

Terms and Acronyms Used by AYDC

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Most of terms, below, come from the prevention and community development fields. For additional information about the concepts below go to the **Community Tool Box** website: <http://ctb.ku.edu/en/about>

Advocacy – the active promotion of a cause or principle; it involves intentional actions to influence a specific goal.

Assets or Developmental AssetsTM - The key building blocks in young people’s life that help them grow to be strong, capable and caring adults. The Asset framework, is a foundational principle for AYDC. It identifies what kids need to succeed in school and life. The more Assets a young person has, the more likely they are to succeed in school and be helpful, healthy and productive citizens. At the same time, the more Assets youth have, the less likely they will become involved with drugs, alcohol or other risky behaviors.

The framework was developed by the Search Institute and captured in the book, *Helping Kids Succeed ~ Alaskan Style*. (The framework overlaps the concepts of *resiliency* and *protective factors*.)

Best Practices – Refers to specific strategies found to be effective in improving a specific outcome for a targeted population. A “best practice” results from a rigorous process of peer review and evaluation. A comprehensive list of best practice resources by issue/topic may be found at the Community Toolbox Website: <http://ctb.ku.edu/en/databases-best-practices>

Coalition - A group of individuals representing different perspectives who come together to promote and support change. Coalitions can address a variety of community issues including, but not limited to, substance abuse, violence, or suicide prevention, community wellness, community justice issues or other community concerns.

Community Readiness - The degree to which a community is ready to take action on an issue. See: http://triethniccenter.colostate.edu/communityReadiness_home.htm

Connectedness - A significant *protective factor* related to substance abuse, suicide and violence prevention. Connectedness is experienced as either: 1) Connection to people – giving and receiving support, warmth and respect. Or, 2) Connection to “places” having a sense of “belonging” or identity” to a place or organization (i.e. feeling connected to school, a club, a team, a cause, or their culture.) Activities that increase supportive relationships and/or a sense of belonging to positive places, contribute to health, wellness and *resiliency*.

Contributing Factors - Another term for risk and protective factors (*see definitions below*.)

Early Intervention - Services designed to identify individuals who are at high risk for developing substance abuse or mental health problems.

Environmental Strategies – Intentional efforts to change the conditions around people to ensure greater health, safety and wellness. (It differs from traditional prevention approaches focused on changing individual’s knowledge or attitudes). Specific environmental strategies seek to change community social norms, practices, policies or laws.

Fidelity - The extent to which the delivery of a strategy/program conforms to the guidelines for implementing the original strategy/program. Example: A strategy delivered exactly as intended by its originator has high fidelity; a project delivered with considerable adaptations has low fidelity. A project carried out with absolute fidelity is considered a replication.

Indicator - A way to measure (or quantify) an outcome. Indicators are way to measure your efforts and success. (Examples: Percent of students who graduate; Percent of workshop participants who score 90% etc.)

Institute of Medicine (IOM) Prevention Spectrum - The Institute of Medicine (IOM) system classifies prevention strategies and activities according to the target population. There are three main classifications:

- **Universal strategies:** Target the general population, they may be direct or indirect
- **Selective strategies:** Target people at higher-than-average risk for the problem behavior
- **Indicated strategies:** Target people already experiencing or engaging in problem behavior but may not have been diagnosed with a disorder
- **Health Promotion strategies: (New):** Focus on everyone and emphasize beneficial (healthy, positive) behaviors versus preventing, intervening or treating problem behavior

Life skills - Life skills are the abilities to effectively deal with the demands and challenges of everyday life. Life Skills typically include problem-solving, decision-making, stress management and critical thinking as well as self-awareness and interpersonal skills (*see SEL.*) Youth development and prevention advocates may also include conflict resolution, empathy, resistance skills and/or health practices, work/self-sufficiency, digital literacy or money management skills, as well. Skill-based education and practice can be integrated and multi-disciplinary.

Logic Model – A graphic depiction of the logical relationships between the resources, activities, outputs and outcomes of a program. An “if-then” tool used by funders, managers, and evaluators to understand and evaluate the effectiveness of a program.

Needs Assessment - A process by which the community collects data and examines its needs in specific areas. An assessment will identify the severity of problems, the contributing factors (related to the problems) and sometimes, the resources available (and gaps) to address the issues.

Outcomes - Short-term outcomes let you know if anyone is better off because of your efforts. They are measurable changes in attitudes, perceptions, knowledge, skills, behavior or external conditions. Long-term outcomes are typically a result of multiple, coordinated strategies over time, and its measure is typically population-based.

Outputs - The number of activities, events, or participants served, may include duration of events, or products produced by your activities. Examples: 20 students receive 1 hour session, weekly.

Peer-Reviewed Journals – Professional journals that publish research findings. The studies will not be published unless they are reviewed by a group of professionals from that field to assure the research methodology is sound, and the analysis of the findings are accurate.

Population Based – A term used in Public Health and with *environmental strategies*. The term refers to an approach that focuses on a whole group (population) of people, versus selected individuals. Population-based measures or evaluations will, for example, look at the entire community or a whole school district v.s. individuals enrolled in specific programs or receiving specific services.

Positive climate - A positive climate in after-school settings is characterized as warm, welcoming, fun, respectful, supportive and safe. A positive climate includes the following elements:

- Physical and Emotional Safety
- Supportive Relationships
- Positive Norms
- Opportunities to Belong
- Support for efficacy and mentoring;
- Opportunities for skill building;
- Appropriate Structure

Positive Youth Development - (PYD) is an approach to helping young people grow into adulthood through relationships and experiences that build their capacities to meet their personal and social needs. Given this, all youth can grow up healthy and happy and contribute to their families, schools, and communities.

Prevention - The proactive process of developing personal attributes and creating environments that promote the health, safety, and well-being of people. Research demonstrates that the most effective prevention strategies reduce personal, social, and environmental *risk factors* and increase or develop personal, social, and environmental *protective factors*.

Prevention Principles - The common elements of effective prevention practices, identified through research. Principles may guide the thinking, planning, selection, and delivery of prevention efforts. If a community already has a program or strategy in place, these principles can assess its potential effectiveness. See <http://aydc.org/resources/>

Protective Factors - Characteristics within the individual or conditions within the family, school or community that help people cope with problems and life challenges. When people successfully negotiate problems and deal with their *risk factors*, they are less likely to become involved in problematic behaviors (i.e. substance abuse, violence, suicide, or early pregnancy.) Protective factors are instrumental in healthy development; they build *resiliency*, skills and *connections*.

Resiliency - The ability to successfully adapt (bounce back) from personal crisis, tragedies or life challenges (e.g. growing up in an alcoholic family). Resilient personal qualities include an easy-going temperament, being optimistic, having *social-emotional* skills, problem solving skills and sense of autonomy and purpose. The concept of resiliency overlaps with *protective factors* and the *Developmental Assets* framework.

Resource Assessment - An inventory of the community's assets, strengths and resources that are available to address a community concern; this may include people, organizations, facilities, services etc. Often organizations focus only on the community's needs or deficits. A Resource Assessment focuses on what the community has already, not what it doesn't have in place.

Risk Factors - Characteristics within the individual or conditions in the family, school or community that increase the likelihood that individuals (especially youth) will become involved in problem behaviors such as substance use, violence, suicide and early pregnancy. The more a community can reduce its risk factors, the less likely people will develop health and social problems later in life.

School climate - The quality and character of school life. School climate is based on the school's norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. A positive school climate and a student's "connection to school" (*both of which are protective factors*) are linked to higher grades and less risk behaviors.

Social Emotional Learning Skills - Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. (Definition from, Collaborative for Academic, Social and Emotional Learning, CASEL.) SEL is divided into four areas:

1. **Self-Awareness:** Knowing what one is feeling in the moment: having a realistic assessment of our own abilities and a well-grounded sense of self-confidence.
2. **Self-Management:** Handling one's emotions so they facilitate rather than interfere with the task at hand; being conscientious and delaying gratification to pursue goals; persevering in the face of setbacks and frustrations.
3. **Social Awareness:** Understanding what others are feeling; being able to take their perspective; appreciating and interacting positively with diverse groups.
4. **Social Management:** Handling emotions in relationships effectively; establishing and maintaining healthy and rewarding relationships based on cooperation, resistance to inappropriate social pressure, negotiating solutions to conflict, and seeking help when needed.

Social Marketing - The application of commercial marketing techniques to social problems. It means taking the

same principles used in selling goods--to convince people to change their behavior.

Social Norms - The way people think and feel about something or someone. It is the collective thinking, attitudes or behaviors about what is normal or acceptable. (Examples: Students belief that everyone is drinking; the belief a woman should NOT drink while pregnant; a child's perception of parent's approval or disapproval of tobacco or alcohol use.) Several communities have used social marketing approaches to change social norms or perceptions.

Strategic Prevention Framework - A five step prevention planning process promoted by SAMHSA (<http://www.samhsa.gov/spf>) and the Alaska Division of Behavioral Health. The five steps include:

1. Assessment: Profile population needs, resources, and data to address the problems and gaps in service delivery.
2. Capacity: Mobilize and/or build capacity to address needs. Identify stakeholders, formalize partnerships, and determine community readiness.
3. Planning: Develop a comprehensive Strategic Plan (includes identified outcomes, evaluation plan, logic model & timelines.)
4. Implementation: Implement evidence-based prevention policies, projects and policies and infrastructure development activities.
5. Evaluation: Monitor process, evaluate effectiveness, sustain effective programs/activities, and improve or replace those that fail. Key questions: what & how much are you doing, how well are you doing it, and is anyone better off?

Strategy - A combination of intentional activities to address a specific outcome. CSAP (Center for Substance Abuse Prevention) identifies six prevention strategies: Sharing information, Education, Meaningful/healthy activities, Community-based processes, Environmental approaches, Problem identification and referral. Community efforts are most effective when a combination of strategies are used.

Strength(s)-Based - typically refers to an approach that emphasizes a person (family or community's) strengths, assets, gifts or talents versus its needs, problems or risk factors. While deficits need to be addressed, highlighting the positive aspects of an individual (family or community) focuses on the things you want to enhance vs. prevent. *Also see Developmental Assets, resiliency, protective factors, and community assessment.*

Target Audience/Population – The people a strategy (or activity) intends to impact through its efforts. Strategies must be age, gender, culturally appropriate, based on the target audience's needs and experiences. *Also see Institute of Medicine (IOM) prevention classifications.*

Youth Development - Youth development is a natural process of growth that is enhanced in the presence of supportive relationships, and meaningful, challenging experiences. The concept of youth development is captured in the overlapping *protective factor, resiliency, and Developmental Assets* frameworks.

Board terminology

Consent Agenda: A single agenda item, near the beginning of the meeting, which encompasses the routine things that the Leadership Team would normally approve with little comment, including the minutes, financial reports, and Full Coalition agendas. Consent Agendas are designed for efficiency. If the Consent Agenda is approved, all of the items included are approved. The Leadership Team has the ability to "pull out" items from the Consent Agenda for further discussion.

Consensus: Consensus is achieved when all Leadership Team members are in agreement to take a proposed action, and/or no Leadership Team Members oppose taking the proposed action.

Acronyms: Also see the Anchorage School District's acronym dictionary <http://www.asdk12.org/parents/acronyms/>

ACC - **Anchorage Collaborative Coalitions** . ACC is a coalition of three coalitions: AYDC, Spirit of Youth, and Healthy Voices Healthy Choices. ACC was created as a result of the DBH Prevention and Early Intervention grant.

AIPC - Alaska Injury Prevention Center. AYDC is a program of AIPC's, after having merged in October, 2015.

ASD – Anchorage School District. Is one of the largest and most diverse school districts in the nation. AYDC has multiple partnerships with the district.

ATOD - Alcohol, Tobacco and Other Drugs

CADCA - Community Anti-Drug Coalitions of America A national organization of over 5000 anti-drug coalitions, each working to make their community safe, healthy, and drug-free. www.cadca.org

CITC – Cook Inlet Tribal Council. AYDC currently receives prevention funding from CITC.

DEED (Alaska) Department of Education and Early Development

DHHS - (Anchorage) Department of Health and Human Services

DHSS – (Alaska) Department of Health and Social Services

DJJ – (Alaska) Division of Juvenile Justice (within DHSS)

DBH – (Alaska) Division of Behavioral Health, (within DHSS.) AYDC currently receives prevention funding from this state agency. A significant portion of this work is conducted through ACC (Anchorage Collaborative Coalitions.)

FY – fiscal year. Organizations use different fiscal calendars to manage their budgets. For example the federal fiscal year is Oct. 1 – Sept. 30. The state of Alaska's fiscal year runs July 1 – June 30.

IOM - The Institute of Medicine (IOM) system classifies prevention strategies and activities according to the target population, see glossary for a description of each classification. (See full definition)

JBER - Joint Base Elmendorf Richardson. The Air Force and Army military base located in Anchorage

LT- AYDC Leadership Team. The LT provides guidance and direction to the vision and mission of the coalition. It also provides financial oversight and supervision of the AYDC Executive Director. LT members are expected to be actively involved in at least one of the LT committees, attend coalition meetings as possible

MOA – Municipality of Anchorage or Memorandum of Agreement (between organizations.)

OCS – Office of Children's Services. (Provides protective services for children)

PYD - Positive Youth Development (See full definition)

SAMSHA – Substance Abuse and Mental Health Services Administration. A federal agency that provided 10 years of start up, coalition-based funding to AYDC. SAMSHA continues to provide funding to states and numerous organizations statewide.

SCCS – School Climate and Connectedness Survey - an anonymous annual survey of 5-12 students measuring students perceptions and experiences of school and the community, SEL skills and observed risk behaviors.

SPF – The Strategic Prevention Framework (SPF) is a five step prevention planning process promoted by SAMSHA and DBH. (See full definition)

STEM – Science Technology Engineering Math. A national effort in schools and afterschool programs to increase education of these four areas.

YRBS – Youth Risk Behavior Survey – an anonymous survey of HS students conducted every two years to measure the prevalence of behaviors that put youth at risk for significant health and social problems.