

LOOK, LISTEN, LINK Middle School Curriculum Evaluation

Completed for the Washington State Youth Suicide Prevention
Program (YSPP)

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Prepared by

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BACKGROUND

Marc Bolan Consulting implemented a comprehensive evaluation of the LOOK, LISTEN, LINK (LLL) curriculum developed by the Washington State Youth Suicide Prevention Program (YSPP) over the course of the 2008-2009 school year. The curriculum was recently developed by the YSPP staff and administered in a number of middle schools across the state of Washington.

The LOOK, LISTEN, LINK curriculum was designed to educate students about stress and depression and is best suited for students in the 6th-8th grades. The curriculum is comprised of four 45-minute lesson plans that can be incorporated into existing health classes on the following topics: causes of stress, healthy ways of coping with stress and anxiety, recognition of signs of depression, and linking youth to resources. The lessons integrate interactive teaching and participatory learning principles. They are problem- versus content-centered and based on issues that students are currently dealing with, such as keeping confidences. This program is not therapeutic; rather, it emphasizes educating students about stress, anxiety and depression, and taking action and obtaining help when needed.

In the study we evaluated the implementation and impact of the program as delivered by 40 health and physical education teachers in 35 different schools. In thirty-three of the classrooms youth participants completed both a Pre and a Post survey of knowledge and attitudes. All of the teachers completed a fidelity instrument that gathered data on the implementation of the curriculum in that setting to better gauge their understanding and experiences with the curriculum. In addition the YSPP research staff also observed the implementation of the curriculum in the six different classroom settings.

This overall summary provides insights on potential impacts of the LOOK, LISTEN, LINK curriculum and issues related to the implementation of the curriculum in classroom settings. The data and results can be used to help assess the overall efficacy and usability of the curriculum and should help YSPP make programmatic decisions about the use of the curriculum.

KEY FINDINGS

Curriculum Impact

- We find significant increases in knowledge of issues related to stress and depression for youth who participated in the LOOK, LISTEN, LINK curriculum. We do find some decline in understanding about anxiety over time, perhaps suggesting a need for further clarification on this topic area. (see TABLES 3-4)
- The youth survey also shows that participants have increased their ability to identify different stressors and contributing factors towards depression, and, in particular, improved their skills in identifying important intervention behaviors in situations where youth are stressed or depressed (see TABLES 5-6)
- The youth participants report increased comfort with a range of different intervention behaviors including talking with friends or adults in situations where a friend is feeling depressed. (see TABLE 7)
- We typically find consistent patterns of change over time for youth of different grade levels, gender, and racial/ethnic backgrounds. However, we find no change and some decrease in levels of comfort around intervention behaviors for Hispanic and Multiracial youth. (see TABLES 8-10)

Curriculum Implementation

- YSPP successfully delivered the curriculum to almost 700 middle school youth in more than 35 different settings across the state of Washington. In the current sample there was a good combination of schools from rural and urban settings, from Eastern and Western Washington and with a diverse ethnic mix of students. (see **TABLES 1-2**)
- The teachers delivered the curriculum with strong fidelity, implementing most of the curriculum components without modification, and reported strong competence and confidence in delivering the lessons (see **TABLES 12-13 and observational analysis**)
- A clear challenge involved presenting the curriculum in the prescribed four classroom lessons. A number reported it was difficult to present in the allotted time and several needed more than four lessons to complete the curriculum.

METHODOLOGY

As part of the recruitment process the YSPP program staff communicated and met with teachers and administrators at interested schools and informed them of the requirements of the program (i.e., *curriculum delivery and active participation in the evaluation*). A copy of the memorandum of agreement signed by schools indicating their interest in participating is included as **APPENDIX A**. Each of the teachers was provided with an introduction and four hour session on the delivery of the curriculum in the classroom setting. This session was delivered either as a group presentation or a one-on-one meeting/conference call depending on the particular school situation.

The research staff used a series of data collection instruments to gather information about the implementation and impact of the LOOK, LISTEN, LINK curriculum in school settings. The evaluation team designed these instruments drawing on key elements of the curriculum. The Washington State Institutional Review Board (IRB) subsequently approved the instruments, data collection procedures, and appropriate assent and information forms.

Student Pre and Post Survey – a survey gauging youth understanding of and attitudes about curriculum components related to stress, depression, anxiety, and coping was administered in the classroom settings to youth one week prior to participation in the curriculum and one week after participation in the curriculum. The Pre (BASELINE) and Post surveys were matched based on a student self-generated code. (*Copies of these tools are included as APPENDIX B.*) The teachers gathered the completed Pre and Post surveys from the students in the class setting and sent them in to the research staff.

Teacher Fidelity Survey. Participating teachers completed an on-line Survey Monkey assessment that provided information about the implementation of the LOOK, LISTEN, LINK curriculum after implementing the four modules. The survey assessed which components of the curriculum were carried out with fidelity and gauged the teachers' attitudes about the curriculum and their ability to implement it in the class setting. (*A copy of this tool is included as APPENDIX C.*) In total we have fidelity assessment data from 38 different teachers.

Classroom Observation Protocol. The YSPP and research staff developed an observational assessment to provide another perspective of the implementation in the class settings. In this assessment a staff observer took notes about the implementation of all four consecutive lessons, noting which components were presented for what duration of time and whether there were

modifications or deviations from the curriculum. (A copy of this tool is included as **APPENDIX D.**) The staff observers completed assessments in six of the participating classrooms.

STUDENT SURVEY ANALYSIS

In total, the evaluation team collected Baseline survey data from 682 youth from 32 different schools across the state of Washington who participated in the study. In addition, we have collected 660 Post surveys from youth in these same schools. The PAIRED sample (i.e., those with data at both Pre and Post) consists of 582 youth (85.3 percent) from the schools. In the project there was a concerted effort to work with local teachers in getting data at both time points and matching correct ID codes. This is reflected in the high percentage of matches in the PAIRED sample. **TABLE 1** details the percentages of PAIRED data by school, which vary from as low as 50 percent to as high as 100 percent at two different schools.

One of the goals of the recruitment process for the project was to attempt to generate a representative sample of participating schools in terms of characteristics such as community size, community location and presence of diverse ethnic populations. In the project we believe the YSPP staff did a good job in finding a combination of schools from both larger urban areas (e.g., Seattle, Kent, Vancouver) and from smaller, more rural areas (e.g., Cathlamet, Curlew, Manson, Easton). There is also a nice balance between schools in Western and Eastern Washington.

In **TABLE 2** we present some of the demographic characteristics of the youth in the PAIRED sample. The majority of youth participants are in the 7th grade (61.8 percent), while only about 12 percent are 6th graders. The split between Male and Female participants is about 50/50. There is some good spread in terms of racial and ethnic diversity. About 59 percent of the respondents identify as White/Caucasian, though there a sizable numbers of Hispanic (11.5 percent), Multiracial (9.8 percent), Asian American (8.3 percent), African American (8.3 percent) and Native American (3.8 percent) youth in study. In contrast, according to the Washington State Office of the Superintendent of Public Instruction (OSPI) about 1/3 of all students in the state identify as Non-White. There is no assurance, though, that the sample is representative of all youth in this age range in the state of Washington.

TABLE 1: Student Survey Counts by Participating Schools

SCHOOL	BASELINE	Post	BASELINE and Post	% OF BASELINE with Post Data
McMurray MS – Vashon Island	14	12	9	64.3%
Islander MS – Mercer Island	21	23	20	95.2%
International School - Bellevue	25	26	24	96.0%
Tyee MS - Bellevue	32	30	29	90.6%
Discovery Lab School - Yakima	26	26	24	92.3%
Highland JH - Cowiche	23	24	22	95.7%
Cedar Heights MS - Kent	26	28	24	92.3%
Northwood MS – Kent	31	30	29	93.5%
Meeker MS - Kent	18	19	16	88.9%
Morris Ford MS – Franklin Pierce	15	11	9	60.0%
Washington MS - Seattle	15	14	13	86.7%
John C Thomas MS - Cathlamet	20	18	15	75.0%
Ilwaco Jr/Sr HS - Ilwaco	17	15	14	82.4%
View Ridge MS –Ridgefield	22	22	18	81.8%
Conway MS – Conway	21	18	17	81.0%
Riverside MS - Chattaroy	24	23	23	95.8%

Kellogg MS - Shoreline	26	23	22	84.6%
Mountain View MS – Newman Lake	27	25	23	85.2%
Seattle Academy of Arts & Sciences - Seattle	16	14	13	81.3%
TOPS School – Seattle	20	15	13	65.0%
Discovery MS – Vancouver	22	19	15	68.2%
Lakeridge MS – Bonney Lake (2 teachers)	45	48	41	91.1%
Easton SD (K-12) – Easton	15	12	12	80.0%
Grand Coulee Dam MS – Grand Coulee	11	14	8	72.7%
Clovis Point Interm. School – East Wenatchee	20	20	19	95.0%
Nisqually MS – Lacey	20	19	16	80.0%
Manson Secondary – Manson	9	10	9	100.0%
Prescott HS (7-12) - Prescott	16	18	14	87.5%
Preston Hall MS – Waitsburg	28	27	25	89.3%
Jenkins MS – Chewelah	20	23	18	90.0%
Chief Leschi Schools – Puyallup	18	14	9	50.0%
Curlew School – Curlew	19	20	19	100.0%

TABLE 2: PAIRED Sample Demographics

	BASELINE	%
GRADE LEVEL		
6 th	72	12.1%
7 th	358	61.8%
8 th	149	25.7%
AGE		
<=11	38	6.6%
12	164	28.6%
13	28	49.0%
14+	91	15.8%
GENDER		
Male	288	50.0%
Female	289	50.0%
RACE/ETHNICITY (chose one answer)		
Native American	22	3.8%
Asian American/Pac Islander/Native Hawaiian	48	8.3%
African American	23	4.0%
Hispanic	67	11.5%
Caucasian	345	59.3%
Multi-Race	57	9.8%
Other	11	1.9%
Unknown	9	1.5%

The youth Pre and Post surveys utilized a series of questions to gauge youth understanding of and attitudes about curriculum components related to stress, depression, and coping skills. In the PAIRED sample (n=582) we are able to examine changes over time among youth completing the curriculum. The overall results are presented in **TABLES 3-7**, and these questions correspond with questions 6-12 on the youth survey shown in **APPENDIX B**.

There is an important caveat. In the survey youth were asked to “choose all that apply” for responses to questions 8-11 about the “Tabbycat22 IM” and “Depressed Friend” scenarios. Yet in looking at the data it is clear that many youth chose to only select a single response for each question, perhaps interpreting the question as asking for the “best” answer. In fact, we estimate that about a 1/3 of the youth answered in that manner. As such we looked at those specific

questions for the overall sample and then also for the sample who answered properly. We did not find divergent patterns in this contrast; in other words if an item improved over time in the overall sample it also did for the selected sample.

In the summary we present the overall results in the tables, though we should note the percentages and averages are lower than one would expect if everyone answered the questions in the proper manner. As an example in **TABLE 5** we find that the percentage who correctly noted “not sleeping enough” as a reason for Tabbycat22’s stress increases from 25 to 34 percent. In the sample of those responding properly to question 8 this percent increases from 31 to 44 percent. Here are some important findings when we look at these data

- There are significant changes over time in general curriculum knowledge items regarding information about depression and intervention. We see increases over time in levels of agreement with the following TRUE statements: (see **TABLE 3**)
 - “A teen who feels hopeless is at greater risk of attempting suicide.” (average **3.13 to 3.30**)
 - “If you think a friend is depressed it is OK to tell him/her that you’re concerned.” (**3.43 to 3.52**)
 - “There are situations when you need to ask an adult for help in dealing with a depressed friend.” (**3.25 to 3.49**)
- We see a significant decrease in levels of agreement with the statement “Depression is the same thing as feeling sad.” (**2.36 to 1.98**)
- We also find a significant decrease in agreement with the statement “You can tell that someone is anxious by looking at them.” (**3.05 to 2.87**). The materials in the curriculum indicate that this is a true statement and that levels of agreement should increase.
- The percent that correctly note the answer “all of the above” in the question about things a depressed friend might do increases over time from **55.7 to 73.9** (see **TABLE 4**)

TABLE 3: Curriculum Knowledge – Baseline vs. Post

How much do you agree or disagree with each of these statements?	N	BASELINE	POST	sig
You can tell that someone is anxious by looking at them.	575	3.05	2.87	**
Depression is the same thing as feeling sad.	566	2.36	1.98	**
A teen who feels hopeless is at greater risk of attempting suicide.	557	3.13	3.30	**
If you think a friend is depressed, it’s OK to tell him/her that you’re concerned.	559	3.43	3.52	*
There are situations when you need to ask an adult for help in dealing with a depressed friend.	573	3.25	3.49	**

** p < .01, * p < .05 based on paired samples t-test

SCALE: 1-strongly disagree, 2-sort of disagree, 3-sort of agree, 4-strongly agree

TABLE 4: Curriculum Knowledge “Depressed Friend” – Baseline vs. Post

Which of the following are things that a depressed friend might do (choose one answer) (N=544)	BASELINE	POST
Cry if he/she doesn’t do well on an assignment	8.5%	5.0%
Yell at the teacher	5.9%	6.3%
Complain of headaches or stomachaches a lot	9.6%	8.3%
All of the above (CORRECT ANSWER)	55.7%	73.9%
None of the above	20.4%	6.6%

- The respondents were asked a pair of questions specific to the Tabbycat22 scenario described prior to question 8. The intent is to assess whether youth are able to identify important stressors and ways of dealing with that stress from reading the scenario. In **TABLE 5** we present their knowledge with regards to each in the scenario.
 - There is no increase in the total number of correct responses to the question about possible stressors over time (i.e., **4.65 to 4.66**). Almost all correctly note at both time periods that “parents wanting her to do well” is a possible stressor. There is some increase in the percent that correctly identify the other possible correct stressor “not sleeping enough” from **25 to 34 percent**.
 - We do find overall improvement in correct responses to the question about ways of dealing with the stressors (i.e., from **4.00 to 4.25**). Specifically we find that the percentage correctly identifying “talk to her favorite teacher” and “take a bubble bath” both increase significantly over time
- The respondents were asked a pair of questions specific to the friend scenario described prior to question 10. The intent is to assess whether youth are able to identify possible factors contributing to depression and ways of helping that friend from reading the scenario. In **TABLE 6** we present their knowledge with regards to each in the scenario.
 - There is no increase in the total number of correct responses to the question about contributing factors over time (i.e., **4.58 to 4.57**). About **82 percent** correctly note at both time periods that “his sister is sick and he’s worried” is a factor. There is some increase in the percent that correctly identify the other correct factor “he won’t talk to anyone” from **48 to 57 percent**, yet we also see similar increases for some incorrect factors including “not doing well in school,” and “spent too much money playing video games.”
 - We do find overall improvement in correct responses to the question about what to tell their friend (i.e., from **3.41 to 3.63**). Specifically we find that the percentage correctly identifying “talk to an adult at school” and “go exercise” both increase significantly over time.

TABLE 5: Curriculum Knowledge “Tabbycat22 IM” – Baseline vs. Post

<i>(cells indicate percent who answer correctly)</i>	BASELINE	POST	sig
Based on the IM from Tabbycat22, what are the things that are making her feel stressed out (choose all that apply) (N=580)			
Her parents wanting her to do well (TRUE)	89%	89%	
Her grades in school (FALSE)	36%	38%	
Not doing well in sports (FALSE)	7%	12%	
Problems with her boyfriend (FALSE)	3%	4%	
Problems with her best friend (FALSE)	3%	4%	
Not sleeping enough (TRUE)	25%	34%	**
TOTAL NUMBER CORRECT (average in cells)	4.65	4.66	
What are healthy ways of dealing with that stress would you suggest to Tabbycat22 (choose all that apply) (n=576)			
Tell her to yell at her parents (FALSE)	7%	7%	
Tell her to quit one of her sports (TRUE)	46%	44%	
Tell her to talk to her favorite teacher (TRUE)	49%	65%	**
Tell her to take a bubble bath (TRUE)	31%	41%	**
Tell her to stay up later to get more study time in (FALSE)	7%	6%	
Tell her to pig out on ice cream (FALSE)	12%	13%	
TOTAL NUMBER CORRECT (average in cells)	4.00	4.25	**

** p < .01, * p < .05 based on paired samples t-test

TABLE 6: Curriculum Knowledge “Friend is Angry Scenario” – Baseline vs. Post

<i>(cells indicate percent who answer correctly)</i>	BASELINE	POST	sig
You think your friend is depressed. Which of the following might explain why he’s depressed (<i>choose all that apply</i>) (N=580)			
His sister is sick and he’s worried (TRUE)	82%	82%	
He won’t talk to anyone (TRUE)	48%	57%	**
He’s not doing well in school (FALSE)	38%	43%	*
He hangs out with kids who wear nothing but black clothes (FALSE)	4%	5%	
He spent too much money playing video games (FALSE)	13%	16%	*
His parents do not pay attention to him (FALSE)	17%	17%	
TOTAL NUMBER CORRECT (average in cells)	4.58	4.57	
Which of the following would you tell your friend to do if you think he is depressed (<i>choose all that apply</i>) (n=575)			
Tell him to talk with his parents about his worries (TRUE)	85%	81%	
Tell him to just get over it and the problems will eventually go away (FALSE)	6%	5%	
Tell him to talk to an adult at school (TRUE)	45%	65%	**
Tell him to go exercise, like taking a long run (TRUE)	30%	39%	**
Tell him about a new video game you think he’d really like (FALSE)	14%	17%	
TOTAL NUMBER CORRECT (average in cells)	3.41	3.63	**

** p < .01, * p < .05 based on paired samples t-test

- The youth responded to some attitudinal questions about levels of comfort with different forms of intervention behaviors. The results in **TABLE 7** show significant increases in levels of comfort with “asking friends if they are feeling depressed,” “talking to a depressed friend about where to get help,” and “telling an adult if my friend says he/she is depressed.”

TABLE 7: Attitude/Perception Items – Baseline vs. Post

How much do you agree or disagree with each of these statements?	N	BASELINE	POST	sig
I feel comfortable asking a friend if he/she is feeling depressed	563	2.94	3.12	**
I feel comfortable talking to a depressed friend about where to go for help	562	2.98	3.21	**
I feel comfortable telling an adult if my friend says he/she is depressed	556	2.81	3.12	**

** p < .01, * p < .05 based on paired samples t-test

SCALE: 1-strongly disagree, 2-sort of disagree, 3-sort of agree, 4-strongly agree

As noted in the introduction the curriculum was delivered to a wide range of middle school students across three grade levels in many diverse settings. As such we felt it was important to contrast the results across three different factors: Grade Level (6th, 7th, 8th), Gender (Male, Female), and Race/Ethnicity (Non-White, White). In the analysis by Race/Ethnicity we acknowledge that “Non-White” is somewhat of an arbitrary grouping, and in instances where we did see some contrasting patterns between the two groups, we did examine some of more specific racial/ethnic designations to provide insight on those patterns.

For purposes of presentation we look at a specific set of “impact outcomes” by these different groups. As an example, rather than looking at changes in all the specific responses for questions

8-11 about the different scenarios we simply use the aggregate measures of number of correct answers. The comparisons are presented in **TABLES 8-10**. Here some important findings:

Grade Level (see TABLE 8)

- We find improvements in general curriculum knowledge across all three grade levels. The levels of improvement are slightly greater with the 6th and 7th graders, particularly on the item about “depression is the same thing as feeling sad.”
- The increases in knowledge about the scenarios are also consistent across grade levels.
- Similarly, the increases in levels of comfort with intervention behaviors also are consistent across the grade levels

TABLE 8: Curriculum Impact Outcomes by Grade Level

	6 th Grade (n=72)		7 th Grade (n=358)		8 th Grade (n=149)	
	BASELINE	POST	BASELINE	POST	BASELINE	POST
How much do you agree or disagree with each of these statements? (4 point scale)						
You can tell that someone is anxious by looking at them.	3.03	2.83	3.07	2.90	3.03	2.83
Depression is the same thing as feeling sad.	2.58	1.86	2.46	2.09	2.04	1.76
A teen who feels hopeless is at greater risk of attempting suicide.	3.19	3.26	3.09	3.31	3.20	3.31
If you think a friend is depressed, it's OK to tell him/her that you're concerned.	3.35	3.41	3.44	3.58	3.44	3.44
There are situations when you need to ask an adult for help in dealing with a depressed friend.	3.61	3.70	3.26	3.55	3.29	3.37
Which of the following are things that a depressed friend might do – % answering “All of the Above”	47.8%	73.9%	56.4%	73.3%	58.5%	75.6%
Things making Tabbycat22 stressed out – total number of correct answers	4.61	4.61	4.62	4.71	4.71	4.60
Healthy ways of dealing with stress for Tabbycat22 – total number of correct answers	3.81	4.33	4.06	4.25	3.95	4.22
Why Depressed Friend – total number of correct answers	4.67	4.68	4.56	4.51	4.63	4.67
Tell your friend if depressed – total number of correct answers	3.40	3.79	3.43	3.62	3.37	3.60
How much do you agree or disagree with each of these statements? (4 point scale)						
I feel comfortable asking a friend if he/she is feeling depressed	2.97	3.25	2.97	3.11	2.87	3.08
I feel comfortable talking to a depressed friend about where to go for help	2.93	3.40	3.03	3.20	2.92	3.15
I feel comfortable telling an adult if my friend says he/she is depressed	2.88	3.22	2.87	3.17	2.65	2.95

Comparisons in bold indicate significant difference at $p < .05$ based on paired samples t-test within group

Gender (see TABLE 9)

- For the most part the improvements over time on the knowledge items are similar for both Male and Female participants.
- We do find that the significant decline we see in knowledge about “anxiety” is more apparent for Male vs. Female respondents.
- There is improvement in levels of comfort with intervention behaviors for both Males and Females. What is more notable is that Males start and finish with lower levels of comfort than Females, particularly with regard to questions about “asking a friend if depressed,” and “talking to a depressed friend about where to go for help.”

TABLE 9: Curriculum Impact Outcomes by Gender

	Male (n=288)		Female (n=289)	
	BASELINE	POST	BASELINE	POST
How much do you agree or disagree with each of these statements? (4 point scale)				
You can tell that someone is anxious by looking at them.	3.06	2.75	3.04	2.99
Depression is the same thing as feeling sad.	2.39	1.92	2.33	2.03
A teen who feels hopeless is at greater risk of attempting suicide.	3.11	3.32	3.13	3.30
If you think a friend is depressed, it’s OK to tell him/her that you’re concerned.	3.32	3.42	3.54	3.63
There are situations when you need to ask an adult for help in dealing with a depressed friend.	3.42	3.19	3.51	3.59
Which of the following are things that a depressed friend might do – % answering “All of the Above”	61.1%	74.1%	60.1%	74.4%
Things making Tabbycat22 stressed out – total number of correct answers	4.58	4.58	4.72	4.75
Healthy ways of dealing with stress for Tabbycat22 – total number of correct answers	3.93	4.14	4.08	4.36
Why Depressed Friend – total number of correct answers	4.48	4.46	4.70	4.70
Tell your friend if depressed – total number of correct answers	3.23	3.44	3.57	3.83
How much do you agree or disagree with each of these statements? (4 point scale)				
I feel comfortable asking a friend if he/she is feeling depressed	2.76	3.01	3.12	3.22
I feel comfortable talking to a depressed friend about where to go for help	2.84	3.11	3.12	3.31
I feel comfortable telling an adult if my friend says he/she is depressed	2.76	3.05	2.85	3.17

Comparisons in bold indicate significant difference at $p < .05$ based on paired samples t-test within group

Race/Ethnicity (see TABLE 10)

- In general the curriculum knowledge increases over time for both Non-White and White students. There are a few items where there is greater change for Non-White students e.g., more likely to disagree with statement “depression is same thing as feeling sad,” and more likely to respond “all of the above” to the question about what a depressed friend might do. A further analysis does not show that these patterns are tied to any particular racial or ethnic groups.

- There is an interesting contrast when we look at the questions about comfort with intervention behaviors. There are clearly smaller increases in comfort for Non-White students on two items “asking a friend if depressed,” and “talking to a depressed friend about where to go for help.” A further analysis suggests that this pattern is tied to the opinions of those who identify as Hispanic or Multiracial (*many of whom are part Hispanic*). In these groups the levels of comfort on those two items either stay constant over time or even decrease. We do also find somewhat less increase over time on these items for Asian American youth.

TABLE 10: Curriculum Impact Outcomes by Race/Ethnicity

	Non-White (n=228)		White (n=345)	
	BASELINE	POST	BASELINE	POST
How much do you agree or disagree with each of these statements? (4 point scale)				
You can tell that someone is anxious by looking at them.	3.01	2.88	3.08	2.87
Depression is the same thing as feeling sad.	2.51	2.08	2.26	1.91
A teen who feels hopeless is at greater risk of attempting suicide.	3.01	3.24	3.19	3.36
If you think a friend is depressed, it’s OK to tell him/her that you’re concerned.	3.37	3.44	3.46	3.57
There are situations when you need to ask an adult for help in dealing with a depressed friend.	3.18	3.34	3.30	3.59
Which of the following are things that a depressed friend might do – % answering “All of the Above”	47.2%	71.0%	61.6%	76.2%
Things making Tabbycat22 stressed out – total number of correct answers	4.58	4.62	4.68	4.69
Healthy ways of dealing with stress for Tabbycat22 – total number of correct answers	4.01	4.20	4.00	4.28
Why Depressed Friend – total number of correct answers	4.67	4.66	4.68	4.66
Tell your friend if depressed – total number of correct answers	3.34	3.51	3.45	3.71
How much do you agree or disagree with each of these statements? (4 point scale)				
I feel comfortable asking a friend if he/she is feeling depressed	2.90	3.00	2.96	3.20
I feel comfortable talking to a depressed friend about where to go for help	2.91	3.03	3.03	3.33
I feel comfortable telling an adult if my friend says he/she is depressed	2.71	2.99	2.85	3.19

Comparisons in bold indicate significant difference at $p < .05$ based on paired samples t-test within group

TEACHER FIDELITY SURVEY ANALYSIS

As part of the overall evaluation the participating teachers completed an online implementation survey at the conclusion of the delivery of the curriculum. The survey focused on specifics about the curriculum and measured the elements of the curriculum they used and their assessments about the overall implementation of the curriculum. The hope is that the results will inform YSPP about the structure of the curriculum and the delivery of the teacher training.

There were 38 total respondents to teacher survey. Of this population 32 of them also participated in the youth data collection component of the evaluation. The survey is presented in **APPENDIX C**.

- The median class size for presenting curriculum is 25 students
- Over 71 percent presented to 7th grade students and only four teachers presented to 6th graders at the school. (See **TABLE 11**)
- Twenty-Nine (76.3 percent) presented the curriculum as four 45 minute sessions. None presented as two 90 minute sessions. The most common variations included four slightly longer sessions or five similar length sessions, and were typically employed because there was not enough time for some content or they fit into the specific length of classes at the school.

TABLE 11: Implementation of the LOOK, LISTEN, LINK Curriculum to Grade Levels

Grade Level	N	%
6 th Grade	4	10.5
7 th Grade	27	71.1
8 th Grade	12	31.6

Percentages sum to greater than 100 percent because a teacher could have presented the curriculum to multiple grade levels at the school

- The majority of teachers used most of the different curriculum elements, typically without any modifications to that element.
- The teachers were least likely to use the IM Worksheet “Love406” and the myLINKS resource card (*i.e.*, 27 percent did not use the resource card). We do also find some teachers making modifications to the some of the different worksheets and the IM exercises. (see **TABLE 12**)
- **APPENDIX E** shows some open-ended comments of the types of modifications carried out by the teachers. There is a wide range of reasons why some elements were either modified or not addressed in the presentation of the curriculum.

TABLE 12: Delivery of LOOK, LISTEN, LINK Curriculum Components

Curriculum Components	% DID NOT USE	% USED <u>WITHOUT</u> MODIFICATION	% USED <u>WITH</u> MODIFICATION
Pop machine/Causes of stress worksheet	0.0%	86.5%	13.5%
Body/Anxiety worksheet	0.0%	94.6%	5.4%
Positive mental messages practice	0.0%	89.2%	10.8%
Stretching practice	2.8%	83.3%	13.9%
Deep Breathing Practice	0.0%	81.1%	18.9%
IM worksheet: “sportsaholic”	2.7%	83.8%	13.5%
IM worksheet: “zethmeister”	0.0%	86.1%	13.9%
IM worksheet: “Love406”	21.6%	62.2%	16.2%
Anonymous Depression Survey	0.0%	97.3%	2.7%
DVD	2.7%	91.9%	5.4%
Depression Worksheet	0.0%	94.6%	5.4%
Maze Escape Worksheet	8.1%	86.5%	5.4%
Scenario Worksheet	8.1%	89.2%	2.7%
Demonstration of Scenario Activity	13.5%	78.4%	8.1%
myLINKS Resource Card	27.0%	70.3%	2.7%

- For the most part the teachers believe that the curriculum content is appropriate for the youth and that the provider content is appropriate for the teachers delivering the curriculum. They also report high levels of confidence in their ability to present the curriculum, a likely consequence of the strong training provided by the YSPP,
- There is less agreement that there is sufficient time to present the curriculum. Over **22 percent** “disagreed” that they were “able to present the content in the allotted time.” We also saw some of this sentiment in the comments about modifications and we also know that some teachers needed to offer five rather than the suggested four sessions. (see **TABLE 13**)
- The teachers offered many specific comments about the use and implementation of the curriculum that are presented in **APPENDIX F**.

TABLE 13: Assessment of the Curriculum Implementation

(n=36)	% Strongly Agree	AVG
Curriculum content was appropriate for the developmental levels of the students in this class.	47.2	4.33
Teacher-provider content was useful for this class.	47.2	4.39
I was able to present the content in the allotted time to this class.	30.6	3.78
I was confident in my ability to present the curriculum to this class.	41.7	4.31

SCALE: 1 – strongly disagree TO 5 – strongly agree

CLASSROOM OBSERVATIONAL PROTOCOL ANALYSIS

As noted the YSPP used a series of observations of the curriculum delivery in the classroom settings to help provide insight on the use and applicability of the curriculum. The YSPP staff observed each day of the presentation using the protocol presented in **APPENDIX D**. The program staff have copies of these assessments and will plan to use them to assist in further enhancements to the curriculum. We present some general reflections drawn from the observations:

- The observers did note some challenges involved with the timely delivery of the curriculum. In some instances the teacher did not cover everything in the curriculum and/or had to carry the presentation to a fifth or sixth day. In some instances the teacher added their own materials or used group work rather than whole class work that, in turn, extended the presentation of the curriculum.
- Nearly all of the teachers did present the materials capably and competently. The sense was that their confidence with the curriculum increased over time as they used the materials.
- In general the students remained engaged with the curriculum and the materials. They stayed on task, though there was some sense of waning engagement later in the curriculum with the worksheets.
- Some specific insights include a need for more definition on terminology included as part of the curriculum and some possible revisions to the formats of selected worksheets and activities.

APPENDIX A: Memorandum of Agreement

**LOOK, LISTEN, LINK Stress and Depression Curriculum
Memorandum of Agreement**

School: _____

We want to participate in the LOOK, LISTEN, LINK Curriculum Project this school year and are willing to do the following:

- Designate at least one health teacher to teach the LOOK, LISTEN, LINK curriculum with fidelity (strict adherence) to a minimum of one class/group of students in each semester of the school year;
- Release the participating teacher for at least three hours to attend training;
- Reproduce and distribute BY MAIL a notification letter to the parents of students enrolled in participating health classes explaining the curriculum objectives and research design and hand out a study description in class to students in participating health classes
- Work together with the project researchers from Marc Bolan Consulting in the collection of data from teachers and students:
 - Administer a pre-survey to participating students at least one week prior to the curriculum presentation and administer a post-survey at least one week after completing the curriculum (*if school is chosen for youth survey participation*)
 - Allow YSPP staff and/or researchers in classroom to observe implementation of the curriculum with permission from participating teachers
 - Allow participating teachers to participate in data collection via online and/or written surveys to identify any strengths and obstacles of the design and/or delivery of the health curriculum

YSPP (Youth Suicide Prevention Program) agrees to:

- Provide the curriculum (including DVD, lesson plans, and worksheets) at no cost;
- Organize and provide training for the participating health teacher at no cost;
- Reimburse the school district for subs/release time, up to 4 hours, when the participating teacher is attending training;
- Develop the parent and student notification letter;
- Provide technical assistance to the designated health teacher in the delivery of the curriculum and/or in the administration of the data collection instruments;
- Coordinate with counselors, nurses and intervention specialists to ensure that the referrals/resources that are being taught in the curriculum are compatible with existing community resources;
- Be mindful of competing demands that exist for students and school personnel in the process of developing and implementing data collection tools;
- Work with participating schools to ensure proper protection of human subjects, confidentiality and identities throughout the evaluation process;
- Assist school administration and faculty if requested with the review and enhancement of their school's crisis response plan to reflect prevention, intervention and postvention strategies; &
- Facilitate a short (35-40 minute) training on depression and suicide prevention for building staff/faculty.

Principal Signature: _____

Health Teacher Signature: _____

YSPP Coordinator's Signature: _____

APPENDIX B: Student Pre and Post Survey

Instructions: Answer the questions by marking your answers for each question below. If you don't find an answer that fits exactly, use one that comes closest. If any question does not apply to you, or you are not sure of what it means, just leave it blank. Mark your answers clearly and cleanly erase any answer you wish to change. **PLEASE DO NOT WRITE YOUR NAME ON THE SURVEY** – this will help protect your privacy.

1. CODE Number (we use this number to match your Pre and Post surveys in a way that protects your answers)

a. What is the **second letter** of your **first name**? _____

b. What is the month of your **birth date**? _____

c. What are the two digits of the **day** of your **birth date**? _____

d. What is the **last letter** in your **last name**? _____

2. What grade are you in? 6th 7th 8th Other: _____

3. How old are you? _____

4. Are you: Male Female

5. What is your race/ethnicity? (choose one answer)

- | | |
|--|---|
| <input type="checkbox"/> Native American/Alaska Native | <input type="checkbox"/> African American/Black |
| <input type="checkbox"/> White/Caucasian | <input type="checkbox"/> Asian/Asian American |
| <input type="checkbox"/> Native Hawaiian or Other Pacific Islander | <input type="checkbox"/> Hispanic or Latino |
| <input type="checkbox"/> Asian or Pacific Islander | <input type="checkbox"/> Multiracial |
| <input type="checkbox"/> Other _____ | |

6. How much do you agree or disagree with each of these statements?

	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree
a) You can tell that someone is anxious by looking at them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Depression is the same thing as feeling sad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) A teen who feels hopeless is at greater risk of attempting suicide.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) If you think a friend is depressed, it's OK to tell him/her that you're concerned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e). There are situations when you need to ask an adult for help in dealing with a depressed friend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Which of the following are things that a depressed friend might do? (choose one answer)

- Cry if he/she doesn't do well on an assignment
- Yell at a teacher
- Complain of headaches or stomachaches a lot
- All of the above
- None of the above

Please read the following example of an instant message (IM) from Tabbycat22 and answer the questions below:

I am above average when it comes to grades. I get mostly A's and B's, and I work my butt off so I can get those grades. What I don't understand is why my mom and dad are still pushing me so hard. They make me study all of the time and I am always totally spent by the end of the day, especially since I do a lot of sports.

8. Based on the IM from Tabbycat22, what are the things that are making her feel stressed out? (choose all that apply)

- Her parents wanting her to do well
- Her grades in school
- Not doing well in sports
- Problems with her boyfriend
- Problems with her best friend
- Not sleeping enough

9. What healthy ways of dealing with that stress would you suggest to Tabbycat22? (choose all that apply)

- Tell her to yell at her parents
- Tell her to quit one of her sports
- Tell her to talk to her favorite teacher
- Tell her to take a bubble bath
- Tell her to stay up later to get more study time in
- Tell her to pig out on ice cream

Please read the following and answer the questions below:

You friend gets angry over the littlest of things. He hates school. His older sister recently found out she has cancer and he's worried that she's going to die. He isn't interested in talking and would rather play video games

10. You think your friend is depressed. Which of the following might explain why he's depressed? (choose all that apply)

- His sister is sick and he's worried
- He hangs out with kids who wear nothing but black clothes
- He won't talk to anyone
- He spent too much money playing video games
- He's not doing well in school
- His parents do not pay attention to him

11. Which of the following would you tell your friend to do if you think he is depressed? (choose all that apply)

- Tell him to talk with his parents about his worries
- Tell him to just get over it and the problems will eventually go away
- Tell him to talk to an adult at school
- Tell him to go exercise, like taking a long run
- Tell him about a new video game you think he'd really like

12. How much do you agree or disagree with each of these statements?

	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree
a) I feel comfortable asking a friend if he/she is feeling depressed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I feel comfortable talking to a depressed friend about where to go to get help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I feel comfortable telling an adult if my friend says he/she is depressed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. List two resources you could go to for help if your friend was depressed.

1. _____

2. _____

THANK YOU FOR COMPLETING THIS SURVEY!

APPENDIX C: Teacher Fidelity Survey

The Washington State Youth Suicide Prevention Program is interested in collecting information from teachers who have implemented the LOOK, LISTEN, LINK Curriculum. Your responses will help us know if this program is useful for students, how it is being implemented, and whether any modifications need to be made. Your responses will be kept confidential and only reported in the aggregate.

INSTRUCTIONS: *Please fill out this document after each time you have delivered all four modules of the curriculum to one class or group of students. If you are presenting the curriculum simultaneously to more than one class of students (e.g., 1st period and 6th period) please complete a survey for each class. Thank you for your help!*

1. How many students were in the class that you presented the curriculum to? _____

2. What grade level was the class that you presented the curriculum to? Please check all that apply.

- 6th 7th 8th Other: _____

3. Did you present the curriculum to this class in:

- 4 – 45 minute sessions 2 – 90 minute sessions

Other: ___ Sessions, ___ minutes/session

a. If you marked other, why did you modify the number or length of the sessions?

4. How did you use the following curriculum components for this class? Please check your response for each element.

	DID NOT USE	USED <u>WITHOUT</u> MODIFICATION	USED <u>WITH</u> MODIFICATION Please also describe modification (use back if you need more space)
Pop machine/Causes of stress worksheet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Describe:
Body/Anxiety worksheet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Describe:
Positive mental messages practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Describe:
Stretching practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Describe:
Deep breathing practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Describe:
IM worksheet: “Sportsaholic”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Describe:
IM worksheet: “Zethmeister”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Describe:
IM worksheet: “Love406”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Describe:
Anonymous Depression Survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Describe:
DVD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Describe:

Depression Worksheet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Describe:
Maze Escape Worksheet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Describe:
Scenario Worksheet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Describe:
Demonstration of Scenario Activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Describe:
myLINKS Resource Card	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Describe:

4g. If you made modifications for this class, why did you do so?

5. Please rate the following items by circling your response:	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
a. Curriculum content was appropriate for the developmental levels of the students in this class.	1	2	3	4	5
b. Teacher-provider content was useful for this class.	1	2	3	4	5
c. I was able to present the content in the allotted time to this class.	1	2	3	4	5
d. I was confident in my ability to present the curriculum to this class.	1	2	3	4	5

6. Please write any ADDITIONAL COMMENTS you have here. THANK YOU!

APPENDIX D: Classroom Observation Protocol

Observation Date: _____ Time Start: _____ End: _____

School Code: _____

Teacher Gender: _____ Male _____ Female

Grade Level(s) of Students: _____ No. of Students: _____ Males _____ Females

LESSON IMPLEMENTATION. *For each lesson observed, note whether each curriculum element was presented or used and additional comments on the method of implementation, modifications, student interest, etc.*

LESSON ONE: Stress and Anxiety

ELEMENT	PRESENTED/ USED	COMMENTS (implementation, modifications, class interest, etc.)
Pop machine/Causes of stress worksheet	<input type="checkbox"/>	
Body/Anxiety worksheet	<input type="checkbox"/>	
Positive mental messages practice	<input type="checkbox"/>	
Stretching practice	<input type="checkbox"/>	
Deep breathing practice	<input type="checkbox"/>	

Total time:

LESSON TWO: Dealing with Stress and Anxiety

ELEMENT	PRESENTED/ USED	COMMENTS
Healthy ways to deal with stress & anxiety	<input type="checkbox"/>	
IM worksheet: "Sportsaholic"	<input type="checkbox"/>	
IM worksheet:: "Zethmeister"	<input type="checkbox"/>	
IM worksheet:: "Love406"	<input type="checkbox"/>	

Total time:

LESSON THREE: Teen Depression

ELEMENT	PRESENTED/ USED	COMMENTS
Definition/causes of depression	<input type="checkbox"/>	
Anonymous Depression Survey Activity	<input type="checkbox"/>	
DVD	<input type="checkbox"/>	
Depression worksheet	<input type="checkbox"/>	

Total time:

LESSON FOUR: Suicide Prevention/Skill practice

ELEMENT	PRESENTED/ USED	COMMENTS
Depression vs. suicide/Warning signs	<input type="checkbox"/>	
Maze Escape worksheet	<input type="checkbox"/>	
Scenario worksheet	<input type="checkbox"/>	
Demonstration of scenario	<input type="checkbox"/>	
myLINKS Resource Card	<input type="checkbox"/>	

OVERALL ASSESSMENT.

	Not True at all	A little Bit True	Somewhat True	Very True
Teacher used time effectively	1	2	3	4
Teachers facilitated activities and student discussions effectively	1	2	3	4
Teacher presented lessons <u>comfortably</u>	1	2	3	4
Teacher presented lessons <u>competently</u>	1	2	3	4
Teacher presented lessons <u>confidently</u>	1	2	3	4
Students were engaged during presentation of the DVD	1	2	3	4
Students were engaged during the worksheet	1	2	3	4

activities				
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OTHER OBSERVATIONS. *Write observations and comments about the following items.*

What worked well in regard to curriculum implementation/presentation in this classroom?

What didn't work so well in regard to curriculum implementation/presentation in this classroom?

How did students react to the curriculum? What materials/activities did they like/not like?

Other observations/comments.

APPENDIX E: Types of Curriculum Modifications – Open Ended Comments – Teacher Fidelity Survey

Skit/role play, discussions, vocabulary games, united streaming videos (for background building and reinforcement)

The 3rd day had to be shortened - too much to fit into 1 period.

I created powerpoints so the kids could see the information.

Because of the time it was taking to teach the materials - I needed to omit items that I felt were repetitious.

Kids got so distracted by moving around the room to AGREE, DISAGREE, DON'T KNOW that I had to stop and require students to be seated and respond to the prompts in writing.

The main modifications were in making overheads with some of the information I felt the students needed. I made overheads of the definitions for stress and anxiety and I made a couple of overheads of the healthy ways to deal with stress and anxiety.

We hummed for fun. We tensed our muscles and relaxed them.

I used the moodle computer program to have the students turn the assignments in.

We added a journaling activity as we had extra time.

I showed the video 2 times.

No DVD player available

I HAD TO ADJUST TO TIME RESTRICTIONS ON SOME OF THE CLASS DATES.

Any modifications that I used were touched on, but not completely used. I did not switch anything or change much of anything, but talked about it. Like, the maze exercise. We talked about that, what it was like to feel that way, but I did not use the worksheet.

An additional worksheet was included that allowed students to identify physical, emotional and behavior reactions to stressful situations. This worked nicely with the body diagram; helping students recognize their symptoms.

Sometimes I asked students to describe ways that the skits were unrealistic/realistic.

The Zethmyster and Love402, I changed the activity from a group and reporting out to individual and reporting to the whole class to save some time.

Instead of having students write the information they had down on the depression WS, I put a copy on the overhead and had students discuss it orally.

Our last years school counselor received gummy bracelets " Be A Lifesaver" so I handed them out to all my students because we had enough (90). I still have the 30 card if you need them back?

I started with anonymous question survey with students moving to places around the classroom depending on the answers on the survey's. It got to crazy and we just ended up raising out hands to what the survey they had said.

Since I was teaching 8th grade, there were some concepts they already knew, so we did a quick review of them instead of spent the word-by-word lesson on them. We did the activities mostly as a group, as they were more engaged that way. The role play in the suicide lesson 4 wasn't really successful- it was too short and they didn't really understand it. The discussion on how to recognize warning signs and helping a friend was more rich in picturing what really happens and consequences.

When I modified lessons it was due to running out of class time. We were able to foster some amazing conversations/class discussions using this curriculum.

APPENDIX F: General Comments about the Curriculum – Teacher Fidelity Survey

When I presented to my classes that were not on the survey, I noticed I could have used 5 days. Many discussions came up. The class using the survey turned out to be my toughest audience. I would like to see a couple more scenarios provided at the end. Way too many kids came to share personal things with me. As usual your program opened up many feelings. The counselors were kept busy. If I were to use the lessons for my 8th graders I would not have used the DVD. It appeared a bit over-acted. Thank-you for letting me be part.

For a topic as serious as this is - I really feel that the material takes too long to deliver.

The video was pretty good - the part with the two boys and the one boy getting him to go talk with his mother is a bit lame - not very good acting and wasn't very believable. The girls with the texting was much more believable. The role play also seemed a little kid like - not set up for teenagers and really wasn't much of a role play. I couldn't see my students doing this and really getting much out of it. They do like role plays but the script needs to be better.

The curriculum was spelled out and laid out in a manner that was easy to follow. The instructions were clear and I think the lessons went well.

It was nice to have the 7th grade counselor in the room at the same time as this is a more likely resource to help the students here at school. I would strongly recommend the inclusion of the school counselors in teaching this curriculum.

I had many questions and comments come up on "non-LLL" days. The students asked good questions and memorized the help line number without any prompting from me. This was an excellent follow up to our Stepping Up course. I tried to maintain fidelity to the curriculum but next time I might allow more time for discussion, as prompted by the students.

The additional information packet that was sent was helpful.

I thought it was a great start for us. I want to use it again. I would like to incorporate it for both my 7 and 8 grade health classes. So, in two years I want to use it again and will use it every other year. That is my idea right now. Thanks for letting me in on it.

I thought that lesson 3 was a little long and some of the skits were a little unrealistically easy for my students.

I started to feel more confident presenting the curriculum after a few class periods. The training I received in Nov. was great, however, I didn't teach the curriculum into March. That made it harder to remember all the info from the training. It also would have been easier if I had electronic copies of the worksheets to insert into my electronic presentations. Over all- it was a great experience and I am looking forward to using this curriculum again next year. Thank you for all your hard work on this important topic!!!

Day 3 is hard to fit into 45 minutes

I would have liked to have seen more activity based lessons and less worksheets.

This was VERY well organized and easy to follow, for both me as an organizer and presenter of this material and for the students to grasp concepts and link them together. I would recommend this curriculum to any health teacher and for 8th graders, it is easy to incorporate some more scientific facts for them. Thank you for your time and energy and it was so nice for Lisa to come observe all the lessons- I hope she got some valuable feedback! The hardest part was to keep the kids focused and moving on. There are some really good discussions that stem from this material and can easily be a 5 day lesson plan instead of 4.

I was glad to have 55 minutes and 4 days.

When I first reviewed the curriculum I thought that four lessons wouldn't be enough time to cover this very important material. After four days/lessons I realized that 4 lessons is an appropriate amount of time. With such a heavy content it would be easy to over due it. During and shortly after receiving the curriculum I had several students come forward to talk to me and our counselor about their feelings. It was difficult for me as their teacher because I felt like I was causing the children pain. I realized then that I was helping them identify and work through some of their emotions and that they were doing exactly as the curriculum intended by "linking" to a trusted adult. I plan on using this curriculum again and would love to receive any updates for the future. Thanks,