

Title of Intervention: Plan a Safe Strategy (P.A.S.S.) Program

Website: <http://modelprograms.samhsa.gov/pdfs/promising/plan-a-safe-strategy-p.a.s.s.pdf>

Intervention Strategies: Group Education

Purpose of the Intervention: To reduce alcohol-related road accidents

Population: High school students 14-15 years old

Setting: High schools in rural and urban areas of Queensland, Australia; school-based

Partners: Not mentioned

Intervention Description:

- Group Education: A school-based drinking and driving intervention called the Plan a Safe Strategy (P.A.S.S.) program consisted of 12 lessons. The intervention modified students' attitudes toward drinking and driving behaviors and their beliefs about others' attitudes toward these behaviors. The intervention also aimed to increase students' perceived control over their own behavior in drinking and driving and passenger situations. Role play and interactive activities were used to give students self-efficacy experience using alternative strategies, and confidence in countering pressures. All teachers involved in the intervention were given in-service training by trained regional alcohol and drug educators. A separate educational video was designed for use by principals, parents and school support groups.

Theory: Theory of Planned Behavior, Theory of Reasoned Action

Resources Required:

- Staff/Volunteers: Trained regional alcohol and drug educators
- Training: In-service training for teachers
- Technology: Not mentioned
- Space: Room to conduct classroom group lessons
- Budget: Not mentioned
- Intervention: Teacher trainers, educational video, curriculum
- Evaluation: Pre- and post-surveys, postage, traffic records

Evaluation:

- Design: Randomized Controlled Trial
- Methods and Measures:
 - Attitude and subjective norms were measured.
 - A short-term evaluation of the immediate 3 month impact of the program was assessed using pre- and post-test surveys.
 - A comparative study was done measuring traffic records
 - A longitudinal pre- and post-test survey follow up was conducted.

Outcomes:

- Short Term Impact: The short-term evaluation using pre- and post-tests revealed that attitudes toward drunk driving and being a passenger and myths about safety in these situations, changed significantly in the desired direction. Students from the intervention group were significantly more likely to be prepared to use alternatives in risky situations. Knowledge improved significantly and intervention students were significantly more likely to avoid drunk driving after receiving their license and to avoid being a passenger of someone who had been drinking.
- Long Term Impact: The trend away from undesirable behaviors by both intervention and control groups showed that fewer intervention and control respondents reported being passengers of drunk drivers following the intervention. The measure of the extent to which the program had an impact on drunk driving behavior showed no significance.

Maintenance: At the three year follow-up it had changed students' passenger behavior, moderated drink driving and strengthened their use of alternatives.

Lessons Learned: The P.A.S.S. program had an impact on the students as indicated by the finding that in both the intervention and control groups there was only a minimal increase in the proportions who reported drunk driving.

Citation(s):

Sheehan, M., C. Schonfeld, et al. (1996). "A three year outcome evaluation of a theory based drink driving education program." *J Drug Educ* 26(3): 295-312.