

Prevention Matters

Proven Programs to Help Schools Address Substance Use

Evidence-Based Program Guide

Prepared by the Indiana Prevention Resource Center
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The Richard M. Fairbanks Foundation has announced a new initiative, *Prevention Matters*, to support the identification, implementation and long-term sustainability of proven programs to help schools address substance use. The Foundation recognizes that schools need support to find the program that works best for them, prepare for effective implementation and develop a plan for sustaining the program. *Prevention Matters* will give school leaders the opportunity to access funding and technical assistance in order to effectively and sustainably implement proven programs and set their students on a path for success in school and beyond. This document, which has been prepared by the Indiana Prevention Resource Center, serves as the list of approved evidence-based programs for selection and implementation through *Prevention Matters*. *Prevention Matters* planning grant recipients will receive technical assistance to help select the program on this list that best fits the needs of their students and teachers and plan for successful program implementation. For more information, visit RMFF.org/PreventionMatters.

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Introduction

“Evidence-based” programs are those with high-quality research showing short- and, in some cases, long-term reductions in the use of alcohol, tobacco, marijuana, prescription drugs and other drugs. This research goes beyond simply measuring whether students acquired specific information or skills toward measuring actual changes in behavior and student outcomes. To assess these impacts, researchers use randomized controlled trials, the “gold standard” in measuring program impact, and similar approaches. Aside from reductions in substance use, there is also evidence that many of these programs can improve outcomes like academic achievement and attendance and address behavior issues like bullying, violence, fighting, delinquency and risky sexual behavior.

Evidence-based substance use prevention programs teach decision-making, communication, emotional self-regulation and other skills, in addition to providing information about the risks of alcohol, tobacco and other drugs. While a major goal of these programs is to help students make better choices regarding substance use, they are also designed to promote self-esteem, self-control and social competence, which are protective factors against not just substance use but other behaviors, too, like violence or delinquency. Some even have specific components targeting these behaviors.

Definition of “Evidence-Based”

For the *Prevention Matters* initiative, the Richard M. Fairbanks Foundation has commissioned the Indiana Prevention Resource Center (IPRC) to develop a list of approved evidence-based substance use prevention programs. This list was developed using programs identified as evidence-based and listed on the National Registry of Evidence-Based Program and Practices (NREPP) from the Substance Abuse and Mental Health Administration (SAMHSA), the Indiana Department of Mental Health and Addiction (DMHA) Evidence-Based Workgroup (EBP Workgroup), and the Blueprints for Healthy Youth Development lists. Utilizing the most researched and effective programs from these three lists, the IPRC curated a list of programs identified as appropriate for the schools participating in *Prevention Matters*.

Programs identified all met one of the following criteria:

- Rank of “Model”, “Model Plus”, or “Promising” program from [Blueprints Programs](#)
- Outcome rating of “Effective” or “Promising” on the new rating system on the [National Registry of Evidence-Based Program and Practices](#) for substance use prevention or a related risk/protective factor
- Positive outcomes and effect sizes identified in the legacy review on the [National Registry for Evidence-Based Program and Practices](#) for substance use prevention or related risk/protective factors

Each of the programs on the *Prevention Matters* list are either in Indiana’s Evidence-Based Practice Guide, or were reviewed and placed

on NREPP and Blueprints after the last publication of Indiana’s EBP list. Any program that did not address substance use prevention, a related risk or protective factor, or were considered treatment strategies, were excluded from this list. Despite being worthwhile programs, these did not meet the direct goal of *Prevention Matters*.

School applicants who are being guided by this document are reminded that no single strategy can be the sole answer to preventing substance use in Indiana. In addition to the adoption of evidence-based programs, preventionists must consider how a single evidence-based program, practice or policy fits into their goals overall; which evidence-based programs, practices or policies can be expected to lead to identified outcomes; what capacity the school has to adopt the evidence-based program, practice or policy; and the acceptability of the evidence-based prevention program, practice or policy. Often, a mix of strategies that are thoughtfully layered and targeted will produce the best outcomes in reducing substance use initiation and other problem behaviors.

Selecting Evidence Based Programs, Policies and Practices that Align with School Needs

Schools and the communities they exist within are unique in their demographic makeup, their cultural makeup, even their geographic features. The risk/protective and contributing factors related to substance abuse and substance abuse prevention are also unique, as are the available resources, skills, and norms within a school community. All of these factors must be considered when selecting the appropriate evidence-based prevention program.

Although a program meets the criteria of evidence-based, it may not be the right choice for a particular population. For this reason school applicants are encouraged to engage in capacity building, needs assessment and ongoing evaluation. Any programs, policies or practices which are selected by a school should meet the “goodness of fit” criteria based on their assessment data. Consider the following elements when selecting a program:

- **Conceptual fit.** The needs assessment phase of the planning process should be used to find the determinant of the problem, and selected programs should address the determinants of the problem and the targeted problem behaviors.
- **Cultural fit.** The evidence-based program, policy or practice should be culturally appropriate for the selected population, and (ideally) should have been tested with populations similar to one in which it will be implemented.
- **Practical fit.** Given the staff, funding and capacity resources that the school has, can the program realistically be implemented?
- **Fidelity considerations.** The entire program, policy or practice must be implemented, rather than only some of the elements. There should be adequate time to implement the program in its entirety.
- **Sustainability.** Program implementers are willing to track for outcomes to demonstrate its worth to stakeholders. After training and initial startup, costs are limited so that future funding can be found to continue implementation.

Evidence-based programs that satisfy these “goodness of fit” considerations for your community will have the highest likelihood of producing positive prevention outcomes.

Prevention Matters planning grant recipients will receive technical assistance to help select the program on this list that best fits the needs of their students and teachers and plan for successful program implementation.

List of Approved Evidence-Based Programs

Program information is from the following two online databases, and have corresponding hyperlinks to program-specific pages:

- [Blueprints for Healthy Youth Development](#)
- [National Registry of Evidence based Programs and Practices \(NREPP\)](#)

Achievement Mentoring ([Promising Program on Blueprints](#))

Al’s Pals: Kids Making Healthy Choices ([Effective Program outcomes on NREPP](#))

Athletes Training and Learning to Avoid Steroids (ATLAS; Promising Program on both [Blueprints](#) and [NREPP](#))

Building Skills Grade 5 ([Promising outcomes on NREPP](#))

Conscious Discipline ([Effective Program outcomes on NREPP](#))

Coping Power ([Promising Program on Blueprints](#))

Curriculum Based Support Group ([Positive outcomes on NREPP’s legacy list](#))

Footprints for Life ([Promising outcome on NREPP](#))

Good Behavior Game ([Promising Program on Blueprints](#))

Hip-Hop 2 Prevent Substance Abuse and HIV ([Effective and Promising outcomes on NREPP](#))

Incredible Years (Promising Programs on Blueprints: [Child](#), [Parent](#), and [Teacher Classroom Management](#))

LifeSkills Training ([Model Plus on Blueprints](#))

Positive Action ([Model Program on Blueprints](#))

Project Alert ([Promising outcomes on NREPP](#))

Project SUCCESS ([Positive outcomes on NREPP’s legacy list](#))

Project Towards No Drug Abuse ([Model Program on Blueprints](#))

Promoting Alternative Thinking Programs (PATHS; [Model Program on Blueprints](#))

Reconnecting Youth ([Positive outcomes on NREPP’s legacy list](#))

Ripple Effects ([Positive outcomes on NREPP’s legacy list](#))

Second Step Elementary School Program ([Promising outcomes on NREPP](#))

Second Step: Student Success Through Prevention Middle School Program ([Promising outcomes on NREPP](#))
 SPORT Prevention Plus Wellness ([Promising Program on Blueprints](#))
 Too Good for Violence K-5 ([Effective Program outcomes on NREPP](#))
 Unique YOU ([Promising outcomes on NREPP](#))
 Youth Message Development ([Effective Program outcomes on NREPP](#))

Program Descriptions

The table below provides descriptions of each approved program, targeted age range and expected outcomes. In most instances, verbiage was taken directly from the respective database, and are hyperlinked as such. This table is also available in a separate Excel spreadsheet that allows for sorting and filtering and can be downloaded at RMFF.org/PreventionMatters. The same information has been provided below for convenience of this document. It should be noted that each of these programs is expansive, and often has had multiple studies examining the effectiveness of their effect on specific outcomes. It should be noted that this table provides a snapshot of each of the programs, but more information is available. *Prevention Matters* planning grant recipients should work with their technical assistance provider to discuss additional considerations when selecting a program for implementation.

| Program | Target Age Range | Description | Expected Outcome Categories |
|--|---|--|---|
| Achievement Mentoring (Promising Program on Blueprints) | 12 – 14 years old; Middle School | Achievement Mentoring (formerly Behavioral Monitoring and Reinforcement Program) is a school-based intervention designed to change the negative school behavior of middle school adolescents. Students meet in small groups and systematically work through behavior change. The intervention consists of four components: (1) Collecting up-to-date information about each student's school-related behavior; (2) Providing systematic feedback to the student and/or the parents about the student's behavior; (3) Attaching point values to the student's behavior to earn incentives; and (4) Helping the student figure out how he/she can earn more points. The program lasts for two years. | <ul style="list-style-type: none"> • Academic achievement • Conduct/problem behaviors • School attendance • Substance use |
| Al's Pals: Kids Making Healthy Choices (Effective Program outcomes on NREPP) | 3 – 8 years old; Pre-K and Early Elementary | Al's Pals: Kids Making Healthy Choices is a school-based early childhood program designed to develop young children's social-emotional competence and prevent antisocial, aggressive behavior. The program aims to enhance teachers' abilities to embed | <ul style="list-style-type: none"> • Conduct/problem behaviors • Self-control • Mental health |

| Program | Target Age Range | Description | Expected Outcome Categories |
|--|---|---|---|
| | | protective factors into their daily interactions with children ages 3–8 and foster children’s resilience to help them deal with life’s challenges and avoid risky, unhealthy behaviors. | <ul style="list-style-type: none"> • Social/emotional skills |
| Athletes Training and Learning to Avoid Steroids (ATLAS) (Promising Program on both Blueprints and NREPP) | 15 – 18 years old High School Male Athletes | Athletes Training and Learning to Avoid Steroids (ATLAS) is a school-based, alcohol- and drug-prevention program for male high school athletes. The program is designed to reduce or stop adolescent male athletes’ use of anabolic steroids, sport supplements, alcohol, and illegal drugs, while improving nutrition and exercise practices. Participants learn how to achieve their athletic goals by using state-of-the-art sports nutrition and strength training and how to avoid using harmful substances that will impair their physical and athletic abilities. | <ul style="list-style-type: none"> • Increased perception of risk of substance use • Substance use |
| Building Skills Grade 5 (Promising outcomes on NREPP) | 10 – 11 years old Grade 5 | Building Skills Grade 5 is a universal, 12-lesson, classroom-based social development curriculum created for high-risk students in the fifth grade. The goal of the program is to decrease the likelihood of alcohol and other drug use and delinquent behaviors by enhancing social and personal skills. The program is grounded in social theory and uses a competence-enhancement approach, which is a substance-use prevention approach addressing key risk and protective factors. According to this approach, drug use is conceptualized as a socially learned and functional behavior that results from an interplay between social and personal factors. A distinctive feature of the competence-enhancement approach is an emphasis on teaching generic self-management and social skills. | <ul style="list-style-type: none"> • Social competence • Self-regulation • Coping ability • Cognitive functioning • Self-concept |
| Conscious Discipline (Effective Program outcomes on NREPP) | 3 – 11 years old Pre-K and Elementary | The Conscious Discipline program is a multiyear, multicomponent, school-based intervention that teaches administrators, teachers, and other staff the SEL skills to change the school culture, including discipline strategies and self-regulation skills for children, parents, and other adults. The program includes seven sections that correspond with an SEL behavior; one section is taught per month. Each section aligns with one of the core Conscious Discipline skills and is taught through associated activities (called Structures, Rituals, or Routines). | <ul style="list-style-type: none"> • Academic achievement • Social/emotional skills |

| Program | Target Age Range | Description | Expected Outcome Categories |
|--|---|---|---|
| Coping Power (Promising Program on Blueprints) | 5 – 11 years old Elementary | Coping Power for parents and their at-risk children consists of two components (Parent Focus and Child Focus) designed to impact four variables that have been identified as predicting substance abuse (lack of social competence, poor self-regulation and self-control, poor bonding with school, and poor caregiver involvement with child). A stand-alone universal version adapts the program for all elementary-school children. It uses 24 sessions, one each week, based on the child component of the program but with some changes in activities to encourage participation of all children in the classroom. | <ul style="list-style-type: none"> • Conduct/problem behaviors • Favorable attitudes towards drug use • Commitment to school • Interaction with peers involved in substance use • Rewards for prosocial involvement • Social skills |
| Curriculum Based Support Group (Positive outcomes on NREPP’s legacy list) | 4 – 17 years old Elementary, Middle, High School | The Curriculum-Based Support Group (CBSG) Program is a support group intervention designed to increase resiliency and reduce risk factors among children and youth ages 4-17 who are identified as being at elevated risk for early substance use and future delinquency and violence. Based on cognitive-behavioral and competence-enhancement models of prevention, the CBSG Program teaches essential life skills and offers emotional support to help children and youth cope with difficult family situations; resist peer pressure; set and achieve goals; refuse alcohol, tobacco, and other drugs; and reduce antisocial attitudes and rebellious behavior. | <ul style="list-style-type: none"> • Antisocial attitudes • Rebellious behavior • Attitudes and intentions about substance use |
| Footprints for Life (Promising outcome on NREPP) | 7 – 9 years old Grades 2 & 3 | Footprints for Life is a comprehensive substance-use prevention intervention for children in grades two and three. The goal of the program is to help young children build a strong foundation of life skills rooted in key social competencies. The social competencies that Footprints addresses are planning and decision-making practice, interpersonal skills, cultural competence, peer pressure, and peaceful conflict resolution — assets identified as promoting positive attitudes and behaviors. | <ul style="list-style-type: none"> • Social competence • Self-control |

| Program | Target Age Range | Description | Expected Outcome Categories |
|--|---|---|---|
| Good Behavior Game (Promising Program on Blueprints) | 5 – 11 years old Elementary | The Good Behavior Game (GBG) is a classroom-based behavior management strategy for elementary school that teachers use along with a school's standard instructional curricula. GBG uses a classroom-wide game format with teams and rewards to socialize children to the role of student and reduce aggressive, disruptive classroom behavior, which is a risk factor for adolescent and adult illicit drug abuse, alcohol abuse, cigarette smoking, antisocial personality disorder (ASPD), and violent and criminal behavior. | <ul style="list-style-type: none"> • Academic Achievement • Conduct/problem behaviors • Improved commitment to school • Mental health • Substance use |
| Hip-Hop 2 Prevent Substance Abuse and HIV (Effective and Promising outcomes on NREPP) | 12 – 16 years old Middle, High School | Hip-Hop 2 Prevent Substance Abuse and HIV (H2P) is a program designed to improve knowledge and skills related to preventing and reducing the use of drugs and preventing HIV/AIDS among youths ages 12 to 16. The program incorporates aspects of hip-hop culture—including language, arts, and history—as a social, cultural, and contextual framework for addressing substance use and HIV-risk behaviors. | <ul style="list-style-type: none"> • Knowledge, attitudes, and beliefs about substance use |
| Incredible Years (Promising Programs on Blueprints: Child , Parent , and Teacher Classroom Management) | 3 – 11 years old Pre-K, Elementary | The Incredible Years is a series of programs that addresses multiple risk factors across settings known to be related to the development of conduct disorders in children. In all three training programs (Parent, Teacher, Child), trained facilitators use videotaped scenes to encourage group discussion, problem-solving, and sharing of ideas. The child training component for children aged 3-8 years is comprised of weekly two-hour sessions for 18-19 weeks during which two therapists work with 6-7 children and focus on social skills, conflict resolution, empathy-building, problem solving and cooperation. | <ul style="list-style-type: none"> • Academic achievement • Conduct/problem behaviors • Commitment to school • Rewards for prosocial involvement at school • Social skills |
| LifeSkills Training (Model Plus on Blueprints) | 8 – 18 years old Elementary, Middle, High School | LifeSkills Training (LST) is a classroom-based universal prevention program designed to prevent adolescent tobacco, alcohol, marijuana use, and violence. Three major program components teach students: (1) personal self-management skills, (2) social skills, and (3) information and resistance skills specifically related to drug use. Skills are taught using instruction, demonstration, feedback, | <ul style="list-style-type: none"> • Conduct/problem behavior • Favorable attitudes toward problem behavior |

| Program | Target Age Range | Description | Expected Outcome Categories |
|---|--|---|--|
| | | reinforcement, and practice. | <ul style="list-style-type: none"> • Improve mental health • Increases perceived risk of substance use • Substance use |
| Positive Action (Model Program on Blueprints) | 5 – 14 years old Elementary, Middle School | Positive Action (PA) is a school-based program that includes school-wide climate change and a detailed curriculum. Lessons for each grade level are scripted and age-appropriate. The content of the program is included in six units that form the foundation for the whole program. The first unit teaches the philosophy of the program and the Thoughts-Actions-Feelings about Self Circle, and provides an introduction to the nature and relevancy of positive and negative actions/behaviors. | <ul style="list-style-type: none"> • Academic achievement • Conduct/problem behaviors • Improved commitment to school • Improving mental health • Improving school attendance • Social skills • Substance use |
| Project Alert (Promising outcomes on NREPP) | 12 – 14 years old Middle School | Project ALERT is a school-based, substance use prevention program for middle or junior high school students. The program aims to prevent adolescent nonusers from experimenting with alcohol, tobacco, and marijuana and prevent adolescent users of these substances from becoming more regular users. Based on the social influence model of prevention, the program is designed to help motivate young people to avoid using drugs and to teach them the skills they need to understand and resist pro-drug social influences. | <ul style="list-style-type: none"> • Favorable attitudes toward problem behavior • Interaction with friends involved in substance use • Perceived risk of substance use • Substance use |
| Project SUCCESS (Positive outcomes on NREPP's legacy list) | 12 – 18 years old Middle, High School | Project SUCCESS (Schools Using Coordinated Community Efforts to Strengthen Students) is designed to prevent and reduce substance use among students 12 to 18 years of age. The program was originally developed for students attending alternative high schools who are at high risk for substance use and abuse due to poor | <ul style="list-style-type: none"> • Substance use • Peers involved in substance use |

| Program | Target Age Range | Description | Expected Outcome Categories |
|--|--|---|--|
| | | academic performance, truancy, discipline problems, negative attitudes toward school, and parental substance abuse. In recent years, Project SUCCESS has been used in regular middle and high schools for a broader range of high-risk students. | <ul style="list-style-type: none"> • Prosocial involvement |
| Project Towards No Drug Abuse (Model Program on Blueprints) | 15 – 18 years old High School | Project Towards No Drug Abuse (TND) is a drug prevention program for high school youth who are at risk for drug use and violence-related behavior. The current version of the Project TND curriculum contains twelve 40-minute interactive sessions taught by teachers or health educators over a 3-week period. Sessions provide instruction in motivation activities to not use drugs; skills in self-control, communication, and resource acquisition; and decision-making strategies. The program is delivered universally and has been used in both traditional and alternative, high-risk high schools. | <ul style="list-style-type: none"> • Conduct/problem behaviors • Self-control • Substance use |
| Promoting Alternative Thinking Programs (PATHS) (Model Program on Blueprints) | 5 – 11 years old Elementary | The PATHS curriculum is a comprehensive program for promoting emotional and social competencies and reducing aggression and behavior problems in elementary school-aged children (grades K-6) while simultaneously enhancing the educational process in the classroom. | <ul style="list-style-type: none"> • Academic achievement • Conduct/problem behaviors • Improving school commitment • Improving mental health • Social skills |
| Reconnecting Youth (Positive outcomes on NREPP's legacy list) | 14 – 19 years old High School | Reconnecting Youth: A Peer Group Approach to Building Life Skills (RY) is a school-based prevention program for students' ages 14-19 years that teaches skills to build resiliency against risk factors and control early signs of substance abuse and emotional distress. RY targets youth who demonstrate poor school achievement and high potential for school dropout. | <ul style="list-style-type: none"> • Academic achievement • School attendance • Substance use • Mental health |
| Ripple Effects (Positive outcomes on NREPP's legacy list) | 7 – 16 years old Late Elementary, Middle, Early High School | Ripple Effects Whole Spectrum Intervention System (Ripple Effects) is an interactive, software-based adaptive intervention for students that is designed to enhance social-emotional competencies and ultimately improve outcomes related to school achievement and failure, delinquency, substance abuse, and mental health. he | <ul style="list-style-type: none"> • Academic achievement • Improved attendance |

| Program | Target Age Range | Description | Expected Outcome Categories |
|--|---------------------------------|---|--|
| | | software presents students with peer-narrated tutorials that address social-emotional competencies (e.g., self-understanding, empathy, impulse control, emotional regulation, assertiveness, decision-making, connection to community), present science-based information about group-level risk factors, and give each student personalized guidance to address risk and protective factors specific to the student's environment and personal goals. | <ul style="list-style-type: none"> • Improved mental health • Social emotional skills |
| Second Step Elementary School Program (Promising outcomes on NREPP) | 5 – 11 years old Elementary | Second Step–Elementary is a universal, classroom-based program for children in kindergarten through fifth grade, which is designed to increase school success and decrease problem behaviors by promoting social–emotional competence and self-regulation. The Second Step program consists of a skills-focused, social–emotional learning (SEL) curriculum that emphasizes skills that strengthen students’ ability to learn, have empathy, manage emotions, and solve problems. | <ul style="list-style-type: none"> • Conduct/problem behaviors • Improving mental health • Self control • Social skills |
| Second Step: Student Success Through Prevention Middle School Program (Promising outcomes on NREPP) | 12 – 14 years old Middle School | The Second Step Middle School program is a universal, classroom-based intervention for children in grades six through eight, which is designed to increase school success and decrease problem behaviors by promoting social–emotional competence. The Second Step program consists of a skills-focused, social–emotional learning (SEL) curriculum that emphasizes directly teaching students how to strengthen their ability to learn, have empathy, manage emotions, and solve problems. | <ul style="list-style-type: none"> • Conduct/problem behaviors • Social skills |
| SPORT Prevention Plus Wellness (Promising Program on Blueprints) | 15 – 18 years old High School | SPORT Prevention Plus Wellness is a health promotion program for high school adolescents to improve their physical fitness, nutrition, and sleep habits, and avoid alcohol, tobacco and drug use. SPORT content highlights the positive image benefits of an active lifestyle by showing youth as active and fit, and emphasizes substance abuse as counterproductive to achieving positive image and behavior goals. The program consists of an in-person health behavior screen, a one-on-one consultation with the teens, a take-home fitness prescription targeting adolescent health promoting behaviors and alcohol use along with its risk and protective factors, | <ul style="list-style-type: none"> • Favorable attitudes toward problem behavior • Improving commitment to school • Interaction with friends involved in substance use • Substance use |

| Program | Target Age Range | Description | Expected Outcome Categories |
|--|---------------------------------------|---|--|
| | | and a flyer reinforcing key content of the consultation mailed to the home. | |
| Too Good for Violence K-5 (Effective Program outcomes on NREPP) | 5 – 11 years old Elementary School | Too Good for Violence (TGFV) K–5 is a school- and community-based prevention program that targets all students in kindergarten through fifth grade. TGFV K–5 builds skills sequentially, providing developmentally appropriate curricula at each grade level. TGFV is designed to build self-efficacy, social competency, and problem-solving skills that lead to helping students 1) handle their emotions; 2) deal with disagreements, conflicts, and bullying; and 3) reduce risk-taking behaviors such as the use of verbal and physical aggression. | <ul style="list-style-type: none"> • Conduct/problem behaviors • Self-control • Social skills |
| Unique YOU (Promising outcomes on NREPP) | 8 – 11 years old Grades 3 & 4 | The unique YOU program (formerly called I’m Special) is designed to build self-esteem in third- and fourth-grade students, ages 8 to 11. The program’s primary goal is to develop and nurture a child’s uniqueness and self-worth. The program teaches communication and decision-making skills, how to positively express feelings, and the value of healthy choices, including resisting substance use. | <ul style="list-style-type: none"> • Favorable attitudes toward problem behavior • Improving mental health • Increased perceived risk of substance use • Self control • Social skills |
| Youth Message Development (Effective Program outcomes on NREPP) | 13 – 15 years old Middle School | The Youth Message Development (YMD) media-literacy curriculum aims to prevent adolescent substance use among 13- to 15-year-olds by increasing their knowledge of advertising techniques used to sell alcohol, tobacco, and other drug (ATOD) products; developing their counter-arguing and critical-thinking skills in response to ATOD messages; and helping them actively apply these skills and techniques to create youth-driven, anti-ATOD messages. The curriculum content is grounded in media literacy and social-cognitive theories, and guided by experiential-learning principles. | <ul style="list-style-type: none"> • Favorable attitudes toward problem behavior • Increased perceived risk of substance use • Substance use |