



**Santa Barbara County Juvenile Justice/Delinquency Prevention  
Commission**

**Special Report: July 2006**

**Survey of Prevention and Intervention Programs and  
Activities in Santa Barbara County Schools: Grades K-8**

**JJDPC**

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## Executive Summary

The JJDPC collaborated with researchers at UCSB's Center for School-Based Youth Development (CSBYD) to conduct a survey to report the nature and extent of early identification and intervention activities of county schools for children with emotional and behavioral issues that may lead to activities considered to be delinquent. After careful design of an efficient measure, the JJDPC asked all elementary and junior high schools in Santa Barbara County, via district superintendents, to complete the survey. Follow-up surveys and phone calls encouraged participation and 81% of schools complied. This summary provides selected key findings from the more comprehensive report. Findings identify strengths and gaps in service implementation that may inform future programming efforts.

### Interventions for All Students (schools use these strategies for all children)

- Similar proportions of elementary and junior high schools reported using strategies to reward students when they do well (ranging from 21-69% per strategy). Schools most frequently reported using various strategies "as needed," which suggests that these strategies may not be formally institutionalized.
- Many schools report using a variety of behavioral interventions. Fewer junior high schools than elementary schools report often using home-school collaboration, class meetings, and recognizing students for their efforts.
- Popular discipline strategies include detention, counseling, and parent contact.
- No evidence-based school-wide prevention program emerged as being consistently implemented. The most popular program was Life Skills Training (at 22% of elementary and 39% of junior high schools).
- School-wide screening to identify students who may have emotional and behavioral difficulties was reported by 56% of elementary schools and 72% of junior high schools.
- A significant number of schools reported that their administrators, teachers, and/or staff received no training in discipline and behavior support for at-risk students.

### Interventions for At-Risk Students (schools use these strategies for students who display emerging difficulties)

- Many schools report receiving training to identify students with emotional and behavioral difficulties on an "as needed" basis. A higher percentage of junior high schools than elementary schools provide consistent training.
- The most common *regular* strategy to address the needs of at-risk students is Student Study Team (SST; 45% of schools). Most often, strategies such as SST and referral to a specialist were done "as needed."
- Concerns about a student's behavior are most often noted verbally, in notes, or in files kept by an administrator. Less often are concerns kept in a systematic and accessible manner that transfers with students.
- Most schools reported a variety of efforts used to involve parents in their children's education.
- The most common strategy reported to address emerging difficulties was tracking behavior before attempting to change it. The least common strategy reported was functional behavior assessment.
- Very few schools reported using formal, empirically-supported intervention programs for students with emerging emotional and behavioral difficulties.
- Written logs of behavioral infractions were more commonly used to monitor intervention progress than planned assessments of progress at regular intervals.
- In elementary schools, monitoring truancy was most often reported as conducted by a clerk or noted by another school professional. In junior high school the same strategies were reported as well as automatic alerts.
- SARB is used by all junior high schools for chronic truancy. Elementary schools report using SARB (67%) and/or other strategies such as a letter home (89%), parent meeting (89%), and student counseling (78%).
- Communication regarding the transition to junior high school most often entailed IEP and 504 meetings. In addition, some schools reported using personal communication, selecting specific records for review, phone contacts, and written comments.
- Discipline records were communicated relatively less often than background factors and history, and ideas for intervention that work, but were still a common type of communication.

### Interventions for Delinquent Students (schools use these strategies with students who are delinquent)

- Most popular interventions were counseling with a guidance counselor and punishment
- Schools reported using multiple strategies to encourage parental involvement when children are delinquent

## Purpose of Project

The Santa Barbara County Juvenile Justice and Delinquency Prevention Commission (JJDPC) is interested in learning about the programs or services that are available in schools in Santa Barbara County for students with learning, behavioral, or emotional problems who are at risk for delinquency. This interest is part of JJDPC's statutory purpose to coordinate, on a countywide basis, the work of those governmental and non-governmental organizations engaged in activities designed to prevent juvenile delinquency. JJDPC is charged with the further duty of providing leadership and coordination in developing and improving projects in the public and private sector intended to prevent juvenile delinquency. Within this purview, they carry out these objectives by:

1. Making recommendations to the Board of Supervisors on projects and policies to encourage the prevention of delinquency;
2. Promoting a community understanding regarding the nature of delinquency and the services needed by youth;
3. Stimulating and assisting communities in the development of effective delinquency prevention projects;
4. Coordinating the utilization of county resources and projects to assist communities in delinquency prevention efforts; and
5. Operating delinquency prevention projects with the approval of the County Board of Supervisors

In considering these interests, the JJDPC Commissioners recognize that schools play a key role in helping the broader community prevent juvenile delinquency. To this end, working with the Superintendents of County school districts, they undertook to learn about school-based prevention programs and activities. Information gathered will be used to identify strengths and gaps in service implementation and subsequently to plan, develop, and search for resources that augment programming to help at-risk students avoid delinquency and thrive in the school environment.

To better understand what schools are already doing to address at-risk students' needs, JJDPC requested the Center for School-Based Youth Development (CSBYD) at the University of California, Santa Barbara, to conduct a survey of each elementary and junior high school in Santa Barbara County about the programs and services that they implement. The objective was to map the nature and extent of early identification and intervention activities of county schools for children with learning and behavioral issues that may lead to activities considered to be delinquent. This initial assessment will allow JJDPC to catalog the programs available to students at each elementary and middle school within Santa Barbara County. By understanding school efforts that contribute to the prevention of delinquency and antisocial behavior, JJDPC can better coordinate its own services so they complement school efforts. In addition, the JJDPC and UCSB are interested in identifying areas of need to explore options for additional programming through cooperative grant application funding.

## JJDPC Survey

### Developing the Survey

The JJDPC Survey was developed by the researchers at CSBYD through their knowledge and experience with the educational and juvenile justice system, a review of existing survey measures, and cataloging available evidence-based programs to prevent and intervene with emotional and behavioral problems. CSBYD researchers met with JJDPC members to review and refine survey items. The survey underwent multiple revisions to improve its clarity, reduce redundancy across items, and to make it as succinct as feasible. The survey was pilot tested with school psychologists from Ventura County in October 2005. Feedback was used to further refine the survey. A copy of the JJDPC survey is located in Appendix A.

### Survey Content

The JJDPC survey was designed to measure the *primary* (universal programs targeted at all students), *secondary* (interventions for selected students showing early signs of behavior problems), and *tertiary* (highly selective interventions for a small group of students with complex behavioral problems) intervention efforts of schools. The focus was on interventions for emotional and behavioral difficulties that may lead to juvenile delinquency.

*Section 1* of the survey addressed universal efforts (i.e., interventions that are provided to all students, school-wide) to prevent emotional and behavioral difficulties before they start. Questions asked about strategies that are implemented when a student does something well, behavioral interventions that are used, discipline strategies, school-wide prevention programs, screening assessments to identify students with emotional and behavioral problems, and the amount of training for teachers and staff on discipline and behavioral support strategies.

*Section 2* addressed the secondary intervention efforts schools use when students begin to display emotional and behavioral problems and steps are taken to prevent the problems from escalating. Questions asked about teacher training to identify students displaying emotional and behavioral difficulties, school-wide processes to address the needs of students with emotional and behavioral difficulties, procedures for documenting concerns, how parents are involved in addressing concerns, strategies to address student problems, the use of evidence-based intervention programs, how data are used to monitor intervention success, what community resources or agencies are used, truancy procedures, and transition activities from elementary to junior high school.

*Section 3* asks about intervention efforts for students who are already showing ongoing antisocial behavior and significant emotional and behavioral problems. Items assess the interventions provided for delinquent behavior and how parents are involved.

Through the range of questions across the continuum of care (primary, secondary, and tertiary prevention), JJDPC hoped to obtain a picture of school-based efforts to prevent and intervene with early signs of juvenile delinquency. Information collected through this survey will be used to target JJDPC efforts and to seek resources to help schools develop comprehensive plans to prevent and intervene with delinquency.

## Procedures to Conduct Survey

### Method

There are 23 K-12 school districts in Santa Barbara County, which represent 78 elementary schools and 16 middle schools. Judge Garcia attended the December 5, 2005 Superintendents meeting and presented the goals and purpose of the JJDPC survey. Superintendents agreed to take part in the survey by delivering the survey to site principals within their district. Surveys were mailed to the superintendents at each school district in December 2005. Principals at all elementary and middle schools in Santa Barbara County were asked to complete the survey. A second mailing was conducted for schools that had not responded by February 2005. Finally, in February and March, 2005 members of JJDPC telephoned the superintendents at each of the schools who had yet to respond to encourage participation.

**Responses**

A total of 76 schools participated, which represents 81% of the eligible schools, 63 elementary schools, and 13 junior high schools. *Table 1* displays the districts who participated in the project along with the percentage they represent of the total data. For example, Santa Maria School District’s data represent 23.7% of the total sample of data collected. There are many small school districts in the county, and to maintain confidentiality, they are summarized in the “Small District” category instead of individually. The districts of small size that participated include College, Cuyama Joint, Guadalupe Union, Hope, Los Alamos, Los Olivos, Montectio Union, Solvang, and Vista Del Mar Union.

Table 1. Participating Districts.

School District (SD)	Frequency	Percent
Goleta	8	10%
Lompoc	13	17%
Orcutt	8	10%
Santa Barbara Elementary SD	13	17%
Santa Barbara High SD	3	4%
Santa Maria	18	24%
Small School Districts	13	17%
<b>Total</b>	<b>76</b>	<b>100%</b>

\*Numbers do not total 100% due to rounding.

**Instructions for Reviewing Report**

***How to Read the Figures***

***Pie Charts.*** Pie charts were used when questions asked about one particular strategy rather than a list of strategies. The size of the pie piece represents the proportion of schools that responded using the strategy at each level of frequency.

***Bar Charts.*** Bar charts were used to summarize results regarding multiple strategies under one question. There are two types of bar charts used in this report. The first is a simple bar chart. For example, many of these types of chart display the percentage of schools (vertical-axis) that implement each program, service, or strategy (horizontal-axis). The different bar colors represent the frequencies of the response. When one color is displayed, only one frequency (e.g., “Frequently”) is depicted. When multiple colors are displayed, multiple frequencies (e.g., “Never,” “Yearly,” “Monthly,” “Daily,” “Weekly”) are depicted for each strategy. The second type of bar chat uses a tiered (cumulative) bar. For example, the chart displays the proportion of schools (vertical-axis; e.g., “Rarely,” “Sometimes,” “Never”) that responded to each frequency (color) of strategy (horizontal-axis; e.g., Class Meetings) out of 100% of the responses. For example, when asked which behavioral interventions are implemented in your school, responses indicate that Class Meetings are implemented “Rarely” in 10% of the schools, “Sometimes” in 30% of the schools, and “Often” in 60% of the schools. The tiered bar charts, therefore, sum to 100%. For both types of charts, the titles of the vertical and horizontal axes and the legend provide all the information necessary to interpret the graph.

***Tables.*** Tables were used to summarize data that were either (a) too lengthy to fit in graph form and/or (b) when a table made data presentation more efficient. Rows display each program and columns display the frequency of response.

***Why are the Responses in the Figures Different than on the Survey?***

Survey results were summarized to most efficiently depict the results. For many questions, response options were combined into meaningful categories to streamline graphs. For example, in some cases options "Never" and "Rarely" were combined to be "Rarely," the option "Sometimes" was unaltered, and options "Often" and "Always" were combined to be "Often." In other cases, responses were found to be rated most often in "Daily" and "Weekly" categories, or the "Never" category. To summarize these questions, we simply combined "Daily" and "Weekly" into a "Frequently" category for simple bar graphs. This was done to ease presentation and interpretation. The text associated with each graph describes the results and any additional information necessary to understand the results.

**Findings**

The findings are presented in this final report by section of the survey (e.g., primary, secondary, tertiary). Results for elementary schools and junior high/middle schools are presented separately. Percentages were rounded to whole numbers. In most instances, the results for each primary question are presented on one separate page.

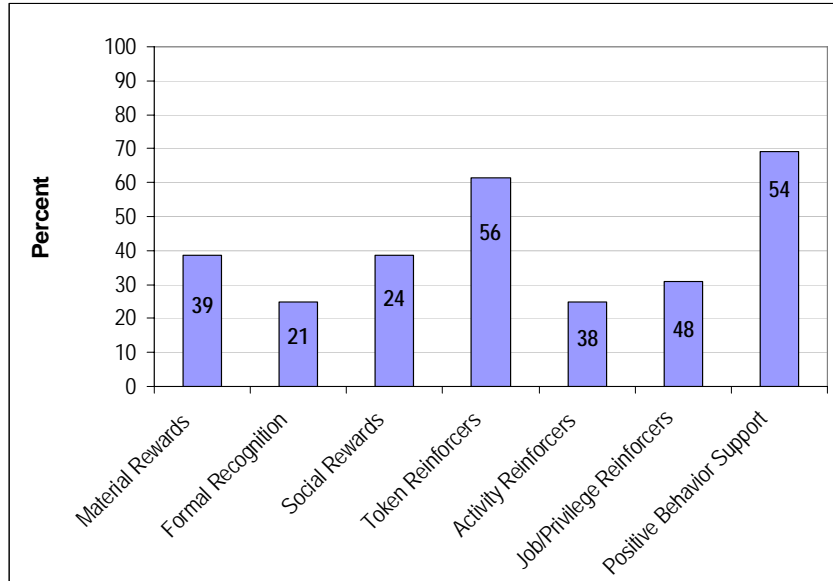
**SECTION 1: UNIVERSAL EFFORTS TO PREVENT EMOTIONAL & BEHAVIORAL DIFFICULTIES**

This section describes various efforts schools may use to target all students to prevent emotional and behavioral problems. This includes strategies, programs, and behavior management processes.

**Which strategies are implemented in your school when a student does something well?**

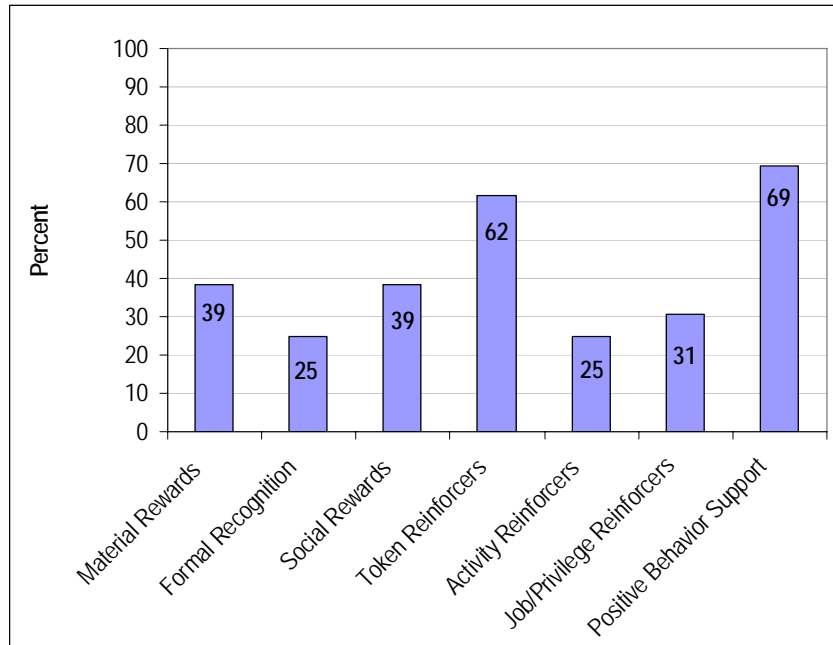
- The most common strategies to reward students were token reinforcers (i.e., tickets, star charts) and positive behavior support.
- 56% report use of formal recognition on a monthly basis, which likely reflects the use of programs such as Character Counts that include Student-of-the-Month ceremonies.

**Strategies Frequently Implemented in Elementary Schools**



- The pattern of findings for middle and junior high schools is similar to that of elementary schools, with token reinforcers and positive behavior support being used frequently.
- 69% report use of formal recognition on a monthly basis.

**Strategies Frequently Implemented in Middle Schools**



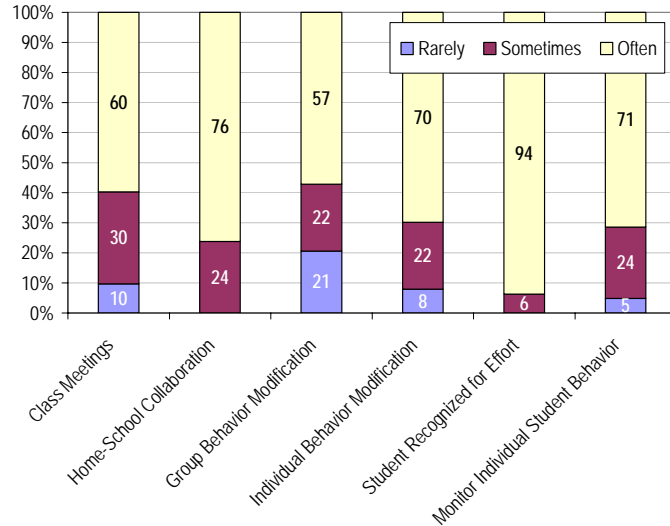
**Key Points and Summary**

- Graphs display the percentage of schools that reported using each strategy “weekly” or “daily.”
- Schools most frequently reported that they used the various methods indicated to reinforce students “as needed” suggesting some positive strategies may not be formally institutionalized

**Which behavioral interventions are implemented in your school?**

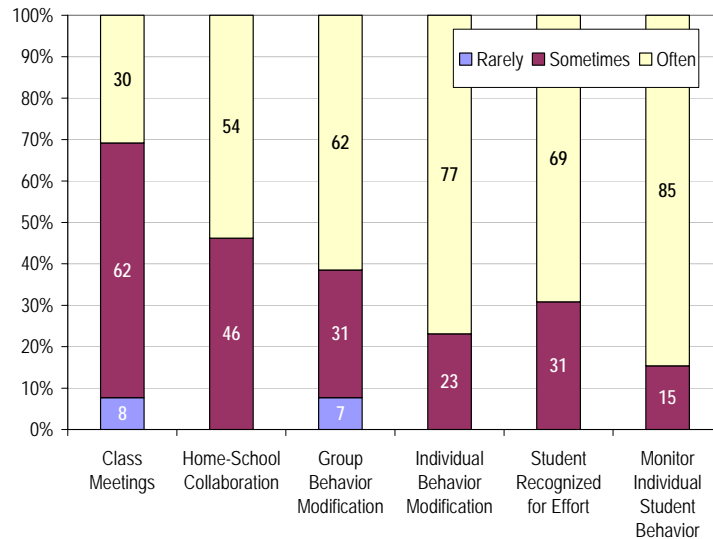
- Many schools report using a variety of behavioral interventions.
- Recognizing students for their effort was reported as a strategy used often by 94% of schools.
- Home-school collaboration was another popular strategy.

**Behavioral Interventions in Elementary Schools**



- Junior high schools report using most strategies either sometimes or often.
- More junior high schools report using behavior modification strategies often than report using other strategies often.
- Class meetings are the least frequently used behavioral intervention.

**Behavioral Interventions in Middle Schools**



**Key Points and Summary**

- More junior high schools than elementary schools report using behavioral interventions regularly.
- Strategies such as behavior modification and monitoring are reported by similar proportions of elementary and junior high schools.
- Fewer junior high schools than elementary schools report often using home-school collaboration, class meetings, and recognizing students for their effort.
- Junior highs are more likely than elementary schools to report using behavior modification frequently.

Which Discipline Strategies are Implemented Throughout Your School?						
	Elementary School			Middle School		
	<i>Rarely %</i>	<i>Sometimes %</i>	<i>Often %</i>	<i>Rarely %</i>	<i>Sometimes %</i>	<i>Often %</i>
Tickets for Poor Behavior	53	14	32	<b>77</b>	0	23
Zero Tolerance Philosophy	30	33	33	15	23	62
<b>Time-Out</b>	8	<b>64</b>	27	8	<b>77</b>	15
Restitution	33	41	24	23	39	39
Detention	18	25	52	8	8	85
<b>Counseling</b>	8	30	<b>60</b>	0	8	<b>92</b>
Parent Called/Notified	2	13	<b>84</b>	0	0	<b>100</b>
<b>Mandatory Participation of Parent in a Program</b>	<b>72</b>	19	8	39	46	15
<b>Student Court</b>	<b>86</b>	11	2	46	46	8
Work Duties, Chores, or Tasks	41	49	6	15	54	31
<b>Short-Term Withdrawal of Privilege</b>	6	<b>67</b>	25	8	69	23
<b>Written Reprimand in Cumulative Folder</b>	<b>62</b>	22	11	39	39	23
Referred to Schools Peer Mediation Program	76	16	2	46	39	8
<b>In-School Suspension</b>	24	<b>67</b>	3	0	<b>62</b>	31
Home Suspension*	2	8	2	0	8	0
Apologies*	0	3	3	0	0	0
Progressive Discipline*	0	0	3	0	0	8

\*These were items written in when asked about "other" strategies used.

\*\*Percentages may not add up to 100% due to rounding or because not all schools answered all items.

Cells with more than 60% or more are shaded.

**Key Points:**

- Popular discipline strategies include detention, counseling, and parent contact at both the elementary and junior high school levels.
- A greater percentage of junior high schools report the frequent use of a zero tolerance policy than at the elementary level.
- Other discipline strategies reported by schools through a write-in option included home suspension, apologies, and progressive discipline

Which school-wide prevention programs are used with all students to prevent emotional and behavioral difficulties?		
	Elementary Schools %	Middle Schools %
All Stars	10	8
Caring School Community	7	15
Guiding Good Choices	2	15
I Can Problem Solve	2	0
<b>Life Skills Training</b>	<b>22</b>	<b>39</b>
Minnesota Smoking Prevention Program	0	8
PeaceBuilders	0	0
Peace Makers	3	0
Personal/Social Skills Lessons	2	8
Positive Action	7	15
Project Alert	2	15
Project Northland	0	8
Project Toward No Tobacco Use	3	8
Promoting Alternative Thinking Strategies	2	0
Second Step	0	8
State-Wide Indian Drug Prevention Program	0	8
Strengthening Families Program	0	0
Think First for Kids	0	0
<b>Too Good for Drugs*</b>	<b>19</b>	<b>15</b>
Character Counts*	14	0
BEST*	11	15
Responsive Classroom*	10	0

\*These programs were not on the original list on the survey of evidence-based programs, but were written in under "Other" at a relatively high rate.  
Cells of 15% or more are shaded.

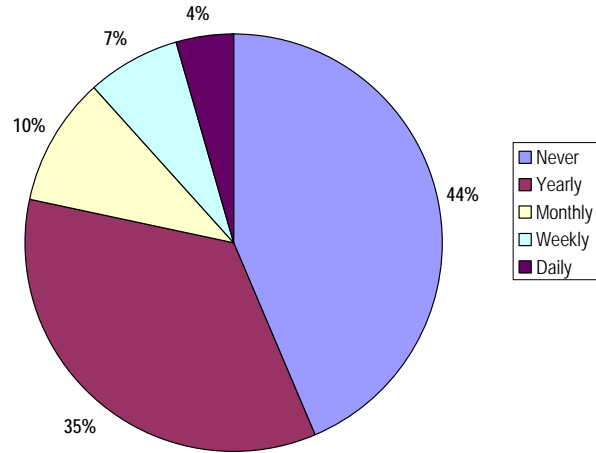
**Key Points:**

- No single program emerged as being consistently implemented across schools in the county.
- The most popular program at both elementary and junior high levels was Life Skills Training.
- Programs included in the survey came from the California Healthy Kids website's list of evidence-based programs (with the exception of those that are starred).
- The last four programs were write-in responses by numerous schools and are thus included in the table. However, because they were a write-in option, not all schools had the opportunity to respond to these programs.
- More information on these and other programs can be found in Appendix B.

**How often do you conduct a school-wide screening assessment to identify students who may have emotional and behavioral difficulties?**

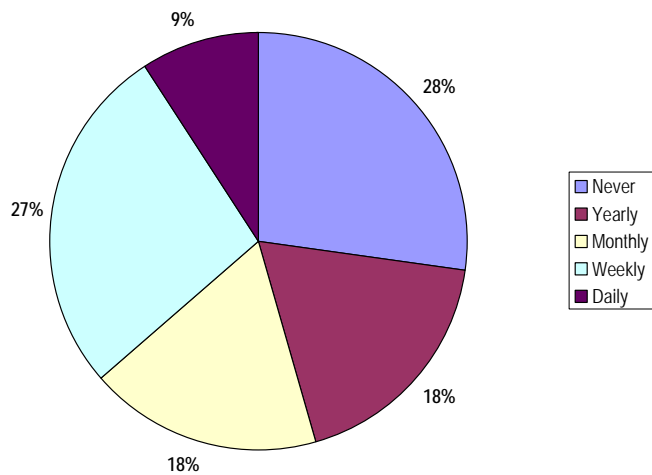
**Screening Assessments in Elementary Schools**

- 56% of elementary schools reported using a school-wide screening of all students to assess for any emotional or behavioral difficulties.
- 44% of schools do not screen for emotional or behavioral difficulties.
- A minority of schools report frequent assessments, but the type of assessment completed was unclear.



**Screening Assessments in Middle Schools**

- Junior high and middle schools varied on the frequency with which they state they screen all students for emotional and behavioral difficulties.
- 72% of middle schools did some screening of students' emotional needs.



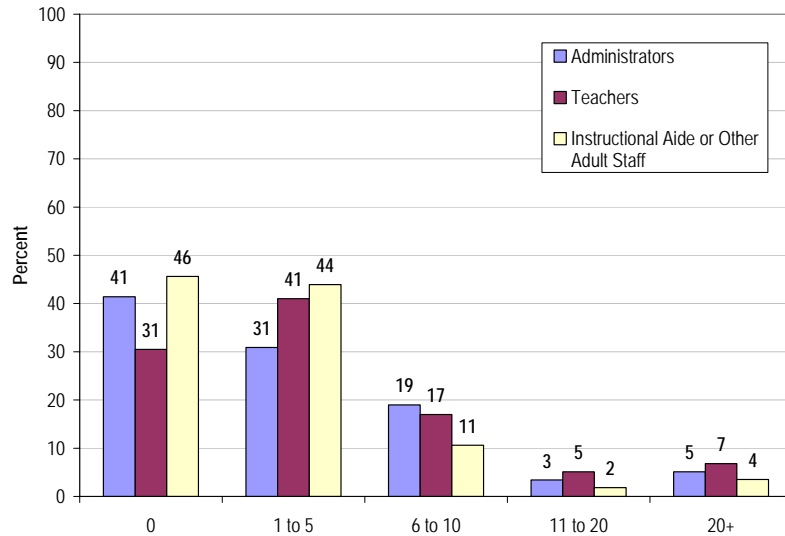
**Key Points:**

- Regular screening assessments using reliable and valid measures can help schools identify developing problems before they impact academic performance.
- Most schools reported conducting a school-wide screening at some point during the academic year. However, the type of assessment to which they are referring is unclear. It is unclear if the schools who report it at a frequency of monthly or more are referring to general observations and interactions with students, or if they are referring to a structured, standardized, paper-and-pencil measure used to screen all students.
- Developing a common definition and practice of screening assessments will create consistency across schools within a district.

**How many hours of sponsored in-service training in school discipline and behavior support procedures did the following school professionals complete?**

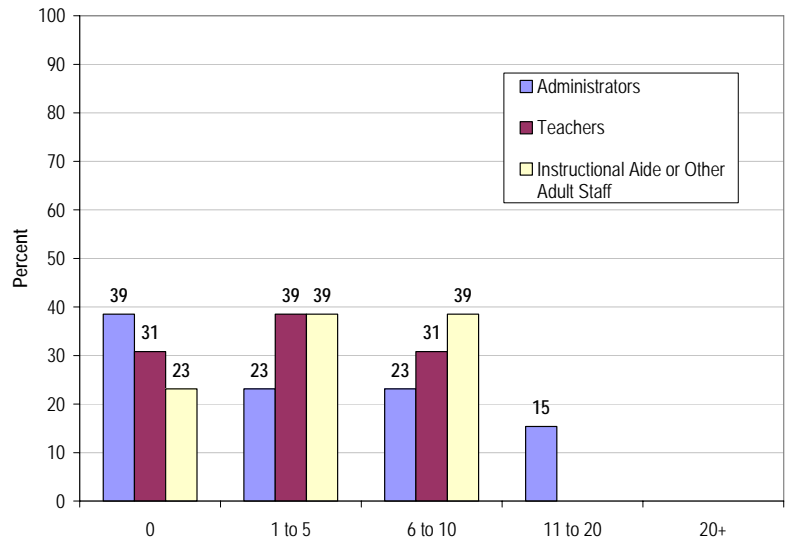
**In-Service Training in Elementary Schools (hours)**

- Principals wrote in the number of hours of training for each staff group, and we summarized it into the categories revealed in this chart.
- A significant proportion of administrators, teacher, and staff received no training in discipline and behavior support strategies in the past year.



**In-Service Training in Middle Schools (hours)**

- Similar to elementary school results, a significant proportion of administrators, teachers, and staff received no training in discipline or behavior support strategies in the past year.
- About 1 in 3 received 1-10 hours of training in the past year.



**Key Points:**

- Lack of on-going training in behavior support principles and in helping students who show signs of emotional and behavioral difficulties has implications for identifying and educating students who may need additional support due to transient or chronic emotional and behavioral difficulties.
- It is unclear if schools or districts have the resources in terms of time, money, or the instructors who can offer such training as part of on-going professional development.
- Training in behavior support could build the capacity of the school to identify, respond, and manage emotional and behavioral concerns in students.

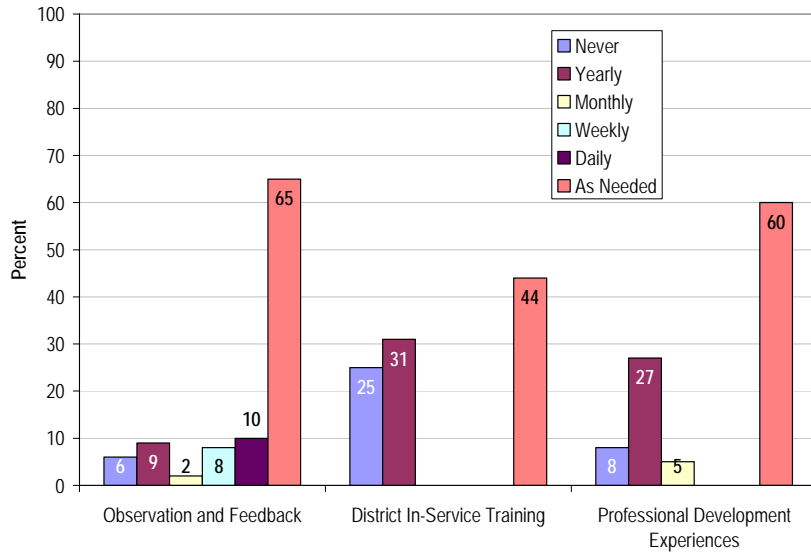
SECTION 2: INTERVENTION EFFORTS FOR AT-RISK STUDENTS

This section describes school intervention efforts for students who display emerging emotional and behavioral difficulties. The questions assess programs and services offered to intervene with students whose behavior could conceivably lead to activities that are considered delinquent.

**Which types of training are provided for teachers to identify students with emotional and behavioral difficulties?**

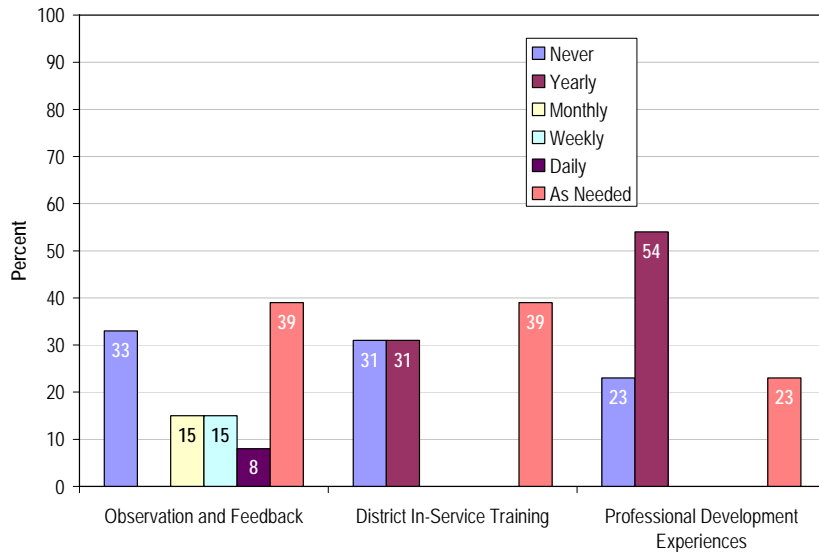
- Most schools reported that teacher training was conducted on an “as needed” basis
- Several schools reported that their teachers receive professional development and in-service training on a yearly basis.

**Types of Teacher Training in Elementary Schools**



- A larger percentage of middle schools report regular teacher training than elementary schools.
- More than half of middle schools reported annual professional development experiences.
- A small percentage schools (30%) report more frequent (daily and weekly) observation and feedback to train teachers.

**Types of Teacher Training in Middle Schools**



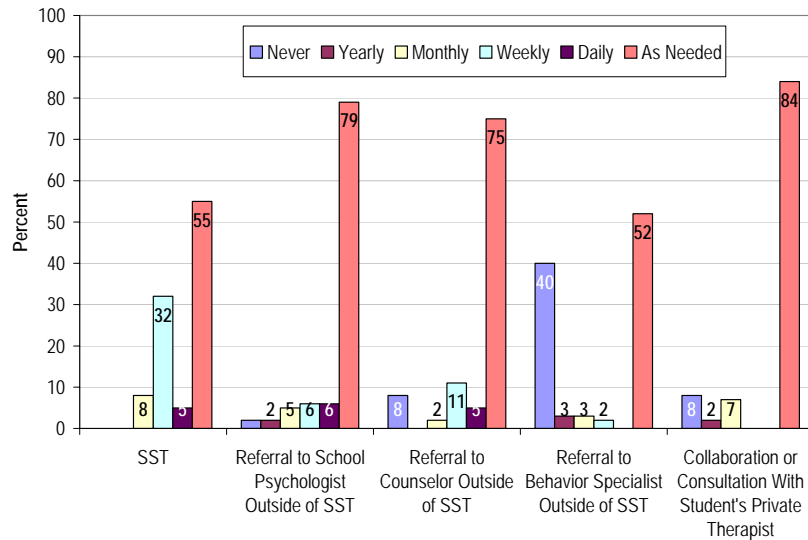
**Key Points:**

- Many schools report that training experiences for teachers are provided on an “as needed” basis, thus, there is no systematic program to train teachers in identifying students with emotional and behavioral difficulties.
- Few elementary schools provide regular training of any type, with yearly in-service training and professional development occurring at 31% and 27% of the schools. We did not query what type of training is offered.
- A higher percentage of middle schools than elementary schools provide consistent training.

**What processes do you use to address the needs of students who display emotional and behavioral difficulties?**

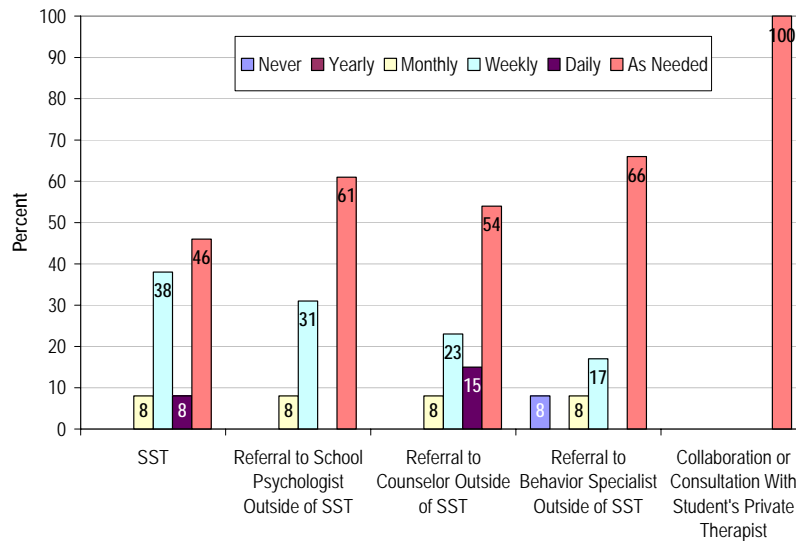
- In elementary schools, the Student Study Team (SST) was the most commonly identified process (45%) to systematically address students showing emerging emotional and behavioral difficulties.
- Referral to a specialist was a strategy used on an “as needed” basis by most schools.

**Processes in Elementary Schools**



- The SST remained the most common process.
- Middle schools were more likely than elementary schools to refer to a specialist outside the SST process on a regular basis.

**Processes in Middle Schools**



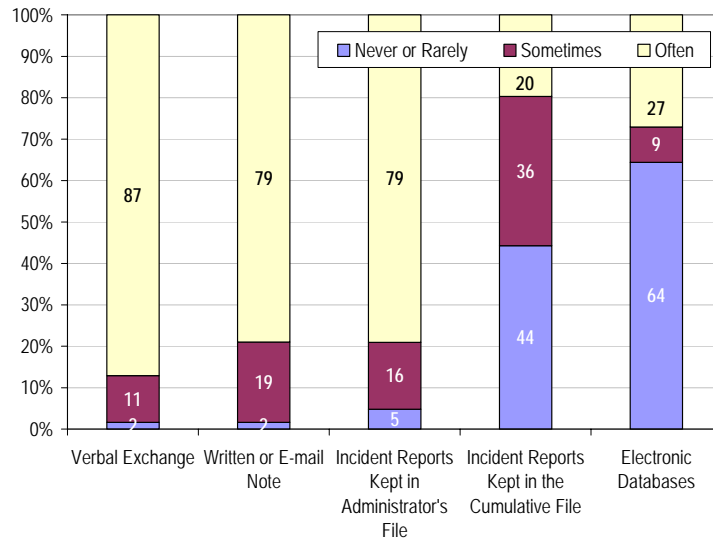
**Key Points:**

- The SST seems to be the main process to address emerging emotional and behavioral problems.
- It is unclear how uniform the process is of identifying students who may benefit from an SST across schools within and across districts. SSTs vary in composition, follow-up, and accountability across school districts.
- Collaboration or consultation with a student's private therapist is permissible with proper consents and can greatly benefit some students with emotional and behavioral problems. When appropriate, it is considered part of best practices for psychotherapists doing child mental health treatment.

**How do you document or record concerns identified by faculty and staff about students' behavior?**

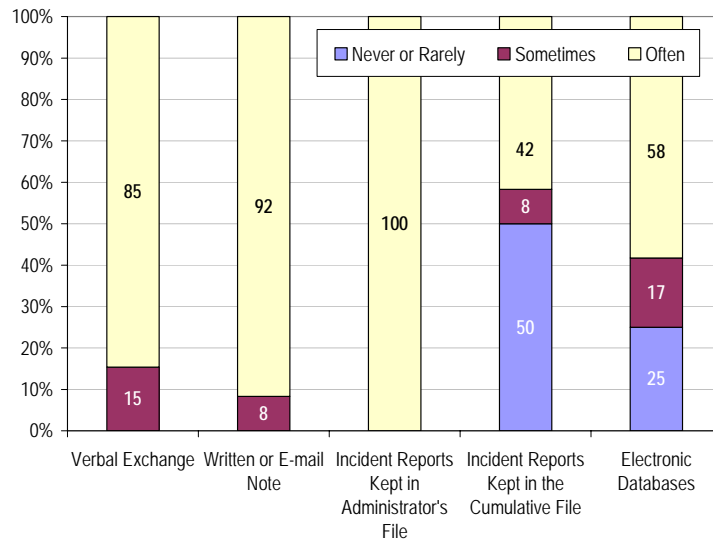
- In elementary schools, most schools report that concerns about students are documented in verbal exchanges (87%), notes (79%; written or e-mail) or incident reports filed by an administrator (79%).
- Less than half reported documenting concerns through reports in the cumulative file.

**How Document Concerns in Elementary Schools**



- All middle schools who responded reported that concerns were documented in incident reports; only half reported that incident reports were placed in the cumulative file.
- Proportionally more middle schools reported documenting concerns in an electronic database than elementary schools.

**How Document Concerns in Middle Schools**



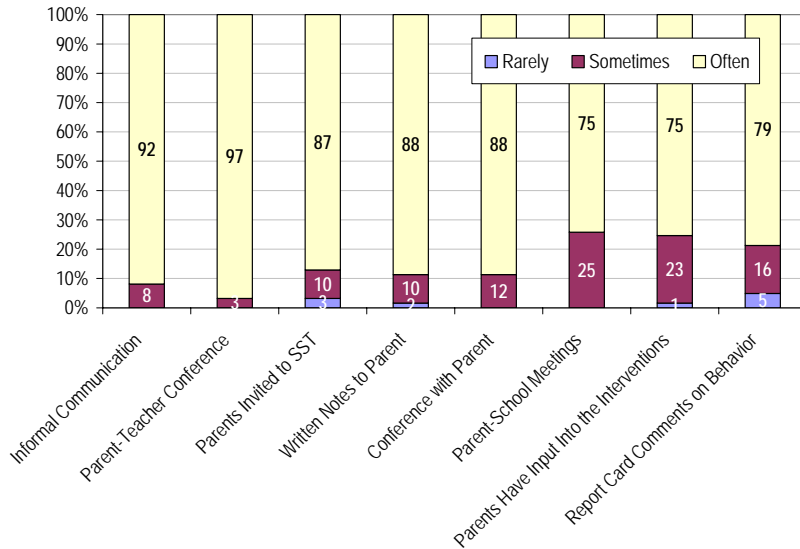
**Key Points:**

- Most concerns are not documented in a way that would be found in a students' cumulative file, which transfers with students. There are likely multiple reasons for this.
- This has implications when needing to document a history of behavior, conducting a psychoeducational assessment, when students transfer schools, or when students need increased levels of services.

**In what ways are parents involved in addressing emotional and behavioral concerns of children at your school?**

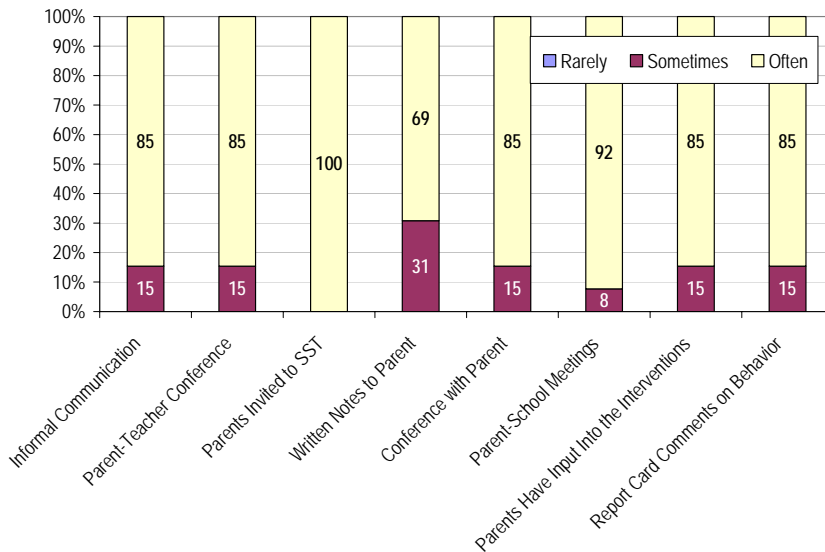
- Overall, elementary schools report using many methods “often” to involve parents in schools.
- The most common method reported as used “often” was parent-teacher conferences.
- Schools appear to use many methods to enhance home-school communication.

**How Parents Are Involved in Elementary Schools**



- Middle schools also reported a variety of methods of involving parents.
- For middle schools, the most common frequently used method to involve parents was invitation to the SST.
- Middle school teachers were less likely to write notes to parents than elementary teachers.

**How Parents Are Involved in Middle Schools**

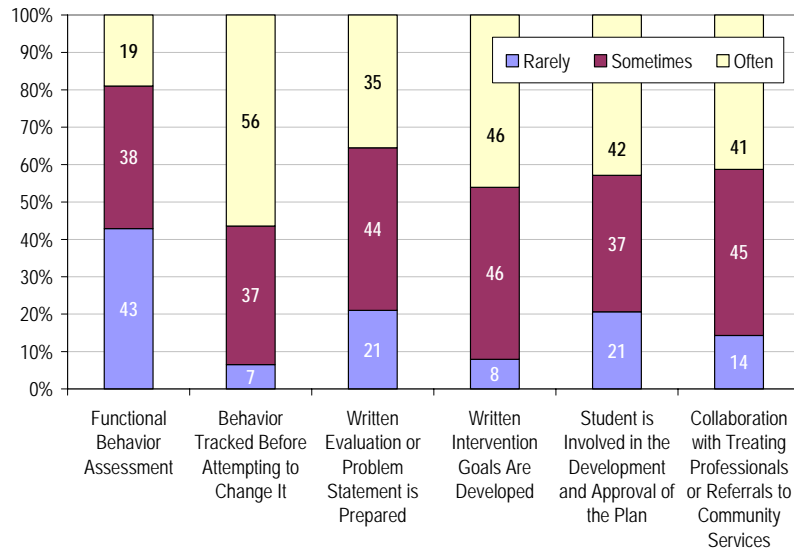


**Key Points:**

- It is widely recognized that parent involvement in their child’s education is an important part of educational success. These data show that schools report making a variety of efforts often to include parents.

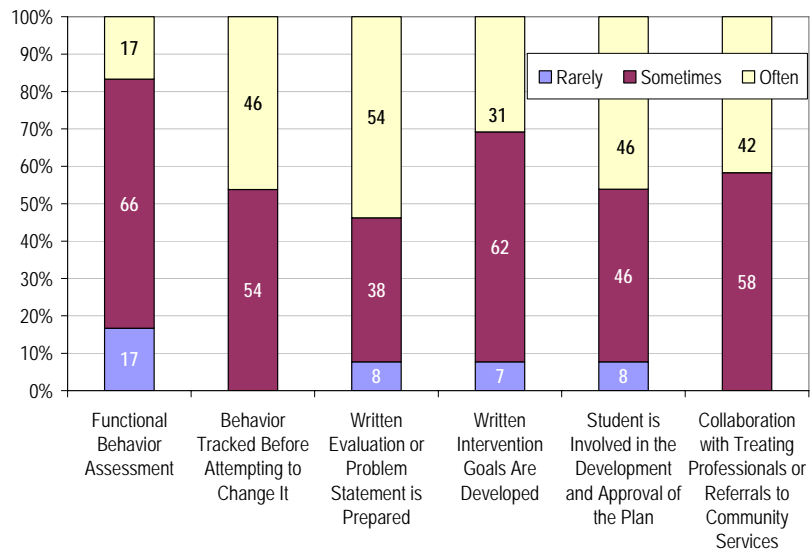
**Which strategies are used to address emotional and behavioral difficulties as they emerge (not including the IEP process)?**

**Strategies in Elementary Schools**



- The most common strategy reported was tracking (monitoring) behavior before attempting to change it.
- Functional behavior assessments were used the least.
- 79% of elementary schools reported that students are involved in the development and approval of an intervention plan.

**Strategies in Middle Schools**



- All of the middle schools responding to this question reported sometimes or often tracking behavior before attempting to change it and collaborating with treating professionals in the community.
- Proportionally more middle schools reported using functional behavior assessments than elementary schools.

**Key Points:**

- Across both elementary and middle schools, there is more systematic collaboration with outside treating professionals when the emotional and behavioral disorder is emerging.
- Tracking behavior was reported as a common strategy in dealing with emerging emotional and behavioral difficulties, but schools reported using multiple strategies.
- Student involvement in the development or approval of a plan was used regularly.

Which formal intervention programs does your school implement for students identified with emotional and behavioral difficulties?		
	Elementary %	Middle School %
Creating Lasting Family Connections	0	8
Helping Teens Stop Using Tobacco	2	8
Intervening with Teen Tobacco	N/A	8
First Steps to Success	0	N/A

N/A = Not applicable (these programs are out of the age range for the school-level specified)

**Key Points:**

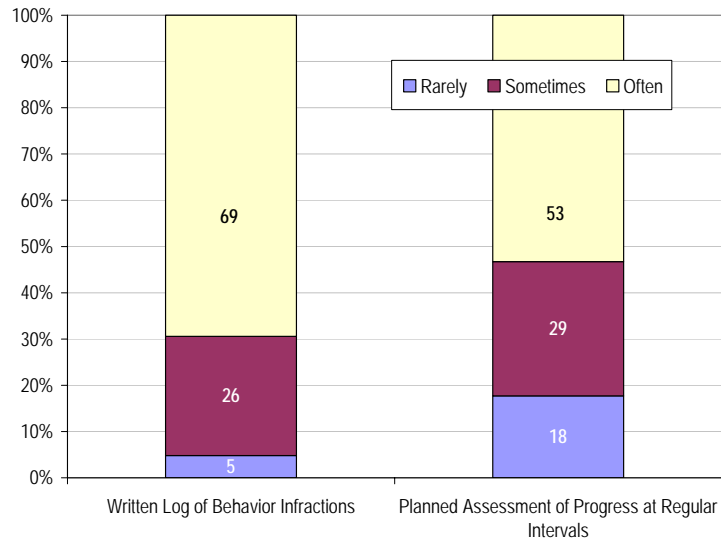
Very few schools reported using formal, empirically-supported intervention programs for students with emerging emotional and behavioral difficulties that may lead to delinquency. More information on these and other programs can be found in Appendix B. School principals often wrote in that students were referred to the school counselor or to a counselor from a community agency. The following community agencies were the most commonly named agencies to provide services to students.

Which Community Agencies Implement Emotional or Behavioral Interventions in Collaboration with Your School?	
	%
Youth and Family Counseling Services	18
Outreach Counseling	3
Family Service Agency	14
Santa Maria Youth and Family Center	7
Fighting Back	7
Healthy Start	8

**What data are used to monitor intervention progress?**

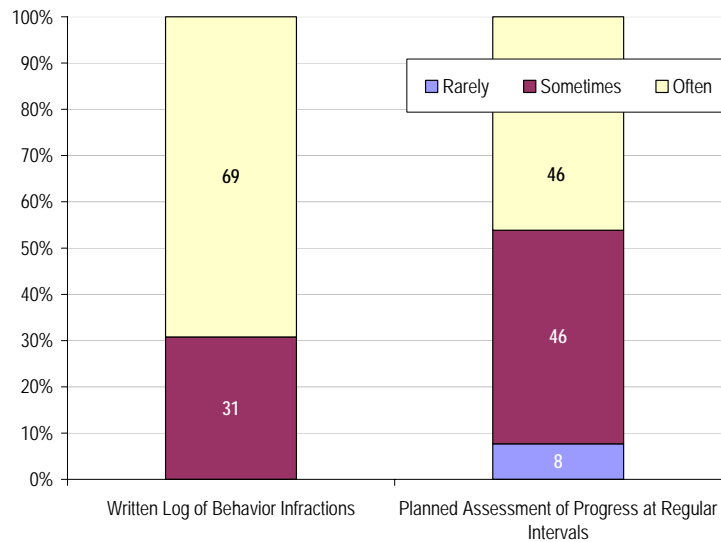
- Among elementary schools, written logs of behavioral infractions were more commonly used to monitor intervention progress than planned assessments of progress at regular intervals.

**Data to Monitor Interventions in Elementary Schools**



- All responding middle schools reported keeping a written record of behavioral infractions.
- Planned assessments of intervention progress were reported at a higher frequency than in the elementary schools.

**Data to Monitor Interventions in Middle Schools**



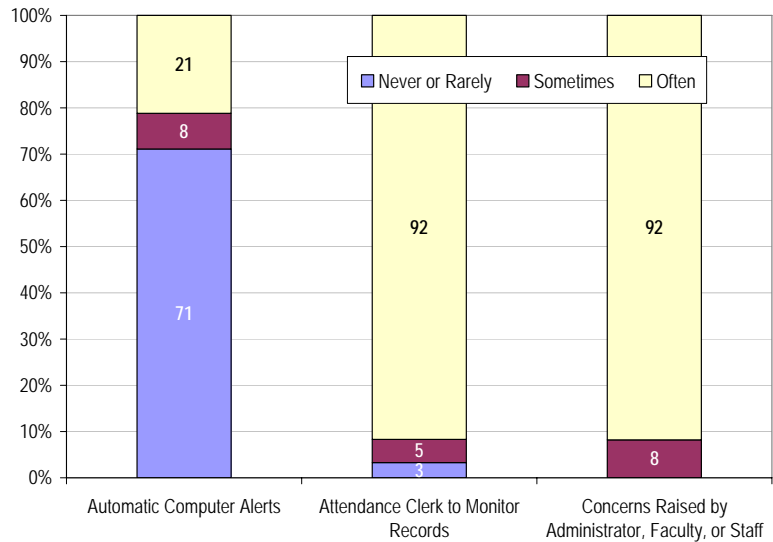
**Key Points:**

- Across elementary and middle schools, written logs of behavioral infractions were more commonly used to monitor intervention progress than planned assessments of progress at regular intervals.
- It is important to use multiple measures of intervention success and that positive behaviors are noted in addition to any behavioral infractions.

**How does the school monitor truancy?**

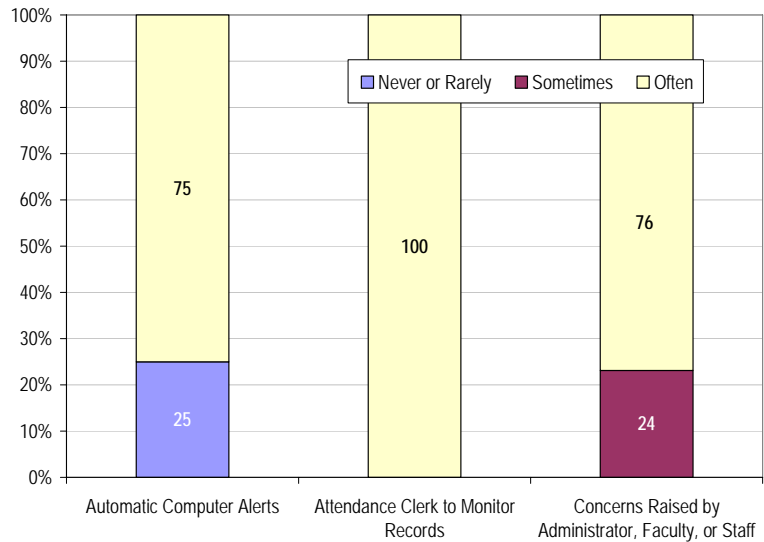
- Truancy problems were most often detected through concerns raised by a teacher, administrator, or staff person or through the attendance clerk.
- Most schools did not have the technology for automatic computer alerts.

**Monitor Truancy in Elementary Schools**



- All responding middle schools reported having an attendance clerk to monitor truancy.
- In addition, a majority reported having automatic computer alerts monitor truancy.

**Monitor Truancy in Middle Schools**

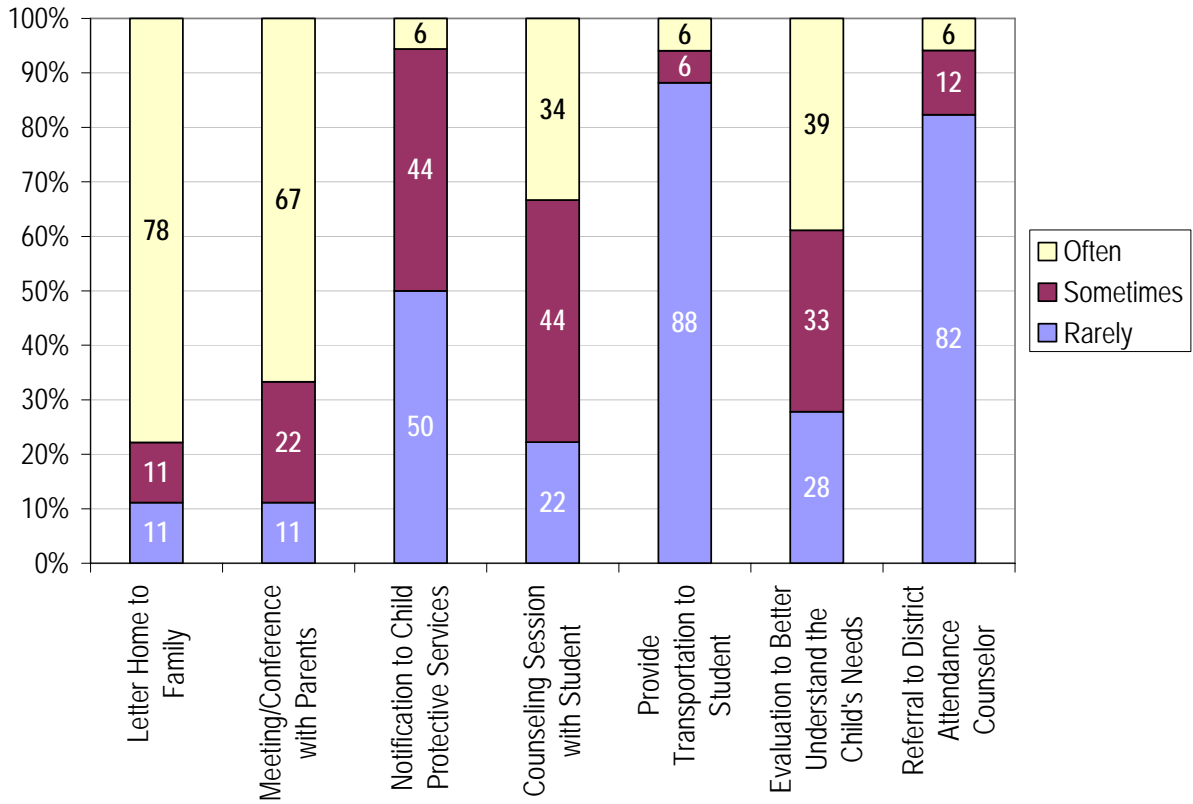


**Key Points:**

- Truancy is a significant problem for schools as it affects students' potential for academic success and directly impacts schools funding.
- Schools appear to monitor truancy closely, particularly the middle schools. The results of the most recent Truancy Mediation Program results (from the 2005 Scorecard) are included in the Appendix.

The Student Attendance Review Board (SARB) was used by 67% of elementary schools and all (100%) of junior high and middle schools surveyed to deal with chronic truancy problems.

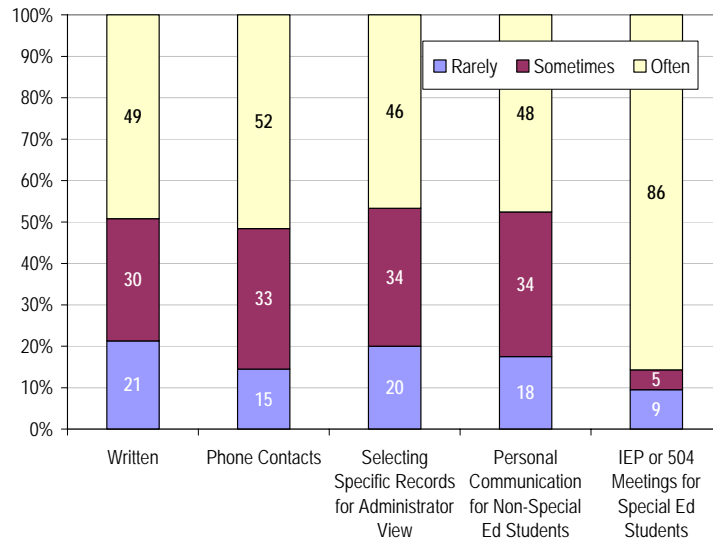
For the subset of elementary schools that **did not** report using the SARB, they reported the following methods for dealing with chronic truancy:



**What types of communication occur between elementary and middle school administrators / support staff regarding the transition of students with emotional and behavioral difficulties?**

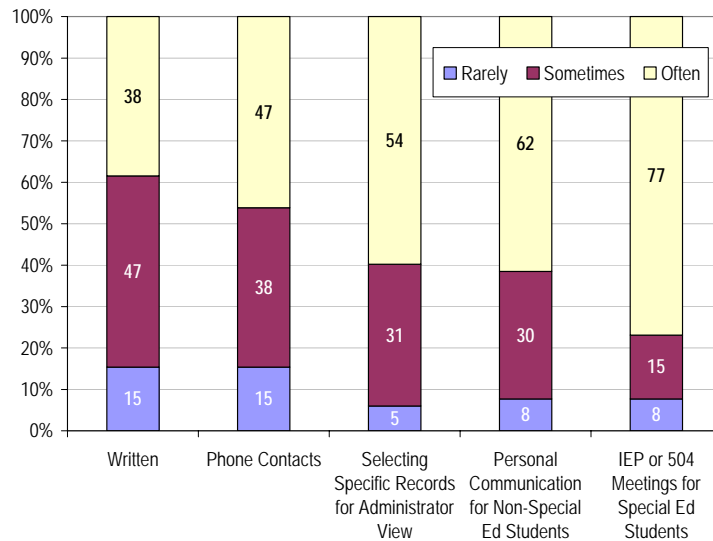
- Schools reported a variety of transition activities, with IEP or 504 meetings for special education students were the most common.

**Transition Communication by Elementary Schools**



- Similarly, middle schools also reported that IEP and 504 meetings were the most common context of transition communications.
- Written records were used less often as transition communication.

**Transition Communication by Middle Schools**



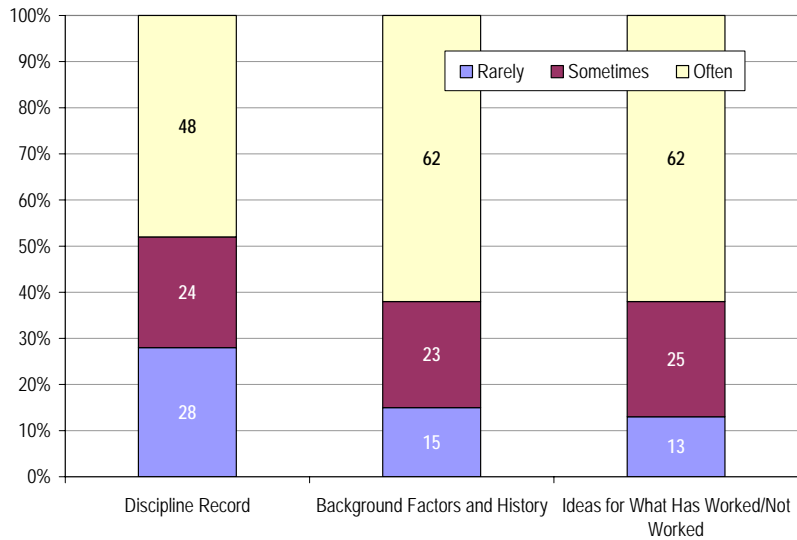
**Key Points:**

- Schools do a variety of activities to transition students from elementary to middle schools.
- Some additional activities schools identified include having junior high school counselors meet with 6<sup>th</sup> grade teachers, 6<sup>th</sup> grade students visiting the junior high school, students meeting with junior high counselors, and parent nights for transitioning students.

**What is the content of communication between elementary and middle school administrators / support staff regarding the transition of students with emotional and behavioral difficulties?**

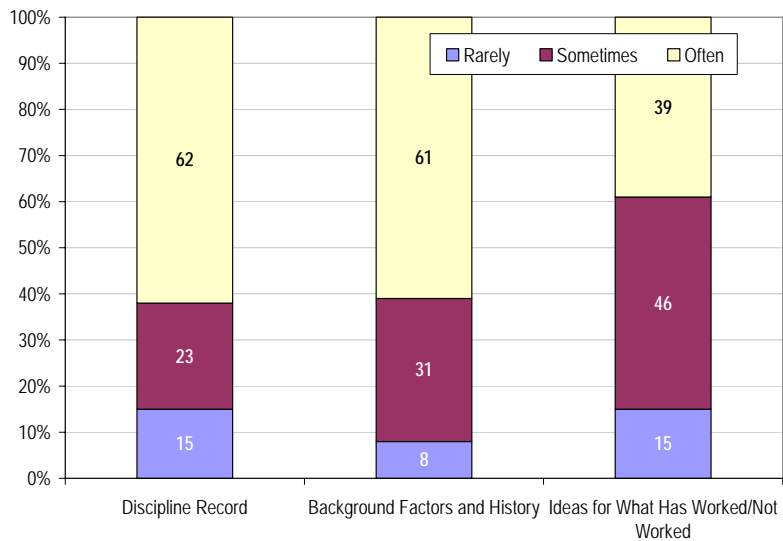
- Elementary schools reported that the content of communication was most often ideas about what has and has not worked for individual students with emotional and behavioral difficulties and background factors and history.

**Content of Transition Communication by Elementary Schools**



- Similar results were found for middle schools, with background factors and history and ideas for what has and has not worked being the most common content of communication.
- Transition communications occurs very frequently.

**Content of Transition Communication by Middle Schools**



**Key Points:**

- Discipline records were communicated relatively less often than background factors and history, and ideas for interventions that work, but were still a common type of communication.

SECTION 3: TERTIARY INTERVENTION EFFORTS

The following section describes interventions schools use to deal with existing delinquent behavior.

**If a student is engaged in delinquent behaviors, which interventions are provided?**

**Interventions at Elementary Schools**

- Elementary schools reported counseling with the school counselor and punishment were the most common way of dealing with delinquent behavior.
- Referrals to a case manager and counseling with the school psychologist were reported less frequently.

Intervention	Rarely (%)	Sometimes (%)	Often (%)
Counseling with School Counselor	7	20	73
Punishment	12	34	54
Counseling with School Psychologist	38	27	35
Intervention Program	32	32	36
Case Manager	59	16	25

- Counseling with the school counselor and punishment were reported as the most frequent interventions for delinquent behavior.
- An intervention program was more commonly reported among middle schools than elementary schools.
- Again, counseling with the school psychologist and having a case manager were less frequent.

**Interventions at Middle Schools**

Intervention	Rarely (%)	Sometimes (%)	Often (%)
Counseling with School Counselor	0	15	85
Punishment	0	33	67
Counseling with School Psychologist	23	46	31
Intervention Program	0	61	39
Case Manager	33	33	34

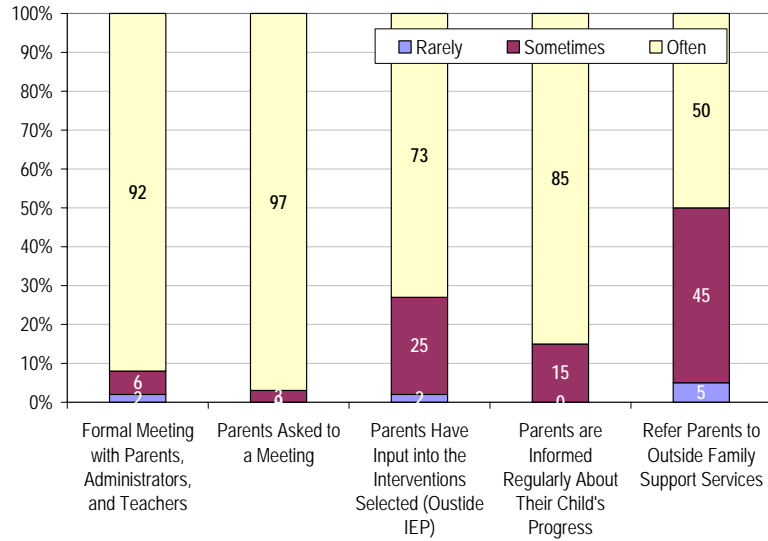
**Key Points:**

- Schools report that when a student has significant behavioral difficulties and is vulnerable to delinquency, they implement various interventions including counseling, punishment, and perhaps an intervention program.

**In which ways does your school involve parents when their child is involved in delinquent behavior?**

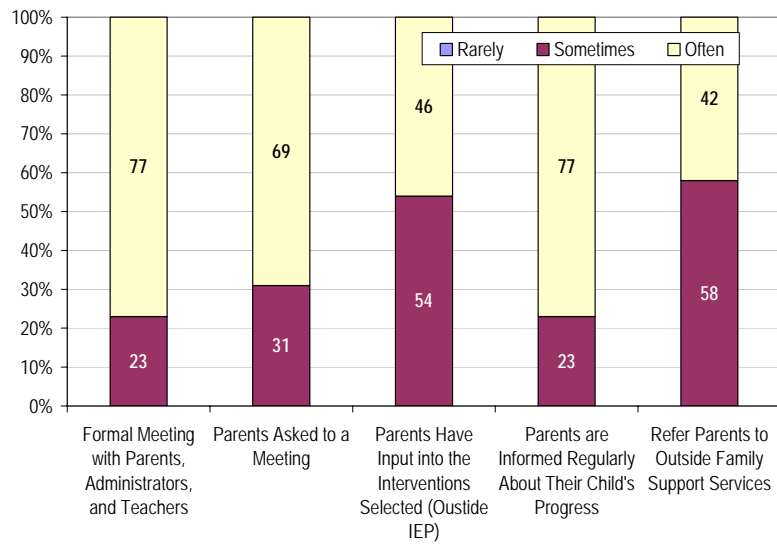
- Parents are frequently involved by the school when the child is involved in delinquent behavior.
- Parents are often asked to meetings, have input in interventions, are informed about their child's progress, and are referred to outside family support services.

**Involve Parents at Elementary Schools**



- Similarly, middle schools commonly report involving parents when children are involved in delinquent behavior.

**Involve Parents at Middle Schools**



**Key Points:**

- Schools report valuing involving parents when children are engaged in delinquent behavior.
- Schools use multiple strategies to encourage parental involvement.

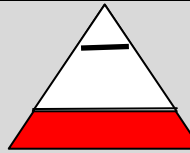
**Appendix A. JJDPC Survey**

Name: \_\_\_\_\_ Title: \_\_\_\_\_ School: \_\_\_\_\_  
 District: \_\_\_\_\_ Phone: \_\_\_\_\_ e-mail: \_\_\_\_\_

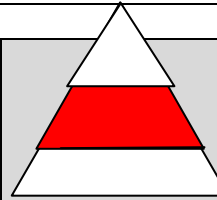
**Background:** The Santa Barbara County Juvenile Justice and Delinquency Prevention Council (JJJPC) requested the UCSB Center for School-Based Youth Development to conduct this survey. Its objective is to document the extent of early identification and intervention activities of county schools for children with learning and behavioral issues that may lead to activities considered to be delinquent.

**Purpose:** The purpose is to catalog the programs available to students at each elementary and middle school within Santa Barbara County, and the extent to which these programs are used by students receiving their regular and/or special education services at your school campus. By understanding school efforts that contribute to the prevention of delinquency and antisocial behavior, the JJDPC can better coordinate services to compliment school efforts. *In addition, the JJDPC and UCSB are interested in identifying areas of need to apply for additional programming through grant application and funding.*

**Instructions:** Thank you for taking the time to complete this survey. Please respond to each question to the best of your knowledge.

<b>Section One:</b>							
In this section, we will be asking about <i>universal</i> efforts at your school to prevent emotional and behavioral difficulties. By that, we mean the strategies, programs, and behavior management processes that apply to <i>all</i> children in your school.							
<b>1.</b>	<b>Which strategies are implemented in your school when a student does something well?</b>						
a.	Material rewards (e.g., food, prize box)	Never	Yearly	Monthly	Weekly	Daily	As Needed
b.	Formal recognition or praise (e.g., student excellence awards)	Never	Yearly	Monthly	Weekly	Daily	As Needed
c.	Social rewards (e.g., time with a friend)	Never	Yearly	Monthly	Weekly	Daily	As Needed
d.	Redeemable token reinforcers (e.g., tickets, star charts, etc.)	Never	Yearly	Monthly	Weekly	Daily	As Needed
e.	Activity reinforcers (e.g., computer time)	Never	Yearly	Monthly	Weekly	Daily	As Needed
f.	Job or privilege reinforcers (e.g., teacher's helper)	Never	Yearly	Monthly	Weekly	Daily	As Needed
g.	School-Wide Positive Behavior Support	Never	Yearly	Monthly	Weekly	Daily	As Needed
<b>2.</b>	<b>Which behavioral interventions are implemented in your school?</b>						
a.	Class meetings on student behavior, class rules, problem-solving, etc. (i.e., interactive student-led meetings)	Never	Rarely	Sometimes	Often	Always	
b.	Home-school collaboration where parents/caregivers are encouraged to follow-up on student behavior at school	Never	Rarely	Sometimes	Often	Always	
c.	Group or classroom behavior modification programs in which the behavior of a group is monitored and reinforced	Never	Rarely	Sometimes	Often	Always	
d.	Individual behavioral or behavior modification programs	Never	Rarely	Sometimes	Often	Always	

e.	Students are frequently recognized for their efforts	Never	Rarely	Sometimes	Often	Always
f.	Individual student behavior is monitored over time	Never	Rarely	Sometimes	Often	Always
g.	Other behavioral interventions (name):	Never	Rarely	Sometimes	Often	Always
<b>3.</b>	<b>Which discipline strategies are implemented throughout your school?</b>					
a.	Tickets for poor behavior	Never	Rarely	Sometimes	Often	Always
b.	A zero tolerance ("no exceptions") philosophy to discipline	Never	Rarely	Sometimes	Often	Always
c.	Brief exclusion from attendance in regular class (e.g., in "time-out")	Never	Rarely	Sometimes	Often	Always
d.	Restitution (e.g., compensation for a loss, damage, or injury)	Never	Rarely	Sometimes	Often	Always
f.	Detention (lunch, after-school, Saturday)	Never	Rarely	Sometimes	Often	Always
g.	Counseling	Never	Rarely	Sometimes	Often	Always
h.	Parent called/notified	Never	Rarely	Sometimes	Often	Always
i.	Mandatory participation of parent in a specific program	Never	Rarely	Sometimes	Often	Always
j.	Referred to a Student Court	Never	Rarely	Sometimes	Often	Always
k.	Work duties, chores, or tasks as punishment	Never	Rarely	Sometimes	Often	Always
l.	Short-term withdrawal of a privilege (e.g., riding the bus, recess)	Never	Rarely	Sometimes	Often	Always
m.	Written reprimand placed in cumulative folder	Never	Rarely	Sometimes	Often	Always
n.	Referred to the school's Peer Mediation program	Never	Rarely	Sometimes	Often	Always
o.	In-school suspension	Never	Rarely	Sometimes	Often	Always
p.	Other specific discipline strategy (name):	Never	Rarely	Sometimes	Often	Always
<b>4.</b>	<b>Which schoolwide prevention programs are used with all students to prevent emotional and behavioral difficulties?</b>					
a.	All Stars	Yes	No			
b.	Caring School Community	Yes	No			
c.	Guiding Good Choices — Families That Care (formerly Preparing for the Drug-Free Years)	Yes	No			
d.	I Can Problem Solve	Yes	No			
e.	Life Skills Training	Yes	No			
f.	Minnesota Smoking Prevention Program	Yes	No			
g.	PeaceBuilders	Yes	No			
h.	Peace Makers	Yes	No			
i.	Personal/Social Skills Lessons: The Missing Link	Yes	No			
j.	Positive Action	Yes	No			
k.	Project ALERT	Yes	No			
l.	Project Northland	Yes	No			
m.	Project Toward No Tobacco Use (TNT)	Yes	No			

n.	Promoting Alternative Thinking Strategies (PATHS)	Yes	No				
o.	Second Step	Yes	No				
p.	State-Wide Indian Drug Prevention Program	Yes	No				
q.	Strengthening Families Program for Parents and Youth 10-14	Yes	No				
r.	Think First for Kids	Yes	No				
s.	Other (name):	Yes	No				
5.	How often do you conduct a schoolwide screening assessment to identify students who may have emotional or behavioral difficulties?	Never	Yearly	Monthly	Weekly	Daily	
6.	At your school in the past year, how many hours of sponsored in-service training in school discipline and behavior support procedures did the following school professionals complete?						
a.	Administrator	# hours:					
b.	Teacher	# hours:					
c.	Instructional aide or other adult staff	# hours:					
<b>Section Two</b> In this section, we will be asking about intervention efforts at your school for students who display <i>emerging emotional and behavioral difficulties</i> . Thus, you will be reporting about programs and services offered to intervene with students whose behavior <i>could conceivably lead to activities that are considered delinquent</i> .							
							
1.	<b>At your school, which types of training are provided for teachers to identify students with emotional and behavioral difficulties?</b>						
a.	Administrator or Student Support Personnel observation and feedback	Never	Yearly	Monthly	Weekly	Daily	As Needed
b.	District in-service training	Never	Yearly	Monthly	Weekly	Daily	As Needed
c.	District- or school- sponsored professional development experiences (e.g., state professional conferences, workshops, SELPA trainings)	Never	Yearly	Monthly	Weekly	Daily	As Needed
d.	Other (name):	Never	Yearly	Monthly	Weekly	Daily	As Needed
2.	<b>What processes do you use to address the needs of students who display emotional and behavioral difficulties?</b>						
a.	Referral to Student Study Team, Student Success Team, or Child Study Team	Never	Yearly	Monthly	Weekly	Daily	As Needed
b.	Referral to school psychologist outside the SST process	Never	Yearly	Monthly	Weekly	Daily	As Needed
c.	Referral to counselor outside the SST process	Never	Yearly	Monthly	Weekly	Daily	As Needed
d.	Referral to the behavior specialist outside the SST process	Never	Yearly	Monthly	Weekly	Daily	As Needed
e.	Collaboration or consultation with student's private therapist	Never	Yearly	Monthly	Weekly	Daily	As Needed
f.	Other processes (name):	Never	Yearly	Monthly	Weekly	Daily	As Needed
3.	<b>How do you document or record concerns identified by faculty and staff about students' behavior?</b>						
a.	Verbal exchange with counselor, school psychologist, or administrator	Never	Rarely	Sometimes	Often	Always	

b.	Written or e-mail note/referral to counselor, school psychologist, or administrator	Never	Rarely	Sometimes	Often	Always
c.	Incident reports kept in an administrator's file	Never	Rarely	Sometimes	Often	Always
d.	Incident reports kept in the cumulative file	Never	Rarely	Sometimes	Often	Always
e.	Electronic database to log concerns by all faculty and staff, which is reviewed by an administrator, helping professional, or team of teachers who respond to noted concerns	Never	Rarely	Sometimes	Often	Always
f.	Other (name):	Never	Rarely	Sometimes	Often	Always
<b>4.</b>	<b>In what ways are parents involved in addressing emotional and behavioral concerns of children at your school?</b>					
a.	Informal communication between teacher & parent (e.g., phone call, e-mail)	Never	Rarely	Sometimes	Often	Always
b.	Discussion at the regular parent-teacher conference	Never	Rarely	Sometimes	Often	Always
c.	Parents are invited to Student Study Team meetings	Never	Rarely	Sometimes	Often	Always
d.	Teachers send home written notes to communicate with parents	Never	Rarely	Sometimes	Often	Always
e.	Teachers hold a conference with parents when a concern is identified	Never	Rarely	Sometimes	Often	Always
f.	Parents are asked to come to meetings to discuss their child's behavior	Never	Rarely	Sometimes	Often	Always
g.	Parents have input into the interventions selected for their student (outside the IEP process)	Never	Rarely	Sometimes	Often	Always
h.	Report card comments on behavior	Never	Rarely	Sometimes	Often	Always
i.	Other (name):	Never	Rarely	Sometimes	Often	Always
<b>5.</b>	<b>Which strategies are used to address emotional and behavioral difficulties as they emerge (not including the IEP process)?</b>					
a.	Formal assessments are made to understand or evaluate the individual person or environmental situation (e.g., Functional Behavior Assessments)	Never	Rarely	Sometimes	Often	Always
b.	Behavior tracked/assessed before attempting to change it	Never	Rarely	Sometimes	Often	Always
c.	A written evaluation or problem statement is prepared	Never	Rarely	Sometimes	Often	Always
d.	Written intervention goals developed	Never	Rarely	Sometimes	Often	Always
e.	Student is involved in the development and approval of the intervention plan	Never	Rarely	Sometimes	Often	Always
f.	Collaboration with treating professionals or referrals to community services	Never	Rarely	Sometimes	Often	Always
<b>6.</b>	<b>Which of the following formal intervention programs does <i>your school implement</i> for students with identified emotional or behavioral difficulties?</b>					
a.	Creating Lasting Family Connections	Yes	No			
b.	Helping Teens Stop Using Tobacco (TAP)	Yes	No			
c.	Intervening with Teen Tobacco (TEG)	Yes	No			
d.	First Steps to Success	Yes	No			
e.	Other (name):	Yes	No			
<b>7.</b>	<b>What data are used to monitor intervention progress (e.g., suspension, counseling, and prevention programs)?</b>					
a.	Written log of behavior infractions	Never	Rarely	Sometimes	Often	Always

b.	Planned assessment of progress at regular intervals	Never	Rarely	Sometimes	Often	Always
<b>8.</b>	<b>Which community resources or agencies implement emotional or behavioral interventions in collaboration with your school (Please list the four primary agencies)?</b>					
a.	No community agencies at this school	None				
b.	Agency 1 (name):  What is the primary service provided (describe):	Never	Rarely	Sometimes	Often	Always
c.	<b>Agency 2 (name):</b> What is the primary service provided (describe):	Never	Rarely	Sometimes	Often	Always
<b>9.</b>	<b>How does the school monitor truancy?</b>					
a.	Automatic computer alert	Never	Rarely	Sometimes	Often	Always
b.	Attendance clerk to monitor records	Never	Rarely	Sometimes	Often	Always
c.	Concerns raised by administrator, faculty, or staff	Never	Rarely	Sometimes	Often	Always
d.	Other (name):					
10.	<b>Is your school involved in the Santa Barbara County District Attorney's Truancy Mediation (i.e., SARB) program?</b>	Yes	No			
<b>11.</b>	<b>If you answered "no" to #10, What are your procedures when a truancy problem is found?</b>					
a.	Letter home to family	Never	Rarely	Sometimes	Often	Always
b.	Meeting/conference with family	Never	Rarely	Sometimes	Often	Always
c.	Notification to child protective services	Never	Rarely	Sometimes	Often	Always
d.	Counseling session with student	Never	Rarely	Sometimes	Often	Always
e.	Provide transportation to student	Never	Rarely	Sometimes	Often	Always
f.	An evaluation to better understand the child's needs	Never	Rarely	Sometimes	Often	Always
g.	Referral to District Attendance Counselor	Never	Rarely	Sometimes	Often	Always
g.	Other (name):	Never	Rarely	Sometimes	Often	Always
<b>12.</b>	<b>What types of communication occur between elementary and middle/junior high school administrators/support staff to transition students with emotional and behavioral difficulties (beyond the transfer of cumulative files)?</b>					
a.	Written (e.g., e-mail or district mail)	Never	Rarely	Sometimes	Often	Always
b.	Phone contacts	Never	Rarely	Sometimes	Often	Always
c.	Selecting specific records on identified students for administrator review (e.g. SST logs)	Never	Rarely	Sometimes	Often	Always

d.	Personal communication/conference for non-special education students	Never	Rarely	Sometimes	Often	Always
e.	IEP or 504 meetings for special education students	Never	Rarely	Sometimes	Often	Always
13.	<b>What is the content of communication between elementary and middle/junior high school administrators/support staff regarding the transition of students with emotional and behavioral difficulties?</b>					
	a. A list of behavioral infractions/discipline record	Never	Rarely	Sometimes	Often	Always
	b. A description of students' background factors and history	Never	Rarely	Sometimes	Often	Always
	c. Ideas for what has worked or not work to help the student	Never	Rarely	Sometimes	Often	Always
	d. Other (name):	Never	Rarely	Sometimes	Often	Always
14.	<b>Does your school engage in other transition activities? List:</b>	Never	Rarely	Sometimes	Often	Always

<p><b>Section Three</b></p> <p>In this section, we will be asking about intervention efforts at your school for students who display <i>ongoing antisocial behavior and significant emotional and behavioral difficulties</i>. Thus, you will be reporting about programs and services offered to students who <i>are already known to be engaged in delinquent activity</i>.</p>	
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1.	<b>If a student is engaged in some delinquent behaviors, which interventions are provided?</b>					
a.	Counseling with the school counselor	Never	Rarely	Sometimes	Often	Always
b.	Punishment (name):	Never	Rarely	Sometimes	Often	Always
c.	Counseling with the school psychologist	Never	Rarely	Sometimes	Often	Always
d.	An intervention program	Never	Rarely	Sometimes	Often	Always
e.	Case manager at school who coordinates school and community resources	Never	Rarely	Sometimes	Often	Always
f.	Other (name):	Never	Rarely	Sometimes	Often	Always
2.	<b>In which ways does your school involve parents when their child is involved in delinquent behavior?</b>					
a.	A formal meeting is held with parents, administrators, and teachers when a concern is identified	Never	Rarely	Sometimes	Often	Always
b.	Parents are asked to come to meetings to discuss their child's behavior	Never	Rarely	Sometimes	Often	Always
c.	Parents have input into the interventions selected for their student (outside the IEP process)	Never	Rarely	Sometimes	Often	Always
d.	Parents are informed regularly about their child's progress	Never	Rarely	Sometimes	Often	Always
e.	Refer parents to outside family support services	Never	Rarely	Sometimes	Often	Always
f.	Other (name):	Never	Rarely	Sometimes	Often	Always

Appendix B. List of Evidenced-Based Prevention & Intervention Programs

Prevention Programs

<http://www.californiahealthykids.org/c/@uLYKbOznVqWfY/Pages/rvsafe.html>

Program	Grades	Program Description
All Stars	4-8	This program was developed with Latino students and is available in Spanish and English. The content area targets alcohol, tobacco, and drug abuse prevention, family life education, and safe schools. It targets norms, normative beliefs, prosocial values, personal commitment to healthy behavior, and prosocial bonding. The grades 4 and 5 curricula integrate student activities into scientific inquiry, writing, and language arts lesson. The grades 6 and 7 program uses students as peer educators. <a href="http://www.californiahealthykids.org/c/@uLYKbOznVqWfY/Pages/rvsafe.html">http://www.californiahealthykids.org/c/@uLYKbOznVqWfY/Pages/rvsafe.html</a>
Caring School Community	K-6	This program was developed with Latino students and is available in Spanish and English. The content area targets alcohol and drug abuse prevention, safe schools, and youth development. The program is designed to strengthen the connections between families, schools, classrooms, teachers, and students through creating a trusting and respectful environment. <a href="http://www.californiahealthykids.org/c/@uLYKbOznVqWfY/Pages/rvsafe.html">http://www.californiahealthykids.org/c/@uLYKbOznVqWfY/Pages/rvsafe.html</a>
Guiding Good Choices — Families That Care	4-8	This is an alcohol, tobacco, and other drug use prevention program. This involves five 2-hour workshops for parents. <a href="http://www.channing-bete.com/positiveyouth/pages/FTC/FTC-GGC.html">http://www.channing-bete.com/positiveyouth/pages/FTC/FTC-GGC.html</a>
I Can Problem Solve	PreK-6	This safe schools program was designed for a diverse range of students, including students in special education classrooms. The interactive activities in the program develop students' sequential, consequential, and alternative thinking skills. Students begin by learning the words necessary to understand cause and effect relationships. Students apply skills through program activities to strengthen their problem-solving. <a href="http://www.californiahealthykids.org/c/@uLYKbOznVqWfY/Pages/rvsafe.html">http://www.californiahealthykids.org/c/@uLYKbOznVqWfY/Pages/rvsafe.html</a>
Life Skills Training	3-9	This program targets a diverse student body, and focuses on alcohol, tobacco, and other drug use prevention and safe schools. The curricula teaches students social skills to resist peer pressure to smoke, drink, or use drugs. Students gain knowledge about the myths, realities, causes and effects of substance use. <a href="http://www.californiahealthykids.org/c/@U1LS2kaAqvtjU/Pages/rvtobacco.html">http://www.californiahealthykids.org/c/@U1LS2kaAqvtjU/Pages/rvtobacco.html</a>
Minnesota Smoking Prevention Program	4-8	The program is designed to prevent the onset of tobacco use by addressing some of the social influences and psychological that affect cigarette and smokeless tobacco initiation. <a href="http://www.californiahealthykids.org/c/@U1LS2kaAqvtjU/Pages/rvtobacco.html">http://www.californiahealthykids.org/c/@U1LS2kaAqvtjU/Pages/rvtobacco.html</a>
PeaceBuilders	K-8	This violence prevention program aims to change school climate by reducing aggression, enhancing learning, and promoting prosocial behaviors. Principles underlying the curriculum include praising people, avoiding put-downs, seeking wise people, notice hurts, right wrongs, and help others. These skills are taught through activities linked to literature, social studies, math, and language arts. <a href="http://www.californiahealthykids.org/c/@uLYKbOznVqWfY/Pages/rvsafe.html">http://www.californiahealthykids.org/c/@uLYKbOznVqWfY/Pages/rvsafe.html</a>
Peace Makers	4-8	This violence prevention program teaches students to cope with stress, manage anger, empathize with others, resist negative peer pressure, and act as sources of positive peer pressure. Activities included experimental exercises, role plays, and group discussions.

		<a href="http://www.californiahealthykids.org/c/@uLYKbOznVqWfY/Pages/rvsafe.html">http://www.californiahealthykids.org/c/@uLYKbOznVqWfY/Pages/rvsafe.html</a>
Personal/Social Skills Lessons: The Missing Link	6-12	This program targets alcohol, tobacco, and other drug use prevention and safe schools. The program involves lesson plans to teach personal and social skills, including coping, decision-making, self-control, conflict resolution, refusal, and assertiveness skills. <a href="http://www.californiahealthykids.org/c/@U1LS2kaAqvtjU/Pages/rvtobacco.html">http://www.californiahealthykids.org/c/@U1LS2kaAqvtjU/Pages/rvtobacco.html</a>
Positive Action	K-12	This program targets alcohol and drug use prevention and safe schools. It is designed to teach students about and enhance personal self-concept. <a href="http://www.californiahealthykids.org/c/@uLYKbOznVqWfY/Pages/rvsafe.html">http://www.californiahealthykids.org/c/@uLYKbOznVqWfY/Pages/rvsafe.html</a>
Project ALERT	6-8	This alcohol, tobacco, and other drug use prevention program targets current smokers. It uses a social influences approach that promotes critical thinking about media and peer influences, resistance skills, accurate information about consequences of drug use, benefits of not using drugs, and alternatives to drugs. <a href="http://www.californiahealthykids.org/c/@U1LS2kaAqvtjU/Pages/rvtobacco.html">http://www.californiahealthykids.org/c/@U1LS2kaAqvtjU/Pages/rvtobacco.html</a>
Project Northland	6-8	This is an alcohol, tobacco, and other drug use prevention program. The program uses a variety of methods to engage students, including comic books, fairs, peer-led activities, small group discussions, class projects, and mock trials. <a href="http://www.californiahealthykids.org/c/@U1LS2kaAqvtjU/Pages/rvtobacco.html">http://www.californiahealthykids.org/c/@U1LS2kaAqvtjU/Pages/rvtobacco.html</a>
Project Toward No Tobacco Use (TNT)	5-8	This tobacco use prevention education curriculum teaches the consequences of tobacco use and students practice assertive communication and refusal skills. <a href="http://www.californiahealthykids.org/c/@U1LS2kaAqvtjU/Pages/rvtobacco.html">http://www.californiahealthykids.org/c/@U1LS2kaAqvtjU/Pages/rvtobacco.html</a>
Promoting Alternative Thinking Strategies (PATHS)	K-6	This curriculum focuses on promoting safe schools. Special populations targeted include the hearing impaired and special education students. The program teaches students to use logical thinking and reasoning skills to manage feelings and conflicts more effectively. <a href="http://www.californiahealthykids.org/c/@uLYKbOznVqWfY/Pages/rvsafe.html">http://www.californiahealthykids.org/c/@uLYKbOznVqWfY/Pages/rvsafe.html</a>
Second Step	PreK-8	This violence prevention program promotes empathy, impulse control, and anger management skills. Students identify, interpret, and react to their thoughts, feelings, and behaviors in group discussions, role-playing, and family involvement activities. <a href="http://www.californiahealthykids.org/c/@uLYKbOznVqWfY/Pages/rvsafe.html">http://www.californiahealthykids.org/c/@uLYKbOznVqWfY/Pages/rvsafe.html</a>
State-Wide Indian Drug Prevention Program	4-6	This program targets alcohol, tobacco and other drug use prevention specifically for Native American students. It is based on social learning theory and bicultural competence. The program uses stories and legends of Native Americans and cultural values to address drug abuse prevention. <a href="http://www.californiahealthykids.org/c/@U1LS2kaAqvtjU/Pages/rvtobacco.html">http://www.californiahealthykids.org/c/@U1LS2kaAqvtjU/Pages/rvtobacco.html</a>
Strengthening Families Program for Parents and Youth 10-14	5-8	This program targets a diverse range of students, including those children affected by chemical dependency. The subject areas targeted include alcohol, tobacco, and other drug prevention, and safe schools. This program involves family skills training that involves the entire family to reduce risk factors for behavioral, emotional, academic and social problems. The program builds on protective factors by improving family relationships and parenting skills, and by improving the youth's social and life skills. <a href="http://www.californiahealthykids.org/c/@uLYKbOznVqWfY/Pages/rvsafe.html">http://www.californiahealthykids.org/c/@uLYKbOznVqWfY/Pages/rvsafe.html</a>
Think First for Kids	1-3	This injury prevention and safety program promotes safe schools. This program provides developmentally important information on the brain and spinal chord and students learn and practice injury prevention and safety skills related to riding in cars, riding a bicycle, avoiding guns, playground safety, and water safety. <a href="http://www.californiahealthykids.org/c/@uLYKbOznVqWfY/Pages/rvsafe.html">http://www.californiahealthykids.org/c/@uLYKbOznVqWfY/Pages/rvsafe.html</a>

**Intervention Programs for At-Risk Students**

Program	Grades	Program Description
Creating Lasting Family Connections	6-12	This is a safe schools and alcohol and other drug use prevention program. This specifically targets students affected by chemical dependency. It is designed to teach parents and at-risk students the skills needed to build trusting family relationships. <a href="http://www.californiahealthykids.org/c/@U1LS2kaAqvtjU/Pages/rvtobacco.html">http://www.californiahealthykids.org/c/@U1LS2kaAqvtjU/Pages/rvtobacco.html</a>
Helping Teens Stop Using Tobacco (TAP)	7-12	This 8-session cessation program targets current smokers using tobacco or smokeless tobacco. <a href="http://www.californiahealthykids.org/c/@U1LS2kaAqvtjU/Pages/rvtobacco.html">http://www.californiahealthykids.org/c/@U1LS2kaAqvtjU/Pages/rvtobacco.html</a>
Intervening with Teen Tobacco (TEG)	7-12	This is an alternative to suspension program for teens who have been caught smoking. This is a support group curriculum designed to motivate young people to decrease their tobacco use, quit on their own, or join a voluntary cessation program. <a href="http://www.communityintervention.org/ShowView/teg">http://www.communityintervention.org/ShowView/teg</a>
First Steps to Success	K	This is an early intervention program for students displaying antisocial behavior. The program diverts kindergarteners to more adaptive patterns of behavior and to develop social and behavioral competencies. <a href="http://www.sopriswest.com/ERP2Web/ProductPage.aspx?parentId=019001777&amp;functionID=009000008">http://www.sopriswest.com/ERP2Web/ProductPage.aspx?parentId=019001777&amp;functionID=009000008</a>

Appendix C. 2005 Santa Barbara County Children’s Scorecard Truancy Mediation Program

*Santa Barbara County Children’s Scorecard*

*School Truancy*

*Indicator*

Truancy, interventions, and results.

*Definition*

Number of truant youth receiving services under the District Attorney’s Truancy Intervention and Parent Accountability program in Step 1 (Letter to Parents) through Step 5 (Prosecution) and the impact of the program on the school sites’ overall attendance rate. Truancy is defined as three days, or the equivalent in class periods, of unexcused absence.

*Findings*

By the end of the 2004-05 school year, the program had sent a total of 10,383 Step 1 letters to parents of youth who were truant. Over 80% of the students initially identified into the Truancy Program improved their attendance as a result of a first notification letter of truancy and did not move on to the next step. Countywide, 2,070 students that had subsequent truanancies after their first notification were invited to attend Step 2, the After School Meeting. Of students attending the After School Meeting, 70% improved their attendance and did not require further intervention. Of the 620 students required to attend the Step 3 Truancy Mediation Team (TMT) meeting, 62% percent of them improved their attendance. There were 234 students who were referred to Step 4, the School Attendance Review Board (SARB) and 67 cases, countywide, that made it to Step 5, requiring a petition be filed with the Court. Of the over 10,000 families that were first notified of their student’s unexcused absences, less than 1% of them were required to face Step 5: Prosecution.

*Trends*

Data show that the majority of youth who become truant and receive intervention from the District Attorney’s Office at Step 1 resume regular attendance at school with no additional intervention (Steps 2-5) necessary. The program has been successful in providing disincentives to continued truancy and working with parents in helping them overcome barriers to their students’ regular attendance at school. The District Attorney’s Truancy Intervention and Parent Accountability program makes use of Truancy Social Workers, Truancy Case Managers, and Truancy Counselors to work with students and families. Their early interventions consist of determining whether County resources would be beneficial to the student and family to assist in reducing truant behavior; referring and following-up with those partnering resources; and having continued contact with truant students and their families to monitor attendance and encouraging positive school attendance.

*Summary and Implications*

Although the program has not been implemented at all schools in the County, new schools and districts are added to the program each year as school personnel and parents witness the positive impact of the program on children, youth, and the community. Both Santa Maria Joint Union High School District and Lompoc Unified School District continued in their efforts to resolve attendance reporting obstacles due to their implementation of relatively new student management systems.

*Truancy Intervention and Parent Accountability Program  
Number of Students Involved at each Step by County Location (2003-2005)*

Truancy Response Steps	North County		Mid County		South County	
	2003-04	2004-05	2003-04	2004-05	2003-04	2004-05
1. Letter from school	4,075	5,020	1,555	1,924	3,478	3,439
2. After School Meeting	891	789	493	389	915	892
3. Truancy Mediation Team Meeting	150	172	147	155	373	293
4. School Attendance Review Board	107	62	80	61	119	111
5. 601(B) Petition Filed with Court	33	31	3	7	10	29

North County: Santa Maria, Orcutt and Guadalupe; Mid County: Lompoc and Santa Ynez Valley; South County: Santa Barbara, Goleta and Carpinteria

*School Truancy* *Education*

*Santa Barbara County District Attorney's  
Truancy Intervention & Parent Accountability Program*

*Step 1: 3 days, or equivalent in class periods, of unexcused absences*

- Letter from school to parent/guardian
- The letter informs the caregiver of the number of unexcused absences and the legal consequences of truancy

*Step 2: Student accrues additional unexcused absences since Step #1*

- After School Meeting (ASM)
- Parents and their truant child are asked to attend an after-school meeting that outlines negative legal and educational outcomes associated with truancy and recommends community resources to help the family

*Step 3: Student accrues additional unexcused absences since Step #2*

- Truancy Mediation Team (TMT) meeting with individual students and their parents
- Explore truant behavior and develop intervention plan
- Youth referred to appropriate services
- Written agreement

*Step 4: Student accrues additional unexcused absences since Step #3*

- School Attendance Review Board (SARB)
- Written agreement
- Informal probation (W&I 654) for youth, if eligible, which could include a six-month period of supervision by a probation officer who will monitor students' attendance and compliance with the terms and conditions of their probation

*Step 5: Student accrues additional unexcused absences since Step #4*

- Prosecution
- Filing truancy petition
- Court hearing
- Youth is declared a ward of the court
- Formal probation
- Court imposed conditions: Fines, Public Service Work, withdrawal or withholding of California Driver's License

**Family, school, economic, and student factors contribute to truancy**

For more information, see "Truancy Reduction: Keeping Students in School," an Office of Juvenile Justice and Delinquency Prevention Report (#NCJ 188947; 800-638-8736)

*Average Percent of Students Attending School Each Day for School Years 2003-2004 and 2004-2005*

North County	2003-2004	2004-2005	Mid County	2003-2004	2004-2005	South County	2003-2004	2004-2005
Santa Maria High	NA	94.6%	Lompoc High	95.2%	95.0%	Carpinteria High	96.4%	95.7%
Righetti High	NA	95.8%	Cabrillo High	95.2%	94.7%	Dos Pueblos High	94.9%	95.0%
Pioneer High	NA	96.0%	Maple Continuation	79.7%	83.4%	Santa Barbara High	94.6%	94.8%
Delta Continuation	NA	78.1%	Lompoc Valley Middle	95.0%	94.9%	San Marcos High	95.0%	94.2%
Fitzgerald Community	78.7%	75.4%	El Camino Middle	95.4%	95.5%	Carpinteria Middle	95.6%	95.6%
El Camino JHS	96.0%	96.5%	Vandenberg Middle	95.9%	95.6%	Goleta Valley JHS	95.5%	95.8%
Fesler JHS	94.8%	96.2%				La Colina JHS	95.8%	96.0%
Arellanas JHS	NA	95.3%	Grades 9-10 in 2004-2005			La Cumbre JHS	95.0%	94.3%
Kunet JHS	NA	95.9%				Santa Barbara JHS	NA	NA
McKenzie JHS	95.0%	95.0%	NA = Not Available					
Orcutt JHS	94.7%	94.7%	Achieving "school success through attendance, attachment, and achievement." See the National Center for School Engagement; <a href="http://www.schoolengagement.org/index.cfm?NCSE%20Approach">http://www.schoolengagement.org/index.cfm?NCSE%20Approach</a>					
Lakeview JHS	94.7%	95.2%						

North County: Santa Maria, Orcutt and Guadalupe; Mid County: Lompoc and Santa Ynez Valley; South County: Santa Barbara, Goleta and Carpinteria

Source: Santa Barbara County Education Office; www.sbceo.org; District Attorney North 805-934-6980; Mid 805-737-7871; South 805-569-2433

The following Table shows the schools by district who participated in the JJDPC survey (63 elementary schools and 13 middle or junior high schools). All elementary (N=78) and middle schools (N=16) in Santa Barbara County were invited to participate through their superintendent.

School	District
Ballard School	Ballard School District
College School	College School District
Santa Ynez Charter	College School District
Cuyama Elementary	Cuyama Joint Unified
Brandon School	Goleta Union School District
El Camino	Goleta Union School District
Ellwood	Goleta Union School District
Foothill School	Goleta Union School District
Hollister	Goleta Union School District
Isla Vista School	Goleta Union School District
Kellogg School	Goleta Union School District
La Patera School	Goleta Union School District
Kermit McKenzie Jr. High	Guadalupe Union School District
Hope School	Hope School District
Monte Vista	Hope School District
Arthur Hoagwood Elem.	Lompoc Unified School District
Buena Vista Elementary	Lompoc Unified School District
Clarence Ruth School	Lompoc Unified School District
Crestview Elementary	Lompoc Unified School District
La Canada Elementary	Lompoc Unified School District
La Honda Elementary	Lompoc Unified School District
Leonara Fillmore Elementary	Lompoc Unified School District
Lompoc Learning Center	Lompoc Unified School District
Lompoc Valley Middle School	Lompoc Unified School District
Los Berros Elementary	Lompoc Unified School District
Los Padres Elementary	Lompoc Unified School District
Miguelito Elementary	Lompoc Unified School District
Vandenberg Middle School	Lompoc Unified School District
Olga Reed School	Los Alamos School District
Los Olivos	Los Olivos School District
Olive Grove Charter	Los Olivos School District
Montecito Union School	Montecito Union School District
Alice Shaw School	Orcutt Union School District
Joe Nightingale School	Orcutt Union School District
Lakeview Jr. High	Orcutt Union School District
May Grisham School	Orcutt Union School District
Orcutt Jr. High	Orcutt Union School District
Patterson Road School	Orcutt Union School District
Pine Grove School	Orcutt Union School District
Ralph Dunlap School	Orcutt Union School District
Adams Elementary	Santa Barbara Elementary School District
Cesar Chavez Charter	Santa Barbara Elementary School District
Cleveland Elementary	Santa Barbara Elementary School District
Franklin Elementary	Santa Barbara Elementary School District
Harding Elementary	Santa Barbara Elementary School District

McKinley Elementary	Santa Barbara Elementary School District
Monroe Elementary	Santa Barbara Elementary School District
Open Alternative School	Santa Barbara Elementary School District
Roosevelt Elementary	Santa Barbara Elementary School District
Santa Barbara Charter	Santa Barbara Elementary School District
Santa Barbara Charter Middle School	Santa Barbara Elementary School District
Santa Barbara Community Academy	Santa Barbara Elementary School District
Washington Elementary	Santa Barbara Elementary School District
Goleta Valley Jr. High	Santa Barbara High School District
La Colina Jr. High	Santa Barbara High School District
Santa Barbara Jr. High	Santa Barbara High School District
Adam Elementary	Santa Maria-Bonita School District
Alvin Elementary	Santa Maria-Bonita School District
Arellanes Elementary	Santa Maria-Bonita School District
Arellanes Jr. High	Santa Maria-Bonita School District
Battles Elementary	Santa Maria-Bonita School District
Bonita Elementary	Santa Maria-Bonita School District
Bruce, Robert School	Santa Maria-Bonita School District
El Camino Jr. High	Santa Maria-Bonita School District
Fairlawn Elementary	Santa Maria-Bonita School District
Fesler Jr. High	Santa Maria-Bonita School District
Kunst, Tommie Jr. High	Santa Maria-Bonita School District
Liberty Elementary	Santa Maria-Bonita School District
Miller Elementary	Santa Maria-Bonita School District
Ontiveros Elementary	Santa Maria-Bonita School District
Rice Elementary	Santa Maria-Bonita School District
Sanchez Elementary	Santa Maria-Bonita School District
Taylor, Ida Redmond School	Santa Maria-Bonita School District
Tunnell Elementary	Santa Maria-Bonita School District
Solvang School	Solvang School District
Vista de las Cruces School	Vista del Mar Union School District