

School
psychoactive
substance use
prevention
intervention
quality model

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Thessaloniki June, 2024



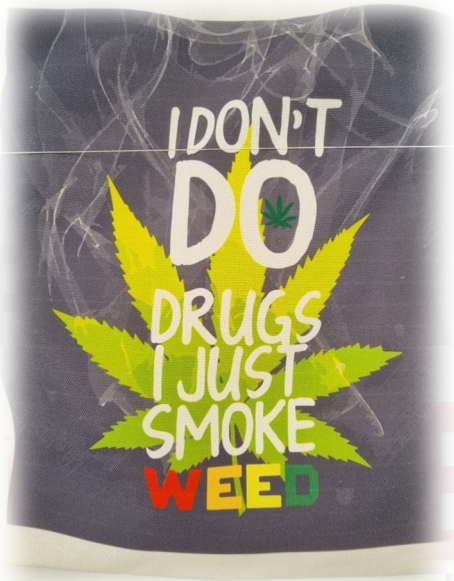
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The Art

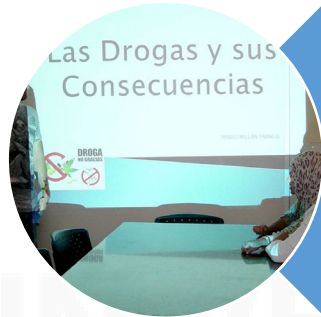
A new era in substance
harm reduction, treatment



The problem



Another problem: Usual practice in school prevention



Prevention of the use of psychoactive substances in schools is still widely addressed by providing information on the risks of substance use.

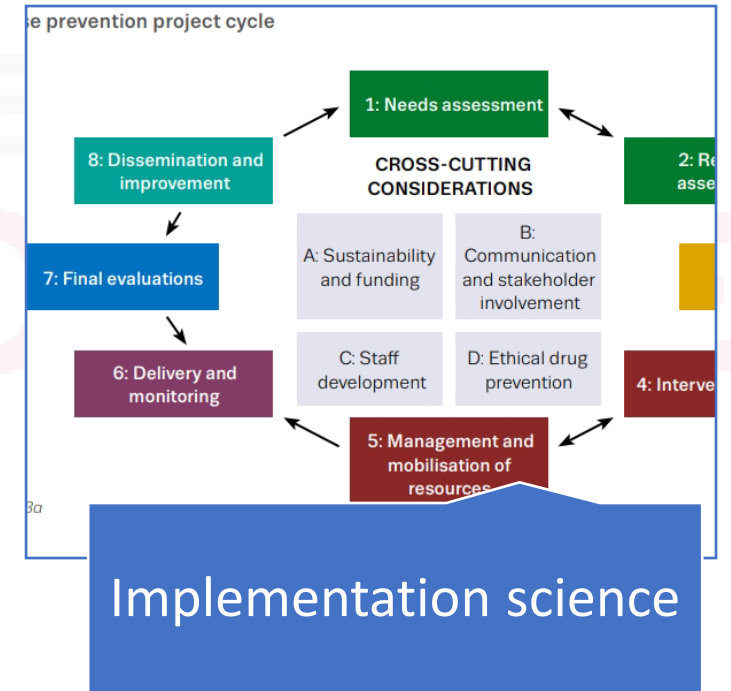
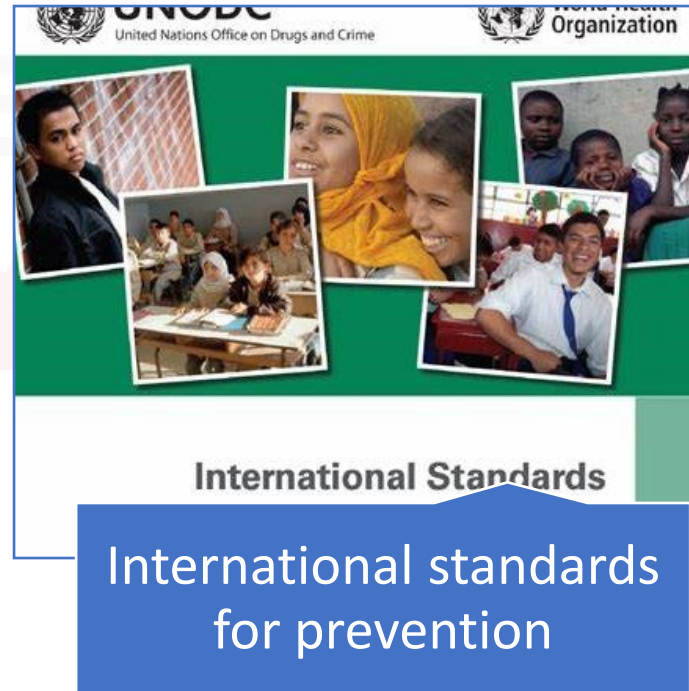
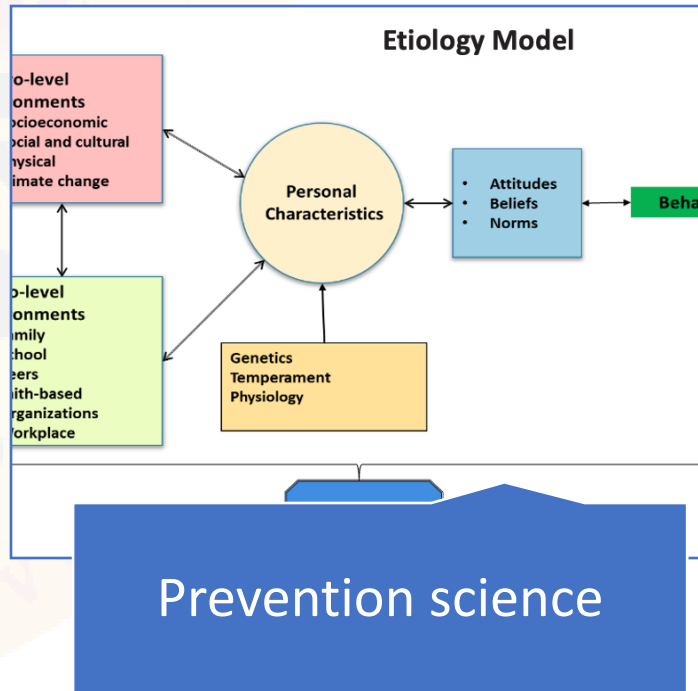


Usually is delivered by untrained external actors to schools.

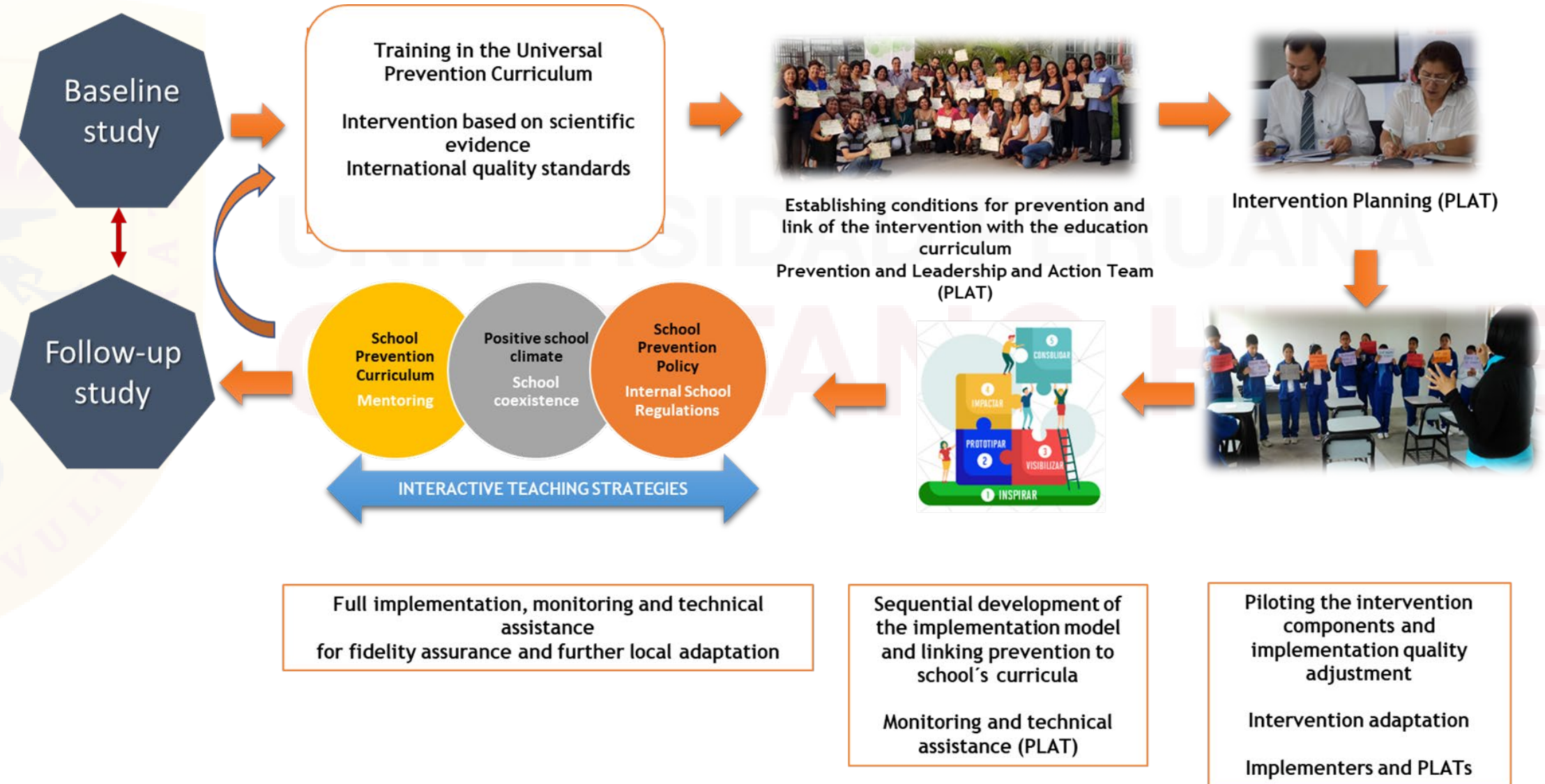


It is a single activity not adapted to the school curricula.

What do we know about prevention?

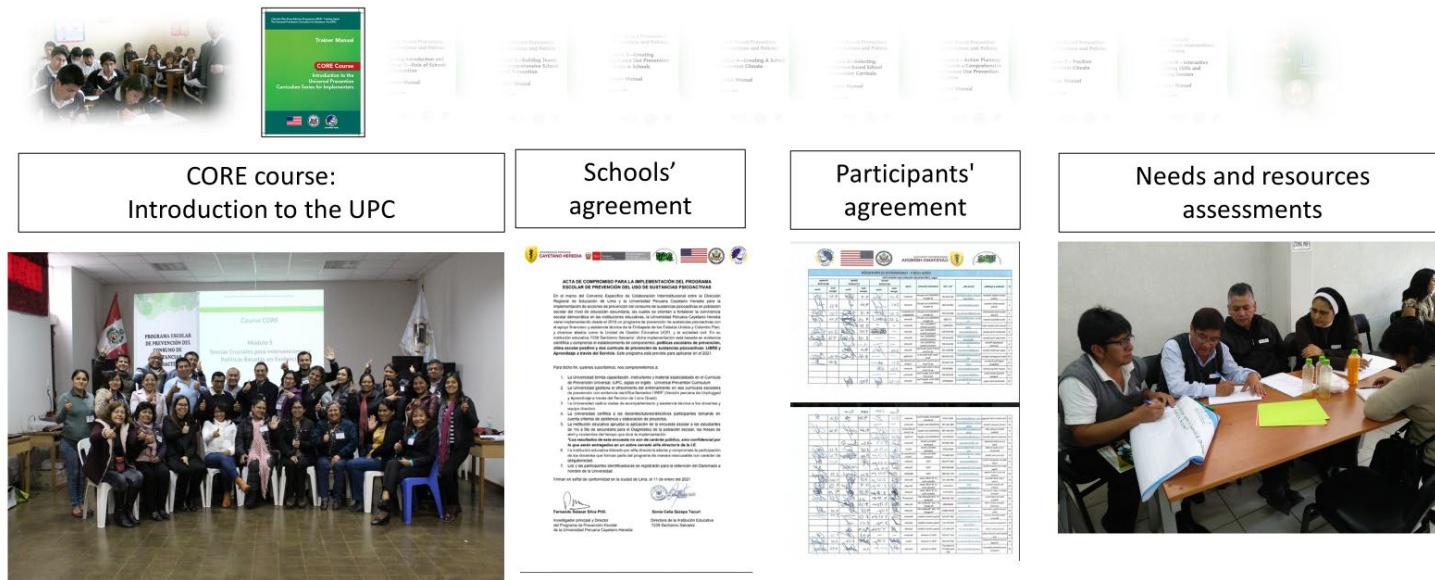


A quality school prevention logic model



Quality model: Training of implementers and community persuasion

Training and implementation



CORE course: Introduction to the UPC

Schools' agreement


Participants' agreement

Needs and resources assessments

- Training of schoolteachers and principals by certified trainers with fidelity to UPC's contents and teaching strategies.
 - Persuasion to the school community to initiate prevention
 - Needs and resources assessment

Quality model: Building Teams for Comprehensive School-Based Prevention

Training and implementation results




Courses:


- C1- Role of Schools in Prevention
- C2 - Building Teams for Comprehensive School-Based Prevention
- C3 - Creating Substance Use Prevention Policies in Schools

Schools' Prevention and Leaderships Action Teams (PLAT)

Schools' Substance Use Prevention Policies



Prevention and Leaderships Action Teams (PLAT)



IL CURRÍCULO de la Política de ELAP de la I.E.

CONFORMACIÓN DEL ELAP

- Formación del equipo ELAP con la participación de directivos, docentes, padres de familia.
- Formalización e inclusión en los documentos de gestión de la I.E. en el R.U. en el Organigrama I.E., PMS, PEI.



PREVENCIÓN escolar de sustancias psicoactivas

clima escolar positivo

trabajo en equipo

compromiso con los padres y la comunidad

decentes actividades para alumnos y docentes

trabajo en equipo

trabajo en equipo

- Prevention and Leadership and Action Teams (PLAT):
 - Planning, implementation and monitoring.
 - Creates, implements, and enforces substance use prevention policies in the school community.

Quality model: Creating a School Prevention Climate and Selecting Evidence-Based School Prevention Curricula

Training and implementation results

Courses:
C4- Creating a School Prevention Climate
C5 - Selecting Evidence-based School Prevention Curricula
C6 – Action Planning to Create a Comprehensive Substance Use Prevention Initiative

Creating a School Prevention Climate

Selecting Evidence-based School Prevention Curricula **UNPLUGGED**

Planning to Create a Substance Use Prevention Initiative



- Supportive and inclusive environment that promotes academic and behavioral success.
- Provide students with skills and norms against substance use, change misperceptions about peer substance use, and strengthen personal commitments not to use substances.

Quality model: Positive Classroom Climate and Interactive Teaching Skills

Training and implementation results



Courses:
C7- Positive Classroom Climate
C8 - Interactive Teaching Skills

Positive Classroom Climate

Interactive Teaching Skills



- Overall atmosphere and environment in a classroom that promotes a sense of safety, respect, engagement, and cooperation among students and between students and the teacher.
- Facilitate effective classroom discussions, work with small groups, and how to provide students opportunities for skill practice.





Monitoring, evaluation,
and technical assistance



Results

Effects of the Universal Prevention Curriculum for Schools on Substance Use Among Peruvian Adolescents: A Randomized Trial

Mallie J. Paschall , Fernando Salazar Silva, (.), and Joel W. Grube  [View all authors and affiliations](#)



Volume 51, Issue 3-4 | <https://doi.org/10.1177/00472379231185130>

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Abstract

This group-randomized trial assessed the effects of a universal prevention training curriculum for school administrators and teachers that focused on effective strategies to prevent adolescent substance use and related problems. Twenty-eight schools in three regions of Peru were randomly assigned to either an intervention or control condition (14 schools per condition). Repeated cross-sectional samples of 11 to 19-year-old students participated in four surveys from May 2018 to November 2019 (N = 24,529). School administrators and teachers at intervention schools participated in a universal prevention training curriculum focusing on the development of a positive school climate as well as effective policies related to school substance use. All intervention and control schools were offered Unplugged, a classroom-based substance use prevention curriculum. Outcome measures included: lifetime drug use; past-year and past-month tobacco, alcohol, marijuana, and other drug use; awareness of school tobacco and alcohol use.

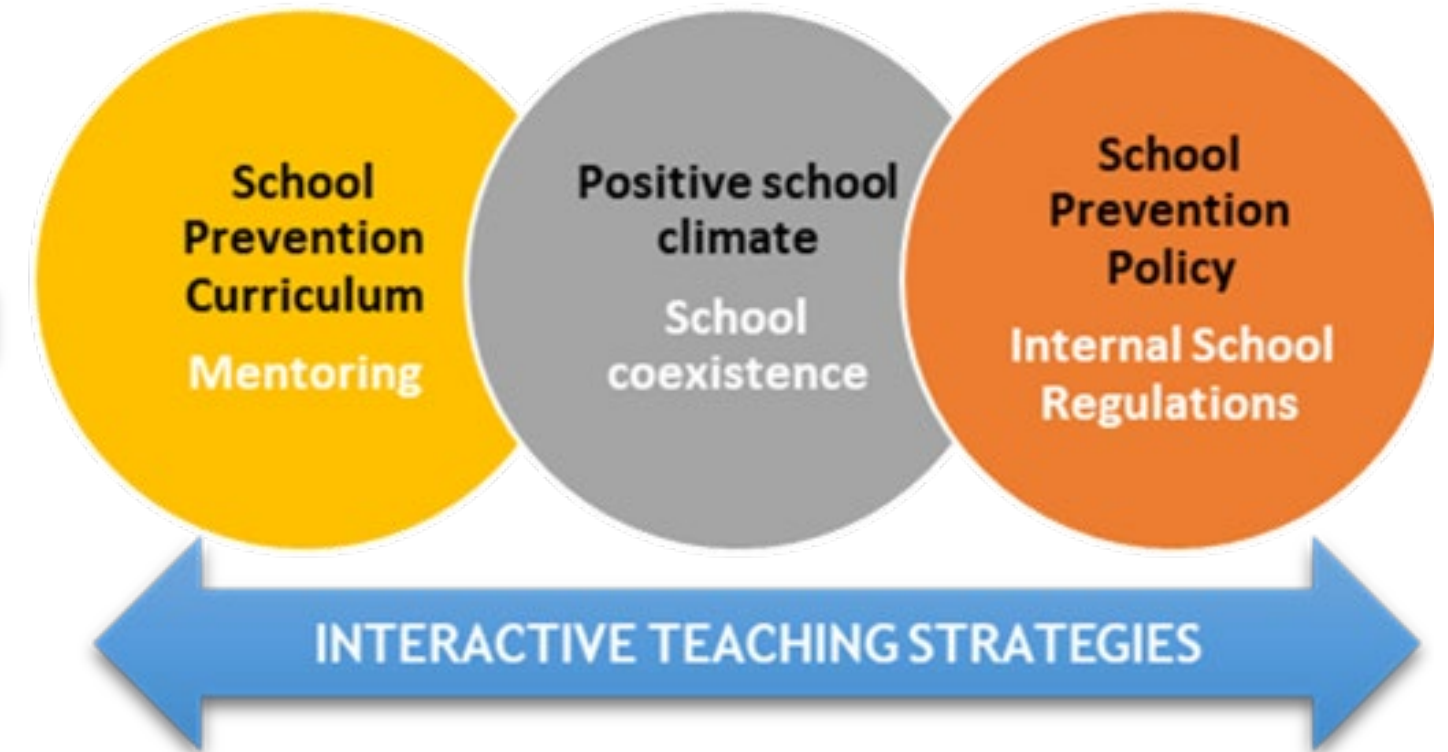
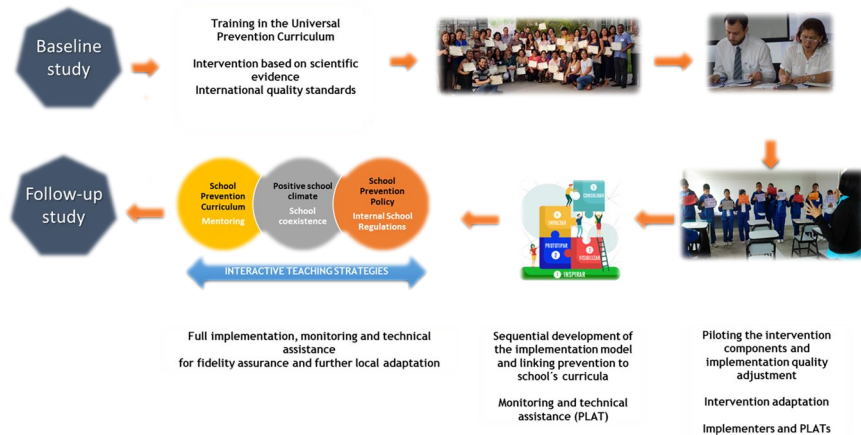
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“These findings suggest that the universal prevention training curriculum and the school policy and climate changes it promoted reduced substance use and related problems in the study population of Peruvian adolescents.....”

Paschall, M. J., Salazar Silva, F., Sloboda, Z., Ringwalt, C. L., & Grube, J. W. (2022). Effects of the Universal Prevention Curriculum for Schools on Substance Use Among Peruvian Adolescents: A Randomized Trial. *Journal of Drug Education*, 51(3-4), 82-100. <https://doi.org/10.1177/00472379231185130>

Learned lessons: The key to school prevention sustainability



Integration of intervention components into the school curricula.



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