

**PTARMIGAN ELEMENTARY**  
**888 Edward St Anchorage, AK 99504 907742--040**

**Coordinator** MEGAN GRUHL  
**Phone Number** (907) 742-0410  
**Email** gruhl\_megan@asdk12.org  
**Date** Wednesday, October 28, 2009

**What methods did you use to report the results of your grant to interested members of the public? Some examples would be your school newsletter, parents' meeting, or your school web site.**

The school newsletter is a venue often used to show results.

**Major Accomplishment**

I'm really excited about the way the empathy group turned out. I'll be implementing more small groups into my normal routine next year (as a result of how well it seemed to work with these girls).

**Students Served**

<b>Elementary</b>	47
<b>Middle School</b>	0
<b>High School</b>	0

**Services and Activities Provided:**

During this school year, our school provided the following activities:

- After-School or before-school programs
- Conflict resolution/peer mediation
- Curriculum acquisition or development
- Parent education/involvement
- Special, one-time events (Please describe below)
- Student support services (e.g., student assistance programs, counseling, mentoring, identification and referral)
- Teacher/staff training
- We have six family nights a year and also provide parenting classes.

**Specialized Program Use**

Our school used the following specialized program(s):

- Life Skills Training
- The Great Body Shop
- Character Counts
- RCCP Curriculum
- Kelso's Choice
- 40 Developmental Assets Framework
- School-wide bullying effort (Olweus Model)

We also use Love and Logic, as well as the Conscious Discipline framework. In addition we use the Champs program and Search Institute.

**Coordination**

Our school's drug and violence prevention program coordinates with the following other agencies and organizations for the services indicated:

- Law enforcement officials
  - Joint Service Delivery, Referrals
- Health providers
  - Joint Service Delivery, Referrals
  - Teacher, Staff Training
- Social services providers
  - Joint Service Delivery, Referrals
  - Teacher, Staff Training
- Community-based group for drug/alcohol/tobacco

Joint Service Delivery, Referrals

Teacher, Staff Training

Parent group(s)

Teacher, Staff Training

### **Student and Parent Involvement**

Students were involved in design, delivering, or critiquing drug or violence prevention programs.

Parents were involved in design, delivering, or critiquing drug or violence prevention programs.

### **Activity Reports**

#### **Coordinator Addendum**

##### **Brief Description**

Coordinated grant.

##### **Needs Assessment**

SCCS

##### **Evaluation Methods**

### **Data Summary**

Coordinated and facilitated mileage goal-setting club and empathy group.

### **Other Comments**

Coordinated grant.

### **Goal-setting running club**

#### **Brief Description**

Goal-setting mileage club met every Tuesday and Thursday this Spring to run as many laps as possible. They were told ahead of time that seven times around was considered one mile. So many of them set goals to reach a specific number of miles. We kept track and students were excited about reaching their goals of running. A secondary goal included an improved fitness level.

#### **Needs Assessment**

Annual school report showed a low level of self-efficacy. The assets program lists goal-setting and achievement as a way to build self-efficacy and self confidence.

SCCS

#### **Evaluation Methods**

Pre and Post-tests were given to assess whether there was a difference in goal-setting and self confidence after participating in the goal-setting mileage club.

#### **Data Summary**

There was a 19% increase in how often students participating made short-term goals. There was a 12% decrease in the amount of long-term goals students participating said they set for themselves. There was an 11% increase in the number of students who claimed they told the truth. There was a five percent increase in how often they said they patted themselves on the back. There was an 11% increase in the amount of time participants thought of the future in a positive way. And a 6% increase in how likely they will be to set goals in the future.

#### **Other Comments**

It was especially gratifying to watch kids who were out of shape at the beginning of this goal-setting club blossom into little athletes after running a few miles.

### **Empathy Group**

#### **Brief Description**

This Empathy group was conducted with 5th grade girls that initially did not get along with each other. We worked on defining skills and giving examples of having used these skills in our lives. In the process, the girls got to know each other and really appreciated each person's story. By the end of the group, there was a real camaraderie that had not existed before.

#### **Needs Assessment**

All of the participants had been given several lunch detentions prior to this group's inception.

SCCS

### **Evaluation Methods**

Pre and Post-test were given to assess whether there was a difference in caring and empathy post empathy group.

### **Data Summary**

There was a 50% increase in the amount of time that students thought of their classmates feelings. Also, a 50% increase in the number of students participating that rated themselves as caring. There was an 84% increase in the amount of students that felt they could relate to their classmates, and a 67% increase in the amount of times students give themselves a pat on the back. There was a 33% increase in the amount of time students said they spent thinking about their own futures.

### **Other Comments**

I saw a change in these girls. But it was also really gratifying to see the numbers of the pre and post tests. Also, it was great to see a decrease in the number of referrals these girls had in the office. They really began to be able to talk things out with each other and help one another.