

**Title of Intervention:** Project Towards No Tobacco Use (TNT)

**Website:** <http://nrepp.samhsa.gov/>

**Intervention Strategies:** Group Education

**Purpose of the Intervention:** To prevent adolescent use of tobacco

**Population:** 7<sup>th</sup> grade students

**Setting:** Junior high schools from 27 southern California school districts; school-based

**Partners:** School districts

**Intervention Description:** Classrooms were assigned to one of four interventions. Each intervention taught the same curriculum using a different focus.

- **Group Education:** The Project Towards No Tobacco Use (TNT) taught three multi-lesson curricula. Curriculum one involved a participatory listening exercise to engage the students in the curriculum and motivate them to pay attention to subsequent material and introduced students to a game. In curriculum two, students wrote letters advocating “no tobacco use” policies. Curriculum three involved filming a video in class where students summarize what they learned and made a commitment to teach someone what they learned or not to start use themselves. Each curriculum was composed of 10 lessons that were administered consecutively.
  - The normative social influence condition focused on peer pressure, cognitive restructuring, refusal learning, learning how to avoid tobacco use, watching a video that depicted ways to say no, practice techniques, escape and stress management.
  - The informational condition focused on tobacco prevalence and values. Students watched a video that corrected inaccurate social image depictions of tobacco. They learned techniques to improve self esteem, communication skills and a method of decision-making.
  - The physical consequence condition focused on the course of tobacco use addiction and disease through use of role-play demonstrations. It calculated the cost of addiction to tobacco products and identified facts about tobacco use consequences through playing a team game (prevention baseball), practicing horrific imagery to provide memory association of tobacco use to negative physical consequences, discussing the death of Sean Marsee and completing a class presentation.
  - The combined curriculum focused on the course of tobacco addiction and disease through use of role-play and identified the physical and social consequences associated with tobacco use. It included techniques to improve self-esteem and discussed how to resist peer pressure. Students also learned communication, assertiveness and refusal skills.

**Theory:** Not mentioned

**Resources Required:**

- Staff/Volunteers: Health educators
- Training: Training for health educators
- Technology: Television, VCR
- Space: Classrooms
- Budget: Not mentioned
- Intervention: Video, curriculum materials
- Evaluation: Printed questionnaires

**Evaluation:**

- Design: Randomized controlled trial
- Methods and Measures:
  - Questionnaires measured self-reported tobacco use.
  - Saliva or breath samples confirmed smoking use.

- School staff surveys evaluated the program.

**Outcomes:**

- Short Term Impact: Not measured
- Long Term Impact: The physical consequences intervention diminished increases in smokeless tobacco use and initiation of cigarette use. The combined intervention decreased weekly cigarette smoking. The physical consequences intervention reduced the initiation of smokeless tobacco use.

**Maintenance:** A booster session with contents tied to the original curriculum was delivered to eighth grade cohorts.

**Lessons Learned:** Materials should be tailored to the social situations of high-school students to maximize their impact.

**Citation(s):**

Sussman, S., C. W. Dent, et al. (2002). "Project towards no drug abuse: a review of the findings and future directions." *Am J Health Behav* 26(5): 354-65.

Sussman, S. (1996). "Development of a school-based drug abuse prevention curriculum for high-risk youths." *J Psychoactive Drugs* 28(2): 169-82.

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