

Life Skills Training

<http://www.lifeskillstraining.com>

Source: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Prevention

Program Overview

Life Skills is a multi-level prevention program for grades 3 – 10. *Life Skills* training consists of 15 lessons at middle school or junior high; each lesson is 45 minutes long. Ten class booster interventions are available in the 2nd year and five class period booster lessons are available in the 3rd year. The curriculum can be taught consecutively or it can be taught on an extended scheduled (once a week). This program:

- Influences major social and psychological factors that promote the initiation of early use of substances.
- Is intended for upper elementary and middle school.
- Uses lecture, discussion, coaching and practice to enhance self-esteem, self-efficacy, decision-making, and ability to resist peer and media pressure.

Program Components

- Challenges misconceptions about drug, tobacco and alcohol use.
- Helps students deal with peer pressure.
- Empowers students to understand media pressure related to drug, tobacco and alcohol use.
- Allows students to examine their self-image and the effect of self-image on behavior.
- Allows students to set goals and keep track of personal progress.
- Identifies everyday decisions and how others may influence their decision-making.
- Allows students to analyze problem situations.
- Helps students consider alternative solutions before making decisions.
- Gives students effective communication skills.
- Trains students to use verbal and non-verbal assertiveness skills.
- Encourages students to recognize that they have choices other than aggression or passivity when faced with tough situations.

Results

A dozen evaluation studies have been completed over the past 20 years. A randomized study of new smokers yielded decreased smoking based on saliva thiocyanate analysis. A National Institute on Drug Abuse study involving 6000 students from 56 middle schools showed the following data relative to marijuana and other drugs:

- Reduced initiation of cigarette smoking by 75%, and three months after program completion, by 67%.
- Reduced alcohol use by 54%, heavy drinking by 73% and drinking to intoxication one or more times a week by 79%.
- Reduced marijuana use by 71%, and weekly or more frequent use by 83%.
- Multiple drug use decreased by 66%.
- Pack-a-day smoking reduced by 25%.

Recognition

Model Program: Center for Substance Abuse Prevention
Model Program: Centers for Disease Control and Prevention
Model Program: Office of Juvenile Justice and Delinquency Prevention
Model Program: White House Office of National Drug Control Policy
Exemplary Program: U.S. Department of Education
Programs That Work: National Institute on Drug Abuse



Project TNT Revised Edition (Towards No Tobacco)

www.etr.org/
<http://model.programs.samhsa.gov>

Source: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Prevention

Program Overview

Project TNT (Towards No Tobacco) consists of ten core lessons and two booster sessions, each 40 to 50 minutes in length. The core lessons are targeted for 7th grade but can be used throughout middle school and up to early high school. Lessons for TNT are designed to be taught over a two-week period; or, they can be spread out over a four-week period with successful results. A two-lesson booster is taught one year after the core lessons. The materials include two videos, one on assertive refusal and the other on combating tobacco use. Project goals are to:

- Delay the initiation and reduce the use of tobacco by middle school children.
- Help students be aware of misleading social information (e.g., advertising, inflating prevalence estimates).
- Give students skills to counteract social pressures to gain peer approval by using tobacco.
- Appreciate the physical consequences that tobacco use may have on their own lives.

Program Components

- Describes the course of tobacco addiction and disease.
- Describes the consequences of using tobacco.
- Encourages students to know the prevalence of tobacco use among peers.
- Demonstrates effective communication, refusal and coping skills.
- Identifies how the media and advertisers influence teens to use tobacco products.
- Identifies methods for building their own self-esteem.
- Describes strategies for advocating no tobacco use.

Results

- Smoking was reduced by an average of 51% among middle school students in Texas who received community/school tobacco prevention program that included TNT.
- Project TNT addresses all the National Health Standards

A comprehensive study involving 6,716 7th grade students from 48 junior high schools found that relative to control group students, *Project TNT*:

- Reduced initiation of cigarettes by an average of 26% (over 2 year follow up).
- Reduced initiation of smokeless tobacco use by approximately 30%.
- Reduced weekly or more frequent cigarette smoking by approximately 60%.
- Eliminated weekly or more frequent smokeless tobacco use.
- *Project TNT* shows effectiveness among ethnically diverse youths.

Recognition

Model Program: Center for Substance Abuse Prevention , National Institute on Drug Abuse, National Cancer Institute

Effective Program: Centers for Disease Control and Prevention

Exemplary Program: Department of Education



Project Alert

www.projectalert.com

Source: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Prevention

Program Overview

Project Alert is a drug prevention curriculum for middle school students which consists of a 2-year, 14 lesson approach. In the first year 11 lessons are taught, followed by 3 booster sessions the following year. On-line training is available. This program has been used in traditional classrooms and also in after-school settings. Project Alert uses activities and videos to:

- Motivate adolescents against drug use.
- Teach adolescents the skills and strategies needed to resist pro-drug pressures.
- Establish non-drug-using norms.

Program Components

- Describes the consequences for using drugs.
- Develops reasons not to use.
- Describes the benefits of being drug free.
- Recognizes that most people do not use drugs.
- Develops skills to identify and counter pro-drug pressures.
- Helps students learn how to resist advertising appeals.
- Supports others in decisions not to use.
- Supports cessation programs.
- Describes alternatives to substance use.

Results

Project Alert has been used in all 50 states since 1991. More than 18,000 teachers and 3,500 school districts use *Project Alert*. Evaluation studies have demonstrated the following effects 15 months after baseline, relative to controls:

- Current and occasional cigarette use was 20% to 25% lower.
- Regular and heavy cigarette use was 33% to 55% lower.
- Anti-drug beliefs were significantly enhanced, with many effects persisting into 10th grade. These beliefs included:
 1. Intention not to use within the next 6 months.
 2. Beliefs that one can resist pro-drug pressures.
 3. Beliefs that drug use is harmful and has negative consequences.
 4. A belief that peers respect non-users.
 5. Perceptions that few peers use or approve of using substances.
- Marijuana initiation rates were 30% lower for Project Alert students.
- Current marijuana use was 60% lower in adult-led programs.

Recognition

Model Program: Center for Substance Abuse Prevention

Exemplary Program: U.S. Department of Education

Exemplary Program: White House Office of National Drug Control Policy

Exemplary Program: National Prevention Network, the National Association of State Alcohol and Drug Abuse Directors, the Community Anti-Drug Coalitions of America

Endorsed by the National Middle School Association



Choosing Not to Use

<http://www.thtm.org/>

Source: *Choosing Not to Use*, "Overview of Teenage Health Teaching Modules" (Education Development Center, Inc. and Rocky Mountain Center for Health Promotion and Education)

Program Overview

Choosing Not to Use contains 12 lessons at grades 6-10, each designed to fit a 45-minute class period. This curriculum is designed as a part of the *Teenage Health Teaching Modules (THTM)*, a comprehensive approach to prevention and health education, which is used widely in Colorado. Key philosophies of *Choosing Not to Use*:

- Focuses on affective education, especially as it relates to peer pressure on students to use drugs.
- Uses the social influences model of drug use prevention.
- Provides a skill building approach to help students resist influences to use drugs.
- Teaches students a variety of refusal skills.
- Helps students publicly articulate healthy, positive norms.

Program Components

- Introduces students to the idea of how peers influence them, and how they can influence their peers in a positive way.
- Provides activities that motivate students not to use alcohol, tobacco, and other drugs, while reinforcing the idea that the majority of people their age don't use drugs.
- Provides a focus for decision-making and/or refusal skills in situations related to the drugs most likely to be used by middle school students: alcohol, tobacco (including spit tobacco), marijuana, and inhalants.
- Examines the way the tobacco and alcohol industries and the media influence students. Students consider ways to counteract their messages.
- Addresses the school's role for helping student to prepare for a drug-free life.
- Tests the ability of students to make good decisions in situations involving alcohol and other drugs.
- One component that has been appealing to many educators has been the inclusion of service / community based learning

Results

Choosing Not to Use is one of the *Teenage Health Teaching Modules*, which was first evaluated in 1991 (prior to the development of *Choosing Not to Use*). The study involved almost 500 students, 150 teachers and schools in seven states. Highlights of the findings include:

- *THTM* produced positive effects on health-related knowledge and attitudes of middle school/ junior high and senior high students.
- Senior high school students exposed to *THTM* reported positive changes in several health behaviors, including a reduction in tobacco, alcohol, and other drug use.
- Teachers who received *THTM* training felt more prepared to teach the curriculum, were less apt to modify it, and achieved more positive effects on student knowledge than teachers who did not receive training.

Recognition

Exemplary Program: U.S. Department of Education's National Diffusion Network.

CASEL Select: Collaborative for Academic, Social, and Emotional Learning

Promising program: The Substance Abuse and Mental Health Services Administration

Get Real About Tobacco

Source: *Get Real About Tobacco*, Introduction (Comprehensive Health Education Foundation)
http://www.unitedlearning.com/curriculum_programs/grat.cfm?id=104

Program Overview

Get Real About Tobacco is a multi-level tobacco prevention program for grades K - 12. At grades 6-9 it provides a curriculum of ten, 50-minute lessons and two videos that are designed to:

- Show student vulnerability to tobacco use.
- Help students promote messages against the use of tobacco.
- Help students become aware that they're influenced to use tobacco. Students:
 1. Identify the sources of the influence.
 2. Critically perceive messages when they get them.
 3. Learn to resist messages that promote tobacco use.

Program Components

- Allows students to share their thoughts about using tobacco.
- Describes the physiological and behavioral effects of smoking.
- Describes the effect of side stream smoke.
- Identifies sources of influence about tobacco.
- Acknowledges the powerful influence of the media and their peers.
- Helps students critically perceive messages about tobacco.
- Teaches student how to use the steps of *The Refusal Skill for Self Control*[™].
- Helps students identify situations in which they might be asked to use tobacco.
- Teaches students how to design and implement a survey to identify other students' attitudes and behaviors toward tobacco.
- Discusses how information from the survey can be used to make their environment healthier.

Results

At this time, there are no published articles providing evidence of the effectiveness of *Get Real About Tobacco* as it relates to behavior changed, however:

- It is consistent with recommendations by the CDC to prevent tobacco use and addiction.
- It clearly delineates goals and objectives so teachers can align school needs with the program.
- It is based on reputable research on drugs, drug use, and educational strategies.
- It contains tools for evaluation.