

Prevention Matters

Proven Programs to Help Schools Address Substance Use

Table of Approved Evidence-Based Programs

Prepared by the Indiana Prevention Resource Center

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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 (Research and Evaluation)	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 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"> • Conduct/problem behaviors • Self-control • Mental health • Social/emotional skills
Athletes Training and Learning to Avoid Steroids (ATLAS) (Promising Program on Blueprints)	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

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Building Skills Grade 5 (Research and Evaluation)	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 (Research and Evaluation)	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
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

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			involvement <ul style="list-style-type: none"> • Social skills
Curriculum-Based Support Group (Research and Evaluation)	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 (Research and Evaluation)	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
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

Program	Target Age Range	Description	Expected Outcome Categories
Hip-Hop 2 Prevent Substance Abuse and HIV (Research and Evaluation)	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 – 14 years old Elementary, Middle	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, reinforcement, and practice.	<ul style="list-style-type: none"> • Conduct/problem behavior • Favorable attitudes toward problem behavior • Improve mental health • Increases perceived risk of substance use • Substance use

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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 (Research and Evaluation)	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 (Research and Evaluation)	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 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"> • Substance use • Peers involved in substance use • Prosocial involvement

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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 (Research and Evaluation)	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

Program	Target Age Range	Description	Expected Outcome Categories
Ripple Effects (Research and Evaluation)	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. The 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"> • Academic achievement • Improved attendance • Improved mental health • Social emotional skills
Second Step Elementary School Program (Research and Evaluation)	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 (Research and Evaluation)	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

Program	Target Age Range	Description	Expected Outcome Categories
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, and a flyer reinforcing key content of the consultation mailed to the home.	<ul style="list-style-type: none"> • Favorable attitudes toward problem behavior • Improving commitment to school • Interaction with friends involved in substance use • Substance use
Too Good for Drugs (Research and Evaluation)	5–11 years old Elementary School	Too Good for Drugs (TGFD) 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. TGFD 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 (Research and Evaluation)	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

Program	Target Age Range	Description	Expected Outcome Categories
Youth Message Development (Research and Evaluation)	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