

2014 VFHY Compendium Program Information Worksheet

1) Program Information

Program Title:	Keepin' it REAL (kiR)
Provide a brief description of the program and how it works:	<p>kiR consists of 10 lessons, typically taught in 7th grade, with 4 booster lessons in 8th grade. Five of the 10 7th grade lesson use videos. All the lessons are highly interactive and narrative. Kids are encouraged to share stories and engage in role plays and discussions of real life scenarios. The videos, scenarios and much of the content is drawn from narrative interviews with hundreds of youth. The “from kids, through kids, to kids” approach integrates stories, situations, contexts derived from teen narratives into each lesson, accompanying videos are developed from these true stories modeling resistance strategies, and lesson content is infused with these scenarios. This approach enhances narrative/emotional knowledge, resistance skills, decision-making skills, risk assessment, conflict management, and enhances understanding of personal and social norms. High school students created the videos for the middle school students. Basically, it works by:</p> <ul style="list-style-type: none"> • Enhancing identification with positive models of drug resistance based on narratives • Promoting more conservative substance use norms and attitudes • Develop effective drug resistance decision making and communication skills • Reducing substance use (alcohol, cigarettes, and marijuana)
Describe the theoretical framework of the program:	<p>Theory of Cultural Grounding – involves starting with the culture and involving members of the culture in message development. Culture is reflected in identity through narratives. See Colby, M., Hecht, M.L., Miller-Day, M., Krieger, J.R., Syversten, A.K., Graham, J.W., & Pettigrew, J. (2013). Adapting School-based Substance Use Prevention Curriculum through Cultural Grounding: An Exemplar of Adaptation Processes for Rural Schools. American Journal of Community Psychology, 51, 190-205 (2012 online at DOI: 10.1007/s10464-012-9524-8)</p> <p>Narrative Engagement Theory – explains how and why narrative health messages work by engaging the audience. Focuses on the need for realism, interest, and identification with the message. See Miller-Day, M. & Hecht, M.L. (2013). Narrative Means to Preventative Ends: A Narrative Engagement Approach to Adolescent Substance Use Prevention. Health Communication, 28, 657-670.</p> <p>Also based on Social Cognitive Theory</p>
List the Risk and Protective Factors addressed by the program:	<p>Decision making skills Higher order/critical thinking about responsibilities, options, risks, and consequences Promoting prosocial norms and behaviors, Social/peer bonding Communication and relationship skills Understanding and managing emotions Identifying sources of social support</p>
List the Developmental Assets addressed by the program:	<p>Emotion Regulation Safe and responsible decision making Communication and relational skills Understanding others Responsibilities and challenges</p>
What specific knowledge, skills and attitudes (KSAs) presented in the curriculum will help prevent or reduce tobacco use? Please identify lessons that address each KSA.	<p>resistance skill, effective decision making, risk assessment, conflict management, communication competence, social contexts, pressure, and tobacco use</p> <ul style="list-style-type: none"> • Lesson #1: Options and Choices (video) • Lesson #2: Risks • Lesson #3: Communication and Conflict • Lesson #4: Refuse (video) • Lesson #5: Explain (video) • Lesson #6: Avoid (video) • Lesson #7: Leave (video)

	<ul style="list-style-type: none"> Lesson #8: Values Lesson #9: Feelings Lesson #10: Support Networks 						
Describe specific outcomes (tobacco control & others) produced by implementing the program with fidelity:	<p>Main Analyses of group randomized design used:</p> <p>Generalized estimating equations (GEE) adjust for school level effects (STATA Xtgee module) (Hecht, M. L., Marsiglia, F. F., Elek-Fisk, E., Wagstaff, D. A, Kulis, S., Dustman, P., & Miller-Day, M. (2003). Culturally-grounded substance use prevention: An evaluation of the keepin' it R.E.A.L. curriculum. <i>Prevention Science</i>, 4, 233-248.).</p> <p>Growth modeling analysis (Hecht, M.L., Graham, J.W. & Elek, E. (2006). The Drug Resistance Strategies Intervention: Program Effects on Substance Use. <i>Health Communication</i>, 20, 267-276).</p> <p>Main finding: 14 month follow up demonstrated significant reductions in alcohol, tobacco, and marijuana use for treatment participants compared to control. (See attachment)</p>						
List specific lessons that address tobacco control.	Tobacco use integrated throughout the curriculum. It appears in the scenarios and specific "drug facts" included in lesson #2						
Target Age Group, Grade Level and/or Gender:	7 th and 8 th grade version 5 th grade version Rural version Urban version						
Program Type:	<table border="1"> <tr> <td>X</td> <td>Prevention</td> <td></td> <td>Cessation</td> </tr> </table>	X	Prevention		Cessation		
X	Prevention		Cessation				
Recommended Intervention Site:	<table border="1"> <tr> <td></td> <td>School</td> <td></td> <td>Community</td> <td>X</td> <td>Both</td> </tr> </table>		School		Community	X	Both
	School		Community	X	Both		
Is the Program curriculum available in Spanish?	<table border="1"> <tr> <td>X</td> <td>Yes</td> <td></td> <td>No</td> <td></td> <td>In the works. Should be available:</td> </tr> </table>	X	Yes		No		In the works. Should be available:
X	Yes		No		In the works. Should be available:		
Website Address:	www.real-prevention.com						
2) Program Replications							
Agency Name:	Address	Phone #					
D.A.R.E. America	http://www.dare.org/	310.215.0575					
Adopted 2011							

3) Implementation Essentials <i>(What must be included to achieve model outcomes?)</i>		
Min/Max class size	N/A	Student engagement, fidelity, narrativity, the five video lessons.
Full implementation # of Sessions	10 plus booster sessions	
Minimum Required # of Session to achieve fidelity	5	
Session length	45 minutes	
Session frequency	1 x per week	
What staffing requirements are necessary to implement the program with fidelity? (Number, experience, qualifications etc.):	Implementers who run an active classroom, allowing student to participate actively and who can solicit student narratives easily and moderate an open classroom discussion. 1-2 day training best.	
What core program components are required to implement the program with fidelity?	Effects have been found with just the video lessons (#1, 4, 5, 6, 7). <i>See</i> Warren, J.R., Hecht, M.L., Wagstaff, D.A., Elek, E., Ndiaye, K., Dustman, P., & Marsiglia, F.F. (2006). Communicating Prevention: The Effects of the keepin' it REAL Classroom Videotapes and Televised PSAs on Middle-School Students' Substance Use. <i>Journal of Applied Communication Research</i> , 34, 209-227.	
What program adaptations have been tested and proven to produce positive program outcomes? (Please provide supporting documentation).	D.A.R.E. adaptation evaluation ongoing but not completed. Rural adaptation demonstrated the well-delivered curriculum reduces substance use in recent group randomized trial. <i>See</i> Pettigrew, J., Graham, J. W., Miller-Day, M., Hecht, M. L., Krieger, J. L., Shin, Y (in press). Adherence and delivery quality: Implementation quality and outcomes of 7th grade keepin' it REAL program. <i>Prevention Science</i> . doi: 10.1007/s11121-014-0459-1 (available on request)	
What practical instruments are available to assess adherence and competence of the practitioner's use of the program's core components?	Observer and self-report evaluation forms	
Describe any follow-up/booster activities available after program completion.	8 th grade booster sessions (4 sessions) in which students create and disseminate their own prevention messages with guidance.	

4) Curriculum Materials

Required Materials	Cost	Comments Regarding Materials <i>(Describe materials & resources that directly assist with program implementation. Include how often materials are updated and/or recent/ anticipated revisions.)</i>	
CD/DVD	\$500 for 3 year licensing	CD/DVD includes all teacher and student materials and videos. Unlimited students for 3 years per site license	
Optional Materials	Cost		CD includes all booster materials. Unlimited students for 3 years per site license
Follow-up year booster materials	\$50		

5) Training & Cost

Is training required to implement program?	<input type="checkbox"/> Yes, definitely	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Preferred
Training	Cost	Duration	Min # Participants
1-day	\$1500	1-day	30
2-day	\$2000	2-day	30
Comments Regarding Training <i>(Describe materials resources and technical assistance available that directly support training or coaching)</i>			

At the training of implementers, all trainers receive a hard copy of the curriculum, they become familiar with the philosophy of the program, the program development, and each lesson. Each implementer gets an opportunity to teach segments of the curriculum. In the 2-day training there are opportunities to teach entire lessons and receive peer and trainer feedback.

6) Quality of Research & Dissemination Information

- a. If the program *has been* reviewed by SAMHSA's NREPP (National Registry of Evidence-based Program), complete this section adding the NREPP's outcome data and the correlating NREPP 0.0- 4.0 scale rating for each criteria. Please provide the study & dissemination strengths & weaknesses. Then skip to section 8. If your program *has not been* reviewed by NREPP, skip this section and go to and complete sections 6b and 7.

Quality of Research Outcomes	Reliability	Validity	Fidelity	Missing Data/ Attrition	Confounding Variables	Data Analysis	Overall Rating
Due to the limited time to prepare this document this information can be found on NREPP. Additionally...							
Hecht et al 2006	3.0	3.0	2.0	2.8	2.5	3.0	2.7, 2.6, 2.5

Study Strengths: NOTE:

NOTE, also, ratings are for alcohol, tobacco, and marijuana

The measures were developed and pilot tested with members of targeted ethnic groups to ensure cultural sensitivity. The psychometric properties were adequate and demonstrated stability over four waves of data collection. Students responded anonymously, which has been shown to enhance the validity of self-report.

Providing teachers with training and a standardized curriculum manual enhanced implementation fidelity, and the observation of 76% of teachers implementing the curriculum demonstrated high fidelity ratings (average fidelity ratings were 5.8 on a scale of 1.0-7.0).

Although attrition was high (only one in four students completed all four waves of the survey), it did not vary significantly by ethnic group, so attrition bias does not appear to be a significant concern. Moreover, missing data were handled appropriately, with multiple imputation using methods developed by Rubin and Little, along with generalized estimating equations (GEE).

Most analyses were sophisticated and appropriate, with large sample sizes and appropriate covariates.

Study Weaknesses:

Tests of cultural matching may have suffered from low statistical power caused by including so few African American and White students. There was no examination of the cultural content of programming received by control students.

Despite the use of sensitivity analyses and plans to address attrition, there was a high level of attrition, with two schools not participating in data collection 8 and 14 months after the intervention.

Confounding variables present some concerns. In addition, some of the participants that were at higher risk had stronger outcomes. Consequently, it is unclear if their risk status explains the results better than the success of the intervention.

Approximately 30% of participants saw all five videos; those who did not see at least four videos may have a problem with school attendance, a condition associated with numerous other negative outcomes. In addition, they probably did not receive other aspects of the curriculum at the same level as those who viewed four or five videos.

The resistance strategy measure was developed specifically for this study, and no evidence of reliability was presented. The items are face-valid, yet the scales are limited to yes/no reports of using three strategies. (The program acronym "REAL" reflects four resistance strategies; only Refuse, Explain, and Leave were evaluated, and it is unclear why Avoid was not included.) The emphasis on resistance strategies, which were a key component of the curriculum, varied between the different culturally grounded curricula.

Baseline self-reported use of strategies was controlled in the GEE analyses. However, it is impossible to discern whether the outcomes reflect an increase in the ability to use the strategies (i.e., an increase in skill level) or simply reflect a greater motivation to use the strategies.

Readiness for Dissemination	Implementation Materials	Training & Support	Quality Assurance	Overall Rating
	3.5	.5 .5	1.5	

Dissemination Strengths:

The program manual is scripted and easy for teachers to use with limited preparation. The video segments are well done, providing a stimulus for dialog and discussion. Materials reflect urban teen culture and realistically present situations that teens might encounter. Program materials are also available in Spanish.

Dissemination Weaknesses:

Program materials state that they are effective for students 10–17 years old, but most of the scenarios described in the manual and video seem most appropriate for high school-aged students. Training appears to be available according to the program Web site, but no detailed information is provided on training content or support resources available for implementers. Though the teacher guide provides a basis for measures of fidelity and outcomes, no actual measures or protocols are provided to support quality assurance.

Provide any additional information you would like to add regarding NREPP's findings:

The NREPP review occurred very early in our development. We have since developed much stronger measures of implementation quality and fidelity. We recently published a paper on implementation quality and fidelity in Prevention Science that reflects these improvements and were responsible for a special session on implementation processes at the recent Society for Prevention Research.

We also have since created a small business, REAL Prevention, to support training dissemination. In addition, the dissemination through D.A.R.E. post-dates this review with their excellent training (80 hours initially, regular 8 hour updates) and dissemination resources. As a result, scores in those areas are not as strong as they would be if re-reviewed. Still we were one of the first "model" programs when they still had that designation.

b. Complete this section ONLY if your program HAS NOT been reviewed by NREPP.

1) Has at least one study using an experimental or quasi-experimental design has been conducted which shows positive ($p < .05$) tobacco prevention control outcomes?	<input type="checkbox"/>	Yes, supporting documentation is attached	<input type="checkbox"/>	No
2) Has the study been published in a peer-review journal, other publication or a comprehensive evaluation report?	<input type="checkbox"/>	Yes, supporting documentation is attached	<input type="checkbox"/>	No
3) Does the provided evaluation data show outcome measures that appear to be both reliable and valid?	<input type="checkbox"/>	Yes, supporting documentation is attached	<input type="checkbox"/>	No
4) Does the provided evaluation data show evidence of acceptable program	<input type="checkbox"/>	Yes, supporting	<input type="checkbox"/>	No

fidelity during the identified study?		documentation is attached		
5) Does the study account for attrition or missing data?		Yes, supporting documentation is attached		No
6) During the study, were variables other than the intervention reported in the outcomes?		Yes, supporting documentation is attached		No

7) Evaluation Information

(Please be sure to include all tobacco specific outcome data)

a) Experimental (randomized control/comparison group) evaluations

Describe Evaluation Methods	
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Evaluation Outcomes	
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b) Quasi-experimental (non-randomized comparison groups) evaluations

Describe Evaluation Methods	
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Evaluation Outcomes:	
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c) Please describe materials, resources or procedural that directly support quality assurance. (e.g. protocols for gathering process &/or outcome data, ongoing monitoring of intervention fidelity, supervision/training feedback)

8) Contact Information:								
Program Developer		Training/Implementation Contact		Material Contact				
Name:	Michelle Miller-Day; Michael L. Hecht	Name:	Michelle Miller-Day	Name:				
Address:	REAL Prevention 730 E. McCormick Ave State College, PA 16801	Address:		Address:				
Phone #:	814-883-6362 814-360-1893	Phone #:	814-883-6362	Phone #:				

Fax #:		Fax #:		Fax #:				
Email:	Realprevention1@gmail.com	Email:	Realprevention1@gmail.com	Email:				