



CAPT Decision Support Tools

Prevention Programs that Address Youth Marijuana Use

Using Prevention Research to Guide
Prevention Practice

SAMHSA's Center for the Application of Prevention Technologies
June, 2014

This document was developed under the Substance Abuse and Mental Health Services Administration's Center for the Application of Prevention Technologies contract. Reference #HHSS277200800004C. For training and technical assistance use only.

**Developed under the Substance Abuse and Mental Health Services
Administration's Center for the Application of Prevention Technologies
contract (Reference #HHSS277200800004C)**

PREVENTION PROGRAMS THAT ADDRESS YOUTH MARIJUANA USE

Drawing from national databases and registries of effective programs and practices, this document provides summaries of interventions that have been shown to prevent or reduce marijuana use among youth populations. The interventions included in this document meet the following criteria:

- Evaluations tested for intervention outcomes related to youth marijuana initiation or (ab)use and yielded statistically significant marijuana use results (which are reported here).
- Interventions were identified as effective, model, or promising.

Interventions excluded from this document include those whose:

- Evaluations assessed program effects using composite outcome measures of illicit drug or substance abuse that included marijuana (ab)use rather than using specific measures of marijuana (ab)use.
- Evaluations demonstrated no effects or harmful effects with regard to marijuana use.

Each intervention summary is designed to provide a brief answer to the following questions:

- **Contacts:** Whom do I contact for more information?
- **Description:** What are key components of the program?
- **Populations:** What population group/s does this program target?
- **Settings:** In what settings has this program been implemented (and evaluated)?
- **Evaluation design:** How was this program evaluated?
- **Outcomes:** What were the evaluation outcomes specific to marijuana use?
- **Studies:** Which evaluation studies reported these marijuana outcomes?
- **Recognition:** Which national organizations or agencies have recommended or reviewed this program?

For more information on these interventions, follow the URL addresses provided. Please be advised that the URLs included in this document were active as of December 2013. The URLs are subject to change at any point by the host sites.

Other documents in this suite of products include:

- [*Risk and Protective Factors Associated with Youth Marijuana Use*](#), offering a summary of research findings on factors associated with marijuana use.
- [*Strategies and Interventions to Prevent Youth Marijuana: An At-a-Glance Resource Tool*](#), offering brief summaries of the strategies and associated interventions described below.

- [Preventing Youth Marijuana Use: An Annotated Bibliography](#), providing abstracts for the articles presented below.

USING THESE RESOURCES TO GUIDE PREVENTION PRACTICE

Although there are several ways to approach and use this resource, the following are suggested steps or guidelines.

Don't start by looking at programs! Instead, start with risk and protective factors. While marijuana use among youth may be a serious problem across your state, the factors that drive the problem in different communities may vary considerably. For example, in one community, high school students may have low perceptions of the risks associated with marijuana use. However, this may not be an important risk factor in another community. To be effective, prevention strategies or interventions must be linked to the risk and protective factors that drive the problem *in your community*. Therefore, it is critical that you begin your search for appropriate prevention strategies with a solid understanding of these factors, based on a comprehensive review of local quantitative and qualitative data.

When prioritizing the risk and protective factors to address, consider questions such as the following:

- How much does the factor contribute to your priority problem? Is it associated with the outcome(s) you want to address?
- Do you have the resources and readiness to address this factor? How might community norms and/or social conditions support or compromise your ability to address this factor?
- Is this factor relevant, given the developmental stage of your focus population?
- Does a suitable intervention exist to address this factor?
- Can we produce outcomes within a reasonable time frame?
- Is this factor associated with other behavioral health issues? If yes, how does this impact your ability (or readiness) to address the factor in question?
- Are there other considerations that may influence your ability to address this factor?

For information on risk and protective factors, visit the document [Risk and Protective Factors Associated with Youth Marijuana Use](#). Once you have identified and prioritized appropriate factors, explore [Strategies and Interventions to Prevent Youth Marijuana: An At-a-Glance Resource Tool](#) to learn about strategies associated with those factors. Then use this document to read about strategies/interventions of interest.

Examine detailed summaries to identify relevant studies. The program summaries included in this resource are designed to help you decide which intervention(s)—if any—best fit your local conditions. After reviewing the summaries, use the citations provided to access the full-text of the most relevant articles. When exploring potential strategies, consider questions such as the following:

- What outcome does the strategy address (e.g., 30-day versus lifetime use)?
- Does the outcome identified in the article align with your outcome of interest?

- Are you already implementing similar strategies or interventions for other substances in your community?
- Is this new strategy complementary or redundant?

Determine the feasibility of implementation. Once you have identified a program that addresses those risk and protective factors associated with youth marijuana use in your community, it is important to determine how feasible it will be to implement, given your resources and community conditions (i.e., the community's willingness and/or readiness to implement). The processes of assessing feasibility and sources that can help with this are discussed in SAMHSA's Center for Substance Abuse Prevention's 2009 [*Identifying and Selecting Evidence-Based Interventions Revised Guidance Document for the Strategic Prevention Framework State Incentive Grant Program*](#). Additional resources related to feasibility can be found in the CAPT area of SAMHSA's website <captus.samhsa.gov>.

KEEPIN' IT REAL / DRUG RESISTANCE STRATEGIES

| | |
|-----------------------|---|
| CONTACTS | <p>Scott Gilliam Phone:(800) 223-3273 Email: scott.gilliam@dare.org</p> <p>Lloyd Bratz (Washington State contact) Phone: (440) 888-1818 Email: llbratz@aol.com</p> <p>Michael Hecht Designer/Evaluator Phone: (814) 863-3545 Email: mhecht@psu.edu</p> <p>Website: http://www.kir.psu.edu/index.shtml</p> |
| DESCRIPTION | <p>A multicultural prevention program, the Keepin' It Real curriculum consists of 10-lessons taught by trained classroom teachers to help students assess the risks associated with substance abuse, enhance decision-making and resistance strategies, improve antidrug normative beliefs and attitudes, and reduce substance use. The curriculum draws from communication competence theory and a culturally-grounded resiliency model to incorporate traditional ethnic values and practices that protect against substance use.</p> |
| POPULATIONS | <p>Students (ages 12–14)</p> |
| SETTINGS | <p>Middle schools</p> |
| EVALUATION DESIGN | <p>Prospective, experimental design with 35 Phoenix area schools stratified according to enrollment and ethnicity (percentage Hispanic) and assigned to one of four conditions: (1) Mexican and Mexican American version, 1,352 students; (2) White and African American version, 1,180 students; (3) multicultural version, 1,722 students; or (4) control, 2,044 students; and participants' marijuana use assessed pre-intervention, approximately 2 months, 8 months, and 14 months after curriculum implementation.</p> |
| EVALUATION OUTCOME(S) | <p>Compared to students in the control group, Keepin' It Real participants reported:</p> <ul style="list-style-type: none"> • Lower marijuana use (Hecht et al., 2003). • Slower increase in marijuana use over time (Hecht, Graham, & Elek, 2006; Kulis et al., 2005). • Greater use of program strategies to resist marijuana use (Hecht et al., 2003). |
| EVALUATION STUDIES | <p>Hecht, M. L., Graham, J. W., & Elek, E. (2006). The Drug Resistance Strategies intervention: Program effects on substance use. <i>Health Communication, 20</i>(3), 267-276.</p> <p>Hecht, M. L., Marsiglia, F. F., Elek, E., Wagstaff, D. A., Kulis, S., Dustman, P., et al. (2003). Culturally grounded substance use prevention: An evaluation of the keepin' it REAL curriculum. <i>Prevention Science, 4</i>, 233-248.</p> <p>Kulis, S., Marsiglia, F. F., Elek-Fisk, E., Dustman, P., Wagstaff, D., & Hecht, M. L. (2005). Mexican/Mexican American adolescents and keepin' it REAL: An evidence-based, substance abuse prevention program. <i>Children and Schools, 27</i>, 133-145.</p> |

KEEPIN' IT REAL / DRUG RESISTANCE STRATEGIES

| | |
|-------------|--|
| RECOGNITION | <p>SAMHSA's NREPP: http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=133</p> <p>The Athena Forum: http://www.theathenaforum.org/sites/default/files/Keepin%20it%20REAL%204-21-12.pdf</p> <p>FindYouthInfo.gov: http://www.findyouthinfo.gov/node/49948</p> <p>OJJDP/CrimeSolutions.gov: http://www.crimesolutions.gov/ProgramDetails.aspx?ID=239</p> |
|-------------|--|

| SPORT | |
|-----------------------|--|
| CONTACT | <p>Chudley Werch Program Developer Phone: (904) 472-5022 Email: cwerch@preventionpluswellness.com</p> <p>Website: http://preventionpluswellness.com</p> |
| DESCRIPTION | <p>This brief, multiple behavior program integrates substance abuse prevention and fitness promotion to help adolescents minimize and avoid substance use while increasing physical activity and other health-promoting habits. Based on the Behavior-Image Model (social and self-images are key motivators for the development of healthy behavior), SPORT promotes the benefits of an active lifestyle with positive images of youth as active and fit, and emphasizes that substance use is counterproductive in achieving positive image and behavior goals.</p> |
| POPULATIONS | Children and adolescents |
| SETTINGS | Schools, youth organizations, community settings |
| EVALUATION DESIGN | <p>Prospective, randomized control trial conducted in a northeast Florida high school where students were randomly assigned to SPORT (n=302) or to a minimal intervention control (n = 302); and marijuana use assessed at baseline and 3, 12, and 18 months after the baseline.</p> |
| EVALUATION OUTCOME(S) | <p>Compared to drug users receiving the minimal intervention control, drug-using students receiving SPORT reported greater reductions in 30-day marijuana frequency at 3- and 12-month follow-up.</p> |
| EVALUATION STUDY | <p>Werch, C., Moore, M. J., DiClemente, C. C., Bledsoe, R. & Jobli, E. (2005). A multi-health behavior intervention integrating physical activity and substance use prevention for adolescents. <i>Prevention Science</i>, 6(3), 213-226.</p> |
| RECOGNITION | <p>SAMHSA's NREPP: http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=342</p> <p>The Athena Forum: http://www.theathenaforum.org/sites/default/files/SPORT%204-21-12.pdf</p> <p>Blueprints: http://www.blueprintsprograms.com/factSheet.php?pid=8665243ef242a2b13ff662d0943d369e8ba0e206</p> <p>RAND Corp. Promising Practices Network: http://www.promisingpractices.net/program.asp?programid=282</p> |

STORYTELLING FOR EMPOWERMENT

| | | |
|-----------------------|--|--|
| CONTACT | <p>Dora R. Sanchez Executive Director The WHEEL Council Email: dora@wheelcouncil.org</p> | <p>Annabelle Nelson Researcher Phone: (928) 214-0120 Email: annabelle@wheelcouncil.org</p> |
| | <p>Website: http://www.wheelcouncil.org</p> | |
| DESCRIPTION | <p>Storytelling for Empowerment, a school-based, bilingual (English and Spanish) intervention for teenagers, uses cognitive decision-making, positive cultural identity (cultural empowerment), and resiliency models of prevention as its conceptual underpinnings. The program aims to decrease substance use by identifying and reducing factors in the individual, family, school, peer group, neighborhood/ community, and society/media that place youth at high risk for substance use, while enhancing factors that may strengthen youth resiliency and protect against substance use.</p> | |
| POPULATIONS | <p>Youth at risk for substance abuse, HIV, and other problem behaviors; youth living in communities with high availability of drugs</p> | |
| SETTINGS | <p>Middle schools</p> | |
| EVALUATION DESIGN | <p>Prospective, quasi-experimental research design compared participants' pre- and posttest responses on marijuana use to those in a comparison group.</p> | |
| EVALUATION OUTCOME(S) | <p>Compared to students in the comparison group, Storytelling for Empowerment participants (who received more than 28 program hours) reported:</p> <ul style="list-style-type: none"> • Greater decreased use of marijuana (Nelson et al., 2003). | |
| EVALUATION STUDY | <p>Nelson, A., & Arthur, B. (2003). Storytelling for Empowerment: Decreasing at-risk youth's alcohol and marijuana use. <i>Journal of Primary Prevention</i>, 24(2), 169-180.</p> | |
| RECOGNITION | <p>SAMHSA'S NREPP: http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=99</p> <p>The Athena Forum: http://www.theathenaforum.org/sites/default/files/Storytelling%20for%20Empowerment%203-19-12.pdf</p> | |

STRENGTHENING FAMILIES 10-14

| | | |
|--|---|--|
| CONTACT | Cathy Hockaday Program Coordinator Phone: (515) 294-7601 Email: hockaday@iastate.edu | Virginia Molgaard Researcher Iowa State University |
| Website: http://www.extension.iastate.edu/sfp | | |
| DESCRIPTION | This 7-session program targets enhancement of family protective and resiliency processes and family risk reduction through weekly, two-hour sessions. Sessions consist of separate parent and child skills-building followed by a family session where parents and children practice the skills they have learned independently, work on conflict resolution and communication, and engage in activities to increase family cohesiveness and positive involvement of the child in the family. | |
| POPULATIONS | Adolescents and their families | |
| SETTINGS | Schools and prevention agencies | |
| EVALUATION DESIGN | Prospective, experimental design randomly assigned 33 rural Iowa public schools to one of three conditions: (1) Iowa Strengthening Families Program; (2) Preparing for the Drug Free Years; or (3) minimal-contact control condition; participant marijuana use assessed at baseline and 1, 2, 4, and 6 years past baseline | |
| EVALUATION OUTCOME(S) | Compared to students only receiving minimal-contact intervention, students receiving Strengthening Families reported: <ul style="list-style-type: none"> • Lower initiation of use of marijuana at 4 years past baseline (Spoth et al., 2001). • Slower overall growth in lifetime use of marijuana 6 years past baseline (Spoth et al., 2004). | |
| EVALUATION STUDIES | <p>Spoth, R. L., Redmond, C. & Shin, C. (2001). Randomized trial of brief family interventions for general populations: Adolescent substance use outcomes 4 years following baseline. <i>Journal of Consulting and Clinical Psychology</i>, 69, 627-642.</p> <p>Spoth, R., Redmond, C., Shin, C. & Azevedo, K. (2004). Brief family intervention effects on adolescent substance initiation: school-level growth curve analysis 6 years following baseline. <i>Journal of Consulting and Clinical Psychology</i>, 72(3), 535-542.</p> | |
| RECOGNITION | SAMHSA's NREPP: http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=63 The Athena Forum: http://www.theathenaforum.org/sites/default/files/Strengthening%20Families%20Parents%20of%2010-14.%203-19-12.pdf Blueprints: http://www.blueprintsprograms.com/factSheet.php?pid=e54183e2a040e6c09e61eb22d542e3d57074b351 OJJDP/CrimeSolutions.gov: http://www.crimesolutions.gov/ProgramDetails.aspx?ID=190 U.S. Dept. of Ed. Exemplary & Promising Safe, Disciplined, and Drug-free Schools: http://www2.ed.gov/admins/lead/safety/exemplary01/exemplary01.pdf (page 37) | |

REGISTRIES CONSULTED

- SAMHSA's National Registry of Evidence-based Programs and Practices (NREPP): <http://www.nrepp.samhsa.gov>
- The Athena Forum: <http://www.theathenaforum.org>
- Blueprints: <http://www.blueprintsprograms.com/allPrograms.php>
- Coalition for Evidence-based Policy: <http://coalition4evidence.org>
- FindYouthInfo.gov: <http://www.findyouthinfo.gov/program-directory>
- Office of Juvenile Justice and Delinquency Prevention (OJJDP) Model Programs Guide (operated by CrimeSolutions.gov): <http://www.ojjdp.gov/mpg>
- RAND Corp. Promising Practices Network on Children, Families and Communities: <http://www.promisingpractices.net/programs.asp>
- U.S. Department of Education: What Works Clearinghouse: <http://ies.ed.gov/ncee/wwc>
- U.S. Department of Education: Exemplary & Promising Safe, Disciplined, and Drug-free Schools Programs: <http://www2.ed.gov/admins/lead/safety/exemplary01/exemplary01.pdf>