

SHATTERPROOF
**Youth Resiliency
Toolkit**



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Introduction

Welcome to the Shatterproof Ambassador's Toolkit on youth resiliency programming. Children are faced with stressors that are primarily environmental, social, familial, educational, and political in nature.

Raising children who are equipped with tools and techniques to manage their stress, communicate effectively, and recognize their unique mental health needs is not easy, but it is important. Some young people look to unhealthy outlets to manage their stress, often trying drugs or using other outlets to alleviate their discomfort when they don't have the life skills to manage it.

Leading experts agree it is important to support horizontal prevention programs that strengthen core capacities and reduce risk not only for drug use, but also for many other problems such as depression, anxiety, poor academic performance, and obesity.¹ Randomized controlled trials have shown that community-based approaches for life skill development as prevention strategies significantly improve outcomes for youth. There are helpful resources on creating structure for community-based programs.

A team of volunteer Shatterproof Ambassadors collaborated on the creation of this guide, which is designed to offer helpful suggestions to parents, caregivers, and educators looking for resources that strengthen youth resiliency and potentially prevent or delay experimentation with substances.

The Ambassadors conducted interviews with teachers, administrators, and parents, and evaluated countless evidence-based and evidence-informed programs. Their efforts culminate in this toolkit that, while not exhaustive, consists of many vetted and reputable options.

We hope you will find this resource to be a valuable tool in your toolbelt. Thank you for your dedication to supporting healthy, confident young people in your community.

Join the conversation!



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¹ Lancet 2022; 399: 555–604, Published Online February 2, 2022 [https://doi.org/10.1016/S0140-6736\(21\)02252-2](https://doi.org/10.1016/S0140-6736(21)02252-2). Responding to the opioid crisis in North America and beyond: recommendations of the Stanford–Lancet Commission.

Shatterproof Ambassador Youth Programming Toolkit

Young people face increasing pressures and stressors: academics, family dynamics, extracurricular pressures, social media influences, current events, and more. Mental health struggles are a fact of life for many, and substance use can become a coping mechanism. Building resiliency skills in young people has never been more important. Developing and strengthening resiliency in youth will provide skills to address mental health and substance use issues, which have been exacerbated by the recent COVID-19 pandemic.

Building resiliency skills requires well-designed and well-promoted activities to encourage positive behavior and result in youth thinking about their choices. The focus of these activities should be on the positive aspects of alternative choices. In addition, activities should provide information about the negative aspects of youth drug use.

Keys to Successful Activities

1

Being specific to your community's needs.

To do this well, you need to know what exists, what is needed, and what works. This toolkit will help you identify those areas.

2

Involving the youth in your community.

Successful activities and programs are designed/selected with young people, not for young people.

3

Involving the community.

Schools, youth sports, clubs, local police and other leaders in the community can be a part of the movement.

Shatterproof Ambassador Youth Programming Toolkit

Approaches that should be avoided²



An isolated event such as one activity, film, guest speaker or lesson. This will only have a short-term effect and will not result in long-term change unless multiple activities are planned.



Band-aid or simple responses are quick fixes that don't address the program. This might include expelling a child or responding to a tragedy, and they are rarely well-thought-out.



Simply **giving out "information only"**, such as pamphlets or lectures. This is rarely age appropriate or relevant.



Bringing in the **experts from outside of your community** rarely works. A community needs a sense of ownership of the problem and the solution.



Scare tactics portraying exaggerated or worse-case scenarios frequently backfire. In fact, they can prompt dismissiveness, with young people thinking, "that can't possibly happen to me."



Confusing testimonials from those in recovery may put a personal face to the issue, but they need to be well-prepared and in line with your community's mission and the specific audience.

² Step By Step: A Prevention Handbook on Alcohol and Other Drug Use, Kaiser Youth Foundation, Ministry of Health and Ministry Responsible for Seniors, Government of British Columbia

Shatterproof Ambassador Workgroup Findings

The workgroup of Shatterproof Ambassadors found common themes among dozens of interviews with individuals within the education arena:

- Most schools have some kind of life skills or decision-making program, but many are not using evidence-based programs
- Most districts introduce this education starting mainly around the 6th grade
- The greatest concerns of educators and faculty interviewed surround vaping, marijuana, and mental health
- Adverse reactions to term “curriculum”, many individuals prefer “programming”
- Denial that drug use exists among the student body/community (NIMBY)

Barriers to implementing a new program:

Funding

**Parental push
back**

**Lack of time in
the school day**

**Lack of community
buy-in**

*(denial that a community
has individuals with
substance use disorders)*



Getting the Conversation Started in Your Community

1

Educate others on how adolescents' development is connected to everyone in a community. Take a look at the risk factors for substance use and see the connectivity of family and community.

2

We don't know what we don't know. Use some educational hand-outs to get people thinking. There are even some helpful handouts in this toolkit!

3

Provide resources for parents including the Family Checkup: Positive Parenting Prevents Drug Use.

4

Introduce the samples of evidence-based programs available at all ages.

5

Find or form a coalition — and seek input from youth in the community.

Finding or Forming a Community Group

One of the first steps in addressing the use of drugs in your community is to get people and groups in the community to work together. This will allow you to use the resources that are already available, as well as the skills, knowledge and energy of those willing to help. By coming together, individuals and organizations can do the following:

- Give their expertise and knowledge (both personal and professional)
- Provide a variety of opinions and points of view
- Generate ideas for programming, activities and possible solutions to problems
- Provide support to community activities

Finding a Coalition

Coalitions mainly form in response to a local challenge or opportunity to make an impact. The uniqueness of each coalition is a direct reflection of what its local community needs are. The broad-based efforts can bring significant changes in the community by pooling together resources such as infrastructure, finances, material resources, and manpower to improve the overall desired quality outcome.

Local coalitions are effective based on the community buy-in or participation. When we engage in our communities and receive feedback from our partners and constituents, we gain insight into the best practices and approaches to maintain progress. If the community in which we are trying to make a difference has a lack of interest, the program will need to head back to the drawing board to assess how to better serve the community's needs.

Local coalitions can be found by researching in your local community boards or governmental websites. Nationwide organizations such as CADCA (Community Anti-Drug Coalitions of America) has a webpage that can help put you in contact with a coalition near you.

To learn more, visit: <https://www.cadca.org/webform/join-existing-coalition>

Forming a Coalition

Collect information from each group identified

SOURCES OF INFORMATION	INTERVIEW	FOCUS GROUP	PUBLIC MEETING/COMMUNITY FORUM	SURVEY
Youth		N		N
Youth Leaders	N	N		
Community Leaders*	N	N		
Parents		N		N
Treatment & Social Service Providers	N			
Community at Large			N	N
Media	N			

*Includes local politicians, teachers, religious leaders, and police

Contact each of these groups and ask about what they do in your community to improve youth resiliency and educate about substance use. Try and get answers to questions like these below:

- *Do youth in your community use drugs? If so, to what extent?*
- *What are youth's attitudes toward drug use in your community?*
- *What are the attitudes of others in your community towards people who use drugs?*
- *What are the major risk factors that may cause youth to use drugs in your community?*
- *What kinds of activities are available for youth in your community?*
- *What do youth think about the activities that are available in your community?*
- *Does your community need to change its activities for youth?*
- *What kinds of activities could your community increase?*
- *What kinds of activities can your community offer that it doesn't now?*
- *What can you do to change youth's attitudes about drug use?*

Use the chart as a guide for how members of the community can be involved.³

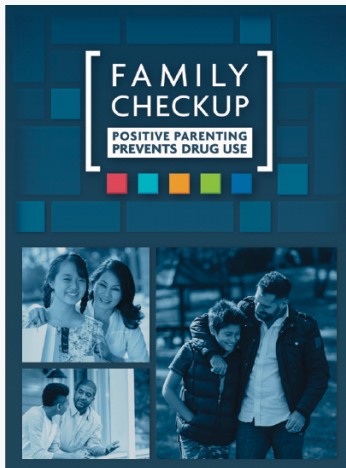
Youth	Community youth clubs and sports clubs. Drama, dance and musical groups. Scouts, religious youth groups or school-based groups.	<ul style="list-style-type: none"> • being a good role model for other young people • helping other youth develop skills such as: <ul style="list-style-type: none"> • drug refusal skills • decision-making skills • problem-solving skills • helping other young people be involved • planning and organizing prevention activities • developing and conducting surveys of the students at schools • talking about what might help their community bridge the gap between adults and youth • providing support to other young people who are having problems with drug use • providing referrals to young people who need help from others (counselors, adults, agencies, etc.) • fundraising • peer education
Parents	Parents of youth, Parents of children of any age	<ul style="list-style-type: none"> • being good role models • supporting activities by providing transportation, refreshments, fundraising, etc. • providing encouragement and motivation to youth • providing skills and resources that are needed
Schools	Teachers, Principals, Other school leaders, Students councils, Parent advisory groups	<ul style="list-style-type: none"> • hosting activities • providing a meeting place • supervising school activities related to prevention • promoting the activities • suggesting additional activities
Police	Local police, Regional police	<ul style="list-style-type: none"> • providing information • talking about prevention activities they are already involved in
Concerned Citizens	Coaches, Instructors, Relatives, Friends	<ul style="list-style-type: none"> • influencing youth as a result of good relationships • encouraging and motivating youth to get involved • providing good role models • helping to teach youth about being good leaders

³ <https://www.albertahealthservices.ca/assets/healthinfo/AddictionsSubstanceAbuse/if-com-community-actionmanual.pdf>

Use the chart as a guide for how members of the community can be involved.³

Media	Social Media Sites, Newspapers, Radio and television stations, Billboards	<ul style="list-style-type: none"> • promoting community groups and activities • influencing the community to get involved • helping to change the environmental factors that contribute to youth drug use • sponsoring local activities and events
Local Businesses	Book stores, Video arcades, Pool halls, Music stores	<ul style="list-style-type: none"> • providing funds necessary for activities • providing in-kind donations and services (such as office space for meetings, supplies for activities, promotional materials, web page design, and food) • sponsoring advertisements in newspapers • providing jobs for youth
Service Clubs	Rotary Clubs	<ul style="list-style-type: none"> • providing funds and volunteers • being good role models • providing prevention tools • encouraging youth to change behaviors in ways that result in healthy choices
Addiction Services	Local office	<ul style="list-style-type: none"> • providing information and promotional materials • offering advice and assistance in setting up prevention programs
Local Politicians	School trustees, Mayor, Town councilors	<ul style="list-style-type: none"> • promoting the activities of the group within the community • encouraging people to get involved • helping with fundraising • being a spokesperson at events • hosting activities
Religious Organizations	Churches, Synagogues, Mosques, etc.	<ul style="list-style-type: none"> • hosting events • providing a meeting place • providing funds or in-kind donations
Service Providers	Social workers, Counselors, Local physicians	<ul style="list-style-type: none"> • hosting events • being a spokesperson at events • supplying promotional material • displaying posters or other sources of information in their workplace • providing information on substance misuse and the consequences

Educating Parents

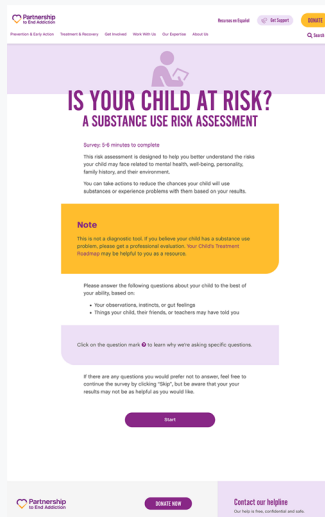


Family Check-Up

In 2019 NIH's National Institute on Drug Abuse released a guide – **FAMILY CHECK-UP, Positive Parenting Prevents Drug Use**. This guide addresses areas such as communication, encouragement, and limit-setting. There are also video examples of how to engage in each of these conversations.

This is one of the simplest, simplest, most user-friendly tools available. Sharing this with your community through meetings and social channels can be helpful.

[Get the PDF](#)



Is Your Child at Risk?

This is a substance use assessment tool (not designed to be diagnostic in nature) offered by Partnership to End Addiction.

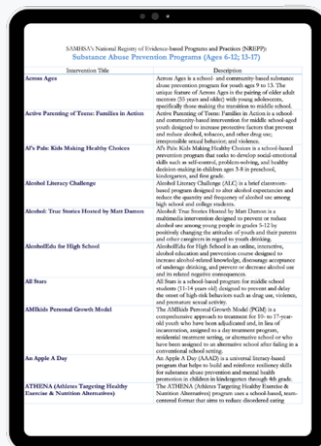
This risk assessment takes just 5-6 minutes to complete and is designed to help you better understand the risks your child may face related to mental health, well-being, personality, family history, and their environment. Caregivers can take actions to reduce the chances that a child will use substances or experience problems with them based on results.

[Visit Website](#)

School-Focused Programs

Evidence based practices (EBP) are those that combine well-researched interventions (including clinical testing, user experiences, ethics review and culture) to guide and inform the delivery of services or treatments. The feedback loop among the practitioner, client, and researcher help to identify what works, for whom and under what circumstances. This data-backed approach ensures that the treatment and services, when used as directed, has the desired outcome.

The [list of evidence-based programs](#) provided by Substance Abuse and Mental Health Services Administration (SAMHSA) is an excellent and bountiful resource. Though Shatterproof cannot endorse a particular program, we have provided a few samples by grade level that may help get the conversation started. Programs were selected because of their apparent flexibility and online resources.



Intervention Title	Description
Active Agents	Active Agents is a school- and community-based substance abuse prevention program for youth ages 9 to 13. The unique feature of Active Agents is the pairing of older adolescents (12 years and older) with young adolescents, specifically those entering the middle or middle school.
Active Parenting of Tween Families in Action	Active Parenting of Tween Families in Action is a school- and community-based intervention for middle school-aged youth designed to increase parents' ability to prevent and reduce alcohol, tobacco, and other drug use, inappropriate sexual behavior, and violence.
AI's Pals: Risk Making Healthy Choices	AI's Pals: Risk Making Healthy Choices is a school-based prevention program that seeks to develop social-emotional skills such as self-esteem, problem-solving, and healthy decision-making for children ages 8 to 12 in preschool, kindergarten, and first grade.
Alcohol Literacy Challenge	Alcohol Literacy Challenge (ALC) is a brief classroom-based program designed to alter alcohol expectations and reduce the quantity and frequency of alcohol use among high school and college students.
Alcohol: True Stories Told by Matt Damon	Alcohol: True Stories Told by Matt Damon is a multimedia intervention designed to prevent or reduce alcohol use among young people in grades 5-12 by personally changing the attitudes of youth and their parents and their parents' attitudes toward drinking.
AlcoholEds for High School	AlcoholEds for High School is an online, interactive, alcohol education and prevention course designed to increase alcohol-related knowledge, discourage acceptance of drinking, drinking, and prevent or decrease alcohol use and its related negative consequences.
All Stars	All Stars is a school-based program for middle school students (11-14 years old) designed to prevent and alter the onset of high-risk behaviors such as drug use, violence, and sexual and sexual activity.
AMHSA Personal Growth Model	The AMHSA Personal Growth Model (PGM) is a comprehensive approach to treatment for 12- to 17-year-old youth who have been affected and, in line of assessment, assigned to the treatment program.
As Apple A Day	As Apple A Day (AARD) is a national literacy-based program that helps to build and reinforce vocabulary skills for students above prevention and mental health services in children's hospitals through 10th grade.
ATHENA (Adolescent Targeting Healthy Families & Nutrition - Assessment - Monitoring)	The ATHENA (Adolescent Targeting Healthy Families & Nutrition - Assessment - Monitoring) program uses a school-based, community-based approach to reduce alcohol use.

List of Evidence-Based Programs

[View the Full List](#)

Elementary Schools

Keep a Clear Mind

A parent/child take-home program in drug education. Each child receives four activity books (alcohol, tobacco, marijuana, good choices), incentives (stickers, pencils, key chains) and 5 parent newsletters. Positives are little classroom time is used, and the book-based program requires no screen time. Costs may apply.

[Explore](#)

Protecting You / Protecting Me

This program provides knowledge and skills that increase non-use attitude and decisions. The program reaches children before they have fully shaped their attitudes and opinions about alcohol use. The curriculum provides a series of 40 lessons, eight each for grades 1-5. High School students can train to deliver the content to elementary-aged kids.

[Explore](#)

Media Detective Family Night (MDFN)

MDFN incorporates families into a school-based, media literacy, substance use prevention program. This program is designed to be used as a one-time workshop that is hosted by one or more teachers. It introduces parents or caregivers to the field of media literacy education and its relationship to substance misuse prevention.

[Explore](#)

Middle Schools

I Can Problem Solve (ICPS)

ICPS is a school-based program designed to enhance the cognitive processes and problem solving skills of children in preschool through grade 6. This is a book-based curriculum.

[Explore](#)

Project Alert

Project Alert engages directly with the perceived benefits of substance use and can increase adolescents' likelihood to remain drug-free. Full lesson plans with PowerPoint, handouts and videos are available on each topic. A distance learning guide for how to modify the lessons is included. There is no cost to access the materials.

[Explore](#)

Second Step

The Second Step Middle School Program helps students in early adolescence cope with challenges, create and maintain positive relationships, and succeed. The lessons focus on mindsets, goals, and recognizing bullying and harassment. A remote adaptation guide is included. Licenses can be purchased for individual grades at approximately \$220.00 per license.

[Explore](#)

High Schools

AlcoholEdu

AlcoholEdu® for High School takes a public health approach to alcohol education in schools, incorporating evidence-based prevention methods to create meaningful results. Through this scalable online program, which has been proven to reduce negative consequences associated with underage drinking, schools can reach all students with a consistent message and empower them to make safer and healthier decisions about alcohol. The program is free.

[Explore](#)

Too Good for Drugs

Too Good for Drugs teaches five essential social and emotional learning skills, which research has linked with healthy development and academic success: Setting Reachable Goals, Making Responsible Decisions, Bonding with Pro-Social Others, Identifying and Managing Emotions and Communicating Effectively. Materials for virtual learning and suggestions for virtual adaptation are provided. Curriculum links range in cost from \$300-\$500 depending on the grade level.

[Explore](#)

All Ages

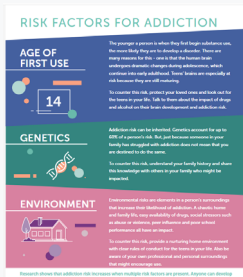
Botvin Life Skills Training (LST)

LST is a research-validated substance misuse prevention program proven to reduce the risks of alcohol, tobacco, drugs, and violence by targeting the major social and psychological factors that promote the initiation of substance use and other risky behaviors. This comprehensive and engaging program provides adolescents and young teens with the confidence and skills necessary to successfully handle challenging situations. Botvin has curriculums that are aimed at elementary, middle and high school aged children and has been proven to be effective in a variety of settings and demographics.

Explore



Hand-Outs



Risk Factors

Get the PDF



Understanding Natural Consequences

Get the PDF



Interventions

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