

School Based Prevention Programs for Adolescence

Unplugged as an example

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Researchers meet practitioners



European Monitoring Centre
for Drugs and Drug Addiction

MANUALS EN

ISSN 1725-339X

European Prevention Curriculum

A handbook for decision-makers, opinion-makers
and policy-makers in science-based prevention
of substance use

11



Effectiveness depends on...

availability

people who implement

level of training

Set quality standards for staff and training

Train deliverers with standardized curriculum



Quality Standards for Prevention

- **UNODC** International Standards on Drug prevention
- European Drug Prevention Quality Standards (**EDPQS**)

“... select and use Evidence Based Interventions”



Iatrogenic effect



Not only effective but also safe: have lowest *iatrogenic* effects.

Iatrogenic effects: e.g. inadequate information, wrong target group, norm narrowing, facilitating access.

What Works in School Prevention

Delivery and structure

- Interactive methods
- Highly structured lessons and group work
- Follows a curriculum
- Delivered by a trained facilitator/teacher
- Implemented via 10-15 weekly sessions
- Multi-component programmes

Content

- Decisions making, communication and problem-solving skills
- Peer relationship and personal and social skills
- Self-efficacy and assertiveness
- Drug resistance skills and strengthening personal commitments against drug abuse
- Reinforcement of antidrug attitudes and norms
- Support for study habits and academic achievement

What Doesn't Work in School Prevention

Delivery and structure

- Didactic methods such as lecturing
- Unstructured, spontaneous discussion
- Peer-led groups
- Stand-alone single event activities
- Posters and pamphlets

Content

- Increasing knowledge concerning specific substances
- Ex-drug users as speakers providing testimonials
- Focusing on building self-esteem only
- Random drug testing
- Scare tactics and frightening stories

PART I

General concepts underpinning effective prevention

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Epidemiology — understanding the nature and extent of substance use
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Advocacy for prevention

emcdda.europa.eu



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DIVERSITY IN MENTAL HEALTH PROMOTION

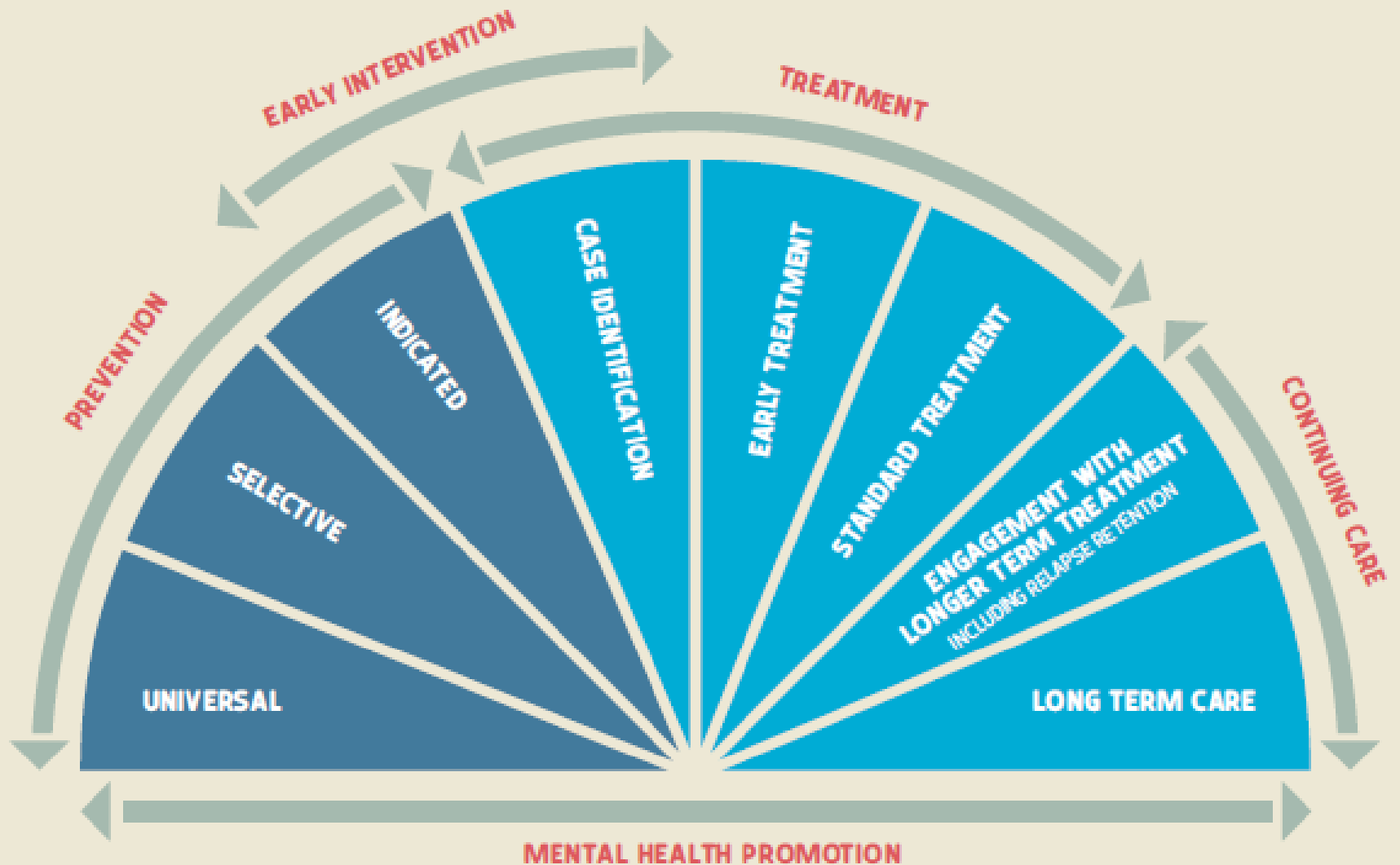
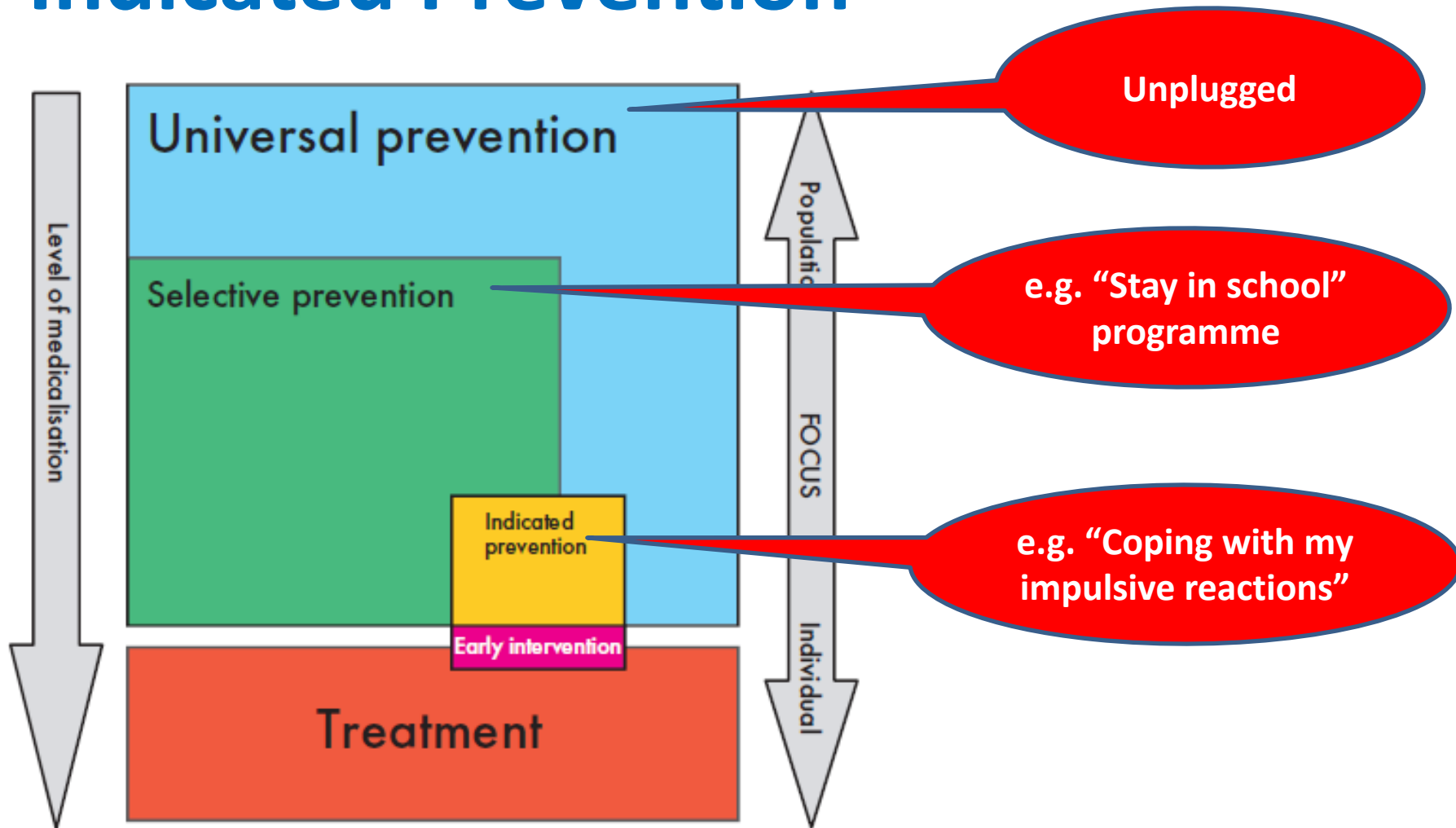


Illustration: 7 (Mzarek and Haggerty, 1994)

Universal, Selective and Indicated Prevention



Since the late eighties...



Only **knowledge**

Knowledge + **refusal skills**

Knowledge + refusal skills + **lifeskills**

(Direct expectation of using drugs is not a common experience in adolescence. Need for making rational choices, standing for one's opinion are common experiences)

Knowledge + normative beliefs + lifeskills

(Adolescents who perceive drug use as common and tolerated, are more likely to start to use themselves)

CSI

Comprehensive Social Influence



Unplugged: a Comprehensive Social Influence program

Interactive delivery and discussing with peers in class lead to:

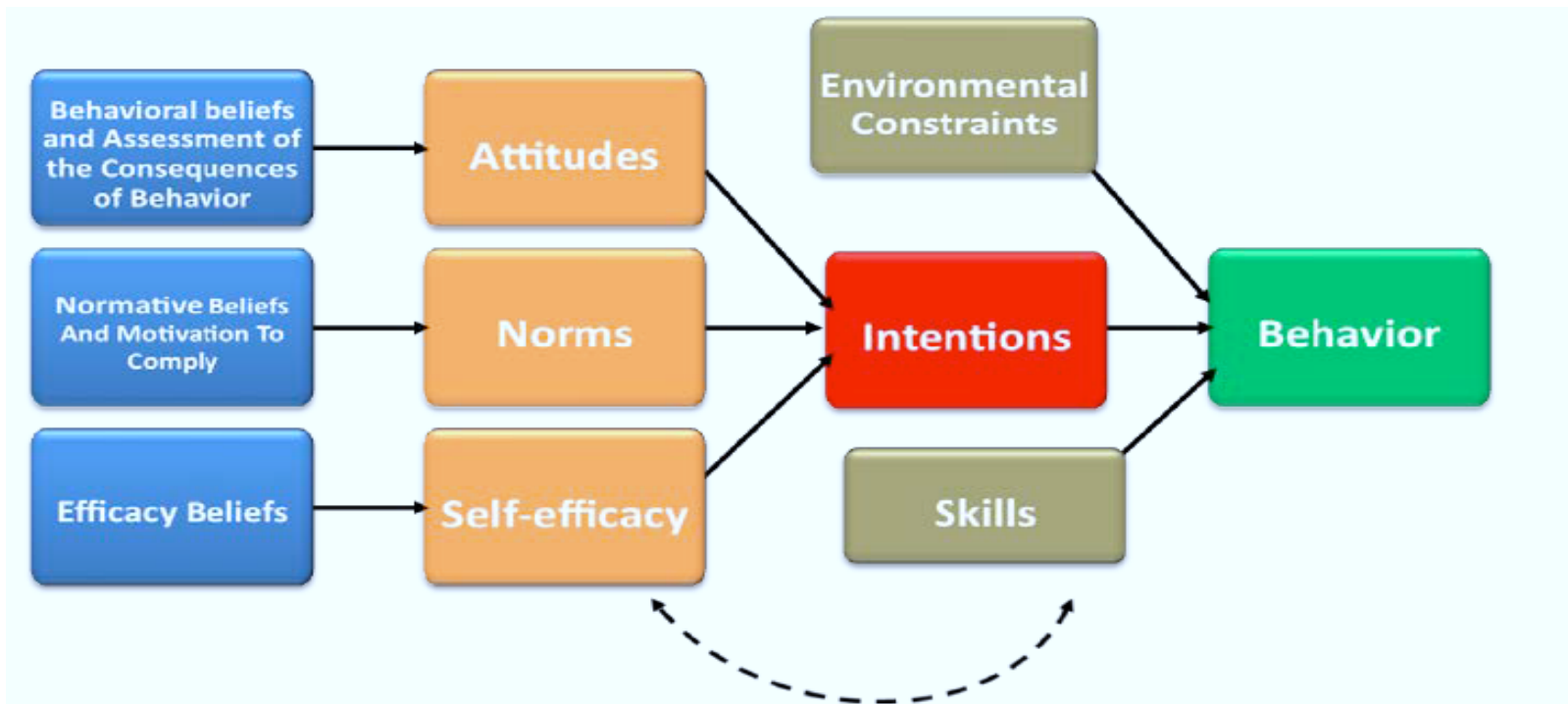
- Change attitudes and beliefs
- Correct misperceptions on number of users and on friends approval
- Better arguments and skills to refuse if needed

Unplugged uses social influence or *socializing* for prevention

Substance use prevention theories

Theory	Example of an Unplugged exercise
BANDURA SOCIAL LEARNING THEORY (1977)	In interactive small groups pupils are confronted with experiences and examples of others in the class
CATALANO POSITIVE YOUTH DEVELOPMENT (1999)	Group activity where you experience the consequences of saying something positive about yourself, about another
HAWKINS RISK AND PROTECTIVE FACTORS (1992)	Exercise where you show you know the difference between physical, mental and social risks and protections
AJZEN & FISCHBEIN THEORY OF PLANNED BEHAVIOR (1991)	A role play that shows the different perceptions in a group that has an open criterium to join or one with a closed code

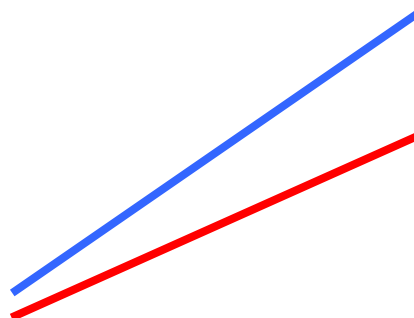
Theory of planned behavior



Randomized Controlled Trial



www.eudap.net



UNPLUGGED

Effectivity 3 mths post

Daily **smoking 30%** reduction

Recent **drunkenness 28%** reduction

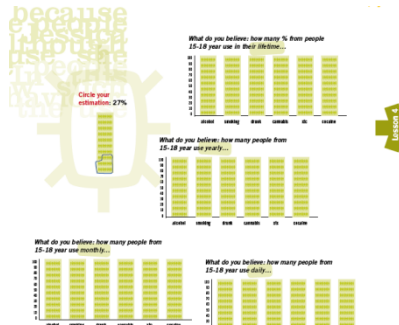
Experimenting **cannabis 23%** reduction

has a preventive effect on **early onset** of drug use and on the **transition** of experimental to frequent use. The effect is bigger for boys than for girls.



Programme components

- Textbook for the pupil
- Quiz cards with information
- Handbook 12 lessons for the teacher
- Standardized teacher training
- *(Three parent meetings)*



summary

Lesson 1	Opening Unplugged	4
Lesson 2	To be or not to be in a group	6
Lesson 3	Choices - alcohol, risk and protection	8
Lesson 4	What you believe, is that based on real facts?	10
Lesson 5	Smoking the cigarette drug - Get informed	12
Lesson 6	Express yourself	18
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Lesson 9	Drugs – Get informed	24
Lesson 10	Coping competences	26
Lesson 11	Problem solving and decision making	28
Lesson 12	Goal setting	30

COMPONENTS

1. Opening Unplugged
2. To be in a group
3. Alcohol
4. Reality check
5. Smoking
6. Express yourself
7. Get up, stand up
8. Party tiger
9. Drugs
10. Coping competences
11. Problem solving
12. Goal setting

MEDIATORS

1. Risk knowledge
2. Refusal skills
3. Beliefs on consequences
4. Intentions
5. Risk perception
6. Normative beliefs
7. Parent acceptability
8. Communication skills
9. Self esteem
10. Drugs attitudes
11. Decision making skills
12. Problem solving skills

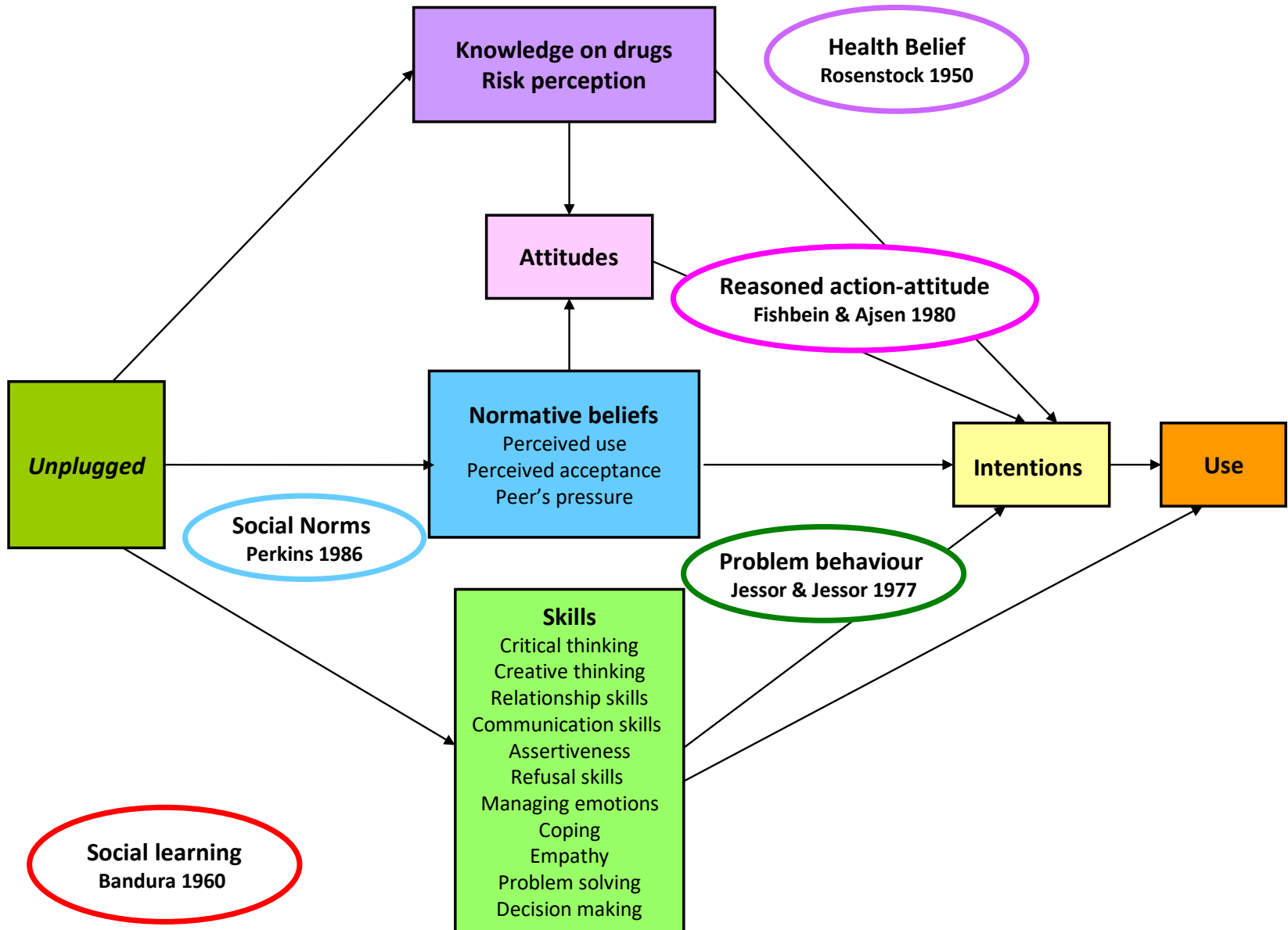


The Theoretical Model of Unplugged and the mediating factors:

“

Effective: great! But what is the mechanism to result?

The theoretical model of Unplugged



Mediators measured to prove which lead to effect

Positive attitude towards drugs

Negative attitude

Positive beliefs

Negative beliefs

Knowledge

Perception of number of user friends

Refusal skills

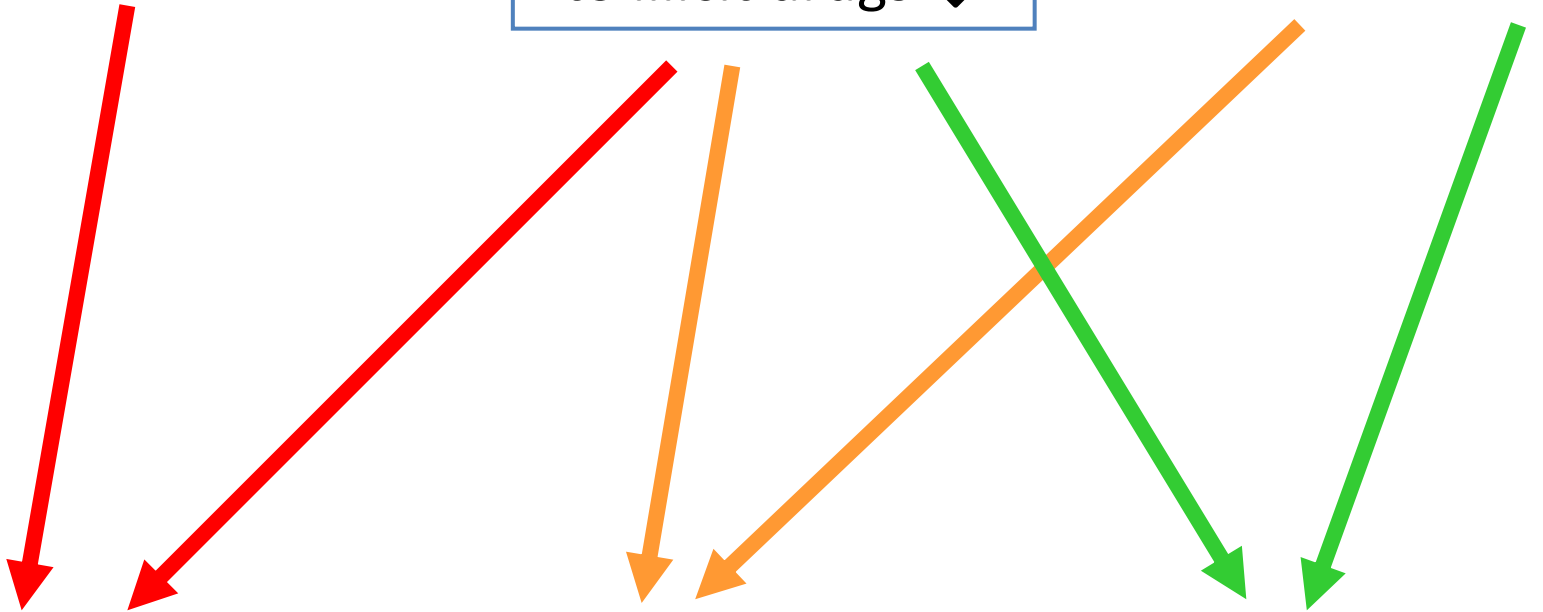
Perception of positive class climate

Mediators in EU-DAP (www.eudap.net)

Normative Beliefs ↓

Positive attitude
to illicit drugs ↓

Refusal skills ↑



Cannabis (LTP) OR
.77

Regular drunkenness
OR .69

Daily smoking
OR .7

Mediators with a proven lead to effect:

 **Positive attitude towards drugs**

 **Perception of number of user friends** (normative beliefs)

 **Refusal skills**

Other mediators in Unplugged measured:

Negative attitude towards drugs

Positive beliefs

Negative beliefs

Knowledge

Perception of positive class climate

Activities to work on mediators



Goal setting

Dreaming about your future is often about what you want to do and what you want to become. Also importantly about how you want to live. Your future not only consists of a profession, but your health, your relationships with the people around you. At the end of the 12 lessons, we want to show you a simple instrument to divide your long term goal into short term objectives.

MY OBJECTIVES: LONG-TERM AND SHORT-TERM

My long term objective:

"One thing I want to achieve in long-term is

.....

.....

In your group, discuss your long-term goal and divide it into three steps. In this way you formulate short-term objectives.





Coping with what I don't have

Asking for and offering help

Hi! I am writing to get some help. I have a big dilemma!

There are boxes in my entire house and the curtains have been taken off of the windows, it is impossible to prevent what is about to happen. I am moving to a new house in a new city in just a few days with my mother, father and sister. I still don't understand the reason, only that it has something to do with my father's career. How can I move to a new house where I don't even have the same view from my window?

The town where we will be moving to is 50 miles away. We have gone to see the new house, the new school and the new park. Everything is okay. The house is brand new and nicer than the one we live in now. But, I am still worried that I will not be as happy as I am here. Right now I have everything that makes me happy! Am I going to make new friends? And how will things go with everyone on my football team? I don't want to lose those friends I already have including my girlfriend! How is my first relationship going to turn out?



If you were the author of the advice website Jacob wrote to, how would you respond?

Dear Jacob,



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

Normative beliefs

Lesson 2

To be or not to be in a group

Young people like you want to be together. What would you do to become part of a new group? What would the group expect from you as a newcomer? How would the group react to what you do or say? These questions form the subject of this lesson.

A GROUP IS JOINED TOGETHER BY:

Characteristics

male or female, clothing style, ...

Skills

sports talents, musical instrument skills, bicycle acrobatic techniques, ...

Behaviours

way of dancing, smoking, non-smoking...

Language

local dialect, SMS, certain code words...

After the situation plays, gather with your group and answer three of these questions.

• What did you experience about your own opinion and thoughts?



Correcting misperceptions (normative beliefs)

40

Only one of the following statements is correct. Which one?

- A. Using cocaine will help to loose weight
- B. Using cocaine will lead to gaining weight
- C. Using cocaine will probably not affect weight

40

You will not lose weight by using cocaine

Cocaine has the effect of suppressing hunger during the flush. This implies that you probably will not eat anything during this time, but it is very likely that you will eat later on after the effects of the drug wear off, because you feel sad and therefore eat more sweet or fat foods.

CORRECT ANSWER: B

unplugged

Correcting misperceptions (normative beliefs)

11

In Brazil plastic surgery clinics don't start a treatment for smokers because they have bad wound healing as a result of tobacco use: true or false?

- A. True
- B. False

11

Smoking makes wound healing slowe.

It is an influence of nicotine, also nicotine pills and nicotine stickers. This is not a minor issue: in top-country for plastic surgery Brazil the beauty surgeons have a rule not to start a treatment for smokers, because the healing never delivers the desired quality!

CORRECT ANSWER: A

unplugged

Correcting misperceptions (normative beliefs)

15

One of the following statements is not correct: which one?

- A. Drinking alcohol may make you unreliable towards friends
- B. Smoking makes you smell badly
- C. Drinking a lot makes you popular and admired

People won't like you more if you use drugs

People who are ready to take risks are often admired by others for a short period. But in the long run, the most popular people are those who are mastering their lives. This is not really a typical characteristic of drug users.

WRONG ANSWER: C

Correcting misperceptions (normative beliefs)

Which of these statements about cannabis is correct?

- A. Cannabis smoking is connected to an alternative lifestyle
- B. Cannabis is an organic and ecological product
- C. Cannabis use fits within anti-consumerist values and norms

34

None of the answers are correct

These statements are marketing messages promoted by the cannabis industry, which is a very big and important commerce for seeds where product development and sales techniques play the same role as in the alcohol and tobacco industry. Product placement of cannabis or hennep in vegetarian sales points is a strategy creating this alternative, natural and anti-consumerist image.

CORRECT ANSWER: None

unplugged

Energizers: climatesetting games

To organize interactive exercises...



...we need a safe climate: ***try out*** in ***protected*** environment.

Energizers contribute to this ***lifeskills*** ***laboratory*** condition





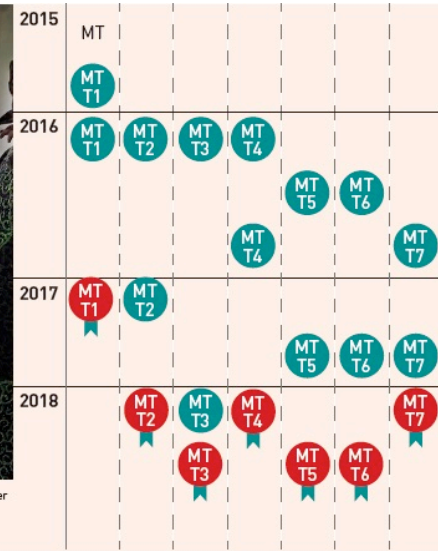
Training objectives:

knowledge
social learning
experimental learning
work on a class climate



Cascade training: powerful quality control

- Accreditation based on examination or phased TOT Training of Trainers model
- TOT process for one intervention builds capacity for others
- Trained deliverers become prevention advocates
- Accreditation system established only in few countries



Parents and drug abuse prevention

Parent use and parent perceived approval is risk factor for nicotine, alcohol and cannabis use. For girls increased risk for unprescribed use of medication.

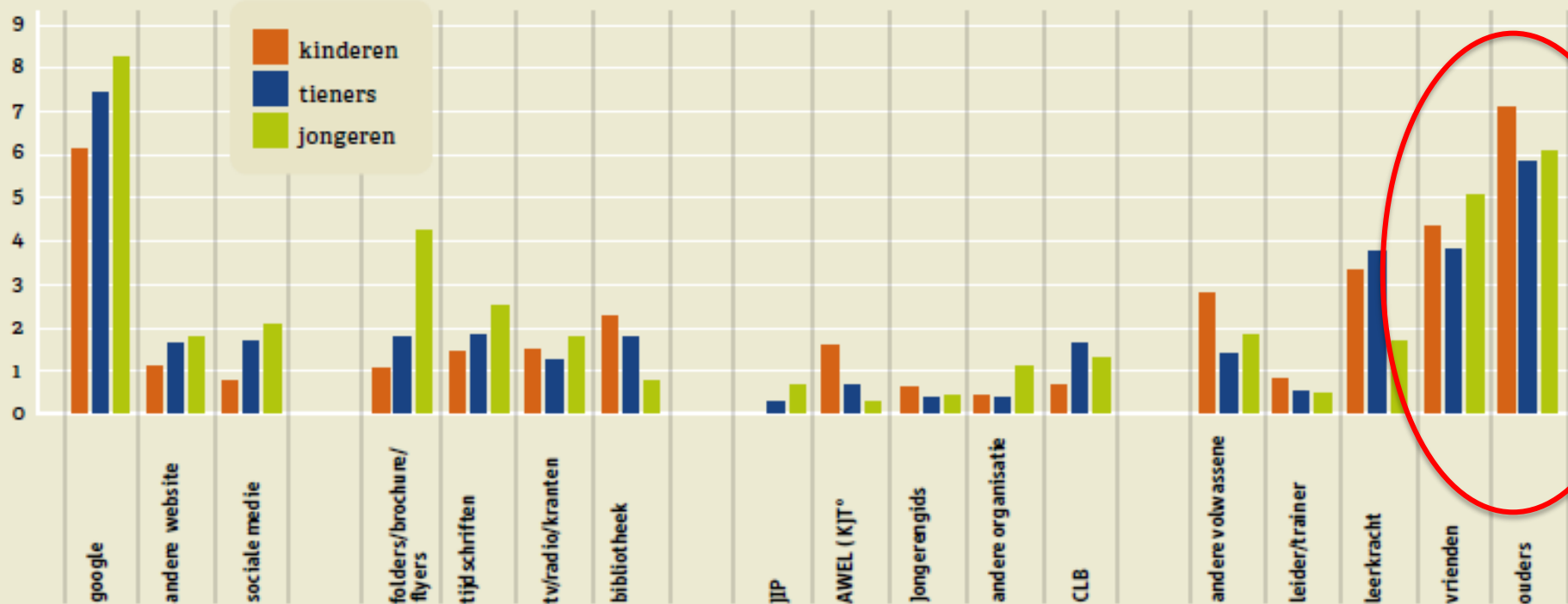
Perceived approval is often based on assumptions in the absence of implicit and explicit messages or statements.

Social network crucial information source, with parents on top

INFOSCAN expertise.hogent.be 2012

-  Online
-  Traditionele media
-  Organisaties
-  Social network

Average use of sources per age group



Parents do have a significant role in the information gathering of young people today

As an information **source**, nearby and reliable
Educating children to be **mediawise**

DAG 6 dag: Zaterdag
datum: 14/7/2012

Vandaag wil ik het hebben over **deze infobron** (duid aan):

vrienden familie volwassenen partner zelf leerkracht organisatie

Wie of wat bedoel ik in het bijzonder?
(Bijvoorbeeld mijn zus, mijn grootvader, www.jongerengids.be of ...)
de tandarts

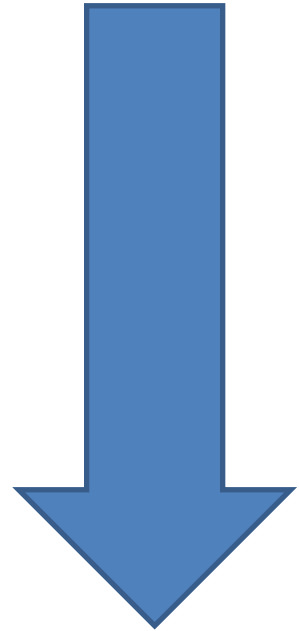
Hij heeft ze wel wat witter
gemaakt.



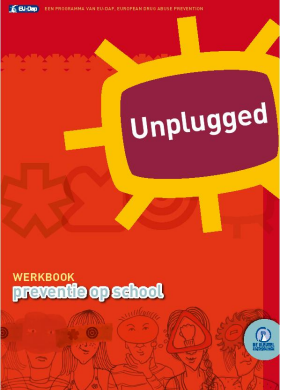
SAY CHEESE!

Involving parents in Unplugged

- Inform parents with a letter
- Spend a part of the regular parent meeting to Unplugged
- Give pupils a task including asking something at home
- Organise a parent meeting



In any case: explain to the parents why you are teaching Unplugged at school!



Unplugged parent meetings

eudap.net

Content of the parents workshops

N°	TITLE	LECTURE	GROUP WORK	ROLE-PLAY
1	Better understanding of your teenagers	Development during early adolescence	Frequency of drug use in adolescence, risk factors for drug use	Anxiety of parents letting their teenagers go out to parties
2	Parenting a teenager means growing up together	Changes in families with adolescent children	Ways to cope with changes in the family roles	Autonomy inside and outside the family
3	A good relationship with my child also means setting up rules and limits	Parenting styles	Conflict situations and guidelines for negotiation of rules	Dealing with conflicts



Action research: practitioners work together with researchers



Unplugged adaptation



Unplugged

**Imam stav
Necenzurat**

**Odpojeno
Izštekanj**

Gyvai

#Tamojunto

Yo sé lo que quiero

Libre

*Your choice
Reflection*

I have attitude

Uncensored

Unplugged

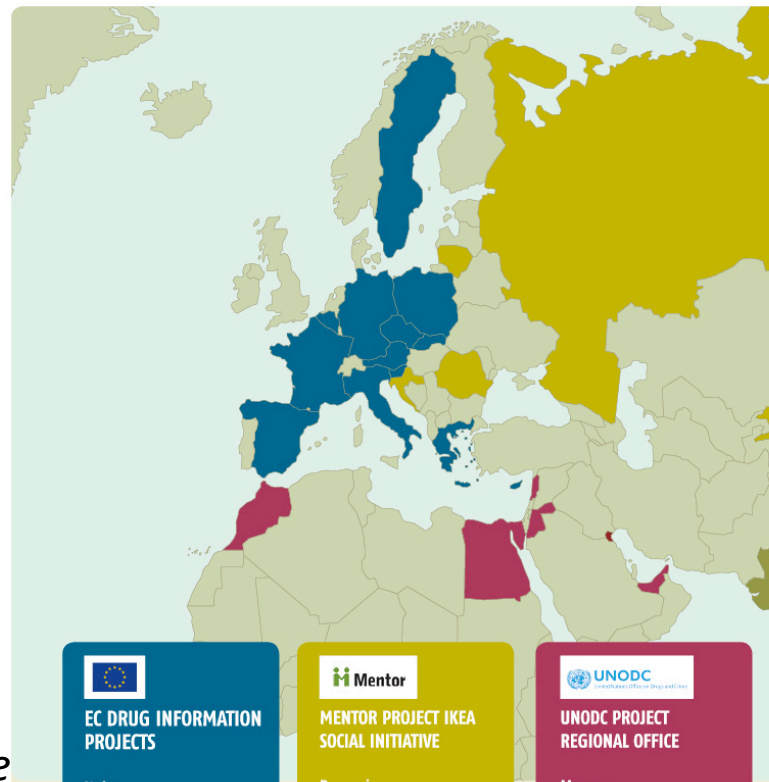
Unplugged

Vividly

All together

I know what I want

Free



 **EC DRUG INFORMATION PROJECTS**


- Italy
- Greece
- Sweden
- Spain
- Belgium
- Poland
- Czech Republic
- Austria
- Germany
- Slovakia
- Cyprus
- France
- Slovenia

 **MENTOR PROJECT IKEA SOCIAL INITIATIVE**

- Romania
- Lithuania
- Croatia
- Russian Federation
- Kyrgyzstan

OTHER

- Chile
- Peru
- India
- United Kingdom

 **UNODC PROJECT REGIONAL OFFICE**

- Morocco
- Egypt
- Jordan
- Kuwait
- Lebanon
- United Arab Emirates

- Brasil
- Nigeria
- Pakistan
- Côte d'Ivoire
- Liberia

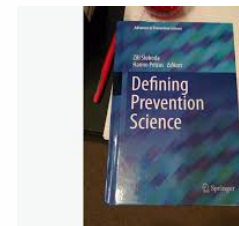
Adaptation: more effective

Adaptation for implementation in other settings, 2008

Accurate and high-fidelity implementation of prevention is important to examine whether a program works and under which circumstances it does so. Implementation fidelity can make a difference between a positive or a negative outcome of a program. Fidelity, sometimes referred to as adherence, is the extent to which specified program components were delivered as prescribed and is the most commonly measured dimension of implementation (Durlak & DuPre, 2008). Not only fidelity but also cultural adaptation might be needed for an intervention to be appropriate for a specific region or a particular target population, and specific adaptations could even be required at the level of the school. Moreover, research suggests that when target populations or cultural settings are different from those in the research trial, adaptations to the intervention do not necessarily make the program less effective. On the contrary, it could even prove to be more effective than it was in the original research (Kelly et al., 2000). What adaptations do we have in view if we try to balance fidelity to the original with fit to the target group? One group of adaptations concerns content: the risk factors and protective factors.

P. van der Kreeft (✉)

Department of Education, Health and Social Work, University College Ghent, Voskenslaan 362, Ghent BE9000, Belgium



Adaptation: better understanding of the program

Even though the process of cultural adaptation is mainly conducted to facilitate adoption of the program in the local context, another beneficial consequence of cultural adaptation is a better understanding of the program itself. Scrutinizing the materials with intermediaries from different professional and cultural backgrounds is utmost informative and invites original developers to reflect and work the program into the ground. If they are open for creative alterations and additions it could even lead to improvement of the mother program.

Corrections

Different adaptation processes lead to the improvement of the original materials throu-

Unplugged adaptation



Surface Structure:

- Language and idioms
- Places
- Product brands
- Food
- Music

...

Deep Structure:

- Risk/ protective factors
- Gender roles
- Family and community life
- Legal system
- Norms and values

...

Unplugged adaptation survey

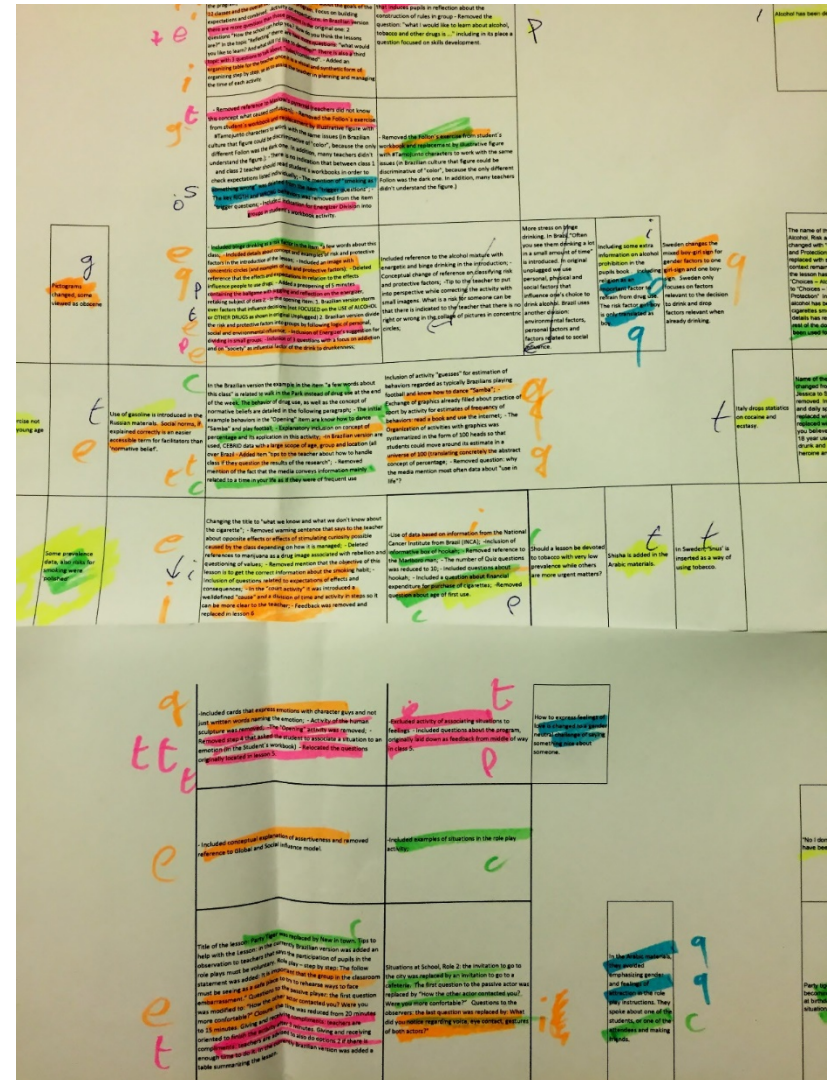
Questionnaire sent to **28** countries

- responded by **10** countries
- alternative sources for **10** additional countries

Sweden, United Arab Emirates, Lebanon, Brazil, UK, France, Kyrgyzstan, Russia, India, Belgium, Romania, Poland, Lithuania, Croatia, Czech Republic, Slovenia, Nigeria, Pakistan, Spain, Italy

Searched for adaptation topics

- Teacher handbook } **158**
- Pupil workbook } **92**
- Quiz cards



Unplugged adaptation categories

categories

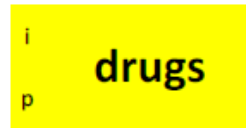
idioms and names

examples closer to cultural life



proportion information on drugs

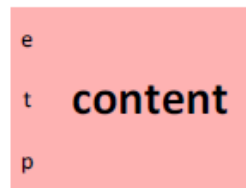
patterns and types of substance



more or less examples or cases

remove activity time or content

change pedagogic tool or instrument



expand on explanation

graphics or illustrations

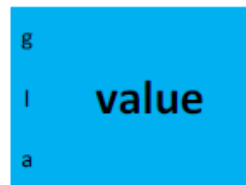
more efficient instructions



value related to gender

value related to legality

value related to drug attitude



UNPLUGGED BOOKS:
158 ADAPTATIONS

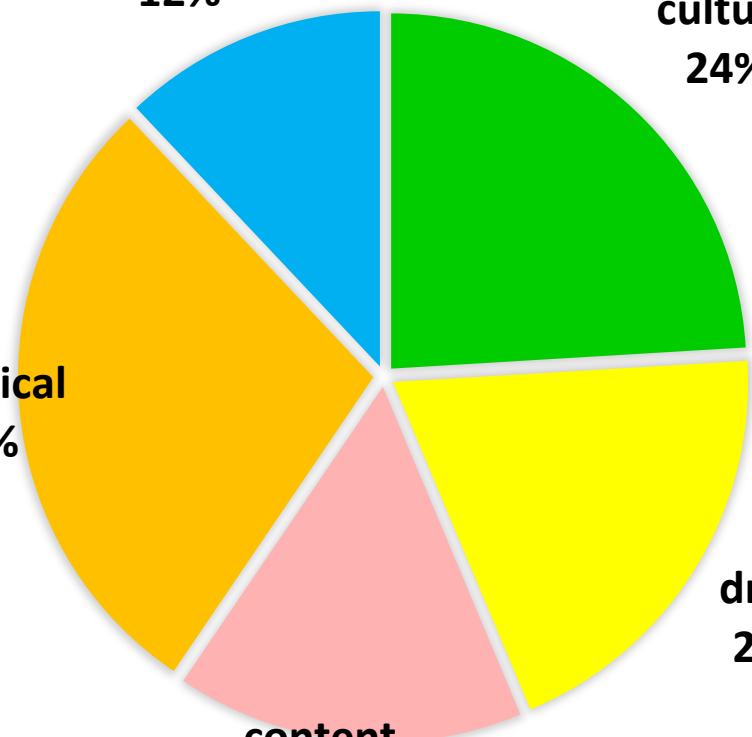
value
12%

culture
24%

technical
28%

drugs
20%

content
16%



11	24
27	

idioms and names
examples closer to cultural life

11	20
20	

proportion information on drugs
patterns and types of substance

6	16
12	
7	

more or less examples or cases
remove activity time or content
change pedagogic tool or instrument

24	28
5	
16	

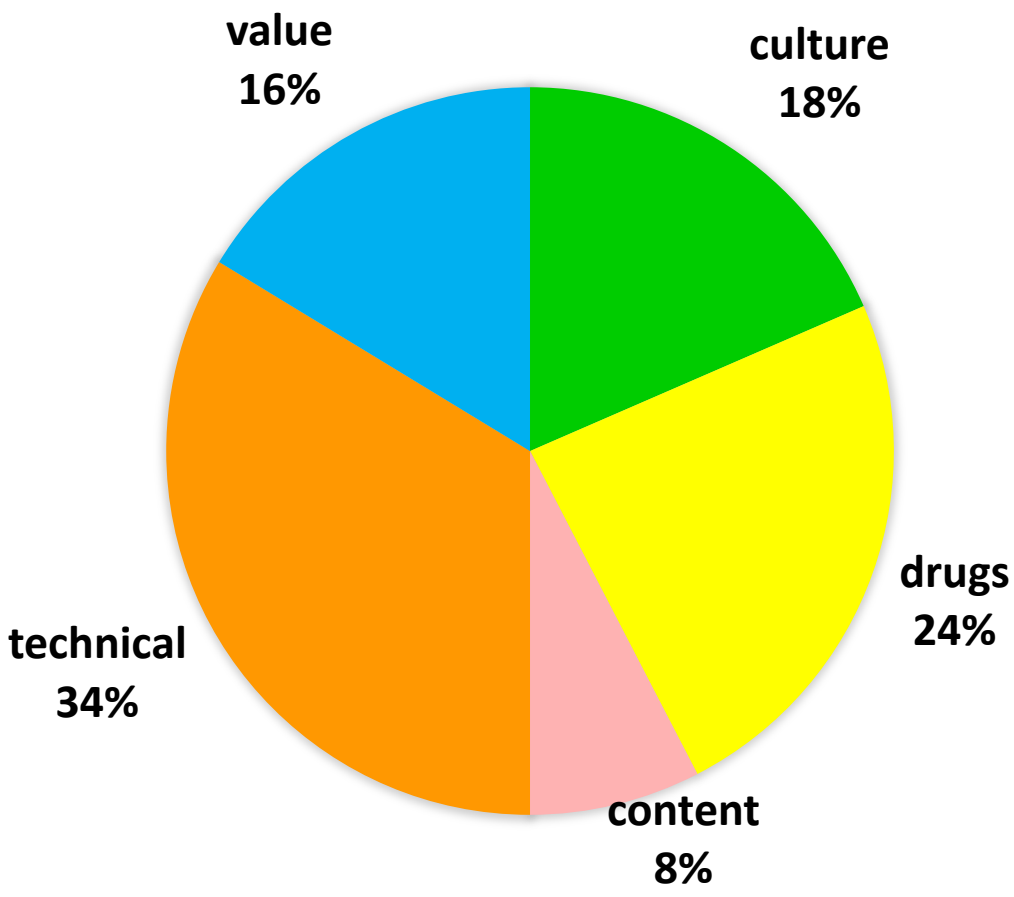
expand on explanation
graphics or illustrations
more efficient instructions

12	12
4	
3	

value related to gender
value related to legality
value related to drug attitude

158 100

UNPLUGGED QUIZ CARDS:
92 ADAPTATIONS



9	8	18	idioms and names examples closer to cultural life	
1	21	24	proportion information on drugs patterns and types of substance	
2	5	0	8	more or less examples or cases remove activity time or content change pedagogic tool or instrument
28	0	3	34	expand on explanation graphics or illustrations more efficient instructions
3	0	12	16	value related to gender value related to legality value related to drug attitude
92		100		

Unplugged adaptation conclusions

After analysing 158+92 adaptation topics in 20 countries

1. Majority of technical and cultural **superficial** level adaptations
2. **Legality** and **gender** more visible issues concerning values & norms
3. Drug related adaptations are mostly **replacing** substances and in some countries explicitly **reducing** focus on heroin, cocaine or alcohol, based on prevalence
4. Number and volume of adaptations is **not high**



Unplugged adaptation discussion

- Negotiation process secures **core components** like normative beliefs and reducing positive attitude (implying opening peer-to-peer debate on expected positive effects)
- Process shows high expectation of # adaptations at kick-off, but important **decrease** after class level **implementation** experiences
- Training is crucial vehicle for **wise adaptation** at school or class level

Adaptation in implementation phases



- **Evaluators:** focus more on last and local steps
- **Designers:** distinguish core and adaptable components
- **Trainers:** emphasize balance fidelity - adaptation



Training adaptation features

- **Pakistan**

 - extending training to focus on “using group as a resource”

- **Brasil**

 - Culture of debate versus time restriction of training outline

 - Reference to behaviorism associated with dictatorial regime

 - Interrupted TOT process in context of a hasty dissemination model

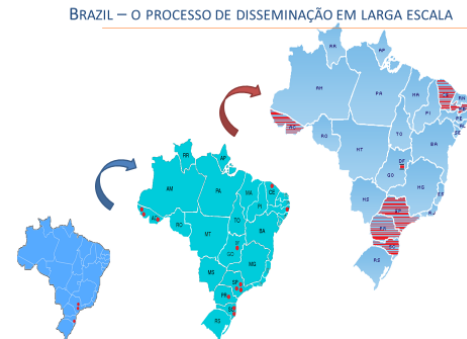
- **United Kingdom**

 - Two step workshops integrated in

 - Healthy Life 19 days training

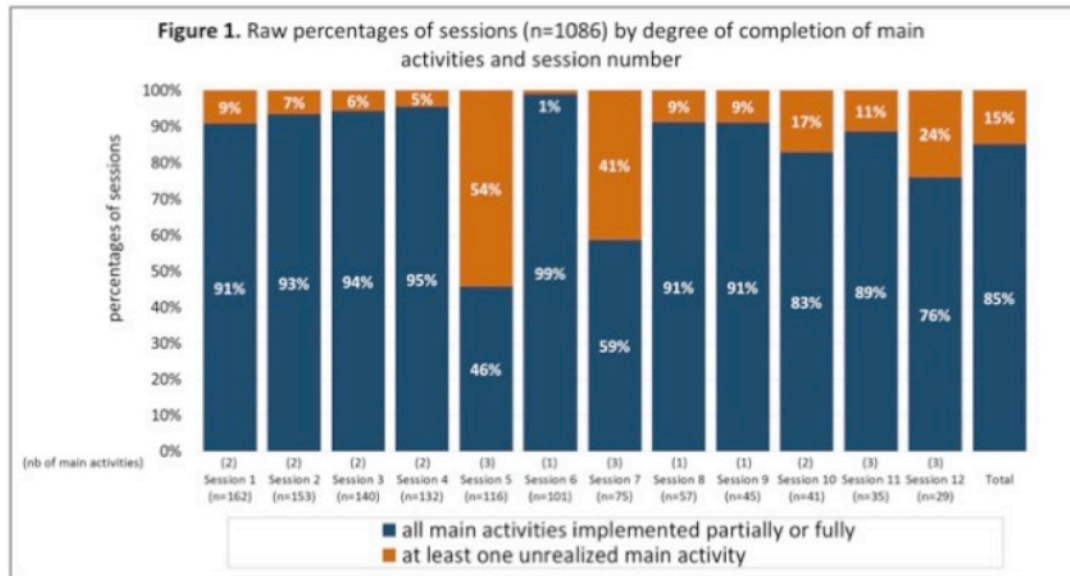
- **Russia (and Nigeria, Pakistan)**

 - Working with resistance less an issue



France training – adapted model

- Training of a prevention team
- Training of the teachers and other school staff
- Prevention team delivers Unplugged together with teacher
(Von Hammerstein, Spaak et al 2020)



Nigeria training – adapted items

- Directive teacher
- “Are you with me?”
- Charming Charlotte Unplugged code language
- Reducing applause or standing
- Adapting lunch and coffee breaks
- Mediator analysis inversed one core component

Innovations:

*co-teachers in classes # 150 pupils
pupils cascading with pupil books*

Adaptation and core components


positive or

negative drug attitude ?

Mediators with a proven lead to effect:

Positive attitude towards drugs
Perception of number of user friends
Refusal skills

Other mediators in Unplugged measured:

Negative attitude towards drugs
 Positive beliefs
 Negative beliefs
 Knowledge
 Perception of positive class climate



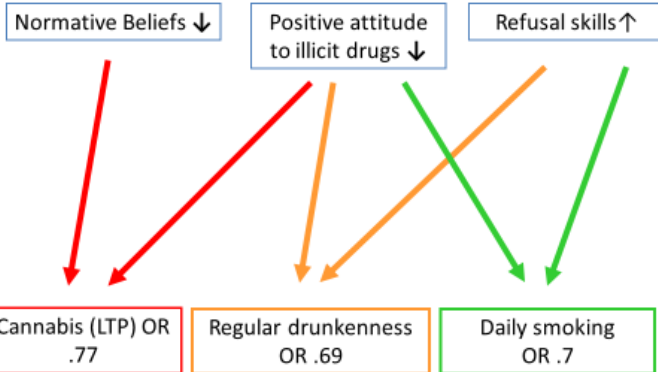
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Other mediators in Unplugged measured:

Positive attitude towards drugs
 Positive beliefs
 Negative beliefs
 Knowledge
 Perception of positive class climate

Mediators in EU-DAP (www.eudap.net)



Impact of low quality adaptation

- Brazil 2012-17 process with non-consensus adaptations mostly on alcohol related statements
- Plus adaptations to training model – no certified trainers or master trainers and great liberty to teachers for school or class level adaptation
- RCT showed iatrogenic effect for alcohol initiation boys and more for girls (Sanchez 2018)
- Analysis of adaptations led to conclusion to change materials close to original (Madruga 2019)
- New RCT showed desired effects and disappeared iatrogenic effects (Sanchez 2020)

Line Up, Live Up

600+
COACHES TRAINED

4,700+
YOUTH TRAINED

LIFE SKILLS TRAINING THROUGH SPORT TO PREVENT CRIME, VIOLENCE & DRUG USE

Line Up, Live Up is a primary prevention tool to assist trainers, teachers and other professionals working with young people to deliver sport-based training exercises to boys and girls from 13 to 18 years of age. 10 interactive sessions - accessible in an easy to use manual - have been designed to target a set of life skills and knowledge areas and can be run with mixed-gender groups in sport centres, schools and other community settings.



UNODC

United Nations Office on Drugs and Crime



The Doha Declaration:
**PROMOTING A
CULTURE OF
LAWFULNESS**



**UNODC
prevention
vulnerable youth
Balkan region
Belgrado 2019**

9

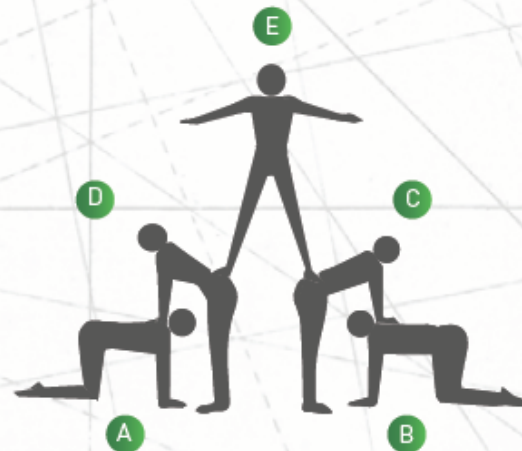
HELP

CARD 1

FIGURE 1



- **A** and **B** go down on all fours, facing each other, but not too close.
- **C** and **D** stand in between them and lean over, placing their hands on the shoulders of **A** and **B**.
- **E** now stands on the hips/pelvis of **C** and **D**, with the assistance of the helper.



30. Düğünçü Meşh
LINEUP
LINEUP

5 10 15 20 25 30



Scoring lifeskills in personal logbook

The score I give myself now on the following skills:

VERY LOW VERY HIGH

Self-awareness ●●

Being a team player ●●

Communication skills ●●

Understanding other people ●●

What I learned in this session is ...



Concept is well constructed. Players have, until you discuss it with them, not a clue what it is eventually leading to.



Players notice the difference between offering help or not. In the processing they understood the use of it in real life situations. Although this is still difficult to realise for some (sports class with pupils special needs).

The words *temptation* and *peer pressure* are very important here.

30 Dürtsch Mycha **VAMOS NESSA**
5 10 15 20 25 30

Debriefing: integration and transfer (TOT)



Adapation also at ground level



quiz cards on normative beliefs in the water

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