


Institute for Families
School of Social Work

RUTGERS
THE STATE UNIVERSITY
OF NEW JERSEY

Footprints for Life:
Evaluation Report

*Prepared for
NCADD of Middlesex County, Inc.*

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FOOTPRINTS FOR LIFE
EVALUATION REPORT

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INTRODUCTION

The National Council on Alcoholism and Drug Dependency of Middlesex County, Inc. (NCADD) developed the *Footprints for Life*™ program as a comprehensive substance abuse prevention intervention for early elementary school-aged children. *Footprints* is a research-based primary prevention program designed to build assets and teach skills through the use of puppets and stories that feature “real life” situations experienced by a children’s soccer team.

A six-week, classroom-based curriculum, *Footprints* promotes social skills and problem-solving strategies through the use of relaxation, role-plays, focused exercises, and activities leading up to real life situations in the world of Peter the porcupine, Betsy the beaver, Ricardo the raccoon, Sally the fox and Katrina the coach. Lessons include practical skills to manage anger and the use of the Solution Stoplight™ for effective conflict resolution. These strategies seek to build self-confidence and positive social and emotional development. The information on tobacco and alcohol is age-appropriate and woven within the broader themes of decision-making and seeking help from caring and supportive adults when confronted with situations in which the child feels inadequate or fearful.

A parent-component involves weekly assignments to be supervised by a parent or guardian. These assignments introduce effective language and techniques for communicating about feelings and problems. Parents or guardians, as well as classroom teachers, are strongly encouraged to promote the use of this language to reinforce the value of the program and its concepts around healthy decision-making and peaceful conflict resolution.

NCADD contracted with the Institute for Families (IFF) at the Rutgers University School of Social Work to analyze evaluation data collected for the project. The goals of the evaluation

included analysis of teacher responses for satisfaction with the program and observed child outcomes. The research questions posed were:

- 1) To what degree did teachers observe changes in students' behaviors after participating in the *Footprints* program?
- 2) To what degree did parents observe changes in students' behavior after participating in the *Footprints* program?
- 3) To what extent were teachers satisfied with the program?

This report is organized in the following manner. First, methodological details of the study are described. Second, results of analyses are presented. Observed changes in students after participating in *Footprints* are examined as reported by both teachers and parents. Teacher satisfaction with the program is also analyzed. The final section of the report offers suggestions regarding the continuing development of the *Footprints for Life* program.

METHOD

The study used an experimental research design. Thirteen schools were recruited to participate in the evaluation. Classrooms at each school were randomly assigned to experimental or control conditions. Classrooms assigned to the experimental condition received the *Footprints for Life* program during the spring 2008 semester or during the fall 2008 semester and completed all related evaluation materials. Classrooms assigned to the control condition completed all evaluation components but students did not receive the *Footprints for Life* intervention.

Sample

The sample included classrooms at 13 New Jersey public schools. Sixty-one classrooms were assigned to experimental conditions, while 30 were assigned to control conditions. Surveys were completed by 19 teachers and 75 parents.

Evaluation Surveys

Three self-administered surveys were conducted with teachers and parents. The Teacher Classroom Survey sought to solicit input on teachers' experiences observing and participating in the *Footprints for Life* Program. The Teacher Pre-Post Survey required teachers to report behaviors of an individual student before participating in the program and after participating in the program. The Parent Pre-Post Survey required parents to report behaviors of their child before participating in the program and after participating in the program.

Teacher Classroom Survey

NCADD developed the Teacher Classroom Survey (Appendix A) to assess teacher satisfaction with the *Footprints for Life* Program. The Teacher Classroom Survey consisted of eleven questions. The first section included three questions that assessed children's enthusiasm for the program, the degree to which information on alcohol, tobacco and other drugs was grade-appropriate and the efficacy of the presenter. Respondents were asked to rate the program and presenter on a seven-point, Likert-type scale ranging from poor (1) to excellent (7).

The second section of the Teacher Evaluation survey included five questions that focused on students' behaviors (such as expressing needs and feelings appropriately) before and after participating in the *Footprints for Life* program. Respondents were asked to rate how likely students were to engage in these behaviors on a three-point, Likert-type scale ranging from not at all likely (1) to very likely (3). The sixth question in this section asked teachers to indicate

whether they had observed a change in their student's behavior since participating in the program and, if they did, to explain the change(s).

The final section of the survey focused on how teacher's used information from the *Footprints* program with students. The first question asked about whether teachers used the information presented in the program to facilitate discussions with students for learning opportunities. Teachers rated the extent to which they used the program in such a way on a scale five-point, Likert-type scale ranging from never (1) to very often (5). Teachers were asked open-ended questions about the information they used, the situations in which they used the information, and the extent to which the information was helpful. The final question in this section asked teachers to describe their opinion about the websites associated with the *Footprints* program and the NCADD of Middlesex County Inc. Teachers were asked to rate the websites on a scale five-point Likert-type scale ranging from "never used the websites" (1) to "very helpful" (5). Teachers were then asked to respond to an open-ended question about how they used the website. This survey was administered at the end of the *Footprints for Life* program and completed only by teachers whose classrooms were assigned to the experimental condition.

Teacher Pre-Post Survey

NCADD developed the Teacher Pre-Post Survey (Appendix B) to collect information on behaviors of an individual student before participating in the program and after participating in the program based on teacher observations. This survey was used as a pretest for teachers whose classes were assigned to the experimental condition and as a pretest and posttest for teachers whose classes were assigned to the control condition. (Teachers assigned to the experimental condition used a slightly different posttest, the Teacher Post Survey described below.) Teachers

were asked to complete the pre-test and post-test on a random sample of five students in their classroom.

The Teacher Pre-Post Survey asked teachers to rate the extent to which selected students engaged in 25 different behaviors presented through the *Footprints for Life* program. Teachers rated these behaviors (such as “thinks before acting” and “is helpful to others”) on a five-point, Likert-type scale ranging from “not at all” (1) to “very well” (5).

Teacher Posttest Survey (Experimental Condition Only)

The Teacher Posttest Survey (Appendix C) was used as a posttest by teachers whose classes were assigned to the experimental condition. The first section of the instrument matched the Teacher Pre-Post Survey described above. A second section asked teachers to indicate whether they believed that the *Footprints for Life* program influenced the student’s behavior in a positive way and, if so, to explain any positive changes in behavior.

Parent Pre-Post Survey

NCADD developed the Parent Pre-Post Survey (Appendix D) to collect information on behaviors of their child before and after the program. This survey was used as a pretest for parents whose children were assigned to the experimental condition and as a pretest and posttest for parents whose children were assigned to the control condition. (Parents of children assigned to the experimental condition used a slightly different posttest, the Parent Post Survey described below.)

The Parent Pre-Post Survey asked parents to rate the extent to which their child engaged in 19 different behaviors presented through the *Footprints for Life* program. Parent rated these behaviors (such as “copes well with failure” and “shares things with others”) on a five-point, Likert-type scale ranging from “not at all” (1) to “very well” (5).

Parent Post Survey

NCADD developed the Parent Post Survey (Appendix E) to collect information on behaviors of an individual child before participating in the program and after participating in the program based on parent observations. This survey was used as a posttest only by parents whose children were assigned to the experimental condition.

The Parent Post Survey asked parents to rate the extent to which their child engaged in 19 different behaviors presented through the *Footprints for Life* program. Parent rated these behaviors (such as “copes well with failure” and “shares things with others”) on a five-point, Likert-type scale ranging from “not at all” (1) to “very well” (5).

The second section of the Parent Post Survey asked parents to indicate whether they ever used information or materials from the *Footprints for Life* program with their child at home and, if so, to indicate what information/materials were used and for what purpose. An additional question asked parents to indicate how helpful the materials/information were to them and their families. Parents rated their response on a seven-point, Likert-type scale ranging from “not at all helpful” (1) to “very helpful” (7).

Parents were then asked to indicate whether they felt that the *Footprints for Life* program had influenced their child’s behavior in a positive way, and, if so, to explain the circumstances. Finally, parents were asked whether they had used the NCADD of Middlesex County Inc.’s website in the last six weeks and, if so, why they had used the website.

Data Analysis

Data were entered into a database and analyzed using the Statistical Program for the Social Sciences (SPSS) software. In addition to descriptive statistics and frequencies, statistical techniques included paired sample t-tests to determine if there were differences in student

behavior from pretest to posttest. In addition repeated-measures MANOVA (multivariate analysis of variance) was used to examine changes in outcomes between the experimental and control groups over time. It is anticipated that the experimental group will show more positive changes over time (after having completed the *Footprints for Life* Program) than the control group.

FINDINGS

Teacher Satisfaction with Program

Respondents to the Teacher Classroom Survey rated the *Footprints for Life* program very favorably. These responses, from 19 teachers whose classes at six schools were assigned to the experimental group and participated in *Footprints for Life*, are detailed in Table 1 below. On a scale ranging from one (not engaged at all) to seven (very engaged), teachers indicated that their students as a group were highly engaged in the *Footprints* program (mean = 6.5).

Teachers provided numerous qualitative descriptions of their students' engagement with the program. Most indicated that they children looked forward to the weekly program and that the lessons were age-appropriate. Further, they indicated that children enjoyed the opportunities to participate and volunteer, and were particularly interested in holding and using the puppets. A few indicated that individual students struggled with engagement and attention difficulties. A few exemplary quotes from teachers are highlighted below.

“Each lesson was carefully planned and captured the interest of the students. They especially enjoyed the puppets.”

“The lessons were geared towards this age level.”

“The students were very attentive and loved volunteering.”

“There are always students who are difficult to engage when they are seated at desks, but most were highly engaged.”

Teachers also gave the program high ratings for the appropriateness of the alcohol, tobacco and other drug information, given their students' ages and education level. On a scale ranging from one (confusing) to seven (easy to understand), teachers rated the appropriateness of the program at 6.32.

In their qualitative comments, teachers indicated that they felt the information was age appropriate, cleared up some false beliefs that their students had held, and informative without being scary. Typical comments included:

"A lot of my students seemed to have a lot of false knowledge which was cleared up for them."

"I thought at first some of the material was over their head, but they seemed to receive it well."

"I was surprised by how many children were able to relate to these issues."

"Many of the students have parents that smoke. Most of the children began taking notes to share the information. It was a powerful lesson."

"Students understood the information because it was explained on their level."

Finally, teachers gave high ratings to the skills of the prevention educators who delivered the *Footprints for Life* Program. On a scale ranging from one (poor) to seven (excellent), teachers indicated that the prevention educators did a very strong job delivering the program (mean = 6.58). Noteworthy is the fact that a number of the prevention educators had only recently been trained in the Footprint curriculum and were delivering for the first time. Though not directly studied, these uniformly positive ratings indicate that the training protocol and curriculum manual developed by NCADD was effective in ensuring the program's replicability.

In their comments about the prevention educator, teachers reported that the presenters connected well with children, and were organized, knowledgeable, and patient. Typical comments included:

“Miss Barbara was very patient and caring with my students, especially my special needs students.”

“She was a great presenter. The students looked forward to her puppet shows. She was skilled at classroom management. I have a very chatty class. She kept them quiet and engaged.”

“She was very patient, soft-spoken, and understanding. The children really liked and trusted her. I thought she did a superb job. Also, she was well-prepared. Her presentations seemed natural and sincere.”

Table 1. Teacher Satisfaction with Program (n=19)

	Mean
1. Children’s engagement with program	6.50
2. Alcohol, tobacco and other drug information was appropriate for age and grade level.	6.32
3. Efficacy of presenter.	6.58

Teacher Observations of Youth Behaviors

Respondents to the Teacher Classroom Survey (again, only teachers whose classes were assigned to the experimental group and participated in *Footprints for Life* responded to this survey) also indicated statistically significant improvements in the extent to which they observed children engaged in behaviors and skills taught through the *Footprints for Life* program. A summary of teacher responses regarding youth behavior before and after the program can be found in Table 2 below.

For all questions, teachers were asked to indicate how likely students were to engage in certain behaviors before and after participating in the *Footprints for Life* program. Respondents

rated student behavior on a three-point, Likert-type scale ranging from one (not at all likely) to three (very likely).

Teachers reported statistically significant increases from pretest to posttest on the likelihood that students engaged in all behaviors measured. Mean scores for considering consequences before making decisions increased from 1.76 before the program to 2.24 after the program. Similarly, teachers reported that the likelihood that students expressed needs and feelings appropriately increased from a mean of 1.88 before the program to 2.47 afterwards.

The likelihood that students resolved conflicts with peers in a peaceful manner and suggested alternate ideas when faced with negative peer pressure also increased significantly, with average teacher ratings increasing from 1.82 to 2.59 and from 1.65 to 2.47, respectively. Finally, teachers indicated that students were more likely to appreciate differences or empathize with feeling left out after participating in the *Footprints for Life* program (mean = 2.75) than before (mean = 1.94).

Table 2. Teacher Observation of Youth Behaviors (n=19)

	Before	After
1. How likely are students to consider consequences before making decisions?	1.76	2.24*
2. How likely are students to express needs and feelings appropriately?	1.88	2.47*
3. How likely are students to resolve conflicts with peers in a peaceful manner?	1.82	2.59*
4. How likely are students to suggest alternate ideas when faced with negative peer pressure?	1.65	2.47*
5. How likely are students to appreciate what it is like to be “different” or left out?	1.94	2.75*

*Statistically significant difference, $p < .05$

Almost 90% of the responding teachers indicated that they felt that the observed change was a result of participating in the program. In describing how students' behaviors had changed as a result of the program, teachers indicated that their students were more likely to use "I messages," conflict resolution strategies, and consider their behaviors before acting. Typical responses included:

"Students have used strategies for resolving conflict with teacher support."

"The lessons made the children think twice about their behavior."

"They are using 'I messages'."

"They were taught excellent strategies that I see them utilize in class."

Two teachers indicated that the program had a more targeted effect on students or that students had some difficulty putting the concepts they learned into practice.

"[I saw behavior changes] not from all students but a few who had trouble with coping improved from their Footprints for Life experience."

"Sorry to say – they had all the right answers for her but they don't put into practice what was said about conflict and feelings."

Teachers were asked to indicate how frequently they used information from the *Footprints for Life* program with their students to facilitate discussions or for learning opportunities since completing the program. Rating the frequency of their use on a seven-point scale ranging from never (one) to very often (seven), teachers assigned a mean rating of 3.37 to how frequently they continue to use the program. This indicates that they use the program between "sometimes" and "often).

In open-ended follow up questions, teachers indicated that they most frequently use “I messages” for helping students to express feelings, concepts of about win-win consequences, and peer pressure. Teachers most frequently indicated that they used the techniques to handle conflicts between children and indicated that they found the concepts very helpful in addressing such problems.

“When students have conflict amongst themselves, I encourage them to use the tools.”

“When we found out in our class we were not able to go outside at recess we discussed coping – not moping – what we could do instead. I also have asked my students to use an ‘I message’ when they are mad at their peers.”

Finally, teachers were asked to indicate whether they used the *Footprints for Life* or NCADD of Middlesex County, Inc. websites and, if so, whether the website was helpful. Most teachers (n=15) reported not using the website at all. Of the three teachers who used the websites, one described them as “a little helpful” while two indicated they were “somewhat helpful.” The majority of those who had never used the websites indicated that they did not know the websites existed. Among the three website users, one reported using the web for a whole class discussion while the other reported just checking out the content.

Key Findings:

- Teachers felt that the *Footprints for Life* program (1) facilitated enthusiastic learning by youth participants, (2) featured age- and grade-appropriate information about alcohol, tobacco and other drugs; and (3) was presented by efficacious presenters.
- Teachers reported statistically-significant increases in the extent to which students used techniques taught in the *Footprints for Life* program including considering consequences, expressing feelings appropriately, solving conflicts with peers, handling negative peer pressure and appreciating differences among students.
- Teachers reported using lessons from the *Footprints for Life* curriculum for learning opportunities in class.

Behavior Differences between Children in Experimental and Control Conditions: Teacher Reports

A repeated-measures multivariate analysis (MANOVA) was conducted to assess if there was a difference in behaviors between participants in the experimental group and participants in the control group over time as reported by teachers. Results at the .05 level of probability were accepted as statistically significant. Effect size (Eta-squared), which is an indication of statistical significance, was also explored based on Cohen (1988) (.01=small effect, .06=moderate effect, .14=large effect). Table 3 shows means and standard deviations for both the experimental and control groups at pretest and posttest, as reported by teachers.

Table 3. Mean and Standard Deviations in Children’s Behavior Reported by Teachers

Social Competence	Experimental Group <i>n</i> = 29	Control Group <i>n</i> = 24
Pretest	3.56 (.88)	3.64 (.75)
Posttest	3.86 (.61)	3.55 (.79)

Significant multivariate effects were identified for the interaction between group and time ($F=8.119$, $p=.006$). This interaction effect indicates a statistically-significant difference in behaviors between the experimental and control group over time. The mean social competence score for participants in the experimental group increased from 3.56 at pretest to 3.86 at posttest. The mean social competence score for participants in the control group decreased from 3.64 at pretest to 3.55 at posttest. The effect size, another measure of statistical significance, was assessed using Cohen’s (1988) criteria. With a partial eta squared of .137, these findings represent a large effect size.

Nearly 91% of the teachers who responded to the survey agreed that the *Footprints for Life* program influenced the student’s behavior in a positive manner. Teachers reported that the program helped to improve some students’ behavior and served to reinforce many positive

behaviors already displayed by some students. A handful of teachers reported that a few children did not change their behavior as a result of the program. Most of these children, according to the teachers, had existing behavioral problems or special needs. Exemplary quotes include:

“Child already displayed positive behavior. This was just reinforcement.”

“Child has had serious issues with coping with disappointment and accepting things not going her way. During the six weeks that Barbara was here, I heard her several times using the terms (like I’m coping) to alter her behavior. This entire program was worth it for this change in the child!”

“Child is able to resolve problems with the strategies provided in the course.”

“Child is an easy going kind of student but might have trouble with peer pressure. I think Footprints helped him with making better decisions.”

“I think this student is more understanding of other students’ feelings.”

“Student seems to have become a bit more accepting of child who has issues in classroom.”

“This student has gained strategies in the area of peer relationships. She is able to resolve problems and avoid negative interactions.”

“Within the prior weeks I’ve overheard this child talk out situations with peers in a very positive manner.”

Key Finding:

- Based on teacher observations, study participants who completed the *Footprints for Life* program had statistically-significant improvements in social competency compared to subjects who did not participate in the program.

Behavior Differences between Children in Experimental and Control Conditions: Parent Reports

A repeated-measures multivariate analysis (MANOVA) was conducted to assess if there was a difference in behaviors between participants in the experimental group and participants in the control group over time as reported by their parents. Results at the .05 level of probability

were accepted as statistically significant. Effect size (Eta-squared), which is an indication of statistically significance, was also explored based on Cohen (1988) (.01=small effect, .06=moderate effect, .14=large effect). Table 4 shows means and standard deviations for both the experimental and control groups at pretest and posttest, as reported by parents.

Table 4. Mean and Standard Deviations in Children’s Behavior Reported by Parents

Social Competence	Experimental Group <i>n</i> = 35	Control Group <i>n</i> = 40
Pretest	3.77 (.59)	3.76 (.68)
Posttest	3.84 (.56)	3.80 (.59)

Parents reported that social competence for children in the experimental group increased from a mean of 3.77 at pretest to 3.84 at posttest. Parents reported that social competence for children in the control group increased from a mean of 3.76 at pretest to 3.80 at posttest. Although the experimental group exhibited a slightly larger positive change in behavior from pretest to posttest, the difference was not statistically significant. A possible explanation for these findings is the high regard parents have for their own children, which may have led parents to rate their children higher at pretest than the potentially more objective teachers, obscuring the true differences that may have taken place in the home.

Parents were also asked to indicate whether or not they had ever used information or materials from the *Footprints for Life* program at home. Of the 173 respondents, 76 (43.9%) reported using *Footprints for Life* materials at home. Parents indicated that they used “I messages,” conflict resolution skills and coping skills from the program with their children. In addition, parents reported using the *Footprints for Life* materials at home to reinforce concerns about substance use and peer pressure. Exemplary quotes include:

“[We] discussed the take home worksheets and try to apply lessons to current situations.”

“Lessons on ways to keep from getting out of control when something doesn’t go our way.”

“We have discussed peer pressure and accepting other people’s differences.”

Parents who used the *Footprints for Life* materials at home reported using the information to reduce arguments between siblings, to address conflicts with friends, and to help children handle disappointments. Some quotes highlighting the circumstances under which parents used program materials are presented below.

“At home I had her use what she learned to help her when she became upset with her little sister.”

“He was unhappy in a situation and we spoke about rebounding.”

“My child has spoke about what they had learned about smoking and took the opportunity to discuss the negative effects of smoking. We also talked about the repercussions of stealing and lying.”

“To emphasize how silly it is to smoke and how not to feel like you have to, to be cool.”

“We may have to cancel our winter vacation because of financial concerns and she is handling the possible disappointment well.”

When my child had disagreements with her siblings. Also, when my child didn’t listen to Mom and Dad, we talked about her feelings and our feelings.”

Parents who used the *Footprints for Life* materials at home were also asked to indicate how helpful the information was to their family. Rating the helpfulness of the information on a scale ranging from “not at all helpful” (1) to “very helpful” (7), the mean rating from parents was 4.86.

Nearly 82% of the parents who responded to the survey agreed that the *Footprints for Life* program influenced their child’s behavior in a positive way. This finding gives further

credence to the hypothesis that parental pretest ratings may not have adequately measured the changes that parents reported observing. Parents reported that the program helped their children be more aware of consequences, resolve disagreements, be more understanding, accept differences, cope with disappointment, and understand the detrimental effects of smoking.

Examples include:

“He has seen that people do have choices and that bad choices have consequences.”

“As we did homework assignments, we discussed lessons learned and referred to times in the past and present how Footprints for Life could be applied. Awesome program. I hope to see it continued in the future years of my child’s education.”

“He is improving his anger management.”

“I have noticed a higher degree of self-confidence.”

“I think it helped with situations with siblings and friends.”

“She is more understanding of other people’s points of view.”

Finally, only a small percentage of parents (2%) reported that they had used the NCADD of Middlesex County, Inc.’s website in the past six weeks. One parent who had used the website indicated using the resource to get information on the program.

Key Finding:

- Based on parent observations, study participants who completed the *Footprints for Life* program exhibited a slightly greater change in social competency than subjects who did not participate in the program. The differences, however, were not statistically significant.

CONCLUSIONS

The findings described above identify numerous positive aspects of the *Footprints for Life* program. Teachers universally reported very high levels of satisfaction with the program. They indicated that *Footprints for Life* was successful in engaging children with the program and presented age- and grade-appropriate information on alcohol, tobacco and other drugs. Teachers also gave high ratings to the efficacy of the presenter.

Teachers whose classes participated in the *Footprints for Life* program also indicated that they witnessed students using the skills taught by the *Footprints* curriculum. Teachers also reported using lessons from the *Footprints* curriculum to reinforce concepts in the classroom.

After participating in the *Footprints for Life* program, teachers reported that their students were more likely to (1) consider consequences before making decisions; (2) express needs and feelings appropriately; (3) resolve conflicts with peers in a peaceful manner; (4) suggest alternate ideas when faced with negative peer pressure; and (5) appreciate what it is like to be “different” or left out. All of these improvements reported by teachers were statistically significant.

Teachers whose classes were assigned to experimental and control conditions were asked to rate social behaviors of randomly-selected students before and after the program. Pretest and posttest data was collected on 29 students in the experimental group and 24 students in the control group.

Children who participated in the *Footprints for Life* program had statistically-significant improvements in social competency compared to subjects who did not participate in the program. The mean score for children in the experimental condition increased from 3.56 at pretest to 3.86 at posttest. Average social competency scores for the children in the control group decreased

during the same time period, from 3.64 at pretest to 3.55 at posttest. In addition to being a statistically significant difference between the groups over time, the effect size was large (eta squared = .137).

While parent observations identified a slightly greater change in social competency for children who completed the *Footprints for Life* program than for those who did not, this difference was not statistically significant. Mean social competency ratings given by parents for children in the experimental condition increased from 3.77 at pretest to 3.84 at posttest. Mean social competency ratings given by parents for children in the control condition increased from 3.76 at pretest to 3.80 at posttest.

Parents also reported that they frequently utilized concepts from the *Footprints for Life* program with their children at home. Finally, nearly 82% of parents of children participating in the *Footprints* Program and who completed the survey indicated that the program influenced their child's behavior in a positive way. Specifically, parents reported that the program helped their children be more aware of consequences, resolve disagreements, be more understanding, accept differences, cope with disappointment, and understand the detrimental effects of smoking.

Appendix A
Footprints for Life™
Teacher Classroom Survey

School _____ Teacher _____

Date _____

Below are a number of statements that will help NCADD of Middlesex County, Inc. measure the effectiveness of *Footprints for Life™*. Please answer as accurately and honestly as possible. All information is confidential and will be used for evaluation purposes only.

For each statement, please circle the response that best describes your experiences and observations of Footprints for Life™ during the 2008-2009 school year.

1. How engaged were your students, as an overall group, during the 2008 implementation of *Footprints for Life™*? (Consider factors such as whether the students were attentive and willing to participate or inattentive and distracted.)

1-----2-----3-----4-----5-----6-----7
Not at all Engaged **Very Engaged**

Please explain.

2. How appropriate was the alcohol, tobacco, and other drug information for your students' age and grade? (Consider factors such as whether or not the students were able to understand the information.)

1-----2-----3-----4-----5-----6-----7
Confusing **Easy to Understand**

Please explain.

3. How would you rate the *Footprints for Life™* Prevention Educator's delivery of the program? (Consider factors such as level of organization and approach with students.)

1-----2-----3-----4-----5-----6-----7
Poor **Excellent**

Please explain.

(OVER)

Please indicate the likelihood of your students practicing the following behaviors prior to participating in *Footprints for Life™* and after participating in *Footprints for Life™*.

AFTER

BEFORE

	Not at all Likely	Somewhat Likely	Very Likely	Not at all Likely	Somewhat Likely	Very Likely
4. Consider consequences before making decisions.						
5. Expresses needs and feelings appropriately.						
6. Resolve conflicts with peers in a peaceful manner.						
7. Suggest alternate ideas when faced with negative peer pressure.						
8. Appreciate what it is like to be “different” or left out.						

9. If you observed a change in your students’ behavior since participating in *Footprints for Life™*, do you think it was a result of participating in the program? (Please circle.)

YES NO

Please explain:

10. Since the completion of *Footprints for Life™* during the 2008-2009 school year, how often have you used information from *Footprints for Life™* to facilitate discussions with students for learning opportunities?

1-----2-----3-----4-----5
Never Rarely Sometimes Often Very Often

A) What information have you used?

B) For what purpose, or in what type of situation, did you use this information?

C) Was it helpful?

11. Which of the following options best describes your opinion and use of the *Footprints for Life™* or NCADD of Middlesex County, Inc. websites? (Please circle one.)

1-----2-----3-----4-----5
Never Not at all A little Somewhat Very
used the helpful helpful helpful helpful
websites

Please explain how you used the website.

****Please seal this completed form, along with your student surveys and the surveys completed by your students' parents, in the attached self-addressed stamped envelope and mail to NCADD on *December 17, 2008.*****

Appendix B
Footprints for Life™
Teacher Pre-Post Survey

Footprints for Life™ Teacher Pre-Survey

School _____ Teacher _____

Student Number _____ Date _____

INSTRUCTIONS: Please rate how well each of the statements describes this student **during the last month.**

	Not at all	A little	Moderately Well	Well	Very Well
1. Can accept things not going his/her way					
2. Is able to say "no" to peers					
3. Copes well with failure					
4. Is respectful and considerate of others					
5. Is able to suggest alternate ideas when faced with negative peer pressure					
6. Accepts legitimate imposed limits					
7. Expresses needs and feelings appropriately					
8. Thinks before acting					
9. Resolves peer problems on his/her own					
10. Takes responsibility for own actions					
11. Can calm down when excited or all wound up					
12. Can wait in line patiently when necessary					
13. Very good at understanding other people's feelings					
14. Is aware of the effect of his/her behavior on others					
15. Plays by the rules of the game					
16. Controls temper when there is a disagreement					
17. Socializes with a wide variety of classmates					
18. Shares materials with others					
19. Can resist peer pressure in risky situations					
20. Cooperates with peers without prompting					
21. Is helpful to others					
22. Is accepting of peers' differences					
23. Listens to others' points of view					
24. Can give suggestions and opinions without being bossy					
25. Acts friendly toward others					

Comments: _____

****Please seal this completed form, along with the surveys completed by your students' parents, in the attached self-addressed stamped envelope and mail to NCADD on September 22, 2008.****

Item numbers 1, 3, 6, 7, 8, 9, 11, 12, 13, 13, 15, 16, 18, 20, 21, 23, 24, 25 are from Fast Track Social Competence Survey, Teacher/Parent.

Appendix C
Footprints for Life™
Teacher Post Survey (Experimental Group only)

Footprints for Life™ Teacher Post-Survey

School _____ Teacher _____

Student Number * _____ Date _____

**Reminder – This number must be the same student number that was used for this student on the Pre-Survey.*

INSTRUCTIONS: Please rate how well each of the statements describes this student **during the last month.**

	Not at all	A little	Moderately Well	Well	Very Well
1. Can accept things not going his/her way					
2. Is able to say “no” to peers					
3. Copes well with failure					
4. Is respectful and considerate of others					
5. Is able to suggest alternate ideas when faced with negative peer pressure					
6. Accepts legitimate imposed limits					
7. Expresses needs and feelings appropriately					
8. Thinks before acting					
9. Resolves peer problems on his/her own					
10. Takes responsibility for own actions					
11. Can calm down when excited or all wound up					
12. Can wait in line patiently when necessary					
13. Very good at understanding other people’s feelings					
14. Is aware of the effect of his/her behavior on others					
15. Plays by the rules of the game					
16. Controls temper when there is a disagreement					
17. Socializes with a wide variety of classmates					
18. Shares materials with others					
19. Can resist peer pressure in risky situations					
20. Cooperates with peers without prompting					
21. Is helpful to others					
22. Is accepting of peers’ differences					
23. Listens to others’ points of view					
24. Can give suggestions and opinions without being bossy					
25. Acts friendly toward others					

Appendix D
Footprints for Life™
Parent Pre-Post Survey

***Footprints for Life™* Parent Pre-Post Survey**

Child's School _____ Child's Teacher _____

Your Relationship to Child _____ Today's Date _____

INSTRUCTIONS: Please rate how well each of the statements describes your child **during the last month.**

	Not at all	A little	Moderately Well	Well	Very Well
1. Your child can accept things not going his/her way.					
2. Your child is able to say "no" to peers.					
3. Your child copes well with failure.					
4. Your child is respectful and considerate of others.					
5. Your child is able to suggest alternate ideas when faced with negative peer pressure.					
6. Your child thinks before acting.					
7. Your child resolves problems with friends or brothers and sisters on his/her own.					
8. Your child takes responsibility for his/her own actions.					
9. Your child can calm down when excited or all wound up.					
10. Your child does what he or she is told to do.					
11. Your child is very good at understanding other people's feelings.					
12. Your child controls his/her temper when there is a disagreement.					
13. Your child socializes with a wide variety of classmates.					
14. Your child shares things with others.					
15. Your child can resist peer pressure in risky situations.					
16. Your child is helpful to others.					
17. Your child is accepting of peers' differences.					
18. Your child listens to others' points of view.					
19. Your child can give suggestions and opinions without being bossy.					

Comments: _____

****Please return this completed form to your child's classroom teacher by:
September 22, 2008.****

Appendix E
Footprints for Life™
Parent Post Survey (Experimental Group Only)

***Footprints for Life™* Parent Post-Survey**

Child's School _____ Child's Teacher _____

Your Relationship to Child _____ Today's Date _____

INSTRUCTIONS: Please rate how well each of the statements describes your child **during the last month.**

	Not at all	A little	Moderately Well	Well	Very Well
1. Your child can accept things not going his/her way.					
2. Your child is able to say "no" to peers.					
3. Your child copes well with failure.					
4. Your child is respectful and considerate of others.					
5. Your child is able to suggest alternate ideas when faced with negative peer pressure.					
6. Your child thinks before acting.					
7. Your child resolves problems with friends or brothers and sisters on his/her own.					
8. Your child takes responsibility for his/her own actions.					
9. Your child can calm down when excited or all wound up.					
10. Your child does what he or she is told to do.					
11. Your child is very good at understanding other people's feelings.					
12. Your child controls his/her temper when there is a disagreement.					
13. Your child socializes with a wide variety of classmates.					
14. Your child shares things with others.					
15. Your child can resist peer pressure in risky situations.					
16. Your child is helpful to others.					
17. Your child is accepting of peers' differences.					
18. Your child listens to others' points of view.					
19. Your child can give suggestions and opinions without being bossy.					

→ (OVER) →

1. Have you ever used information or materials from *Footprints for Life*TM at home? (Please circle your selection.)

YES NO

If Yes:

a) What information or materials have you used? _____

b) For what purpose, or in what types of situations, did you use this information or materials?

c) Please rate how helpful the materials/information were to you and your family:

1-----2-----3-----4-----5-----6-----7
Not at all Helpful **Very Helpful**

2. Do you think that participating in *Footprints for Life*TM has influenced your child's behavior in a positive way? (Please circle your selection.) YES NO

Please explain: _____

3. Have you gone to NCADD of Middlesex County Inc.'s website in the last six weeks? (Please circle your selection.)

YES NO

If yes, please explain how you used the website: _____

****Please return this completed form to your child's classroom teacher by:
December 17, 2008.****

Item numbers 1, 3, 6, 7, 9, 10, 11, 12, 14, 16, 18, 19 are from Fast Track Social Competence Survey, Teacher/Parent.