

Smithtown Logic Model

September 30, 2021 – September 29, 2022



Issue/Need Identified by BSAS:

To intervene before substance use begins and to enhance protective factors and minimize risk factors among children (prenatal – 11 years of age) with familial history of substance misuse and addiction to mitigate their elevated level of risk for future substance use and related health and behavioral health issues.

Local Manifestation of Issue/Need:

27 % of Smithtown children are entering kindergarten without the social emotional skills needed to thrive. The largest percent of these children lack sufficient nurturing and predictable environments at home and school (early education and care sites). (45% vs. 17%).

				OUTCOMES		
Intervening Variable	Strategy	Centered Group (s)	Outputs	Short -Term	Intermediate	Long-Term
<ol style="list-style-type: none"> Poor self-regulation can lead to frustration and constant negative attention on the child by peers and teachers at school. Lack of classroom structure in the school environment can lead to additional social and behavioral problems in children who have trouble switching from one activity to another. 	<p>Teachers training</p> <p>EC Learning community on classroom management/ supporting positive transitions for young children ages 3-5</p>	<p>Early education and care providers at Smithtown Preschool</p> <p>Other interested EC providers</p> <p>Children aged 3-5 in early Ed and care sites (secondary population)</p>	<p>2 Head Teacher</p> <p>2 Assist Teachers</p> <p>2 Para/ Parent Helpers</p> <p>Other EC providers, (self-identified)</p>	<p>SPP staff learn strategies for improving classroom structure and managing difficult behaviors with young children ages 3-5</p>	<p>Overall Improvement in social emotional skills and self regulation behaviors</p> <p>Improved classroom structure and behavior management in all trained early ed and care sites</p>	<p>Improved social emotional skills; children are prepared to thrive in Kindergarten</p>