OJJDP & WEB

How WEB Aligns with The Office of Juvenile and Delinquency and Prevention Model Programs

The Office of Juvenile Justice and Delinquency and Prevention (OJJDP) Model Programs Guide provides a list of types of prevention programs. Of the types identified, **WEB** is considered a prevention program that addresses and supports **Leadership/Youth Development, Mentoring** and **School/Classroom Environment.**

Leadership and Youth Development programs prevent problem behaviors by preparing young people to meet the challenges of adolescence through a series of structured, progressive activities and experiences that help them obtain social, emotional, ethical, physical, and cognitive competencies. This approach views youth as resources and builds on their strengths and capabilities to develop within their own community. It focuses on the acquisition of adequate attitudes, behaviors, and skills. (OJJDP)

> **WEB** is designed with the belief that the most underutilized and available resource at schools today is the students themselves. With that in mind, WEB provides the opportunity for members of the eighth-grade class to take on a leadership role at their school and support incoming sixth graders. WEB is a program that gives permission for students to care for other students and the structure in which to do it.

Mentoring involves a relationship over a prolonged period of time between two or more people where an older, caring, more experienced individual provides help to the younger person as he or she goes through life. The goal of mentoring is to support the development of healthy individuals by addressing the need for positive adult contact and, thereby, reducing risk factors and enhancing protective factors for problem behavior. (OJJDP)

> While many mentoring programs connect younger individuals with older adults, **WEB** recognizes that the ratio of adults to students is such that it allows mentoring by that description to occur with limited number of students. Also, because adolescents naturally turn to one another for guidance before turning to adults, **WEB** provides positive role modeling by an older peer instead of an adult.

School/Classroom Environment programs seek to reduce or eliminate problem behaviors by changing the overall context in which they occur. These strategies may include interventions to change the decision-making processes or authority structures (building school capacity); redefining norms for behavior and signaling appropriate behavior through the use of rules (setting norms for behavior); reorganizing classes or grades to create smaller units, continuing interaction, or different mixes of students, or to provide greater flexibility in instruction (classroom organization); and the use of rewards and punishments and the reduction of down time resulting in stronger classroom management. (OJJDP)

> **WEB** changes the context on a number of levels: first, within its student leadership, it has a cross section of representation of the student body thus creating peer group attitude influence and change; second, it breaks down large student populations into smaller groups, randomly created, to diminish anonymity and increasing accountability; and third, it creates a sense of support as norm for behavior.