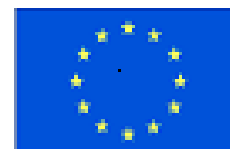


# European Drug Addiction Prevention trial



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## **Components overview and some background information on the intervention**

Presented by Peer van der Kreeft (De Sleutel, Belgium), IPG-  
coordinator

## **EU-DAP, THE INTERVENTION**

Components overview and some background information on the intervention

Presented by Peer van der Kreeft (De Sleutel, Belgium), IPG-coordinator. Lisbon, 16 december 2005



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# 1. BACKGROUND INFORMATION ON THE DEVELOPMENT OF THE EU-DAP INTERVENTION

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## 1.1. IPG in the EU-Dap project

The EU-Dap formulated in the first Coordination Group set the project aim to study the effect of:

- a complex intervention
- aimed to decrease drug initiation
- or to delay the transition from experimental to addicted behaviour
- of tobacco, alcohol, cannabis and other drugs.

This intervention had to make a distinction between a *basic* approach involving the teacher and the pupils, a *parent* approach additionally involving the parents and a *peer* approach additionally involving peers.

Within the EU-Dap partners we identified an Intervention Planning Group, IPG, with members experienced in drug prevention programme development and implementation. Some of the IPG-members were also part of the Study Design Group, facilitating quick coordination between the simultaneously ongoing developments.

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## 1.2. Intervention based on the lifeskills model

The target group of the intervention was determined as secondary school students from 12 up to 14 years old. This implied that we directed the intervention to the first two years of the secondary school. The IPG chose to develop an intervention based on the lifeskills model (Botvin) with the condition of a feasible dissemination after the study phase. This set limitations to the volume of hard copy materials or of available training and support due to the predicted cost hereof.

The IPG also took in consideration that the basic intervention should be limited in time, in order to facilitate adherence and fidelity to the programme. The number of lessons was determined at 10, with an extra opening and closing lesson. As such it was possible to implement the programme in one trimester of a schoolyear. We examined possibilities of adopting existing prevention programmes within reach of the IPG members and concluded to conceive a new intervention programme entitled *UNPLUGGED*.

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## 1.3. Development of the intervention

The themes and objectives of the **basic intervention units** were developed by priority in order to deliver information to the Study Design Group. The SDG needed to integrate some of the lesson objectives in the design of the self report questionnaire. The IPG decided on the meetings and in consent on the objectives, main components and activities of each lesson. The detailed instructions for the manual were written by group members and sent around for comments and consent.

We reflected on differentiated levels of involvement for the **parent arm activities**, such as:

1. tasks or homework in the lessons, involving *someone at home*
2. assistance of parents in class activities
3. dedicating a part of the regular (annual) parent meeting to UNPLUGGED
4. organising 1 to 3 specific parent meetings with an interactive component

Dropping 1 & 2 were motivated by our desire to make a clear split-up of *school related* and *home related activities* from the pupil's perspective, and because some parents would be deprived of this. We decided to focus the parent arm on option 4 and to write the curriculum for 3 evening seminars, to be conducted by an expert from outside the school, appointed by the local coordinator.

For the determination of the **peer arm activities** we chose for a very limited function of the peers, selected in the classroom. The option of choosing peers older of age in higher grades was assessed as unfeasible within the study context of the EU-Dap trial. Peer *support* or peer *education* in a counselling approach for peers was estimated as being too difficult and giving too much responsibility to the young pupils from the first two years in the secondary schools. The IPG decided to determine the role of the 2 peers per classroom as *monitoring* the transfer of the lessons to the real life context of the pupils. They are in this monitoring role one of the links between the class and the teacher, not an assistant to the teacher.

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## **1.4. Training and materials**

### **1.4.1. The Training of Teachers (TOT)**

The lifeskills model implies the use of interactive teaching methods in order to be effective. These are described and instructed in the unit outlines. But the teachers involved in the intervention need to be instructed and trained in this interactive way of working, on top of the necessary instruction of the UNPLUGGED materials as such. We developed a training model for the teachers of 2,5 days. This TOT was conducted by be experienced life skills trainers and included as well topics linked to the theoretical background, to the role of the teacher in group dynamics, to information on drugs or addiction as to administrative or practical matters. The training had a high level of interaction.

### **1.4.2. The Training of the Trainers (TOTOT: training of trainers of teachers)**

The outline of the TOT was conceived on the international project level, but the TOT had to be executed on the national levels, coordinated by the centres. We organised an international gathering of the experienced lifeskills trainers that were engaged by the centres. This *TOTOT* delivered information on UNPLUGGED in a standardized way, pointed out the crucial project components and agreed on the most important attitude and style issues for the teachers. For the Intervention Planning Group this event was an important experience confronting the standardized programme materials with the cultural differences and interpretations from the national trainers.

### **1.4.3. Final editing, translation, print and distribution**

All materials for the intervention were *peer reviewed* by EU-Dap partners other than IPG-members. Corrections and changes were made in consent and the final editing in English version was divided within the Intervention Planning Group. The format and layout was standardized in this version and each national partner was responsible for the translation and printing in the own language. The option of cross-translation with the view to increase standardization could not be withheld because of the financial cost. The guideline to the national centres was to translate *as close as possible* to the original English version. Every centre had to translate, as there was no EU-Dap partner in the UK or Ireland. The logistic of distribution to the teachers, pupils and parents was not formally regulated on the EU-Dap level and was entrusted to the national centres.

## 2. OVERVIEW OF THE COMPONENTS IN THE EU-DAP INTERVENTION

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### 2.1. The UNPLUGGED basic intervention

#### 2.1.1. Lessons in the classroom: the units

#### **PART ONE: KNOWLEDGE AND ATTITUDES**

##### **Unit 1: Opening UNPLUGGED**

Pupils will:

- receive an introduction to the programme and the 12 lessons
- set objectives and rules for the lessons
- start reflecting on present or missing knowledge on drugs

Activities:

*Introduce the headings and objectives of the programme*

*Explain European idea of the programme*

*Set up and discuss rules for the lessons with the pupils*

*Explain homework to the pupils*

##### **Unit 2: Choices - risk and protection**

Pupils will ...

- learn that there are different factors that influence people to take drugs, (effects/expectations on the effects of the drugs, environmental and personal factors),
- experience working in groups
- present their work to a forum

Activities:

*Distinguish the three factors relevant to drug use: physical or drug-related, environmental or social and personal factors*

*Let pupils compile information on these factors from the information they collected as homework in lesson 1.*

*Discuss in class the risks and solution related to these factors.*

##### **Unit 3: Drugs – get informed**

Pupils will ...

- learn to sort out positive effects, negative effects and risks of drugs use
- Come back to the information that they assembled for the second lesson

Activities:

*In a small group pupils study 'their' 3 questions and answers for a quiz*

*The groups make a round in which each is the quizmaster in turn*

*Closing group round with common feelings*

##### **Unit 4: Smoking the cigarette drug – get informed**

Pupils will ...

- learn what effects are and especially negative effects of smoking
- learn that expected effects do not reflect real effects
- learn that positive short-term consequences are often more important for us than long-term negative effects
- discuss why people smoke even though they know about the health damaging effects

Activities:

*Pupils learn facts about smoking and tobacco through a knowledge test*

*Discussion the difference between real effects and expected effects of smoking in class*

*Comparing short term and long term effects positive and negative effects and expectations of smoking in class.*

## **PART TWO: INTERPERSONAL SKILLS**

### **Unit 5: Your beliefs, norms and information: are they correct?**

Pupils will ...

- understand the need to look critically at the accessible information sources
- experience differences between own thinking or opinions and actual data
- achieve a realistic estimation of peer drug use

Activities:

*Go back to the information on drugs the pupils have put up on the poster and add publicity and information on smoking*

*Ask the pupils for their estimates of numbers of drug use for average youngsters of 15-18 yrs and confront this with actual statistical data*

*Discuss the relation of norms/beliefs and information/media*

*Groups of three stick true, false or don't know on the exposed information.*

*Process with the group*

*Groups of three form a 'critical thinking'-statue.*

### **Unit 6: To be or not to be in a group**

Pupils will ...

- learn to identify how much their behaviour is modified by the group
- experience how it feels to be excluded and reflect on this experience

Activities:

*Pupils practise role-playing with the pupils*

*Pupils evaluate their role plays*

*They discuss different positions of those who want to be part of a group and those who decide about who is allowed to be part of a group.*

### **Unit 7: Express yourself**

Pupils will ...

- learn how to communicate emotions in an adequate way
- distinguish between verbal and nonverbal communication
- experience that communication is more than talking

Activities:

*Pupils stand in rows, ending in an order of negative to positive feelings*

*In pairs pupils express feelings verbally and non-verbally*

*In groups of three, pupils express feelings linked to given situations, taking tips in consideration*

*Closure: read out a phonebook with emotional expression*

### **Unit 8: Party tiger**

Pupils will ...

- recognise and appreciate the positive qualities of other people (positive feedback)
- learn to accept positive feedback
- experience how to make contact with other people
- practise non-verbal and verbal ways to present oneself to others and reflecting upon the way this is done

Activities:

*Pupils give and receive positive feedback to their classmates*

*Groups of two pupils practise in a role-play how to get to know other people*

*Class discusses with the teacher the feelings we have when we get into contact with others*

## **PART THREE: INTRAPERSONAL SKILLS**

### **Unit 9: Get up, stand up**

Pupils will ...

- give and hear examples of assertive expressions
- learn how to stand up for ones' rights
- develop respect for the rights and opinions of the other people

Activities:

*Show examples of assertive refusal answers and have the pupils rate on a scale*

*Divide in groups of five, each group gets 5 situation cards and tries out different assertive answers*

*Group chooses one situation, practices 2 good responses*

*Each group shows his result*

### **Unit 10: Coping competences**

Pupils will ...

- train conversation with peers about difficult experiences or feelings
- learn that negative feelings are not wrong or dangerous
- deal with weaknesses and limitations in a constructive way

Activities:

*Listening exercise*

*Read story about moving to another town and school*

*Discover and share examples of what you can lose*

*In groups of five pupils exchange strategies how to cope with losses and draw it on a poster*

*Posters are exposed and explained*

*Individual processing on paper*

*Group forming game*

### **Unit 11: Problem solving and decision making**

Pupils will ...

- learn a technique to solve personal problems
- learn creative thinking
- exercise to stop, calm down and think when they have a problem, instead of reacting impulsively
- distinguish between long-term and short-term positive and negative consequences of different actions / solutions

Activities:

*Pupils learn the five-step-model to problem solving*

*Class applies the model to a problem (e.g. the problem indicated in the opening or any other)*

*In small groups they practise the model*

*In class they discuss solutions for different problems*

### **Unit 12: Goal setting and closure**

Pupils will ...

- train to split long term in short term objectives
- reflect on the opportunities to apply what they learnt in an individual context
- to assess strengths and weaknesses in the process of this program
- to explore ways of consolidation of the positive influence of these lessons in the group climate.

Activities:

*Pupils write individually the answers on four questions about evaluation and personal objective*

*In groups of four, they share their answers and distinguish short-term objectives for each in the group*

*One positive and one negative comments per group is reported*

*The main objectives are written on a poster*

*exercise with closing remarks from the groups*

## Overall structure of the UNPLUGGED units

- Part one: knowledge on effects and risks of drugs
- Part two: intrapersonal skills with extra attention to normative belief
- Part three: interpersonal skills

## Structure within each UNPLUGGED unit

- **Title**, expressing the essence of the lesson.
- **Objectives**, describing the desired results of the different parts of the lesson, such as the preparation, opening, main activities and closure. In most lessons we list three objectives.
- **What you need**, listing materials that are needed to prepare or have at hand during the activities. An individual notebook specifically kept for these lessons is one of them.
- **Opening**, a suggested introductory activity opens the lesson. It could also be called "positioning" or "starting point" of the lesson.
- **Main activities**. For each lesson, there is a detailed and concrete list of suggested activities. We urge the teacher not to alter the order, structure and character of the activities.
- **Closure**, a summary of the main activity and sometimes its evaluation. It can be a group round or a dialogue with open questions. Closing may also be done by a game, sometimes very short.

### 2.1.2. The introduction and annex materials for the teacher

Based on the issues that were discussed during the IPG-meetings, completed with recommendations and necessary background instructions for teachers, one of the IPG-members edited the introduction manual, sent around for completion and consent to the other members and peer-reviewed by another partner in the EU-Dap project. The content overview gives the best idea of this introductory and hands-on manual for the teacher.

1. UNPLUGGED.....	
1.1 <i>The life-skills model</i> .....	
1.2 <i>What causes drug problems?</i> .....	
1.3 <i>Social determinants</i> .....	
2. Why is school-based prevention important?.....	
3. Models and components of successful prevention.....	
4. What are Life Skills? .....	
5. Teaching Techniques .....	
6. How is UNPLUGGED structured?.....	
6.1 <i>Structure of the BASIC curriculum</i> .....	
6.2 <i>Structure of a lesson</i> .....	
6.3 <i>Structure of Class-Peer curriculum</i> .....	
6.4 <i>Structure of the Parent curriculum</i> .....	
7. Teacher training.....	
8. Materials and support .....	
9. References .....	

Annexes to the introduction are:

- Some pedagogical tips for teachers working with a lifeskills approach
- Instructions, rules and hints for organising roleplays in the classroom
- A number of *energizers*, interactive exercises within the classroom

Annexes to the unit outlines are:

- Pages to be copied for the pupils with exercises to be filled out or read individually.
- Supporting illustrations, stories or examples for the UNPLUGGED activities
- *Information sheets* about drugs to furnish the teacher with (1) comprehensive effects, risks, Q&A's and (2) more detailed, sometimes technical, information.

### **2.1.3. The training of teachers**

The training was residential in most countries, but this was not obliged. It was directed by an expert lifeskills trainer engaged by the centres.

#### **The training outline:**

Day one. Theoretical basics

- Welcome, introduction of the trainer
- Warming-up of the group
- Theoretical background of the programme: introduction to the life-skills-approach; studies on the effectiveness)
- group-dynamics (role of the teacher)
- developmental aspects in youth and drug-taking
- information on drugs
- overview of the programme manual
- nationally: integration of the programme into other school-based prevention programmes.
- Flashlight": feedback on the first day

Day two. Getting to know the programme and teaching the units

- Programme-specific exercises in order to get comfortable with the units: Teachers prepare lessons of the programme in small groups and present them to their colleagues.
- Flashlight: feedback on the first day

Day three (half day). Discussion of problems that might occur, addressing teacher's anxieties

- Introduction in the European evaluation study,
- Presentation of the questionnaire
- Explanation of the data assessment procedure
- Evaluation of the training and Good-bye

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## 2.2. The UNPLUGGED Parent Arm

This intervention arm consists of three parent evenings at the school with the frequency of once a month. There are also information sheets made available and sent to all parents of the target group. All parents of the classes that receive the Unplugged programme are invited to the meetings. The EU-Dap centres deliver an expert to conduct the parent meeting, the invitation to the parents and the information sheets. The centre makes, together with the schools, an effort to find "volunteer" parents who will help in summarizing the discussion in order to edit it in the leaflet.

### 2.2.1. The printed materials

The topics for the three evenings are depicted in the *background and outline for parent meetings* and distributed to the expert from the national EU-Dap centre. Each parent evening has a duration of 2 to 3 hours and contains these elements:

- An opening activity
- A lecture on the selected topic
- Discussion in plenary session
- Instructed work in small groups
- Role-play or dramatization
- A closing activity

The leaflet for the parents includes:

- A summary of the lecture
- A short description of the main topics being discussed in the meeting
- Book references for parents

### 2.2.2. The meetings

The objectives of the meetings give an idea of the covered themes, which are described in detail in the *background and outline for parent meetings*.

- **Meeting one: gaining a better understanding of your teenagers**

....to help parents understand the changes their children undergo in terms of development and identity formation during adolescence and to understand substance use in this frame

...to sensitize parents about the preventive impact the family can have regarding the adolescent's substance use

- **Meeting two: parenting a teenager means growing up together**

...to help parents understand the necessary changes the family undergoes during adolescence

...to sensitize parents in strategies increasing family attachment

- **Meeting three: a good parent-child relationship also implies setting rules and limits**

...to discuss with parents about different parenting styles

...to encourage parents to be firm and assertive in setting rules and limits

...to help parents to set clear rules in the family and enhance their negotiation skills

## 2.3. The UNPLUGGED Peer Arm

### 2.3.1. The printed materials

The teachers and the selected peers were furnished with a manual to organise seven *P2P* (*peer to peer*) meetings of the peers with their classmates. The informal setting and organisation of the meetings was crucial, so the peers were instructed to use the concrete suggestions on discussion topics in the manual only if topics would not arise from the group itself. The content overview gives an idea of the issues dealt with in the *P2P manual*:

#### The Unplugged P2P meetings – peer to peer

What is peer education? .....  
 P2P class meetings: .....  
 Goal and content of the P2P class meetings .....  
 The peer arm – overview in time .....

#### Protocol for acquisition, selection and supervision of the P2P-pupils

##### Guidelines and tips for the P2P-pupils

What are these class meetings about?.....  
 Time .....  
 Location .....  
 Methods and style .....

#### Content of the meetings – Trigger suggestions

##### Extra methodological background for the teacher:

*Relevant theories and models*.....  
*Exercise: Roger Hart's ladder of participation* .....  
*Exercise P2P QUIZ* .....

### 2.3.2. The peer to peer training

The teachers involved in the peer to peer approach are trained by the national lifeskills trainer, subsequent to the basic TOT training.  
 The peers are trained on a national level by the centre and come two times together again in the middle and at the end of the programme.  
 The peers and the their teachers come together on school level in three briefings in between and one debriefing at the end of the Unplugged lessons.

### 2.3.3. Correlation P2P meetings with the lessons

PEER MEETING ...	...after lesson ...
<b>FIRST</b>	2 (information about alcohol)
<b>2<sup>ND</sup></b>	5 (Your beliefs, norms and information: are they correct?)
<b>3<sup>RD</sup></b>	7 (express yourself)
<b>4<sup>TH</sup></b>	8 (party tiger)
<b>5<sup>TH</sup></b>	9 (get up, stand up)
<b>6<sup>TH</sup></b>	10 (coping competences)
<b>LAST</b>	11 (problemsolving - decisionmaking in problemsituations)