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# Youth Substance Abuse Prevention Programs Archive

The Youth Substance Abuse Prevention Programs Archive is a collection of promising teen substance abuse prevention programs. These programs were selected for their demonstrated positive impact on drug abuse behaviors. For each program included in the collection, archive staff first acquire the original program and evaluation materials from the developers or distributors. Then they assemble a package containing all of the materials needed for program implementation (e.g., videos, teacher's manual), re-designing items as necessary, and in collaboration with the original developer. In all the program boxes, a starting point for re-evaluating the promising program is provided in the form of an evaluation binder. To facilitate the replication, adaptation and further evaluation of these interventions throughout the country, all materials are designed to be comprehensive, user-friendly and visually appealing.

All of the programs in the Youth Substance Abuse Prevention Programs Archive were evaluated by a Scientist Expert Panel according to the following criteria:

1. Scientific rigor of program implementation and evaluation, including:
  - foundation in appropriate theory or conceptual model
  - adequate and appropriate target group (e.g., youth between 10 and 22 years of age)
  - appropriate sample size and representativeness (e.g., race/ethnicity, SES, risk level)
  - appropriate design and methods
  - comparable control or comparison group (random assignment where feasible)
  - consideration of breadth of program content and program channels
  - curriculum quality and faithfulness of implementation
  - adequate instrumentation and data collection procedures
  - appropriate analytic procedures
  - consideration of mechanism of effects, and for whom
2. Adequacy of follow-up, including:
  - follow-up assessment conducted a minimum of six months (preferably longer) after intervention period
  - adequate retention rates across follow-up data collection periods
  - use of multiple assessment methods (e.g., self-report, collaterals, biochemical validation)
3. Positive behavioral impact including convincing evidence of salutary impact on one or more of the following behaviors for one or more subgroups of youth:
  - abstinence from the use of alcohol, tobacco, or other drugs (e.g., in past week, month)
  - decreased frequency of alcohol, tobacco, or other drug use
  - reduced intensity of alcohol, tobacco, or other drug use
  - refusal of offer to use, purchase, or obtain alcohol, tobacco, or other drugs
  - increase in behaviors incompatible with use of alcohol, tobacco, or other drugs
  - reduced negative consequences of alcohol, tobacco, or other drug use

**The Archive Collection** The Archive was established by Sociometrics Corporation in 2002, with funding from the National Institute on Drug Abuse. Since 1983, Sociometrics has played a leading role in developing technological innovations for social science research. This Archive represents a continuation of Sociometrics' work in preparing, packaging and disseminating high-quality, research-based materials supporting efforts to improve adolescent health and development.

**Archive Staff** James L. Peterson, Ph.D. Principal Investigator  
Shobana Raghupathy, Ph.D., Project Director  
Angelina Valencia-Guerrero, Senior Research Assistant  
Evelyn C. Peterson, Senior Research Assistant  
Ruben Ruiz, Senior Research Assistant  
Sachi Mizuno, CD-ROM Developer

**Sponsor** The National Institute on Drug Abuse (grant 2 RH4 DA 11127)  
Dr. Larry Seitz, Project Officer

**Acknowledgments** We would like to give special thanks to our national advisory panel of scientists who were responsible for selecting programs for the Archive: Marvin Eisen, Ph.D., William B. Hansen, Ph.D., G. Alan Marlatt, Ph.D., Steven Schinke, Ph.D., and Steve Sussman, Ph.D.

# The Youth Substance Abuse Program Archive Program Package

The Program Packages in the Youth Substance Abuse Program Archive have been designed to facilitate the implementation, creative adaptation and evaluation of the evaluated programs selected by the National Scientist Expert Panel for the Archive. Each Program Package includes the following items:

## User's Guide

A User's Guide prepared by archive staff that gives an overview of the program, describes the program and evaluation materials, and provides tips and guidelines for program implementation.

## Program Materials

One complete set of program the materials needed to replicate the program, such as training materials, curriculum manuals, activity materials, videotapes, etc., that were used by the original program developers. Note: for a few programs, in-person training is either encouraged or required for appropriate use of the program materials. This is noted in the individual program write-ups.

## Interactive CD-ROM orientation to evaluation and program implementation

A CD-ROM with interactive elements that can be navigated by the user. It provides a general introduction to program development, to evaluation, and a specific introduction to the program. Included are tips and guidance on implementing the program.

## Evaluation Materials

### *Original Instruments*

One set of the original evaluation questionnaires or other evaluation materials used to assess the program's effectiveness in the original field study. (Note: Some program packages do not have the original questionnaires)

### *Substance Abuse Prevention Core Evaluation Questionnaire*

A modular questionnaire developed by archive staff based on questions commonly used in substance use prevention studies. The questionnaire can be adapted for use by selecting appropriate modules and questions within modules to match the populations and interventions the user seeks to evaluate.

## Technical Assistance

The package price also includes one year of telephone technical assistance from archive staff on program implementation and evaluation.



# How to Use this Packet

This Information and Order Packet includes comprehensive abstracts describing all of the program packages included in the Youth Substance Abuse Program Prevention Archive. The abstracts are designed to assist you in identifying the program packages that will be most appropriate for your treatment center, community organization, or school program.

## I. Choosing a Program Package

*Step 1.* Identify the issues, problems, or needs you want to address.

Having a clear understanding of your target audience's needs will enable you to select the intervention efforts that maximize limited resources. Each program abstract includes a column with the headings: "Focus," "Original Site," "Approach," and "Components." A quick scan of this column will assist you in selecting the prevention program that is most appropriate for your needs and resources.

*Step 2.* Identify the setting(s) in which you work.

Does your program operate in a treatment center, a grade school, middle school or high school, or in a community based organizational setting? In the individual program abstracts you will find information on the original site in which programs were developed and implemented. Yet note that many of the programs can be used in diverse sites. For example, many school-based programs can be implemented—without modifying anything but the venue—in community organizations. In the program abstracts, you will find information about the various settings for which the intervention would be appropriate under the heading "Suitable for Use In."

*Step 3.* Consider the particular substance(s) whose use you wish to reduce or prevent.

Some of the programs focus on a particular substance of abuse, such as tobacco, or alcohol, or marijuana, whereas others focus more broadly on multiple substances. Therefore, check the "Focus" checklist in the abstract and the "Summary" to identify programs that serve to prevent the substance(s) on which you wish to focus your intervention.

*Step 4.* Identify the approach(es) that best meet your needs and values.

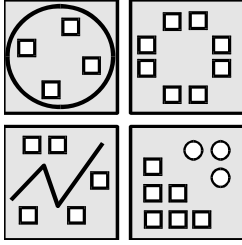
Ten approaches are found in the Youth Substance Abuse Prevention Program Archive. Most programs use a combination of several approaches. In reviewing individual abstracts, look under the heading "Approach" to identify programs that use approaches that address the needs of your clients in a manner consistent with the values, context, and resources of your organization.

## II. Modifying and Combining Program Packages

The packages are designed to be ready to use “as is.” However, we recognize that in some circumstances you may need to adapt or modify the program to better fit the clients with which or settings in which you work. You may even consider combining approaches from two or more packages. Modifications may be needed to make the materials culturally appropriate, to make them suitable for a slightly shifted age range (you should not, however, expect a program to be suitable for an entirely different age range), or to adapt them to a different setting. If you choose to modify a program or not, be aware that the original evaluation is applicable to replication of the program as is with a population similar to the one on which the program was evaluated.

YSAPPA  
Program Package Collection





# Alcohol Skills Training Program~

## An Alcohol Abuse Prevention Program

Alan Marlatt, Ph.D., John S. Baer, Ph.D., Kim Fromme, Mary Larimer, Ph.D.,  
Ellen Williams, Daniel R. Kivlahan, Ph.D., University of Washington

### Focus

- Alcohol Prevention
- Tobacco Prevention
- Other Drug Prevention

### Original Site

- Grade School
- Middle/Junior High School
- High School
- College or University
- Community Based

### Approach

- Abstinence
- Behavioral Skills Development
- Community Involvement
- Life Option Enhancement
- Media Pressure Education
- Normative Education
- Peer Instruction
- Self-Efficacy/Self-Esteem
- Social Influences Education
- Stress Management

### Components

- Adult Involvement
- Group Discussion
- Lectures
- Public Service Announcements
- Role Play
- Video
- Other

### Summary

*Guided by the belief that college students can learn to moderate their drinking behavior, this intervention is designed for young people who have experienced negative consequences of alcohol use. The intervention spans eight sessions and is led by clinical psychologists with special training in alcohol education. The curriculum incorporates basic information and exercises in the areas of addiction, individual drinking cues, skills for resisting alcohol offers, and strategies for relaxation and stress management. Participants are asked to monitor and record their consumption of alcohol for the duration of the program. A field study of the intervention was conducted with 43 volunteers recruited at the University of Washington in Seattle. The sample was 91% White, along with 1 Hispanic, 1 Black, and 1 Asian participant. Following recruitment, participants were randomly assigned to one of three conditions: (1) the skills-based training program; (2) an information-based alcohol education program; or (3) a no-intervention control group. At the 12-month follow-up assessment, all members of the three groups continued to report occasional episodes of heavy drinking. However, the reduction in daily drinking was significantly greater for skills-training participants than for the control groups. Additionally, skills-training participants reduced their self-monitored drinks per week, peak Blood Alcohol Level, and retrospective reports of typical drinks per week by more than 50%.*

### Suitable for Use In

*The Alcohol Skills Training Program is equally suitable for use in university settings, and social service or community-based organizations.*

# Alcohol Skills Training Program~

## An Alcohol Abuse Prevention Program

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### Original Intervention Sample

#### Age, Gender

The sample ranged in age from 18 to 35 years (avg. = 23.1); 58% were male.

#### Race/Ethnicity

The original sample was 91% White, 1% Hispanic, 1% Black, 1% Asian, and 6% "other."

### Program Length

This program was originally presented in eight 90-minute sessions. However, the schedule is flexible and can be adjusted to suit particular sites. For example, the original developers have also taught the curriculum as a six-session intervention.

### Staffing Requirements/Training

The program should be led by skilled alcohol educators. In the original field study, the leaders were Ph.D.-level clinical psychologists or advanced graduate students in clinical psychology. All had undergone specialized training in alcohol education.

### References

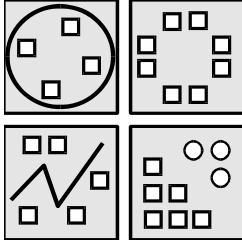
- Baer, J.S., Marlatt, G.A., Kivlahan, D.R., Fromme, K., Larimer, M.E., & Williams, E. (1992). An experimental test of three methods of alcohol risk reduction with young adults. *Journal of Consulting and Clinical Psychology, 50*(6), 974-979.
- Kivlahan, D.R., Marlatt, G.A., Fromme, K., Coppel, D.B., & Williams, E. (1990). Secondary prevention with college drinkers: Evaluation of an alcohol skills training program. *Journal of Consulting and Clinical Psychology, 59*(6), 805-810.
- Marlatt, G.A., Baer, J.S., & Larimer, M. (1995). Preventing alcohol abuse in college students: A harm-reduction approach. In G.A. Marlatt, J.S. Baer, & M. Larimer (Eds), *Alcohol problems among adolescents* (pp. 147-172). Northvale, NJ: Lawrence Erlbaum.

### YSAPPA Program Package

The YSAPPA Program Package for this program costs \$210.00 and includes:

- 1 User's Guide to the program
- 1 CD-ROM: Setting Up, Implementing, and Evaluating the Alcohol Skills training Program
- 1 Alcohol Skills Training Program Curriculum Manual
- 1 Set: Drinking Self-Monitoring Cards (30 sheets, eight cards each)
- 1 Facilitator's Guide
- 1 Student Handout Packet
- 1 Set: Original evaluation instruments
- 1 Set: Sociometrics-produced YSAPPA evaluation materials

Telephone technical support on implementation and evaluation for 1 year.



# Athletes Training and Learning to Avoid Steroids (ATLAS)~

A Substance Abuse Prevention and Health Promotion Program

Linn Goldberg, M.D. & Diane Elliot, M.D., Oregon Health Sciences University

## Focus

- Alcohol Prevention
- Tobacco Prevention
- Other Drug Prevention

## Original Site

- Grade School
- Middle/Junior High School
- High School
- College or University
- Community Based

## Approach

- Abstinence
- Behavioral Skills Development
- Community Involvement
- Life Option Enhancement
- Normative Education
- Media Pressure Education
- Peer Instruction
- Self-Efficacy/Self-Esteem
- Social Influences Education
- Stress Management

## Components

- Adult Involvement
- Group Discussion
- Lectures
- Public Service Announcements
- Role Play
- Video
- Other (repeated skills practice, interactive games)

## Summary

*ATLAS is a drug prevention and health promotion program aimed at decreasing initiation of anabolic steroid use and reducing the use of alcohol, and other drugs (marijuana, amphetamines, and narcotics). It has a team centered, gender specific design aimed at male athletes in grades 9 through 12. The intervention is based on the hypothesis that AAS use is a learned, goal-directed action, reinforced by individual, peer, family, and community or school influences. Individuals are influenced by biological mediators; their knowledge, skills, and attitudes regarding AAS risks, and benefits; and psychosocial characteristics.*

*The ATLAS program focuses on the effects of anabolic steroids, alcohol, and other drugs, as well as sports nutrition and strength-training alternatives to steroid use. Activities include educational games, role-playing, and creating mock public service campaigns. Coaches and peers facilitate curriculum delivery in small interactive groups. Athletes develop individualized strength training programs, helping them to achieve their athletic goals.*

*The program was tested in a randomized controlled setting in the metropolitan Portland, OR area. Thirty one high school football teams were selected based on salient demographics: school size, family socioeconomic status, school attendance, student participation in free lunch program, number of students attending college, and the football team's win-loss record for the season. Schools were then randomized into either experimental or control conditions. The final sample was 15 experimental and 16 control schools.*

*Significant program effects were observed at the individual level in many areas. Compared with controls, experimental subjects, at the long-term follow-up, had increased understanding of AAS effects, greater belief in personal vulnerability to the adverse consequences of AAS, improved drug refusal skills, less belief in AAS-promoting media messages, increased belief in the team as an information source, improved perception of athletic abilities and strength-training self-efficacy, improved nutrition and exercise behaviors, and reduced intentions to use AAS.*

## Suitable for Use In

*ATLAS is a school-based prevention intervention program designed for male athletes in grades 9 through 12. This highly scripted program can also be implemented through recreation centers, and other community organizations working with adolescent athletes.*

# Athletes Training and Learning to Avoid Steroids (ATLAS)~

A Substance Abuse Prevention and Health Promotion Program

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## Original Intervention Sample

### Age, Gender

*The original sample was 100% male with a mean age between 15 and 16 years old.*

### Race/Ethnicity

*This information is unavailable.*

## Program Length

*Implementing ATLAS requires an instructor led, 90 minute scripted educational training session for squad leaders, followed by ten 45 minute sessions that can be delivered weekly by coaches and student team leaders.*

## Staffing Requirements/Training

*The ATLAS program is highly scripted and interactive, has explicit instructions, and thus requires minimal preparation. However, technical assistance can be obtained from the Division of Health Promotion & Sports Medicine, Oregon Health Sciences University, Tel: (503) 494-7900; toll free: 877 773 8546; hpsm@ohsu.org*

## References

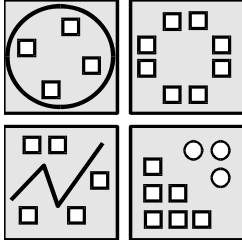
*Goldberg, L., Elliot, D., Clarke, G., Mackinnon, D., Moe, E., Zoref, L., Green C., Wolf, S., Greffrath, E., Miller, D., Lapin, A. (1996) Effects of a Multidimensional Anabolic Steroid Prevention Intervention. *Journal of the American Medical Association*, 276 (19), 1555-1562.*

## YSAPPA Program Package

*The YSAPPA Program Package for this program costs \$660.00 and includes:*

- 1 User's Guide to the program*
- 1 CD-ROM: Setting Up, Evaluating and Implementing ATLAS*
- 1 Instructor's Guide*
- 1 ATLAS Squad Leader Manual*
- 10 Athlete's Packs (Workbook, Sports Menu Guides and Training Guide)*
- 1 Set: Original evaluation instruments*
- 1 Set: Sociometrics-produced YSAPPA evaluation materials*

*Telephone technical support on implementation and evaluation for 1 year.*



# Know Your Body~

## A Comprehensive School Health Promotion Program

American Health Foundation (AHF)

### Focus

- Alcohol Prevention
- Tobacco Prevention
- Other Drug Prevention

### Original Site

- Grade School
- Middle/Junior High School
- High School
- College or University
- Community Based

### Approach

- Abstinence
- Behavioral Skills Development
- Community Involvement
- Life Option Enhancement
- Media Pressure Education
- Normative Education
- Peer Instruction
- Self-Efficacy/Self-Esteem
- Social Influences Education
- Stress Management

### Components

- Adult Involvement
- Group Discussion
- Lectures
- Public Service Announcements
- Role Play
- Video
- Other (repeated skills practice, interactive games)

### Summary

*Know Your Body (KYB) is a teacher-delivered comprehensive school health education program for grades K-6. KYB was originally developed to incorporate five basic components: (1) skills-based comprehensive school health education curriculum packet, (2) teacher/coordinator training, (3) Medical screening, (4) extracurricular activities, and (5) evaluation of program impact. The curriculum and the teacher/coordinator training are the assessment/core components; the other components are optional "enhancements."*

*The primary goal of the program is to provide students with the knowledge, attitude, skills, and experience necessary to make positive health choices. Students are instilled with a belief that they are responsible for their own health, thoughts, feelings, and actions. The program includes five major skills: (1) self-esteem building, (2) decision making, (3) goal setting, (4) effective communication, and (5) stress management.*

*The beginning of each KYB lesson lists a summary of the National Health Education Standards being met by that lesson. Additionally, the specific Standards met by each activity are listed next to that activity's title.*

*An evaluation of the KYB program in New York City area schools showed that students who received the program had significant improvement in health-related knowledge and attitude. At baseline, the percentage of subjects in both the intervention and the nonintervention groups classified as smokers was zero. By ninth grade, the rate of initiation of smoking was significantly lower among the intervention group (3.5%), than the nonintervention group (13.5%). The effect was stronger among males than among females. Therefore, the program decreased smoking initiation.*

### Suitable for Use In

*The KYB program is suitable for use in a school setting for grades K-6. It can be used in suburban and inner-city schools, with students aged 5-18, and with different racial/ethnic groups.*

# Know Your Body~

## A Comprehensive School Health Promotion Program

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### Original Intervention Sample

#### Age, Gender

The original sample was 4<sup>th</sup> grade children in a suburban area adjacent to New York City. The mean age of the subjects at baseline was 8.9 years; 51.5% were male.

#### Race/Ethnicity

79.3% white, 13.8% black, 2.2% Hispanic, and 4.7% other (mainly Asian or Pacific origin)

### Program Length

An average of 60 sessions takes place per year for each of the grades K-6. The lessons last approximately 45-50 minutes for grades 4-6 and 20-25 minutes for grades K-3.

### Staffing Requirements/Training

The curriculum can be delivered by classroom teachers or other adults who have an interest in comprehensive school health. The program can be effectively implemented by following the Teacher Guide and student activities in sequence.

The AHF offers several training workshops for implementing the KYB program. The training provides teachers with the basic knowledge and skills required to effectively implement the program. Training can be individually tailored to meet the special needs of the school, district, and the community.

### References

American Health Foundation, *Know Your Body Scope and Sequence chart*. Dubuque, IA: Kendall/Hunt Publishing Company.

American Health Foundation, *Know Your Body brochure*. Dubuque, IA: Kendall/Hunt Publishing Company

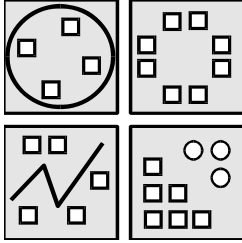
Resnicow, K., Cross, D., & Wynder, E. (1991) The role of comprehensive school-based interventions: The results of four know your body studies. In *Hyperlipidemia in childhood and the development of atherosclerosis*. Vol. 623 of the *Annals of the New York Academy*

### YSAPPA Program Package

The YSAPPA Program Package for this program costs \$540.00 and includes:

- 1 User's Guide to the program
- 1 CD-ROM: *Setting Up, Implementing, and Evaluating the Know Your Body Program*
- 1 Know Your Body Health Kit (for one grade)
- 1 Set: Original evaluation instruments
- 1 Set: Sociometrics-produced YSAPPA evaluation materials

Telephone technical support on implementation and evaluation for 1 year.



# Life Skills Training~

A Tobacco, Alcohol, and Drug Abuse Prevention Program for  
Middle or Junior High School Students

Gilbert J. Botvin, Ana Eng, Cornell University Medical College;  
Christine L. Williams, American Health Foundation

## Focus

- Alcohol Prevention
- Tobacco Prevention
- Other Drug Prevention

## Original Site

- Grade school
- Middle/Junior High School
- High School
- College or University
- Community Based

## Approach

- Abstinence
- Behavioral Skills Development
- Community Involvement
- Life Option Enhancement
- Media Pressure Education
- Normative Education
- Peer Instruction
- Self-Efficacy/Self-Esteem
- Social Influences Education
- Stress Management

## Components

- Adult Involvement
- Group Discussion
- Lectures
- Public Service Announcements
- Role Play
- Video
- Other (repeated skills practice, interactive games)

## Summary

*Life Skills Training (LST) is a tobacco, alcohol, and drug abuse (mainly marijuana) prevention program for middle or junior high school students. It is a three-year program that provides adolescents with the motivation and skills to resist peer and media pressures to use drugs, fosters the development of self-management and social skills, and promotes anti-drug norms.*

*The original study, which focused on smoking prevention, sampled eighth-, ninth-, and tenth-graders at two suburban middle class schools near New York City. Students participated in a 10-session program conducted weekly by an outside specialist who combined group discussion and special skills training to apply and practice basic life skills. Skills were taught through the use of modeling and behavior rehearsal. Cigarette smoking was addressed indirectly within the context of basic life skills. The sessions covered decision making, advertising techniques, coping with anxiety, self-image, communication and social skills, and assertiveness training. Students were also given outside activities and participated in a self-improvement project.*

*The evaluation indicated that significantly fewer experimental students initiated smoking during the study when compared with control students. The percentage of new smokers was 4% for the experimental group and 16% for the controls. The LST program was the most effective (100%) in preventing the onset of smoking among the eighth graders, less effective (75%) among the ninth graders, and least effective (44%) among the tenth graders. Overall, the LST strategy reduced the incidence of new smoking by 75%.*

## Suitable for Use In

*In its current form, the three-year school-based program is suitable for middle and junior high school students. The program has worked with a diverse range of adolescents, having been tested on white, African-American, and Latino youth. It also works for boys and girls, as well as adolescents living in suburban and urban environments. The program may also be implemented through community-based organizations that serve adolescents.*

# Life Skills Training~

A Tobacco, Alcohol, and Drug Abuse Prevention Program for Middle or Junior High School Students

## Original Intervention Sample

### Age, Gender

The original sample was drawn from the 8<sup>th</sup> - 10<sup>th</sup>-grade science and health education classes. The sample was half male and half female.

### Race/Ethnicity

90% white; 10% a mixture of minority students and those who classified themselves as other.

## Program Length

The three-year program includes 15 weekly one-hour sessions in the first year (6<sup>th</sup>/7<sup>th</sup> grade), ten sessions the second year (7<sup>th</sup>/8<sup>th</sup> grade), and five sessions the third year (8<sup>th</sup>/9<sup>th</sup> grade). In the second year, students are also given outside assignments either to prepare for a specific session or to reinforce material already covered. In addition, students participate in a Self-improvement Project to improve some skill or change a specific behavior.

The LST program can also be taught as an intensive mini-course, with consecutive lessons several days per week.

## Staffing Requirements/Training

The sessions can be taught by classroom teachers; teachers assisted by peer leaders; or health professionals. Teachers are encouraged to attend a two-day training workshop conducted by qualified trainers at the National Health Promotion Associates, Inc. (NHPA). Level 2 and Level 3 booster workshops are provided for year 2 and 3. The workshop is designed to familiarize teachers with the LST program and its rationale, and to provide them with the opportunity to learn and practice the skills needed to deliver the curriculum. The two-day training costs \$400 per educator.

## References

Botvin, G.J., Baker, E., Dusenbury, L., Botvin, E.M., & Diaz, T. (1995a). Long-term follow-up results of a randomized drug abuse prevention trial in a white middle-class population. *Journal of the American Medical Association*, 273(14), 1106-1112.

Botvin, G.J., Epstein, J.A., Baker, E., Diaz, T., Iffill-Williams, M., Miller, N., & Cardwell, J. (1997). School-based drug abuse prevention with inner-city minority youth: The etiology and prevention of drug abuse among minority youth. *Journal of Child and Adolescent Substance Abuse*, 6(1), 5-20.

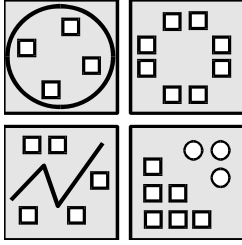
Life Skills Training Program Information. A description of the Life Skills Training program, a fact sheet of results, media mentions, abstracts of published studies evaluating the program, awards, and frequently asked questions: [www.lifeskillstraining.com](http://www.lifeskillstraining.com)

## YSAPPA Program Package

The YSAPPA Program Package for this program costs \$1,020.00 and includes:

- 1 User's Guide to the program
- 1 CD-ROM: Setting Up, Implementing, and Evaluating the Life Skills Training Program
- 1 Set: Teacher's Manuals, (1), (2), (3)
- 1 Set: Student Guides, (1), (2), (3). Each set has 30 booklets
- 1 Relaxation Tape
- 1 Set: Original evaluation instruments
- 1 Set: Sociometrics-produced YSAPPA evaluation materials

Telephone technical support on implementation and evaluation for 1 year.



# Positive Action~

## A Substance Abuse Prevention Program

Carol Allred, Ph.D., Positive Action, Inc.

### Focus

- Alcohol Prevention
- Tobacco Prevention
- Other Drug Prevention

### Original Site

- Grade school
- Middle/Junior High School
- High School
- College or University
- Community Based

### Approach

- Abstinence
- Behavioral Skills Development
- Community Involvement
- Life Option Enhancement
- Media Pressure Education
- Normative Education
- Peer Instruction
- Self-Efficacy/Self-Esteem
- Social Influences Education
- Stress Management

### Components

- Adult Involvement
- Group Discussion
- Lectures
- Public Service Announcements
- Role Play
- Video
- Other (Positive Action theme songs, and radio script booklets)

### Summary

*Positive Action (PA) is an integrated, comprehensive, and coherent self-concept program that has been shown to improve academic achievement and behaviors of children and adolescents (5 to 18 years old) in multiple domains. It is intensive, with lessons at each grade level (from kindergarten to 8<sup>th</sup> grade) that are reinforced all day, school-wide, at home, and in the community. The yearly curriculum consists of over 140 15-to-20-minute lessons delivered in school classrooms. It includes school, family, and community components. The lessons teach and reinforce the skills and motivation children need for a healthy self-concept.*

*PA is based on theories of self-concept, learning, behavior, and school ecology, as well as the intuitive philosophy that "you feel good about yourself when you do positive things." The program aligns school, parents, and communities in promoting specific positive actions for youth that affect them physically, intellectually, socially, and emotionally.*

*PA was developed over 6 years (1977-83) of planned pilot work, formative evaluation, and revision and further evaluation, and was funded by the Office of Juvenile Justice and Delinquency Prevention and Centers for Disease Control and Prevention.*

*From the 1970s through 2001, PA has been researched and evaluated in a wide variety of schools (with high and low minority representation, mobility rates, and/or levels of poverty) by the program's developer, various school districts, and independent evaluators. Evaluations have used experimental-control group, national comparison group (e.g., evaluating changes in percentile rankings), matched control, pre-post case studies, and comparison group study designs. The results consistently suggest that the PA program is very effective at increasing self-concept, reducing problem behaviors, and improving school performance. PA also appears to be very effective at both improving school performance and reducing behavioral incidents requiring disciplinary referral or suspensions.*

### Suitable for Use In

*PA is implemented in grades K to 12, in before- and after-school programs, within Evenstart and Headstart programs, and during extracurricular, family, and community activities. It may be implemented in whatever environment best suits the intervention including social service agencies, businesses, criminal justice agencies, faith-based institutions, and mental health service agencies*

# Positive Action~

## A Substance Abuse Prevention Program

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### Program Length

*The 6th grade curriculum includes 139 lessons covering seven units. The seven units' concepts are spread across two years in grades 7 and 8, when lessons are taught 2-3 days a week. In grades 9-12, all six units are taught at each grade level though 42 lessons.*

### Staffing Requirements/Training

*Teachers present daily lessons. Training/Staff development is offered by Positive Action trainers. The cost for this training is \$600 per day plus travel expenses. Users should contact Positive Action, Inc. (800 345 2974) for information on training.*

### References

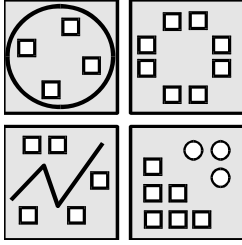
*B. R., Flay, C. G., Allred, N. Ordway. (2001). Effects of the Positive Action Program on Achievement and Discipline: Two Matched-Control Comparisons. Prevention Science, 2 (2), 71-89.*

### YSAPPA Program Package

*The YSAPPA Program Package for this program costs \$960.00 and includes:*

- 1 User's Guide*
- 1 CD-ROM: Setting Up, Implementing and Evaluating Positive Action*
- 1 Teacher's Kit for one grade level*
- 1 Set: Original Evaluation Instruments*
- 1 Set: Sociometrics-produced YSAPPA evaluation materials*

*Telephone technical support on implementation and evaluation for 1 year.*



# Project ALERT (Adolescent Learning Experiences in Resistance Training) ~

## A Drug Prevention Program for Middle Grades

Phyllis L. Ellickson; Robert M. Bell; Ellen R. Harrison; Kimberly McGuigan; The RAND Corporation

### Focus

- Alcohol Prevention
- Tobacco Prevention
- Other Drug Prevention

### Original Site

- Grade school
- Middle/Junior High School
- High School
- College or University
- Community Based

### Approach

- Abstinence
- Behavioral Skills Development
- Community Involvement
- Life Option Enhancement
- Media Pressure Education
- Normative Education
- Peer Instruction
- Self-Efficacy/Self-Esteem
- Social Influences Education
- Stress Management

### Components

- Adult Involvement
- Group Discussion
- Lectures
- Public Service Announcements
- Role Play
- Video
- Other (repeated skills practice, interactive games)

### Summary

*Project ALERT (Adolescent Learning Experiences in Resistance Training) is a school-based drug prevention curriculum for middle school students (6<sup>th</sup>, 7<sup>th</sup>, or 8<sup>th</sup> graders). This program is built on the social influence model of prevention, which aims to help participants understand how drugs can affect their social relationships and daily lives, and helps them identify pro-drug pressures and acquire strategies for resisting such pressures. The curriculum has two prevention goals: (1) to prevent non-users from experimenting with drugs, tobacco, and alcohol, and (2) to prevent experimenters from becoming regular users. The *Project ALERT* video-based curriculum focuses on cigarettes, alcohol, marijuana, and inhalants, so called "gateway" drugs. The interactive, sequential curriculum is highly participatory and uses questions-and-answer techniques, role modeling, small-group exercises, games, and repeated skills practice. Parent-involved homework is assigned as well, and the handouts for home activities are available in Spanish and English. The curriculum content teaches facts about drugs and alcohol; the students make their own conclusions about substance abuse.*

*Results of the program's evaluation indicated the program was very effective with tobacco experimenters, reducing heavy smoking among this group by 50% after the curriculum and 60% after the booster sessions. It also helped experimenters quit smoking. Its effects on adolescent drinking, however, were short-lived. The program reduced marijuana use at follow-up by 33% among low-risk participants, and reduced frequent marijuana use among pre-program experimenters by 50% after the intervention and 60% after the booster sessions.*

### Suitable for Use In

*Project ALERT is suitable for use in a middle-school classroom setting, and can be carried out at single or multiple sites. The content can be adjusted for diverse classrooms with different levels of drug knowledge, risk, and exposure. The participatory curriculum can be used with minority students, and students from various socioeconomic settings.*

# Project ALERT (Adolescent Learning Experiences in Resistance Training) ~

## A Drug Prevention Program for Middle Grades

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### Original Intervention Sample

#### Age, Gender

6<sup>th</sup> to 8<sup>th</sup> grade; 52% male

#### Race/Ethnicity

67% white, 10% Hispanic, 10% black, 8% Asian and 5% American Indian or mixed race

### Program Length

Students receive eleven core lessons the first year and three booster lessons the second year. The lessons are designed to be taught one lesson per week.

### Staffing Requirements/Training

While drug expertise is not needed to teach the program, the program must be led by trained adult educators. They can be the students' own classroom teachers. Leaders are required to attend a one-day professional development workshop provided by the BEST Foundation for A Drug-Free Tomorrow. These participatory workshops are held around the United States and provide training on how to use the curriculum effectively.

### References

- Ellickson, P.H., Bell, R.M., Thomas, M.A., Robyn, A.E., & Zellman, G.L. (1988). *Designing and implementing Project ALERT: A smoking and drug prevention experiment*. Santa Monica, CA: The RAND Corporation.
- Ellickson, P.L., Bell, R.M., & Harrison, E.R. (1993a). Changing adolescent propensities to use drugs: Results from Project ALERT. *Health Education Quarterly*, 20(2), 227-242.
- Ellickson, P.L., Bell, R.M., & McGuigan, D. (1993b). Preventing adolescent drug use: Long-term results of a junior high program. *American Journal of Public Health*, 83(6), 856-861.

### YSAPPA

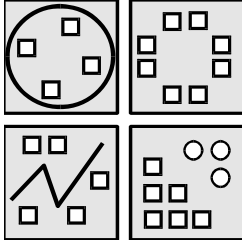
#### Program Package

The YSAPPA Program Package for this program costs \$210.00 and includes:

- 1 User's Guide to the program
- 1 CD-ROM: Setting Up, Implementing, and Evaluating Project Alert
- 1 Preview video
- 1 Table of contents from all training materials
- 1 Educator's guide
- 1 Set: Original evaluation instruments
- 1 Set: Sociometrics-produced YSAPPA evaluation materials

Telephone technical support on implementation and evaluation for 1 year

Note: *The program package distributed by Sociometrics does not include the Project Alert curriculum materials. These materials for implementing Project ALERT are only available at the BEST Foundation Training sessions. (800-ALERT-10)*



# Project SHOUT (Students Helping Others Understand Tobacco) ~

## A Tobacco-Use Prevention Program

John P. Elder, Marianne Wildey, Carl De Moor, Laura Eckhardt, Christine Edwards, Ann Erickson, Melbourne Hovell, Dennis Johnston, Michael D. Levitz, Craig Molgaard, Russell Young, Dominica Vito, & Susan I. Woodruff, James F. Sallis, Amanda Golbeck, San Diego State University

### Focus

- Alcohol Prevention
- Tobacco Prevention
- Other Drug Prevention

### Original Site

- Grade school
- Middle/Junior High School
- High School
- College or University
- Community Based

### Approach

- Abstinence
- Behavioral Skills Development
- Community Involvement
- Life Option Enhancement
- Media Pressure Education
- Normative Education
- Peer Instruction
- Self-Efficacy/Self-Esteem
- Social Influences Education
- Stress Management

### Components

- Adult Involvement
- Group Discussion
- Lectures
- Public Service Announcements
- Role Play
- Video
- Other (repeated skills practice, interactive games)

### Summary

*Project SHOUT (Students Helping Others Understand Tobacco) is a five-year tobacco-use prevention program starting in fifth-grade. The program uses a psychosocial intervention in a classroom setting (with home booster) that combines educational, social activist and behavioral strategies with personalized telephone and mail boosters.*

*Project SHOUT was originally implemented as a three-year program in 11 experimental and 11 control junior high schools. College undergraduates led the program for two years, serving as seventh- and eighth-grade classroom facilitators. Skills training, comprising 30% of the classroom time, covered the role of social influences on tobacco use, rehearsing methods of resisting pressure to use tobacco, practicing decision making, performing and watching tobacco-refusal skits, and earning prizes for practicing refusal skills.*

*Subjects received five newsletters and four booster telephone calls at home during the ninth-grade. The newsletters contained information about local tobacco control events, articles on tobacco industry tactics, state and national tobacco legislation, cessation tips, tobacco-related research, and a question-and-answer column. Telephone calls followed each newsletter and started with a discussion of some of the articles in the newsletter. The calls covered opinion polls, normative education instruction, refusal skills training, and tobacco news and cessation.*

*Evaluation results showed that at the end of the third year the prevalence of tobacco use in the past month was 14.2% among the intervention students and 22.5% among the control students.*

### Suitable for Use In

*Project Shout's classroom-based curriculum is suitable for grades five through eight. The home-based booster program is suitable for ninth graders. The original program was implemented in grades seven and eight in the classroom and grade nine through the home. According to the one of the project developers, the home-based program has also been implemented in the eleventh grade.*

# Project SHOUT (Students Helping Others Understand Tobacco) ~

A Tobacco-Use Prevention Program

## Original Intervention Sample

### Age, Gender

At baseline, the age range was 11 to 16 years (average age at baseline was about 12 years). There were equal proportions of males and females.

### Race/Ethnicity

57% were white/non-Hispanic, 24% were Hispanic, and 19% were of other racial/ethnic groups including African-American, American Indian, Indochinese, Filipino, Japanese, Chinese, and Pacific Islanders.

## Program Length

Eight to ten weekly, 50-minute classroom lessons take place for all grades. The original program was implemented over three years (rather than five), with classroom-based curriculum implementation during the first two years and home-based newsletter and telephone boosters in the third year. During the ninth grade (year 3), telephone calls took place one week after periodic mail booster activities (five newsletters were mailed altogether). Trained phone counselors made the telephone calls to each SHOUT participant.

## Staffing Requirements/Training

Adult or college-aged individuals who receive training about *Project SHOUT* can lead this program. Training materials are included in the program materials. Training includes instructions in how to teach effectively and how to implement the SHOUT lessons.

## References

- Eckhardt, L., Woodruff, S.I., & Elder, J.P. (1994). A longitudinal analysis of adolescent smoking and its correlates. *Journal of School Health, 64*(2), 67-72.
- Elder, J.P., Sallis, J.F., Woodruff, S.I., & Wildey, M.B. (1993a). Tobacco-refusal skills and tobacco use among high-risk adolescents. *Journal of Behavioral Medicine, 16*(6), 629-642.
- Elder, J.P., Wildey, M., deMoor, C., Sallis, J.F., Eckhardt, L., Edwards, C., et al. (1993b). The long-term prevention of tobacco use among junior high school students: Classroom and telephone interventions. *American Journal of Public Health, 83*(9), 1,239-1,244.

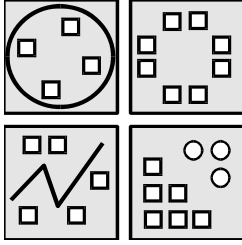
## YSAPPA

### Program Package

The YSAPPA Program Package for this program costs \$1,020.00 and includes:

- 1 User's Guide to the program
- 1 CD-ROM: Setting Up, Implementing, and Evaluating Project SHOUT
- 1 each: Project SHOUT Curriculum Intervention Teacher's Manual—Grades 5, 6, 7, 8
- 1 each: Project SHOUT Student Workbook—Grades 5, 6, 7, 8
- 1 Project SHOUT Telephone Counselor Manual
- 1 Project SHOUT Group Leader Training Manual
- 6 Videos
- 1 Sample newsletter
- 1 Project SHOUT Logo
- 1 Set: Pamphlet: "Teens and Chew"
- 1 Set: Parent-Teen role play cards
- 1 Set: Original evaluation instruments
- 1 Set: Sociometrics-produced YSAPPA evaluation materials

Telephone technical support on implementation and evaluation for 1 year.



# Project Towards No Drug Abuse (Project TND)~

An Alternative High School Drug Abuse Prevention Project  
Steve Sussman, Sande Craig, Mary Ann Moss, University of Southern California

## Focus

- Alcohol Prevention
- Tobacco Prevention
- Other Drug Prevention

## Original Site

- Grade school
- Middle/Junior High School
- High School
- College or University
- Community Based

## Approach

- Abstinence
- Behavioral Skills Development
- Community Involvement
- Life Option Enhancement
- Media Pressure Education
- Normative Education
- Peer Instruction
- Self-Efficacy/Self-Esteem
- Social Influences Education
- Stress Management

## Components

- Adult Involvement
- Group Discussion
- Lectures
- Public Service Announcements
- Role Play
- Video
- Other (repeated skills practice, interactive games)

## Summary

*Project Towards No Drug Abuse (Project TND) is a classroom-based intervention for high-risk youths in alternative or continuation high schools. Project TND is built on the hypothesis that finite-lesson classroom programming can exert a preventive effect on drug use among this high-risk population, and that community involvement will enhance school-based efforts in the prevention of drug use and abuse among youth in the alternative schools.*

*In a field test in 21 continuation high schools in southern California during the 1994-1995 school year, schools were randomly assigned to one of three conditions: standard care (control), classroom program, and classroom program plus a semester-long school-as-community component. Educators delivered nine 50-minute classroom lessons on health motivation, skill-building, and decision-making over a three-week period. A school-as-community component was implemented by volunteer school staff under project-created guidelines in half of the intervention schools. This component included weekly meetings for six months, and at least six events per school including job training, sports participation, drug-free parties, and drug awareness week.*

*Survey questions assessed frequency of use of cigarettes, alcohol, marijuana, cocaine, hallucinogens, stimulants, inhalants, and other drugs. Outcome data failed to show a significant main effect for condition (standard care / classroom-only / classroom plus school-as-community) for cigarettes, alcohol, and marijuana. The model for hard drug use, however, did indicate a significant main effect. Students who received either intervention showed nearly half the monthly hard drug use frequency at follow-up compared with students in the control group.*

## Suitable for Use In

*Project TND is suitable for classroom-based use in alternative high schools. However, the program may also be of use in clinic and other settings. The same assessments of antecedent and motivational variables, perceived efficacy testing, and immediate outcome testing could be accomplished at a variety of settings at reasonable cost. In addition, a replication study has indicated that this program is generalizable to the regular high school setting.*

# Project Towards No Drug Abuse (Project TND)~

## An Alternative High School Drug Abuse Prevention Project

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### Original Intervention Sample

#### Age, Gender

Students ranged in age from 14-19 years; 93% were 16-18 years of age. The sample was 62% male.

#### Race/Ethnicity

46% Latino, 37% white, 8% African-American, 4% Asian-American, 3% Native-American, and 2% other

### Program Length

The curriculum is delivered in twelve 50-minute classroom sessions. Implementation can be spread over four weeks on the condition that all lessons are taught.

### Staffing Requirements/Training

Classroom teachers can lead this program. In the original program, the program conditions were led by project-trained educators, while the control condition was led by classroom teachers. The school-as-community component was led by school volunteers. Training is recommended but not mandatory. Training is available at a two-day training session led by staff from the University of Southern California's Institute for Health Promotion and Disease Prevention Research.

### References

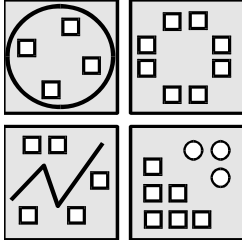
- Dent, C.W., Sussman, S., Hennesy, M., Galaf, E.R., Stacy, A.W., Moss, M., & Craig, S. (1998). Implementation and process evaluation of a school-based drug abuse prevention program: Project Towards No Drug Abuse. *Journal of Drug Education, 28*(4), 361-375.
- Sussman, S. (1996). Development of a school-based drug abuse prevention curriculum for high-risk youths. *Journal of Psychoactive Drugs, 28*(2), 169-182.
- Sussman, S., & Dent, C.W. (1999). Project Towards No Drug Abuse. In W.B. Hansen, S.M. Giles, & M.D. Fearnow-Kenney, (Eds.), *Increasing drug prevention effectiveness: Readings for educators*. Clemmons, NC: Tanglewood Research.

### YSAPPA Program Package

The YSAPPA Program Package for this program costs \$432.00 and includes:

- 1 User's Guide to the program
- 1 CD-ROM: Setting Up, Implementing, and Evaluating Project Towards No Drug Use
- 1 Project TND Teacher's Manual
- 1 Set: Project TND Student Workbooks
- 1 Video "Drugs and Life's Dreams"
- 1 Set: Original evaluation instruments
- 1 Set: Sociometrics-produced YSAPPA evaluation materials

Telephone technical support on implementation and evaluation for 1 year.



# Project Towards No Tobacco Use (Project TNT) ~

A School-based Tobacco Use Prevention and Cessation Project  
Steve Sussman, Clyde W. Dent, Alan W. Stacy, Ping Sun, Sande Craig, Thomas R. Simon,  
University of Southern California; Dee Burton, Brian R. Flay, University of Illinois

## Focus

- Alcohol Prevention
- Tobacco Prevention
- Other Drug Prevention

## Original Site

- Grade school
- Middle/Junior High School
- High School
- College or University
- Community Based

## Approach

- Abstinence
- Behavioral Skills Development
- Community Involvement
- Life Option Enhancement
- Media Pressure Education
- Normative Education
- Peer Instruction
- Self-Efficacy/Self-Esteem
- Social Influences Education
- Stress Management

## Components

- Adult Involvement
- Group Discussion
- Lectures
- Public Service Announcements
- Role Play
- Video
- Other (repeated skills practice, interactive games)

## Summary

*Project Towards No Tobacco Abuse (Project TNT) is a school-based tobacco use prevention and cessation program for grades five through nine. The three main components of this social influence program are (1) to teach participants refusal skills to counteract social influences to use tobacco; (2) to teach awareness of social misperceptions about tobacco use; and (3) to correct misconceptions about physical consequences of tobacco use.*

*The program enables students to reduce initiation or regular use of tobacco; state accurate information about tobacco; demonstrate active listening, assertive refusal, and effective communication; illustrate ways the media influence tobacco use; and make a public commitment for no tobacco use.*

*The ten-session core curriculum provides tobacco prevention material to seventh graders. A Teacher's Guide contains background information and instructions for implementing the program. Student Workbooks contain tips for students, Tobacco product information, TNT game rules, and a TNT Commitment Certificate.*

*A two-session booster program is given to eighth graders approximately one year after the initial program and can be used in subsequent grades in high school. The booster program helps students summarize what they have learned and apply it to daily life.*

*Results of a field study of over 6,000 students from 48 junior high schools at 1-year follow-up showed that TNT reduced initiation of cigarette use by about 26%, reduced initiation of smokeless tobacco use by about 30%, reduced weekly or regular use of cigarettes by about 60%, and reduced weekly or regular use of smokeless tobacco by 100%.*

## Suitable for Use In

*Project TNT's classroom-based curriculum is suitable for grades five through nine. The original program was implemented with seventh graders in the classroom at 48 urban and rural junior high schools in southern California.*

# Project Towards No Tobacco Use (Project TNT)~

A School-based Tobacco Use Prevention and Cessation Project

## Original Intervention Sample

### Age, Gender

The original sample was of 7th-grade students in junior high schools in southern California; 50% were male.

### Race/Ethnicity

60% white, 27% Hispanic, 7% black, and 6% Asian or "other"

## Program Length

The core curriculum is delivered over ten consecutive school days with each session lasting 45-50 minutes. The sessions can be spread over a period of four weeks, but all ten lessons must be taught. Spacing the lessons out too far might compromise the program's effectiveness. The booster sessions should be taught on consecutive days or one day per week over two weeks.

## Staffing Requirements/Training

Classroom teachers and health professionals can lead this program. The original intervention was led by trained project health educators. The Teacher's Guide is self-explanatory and training, although recommended, is optional. If training is desired, contact Sande Craig, University of Southern California, at (323) 442 2589.

## References

Sussman, S., Dent, C.W., Stacy, A.W., Sun, P., Craig, S., Simon, T.R., Burton, D., & Flay, B.R. (1993a). Project Towards No Tobacco Use: 1-year behavior outcomes. *American Journal of Public Health, 83*(9), 1245-1250.

Sussman, S., Dent, C.W., Stacy, A.W., Hodgson, C., Burton, D., and Flay, B.R. (1993b). Project Towards No Tobacco Use: Implementation, process and posttest knowledge evaluation. *Health Education Research: Theory and Practice, 8*, 109-123.

Project T.N.T. Towards No Tobacco Use. Teacher's Guide (1998). ETR Associates, Santa Cruz, California.

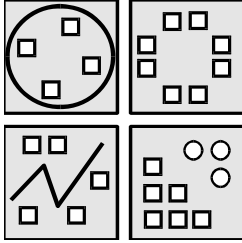
## YSAPPA

### Program Package

The YSAPPA Program Package for this program costs \$354.00 and includes:

- 1 User's Guide to the program
- 1 CD-ROM: Setting Up, Implementing, and Evaluating Towards No Tobacco Use
- 1 Project TNT Teacher's Guide
- 1 Set: Project TNT Student Workbooks
- 2 Videos "Stand Up for Yourself! Peer Pressure and Drugs" and "Tobacco Use Social Images"
- 1 Set: Original evaluation instruments
- 1 Set: Sociometrics-produced YSAPPA evaluation materials

Telephone technical support on implementation and evaluation for 1 year.



# Residential Student Assistance Program~

A Substance Abuse Prevention Program for Institutionalized Adolescents

Ellen Morehouse, A.C.S.W., C.A.S.A.C., and Nancy Tobler, Ph. D.

## Focus

- Alcohol Prevention
- Tobacco Prevention
- Other Drug Prevention

## Original Site

- Grade school
- Middle/Junior High School
- High School
- College or University
- Community Based

## Approach

- Abstinence
- Behavioral Skills Development
- Community Involvement
- Life Option Enhancement
- Media Pressure Education
- Normative Education
- Peer Instruction
- Self-Efficacy/Self-Esteem
- Social Influences Education
- Stress Management

## Components

- Adult Involvement
- Group Discussion
- Lectures
- Public Service Announcements
- Role Play
- Video
- Other

## Summary

The Residential Student Assistance Program (RSAP) is a substance abuse prevention program developed for high-risk, multi-symptom adolescents (14 to 17 years) living in residential childcare facilities. The program began in 1988 in six such facilities in New York as part of a five-year High-Risk Youth Grant from the Center for Substance Abuse Prevention. The program is modeled after the Westchester Student Assistance Model operated by the Student Assistance Services, Corp. (SAS). RSAP represents a partnership between local residential facilities and SAS.

The program places highly trained professionals in residential facilities to provide substance abuse prevention including information dissemination, normative and preventive education, problem identification and referral, community-based interventions and environmental approaches. The goals are to: (1) increase perception of risk of harm, (2) change adolescents' norms and expectations about substance use, (3) build and enhance social and resistance skills, (4) change community norms and values regarding substance use, and (5) foster/enhance resiliency and protective factors, especially in high-risk youth.

A rigorous evaluation conducted from 1992 to 1993 indicated that the program is highly effective both as a prevention program for the non-users and as an early intervention program for users. A total sample for 326 adolescents from six residential facilities, participated in the evaluation. RSAP participants demonstrated significant reductions in their use of alcohol, marijuana and tobacco from pretest to posttest measures.

## Suitable for Use In

The core program is designed for adolescents from age 14 to 17 living in residential facilities. The content can be adjusted according to adolescents' levels of drug knowledge and exposure, and family background. The participatory curricula can be used with low-risk and high-risk students, minority students, and students from various socioeconomic settings.

# Residential Student Assistance Program~

A Substance Abuse Prevention Program for Institutionalized Adolescents

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## Original Intervention Sample

Age, Gender:  
13-19 years

## Staffing Requirements/Training

*RSAP requires a partnership between a prevention agency that will administer the program and a residential facility where it will operate. Staffing for this partnership includes: Residential Facility Senior Executive, Project, Student Assistant Counselor and Project Supervisor. Student Assistance Services ([www.sascorpo.org](http://www.sascorpo.org)) offers training that teaches the skills necessary to establish and operate a RSAP. The duration of training is five full days.*

## References

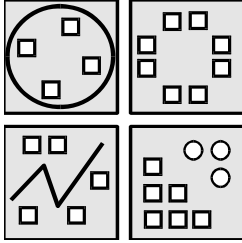
- Author. Residential Student Assistance Program: Implementation Manual. Tarrytown, NY: Student Assistance Services, Corporation.*
- Ellen, M. (1998). Lessons learned: Collecting child and adolescent outcomes data. Behavioral Healthcare Tomorrow, 7(5), 45-47.*
- Morehouse, E. and Tobler, N. S. (2000) Preventing and reducing substance use among institutionalized adolescents. Adolescence, 35(137), 1-28.*

## YSAPPA Program Package

*The YSAPPA Program Package for this program costs \$396.00 and includes:*

- 1 User's Guide to the program*
- 1 CD-ROM: Setting Up, Implementing, and Evaluating Residential Student Assistance Program*
- 1 Project RSAP Teacher's Guide*
- 1 RSAP Implementation Manual*
- 1 RSAP Informational Video*
- 1 Set: Original evaluation instruments*
- 1 Set: Sociometrics-produced YSAPPA evaluation materials*

*Telephone technical support on implementation and evaluation for 1 year.*



# The State-Wide Indian Drug Prevention Program ~ Substance Abuse Prevention for American Indian Adolescents

Steven P. Schinke, Columbia University School of Social Work; Gilbert J. Botvin, Cornell University Medical College; Joseph E. Trimble, Western Washington University; Mario A. Orlandi, American Health Foundation; Lewayne D. Gilchrist, Von S. Locklear, University of Washington

## Focus

- Alcohol Prevention
- Tobacco Prevention
- Other Drug Prevention

## Original Site

- Grade school
- Middle/Junior High School
- High School
- College or University
- Community Based

## Approach

- Abstinence
- Behavioral Skills Development
- Community Involvement
- Life Option Enhancement
- Media Pressure Education
- Normative Education
- Peer Instruction
- Self-Efficacy/Self-Esteem
- Social Influences Education
- Stress Management

## Components

- Adult Involvement
- Group Discussion
- Lectures
- Public Service Announcements
- Role Play
- Video
- Other (repeated skills practice, interactive games)

## Summary

*The State-Wide Indian Drug Prevention Program, developed to prevent substance abuse among 4<sup>th</sup> and 5<sup>th</sup> grade American Indian youth, is built on social learning and bicultural competence theories. Bicultural competence encompasses skills that enable American Indian people to constructively blend the roles in which they were raised with the culture in which they are surrounded. The three sub-goals of bicultural competence—knowledge and practice in communication, coping, and discrimination skills—provide the theoretical foundation for this intervention. The 15-session, school-based, Personal Intervention Curriculum blends Indian cultural values with modern science and psychology to address drug prevention needs. The curriculum, co-led by American Indian counselors, teaches skills in decision-making, coping, communication, self-instructional, and resistance to peer pressure. The curriculum activities include practice of specific substance abuse pressure resistance skills and personal/social competence skills required for managing interpersonal situations. The Community Intervention insures that the community supports rather than undermines the personal skills learned by the adolescents.*

*The original evaluation of the school-based Personal Intervention Curriculum indicated that youth in the experimental group displayed greater knowledge of and less favorable attitudes toward substance use than those in a control group. In addition, reported substance use within the last 14 days was lower among the experimental subjects for smokeless tobacco, alcohol, marijuana, and non-medical drug use. In a six-month follow-up, experimental subjects reported less use of smoked tobacco, smokeless tobacco, alcohol, marijuana, and inhalants in the last 14 days compared to the control subjects.*

## Suitable for Use In

*The State-Wide Indian Drug Prevention Program is suitable for use with 4<sup>th</sup> and 5<sup>th</sup> grade American Indian students. It can easily be modified for higher grade levels and other adolescents. The curriculum can be implemented in a wide variety of settings, including public and tribal schools, tribal community centers, and student retreats. Communities can modify the program, particularly those sessions dealing with values and the use of traditional legends, myths, and stories as teaching strategies.*

# The State-Wide Indian Drug Prevention Program ~

## Substance Abuse Prevention for American Indian Adolescents

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### Original Intervention Sample

#### Age, Gender

Fourth and fifth grade students (mean age of 11.8 years);  
54% were girls

#### Race/Ethnicity

American Indian students from 13 tribes recruited from  
tribal and public schools at two western Washington  
reservation sites.

### Program Length

The intervention is administered in 15 one-hour sessions.  
In the original evaluation, the prevention-condition  
subjects participated in 10 group intervention sessions  
showing that some of the sessions can be combined if the  
user wants to reduce the total number of sessions.

### Staffing Requirements/Training

The Personal Intervention Curriculum sessions should be  
led by individuals knowledgeable about the culture from  
which the participants come. There are no educational  
requirements for the selection of co-leaders, the Commu-  
nity Intervention Specialist, or other program staff,  
although the curriculum co-leaders should be trained  
during the opening activities. The Community Intervention  
Specialist should be a public relations expert, able to  
educate the community about the substance use preven-  
tion effort in the youths' curriculum sessions and to  
promote the participation of the entire community in the  
prevention program.

### References

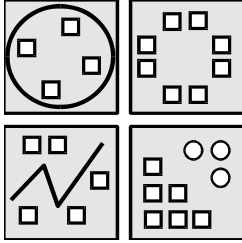
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substance abuse among American-Indian adolescents:  
A bicultural competence skills approach. *Journal of  
Counseling Psychology, 35*(1), 87-90.

### YSAPPA Program Package

The YSAPPA Program Package for  
this program costs \$240.00 and  
includes:

- 1 User's Guide to the program
- 1 CD-ROM: Setting Up, Imple-  
menting, and Evaluating the  
State-wide Indian Drug  
Prevention Program
- 1 Personal Intervention Curricu-  
lum Manual
- 1 Student Registration Card  
Sample and Master
- 1 Attendance Sheet Master
- 1 Student Folder Cover Master
- 1 Student Workbook
- 1 Parent Workbook
- 1 Community Intervention  
Manual
- 1 Community Meeting Log  
Sheet, Poster Contest Sheets,  
Parent Meeting Sheets, Peer  
and Adult Leader Training  
Address Sheet
- 1 Set: Original evaluation  
instruments
- 1 Set: Sociometrics-produced  
YSAPPA evaluation materials

Telephone technical support on  
implementation and evaluation  
for 1 year.



# Tobacco Policy Options for Prevention~

## A Community Action Program for Tobacco Use Prevention

Jean L. Forster, David M. Murray, Theresa M. Blaine, Mark Wolfson, Alexander C. Wagenaar, Deborah J. Hennrikus, and Ami J. Claxton, University of Minnesota;  
Mark Wolfson, Wake Forest University

### Focus

- Alcohol Prevention
- Tobacco Prevention
- Other Drug Prevention

### Original Site

- Grade school
- Middle/Junior High School
- High School
- College or University
- Community Based

### Approach

- Abstinence
- Behavioral Skills Development
- Community Involvement
- Life Option Enhancement
- Media Pressure Education
- Normative Education
- Peer Instruction
- Self-Efficacy/Self-Esteem
- Social Influences Education
- Stress Management

### Components

- Adult Involvement
- Group Discussion
- Lectures
- Public Service Announcements
- Role Play
- Video
- Other (repeated skills practice, interactive games)

### Summary

*Tobacco Policy Options for Prevention (TPOP)* is a community-based intervention aimed at changing community tobacco policies and practices and evaluating their effects on youths' access to tobacco and tobacco use. The intervention employs a direct action organizing model, relying on mobilization of large numbers of people to alter decision making to resolve the public health problem of teen access to tobacco and tobacco use. There are four phases of the TPOP intervention: information gathering and team recruitment, community awareness building and ordinance development, preparation for city council, and ordinance establishment and enforcement.

The original intervention was evaluated in a randomized community trial, conducted in 14 Minnesota communities from October 1993, through May 1996. The 14 intervention communities were randomly assigned to experimental or control conditions (seven to each condition). Communities in the experimental condition received a 32-month community-organizing effort to activate the community and mobilize citizens to change ordinances, merchant policies and practices, and enforcement practices in order to reduce teen access to tobacco.

Within two years of the onset of the intervention, all seven TPOP communities passed comprehensive tobacco ordinances. Following policy establishments, teams launched new campaigns that address tobacco use among youth. Team members worked to ensure the ordinances were enforced and focused on merchant education and social access to tobacco. Each community varied in its response to newly established laws and their follow-through with enforcement.

### Suitable for Use In

*TPOP* is suitable for communities of various population sizes. The original intervention took place in 14 Minnesota communities that ranged in size from 3,000 to 13,000 people.

# Tobacco Policy Options for Prevention~

## A Community Action Program for Tobacco Use Prevention

### Original Intervention Sample

#### Age, Gender

The original study took place in 14 communities each of which had to have 90 or more students enrolled in each of the grades 8, 9, and 10; students were almost evenly split between male and female.

#### Race/Ethnicity

94% white; the remaining 6% was made up of racial/ethnic minorities.

### Program Length

The four-phase program lasts approximately 32 months. The first phase, information gathering and team building, takes about six months. The second phase, community awareness building and ordinance development, takes approximately twelve months. Preparing for city council hearing—the third phase—requires two to six months. The fourth phase, ordinance establishment and enforcement, takes approximately eight months.

### Staffing Requirements/Training

The intervention requires a half-time organizer to plan, implement, and document the intervention activities. The organizer must be familiar with or attend training on the issue of youth tobacco access and use, be able to conduct one-on-one interviews with a diverse range of citizens, and be able to recruit members for a steering committee. Additionally, a program coordinator/field staff supervisor and an experienced community organizer trainer are highly recommended.

### References

- Blaine, T.M., Forster, J.L., Hennrikus, D., O'Neil, S., Wolfson, M., & Pham, H. (1997). Creating tobacco control policy at the local level: Implementation of a direct action organizing approach. *Health Education & Behavior, 24*(5), 640-651.
- Forster, J.L., Wolfson, M., Murray, D.M., Wagenaar, A.C., & Claxton, A.J. (1997). Perceived and measured availability of tobacco to youths in 14 Minnesota communities: The TPOP study. *American Journal of Preventive Medicine, 13*(3), 167-174.
- Forster, J.L., Murray, D.M., Wolfson, M., Blaine, T.M., Wagenaar, A.C., & Hennrikus, D.J. (1998). The effects of community policies to reduce youth access to tobacco. *American Journal of Public Health, 88*(8), 1193-1198.

### YSAPPA

#### Program Package

The YSAPPA Program Package for this program costs \$222.00 and includes:

- 1 User's Guide to the program
- 1 CD-ROM: Setting Up, Implementing, and Evaluating Tobacco Policy Options for Prevention
- 1 Organizer Training Manual containing:
  - a) TPOP Intervention Documents
  - b) TPOP Information/Fact Sheets
  - c) TPOP Organizer Developer Documents
- 1 Set: Additional Materials containing:
  - a) Organizer Oral Histories (Examples)
  - b) Community Team Minutes (Examples)
  - c) Organizer Reports (Examples)
- 1 Set: Original evaluation instruments
- 1 Set: Sociometrics-produced YSAPPA evaluation materials

Telephone technical support on implementation and evaluation for 1 year.

Programs Selected for YSAPPA  
and Available from Their Original  
Developer(s)



## A Note About Programs Selected for YSAPPA and Available from Their Original Developer(s)

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*A total of 15 youth substance abuse prevention programs were selected by our Scientist Expert Panel for inclusion in YSAPPA. Of this group, 12 chose to participate and have been described in this Information and Order Packet.*

*Three selected programs are not available from YSAPPA. All three are available from their original developer(s).*

*Listed below are the titles and contact information (if available) for the three programs selected for the YSAPPA collection and available from their original developer(s).*



## Programs Selected for YSAPPA and Available from Their Original Developer(s)

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### The Child Development Project

Battistich, V., Schaps, E., Watson, M., & Solomon, D. (1996). Prevention effects of the Child Development Project: Early findings from an ongoing multisite demonstration trial. *Journal of Adolescent Research, 11*(1), 12-35.

For information, contact the original program developers and evaluators: Victor Battistich, Eric Schaps, Marilyn Watson, Daniel Solomon: Development Studies Center, 2000 Embarcadero, Suite 305, Oakland, CA, 94606.

### The Midwestern Prevention Project (MPP) / Students Taught Awareness and Resistance (Project STAR)

Pentz, M.A., MacKinnon, D.P., Dwyer, J.H., Wang, E.Y.I., Hansen, W.B., Flay, B.R., & Johnson, C.A. (1989). Longitudinal effects of the Midwestern Prevention Project on regular and experimental smoking in adolescents. *Preventive Medicine, 18*, 304-321.

Contact: Dr. Mary Ann Pentz, Institute for Prevention Research, Building HSA 5201, Keck School of Medicine, University of Southern California. (626)457-6691.

### Project Northland

Komro, K.A., Perry, C.L., Veblen-Mortenson, S., & Williams, C.L. (1994). Peer participation in Project Northland: A community-wide alcohol use prevention project. *Journal of School Health, 64*, 8, 318-322.

Contact: Dr. Cheryl L. Perry, Division of Epidemiology, School of Public Health, 1300 S. Second Street, Suite 300, University of Minnesota, Minneapolis, MN 55455

Programs Selected for YSAPPA  
and Available from Their Original Developer(s)

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# ORDER FORM

Program Name	Qty.	Item Description	Price	Total
<b>The Alcohol Skills Training Program</b>	_____	YSAPPA Program Package (User's Guide, Program Materials, Evaluation Materials)	\$210.00	_____
	_____	User's Guide (if purchased separately)	\$18.00	_____
<b>Athletes Training &amp; Learning to Avoid Steroids</b>	_____	YSAPPA Program Package (User's Guide, Program Materials, Evaluation Materials)	\$660.00	_____
	_____	User's Guide (if purchased separately)	\$18.00	_____
<b>Know Your Body</b>	_____	YSAPPA Program Package (User's Guide, Program Materials, Evaluation Materials)	\$540.00	_____
	_____	User's Guide (if purchased separately)	\$18.00	_____
<b>Life Skills Training</b>	_____	YSAPPA Program Package (User's Guide, Program Materials, Evaluation Materials)	\$1,020.00	_____
	_____	User's Guide (if purchased separately)	\$18.00	_____
<b>Positive Action</b>	_____	YSAPPA Program Package (User's Guide, Program Materials, Evaluation Materials)	\$960.00	_____
	_____	User's Guide (if purchased separately)	\$18.00	_____
<b>Project ALERT</b>	_____	YSAPPA Program Package (User's Guide, Program Materials, Evaluation Materials)	\$210.00	_____
	_____	User's Guide (if purchased separately)	\$18.00	_____
<b>Project SHOUT</b>	_____	YSAPPA Program Package (User's Guide, Program Materials, Evaluation Materials)	\$1,020.00	_____
	_____	User's Guide (if purchased separately)	\$18.00	_____
<b>Project Towards No Drug Abuse</b>	_____	YSAPPA Program Package (User's Guide, Program Materials, Evaluation Materials)	\$432.00	_____
	_____	User's Guide (if purchased separately)	\$18.00	_____
<b>Project Towards No Tobacco Abuse</b>	_____	YSAPPA Program Package (User's Guide, Program Materials, Evaluation Materials)	\$354.00	_____
	_____	User's Guide (if purchased separately)	\$18.00	_____
<b>Residential Student Assistance Program</b>	_____	YSAPPA Program Package (User's Guide, Program Materials, Evaluation Materials)	\$396.00	_____
	_____	User's Guide (if purchased separately)	\$18.00	_____
<b>State-Wide Indian Drug Prevention Program</b>	_____	YSAPPA Program Package (User's Guide, Program Materials, Evaluation Materials)	\$240.00	_____
	_____	User's Guide (if purchased separately)	\$18.00	_____
<b>Tobacco Policy Options for Prevention</b>	_____	YSAPPA Program Package (User's Guide, Program Materials, Evaluation Materials)	\$222.00	_____
	_____	User's Guide (if purchased separately)	\$18.00	_____

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