

Library Watch on prevention

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winter 2008

Adolescents' attention to responsibility messages in magazine alcohol advertisements: An eye-tracking approach.

Thomsen SR; Fulton K. *Journal of Adolescent Health* 41(1): 27-34, 2007. (33 refs.)

Purpose: To investigate whether adolescent readers attend to responsibility or moderation messages (e.g., "drink responsibly") included in magazine advertisements for alcoholic beverages and to assess the association between attention and the ability to accurately recall the content of these messages. Methods: An integrated head-eye tracking system (ASL Eye-TRAC 6000) was used to measure the eye movements, including fixations and fixation duration, of a group of 63 adolescents (ages 12-14 years) as they viewed six print advertisements for alcoholic beverages. Immediately after the eye-tracking sessions, participants completed a masked-recall exercise. Results: Overall, the responsibility or moderation messages were the least frequently viewed textual or visual areas of the advertisements. Participants spent an average of only .35 seconds, or 7% of the total viewing time, fixating on each responsibility message. Beverage bottles, product logos, and cartoon illustrations were the most frequently viewed elements of the advertisements. Among those participants who fixated at least once on an advertisement's warning message, only a relatively small percentage were able to recall its general concept or restate it verbatim in the masked recall test. Conclusions: Voluntary responsibility or moderation messages failed to capture the attention of teenagers who participated in this study and need to be typographically modified to be more effective. Copyright 2007, Society for Adolescent Medicine.

Can first and second grade students benefit from an alcohol use prevention program?

Bell ML; Padget A; Kelley-Baker T; Rider R. *Journal of Child & Adolescent Substance Abuse* 16(3): 89-107, 2007. (53 refs.)

Protecting You/Protecting Me (PY/PM) is a classroom-based alcohol use prevention and vehicle safety program for elementary students from first through fifth grades developed by Mothers Against Drunk Driving (MADD). PY/PM is one of the first

alcohol prevention programs to target children as early as first grade. The focus of this study is on the youngest students receiving PY/PM, the first and second graders, who were surveyed over a three-year period. Results indicate that, relative to comparison students from matched classes, PY/PM students increased their knowledge of vehicle safety, media awareness, growth and development, and dangers of alcohol to young persons. This study demonstrates that despite the inherent difficulties of surveying very young children, these children can benefit from an alcohol use prevention program that is carefully designed, implemented, and evaluated. Copyright 2007, Haworth Press.

Impact of a positive youth development program in urban after-school settings on the prevention of adolescent substance use.

Tebes JK; Feinn R; Vanderploeg JJ; Chinman MJ; Shepard J; Brabham T et al. *Journal of Adolescent Health* 41(3): 239-247, 2007. (40 refs.)

Purpose: Positive youth development (PYD) emphasizes a strengths-based approach to the promotion of positive outcomes for adolescents. After-school programs provide a unique opportunity to implement positive youth development approaches and to address adolescent risk factors for negative outcomes, such as unsupervised out-of-school time. This study examines the effectiveness of an after-school program delivered in urban settings on the prevention of adolescent substance use. Methods: A total of 304 adolescents participated in the study: 149 in the intervention group and 155 in a control group. A comprehensive positive youth development intervention that included delivery of an 18-session curriculum previously found to be effective in preventing substance use in school settings was adapted for use in urban after-school settings. The intervention emphasizes adolescents' use of effective decision-making skills to prevent drug use. Assessments of substance use attitudes and behaviors were conducted at program entry, program completion, and at the 1-year follow-up to program entry. Propensity scores were computed and entered in the analyses to control for any pretest differences between intervention and control groups. Hierarchical

linear modeling (HLM) analyses were conducted to assess program effectiveness. Results: The results demonstrate that adolescents receiving the intervention were significantly more likely to view drugs as harmful at program exit, and exhibited significantly lower increases in alcohol, marijuana, other drug use, and any drug use 1 year after beginning the program. Conclusions: A positive youth development intervention developed for use in an urban after-school setting is effective in preventing adolescent substance use. Copyright 2007, Society for Adolescent Medicine.

Indicated prevention for incoming freshmen: Personalized normative feedback and high-risk drinking.

Lewis MA; Neighbors C; Oster-Aaland L; Kirkeby BS; Larimer ME. *Addictive Behaviors* 32(11): 2495-2508, 2007. (39 refs.)

This research evaluated the efficacy of a computerized, freshmen-specific personalized normative feedback (PNF) intervention on reducing alcohol consumption among high-risk drinking freshmen. Students (N=316; 53.8% female) completed measures of perceived drinking norms and drinking behavior. After completing the baseline assessment, students were randomly assigned to receive either freshmen-specific PNF that was gender-specific or gender-neutral, or to assessment only control. Findings demonstrated that students exhibited normative misperceptions for typical freshmen drinking behavior and that perceptions of typical same-sex freshmen drinking were positively associated with riskier drinking behavior. At follow-up, students randomly assigned to receive PNF reduced perceptions of typical freshmen drinking behavior and personal drinking behavior relative to those who did not receive PNF. Findings extend previous evaluations of computer-based PNF and suggest that computer-based PNF for incoming freshmen utilizing freshmen-specific norms that are gender-specific may constitute a promising prevention strategy. Copyright 2007, Elsevier Science.

An evaluation of retail outlets as part of a community prevention trial to reduce sales of harmful legal products to youth.

Courser MW; Holder HD; Collins D; Johnson K; Ogilvie K. *Evaluation Review* 31(4): 343-363, 2007. (17 refs.)

Communities across the nation have become increasingly concerned about inhalant use and use of harmful legal products among youth because of increasing prevalence rates and deleterious health consequences from abusing these products. The

increasing concern of communities about inhaling and ingesting legal products has been coupled with increasing awareness and concern about ability of youth to access and abuse a variety of other legal retail products. There are few examples of scientifically designed community prevention projects that seek to reduce youth abuse of such legal products. This article describes a community prevention trial that is designed to reduce sales of inhalants and other harmful legal products to youth and demonstrates how the retailer component of the trial can be rigorously evaluated. It also shows how data from youth purchase attempts can complement survey data from retailers. Copyright 2007, Sage Publications Inc

Short-term effects of Project EX-4: A classroom-based smoking prevention and cessation intervention program.

Sun P; Miyano J; Rohrbach LA; Dent CW; Sussman S. *Addictive Behaviors* 32(2): 342-350, 2007. (22 refs.) Objective: Researchers continue to try to develop effective teen tobacco use prevention and cessation programs. Three previous school clinic-based studies established the efficacy of Project EX for teen smoking cessation. This fourth study adapts Project EX to the classroom context. This paper reports the findings based on pretest and posttest surveys conducted immediately prior and post-intervention. Methods: An eight-session classroom-based curriculum was developed and tested with a randomized controlled trial that involved a total of 1097 students in six program and six control continuation high schools. Program-specific knowledge and smoking measures were assessed at both the pretest and posttest surveys, and were used to evaluate the program's effect on the immediate outcomes. The immediate outcomes effects were analyzed with multi-level random coefficients models. Results: Program students provided favorable process ratings of the overall program and each session. Compared with the students in the control condition, students in the program condition showed a greater change in correct knowledge responses from pretest to posttest (beta=+5.5%, p=0.0003). Students in the program condition also experienced a greater reduction in weekly smoking (beta= - 6.9%, p = 0.038), and intention for smoking in the next 12 months (beta=-0.21 in 5-level scale, p=0.023). Conclusions: EX-4 immediate outcome results revealed favorable student responses to the program, increases in knowledge, and decreases in smoking relative to a standard care control condition. Copyright 2007, Elsevier Science.

Moving the risk and protective factor framework toward individualized assessment in adolescent substance abuse prevention.

Corrigan MJ; Loneck B; Videka L; Brown MC. *Journal of Child & Adolescent Substance Abuse* 16(3): 17-34, 2007. (43 refs.)

The field of substance abuse prevention has evolved towards a risk and protective factor paradigm in explaining the onset and escalation of adolescent substance use. This framework for understanding the problem has been developed and employed by researchers at the University of Washington, Under Doctors Hawkins and Catalano, to assess communities for high-risk and low protection. Currently, there are no individual instruments to assess adolescents on these risk and protective factors. This article argues for the need of such an instrument, one that is time manageable and comprehensive. It is suggested that using a two-step method for assessment could meet these goals. Copyright 2007, Haworth Press.

Peer acceleration: Effects of a social network tailored substance abuse prevention program among high-risk adolescents.

Valente TW; Ritt-Olson A; Stacy A; Unger JB; Okamoto J; Sussman S. *Addiction* 102(11): 1804-1815, 2007. (52 refs.)

Objective: To test whether a social network tailored substance abuse prevention program can reduce substance use among high-risk adolescents without creating deviancy training (iatrogenic effects). Methods: A classroom randomized controlled trial comparing control classes with those receiving an evidence-based substance use prevention program [Towards No Drug Abuse (TND)] and TND Network, a peer-led interactive version of TND. Students (n = 541, mean age 16.3 years) in 75 classes from 14 alternative high schools completed surveys before and approximately 1 year after curriculum delivery. Past-month use of tobacco, alcohol, marijuana and cocaine were assessed. Results Overall, TND Network was effective in reducing substance use. However, the program effect interacted with peer influence and was effective mainly for students who had peer networks that did not use substances. Students with classroom friends who use substances were more likely to increase their use. Conclusions: A peer-led interactive substance abuse prevention program can accelerate peer influences. For students with a peer environment that supports non-use, the program was effective and reduced substance use. For students with a peer environment that supports substance use, an interactive program may have deleterious effects. Copyright 2007, Society for the Study of Addiction to Alcohol and Other Drugs.

Predictors of alcohol use during the first year of college: Implications for prevention. (review).

Borsari B; Murphy JG; Barnett NP. *Addictive Behaviors* 32(10): 2062-2086, 2007. (169 refs.)

The first year of college is a unique transition period, in which the student establishes a college identity and social network. Alcohol use is often part of this process, and many first-year college students develop a pattern of heavy drinking that puts them at risk for adverse consequences during their college years and into young adulthood. To better understand the development of risky alcohol use during this transition, we reviewed the literature on influences on college drinking and identified moderators and mediators that were particularly relevant for first-year alcohol use. As the transition from high school to college presents a unique opportunity for intervention, we discuss how these moderators and mediators can inform alcohol abuse prevention programs. We also identify approaches aimed at changing the culture of alcohol use on campus. Limitations of the reviewed research are highlighted in the context of promising directions for future research. Copyright 2007, Elsevier Science.

Reducing alcohol-related damage in populations: Rethinking the roles of education and persuasion interventions.

Giesbrecht N. *Addiction* 102(9): 1345-1349, 2007. (36 refs.)

Aim: In order to potentially enhance the impact of most effective policies and interventions in reducing the population level damage from alcohol, a new perspective with regard to education and persuasion interventions is offered. Methods: Recent studies were examined on the global burden of alcohol and also those focusing on the links between overall consumption and high-risk drinking, on one hand, and drinking-related damage on the other hand. A synopsis of main findings from reviews and other analysis provides the basis for conclusions about the impacts of education and persuasion interventions. There is a relative absence of evidence of the effectiveness of education and persuasion in reducing consumption, curtailing high-risk drinking or reducing damage from alcohol. This is in contrast to the rising levels of damage from alcohol, and also to the demonstrated effectiveness of certain alcohol policies and interventions, as summarized in Babor et al. Given that only a small fraction of education and persuasion interventions have any positive impact, generating 'more of the same' is not an impact-effective and cost-efficient approach. Therefore, interventions that have

not been shown to be effective need to be phased out and those most effective and of widest scope should receive more attention and enhanced resources. A reframing of the roles and foci of persuasion interventions is advised, including, for example, focusing on informing policy-makers, and stimulating public discussions about the rationale of alcohol policies and the roles that citizens can play in promoting and supporting these policies. Copyright 2007, Society for the Study of Addiction to Alcohol and Other Drugs.

School-based drug prevention among at-risk adolescents: Effects of ALERT plus.

Longshore D; Ellickson PL; McCaffrey DF; St Clair PA. *Health Education & Behavior* 34(4): 651-668, 2007. (43 refs.)

In a recent randomized field trial, Ellickson et al. found the Project ALERT drug prevention curriculum curbed alcohol misuse and tobacco and marijuana use among eighth-grade adolescents. This article reports effects among ninth-grade at-risk adolescents. Comparisons between at-risk girls in ALERT Plus schools (basic curriculum extended to ninth grade with five booster lessons) and at-risk girls in control schools showed the program curbed weekly alcohol and marijuana use, at-risk drinking, alcohol use resulting in negative consequences, and attitudinal and perceptual factors conducive to drug use. Program-induced changes in perceived social influences, one's ability to resist those influences, and beliefs about the consequences of drug use mediated the ALERT Plus effects on drug use. No significant effects emerged for at-risk boys or at-risk adolescents in schools where the basic ALERT curriculum (covering seventh and eighth grades only) was delivered. Possible reasons for gender differences and implications for prevention programming are discussed. Copyright 2007, Sage Publications Inc.

The Doubles: Evaluation of a substance abuse education curriculum for elementary school students.

Epstein J; Collins KK; Thomson NR; Pancella T; Pa'uley D. *Journal of Child & Adolescent Substance Abuse* 16(4): 1-22, 2007. (31 refs.)

"The Doubles," funded by the National Institute on Drug Abuse, is a seven-episode series of media tools designed to teach third-and fourth-grade students about the science of drug addiction. The program's

curriculum was delivered through a set of DVDs, interactive CD-ROMs, workbooks, or an Internet Site. Results indicate that although the interventions were successful in teaching students about the biological bases of substance abuse, they had little effect on student attitudes. Implications for future studies are discussed. Copyright 2007, Haworth Press.

The Sacramento Neighborhood Alcohol Prevention Project: Outcomes from a community prevention trial.

Treno AJ; Gruenewald PJ; Lee JP; Remer LG. *Journal of Studies on Alcohol and Drugs* 68(2): 197-207, 2007. (28 refs.)

Objective: This article reports the results of the Sacramento Neighborhood Alcohol Prevention Project (SNAPP). SNAPP set as its goal the reduction of alcohol access, drinking, and related problems in two low-income, predominantly ethnic minority neighborhoods, focusing on individuals between the ages 15 and 29, an age group identified with high rates of alcohol-involved problems. Method: Two neighborhoods in Sacramento were selected to be the intervention sites because they were economically and ethnically diverse and had high rates of crime and other drinking-related problems. The quasi-experimental design of the study took a "phased" approach to program implementation and statistical examination of outcome data. Outcome-related data were collected in the intervention sites as well as in the Sacramento community at large. Five project interventions included a mobilization component to support the overall project, a community awareness component, a responsible beverage-service component, an underage-access law enforcement component, and an intoxicated-patron law enforcement component. Archival data were collected to measure and evaluate study outcomes and to provide background and demographic information for the study. Results: Overall, we found significant ($p < .05$) reductions in assaults as reported by police, aggregate emergency medical services (EMS) outcomes, EMS assaults, and EMS motor vehicle accidents. Conclusions: Results from the Sacramento Neighborhood Alcohol Prevention Project demonstrate the effectiveness of neighborhood-based interventions in the reduction of alcohol-related problems such as assaults, motor vehicle crashes, and sale of alcohol to minors. Copyright 2007, Alcohol Research Documentation