



# The Midwestern Prevention Project (STAR) Adaptation in Context

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# What is STAR?

A comprehensive multi-component, community and school program for drug abuse prevention involving youth, parents, teachers, and community leaders

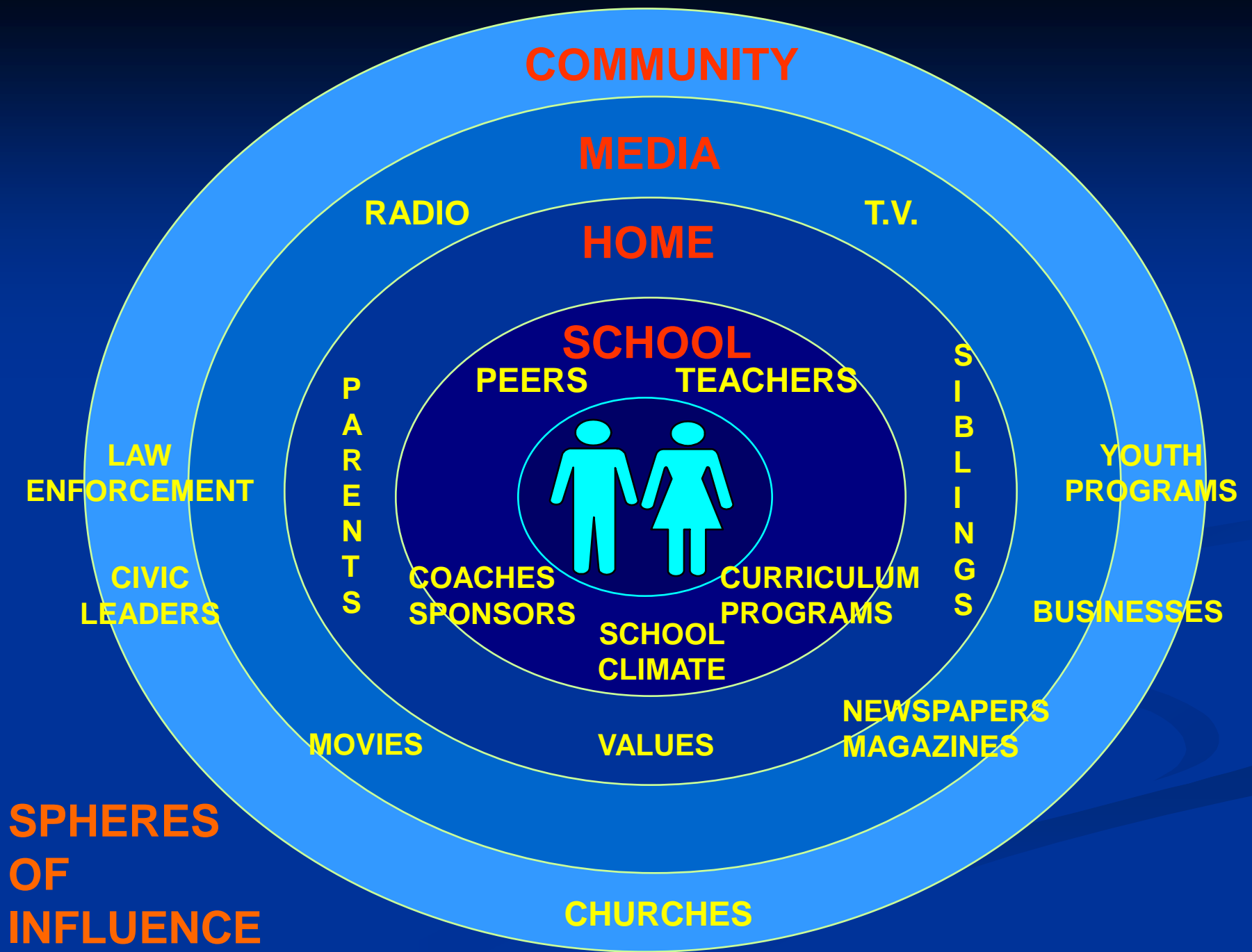
# Why Was It Developed?

To improve what works in  
prevention

# 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





# 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**

# Midwestern Prevention Project (MPP)

## Program Components

**Year 1**

**2**

**3**

**4**

**5**

**Mass Media (31 per year)**

**School Program (18 sessions)**

**Parent program + Committee  
(2 sessions) (ongoing)**

**Community Organization  
(ongoing)**

**Policy Change  
(ongoing)**

# PROJECT STAR PROGRAM COMPONENTS

## Media Program

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

## School Program

- Basic classroom program (10-13 sessions)
- Booster classroom program (5-7 sessions)

## Parent Program

- Involvement in school program through homework assignments
- School guidelines
- Parent skills training (2 sessions)
- School/neighborhood support

## Community Organization

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

## Policy Program

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



# 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

# 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

# Social Learning Method

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

# 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



# 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

# 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

# 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.

# 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 Conflict Situations	Students learn to recognize when a situation requires seeking safety and help, and identify resources at home, school and in the community.

# 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

# 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?



# 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

# 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.



# 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

# 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"/>

# Community Organization

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

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

## **Community Organization for Drug Abuse Prevention**

### **A Training Manual for Community Leaders**

# 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

# Media Program

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

# Understanding Media for Prevention Planning

A Training Manual for Community  
Leaders

# 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



# Policy Program

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

# Planning for **ADOPTION**

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

# IDENTIFICATION of Leaders and Implementers

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

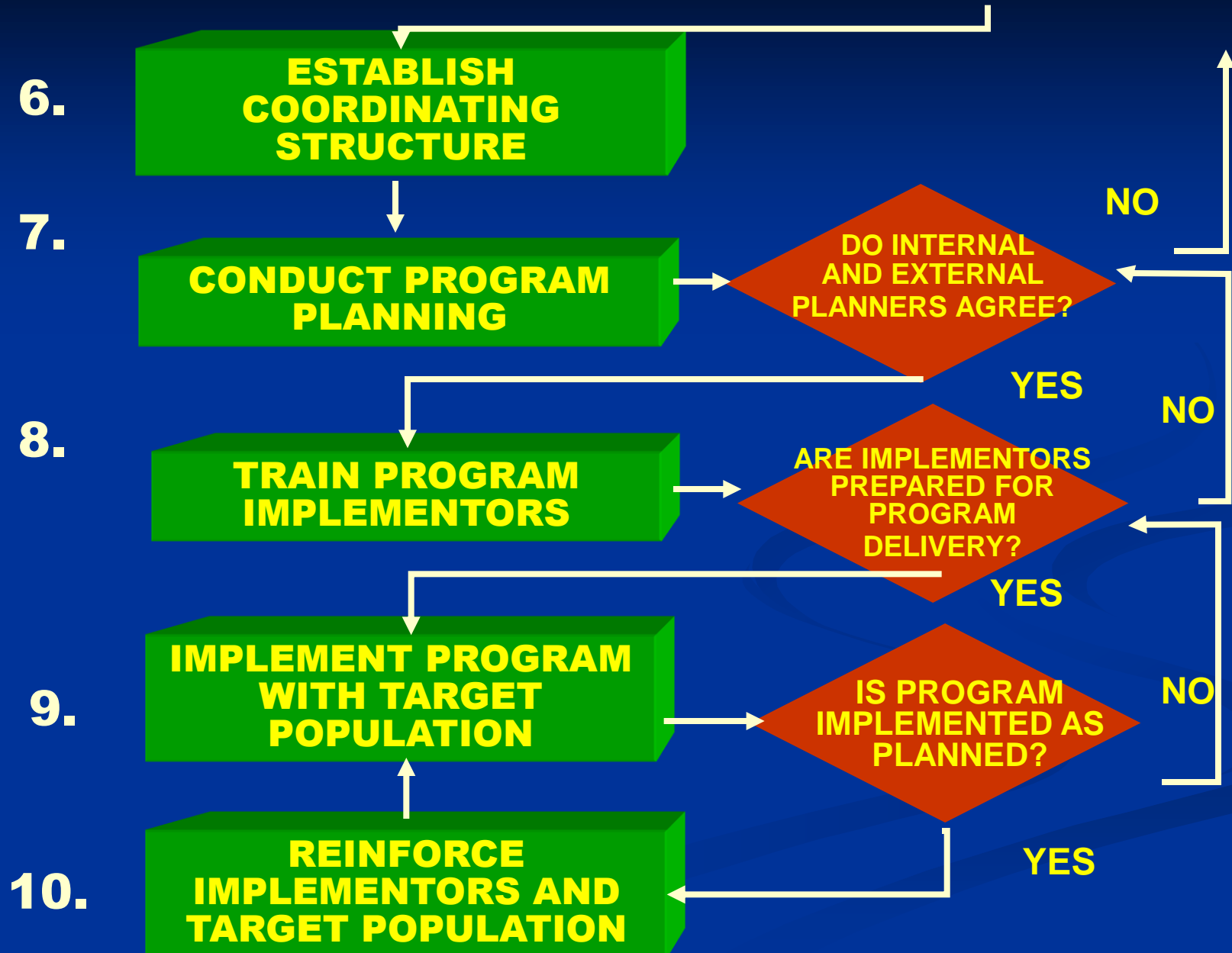
# ORGANIZATION

# EVALUATION



# ORGANIZATION

# EVALUATION



# IMPLEMENTATION

# 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

# SUSTAINABILITY



# 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

# Sustaining Program

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

# DISSEMINATION

# Program Dissemination

- Co-teach program
- Videotape training
- Identify replacements
- Invite external sites to view implementation

# ADAPTATION

# 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)

# Fitting Program Into Existing Programs and Mandates

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

# How to Adapt Without Compromising Quality of Implementation



- **Maintain standards of training and use of materials .**
- **Provide pro-active coaching.**
- **Provide pro-active technical assistance (supplemental reading, funding, and leadership)**
- **Assess quality control mid-implementation.**
- **Invite implementers to generate new skill applications.**

# Three Case Studies

Site	Adaptation
Indianapolis	Incorporate new violence prevention lessons
Lycoming County, PA	Organize at the county level, implement at the local town level
STEP Cities (24)	Abbreviate community organization manual to 90+ pages, with modules, incorporate sustainability training into community organization

# Additional Context for Adaptation

- Ethnic culture
- Community culture
- Implementer variations

# How Do You Know That The Adaptation Worked?

- Evaluate changes in targeted risk factors annually or bi-annually
- Measure trends of change in drug use norms, attitudes, and drug use
- Invite feedback from teachers, community leaders, parents, youth about program adaptation relevance
- Ability to use the program to generate external funding support for adaptation target

# THANK YOU!

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