Overview

The following literature review provides some of the latest research and programs that target youth who are at high-risk of using and abusing alcohol, tobacco, and/or other drugs. The purpose of this review is to give both prevention and treatment practitioners insight into the latest research findings, as well as to highlight some of the most current treatment modalities for youth in high-risk settings. It is evident from this research that there is a high correlation between parental substance abuse and the occurrence of a multitude of childhood problems. Some of these childhood problems include, but are not limited to: childhood sexual and physical abuse, emotional abuse, childhood neglect, post-traumatic stress disorder, conduct and antisocial disorders, and the development of psychopathologic disorders. Additionally, this research indicates that the presence of any of these childhood problems translates into an increased risk of substance abuse by adolescents. This fact places an increased interest into a current research report on Children of Substance Abusing Parents (COSAPs) being compiled by the Office of Applied Studies (division of SAMHSA). Hopefully, the results of this research will provide further insight into the most effective treatment and prevention modalities to utilize with society’s most high-risk youth.

For practicality of use, this review begins with some general “high-risk” prevention research, and proceeds with research across the following four domains: 1) family; 2) school; 3) environmental; 4) individual/biological. This review concludes with an overview of programs for youth in high-risk settings. It is important to note that this review merely contains an overview of some of the available research on this topic, and does not represent a comprehensive guide to all research and programs related to this subject. More information concerning any additional research and programs related to this topic may be obtained by contacting the National Clearinghouse for Alcohol and Drug Information at: P.O. Box 2345, Rockville, MD, 20847 or (800) 729-6686; or by accessing their Web site at www.health.org.

General Research


Both of the above articles contain information on the risk and protective factors identified through the extensive research by Dr. J. David Hawkins and Dr. Richard F. Catalano, and their team of researchers at the University of Washington in Seattle.


This resource deals with research reports on the Screening and Evaluation Project (SEP), a clinical research study examining the range of problems in 167 abused and neglected children entering protective custody. Emphasis of the study was on the importance of early screening and evaluation programs for said children.

This article proposes a risk/protective theoretical perspective grounded in ecological and developmental contextualist theories. Principles extrapolated from the theory are illustrated with the success of Wisconsin Youth Futures, a campus/community partnership that has built 18 community coalitions to promote positive youth development and prevent problem behaviors.


Utilizing a Cumulative Strategies Model, this article describes a multi-component substance abuse prevention program that is theory-driven, risk-based, and targets children affected by familial alcohol abuse. Three components of this program and specific methods of implementing each component are discussed and field reactions are reviewed.


Research examines the perceptions of sixth-through ninth-grade students (N=719) concerning evaluation of substance-abuse prevention strategies. School-based programs were rated as significantly more effective on six prevention objectives that were television ads, testimonials by famous people, billboards, and print ads displayed on public transportation.


This article provides an overview of a substance abuse prevention approach that is part of a program called Prevention Engineering. The model emphasizes the measurement of specific indicators of substance abuse problems, particularly with marijuana use. Additionally, the article reviews issues related to epidemiology, evidence of harmful and helpful use of marijuana, and the relationship between marijuana use and violence.


This study examined characteristics of 12 substance abuse prevention programs serving African-American youth. Findings indicated that African-American youth exhibited lower substance use rates than most other ethnic groups, but by age 16-18 years, use was prevalent. Africentric principles and themes integrated into the prevention programs contributed to higher rates of satisfaction and perceived program importance by participating youths.


This article reviews demographic, social, behavioral, and individual risk factors that have been found to lead to adolescent substance abuse. The author stated that while the presence of these factors does not guarantee that adolescents will drink or use drugs, it does make them more susceptible. Additionally, the author states that the key to developing quality prevention programs is through the understanding of these risk factors.

Research involved a study of 122,824 students in grades 6, 9, and 12. Results indicated that physical and sexual abuse was associated with an increased likelihood of the use of alcohol, marijuana, and almost all other drugs. Use of multiple substances was highly elevated among abuse victims, and they reported initiating substance abuse earlier.


Study suggests that in addition to independent actions of familial transmissible and non-familial factors, strong genotype-environment interactions may determine disruptive behavior disorder in boys and that may contribute to the liability for a substance use disorder.


Social networks and personal resources were examined as risk or protective factors for substance use and anti-social behavior in children five years after parental divorce. Results indicated that children of divorce reported significantly more substance-using friends and less use of coping and social skills than children whose parents had not divorced.


This study examined a national sample of women who were screened for a history of physical assault in childhood, major depressive episode, post-traumatic stress disorder, and substance abuse. The women who reported childhood assault experience more lifetime and current episodes of depression, post-traumatic stress, and substance abuse than women reporting no such victimization.


This was a study of 454 adolescents that indicated that parental alcoholism was a strong risk factor in relation symptomatology and drug use. Additionally, beyond the more generalized effects of stress and family disruption, the father’s alcoholism was the greatest risk factor in predicting alcohol use.


Research compared children of alcoholics (COAs) and children of non-alcoholics (non-COAs). Results indicated that COAs are more likely to have drug and alcohol problems and to experience problems controlling their behavior. Additionally, COAs are more likely to experience neuroticism and psychiatric distress than non-COAs. Also, there was evidence of lower academic achievement and less verbal ability in COAs than non-COAs.

This study examined childhood abuse as a risk factor for conduct disorder and the importance of each form of abuse and conduct disorder as risk factors for alcohol dependence. Finally, the researchers also evaluated the relative importance of each form of abuse, conduct disorder, and alcohol dependence as risk factors for perpetrator and/or victim of domestic violence.


The aim of this study was to identify risk factors for the development of psychological disturbance in sexually abused children, enabling recognition of the need for appropriate psychological intervention and provision. In the absence of clear risk factors, other than initial disturbance, process models that incorporate cognitive factors may be helpful in explaining disturbance, and the need for early identification of disturbance and intervention is highlighted.


This research found that the largest amount of variance in college students’ psychological distress was explained by parental emotional abuse and neglect, with child sexual abuse, parental substance abuse, and other factors explaining additional but smaller amounts of variance in distress. This suggests that comprehensive conceptualizations of family influences on development will result in a more complete understanding of long-term adjustment outcomes than merely focusing on particular childhood risk factors.


This study identified demographic, family, and child factors prospectively associated with risk for child abuse and neglect among families in the community, using data on child maltreatment obtained from both official records and self-reports.


This research examined the relationship between a number of possible risk factors and childhood sexual abuse in a community sample of women using a multivariate analysis and carefully operationalized variables. While childhood sexual abuse can happen to any child, results highlight circumstances that may increase the chances of abuse and serve as a basis for both prevention and intervention strategies.


This study was conducted to examine the risk factors for reported child abuse and the roles of stress and social support in the etiology of child maltreatment. Mothers of newborn infants with biomedical and social risk factors were studied, and results indicate that children born at-risk for
social/medical problems, extreme low income, low maternal education, and other factors had a greater chance of being abused.


In this study, “thrown-away youth” (youth who were told to leave home) were examined in two national samples: a) a nationally representative sample of youth residing in youth shelters, and b) a purposive demographic sample of street youth in 10 cities. In both samples, youth with thrown-away experiences were more likely that youth without such experiences to report: a) that they had attempted suicide, used marijuana and other drugs, had been involved in the drug trade, and carried hidden weapons; b) that other family members had used illicit drugs during the 30 days before the youth left home; and c) that they had spent at least 1 night away from home due to physical and/or emotional abuse or neglect, familial conflict, and familial substance use.


In a longitudinal study of the effects of early childhood maltreatment, 92 adolescent parents were studied. Variables of preschool, and school-age physical abuse, neglect, low self-esteem, sexual abuse, high school dropout, assaultive behavior, and drug use were examined in relationship to teenage parenthood. Implications of findings are discussed.


This study examines how the coexisting risk factors of sexual abuse and parental substance use contribute to psychopathology in women. Results indicate that depression, trauma symptoms, antisocial behaviors, and suicidal behaviors are related to childhood experiences of sexual and physical abuse. The need for future research to examine multiple childhood stressors simultaneously is discussed.


This study examined adverse effects of childhood sexual/physical abuse among substance-abusing women with children. Several significant differences between abused and non-abused women were found in service outcomes. Abused women had more problems relating to drug use and psychiatric/psychological adjustment at follow-up. Findings support a need for substance dependency treatment programs tailored for women who experienced childhood abuse.


This research examined the health and behavioral consequences of child abuse, comparing parenting and never-pregnant teens. Both groups identified major consequences of suicide, prostitution, school dropout, crime, and substance abuse. Parenting teens expressed interest in prevention programs that would address these consequences. Recommendations for child abuse prevention are discussed.

This study reviewed child protective services’ case records of 639 children placed in out-of-home care due to maltreatment, and systematically evaluated substance abuse by the child’s parents or guardian prior to placement. Results found that 79% of caregivers met the criteria for caregiver substance abuse (CSA).


This study examined the relationship between perceptions of parent-child relations in the family of origin and antisocial tendency in a sample of drug-addicted adults. Data included retrospective accounts of childhood family factors, adolescent antisocial tendency, and self-reported hostility and risk taking prior to entering treatment.


The influence of different values on adolescent problem behaviors is explored in an 18-year study of 199 families. Drug use, delinquency, dropout, and sexual behavior are identified as risk factors for problem behavior. Maternal, traditional, and humanistic values as predictors of adolescent behaviors were researched.


This study involved an analysis of 65 high-risk adolescents admitted to psychiatric inpatient units found that social support was a protective factor in cases of family violence experienced as either a victim or witness. However, social support did not appear to buffer the maladaptive effects of community violence, although there was generally insignificant relationship between community violence and psychopathology.

**School Research**


This article discusses risk factors that influence the development of educational problems in children and protective factors that foster resilience. It identifies three aspects of risk and protective factors: early in-child signs, families, and schools. The effect of instructional programs, curriculum, and teachers’ perceptions and expectations are addressed.


This article identifies programs that have used the primary, secondary, and tertiary prevention approaches. Many schools and districts are effectively utilizing this three-tiered approach to identify and eliminate risk factors and increase protective factors in students. Schools that use this
approach believe that student must be taught not only appropriate behaviors but also how to use these skills effectively in multiple environments.


Researchers investigated factors associated with school behavioral competence at 72 months in sample of at-risk boys followed longitudinally. Results found that a cumulative measure of protective factors was strongly predictive of behavior problems.


This study reports on the impact of a school-based Acquired Immune Deficiency Syndrome (AIDS) risk-reduction program on participation and intention to participate in sexual intercourse and on protective behaviors by newly sexually active seventh and eighth grade students. Surveys indicated the programs affected certain protective behaviors, frequency of recent sexual programs affected certain protective behaviors, frequency of recent sexual activity, and intentions to perform specific protective behaviors.


This study found that good problem-solving skills, reading at or above grade level, ability to get along with peers and adults, likeability, sense of humor, and having an adult mentor at school were associated with the positive educational progress of 652 boys (ages 13-17) with severe aggression and emotional disturbance.


This article summarizes information on the prevalence of self-destructive behaviors and includes risk and protective factors. Additionally, it describes the effectiveness of existing prevention programs and proposes a coordinated, resilience-building prevention strategy that addresses generic and domain-specific knowledge and skills.


This article highlighted a review conducted by 22 researchers concerning the risk factors associated with a child becoming a serious violent juvenile offender. The researchers concluded that programs involving the monitoring of student behavior and reinforcing attendance, and academic progress increased positive school behavior and academic achievement and decreased delinquency.

**Environmental Research**

This bulletin highlights a campaign from the Center of Substance Abuse Prevention (CSAP) entitled Urban Youth Public Education Campaign. The campaign targets 9- to 13-year-old African-American youth in high-risk inner-city environments. This bulletin shares the lessons learned from the campaign’s market research, campaign implementation, and materials development phases.


This report provides a starting point for the development of authentic prevention strategies for use in the African-American community, specifically for high-risk youth. Report highlights key components of alcohol and other drug abuse prevention including: issues of biological vulnerability; natural family resistors; spirituality issues; and a specific model of prevention for African-American youth at high-risk.


This study reviewed a residential student assistance program, serving high-risk, multi-problem, inner city, primarily African-American and Latino youth. The program was evaluated for its ability to prevent and decrease alcohol and other drug use. This research highlighted unique issues involved with providing substance abuse prevention and treatment to youth who have multiple diagnoses.

Individual/ Biological Research


This study examined the relative importance of possible risk and protective factors for the development of internalizing and externalizing problems in a sample of 508 families with adolescent children. Results showed the importance of the individual attributes of the adolescent for internalizing problems, but their lesser importance for the development of externalizing problems.


Study addresses five research themes with at-risk populations that have begun to transform traditional understanding of normative human development. These themes are: protective forces inherent in developmental delay, loss involved in progressive development, symptoms as signs of developmental complexity, rediscovery of biography as an essential dimension of development, and mind as continuously fluctuating.

42. Simons-Morton, Bruce; Haynie, Denise L.; Davis-Crump, Aria; Saylor, Keith E; et al. (1999). Expectancies and other psychosocial factors associated with alcohol use among early adolescent boys and girls. Addictive Behaviors 24(2) 229-238.

Study examined early experimentation with drinking and the lifetime risk for substance abuse and other serious health and social problems. Researchers studied specific factors associated with early alcohol experimentation by surveying 4,263 adolescents. Implications of the findings are discussed.

This research was conducted to determine the discriminative and convergent validity for certain structured diagnostic assessments among adolescents with conduct and substance problems. Results indicated that youth self-reports significantly discriminated patients from controls in DSMIV conduct and substance use disorders (CD, SUD) and in associated measures.

**CSAP Proven Prevention Programs for Youth at High-Risk**

1. **Project Venture**

Project Venture is operated by the National Youth Leadership Project in four Native American communities in New Mexico. The major interventions are summer leadership camps, year-round follow-up programs in the schools and communities, and intertribal activities. The program seeks to expose adolescents to positive alternatives to alcohol, tobacco, and other drug use through camping trips, rock climbing, rappelling, rope courses, and canoeing. The target group for this program is American Indian youth ages 12-14. Results indicated that 62% of the youth who had participated in the program were found to be low-risk for alcohol use; conversely 47% of those in a comparison group were at low-risk. Similarly, 16 % of the NYLP participants were at high-risk, while 35% of the comparison group was at high-risk.

**Contact Information:** Project Venture - 650 Vandenbosch Parkway, Gallup, NM, 87301, Tel: 505-722-9176

2. **Project Esteem**

The goals of Project Esteem are education, service, and team building. The project is a partnership between EDC and the Lawrence, Massachusetts’s public schools. It seeks to reduce risk factors and increase the resilience of a group of culturally diverse young adolescents so that they will be less likely to use alcohol and drugs. Other activities include adventure programs aimed at team building and enhancing youngsters’ communication skills, community service, and exploration of participants’ cultural heritage. Project staff also develop family and classroom activities and work to improve the school climate to reinforce the attitudes and skills developed through participation in Project Esteem. The target group for this program is youth ages 12-14.

**Contact Information:** Project Esteem - Lawrence, Massachusetts, Tel: 508-682-3210.

3. **Girls’ Center Program**

The Boston Community Center operates the Girls’ Center Program in four Boston neighborhoods. The Program offers positive after-school activities aimed at empowering girls and easing their transition from childhood to the teen years. The Girls’ Center Program provides tutoring, prevention and health education workshops, life skills classes, sports and recreation, peer leadership, and community service work. Girls develop skills and self-confidence through positive alternatives to alcohol and other drug use. Program activities help girls learn about themselves, form positive relationships with other girls and staff, and connect with their community. Graduates of the program have gone on to leadership roles in community partnerships for alcohol and other drug prevention, health
education, and community service work. This program targets young females in the age range of 6-18.

Contact Information: Girls’ Centers Program - 1010 Massachusetts Ave- Boston, MA, 02118, Tel: 617-635-4920.

4. Happy Child Family Substance Abuse Prevention Project

This program is designed to assist children and parents who come from homes where chemical dependency is a problem. It offers a concurrent 10-week educational group for children ages 5-12 and for their recovering substance abusing parents. The goal is to decrease risks to this highly vulnerable population of children by enhancing their coping skills, increasing parental acceptance and strengthening the bond within the family, helping the parents to create more consistent family boundaries, and giving youth positive peer and adult male and female role models. The program encourages parents to utilize other available caretakers, strengthens families’ social support networks, and encourages group members to examine their value while learning to communicate them to one another. An evaluation of the Happy Child program found that it produced positive changes in parental warmth and affection, management of stress and anger, and family cohesion.


5. Teen Action Research Project

The Teen Action Research Project (TARP) is coordinated by the Institute for Community Research, an independent, multiethnic action research institute. TARP operates three sites in geographically and demographically separate high-risk neighborhoods, providing a variety of interventions to African-American, Caribbean/West Indian, and Puerto Rican youth ages 15-18. The program creates alternatives to drug use through building positive youth clusters, supportive adult friends, and a curriculum based on problem-solving skills, understanding adolescent sexuality, alcohol, tobacco, and other drug use prevention, enhancing interethnic understanding, and strengthening communication skills. TARP Youth Leadership Teams conduct and disseminate action research on topics of concern to youth and promote and generate preventive community action and youth economic development projects for older teens. Of 275 people participating in the TARP program, over 70 percent go on to two-or four-year colleges. Although all live in neighborhoods where they are exposed to drug sales and recruitment to gang membership, a program evaluation found that none had joined a gang, been arrested for possession or sale of drugs, or used drugs or alcohol at a TARP event.

Contact Information: Teen Action Research Project - 999 Asylum Ave., Suite 500, Hartford, CT, 06105, Tel: 203-278-2044.

6. Substance Abuse Prevention/ Intervention for Rural Youth Program

The Youth Health Service, Inc. Substance Abuse Prevention/ Intervention for Rural Youth program serves predominantly white middle and high school youth in five rural, isolated, and economically disadvantaged Appalachian communities. The target population is primarily white youth ages 6-18. Each youth goes through an initial assessment process, and are subsequently referred to the appropriate internal or external resource. Support counseling services include individual counseling, group counseling, and family intervention.
7. CASPAR Intervention Project for High-Risk Youth

This program provides comprehensive alcohol and other drug prevention and early intervention services in school and community settings. The goal is to provide youth (ages 12-18) with consistent messages about alcohol and other drugs. The model includes a training and consultation component targeting school and community staff. Basic prevention groups for younger children are held in schools, housing developments, and recreation centers. Peer leader programs involve youth at the middle grade level. Screening and assessments, educational groups, follow-up, and support services are available for older youth. The model supports young people, while working with professionals who serve them to create systematic changes. An evaluation of the program found that youth who participated were more likely to: 1) talk to someone about drinking or drug use in their families; 2) seek treatment for their own problems with alcohol or other drugs; 3) reduce or stop the use of alcohol or other drugs.

Contact Information: CASPAR Intervention Project for High Risk Youth - 226 Highland Ave., Somerville, MA, 02143, Tel: 617-623-2080.

8. Male Responsibility Program

The Detroit Urban League’s Male Responsibility: Lifepower Program uses the rites-of-passage model to increase the sense of social responsibility of African-American males. It targets African-American males ages 9-18. In addition to counseling, training, and educational components, the program offers a curriculum that examines alcohol, tobacco, and other drug use and other negative behaviors in the context of African-American values, history, and traditions. The youth participate in community service projects and support groups and operate a telephone assistance and resource service called Male Line. The program’s success is attributed to, among other things, the regular use of successful African-American men as positive role models.

Contact Information: Male Responsibility Program - 208 Mack Ave., Detroit, MI, 48201, Tel: 313-832-4600.

9. Youth Substance Abuse Prevention Project

Everyday Theater is the agency that operates the Youth Substance Abuse Prevention Project for African-American youth ages 12-18. Everyday Theater uses an Afrocentric model that includes African literature, role models, music, and a summer theater program for 20 youth, and an after-school program for 90 youth. Participants in each program help develop an original dramatic production, which is to be performed for (18) targeted audiences at high-risk throughout the greater metropolitan Washington area, reaching approximately 5,000 to 8,000 youth annually. The desired outcome of the creative, theatrical approach is to improve social and personal skills, leadership ability, and effective communication with peers and team members. An evaluation of the Everyday Theater program reported that those participants at high-risk of alcohol or other drug use because of familial influences showed a significant reduction in use of both alcohol and other drugs by the end of the program.

Contact Information: Youth Substance Abuse Prevention Project - P.O. Box 70570, Washington, DC, 20024-0570, Tel: 202-5544-3893.
10. Sixth Sun Program

The Sixth Sun program, operated by Latino Family Services, Inc.'s Youth Center, is a primary prevention and intervention program for fourth-through eighth-grade students in Southwest Detroit. The curriculum, based on the Native American Medicine Wheel, focuses on self, family, community, the world, and the universe. Through after-school and summer activities, the program provides students with alcohol and other drug awareness and prevention and health information, cultural awareness and pride, academic support and advocacy, computer use, recreation, field trips, and camping as an alternative to using and selling drugs and participating in gang activity. The program emphasizes an extended family approach with strong links among schools, families, and the larger community.

Contact Information: Sixth Sun Program - 3815 West Fort St., Detroit, MI, 48216, Tel: 313-841-7380.

11. Comprehensive Asian Youth Substance Abuse Prevention Project

This program targets Chinese, Chinese-Vietnamese, and Vietnamese-American adolescents at high-risk between 15 and 18 years of age. The project coordinates outreach interventions to the youth, their families, and their communities to decrease alcohol, tobacco, and other drug use and to help them use the human service system and its resources. Also, the program conducts outreach services to parents and various other support groups to offer weekly group sessions for 6 to 8 weeks. Meetings are in familiar and comfortable community settings. Parents are recruited through the involvement of their children in intercultural competence and skill development groups. The parent education and support groups, through group participation, aim to increase parents’ knowledge about alcohol, tobacco, and other drug use and improve parenting skills. Through parent education the project also aims at decreasing intergenerational conflict and parents’ denial of drug use by their children. The program uses bilingual education materials. After participating in the CAYSAPP program, students’ intentions regarding future use of alcohol were lower than those of a control group, and their family relationships were perceived as better.

Contact Information: Comprehensive Asian Youth Substance Abuse Prevention Project - 9353 East Valley Blvd., Rosemead, CA, 91770, Tel: 818-287-2988.

12. Across Ages Program

Across Ages involves adults ages 55 and over as mentors for youth in three Philadelphia middle schools. The mentors participate in school-based programs as well as after-school and summer programs. Through ongoing training, mentors learn strategies for promoting social competence and enhancing youths’ ability to resist experimentation with or use of alcohol, tobacco, or other drugs. By acting as advocates, challengers, nurturers, and role models, elders can help vulnerable young people develop a sense of competence about coping more effectively with the hazards that routinely put them in jeopardy. To a child who perceives few choices, an adult offers a broader life perspective that provides continuity from the past to the present and the future. Result show that middle school students who participate in the Across Ages program found that positive involvement with a mentor resulted in significant changes in attitudes toward school, the future, and elders, as well as knowledge and attitudes related to alcohol, tobacco, and other drug use.

Contact Information: Across Ages Program - 1601 No. Broad St. #206, Philadelphia, PA, 19122, Tel: 215-204-6708.
13. Strengthening Families Program (SFP)

The Strengthening Families Program is a science-based family skills training program that involves the entire family. It was developed specifically as a prevention strategy for 6-to-11-year old children at high risk with substance-abusing parents. The most immediate results are improvements in children’s pro-social behaviors, mental status, and grades combined with reductions in aggression, violent behaviors and substance use. Longitudinal follow-ups up to 5 years after involvement in the program find reductions in alcohol, reductions in alcohol, tobacco, and other drug use.

**Contact Information:**  
Strengthening Families Program  
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Tel: 801-581-7718  
[www.strengtheningfamilies.org](http://www.strengtheningfamilies.org)

14. Reconnecting Youth Program

Reconnecting Youth is a school-based indicated program for youth. The program incorporates life-skills training within a social support structure composed of teacher-student and peer-to-peer interpersonal relationships. Reconnecting Youth is highly effective with youth in grades 9-12 who are at risk for school dropout, and who often have other multiple problem behaviors. Participants have come from a variety of racial and ethnic backgrounds and live in suburban and urban settings. Results have shown that relative to comparisons, participants: improved school grades and attendance; reduced drug involvement; decreased emotional distress; and increased self-esteem, personal control, pro-social peer bonding, and social support.

**Contact Information:**  
Reconnecting Youth  
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Seattle, WA 98195  
Tel: 206-543-9455  
[www.son.washington.edu/departments/pch/ry](http://www.son.washington.edu/departments/pch/ry)

15. Project Northland Program

Project Northland is a research-based, multilevel, multiyear alcohol use prevention program for youth. The goals of this program are to delay the age at which young people begin drinking, reduce alcohol use among young people who have already tried drinking, and limit the number of alcohol-related problems of young people. Project Northland is designed to provide alcohol use prevention materials for students in grades six, seven, and eight. The program consists of four parts: a four week homework activity with
parents; an eight session teacher- and peer-led classroom curriculum; eight session, four week message reinforcement activities and a parent education and community action component. Results of Project Northland have shown that participants drank significantly less alcohol; were significantly less likely to be users of both alcohol and cigarettes (use of both down 27 percent); significantly reduced the likelihood of involvement with cigarettes and marijuana (by decreasing onset of the use of alcohol.); and that they felt less peer influence to use alcohol, had more realistic normative expectations about how many young people drink, had better parent-child communication, and better understood the importance of reasons for not using alcohol.

Contact Information: Project Northland
Ann Standking
Hazelden Information and Educational Services
15251 Pleasant Valley Rd.
Center City, MN 55012
Tel: 651-213-4300
www.hazeldon.org

16. Project ALERT

Project ALERT is a two-year drug prevention curriculum for middle grade students that dramatically reduce both the onset and regular use of substances among youth. The 14-lesson program is designed to prevent drug use initiation and the transition to regular use. It focuses on the substances that adolescents typically use first and are most prevalent. Project ALERT uses participatory activities and videos to help students establish non-drug norms, develop reasons not to use, and resist pro-drug pressures. The program uses classroom discussions and small-group activities to stimulate peer interaction and challenge students. Also, it incorporates role-playing to encourage students to practice and master resistance skills. Project ALERT is highly effective with 11-to-14 year old middle grade adolescents from widely divergent backgrounds and communities. Results have shown that the program: reduced marijuana use initiation; decreased current and heavy smoking; reduced pro-drug attitudes and beliefs; helped smokers quit; and that it was effective for ethnically diverse youth, both high- and low-risk adolescents.

Contact Information: Project ALERT
Phyllis L. Ellickson, Ph.D.
RAND
P.O. Box 2138
Santa Monica, CA 90407
Tel: 310-393-0411
www.projectalert.best.org

17. Life Skills Training

The Life Skills Training program is a proven, highly effective substance abuse prevention/competency enhancement program designed to focus primarily on the major social and psychological factors promoting substance use/abuse. The program includes five major lessons that are designed to be taught in sequence. The Life Skills Training program is highly effective with 10-to-14 year old middle school and junior high school students. It has been tested and proved to be effective with white, African-American, and Latino youth. The results of the program has shown that participants have: a greater ability to refuse offers of ATODs; decreased rates of ATODs; and that they have an increased ability to find ways to cope with life stress.
18. Keep a Clear Mind

The Keep a Clear Mind program is a take-home drug education program for elementary school students (ages 9-11) and their parents. Take home material consists of four weekly lessons with accompanying activities to be completed by parents and their children together. The lessons were based on a social skills training model and were designed to help children develop specific skills to refuse and avoid drug use. The program also provides newsletters for parents and incentives for students. Community-based youth organizations, recreation centers, and schools can implement the Keep a Clear Mind program. Results have shown that participants: have better communication concerning ATODs between parent and child; increased their ability to resist pressure to use substances; have a more realistic view of peer norms and the harmful effects of tobacco and other drugs.

Contact Information: Keep A Clear Mind
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www.uark.edu/depts/hepoinfo/clear.html

19. Communities Mobilizing for Change on Alcohol

Communities Mobilizing for Change on Alcohol is a community organizing effort designed to change policies and practices of major community institutions in ways that reduce teenage access to alcohol. The intervention involves activating community members to help change local public policies and the practices of major community institutions, such as law enforcement agencies, licensing departments, community events, civic groups, religious institutions, schools, and local mass media. CMCA reduced the flow of alcohol to youth from illegal retail sales and from other adults in the community who were providing alcohol to youths. Additionally, youth were less likely to be arrested for driving while under the influence of alcohol.

Contact Information: Communities Mobilizing for Change on Alcohol
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www.epi.umn.edu/alcohol
20. **Children of Substance Abusing Parents (COSAP’s)**

This is a research program sponsored by the Center for Substance Abuse Prevention and the Substance Abuse and Mental Health Services Administration. The program consists of fourteen grantees throughout the United States that assisted with the gathering of this research. The goal of this program is to determine which prevention interventions for children of substance abusing parents (COSAP’s) are most effective for minimizing the risks these children face for developing substance abuse or other behavioral, emotional, social, cognitive, and physical problems as a result of their parents’ substance abuse. The results of this research will appear soon in a report by the Office of Applied Studies.

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