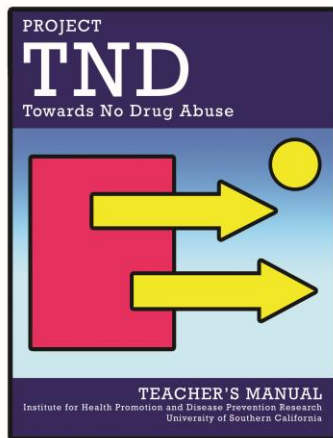


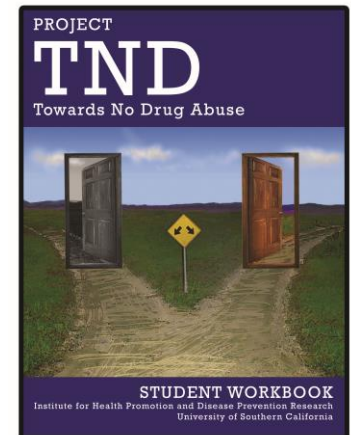
Reducing Substance Abuse in High Schools for over Two Decades

Project Towards No Drug Abuse

University of Southern California
Institute for Health Promotion & Disease
Prevention Research



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Objectives of TND Workshop

Participants will:

- Understand the theory and research that support Project TND
- Become familiar with Project TND curriculum objectives, content, methods, and activities
- Experience the program “hands on” with a demonstration of TND activity
- Obtain information about how your school or agency can implement a program like TND

Background

- Very few effective drug abuse prevention programs that target senior high school-age youth (14-18) have been developed.
- For younger teens (middle school), drug abuse prevention programs based on social influences model have been most effective.
- Project TND is an effective drug abuse prevention program that targets high school age youth.

Project TND Awards and Recognition

- Considered a “model” or evidence-based program by:
 - National Institute on Drug Abuse (NIDA)
 - U.S. Department of Education
 - Center for Substance Abuse Prevention (CSAP)/Substance Abuse and Mental Health Services Administration (SAMSHA)
 - BLUEPRINTS for healthy youth development
 - Health Canada
 - California Department of Education
 - Maryland Blueprints

Project TND Model and Theory


Motivation-Skills-Decision Making Model of Problem Behavior

**Motivation/
Cognitive Misperceptions**

**Social, Coping and
Self-control Skills**

Decision Making

Behavior:
- Violence-
related
- Drug use



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graph LR; A[Motivation/  
Cognitive Misperceptions] --> D[Behavior:  
- Violence-  
related  
- Drug use]; B[Social, Coping and  
Self-control Skills] --> D; C[Decision Making] --> D;
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The diagram illustrates the Motivation-Skills-Decision Making Model of Problem Behavior. It features three input factors on the left: 'Motivation/Cognitive Misperceptions', 'Social, Coping and Self-control Skills', and 'Decision Making'. Arrows from each of these factors point towards a single outcome on the right, 'Behavior: - Violence-related - Drug use'. The entire model is set against a light blue background with a pink and blue border.

Motivation-Skills-Decision Making Model

Motivation:

- People like to live in harmony between their beliefs and behaviors.
- Awareness of discrepancies in one's beliefs leads to a desire to reduce the discrepancies (motivation).

Motivation

In TND lessons, students:

- Examine their beliefs and perspectives
- Examine their ambivalence about drug use
- Clarify what kind of person they are and what they value
- Resolve self arguments

Applications of Motivation Component

Session 2 – Stereotyping

- Students become aware that others often think they are deviant, but they are not that deviant. To achieve balance, either they need to become more deviant or to rebel against the stereotype.

Session 3 – Myths and Denials

- Students identify myths associated with drug use, and how people use various beliefs to justify their drug use.

Session 6 – Stress, Health, and Goals

- Students learn the importance of health as a value in accomplishing life's goals.

Session 11 – Perspectives

- Students find out that most people have moderate views regarding drug use.

Skills

- Social skills
 - Session 1: Introduction to Project TND and Communication Skills. Students learn the importance of listening and other communication skills.
- Coping
 - Session 6: Stress, Health, and Goals. Students learn healthy alternatives for coping with stress.
- Self-control
 - Session 8: Self-Control. Students learn how to match their behavior to different social situations.

Decision Making

- Session 12: Decision Making and Commitment
 - Students examine the many choices they have about behaviors, including drug use.
 - They make a personal commitment regarding drug use (e.g., to think about the dangers of drug use, reduce or quit drug use, or continue to be drug free).

Target Audience for Project TND

- High school youth, ages 14-19, including males and females
- Students in regular and alternative high schools
- Youth from diverse cultural/ethnic groups (e.g., White, Latino/Hispanic, African American, Asian)

Objectives of the Program

- At the completion of this program, students will be able to:
 - Stop or reduce the use of cigarettes, alcohol, marijuana and hard drugs
 - Stop or reduce weapon carrying
 - State accurate information about environmental, social, physiological and emotional consequences of drug use and abuse
 - Demonstrate behavioral and cognitive skills
 - Make a personal commitment about drug use

Program Evaluation Research

Evaluation of TND

- 7 experimental (randomized) evaluation studies have been conducted since 1994.
- Studies have involved ethnically diverse groups of students from regular and alternative high schools (AHSs), in urban, suburban, and rural areas.
 - In California, AHSs are referred to as “continuation” high schools.
 - Ages = 14-19 years; 50% to 65% males

Study Designs for the Seven Trials

Study	Design (Random Assignment)	Implementers	Sample Size
TND-1 (AHS)	Program vs. ASB program vs. control	USC health educators	21 AHS; n=1074
TND-2 (RHS)	Program vs. control	USC health educators	3 RHS; n=679
TND-3 (Self-Instruction)	Program taught vs. self-instruction vs. control	USC health educators	18 AHS; n=575
TND-4 (Social Network)	Program vs. TND network vs. control	USC health educators	14 AHS; n=541
TND-5 (Classroom teachers)	TND cognitive misperceptions vs. TND behavior skills vs. control	USC health educators & trained classroom teachers	18 (AHS/RHS); n=2064
TND-6 (Dissemination)	Program (reg training) vs. program (enhanced training) vs. control	Trained classroom teachers	65 (AHS/RHS); n=2538
TND-7 (MI)	Program vs. program (with MI booster) vs. control	USC health educators	24 AHS; n=1186

Ethnic Breakdown of the Seven Studies

Study Number	% Hispanic	% White	% African American	% Asian or Other
TND-1 (AHS)	46	37	8	9 (4% Asian; 3% Am. Ind.)
TND-2 (RHS)	38	34	26	2
TND-3 (Self-Instruction)	42	45	5	8 (7% Asian)
TND-4 (Social Network)	72	11	6	11
TND-5 (Classroom teachers)	62	18	8	12 (9%Asian)
TND-6 (Dissemination)	29	41	16	14 (3% Asian,7% mixed)
TND-7 (MI)	65	12	4	19 (13% mixed)

General Findings of the Seven Studies

Study Number	Main Findings
TND-1 (AHS)	TND worked in alternative HS settings ASB (community) condition failed to add additional effects
TND-2 (RHS)	TND worked in regular HS setting
TND-3 (Self-Instruction)	TND worked Self-instruction condition did not work
TND-4 (Social Network)	TND Network worked Most effective for students with peer networks that did not use drugs
TND-5 (Classroom teachers)	Cognitive Misperception and Combined TND worked; no difference between conditions (motivation enhancement stimulated by classroom interaction is important); classroom teachers can deliver the program as well as trained health educators
TND-6 (Dissemination)	TND worked; standard training is sufficient with classroom teachers
TND-7 (MI)	TND worked; MI condition failed to add an additional effect

Drug Use and Violence-Related Effects across the first 3 TND
Evaluation Studies: Compares Prevalence Reduction of Program
Group(s) Relative to Control Group(s)

	Study 1 (AHS)	Study 2 (RHS)	Study 3 (AHS)
Cigarettes	NS	NS	27%
Alcohol	7%	12%	9%
Marijuana	NS	NS	22%
Hard Drugs	25%	25%	26%
Victimization*	23%	17%	6%
Weapon Carrying*	21%	19%	25%

Notes: AHS=alternative high schools; RHS=regular high schools; NS=not statistically significant; drug use refers to last 30 days; violence indicators refer to last 12 months; * = among males only

TND Effects on Drug Use by Trial

STUDY	Cigarettes	Alcohol	Marijuana	Hard Drugs
TND-1 (ASB)		✓		✓
TND-2 (RHS)		✓		✓
TND-3 (Self-Instruction)	✓	✓	✓	✓
TND-4 (Networked)			✓	✓
TND-5 (Classroom Teachers)				✓
TND-6 (Dissemination)			✓	✓
TND-7 (MI)	✓	✓		✓

Program Implementation

Program Delivery

- Includes 12 classroom-based lessons.
- Approximately 40-50 minutes each.
- Designed to be implemented over a 4-week period (3 days per week).
- If you need to spread it out, could be implemented twice a week for 6 weeks, on the condition that all lessons are taught.

Importance of Program Fidelity

- Fidelity refers to implementation as was intended by program developers.
- Previous studies show prevention programs are more likely to be effective when implemented with fidelity.
- We know that Project TND works when it is implemented as written.

Fidelity in Project TND

- Classroom-based (10 participants min.)
- Must complete all 12 sessions
- Sessions taught in the order as written (i.e., content and methods)
- Delivery schedule: ideally, 2-3 days per week
- TND Game before and after each session
- Interactive student involvement

Curriculum Overview and Teaching Methods

Project TND Curriculum Outline

- Session 1: Introduction and Communication Skills
- Session 2: Stereotyping
- Session 3: Myths and Denial
- Session 4: Chemical Dependency
- Session 5: Talk Show
- Session 6: Stress, Health, and Goals
- Session 7: Tobacco Basketball and Cessation*
- Session 8: Self-Control
- Session 9: Marijuana Panel*
- Session 10: Thought and Behavior Loops*
- Session 11: Perspectives
- Session 12: Decision making and Commitment

Note: * = Three new lessons added to the TND-1 curriculum to comprise the (current) 12-session TND-2 curriculum.

TND Session Summaries

Session	Title	Description
1	Active Listening	Students are introduced to Project TND and discuss the importance of being active listeners. They also learn listening and communication skills.
2	Stereotyping	Students learn that believing stereotypes can lead to self-fulfilling prophecies and can put one at risk, limiting the choices of both the person who is stereotyping and the target of the stereotype. They also learn corrective drug use prevalence information.
3	Myths and Denials	Students learn to identify myths associated with drug use, how to distinguish a truth from falsehood, and how people use various beliefs to deny or justify their drug abuse.
4	Chemical Dependency	Students learn about the course of negative consequences associated with chemical dependency. They also learn about the various roles that people play in relationships with chemically dependent family members or friends.
5	Talk Show	Students role play a talk show whose guests are affected by drug abuse. They learn about many environmental, social, physical, and, emotional consequences of chemical dependency.
6	Stress, Health & Goals	Students learn various ways to cope with stress and the importance of health as a life value in accomplishing life's goals.

Project TND Session Summaries (continued)

7	Tobacco Basketball and Use Cessation	Students play a “tobacco basketball” question game and learn about tobacco use consequences and cessation. They are also introduced to a brief quit manual.
8	Self-control	Students learn to examine their own level of self-control, how to match their behavior to different social contexts, and the importance of being assertive.
9	Marijuana Panel	Students learn about the consequences of marijuana use through use of a group “panel” activity. Students role play those affected by marijuana use.
10	Positive and Negative Thought and Behavior Loops	Students learn how positive or negative thinking, choices and behavior are tied together as process “loops”. Also, they are provided with reasons for violent behavior and violence prevention material.
11	Perspectives	Students present differing views on such topics as cell phone laws and drug use policy, and find out that most people have moderate views regarding drug use. Alignment of behavior with their moderate attitudes is suggested.
12	Decision-making & Commitment	Students realize they have many choices and can make different decisions regarding drug use and abuse. They consider different options and make a commitment to themselves regarding drug use.

Session 1: Introduction to Project TND and Communication Skills

- Students are introduced to Project TND and discuss the importance of being active listeners.
- Students learn how to communicate effectively and listen with an open mind.
- Motivation & skills component (MSD Model).

Listening Paragraph



Drug use has many consequences and people use drugs for different reasons. Eddy started smoking marijuana occasionally with a friend. Now he is getting high every day, showing up late for school, or not at all. He says he doesn't even care about the classes he's behind in, because he can always take them again. Sherry thought that a beer every now and then at a party was no big deal. Now she's partying a lot, but feels tired and burnt out. She doesn't want to hear about the crazy things everyone said she did at the party last night. David keeps saying that he can quit smoking cigarettes any time. Every time he tries, he bugs his friends for cigarettes day and night. Then, a few days after he tries to quit, he buys another pack. When people begin to experiment with drugs, they seldom realize how many consequences there might be. The consequences may be different for different people.

Session 2: Stereotyping

- Students learn that believing negative stereotypes can lead to self-fulfilling prophecies making themselves more “at risk” for substance abuse.
- Prevalence data regarding high school drug use is provided which shows them just how much students over estimate drug use among peers.
- Motivation component (MSD Model).

DRUG USE DATA

DRUG	WHAT STUDENTS THINK IS TRUE ¹ about high school students' drug use	ACTUAL MONTHLY DRUG USE ² reported by high school students across the U.S.
Marijuana	74%	14%
Ecstasy (XTC)	25%	1%
Cigarettes	83%	12%
Hallucinogens (for example, “shrooms”)	46%	1%
Cocaine	33%	2%
Alcohol	72%	29%

“Monthly” use refers to using the drug one or more times in the past month (30 days).

¹ These statistics are averaged from more than 10,000 students enrolled in 80 high schools (traditional and alternative) across Southern California (2002-2008).

² These statistics are derived from more than 15,000 tenth-grade students surveyed in 2008 in the national *Monitoring the Future* study (<http://www.monitoringthefuture.org>). Error in all of these estimates is low.

Session 3: Myths and Denial

- Students learn to identify myths associated with drug use, how to distinguish a truth from a lie, and how people use various beliefs to deny or justify their drug abuse.
- Session also confronts denial regarding drug use to minimize the perceptions of positive functions of drug use.
- Motivation & decision making components (MSD Model).

Four Myths of Drug Use

- **MYTH 1: DRUG USE PROVIDES EMOTIONAL PROTECTION FROM THE OUTSIDE WORLD.**
- **MYTH 2: DRUGS HELP PEOPLE TO ESTABLISH FRIENDSHIPS.**
- **MYTH 3: PEOPLE GET USED TO A DRUG.**
- **MYTH 4: DRUG USE SHOWS INDEPENDENCE.**

Denial Example #1

DRUG USERS MAY DENY INJURY FROM DRUG USE.



Session 4: Chemical Dependency

- Students learn about the negative consequences associated with chemical dependency.
- Family roles and enabling are also discussed.
- Students are also provided with a self-help assistance tool kit.
- Motivation component (MSD Model).

Session 5: Talk Show

- Students role play a talk show whose guests are affected by drug abuse.
- They learn about many physical, emotional and social consequences of chemical dependency.
- Students can experience what it would be like to have a drug abuser impact their life.
- Everyone participates - 6 students sit on panel.
- Motivation & decision making components (MSD Model).

Talk Show Guests:

- Current Alcoholic and Drug Addict (DAVID)
- David's Girlfriend (CECILIA)
- Parent of Teenager who was a Victim of a Drunk Driving Accident (JESSICA/JIM)
- Recovering Drug Addict/Alcoholic (YVONNE/RICHARD)
- D.U.I (Driving Under the Influence) inmate convicted of manslaughter (EDDY/BONNIE)
- Best friend of someone who died of an accidental overdose (FRANK/LUCY)

Session 6: Stress, Health and Goals

- Students learn various ways to cope with stress and the importance of health as a life value in accomplishing life's goals.
- Motivation and skills components (MSD Model).

SESSION 6 - COPE

- Consider alternatives — Relaxation, journal writing, expression (painting, drawing, music, dance, etc.)
- Others' support — Counseling, venting to a family member or friend, peer groups
- Problem solving — Seek info, set goals, follow through
- Esteem building — reflect on your strengths, learn new skills, take on new projects, complete your "to-do" list

Session 7: Tobacco Basketball and Use Cessation

- Students play a “tobacco basketball” question game and learn about tobacco use consequences and cessation information.
- They are also introduced to a brief quit manual.
- Motivation and skills components (MSD Model).

Session 8: Self-Control

- Students learn to examine their own level of self-control, how to match their behavior to different social contexts, the importance of being assertive, and achieving personal goals.
- Skills component (MSD Model).

Behavior Checklist

	3 points ALWAYS	2 points USUALLY	1 point SOMETIMES	0 points NEVER
1. I enjoy arguing with people.				
2. I express all of my feelings.				
3. If I think something someone says is stupid, I tell them so.				
4. If I am angry, I act like it.				
5. My mouth gets me in trouble a lot.				
6. I do things just to get attention.				
7. Sometimes I provoke people just for the fun of it.				
8. My feelings get hurt easily.				
9. I hate being wrong.				
10. I say things that I regret later.				
TOTALS	+	+	+	=

Behavior Checklist SCORES

Less than 10 = high self-control

Between 11 and 15 = self-control is lacking at times

Between 16 and 20 = self-control needs work

**Between 21 and 30 = self-control needs A LOT of
work**

Session 9: Marijuana Panel

- Students learn about the consequences of marijuana use through use of a group “panel” activity.
- Students role-play those affected by marijuana use.
- Motivational component (MSD Model).

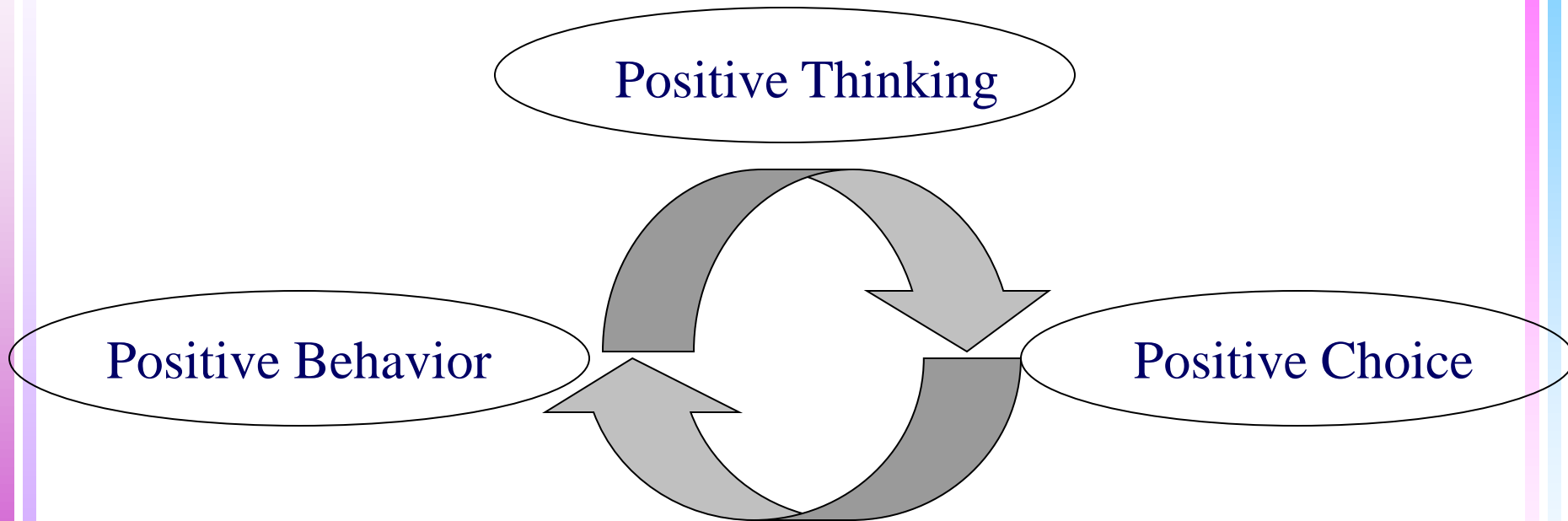
Marijuana Panelists:

- High school age teen ex-user (DANNY/DANIELLE)
- Boyfriend/Girlfriend of current marijuana user (JAMES/CHERYL)
- Parent of teenager current marijuana user (AMANDA/JOHN)
- Scientist (YOLANDA/STEVE)

Session 10: Thought and Behavior Loops

- Students learn how positive thinking, choices and behavior, or negative thinking, choices and behavior are tied together as process “loops”.
- Also covered are reasons for violent behavior and violence prevention material.
- Motivation, skills and decision-making components (MSD Model).

Positive Experience Loop



positive thought: "I want to be more independent."

positive choice "I'm going to look for a job."

positive behavior "I filled out applications and went to interviews."

Session 11: Perspectives

- Students present differing views on topics (e.g., public smoking laws; drug use) and find out that most people have moderate views regarding drug use.
- Motivation and decision making components (MSD Model).

Session 12: Decision Making and Commitment

- Students realize they have many choices and can make different decisions regarding drug use and abuse.
- Students practice decision-making skills by thinking through the “pros” and “cons” of drug use and make a commitment to themselves regarding drug use.
- Decision making component (MSD Model).

SENARIO

You are at a party and your friend, who drove you, continues to drink throughout the night. It is now 1:30 a.m. and you are tired and want to go home. Most of your friends have already left the party. Finally, your friend says, "I'm ready; let's go." You are unsure whether he can drive at this point. He seems really drunk. You can smell the alcohol on his breath and he is slurring his words. You don't have a driver's license. The party is getting wilder, and you don't know any of the people who are still there. It doesn't seem like you will be able to safely "crash" there.

What do you decide to do?

Additional TND Information

Socratic Method

- Used throughout the curriculum
- Characterized by:
 - Emphasis on interaction of students with teacher, and students with each other
 - Teacher's use of questioning to elicit existing knowledge
 - Students assemble facts and draw conclusions from facts
 - Students tend to "own" the answers they produce, which enhances their beliefs against drug abuse

The T.N.D. Game

- The T.N.D. game was developed to:
 - Motivate student participation
 - Reinforce learning
 - Aid the teacher with classroom management
- The game is to be used as a previous session review at the beginning of class and as a session summary at the end of class.

Psychodrama (Talk Shows)

- Involves having a person behave like they would in a real world situation.
- Provides students with training in empathy.
- Allows students to better appreciate drug abuse consequences by experiencing a network of drug abuse-related social roles.

Method: Role-Playing

- Involves having students practice how to handle social situations that they may experience in the future.
- Used in Session 8 (Self Control).

Additional Methods for Student Involvement

- Group discussion
- Student worksheets (e.g., character lists)
- Peer perspectives (e.g., cue cards)

Materials Needed for Session Delivery

- TND Teacher's Manual and Student Workbooks
- TND Game board and pieces
- TND Game score sheets
- TND DVD "Drugs and Life's Dreams"
- Overhead projector or power point
- Roll sheets

Why does TND work?

We can speculate...

- Something about the classroom interactional context is key.
- Something that students do based on prompting from the material is key.
- Healing talk– spontaneous statements made
 - By students to class (e.g., “both of my parents are alcoholics, maybe I should not drink”)
 - Students to each other
 - Student 1: “I only use meth on weekends, that is not abuse”
 - Student 2: “Yes, that is drug abuse.”

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