



Program Abstract

Title **The State-Wide Indian Drug Prevention Program**

Summary *The State-Wide Indian Drug Prevention Program*, developed for fourth- and fifth-grade American Indian youth, is built on a combination of social learning and bicultural competence theories. Social learning theory postulates that learning occurs through practice and observation of social models. The goal of this social learning-based intervention is to translate intentions into behavioral change, or in the case of the *State-Wide Indian Drug Prevention Program*, to prevent substance abuse among American Indian adolescents. Bicultural competence encompasses skills that can enable American Indian people to constructively blend the roles in which they were raised with the culture in which they are surrounded. The three subgoals 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 time-honored Indian truths and cultural values with modern science and psychology to address the drug prevention needs of American Indians. The training methods described in the Personal Intervention Curriculum are the outgrowth of previous research on prevention of drug abuse among American Indian/Alaska Native youth in the Pacific Northwest. 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 have been selected to appeal to pre-teens and include practice of specific substance abuse pressure resistance skills and personal/social competence skills required for managing interpersonal situations. The Community Intervention, led by a Community Intervention Specialist, enhances and supports the Personal Intervention Curriculum, insuring that the community supports rather than undermines the personal skills learned by the adolescents.

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The original evaluation of the school-based Personal Intervention Curriculum was conducted by the Northwest Research Center of Columbia University between 1988 and 1992, with 137 American Indian adolescents recruited from tribal and public schools at two western Washington reservation sites. At post-test, compared with those in a control group, youth in the experimental group displayed greater knowledge of and less favorable attitudes toward substance use. In addition, reported substance use within the last 14 days was lower among the experimental subjects for smokeless tobacco, alcohol, marijuana, and nonmedical drug use. On an interactive test, where subjects reacted to vignettes showing drug-use situations, experimental subjects scored significantly higher on measures of self-control, alternative suggestions, and assertiveness compared to control subjects. 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.

Focus



Alcohol prevention



Tobacco prevention



Other drug prevention

Original Site



Middle school or high school



College or University



Community-based

Suitable for Use In

The original program was designed primarily for fourth- and fifth-grade Native-American/Alaskan Native students in a classroom setting. It can easily be modified for higher grade levels and other adolescents. Suggestions for modification and sample modifications are included in each session plan. The curriculum can be implemented in a wide variety of settings, including public schools, tribal schools, tribal community centers, and student retreats. It can be modified by participating communities, particularly the sessions dealing with values and the use of traditional legends, myths, and stories as teaching strategies.

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<i>Approach</i>	<input type="checkbox"/> Abstinence <input checked="" type="checkbox"/> Behavioral Skills Development <input checked="" type="checkbox"/> Community Involvement <input checked="" type="checkbox"/> Life Option Enhancement <input checked="" type="checkbox"/> Media Pressure Education <input checked="" type="checkbox"/> Normative Education <input checked="" type="checkbox"/> Self-Efficacy/Self-Esteem <input checked="" type="checkbox"/> Social Influences Education <input type="checkbox"/> Stress Management
<i>Original Intervention Sample</i>	Age, Gender Subjects were 137 pre-adolescents. The mean age for the sample was 11.8 years; 54% were girls. Race/ Ethnicity All subjects were American Indian students from thirteen tribes recruited from tribal and public schools at two western Washington reservation sites.
<i>Program Components</i>	<input checked="" type="checkbox"/> Adult Involvement <input type="checkbox"/> Case Management <input checked="" type="checkbox"/> Group Discussion <input checked="" type="checkbox"/> Lectures <input type="checkbox"/> Public Service Announcements <input checked="" type="checkbox"/> Role Play <input checked="" type="checkbox"/> Video <input checked="" type="checkbox"/> Other: teacher modeling, guest speakers
<i>Program Length</i>	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.
<i>Staffing Requirements/ Training</i>	The Personal Intervention Curriculum sessions should be led by individuals knowledgeable about the culture from which the participants come. There are no educational requirements used as criterion for the selection of co-leaders, the Community Intervention Specialist, or other program staff. In the original program, the curriculum sessions were led by two American Indian counselors. The curriculum co-leaders should be selected and trained during the opening activities of the Community Intervention by the Community Intervention Specialist and

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appropriate community leaders. The Community Intervention Specialist should be a public relations expert, be able to educate the community about the substance use prevention effort occurring in the youths' curriculum sessions, and promote the participation of the entire community in the prevention program. There are no big training requirements for the staff. The original intervention relied on high school aged youth and adult community members trained over two days by tribal leaders, project staff, and community leaders knowledgeable in helping skills related to substance abuse problems among children. For the original intervention, the co-leaders and the Community Intervention Specialist were paid; the community helpers were volunteers.

Program Materials

The program package contains everything you will need to implement the program. However, since you will need to distribute copies of the Student and Parent Workbooks, you will also need access to a photocopier.

You will need to create an interactive video of practice vignettes for Sessions 10 and 11 of the Personal Intervention Curriculum prior to program implementation. To do this, you will need the statements that are included in the appendix for Session 10. These statements are also included in the Workbook. You will need to purchase a relaxation tape for use in Session 6. You will want to arrange for speakers for several Personal Intervention Curriculum sessions and for the parent meetings in the Community Intervention. You will need access to the following equipment: a photocopier, a TV, a video cassette recorder (VCR), an audio cassette player and recorder, and an opaque projector.

Each program package also consists of a User's Guide that provides a detailed review of the program and its materials, as well as its original evaluation. Also included is a CD-ROM that offers general tips and guidelines for implementing the program. It is strongly recommended that users review the User's Guide and the CD-ROM (Sections 1 and 2) before implementing the program.

Notes about Evaluation

The program package also contains materials for conducting a full-scale evaluation. These materials can be found in the evaluation binder titled *The State-Wide Indian Drug Prevention Program: Evaluation Materials* and are included as a starting point for evaluating your program, should you choose to do so. A general tutorial on the basic concepts and methods in evaluation research is provided in the CD-ROM *Setting Up, Implementing, and Evaluating The State-Wide Indian Drug Prevention Program*. Before conducting an evaluation, users should refer to the

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tutorial in the CD-ROM (Section 3) along with the materials in the evaluation binder.

Evaluation materials in the binder include the questionnaire(s) used by the original program developers in demonstrating the effectiveness of this program, as well as a generic questionnaire developed by Sociometrics that could be used to evaluate a variety of teen drug prevention programs including The State-Wide Indian Drug Prevention Program. Before using these or any survey instruments, it is very important that consent and approval be received from the appropriate people (e.g., university review boards, department head). Most programs can benefit from outside help in designing and carrying out an evaluation. Your university may be able to provide help. For further information, call Sociometrics staff (see Contact Information below).

Program Acquisition & Implementation Costs

The program package is \$200.00 . This price includes one complete set of all materials needed to implement this program, evaluation materials, a CD-ROM with implementation and evaluation guidelines, as well as telephone technical support on program implementation and evaluation for one year (call Sociometrics staff: see Contact Information below).

The staff costs you will incur in implementing this program will depend on the total number of participants (refer to Staffing Requirements, above).

Contact Information

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Bibliography

Gilchrist, L.D., Schinke, S.P., Trimble, J.E., & Cvetkovich, G.T. (1987). Skills enhancement to prevent substance abuse among American Indian adolescents. *International Journal of the Addictions*, 22(9), 869-879.

Schinke, S.P., Botvin, G.J., Trimble, J.E., Orlandi, M.A., Gilchrist, L.D. & Locklear, V.S. (1988). Preventing substance abuse among American-Indian adolescents: A bicultural competence skills approach. *Journal of Counseling Psychology*, 35(1), 87-90.