

REPOSITORY OF AMERICAN INDIAN/ALASKA NATIVE PREVENTION PROGRAMS

Title	Evidence-Based, Evidence-Informed, Practice Implications, Culturally-Informed, Best Practice/ Innovation	Description	Links
<p>CultureCard: A Guide to Build Cultural Awareness/ American Indian and Alaska Native (SAMHSA)</p>	<p>Culturally-informed</p>	<p>This guide is intended to serve as a general briefing to enhance cultural competence while providing services to AI/AN communities. This CultureCard helps ensure providers recognize the Five Elements of Cultural Competence which include understanding the range of dynamics that result from the interaction between people of different cultures, ability to adapt to individual interventions and programs to fit the cultural context of the individual, family, or community. Other elements of cultural competence are shared on the CultureCard as well as facts which help dispel myths about AI/AN people, including the myth that AI/AN have the highest rate of alcoholism. This card also helps understand tribal sovereignty, cultural customs, spirituality, regional/cultural differences, role of Elders, strengths in AI/AN communities, historic distrust, cultural identity, and communication styles. Health and wellness challenges are highlighted with prevention and intervention efforts for suicide shared including supporting/enhancing strengths of the community resources for individual and family clinical interventions.</p>	<p>CultureCard: A Guide to Build Cultural Awareness/ American Indian and Alaska Native: https://store.samhsa.gov/sites/default/files/d7/priv/sma08-4354.pdf</p>

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<p>‘To Walk in the Beauty Way’: Treating Opioid Use Disorder in Native Communities (NIH HEAL Initiative)</p>	<p>Evidence-based research integrating western medicine and Native healing traditions (4-year study)</p>	<p>As part of the HEAL (Helping to End Addiction Long-term) initiative this study evaluates the “two-eyed seeing” approach, using both Western and indigenous worldviews. Its goal is to create an evidence-based, sustainable, and culturally centered intervention to support programs serving AI/AN people who have opioid use disorder (OUD).</p>	<p>To Walk in the Beauty Way: https://heal.nih.gov/news/stories/native-cultures NIH HEAL (home page): https://heal.nih.gov</p>
<p>Native Youth Today: Bridging the Gap! (SAMHSA)</p>	<p>Culturally-informed</p>	<p>Supporting Native Youth Into Adulthood provides resources which can help child welfare professionals support the health, well-being, and cultural connectivity of Native youth while they journey into adulthood. Resources and/or links to resources include Tribal Leadership Series: Youth Engagement; Native American Youth in Transition: The Path from Adolescence to Adulthood in Two Native American Communities; Native Youth Today! Bridging the Gap; Center for Native American Youth; Youth Engagement Team: Recommendations for Improving Permanency and Well-Being; Youth Engagement Blueprint Series; Youth Transitioning from Foster Care: Background and Federal Programs; Office of Juvenile Justice and Delinquency Prevention Tribal Youth Resource Center; Three Precious Miracles; Myskoke Nation Youth Services Program.</p>	<p>https://www.samhsa.gov/sites/default/files/programs_campaigns/tloa/prevention-recovery-special-edition-spring-2015.pdf Supporting Native Youth Into Adulthood: https://tribalinformationexchange.org/files/products/supportingnativeyouthintoadulthood.pdf?utm_source=Center%20for%20Tribes%20Outreach&utm_campaign=f16af5958b-activeeffortsemail_COPY_01&utm_medium=email&utm_term=0_c52045c6a7-f16af5958b-331659213</p>
<p>Tribal Behavioral Health Prevention Posters</p>	<p>Culturally-informed</p>	<p>These prevention outreach posters were created with funding from SAMHSA’s American Indian Alaska Native (AI/AN) Mental Health Technology Transfer Center (MHTTC). They contain positive behavioral health and prevention messages for tribal teens. Each poster is titled with a main message, such as “Make Fear Disappear”, “It’s Not Your Fault”, and “Be Brave, Rise Up, and Reach Out”. Each are</p>	<p>RCORP: Tribal Behavioral Health Prevention Posters https://www.rcorp-ta.org/resources/tribal-behavioral-health-prevention-posters</p>

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		downloadable PDF files that can be branded with your agencies name and contact information.	
Youth Engaged 4 Change	Culturally-informed	Engaged 4 Youth is a resource center offering a vast curriculum of youth-focused topics and activities designed for engagement for and with youth. A variety of tools and templates are available for youth, mentors, child advocates, parents, community leaders and others interested in promoting resiliency in youth, Engagement and involvement with apprenticeships, contests, internships, jobs, leadership opportunities, professional development, scholarships and grants, volunteering and service are available for youth. Resources are available for many topics affecting youth including helping youth with incarcerated parents attend college and succeed, preventing teen pregnancy, speaking out about substance abuse and recovery, how to reduce stigma, preserving Native American culture, and preventing youth suicide among many other topics. Tools to create digital stores and podcasts are available.	Youth Engaged 4 Change: https://engage.youth.gov/
Clinician-to-Clinician Substance Use Warmline	Evidence-based practices	Free, confidential, on-demand tele-consultation service for IHS providers seeking expert recommendations on evaluation and management of opioid, alcohol, and other substance use. This clinician-to-clinician team can help build capacity to assist people with, or at risk for, OUD and develop safer medication strategies to prevent OUD. The Substance Use Warmline is a collaboration between the Indian Health Service, Northwest Portland Area Indian Health Board and the Clinician Consultation Center at the University of California, San Francisco.	Clinician-to-Clinician Substance Use Warmline https://www.ihs.gov/sites/opioids/themes/responsive2017/display_objects/documents/torcccsuwflyer1119.pdf
#IndigiLove	Culturally-informed	#IndigiLove is a campaign for Native youth focused on using cultural practices to foster self-care. Understanding self-love can include a variety of practices such as engaging with art activities, talking with friends, connecting with elders and/or spiritual mentors, enjoying the outdoors/nature/Mother	

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		Earth, journaling, listening to music, virtually connect, positive self-talk, sports, dance, sing, speak indigenous language(s), and other steps with can help youth apply compassion to their mind, bodies, and spirit.	
Culturally-Informed Programs to Reduce Substance Misuse and Promote Mental Health in American Indian and Alaska Native Populations	Culturally-Informed/ practice-based evidence	Culturally-Informed Programs to Reduce Substance Misuse and Promote Mental Health in American Indian and Alaska Native Populations is a guide designed to inform strategic prevention planning by helping tribal communities identify and select culturally-informed programs that have been shown or have the potential to reduce substance misuse and promote well-being. Programs or practices for tribal communities are featured that have been evaluated using both prototypical Western evaluation methods as well as those that have been developed and refined using practice-based evidence. Program descriptions are divided into two sections—those with documented evaluation findings and those without such documentation.	Culturally Informed Programs to Reduce Substance Misuse and Promote Mental Health in American Indian and Alaska Native Populations: https://preventionsolutions.edc.org/sites/default/files/attachments/Culturally-Informed-Programs-to-Reduce-Substance-Misuse-and-Promote-Mental-Health-in-American-Indian-and-Alaska-Native-Populations_0.pdf
Healthy Native Youth Curricula	Includes evidence base, promising practice, leading practice, Tribal best practice, and emerging practice	Includes several primary prevention curricula including BRAVE, Respecting the Circle of Life, Native: It's Your Game, Safe in the Village, Native Stand, The Healing of the Canoe, Native Voices (HIV Prevention), Multimedia Circle of Life, Responding to Concerning Posts on social media, Ogitchidag Gikinooamaagad Peer Education Program, and the We R Native Teacher's Guide. The link provides descriptions of all programs, age of focus, duration of program, student/teacher ratio, evidence of effectiveness, cost (if any), certification needed, and endorsement (e.g. CDC, State of Arizona, Office of Minority Health, and others).	Healthy Native Youth Curriculum (comparison): https://www.healthynativeyouth.org/curriculum/compare/
Healthy Native Youth: Talking is Power: The Talking		Resources for Native parents and caring adults including Welcome Messages for parents such as Elder Blessing video, Traditional Stories, Three Tips for Talking with Youth, 'Grab the Moment'. Other tools include The Talking Journey, Creating Boundaries, videos which explore sexual and gender	Healthy Native Youth: Talking is Power - Resources for Native Parents and Caring Adults:

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<p>Journey, Tools for Parents</p>		<p>identity and ways to support people’s identifies. Other tools include ‘Setting Limits Together”, Consent Video, STI Facts, Respecting the Circle of Life Video, and others. A text campaign is available for parents to support this program.</p>	<p>https://www.healthynativeyouth.org/resources/talking-is-power-tools-for-parents/</p>
<p>Healthy Native Youth Self-Care Plan</p>	<p>Culturally-informed</p>	<p>This is an enhancement activity to previously noted Healthy Native Youth Curricula. The primary purpose of this curriculum is to help Native youth understand and create a self-care plan which nourishes their mental, spiritual, physical, and social self. This self-care plan also includes activities which help them develop positive self-talk statements.</p>	<p>Healthy Native Youth Self Care Plan https://www.healthynativeyouth.org/wp-content/uploads/2020/03/Self-Care-Plan_Youth.pdf</p>
<p>We R Native (For Native Youth by Native Youth)</p>	<p>Culturally and evidence-informed</p>	<p>I Strengthen My Nation, a partnership with We R Native and NIDA, creates community programs and art challenges to promote resilience against substance use. This program also includes brief training videos and podcasts on culture as prevention. Also, includes and interactive opportunity for individuals who engage with website to ask a question and receive a response - Ask Auntie and Ask Uncle. We R Native also provides a text campaign to support youth and active social media engagement. This program is operated through Northwest Portland American Indian Health Board</p>	<p>We R Native: https://www.wernative.org/</p>
<p>Office of Child Care (ACF): Tribal Home Visiting (Family Spirit)</p>	<p>Evidence-based and/or promising approach; Family Spirit meets HHS evidence of effectiveness</p>	<p>The Tribal Home Visiting Program is designed to develop and strengthen tribal capacity to support and promote the health and well-being of American Indian and Alaska Native (AIAN) families; expand the evidence-base around home visiting in tribal communities; and support and strengthen cooperation and linkages between programs that service AIAN children and their families. Home visiting models selected by Tribal Home Visiting grantees include: Parents as Teachers, Family Spirit, Nurse Family Partnership, Parent Child Assistance Program, and SafeCare Augmented. Data and TA available.</p>	<p>Tribal Home Visiting (including models and success stories): https://www.acf.hhs.gov/occ/about-tribal-home-visiting</p>

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<p>American Indian Life Skills (AILS) Development/ Zuni Life Skills Development</p>	<p>NREPP effectiveness designation: Promising Practice</p>	<p>American Indian Life Skills (AILS) Development is the current version of the former Zuni Life Skills Development program. It is a school-based suicide prevention curriculum that aims to reduce suicide risk factors and increase protective factors among American Indian youth. The curriculum comprises approximately 60 individual sessions delivered by teachers and tribal community leaders during the school day two to three times per week over 20 to 30 weeks. The curriculum integrates commonly shared Native American beliefs and topics into a life skills program, and recommends places where individual tribal beliefs, practices, culture, and language can be added for customization. Students participate in culturally relevant experiential learning exercises on: self-esteem, emotions and stress, communication and problem-solving skills, self-destructive behavior, suicide, and personal and community goals. There is a nominal fee for this program.</p>	<p>American Indian Life Skills: http://www.ashiwi.org/</p>
<p>Indian Country ECHO</p>	<p>Provides training in evidence-based practices</p>	<p>The Indian Country ECHO provides training programs, TA, resources, and other methods to connect to training and programming to serve Native communities. Training programs include harm reduction, COVID-19, Behavioral Health, Advancing Pharmacist Roles in SUD Treatment and Recovery Teams, Peer Recovery Specialist, Trans and Gender Affirming Care, Virtual Care Implementation, ODMPAP, and numerous other training modules (via virtual training options). Case presentations are also offered (have your case reviewed - receive TA).</p>	<p>Indian Country ECHO: https://www.indiancountryecho.org/program/peer-recovery-specialist/</p>
<p>Words Matter When We Talk About Addiction</p>	<p>Evidence-based</p>	<p>Tip sheet for providers, community members, family members, peer specialists, caring adults, etc., to use and understand stigmatizing language and consequences of stigmatizing language. Shares how to use ‘whole person language’ to show respect and honor people with OUD as a whole people. This is a tool published by the Northwest Portland Area Indian Health Board.</p>	<p>Words Matter When We Talk About Addiction: https://www.indiancountryecho.org/wp-content/uploads/2019/10/Words-Matter-When-We-Talk-About-Addiction-For-Patients-Fact-Sheet-21.pdf</p>

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<p>Myths About Addiction FactSheet (First Nations Health Authority)</p>	<p>Evidence-based</p>	<p>This factsheet is published by the First Nations Health Authority to help shatter myths about SUD/ODU while providing supporting facts about SUD and persons who may struggle with addiction. This is a helpful factsheet when helping communities understand the value and importance of harm reduction practices.</p>	<p>Myths About Addiction FactSheet: https://www.fnha.ca/Documents/FNH-A-Myths-About-Addiction-Factsheet.pdf</p>
<p>The Truth About Opioids Factsheet (NPAIHB)</p>	<p>Evidence-based</p>	<p>Factsheet for Native communities to help understand mechanism of action of opioid medication as well as risk of dependence and addiction to opioids. Common generic and trade names are provided to help recognize opioid medications. Signs of opioid use disorder are provided as well as how to seek help for an OUD are shared in this fact/tip sheet.</p>	<p>The Truth About Opioids Factsheet: https://www.indiancountryecho.org/wp-content/uploads/2020/01/The-Truth-About-Opioids-.pdf</p>
<p>Language of Addiction PowerPoint (NPAIHB)</p>	<p>Evidence-based</p>	<p>PowerPoint presentation provided by the Northwest Portland Area Indian Health Board to support education about the consequences of stigma and shame in Native communities. This presentation provides alternative language to use to reflect respect. This presentation also shares facts on MAT.</p>	<p>Language of Addiction PowerPoint (NPAIHB): https://icechoprod.wpengine.com/wp-content/uploads/file-manager/uploads/Didactic%20Presentations/SUD/Language-of-Addiction-1.pdf</p>
<p>Heal SAFELY</p>	<p>Evidence-based</p>	<p>Heal SAFELY is a public awareness campaign for Elders to help them understand pain management without the use of opioids. This toolkit provides questions Native individuals should ask their doctor about pain management and pain medication as well as a medication diary to keep track of their pain medication schedule. Common opioid painkillers are provided to help Elders recognize these drugs with high risk of addiction.</p>	<p>Heal SAFELY: https://healsafely.org/storage/app/media/Documents/Heal%20Safely_DownloadablePlan_General_EN.pdf</p>
<p>ONE: Journey to Recovery (State of Washington Tribal Opioid Solutions)</p>	<p>Evidence-based</p>	<p>This website designed for Native residents of the State of Washington provides prevention tips, opioid facts, opioid overdose information, where to seek treatment, and shares partner resources. Links to medicine take back locations are available, tips to lock up medications are provided, conversation starters for youth are provided (Offer Love, Not Judgement), pain management options, and other helpful</p>	<p>ONE: Journey to Recovery: http://www.watribalopioidsolutions.com/opioid-facts</p>

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		resources are available on this website. Many resources are not branded to the State of Washington and can be used in other Native communities outside of Washington.	
Healing Ourselves and Our Community video collection	Native case presentations	Collection of videos available on YouTube featuring Native individuals who are now in recovery speaking about their addiction and journey to recovery. They discuss stigma and shame as well as what life is now like that as they remain in recovery. These videos help Native communities understand pain medications and their disproportionate effect on Native communities. These videos are available through the Indian Country ECHO (NPAIHB).	Healing Ourselves and Our Community: Healing Ourselves and Our Community video collection
Bicultural Competence Skills Approach	OJJDP effectiveness designation: Promising	Bicultural Competence Skills Approach is an educational substance abuse prevention intervention for ages 9-11 that aims to prevent abuse of tobacco, alcohol, and other drugs among Native American adolescents. The intervention employs bicultural competence and social learning theories. It comprises 10 to 15 sessions on problem solving, communication, coping, and discrimination skills. The program also teaches skills related to resisting temptation and identifying healthy alternatives to substance misuse through culturally relevant examples that help participants predict and avoid situations where substance misuse is likely.	Bicultural Competence Skills Approach (there is not a formal curriculum for this program - researched at Columbia University): https://youth.gov/content/bicultural-competence-skills-approach
Listening to One Another (LTOA): Mental Health Promotion for Indigenous Youth (Canadian)	Culturally-informed	Listening to One Another to Grow Strong (LTOA) is a community-driven and culturally-adapted program for Indigenous youth and their families. The program is rooted in the principle that family wellbeing is a cornerstone of individual and community wellness. For that reason, each session includes activities designed for the family unit – for instance, meals, discussions, and games – as well as separate activities for youths and adults. Topics covered include community history and pride, emotional regulation, bullying, substance use, among others. A family program and school program is available as well.	Listening to One Another (LTOA): https://www.mcgill.ca/mhp/about

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<p>Gathering of Native Americans (GONA) and Gathering of Alaska Natives (GOAN(</p>	<p>Best Practice</p>	<p>Gathering of Native Americans (GONA) is a community prevention and strategic planning to promote and guide community discussions, help communities heal from historical trauma, and address planning and prevention issues by focusing on the four themes of Belonging (everyone feels welcome in an inclusive, open, safe, and trusting environment), Mastery (understand how historical trauma impacts Native communities and what fosters resilience), Interdependence (planning process to assess resources and relationships and to strengthen interconnectedness), and Generosity (creating gifts to share with others symbolizes each individual’s larger gift to their families and communities to prevent mental and substance use disorders, prevent suicide, and promote mental health . GONA provides culturally specific substance abuse prevention training in tribal communities; and emphasizes the importance of Native American values, traditions, and spirituality in helping heal from historical trauma. Developed with support from SAMHSA.</p>	<p>Gathering of Native Americans (GONA): https://www.samhsa.gov/sites/default/files/tttac_gona_fact_sheet_1.pdf</p>
<p>Cherokee Talking Circle</p>	<p>Promising Practice</p>	<p>The Cherokee Talking Circle (CTC) is a culturally based intervention targeting substance abuse among Native American adolescents. The program was designed for students who were part of the United Keetoowah Band of Cherokee Indians, the eighth largest tribe in Oklahoma. The goal of the CTC is to reduce substance abuse, with abstinence as the ideal outcome for students. Specific training requirements are needed: training requirements/provider certification, the group leader must identify as Keetoowah–Cherokee, be trained in the Cherokee Talking Circle, and be culturally engaged and involved in the Cherokee community. The leader needs to understand Keetoowah–Cherokee history and traditions and how these can be applied to the treatment of youths with substance use/abuse.</p>	<p>Cherokee Talking Circle: https://crimesolutions.ojp.gov/ratedprograms/363#ii</p>

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<p>Healing of the Canoe Project</p>	<p>Best Practice</p>	<p>Youth who belong to the Canoe Family participate in activities that prepare them for annual canoe journeys to visit other tribes. These activities include: (1) participation in talking circles with elders and respected community members; (2) the construction of large ocean-going canoes that can carry groups of paddlers from one community to another; (3) learning how to navigate the waters; and (4) celebrations with cultural protocols that include feasting on local specialties, singing, dancing, and participation in potlatches (gift giving ceremonies). Youth who participate in the Canoe Family must make a commitment to be clean and sober throughout all activities.</p>	<p>Healing of the Canoe Project: https://healingofthecanoe.org/</p>
<p>Discovering Our Story</p>	<p>IHS designated Best Practice</p>	<p>Discovering Our Story includes a multi-media health and wellness curriculum designed to address mental health, substance abuse, domestic violence, and Type 2 diabetes-related issues shown by research to affect generations of Native families in Portland, Oregon. The curriculum includes video productions of exemplary elders sharing their stories. These are accompanied by a set of five teachings based on the Native American hero's journey story model.</p>	<p>Discovering Our Story: https://wisdomoftheelders.org/category/discovering-our-story/</p>
<p>White Bison/ Wellbriety Movement</p>	<p>Evidence-based</p>	<p>White Bison offers culturally-based addictions prevention, sobriety, recovery, and wellness/Wellbriety learning resources to the Native American/Alaska Native community nationwide. White Bison resources are also available to non-Native people. Wellbriety teachings support healthy community development, support healing from alcohol and substance abuse, co-occurring disorders, and intergenerational trauma. Wellbriety teachings include: Four Laws of Change Healing Forest, Teachings of the Medicine Wheel (Circle Teachings) Innate Learning, Cycle of Life, Hurt People Hurt People. Other programs are available through Wellbriety to support Native mothers, fathers, families, and communities. Programs are flexible and customizable so each</p>	<p>White Bison/ Wellbriety Movement: https://wellbriety.com/about-us/</p>

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		tribe can incorporate its own traditions and beliefs into their healing programs.	
Substance Abuse and Suicide Prevention (SASP)	Evidence-based and practice-based	The Substance Abuse and Suicide Prevention (SASP) program, formerly known as the Methamphetamine and Suicide Prevention Initiative (MSPI), is a nationally-coordinated program focused on providing methamphetamine and suicide prevention and intervention resources for Indian Country. This initiative promotes the use and development of evidence-based and practice-based models that represent culturally-appropriate prevention and treatment approaches to methamphetamine abuse and suicide prevention from a community-driven context. Resources and toolkits are available including Hope for Life Day Toolkit (held on September 10 th of each year). Tools, including the Suicide Prevention Lifeline Wallet Card (warning signs), are available for patients, providers, outreach workers, faith-based groups, and communities. This program is available through IHS and SAMHSA partnership.	Substance Abuse and Suicide Prevention (SASP): https://www.ihs.gov/sasp/
Native STAND (a specific curriculum of Healthy Native Youth)	Leading practice (evidence-informed)	Native STAND is adapted from STAND—Students Together Against Negative Decisions—a multi-session, peer educator curriculum developed for youth. The curriculum is adapted to reflect both the Stages of Change and the Diffusion of Innovations Model. It was reviewed and evaluated in four Bureau of Indian Education schools. Its approach is comprehensive and skills-based, and includes STD, HIV, teen pregnancy prevention, drug and alcohol use, and dating violence. Twenty-seven sessions support healthy decision making through interactive discussions that promote diversity, self-esteem, goals and values, team building, negotiation and refusal skills, peer educator skills, and effective communications. The 1.5 hour lessons developed for high school students contain stories from tribal	Native STAND (part of Healthy Native Youth): https://www.healthynativeyouth.org/curricula/native-stand-2-2/

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		communities that ground learning in cultural teachings. No teacher certification is required. There is a student to teacher ratio of 20:2 and is LGBTQ inclusive.	
Project Venture (flagship of National Indian Youth Leadership Project)	Evidence-based	Project Venture offers a wide range of outdoor leadership style programs for Native youth, whether it be in a school setting, camp setting, or a therapeutic center. Project Venture is a Positive Youth Development approach, with a unique culturally-based group development process which does not focus on deficits, but on positive behaviors and healthy lifestyles. Project Venture is a yearlong sequence of challenges and growth opportunities, implemented in-school, out of school, weekends, multi-day trips and summer camps. NIYLP has a curriculum, with lesson plans and learning outcomes identified. <i>Walking in Beauty</i> is one such curriculum that supports adolescent Native girls in the transition to womanhood. Walking in Beauty encourages girls to embrace their traditions, while assisting them in developing resiliency, inner strength, and life skills, through a unique experiential process.	Project Venture: https://projectventure.org/programs/
Adolescent Suicide Prevention Program Manual: A Public Health Model for Native American Communities	Designation: Program with Evidence of Effectiveness	The Adolescent Suicide Prevention Program was developed to address the high rate of suicidal behavior among adolescents in a small southwest Tribal community. A community systems model was implemented to form the foundation of the prevention and education components of the Program. Prevention services included: 1. community education and awareness activities; 2. Natural Helpers; 3. other curricula, such as the Zuni Life Skills and Teens, Crime and the Community; 4. development of the Family Violence Code; revision of the Juvenile Code; and 6. development of Program policy and procedures.	Adolescent Suicide Prevention Program Manual (brief): https://www.sprc.org/sites/default/files/migrate/library/AdolescentSP_ProgramManualPH_ModelNA_Communities.pdf

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<p>Native H.O.P.E.</p>	<p>Culturally-responsive</p>	<p>The Native H.O.P.E. Program is a trauma-informed and culturally-responsive intervention program focused on suicide and substance misuse prevention strategies in Indian Country. The program is designed to increase leadership opportunities, break unhealthy cycles of behavior and model wellness in all lights, breaking the “Code of Silence.” The intervention approach trains school-based educators/administrators, community members, and local/regional adults to increase the ability to work with Native youth. We work with Native youth, school-based educators, and administrators to promote inclusion of Native culture, traditions, spirituality, humor, and ceremonies. A variety of courses are offered</p>	<p>Native H.O.P.E: https://equity.dpsk12.org/native-american-culture-education/h-o-p-e-program/</p>
<p>Native Connections</p>	<p>Evidence-informed research</p>	<p>Native Connections is a five-year grant program that helps American Indian and Alaska Native communities identify and address the behavioral health needs of Native youth. The Native Connections grant program supports grantees in: Reducing suicidal behavior and substance use among Native youth up to age 24, easing the impacts of substance use, mental illness, and trauma in tribal communities, supporting youth as they transition into adulthood.</p>	<p>Native Connections: https://www.samhsa.gov/native-connections</p>
<p>Anishinaabe Giigewin Miikana (Healing Pathways)</p>	<p>Community-based participatory research (currently ongoing)</p>	<p>The Healing Pathways Project is a community-based participatory research study involving 735 American Indian and First Nations youth and their caregivers. As of 2021, The Center for American Indian Health (Johns Hopkins) has completed a total of 11 waves of survey interviews with Healing Pathways participants. Findings from Healing Pathways have led to important lessons about the roles of culture and family for healthy Indigenous development, the emergence of mental health problems and strengths in adolescence, and substance use over the life-course. A Healing Pathways YouTube Channel is available to view highlighting the work of Healing Pathways and any updates.</p>	<p>Healing Pathways: https://caih.jhu.edu/programs/healing-pathways</p>

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		Article summaries are also available. Participants may also update their contact information from the link.	
NativeVision		NativeVision began as a summer sports and life skills camp, bringing together Native youth with former college and professional athletes who volunteered as mentors and coaches. It has evolved into a comprehensive year-round program with camps throughout the year, an in-school and after-school curriculum that promotes healthy lifestyles, and community events promoting fitness and nutrition. Local NativeVision project coordinators implement the year-round curriculum and community outreach, and partner with volunteer local and national coaches to lead the camps. The curriculum and program materials have been developed by Johns Hopkins Center for American Indian Health in partnership with tribal communities. The curriculum materials are available for replication by other tribal communities and programs, with the overarching goal to strengthen and inspire the next generation of Native American leaders. A YouTube activity is posted on the website to bridge during the pandemic.	NativeVision: https://www.nativevision.org/
Respecting the Circle of Life	Evidence-based	Respecting the Circle of Life is a comprehensive sexual and reproductive health program culturally adapted for American Indian communities. It provides teens with comprehensive knowledge and teaches skills to help them make healthy choices regarding sex and communication with their partners. Respecting the Circle of Life consists of 8 sessions lasting 90 minutes; is taught to same-sex groups of friends by 2 adult facilitators; teaches reproduction, anatomy, prevention, and transmission of sexually transmitted infections; promotes problem-solving strategies and healthy communication; enables youth to practice condom use skills; preventions alcohol and drug use, especially before sex. Communities can	Respecting the Circle of Life: https://caih.jhu.edu/programs/rcl-camp

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		purchase the program. Respecting the Circle of Life curriculum includes an online, self-paced Training of Educators. This virtual training provides educators the knowledge and skills to implement the Respecting the Circle of Life curriculum effectively and with a high degree of fidelity.	
Honoring Children, Mending the Circle; Honoring Children, Making Relatives	Cultural adaptation of evidence-based treatment	Honoring Children, Mending the Circle is a program for AI/AN children and youth who have experienced trauma. It is a cultural adaptation of the evidence-based treatment Trauma Focused Cognitive Behavioral Therapy and blends cognitive behavioral methods with traditional teachings. Organized to facilitate learning and skill-building for parents and children, its core components include: (1) psychoeducation and parenting skills, (2) relaxation, (3) affective modulation, (4) cognitive coping, (5) trauma narrative and cognitive processing, (6) in vivo desensitization, (7) conjoining parent-child sessions, and (8) enhancing future safety and development. Central to the program are AI/AN world views: all things are interconnected, all things have spiritual nature, and existence is dynamic.	Honoring Children, Mending the Circle; Honoring Children, Making Relatives: http://www.icctc.org/
The Good Road of Life		The Good Road of Life (GRL) curriculum is a culture and resilience-based program endorsed by tribal and federal agencies. The topics include domestic violence prevention, men’s and women’s wellness, suicide prevention, substance abuse prevention, and strengthening facilitation and action planning skills. The Good Road of Life is funded by the Administration for Native Americans (ANA). It is designed to assist Native men and women to strengthen their positive roles through individual healing that inspires healthy relationships, quality family involvement, and family preservation. This 2-part curriculum begins with a 4-day retreat for Native men that includes a one-day training of trainers. The participants address common struggles facing Native men. The second 4-day retreat the Native men	The Good Road of Life: http://www.nativeprideus.org/

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		participate with their spouse, partner and/or family members. The women and family members address their personal wellness challenges with the goal to resolve family and relationship disputes and keep Native families together. Conferences are offered to train teams to implement this program.	
LEAP for Success (Nez Perce Tribe)	Culture-based	LEAP (Lapwai Equine Assisted Program) is a culture-based equine assisted learning model of resiliency. It is a holistic approach to health promotion with Native youth. Youth participate in culture-based practices with horses including tribal best practices of offering prayer, passing the talking stick in a talking circle, and learning about the Appaloosas (horses). The youth honor the spirit of the horse and its ability to lead us them on the right path. The children learn to care for the horses with grooming, understanding horse communication, and learning basics of putting on rope halters and leading the horses around obstacles. This time helps the bonding and provides trust to do bit-less riding - an example of communication with the horse and trust.	LEAP for Success: https://horseheartconnection.wordpress.com/2015/08/20/leap-for-success/
Tapping Tribal Wisdom: Providing Collaborative Care for Native Pregnant Women with Substance Use Disorders and Their Infants	Native practice-based innovations	This report came from concerns brought forward by tribal partners in Minnesota, focusing on the crisis of Native American babies who are prenatally exposed to substances. The increased rates of Native American women admitted to treatment programs for heroin and prescription opioids, as well as increased rates of those identified as using these drugs during their pregnancy. This led to a spike in NAS births among Native women in Minnesota. Further data collection requested by tribal partners identified that many Native American pregnant women in need of services were not accessing prenatal care and therefore were not identified until the birth of their child. DHS worked with MN tribal partners to improve coordination across tribes as well as with MN treatment, child welfare and maternal and child health agencies. This report highlights practices learned from	Tapping Tribal Wisdom: Providing Collaborative Care for Native Pregnant Women with Substance Use Disorders and Their Infants: https://ncsacw.samhsa.gov/files/tapping_tribal_wisdom_508.pdf

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		<p>listening sessions of different collaborative care models for pregnant Native women in MN. Key barriers and themes were identified. Barriers included fear of removal of infant, lack of trust in the coordination of care and confidentiality of care, need for education about treatment, transportation and childcare, infrastructure, housing, community readiness. Integrating culture was learned to be a foundation practice for recovery for Native women. Outreach and engagement strategies are shared in this report.</p>	
<p>Journey Guides: Neonatal Abstinence Syndrome (NAS) Guide</p>	<p>This is not Native-specific; evidence-based</p>	<p>The Journey Recovery Project supports Journey Guides – tools for mothers, fathers, families, and caregivers to recognize signs of NAS and steps to help a baby with NAS while in the hospital and at home. Provides tips for moms while in the hospital to soothe their baby if their baby shows signs of NAS. This tip sheet also provides steps moms can take to soothe their babies at home, while also providing resources to make communications with providers go more smoothly. There is also a section for moms to journal their aspirational thoughts for their babies.</p>	<p>Journey Guides: https://journeyrecoveryproject.com/wp-content/uploads/2019/07/Journey_NAS-Guide-1.pdf</p>
<p>Caring for a Baby with NAS Infographic (March of Dimes)</p>	<p>This is not Native-specific; evidence-based</p>	<p>Infographic for parents and caregivers to understand signs/symptoms of NAS and how to care for baby with NAS. This infographic helps mothers, fathers, families, and caregivers understand they symptoms and treatment of a baby with NAS and how to care for a baby with NAS.</p>	<p>Caring for a Baby with NAS Infographic: https://www.marchofdimes.org/materials/caring-for-a-baby-with-nas-infographic.pdf</p>
<p>Our Smallest Warriors, Our Strongest Medicine storybook for Native Youth about overcoming COVID 19 and honoring</p>	<p>Culturally adapted</p>	<p>Culturally adapted storybook from “My Hero is You”, a children’s book developed by the Inter-Agency Standing Committee Reference Group on Mental Health and Psychosocial Support in Emergency Settings (IASC MHPSS RG). This series of stories seeks to reach Indigenous peoples across Turtle Island and portray a sense of communal efficacy, strength, and hope in the face of the COVID-19 pandemic. This book should be read by a parent, caregiver, or teacher alongside a child or small group of children. It is not encouraged for children to read this book independently</p>	<p>Our Smallest Warriors, Our Strongest Medicine storybook for Native Youth: https://caih.jhu.edu/programs/strong_medicine</p>

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<p>Native teachings during COVID 19 (Johns Hopkins Center for American Indian Health with support from Robert Wood Johnson)</p>		<p>without the support of a parent, caregiver, or teacher. This book can be read in one sitting or broken up into multiple reading sessions. The Johns Hopkins Center for American Indian Health convened a team of Native American experts in child development, public health, and communications as well as a Native illustrator to write and create illustrations that represent Indigenous peoples, values, and communities. Native organizations can download the printable version, use the e-version or order print copies of book for Native serving organizations requesting bulk quantities. Coloring and activity pages are available online to use with children - can be used with book or stand-alone. Parent resources are available including Storybook Vocabulary, Tips for Talking and Reading, "What is Teaching" worksheet.</p>	
<p>Azhe'é Bidziil (Strong Fathers): Improving Outcomes Among Rural Native Fathers and Their Families</p>	<p>Evidence-based</p>	<p>The Azhe'é Bidziil (Strong Fathers) program is designed in collaboration with the Navajo Nation, White Mountain Apache Tribe, and the Johns Hopkins Center for American Indian Health. Azhe'é Bidziil combines two evidence-based interventions developed specifically for Native communities and proven to work through tribal-academic partnership: "Respecting the Circle of Life"© (RCL) and "Arrowhead Business Group"© (ABG). RCL focuses on improving the health of young Native people by teaching skills to promote healthy relationships and good parenting practices. ABG develops skills and provides opportunities for Native peoples to achieve economic stability with a primary focus on entrepreneurship education and economic security. This is a three month program with curriculum topics including health relationships and positive communications, the importance of being an involved parent, domestic violence and child maltreatment prevention, positive parenting practices, problem-solving and goal setting: building skills to improve</p>	<p>Strong Fathers: https://caih.jhu.edu/programs/azhee-bidziil-strong-fathers-improving-outcomes-among-rural-native-fathers-</p>

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		economic stability, and other key curriculum topics for Native fathers.	
CULTURE FORWARD: A Strengths and Culture Based Tool to Protect our Native Youth from Suicide	Evidence-based	In partnership with Casey Family Programs, the Johns Hopkins Center for American Indian Health spent two years listening to Native voices from across Indian Country and scanning Indigenous literature to gather tribally-driven, evidence- and practice-based solutions to prevent youth suicide. This is a report which, through listening to many tribal voices, provides a blueprint for consideration of programming and implementation of a community suicide prevention program. Downloadable briefs including “Connections to Our Lands”, “Traditional Knowledge”, “Native Youth Lead Us to Reclaim Our Autonomy”, “Self-Determination”, and other briefs are available to support this work in Native communities.	Culture Forward: https://caih.jhu.edu/programs/cultureforward
Tribal Leader Resources (COVID-19 prevention resources and vaccine information)	In general, evidence-based	The Center for American Indian Health has created resources that comprise a toolkit designed with and for tribal communities to aid in the prevention of COVID-19 and strengthen community capacity to cope with the pandemic. In general, these tools are evidence-based solutions that can be adapted to local contexts, and free for your use. There are nine components to the toolkit. New materials will be posted on this page. Tips sheets for communication, data interpretation, data reporting, incident management, mental health, shelters, testing, vaccines, school safety fact sheets, COVID-19 Delta variant information, and wrap around services are just a few of the resources available.	Tribal Leader Resources (COVID-19) https://caih.jhu.edu/news/tribal-leaders-resources/
Operation Prevention - The Good Medicine Bundle	Evidence-based	The DEA joined with Discovery Education to provide no-cost online tools that support every member of the community with prevention tools. Tools are aligned for English & Spanish-language students in grades 3-12, plus additional resources designed for educators, families, and professionals. A Native	Operation Prevention: https://operationprevention.com/culture-based-resources

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		<p>American module is included with culture-based prevention resources called “Good Medicine Bundle” which includes elementary, middle, and high school lessons using the wisdom of Native practices of wellness combined with the insights of modern science to help Native and non-Native students avoid the dangers of substance misuse. An example of a lesson is “Traditional Native Fire Stories Can Teach Us About Emotions”. A PowerPoint lesson and/or downloadable activity and educator guide is available for all lessons.</p>	
<p>Communities That Care</p>	<p>Promising practice</p>	<p>This is a planning and implementation system that helps community stakeholders come together to address adolescent behavior problems such as violence, delinquency, substance abuse, teen pregnancy, and dropping out of school. This program is rated Promising. There were statistically significant lower levels of risk factors and a lower likelihood of initiation of delinquent behavior for intervention communities, compared control communities, but mixed results in substance use initiation. This program evaluation included work with American Indian/Alaska Native youth. Guiding Good Choices is a program for parents of pre-teens that emphasizes strong family bonds to stay on course toward better health and educational outcomes.</p>	<p>Communities That Care: https://www.communitiesthatcare.net/</p>
<p>Stronghearts Native Helpline</p>	<p>Culturally-informed</p>	<p>StrongHearts Native Helpline 1-844-7NATIVE (762-8483) is a 24/7 safe, confidential and anonymous domestic, dating and sexual violence helpline for American Indians and Alaska Natives, offering culturally-appropriate support and advocacy. Resources to learn more about emotional abuse in a relationship as well as understanding behaviors which are abusive are provided as well as a quiz to help determine if a relationship is healthy and the red flags of abuse. A resource on understanding how the use of alcohol and other substances can strain a relationship is provided, too.</p>	<p>Stronghearts Native Helpline: https://strongheartshelpline.org/?gclid=CjwKCAjw1JeJBhB9EiwAV612y1R1xe6wBZO-8tDBmPrimXIkMdmefvtFwe8qQbE5yKLuav7CLXRohoC10sQAvD_BwE</p>

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<p>QasgiqModel/ Qungasvik (Yup'ik Native Community)</p>	<p>Culturally modeled practice recommendation</p>	<p>The intervention, the Qungasvik (phonetic: koo ngaz vik; "tools for life") intervention, is organized and delivered through a Yup'ik Alaska Native process the communities term qasgiq (phonetic: kuz gik; "communal house"). This Indigenous intervention mobilizes aspects of traditional Yup'ik cultural logic to deliver strengths-based interventions for Yup'ik youth. This framework encompasses both an indigenous knowledge (IK) theory-driven intervention implementation schema and an IK approach to knowledge production. This intervention and its framework provide a set of recommendations to guide researchers and Indigenous communities who seek to create Indigenously informed and locally sustainable strategies for the promotion of health and well-being.</p>	<p>The qasgiq model as an indigenous intervention: Using the cultural logic of contexts to build protective factors for Alaska Native suicide and alcohol misuse prevention: https://pubmed.ncbi.nlm.nih.gov/30714766/</p>
<p>Talk. They Hear You (SAMHSA)</p>	<p>Evidence-informed</p>	<p>SAMHSA's substance use prevention campaign helps Native and non-Native parents and caregivers start talking to their children early about the dangers of alcohol and other drugs. The "Talk. They Hear You." campaign aims to reduce underage drinking and substance use among youths under the age of 21 by providing parents and caregivers with information and resources they need to address alcohol and other drug use with their children early. A mobile app is now available which serves as an interactive tool to help parents and caregivers, educators, and communities get informed, be prepared, and take action to prevent underage drinking and other drug use. Parent and community partner resources are available. A conversation goals tool is available for parents and an implementation guide, including downloadable templates, is available for community organizations. Recently added are templates for school outreach to engage students in understanding support is available through school counselors and other supportive staff.</p>	<p>Talk. They Hear You: https://www.samhsa.gov/talk-they-hear-you Talk.They Hear You (School Resources): https://www.samhsa.gov/sites/default/files/tthy-2020-not-alone-11x17.pdf?mc_cid=b1fb34d5b6&mc_eid=511f91d690</p>

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<p>Al-Anon/Alateen</p>	<p>Mutual help is evidence-informed; practice based</p>	<p>Al-Anon offers conferences to help Native communities bring Al-Anon/Alateen to individuals and families. At the conferences specific outreach information is available for professionals working with Native American communities. Al-Anon/Alateen is a mutual help organization with the single purpose of helping families and friends of people misusing alcohol and other substances. Al-Anon/Alateen is a spiritual program it is compatible with all religious beliefs or none.</p>	<p>Al-Anon/Alateen: https://al-anon.org/for-members/public-outreach/</p>
<p>DARE To Be You (operates under Onward, a Legacy Foundation)</p>	<p>Evidence-based- designed for several race populations including Native American</p>	<p>NOT AFFILIATED WITH DARE (Drug Abuse Resistance Education). DARE to be You (DTBY) is a multilevel prevention program aimed at high-risk families with children ages 2–5 yet provides curriculum from age 2 through high school. The program is designed to lower children’s risk of future substance abuse and other high-risk activities by improving aspects of parenting that contribute to children’s resiliency. DTBY combines three supporting aspects—educational activities for children, strategies for the parents or teachers, and environmental structures—to enable program participants to learn and practice the desired skills. DTBY seeks to improve parent and child protective factors by improving parents’ sense of competence and satisfaction with being parents, providing them with knowledge and understanding of a multilevel, primary prevention (ages 2-5, 5-8, 11-14) program that targets Native American, Hispanic, African American, and white parents and their preschool children. D is for Decision-Making, reasoning skills, and solving problems. A is for assertive communication and social skills. R is for responsibility (internal focus of control) and role models. E is for esteem, efficacy, and empathy. This program is designed for use with community agencies working with youth, schools, parents, caregivers, grandparents (kin), and teen peer educators.</p>	<p>DARE To Be You: https://dare-to-be-you.webnode.com/</p>

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<p>Lions Quest Skills for Adolescence (SFA)</p>	<p>Evidence-based</p>	<p>Lions Quest Skills for Adolescence (SFA) is a comprehensive youth development program that unites educators, parents, and community members to help adolescents (ages 10-14) develop social skills and competencies for resisting drug use. The program operates based on three specific goals: 1) prevent or significantly delay the initiation of “gateway” (alcohol, tobacco, marijuana) drug use during the study period; 2) reduce the frequency or amount of substances used by those who do initiate use before or during the study period; and 3) prevent or delay the progression to more “advanced” substance use (e.g., binge drinking, regular smoking, and regular marijuana use) or “hard” drug use. The learning model employs inquiry, presentation, discussion, group work, guided practice, service learning, and reflection to accomplish the desired outcomes. SFA has a five-component structure for addressing protective factors that promote healthy, safe, and drug-free behaviors and risk factors for reducing substance use, violence, and other high-risk behaviors. This program was administered and evaluated for use with American Indians/Alaska Native youth.</p>	<p>Lions Quest Skills for Adolescence (SFA): https://www.lions-quest.org/explore-our-sel-curriculum/middle-school-social-and-emotional-learning-program/</p> <p>An online curriculum as been created and released: https://www.lions-quest.org/explore-our-sel-curriculum/middle-school-social-and-emotional-learning-program/</p>
<p>CADCA Online Prevent MedAbuse Toolkit</p>	<p>Evidence-based</p>	<p>CADCA’s Online PreventMedAbuse Toolkit contains facts, strategies, and tools to prevent and reduce teen Rx and over the counter (OTC) medicine abuse. This toolkit is based on CADCA’s Seven Strategies for Effective Community Change. Incorporating these strategies will help organizations formulate, modify, and implement prevention and intervention strategies. A Fact Sheet About Medicine Abuse is available for outreach. A Grassroots Media Kit can help promote campaign and a news release template is available. Social media share tools are also available. Sample Intervention Maps are provided to help develop community strategies and anticipate/ troubleshoot challenges with implementation. This is not a Native American/Alaska Native specific program.</p>	<p>CADCA Online Prevent MedAbuse Toolkit: CADCA Online Prevent MedAbuse Toolkit</p>

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<p>The Truth</p>	<p>Culturally-informed</p>	<p>The Truth is your older youth to help them understand corporate and cultural influence on smoking, vaping, and opioid use. The Truth provides facts and tools to make change including exposing Big Tobacco lies and manipulation (targeting the Black community) and tools to battle vaping and opioid use forces. The Truth helps sift through misinformation and provide a platform of advocacy. They offer a free texting support campaign to help with Quitting (DITCHJUUL) - provides 24-7 help with cravings, stresses, and slips. Short story success videos provide inspiration for Quitting. The Truth is not a Native-American/Alaska Native specific program, however, discussions about racism and its impact on substance use and addiction are openly addressed.</p>	<p>The Truth: https://www.thetruth.com/ The Truth/Opioids: https://www.thetruth.com/opioids</p>
<p>Active Parenting of Teens: Families in Action</p>	<p>Promising practice</p>	<p>This is a family-based alcohol prevention program for families with middle school-aged (11-14) children. The program is rated Promising. Students in the program reported fewer family fights; higher family cohesion, and school attachment; and more negative views on underage alcohol consumption, compared with control group students. Parents in the program reported greater opposition to underage alcohol consumption, compared with control group parents. These differences were statistically significant. The program teaches a combination of general life skills and social resistance techniques and provides opportunities for youths to practice these skills. It also incorporates modules promoting self-esteem. The program is offered several times each year in middle and junior high schools as an afterschool activity. There are six 2½-hour sessions. Sessions are administered once a week for 6 weeks. Typically, the sessions are held in classrooms on weekday evenings, with groups ranging from 5 to 12 families. This program includes work with American Indian/Alaska Native youth.</p>	<p>Active Parenting of Teens: Families in Action: https://activeparenting.com/</p>

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<p>Project BUILD</p>	<p>Evidence-informed; rated effective</p>	<p>Project BUILD (Broader Urban Involvement and Leadership Development; now the BUILD Violence Intervention Curriculum) is a violence prevention curriculum designed to help youth in detention overcome problems they may face in their communities, such as gangs, crime, and drugs. The program is designed to intervene in the lives of youth who have meet the juvenile justice system to reduce recidivism and diminish the prospects that youth will become adult offenders. The BUILD Violence Intervention Curriculum includes components such as socio-emotional learning, positive youth development, and restorative justice. Youth may receive anything from one workshop to the full 10-week session of the curriculum. Sessions of the BUILD Violence Intervention Curriculum include: the Universe Begins with “U”!; The Power Struggles—Bully Prevention; Choosing Right—How to Make Healthy Decisions for Life; the Emotional Rollercoaster. Treatment group youth took a longer time to recidivate, compared with control group youth. This is an urban program and not American Indian/Alaska Native specific.</p>	<p>Project BUILD: https://www.buildchicago.org/growing-hope-prevention/</p>
<p>Celebrating Families</p>	<p>Evidence-based</p>	<p>The <i>Celebrating Families!</i>[™] curriculum is an evidence based cognitive behavioral, support group model written for families in which one or both parents have a serious problem with alcohol or other drugs and in which there is a high risk for domestic violence, child abuse, or neglect. <i>Celebrating Families!</i>[™] works with every member of the family, from ages 3 through adult, to foster the development of healthy and addiction-free individuals. The entire <i>Celebrating Families!</i>[™] 16 week curriculum consists of five facilitator guide volumes, master handouts/posters for copying, a CD with children songs, and a DVD for playing to the parents group. Volumes 1-4 pertain to sessions 1-16 for children,</p>	<p>Celebrating Families: https://celebratingfamilies.net/CFmodel.htm</p>

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		pre/adolescents, and parents. Volume 5 contains sessions 1-16 for both 3 year olds and 4-7 year olds.	
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