

TAKE CONTROL

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The Upper Room, a Family Resource Center

The Upper Room, a Family Resource Center, has provided services to strengthen individuals and families throughout Southern NH since 1986. From the beginning, Upper Room programming has grown and developed in response to the changing needs of our community.

The Upper Room currently offers a wide range of programs for individuals across the lifespan to support the agency's mission:

Strengthening individuals and families by providing them with the education, services and resources needed to lead healthy, self-sufficient lives.

Current programs include:

HiSET

Rejuven8

Vaping and Smoking Workshop

YES – Youth Education on Shoplifting

Take Control

Greater Derry Family Outreach

Kinship Navigation

Connect Family Group

Parent and Caregiver Café

Greater Derry Juvenile Diversion

Community Service Learning Opportunities

Teen Information for Parenting Success

Parenting Education

Mindful Teens

Phases

Food Pantry

Expressions

Compass

Go To www.urteachers.org for more info.

THE HISTORY OF THE TAKE CONTROL PROGRAM

Take Control was developed by staff at The Upper Room to support youth in the Greater Derry Juvenile Diversion Program in need of a community-based conflict resolution and anger management program.

After almost 15 years of successful outcomes, Take Control was nominated by the NH Bureau of Drug and Alcohol services for the Service to Science process and in 2013 Take Control was ultimately deemed an evidence-based program.

Two of the program developers continue to oversee and manage the facilitator training and curriculum. There is a long history and deep commitment to the program, and the ability to continue to update the program with relevant exercises and activities that engage youth is key to its continued success.

Take Control was resubmitted to the Service to Science Expert Panel for reconsideration in October of 2022. And, once again, was given evidence-based status in 2025. We continue to use Take Control to serve youth.

THE HISTORY OF THE TAKE CONTROL PROGRAM Continued:

Over the years, there have been shifts in the needs and norms for youth and the content of Take Control has been updated to ensure it remains relevant and useful.

While we are confident that many youth will benefit from the ideas and strategies presented in Take Control, this program may not be appropriate for everyone. The intake process allows the opportunity to not only assess if the program is the right fit for a participant but also identify what other resources or supports a participant or their family could benefit from, some youth may benefit from more individualized or intensive therapeutic services,

Take Control is most effective when used in combination with other supports, such as parents attending a parent support or education group to help encourage their learning, individual counseling, additional social emotional support, etc. This is not a one size fits all approach, but it is a program that offers valuable strategies, education, and direction.

POPULATION

Take Control serves youth in Southern New Hampshire between the ages of 13 and 18.

Risk Factors in the Population Served Include:

- Truancy
- School difficulty
- Low SES
- Court involvement
- Housing instability
- Trauma
- Mental health
- Parent-child conflict
- Unstructured, unsupervised time
- Early substance use
- Substance use history – self, family or peers

Referral Sources

- School Counselors, School Social Workers, Administrators, etc.
- Juvenile Probation and Parole Officers
- Rejuven8
- Greater Derry Juvenile Diversion
- Parents
- Community
- Self

Take Control Program Overview:



Participants who complete the program will develop:

- increased understanding of their emotions
- realistic strategies to manage anger
- capacity to set and achieve positive goals
- ability to experience and demonstrate empathy for others
- effective communication strategies
- understanding of how substance use can affect behaviors and emotions

Take Control Program Overview Continued:

- To maintain fidelity to the curriculum, Take Control must be delivered as a ten-hour program. It can be delivered in five-week, six week or even daily or weekly sessions as long as ten hours of instruction is provided.
- In some instances, the program can be delivered in a one on one workshop, if a student presents with needs that do not allow success in groups
- Take Control presents opportunities for participants to learn new ways to manage their emotions, become effective communicators, grow as individuals, and reshape how they respond to conflict.
- Although the pre-post data our program collects suggests participants gain valuable skills, it may fall short in providing a full picture and long-term outcomes.
- What we do benefit from is feedback from past participants who return months or years later to share their success.

Facilitator Roles and Responsibilities

- Knowledge about adolescent development
- Encourage openness, respect privacy and maintain confidentiality
- Be empathic and reflect the emotional content or theme of the material being covered.
- Be supportive and encouraging.
- Be understanding of adolescent stages of emotional and social development
- Respect, accept, and value differing perspectives and experiences.
- Ask gently inquisitive, open-ended questions
- Summarize both factual and emotional content

**It is important to possess a basic working knowledge of community resources, especially the services that support youth and families. As well as to have knowledge about the real life, critical issues and challenges facing youth today

Facilitator Roles and Responsibilities Continued:

- Facilitators have a great deal of responsibility, with safety being the number one priority. It is necessary to ALWAYS have two trained facilitators running Take Control. One of the many benefits of this model is that the group can continue with one facilitator while the other facilitator privately attends to any issues that may arise.
- Facilitators must also ensure participant privacy and confidentiality, so participants are not allowed to have phones in our classes. This is a nonnegotiable expectation at our agency that is discussed with families during the intake process.
- In addition to these physical and emotional safety measures, we also suggest Take Control facilitators do what they can to ensure participants' basic needs are met so they are emotionally available to learn and retain the information presented.
- Providing snacks and drinks has proven to be an effective strategy that we recommend 😊

The Upper Room

Screening to Brief Intervention

	0	1	2	3
In the past year, how many times have you used:	<i>Never</i>	<i>Once or Twice</i>	<i>Monthly</i>	<i>Weekly or More</i>
Tobacco?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic vapor product?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alcohol?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prescription drugs that were not prescribed for you (such as pain medication or Adderall)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Illegal drugs (such as cocaine or Ecstasy)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inhalants (such as nitrous oxide)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Herbs or synthetic drugs (such as salvia, "K2", or bath salts)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	0	1	2	3
In the past two weeks how often have you been bothered by any of the following problems?	<i>Not At All</i>	<i>Several Days</i>	<i>More Than Half the Days</i>	<i>Nearly Every Day</i>
Little interest or pleasure in doing things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling down, depressed or hopeless	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thoughts that you would be better off dead or of hurting yourself in some way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SBIRT Screening

Date: _____

[REDACTED]

Take Control Pre-Survey

For the following question, think of one specific person who has seriously hurt you recently. Please indicate your current thoughts and feelings about the person who hurt you; that is, we want to know how you feel about the person **right now**. Select the response that best describes how strongly you currently agree or disagree.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I'm going to get even.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

State the degree to which each item is true about you when you feel angry:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I try to understand what happened, so I can explain things to the person who made me angry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I stay calm, and I try to talk about the problem with the person who made me angry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I leave the situation and call a friend or family member to tell him/her how I feel	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I am angry or upset, I try to understand why	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I make myself feel better by drinking alcohol or using drugs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How confident do you feel in being able to handle anger in a positive manner?
 Not at all Somewhat Confident Very Confident

Answer the following questions the best you can, there are no right or wrong answers:

What are your triggers?

A. Listed below

1. People making fun of me
 2. People calling me names
 3. _____
- (Feel free to list more) _____

B. I do not know / I am not sure

What are your coping skills/tools?

A. Listed below

1. _____
 2. _____
 3. _____
- (Feel free to list more) _____

B. I do not know / I am not sure



Take Control Post Survey

For the following question, think of one specific person who has seriously hurt you recently. Please indicate your current thoughts and feelings about the person who hurt you; that is, we want to know how you feel about the person **right now**. Select the response that best describes how strongly you currently agree or disagree.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I'm going to get even.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

State the degree to which each item is true about you when you feel angry:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I try to understand what happened, so I can explain things to the person who made me angry	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I stay calm, and I try to talk about the problem with the person who made me angry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I leave the situation and call a friend or family member to tell him/her how I feel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
When I am angry or upset, I try to understand why	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I make myself feel better by drinking alcohol or using drugs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How confident do you now feel in being able to handle anger in a positive manner?

Not at all Somewhat Confident Very Confident

What are your triggers?

A. Listed below

1. People taking MY things
2. Getting yelled at
3. being blamed for something

(Feel free to list more) _____

B. I do not know / I am not sure

What are your coping skills/tools?

A. Listed below

1. sleeping
2. talking to friends
3. driving around

(Feel free to list more) _____

B. I do not know / I am not sure



Take Control Workshop Evaluation

Date of Birth:	8/27/2008
Facilitators:	Stephanie Carlson, Joi Kenny
Class Dates:	
Referral Source:	Diversion



Class Participation

Attended all 4 classes	Yes	
Participated in class activities/work:	4	
Participated in class discussions:	4	
Volunteered answers without being called:	Yes	

Triggers

	Before Class	After Class
Was able to identify how many triggers	2	3
List the triggers identified	People making fun of me, people calling me names	Being blamed for something, people taking my things, being yelled at.

Coping Skills/Tools

	Before Class	After Class
Was able to identify how many coping skills/tools:	0	3
List the Coping Skills/Tools identified		Driving around, talking to friends, sleeping
Have been able to use at least 1 skill that was learned in the class already.	Yes	

Supportive People

Is able to identify how many supportive people:	3	
List those supportive people	Mom, Dad, best-friend	
Is at least one of these people an adult?	Yes	

Support System Note - The Importance of a strong support system consisting of trusted adults and peers cannot be understated. These individuals are not responsible for having the answers; instead their role is to listen without judgement and provide a safe space for adolescents to process their experiences.

Post Workshop Goals

Was able to identify how many goals they will work toward as a result of attending class:	3
Goals include:	Being able to control my anger, being a better person, not be a problem child.

Post Workshop Behaviors

Feels confident they will be able to handle their anger in a positive manner from now on.	Confident
Knows how to use positive self-talk.	Yes
Understands what their personal body's physical response to anger is and what signs to look for.	Yes

Recommendations

Indicated that they would benefit from added support after this course:	No
Type of support:	States that he is unsure if additional supports/resources would be beneficial. If resources, additional groups are needed in the future we hope that Landon looks to his

Recommendations: We recommend your child explores or continues with hobbies or activities which bring them happiness, outside of work and/or school. Doing so will help them connect with people that have similar interests as well as expand their social circle in a positive way.

Student Reported Outcomes 2024-25

34 youth completed TC course from Dec 2024- Dec 2025

Dec. 2024: 5 started - 4 completed

100% Can identify what triggers their anger

100% Report learning better ways to handle their anger

75% Can identify their support system

Feb. 2025: 6 started - 5 completed

100% Can identify what triggers their anger

100% Report learning better ways to handle their anger

100% Can identify their support system

April 2025: 6 started - 6 completed

100% Can identify what triggers their anger

100% Report learning better ways to handle their anger

100% Can identify their support system

June 2025: 8 started - 8 completed

100% Can identify what triggers their anger

100% Report learning better ways to handle their anger

100% Can identify their support system

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