

Title of Intervention: Project SMART (Self Management and Resistance Training)

Website:

http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED282129&_ERICExtSearch_SearchType_0=no&accno=ED282129

Intervention Strategies: Group Education

Purpose of the Intervention: To prevent drug use among junior high school students

Population: Seventh grade students

Setting: Junior high schools in the Los Angeles Unified School District; school-based

Partners: School district

Intervention Description: Schools were assigned to either the social or the affective curricula. The intervention was delivered one day a week over a semester.

- Group Education:
 - In the social curriculum, session one consisted of an introduction that discussed program format and promoted group identification. Session two included motivations for using and not using drugs and the nature of peer pressure. Session three discussed normative expectations (clarifying misperceived prevalence of drug use and the nature of influence of friends). Session four discussed the consequences of using and not using drugs and using consequences to resist pressure. Session five discussed resisting peer pressure and included techniques to say no and scripting resistance to offers to use drugs. Session six consisted of role playing of social situations that encourage drug use and techniques to resist peer pressure to drug use. Session seven discussed adult influences through use of role play. It also included talking to adults about drugs and positive and negative parental influences. Session eight discussed media influences such as media awareness and resisting media influences. Session nine discussed entertainment influences. Session ten discussed alternatives to drug use. Session 11 discussed qualities of good friends and techniques to develop and keep good friends. Participants practiced saying no. In session 12, participants viewed a videotape in which students made a commitment to say no.
 - In the affective curriculum, session one consisted of an introduction of the program and self-esteem/worth enhancement. Session two included source of stress and motivations for using and not using drugs. Session three included alternative solutions to problems, deep breathing and self monitoring. Session four consisted of goal setting essentials and drug use interference in personal goals. Session five included setting a personal goal. Session six included monitoring personal goals and the consequences of using and not using drugs. Session seven consisted of monitoring personal goals and decision-making processes. Session eight consisted of understanding the value of self-esteem, building self-esteem and complimenting others. Session nine discussed defining assertive behavior, making assertive statements and muscle tension-relaxation. Session ten included introduction to role playing, role playing assertiveness and muscle tension relaxation. Session 11 consisted of a summary of achieved goals, role playing assertiveness and alternatives to drug use. Session 12 involved videotaping of students commitment to engage in alternatives instead of using drugs.

Theory: Not mentioned

Resources Required:

- Staff/Volunteers: Teachers, peer opinion leaders
- Training: Skills training for teachers
- Technology: Audiovisual equipment
- Space: Classrooms
- Budget: Not mentioned

- Intervention: Educational materials, video
- Evaluation: Questionnaires, materials to collect saliva , data collectors

Evaluation:

- Design: Randomized controlled trial
- Methods and Measures:
 - Questionnaires assessed tobacco, alcohol and marijuana use, psychological constructs and demographic information.
 - Saliva specimen assessed level of thiocyanate.

Outcomes:

- Short Term Impact: Not measured
- Long Term Impact: The social curriculum reduced the onset and prevalence of tobacco, alcohol and marijuana use. Prevention effects were strongest for cigarette smoking, but also evident for alcohol.

Maintenance: Not mentioned

Lessons Learned: Not mentioned

Citation(s):

Graham, J. W., C. A. Johnson, et al. (1990). "Drug use prevention programs, gender, and ethnicity: evaluation of three seventh-grade Project SMART cohorts." *Prev Med* 19(3): 305-13.

Hansen, W. B., C. A. Johnson, et al. (1988). "Affective and social influences approaches to the prevention of multiple abuse among seventh grade students: results from project SMART." *Prev Med* 17(2): 135-54.