

Title of Intervention: Resisting Pressures to Drink and Drive

Intervention Strategies: Group Education

Purpose of the Intervention: To empower teens to resist pressures to drink and drive or ride with a drinking driver

Population: Ninth grade students

Setting: Nine urban junior high schools in Nebraska; school-based

Partners: University of Nebraska, district school boards

Intervention Description:

- Group Education: The intervention consisted of printed and video educational materials on the risks of drinking and driving. After watching the video, the students broke into groups to role play scenarios.

Theory: Problem Behavior Theory, Social Cognitive Theory, Role Theory, Educational Immunization

Resources Required:

- Staff/Volunteers: Teachers
- Training: Teachers attended 6 hours of paid training and were given training workbooks
- Technology: Equipment to play video to class
- Space: Classroom
- Budget: Not mentioned
- Intervention: Videos, workbooks
- Evaluation: Survey

Evaluation:

- Design: Quasi-experimental
- Methods and Measures:
 - Survey used to assess students' knowledge, skills and practices

Outcomes:

- Short Term Impact: In year one, there was an increase in students' ability to resist peer pressure related to issues of drinking and driving. There was an even larger increase in year two.
- Long Term Impact: Fewer students reported riding with a driver who had been drinking.

Maintenance: Not mentioned

Lessons Learned: Not mentioned

Citation(s):

Newman, I. M., C. S. Anderson, et al. (1992). "Role rehearsal and efficacy: two 15-month evaluations of a ninth-grade alcohol education program." J Drug Educ 22(1): 55-67.