



EVALUATION OF THE STAND UP! PROGRAMME

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INSERTS

A CD of the quotes made by the young people to the evaluation team

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Maggie Jakob-Hoff (for the evaluation team)

2. EXECUTIVE SUMMARY

The Programme

The Stand Up! Programme was established in July 2006 and is a unique values-based partnership initiative between Odyssey House Youth Community Services, Counties Manukau District Health Board (CMHB) and six secondary schools in South Auckland.

The programme aims to improve the resilience, health and social well being of young people whose lives are adversely influenced by alcohol and/or other drug use and is currently operating in six mainstream Decile 1 and 2 schools in South Auckland.

Stand Up! aims to improve health and social outcomes for young people. It also aims to help increase students' understanding of the harms associated with drug use and encourage them to make healthy choices.

The programme has been operating for over 18 months and the initial two year pilot/contract ended in June 2008. An evaluation of its operation and impact was requested and this is the report of that evaluation

The Evaluation

The Purpose of the Evaluation

The purpose of this external evaluation was to independently augment the knowledge, understanding and evidence already provided by the Programme's process and interim internal evaluations.

The Aims of the Evaluation

The overall aims of the evaluation were to:

- Determine the impact of the Stand Up! Programme
- Describe and explore the impact of the Stand Up! partnership arrangements on Programme effectiveness.
- Explore student perceptions and experience of Stand Up!
- Based on evaluation findings, provide recommendations for the continued development and improvement of Stand Up! and related youth development practice and policy.

Specific objectives of the evaluation are detailed in the report.

Evaluation Methods

The evaluation was conducted between June and November 2008. The activities used to do this were:

- **Preparation for the evaluation** (including background reading, development of a programme logic and evaluation plan, gaining ethics approval and on-going stakeholder engagement);
- **Analysis of client records data** (including demographic data and scores on the SACS and SDQ¹ for the 398 young people who had participated in Stand Up!);
- **Review of the Stand Up! Client Records System** (essentially an audit of the way client data was collected, processed and reported);
- **Interviews/focus groups with key stakeholders** (including 33 adult key stakeholders and 81 young people who had participated in Stand Up!);
- **A short school staff survey** consisting of a 12 item closed questionnaire with one additional open-ended question (representing responses concerning 85 young people);
- **Observation of groups** (participating/observing two Stand Up! groups as they were running); and
- **Reporting** (including progress reports, informal reporting and this final report).

Limitations of the evaluation

The limitations of the evaluation included issues around access to programme participants; lack of demographic information in the school staff survey; and issues relating to the amalgamation and interpretation of SACS and SDQ scores.

Description of the Stand Up! Programme

A detailed description of Stand Up! has been provided outlining the establishment of this innovative initiative and what has been needed to develop and support it at a governance, management, staff and operational level. The description covers the following areas:

1. **The establishment of Stand Up!** (including programme values – which are youth development-oriented; staffing; staff qualifications and attributes; recruitment; role development; management; and other resources);
2. **The operation of Stand Up!** (including the programme aims; the programme structure and systems; the funder; the provider; the participating schools; governance; relationships; systems; client data-handling and reporting; and relationships and communication with participating schools and other agencies) and
3. **The programme as delivered in schools** (including programme participants – numbers and demographics; the referral process; initial catch up sessions; group entry; welcome and warm-up process, reflection; topics covered; ending the sessions; end of term session; exiting the programme; and future plans).

The Cultural Relevance of Stand Up!

The cultural relevance of Stand Up! has been addressed in a section on its own right because of the high proportion of participants identifying with Māori (over 40%) and/or Pacific (over 74.1%) ethnicities.

¹ The Substances Choices Scale (SCS) and The Strengths and Difficulties Questionnaire (SDQ).

The Māori section explores the cultural relevance of Stand Up! in terms of the youth development principles underpinning the programme. The following areas are detailed:

- Initial development of the programme;
- The ethnic mix of front-line workers;
- The role of the Māori cultural advisor;
- External cultural partners;
- Cultural relevance of programme delivery;
- Measurement of culturally-relevant outcomes;
- The Māori cultural framework used by the Youth Practitioners (the front-line workers);
- Engagement with parents/families/whānau; and
- Readiness for kaupapa Māori-specific programmes.

The cultural relevance for Pacific peoples has been explored in terms of the Fonofale model and details the following aspects of the programme:

- Responsiveness to Pacific peoples;
- The integration of a Pacific approach;
- The Fonofale Model;
- The incorporation of the Fonofale model and Pacific cultural supervision.

Experiences of Stand Up!

The experiences that young people participating in Stand Up! and the schools in which the programme was delivered were analysed against the following programme values:

- **Respect for young people** – Relates to listening to young people, making sure that they (and their communities) are helped to grow and develop. Also relates to helping young people recognise their own potential whilst maintaining a central focus on respectful relationships throughout the programme;
- **Together** – Relates to young people helping each other (and the Youth Practitioners) to achieve goals and working together in an open and supportive way to do this;
- **Upbeat** – Relates to helping young people see that they are “awesome” and to see hope for themselves and their futures; and
- **Get there** – Helping young people to set goals for themselves and to achieve them with each others’ help. The essence of this is trust and keeping promises.

We found that young people and school staff were universally positive about their experiences of the Stand Up! programme and that the programme was being delivered according its stated values. The only suggestions for improvement to the programme made

by evaluation participants related to increasing the number of Stand Up! sessions in schools and the amount of time for each session.

The Impact of Stand Up!

We found no negative impacts of the Stand Up! programme for the schools or for the young people participating in the programme. Other impacts were explored under the following topics:

Changes in the use of alcohol and other drugs (including tobacco)

We found that the frequency with which programme participants used alcohol, cannabis and tobacco remained the same or decreased in approximately 80% of all cases. For all of the remaining drugs explored using the SACS, the percentage of participants reducing the frequency of their use or staying the same was at least 97%. These figures reflect the SACS scores on entry to the programme and at their latest SACS scores.

Qualitative data from the interviews with participants and school staff showed that the amount of substances used have also decreased for many of the programme participants.

Changes in the personal confidence and skills of young people

School staff survey results showed that over 90% of the 85 participants reported on had made positive changes in five of the 12 measures used in the survey as a result of attending Stand Up! Over 80% made positive changes in another five of the 12 measures. Over 70% had made positive changes in the remaining two measures.

SACS results showed that just over 20% of participants had the same “Difficulties” score at the time of their latest score compared to their first. The scores were slightly improved for over 40% of participants and significantly improved for 5%. The scores deteriorated slightly for almost 30% of participants and significantly for 2%. There is no concrete evidence that any of these changes were directly attributable to the programme as some students had been involved in other school-based programmes. Furthermore, programme staff reported that the progress of young people fluctuated depending on how well other aspects of their lives were going.

Results comparing the earliest and latest SDQ difficulties measures of participants show that there were positive small changes in the scores for 35% of young people and large positive changes for another 20%. There was no change in the SDQ scores for less than 10% of participants. Over 30% of participants’ scores showed a small negative change while another 7% showed a large negative change over time. Once again, these results cannot be directly attributed to Stand Up! for the reasons explained earlier.

The sum of the scores of the five pro-social measures in the SDQ was higher (more positive) for over 40% of participants at their latest score compared to their first. The score remained unchanged for almost 25% but was lower for just over 30% of participants. Once again, these results cannot be directly attributed to Stand Up! for the reasons explained earlier.

Interviews with young people, school staff and Youth Practitioners revealed the many ways in which young people had gained in confidence and skills as a result of their participation in Stand Up!

Changes in broader health, social and cultural wellbeing

Attitudinal changes described by interview respondents included shifts away from unhelpful attitudes (like understanding their own contribution to the problems they encountered) and towards more positive ones (like understanding that they could have a different future if they wanted).

Behavioural changes in participants described in the interviews included goal setting, achievement of goals, changing friends and making better choices for themselves.

School staff reported the transference of the skills participants learned in Stand Up! to other parts of their lives.

Overall, young people reported that they felt happier and calmer since going to Stand Up!

Changes in students' participation in school

School staff reported that participants were more engaged with school since coming to Stand Up! and that their behaviour and academic achievement had improved. Participants were also more likely to remain at school and were less likely to engage in anti-social behaviour like drug dealing, violence, and bullying.

Changes in the wider school community in managing alcohol and drug problems

School staff reported that with Stand Up! they had now other options for dealing with young people affected by the use of alcohol and other drugs.

The Strengths and Weaknesses of Stand Up!

Programme strengths

The strengths of Stand Up! are:

- A core set of values based on youth development principles;
- The flexibility of the programme's operations in each school;
- The strengths-based focus of the work;
- The way that the agencies involved have supported the development of this innovative, non-traditional programme;
- Strong commitment from all members of the Programme Management Team;
- Good staff development systems; and
- High quality staff (front-line and management).

Programme weaknesses

The weaknesses of Stand Up! are:

- The programme's vulnerability to the loss of its high calibre staff;

- Possible burnout of staff; and
- The reliance on standardised measurement tools that do not necessarily capture the essential benefits of the programme.

Factors Contributing to the Success of Stand Up!

The factors contributing to the success of Stand Up! are:

- Adherence to programme values throughout the initiative;
- Commitment from all parties;
- A long programme development phase;
- Strong organisational support;
- The Youth Practitioners (the front-line workers);
- The group work model for working with programme participants; and
- Good record-keeping systems.

Conclusions

Stand Up! is a very successful innovative programme for working with young people. Young people participating in it are enthusiastic and there is a high retention rate.

There are indications that there are positive impacts for young people who participate in Stand Up! Apart from reduction in the use of alcohol and other drugs, protective factors like improvement in self-confidence and social skills have been put in place. Young people are beginning to understand the ramifications of their decisions and are learning to set and achieve positive goals for themselves by making different choices.

The clinical safety of young people is ensured by robust supervision practices and strict adherence to protocols around client confidentiality and by close partnership working with staff within the schools.

As the programme expands, new issues will, no doubt, arise and will need to be managed well. In preparation for that, we have made a number of recommendations for improvement to the programme. These have been placed throughout the report so that they appear in context.

3. INTRODUCTION

(From the Request for Proposals - RFP)

The Stand Up! Programme was established in July 2006. It is a unique values-based partnership initiative between Odyssey House, Youth Community Services, Counties Manukau District Health Board (CMHB) and six secondary schools in South Auckland.

Stand Up! is a pilot early intervention programme that aims to improve the resilience, health and social well being of young people whose lives are adversely influenced by alcohol and/or other drug use. The programme is currently operating in six mainstream Decile 1 and 2 schools in South Auckland.

The programme is aimed at improving outcomes for at-risk students. It also aims to help increase students' understanding of the harms associated with drug use and encourage them to make healthy choices.

The programme has been operating for over 18 months and the initial two year pilot/contract ended in June 2008. An evaluation of its operation and impact was requested and this is the report of that evaluation

4. PURPOSE, AIMS AND OBJECTIVES OF THE EVALUATION

The Purpose of the Evaluation

The purpose of this external evaluation was to independently augment the knowledge, understanding and evidence already provided by the Programme's processes and interim internal evaluations.

The Aims of the Evaluation

The aims of the evaluation (*as per the RFP*) were to:

1. Determine the impact of the Stand Up! Programme on:
 - The Alcohol and Other Drug (AOD) use of student participants;
 - Students' knowledge and understanding of the potential health and social harms associated with AOD use;
 - The personal confidence and skills of student participants to make and implement healthy choices;
 - The broader health, social and cultural wellbeing of student participants;
 - The wider school community in managing and reducing the impact of AOD related harm and promoting healthy choices for students; and
 - Students' participation in school and their learning outcomes.
2. Describe and explore the impact of the Stand Up! Partnership arrangements on Programme effectiveness.
3. Explore student perceptions and experience of Stand Up!
4. Based on evaluation findings, provide recommendations for the continued development and improvement of Stand Up! and related youth development practice and policy.

Specific Objectives of the Evaluation

The evaluation explored the impact of the Stand Up! Programme on student knowledge, attitudes, beliefs and behaviours both during and following programme completion. The specific evaluation objectives were:

- A. Describe the Stand Up! Programme in terms of:
 - The organisational and management structure and systems supporting it (management and governance, record keeping, accounting, human resources, IT etc);
 - Staffing (numbers, qualifications/experience, etc);
 - Other resources (finance, premises, equipment, materials etc);
 - Participants (number, location, age, gender, ethnic/cultural affiliation, AOD history etc.);
 - Stand up! partnership arrangements;

- Relationships/communication with other relevant/partner/funder agencies;
 - Relationships/communication with participating schools; and
 - The structure of the programme (how it is run, length of the programme, over what time period, who gets involved, content and process in the programme etc.)
- B. Identify participating students' perceptions and experience of the programme.
- C. Identify the perceptions and experiences of the programme of non-participants (students' family/ whānau/ fono and significant others, Odyssey House programme staff, school staff – particularly those attached to the health units of schools - and other agencies).
- D. Describe the strengths and weaknesses of the programme in terms of characteristics of the programme as per Objective A from the viewpoint of all key stakeholder groups (participants and non-participants).
- E. Evaluate the impact of the Stand Up! programme in the following ways:
- The Alcohol and Other Drug (AOD) use of student participants prior to engagement with the programme, on completion of the programme and some months (3-6) after completing the programme;
 - Changes in students' knowledge and understanding of the potential health and social harms associated with AOD use as a result of the programme;
 - Changes in the personal confidence and skills of student participants to make and implement healthy choices as a result of the programme;
 - Changes in the broader health, social and cultural wellbeing of student participants as a result of the programme;
 - Changes in students' participation in school and their learning outcomes as a result of their participation in the programme.
 - Changes in the capacity/skills of the wider school community in managing and reducing the impact of AOD related harm and promoting healthy choices for students as a result of the programme; and
 - Unintended impacts.
- F. Identify factors contributing to the success or otherwise of the programme. These may include characteristics of the programme and how it was delivered, the context in which the programme was operating, success or otherwise of partnerships, circumstances/ characteristics of participants (like motivation to change, family events etc) and so on.
- G. Based on evaluation findings, provide recommendations for the continued development and improvement of Stand Up! and related youth development practice and policy.

5. DESCRIPTION OF EVALUATION METHODS

Overall Design of the Evaluation Project

The overall design of the evaluation was mixed methods and involved the following stages:

- Preparation for the evaluation;
- Analysis of client record data;
- Review of the Stand Up! Client Records System;
- Interviews/focus groups with key stakeholders;
- Collection and analysis of a short school staff survey;
- Observation of groups; and
- Reporting.

Preparation for the Evaluation

Preparation for the evaluation began in May 2008 and involved:

- Background reading;
- Development of programme logic;
- Development of evaluation plan;
- Gaining ethics approval; and
- Stakeholder engagement.

Each is described in the following sections.

Background reading

We began our preparation for the evaluation by reading background documents in order to fully understand the context and intent of the programme. This reading continued throughout the project to inform us about the programme and to provide data to inform evaluation findings.

Most of these documents (electronic and paper-based) were supplied by Odyssey House staff or through contacts with key stakeholders. The documents we saw included:

- Service Specification - Opening Doors' [now Stand Up!] Pilot Service for Schools: A pilot health service to promote and improve the health and social well-being of school students who are involved in drugs use in Counties Manukau;
- Stand Up! Programme Management Team. Terms of Reference;
- Contract Template for Registration in the Referred Group: Guidelines for Use;
- Stand Up! Pilot Programme Criteria and Process for Selection of Participating Schools;
- Stand Up! Programme Contract for registration in the referred group;
- Stand Up! Programme Contract for registration in the referred group made easy;
- Draft Discussion Paper: Stand Up! - Delivering a culturally aware and responsive service to Māori youth;

- A summary of best evidence around drug testing (Oliver and Birks, 2007)²;
- Policy Framework for the implementation of school-based drug testing in schools participating in the Stand Up! Programme;
- Review of Stand Up! partnerships (Parsonage, 2007)³;
- News release jointly prepared by Stand Up! partnership: “Strong support for new youth drug and alcohol service”. March 2007;
- Minutes and agendas of Programme Management Team meetings; and
- Previous in-house reports/data assembled by Odyssey House staff including a detailed interim report in 2007.

Development of a Programme Logic

The evaluation team worked with the Odyssey House staff in July 2008 to understand the programme’s rationale and to clearly document it. We used a programme logic framework⁴ to do this. The framework allowed Odyssey House staff to make explicit the individual stages that needed to be achieved in order to meet the overall aims of programme. The rationale for each stage was also spelled out as well as the way in which it was achieved.

We found that this process significantly contributed to our understanding of the programme. It also provided us with the basis for the evaluation questions to be explored.

Development of an evaluation plan

An initial, thorough consultation phase was undertaken to clarify and fine tune all aspects of each component of the evaluation. It involved several face-to-face meetings between members of the evaluation team, Odyssey House staff and relevant key stakeholders to discuss and ratify all aspects of the evaluation plan to be developed by the evaluation team. Topics covered during these discussions included:

- Review of the evaluation objectives/questions, the topics to be explored and sources of data (using the programme logic model);
- Confirmation of the stages and timing of data collection and reporting;
- Identification of potential obstacles to the evaluation, and ways to avoid or address those;
- A review of the budget for the project in terms of what was expected; and
- Reporting dates and formats.

By the end of this phase, we had a shared understanding with key stakeholders about what was going to happen during the evaluation, how it would be achieved and what the likely outputs would be.

² Oliver, J. and Birks, B. Stand Up! Programme School-Based Drug Testing. Odyssey House. Auckland. 2007

³ Parsonage, P. Review of the Stand Up! Programme Partnership: Focus group findings. Health and Safety Developments. Auckland. 2007

⁴ The programme logic document is too lengthy to include in this report, even as an appendix. However, copies can be made available on request to Maggie Jakob-Hoff, Resonance Research. maggie@resonance.org.nz or PO Box 46-018, Herne Bay. Auckland. 1147.

We then wrote a formal evaluation plan. This became our map of the evaluation and served as a reference for all relevant stakeholders. The plan was signed off by key stakeholders before it was finalised in September 2008. It included:

- The aim of the evaluation;
- Specific evaluation questions;
- Detailed methods (each linked to specific evaluation questions);
- Expected deliverables;
- Detailed timeframes;
- Specifics of evaluation instruments (topic guides, a master questionnaire template, information and consent forms);
- The completed programme logic document (as an appendix); and
- Reporting details.

Most of the key elements of the plan are detailed in this section of the report.

Ethics approval

The evaluation plan was submitted for ethics review to Associate Professor Dr Mike O'Brien, Head of Massey University's College of Humanities and Social Sciences. Mike was the previous chair of their ethics committee and he consulted with the current chair of that committee before signing off this project.

Stakeholder engagement

Engagement with the Stand Up! stakeholders was ongoing from the start to the finish of the project and worked very well. This was greatly enhanced by the unlimited access we had to key stakeholders in the programme.

However, a great deal of unplanned time was needed to negotiate access to young people participating in the programme with school champions (the main school contact for Stand Up!) and the Youth Practitioners (Odyssey House's front-line workers). The investment of so much time was extremely worthwhile as it helped to develop relationships between the evaluation team and the schools.

Analysis of Client Records Data

Client records were exported from Microsoft Access into a Microsoft Excel workbook and passed to the evaluation team in early December 2008. All names had been removed and information was attached to client ID numbers. Some time was spent by the evaluation team to link all the records associated with each programme participant. At the end of that time, we were able to extract and analyse the following information:

- The gender and ethnicity of all young people who have participated in Stand Up!;
- The age of young people when they attended their first Stand Up! session;
- The number of times young people had face-to-face contact with programme staff either in group situations or in one-to-one sessions;

- Ratings given by young people on all the Strengths and Difficulties Questionnaires they had completed; and
- Ratings given by young people on all the Substances and Choices Scales they had completed.

Substances and Choices Scales analysis

The Substances and Choices Scale (SACS) was used as a clinical tool in the Stand Up! programme. It was not designed to be an evaluative tool. However, we used it in this study because it provided a source of quantitative data showing changes in the young people over time. A copy of the SACS can be found in Appendix A of this report.

We calculated changes in the frequency of use of each of the 11+ substances mentioned in Section A of the SACS between the young people's earliest and latest completions of the scales (regardless of how many times it had been completed). By doing this, we omitted the completion of the scales between these times. The differences in frequency of use are reported here only for the young people who reported making changes. The number of young people varied for each substance reported on.

A difficulties score was calculated for the items in Section B of the SACS by adding the ratings. The difficulties scores were reported for the 294 young people who completed the SACS. Changes between earliest and latest scores were also calculated and reported here for those young people who completed the SACS more than once (N=194).

Section C of the SACS relates to tobacco use. Young people's scores were calculated in a similar way to the overall SACS difficulties scores. That is: a reporting of use at the time of the earliest and latest completions of the SACS (N = 294) and a reporting of the changes in use between the two when the SACS had been completed more than once (N=161).

Strengths and Difficulties Questionnaire analysis

The Strengths and Difficulties Questionnaire (SDQ) was also not designed to be an evaluative tool. However, we also used it in this study because it provided a source of qualitative data showing changes in the young people over time. A copy of the clinical version of the SDQ can be found in Appendix B of this report. This is the version used by Stand Up! staff.

An overall SDQ difficulties score was determined by adding the first 16 ratings in the questionnaire. We were able to report the earliest and latest scores for 296 young people (regardless of how many times they had been completed).

We calculated the changes in the difficulties totals for all young people who had completed at least one questionnaire (N = 163). The earliest score was compared to the latest score regardless of how many times the questionnaire had been repeated by the young person. This result was also reported.

There are also nine pro-social items in the SDQ. We added these and treated them in a similar way to the overall difficulties scores. There were 293 young people who had

completed it once. Of those, 187 young people had completed at least one other SDQ allowing us to compare earliest and latest scores.

Review of the Stand Up! Client Records System

The review of the client records system took the form of an audit in order to verify the robustness of the data reported by Stand Up! staff. The method used to carry out the audit, and the associated findings and recommendations, are fully reported in Appendix C of this report.

Interviews/Focus groups with Key Stakeholders

Interviews with key stakeholders were carried out between September and October 2008. The characteristics of the 114 interviewees were as follows:

- Representatives from CMDHB, including the Chair person of the Programme Management Team (PMT) and CMDHB's Stand Up! Programme Manager, a member of the Māori Mental Health team and the Director of Mental Health and Addictions Services Development (3 interviewees),
- Odyssey House programme staff including all current and one former Youth Practitioners, the Youth Services Manager and the Cultural Advisor (9);
- Staff from participating schools – including all six champions, school management staff, student services staff and teachers (20 interviewees);
- Stand Up!'s Pacific Cultural Advisor from Tupu Services (1 interviewee); and
- A sample of participating students, all but one seen in a series of groups. All Stand Up! participants were invited to meet us and to be interviewed for the evaluation. (81 young people came and were interviewed).

Multiple unsuccessful attempts were made to contact and include another six potential interviewees. Two of these were from CMDHB and the others were school staff.

The interview process

All interviews began with an informed consent process. Information sheets were verbally summarised before inviting participants to read them. A consent form was then signed by participants. A simplified version of both documents was provided for each young person. Both the adults' and young people's versions of these forms can be found in Appendix D of this report.

A series of topic guides were developed for different audiences in the evaluation. These all came from the master topic guide, a copy of which can be found in Appendix E.

There were two interviewers present for all groups, one to facilitate the process and/or attend to cultural protocols and one to take notes. Wherever possible, interviewers matched the ethnicity of the participants.

The process for interviewing the young people was different from the adult process. Each is described below.

Interviews with the young people

To begin a trusting relationship with the young people, “meet and greet” sessions were held at each school a week prior to the interviews. This gave the young people an opportunity to interact with the interviewers informally and to understand what was being asked of them. Some young people provided verbal quotes about their views of the programme during the meet and greet sessions. Informed consent was obtained prior to that for those who were present.

All young people were interviewed during September 2008 in a series of groups held at their schools during 50 or 60 minute sessions, depending on the school timetable. One of the young people also wanted to be interviewed alone and this occurred.

Conducting interviews with the young people in such groups was considered by school and programme staff to be important for us to do. The young people were used to working together and felt very comfortable in sharing their experiences in each others’ presence. They reported to us that they stimulated each others’ memories and this helped to provide rich data for the evaluation.

During the interview sessions, questions were kept at a very simple level to make sure that everyone understood what was being asked. This worked very well and we felt that most young people were very open with us during the interviews.

More recorded quotes about the programme were also provided at this time from those young people who were willing and had not yet done so. All these quotes from the young people are included in this report on an accompanying Compact Disc. They have been transcribed in Appendix F of this report but we recommend that readers listen to the quotes first hand to get a sense of the voices of the young people involved.

Healthy food and drink were presented on both occasions with the young people as a koha to acknowledge their participation.

Interviews with the adults

All but a few of the adult interviews were carried out face-to-face, either in groups or one-to-one. The remaining interviews were completed over the phone. In those cases, the information and consent forms were emailed ahead of the interview and consent was verbally given instead of the procedure previously described.

Analysis of interview data

A thematic analysis, based on the evaluation objectives, was carried out on the interview data once it had been recorded into a master reporting framework.

During our analysis sessions, we combined the understandings we gained from this with that from our other evaluation activities to arrive at our conclusions.

Collection and Analysis of a Short School Staff Survey

A short written survey consisting of closed questions was developed to obtain school staff views about individual young people's progress as a result of attending Stand Up! It was completed in November 2008 for 85 young people participating in Stand Up! in the six schools in the programme. This tool was developed specifically for this study as was not independently validated. There was also no time to pilot it before going out. (Please read the limitations of this survey in the limitations section).

The survey was structured to explore the main changes that Stand Up! staff were hoping to see in young people and around Stand Up!'s service specifications. Items included increases in self confidence and resilience, making healthy changes to their lives, greater engagement with school and setting higher goals. A complete copy of the survey can be found in Appendix G of this report.

School staff only completed the survey for young people they knew were in Stand Up! and with whom they had contact at school. However, even then, they were not able to rate 30% of the individual items and marked them as "Don't know". This was to be expected as school staff do not have (and are not expected to have) knowledge about all aspects of a young person's school and/or home life. Our reporting and analysis was therefore in terms of the number of young people who were reported by school staff to have changed on each dimension. This was reported alongside the number of young people who were reported to have not made changes on each dimension. This presents some obvious difficulties because some students will have made changes, but will not have come to the attention of staff. Others may appear to school staff to have changed but did not.

Observation of Groups

Arrangements were made through the Youth Practitioners for the Project Manager of the evaluation team to observe and participate in two groups as they were running. This was completed in early November 2008.

The main aim of the observation was to see what actually happened in the groups and to observe the way they were run. Although a number of group participants had already met the Project Manager during the interview period, there is little doubt that her presence affected the group dynamics. The Youth Practitioners reported that the young people were less relaxed. However, overall, it was a useful exercise as it gave the Project Manager, the main writer of this report, direct experience of the group process.

Reporting

We provided two progress reports, one to each PMT meeting. However, we were in close informal contact with Odyssey House staff, the Chair of the PMT and school champions frequently throughout the project.

We felt very well supported by the access we had to these key stakeholders and endeavoured to ensure that they also knew exactly what was going on in the evaluation at any one time.

This report is our final report detailing all aspects of the evaluation.

Limitations of the Research

This evaluation had some important limitations – as described below.

Access to programme participants

Stand Up! staff were understandably unwilling to replace normal Stand Up! group sessions with evaluation interviews. Schools therefore had to find other suitable time slots for the young people to meet with the evaluators without interrupting their school timetables too much. The time slots that were made available were short as they had to fit in with the length of school periods. This meant that our two contact visits with each group of young people were very short – between 40 and 50 usable minutes per session (normally, group interviews and focus groups with adults take three hours to complete). During that time, we had to establish rapport with the young people who were reported to be very untrusting of most adults and then lead them through the informed consent process before we could begin to ask our questions. As a result many areas we would have liked to have covered with them were unable to be addressed. Ideally, we would have preferred to have more time with the young people – or at least a cohort of them – assuming they also would have wished that.

School staff survey

Overall, the survey developed for school staff to complete for each young person in Stand Up! worked well and provided valuable information. However, we rushed its development because of delays in the evaluation timetable and it did not ask for demographic information about the young people or information about the number of Stand Up! sessions they had attended. As a result of this, a more sophisticated analysis of the survey results was unable to be carried out.

Amalgamating data from the SACS and the SDQ

The data from the SACS and the SDQ could potentially be used to portray an individual's progress with alcohol and drug reduction if the measures are repeated over time. However, programme staff indicated that the amalgamation of repeated data from individual young people would not necessarily accurately reflect true progress achieved as a result of the programme. This was because the stage at which the scales were completed (and the context in which they were completed) varied so much between young people. Youth Practitioners indicated that young people fluctuated in their use of alcohol and other drugs from week to week and that their progress was rarely linear. Therefore later scales could easily be an anomaly in their overall progress.

The scales do not reflect the amount of drugs and alcohol used, only the frequency with which they are used.

Furthermore, Youth Practitioners told us that many young people under-reported the magnitude of their alcohol and drug use in their earliest scores because they had not yet had time to learn to trust the Youth Practitioners with the full information. This was confirmed by

the young people themselves. Therefore, the earliest estimates of alcohol and drug use may be lower than was actually the case.

Youth Practitioners reported that end-of-year scales (not factored in our analysis) typically show lower usage than the end of term three, where the young people commonly report greater use with the warmer weather and spring crops.

Youth Practitioners have also indicated that some of the latest scores are actually those done on re-entry into programme after some absence – and can therefore be higher.

6. DESCRIPTION OF THE STAND UP! PROGRAMME

The Stand Up! programme operates according to specific principles and has clearly documented aims. It is governed by a Programme Management Team (PMT) as a partnership between the funder, the service provider and participating schools. These will be described in the following sections as well as the way in which the programme operates in the schools.

This chapter has been partitioned three ways. The first section relates to the establishment and development of Stand Up!, the second describes its operation and the third discusses how the programme is delivered in schools.

The Establishment and Development of Stand Up!

Programme Values

The values of the programme were developed by the partnership which, once established in the form of the Programme Management Team (PMT), began its work to co-create Stand Up! and turn the concept and vision into reality. The operation of the PMT will be described more fully in the next section of this report.

The original vision for Stand Up! was informed by evidence-based Youth Development principles. For this reason, It was always intended as a specialist youth health service rather than an alternative way for schools to discipline students' problematic AOD-related behaviour. The programme was to operate in accordance with the *Youth Development Philosophy*⁵ prepared by 'Youthline' for use in Counties Manukau schools:

- Youth services, groups and clubs will work collaboratively to foster the development of young people;
- Young people are connected with community leaders and projects, and participate in community decisions and processes;
- Young people have positive and strengths based relationships with peers, whānau/ family, school and the wider community;
- Young people have positive experiences of being themselves and being welcomed and accepted as valued members of the community;
- Young people have accurate and unbiased information, resources and support from peers, family/whānau and significant others to assist their decision making;
- Young people have a strong sense of self and are connected to their cultural identity;
- Young people were able to express their diverse and holistic needs and have these acknowledged and supported; and
- Young people have opportunities to develop themselves as leaders of self and others through development pathways. (*From the Service Specifications for Stand Up!*)

⁵ A Youth Development Model for Manukau- October 2005, Youthline.

A programme values framework was developed in order to embed this philosophy in the subsequent design, development and implementation of Stand Up! and establish and express a shared sense of vision and purpose. Importantly, this created an understanding of how members of the PMT needed to approach their work together in order to achieve their vision to develop a new service founded on Youth Development principles. Integral to these values was the notion of developing services where youth were central, where there were strong relationships and partnerships, and where there was meaningful participation – not only from the young people, but from the agencies involved in the programme.

The early developmental work modelling and embedding Stand Up!'s values was important because it was constantly reinforced and sometimes challenged by the young people through their representation to the PMT via the Youth Practitioners.

The Youth Practitioners had worked with the young people to help them articulate the Programme values into their own words, including inspirational lyrics from contemporary songs. This helped some of the PMT members who did not have direct contact with the young people to more fully-understand the true implication of these values for vulnerable young people much more deeply. The values framework was developed and used as a guide for all the PMT decision-making. It is presented in the following Figure 1.

Figure 1 The Stand Up! Values Framework

Respect for young people

The time has come for my dreams to be heard
Beyonce Knowles – 'Listen'

*We was young, and we was dumb but we had heart.
In the dark when we survived through the bad parts
Many dreams is what I had, and many wishes*
2pac feat. Notorious B.I.G. – 'Runnin'

Young people are amazing! We need to respect young people and listening to them is a big part of that. Another way that we can show respect is by making sure that everything we do is to help young people and their communities grow and develop. So we also need to look for potential in young people, in all areas of their life (their health, social life, how much they know about where they come from).

Together

Wanna ride with us? You're more than welcome
Jay Z – "Do you wanna ride"

Like a sports team, music band or acting crew, we help each other to reach our goals. Of course, this means that we all need to understand and agree on our goals. To work together, we will need to be straight up and supportive of each other.

Upbeat

*Sky is the limit and you know that you keep on. Just keep on pressin on
Sky is the limit and you know that you can have
what you want, be what you want, have what you want, be what you want*
Notorious B.I.G. – 'Sky's the limit'

*I'm wishing on a dream. To follow what it mean.
And I'm wishing on the rainbows that I see. I'm wishing on the people who really dream.*
Beyonce Knowles – 'Wishing on a star'

We look on the bright side, and we believe that there is always hope. We want the young people who are involved with Stand Up! to feel like they are a part of it, and see hope for themselves. We believe that our young people are awesome and help them to believe that too.

Get there

And I'm young and I still got a lot to prove. I can't stop, won't stop, unstoppable
P Money and Scribe – 'Stop the music'

We keep our promises. This means that we all work together to do whatever it takes to reach our goals. Most importantly, we help other people to trust us. We have high goals, but in the end, together we will get there!

(from the RFP)

The Stand up! Partnership

Stand Up! partially originated in response by CMDHB to concerns expressed by some South Auckland schools about a perceived lack of alternatives to excluding young people when dealing with school-based issues relating to alcohol and other drugs. CMDHB was also aware of other school-based AOD services (like Rubicon, which was operating in Whangarei

and High in Life) and was keen to develop and pilot a broadly similar approach in its own locality – but founded on youth development principles.

The original concept of Stand Up! as an integrated school-based AOD service founded on Youth Development principles and tailored to meet the needs of each school community was developed and funded by CMDHB and delivered by Odyssey House under contract to the DHB. Once the contract had been signed off, six South Auckland schools were formally invited to be part of Stand Up! and became the third group of partners in the arrangement with CMDHB and Odyssey House.

Overall, this was a reflection of CMDHB's commitment to reduce the burden of health inequalities experienced by local Māori and Pacific communities. All the schools participating in Stand Up! were either Decile 1 or 2.

Staffing

The programme began in 2006 with one male worker who was shortly joined by a female worker. As the programme grew, workers left and others were recruited. Until July in 2008, staff worked the equivalent of two full time positions. By September 2008, there were six Youth Practitioners combining to fill four of five CMDHB-funded Full Time Equivalent (FTE) positions.

The professional development process for workers was comprehensive and lengthy. New workers were inducted into the policies and procedures of Odyssey House and then to those relating to Stand Up! They spent a good deal of time 'shadowing' experienced Youth Practitioners while they worked out in the schools. When they felt ready, they began to take responsibility for a small aspect of the work. This responsibility grew as new workers gained confidence. Furthermore, the Youth Practitioners reflected on their work together all the time, regardless of how experienced they were. This was achieved through formal processes (like supervision and professional development sessions) and informal processes (like debriefs, giving and receiving feedback and case discussions).

Much effort was made to match staff skills with the specific needs of young people and their particular school environments. Three Youth Practitioners were women and three were men. A gender mix was considered to be important in this work and male and female workers ran groups together. For example, early work done to take young girls to sexual health clinics would not have been possible without a female worker to take them.

The demands on the team were considerable – especially for the Team Leader who, in addition to front-line work, was also trying to develop new systems and carried a heavy reporting burden. Our audit of the client record-keeping system revealed that the nature of reporting to the various agencies could be streamlined and free up more of the Team Leader's time. We have made a specific recommendation about this in Appendix C.

All the Youth Practitioners also had to ensure that their case notes for each young person were recorded for each group and one-to-one session. These notes could be complex and a great deal of time and care was spent making sure they were accurate and up-to-date.

Qualifications and other attributes

All Youth Practitioners had completed relevant undergraduate degrees and two had postgraduate qualifications. At the time of writing, three were DAPAANZ-registered Alcohol and Drug practitioners and the rest were in the process of completing requirements for that registration. However, additional important Youth Practitioner qualities identified by stakeholders included:

- Previous experience working in the community;
- Ability to be fully present with young people;
- Not being too entrenched in traditional clinical or drug and alcohol treatment models;
- Ability to form and maintain positive relationships with a range of stakeholders at different levels in organisations;
- Ability to manage relationships in a flexible way;
- Possessing a strong sense of self – knowing who they were as individuals in the world and their own place in it;
- Openness;
- Ability to be self-reflective; and
- Having a sense of humour.

Recruitment

Potential staff were required to apply for and be interviewed for advertised positions in the usual way reflecting New Zealand employment law.

Given the range of qualities needed to work well in this programme, recruitment of suitable members of the team was problematic. Positions were publically advertised but networks with other agencies and in the community also needed to be utilised to identify potential staff.

More targeted approaches specific to Stand Up! are currently planned - included advertising at universities to encourage new graduates to apply, providing short work experience placements for graduates and the delivery of guest lectures at universities to encourage and recruit staff.

Role development

As the programme was in its infancy, the role of Youth Practitioners was still being developed. As a result, there were deep conversations at all levels of the programme about the role, the meaning of the work and the challenges made to world-views and assumptions. This reflective aspect of Stand Up! meant that all stakeholders were continually working on ways to improve what was being delivered – and learning from those reflections.

Management

In the first 12 months of the programme, when there were only two Youth Practitioners, management and supervision for the team was provided by the Youth Services Manager at Odyssey House. Once the team grew, the Youth Practitioner Team Leader provided line

management and supervision to the Youth Practitioners Team. He, in turn, was managed by the Youth Services Manager.

The Youth Services Manager had an extensive clinical and management background. He provided line management and clinical supervision to the Team Leader. The person in this role was considered to be very supportive of the team, providing strong leadership. He was also managing the Stand Up! contract on behalf of Odyssey House and was highly regarded by all relevant parties.

Other Resources

The Stand Up! team had an office in a house that was formerly an Odyssey House residence in suburban Auckland. The office was shared by other workers involved in Odyssey House's Community programmes and a cultural advisor. The team had access to a large informal lounge, a kitchen and dining area, a shared storage room and bathrooms. They also had an open plan office in which they all worked. They valued the open plan office because they could discuss their cases and groups together as they worked and made notes.

At the time of writing, the team had three cars to travel to schools.

The office had good equipment like a photocopier, secure storage facilities for records, a secure document destruction bin, and the team reported that they had enough educational resources to do their work.

Each worker had a laptop computer and a cell phone. They shared an internet stick. This allowed them to be mobile in the community and have their laptops with them to record work or songs performed by the young people in the schools. They could also access the internet anywhere to collect emails, write up their case notes and to look for references and other resources.

The Operation of Stand Up!

The Aims of Stand Up!

The original aims of the service were part of the service specifications and were written prior to the developmental work carried out to produce values. There were four aims, as follows:

1. To improve the health and social well-being of school students who are at greatest risk of being excluded because of drug use;
2. To improve school students' knowledge and understanding of the potential health and social harms associated with drug use;
3. To improve school students' personal confidence and skills to make and implement healthy choices, including choices about drug use;
4. As a public health and health promotion initiative, to reduce the impact of drug related harm on the wider school community.

The Specific Objectives of Stand Up!

The original specific objectives of the programme were detailed in the Stand Up! Service Specifications as follows:

- a. To provide school students at high risk of being excluded with access to evidence-based, culturally responsive information and advice about the potential health and social harms associated with drug use.
- b. To equip school students with the confidence and interpersonal skills needed to make and implement informed personal choices about their own health, including drug use.
- c. Where necessary, to strengthen the school's overall approach to drug education, ensuring consistency and co-ordination between their core drug education units of learning and health services for all students, and the provision of external specialist AOD guidance and support for particularly vulnerable students.
- d. To start to develop a peer-led approach to drug education in schools that enhances and utilises the personal strengths, expertise, experiences and leaderships skills of young people. It is anticipated that such an approach will contribute to reducing the future volume of support required by schools from specialist AOD services.
- e. To develop and improve access to the benefits of healthy lifestyle activities and choices within the school and wider community.

Programme Structure and Systems

Stand Up! has a logical structure supported by good organisational systems. There is a source of funding for the programme, a governance group has been established to develop and manage the programme as a whole, and a provider organisation has been contracted to house the programme. Staff have been employed as front-line workers to implement the programme and they are supported by the provider organisation's management systems and resources. Other systems and resources have been developed specifically for the programme. Schools have been recruited to be involved in the programme. They provide access to programme participants and a place where the programme can function. These key aspects to the organisational structure and management of Stand Up! will be fully described in the following sub-sections:

- The funder;
- The provider;
- The schools (staff and participants);
- Governance;
- The Project Management Team;
- Relationships; and
- Systems.

The funder

Counties Manukau District Health Board (CMDHB) funds Stand Up! which is a non-traditional service based on youth development principles rather than traditional drug and alcohol counselling treatment. As the funder, CMDHB was heavily involved in promoting and supporting the development of Stand Up! as a health and social innovation. It was also

willing to take the level of considered and managed risk that is almost always required for effective innovation.

The Chairperson of the Stand Up! Programme Management Team was of the also the DHB's Programme Manager for Stand Up! and in that capacity, she also had a close working relationship with the Odyssey House team and met regularly with them outside PMT meetings, particularly during the first year of operation. She was considered by interview respondents to be highly supportive of the programme and its staff.

The provider

The provider, Odyssey House, runs traditional residential drug and alcohol treatment, support services and non-residential programmes for youth within schools and other community settings. The Stand Up! programme was a new innovation for them as an entity because it was based on Youth Development principles rather than traditional alcohol and drug treatment principles.

Odyssey House was known to CMDHB prior to the Stand Up! as it already had contracts with them. It was selected as the service provider because it:

- Had experience of providing school-based services for young people;
- Was willing to embrace the Youth Development principles upon which the service was to be founded;
- Was willing to work in partnership with CMDHB to jointly develop the service as a pilot; and
- Had in-house evaluation capability that could contribute to the formative development of the service.

Odyssey House has also carried some risk in delivering Stand Up! due to the difference between the innovative Stand Up! service model and traditional alcohol and drug service models.

The participating schools

In order to be responsive to young people and schools, Stand Up! operated differently in each school community. This tailored approach was one of the key design principles of the programme and ensured that Stand Up! reflected and built on the culture, infrastructure, and policies and procedures of each individual school.

There were initially concerns from some schools that wanted to become partners in Stand Up! but did not want to be identified to their communities as having drug and alcohol problems. Their Principals carried some risk by being associated with the Stand Up! partnership because it may have discouraged some prospective parents from enrolling their children in their schools if there was a perception that there was a drug problem in the school.

One way in which the partnership managed this concern was by developing a joint press release that was signed off by the school Principals and which the DHB and/or Odyssey

House could use on behalf of the partnership in the event of press enquiries. The DHB's Communication Manager contributed to the development of this joint press release. In the event, there was never a need for it to be issued. In addition, none of the organisations publicly named the schools in the initial phases. This continues to a degree, as Stand Up! do not promote that their presence in those schools, but will name the schools to other services e.g. CYFS and the police.

This was an example of the value of the partnership and why a partnership approach was required in order for those involved to collectively manage perceived risks in a positive and open way.

Governance

Stand Up! was jointly governed by the Programme Management Team (PMT) consisting of representatives of each agency involved – including the Youth Practitioners delivering Stand Up! services.

The structure of the PMT was non-hierarchical – essentially a 'community of leadership' through which the essential power of all stakeholders as key people of influence was respected and valued. This model of leadership reflected not only the values of Stand Up! but also the youth development principles described earlier. PMT members were also mindful of the many examples schools had provided of the ways in which external agencies were reported to have failed to keep their promises to young people when working in schools. This also shaped the model of leadership adopted and was an important consideration in the Youth Practitioners' 'relationships of influence' with the young people. Through their involvement with the PMT, representatives from participating schools came to trust CMDHB and Odyssey House.

Our findings about the effectiveness of this partnership mirror those of an earlier study carried out. (Parsonage, 2007)⁶ This study concluded that the partnership arrangement for Stand Up! worked well and that it was one of the major strengths of the programme.

Terms of reference were developed for the Programme Management Team (PMT) to provide a mandate for its functioning and areas of responsibility. The terms of reference can be found in Appendix H of this report.

CMDHB had four representatives on the Programme Management Team (PMT). The DHB's Stand Up! Programme Manager was the PMT Chair. The other DHB representatives were the Director of Mental Health and Addictions Services Development and the Mental Health and Addictions Services Planner and Funder. The DHB's Pacific Health Division was also briefly represented before the representative went on maternity leave. Although a request was made, the staff member was not subsequently replaced by the DHB's Pacific Health Division.

⁶ Parsonage, P. Review of Stand Up! Programme Partnership: Focus group findings. Health and Safety Developments. Auckland. July 2007.

Odyssey House staff on the PMT included the Youth Services Manager, The Cultural Advisor, the Team Leader of the Youth Practitioners and all the Youth Practitioners.

The champions of all six participating schools were also members of the PMT.

The PMT currently meets once each school term. PMT agendas are always planned together by the PMT Chair and the Odyssey House Stand Up! team in order to ensure that adequate time is committed to discussing any emerging issues in the Youth Practitioners' work with young people. The agenda always includes an update about the programme by the Youth Practitioners. Often they will invoke the presence of the young people attending the programme by conveying recorded messages from them in the form of music performed by the young people, comments from them, or examples of their work. Other topics considered by the PMT include:

- Delivery and communication issues;
- The development and growth of the programme;
- Cultural relevance;
- The selection of and reporting by the evaluation team; and
- Any other business as it arises.

Early PMT meetings occurred often and involved lengthy and complex discussions about how the programme should be developed, what should happen during the programme and what should be recorded about the young people and their progress. Issues like informed consent and ethics, culture and cultural appropriateness were explored at length. Efforts were made to ensure that all PMT decisions in relation to matters affecting young people modelled the programme values and youth development principles. Maintaining the youth development focus was reported to be challenging at times because it meant that the PMT had to develop alternative approaches that were different from prevailing clinical practices.

Working so closely in active partnership with a funder to develop and manage a service was disconcerting for the provider at first because it was so unusual. However, as the service developed, the value of this greater involvement was recognised and became much appreciated.

Formal minutes were appropriately recorded and signed off for each meeting.

Relationships

Relationships between the members of the PMT developed and strengthened over time as they worked through the development and delivery issues relating to this new type of programme. These relationships continued to be reinforced whenever the parties had contact with each other.

Early work carried out by the first two Youth Practitioners was heavily weighted in favour of developing strong positive relationships in schools and with other community-based youth initiatives. These relationships continued to be fostered by Stand Up! staff who attended

non-Stand Up! events in schools to establish their presence and to create opportunities for informal and formal conversations and meetings with students and school staff.

In the first three months of their work, the Youth Practitioners were heavily involved with youth working groups and other initiatives in order to gain an understanding of and share philosophies with them.

Systems

Stand Up! management and front-line staff all considered the organisational and management systems to be adequate to meet their needs.

Odyssey House already had well-established operational systems in place that were useful to support Stand Up! These included:

- Clear organisational structure with appropriate reporting and accountability.
- A comprehensive induction manual to Odyssey House (the larger organisation);
- Existing information technology (IT) systems;
- Cultural supervision systems (Māori- and Pacific-specific); and
- Supervision for front-line workers (line supervision and clinical supervision).

Because Stand Up! was a community-based service (and the main organisation previously primarily provided residential treatment), supplementary systems needed to be developed. These included:

- An induction to the philosophy and operation of Stand Up!;
- Clinical supervision for front line workers from the Team Leader that were different from the rest of Odyssey House;
- IT systems that were developed specifically for Stand Up! as the practitioners learned what it was that they needed;
- A specific data base system to record case notes and other information about young people involved in the programme;
- Internet access to the database allowing workers to input data whilst out of the office; and
- Practical support systems for workers out in the field (vehicles, lap top computers, mobile phones, remotes access to the internet, etc.).

There were no written policies that specifically covered the unique aspects of the Stand Up! that were different from the Odyssey House parent organisation. This may need some attention in future, especially as the programme develops and grows.

Recommendation – Written Policy For Stand Up!

As the Stand Up! programme grows and develops, written policy covering all aspects of the programme should be developed.

Client Data Handling and Reporting

We have carried out a comprehensive audit of the record keeping system used to create the figures shown in Stand Up! reports. The aim of our audit was to test how robust the system was and how much confidence could be had in the figures regularly produced by the Youth Practitioner team. We explored the client records system on the following dimensions:

- Documentation of data handling processes;
- Staff knowledge about data handling processes;
- Data handling;
- Methods used to analyse data;
- Methods used to report data; and
- An overall assessment of the robustness of Stand Up! data.

With some minor amendments, we found the client records system to be well designed and robust. Therefore, we endorse the figures produced by the Stand Up! team about participants and their progress.

Our detailed report of the audit result can be found in Appendix C of this report.

Relationships/Communication with Participating Schools

The main conduit for the Stand Up! programme was the school 'champion'. In all instances these people were the school counsellors who tended to be housed within the schools' student services/health units with school nurses, pastoral staff and/or deans.

Champions were members of the PMT, as were the Youth Practitioners. This provided for formal, structured communication and relationship building for those champions that came to the meetings. Those who were unable to attend the meetings could read the minutes and were able to be updated about key points by the Youth Practitioners when working in their schools.

Naturally those champions who were heavily involved in the early development of the programme and participated in the debates about how it should unfold had stronger relationships with the programme than those who did not.

In schools where the programme also had active involvement from Boards of Trustees, the principal and/or school management, the relationship was stronger because the programme was able to permeate and influence school policy to be more supportive of programme participants.

Much of the communication between Stand Up! and the schools – and the ongoing relationships – were built on the many informal discussions and information-sharing that occurred as part of the daily functioning of the programme in the schools. Each school had specific days when the Youth Practitioners were in the school and school staff knew that they would be there, when they would be there and where. It was easy to have a quick chat

about a student if needed. The Youth Practitioners also carried cell phones and could be called or texted at any time outside those times by school staff (and students). They were thereby able to respond to any special requests in a timely fashion.

Few of the school staff we interviewed knew the details of specific day-to-day topics covered in the programme. As per the youth development-centred nature of Stand Up! topics addressed during the groups on any one day depended on what the students raised. By being responsive to the present and emerging needs of the young people, the programme remained fluid with the exception of a few key foundation activities. These will be described more fully later in this report. This flexibility meant that there was not a set group programme and, as a result, school staff said they were referring young people to a service they knew little about⁷. We should emphasise that they still remained very happy to refer students to Stand Up!

Recommendation – Presentations to the schools

Stand Up! should consider doing short presentations to all school staff and BOTs about the programme, what happens and its impact on students.

We endorse the Youth Practitioners' position that this recommendation needs to be considered on a school-by-school basis. The Youth Practitioners are acutely aware of the individual tailoring of the programme required for each school and that in some schools, making such presentations could cause problems.

Relationships/Communication with Other Agencies

Stand Up! worked in partnership with the school staff to support referrals to other agencies, including CYFS, CADS, school and community nurses, Altered High, Child and Adolescent Mental Health Services, the Centre for Youth Health.

The Youth Practitioners had a reasonably high level of contact with other external agencies e.g. Tupu, Mental Health Foundation, NZAHD, and Youth Line – mainly for the purpose of professional development. One of the Youth Practitioners also worked across teams for six months with CADS⁸ South and Odyssey House. The Stand Up! partnership also made a number of presentations at national and local conferences.

At the time of writing, the relationships between PMT members had been developing over a long period of time (two years). The PMT were closely involved with the programme's development and the resulting relationships deepened as the team overcame initial concerns and came to common understandings and agreements. We would describe the

⁷ We note that few staff were also aware of the specifics of other counselling services – but still referred young people to them.

⁸ CADS – Community Alcohol and Drug Services

relationships between PMT members as being close with a great deal of mutual respect and trust. In our view, this has been important in the process of establishing this new and innovative programme.

Recommendation – Improve networking with other agencies

Community networks to promote shared learning should be improved to help expand the influence of Stand Up! – especially as Stand Up! staff are already fully occupied. Other agencies can also work in conjunction with Stand Up! and help to put in place some of the other additional services that are needed to assist young people.

The Programme as Delivered in Schools

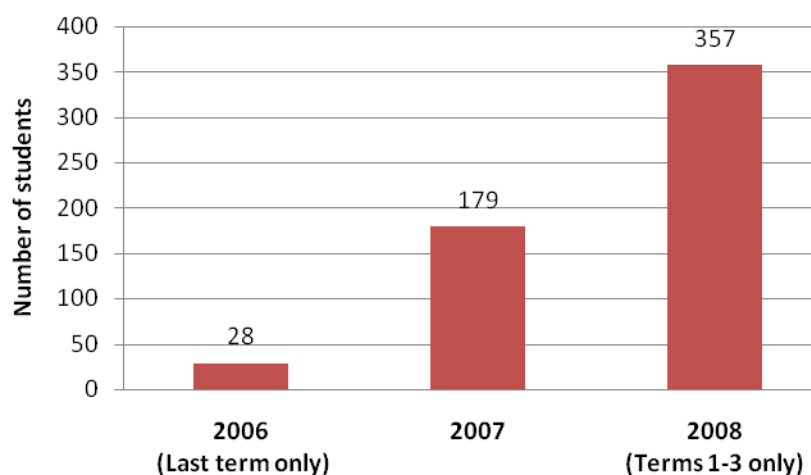
Stand Up! services were delivered differently in each school, but typically followed the sequence described in the following sections, which, in combination, define and describe Stand Up! at a programme level.

Programme participants

The Youth Practitioners regularly generated reports about the number and nature of the young people they saw as part of the programme. The following information was generated from Odyssey House's quarterly monitoring reports to the DHB and Ministry of Health.

Figure 2 shows a steady increase in the number of young people involved in Stand Up! as the programme grew. Although Stand Up! was scheduled to begin operating in schools in the first term of 2007, a small group of young people (28) were initially engaged in December 2006 in response to an urgent request for support from a school Principal. During 2007 179 young people accessed the programme. That number doubled in 2008 to 357.

Figure 2 Growth in the number of participants in Stand Up! over time



NB: Some students participated for more than one year and are therefore counted more than once

The client records database maintained by the Youth Practitioners provides an overview of the programme between its inception in 2006 and November 2008. It shows that, to December 2008, there were 398 programme participants. The groups were reasonably evenly split between males (53.3%) and females (46.7%).

Table 1 Gender of participants in the programme to the end of 2008

Gender	Number	%
Male	212	53.3
Female	186	46.7
Total	398	100%

The client records also showed that the age of participants ranged from 11 to 18 years old with the majority of young people (80.1%) being between 13 and 15 years of age.

Table 2 Age of participants when first seen by programme staff

Age	Number	%
No age in records	2	0.5
11 to 12 years	27	6.8
13 years	94	23.6
14 years	141	35.4
15 years	84	21.1
16 years	34	8.5
17 years	14	3.5
18 years	2	0.5
Total	398	100%

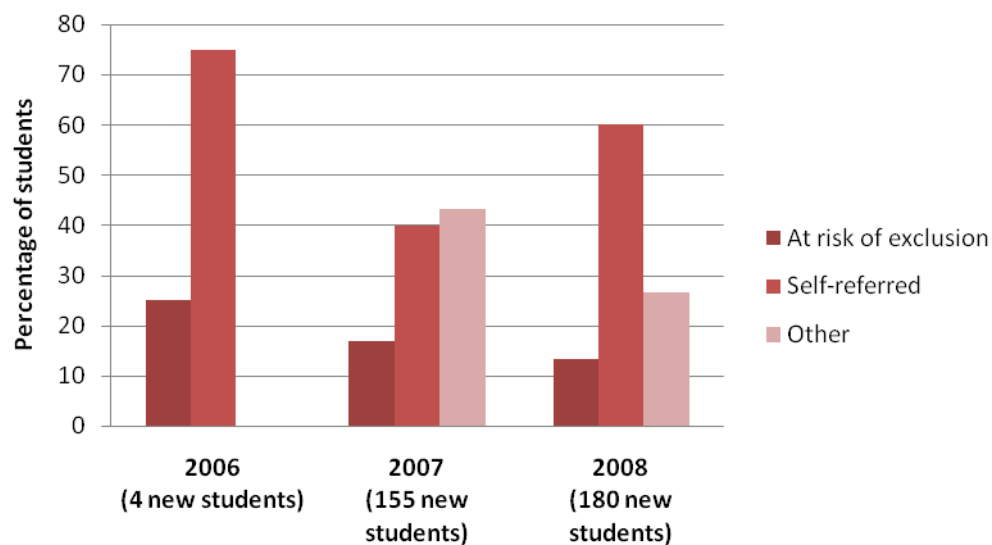
NB: Age is calculated at young person's last birthday: e.g. If a young person was 16 years and 11 months when first seen, they are counted here as 16 years.

The ethnicity of young people engaged in the Stand Up! programme will be discussed in the next major section of this report – the Cultural Relevance of Stand Up!

Referral

As shown in Figure 3, students mainly self-referred, often on the recommendation of friends already in the programme. They were also referred to the Stand Up! programme by school-based staff – counsellors, social workers, nurses and in some cases, Principals/ Deputy Principals or Boards of Trustees.

Figure 3 Ways in which new students entered Stand Up!



There were no clinical or set criteria for entry into Stand Up! Young people were encouraged to join (mainly by school-based staff) if they were experiencing difficulties with alcohol and other drugs, either because they were using themselves or because they were influenced by their family or friends' use. However, students did not necessarily become fully-aware of the extent to which their lives were being affected by alcohol and other drug use until they had attended the programme for many sessions. The programme was designed to create such awareness and empower the young people with coping skills to deal with these issues.

Initial catch up session

Young people were often initially seen by a Youth Practitioner on a one-to-one basis. These were called "Individual catch up sessions" with the primary focus on engagement. Sometimes young people came into the group first and the practitioners gave them individual attention within that context.

The HEEADSSS⁹ holistic assessment framework was used to guide these catch ups as an assessment tool for information gathering. As often as possible, sessions were led by the young people themselves and were run at their pace and were contingent on the young person's immediate situation.

During that time mini-assessments were carried out using the 'Strengths and Difficulties Questionnaire' and/or the 'Substances Choices Scale'. Sometimes, it was more appropriate to complete these assessments during the first few weeks of the programme. Copies of the scale and the questionnaire can be found in Appendices A and B of this report.

⁹ **H**ome environment, **E**ducation and employment, **E**ating, peer-related **A**ctivities, **D**rugs, **S**exuality, **S**uicide/depression, and **S**afety from injury and violence.

More than one such session could take place before the student chose whether or not to join the programme. Uptake of the programme was reported to be high (over 90%) and most young people opted to enter a group. Stand Up! staff reported that the majority of young people who chose not to come had mainly come to see if they could get out of classes.

The initial catch up sessions allowed the Youth Practitioners to work with the young people to establish which group may be best for them to join. Timing of entry was assessed and safety issues, group composition, and the needs of the young person were considered when making this decision.

Group entry

The programme ran weekly during school term time. Students met in groups, some of which were a single gender composition. Although groups were generally facilitated by two Odyssey House staff, a male and a female, some groups were facilitated by one person in order to meet the current needs of the group (for example, a female facilitator for an “all girls” group).

The maximum number of young people reported to have attended a group session was 16 but sessions could be quite small with less than five young people present.

Some young people came to the group alone or with a friend. In other cases, groups of young people who were all friends joined together.

Entry into the group was open and a young person could join (or miss) as many sessions as they wished. All young people with urgent needs were admitted into groups if they so desired.

The Youth Practitioners encouraged young people to come to the groups for more than one term in order to maximise the effectiveness of the programme. This sometimes prevented new people who did not have urgent needs from entering a group because it was full. Some of those were supported in seeking access other services and could still see the Youth Practitioners informally during intervals. Furthermore, demand for Stand Up! continued to grow as news of the programme spread and Youth Practitioners, like school staff, were aware that there were other young people in schools who would benefit from the programme. The PMT minutes show that there have been a number of discussions about managing this balance between demand for the programme and the capacity to deliver it.

In spite of this, the Youth Practitioners indicated that they always tried to make some time to see young people with urgent needs outside groups. They ensured that they could provide that support when required¹⁰.

¹⁰ We unintentionally verified this additional level of support during the holiday season when some of this report was being written. We had a query about some client data and knew that the Team Leader was overseas. Calls were made to the mobile phones of other Youth Practitioners – but we left no messages, not wanting to disturb them unnecessarily. Within the hour, we had calls from two Youth Practitioners who had responded to an unfamiliar number in their phone logs – thinking that we might be young people needing assistance but not wanting to leave a message.

Welcome/Warm up process

Youth-oriented music was often played throughout group sessions to help the young people relax.

To begin each group, the Youth Practitioners outlined the framework for the day and talked about where the session fitted into the school term. They also mentioned events that had just happened in the school (like a health day). Key messages were repeated a number of times to prepare the young people for the content of the session. This repetition was based on the understanding that some of what was being said may not have immediately registered with some young people. It was also done to reinforce what was being said. The Youth Practitioners referred to this as “fluff space”.

The purpose of the outline was to help the young people to transition themselves out of the rest of the school classes and into the session. This grounding into the room helped to frame the session and was a firm marker that this was a different space and time. The Youth Practitioners used their counselling skills to determine the state of young people when they came into the room and to discover what the young people needed to help them become present as a group.

Youth Practitioners always spoke in ways that related to the young people. Sometimes, this was done by using greetings from other languages. These greetings had been taught to the Youth Practitioners by the Young People as part of a strategy to help the relationship between the Youth Practitioners and the young people to be on a more equal footing.

Progress toward goals set during previous sessions was also reviewed early in the session. This gave time for introductory comments from the Youth Practitioners and the rest of the group to be absorbed. Achievement of goals was always celebrated and if goals were not achieved, the Youth Practitioners encouraged young people to keep trying next time. The Youth Practitioners also helped young people to reframe their goal-related experiences to emphasise what aspects did work well. For example, a young person may have failed to reduce their smoking from 10 to five cigarettes per day by only managing to reduce to eight. The Youth Practitioners would emphasise that eight was a reduction and suggest that the young person try for five the next week. The young people then had the whole session to think about what to set for their next goals.

Youth Practitioners reported that the stronger this warm up was, the easier it was to complete the activities during the session.

Reflection

Once the young people were warmed up, they were ready to reflect on their experiences and their feelings and engage in some discussion of how they had gone with the goals set in the previous session. They began with a check in about how the last few days had gone using the feelings cards to represent their emotional response to those events. There were over 50 feeling cards, some of which were designed and developed by the young people themselves with the encouragement of the Youth Practitioners. Other sets of cards were purchased with words in Māori and English. Another set with Tongan words was developed

by one of the Youth Practitioners. Each card had a picture of a face showing an expression. The expressions varied from happy and relaxed to angry, frustrated and sad. The expression was given a name at the bottom of the card. The cards provided the young people with the visual and verbal means by which they could think and talk about what was going on for them in their lives.

During our observation of sessions, it was noted that often young people were able to differentiate and report on both positive and negative aspects of their lives using a range of feelings cards.

Topics covered

The scope and nature of the activities were tailored to each group to meet the needs of participants at the time. The revelations during the check in were reported to be powerful and often needed to be discussed immediately. Youth Practitioners were acutely aware of the need to be receptive to the nuances of the revelations and be flexible enough to use the group energy created to drive the topics that were raised by the young people. In some respects, the topics were merely a tool to stimulate discussion and to get young people to reflect on their lives and to talk about relationships. Nevertheless, a wide range of topics was raised in the group and addressed using a range of activities. They included:

- The impact of drugs, alcohol and smoking on the body and the ways they affected school, home, behaviour and relationships;
- Addiction;
- Helping young people to see their own patterns and link feelings, thoughts and actions with the body and then to explore the effect of those patterns on themselves and others;
- Problem solving;
- Writing personal job application sheets detailing experience and interests;
- Body awareness (including sexual health);
- Problems with Police;
- Family dynamics and how the behaviour of the young people can affect them;
- Birth maps (Describing their life experiences, families, and cultures) – helping young people to reflect on different aspects of their background and where they have learned their patterns of thinking and behaving - linking similarities and differences with members of their families;
- Communication skills development. Song writing was used by a number of groups to help young people articulate their emotions to themselves and others. Stand Up! staff also encouraged young people to reflect on how the delivery of their messages (swearing) could get in the way of other people hearing them. One group decided to record their rap song to demonstrate what their lives were like. Staff responded with their own rap song – acknowledging the experiences of the young people and encouraging them to aim high and to make choices for a better future;
- Photography. Disposable cameras were given to one group to go out and photograph the things that influence their lives. At the same time, they were asked to write a song to describe the photos and to write messages to other young people.

These were organised by the Youth Practitioners and the young people into a slide show with accompanying song and text;

- Drawings with accompanying text were made by the young people of aspects of their lives, primarily as part of an activity; and
- The feelings cards (as discussed).

Whilst Stand Up! focussed on supporting young people whose lives were being influenced by alcohol and other drug issues, because of the holistic approach taken it also offered a model of service to potentially deal with other issues in the lives of young people (e.g. mental and sexual health and wellbeing).

Ending the sessions

The final section of a group session involved linking the topics discussed back to where the young people were when they checked in at the beginning of the session. This helped to summarise and highlight the key messages of the day in a powerful way. At the same time, the Youth Practitioners began to set the scene for the next session and the next school activity to help the young people transition back to class or to the week ahead.

At the end of each session, each student set goals for themselves. The Youth Practitioners supported young people to strive for higher goals next time. Some goals did not obviously relate to drugs and alcohol but were encouraged because it helped the young people gain confidence to find out what they really wanted, who they really were, and that they could set goals for themselves and achieve them.

The Youth Practitioners and school staff reported that, in many cases, experiences like this were rare in the lives of the young people in this programme. Many had never previously set (or achieved) goals for themselves.

End of term session

This final session for each term was held immediately before school holiday periods of two or more weeks. Young people were encouraged to set goals for themselves to help them during the holiday period. The Youth Practitioners also ensured that young people were able to contact them if issues arose during that time.

All young people were invited to come back to their Stand Up! group if they felt the need for that support. But, if they were to come back, they needed to have a clear purpose and reason for coming back.

That last session was also used to review the Stand Up! work and was treated like a celebration in which students and the Youth Practitioners acknowledged to themselves and each other, the things they had been able to achieve during the term. Students were awarded certificates indicating their attendance and key achievements for the term.

An important component of this session was the writing down of something young people were proud of about themselves, either by writing it on a certificate and/or speaking it out loud to the group. That moment was recorded by everyone in the room who did so by

leaving encouraging marks on another piece of paper for the young person to keep. These marks were in the form of signatures, names, encouraging messages, tags, and/or pictures. This witnessing and recording was an extremely important part of the process. To honour the celebratory mood, food was provided.

Students' progress was reviewed against the two assessment tools (SACS and SDQ) and against their engagement with and achievement at the school at the end of each school term. Records of the results were kept and were useful for the young people as markers of their progress.

Exiting the programme

Although each group programme ran for a term, many students chose to begin a new group programme in the next term and remain involved, especially if they had more goals to achieve or if they felt the need for ongoing support.

Youth Practitioners reported that the decision to exit was a joint one made between them and the young people. The main consideration was self-efficacy – where the young people felt empowered and confident enough to move on independently; and if the goals set in the group had been achieved.

Reports provided by the Youth Practitioners showed that just under two thirds of young people who left the programme between October 2006 and September 2008 (62.7%) did so because they had achieved their goals. Another quarter of young people who left (25.4%) had changed schools. A small number had either left school, or moved to another house, city or country. (See Table 3 below)

Some young people left the programme but remained at school and periodically informally caught up with Youth Practitioners when they could or when they felt the need.

Table 3 Reasons that young people left Stand Up!

Reasons for leaving Stand Up!	Number of young people who left	Percentage of all leavers (228)
Goal completed	143	62.7
Change of school	58	25.4
Left school/house/city/country	11	4.8
Excluded from school (non-AOD related)	5	2.2
Low motivation for addressing AOD issues	4	1.8
Conflict between family and school	1	0.4
Entered into Youth residential programme	1	0.4
Only came for one one-to-one counselling	1	0.4
Intensive support from other services	1	0.4
Intensive support from school counsellor	1	0.4
Referral to social worker	1	0.4
Moved to employment	1	0.4
Total	228	100%

NB: These figures were extracted from quarterly reports made by Odyssey House to the Ministry of Health. These reports covered the period between October 2006 and September 2008 (inclusive)

Future Plans for further Stand Up! support for young people

At the time of writing, no support groups post-exit from Stand Up! had been developed by Odyssey House. However, there had been some discussion at PMT meetings about what form such 'follow-up' support might take. However, further discussion is required by PMT and any additional components of service will depend on agreement with the DHB and may be subject to additional funding.

Stand Up! staff were in the process of developing other aspects to the programme. These included peer-led programmes in the form of a 'buddy system' for young people once they finished coming to Stand Up! This was always part of the original Service Specification but had not been developed at the time of writing due to the demands involved in getting the programme to its current state.

7. THE CULTURAL RELEVANCE OF STAND UP!

Because the majority of young people involved with Stand Up! were either Māori or Pacific, we have dedicated an entire section to the cultural relevance of Stand Up!

The client records showed that many programme participants had more than one ethnic group with which they identified. Four out of every ten young people (41.7%) identified as Māori and almost three quarters (74.1%) identified as Pacific Island. One third (34.2%) identified as Samoan. A quarter of the young people (23.4%) identified as Cook Island and approximately one in five (18.3%) identified as Tongan. The records show that other Pacific Island ethnicities were identified with relative few programme participants whilst European (7.8%), Asian (4.5%) and 'Other' were identified less often.

Table 4 Ethnicity of participants

Ethnicity	Number	%
Māori	166	41.7
Samoan	136	34.2
Cook Island	93	23.4
Tongan	73	18.3
European	31	7.8
Niuean	28	7.0
Asian	18	4.5
Other Pacific Island	16	4.0
Other	7	1.8

NB: Percentages do not add to 100 because 37.4% of young people nominated more than one ethnicity

Cultural Relevance of Stand Up! for Māori

As previously mentioned the Stand Up! Pilot programme has been informed and underpinned by youth development principles and theory, which are inclusive of the following:

1. The Big Picture – The values and belief systems; the social, cultural, economic contexts and trends; the Treaty of Waitangi, and international obligations such as the United Nations Convention on the Rights of the Child;
2. Young people being connected – having positive connections with others in society (includes their family and whānau, community their school, training institution or workplace and their peers);
3. Consistent strength-based approach – There are risk factors that can affect the healthy development of young people and there are also factors that are protective. Strength-based policies and programmes will build on young people's capacity to resist risk factors and enhance the protective factors in their lives;
4. Happens through quality relationships – it is important that everyone is supported and equipped to have successful, quality relationships with young people;

5. Is triggered when young people fully participate – Young people need to be given opportunities to have greater control over what happens to them, through seeking their advice, participation and engagement; and
6. Needs good information – effective research, evaluation and information gathering and sharing is crucial.

Together, these six principles can help young people to gain a:

- Sense of contributing something of value to society;
- Feeling of connectedness to others and to society;
- Belief that they have choices about their future; and
- Feeling of being positive and comfortable with their own identity.

Initial development of Stand Up! as a mainstream programme

Stand Up! was developed as a mainstream rather than culturally specific programme, though it delivers services to predominantly Māori and Pacific Island young people. The initial design and development of the Stand Up! Pilot programme had limited inclusion or participation by Māori, whānau, hapu, iwi or other Māori organisations. As a result Māori concepts did not inform the initial design of Stand Up! The programme as a whole, and its organisational structure, policies, procedures, staff recruitment and training are yet to be developed to reflect and embed cultural responsiveness. A draft discussion paper was initiated in an attempt to promote discussion with the hope that the document would engage others to inform it further. An important feature of this document was that it had been written after the design and implementation phase of the Stand Up! programme and therefore was being written in retrospect. The discussion document did not engage further discussion as hoped. A statement by Mead supports the need to ensure that analysis of information is contextualised from the lens from which an author writes. He states:

“It is worth noting that one’s understanding of tikanga Māori is informed and mediated by the language of communication. One’s understanding through te reo Māori is different from one obtained through the English language. Reo Māori participants usually have the advantage of prior knowledge and prior experience. This is not necessarily the case for others.” (2003:2)¹¹

Therefore, in our view, it is important that the youth development principles that inform the Stand Up! programme are not interpreted as Māori concepts, although synergies do exist.

Ethnic mix of front-line workers

The Youth Practitioners are an ethnically-diverse group including a mix of Māori, Pacific, Pakeha and Asian cultures. Given that the Stand Up! programme is expanding, recruitment of additional Māori practitioners will be required. At the time of writing, the dialogue between Stand Up! staff and the Māori Mental Health Unit (within CMDHB) who have a Māori workforce development brief had just begun. We strongly recommend that this dialogue continues to assist in the future development of the Stand Up! programme.

¹¹ Mead. H, M. (2003) Tikanga Māori Living by Māori Values. Wellington

The role of the Māori cultural advisor

The Stand Up! programme had a cultural advisor who was a member of the PMT and who had been involved since the implementation phase of the programme - but not in the initial design phase. The position of cultural advisor was described as a position providing advice about Māori perspectives and issues to Stand Up! management and to the Youth Practitioners. This advice was considered reliant on others deciding whether to utilise it or not. The cultural advisor role also extended to providing cultural supervision to Youth Practitioners once a month over a period of a year, ending in late 2008. After that, cultural supervision was to be provided by a Māori clinical psychologist who provided supervision sessions to the Youth Practitioners discussing ways in which practitioners could work in a culturally responsive way with rangatahi.

The Cultural Advisor role was perceived as challenging due to its introduction after the design phase of the programme. A key challenge identified was the development of the way in which the programme was culturally-responsive when it was developed from youth development principles. A key concern identified for the future development of the programme was identifying how the Stand Up programme was culturally responsive given it was underpinned by Youth Development principles. According to Smith (2002), "if Māori cannot control the definition we cannot control meanings and the theories which lie behind these meanings"¹². A recommendation was made that Stand Up! undertake future consultation with Māori communities to ascertain their perspectives and thoughts to inform the future development of the programme.

External cultural partners

At the time of the evaluation there were no identified external Māori cultural partners other than the participating schools. Furthermore, a working relationship/partnership with the CMDHB Māori Mental Health had yet to be developed. Although programme documentation indicated that there was an opportunity to extend the Stand Up! partnership model by working in collaboration with Raukura Hauora O Tainui and Tupu, no formal pathway had been developed. According to the Youth Practitioners, very few young people were referred directly by them to external agencies. If the principles of partnership, participation and protection under the Treaty of Waitangi are a component of the 'Big Picture' principle future development of Stand Up! needs to explore how this can be achieved.

Cultural relevance of Stand Up! programme delivery

Although not informed by cultural concepts, Stand Up! is being delivered in a culturally relevant manner to young people by the Youth Practitioners. The evaluation has found that the Practitioners are achieving positive outcomes for most young people who attend the Stand Up! programme. Their practice is inclusive of cultural protocols such as the following:

- Karakia – blessing of food;
- Whakawhānaungatanga – introduction of who you are;

¹² In Pohatu. T.W.(2003) Takepū – Hai Arahi Rangahau Principles – To Guide Research Presentation

- Te reo – the use of the Māori language is utilised both orally and written, (however this is limited)
- One practitioner has studied Level 7 Māori at Auckland University of Technology;
- A staff member has facilitated organising staff overnight marae visit; and
- Utilisation of the Tapa Wha health model.

Measurement of culturally-relevant outcomes

To date the Stand Up! programme does not measure culturally-relevant outcomes like cultural capital data. It is important to remind the reader that cultural concepts are initiated from a cultural start point that seeks cultural outcomes. The following paragraph highlights Youth Practitioner practice and the synergy with cultural concepts that exemplify culturally relevant practice.

According to Pohatu, (2005)¹³ the principle of Āta is a cultural tool that:

- Guides understandings of mauri-ora (well-being);
- Focuses on relationships;
- Gently reminds people of how to behave;
- Intensifies perceptions;
- Accords quality space of time (wā) and place (wāhi);
- Conveys notions of respectfulness and reciprocity;
- Conveys requirements of reflection and discipline; and
- Incorporates notions of planning and strategising.

The Māori cultural framework used by Youth Practitioners

Youth Practitioners incorporated all the above in the way they worked with rangatahi (young people). They utilised the Tapa Wha health model, which considers the Hinengaro (mind), Wairua (spirit), Tinana (body) and Whānau (family) and components of the Fonofale (social and cultural) model. This provided a cultural framework for working with young people. The Youth Practitioners were consciously aware and actively worked with young people to reflect on their lives and relationships with family, peers, school teachers and others. A key to their practice was the whakawhānaungatanga (development of respectful relationships) that occurred between Youth Practitioners and young people. This resulted in trusting relationships that enabled young people to share their life stories and inner emotions. Almost all young people we interviewed indicated that they trusted the Youth Practitioners and felt everything they said would be heard and kept confidential.

Youth Practitioners consciously viewed the growth and development of the young people within their wider social, cultural and economic context. Their programme sessions were led by the young people and guided by the Youth Practitioners. There was a strong focus on ensuring the programme was led and informed by the young people and that they were internally-motivated to develop themselves and work on their strengths. Young people were recognised and acknowledged by Youth Practitioners as possessing skills, capacity and

¹³ Pohatu, Taina. Whakaatere, (2003) Takepū – Hai Arahi Rangahau Principles – To Guide Research. Presentation

capabilities. This practice has synergies with the concept of whakamana te tangata (acknowledgement of participants). According to Barlow (1991) mana tangata is the power acquired by an individual according to his or her ability and effort to develop skills and to gain knowledge in particular areas (p62).¹⁴

Engagement with parents/families/whānau

In most instances the Stand Up! programme did not engage directly with young peoples' parents/families/whānau. Many young people were unable to tell their families they were attending the programme due to potential negative ramifications. Although families were not directly engaged with the programme, Youth Practitioners talked with young people about their family relationships, cultural backgrounds and the importance of family and being connected. The programme ensured that young people were consciously and spiritually aware of the importance of belonging, family, culture and whakapapa at a micro level.

Readiness for kaupapa Māori-specific programmes

On completion of the Stand Up! programme some young people were reported by Youth Practitioners to be in a state of readiness to participate in kaupapa Māori-specific programmes. However there were no follow-on programmes that young people could participate in at the time. Further discussions need to be undertaken between CMDHB Māori Mental Health and the Stand Up! management to pursue this further.

Recommendation – Embed cultural responsiveness within Stand Up! organisation policies, procedures, recruitment and training.

Further discussions around cultural relevance and responsiveness should be undertaken between Stand Up management and CMDHB with the intended outcome of documenting and embedding these concepts within the organisation.

Cultural Relevance of Stand Up! for Pacific Peoples

Collaboration and responsiveness to Pacific peoples

The Stand Up programme recognised the importance of engaging and responsiveness to Pacific by ensuring Pacific representatives actively participated in the programme as governance-led advisors. It was evident that communication took place at an early stage of the programme for a Pacific representative to be part of the Stand Up Programme Management Team (PMT). It was recognised that the Stand Up programme required both strategic and operational representations from Pacific. In early 2007 the Stand Up programme approached both the Pacific team within the Counties Manukau District Health Board (CMDHB) for strategic representations and Tupu service for the operational aspect of the Stand Up programme.

¹⁴ Barlow, C. (1991) Tikanga Whakaaro, Key concepts in Māori culture.

In May 2007 a representative from the CMDHB's Pacific team joined the PMT. A month later she withdrew and the Pacific team did not provide a replacement.

A senior staff member from Tupu service provided supervision for the Youth Practitioners and became part of the PMT in May 2007 as a cultural and operational services representative. In early 2008, she left Tupu and joined the CMDHB Pacific team. She continued to be part of the PMT until February 2008 and to date there has been no replacement for her.

The integration of a Pacific approach

The integration of a Pacific approach into the Stand Up! programme was reflected in the service delivery and through cultural supervision and the ethnicity of Youth Practitioners. The initial design of the Stand Up! programme focused mainly on service specifications. These were developed prior to the involvement of a Pacific representative. The 'Pacific for Pacific by Pacific' approach to service delivery is a political strategy that still has value today as evidenced in the development and utilisation of Pacific models such as Fonofale. The Stand Up! programme adopted some aspects of the Fonofale model as a key direction for their service delivery.

The Fonofale Model

The Fonofale model incorporates the values and beliefs that many Pacific people hold and provides the value system that informs service delivery for Pacific people. It is perceived as unique in its promotion of a holistic view of health care (Pulotu-Endemann et al, 2004¹⁵; Agnew et al, 2004¹⁶). Whilst this model was originally developed for the mental health field, it is unique and captures key Pacific values, relevant to some aspects of the Stand Up! Programme. The model utilises the metaphor of a meeting house (a fale) to symbolise the wholeness of a Pacific person. The 'physical', 'spiritual', 'mental' and 'other' parts of a Pacific person make up the four pillars and 'culture' represents the roof of the fale (Robinson, et al. 2006¹⁷)

The incorporation of the Fonofale Model

This model was being incorporated into the service delivery of the Stand Up! programme. Youth practitioners' understanding and awareness of the holistic nature of this model provide them with confidence to deal with open topics during their programme sessions. In addition their ethnicity, age group and experiences as Pacific young people contributed a great deal to their approach instigating these sessions.

¹⁵ Pulotu-Endemann, F.K; et al. (2004) A Pacific Perspective on the NZ Mental Health Classification and Outcomes Study (CAOS). Discussion Paper, Wellington

¹⁶ Agnew, F; et al. (2004) Pacific Models of Mental Health Service Delivery in New Zealand (PMMHSD) Project, Auckland

¹⁷ Robinson, G, et al. (2006). Pacific healthcare workers and their treatment interventions for Pacific clients with alcohol and drug issues in New Zealand. NZMJ; Vol 119 No 1228.

The aspect of 'family' is central in the foundation of the fale in the Fonofale model and therefore the inclusion of families in any programme aimed at Pacific peoples is vitally important from a Pacific perspective. According to the model, holistically the Fonofale cannot survive without its foundation and similarly a young person will not be able to maintain positive outcomes without the support of their families.

The Stand Up! programme raised diverse issues that are specific to Pacific families for many of their young people and therefore active involvement with the families is highly desirable. Furthermore, issues experienced by these young people could be better addressed with the understanding of families because they also need the support of their families if reduction of alcohol and drug consumption and risky behaviour is to be sustained. This is best illustrated by the following proverb: '*E fofo e le alamea le alamea*' which is translated as "The cure for crown-of thorns is a crown of thorns"¹⁸. This means that if any family member has issues that are related to the family, then it has to be addressed within that family. (Lui and Dowland, 2003¹⁹).

In the Stand Up! programme, in our view, it would be culturally-inappropriate for the Youth Practitioners (given their young age) to be working directly with adults in the families of the young Pacific people. Ideally, Stand Up! staff could utilise the services of matua (elders) and Pacific cultural advisors/workers to work culturally appropriately with Pacific families.

Pacific cultural supervision

The Manager and Youth Practitioners of the Stand Up! Programme team had access to a Pacific supervisor through Tupu (Pacific Mental Health Service) until early 2008. The monthly supervision was 90 minutes long and conducted as an open forum allowing practitioners the opportunity to bring issues they wished to discuss. In our view, the supervisor's clinical experience, AOD and youth specialist training were a valuable contribution to these supervision sessions. Acknowledging that she was not an expert as a cultural advisor, she utilised her Pacific colleagues to provide cultural advice.

When the Pacific supervisor left, the supervision was provided by a private Pacific contractor who was also family psychotherapist. This arrangement began in October 2008 and continues to this day.

The Stand Up! team also have access to a male and female matua (elders) to discuss cultural and gender concerns and to help find the best approach to address these issues.

The Youth Practitioners' also continue their link with Tupu through a monthly shared-learning forum between them and Youth Practitioners from Tupu.

¹⁸ This stems from the belief that if one is stung by a Crown of Thorns starfish, then one should place the affected part onto the mouth of the upturned starfish. This must be done with the same fish responsible for the sting.

¹⁹ Lui, D. and Dowland, J. Family: a Samoan perspective. Mental Health Commission. Wellington. 2003. Occasional Paper no. 4.

Recommendations relating to Pacific Cultural Responsiveness

Youth Practitioners should work on ways to create opportunities to work with Pacific health workers and families as a key to sustaining and maintaining changes to young people's behaviours.

It is recommended that PMT approached the current manager of the CMDHB Pacific Team to represent Pacific peoples on the PMT.

The Stand Up! team to continue supervision sessions with the current supervisor and their links with Tupu.

8. EXPERIENCES OF STAND UP!

The evaluation questions we address in this section relate to the extent to which young people and schools experienced Stand Up! compared with the way the programme was expected to operate according to the principles and values identified earlier in the report.

However, before we begin this, there are a few important overall comments that need to be emphasised about participants' experiences of Stand Up!

Overall Comments about Experiences of Stand Up!

The young people and the school staff we spoke to were universally positive about Stand Up!

All school staff and the vast majority of the young people with whom we spoke reported no negative things to say about Stand Up!, even when asked directly. Only two out of 81 young people had any complaints. These complaints were more about the idea of counselling and did not relate to Stand Up!

Young people's experiences

The young people we spoke to in this study had only positive things to say about the Youth Practitioners. We have included a few of their comments below:

- "Don't force you to do stuff;
- All of them are good people;
- Solid/Awesome/All right/Cool;
- Enjoyable/Make us happy/Fun - Make us smile;
- Laid back;
- Energetic;
- Good personality;
- Good sense of humour – Laugh at themselves; and
- Not shy." (All comments made by young people)

Some of the young people also agreed to be recorded and express their opinion of Stand Up! first hand. These recordings are a powerful way to hear these voices and they can be found on the enclosed CD. A transcription of the comments can be found in Appendix F of this report. These

School staff experiences

Due to the confidential nature of the programme, some school staff, including the counsellors, were not always aware of all the students who involved with Stand Up! We note that this was not the case in all six schools.

For one participating school, staff were not as engaged with the programme as those in other schools. Stand Up! staff in that school had to be left to their own devices - getting young people to the sessions etc. However, the staff from this school were very

complimentary about the Youth Practitioners describing them as very open, responsive and positive. They had a lot of trust in Stand Up! and commented that they just had too little time to spend with them.

In addition to varying levels of awareness, some schools reported that they were unwilling to promote Stand Up! outside the school. This was because they were worried that it might give the school a bad reputation if the community knew there were drug and alcohol problems that needed to be addressed there. The main concern was that it might deter prospective parents from sending their children to the school.

Other schools saw the involvement of Stand Up! as hugely positive, almost a selling point for the school.

Staff members from participating schools who had been in contact with Stand Up! including Principals and Deputy Principals, were universally positive about the programme and the Youth Practitioners.

They mentioned that Stand Up! was particularly good in operating as an external agency delivering a service integrated within the school. Some schools reported experiencing problems with other external agencies in the past. This was not the case with Stand Up! Aspects schools particularly appreciated were:

- The reliability of Stand Up! staff – always doing what they said they would do;
- Always turning up on the right day and at the right time – never letting the school down;
- Good communication – keeping school staff informed about changes to the programme/personnel or planned events as well as student progress;
- Flexibility – willing to fit into the schools' timetables, willing to work in whatever space was available in the school and willing to meet requests made by the schools;
- Tailoring the programme to meet the needs of each school;
- Going out of their way to help – either with special school events (like health days) or to attend Board of Trustee (BOT) meetings to talk about students; and
- Responsiveness – being willing and able to respond on rare occasions when students are involved in a crisis.

Analysis against Programme Values

If we take the Stand Up! values framework we have four main concepts:

- **Respect for young people** – Relates to listening to young people, making sure that they (and their communities) are helped to grow and develop. Also relates to helping young people recognise their own potential;
- **Together** – Relates to young people helping each other (and the Youth Practitioners) to achieve goals and working together in an open and supportive way to do this;
- **Upbeat** – Relates to helping young people see that they are "awesome" and to see hope for themselves and their futures; and

- **Get there** – Helping young people to set goals for themselves and to achieve them with each others' help. The essence of this is trust and keeping promises.

These values largely reflect the original Youth Development framework upon which Stand Up! stands. To illustrate this, we have prepared a chart showing the links between the two sets of ideas. (See Table 5)

Table 5 The Stand Up! values framework as linked to youth development principles

SU! Values framework	Youth development principles (Youthline)
Respect for young people We need to respect young people and listening to them is a big part of that. Another way that we can show respect is by making sure that everything we do is to help young people and their communities grow and develop. So we also need to look for potential in young people, in all areas of their life (their health, social life, how much they know about where they come from).	<ul style="list-style-type: none"> • Young people are connected with community leaders and projects, and participate in community decisions and processes • Young people have positive experiences of being themselves and being welcomed and accepted as valued members of the community • Young people have accurate and unbiased information, resources and support from peers, family/whānau and significant others to assist their decision making • Young people have a strong sense of self and are connected to their cultural identity • Young people have opportunities to develop themselves as leaders of self and others through development pathways
Together Like a sports team, music band or acting crew, we help each other to reach our goals. Of course, this means that we all need to understand and agree on our goals. To work together, we will need to be straight up and supportive of each other.	<ul style="list-style-type: none"> • Youth services, groups and clubs will work collaboratively to foster the development of young people • Young people have positive and strengths based relationships with peers, whānau/ family, school and the wider community
Upbeat We look on the bright side, and we believe that there is always hope. We want the young people who are involved with Stand Up! to feel like they are a part of it, and see hope for themselves. We believe that our young people are awesome and help them to believe that too.	<ul style="list-style-type: none"> • Young people have positive and strengths based relationships with peers, whānau/ family, school and the wider community • Young people have positive experiences of being themselves and being welcomed and accepted as valued members of the community • Young people have a strong sense of self and are connected to their cultural identity • Young people were able to express their diverse and holistic needs and have these acknowledged and supported
Get there We keep our promises. This means that we all work together to do whatever it takes to reach our goals. Most importantly, we help other people to trust us. We have high goals, but in the end, together we will get there!	<ul style="list-style-type: none"> • Young people have accurate and unbiased information, resources and support from peers, family/whānau and significant others to assist their decision making • Young people have opportunities to develop themselves as leaders of self and others through development pathways

The remaining reporting in this chapter will be sectioned into the four ideas included in the framework.

Respect for Young People

“Respect for young people” relates to listening to young people, making sure that they (and their communities) are helped to grow and develop. For Stand Up! it also relates to helping young people recognise their own potential in all areas of their lives.

In Stand Up! respect for young people was manifested in several ways. Young people were being given choices and being listened to. Young people’s confidence in the Youth Practitioners and in the group process was also built.

Giving young people choices

Young people reported that they appreciated being able to choose to be in the group - rather than it being compulsory. They also had the choice to be in a group or work on a one-to-one basis. Most preferred groups. Furthermore, as mentioned earlier in this report, in many respects, matters that young people brought up at the beginning of groups sessions was used to set the topics to be addressed.

Taking time to build trust

Some young people told us that they were initially shy and somewhat nervous in groups. Many could not bring themselves to be fully open at first, mainly about the full extent of their drug and alcohol use. They reported that this was because they did not yet know other members of their group or the Youth Practitioners.

*“When they first started the one-on-ones were awkward. I didn’t really know them”.
(Young person)*

The importance of confidentiality

By emphasising and reinforcing confidentiality, the Youth Practitioners built a safe environment in which young people could feel free to express themselves and to talk about matters that were concerning them. Many young people mentioned how important this confidentiality was to them and how it took a few sessions for their trust in that to develop.

“Stand Up! has helped me like through times I needed someone to talk to and they helped me get things I never wanted to get out and talk to people about -yeah. And it’s good to have someone to talk to - like them.” (Female young person)

“Need to trust them not to tell everyone.” (Young person)

*“Really trust those guys - Trust them more as we go along (takes a few weeks).”
(Young person)*

Creating a non-judgemental culture

Another way of showing young people respect was to create a non-judgemental group culture where young people felt they were equal to each other and to the Youth Practitioners.

“..... feeling that everyone is level.” (Young person)

“Stand Up!’s a really cool programme ‘cause you get to talk about like the way that drugs influence your life and the Stand Up! people understand and they don’t judge you. Yeah, and it’s really good to have someone to talk to and they’re like always there for you.” (Young person)

Practicing equality

Young people also identified many behaviours and character-traits they saw in the Youth Practitioners that helped them to relate as equals:

- “They talk our language – cool talk;
- They’re like friends - Relate to us;
- Caring – Kind - They’re nice;
- Open - People are straight forward;
- They’re honest;
- They’re serious; and
- They’re there to help.” *(All the above are quotes from young people)*

Reciprocation of respect

In exchange for being shown respect, the young people also respected the Youth Practitioners

“They treat us with respect so we treat them with respect.” (Young person)

School staff have also observed that the Youth Practitioners always showed respect to the young people and that this respect was reciprocated. We ourselves observed the great respect that school staff have for Stand Up! staff. This is not only due to the excellent results they get, but also because they have such positive natures and flexible ways of working.

*“I’ve seen kids that won’t engage with me in my office – but will go to Stand Up!”
(School staff)*

Listening to the young people

Many young people talked to us about the various ways in which they felt that the Youth Practitioners really listened to them – another sign of respect.

“[The Youth Practitioners] listen to our problems – Good listeners - When we tell our problems to other people, they don’t listen to us – but they do.” (Young person)

"[It] feels like they understand. They know where you're coming from." (Young person)

Shared learning

The Stand Up! group culture was one of shared learning and young people identified ways in which the programme's concepts helped them in other important parts of their lives. A number mentioned better relationships with school staff. Stand Up! staff also took part in health days at some of the schools. They helped group participants to put together and set up displays and to design and run activities on the day. This was another way in which skills and confidence were built in the programme.

The Stand Up! process also helped young people to develop skills and understandings with which to talk to their parents and handle difficult situations in more positive ways.

"Before, I argued with Mum – didn't apologise. Now I get on better with Mum and can say sorry now." (Young person)

Together

"Together" relates to young people helping each other (and the Youth Practitioners) to achieve goals and working together in an open and supportive way to do this. In Stand Up! the Youth Practitioners were able to help young people share their problems and aspirations, not only with each other, but with other professionals in the community who were working in agencies that could provide useful services to the young people.

Central to this value is the extensive use of group work with the young people. We found that the young people welcomed this aspect and understood the value of working together.

"I think that Stand Up! is really good because when we need to talk about something, we can just sit down in the group and all share our stuff that we've done in the week and past weekend. Yeah, it's really good and I'm happy to be in it." (Young person)

Furthermore, some young people told us that the group work helped them to develop new or deeper relationships with their peers. This led to more positive relationships.

"Getting to know friends properly. We get to know each other more outside the group - regardless of age, ethnicity etc." (Young person)

Many young people reported that being in a group helped them to understand that there were others around them who were experiencing the same issues. They felt this made them feel less alone and meant that they could help each others' find solutions to their problems.

"In the group you can say something and someone else will say 'I do that too.' - Don't feel alone - Everyone is going through the same thing." (Young person)

"More [kids] out there can talk about it. My friends are more understanding of me." (Young person)

In order to achieve this positive group culture, Youth Practitioners created an environment where young people could feel relaxed and then be open with each other.

“You don’t feel pressured to talk or say how you’re feeling. - Need to stay longer before you can talk about stuff.” (Young person)

“We kick back, we don’t have to worry about what we’re saying - You can say what you want – how you’ve been.” (Young person)

“It helps getting it all out of your systems - Do things that take the anger away - Let off the pressure.” (Young person)

“(Rap) music – we can express ourselves - When you write a song, you can write down how you feel. By rapping, you can let out your feelings”. (Young person)

Youth Practitioners consciously worked to gain the trust of young people. The result of this is that significant disclosures (for example - around sexual abuse, sexual orientation, and family-related dysfunction) were sometimes made that had not been made to other adults. The Youth Practitioners then took the lead in helping the young people work through the issues and decide what to do about them. This often had to be done with the support and resources of other relevant organisations. When young people asked for help with big issues like this, the Youth Practitioners made a lot of effort to find more time to spend with them and, at the same time, keep other professionals informed.

Upbeat

“Upbeat” relates to helping young people see that they are “awesome” and to see hope for themselves and their futures.

The main way that young people were helped to see that they were important was to encourage them to set and achieve their own goals. Young people told us that they felt more positively about themselves as a result of this.

“You can feel good about yourself when you achieve your goals.” (Young person)

“Stand Up! has made me realise there’s more things in life and that I can achieve my goals if I want to.” (Young person)

Young people also reported feeling more self confident since coming to Stand Up! Part of this was because they had been told about their rights as participants in Stand Up! They mentioned that, by knowing their rights, they felt they could stand up for themselves better. School staff were particularly enthusiastic about Stand Up! because of the positive changes they had observed in the young people attending – especially changes in self confidence, behaviour and improved relationships with other young people. These and other changes will be detailed in the impact section of this report.

Many of the young people we spoke to talked about the way in which Stand Up! helped them feel hopeful about their own futures – mainly by showing that there were alternative pathways they could choose for themselves.

“Stand Up! was pretty awesome for me. It changed my life and my thoughts of everything and has opened the road to me - like I’m not a pawn in a little game.”
(Young person)

“Not to give up on work”. (Young person)

“Help young people to see the bright side.” (Young person)

School staff we spoke to verified that Stand Up! was a fun programme for the young people and that they were always engaged and focussed on the activities on hand. They reported that this suited the participants very well. School staff also reported that young people who often missed school or classes always attended school on days when Stand Up! was on – another indication of their interest in the programme.

Get There

“Get there” relates to helping young people to set goals for themselves and to achieve them with each others’ help. The essence of this is trust and keeping promises.

Some young people told us that they had difficulty setting goals when they first came to Stand Up! because they had little or no experience in doing so. Others found it interesting.

Many of the young people we spoke to talked about the importance of setting goals for themselves, and their pride in being able to achieve them.

“Stand Up! makes me strive to achieve my goals, and yeah.” (Young person)

“It’s life-changing because I’ve made pretty good achievements this year and, yeah, Stand Up! programme has helped me in many ways. Thank you.” (Young person)

“Setting goals for myself helps me do stuff I normally don’t do – it makes you determined. You really look forward to coming – helpful.” (Young person)

There were many instances where young people reported that they were helping each other to achieve their goals. This was especially the case when young people belonged to a group of friends who were doing Stand Up! For example, a group of young men told us that they were a gang of boys trying to be bad before Stand Up! and that now they were a group of boys trying to be good.

“We try and other people try hard as well.” (Young person)

“We remind each other about Stand Up! goals outside the group.” (Young person)

Many goals set by the young people related to reduction in the use of tobacco, alcohol and other drugs. The achievement of these goals was reinforced for young people at the end of each school term when they repeated the Substances and Choices Scale. They reported to us that they enjoyed seeing their own progress when doing this.

“Assessments - “We see the changes...it’s a good feeling.” (Young person)

The extent to which they achieved tobacco, alcohol and other drug-related goals will be discussed in the next section dealing with the impact of Stand Up!

Goals were also set around greater engagement with school, by truanting less and/or improving behaviour once at school. The school staff survey showed that there were improvements in these areas for many of the young people involved as a result of their involvement with Stand Up! These will also be discussed in the section on impact.

Apart from setting goals relating directly to the specific aims of the programme, young people also set additional goals for themselves in other areas of their lives. These included:

- Music (e.g. creating a band, writing music, singing);
- Languages (e.g. being able to speak better in the language that their family used);
- Family (e.g. having three positive conversations with their families in a week);
- Friends (e.g. changing friends to more positive ones, going for a run together with friends);
- Extra-curricular activities (e.g. joining sports teams);
- Skills development (e.g. learning how to cook);
- Money (e.g. saving money instead of spending it on tobacco and drugs, getting a job);
- Health (e.g. getting sexual health checkups, eating healthily); and
- Sex (e.g. not masturbating in inappropriate places).

“Help you set achievable goals – it’s harder to find new goals - Goals don’t just have to be about smoking and alcohol”. (Young person)

The certificates awarded at the end of each term were greatly appreciated by the young people and served to reinforce the value of achieving goals.

“Certificates are cool, good, OK.” (Young person)

“Certificates - “The only certificate you’ve ever got!” (Young person)

The Youth Practitioners played a pivotal role in helping young people set goals. They made suggestions for achievable goals, encouraged young people to aim higher, and expressed confidence in the young people that they could do it. Their approach was always positive and the young people responded well to this.

The Youth Practitioners also modelled goal setting and achievement by setting goals for themselves – and being accountable to the young people about progress. This was another way in which the Youth Practitioners helped young people to feel like equals.

Suggestions for Improvement to Stand Up!

Young people had few suggestions for improvements to Stand Up! and most of them related to more time or more sessions. One person suggested that prizes for Stand Up! achievement be given at school assemblies – recognition of the changes they had made to their lives.

“Also to show teachers that they are wrong about the young people and that Stand Up! is not just for bad kids.” (young person).

The only change that school staff wanted was greater Stand Up! involvement, such as more sessions or more time in schools. Some schools reported that their demand for Stand Up! was greater than the programme’s capacity to deliver. They held back some students to ensure that the programme remained manageable.

9. THE IMPACT OF STAND UP!

Before we begin the analysis, there are a number of key overall comments that need to be made about the impact of Stand Up!

Overall Comments about the Impact of Stand Up!

*“The Stand Up! group made me change my ways and, you know, is really awesome.”
(Young person)*

No negative impacts of Stand Up! were reported to us by any of our respondents.

During our interviews with the young people, the length of time that young people had been in the group related strongly to how much they were willing and able to express themselves to us. Young people who had been to more than three Stand Up! sessions tended to speak more readily and were noticeably more confident.

Analysis of the impact of Stand Up!

The impact of Stand Up! on young people and the schools will be further explored in this chapter using the specific objectives of the evaluation as detailed earlier in this report. They are as follows:

- The Alcohol and Other Drug (AOD) use of student participants prior to engagement with the programme, on completion of the programme and some months (3-6) after completing the programme;
- Changes in students' knowledge and understanding of the potential health and social harms associated with AOD use as a result of the programme;
- Changes in the personal confidence and skills of student participants to make and implement healthy choices as a result of the programme;
- Changes in the broader health, social and cultural wellbeing of student participants as a result of the programme;
- Changes in students' participation in school and their learning outcomes as a result of their participation in the programme: and
- Changes in the capacity/skills of the wider school community in managing and reducing the impact of AOD related harm and promoting healthy choices for students as a result of the programme.

Changes in the use of Alcohol and Other Drugs

Odyssey House staff regularly provide extensive reports on changes in the frequency of alcohol and drug use in their reports to the PMT. However, we have carried out a different analysis that is based on information from individual client records and compared the self-reported use of alcohol and other drugs on the earliest occasion when the Substances and Choices Scale (SACS) was completed and the latest.

Table 6 shows that the percentage of young people reporting a reduction in the number of occasions they used any alcohol or drugs was greater than those reporting increases in the number of occasions they used them. There was little change in the frequency of use for all substances with the exception of alcohol and cannabis. Both of these were used less frequently by one in every three young people in the programme. One in five young people had increased their frequency of alcohol use since joining the programme while one in six increased their frequency of cannabis use.

Table 6 Changes in number of occasions that substances were used
Relates to changes between earliest and latest completions of the SACS

Substance	Decreased (%)	No change (%)	Increased (%)	No. cases where comparison was possible
Alcoholic drinks	29	49	21	194
Cannabis	29	52	18	191
Cocaine	6	93	2	191
Amphetamines	4	95	1	191
Ecstasy and other party drugs	7	92	1	193
Inhalants	6	91	3	193
Sedatives	3	97	0	194
Hallucinogens	2	96	2	194
Opiates	3	96	1	193
BZP	4	94	3	191
Other	1	98	1	113

NB: No comparison was possible in cases where the SACS items were only completed once. This accounts for around 100 cases where the whole SACS was only completed once.

Youth Practitioners reported that the SACS provided an incomplete picture of the degree to which young people had reduced their consumption. It only elicits information about the number of occasions young people used, but not the amount. We surmise that the two are linked and that lower frequency will also lead to lower overall consumption except in cases where young people move to bingeing. Data from the interviews did provide some evidence that young people were also reducing the overall amount of alcohol and drugs they used.

Many young people reported to us that they reduced or stopped using alcohol and other drugs (mainly marijuana but also inhalants. Here are some examples of statements they made:

“You stop all the bad things you do, like smoke drugs, alcohol and all the other stuff.”
(Young person)

“Don’t do drugs and have cut down on fags (from 25 per day to three).” (Young person)

“Used to come to school stoned – [am] now cutting down.” (Young person)

“Stand Up! for me is very helpful because it keeps me out of doing weed.” (Young person)

Staff at schools and Stand Up! staff also reported significant changes in the young people’s use of alcohol and other drugs.

“One boy smoked 6-7 joints per day - was quite addicted. Had family issues. Was not doing very well at school. He did it because it calmed him down – as therefore he wasn’t noticed by the teachers. We watched him transform – he stopped for two weeks and then was only doing it once or twice a week.” (Youth Practitioner)

“Reduced using drugs – They also provide reasons why they are still smoking and that is good because it gives us some ideas about why they smoke.” (Youth Practitioner)

“All kids have reduced consumption and they look much happier.” (School staff)

The SACS also explores changes in the frequency of tobacco use – another harmful substance that Youth Practitioners encouraged the young people to reduce. Figure 5 shows that, as a group, 48% of young people reported using tobacco “most days or more” on their earliest scores. Around 10% of the young people reported that they used tobacco “once a week” or “more than once a week” on the earliest scores. Approximately one third of the group of young people reported that they did not use tobacco at all on the earliest occasion.

The spread of scores for the group on the latest occasion that the SACs was completed showed a slight shift towards less tobacco use.

Figure 4 Frequency of tobacco use reported by young people in SACS

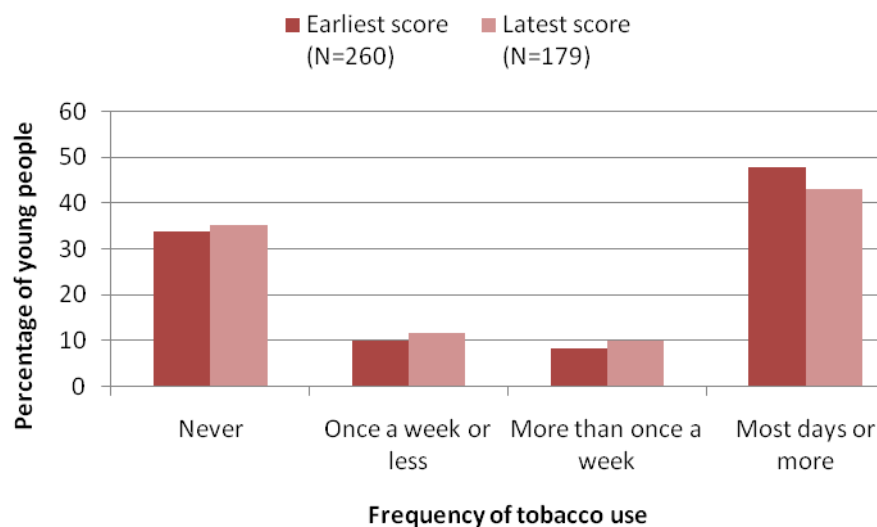
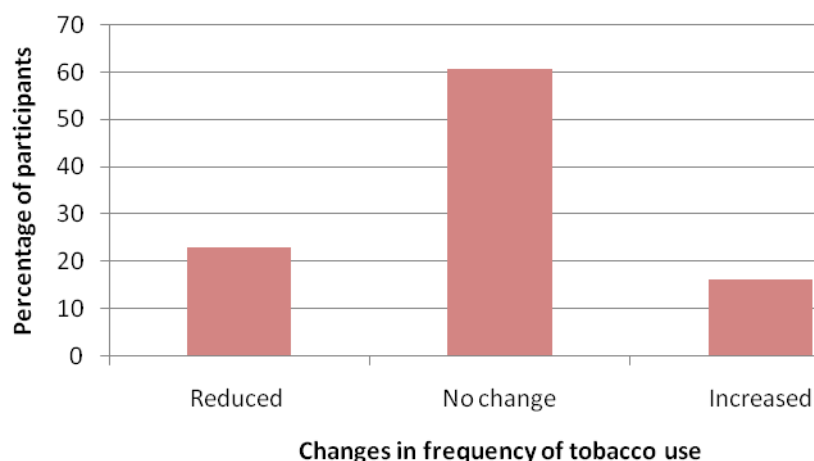


Figure 5 below, shows a comparison of the SACS scores of individual young people over time. Therefore only data from young people who had completed the SACS more than once are included in the graph. It shows that over 20% of young people used tobacco less often after coming in to Stand Up! There was no change in the frequency of tobacco use for 60% of the young people. One third of them reported that they never smoked at the time of their earliest completion of the SACS. Finally 16% of the young people were using it more often.

Figure 5 Changes in frequency of tobacco use reported by young people in SACS
Based on the earliest and latest scores of 161 young people who had completed more than one SACS scale



Reports from the young people during the interviews were consistent with these findings.

“Went from twenty to one cigarette per day.” (Young person)

Changes in Students' Knowledge of Harms Associated with AOD Use

Time constraints on our interviews with the young people precluded the exploration of this topic in-depth. However, some young people did report that their involvement with Stand Up! increased their understanding of the consequences of using alcohol and other drugs.

Changes in the Personal Confidence and Skills of Young People

School staff survey results

School staff were asked to complete a short questionnaire about the progress of young people as a result of their participation in Stand Up! We received completed forms relating to 85 young people. It was not possible to calculate a response rate for these returns as school staff were invited to report on any young people they knew about regardless of when they had been involved with Stand Up!

Staff indicated that they did not know who the other young people were, or they did not know enough about them to make a comment so there are young people engaged with Stand Up! for whom we had no response from school staff. Collectively they scored "Do not know" or "Blank" for 30% of the items they completed. Figure 6 shows the results of the school staff survey for the 'Yes' and 'No' items only. A 'Yes' score indicates that school staff considered that the young person in question did make that change as a result of attending Stand Up! A 'No' score indicates that they considered that the young person did not. A copy of the questionnaire can be found in Appendix G of this report.

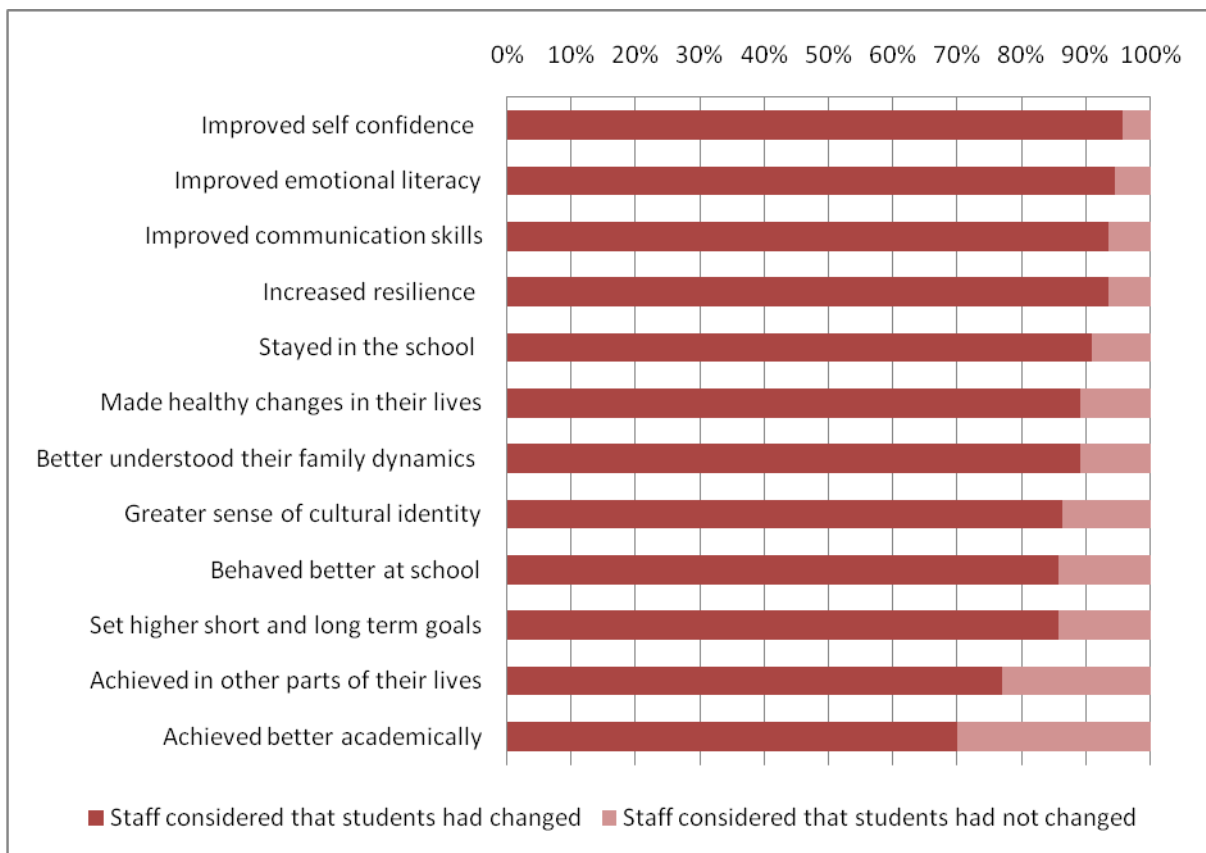
The survey results in Figure 6 show positive changes for over 90% of the young people who school staff were able to provide ratings for in the areas of improved self confidence (96%), improved emotional literacy (94%), improved communication skills (93%), increased resilience (93%) and staying in school (91%).

Furthermore, over 80% of young people were rated as improved as a result of attending Stand Up! in the areas of:

- Made healthy changes to their lives (89%);
- Better understood their family dynamics (89%);
- Greater sense of cultural identity (86%);
- Behaved better at school (86%);
- Set higher short and long term goals (86%);

School staff rated 75% of the young people as achieving in "other parts of their lives" as a result of attending Stand Up! and 70% achieving better academically.

Figure 6 Staff views of changes in individual students as a result of attending Stand Up!
Based on the returns for 85 young people



SACS Results

The Substances and Choices Scale (SACS) includes the following 10 items where young people can report how things have been for them in the last month:

1. I took alcohol or drugs when I was alone.
2. I've thought I might be hooked or addicted to alcohol or drugs.
3. Most of my free time has been spent getting hold of, taking, or recovering from alcohol or drugs.
4. I've wanted to cut down on the amount of alcohol and drugs that I am using.
5. My alcohol and drug use has stopped me getting important things done.
6. My alcohol or drug use has led to arguments with the people I live with (family, flatmates or caregivers etc.).
7. I've had unsafe sex or an unwanted sexual experience when taking alcohol or drugs.
8. My performance or attendance at school (or at work) has been affected by my alcohol or drug use.
9. I did things that could have got me into serious trouble (stealing, vandalism, violence etc) when using alcohol or drugs.

10. I've driven a car while under the influence of alcohol or drugs (or have been driven by someone under the influence).

The scores for these items can be added to give an overall "SACS Difficulties Score". Instructions for interpreting the SACS suggest that scores of 2 and above indicate the need for further enquiry and/or assessment and/or treatment. Scores of 4 and above signify problems that are clinically significant and require intervention. Score of 6 and above are usually indicative of serious problems requiring a specialist substance use service.

Figure 7 shows the situation for all young people as a group at their earliest completion of the scale and on the latest occasion. Whereas just over 50% has serious problems at their earliest SACS completion, just over 40% were scored as having serious problems on the latest occasion. Just over 22% of the young people in the group were scored as requiring no further assistance on the earliest occasion when the scale was completed compared to 34% on the second occasion. There were no notable differences in the number of young people scoring clinically significant scores or scores suggesting the need for further enquiry between the earliest and latest completions of the SACS.

Please note that these findings may not necessarily indicate that matters have become worse for the young people over time. Instead they may reflect the increased awareness that young people gain during the programme which potentially changes their world view of what is socially healthy and what is not. For example, young people may be arguing with their parents all the time when first entering the programme but come to realise that their own alcohol and drug use is a major contributor to those arguments once they have been exposed to the programme. Their scores will reflect this new understanding.

Figure 7 Earliest and latest SACS difficulties scores

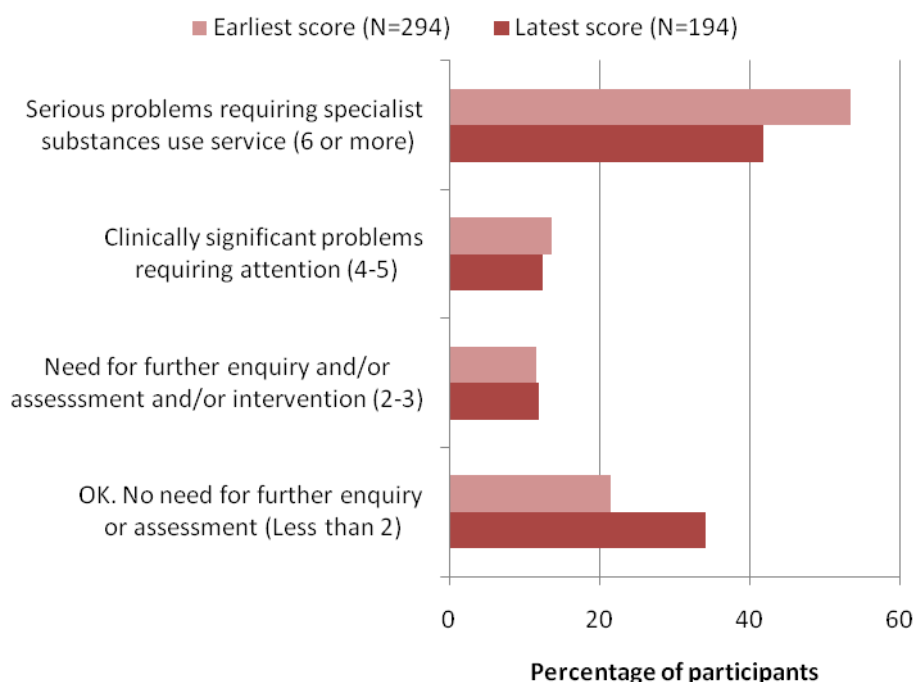
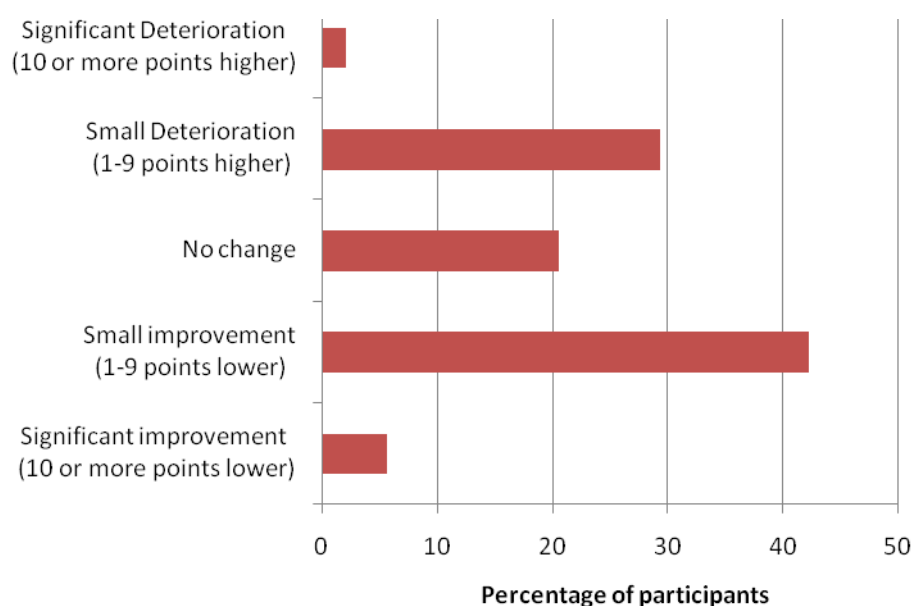


Figure 8 shows changes in the SACS Difficulties Scores for individual young people between the time of their earliest completion of the SACS and the latest. Please note that cases where only one scale was completed were excluded from the analysis.

One in five young people had no change in their Difficulties Score but just under half showed improvement in their scores with 42% showing a small improvement and 6% showing a large improvement. There was a small deterioration in the scores for 29% of the young people and a large deterioration for around 2% of the young people. Stand Up! staff have commented on this finding and suggest that a young people's scores may increase, not because they have 'deteriorated' but because they have started to understand their difficulties better by being in the programme. They therefore score their difficulties more highly (and realistically) on subsequent completions. As mentioned in the Limitations of the Research section of this report, this again raises the question of SACS's sensitivity and reliability as an impact assessment tool for this programme.

Figure 8 Differences in SACS difficulties scores (earliest score compared to the latest score)
Based on the scores of 194 young people



The above result was the same regardless of the gender of young people and the number of Stand Up! sessions they had attended. However, a greater percentage of those who identified as Asian showed a small or significant improvement (55.5%). Furthermore, those who identified as Niuean were slightly more likely to show small or significant deterioration (36%). Please note, that due to the small sample size here, these additional findings should be viewed with caution.

SDQ results

The Strengths and Difficulties Questionnaire (SDQ) has two parts that we will report on. The first part relates to the Total Difficulties Score and the second relates to a total of the pro-social items in the questionnaire.

Total SDQ difficulties scores

Items contributing to the total Difficulties Score of the SDQ are:

- I am restless, I cannot stay still for long;
- I get a lot of headaches, stomach-aches or sickness;
- I get very angry and often lose my temper;
- I would rather be alone than with people of my age;
- I usually do as I am told;
- I worry a lot;
- I am constantly fidgeting or squirming;
- I have one good friend or more;
- I fight a lot. I can make other people do what I want;
- I am often unhappy, depressed or tearful;
- Other people my age generally like me;
- I am easily distracted. I find it difficult to concentrate;
- I am nervous in new situations. I easily lose confidence;
- I am often accused of lying or cheating;
- Other children or young people pick on me or bully me;
- I think before I do things;
- I take things that are not mine from home, school or elsewhere;
- I get along better with adults than with people my own age;
- I have many fears, I am easily scared; and
- I finish the work I'm doing. My attention is good.

According to the instructions for using the SDQ, young people with total difficulties scores between 0 and 15 on the Strengths and Difficulties Questionnaire (SDQ) are considered to be clinically “Normal”. Those with scores between 16 and 19 are “Borderline” and those with scores between 20 and 40 are considered to be “Abnormal”.

Figure 9 shows that, as a group, there were approximately 20% of the young people with borderline scores on both the earliest and the latest completions of the SDQ. There were also around 10% scoring in the abnormal range on both completions with between 65% and 71% of young people scoring in the normal range on both occasions. The data shows that, as a group, young people's scores became slightly more positive between the earliest and latest occasions that the SDQ was completed.

Figure 9 Total Difficulties Scores on the SDQ

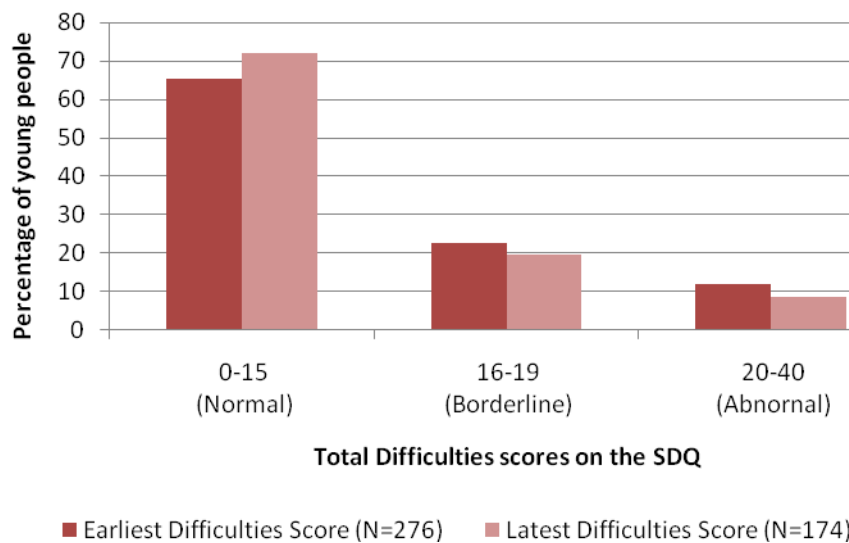
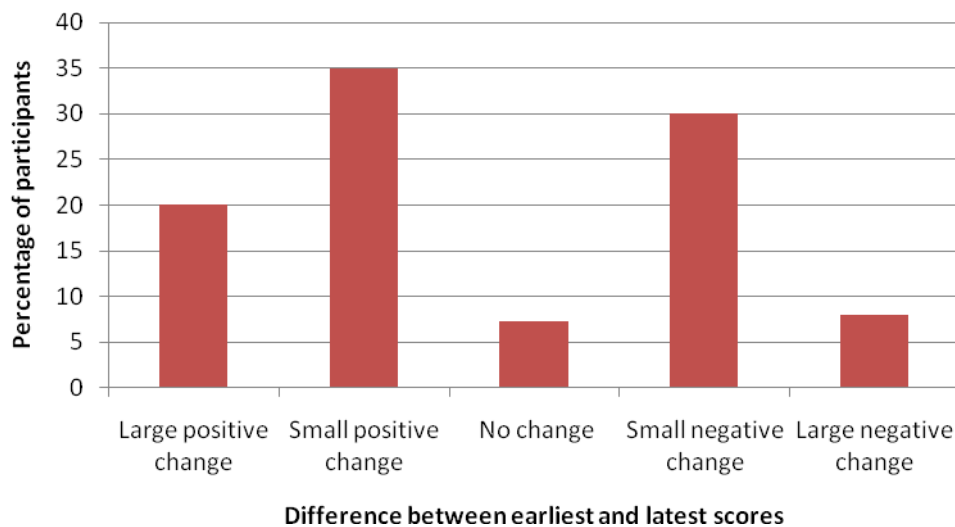


Figure 10 compares the total difficulties scores for 163 young people who completed more than one SDQ. Less than 10% of young people had no changes to their total difficulties scores. Over a third had scores that were more negative on their latest completion of the questionnaire compared to their earliest completion. However, or all but 8%, this change was minor.

Over half the young people (55%) had improved their scores by the second completion compared to the first. Those scoring large positive changes made up 20% of the young people.

Figure 10 Differences in Difficulties scores in the Strengths and Difficulties Questionnaire
Based on the earliest and latest scores of 163 young people
who had completed more than one SDQ



Please note that the same arguments made earlier about SACS scores apply here for the SDQ. Results may reflect changes in awareness in the young people rather than changes in circumstances.

Further analysis of this data showed no differences in the pattern of SDQ Difficulties scores distribution regardless of the number of sessions attended and the gender of the young people.

Young people who identified as Tongan, European, Niuean or Asian showed slightly higher levels of positive change. However, please note that due to the small sample size this is indicative only.

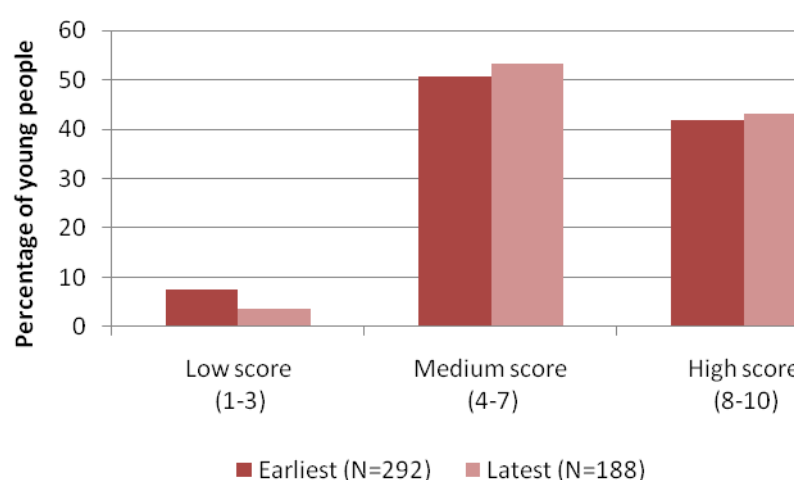
Total SDQ pro-social scores

There are five items that can contribute to a total pro-social score on the SDQ. They are:

- I try to be nice to other people. I care about their feelings;
- I usually share with others, for example CD's, games, food;
- I am helpful if someone is hurt, upset or feeling ill;
- I am kind to younger children; and
- I often volunteer to help others (parents, teachers, and children).

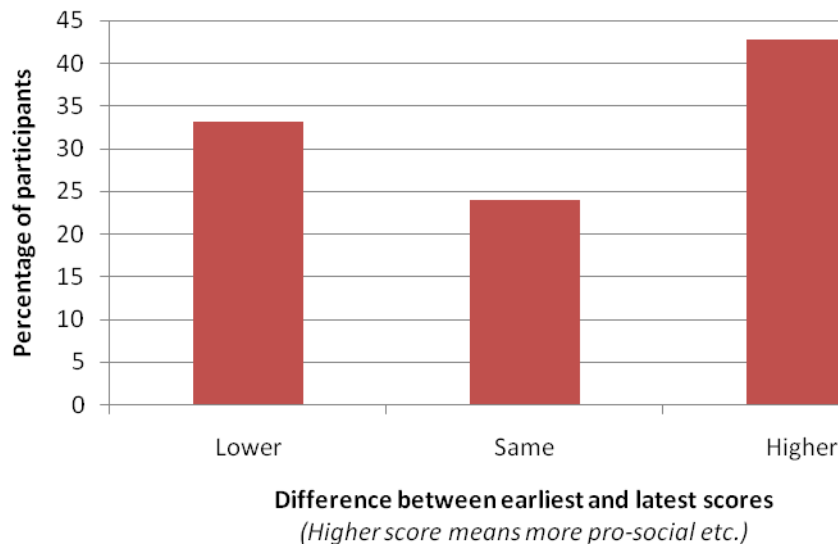
Figure 11 shows that, as a group, total pro-social scores were mainly medium and high on both the earliest and latest completions of the SDQ. There is also a slight shift towards higher (more positive) scores.

Figure 11 Pro-social scores in the Strengths and Difficulties Questionnaire
Based on the scores of 293 young people



When looking at changes to the total pro-social scores for all the individual young people who had completed the SDQ on more than one occasion, Figure 12 shows that 24% of young people's scores did not change over time. While a third (33%) were lower (less positive) on the second completion of the SDQ, 43% were higher.

Figure 12 Differences in pro-social scores in the Strengths and Difficulties Questionnaire
Based on the earliest and latest scores of 187 young people
who had completed more than one SDQ



Further analysis of this data by the number of sessions students attended showed that students who had attended between 5 to 14 sessions were more likely to show no change (72.5%) than other students with less or more sessions. Sample sizes were quite small for this analysis and this result should be taken as indicative only.

Results from the interviews

Young people talked to us about the many ways in which the improvements to their self confidence and social skills led to positive benefits in their lives. These showed greater engagement with others, more consideration to others and less negative behaviour. A sample of the comments is presented as follows:

- Improved relationships - Making new friends (“Have a whānau – a brotherhood”.);
- Coping better at home - Helping around the house - Spending more time with family. – Families noticing changes;
- Feeling more open;
- Thinking more about other people. – Being kinder to other people. – Being less selfish. Being more patient. (“Patient with kids that do bad stuff.”);
- Thinking before acting; and
- Less fighting and aggression. *(All comments by young people)*

School staff reported that they had also observed similar changes in the young people.

Seen them grow in confidence – the way they come in and go out of the room.
(School Staff)

“Kids are much more verbal and ready to talk about problems.” (School staff)

“Kids realise that they are part of the team and they can’t deal with everything so they want them to keep coming.” (School staff)

“It provides new generation with hope and skills to help them with their relationships with families.” (School staff)

Changes in the Broader Health, Social and Cultural Wellbeing

Some Young people described themselves as sleeping a lot, bad or “A stupid druggie” before coming to Stand Up! They reported numerous changes in themselves after joining the programme. However, some had also been exposed to other programmes like mentoring in their schools but reported that Stand Up! had significantly contributed to their changes.

School and Stand Up! staff reported the many ways in which Stand Up! affected the whole lives of young people. Some reported those changes to be life changing.

“[Stand Up!] gives kids skills for life, things they can rely on when they are exposed to alcohol and drugs - also when they face difficult times.” (School Staff)

Attitudinal changes

Young people involved in Stand Up! reported that they made shifts away from unhelpful attitudes - recognising that previous behaviour was, in their words, “wrong”. They replaced these with positive attitudes that would be more helpful for them in their lives. Most of those mentioned related to the understanding that they could have a different future if they chose to. The setting and achieving of personal goals was integral to this.

“The Stand Up! group made me realise what bad is and what good is and yeah.” (Young person)

“We can see us having a future.” (Young person)

“The Stand Up! programme made me realise that being in a gang is bad for you and hopefully, I can change my ways.” (Young person)

School staff reported that young people also changed their attitudes to their bodies.

“Their attitude changed about their bodies – they became aware of the impact of what that meant.” (School Staff)

Behavioural changes

The behavioural changes reported by the young people and observed by school staff are congruent with the attitudinal changes just described.

Young people stopped negative behaviours like getting into trouble, being in gangs, hanging around with drug takers/gangsters and staying out late (until 3am).

"I know if I'd stayed [in the gang] there would be problems for me." (Young person)

They reported that these negative behaviours were replaced by a wide range of positive behaviours. These included:

- Adopting new friends;
- Setting daily goals;
- Getting up in the mornings;
- Making the right choices;
- Getting involved with non-alcohol/drug-related activities (creating a band, singing, and attending church); and
- Helping other people (like those struggling on the streets).

School and Stand Up! staff related significant positive improvements in the skills demonstrated by young people.

"The skills that they're learning in Stand Up! are brought into the counselling room – they model the process and the content of Stand Up!" (School Staff)

"Students especially males - now not only able to express feelings but they provide reasons. Stand Up! programme do more talking and interaction and every week there is a link back to what they did the previous week." (Stand Up! Staff)

"The programme provides these students with options and they really help them to communicate with other people." (School Staff)

Other changes

Young people reported that they felt happier, calmer, braver and more mature since coming to Stand Up!

They also said they were physically healthier and more energetic since joining Stand Up!

School staff talked about the different decisions that young people were making in relation to their health. This was especially true for young girls who had previously been exchanging sex for drugs.

"Sex and drugs is a big issue for girls, Stand Up! is talking about it. A group of girls were talking about not doing drugs and therefore not having to do sex to get them." (School Staff)

Changes in Students' Participation in School

School staff report that before coming to Stand Up! young people were bored in class, never doing the work, being stood down, not attending school and/or fighting. Once they came to Stand Up! there were many changes young people reported to us, mainly relating to greater engagement with school, better behaviour and even role modelling.

- Stayed at school;
- Better attendance at school – “Less wagging”;
- Being more considerate of teachers – “Stopped swearing at the teachers”.
- Noticing changes in teacher attitudes to them – “Teachers stopped picking on us.” – “All the teachers are amazed at us – we are not playing around in class anymore.”;
- Becoming role models – “[Became] class captain – look forward to helping them – encourages us – get people to join who are struggling with alcohol and drugs”;
- Stopping dealing in illegal goods;
- Stopped bullying others;
- Involved in study groups;
- Improvement in grades – “All passed Maths test”;
- Improved attitude to school – “Makes you think of things you have not thought of before (e.g. more empathy, self worth ,what want to do with life etc)”;
- Wearing the school uniform.

(All quotes in the above set of bullets were from young people)

The opinions and observations of school staff mirror those of the young people. The aspects they mentioned most often were:

- Young people remaining in school;
- Greater engagement with school (attendance as well as paying more attention);
- Improved academic achievement for some;
- Reduced frequency in discipline issues;
- Young people talking about setting and achieving their goals; and
- Young people stepping up to help each other – demonstrating peer-leadership.

In addition to this, Youth Practitioners also mentioned that young people were changing subjects at school that were more aligned to their personal goals and to which they were more suited.

Changes in the Wider School Community in Managing Alcohol and Drug Problems

Staff reported that prior to Stand Up! tolerance levels at participating schools were declining and if young people smoked or were drunk and/or stoned they would be stood down or excluded. This changed with the introduction of Stand Up! and schools reported that they now had another option when dealing with these issues.

In some schools, Stand Up! staff worked alongside the stand down process with the additional benefit that families/whānau became aware that their children were being supported in making positive decisions in their lives.

Little data other than that already reported was available on this issue. We suspect that this is because these early developmental years have been busy for those involved with Stand Up! in trying to make sure the programme is robust in all aspects and well-bedded down before expanding their influence beyond the immediate programme.

10. STRENGTHS AND WEAKNESSES OF STAND UP!

Programme Strengths

The evaluation revealed a number of key strengths of the programme.

Core principles and values

Stand Up! is based on a core set of programme values and youth development principles that have been developed together with young people and agreed by all stakeholders. These programme values and youth development principles are explicit and permeate back and forth throughout the programme all the way from the young people and their families to those at governance and funding levels. They are strongest at the front-line level in the relationship between the Youth Practitioners and the young people. In many respects everything about the way the programme operates reflects these principles/values and this is one of its greatest strengths.

Programme flexibility

The flexibility of programme to deliver tailor-made solutions to each participating school as well as to each group within the schools is another key strength of the programme.

The flexible way in which Stand Up! has been enabled to develop is also a strength. Funders have a tendency to be very prescriptive (because they are generally risk averse) in their service specifications and then expect contractors to deliver to the letter with little scope for flexibility or variation. If this had been the case in Stand Up! it would not have been possible to adopt such a reflective, responsive, and flexible approach to the work.

Strengths-based Focus

The strengths-based focus on participants means that young people are willing to engage in the programme, to explore their issues and to set goals to help them change their response to their circumstances.

Fostering innovation

The willingness of CMDHB, Odyssey House and the schools to proactively foster this innovative, non-traditional programme and to develop and to hold the risk associated with that is another great strength. There is a good understanding of the importance of holding such risk as part of a considered approach to innovative programmes like Stand Up!

High commitment

There is a strong commitment to the programme by all members of the PMT. This has required a significant investment of time and energy for many. As a result, there are good communication channels and strong partnerships have developed.

Good systems

There are sound management and supportive systems to the front line workers. The IT and record-keeping systems are robust.

Induction of new staff to the programme is very hands-on and a great deal of time is invested in making sure they are fully ready to take on various tasks. This means that the quality of the programme remains high.

Quality of staff

The front-line staff, the Youth Practitioners, are not only appropriately qualified, but they have additional characteristics that help make the programme work so well. They have been described as reliable, mindful, and hard working. Their deep commitment to and respect for the young people was evident to all stakeholders and this allows that all-important trust to develop and sets the scene for young people to relate well to the Youth Practitioners. In addition to this, the Youth Practitioners bring strong personal and spiritual values that are highly congruent with the programme. They balance their hard work with an ability to relax and have fun.

Programme Weaknesses

The challenges to the programme identified in the evaluation were as follows.

Vulnerability to staff changes

A key weakness of Stand Up! is perhaps ironically its dependence on high quality staff. In our view Stand Up! will be vulnerable if key people leave. These include Nicola Woodward from the DHB, Wayne Ferguson from Odyssey House and Ben Birks, the Team Leader of the Youth Practitioners. Each is critical to the support for the programme and responsible for the standard to which it is delivered.

Recommendation – Succession Planning

Planning for the replacement of Nicola, Wayne and Ben should begin so that, if any changes occur, the quality of service for young people and the Stand Up! programme overall will not only be sustained but also continue to develop and grow.

Possible burnout

The young people have considerable text message access to the Youth Practitioners but they are aware that it is not a crisis service and not many of them use it. The front-line staff are also very good at striking a balance between their intense work and their relaxation. For these reasons, burnout of the front-line staff is not an issue at the moment. However, this situation may change and everyone involved needs to be mindful that it is a real possibility.

The significant investment in the induction and training of new Youth Practitioners will be lost if staff move on too quickly.

Measurement tools

The scales that are used to track changes in the use of alcohol and drugs by the young people measure frequency of substance use but not quantity. This means that changes in the overall amount of alcohol and drugs used are not collected.

Stand Up! staff do not collect other quantitative data that accurately reflects what it is they do and what they achieve. We understand the rationale for the use of standardised scales and forms used. However, they reflect only changes in the use of drugs and alcohol and not other risk factors like self esteem, engagement with school, relationships with family/significant others and goal setting.

Recommendation – Review of data collection instruments

All instruments used to collect data about the progress of young people participating in Stand Up! should be reviewed to more accurately reflect the real physical, emotional, spiritual, social and educational impact of the programme.

11. FACTORS CONTRIBUTING TO THE SUCCESS OF STAND UP!

There are many factors that contribute to the success of Stand Up! In our view, all are essential.

Adherence to Principles and Values

Adherence to the underlying programme values and youth development principles, with their focus on young people, is the first factor. Much of the 'culture' of the programme stems from this. Therefore, inclusiveness, respect for others, openness, honesty, collaboration and cooperation are evident at all levels of the programme from governance to front-line delivery. Furthermore, Stand Up! has been able to incorporate the Whare Tapa Wha model and Fonofale into the programme in an appropriate way.

Commitment of all Parties

There is a strong commitment to Stand Up! from all parties, including the young people themselves. In addition to this, the key agencies involved have been willing and able to hold the risk of trying something new, and that was not based on traditional methods of dealing with drug and alcohol issues.

Furthermore, all parties (including the funder, CMDHB) were flexible, allowing the programme to develop in innovative ways.

Long Development Phase

There has been a long and ongoing development phase for the programme, which has included feedback from all stakeholders, including the young people. The careful thought and significant investment of time to do this well, and the ongoing self-reflection by the Youth Practitioners and the PMT that continues have resulted in excellent results for the programme.

Strong Organisational Support

Strong organisational support from Odyssey House in terms of systems, supervision and resources has also contributed to the success of the programme. This includes good induction and personal support for the front-line staff.

The Youth Practitioners

The way that Youth Practitioners work with the cultural diversity of the young people (respectful, non-judgemental, encouraging cultural pride) is another reason why Stand Up! is successful. The bonus for the programme is the high calibre of young adults – especially the Team Leader - it has been able to attract to work in the programme. These workers have demonstrated intelligence, skills, creativity, understanding, caring, commitment, fun, energy and the thought they bring to their work.

Group Work

Working with young people in groups has also been a success factor. Young people benefit because they can see that they are not the only people trying to deal with drug and alcohol

issues. They can give each other advice and encouragement and be inspired by each other's achievements. Furthermore, they have been able to build new relationships and improve existing ones – especially with their teachers and their families.

Good Record-Keeping Systems

A good client record-keeping system has been in place since the start of the programme. This is also subject to continuous improvement as the programme becomes more refined. In addition to the formal recording of changes in the young people, celebrations are also held informally as part of the programme to notice and acknowledge the goals that young people have been able to achieve.

12. CONCLUSIONS AND RECOMMENDATIONS

Stand Up! is a highly successful innovative programme, in which key stakeholders and participants are universally positive about its operation and its impact. We found no evidence of negative impacts resulting from the programme – and a vast array of positive impacts.

Feedback from programme participants, school staff and other partners in Stand Up! indicates that young people (and schools) are responding positively to the way in which Stand Up! is working. Furthermore, Stand Up! has a high retention rate, a further indication that young people value the programme and trust the Youth Practitioners who are delivering it to them. This would indicate that the innovative way in which this programme is delivered is highly effective in working with young people with issues around alcohol and other drug use. There are indications that it would also help young people in other parts of their lives.

The topics covered are relevant to the needs of young people in that they have helped many programme participants to make the necessary changes, not only to their drug and alcohol use, but also in other ways that are likely to protect them from harm in future. Part of this protection relates to the improvement in communication skills, emotional literacy and increases in self confidence. Part of it relates to helping young people understand that they have choices and that the choices they make have repercussions in their lives. Finally, helping young people to set and achieve personal goals and encouraging them to keep striving for higher goals has proved to be life-changing for many programme participants.

The clinical safety of the young people in the Stand Up! programme is ensured in a number of ways. Frontline staff are well qualified and appropriately supervised and supported in their work. They strictly adhere to protocols around client confidentiality and at the same time, are able to support young people in making contact with outside agencies (and school staff) if and when needed.

We do not consider that the impact of the programme in terms of changes to the amount of alcohol and other drugs used can be adequately monitored using SACS. The results we were able to extract from SACS data do not fully-reflect the material we obtained from our interviews. The interviews suggested a much greater reduction in the use of these substances than indicated by the scales. We suggest the introduction of other scales that monitor quantity of substances used as well as the frequency with which they are used.

There is little else to conclude except to add a few recommendations for the future of the programme. Please note, all our other recommendations have been made within the body of the report to help contextualise them. Our audit appendix also has a small number of recommendations.

Recommendation – Keep running Stand Up!

The Stand Up! programme should continue to operate and plans to expand the programme should carry on.

The programme is currently operating very well and we consider this to be partly due to its small size and the closeness of the relationships between stakeholders. However, we consider that this has the potential to change as a result of the planned expansion of Stand Up! The reach of the programme may become too big for the PMT, in its current form, to remain as effective as it has been. It may need a different composition and mandate now that the programme is well underway. We therefore recommend that operations be reviewed as the expansion settles in.

Recommendation – Review changes in the Stand Up! as it expands to other schools

Changes in the functioning of the PMT and the operation and impact of the programme should be reviewed once the additional schools are added. The main focus should be on changes in the levels of knowledge, communication systems, and common understandings of all key stakeholders. Other research questions should address whether the PMT is still needed and whether the involvement of the DHB needs to continue to the same extent.

We are aware that Stand Up! staff are already considering the development of auxiliary aspects to their existing programme. They are peer-led programmes and another type of service for young people once they have finished coming to Stand Up! We endorse this. However, we also feel that it might be useful to follow up on a number of young people to ascertain the long term impact of Stand Up! To this end, we are recommending some further evaluation work.

Recommendation – Follow up of young people

In order to understand the longer-term impact of Stand Up! an evaluation should be undertaken to follow up young people who have left. Such a study would concentrate on the ways in which Stand Up! experiences and the skills learned there are useful to young people as they mature.

A future development that may be considered is the provision of support services/ information/ help for parents of students who are involved in alcohol and other drug use. Programmes run through schools for parents along the lines of the Stand Up! model would provide parents with a forum in a non-threatening environment where they are able to pick up skills to walk alongside their young people during a very challenging period.

13. APPENDIX A – SUBSTANCES AND CHOICES SCALE

SUBSTANCES AND CHOICES SCALE

Name.....

Date of birth..... Number.....

The SACS is only to be used by health professionals working with young people who are engaged in a treatment agency.

The questions in part A) and B) are about your use of alcohol and drugs over the last month. This does not include tobacco or prescribed medicines.

Please answer every question as best you can, even if you are not certain. Tick only one box on each row.

A) On how many times did you use each of the following <u>in the last month</u> ?	Never	Once a week or less	More than once a week	Most days or more
1. Alcoholic drinks (e.g. beer, wine, spirits etc.)				
2. Cannabis (e.g. weed, marijuana, pot, skunk etc.)				
3. Cocaine (e.g. coke, crack, blow etc.)				
4. Amphetamines (e.g. speed, 'P', ice, whiz, goee etc.)				
5. Ecstasy and other party drugs (e.g. 'E', GHB etc.)				
6. Inhalants (e.g. nitrous, glue, petrol, solvents, paint etc.)				
7. Sedatives (e.g. sleeping pills, benzos, downers, valium)				
8. Hallucinogens (e.g. LSD, acid, mushrooms, ketamine etc)				
9. Opiates (e.g. heroin, morphine, methadone, codeine etc.)				
10. BZP (e.g. 'herbal highs', energy pills etc.)				
11. Other drug. Name.....				
12. Other drug. Name.....				
B) Mark <u>one</u> box (on each row), on the basis of how things have been for you over the last month.	Not True	Somewhat True	Certainly True	
1. I took alcohol or drugs when I was alone.				
2. I've thought I might be hooked or addicted to alcohol or drugs.				
3. Most of my free time has been spent getting hold of, taking, or recovering from alcohol or drugs.				
4. I've wanted to cut down on the amount of alcohol and drugs that I am using.				
5. My alcohol and drug use has stopped me getting important things done.				
6. My alcohol or drug use has led to arguments with the people I live with (family, flatmates or caregivers etc.).				
7. I've had unsafe sex or an unwanted sexual experience when taking alcohol or drugs.				
8. My performance or attendance at school (or at work) has been affected by my alcohol or drug use.				
9. I did things that could have got me into serious trouble (stealing, vandalism, violence etc) when using alcohol or drugs.				
10. I've driven a car while under the influence of alcohol or drugs (or have been driven by someone under the influence).				
SACS difficulties score				
C) Finally, how often have you used tobacco (e.g. cigarettes, cigars) <u>over the last month</u> ?	Never	Once a week or less	More than once a week	Most days or more

Date completed

Clinician

SACSclinical

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14. APPENDIX B – THE STRENGTHS AND DIFFICULTIES QUESTIONNAIRE

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain. Please give your answers on the basis of how things have been for you over the last six months.

Your name..... Male/Female

Date of birth.....

	Not True	Somewhat True	Certainly True
I try to be nice to other people. I care about their feelings			
I am restless, I cannot stay still for long			
I get a lot of headaches, stomach-aches or sickness			
I usually share with others, for example CD's, games, food			
I get very angry and often lose my temper			
I would rather be alone than with people of my age			
I usually do as I am told			
I worry a lot			
I am helpful if someone is hurt, upset or feeling ill			
I am constantly fidgeting or squirming			
I have one good friend or more			
I fight a lot. I can make other people do what I want			
I am often unhappy, depressed or tearful			
Other people my age generally like me			
I am easily distracted, I find it difficult to concentrate			
I am nervous in new situations. I easily lose confidence			
I am kind to younger children			
I am often accused of lying or cheating			
Other children or young people pick on me or bully me			
I often volunteer to help others (parents, teachers, children)			
I think before I do things			
I take things that are not mine from home, school or elsewhere			
I get along better with adults than with people my own age			
I have many fears, I am easily scared			
I finish the work I'm doing. My attention is good			

Your Signature Today's Date

Thank you very much for your help

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15. APPENDIX C – AUDIT OF THE CLIENT RECORDS SYSTEM

The Audit

The audit of the client records system was carried out on 2nd October 2008 at 15 Mont Le Grand Road, Mount Eden, Auckland. The auditors were Maggie Jakob-Hoff and Jon Postlethwaite from Resonance Research.

The Aim of the Audit

The aim of the audit was to review the following:

- Documentation of data handling processes
- Staff knowledge about data handling processes
- Data handling
- Methods used to analyse data
- Methods used to report data
- Overall assessment of the robustness of Stand Up! data

The Audit Process

The audit process used included the following:

- An interview with the team leader about the processes and protocols used
- Examination of written procedures about handling data
- Talk to the other staff to check their understanding of data handling
- Examination of written forms
- Examination of all computer files
- A check of data entry accuracy
- A debrief the staff at the end of the audit day.

Findings: Documentation of Data Handling Processes

A clear comprehensive record is kept of all the processes engaged in by Stand Up! staff including the appropriate application and completion of forms, data entry processes, filing and storage protocols and access to reference materials. This information is all recorded in the Stand Up! “How to guide” and includes:

- Comprehensive tables with instructions on what to do with each form (e.g. how to process the Substances and Choices Form)
- “Cheat sheets” with short cuts and instructions on steps to take and where to find information
- Stand Up! orientation manual
- Odyssey house orientation manual
- Instruction on how to use updated processes not yet on the computer system (e.g. mileage claim forms, time-in-lieu)
- A reporting requirements table showing what pieces of data need to be used for any of the many reports Stand Up! staff complete

Staff induction

The staff induction process around handling data is robust and involves:

- Observation of fully trained staff members in all aspects of the work
- Explanation of the computer drives and databases
- Standardisation of computer systems – the shared drives have the same format for folders. This format logically follows the steps taken during the programme (e.g. access, referral, assessment, service delivery, risk management, review)
- Explanation of the processes used to handle data correctly
- Supervision through all steps of data handling

Refinement of data handling

Stand Up! staff have displayed a high level of adaptation in the on-going use of data. If data is no longer required to be collected (e.g. information for the Odyssey house database MIS, certain aspect of the client feedback form) then it is expediently removed from handling processes.

Findings: Staff Knowledge of Data Handling Processes

Staff members had high levels of the understanding of the how the data was to be kept and used. The primary source of training in these processes came from the induction that each staff members undergoes and well as on- going supervision by the team leader. For the most part the Youth practitioners did not feel the need to use the reference/ support material available due to the aforementioned high standard of training and supervision.

Findings: Data Handling

Collection of data

There are three data sets that are completed by each young person who enters the programme. They are as follows:

- Details of the young people (given and family names, date of birth and ethnicity)
- Substances and choices scale
- Strengths and difficulties questionnaire

These data sets are collected and entered into the appropriate database by the Youth practitioners. Paper copies are kept on file as a back up and as reference material while the practitioners are out in the field. In the group file, records of attendance are kept as well as completed scales.

Instructions to young people

The instructions given to young people when completing their forms are tailored to each young person/group. However, the following aspects are always highlighted:

- The two scales do have the young person's unique ID number on them – but not the young person's name. That way, only the young person and the youth practitioners will be able to identify who said what.

- The forms are strictly confidential to the youth practitioners and the young person. It is not passed on to friends, family or teachers at the school.
- Stand Up! staff keep their forms in a locked office.
- The forms will be brought back at the end of each term so that the young person can compare their scores on the scales with previous scores.
- Young people are instructed not to put their names on the forms that rate the programme, the programme staff and the topics they have covered during the term.
- Young people are encouraged to put in the date – but this is only to save the youth practitioners the time to do it.

We endorse the way that information is tailored as it is consistent with the programme philosophy about meeting the needs of individual young people. The emphasis on confidentiality and the explanation of how data is stored is an important element in gaining young people's trust and thereby increasing the likelihood that they will feel comfortable enough to truly represent their levels of drug and alcohol use. By encouraging young people to give anonymous feedback about the programme staff, and the topics covered during the term, it is more likely that young people will feel they can give unbiased responses.

Data entry

The accuracy of the data entry is helped by using the following systems:

- A user-friendly Microsoft Access data entry form sits on top of the data base
- Some fields are locked against accidental changes once they have been entered and can only be altered intentionally using a specific command. These fields include details about name, gender, date of birth and ethnicity.
- Some fields are pre-filled automatically and only need to be changed if the young person has reported an alternative.
- Unique ID codes are automatically generated by the computer each time a new young person is added to the data base.
- There is some manual checking of the accuracy of data.

We found that the accuracy of data entry was 85% with most errors confined to two schools. While data entry was of a very high standard we recommend that a regular check of data entry standards be made in order to improve accuracy to at least 95%.

Case notes about each young person and each group are jointly written by more than one Youth Practitioner to ensure that important things/events are not missed or misinterpreted. This is a sound procedure that allows staff the freedom to focus on the group process at the time without worrying that something important might be missed.

Recommendation for improvement of data entry accuracy

Each youth practitioner could check at least 20% of all their data entry with one other person - one person can read the original, and one could read the screen. The advantage of this is that the youth practitioner can learn which data entry errors they commonly make and work to reducing them. It also increases confidence in the data that has been entered.

Another way would be to between 10% and 20% of data and if errors were found, checks could be run of other data. This would be faster and cheaper than having two people work on it, though less collegial and enjoyable.

Storage of Data

In our view, the storage of data is secure and the measures taken to protect it are appropriate.

Completed data sheets are kept in files in the bags carried around by the youth practitioners when they visit schools. All written material is then transferred into locked filing cabinets. These cabinets are kept in a locked office in an alarmed building.

There are two levels security for the cabinets. Material collected from the young people is kept in a cabinet to which only the youth practitioners and Odyssey House's Manager for Youth services have keys. A second cabinet for extremely sensitive material including staff employment files are kept in a smaller cabinet that can only be accessed by the team leader and Odyssey House's Manager for Youth services.

Electronic files are backed up in a driver on Odyssey House's servers and are only accessible by the team leader and the manager of Odyssey House's youth programmes. Each time the main file is backed up, a new backup file is created for that date rather than overwriting the old one. This means that the history of the programme is not lost.

Destruction of Data

Data is destroyed appropriately.

There is a secure paper shredding bin for any documents that need to be destroyed. It is planned that any paper records that need to be retained in the long term will be stored in Crown Records, the same place where Odyssey House stores its confidential paper records long-term.

At the moment, there is no formal system in place for the destruction of electronic data but the team are thinking about how it could be done. In the past electronic data has been destroyed by reformatting and shredding the discs in which they have been stored.

Findings: Methods used to Analyse Data

Data is exported from Microsoft Access to Microsoft Excel spreadsheets for analysis. A copy of this is made as a working data base to maintain the integrity of the original data.

The Filter function is used to identify the sample of young people being reported on. A series of formulas are used to extract the data from the working data base.

Recommendation for improvement of data analysis

We recommend that the programme “entry” and “exit” dates (the last time a young person had contact with the programme) be recorded in their own unique fields rather than in the case notes. That way the length of time that young people are in the programme can be easily and accurately calculated.

Consider reporting shifts in individual scores on the scales rather than as group changes. This will improve the interpretation of the data. We are aware that this is already in process.

We endorse the plan to get an Access programmer to come in and assist the team write a series of report templates using the “queries” – one for each type of audience.

We strongly recommend that Stand Up! continue the work that has been started on the specially tailored web-based database and that the database be operational as soon as possible.

Findings: Methods used to Report Data

A range of Stand Up! reports are written, each tailored to particular audiences and each covering different time periods. They are:

- The Programme Management Team (Once each school term);
- CMBHB (Quarterly reports);
- Ministry of Health (Quarterly reports by month);
- Ministry of Education (Reports are verbal and informal); and
- Reports on individual young people (on an ad hoc basis for family group conferences or school disciplinary committee meetings).

Reports are co-written by more than one youth practitioner. This provides an opportunity for all members of the team to understand why data is collected and how it is to be used for reporting. It also provides a second opportunity to check the veracity of the data.

Recommendation for improvement to reporting

In our view, there is an unnecessarily large reporting load on the programme, complicated by the different time frames and formats required by each agency. During term time, programme staff are extremely busy working with the young people. They only have time to prepare reports in the time between terms.

Therefore, we strongly recommend that standard reporting be carried out for all agencies and that it cover the periods between the start of one school terms and the next. In our minds, quarterly reports don't make sense in the context of this programme (especially on a monthly basis). For programme staff, positive end of term programme "endings" are critical to the process because the young people in the programme have not had many positive endings in their lives. Attachment (or lack of it in their lives) is a major issue for many of the young people in the programme.

Overall Assessment of the Robustness of Stand Up! Data

Apart from some minor work to improve the accuracy of some of the data entry, we consider the data presented by Stand Up! staff in reports to be robust for the following reasons:

- There are good instructions on how to handle and use data
- Staff have good knowledge on the data systems
- Systems to collect data (including the instructions given to young people providing data) are sound
- Data is handled appropriately in terms of systems, security and destruction
- The analysis of the data is intelligent and appropriate
- Data is appropriately reported

In addition to the above, it became very clear to us during the audit process that this is a reflective programme – the staff involved are always thinking about and refining their systems and forms. Early in-depth deliberation was also apparent in written documents reflecting on the progress of early groups – what worked and what did not.

Our final recommendation, however, is for Stand Up! to review the data that they currently collect in order to more accurately reflect those important programme outcomes that are not directly related to drug and alcohol use but are developmental and supportive in nature. This was formalised earlier in the main body of the report.

16. APPENDIX D – INFORMATION AND CONSENT FORMS



STAND UP! PROGRAMME EVALUATION

Adult Information Sheet

Counties Manukau District Health Board and Odyssey House have requested an evaluation of the **Stand Up! Programme**. To see how useful it is for young people at high schools. Resonance Research has been contracted to do the evaluation. The results of the evaluation will be used to help inform and improve the Stand Up! Programme where and if needed. The evaluation results will also be reported back to Counties Manukau District Health Board and all other stakeholders in the Stand Up! partnership.

The interviews are voluntary and only one part of the evaluation. All interviews will be carried out by members of the Resonance Research team. (Fiva Fa'alau, Kanewa Stokes, Jon Postlethwaite, Michele Lennan, Maggie Jakob-Hoff).

What you will be asked

You will be asked to share your thoughts with us about the Stand Up! programme and how you think the programme is working for the young people involved, their families, schools, and communities.

How it will be done

If you agree to do this interview, you can withdraw from the interview at any time. You can refuse to answer any question. We would like to take notes so that we remember what you've said and we would also like to tape record your interview in case we need to check our notes.

Confidentiality

- What you say will be confidential to the Resonance Research team
- You can ask to have the tape recorder off at any time
- If you do not want us to use anything you say, you can tell us to omit it from our notes
- No details which identify you will be written up or passed on
- The Stand Up! Programme will still be available for young people regardless of what you say to us.

All our interview notes and recordings are held in a secure office for two years after the end of the project. They are then professionally destroyed.

For further information about this interview

Please contact Maggie Jakob-Hoff from Resonance Research on 09 360 3264 or on her mobile 021 832 339 or Wayne Ferguson, Youth Services Manager, Odyssey House on 368 4957.



STAND UP! PROGRAMME EVALUATION

Adult Consent Form

I have been fully informed about the evaluation and the way in which I will be participating in the evaluation. All my questions have been answered.

I understand that my participation is voluntary and that I can choose to withdraw from the interview at any time.

Notes will be taken during the interview. I understand that the interview may also be recorded with my agreement (I am entitled to refuse permission for recording). I understand that the recording will only be listened to by members of the Resonance Research evaluation team. Notes, recordings and any other evaluation information held by Resonance Research will be securely stored for two years after the end of the project before being professionally destroyed.

I understand that my comments will be kept confidential to members of evaluation team. This means that my name will not be used in reporting and that my comments will be combined with other people's comments in a non-identifiable way. If my comments are to be quoted in the report, this will only happen if there is no possibility of the comments being linked back to me. It should be noted, however, that if there any concerns that a participant maybe at risk it will be raised with the evaluation's Project Manager, Maggie Jakob-Hoff or to Odyssey House's Youth Services Manager, Wayne Ferguson. She will pass the information on to the most appropriate person to deal with it.

My signature below indicates that I have read and understood this consent form and that I have agreed to complete the interview.

Name:		Position:	
Signature:		Date:	



STAND UP! PROGRAMME EVALUATION

Young Person Information Sheet

We would like to know how the Stand Up! Programme helped you and what it was like. We are doing this by talking with young people about the work the youth practitioners do with you.

If you want to, we would like to talk to you on your own or in your group. The interviewers will be talking to you and other young people about the things you like about Stand Up! and any things that could be done better.

The interviewers will not tell anyone else what you have talked about. You can change your mind if you decide that you do not want to speak to us. And you can choose which questions you answer.

If you agree, we would like to record you giving a short quote about the programme. We won't ask you to say your name. We may then do a CD of all the quotes for the report we write about Stand Up!

For further information about this interview

Please contact Maggie Jakob-Hoff from Resonance Research on 09 360 3264 or on her mobile 021 832 339.







STAND UP! PROGRAMME EVALUATION

Young Person Consent Form

I have talked to the interviewers about what I am being asked to do.

If I say yes to talking about Stand Up!

I know

-  I do not have to talk to the interviewers if I do not want to.
-  I do not have to answer any questions I don't want to.
-  I can refuse to give a recording of my voice.
-  I can have other young people with me if I want to.
-  The interviewers won't tell anyone else what I've said unless someone might be harmed.
-  I can still go to Stand Up! no matter what I say in this interview.

I have decided

I agree to do an interview on my own/in a group YES ☐ NO ☐

I agree to my quote being recorded YES ☐ NO ☐

Name	
Date	
School	

17. APPENDIX E – THE MASTER TOPIC GUIDE

“X” in the five right hand columns of this table indicate the inclusion of that topic in the guide tailored to the specified audience.
Key: OH=Odyssey House respondents, SS=School staff, PMT=remaining Programme Management Team members, YP=young people, KS=Other key stakeholders

Programme objectives	Evaluation questions	OH	PMT	YP	SS	KS
DEVELOPMENT						
1. Development of draft service specifications	1. To what extent do the [draft] service specifications reflect the intent, approach and delivery of the programme?	x	x		x	x
1. Development of draft service specifications	2. To what extent is the programme meeting the service specifications in regards to the health of Māori and Pacific Peoples? (Section 8)	x	x		x	x
2. Funding for the programme	3. To what extent is the funding of the programme adequate?	x	x		x	x
3. Choose a provider organisation	4. What was the rationale for choosing Odyssey House?		x			
3. Choose a provider organisation	5. Does Odyssey House have systems in place that support the programme? Please elaborate.	X	x		x	x
4. Recruitment, training and ongoing support of suitable staff	6. To what extent are staff working in the programme suitably qualified? (not everyone will be able to answer this)	x	x		x	X
4. Recruitment, training and ongoing support of suitable staff	7. What induction processes are in place for new staff? How adequate are these? In what ways, if any, can these be improved?	x	x		x	
4. Recruitment, training and ongoing support of suitable staff	8. Are written procedures are in place for staff to refer to? How adequate are these? In what ways, if any, can these be improved?	x	x		x	
4. Recruitment, training and ongoing support of suitable staff	9. What ongoing training and support is there for staff? [probe: line management, peer support, clinical supervision, cultural supervision) How adequate are these? In what ways, if any, can these be improved?	x	x		x	
4. Recruitment, training and ongoing support of suitable staff	10. How does the programme ensure a level of consistency in terms of quality of the workers? In what ways, if any, can these be improved?	x	x		x	
4. Recruitment, training and ongoing support of suitable staff	11. How are staff trained to ensure they have an awareness of cultural dimensions and have skills to respond appropriately?	x	x		x	x
4. Recruitment, training and ongoing support of suitable staff	12a. What is the understanding of the Te Whare Tapa Wha model and how do staff operationalise it within the SU!?	x	x		x	x
4. Recruitment, training and ongoing support of suitable staff	12b. How is Te Whare Tapa Wha integrated into programme delivery in the:	x	x		x	x
4. Recruitment, training and ongoing support of suitable staff	13. Is there an intention to employ culturally-relevant staff to deliver the programme or in other areas of the programme?	x	x		x	x
6. Launch –	14. To what extent are schools engaged with the programme? What are the factors that led to this level of engagement? Could this be improved and in what ways?	x	x		x	x
8. Formalise/ develop programme-level values-	15a. How do the partnerships, linkages and protocols work with various key stakeholder?	x	x		x	x
8. Formalise/ develop programme-level values-	15b. What factors contribute to the success of these partnerships, linkages and protocols?	x	x		x	x
8. Formalise/ develop programme-level values-	15c. In what ways, if any, can partnerships, linkages and protocols be strengthened?	x	x		x	x
8. Formalise/ develop programme-level values-	15d. How are cultural concepts of partnership integrated into the partnership model?	x	x		x	x
9. Consideration of drug testing	Not to be evaluated? Only been done in one school – and has now been dropped.					
10. Individualising the programme delivery for each school	16a. To what extent do schools consider that the programme aligns with the unique context and operations of their individual school and their community?				x	
11. Working with school champions	17a. What is the relationship between Stand Up! staff and school champions like?	x			x	

“X” in the five right hand columns of this table indicate the inclusion of that topic in the guide tailored to the specified audience.
 Key: OH=Odyssey House respondents, SS=School staff, PMT=remaining Programme Management Team members, YP=young people, KS=Other key stakeholders

Programme objectives	Evaluation questions	OH	PMT	YP	SS	KS
11. Working with school champions	17b. What are the strengths of that relationship and what are the challenges?	x			x	
11. Working with school champions	17c. How have the school champions perceived and experienced the DHB's role?	x			x	
12. Set up and run (PMT)	18a. What, if anything, can be done to strengthen the composition of the PMT?	x	x		x	x
12. Set up and run (PMT)	18b. How well do the terms of reference (TOR) for the PMT reflect what the PMT actually does? What changes, if any, should be made to the TOR?	x	x		x	x
12. Set up and run (PMT)	18c. To what extent does the PMT run smoothly? What factors contribute to that? What, if anything, could be done to improve the running of the PMT?	x	x		x	x
12. Set up and run (PMT)	18d. How would you describe the cultural capability of the PMT particularly in the sense of Māori and Pacific culture?	x	x		x	x
13. Promotion of the programme	19a. How effectively is the programme promoted?	x	x	x	x	x
13. Promotion of the programme	19b. Was the programme promoted to whānau/families – as per the Te Whare Tapa Wha model?	x	x	x	x	x
13. Promotion of the programme	19c. What evidence, if any, is there that students, key school staff and staff from other agencies know [enough] about the programme?	x	x	x	x	x
13. Promotion of the programme	19d. If programme not promoted as an AOD programme how do students who don't fit criteria get declined?	x	x		x	x
13. Promotion of the programme	19e. Why do students not want others to know it's an AOD programme - shame or loss of 'street cred'? Does this in any way impact on results for them?	x		x	x	
13. Promotion of the programme	19f. What changes, if any, are needed to promote the programme effectively to all relevant parties?	x	x		x	x
14. Development of systems	20a. In what ways do the following systems operate: • Client records system • Referral system	x			x	x
14. Development of systems	20b. Are they effective? What are the factors that help these systems work well?	x			x	x
14. Development of systems	20c. In what ways, if any, can these systems be improved?	x			x	x
DELIVERY						
15. Youth Practitioners work in an appropriate way	21a. Are Youth Practitioners working appropriately with young people and with schools:	x		x	x	x
15. Youth Practitioners work in an appropriate way	21b. How do you know you/they are utilising the Te Whare Tapa Wha model effectively?	x			x	x
15. Youth Practitioners work in an appropriate way	21c. How are cultural needs of young people assessed, responded to and measured?	x			x	x
15. Youth Practitioners work in an appropriate way	21d. If families are not involved is Tapa Wha model actually being used appropriately?	x	x		x	x
16. Referrals to the programme	22. In 2007, report says that only 10 students were referred to the programme by a BOT - doesn't quite gel with what Aorere College counsellor said.	x				
17. Initial contact with potential participants	23a. What are young people's' experiences of their first contact with the Youth Practitioners? What if anything, could be done to improve the way the first contact is made?	x		x		
17. Initial contact with potential participants	23b. What do young people think of the questionnaires and scales? What changes, if any, need to be made to improve these?	X		x		
17. Initial contact with potential participants	23c. To what extent do students report the full extent of their alcohol and other drug use in the questionnaires			x		
18. Students sign a Contract for Registration	24a. What are students' experiences of signing the contracts?	X		x		

“X” in the five right hand columns of this table indicate the inclusion of that topic in the guide tailored to the specified audience.
 Key: OH=Odyssey House respondents, SS=School staff, PMT=remaining Programme Management Team members, YP=young people, KS=Other key stakeholders

Programme objectives	Evaluation questions	OH	PMT	YP	SS	KS
18. Students sign a Contract for Registration	24b. What do they think of the contracts?	X		x		
18. Students sign a Contract for Registration	24c. Do students really understand what they're signing in the contract?	X		x		
18. Students sign a Contract for Registration	24d. Who can they consult with - independent - prior to signing contracts?	x		x		
18. Students sign a Contract for Registration	24e. What, if anything, could be done to improve the contracting process and the contracts?	x		x		
19. Informed consent process	25a. What do parents/caregivers know about the young people's involvement with the programme?	x		x	x	
19. Informed consent process	25b. What do parents/caregivers know about the programme?	x		x	x	
19. Informed consent process	25c. Have parents/caregivers been given enough information about the programme in order to provide informed consent?	x		x	x	
20. The delivery of group work	26b. What do young people think about each of the following? <ul style="list-style-type: none"> • The topic discussed • The way the groups are run • The youth practitioners 					
20. The delivery of group work	26c. What do young people think about the attention paid to their youth culture?	X		x	X	
20. The delivery of group work	26d. What do young people think about being leaders in their group?	X		x	X	
20. The delivery of group work	26e. What do young people think about setting personal goals – is this a good way to go?	X		x	X	
20. The delivery of group work	26g. Are there things young people can't talk about in the group?	X		x		
20. The delivery of group work	26h. Is there peer pressure for young people to say that they are alcohol and drug free when they are not?	X		x		
20. The delivery of group work	26i. What do young people tell other people about the Stand Up! group?	X		x	X	
20. The delivery of group work	26j. How is the ethnic culture of young people acknowledged? Does this make them feel good about their culture?	X		x	X	
24. Follow up of students	26k. What do young people think about the preparation for/support during the school holidays?	x		X	X	
20. The delivery of group work	26l. What are the best things about the group?	X		X	X	
20. The delivery of group work	26m. What are the worst things about the group?	X		X	X	
20. The delivery of group work	26n. What changes could be made to the groups to make them better (more effective - more comfortable etc)	X		X	x	
22. Provide family support where appropriate	28a. What contact/support, if any, have families/caregivers had from OH staff?	x			x	x
22. Provide family support where appropriate	28b. If families/caregivers don't know about the programme how can support be provided to them?	x			x	x
OUTCOMES						
2. To improve school students' knowledge and understanding of the potential health and social harms associated with drug use	30a. Is the information about AOD evidence-based? (OH staff)	x	x		X	
25. To improve school students' knowledge	30b. All ethnicities showed reduction in substance abuse, but greater reduction in Pacific and others – what are the reasons for this?	x			x	
25. To improve school students' knowledge	30c. What did young people learn about the effect of alcohol and drugs on their lives and the lives of their families/friends?	X		x		
27. Support students in referring to other health and wellbeing services	32a. Have young people needed other health and wellbeing services (approximately what proportion)?	x			x	x
27. Support students in referring	32b. In what ways, if any, have OH staff supported students in	x			x	x

“X” in the five right hand columns of this table indicate the inclusion of that topic in the guide tailored to the specified audience.
 Key: OH=Odyssey House respondents, SS=School staff, PMT=remaining Programme Management Team members, YP=young people, KS=Other key stakeholders

Programme objectives	Evaluation questions	OH	PMT	YP	SS	KS
to other health and wellbeing services	referring to those services?					
27. Support students in referring to other health and wellbeing services	32c. Were students more open to referrals to such services as a result of their involvement with the programme? (Probe)	x			x	x
28. As a public health and health promotion initiative, reduce the impact of drug related harm on the wider school community	33. In what ways, if any, has the introduction of the programme into the schools helped to reduce the impact of drug-related harm of the wider school?	X			x	
29. If necessary, strengthen school's overall approach to drug education	34a. Have the number of stand downs, exclusions and expulsions that are AOD-related decreased as a proportion of the school's roll since Stand Up!	X			x	
29. Where necessary, strengthen the school's overall approach to drug education	34d. What work, if any, have Stand Up! done to support teachers, principals and governors in developing, reviewing and implementing protocols for managing AOD issues in schools (in accordance with national policy guidance). How effective/useful has that work been?	X			x	
30. Develop a peer-led approach to drug education in schools that enhances and utilises the personal strengths, expertise, experiences and leaderships skills of young people	35a. To what extent had Stand Up! contributed to a peer-led approach to drug education in participating schools?	x			x	
30. Develop a peer-led approach to	35b. To what extent has this work utilised the personal strengths, expertise, experiences and leadership skills of young people.	x			x	
31. Develop and improve access to the benefits of healthy lifestyle activities and choices within the school and wider community.	36a. To what extent have Stand Up! staff provided training to teacher, principals and governors to raise awareness of AOD and other related issues?	x			x	
32. Other comments	Do you have any other comments to make about the Stand Up! programme?	x	x	x	x	x
33. Copy of results	Would you like a copy of the executive summary of our final report. If yes, where should we email/send it?	x	x	x	x	x

18. APPENDIX F – TRANSCRIPT OF ALL YOUNG PEOPLE QUOTES

At the conclusion of each of our meetings with the young people, we asked them to give us a word or two about Stand Up! This is the full transcript of the quotes. However, we suggest that the quotes be listened to because they are the real voices of the young people. To that end, we have included a CD with the recordings included²⁰.

- “Stand Up! was pretty awesome for me. It changed my life and my thoughts of everything and has opened the road to me - like I’m not a pawn in a little game.” (Female)
- “Caring.” (Male)
- “Stand Up!’s cool.” (Male)
- “The Stand Up! group made me change my ways and, you know, is really awesome.” (Male)
- “The Stand Up! group made me realise what bad is and what good is and yeah.” (Male)
- “Stand Up!’s a really cool programme ‘cause you get to talk about (like) the way that drugs influence your life and the Stand Up! people understand and they don’t judge you. Yeah, and it’s really good to have someone to talk to and they’re (like) always there for you.” (Female)
- “Stand Up! Is mean ‘cause it helps kids through school and all their difficult stuff through classes and stuff.” (Male)
- “Stand Up! is cool and trying to help me out.” (Male)
- “I think Stand Up!’s a cool programme ‘cause I’ve just started but they helped me see that other people are going through the same thing and yeah!” (Female)
- “You stop all the bad things you do, like smoke drugs, alcohol and all the other stuff.” (Male)
- “I think Stand Up!’s a good programme because I have the confidence to talk to people, to talk to Ben and them because they’re (like) young. And I can’t talk to older people about this – I can’t talk to my parents and stuff but I can tell them about stuff – and they know what I’m talking about ‘cause they’re young.” (Female)
- “Helpful.” (Male)
- “Stand Up! for me is cool and gangsta and cool.” (Male)
- “Stand Up! for me is somewhere where I can express myself” (Male)
- “The Stand Up! programme made me realise that being in a gang is bad for you and hopefully, I can change my ways.” (Male)
- “Stand Up! is really helpful for me. Since I started it has made me achieve stuff that I would never think of doing. And yeah, it’s cool.” (Female)
- “Stand Up! makes me strive to achieve my goals, and yeah.” (Male)
- “I think that Stand Up! is really good because when we need to talk about something, we can just sit down in the group and all share our stuff that we’ve done in the week and past weekend. Yeah, it’s really good and I’m happy to be in it.” (Female)
- “Stand Up! is good. You learn stuff. It helps you stop.” (Male)
- “Marvellous!” (Male)
- “I think Stand Up! is good because you might have problems and there’s always someone to talk to or someone who’s been through it and they understand where you’re coming from.” (Female)
- “I think Stand Up! is mean because we get a feed. And yeah.” (Male)

²⁰ Please note that all the quotes were given only after fully informed consent from the young person was gained.

- “Stand Up! is cool.” (Male)
- “I reckon Stand Up!’s pretty gansta ‘cause it pulls you out of class. Then go home in the end.” (Male)
- “Fabulous, awesome, great, excellent!” (Female)
- “Stand Up! for me is alright ‘cause I’m always getting supported. yeah.” (Male)
- “The Stand Up! group was cool and it was fun and was serious.” (Male)
- “Stand Up! has helped me (like) through times I needed someone to talk to and they helped me get things I never wanted to get out and talk to people about -yeah. And it’s good to have someone to talk to - like them.” (Female)
- “Stand Up! is cool.” (Male)
- “Stand Up! for me is very helpful because it keeps me out of doing weed.” (Male)
- “The Stand Up! programme means a lot to a lot of the youth, young kids. It helps us communicate good and helps us be honest.” (Female)
- “It’s all right for people, but not good for other people. But good what they are doing.” (Male)
- “Stand Up! has made me realise there’s more things in life and that I can achieve my goals if I want to.” (Female)
- “It’s life-changing because I’ve made pretty good achievements this year and, yeah, Stand Up! programme has helped me in many ways. Thank you.” (Male)
- “Amazing!” (Male)
- “The Stand Up! programme, it means a lot to everyone. I recommend other students from [school name] should be in this programme and, yep! solid.” (Female)
- “Stand Up! for me is very interesting.” (Male)
- “Stand Up! is cool.” (Male)
- “Stand Up! for me is gangsta.” (Male)
- “Stand Up! is a place where you can share your feelings and your experiences without getting laughed at.” (Female)
- “Yeah. Stand Up!’s been great. Ben and them helped me achieve my goals, yeah. It’s been a choice programme.” (Male)
- “The Stand Up! programme’s, like, good for me.” (Male)
- “Loving.” (Female)
- “Stand Up!’s all good.” (Male)
- “I think that Stand Up! is all good eh.” (Male)
- “It’s been a very excellent experience, yeah.” (Male)

19. APPENDIX G – QUESTIONNAIRE COMPLETED BY SCHOOL STAFF

Office Use
only

**Please complete this form for each
young person going to Stand Up!**

Q#	31a Since contact with the Stand Up! programme, has this young person	Yes	No	Don't know
1	Improved their self confidence (Understanding their own strengths and weaknesses)?			
2	Improved their communication skills?			
3	Got a greater sense of their cultural identity(s)?			
4	Improved their emotional literacy?			
5	Increased their resilience (understanding that they are not bad people when they have dips in their lives)?			
6	Made healthy changes in their lives in the areas of sex, self harm, resisting peer pressure to do destructive things, fitness, nutrition, and other health-related issues?			
7	Stayed in the school as a result of the programme (if that was the right choice for them)?			
8	Behaved better at school?			
9	Achieved better academically?			
10	Achieved in other parts of their lives as a result of their involvement in the programme (sport, arts, cultural skills, hobbies)?			
11	Set higher short and long term goals for themselves (tapping into life aspirations)?			
12	Come to a better understanding of their family dynamics (and their role in those dynamics?)			
13	Please add any other non-identifying comments about this young person.			

THANK YOU VERY MUCH FOR DOING THIS 😊

Please post the form to:

Maggie Jakob-Hoff, Resonance Research. PO Box 46-018. Herne Bay Ak 1147

20. APPEXDIX H – TERMS OF REFERENCE FOR THE PROGRAMME MANAGEMENT TEAM



‘Stand Up!’ Programme Management Team Terms of Reference

1. Purpose

- 1.1 To provide a partnership forum for ensuring that everyone upon whom the success of the Programme depends shares an understanding of its vision, objectives and values;
- 1.2 In accordance with delegated authority, to make managerial and operational decisions affecting the design, development implementation and evaluation of the Programme;
- 1.3 In accordance with delegated authority, to review and approve the Programme’s operational protocols including its Communication Plan, assessment and evaluation tools, policies for confidentiality, disclosure and all other practices affecting the health and well-being of young people in accordance with the Programme’s scope of work;
- 1.4 To monitor and review the Programme’s progress and identify and manage risks to the Programme’s successful delivery;
- 1.5 To receive and review progress and evaluation reports in accordance with reporting requirements.

2. Chairperson

- Stand Up!’ Programme Manager, CMDHB
- Service Manager, Odyssey House

3. Responsibilities and Accountabilities

Management Group members remain individually and personally responsible and accountable to their respective employer organisations and represent the views and interests of their respective organisations on the Management Group.

4. Membership

- 'Stand Up!' Programme Manager, CMDHB;
- Programme Manager, Mental Health Planning and Funding;
- Project Manager, Youth Health, CMDHB;
- Service Manager, Odyssey House;
- Cultural Advisor, Odyssey House;
- Pacific Island cultural representation;
- Māori cultural representation;
- 'Stand Up!' Programme Team (as defined by Odyssey House);
- Research Manager, Odyssey House;
- A representative from each participating school, with the delegated authority of the school's Principal;
- Any others to be co-opted in accordance with the needs of the Programme.

5. Frequency of meetings

- 5.1 In accordance with the needs of the Programme and reviewed quarterly.

6. Records

- 6.1 A written note will taken of each meeting. These will summarise key points of discussion, decisions and agreed actions.
- 6.2 The written note of each meeting will be distributed to members within 5 working days of the meeting, having been signed-off by the Chairperson.

7. Papers

- 7.1 An agenda and all other papers *requiring the prior attention of members* will be distributed no less than 5 working days before the date of each Programme Management Group meeting.
- 7.2 A written progress report will be circulated before each meeting. This will summarise the key achievements of the Programme since the last meeting, report against forthcoming milestones and identify any risks to the Programme, for consideration by the Programme Management Group.