



MHSA Prevention and Early Intervention

FY 2014-2015

PEACE 4 Kids

Table of Contents



Program Information	2
Executive Summary - Key Findings	3
Demographics	4-5
Attendance	6
Strength and Difficulties Questionnaire	7-8
Skill Streaming	9
Satisfaction	10-12



Riverside University Health System—Behavioral Health through MHSA Prevention and Early Intervention funding implemented a Prevention program in an area of the County with high risk and high need. Stakeholder input gathered before implementing the PEI plan identified Desert Hot Springs as an area in need, with high crime rates and poverty. A prevention program, Peace for Kids, was implemented in response to community needs with a focus on services for youth at risk of school failure as well as trauma-exposed youth.

Peace 4 Kids Level 1 curriculum is based on 5 components (Moral Reasoning, Empathy, Anger Management, Character Education, and Essential Social Skills). The program goals include: helping students master social skills, improve school performance, control anger, decrease the frequency of acting out behaviors, and increase the frequency of constructive behaviors. There is also a parent component, which strives to create social bonding among families and within families, while teaching social skills within the family unit.

In the FY2014-2015, Peace 4 Kids added Level 2 for students that had previously completed Level 1 and requested more classes. Level 2 included advanced lessons related to the same 5 components as Level 1, with the same goals as Level 1. Students must complete Level 1 before participating in Level 2 in order to have a basic understanding of the topics covered.

The student component of the program is held on campus at middle schools and sessions are held during school hours. Peace 4 Kids is provided for 10 weeks with 50 minutes sessions twice per week.

The parent component includes 8 weekly meetings called “Family Time”. Each meeting provides parents with the opportunity to strengthen family bonds through lessons, game time, and a meal. Lessons include topics such as asking for help, anger triggers, and communication styles.

Outcomes Evaluation

Outcomes evaluation include a pre to post comparison of the youth behaviors and pro-social skills utilizing two measures: the Strength and Difficulties Questionnaire (SDQ), and Skill Streaming Questionnaire.

Strength and Difficulties Questionnaire (SDQ)—the parent version is a 25-item measure that screens for positive and negative psychological attributes among program participants (students). The student version is a self-reported consisting of 25 items measuring the same concepts. Lower scores among negative attributes indicate improvements, while higher scores with positive attributes indicate improvements.

Skill Streaming Questionnaire— a modified 26-item version of the original 50-item measure, assessing at-risk adolescents’ social skills. Responses are measured on a 3-point Likert Scale. Higher scores indicate greater skill acquisition.

Enrollment

The Peace 4 Kids program enrolled 372 individual students in the Desert Hot Springs area in Fiscal Year 2014-2015. Peace 4 Kids Level 1 had a total of 314 students enrolled and Peace 4 Kids Level 2 had 70 students enrolled. Some youth were in both Level 1 and Level 2.

Demographics

Of the total 372 students enrolled in the program, demographic information was provided by the school. Female (48%) and male (52%) participant enrollment was nearly evenly divided. The majority of the participants were Hispanic/Latino (69%). Most came from Desert Hot Springs Middle School. English (53%) and Spanish (44%) were most commonly identified by students as the language spoken at home. The enrolled students grade ranged between 6th and 8th grade, with the majority of students in the 7th grade (41%).

Attendance at Group Sessions

Student attendance:

In order to successfully complete the program, students must have attended 75% (16) or more of the sessions offered. Of the 314 enrolled in Peace 4 Kids Level 1, 67% completed the program. Of the 70 students enrolled in Peace 4 Kids Level 2, 61% completed the program.

Parents attendance:

Parents were invited to attend the “Family Time” component of the program. In total, 72 parents participated, 61% attended between 1 and 3 sessions, 38% attended between 4 and 7 sessions, and 1% attended between 8 and 10 sessions.

Outcomes Evaluation

Behavioral Difficulties Decreased and Pro-social Skills Increased

A pre to post behavioral measure evaluated changes in behavior and growth in pro-social skills. The Strength and Difficulties Questionnaire (SDQ) was collected from students and parents. Outcomes comparing pre to post SDQ scores showed statistically significant improvements in problematic behavior and pro-social skills for both student and parent ratings.

Use of Positive Social Skills Increased

A pre to post skills streaming checklist is used by the youth to rate their use of positive social skills that are a focus of the program. Pre to post scores were collected for 196 students and showed significant improvements in their use of positive social skills. Analysis using Cohen’s *d* effect size guidelines, showed the intervention had a moderate effect on the increased social skills outcome.

Students Comments After Completing the Program

“What I liked is that the facilitators listen to what we had to say and didn't judge us.”

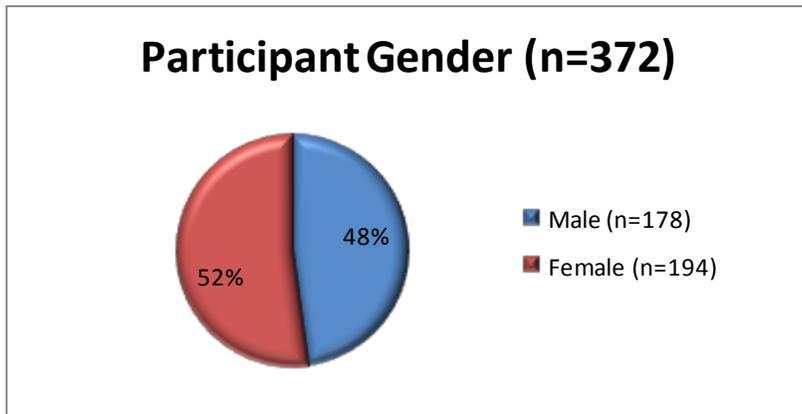
“I liked that the teachers taught me I don't always have to be a mean person :)”

“They treated me with respect and the teachers seemed like they knew what they are doing. I had a great time.”



Student Demographics

Figure 1.1 Peace 4 Kids Enrollment by Gender



Of the total 372 students enrolled into the Peace 4 Kids program, female and male participant enrollment was nearly evenly divided with 48% male students and 52% female students. (See Figure 1.1).

Figure 1.2 Peace 4 Kids Race/Ethnicity

Program participants were predominately Hispanic/Latino (69%), followed by White (16%) and African American (11%). Data was missing for 4 participants. (See Figure 1.2).

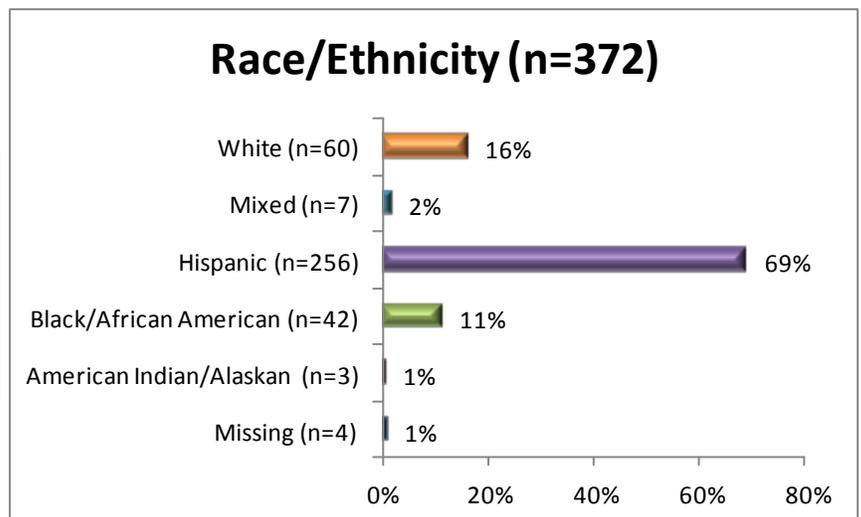
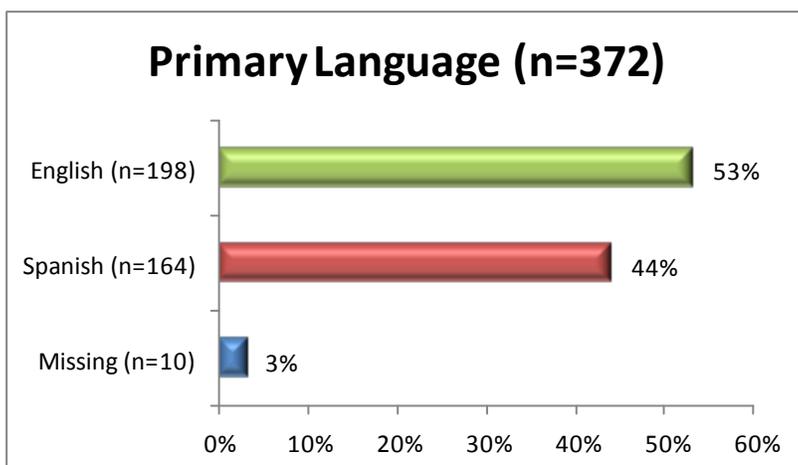


Figure 1.4 Peace 4 Kids Primary Language

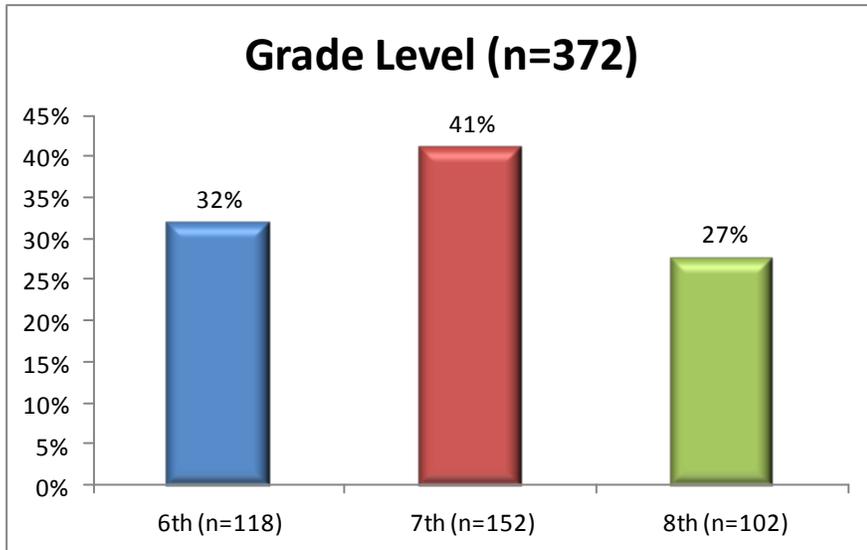


When asked which language was spoken by their family, a majority of students identified English (53%) and then Spanish (44%). Data was missing for 10 participants. (See Figure 1.4).



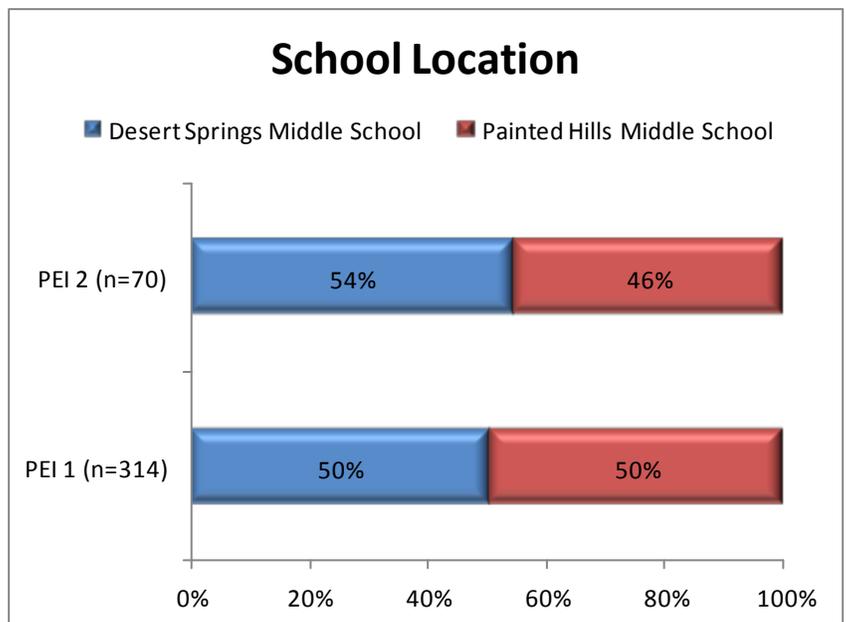
Student Demographics cont.

Figure 1.6 Participants School Grade Level



Program participants were from grades 6th-8th. The majority of students were 7th graders (41%). (See Figure 1.6).

Figure 1.3 Participation by School Site

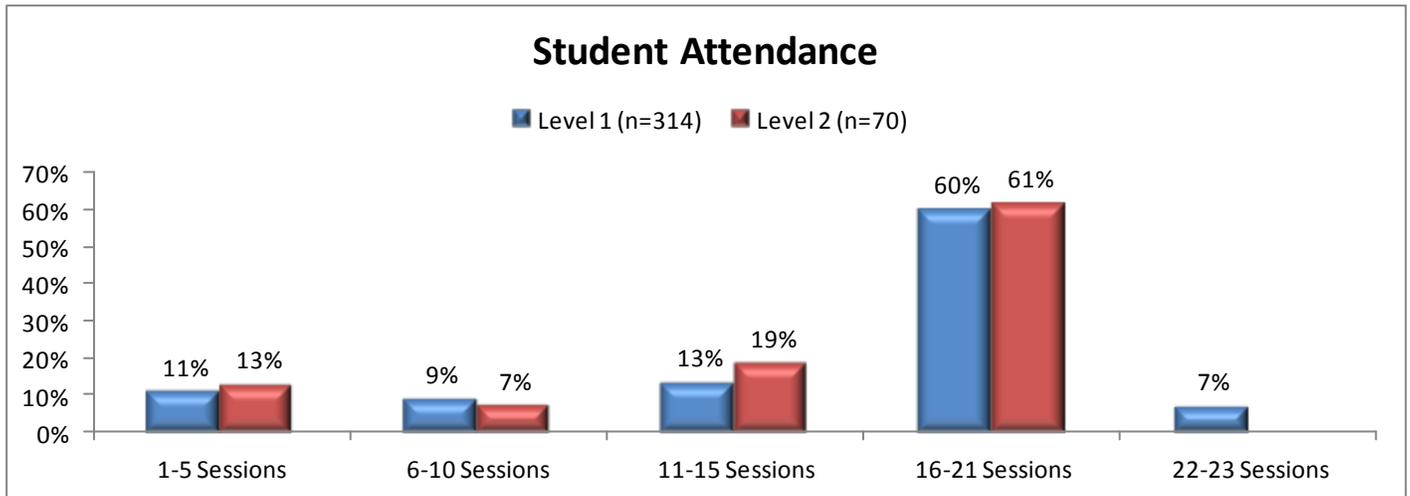


The level 1 participants were evenly distributed between the two middle schools. The majority of level 2 participants attended Desert Springs Middle School. (See Figure 1.3).



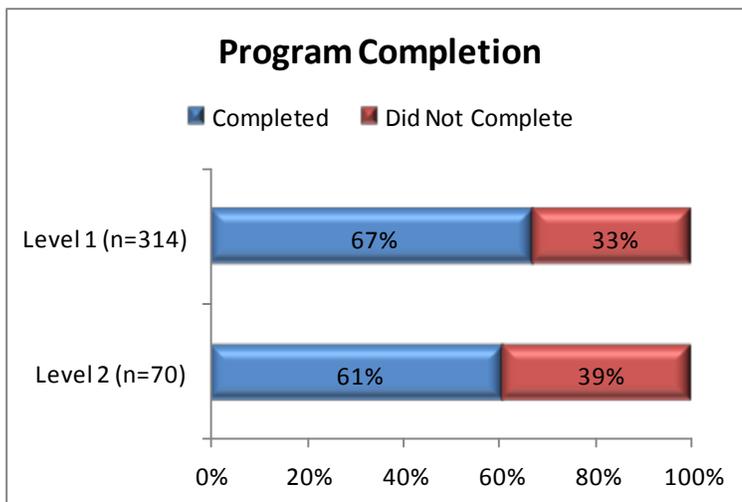
Student Attendance

Figure 1.7 Participation of Youth Overall



The majority of students completed between 16 and 21 sessions in Level 1 and Level 2, and 11 students attended both Level 1 and Level 2 groups in FY14-15. (See Figure 1.8)

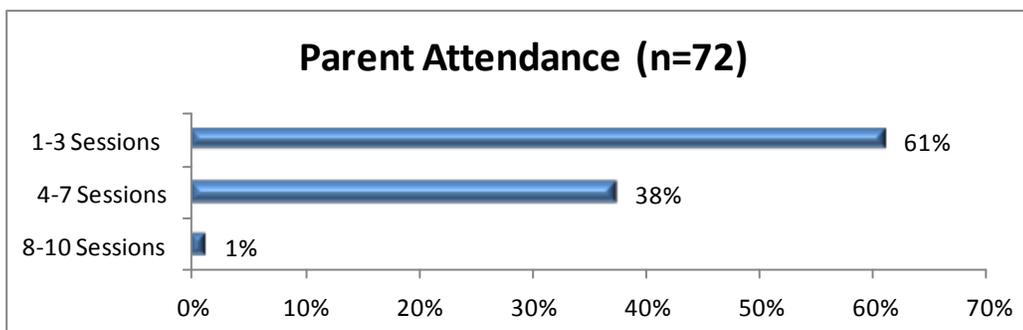
Figure 1.8 Program Completion



Reason for Not Completing	Count
Absences	64 (62%)
Self-dropped	16 (16%)
Interfered with school	7 (7%)
Moved	9 (9%)
Parent request	4 (4%)
Other	3 (3%)

Of the total 314 students participating in Peace 4 Kids Level 1, 67% (210) completed the program completion is considered attendance at 16+ sessions). In PEI 2, 61% (43) completed the program. (See Figure 1.7).

Figure 1.9 Participation of Parents



Of the 72 parents participating in the program, 1% attended between 8 and 10 sessions, while the majority (61%) attended 3 or fewer sessions. (See Figure 1.9)

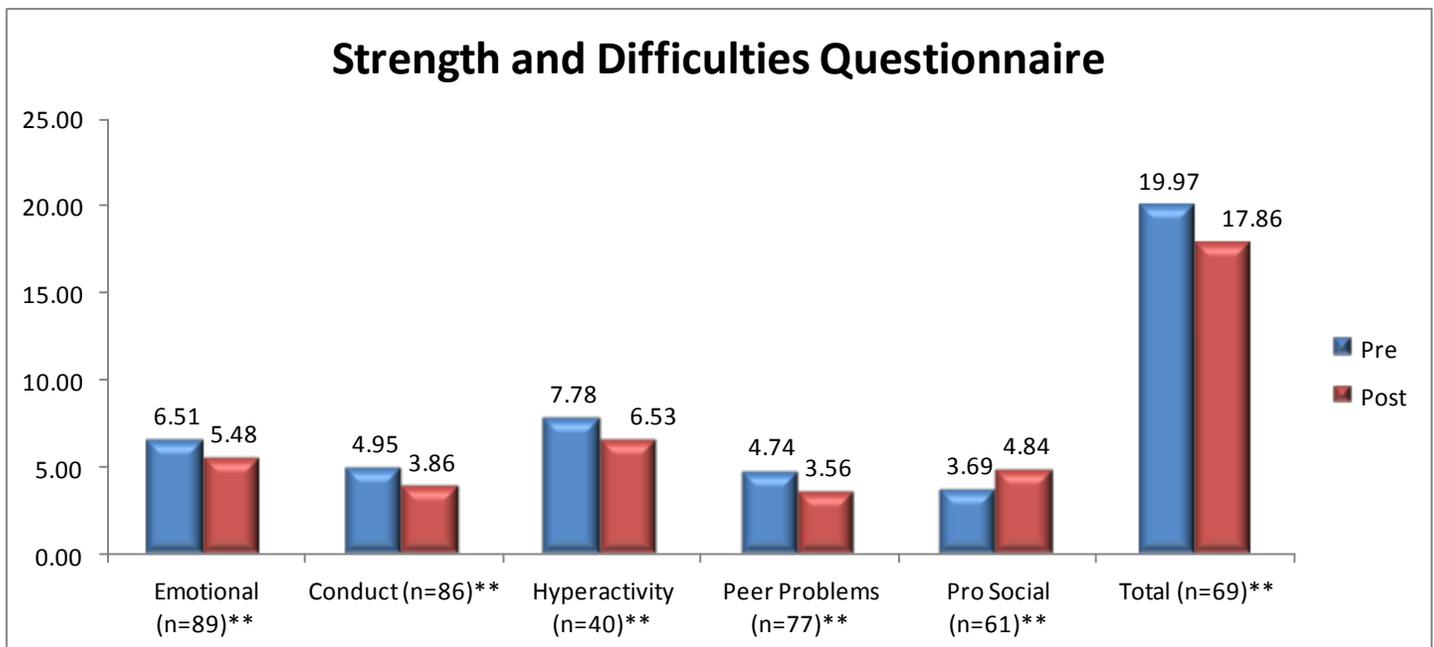


Student SDQ

The Strength and Difficulties Questionnaire (SDQ) is used to measure both positive and negative psychological attributes among program participants. There are two versions of the SDQ. This program uses the SDQ Parent and Student versions for adolescents between 11 and 17 years of age. The SDQ emphasizes both strengths (pro-social behavior) as well as behavioral difficulties. The SDQ is completed both at the beginning (Pre) and at the conclusion (Post) of the program in order to measure change in participants’ behavior over time. This 25 question measure has a total score comprised of four scales measuring: emotional symptoms, conduct issues, hyperactivity/inattention, and peer relationship problems. Higher scores on behavioral difficulties suggest higher incidence of negative psychological attributes. There is also a Pro-Social scale which is independent of the total score where higher scores on the Pro-Social scale suggest greater pro-social behaviors.

Problem Behaviors Decreased and Pro-Social Behavior Increased from Pre to Post

Figure 1.10 Student SDQ Pre & Post Scores



**Significant at p<.01

The analysis of SDQ scores included students completing a pre and post SDQ. There were a total of 269 pre to post measures. Most youth were in the normal range at both intake and the conclusion of the program. Analysis was completed for youth participants outside the normal range.

- Emotional Problems decreased significantly at the end of the program for the 25% (94) of participants outside the normal range at intake.
- Conduct Problems decreased significantly for 24% (89) of participants outside the normal range at intake.
- Hyperactivity significantly decreased for the 11% (41) of participants outside the normal range.
- Peer Problems significantly decreased for 21% (79) of participants outside the normal range at the beginning of the program to “borderline” at the conclusion of the program.
- Pro Social behavior improved for 17% (62) of participants outside the normal range prior to the intervention.
- The Total score also showed significant improvement from pre to post, for 20% (75) participants that scored within the “abnormal” range at pre.

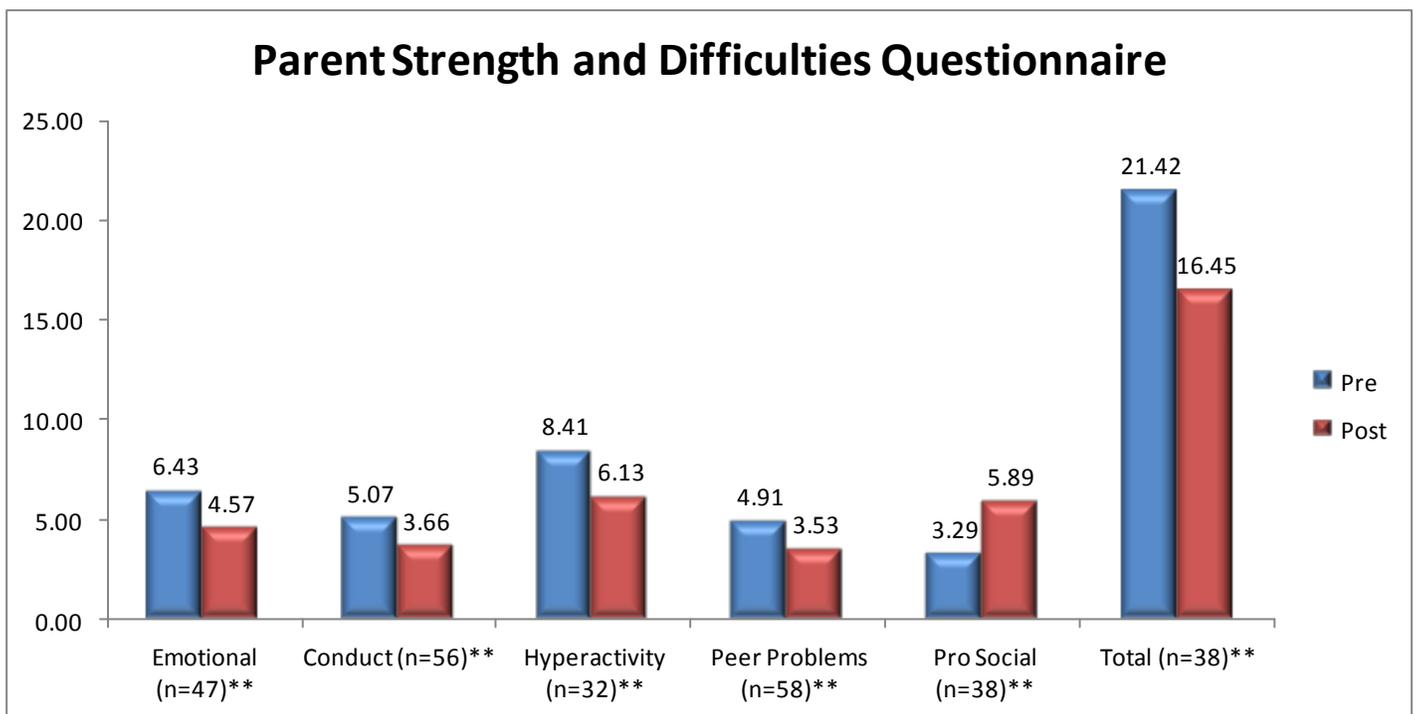


Parent SDQ

The Strength and Difficulties Questionnaire (SDQ) is used to screen for both positive and negative psychological attributes among program participants. Parents of youth participating in the program were asked to complete a Parent SDQ at the beginning of the program and at the conclusion (Post). This 25 question measure has a total score comprised of four scales measuring: emotional symptoms, conduct issues, hyperactivity/inattention and peer relationship problems. Higher scores on behavioral difficulties suggest higher incidence of negative psychological attributes. There is also a Pro-Social scale which is independent of the Total score. Higher scores in this area suggest greater pro-social behaviors.

Problem Behaviors Decreased and Pro-Social behavior Increased from Pre to Post

Figure 1.11 Parent SDQ Pre & Post Scores



The analysis of SDQ scores included parents completing a pre and post SDQ. There were a total of 219 pre to post measures. Most parents reported their youth were in the normal range at both intake and the conclusion of the program. Analysis was completed for those outside the normal range at intake.

- Emotional Problems decreased significantly at the end of the program for the 23% (50) of participants outside the normal range at intake.
- Conduct Problems decreased significantly for the 26% (56) of participants outside the normal range at intake.
- Hyperactivity significantly decreased for the 13% (29) of participants outside the normal range at intake.
- Peer Problems decreased significantly for the 29% (64) of participants outside the normal range at intake.
- Pro Social behaviors significantly increased for the 19% (41) of participants outside the normal range at intake.
- The Total score significantly decreased for the 20% (43) of participants outside the normal range at intake.

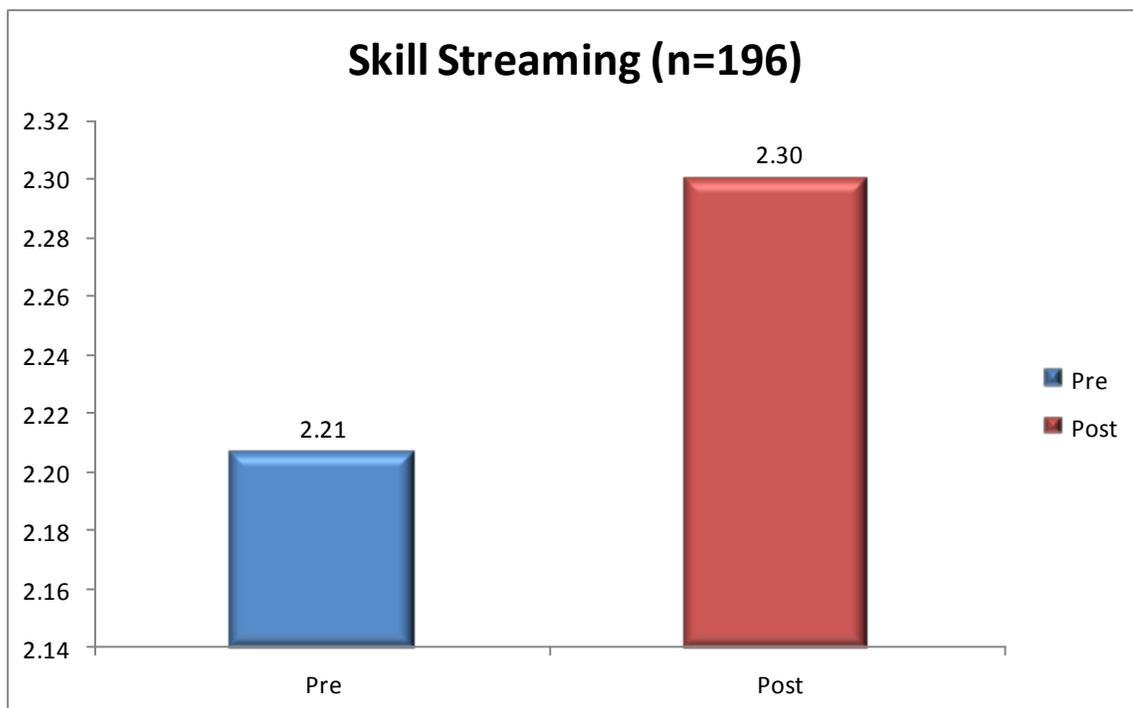


Skill Streaming Questionnaire

The Skill Streaming Checklist is a strength-based measure that students use to rate their use of positive social skills that are a focus of the program. The checklist consists of 26-items. Responses are formatted as a 3-point Likert scale indicating the frequency of positive social skill use (1=Always and 3=never). There are a range of different skills assessed. Scoring was computed by summing scores and determining an average rating which can range from 1-3. Analysis included looking at effect size to determine if small changes were meaningful changes.

Positive Social Skills Increased from Pre to Post

Figure 1.12 Skill Streaming Average Scores Pre to Post



Pre to post Skill Streaming Questionnaire measures were collected for 196 participants. At intake, participants showed an average of 2.21. At the conclusion of services, the average score significantly increased to 2.30, which suggests higher skill acquisition (See Figure 1.13). Although statistically significant, this increase may appear small. However, effect size calculations suggest that the difference is meaningful. Analysis using Cohen's *d* effect size guidelines, showed the intervention had a moderate effect on the skill-streaming outcome.



Satisfaction Surveys

Students and parents were asked to complete a satisfaction survey; 160 satisfaction surveys were completed. The majority of respondents were students. Both parents and students were offered a satisfaction form with the same items only worded to fit for reference to self (student version) or my child (parent version). The parent version included an extra item: “The times and dates of the family empowerment meetings were convenient”. A small number of parent surveys were completed so data was combined. The table below shows results for both students and parents. Students and parents were also asked to comment on what they learned from the program, what they liked and what they did not like.

	Strongly Disagree 1	Disagree 2	Neutral 3	Agree	Strongly Agree
Staff treated me with respect.	1 (.4%)	1 (.4%)	11 (4%)	34 (13%)	226 (83%)
Staff spoke to me in a way I understood.	-	3 (1%)	22 (8%)	63 (23%)	184 (68%)
Participating in the PEI program has helped me to get along better with others.	2 (1%)	8 (3%)	44 (16%)	79 (29%)	137 (50%)
Since participating in the PEI program, I get along better with family members.	4 (2%)	9 (3%)	50 (18%)	94 (34%)	116 (43%)
Since participating in the PEI program, I get along better with friends and other people.	-	8 (3%)	37 (14%)	90 (33%)	138 (51%)
I am now better able to cope when things go wrong.	2 (1%)	11 (4%)	54 (20%)	91 (33%)	115 (42%)
Overall I am satisfied with the services I received from PEI.	1 (.4%)	4 (2%)	17 (6%)	59 (22%)	191 (70%)
The facilitator(s) listened to what I had to say.	-	4 (2%)	10 (4%)	53 (19%)	204 (75%)
The facilitator(s) knew how to help me.	-	-	14 (5%)	47 (17%)	211 (78%)

Student Comments

What I Learned:

“How to be respectful and say no. How to calm down, or what your choices are when you get mad.”

“How to be respectful, how to control my anger, how to understand people’s emotions, and how to talk with respect.”

“I learned how to help others and understand their feeling, also to deal with my emotions and talk to people.”

“To accept no as a answer with out a explanation.”

“What I learned in PEI since I been in it is you don’t have to be mean to get your way and to have respect for others is the number one thing I really understood.”



Students Comments

What I Liked:

“1. I liked the way they taught me how to deal with problems. 2. I also liked the PEI teachers, they helped me understand stuff.”

“How the facilitators listened to me and hear my problems.”

“How they were nice and understanding and the melt and how on the bad days it made me feel better and the encouragement.”

“I learned a lot and now I know how to use my manners.”

“I like how when we did the melt down I felt more relaxed and I like that now something have changed in my life in positive ways.”

“I liked is that the facilitators listen to what we had to say and didn't judge us.”

“I liked that the teachers taught me I don't always have to be a mean person :)”

“They treated me with respect and the teachers seemed like they knew what they are doing. I had a great time.”

“I loved the snack in PEI. I loved the teachers and the token program. I also liked how teachers connected with us. Also I loved missing 4th and 2nd period.”

“The teachers were very friendly and relatable, and they knew how to answer my questions. PEI also helped me improve my social skills. (we also got snacks)”

What I Didn't Like:

“1. Small snack 2. It should be longer”

“Everything was good. Thanks for these programs.”

“I honestly didn't dislike anything about it because they teached (sic) me stuff didn't know and they also helped me in situations that I didn't know what to do.”

“It needs to have more anger management classes.”

“That I missed work from other classes.”

“That you have to miss that class you had next sometimes. That you could switch up melt exercises. That needs more sessions on anger.”



Parent Comments

What I learned

“How to respect myself and children set goals in life.”

“Responsibility of accepting what your mistakes are.”

“How important family is. How big of a impact your children have when we spend time together.”

“How to better deal with disciplinary actions and better self understanding.”

“Togetherness, respect, listen.”

“How to ask politely.”

“On how to control problems with my daughter in a different way.”

What I liked

“Family game time/dinner time as a family.”

“The whole group was awesome! Meet new people and friends, help families remember what's important.”

“Brought families together, get to meet other families.”

“Group involvement, that the leaders cared, the topics.”

“They treated us like family and always listened.”

“Playing the board games.”

“The family bonding time we shared together without family and others.”

What I disliked

“I enjoyed every Wednesday I will miss everyone, staff members as well.”

“The time is hard for some families. A lot of children or families wait to eat with the program family that they get antsy and hungry. Other than that awesome!”

“Need more activities like yoga, musical chair, mixing families together.”

“I wish I could have had feed back about my child from the school meeting during the program. Maybe we can have copies of the papers.”

“That it's only an 8 week program.”

“I liked everything.”