

# A “Whole Community” Approach to Prevention

Governor Mills’ Opioid Response Monthly Webinar Series, Feb 2, 2024

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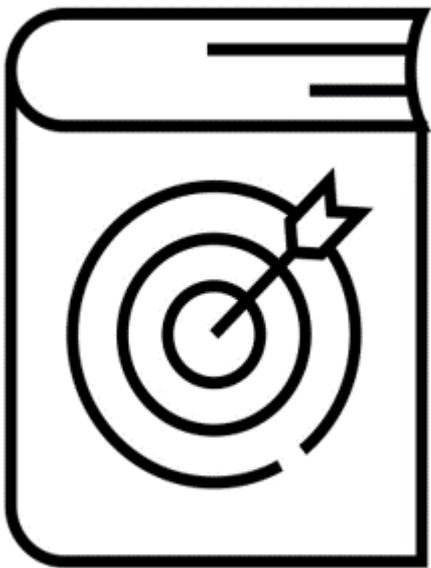


**PublicHealth**  
Prevent. Promote. Protect.

Cumberland County, Maine



# Learning Objectives

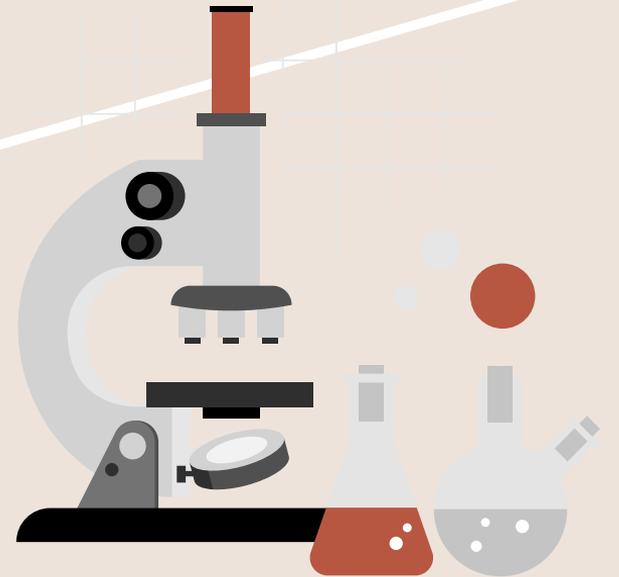


1. List the core components of the Strategic Prevention Framework
2. Describe the "Whole Community" approach to prevention
3. Discuss ways in which partnerships and funding has been leveraged to create meaningful community-level change

# Who we are



# The Science of Prevention



# Strategic Prevention Framework



Assessment: Identify local prevention needs based on data (e.g., What is the problem?)

Evaluation: Examine the process and outcomes of programs and practices (e.g., Is your plan succeeding?)

Capacity: Build local resources and readiness to address prevention needs (e.g., What do you have to work with?)

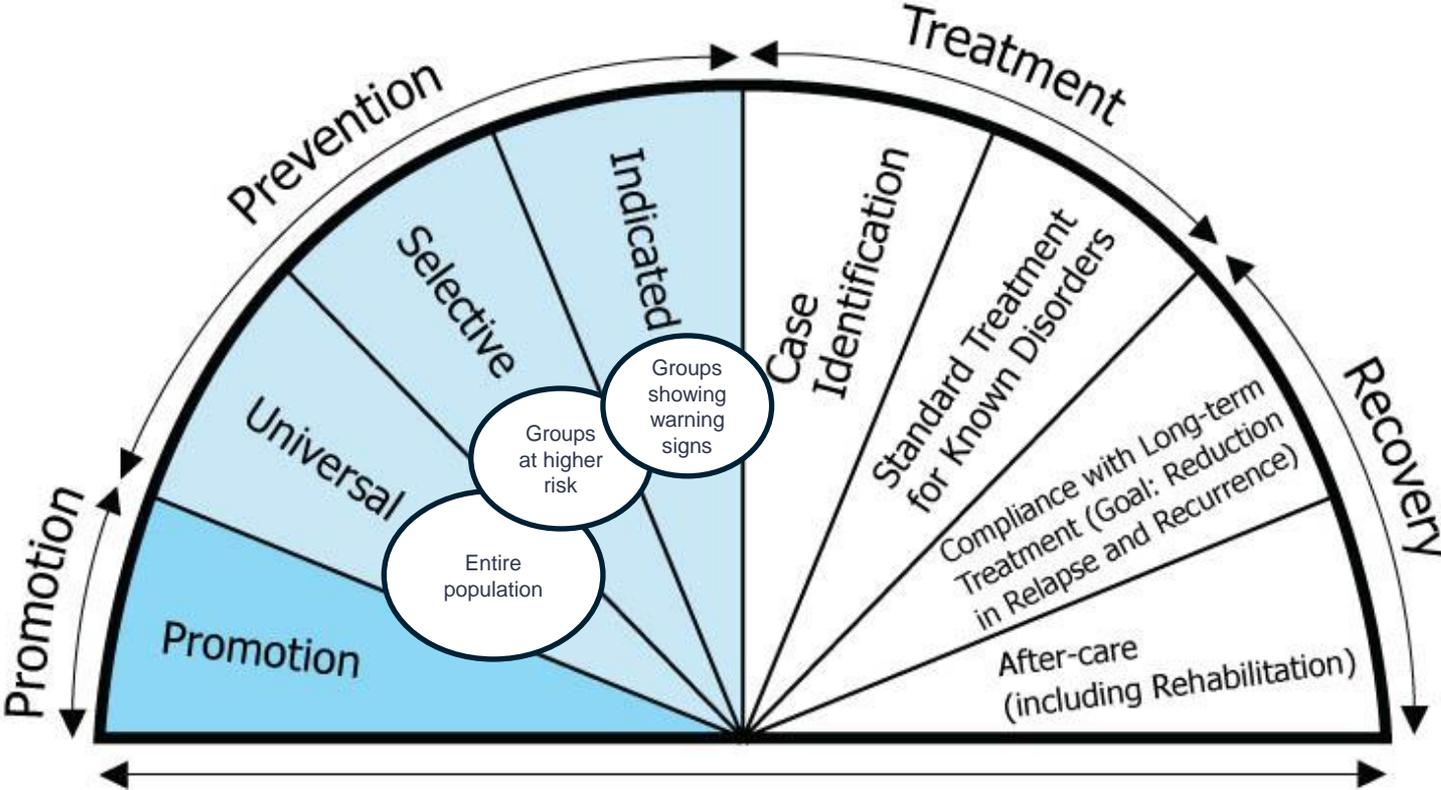
Implementation: Deliver evidence-based programs and practices as intended (e.g., How can you put your plan into action?)

Planning: Find out what works to address prevention needs and how to do it well (e.g., What should you do and how should you do it?)

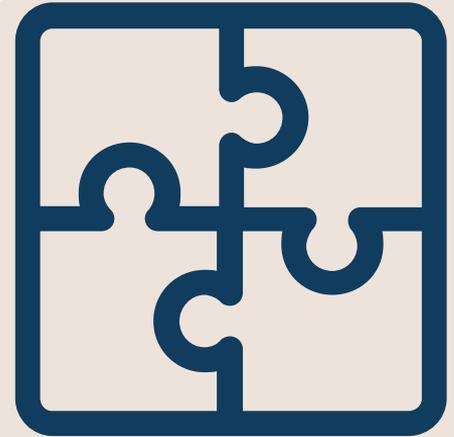
**Cultural competence:** The ability of an individual or organization to understand and interact effectively with people who have different values, lifestyles, and traditions based on their distinctive heritage and social relationships.

**Sustainability:** The process of building an adaptive and effective system that achieves and maintains desired long-term results.

# Substance Use Continuum of Care



# What works - A Whole Community Approach



# Cross-Community Collaboration



Changing/Developing Policies

Making Environmental Changes

Reducing Barriers/Enhancing  
Access to vital conditions  
(transportation, housing,  
healthcare, food)

Changing consequences

Enhancing Skills

Providing support for PYD programs

Providing Information



## Seven Strategies for Community Change

# What doesn't work



- Scary Images & Scare Tactics
- One-Time Assemblies & Events
- Personal Testimony from People in Recovery\*
- Reinforcing Exaggerated Social Norms
- Myth Busting
- Mock Car Crashes
- Drug Fact Sheets
- Role Play
- Moralistic Appeals
- Grouping At-Risk Youth Together\*

\*Not Effective for Universal Prevention (can be supportive for early intervention and/or treatment)

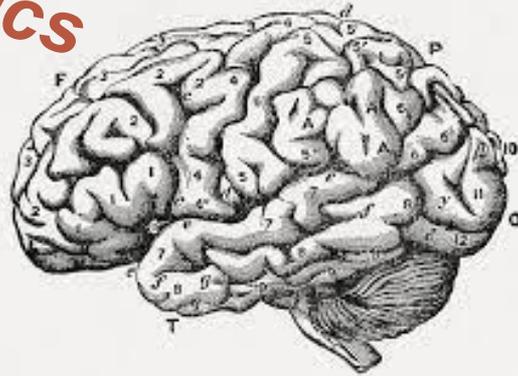
# Why those strategies are ineffective (and potentially damaging)



Denial

Numbing

Avoidance



Skepticism

Fun!

Inflate perception that all young people are using

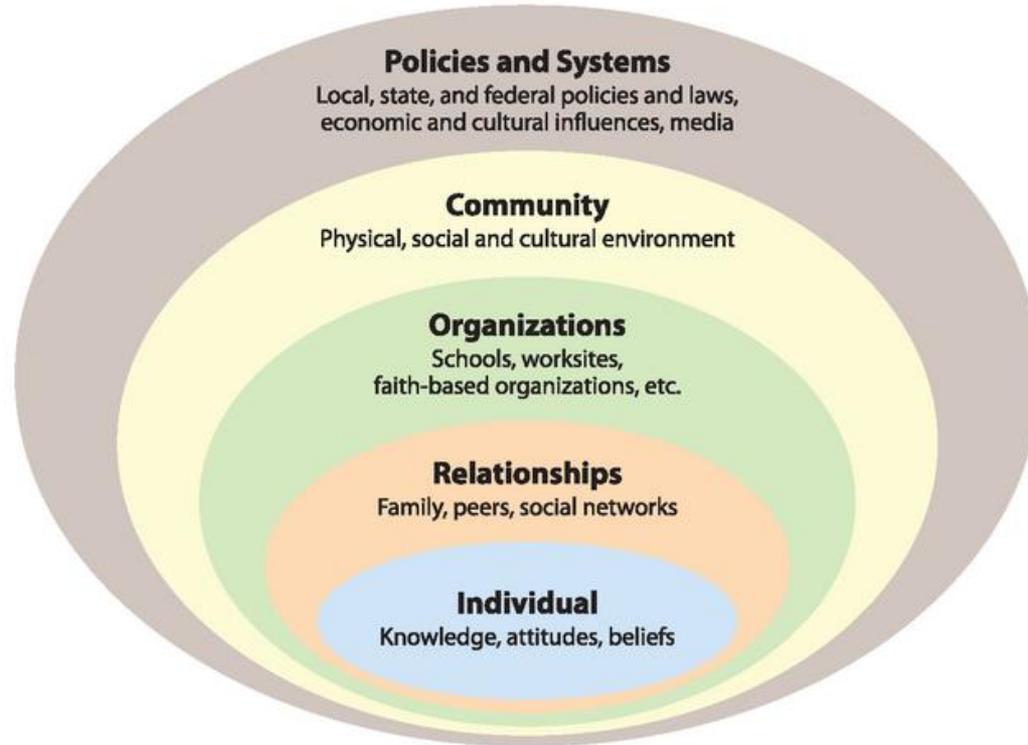
## Brain Development

# The 3 Realms of ACEs – Context Matters!



PACes Connection thanks Building Community Resilience Collaborative and Networks and the International Transformational Resilience Coalition for inspiration and guidance. Please visit [PACesConnection.com](https://www.pacesconnection.com) to learn more about the science of ACEs and join the movement to prevent ACEs, heal trauma and build resilience.

# Socio-Ecological Model



# Whole Community Prevention in South Portland

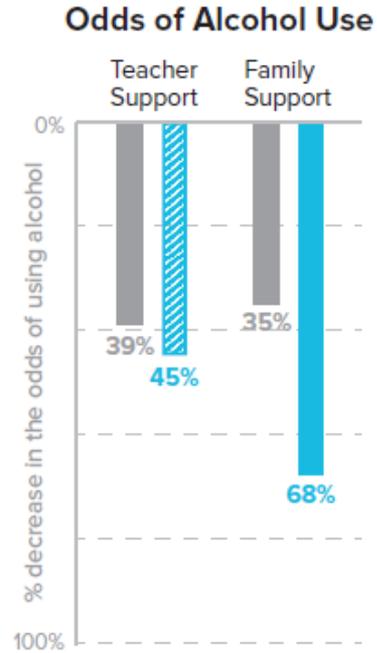


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# Using Data to Guide Work

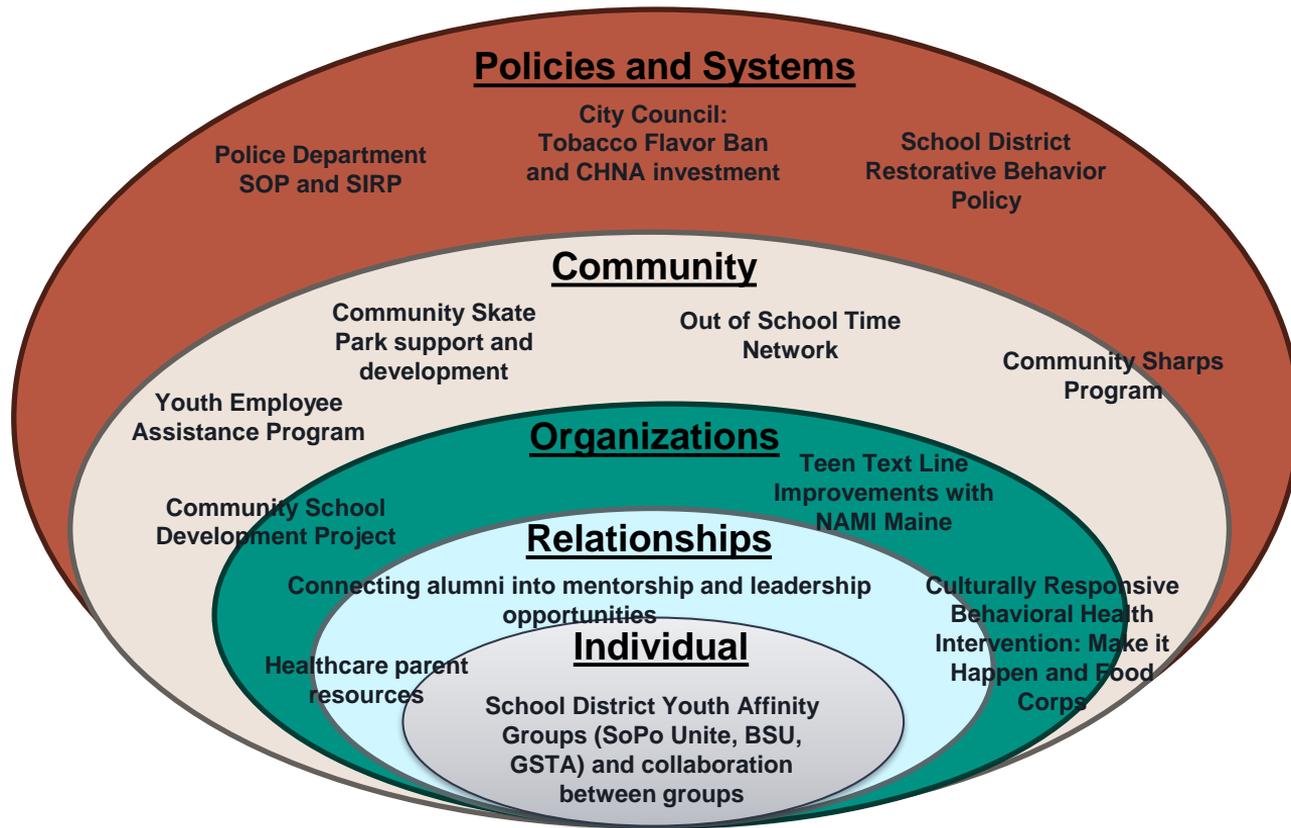
- Trends over time
- To drive strategy development
- To identify equity gaps
- To improve data collection integrity



The effect of family support is stronger for LGBTQ youth: LGBTQ youth had a 68% decrease in the odds of using alcohol compared to a 35% decrease among heterosexual youth.

**How to Read:**

■ LGBTQ youth   ■ Heterosexual/Cisgender youth   ▨ striped bars: insignificant factors   ■ solid bars: significant factors



Socio-Ecological Model for South Portland



The path to an effective  
restorative school policy +  
athletic code of conduct



# A Focus on Community Resilience



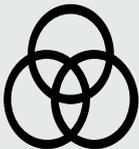
Partners  
for Thriving  
Youth



Systems-level change approach to increase community resilience, guided by Strategic Prevention Framework (SPF) and grounded in equity



PTY role is to build capacity and better connect healthcare, schools, and neighborhoods to meet the behavioral health needs of priority youth populations



Deep assessments of local systems:  
School—SHAPE (schoolwide MTSS inventory);  
Healthcare—provider and systemwide focus groups;  
Neighborhoods—ACE | R community engagement sessions

# Enhancing Multi-Tiered Systems of Support – Culturally Responsive Behavioral Health Project



Need: Supports to address the urgent behavioral health needs of newly arrived South Portland High School students



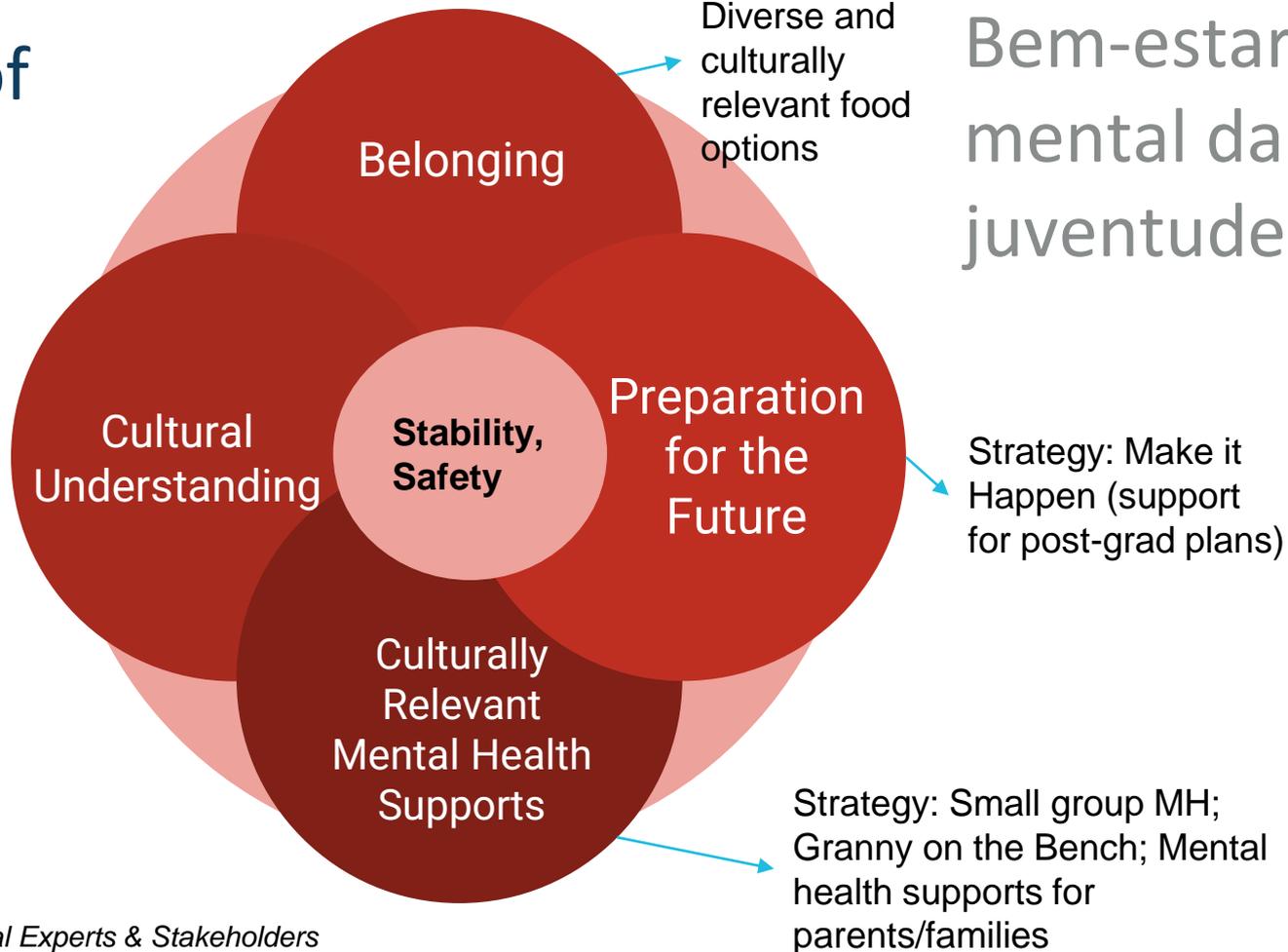
Process: Engage partners and Cultural Experts (multilingual students) to co-create recommendations for building more inclusive, culturally responsive school-based behavioral health supports



Questions: What resources are available? What's going well for students? What additional resources or systems could better support students? How do we sustainably fund these recommendations?

# Dimensions of Youth Mental Wellbeing

Strategy:  
Teachers/staff are trained to understand student experiences and support belonging

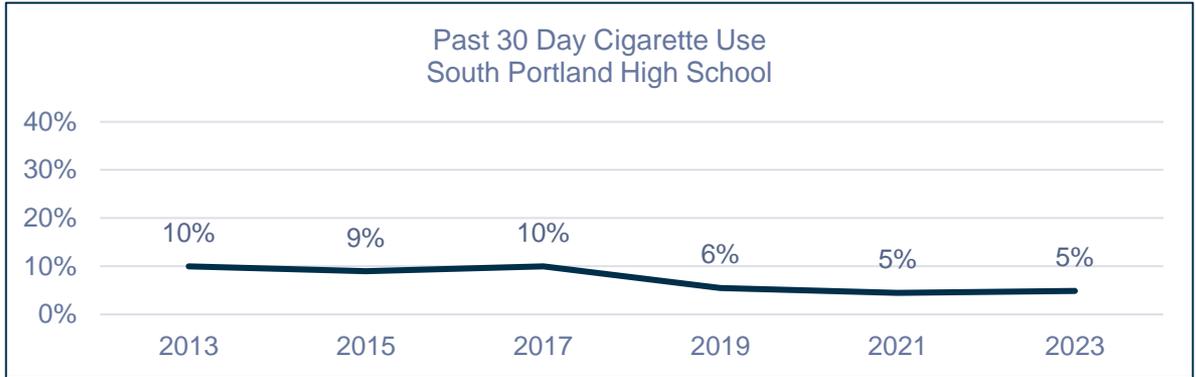


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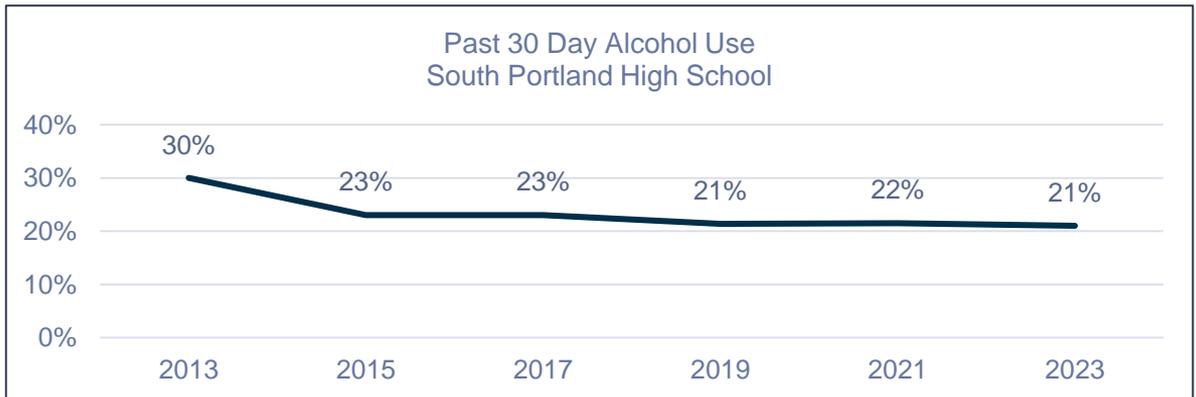


# What the Data Shows Us

“During the past 30 days, on how many days did you smoke cigarettes?”



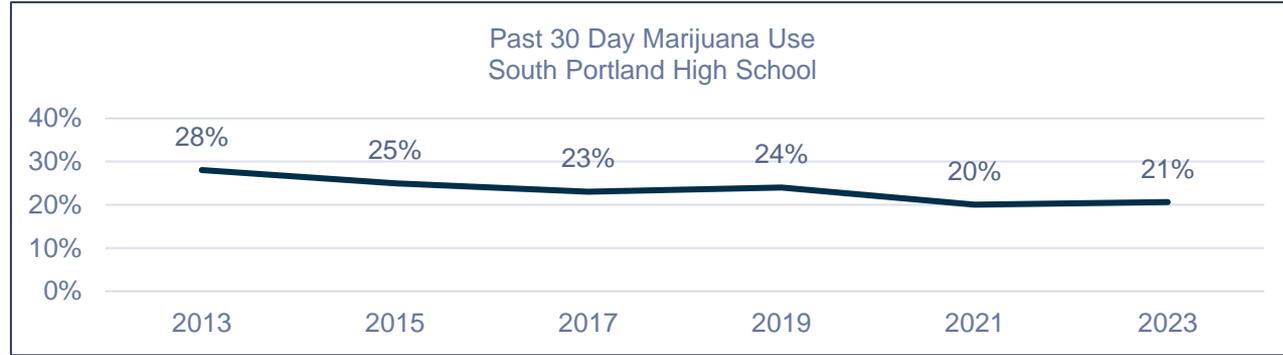
“During the past 30 days, on how many days did you have at least one drink of alcohol?”



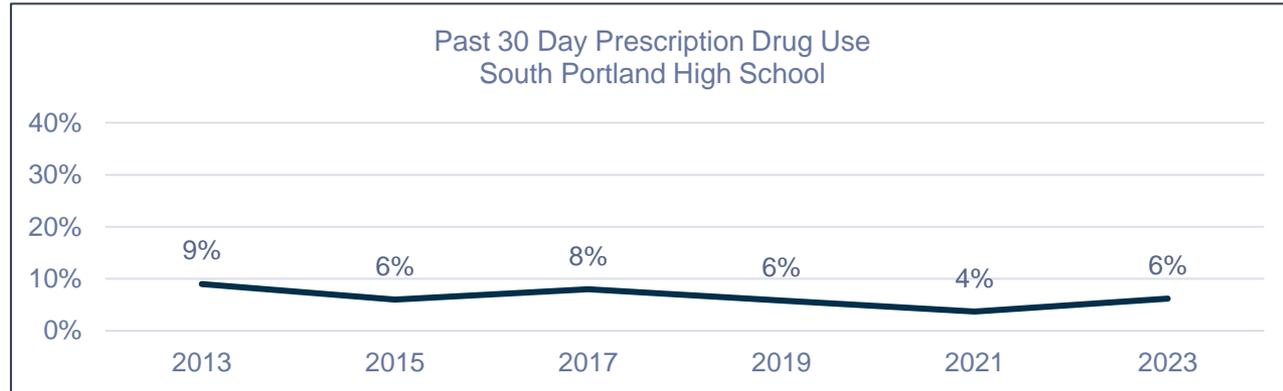


# What the Data Shows Us

“During the past 30 days, how many times did you use marijuana?”



“During the past 30 days, how many times did you take a prescription drug without a doctor’s prescription?”



# Questions?





## Questions or Comments?

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➤ Lee Anne: [ldodge@southportland.org](mailto:ldodge@southportland.org)

[SoPo Unite](#)

# Resources



Slide 4 :

<https://www.dshs.wa.gov/sites/default/files/publications/documents/22-1662.pdf>

Slide 5:

<https://www.samhsa.gov/sites/default/files/20190620-samhsa-strategic-prevention-framework-guide.pdf>

Slide 6:

<https://ohiostate.pressbooks.pub/substancemisusepart1/chapter/ch-2-name-5/>

Slide 8:

<https://www.madisonchathamcoalition.org/12-sectors-of-the-community>

Slide 9:

<https://guideinc.org/2015/08/19/cadcas-7-strategies-for-community-change/>

Slide 10:

[https://www.hca.wa.gov/assets/program/px\\_tool\\_what\\_works\\_what\\_doesnt.pdf](https://www.hca.wa.gov/assets/program/px_tool_what_works_what_doesnt.pdf)

Slide 11:

[https://www.aacap.org/AACAP/Families\\_and\\_Youth/Facts\\_for\\_Families/FFF-Guide/The-Teen-Brain-Behavior-Problem-Solving-and-Decision-Making-095.aspx](https://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/The-Teen-Brain-Behavior-Problem-Solving-and-Decision-Making-095.aspx)

<https://preventionactionalliance.org/learn/about-prevention/scare-tactics-in-prevention/#:~:text=This%20meta%2Danalysis%20confirmed%20that,are%20trying%20to%20manipulate%20them.>

<https://www.cdc.gov/drugoverdose/health-equity/info.html#:~:text=Health%20inequities%20can%20contribute%20to,Disadvantaged%20by%20reduced%20economic%20stability>

Slide 12:

<https://www.pacesconnection.com/>

Slide 13:

<https://www.healthvermont.gov/alcohol-drugs/services/community-prevention-programs>

Slide 18:

<https://www.theshapesystem.com/>  
<https://www.preventioninstitute.org/publications/adverse-community-experiences-and-resilience-framework-addressing-and-preventing>