

Edition 11 – 1

Fall 2009

Research Précis

Best Practices: Safe and Drug-free Schools and Communities

Creating a better tomorrow...

Title: Project Towards No Drug Abuse

Overview:

Project Towards No Drug Abuse (TND) is a classroom-based drug prevention program designed to help students develop self-control and communication skills, acquire resources that help them resist drug use, improve decision making strategies, and develop the motivation to not use drugs.

Target: Upper middle and high school students ages 13-17

Extent/Duration of Program: The program is designed for implementation over a four-week period. It consists of 12 interactive lessons, each 40-50 minutes in length.

Program Costs:

- Material costs include \$70 for the teacher's manual, \$50 for a set of five student workbooks, and \$25 for an optional video. The two-day training costs approximately \$2,500.
- Face-to-face two-day teacher training is recommended and available for a fee.

For further information, or to order:

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Principles/Approaches/Components: Project Towards No Drug Abuse is based on the premise that high-risk high school youths in continuation or alternative high schools will be more likely to avoid drugs and complete school if directly provided with resources needed to do so. The program consists of 12 class sessions that provide information about drugs and consequences of drug and tobacco use, tools to improve motivation and correct misconceptions, and skills to help them develop self-control and make thoughtful decisions regarding the use of cigarettes, alcohol, marijuana, and hard drugs and violence-related behavior, such as carrying a weapon.

Evidence-based Effectiveness: In at least three field studies between 1998 and 2003 and involving over 3,000 youths from 42 schools, findings indicated a significant reduction in 30-day use of cigarette, marijuana, and hard drugs, and a smaller though still notable reduction in alcohol use and in victimization among males. Positive effects have been found to exist at one-year and two-year follow-ups.

Safe and Drug-free Schools and Communities Act (SDFSCA) connections:

A.ii - Activities that promote a sense of individual responsibility.

A.iv - Activities that teach students to recognize social and peer pressure to use drugs illegally and the skills for resisting illegal drug use.

E.ix - Alternative education programs or services for violent or drug abusing students that reduce the need for suspension or expulsion, including programs or services to assist students

to make continued progress toward meeting the State academic achievement standards and to reenter the regular education setting.

National Standards connections:

Grades 8 through 12

Health Education Standard 1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Health Education Standard 4 – Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Health Education Standard 6 – Students will Demonstrate the ability to use goal-setting skills to enhance health.

Health Education Standard 7 – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

National Health Education Standards, Second Edition: Achieving Excellence. American Cancer Society, 2007.

Counseling: Personal and Social Development Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

Counseling: Personal and Social Development Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

ASCA National Standards for Students. American School Counselor Association, 2004.

Recognition and additional reports:

The following organizations/institutions have recognized *Project Towards No Drug Abuse*. The organizations are in alphabetical order and the recognition status is in parentheses.

Center for the Study and Prevention of Violence (Blueprints Model Program)
Office of Juvenile Justice and Delinquency Prevention (Model Program)
SAMHSA (Model Program)

GENERAL NOTES: The intent of the above synthesis and correlations is to assist teachers and school administrators dedicated to using best practices to reduce violence and substance abuse among students. To our knowledge, the information was current upon publication. However, details pertaining to status of program recognition, research and findings, costs, and contact information are subject to change.

Correlations to the Safe and Drug-free Schools and Communities Act (SDFSCA) federally approved activities and to national education standards have been limited in depth (“standard” level only) and breadth (number of standards and subjects) due to the encompassing nature of many programs that typically qualify as model or exemplary. The correlations listed should not be viewed as exhaustive.

Designed Instruction’s effective SDFS program research series was funded by the United States Department of Education. For information on other effective programs for promoting safe and drug-free schools and communities, visit www.designedinstruction.com/learningleads/effective-sdfs-programs.html

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