

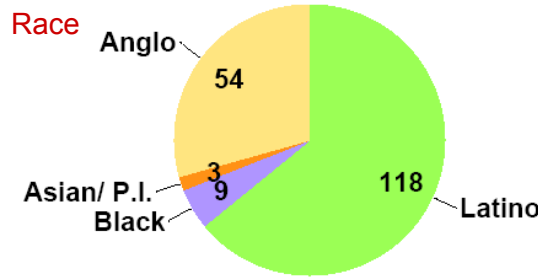
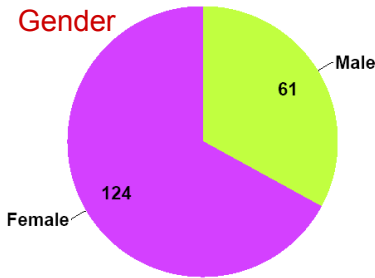
Fighting Back Services at Santa Barbara Junior High School

8/28/06 – 6/15/07



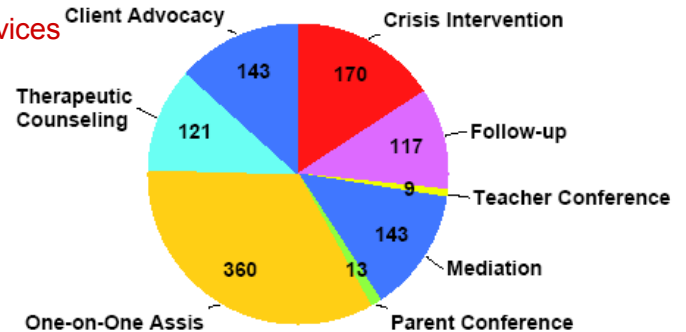
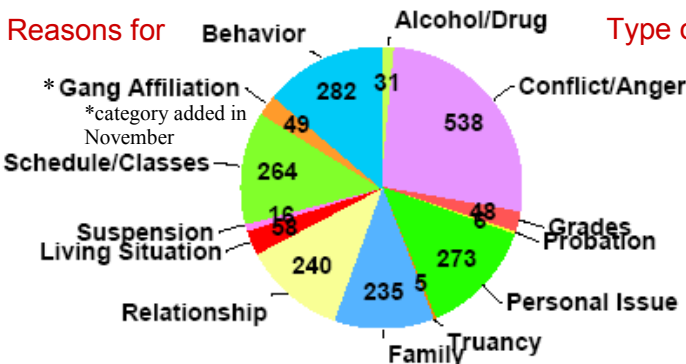
Compiled from data entered by school's Fighting Back staff into online database. Questions, contact yss@cadab.org

Who Has Received Individual Services?

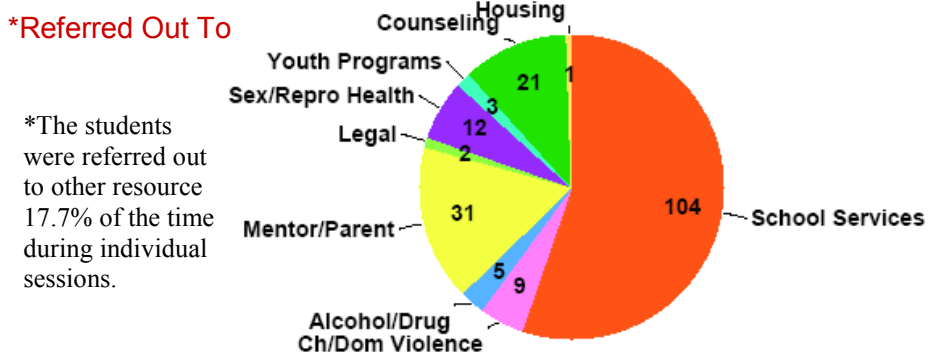
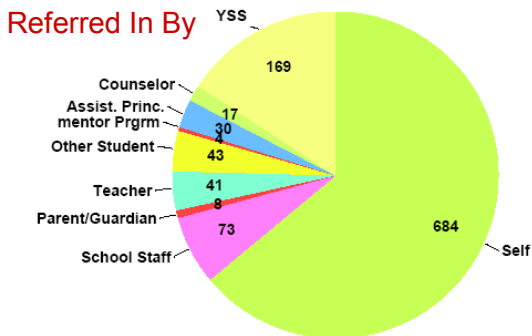


Tami Hogen and Lacey Johnson have worked individually with 185 students over the school year. They met with them a total of 1080 times, an average of 5.8 times each.

What Were the Reasons for and Types of Individual Services that were Delivered?



Who Referred the Students In and to Where were They Referred Out?



*The students were referred out to other resource 17.7% of the time during individual sessions.

What Classes and Group Services Were Delivered?

Classes

Reconnecting Youth (2 classes each semester—daily)

S.U.P.E.R. (4 sessions, 2 hours each 1x week)

Universal Prevention Education Curriculum

Life Skills (taught to 7th and 8th graders)

Group Services

Club Live Meetings (at least 2 x per month)

Club Live Activities (Youth Leadership Conference, Red Ribbon week, Free for the Weekend, Magic Mountain, cigarette "butt" clean ups at the beach and more!)

FNL Peer Mentoring (2 hours, 1x week w/ SBHS)

Success Story: This is about "An eighth grade student whom I met in the late Fall because her English teacher referred her to me. She is quiet, soft spoken, has low self esteem, a tough exterior with an "I don't care about anything attitude" but a sensitive, "I do care" interior. Upon following up on the teacher's request, she and I talked for a long time just getting to know each other. After establishing trust she was able to open up about herself and her personal life. Soon we would talk often and she came to rely on me for advice, guidance or just someone to vent to. After attending an IEP meeting with her, her mother and her teachers & I learned that she was failing almost every class including P.E. She had a 14% in her English class, she wasn't going to her 7th period class, she refused to dress or participate in P.E. and had many missing assignments in all of her other classes. She was recognized by each one of her teacher's as being extremely smart and capable. That meeting was her final opportunity to make a change and turn it all around so that she could graduate. In the months that followed she did just that; she started doing her homework, she dressed for P.E., she even stopped hanging around with people who were influencing her to make the wrong choices. I'm so thrilled to report that after much hard work and many encouraging conversations that today she graduated with B's and C's and only one D (in P.E.). She is more outspoken, laughs more, she is more confident and she wants to be a doctor someday. She has inspired me as well as so many around her. I am so proud of her and will always be honored to have had a small part in her success."