

**Title of Intervention:** School-Based Drug Abuse Prevention Program on Adolescent Risky Driving

**Intervention Strategies:** Group Education

**Purpose of the Intervention:** To decrease risky driving among high school students

**Population:** Middle school students

**Setting:** Middle schools in suburban and rural areas of New York State; school-based

**Partners:** Department of Motor Vehicles

**Intervention Description:** Schools were randomized into one of three groups: 1) prevention program with one-day training workshop, 2) prevention program with videotaped training, 3) control.

- **Group Education:** Life Skills Training, a drug abuse prevention program, consisted of a primary year of intervention in the 7th grade followed by booster interventions in the 8th and 9th grades. The program taught alcohol and drug resistance skills, norms against drinking and drug use and the development of important personal and social skills. Students were exposed to a variety of skills for building self-esteem, resisting advertising pressure, managing anxiety, communicating effectively, developing personal relationships and asserting one's rights. These were taught using proven skills-training techniques such as group discussion, demonstration, modeling, behavioral rehearsal, feedback and reinforcement and behavioral "homework" assignments for out-of-class practice. The program also included problem-specific skills related to alcohol and drug use. Students were taught ways to use general assertiveness skills in situations where they experience direct interpersonal pressure from peers to engage in alcohol and drug use.

**Theory:** Problem Behavior Theory

**Resources Required:**

- **Staff/Volunteers:** Not mentioned
- **Training:** Teacher training workshop materials, videotaped training
- **Technology:** Not mentioned
- **Space:** Classroom space
- **Budget:** Not mentioned
- **Intervention:** Prevention program curriculum and materials
- **Evaluation:** School-based surveys, Department of Motor Vehicle records on traffic violations

**Evaluation:**

- **Design:** Randomized controlled trial
- **Methods and Measures:**
  - Data on demographic factors, self-reported alcohol use and anti-drinking attitudes was obtained from school-based surveys given in the 7<sup>th</sup>, 10<sup>th</sup> and 12<sup>th</sup> grades.
  - Information on traffic violations and points on the license were obtained from the Department of Motor Vehicle database by matching students' names.

**Outcomes:**

- **Short Term Impact:** Not measured
- **Long Term Impact:** The intervention resulted in significantly less risky driving as indicated by fewer violations and points on one's license. Males were more likely to have violations than females and regular alcohol users were more likely to have violations and points than those who did not use alcohol regularly. Students who received the drug prevention program during junior high school were less likely to have violations and points on their driving records compared to control group participants who did not receive the prevention program.

**Maintenance:** Not mentioned

**Lessons Learned:** New approaches to the prevention of risky driving are needed. Because risky driving shares a number of risk factors with substance use and related problem behaviors, effective prevention programs that address these common risk factors may have an impact on risky driving as well. A goal of future research should be to investigate the extent to which broad-based prevention programs for adolescents can prevent a range of problem behaviors, including those that fall beyond the original scope of intervention.

**Citation(s):**

Griffin, K. W., G. J. Botvin, et al. (2004). "Long-term follow-up effects of a school-based drug abuse prevention program on adolescent risky driving." *Prev Sci* 5(3): 207-12.