

CSAP Model Programs

Bringing Effective Prevention to Every Community

VIEWS LETTER

Fall 2001

Agencies Collaborate to Take Model Programs to Scale

Community readiness and capacity-building, program selection, training, cost, program adaptation, and fidelity and sustainability are some of the key Model Program dissemination issues discussed during a recent meeting of representatives from the nation's leading substance abuse prevention organizations.

The day before the September 9-11 National Prevention Network's (NPN) 14th Annual Prevention Research Conference in Charlotte, NC, the Center for Substance Abuse Prevention (CSAP) sponsored a meeting to discuss what is needed to gain the widest possible usage of CSAP Model Programs. Participants from NPN, National Association of State Alcohol and Drug Abuse Directors (NASADAD), State Incentive Grant (SIG) States, regional Centers for the Application of Prevention Technologies (CAPT), and CSAP also shared their concerns, lessons learned, and suggestions for overcoming obstacles in widespread Model Program dissemination. These discussions will assist in planning a 3-day Model Programs Institute at the upcoming State Prevention Summit rescheduled for April 29–May 1, 2002.

The NPN conference hosted roughly 800 participants and presented several CSAP Model Programs in workshops and exhibits. Participating CSAP Model Programs included All Stars, Creating Lasting Family Connections, Dare To Be You, Leadership and Resiliency, Life Skills Training, Positive Action, Project Northland, Project SUCCESS, Strengthening Families, and SMART Team.



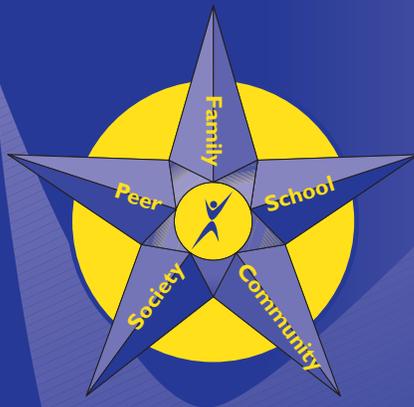
Gale Held, M.P.A., Project Director CSAP's Model Programs Dissemination Project; Stephen Gardner, D.S.W., Acting Deputy Director DKDE; Elaine Parry, M.S., Acting Deputy Director CSAP

Life Skills Training Gains Sites Around the World

Educators in the United States, Western Europe, Central and South America, and Asia are adopting and exploring the use of Life Skills Training (LST), a comprehensive, school-based substance abuse prevention curriculum.

"We would like to see LST, and other science-based programs that are culturally appropriate, used across the country and abroad," said Dr. Gilbert Botvin, the program's developer. Currently, LST is used in schools in Sweden, Japan, Korea, China, Taiwan, Argentina, Chile, Mexico, and Romania.

For decades LST has demonstrated that it cuts youth tobacco, alcohol, and illicit drug use by 66 percent. The school-based program is designed for elementary and middle school students, aged 8 through 14. As educators and prevention specialists gain a greater appreciation of the need to adopt success-proven prevention programs, requests for the LST curriculum, training, and technical assistance have increased dramatically.



CSAP Dissemination Effort Expands Model Programs Adopts Easy-to- Remember Web Address

The Office of National Drug Control Policy (ONDCP) has asked the Center for Substance Abuse Prevention (CSAP) to expand its Model Programs Web site to include science-based programs identified by other agencies.

The Model Programs Web site, which has detailed descriptions of almost 40 science-based programs, will soon include programs identified as science-based by the National Institute on Drug Abuse, Department of Education, Office of Juvenile Justice and Delinquency Prevention, and Centers for Disease Control and Prevention. Each of these agencies or organizations has identified specific programs that they consider grounded in science. Many of the science-based programs from these agencies are also CSAP Model Programs.

In anticipation of this expanded scope, the CSAP Model Programs Web site has adopted a new easy-to-remember Web address: modelprograms.samhsa.gov

Positive Action Helps Students Respond to Terrorism

In the aftermath of the September 11 terrorist attacks, the Positive Action program proved effective at helping the Quarryville, NJ, school community through the crisis.

Quarryville Elementary School Principal Kathleen Hood and staff gathered early on September 12 to develop a plan that would bring hope, unity, and help students develop positive actions as a response to the crisis.

"The Positive Action program provided both language and strategies that would help us refocus our students in more positive ways," Hood explained. "The days following the disaster would have been much harder without the groundwork this program provides. Our students moved from being passive victims to children with a plan that will contribute in a positive way. Now we believe a positive resolution is possible if we all work together."

Hood and her staff explained to students that the world had suffered both natural and man-made catastrophes throughout history, and that we've recovered every time.

"This was a source of hope. We held hands, teachers and students, on our playground on that Wednesday, for a moment of silence. Each student received a red and white bracelet that said 'We Care Together.' This was our source of unity. In the days following, the students have taken many positive actions as their response to the disaster. We've taken collections, we've written letters of support, among many others."

Positive Action is being implemented in all Quarryville elementary and junior high schools. The CSAP Model Program is an integrated, comprehensive, coherent K-12 program, designed and proven to improve multiple behavioral and achievement domains. It is intensive, with lessons at each grade level that are reinforced all day, schoolwide, at home, and in the community, and includes school, family, and community components.

"There was such a big jump in orders for LST curriculum materials over the past few months that it's been hard to keep up," said Steve Brod of Princeton Health Press, LST's publisher. Demand has also been very strong for training.

"We receive calls daily from schools interested in arranging training for their teachers," said Dr. Chris Williams, Vice President of National Health Promotion Associates, Inc. (NHPA), the lead training and technical assistance firm for LST. "Right now, we're conducting training workshops somewhere in the country almost every day."



Trainers Margaret Caton and Alayne MacArthur at a training conference in March 2001.

More than 3,000 teachers across the United States have been trained to implement LST, an all-time high. The program, which has materials for both upper elementary school and middle school students, has been well received by stakeholders in school communities—including teachers, principals, and prevention specialists. Teachers and principals regularly describe the program materials as "effective," "user-friendly," and "attractive."

Recently, Philadelphia, San Antonio, and Milwaukee implemented the program in every middle/junior high school. Widescale adoption ensures continuity and promotes a citywide "school community." Several other cities are considering citywide program usage as well.

"I am impressed by the growing level of sophistication that members of the school community have about issues involving the adoption and implementation of science-based programs—key issues such as cultural sensitivity, high quality training and technical assistance, and quality control," Dr. Botvin remarked.

NREPP Seeks New Programs

CSAP's National Registry of Effective Prevention Programs (NREPP) is actively seeking programs developed by communities, universities and businesses that have outcomes in substance abuse, violence, HIV/AIDS, gambling and/or other pertinent risk and protective factors. Go to <http://modelprograms.samhsa.gov/nrepp.htm> to nominate your program.

The Rising Tide of Girl Violence Harvard Public Health Physician Blames "Toxic Environments"

The rising numbers of girls involved in violence—evident in a 25 percent increase in female juvenile arrests since 1997—is an "environmental" problem that requires risk-taking actions by individuals, educators, and communities, said Debra Prothow-Stith, M.D., Director of Harvard University's Division of Public Health Practice.

Speaking at the Safe and Drug-Free Schools Program conference in Washington, D.C., Dr. Prothow-Stith told attendees that society must recognize that girl violence—the country's "third wave" of youth violence—carries the same risk factors that spawned the first two: guns, income inequality, alcohol, drugs, and family violence (which is also an outcome of violence).

"We treat child abuse as if it's different from gangs and bullying. Hurt children hurt children," Dr. Prothow-Stith said.

Family violence is the major place where girls witness or are victims of violence, and they are responding to it differently. In the past, she said, a girl's response to violence was to run away, abuse drugs, and practice prostitution.

"With the feminization of the super hero, we have now socialized girls to solve problems violently—like boys," she explained. "We must teach girls not to use violence and not to be victims. We must challenge the protocols that don't get to the heart of the problem," she added.

Among the numerous CSAP Model Programs that address youth violence prevention in addition to or as a benefit of substance abuse prevention, are:

- All Stars™
- Bullying Prevention
- Creating Lasting Family Connections
- Early Risers
- Family Effectiveness Training
- Incredible Years
- Life Skills Training
- Multisystemic Therapy
- Positive Action
- Project ACHIEVE
- Project Toward No Drug Abuse
- Reconnecting Youth
- Strengthening Families
- SOAR
- SMART Team

Model Program Developer Honored by the Robert Wood Johnson Foundation

Alexander Wagenaar, Ph.D., program developer of Communities Mobilizing for Change on Alcohol and a leading researcher on underage drinking, recently received a \$300,000 grant from the Robert Wood Johnson Foundation's Innovators Combating Substance Abuse program for his work as an innovator in the field of addiction. Dr. Wagenaar will use his grant to initiate a panel on the role of law and policy in reducing alcohol-related problems.

Council Busy with Creating Lasting Family Connections Training

The Council on Prevention and Education: Substances, Inc. (COPEs), the administrative and training muscle of the Creating Lasting Family Connections (CLFC) program, this summer and fall, conducted training sessions in seven cities, coast-to-coast this summer and fall.

Training in CLFC, a comprehensive family strengthening, substance abuse and violence prevention program, was held in Ft. Lauderdale, Florida; Washington D.C.; Martinez, California; Bartow, Florida; Washington, New Jersey; Virginia Beach, Virginia; and Deming, New Mexico.

Ted Strader, COPEs Executive Director and CLFC Program Developer, also gave presentations at the 44th Annual Institute Conference in Austin, TX in July, and at the September National Prevention Network's (NPN) Prevention Research Conference in Charlotte, NC. Both Mr. Strader and Teresa Boyd, COPEs' National Training Coordinator, presented at the U.S. Department of Education's Safe and Drug-Free Schools Program National Technical Assistance Meeting in Washington, D.C. in August. In July, CLFC consultants and Master Trainers Shelly Kernozicky and Mark Roberts also made a presentation at the 1st Annual New England School of Prevention Studies in Newport, RI.

ALL STARS™ Training Schedule www.tanglewood.net

November 7-8, 2001
Greensboro, NC

November 28-29, 2001
Kansas City, MO

December 11-12, 2001
Albany, NY

January 9-10, 2002
Ft. Lauderdale, FL

January 17-18, 2002
San Diego, CA

January 31-Feb 1, 2002
Dallas, TX (Texas residents only)

February 6-7, 2002
Rapid City, SD

February 15-16, 2002
Anchorage, AK

All Stars™ is a middle-school program proven to prevent high-risk behaviors in young adolescents.

For further information, contact Kathleen Nelson-Simley at kathleensimley@alltel.net or call 1(800) 822-7148.

Creating Lasting Family Connections Training Schedule www.copes.org

November 5-9, 2001
Georgia

November 12-16, 2001
Florida

November 26-30, 2001
Virginia

January 14-18, 2002
New York

Anyone interested in attending one of these trainings or scheduling training sessions, should call Ted Strader at (502) 583-6820. COPEs is currently negotiating additional CLFC trainings for California, Georgia, and Pennsylvania.

Project ALERT Upgrades in the Works

Program fidelity, increased tech support for new school year

Project ALERT users can now assess their program implementation fidelity with the measurement tool provided in the Faculty Lounge section of the Project ALERT Web site at www.projectalert.best.org.

Designed by Craig Blakely, Ph. D., of the Public Policy Research Institute at Texas A&M University, and Judy Coulter, formerly of CSAP, the detailed tool provides educators with step-by-step checks of the critical elements needed to obtain results in line with the program's research outcomes.

In addition to toll-free telephone technical support, Project ALERT now provides an online advisor who will respond to educators' questions about implementation, methodology, and ongoing development and monitoring of electronic tutorials. Educators are encouraged to complete the online tutorials to help maintain a fresh perspective on principles and strategies of Project ALERT.

Updated Videos Released

Educators trained in Project ALERT can look forward to receiving periodic updates to their curriculum kits. This year, two videos from the Core Program were updated. More than 18,000 educators will receive this free update kit, thanks to ongoing support from the Conrad N. Hilton Foundation.

Video Teaches Teachers Norm Setting

Research has shown that norm setting is one of the most critical ingredients of successful prevention approaches. Unfortunately, norm setting is also one of the most misunderstood concepts in prevention.

To help teachers and practitioners gain a basic understanding of how to set positive norms, Tanglewood Research recently created an interactive training program comprised of a video and manual. The 32-minute video is divided into eight teaching segments, and provides classroom demonstrations of practical techniques teachers can use to set positive norms among their students. Participants view each segment and then discuss and practice concepts and skills.

Contact Dr. Linda Dusenbury (lindadusenbury@tanglewood.net) or Dr. Bill Hansen (billhansen@tanglewood.net) for more information.

1-877-773-8546 (Toll Free) • <http://modelprograms.samhsa.gov>