencing: So Much More Than Just Free Cake](#). In A.M. Roche, J. McDonald (Eds) Catching Clouds: Exploring Diversity in Workforce Development for the Alcohol and Other Drug Field, Adelaide: National Centre for Education and Training on Addiction (NCETA)

Consideration of System/Organization Characteristics

This page lists resources and examples of how system, organizational and professional characteristics (such as loosely-coupled control, openness to competing external influences, bureaucratic structures and working across multiple sectors and systems) can be considered strategically when implementing school substance abuse prevention programs. These resources are listed under four broad categories.

Open to external, competing influences

- [UK Blueprint Drug Education Research Programme](#)
Summary of delivery report/practitioner report research findings November 2007 Blueprint is the major research programme implemented in 2003 – 2005 between three Government Departments (Home Office, Department for Children, Schools and Families and Department of Health). It was designed to pilot the effectiveness of an evidence-based drug education programme in schools in England. It was intended that the findings from the pilot stage would be used in development to a full trial.

Loosely coupled systems

- **Concerns-based Adoption Model**
In loosely coupled systems, where command and control is decentralized, it is important that adopter concerns be addressed. An educational version of this model has been developed by the Association for Supervision and Curriculum Development. The model has been developed for [science education](#) and [mentoring](#). A [complete text and manuals](#) have been published by the original authors.

Working in Professional Bureaucracies

- [Organizational Barriers to Training Transfer: The Role of Workplace Social Controls and Normative Behaviour in Workforce Development](#). In A.M. Roche, J. McDonald (Eds) *Catching Clouds: Exploring Diversity in Workforce Development for the Alcohol and Other Drug Field*, Adelaide: National Centre for Education and Training on Addiction (NCETA), p135-144.
- [Benefits, Boundaries and Barriers: Education and Training Challenges in the Alcohol and Other Drugs Field](#). Keynote Presentation to the NSW Drug and Alcohol Training Forum, Sydney, 27-28 March 2001 National Centre for Education and Training on Addiction (NCETA)

Alignment with education mandates, constraints

This page lists resources and examples of how substance abuse prevention can be aligned with the educational mandate (educational achievement-school effectiveness) of the school.

- [Excerpt from a Knowledge Summary](#)
The Canadian Association for School Health has published a research summary that discusses the connection between substance abuse and educational achievement.

Working across several sectors and systems

This page lists resources on inter-ministry, inter-agency cooperation.