Welcome to Today’s Webinar!

Substance Abuse Prevention in Schools

This event will start at 11:00 am EDT.
Welcome to Today’s Webinar

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If you have a question for the presenters, please type it in the Q & A Pane or email sssta@air.org during the Webinar.

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An event evaluation will appear as the last slide in the presentation. Please input your answers *directly* into the slide. All answers are *completely anonymous* and are not visible to other participants.

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Funded by the U.S. Department of Education’s Office of Safe and Healthy Students.

Provides training and support to states, including 11 grantees funded under the Safe and Supportive Schools Program and other state administrators; administrators of districts and schools; teachers; support staff at schools; communities and families; and students.

Goal is to improve schools’ conditions for learning through measurement and program implementation, so that all students have the opportunity to realize academic success in safe and supportive environments.

*The content of this presentation was prepared under a contract from the U.S. Department of Education, Office of Safe and Healthy Students to the American Institutes for Research (AIR). This presentation does not necessarily represent the policy or views of the U.S. Department of Education, nor do they imply endorsement by the U.S. Department of Education.*
Polling Question #1

Which of the following best describes your current role?

- State Education Personnel
- District or School Administrator
- Teacher or School Support Staff
- Community or Family Representative
- Researcher
- Federal Employee
- Other
Polling Question #2

Which of the following best describes the PRIMARY reason you chose to participate in today’s session?

- You are responsible for providing leadership on substance abuse prevention and are looking for information to inform your practice.
- You are gathering practical information and strategies on substance abuse prevention to teach to, or share with, colleagues.
- You are gathering information to inform your own professional practice in substance abuse prevention.
- More than one of the above.
Effective Substance Use Prevention in Schools

Dr. William B. Hansen, Tanglewood Research, Greensboro, NC
Objectives for today’s session

1. Explore current trends in substance use among American youth.

2. Review the latest evidence on effective prevention practices.

Onset of Substance Use

Rate of substance use by grade

Current Trends in Substance Use
Evidence on Prevention Practices
Strategies for Strengthening Prevention Practices
Cigarette use by year

Trends in Cigarette Use

Current Trends in Substance Use
Evidence on Prevention Practices
Strategies for Strengthening Prevention Practices
Substance Use Among Dropouts

Current Trends in Substance Use

Evidence on Prevention Practices

Strategies for Strengthening Prevention Practices

Citations: 17, 18
Polling Question #3

Which type of substance abuse is of GREATEST concern to you and your staff for the students in your school(s)?

- Tobacco
- Alcohol
- Marijuana
- Inhalants
- Prescription/over-the-counter drugs
- Other Drugs
- More than one of the above
Conclusions

What do these findings tell us?

- Substance use prior to middle school is rare.
- Beginning in middle school, the prevalence of commonly used substances (alcohol, tobacco, marijuana, prescription and over-the-counter drugs) increases dramatically.
- Prevalence continues to increase throughout middle school and high school.
- The intensity of use also increases.
- Cigarette smoking is at its lowest level in over 30 years.
- Alcohol continues to be the most widely used substance.
- Marijuana use is on the increase and is now more prevalent than smoking cigarettes.
What are the practical implications of these findings?

- Substance use affects students’ motivation and ability to learn.
- Substance use changes the culture and climate of a school.
- Prevention may be most appropriately timed to begin in middle school.
- Prevention should continue throughout the middle school years and continue in high school.
- With limited dollars and time, schools should adopt the most cost-beneficial strategies.
If you have a question for the presenter, please type it in the Q & A Pane or email sssta@air.org.
Three Goals of Substance Use Prevention

Current Trends in Substance Use

Evidence on Prevention Practices

Strategies for Strengthening Prevention Practices
Three Goals of Substance Use Prevention

Current Trends in Substance Use
Evidence on Prevention Practices
Strategies for Strengthening Prevention Practices
Three Goals of Substance Use Prevention

Current Trends in Substance Use
Evidence on Prevention Practices
Strategies for Strengthening Prevention Practices
Substance use prevention programs work by changing modifiable risk and protective factors – mediators.
Substance use prevention programs are characterized by their mediators.

<table>
<thead>
<tr>
<th>Mediator</th>
<th>All Stars Core</th>
<th>Keepin’ It REAL</th>
<th>Life Skills Training</th>
<th>Positive Action</th>
<th>Project ALERT</th>
<th>Quest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anger Management</td>
<td>✔</td>
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<tr>
<td>Attitudes About Use</td>
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<tr>
<td>Beliefs about Consequences</td>
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<tr>
<td>Bonding to School</td>
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<tr>
<td>Commitment to Not Use Substances</td>
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<tr>
<td>Communication Skills</td>
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<tr>
<td>Decision Making Skills</td>
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<tr>
<td>Goal Setting Skills</td>
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<tr>
<td>Non-Use Norm</td>
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<tr>
<td>Parental Monitoring</td>
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<tr>
<td>Resistance Skills</td>
<td>✔</td>
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<tr>
<td>Social Skills</td>
<td>✔</td>
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<tr>
<td>Stress Management</td>
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<tr>
<td>Values</td>
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</tbody>
</table>

How Prevention Interventions Work
How Prevention Interventions Work

Two Types of Mediators

<table>
<thead>
<tr>
<th>Skills</th>
<th>Motivators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anger Management</td>
<td>Attitudes about Use</td>
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<td>Beliefs about Consequences</td>
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<td>Decision Making</td>
<td>Bonding to School</td>
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<tr>
<td>Goal Setting</td>
<td>Commitment to Not Use</td>
</tr>
<tr>
<td>Resist Peer Pressure</td>
<td>Non-use Norms</td>
</tr>
<tr>
<td>Social Skills</td>
<td>Parental Monitoring</td>
</tr>
<tr>
<td>Stress Management</td>
<td>Values</td>
</tr>
</tbody>
</table>

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Polling Question #4

Which mediators are you most comfortable addressing in school-based substance abuse prevention programs?

- Skills
- Motivators
- Both equally
- Uncertain
Characteristic Changes in Mediators

Skills
- Skills change very little as students grow older

Motivators
- Motivational qualities tend to erode as students grow older
Skills are generally poor predictors of substance use.
Motivators are generally good predictors of substance use.
A belief that use is normal develops early among those who use.

Estimates of Peer Group Prevalence

- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12

Non Drinkers, Light Drinkers, Heavy Drinkers
Results of Four Interventions

- Information Only
- Resistance Skills Training
- Normative Education
- Combined
Normative Education drug prevention outcomes were achieved by changing normative beliefs.
Implications

What does research on mediators mean?

- **Motivators are the most reliable predictors of substance use.**
  - Attitudes about Use
  - Beliefs about Consequences
  - Bonding to School
  - Commitment to Not Use
  - Non-use Norms
  - Parental Monitoring
  - Values

- **Changing motivators should be the primary focus of intervention.**

- **Skills are generally poor predictors of substance use.**

- **Improving skills should be a secondary focus of intervention.**
If you have a question for the presenter, please type it in the Q & A Pane or email sssta@air.org.
Strategies for Strengthening Practice

Current Trends in Substance Use
Evidence on Prevention Practices
Strategies for Strengthening Prevention Practices
Which stage of the strategic planning model is your school currently focused on?

- Assessing substance abuse programs for implementation
- Deciding between programs already assessed
- Training staff in implementation
- Implementing the program(s)
- Evaluating current program(s) for effectiveness
Practical Strategies

- **Assess your current status:**
  - What do students need?
  - What programs exist?
  - Are existing programs effective?
  - What policies exist?
  - Are existing policies effective?
  - Do you have data to determine program and policy effectiveness?
Practical Strategies

- Decide what to do:
  - Adopt an evidence-based program
  - Change to a new program
  - Develop your own intervention
  - Improve implementation
  - Get broad support
There are two approaches to intervention.

<table>
<thead>
<tr>
<th>Evidence-Based Programs</th>
<th>Locally-Developed Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Theoretical &amp; empirical support</td>
<td>• Evidence-based programs don’t address all needs</td>
</tr>
<tr>
<td>• Quality materials</td>
<td>• May capitalize on insights about local issues</td>
</tr>
<tr>
<td>• Training and support</td>
<td>• May target mediators better than packaged programs</td>
</tr>
<tr>
<td>• A wide-variety available</td>
<td></td>
</tr>
<tr>
<td>• Pretest-posttest surveys</td>
<td></td>
</tr>
<tr>
<td>• Fidelity assessments</td>
<td></td>
</tr>
</tbody>
</table>

Citations • 1, 4
12, 14, 15
Programs differ in their effectiveness.

- Program A
- Program B
- Program C
- Program D
- Program E
- Program F
- Program G
- Program H
- Program I

Effect Size

0.0 0.1 0.2 0.3 0.4
Programs differ in their estimated cost-benefit.

- Program F
- Program A
- Program D
- Program B
- Program C
- Program G
- Program I

Cost-Benefit

- $0
- $10
- $20
- $30
- $40
Practical Strategies

- **Get Training:**
  - Enroll in introductory and refresher trainings
  - Define roles for all staff
  - Develop a plan for mastery
  - Complete additional personal study
Practical Strategies

- **Implement well:**
  - Teach programs with fidelity
  - Implement policies faithfully
Fidelity and Quality of Implementation

High fidelity is achieved when:

- Protocol is followed
- Delivery is complete
- Student-centered objectives are fulfilled
- Students are actively engaged and involved
- Teachers teach with skill and understanding
- Adaptations are minimized
The effects of high fidelity

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Current Trends in Substance Use
Evidence on Prevention Practices
Strategies for Strengthening Prevention Practices
Adaptation Study

- 9 teachers delivered All Stars Core
- 3 consecutive years of teaching (total of 27 classes)
- Each teacher videotaped all lessons (total of 325 lessons)
- Pairs of observers
  - Rated fidelity
  - Documented adaptations
  - Rated adaptations (Valence)
Adaptation refers to changes teachers introduce when they deliver a program.

<table>
<thead>
<tr>
<th>Changes in Methods</th>
<th>Changes in Messages</th>
</tr>
</thead>
<tbody>
<tr>
<td>- How things are done</td>
<td>- Messages about attitudes or norm not called for</td>
</tr>
<tr>
<td>- Instructions given to students</td>
<td>- Motivational messages</td>
</tr>
<tr>
<td>- New steps and activities</td>
<td>- Messages teaching new skills</td>
</tr>
<tr>
<td>- Added or altered questions</td>
<td>- Messages introducing new concepts</td>
</tr>
<tr>
<td>- Added examples and personal stories</td>
<td></td>
</tr>
</tbody>
</table>
Adaptation refers to changes teachers introduce when they deliver a program.

### Changes in Methods
- How things are done
- Instructions given to students
- New steps and activities
- Added or altered questions
- Added examples and personal stories

Average = 4.9 per lesson  
Minimum = 1.9 per lesson  
Maximum = 9.1 per lesson

### Changes in Messages
- Messages about attitudes or norm not called for  
- Motivational messages  
- Messages teaching new skills  
- Messages introducing new concepts

Average = 1.0 per lesson  
Minimum = 0.1 per lesson  
Maximum = 2.5 per lesson
How adaptations were judged in 27 classes
### Strategies for Strengthening Practice

Classrooms in which teachers made few but positive adaptations resulted in superior outcomes.

<table>
<thead>
<tr>
<th>Group</th>
<th>Classrooms</th>
<th>Percent of Students Who Remained as Non-Users</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequent-Negative Adapters</td>
<td>7</td>
<td>60%</td>
</tr>
<tr>
<td>Frequent-Positive Adapters</td>
<td>6</td>
<td>52%</td>
</tr>
<tr>
<td>Infrequent-Negative Adapters</td>
<td>5</td>
<td>56%</td>
</tr>
<tr>
<td>Infrequent-Positive Adapters</td>
<td>9</td>
<td>80%</td>
</tr>
</tbody>
</table>
The relationship between adaptation valence and objectives
Practical Strategies

- Evaluate effectiveness:
  - Student pretest-posttest surveys
  - Teacher fidelity surveys
  - Record keeping related to policies
Student Pretest-Posttest Surveys

- **Standardized for evidence-based programs**
  - Assess targeted mediators
  - Assess targeted behaviors
- **Easy to administer**
  - 20 minutes for the pretest
  - 20 minutes for the posttest
- **Informed consent**
  - Required if illegal behaviors are assessed
  - Can be “opt out” if student’s identities cannot be linked with data
Assessing Fidelity

- Standardized forms for evidence-based programs
- Teacher self-report
- Observer rating
  - Live
  - Video recording
Strategies for Strengthening Practice

- Current Trends in Substance Use
- Evidence on Prevention Practices
- Strategies for Strengthening Prevention Practices

Strategy for Continuous Improvement

Assess → Decide → Train → Implement → Evaluate → Assess
If you have a question for the presenter, please type it in the Q & A Pane or email sssta@air.org.


Upcoming Webinars

- **Evaluating the Reliability of Surveys and Assessments**
  October 25, 2011  4:00 pm – 5:30 pm ET
  October 26, 2011  11:00 am – 12:30 pm ET

- The FY11 schedule of Safe and Supportive Schools TA Center Webinars will be posted as soon as it is available.