

Title of Intervention: A Classroom-based Educational Smoking Prevention Program

Intervention Strategies: Group Education, Individual Education

Purpose of the Intervention: To provide adolescents with the knowledge and skills for resisting social influences to smoke; to reduce potential motivations to smoke

Population: Seventh grade urban minority youth from low-income families

Setting: Public and parochial schools in Manhattan, Bronx, Brooklyn and Queens, NYC; school-based

Partners: School systems

Intervention Description:

- Group Education: The program was implemented over a course of 15 sessions. Classroom instruction, group discussion, modeling and behavioral rehearsal were used to deliver the prevention program. The program had five components. Component 1 was designed to provide information concerning the short-term consequences of smoking prevalence rates, the current social acceptability of smoking and the addictive nature of regular smoking. Component 2 was designed to facilitate critical thinking and independent decision-making. Component 3 was designed to help students develop skills for effectively coping with anxiety. Component 4 was designed to teach social skills and assertiveness skills, including specific techniques for resisting interpersonal influences to smoke.
- Individual Education: Component 5 was a self-directed behavior change component designed to facilitate self-improvement and a sense of personal contact.

Theory: Not mentioned

Resources Required:

- Staff/Volunteers: Teachers
- Training: Curriculum training for teachers
- Technology: Not mentioned
- Space: Classrooms
- Budget: Not mentioned
- Intervention: Teacher's manual, program curriculum materials
- Evaluation: Questionnaires, carbon monoxide breath monitor

Evaluation:

- Design: Randomized controlled trial
- Methods and Measures:
 - Surveys assessed demographics, smoking status of self and family members and knowledge, attitudes, beliefs and skills.
 - Carbon monoxide breath samples validated self reports of smoking status.
 - Observational forms assessed session implementation.

Outcomes:

- Short Term Impact: The intervention schools had higher post-test knowledge scores than the control schools. For perceived smoking among peers and adults, the intervention schools had significantly lower normative expectation scores than the control schools.
- Long Term Impact: The intervention group had a significantly fewer number of new smokers than the control group. There was significantly less smoking among the students in the experimental condition when compared to control students.

Maintenance: Not mentioned

Lessons Learned: Prevention researchers interested in working with inner-city youth should focus greater attention on developing and assessing strategies for more effective teacher training and team building including fostering the involvement of administrators, guidance counselors and other school support staff. Tailoring interventions to more intensively address these social realities may increase their effectiveness with minority youth. It may be necessary to develop more comprehensive interventions that are able to deal with the needs of disadvantaged youth by teaching them a broader array of life skills and providing them with realistic life options.

Citation(s):

Botvin, G. J., L. Dusenbury, et al. (1992). "Smoking prevention among urban minority youth: assessing effects on outcome and mediating variables." *Health Psychol* 11(5): 290-9.