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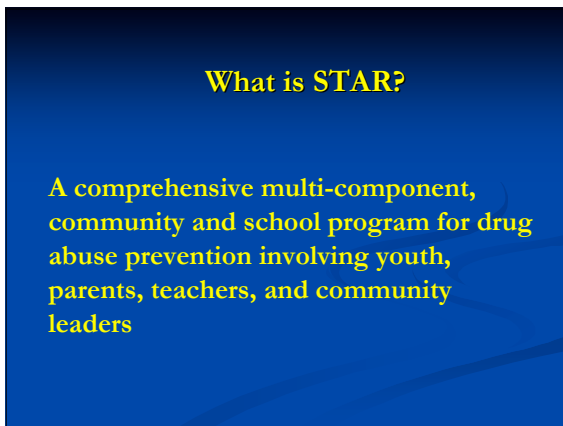
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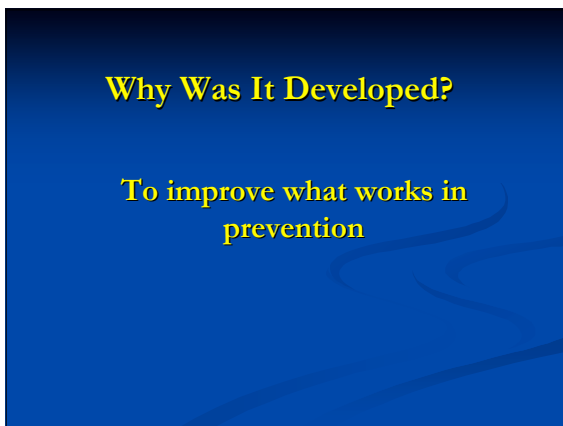
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### What Works in Prevention?

- ▶ Counteract personal, social and environmental influences on drug use
- ▶ Follow sound theoretical, process and structural models
- ▶ Implement with active social learning methods

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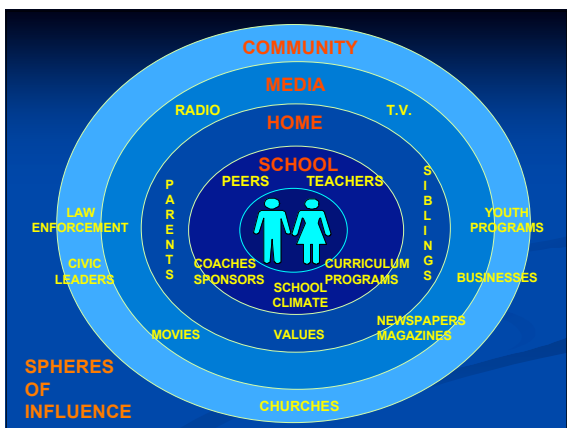
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### Arguments for Community Prevention

- Counteract multiple social influences on adolescent tobacco use with programs aimed at each influence (school, parent, community, policy, mass media)
- Reinforce social norms for non-use across the community
- Provide sustained program exposure

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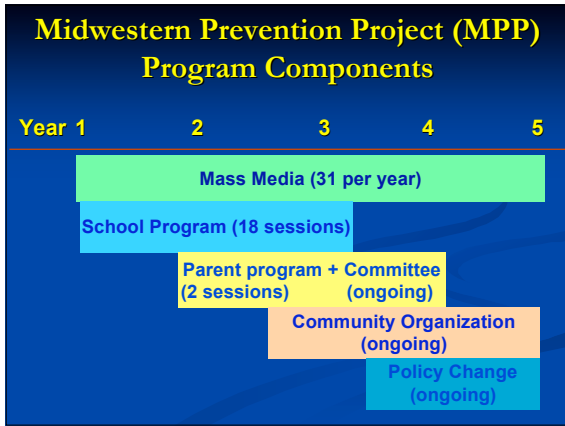
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### PROJECT STAR PROGRAM COMPONENTS

<b>Media Program</b> <ul style="list-style-type: none"><li>• Press kits</li><li>• News series</li><li>• Student video contest</li><li>• Video magazine</li><li>• Interactive television</li></ul>	<b>Community Organization</b> <ul style="list-style-type: none"><li>• Community leader skills training</li><li>• Development of council</li><li>• Development of task forces</li><li>• Policy support</li></ul>
<b>School Program</b> <ul style="list-style-type: none"><li>• Basic classroom program (10-13 sessions)</li><li>• Booster classroom program (5-7 sessions)</li></ul>	<b>Policy Program</b> <ul style="list-style-type: none"><li>• Needs assessment</li><li>• Government official training</li><li>• Referenda on prevention policy changes</li><li>• Policy support</li></ul>
<b>Parent Program</b> <ul style="list-style-type: none"><li>• Involvement in school program through homework assignments</li><li>• School guidelines</li><li>• Parent skills training (2 sessions)</li><li>• School/neighborhood support</li></ul>	

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### Project STAR School Curriculum

- 10-13 sessions in transition year to middle school or junior high school (6<sup>th</sup> or 7<sup>th</sup> grade)
- 5-7 booster sessions taught the following year in 7<sup>th</sup> or 8<sup>th</sup> grade
- Each session takes approximately 45-50 minutes
- Most often taught in health, science, social studies, guidance, and physical education classes, but may be taught in conjunction with any subject
- Teacher training: two days for Part I, one day for Part II

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### Implementation Schedule

- Start teaching curriculum 2-3 weeks after teacher training
- Wait at least one month into school, so peer relationships have formed
- Teach approximately 2 sessions per week
- Try to coordinate similar schedule for all classes, to enhance school-wide effect

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### Social Learning Method

- General principles
- Modeling
- Role playing
- Socratic group discussion with feedback
- Extended practice in real-life setting (homework)

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### Socratic Method

- No lecturing
- Teacher poses questions to capitalize on students' existing knowledge
- Students draw their own conclusions
- Teacher remains neutral
- Result is enhanced belief in topic by students

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### Peer Leader Selection

- Students vote for 5 peer leaders per class
- Students are told that in future class sessions, they will be learning special skills
- Asked to nominate classmates to assist, who are respected and liked and would be good leaders.
- Students are NOT told that it is for a drug abuse prevention program

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### Peer Leader Training

- Trained prior to start of classroom sessions
- Peer leaders from all classes may be trained together by one teacher
- Trains them in resistance skills so they can model them during classroom sessions
- Motivates them to view their job as important because other students look up to them and respect their opinions

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### Project STAR Part I Sessions

#	Title	Description
1	Consequences	Students identify positive and negative consequences of drug use and non-use, focusing on short-term and social consequences.
2	Techniques to Say "No"	Students learn and practice 8 techniques to refuse drug offers.
3	Peer Pressure Resistance	Students discuss types of peer pressure and learn assertiveness skills. They practice being assertive in role plays of pressure situations.
4	To Tell the Truth & Prevention Baseball	Students complete a survey which provides statistics on drug use rates within their school. They play a game to learn facts about drugs, their effects, use, and misuse.

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### Companion Violence Prevention Sessions – Part I (Optional)

#	Title	Description
11	Anger and Its Consequences	Students learn the difference between anger, aggression and violence, identify positive and negative consequences for each, and role play consequences.
12	De-escalating Anger	Students identify the cues of anger and learn skills to calm or de-escalate a situation. They practice by role playing situations they have seen or experienced.
13	Seeking Safety in Conflct Situations	Students learn to recognize when a situation requires seeking safety and help, and identify resources at home, school and in the community.

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### Parental Involvement through Homework

- Most assignments require involvement or assistance of a parent or other significant adult
- Gives parents the opportunity to discuss their family values, expectations and views about drug use with their child
- Raises parent awareness of the problems young people face regarding drug use

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### Sample Homework Session 1: Consequences Part A: Parent Interview

- Directions: Ask your parent the questions below and write his or her answers in the space provided.
  - If you caught me using drugs, what would the consequences be?
  - What would the consequences be if I came home drunk?
  - What do you think are some of the most common consequences that can happen to a person my age who uses drugs?
  - What do you think will be the most important benefits to me of not using drugs?

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### STAR Parent Program

- Starts with formation of Project STAR Parent Program Committee at school
- Committee consists of a minimum of 4-6 parents, 2 student leaders, and the school principal (chair).
- Committee receives a 4 hour training and comprehensive program manual
- Meet regularly throughout school year to plan and implement Parent Program activities

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### Parent Skills Workshop

- Two hour session held twice during school year (usually in evening)
- All parents of 7<sup>th</sup> or 8<sup>th</sup> graders receiving STAR Part II classroom sessions are invited to attend with their children
- Presented by Parent Program Committee members, using instructions in manual
- Teaches parents skills and techniques to help keep their children drug-free
- Fun and interactive; uses role plays, group and partner activities, worksheets and discussion.

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### Parent Skills Workshop

#### Content

- Student demonstration of resistance skills learned in class, parent role plays of the skills, and suggestions for reinforcing the skills at home
- Strategies to help parents increase awareness of their children's friends and encourage positive friendships
- Skills for improving parent-child communication during the adolescent years
- Techniques for effectively communicating expectations, promoting responsibility, and establishing and enforcing family rules

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**Parents: My Plan for Improving Communication**

Evaluate the progress you made this week by checking the appropriate column:

	I am doing this more	I am about the same	I need to do this more
Revealing my feelings without blaming or accusing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding my child's feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

From: Parent Program Manual USC © 2000

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**Community Organization**

- Community leader skills training
- Development of council
- Development of task forces
- Policy support

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**Get Ready, Get Set, Go!**

Community Organization for Drug Abuse Prevention

A Training Manual for Community Leaders

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## Table of Contents

- Community Readiness for Prevention
- Activity 1: Agree on your target Population
- 2: Your Community's Boundaries
- 3: Review your Community's Level of Readiness
- 4: Match Assets to Gaps, Needs to Resources
- Community Organization Development & Strengthening
- Activity 5: Making Your Public Commitment
- 6: Deciding on a Structure
- Initial Strategic Planning
- 7: Agreeing on a Mission Statement
- 8: The Planning Matrix

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## Media Program

- Press kits
- News series
- Student video contest
- Video magazine
- Interactive television

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## Understanding Media for Prevention Planning

A Training Manual for Community Leaders

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### Constructing Media Pieces

- Constructing a Press Kit
- Write a 1-2 sentence description of each:
  - What is the activity that you want covered?
  - Who is it aimed at?
  - Where is it to be held?
  - Why is your organization doing this?
  - When is it being held?
- Personalize your Press Kit
  - Include your organization's mission statement
  - Identify your community (psychological, social & physical boundaries)
  - Your logo and structure

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### Policy Program

- Needs assessment
- Government official training
- Referenda on prevention policy changes
- Policy support

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### Planning for ADOPTION

- Assessing risk and protective factors
- Building community readiness and involvement in prevention
- Assessing current prevention programs

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## IDENTIFICATION of Leaders and Implementers

- Snowball Sampling
- Triangulating snowball x  
prevention coordinator x  
prevention organization

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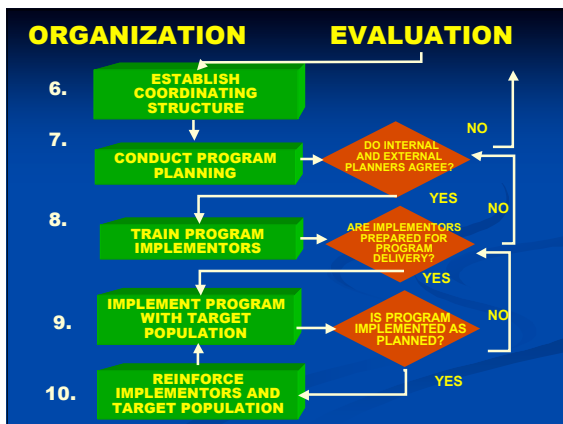
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## ADAPTATION

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### Sequencing Program Components

Situation	Recommended Sequencing
No coalition	Media, school, parent and community organization, policy
Existing coalition	Community organization/preparation (include school representative, build school support, media support)
Competing programs or initiatives	Enjoin coalition and schools to choose (media for support of choice, community organization and school, parent, policy)

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### Fitting Program Into Existing Programs and Mandates

- Assess current prevention mandates and funding streams
- Linking program with other existing programs

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# IMPLEMENTATION

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- ### Standardized Training for Fidelity of Implementation
- Train 1 or more days with modeling and practice
  - Provide manuals with examples
  - Implement 2+ times/week
  - Start within 2 weeks of training

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### How to Adapt Without Compromising Quality of Implementation

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# SUSTAINABILITY

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## Sustaining Fidelity of Implementation

- Strong school prevention coordinator
- Champion at community level
- Community facilitator who is at least partially paid to coordinate
- Back up “facilitator training” in the event of facilitator loss
- Encourage implementers to present, share, and model program with others
- Reinforce/honor implementers and participants (e.g., through Parent Skills Night, end of year picnics, school assemblies, radio/local news coverage)
- Standardized initial and refresher training

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## Sustaining Program

- Use of evaluation data
- Grant writing
- Integrating with other health initiatives
- Taking on other partners in prevention

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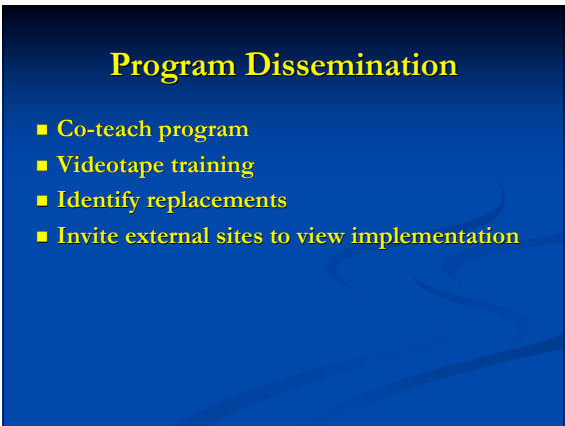
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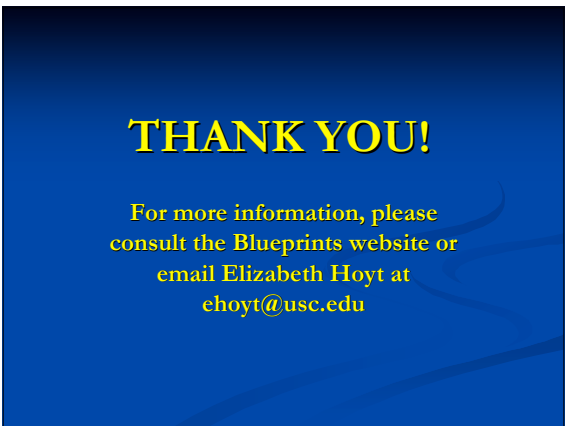
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