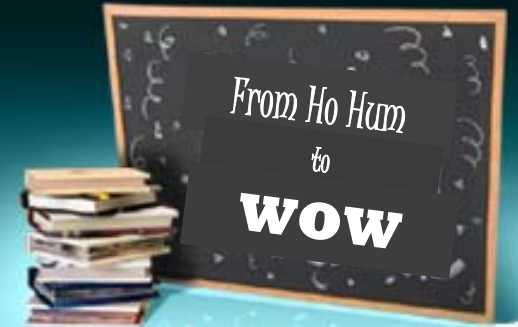




By Janet Jones

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# Explore Project Northland, Class Action and Safe Dates!



Put the **FUN** in Functional Learning:

Discover how to implement a 6-12<sup>th</sup> grade Prevention system that actively engages students in fun, meaningful, and proven strategies to reduce alcohol, tobacco, drug use and dating violence—AND has been linked to improved student performance!

# How do we effectively reduce problem behaviors?



Target all adolescents--not just those already involved.

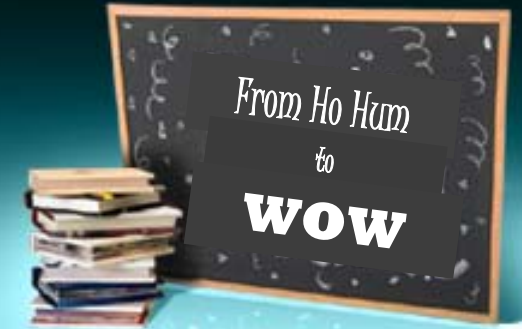
**Universal**

Give a strong, consistent message

**NOT zero tolerance!**

Use strategies that address both individual and social-environmental factors

# Public Health Model



## INDIVIDUAL (Host)

Personality characteristics and ways of thinking that increase or decrease the likelihood of problem behavior

## SOCIAL (Environment and Agent)

Aspects of the environment that support or discourage the problem behavior

## SOCIAL INFLUENCE MODEL

Attempts to design or change a behavior by promoting social acceptance and normalcy.

# Theoretical Background



## Individual Factors:

- Knowledge about consequences of problem behavior
- Personal values
- Attitudes/intentions
- Self-efficacy
- Past participation in problem behavior
- Skills to resist negative peer influence
- Incentives or reinforcements

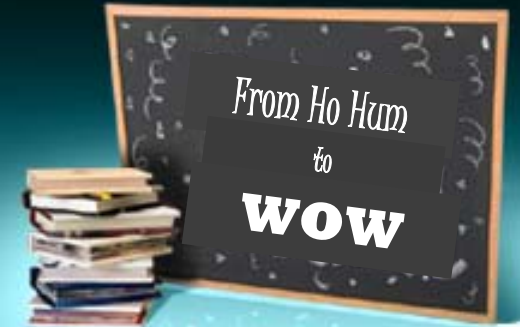
# Theoretical Background



## Social-Environmental Factors:

- Role models
- Peer influence
- Access to substance or presence of behavior
- Community norms and standards
- Parental communication, expectations, and discipline

# Peer Leadership and Participation



## Peer goals include:

- Provide peer leadership and support for nonuse
- Create opportunities for positive, healthy activities
- Create norm of nonuse

***Students see same-age peers as one of the most credible sources of social information concerning alcohol use.***

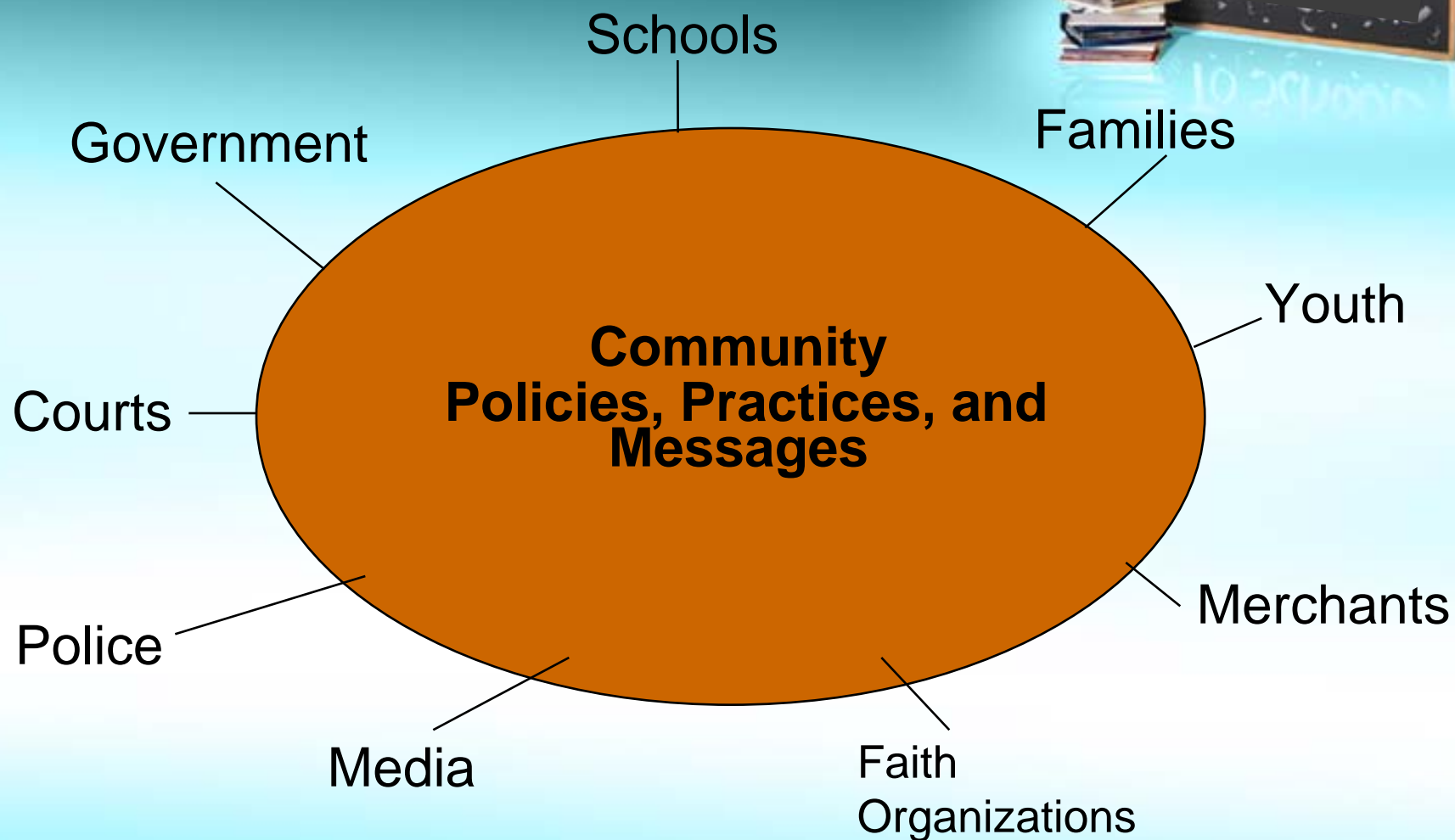
# Parent Education and Involvement



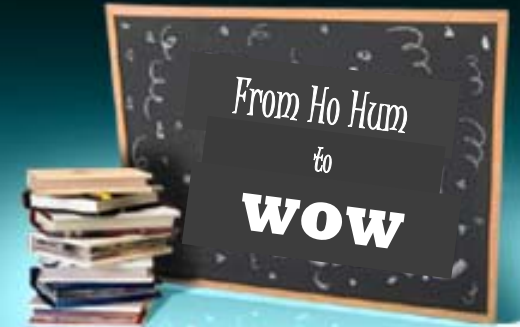
## Parent messages include:

- Develop clear, consistent rules with appropriate consequences
- Discuss and enforce rules
- Monitor children and know children's friends
- Role model behavior that you want children to adopt
- Discuss mass media messages
- Provide fun, alcohol-free, activities
- Reduce access to alcohol and other problem agents
- Participate in school and community policy-making

# Community Intervention

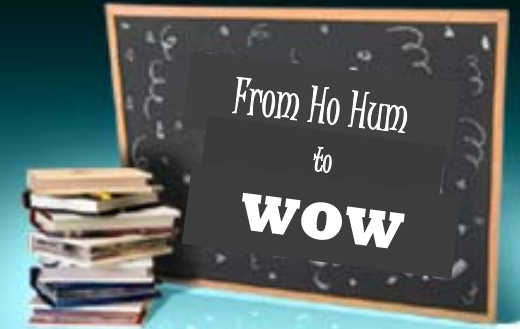


# Meet Project Northland



- **Slick Tracy (6<sup>th</sup> Grade)**
  - Parent Focus: Increases parent-child communication and assists in establishing household rules
- **Amazing Alternatives (7<sup>th</sup> Grade)**
  - Peer Focus: Examines the influences to use alcohol that young people encounter and teaches students skills to resist them
- **Powerlines (8<sup>th</sup> Grade)**
  - Community Focus: Introduces students to professional and political groups within the community and teaches them techniques to bring about community-level change
- **Program Guide (Community Mobilization)**
  - Environmental Strategies: Reviews and revises laws and policies about underage alcohol use; Comprehensive strategies

# The Slick Tracy Home Team Program 6th Grade Curriculum



## Program Goal

*To open lines of communication  
around alcohol use between young  
adolescents and their parents*

- Five 30 to 45-minute weekly classroom sessions
- Two to three classroom sessions to create posters
- Poster fair
- Four activity comic books with activities to be done at home

# Amazing Alternatives! 7th Grade Curriculum



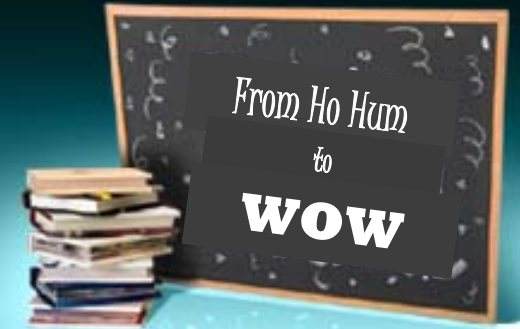
## Program Goal

*To develop interpersonal and refusal skills in young adolescents and to build positive peer-group influences*

- Eight 45-minute classroom sessions
  - Peer-led experiential activities
  - Interactive “Home Team” activities
- ✓ Audiorecordings
  - ✓ Role plays
  - ✓ Group discussions
  - ✓ Games
  - ✓ Problem solving

# PowerLines

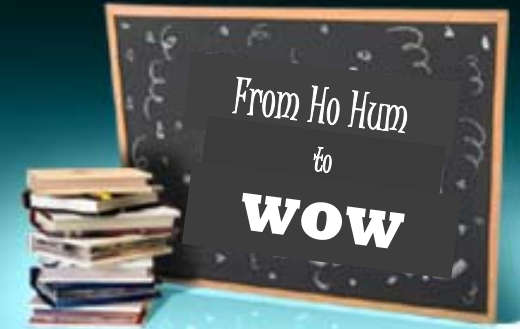
## 8th Grade Curriculum



**Program Goal** *To introduce students to professional and political groups within the community that influence adolescent alcohol use and to reinforce messages and behaviors learned in Slick Tracy and Amazing Alternatives!*

- One 45-minute optional classroom prep session
- Eight 45-minute classroom sessions
- Projects connect youth with community leaders
- Interactive “Home Team” Activities

## Outcomes for Intervention Group (All Students)

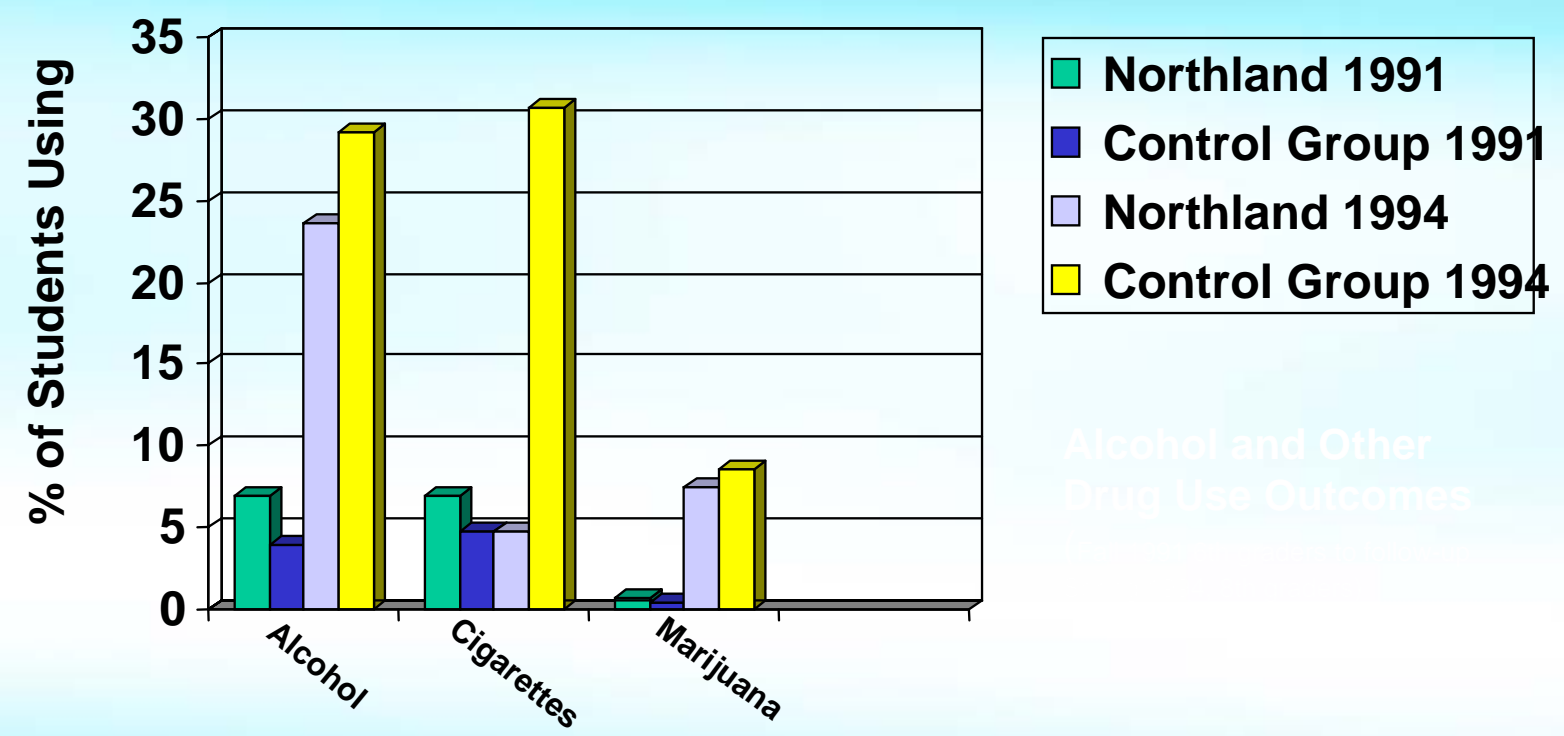


At the end of 8<sup>th</sup> grade, students involved in Project Northland showed

- 20% lower rate of monthly drinking
- 30 % lower rate of weekly drinking
- 27% lower rate of both alcohol and tobacco use  
(compared to the control group)

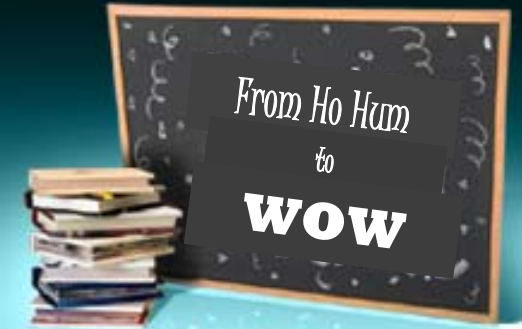


## All Students



Alcohol and Other  
Drug Use Outcomes  
Control Group 1994

# Outcomes for Baseline Non-Users



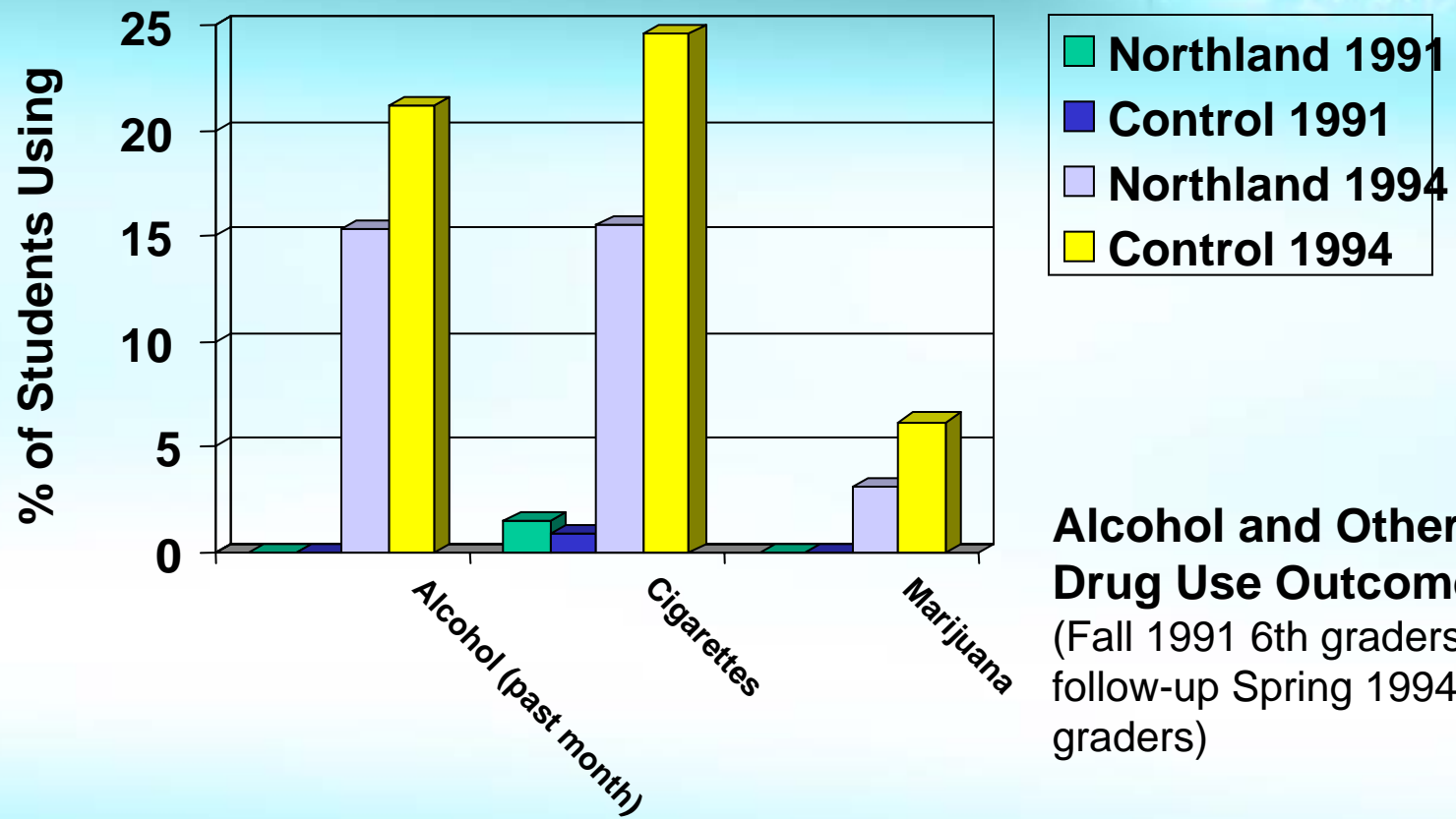
At the end of 8<sup>th</sup> grade students who were involved in Project Northland and who had not used alcohol at baseline showed:

- 28% lower rate of monthly drinking
- 46% lower rate of weekly drinking
- 37% lower rate of cigarette smoking
- 50 % lower rate of marijuana use

(compared to the control group)



### Baseline Nonusers



**Alcohol and Other Drug Use Outcomes**  
(Fall 1991 6th graders to follow-up Spring 1994, 8th graders)

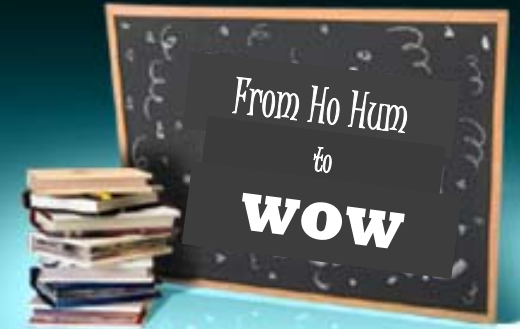
# Meet Safe Dates



## Dating Violence Prevention Curricula (9<sup>th</sup> Grade)

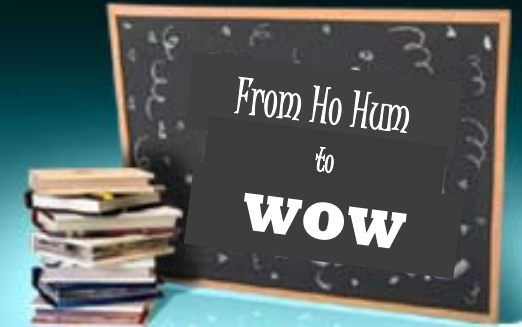
Highly engaging and interactive, *Safe Dates* helps teens recognize the difference between caring, supportive relationships and controlling, manipulative, or abusive dating relationships.

# Safe Dates Components



- Nine sessions, fifty-minutes in length
- Dating abuse play
- Poster contest
- Parent materials
- Teacher training materials

# Topics Covered in the Curriculum



Session 1: Defining caring relationships

Session 2: Defining dating abuse

Session 3: Why do people abuse?

Session 4: How to help friends

Session 5: Helping friends

Session 6: Overcoming gender stereotypes

Session 7: Equal power through communication

Session 8: How we feel? How we deal?

Session 9: Preventing sexual assault

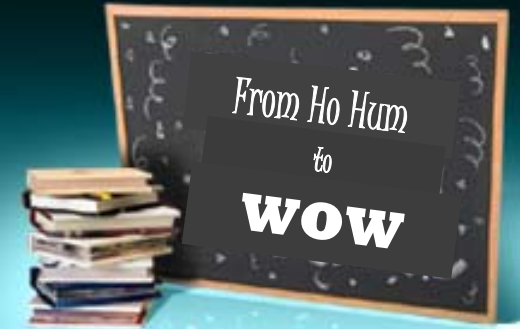
# Meet Class Action



Class Action is a comprehensive curriculum with proven capability to delay onset and reduce alcohol use among adolescents

- students explore the tragic consequences of alcohol use during adolescence by enacting six civil court cases
- students are enlisted to influence environmental approaches to reduce youth access to alcohol

# Class Action High School Curriculum



Class Action extends Project Northland into high school, with a highly engaging curriculum in which students act as a team of prosecuting attorneys in six civil cases:

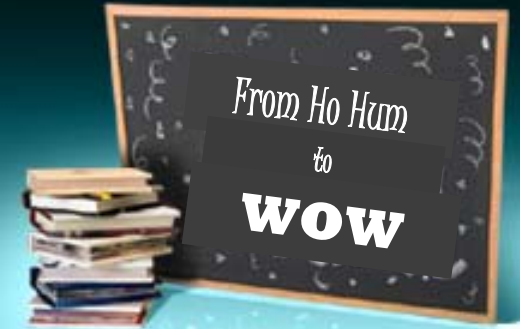
- #1 Drinking & Driving
- #2 Fetal Alcohol Syndrome
- #3 Drinking and Violence
- #4 Date Rape
- #5 Drinking and Vandalism
- #6 School Alcohol Policies (focus on athletics)

# Key Areas of Success in Interventions



- Peer influences
- Normative expectations of young people
- Self-efficacy in normal situations
- Attitudes toward substance use and problem behavior
- Parent-child communication
- Community engagement

# Health Education Standards (Sixth–Eighth Grade)



## Knows how:

- To locate and use health information, products, and services that provide valid health information
- Cultural beliefs influence the health of its members
- Peer relationships affect health
- To build and maintain positive relationships with interpersonal communication
- To distinguish between safe and risky or harmful behaviors
- To seek help and support through appropriate resources
- To identify potential signs of self- and other-directed violence
- To manage conflict effectively
- To demonstrate refusal/negotiation skills

# Health Education Standards (9<sup>th</sup> through 12<sup>th</sup> grade)



## Knows how:

- To seek professional help when needed
- To communicate effectively with family, friends, and others, and the effects of open and honest communication.
- To solve interpersonal conflicts without harming self or others.
- Refusal, negotiation, and collaboration skills can be used to avoid potentially harmful situations.
- Alcohol, tobacco, and other drugs often plays a role in dangerous behavior and can have adverse consequences on the community (e.g., domestic violence, date rape).

# Health Education Standards (9<sup>th</sup> through 12<sup>th</sup> grade)



## Understands:

- The responsibilities inherent in dating relationships, marriage, and parenthood.
- The role of denial as a negative influence on mental and emotional health, and ways to overcome denial and seek assistance when needed.
- The short- and long-term consequences of safe, risky, and harmful behaviors.

# Life Skills: Thinking and Reasoning: *(6th – 8th grade)*



- Identifies alternative courses of action and predicts likely consequences of each.
- Selects the most appropriate strategy or alternative for solving a problem.
- Examines different alternatives for resolving local problems and compares the possible consequences of each alternative.
- Identifies situations in the community and in one's personal life in which a decision is required.
- When appropriate, takes action to implement the decision.

*Thinking and Reasoning: (9th – 12th grade)*

*Working with Others: (6th – 12th grade)*



- Applies trouble-shooting strategies to complex real-world situations.
- Demonstrates respect for others in the group.
- Engages in active listening.
- Communicates ideas in a manner that does not irritate others.
- Determines the causes of conflicts.
- Identifies an explicit strategy to deal with conflict.
- Displays empathy with others.
- Communicates in a clear manner during conversations.