

## Prevention by social influence

Proven effectiveness of universal prevention  
Primary Prevention of Risk Behaviour conference  
Workshop, Prague 2 november 2009



**UNODC**  
United Nations Office on Drugs and Crime




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# Overview

1. Evidence based prevention
2. EU-Dap results: effective programme
3. EU-Dap programme components
4. Special attention to normative belief

# Balance ...

Interventions  
that large  
populations easily  
accept

Interventions  
that have proven  
to be effective



***opinion base versus evidence base***

Action research: practitioners<sup>4</sup>  
work together with researchers



# What works?

1. RCT Randomized Controlled Trial
2. components from *meta-analyses*
3. ... from *systematic reviews*
4. other research

**Good practice** (American Psychologists Association task force report °2005)

# Problems with evidence

- The evidence base is highly diversified and specialised
- The evidence base is always „work in progress“
  - Continuous need for identifying unsatisfactory practice and for new evidence
- Most evidence comes from a few countries
  - Not necessarily applicable in other countries or cultures

Uchtenhagen, ICAA Edinburgh 2006



# Effectivity components

according to meta-analysis Nancy Tobler 2000

- Teacher training
- Information about drugs
- Include normative beliefs
- Focus on specific influence based skills
- Interactive delivery
- Involve family and community
- Cultural sensitivity

## **“RCT universal schoolbased prevention**

... The first ever European Drug Abuse Prevention Trial EU-Dap has shown promising results. Funded by the European Commission, the project was implemented and cross-evaluated in seven countries, nine regional centres and 170 schools and involved 7 079 students (in a trial group and in a control group)....”

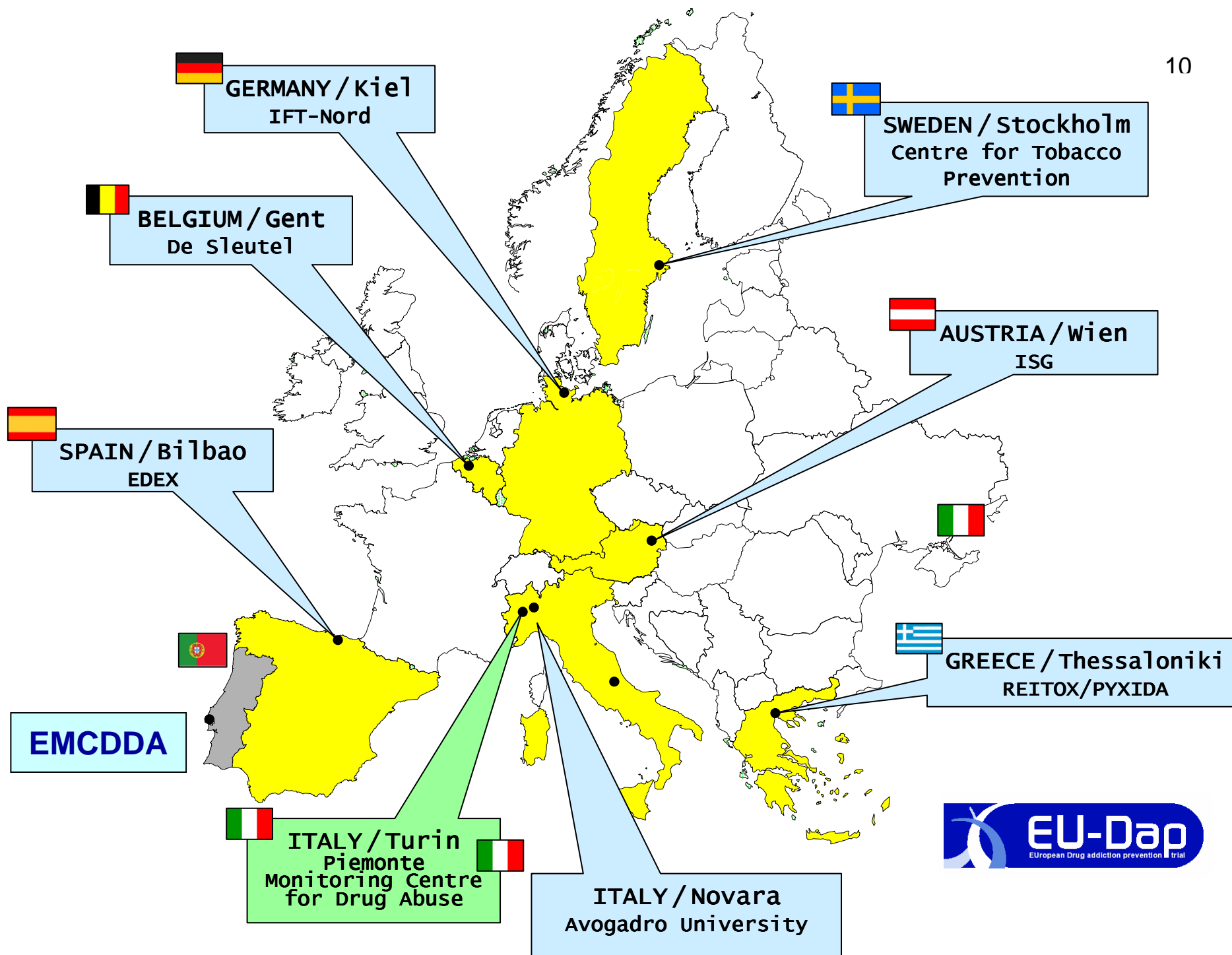


Not only effective but also safe:  
have lowest *iatrogenic* effects.

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

*'Werther effect'*

In the EU-DAP Unplugged  
programme no iatrogenic effects  
were detected.

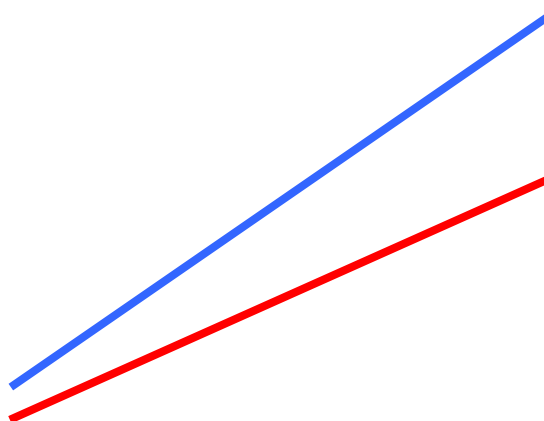


# The study sample

11

at baseline (n=7079) °2004

CENTRE	# STUDENTS	MEDIAN AGE
Italy Turin	1.660	14
Spain Bilbao	429	14
Italy Novara	592	14
Germany Kiel	709	13
Sweden Stockholm	1.033	13
Italy L'Aquila	732	13
Belgium Gent	858	12
Greece Thessaloniki	516	12
Austria Vienna	550	12



## The EU-Dap Cluster Randomised Controlled Trial

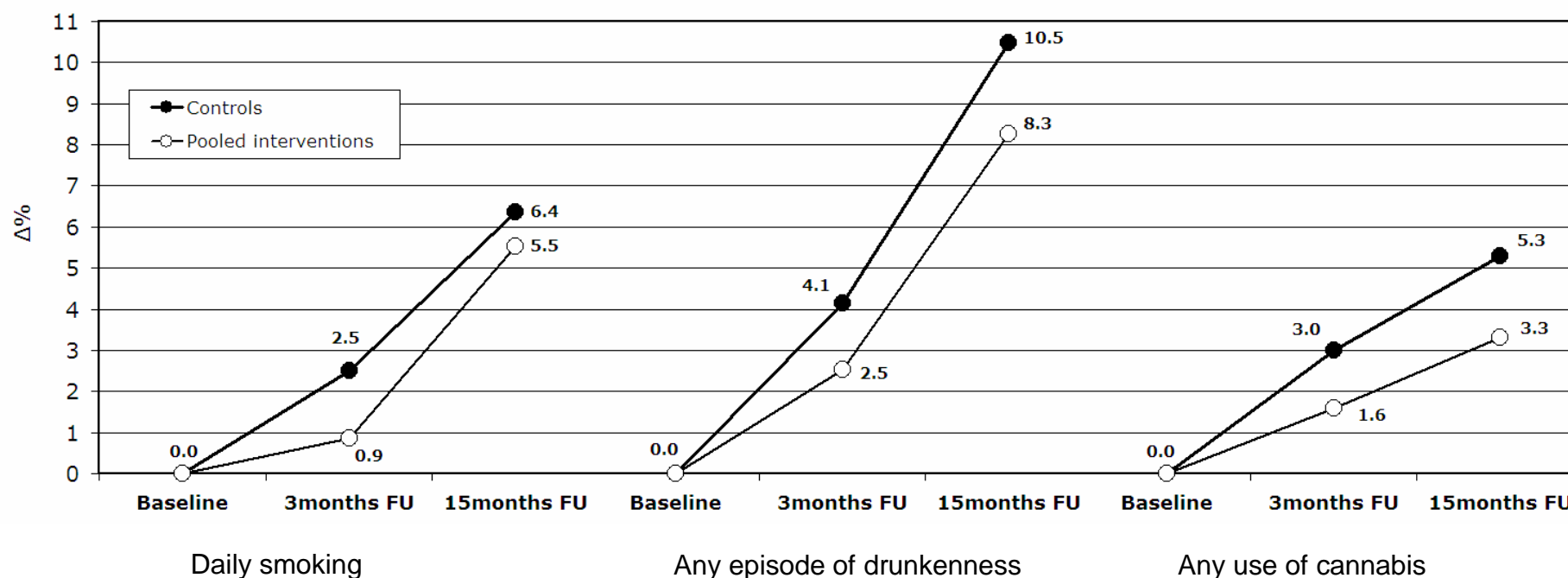
Effectivity of Unplugged intervention after 2<sup>nd</sup> questionnaire (3 mths post interv)

**Daily smoking 30% reduction\***  
**Recent drunkenness 28% reduction**  
**Experimenting cannabis 23% reduction**

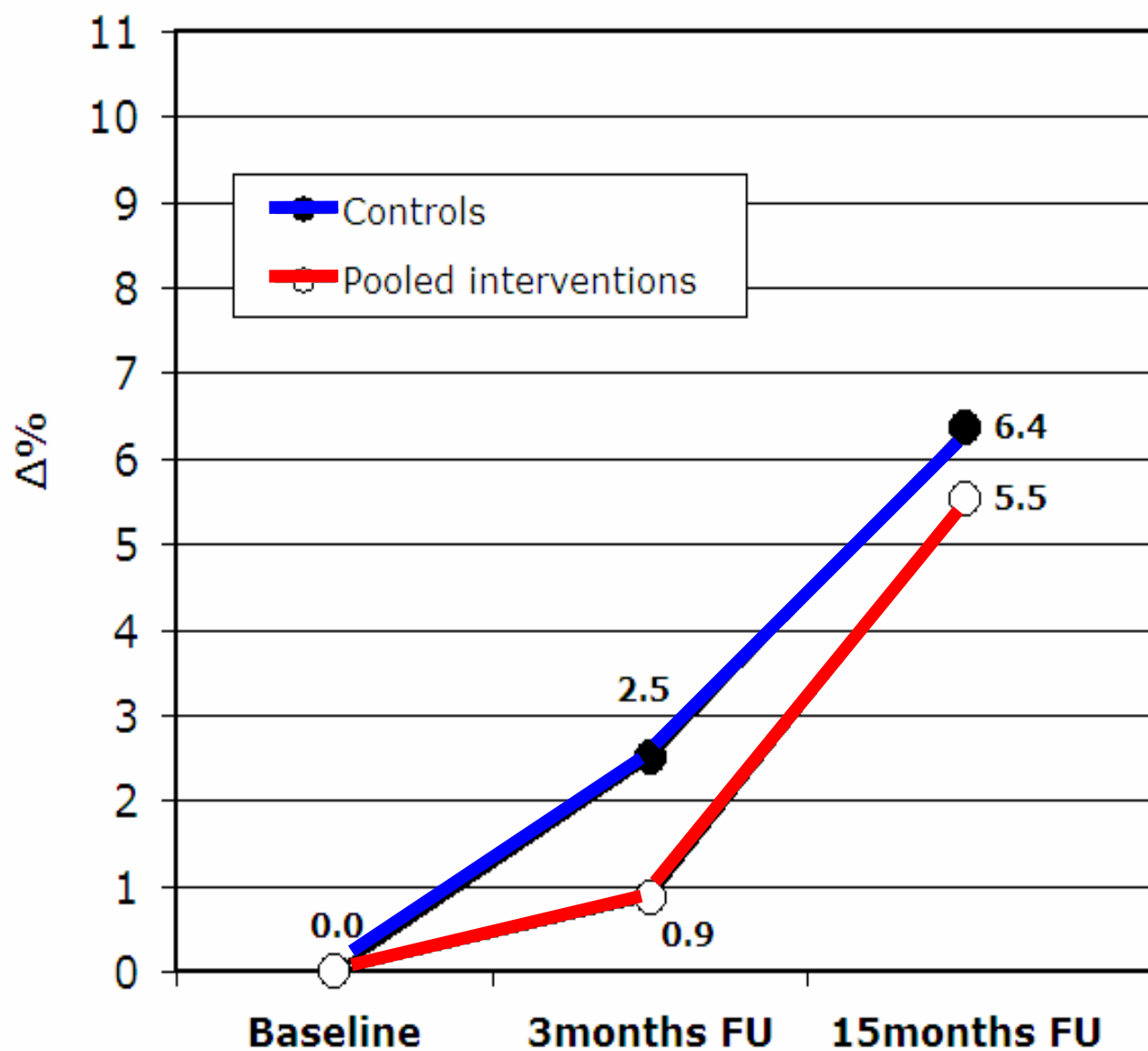
The EU-Dap class programme has a preventive effect on early onset of drug use and on the transition of experimental to frequent use. The effect is bigger for boys than for girls.

\*Daily smoking, recent drunkenness, any cannabis at this age are stronger predictors

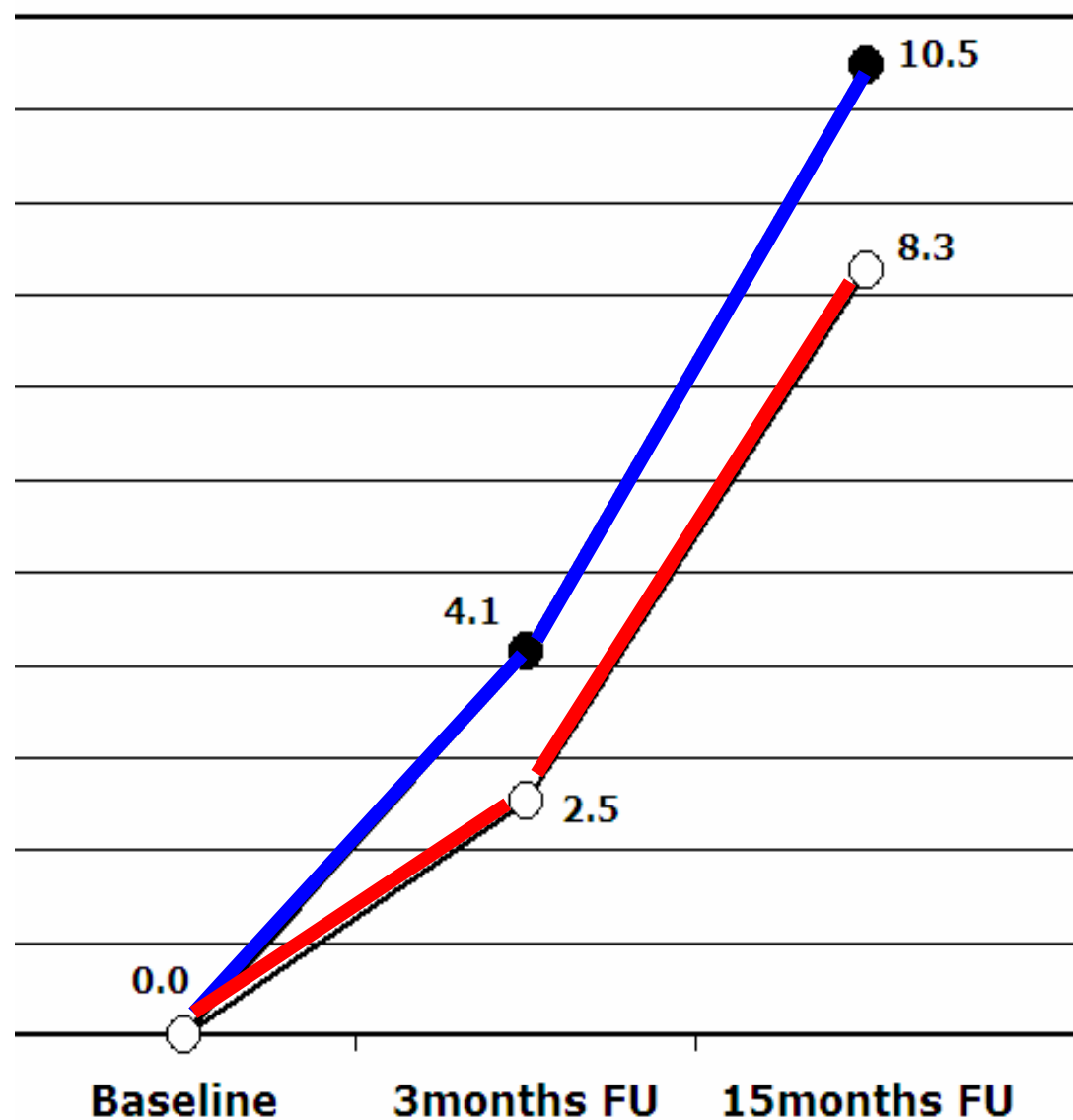
## Changes in prevalence of past 30 days substance use between EU-Dap participants at baseline (n=7079), at the 3 months (n=6370) and at the 15 months follow-up (n=5541)



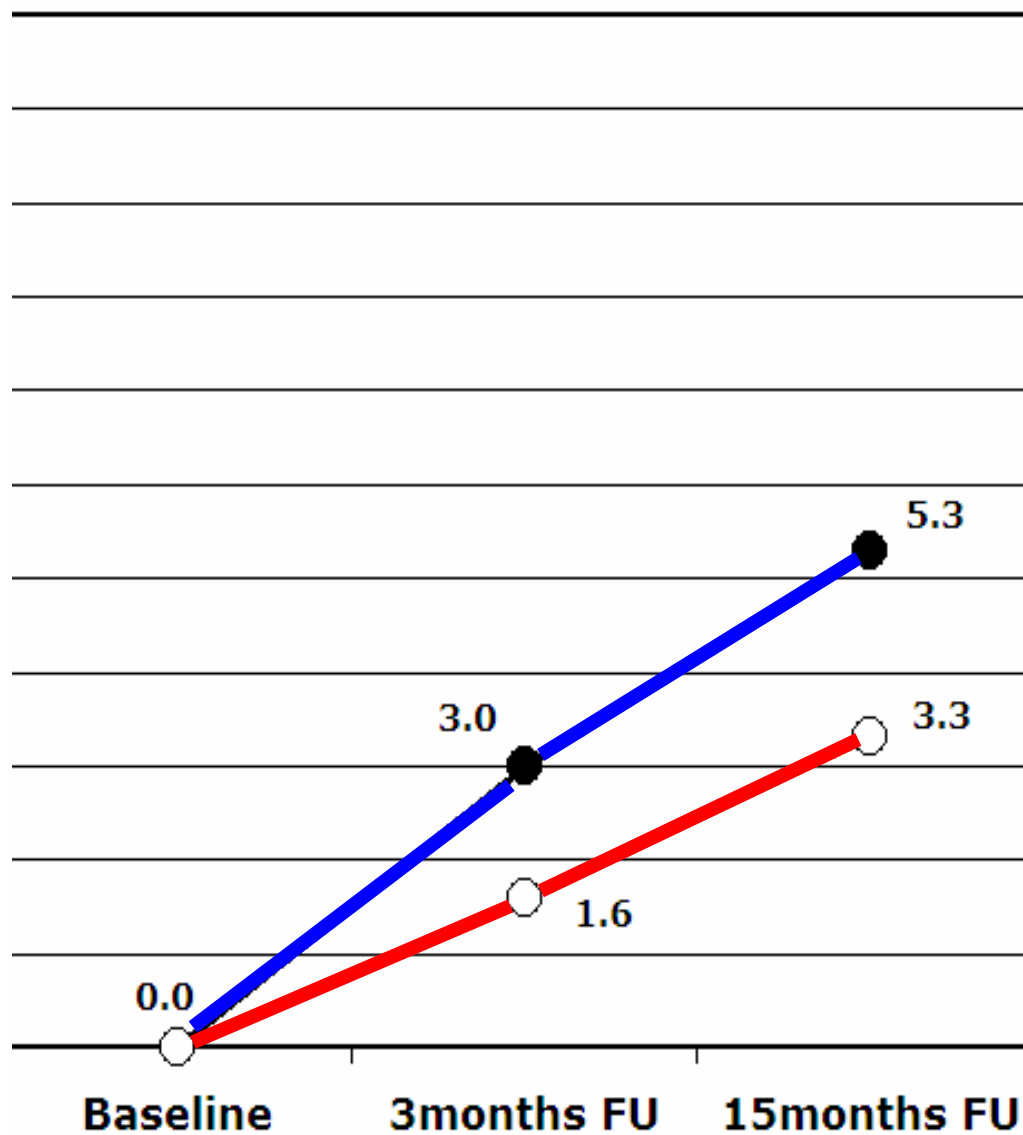
# Daily smoking



# Any drunkenness



# Any cannabis





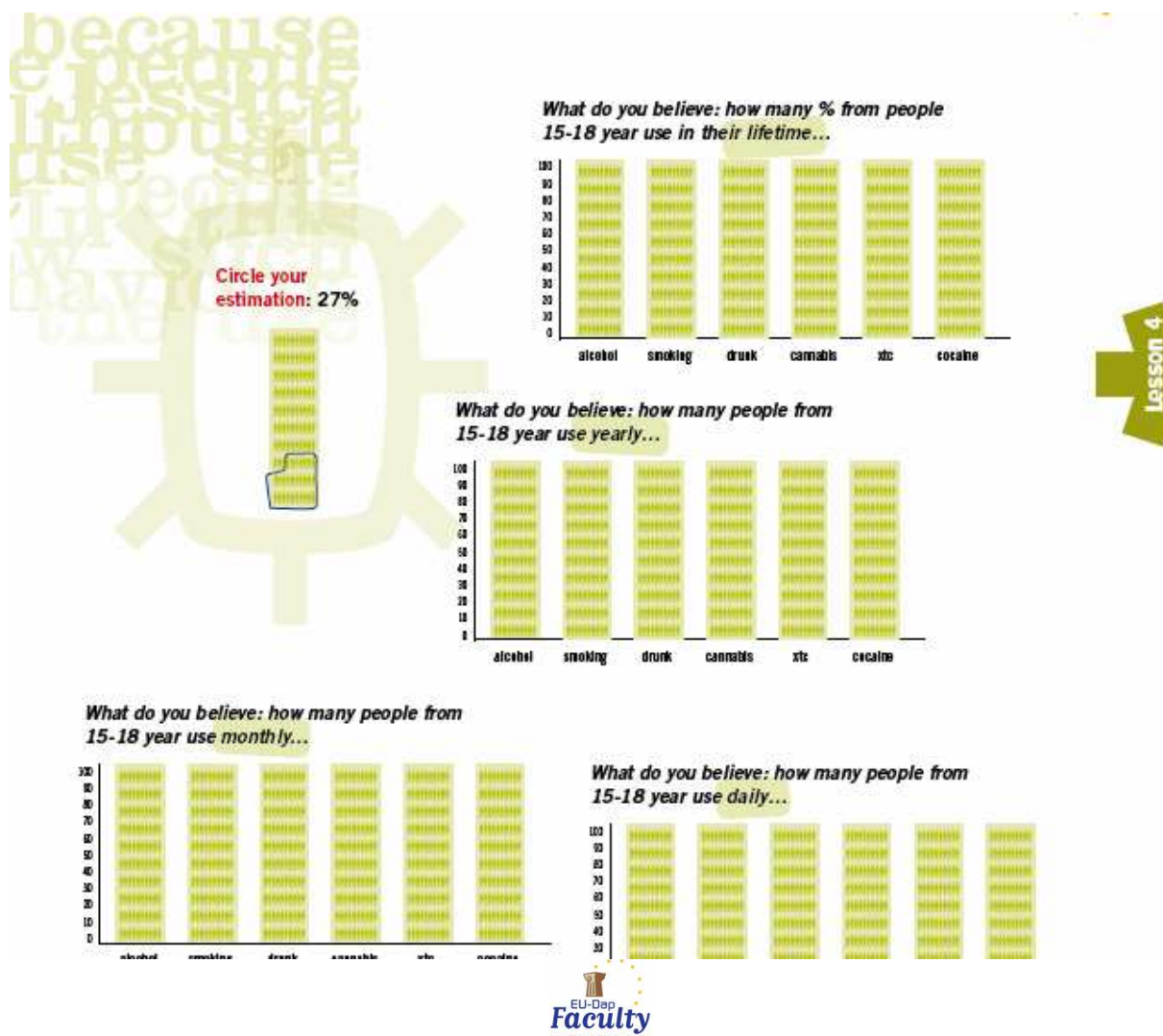


# Programme components

- Implementation guide
- Workbook for the pupil
- Cards for class
- Handbook 12 lessons for the teacher
- Teacher training
- Three parent meetings

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# Normative belief



# Normative belief

[workbook](#) [manual](#) [cards](#)

## 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?



# Parent meetings

## 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





# Teacher training



## **Objectives of the 3 day training:**

- 1. Information transfer**
- 2. Social learning**
- 3. Experimental learning**
- 4. Learning to work on a positive and safe class climate**

# Assets of Unplugged

- Feasibility of implementation: 12 lessons, in one semester
- Balance of (1) intrapersonal, (2) interpersonal, (3) knowledge and attitude lessons
- Correction of normative beliefs
- Include non-health arguments, such as esthetical, financial, social risk, information on cannabis marketing strategy
- Multi-cultural origin inside EU
- Proven effectiveness



# Risks and challenges

- Less effective on girls – at that age
- Training takes time and infrastructure
- Cost of program: 200€/class
- Follow up limited to 15 mths
- Fading effect on smoking: booster intervention



# Unplugged dissemination

- Lithuania
- Romania
- Russian Federation
- Croatia
- Kyrgyzstan
- Lebanon
- Morocco
- United Arab Emirates
- Egypt
- Jordan
- Kuwait

