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ARTICLES:

- The Effectiveness of Peer-led FAS/FAE Prevention Presentations in Middle and High Schools 7-26
Lyn Boulter, Ph.D.

ABSTRACT

Pregnant women and women who might become pregnant, including middle school- and high school-age adolescents, continue to consume alcohol, placing themselves at risk of having a child with the effects of prenatal alcohol exposure. However, most prevention programs that attempt to increase public awareness and knowledge of FAS and related disorders have had limited success and are inappropriate for 11 through 17-year-old youth. This study assessed the effectiveness of a pilot multimedia presentation that was implemented by peers and slightly older college students and incorporated into the middle school and high school health education programs. Posttests and follow-up assessments were compared to pretest scores to measure change in knowledge related to the effects of prenatal alcohol exposure and understanding of the overall purpose of the program. In general, students' overall knowledge of presentation content increased from pretest to posttest. Overall follow-up scores showed that students' retention of the presentation information had increased since the posttest. The findings suggest that FAS/FAE presentations led by peers and utilizing a multimedia/discussion format effectively increase middle school and high school students' knowledge of the effects of alcohol consumption during pregnancy.

- The Importance of Building and Maintaining Trust in Alcohol, Tobacco, and Other Drug Education
Classrooms and Hurdles to Open Communication 27-56
Aram deKoven, Ph.D.

ABSTRACT

This research examines the importance of trust in the classroom, and answers the following questions: 1) is trust important to create and maintain in the classroom? 2) What is the significance of trust between a teacher and a student, and 3) do students trust their drug and alcohol educators? In-depth interviews were conducted with 38 middle school students. Analysis of the transcripts reveals the importance of trust in the classroom environment. Trust is important not only between teachers and students, but also between students and their peers. In addition, hurdles to the effective transmission of important information about alcohol, tobacco, and other drugs (ATOD) were discovered. Chief among these revelations was the discovery that students perceive that asking questions about ATOD is tantamount to a tacit admission of guilt for having used or for contemplating using controlled substances. Implications for designers of curricula, drug and alcohol educators, and teachers of other sensitive subjects are discussed.

Key Words: drug and alcohol education, teaching strategies, trust in the classroom, communication

Influence of Sports' Programs and Club Activities on Alcohol Use Intentions and Behaviors Among Adolescent Males.....	57-72
<i>Deidre Leaver-Dunn, PhD, ATC, Lori Turner, PhD, RD & Brian M. Newman, MS, ATC</i>	

ABSTRACT

In the United States, more than 70 percent of all deaths among youth and young adults each year are related to four causes: motor vehicle crashes, other unintentional injuries, homicide, and suicide. Alcohol misuse and abuse contribute to each of these behaviors. Alcohol is the most frequently consumed mind-altering substance among adolescents. In addition to its independent negative health effects and contributions to unintentional injury, alcohol abuse is identified as a correlate of chronic disease. There is a need to understand factors that may influence adolescents' decisions to engage in, or adopt, risky behaviors and to assess differences in these influencing factors. The purpose of this study was to assess the influence of organized activity participation on adolescent males' use of alcohol and intentions to use alcohol. This study revealed protective effects of involvement in recreational activities on alcohol abuse and intentions but no effect of engagement in sports activities. Studies that can successfully address these relationships can enhance the development of multi-dimensional interventions for reducing and preventing risk behaviors in youth.

Taking School-Based Substance Abuse Prevention to Scale: District-Wide Implementation of Keep A Clear Mind	73-91
<i>Keri L. Jowers, Catherine P. Bradshaw & Sherry Gately</i>	

ABSTRACT

Public schools are under increased pressure to implement evidence-based substance abuse prevention programs. A number of model programs have been identified, but little research has examined the effectiveness of these programs when "brought to scale" or implemented district-wide. The current paper summarizes the application of the Adelman and Taylor's (1997) model for district-wide program implementation to the dissemination of an evidence-based parent-child drug education program called Keep A Clear Mind (KACM; Werch & Young, 1990). In addition to documenting the partnership process used to scale-up the program to a district-level, evaluation results are presented from 2,677 fifth graders in 43 schools who participated in the KACM program. Pre-post comparisons from two consecutive cohorts of students indicated a significant reduction in students' attitudes supporting alcohol use and a significant increase in parent/child communication about prevention, students' perceived ability to resist peer pressure, and their belief that it is "wrong" to use alcohol, tobacco, and marijuana. Focus groups conducted with a subset of the KACM teachers indicated great support for the KACM program, the partnership approach, and the dissemination model. Findings provide support for Adelman and Taylor's (1997) model as a framework for collaborative district-wide implementation of substance-abuse prevention programs.