



RECOVERY & PREVENTION
RESOURCES
of Delaware and Morrow Counties

Middle School Asset Development Curriculum

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The Middle School Asset Development (MSAD) Curriculum is based on the asset development model. The goal of the MSAD Curriculum is to assist adolescents in building developmental assets by teaching them positive life skills. Youth participants learn skills to strengthen their desire for healthy living and to protect themselves from harmful behaviors and decisions.

Research confirms the correlation between high numbers of positive developmental assets and youth leading healthy and productive lives. In fact, the more developmental assets a young person has, the less likely he or she is to experience school failure, depression, anti-social behavior, suicide, violence, alcohol/drug use, or early sexual experiences.

MSAD Curriculum is an 8 lesson curriculum implemented in 6th and 7th grade classrooms. Each lesson targets a specific age-appropriate internal and external asset.

The lessons include:

- decision making skills,
- conflict management,
- anti-bullying strategies,
- respecting differences, and
- refusal skills.

Family involvement is an essential part of the program. A "Family Connection" letter describing the program is distributed to the parents prior to the start of the curriculum and following each completed lesson.

It explains what their child has learned and provides a variety of family activities and ideas to reinforce what they have learned.

In FY 2006, 1,224 students participated in the MSAD Curriculum. This included 7 middle schools from each of the four districts in the county and one private school.



Delaware Prevention Programs 2006 Summary Report

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PROGRAM HIGHLIGHTS

Teachers reported:

- students improved in their use of **all** 5 life skills:
- that 49% of students improved their use in at least 3 skills
- that 84% of students improved their use in at least one skill

Students reported:

- 84% improvement in at least one life skill taught in the curriculum at post-test
- 58% improvement in at least 3 of the 5 life skills taught in the curriculum

Teachers Reported Student Improvement in 5 Life Skills

Teachers rated a random sample of students on how often they used the life skills taught in the program. They identified how often each student performed the life skill from "not at all" to "very much". This assessment was completed prior to and following the program.

Based on teacher evaluation from pre to post test,

- students demonstrated significant improvement in **all** of the assets taught in the program, $p < 0.000$

- 84% of the students improved in at least one life skill
- 49% of the students improved in at least 3 life skills
- 46% of students were observed to have improved their ability to respect differences
- 37% of students demonstrated an improvement in their decision-making skills

Teachers observed that students improved their use of life skills or developmental assets by the end of the program,

- the greatest improvements they observed were in conflict management (55%) & anti-bullying strategies (54%)



Students Improved Their Life Skills

Students completed a retrospective assessment designed to measure changes in their perceived ability to use the life skills taught in the curriculum.

Students reported significant improvement in their perceived ability to recognize and use **all 5 life skills** taught ($p < 0.01$).

At the end of the program,

- 89% of students reported improvement in at least one life skill area
- 52% of students reported improvement in at least 3 of 5 life skills

Students reported their improvement in specific skills:

- 65% reported improved

decision making skills

- 61% reported improved anti-bullying strategies
- 56% reported improved conflict management skills
- 42% reported greater respect for differences
- 23% reported increased refusal skills

Teachers Rate Their Satisfaction with MSAD

As a way to continually improve MSAD, teachers complete a satisfaction survey and provide suggestions and feedback. Satisfaction was assessed using a 5 point scale with 5=very outstanding and 1=very poor. Means are presented below for each item.

- Topics covered were suitable for the age and needs of their classes, 4.80
- Topics were presented in an age-appropriate manner, 5.0
- Presenters were responsive to students and were not judgmental, 5.0
- Presenter was on-time and well prepared, 5.0
- Students responded well to the program, 4.7
- The program allowed room for follow-up discussion and/or application, 4.7

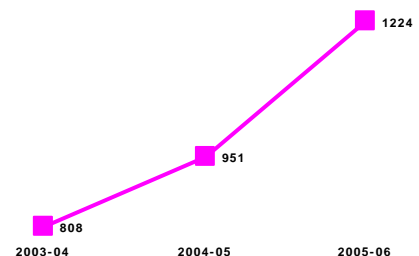
100% of teachers reported being satisfied with MSAD and would agree to have it in their class again

"There is a strong need for the Asset Development program for middle school students. They need to hear the information presented in the program over and over again." Teacher

Middle School Asset Development Continues to Grow in Delaware County

The number of students participating in Middle School Asset Development continues to grow. During the 2005-06 school year, MSAD was delivered to 1224 students, up from the 951 served in 2004-05, and the 808 served in 2003-04.

Recovery and Prevention Resources is dedicated to providing prevention services to the youth in Delaware County.



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