



“Project Northland”

In Split, Croatia

Community Action to Prevent Youth Alcohol Use

An American International Health Alliance Partnership

between

The City of Split and UMDNJ School of Public Health

Grant funded by US AID



9/30/2007



Why *Project Northland*?

- ❖ Alcohol use begins in pre- and early adolescence
- ❖ Delaying onset is critical
- ❖ Alcohol is a gateway drug
- ❖ Lasting changes in adolescent alcohol use require the efforts of whole communities





Issues of Alcohol Use in Adolescents

In Croatia:

1995: (WHO, 1999)

- 70% drank an alcoholic beverage in the past 12 months
- 33% had drunk to intoxication in the past 12 months
- 82% report alcohol consumption ever in their life

•1997: (Highlights on Health in Croatia)

- 43% of total road traffic accidents involved alcohol (Greater than twice as high as the EU average)



HAZELDEN

9/30/2007



Issues of Alcohol Use in Adolescents (cont.)

•**1998:** (Substance Abuse in the Republic of Croatia, Sakoman)

–62.5% high school students report alcohol consumption in the past month

–82.2% of high school students report alcohol consumption in the past 12 months

–88.3% of high school students report alcohol consumption ever in their life

•**1999:** (ESPAD, Hibell et al)

–Among 16 year old students:

- 73% report consumption of alcohol during the last 12 months

- 40% report drunkenness within the past 12 months

- 19% report having been drunk at the age of 13 or younger



HAZELDEN

9/30/2007



Alcohol Consumption

The most commonly consumed beverage by 16 year old students on the last drinking occasion was beer (49%), followed by wine (44%), and lastly Spirits (33%).

Gender differences:

Males: Beer – 60%

Wine – 47%

Spirits – 32%

Females: Beer – 34%

Wine – 43%

Spirits – 35%



When do adolescents in Split start to drink?



- ❖ 82% had their first drink (other than a few sips) between the ages of 8 and 16
- ❖ 21% had their first drink before they were 10 years of age

Findings from the 2002 YRB Survey



HAZELDEN

9/30/2007



Where do adolescents in Split drink?

- ❖ 54% adolescents drink in groups
- ❖ 22% drink in coffee bars
- ❖ 12% drink in parks
- ❖ 11% drink at parties

Findings from the 2002 YRB Survey





How often do adolescents in Split drink?

During the last 30 days:

- ❖ 23% drank at least 1 - 2 days
- ❖ 12% drank at least 3 - 5 days
- ❖ 7% drank 10 days or more
- ❖ 2% drank every day

Findings from the 2002 YRB Survey



HAZELDEN

9/30/2007



How much do adolescents in Split drink?

During the past 30 days:

- ❖ 11% said they had 5 or more drinks on at least 1 day
- ❖ 16% had 5 or more drinks on 2 to 5 days
- ❖ 3% had 5+ drinks on 10 or more days

11% drank alcohol (at least one drink) 40 + days in their lifetime.

Findings from the 2002 YRB Survey



HAZELDEN

9/30/2007



Alcohol-Related Risk Taking Behaviors

- ❖ 22% rode in a car driven by someone who had been drinking
- ❖ 9% drank and rode a bicycle or motorcycle
- ❖ 8% drank and were in a physical fight
- ❖ 4% drank and drove fast
- ❖ 9% drank and had sexual intercourse with a casual partner

Findings from the 2002 YRB Survey



HAZELDEN

9/30/2007



What do adolescents say their families think about their drinking?

- ❖ 32% said their parents have seen them drunk including:
 - ❖ 18% who said their parents saw them drunk but they did not recognize they were drinking
 - ❖ 5% who said their parents accepted their drunkenness.

Findings from the 2002 YRB Survey





What do adolescents say about their family's experience with alcohol?

- ❖ 5% said their fathers drink excessively
- ❖ 5% said a grandparent drinks excessively

Findings from the 2002 YRB Survey



HAZELDEN

9/30/2007



How do we reduce underage drinking rates?

- ❖ Target all adolescents, not just those in need of chemical dependency treatment
- ❖ Give a strong no-use message
- ❖ Use strategies that address both individual and social-environmental factors



HAZELDEN

9/30/2007



Theoretical Background

Factors Determining Alcohol Use

INDIVIDUAL
(demand)

Personality characteristics and ways of thinking that increase or decrease likelihood of alcohol use

SOCIAL-ENVIRONMENTAL
(supply/access and demand)

Aspects of the environment that support or discourage alcohol use





Individual Factors

- ❖ Knowledge about consequences for alcohol use
- ❖ Personal values
- ❖ Attitudes/intention to drink
- ❖ Self-efficacy
- ❖ Past alcohol, tobacco, or other drug use
- ❖ Skills to resist offers to use
- ❖ Incentives/reinforcements





Social-Environmental Factors

- ❖ Role models
- ❖ Peer influence
- ❖ Access to alcohol (opportunities/barriers)
- ❖ Community norms and standards
- ❖ Parental communication, expectations, and discipline





Primary Goals of *Project Northland*

- ❖ Prevent onset of alcohol use
- ❖ Reduce frequency and quantity of alcohol use
- ❖ Reduce alcohol-related problems
- ❖ Utilize multilevel, community-wide approach



PROJECT NORTHLAND OBJECTIVES



- Reduce alcohol use & alcohol use problems among adolescents grades 6-12
- Reduce tobacco and marijuana use
- Develop social environments that support non-drinking among adolescents and reinforce no-use norms
- Reduce access to alcohol from social and commercial sources
- Identify sources of influences, including peers and media, that influence alcohol use decisions
- Provide opportunities to practice social, personal, and communication skills that support non use of alcohol and influence norms
- Increase parent, school, and community level involvement to support and enforce adolescent non use of alcohol & other drugs



HAZELDEN

9/30/2007



Program Focus

Slick Tracy
(6th Grade)

Parent Focus: Increases parent-child communication and assists in establishing household rules

Amazing Alternatives!
(7th Grade)

Peer Focus: Examines the influences to use alcohol that young people encounter and teaches students skills to resist them

PowerLines
(8th Grade)

Community Focus: Introduces students to professional and political groups within the community and teaches them techniques to bring about community-level change

Supercharged!
Community Mobilization

Community Strategies
Community Leader Training

Class Action High School

Consequences of Alcohol Use: Small groups prosecute typical legal cases involving youth and alcohol



HAZELDEN

9/30/2007



Parent Education and Involvement

Parent messages include:

- ❖ Develop clear, consistent rules with appropriate consequences
- ❖ Discuss and enforce rules
- ❖ Monitor children and know children's friends
- ❖ Role model behavior that you want children to adopt
- ❖ Discuss mass media messages
- ❖ Provide fun, no-alcohol activities
- ❖ Reduce access to alcohol
- ❖ Participate in school and community policy-making





Peer Leadership and Participation

Peer goals include:

- ❖ Provide peer leadership and support for nonuse
- ❖ Create opportunities for positive, healthy activities
- ❖ Create norm of nonuse

Students see same-age peers as one of the most credible sources of social information concerning alcohol use.





The Slick Tracy Home Team Program

6th Grade Curriculum

Program Goal To open lines of communication
around alcohol use between young
adolescents and their parents

- ❖ Five 30 to 45-minute weekly classroom sessions
- ❖ Two to three classroom sessions to create posters
- ❖ Poster fair
- ❖ Four activity comic books to be done at home





Slick Tracy

Peer Leaders

Selection	Elected by peers for the entire program (one leader for each small group)
Training	1 ¹ / ₂ to 2 hours
Tasks	During classroom sessions <ul style="list-style-type: none">❖ Introduce weekly activity comic books❖ Lead small-group activities❖ Read or hand out directions❖ Report small-group discussions to classroom





Amazing Alternatives!

7th Grade Curriculum

Program Goal

To develop interpersonal and refusal skills in young adolescents and to build positive peer-group influences

- ❖ Eight 45-minute classroom sessions
- ❖ Peer-led experiential activities

- ✓ Audiotapes
- ✓ Role plays
- ✓ Group discussions
- ✓ Games
- ✓ Problem solving



HAZELDEN

9/30/2007



Amazing Alternatives!

Peer Leaders

Selection	Elected by peers for the entire program (one leader for each small group)
Training	1 day before program begins; 2 additional hours before session 7
Tasks	During classroom sessions <ul style="list-style-type: none">❖ Lead small-group activities and discussions❖ Read or hand out directions❖ Report small-group discussions to classroom❖ Organize role plays





PowerLines

8th Grade Curriculum

Program Goal To introduce students to professional and political groups within the community that influence adolescent alcohol use and to reinforce messages and behaviors learned in *Slick Tracy* and *Amazing Alternatives!*

- ❖ One 45-minute classroom prep session
- ❖ Eight 45-minute classroom sessions
- ❖ Interview leaders of organizations for community projects
- ❖ Present small-group, community projects





PowerLines

Peer Leaders

Selection

New leader elected by each small group for each classroom session and one peer leader elected by each small group for their community project

Training

None required

Tasks

During classroom sessions and in the community

- ❖ Lead small-group discussions
- ❖ Conduct small-group activities
- ❖ Report small-group discussions to classroom
- ❖ Monitor progress and facilitate problem solving on community projects



HAZELDEN

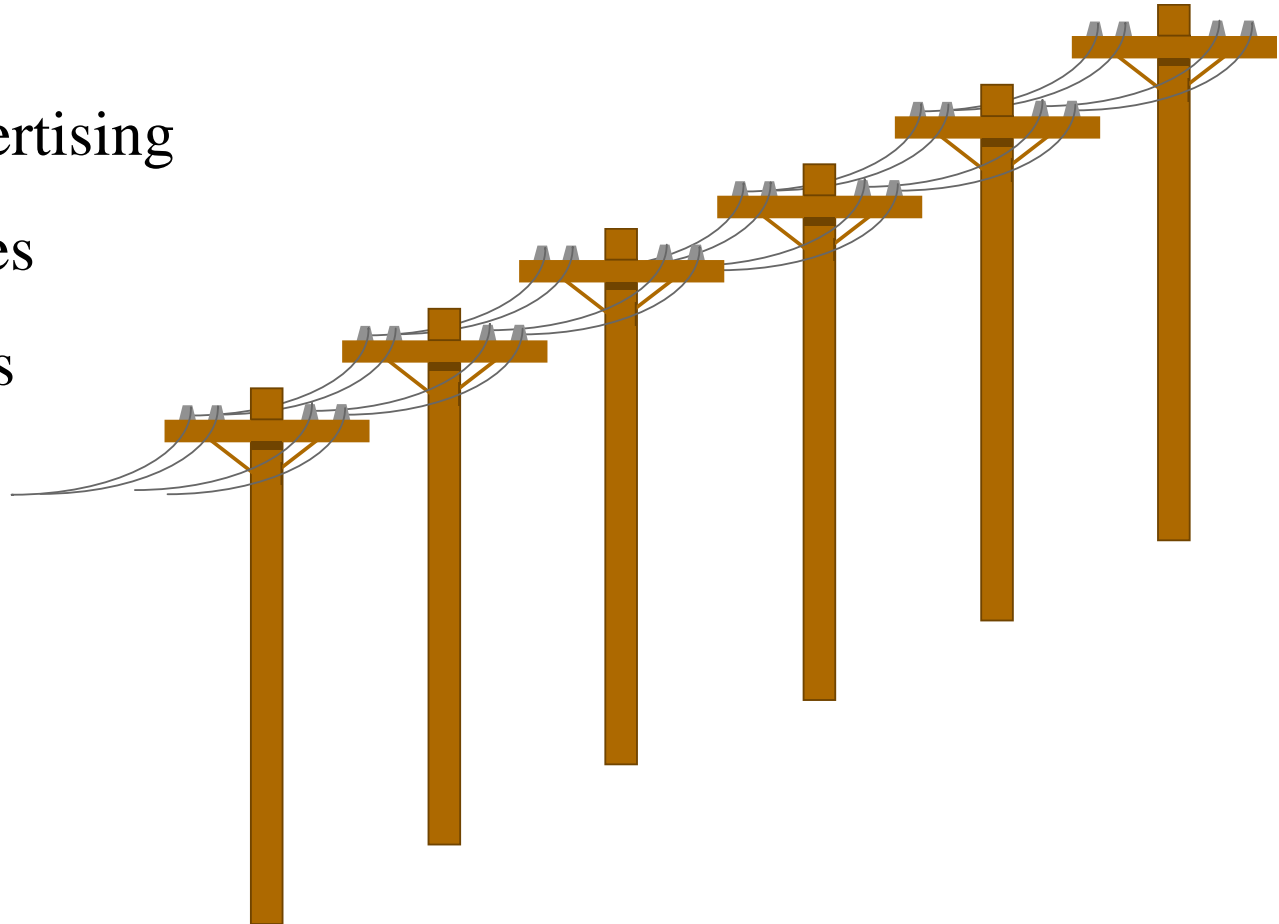
9/30/2007



PowerLines

Session 1: Review

- ❖ Alcohol advertising
- ❖ Consequences
- ❖ Refusal skills
- ❖ Alternatives





Supercharged!

Strategies That Worked in *Project Northland* Communities

- Notes for Parents
- Fun Night
- Student Leader Group
- Gold and Purple Card Program
- Community Task Force
- Media



Community Mobilization



- ❖ One day intensive training
- ❖ Community leaders will action plan strategies to reduce youth access to alcohol

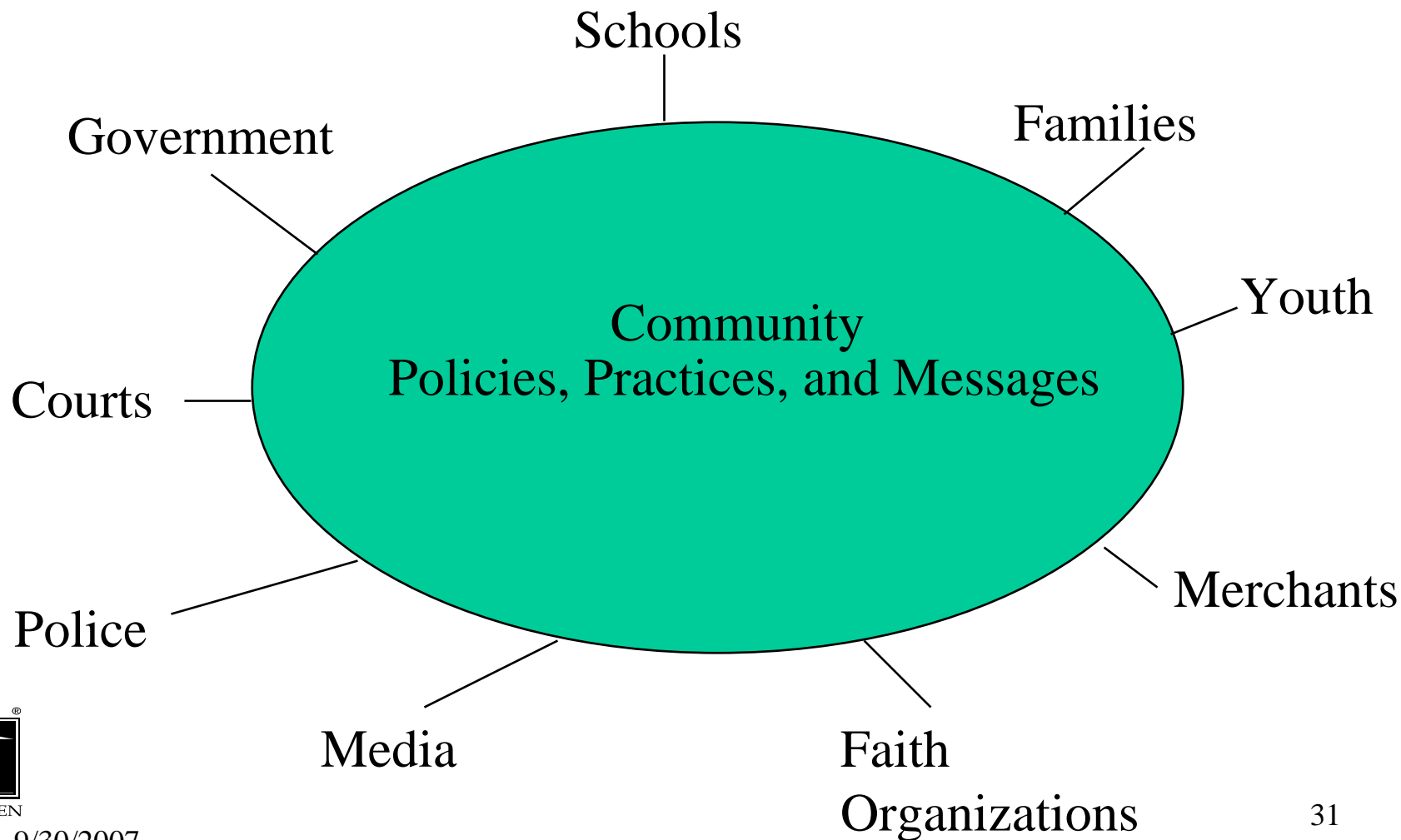


HAZELDEN

9/30/2007



Community Intervention



HAZELDEN

9/30/2007



In the U.S., Policy Solutions To Keep Alcohol Away from Underage Youth

- ✓ Administrative Penalties
- ✓ Compliance Checks
- ✓ Alcohol Restrictions in Public Places
- ✓ Beer Keg Registration
- ✓ Checking Age Identifications
- ✓ Minimum Age of Seller
- ✓ Regulations or Bans on Home Delivery of Alcohol
- ✓ Responsible Beverage Service (RBS) Training
- ✓ Restrictions on Alcohol Sponsorship
- ✓ Alcohol Warning Posters
- ✓ Alcohol Taxation





Evaluation of Project Northland's Impact

- ❖ Six northern Minnesota, U.S. counties with a total population of 235,000
- ❖ Primarily European ethnicity, although there are seven Indian reservations in the area
- ❖ Researchers selected these counties because the population had the highest levels of alcohol-related problems in the state



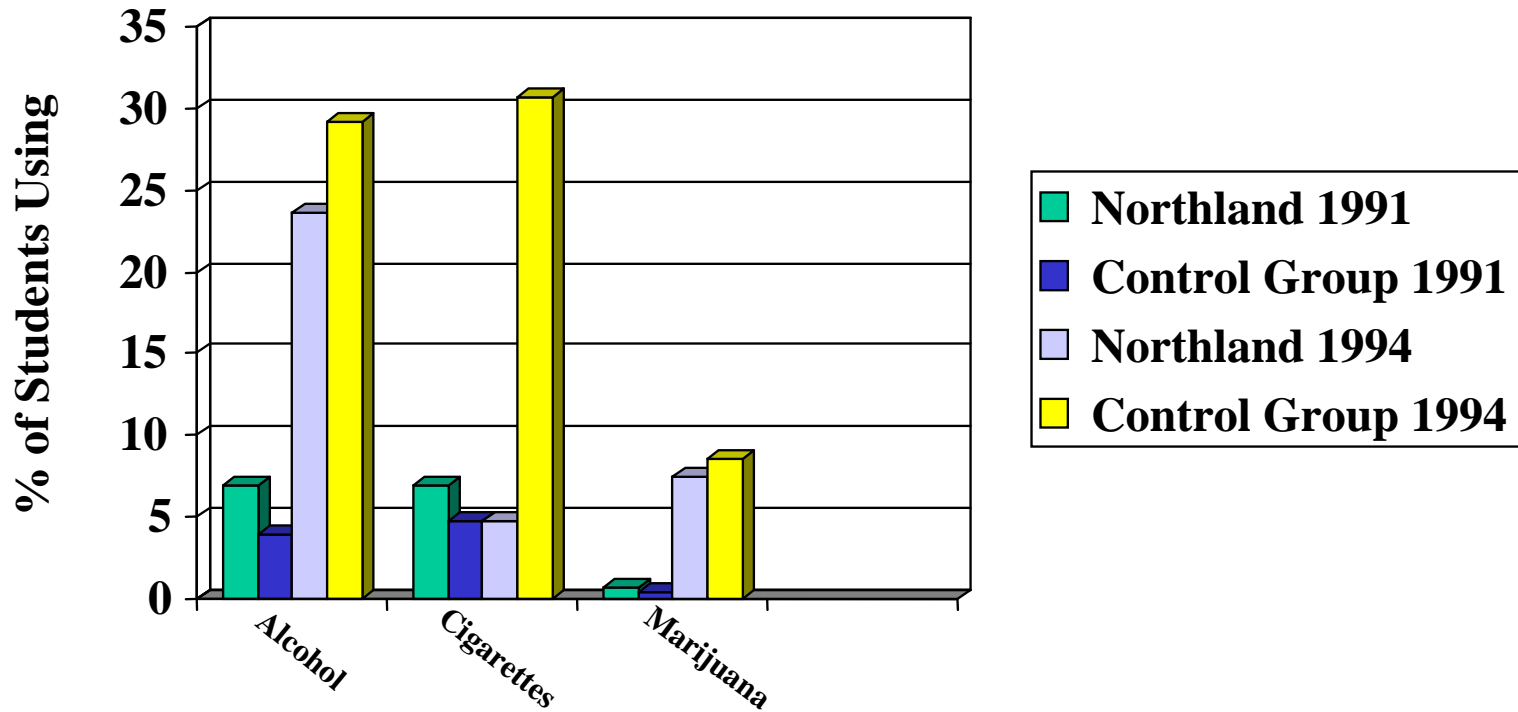


Project Northland

Alcohol and Other Drug Use Outcomes

(Fall 1991 6th graders to follow-up Spring 1994, 8th graders)

All Students



HAZELDEN

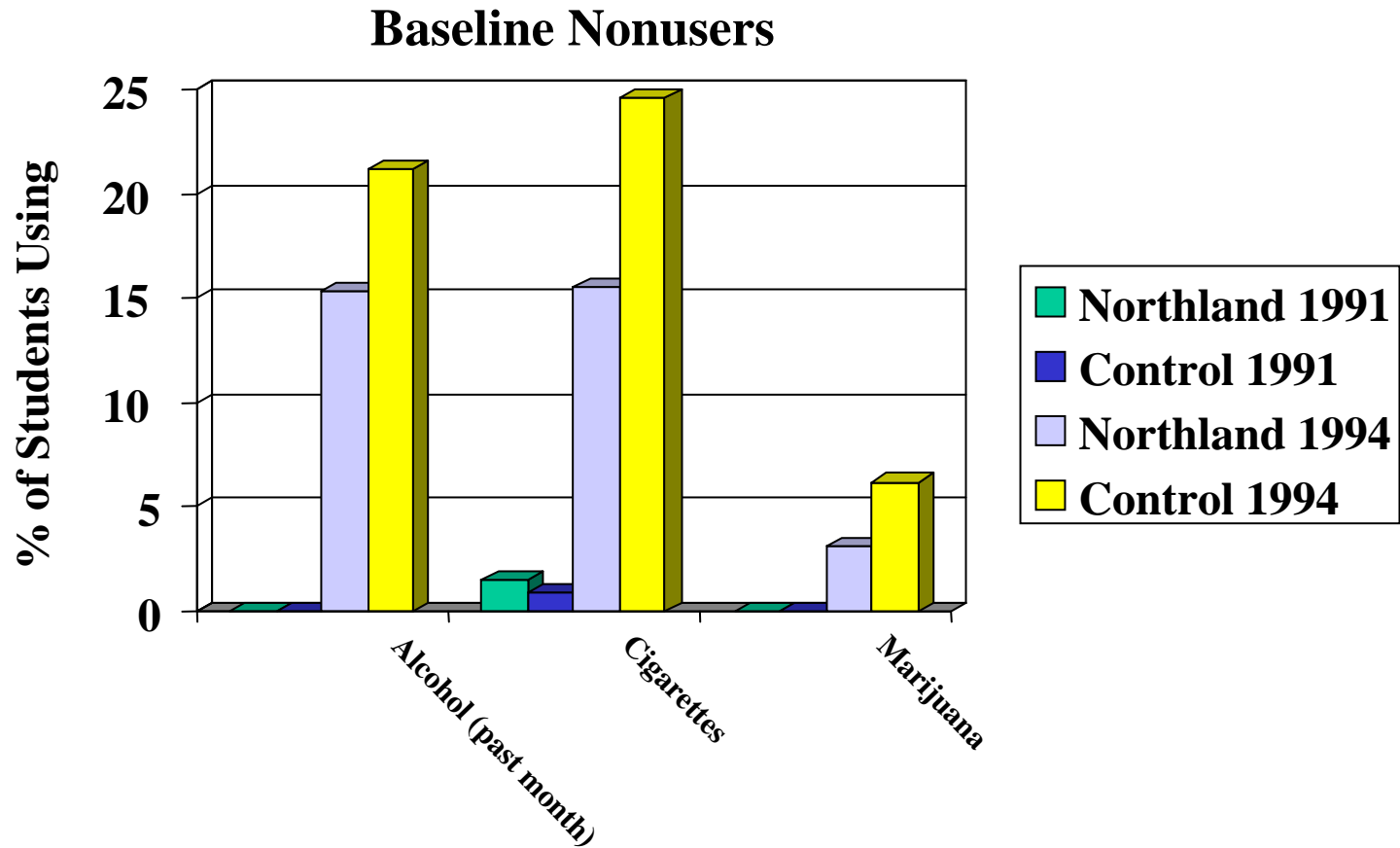
9/30/2007



Project Northland

Alcohol and Other Drug Use Outcomes

(Fall 1991 6th graders to follow-up Spring 1994, 8th graders)





Outcomes for Intervention Group

At the end of 8th grade all students in Reference group:

- 20% reduction in monthly drinking
- 30 % reduction in weekly drinking
- 27% reduction in both alcohol and tobacco use

In comparison with the control group





Outcomes for Baseline Nonusers

- 28% reduction in monthly drinking
- 46% reduction in weekly drinking
- 37% lower rate of cigarette smoking
- 50 % lower rate of marijuana





Key Areas of Success in Intervention

- ❖ Peer influences
- ❖ Normative expectations of students
- ❖ Self-efficacy at parties
- ❖ Attitudes toward use
- ❖ Parent-child communication



Dale's Cone of Experience



People Generally Remember

10% of what they read

20% of what they hear

30% of what they see

50% of what they hear and see

70% of what they say and write

90% of what they say as they perform a task

Learner Activity

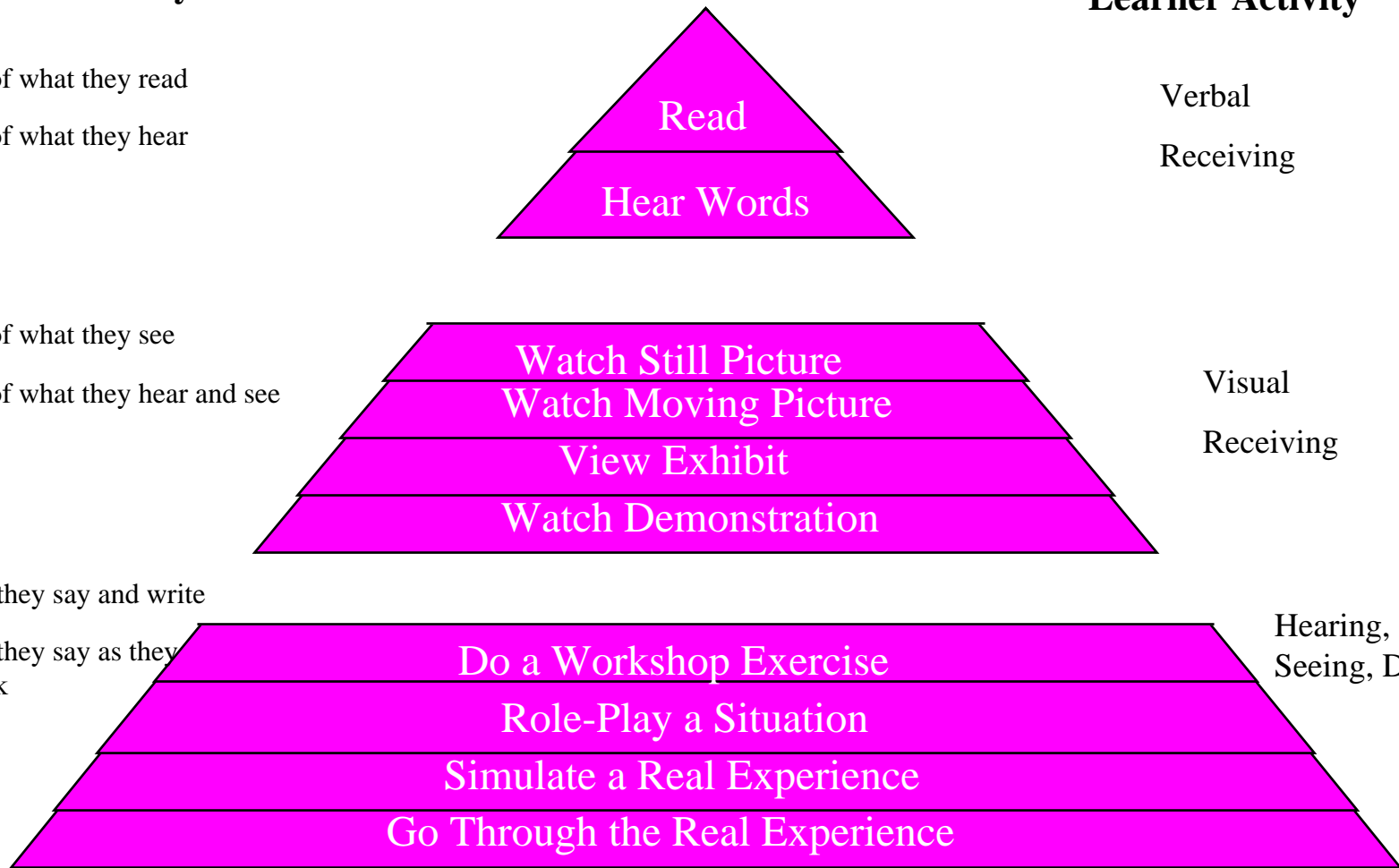
Verbal

Receiving

Visual

Receiving

Hearing, Saying,
Seeing, Doing



HAZELDEN

Adapted from materials produced by Dr. Kathleen Tift, for the National Drug Abuse Training Center



Prevention:

a collaborative School, Family and Community Process that promotes health through the planning and implementation of strategies that:

1. reduce specific risk factors
2. identify and intervene on unhealthy behaviors
3. strengthen protective factors that contribute to health and well-being





Service Continuum for Healthy Youth

“Continuum of Care”

- **Education**
- **Prevention**
- **Intervention**
- **Treatment**
- **Continuing Care**





NIDA* Prevention Principles

Prevention Programs should:

- enhance protective factors and reduce risk factors
- target all forms of drug abuse
- teach social competency and drug resistance skills
- utilize interactive vs. didactic instruction
- include a family component in all programs
- be long-term: repeated interventions across school years
- family-focused: include both children and parents

*US National Institute on Drug Abuse



HAZELDEN

9/30/2007



NIDA Prevention Principles

Prevention Programs should:

- strengthen norms against drug use
- reach all populations in schools
- adapt to concentrate on specific community problems
- increase efforts for higher-risk populations
- be age-specific, developmentally-appropriate, & culturally sensitive
- call attention to cost-effectiveness - for every \$1 spent, save \$4-\$5 in treatment and counseling
- include media campaigns
- include establishment of effective policies





Youth Risk Factors

Physical Health:

Poor nutrition, health care
Chronic pain
Congenital defect
Acquired physical handicap

Family:

Children spaced less than two years apart; more than 5 children in family
High criticism and little nurturing; poor communication skills
Low academic and employment expectations
Stressed and unstable
Isolation; lack of religious involvement; lack of extended family support
Abuse and/or neglect
Children unsupervised after school
Frequent relocation



HAZELDEN

9/30/2007



Youth Risk Factors

Social/Peer:

Tobacco/alcohol/drug use by peers

Rejection by peers

Gang influence and status

Neighborhood, Community, School:

Poverty and disorganization

School transitions

Lack of healthy activities for youth after school



HAZELDEN

9/30/2007



Youth Risk Factors

Genetics:

Mental illness, chemical use problems, learning disabilities within family

Personality/Interaction with Environment:

Positive attitude toward drug/alcohol use; early initiation into risky behavior

Shyness, especially when combined with hostility

Impulsivity, rebelliousness, aggression; criminal behavior

Sensation seeker

Emotional problems such as depression or anxiety, suicidal

Lack of self efficacy (power to produce a certain effect)

Easy and frequent lying

Learning disabled

Lack of social skills

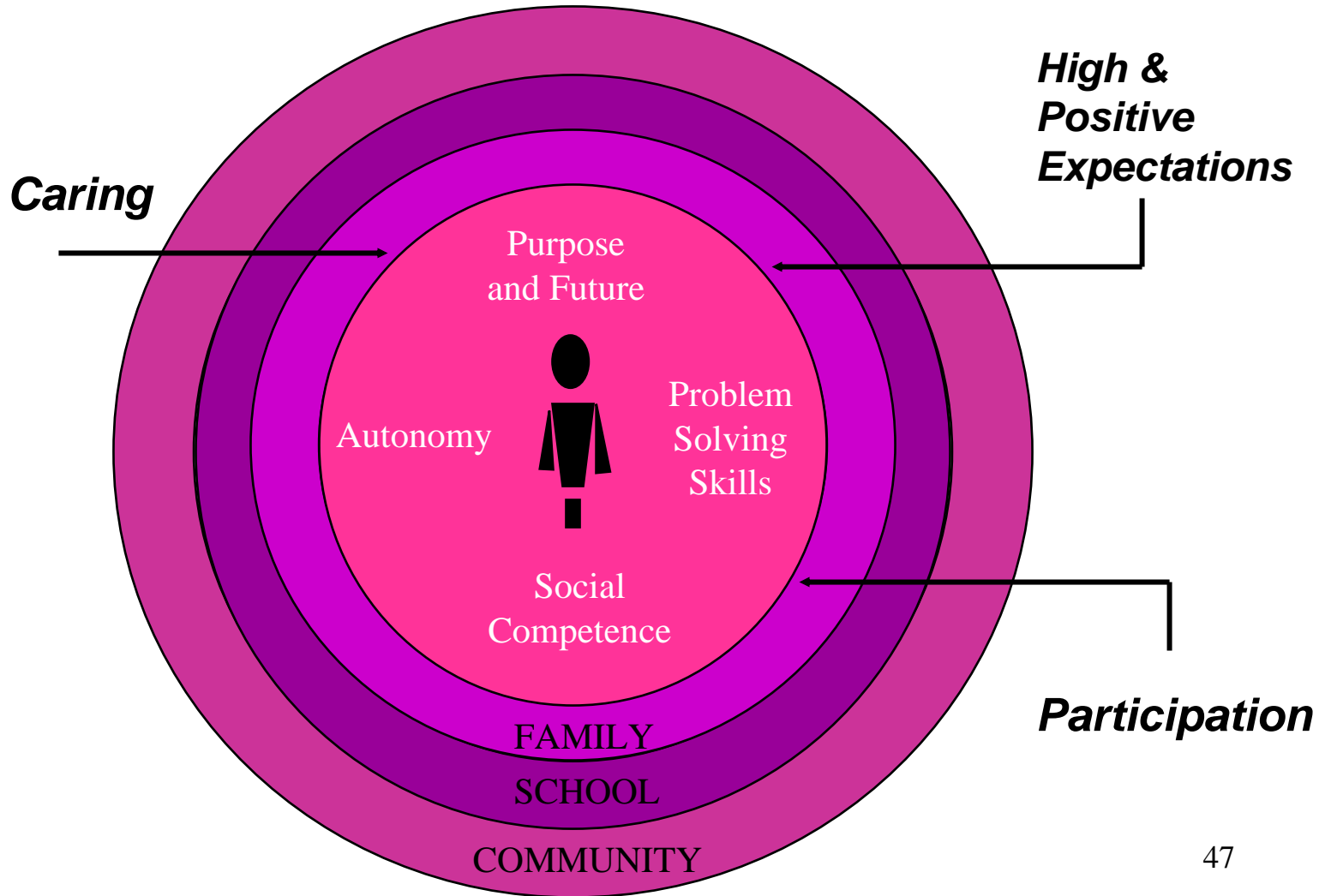
Low grades, academic problems; lack of bonding with school

Heavily influenced by peers





The Environment of Resiliency



HAZELDEN

9/30/2007