

# Best Practice Program Descriptions for Youth Marijuana Use Prevention Outcomes Updated April 2017

Youth Marijuana Use Prevention Programs, Practices and Strategies	Description	Outcomes	Audience
<b>Evidence-Based &amp; Research-Based Programs</b>			
Communities That Care (CTC)	CTC is a coalition-based prevention operating system that uses a public health approach to prevent youth problem behaviors such as violence, delinquency, school dropout and substance abuse. Using strategic consultation, training, and research-based tools, CTC is designed to help community stakeholders and decision makers understand and apply information about risk and protective factors, and programs, in order to most effectively address the specific issues facing their community's youth.	Reduce delinquent behavior, initiation of substance use, substance use	Community
Family Matters - (adapted for marijuana)^	Family Matters is a family-directed program to prevent adolescents from using tobacco and alcohol. The intervention is designed to influence population-level prevalence and can be implemented with large numbers of geographically dispersed families. The program encourages communication among family members and focuses on general family characteristics (e.g., supervision and communication skills) and substance-specific characteristics (e.g., family rules for tobacco and alcohol use and media/peer influences). The program involves successive mailings of four booklets to families and telephone discussions between the parent and health educators.	Prevalence of adolescent cigarette use, prevalence of adolescent alcohol use, and onset of adolescent cigarette use	Parents or guardians of adolescents ages 12- 14



Washington State  
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<b>Evidence-Based &amp; Research-Based Programs</b> (continued)			
Good Behavior Game (GBG)*	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.	Classroom behavior management strategy, reduce aggressive, disruptive classroom behavior	Children ages 6 -12
Guiding Good Choices (GGC)*	GGC is a drug use prevention program that provides parents with the knowledge and skills needed to guide their children through early adolescence.	Family management, attachment to parents, early initiation of drug use, substance use.	Parents or guardians of children in grades 4-8, ages 9-14
Incredible Years*	Incredible Years is a set of comprehensive, multifaceted, and developmentally based curricula for parents, children, and teachers. The training interventions are guided by developmental theory on the role of multiple interacting risk and protective factors in the development of conduct problems.	Parental discipline	Children ages 2-12 years old, parents, guardians, and teachers
LifeSkills Training (LST) – Middle School (Botvin Version; Grades 6, 7, and 8)	LST is a school-based program that aims to prevent alcohol, tobacco, and marijuana use and violence by targeting the major social and psychological factors that promote the initiation of substance use and other risky behaviors.	Favorable attitudes towards drug use, clear standards for behavior, perceived risk of drug use	Middle school students
Lions Quest Skills for Adolescence (SFA)*	SFA is a multi-component, comprehensive life skills education program designed for school wide and classroom implementation. The goal of the program is to help young people develop positive commitments to their families, schools, peers, and communities and to encourage healthy, drug-free lives.	Social functioning, success in school, misconduct, attitudes and knowledge related to alcohol and other drugs	Grades 6-8, ages 10-14
Mentoring: Community-based*	Programs include Washington State Mentors program, Big Brothers Big Sisters, Across Ages, Sponsor-a-Scholar, Career Beginnings, the Buddy System, and other, locally developed programs. A key element of mentoring includes a theory of change that explains how the mentoring services will result in desired outcomes at the individual and community level.	Individual intentions to use drugs	Children and adolescents ages 6-18

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<b>Evidence-Based &amp; Research-Based Programs</b> (continued)			
Nurse Family Partnership (NFP)*	NFP is a prenatal and infancy nurse home visitation program that aims to improve the health, well-being, and self-sufficiency of low-income, first-time parents and their children.	Family conflict, attachment to parents, parent social support	First-time parents and guardians and their children
Positive Action*	Positive Action is an integrated and comprehensive program designed for schools, homes, and community agencies. All materials are based on the same unifying broad concept (one feels good about oneself when taking positive actions) with six explanatory sub-concepts (positive actions for the physical, intellectual, social, and emotional areas) that elaborate on the overall theme.	Attitudes toward antisocial behavior	Grades k-12 and parents, guardians
Project Northland (plus Class Action)	Project Northland is a multi-level intervention involving students, peers, parents, and community. Administered to adolescents in grades 6-8 on a weekly basis, the program has a specific theme within each grade level that is incorporated into the parent, peer, and community components. Class Action may be done as a booster.	Peer influence / favorable attitudes, delay onset of alcohol use, reduce alcohol use among those already drinking, and limit the number of alcohol-related problems among young drinkers	Middle school students
Project STAR	Project STAR is a comprehensive, community-based, multifaceted program intended to prevent or reduce gateway substance use during adolescence. The program strives to help youth recognize the tremendous social pressures to use drugs and to provide them with assertiveness skills to help refuse peer pressure and avoid drug use.	Cigarette and alcohol use	Children ages 9-12 and middle school students
Project Towards No Drug Abuse	Project Towards No Drug Abuse is a drug use prevention program for high school youth. The current version of the curriculum is designed to help students develop self-control and communication skills, acquire resources that help them resist drug use, improve decision-making strategies, and develop the motivation to not use drugs.	Marijuana, alcohol, tobacco, and illicit drug use; violent victimization	Late adolescents ages 15-18

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**Evidence-Based & Research-Based Programs** (continued)

Project Towards No Tobacco Use – (adapted for marijuana)^	Project Towards No Tobacco Use is a classroom-based curriculum that aims to prevent and reduce tobacco use. The intervention was designed to counteract multiple causes of tobacco use simultaneously, and is based on the theory that youth will be better able to resist tobacco use if they are aware of misleading information that facilitates tobacco use (e.g., pro-tobacco advertising, inflated estimates of the prevalence of tobacco use), have skills that counteract the social pressures to obtain approval by using tobacco, and appreciate the physical consequences of tobacco use.	Tobacco use, cost-effectiveness	Adolescents grades 6-8, ages 10-14
PROSPER	PROSPER is a delivery framework for evidence-based youth and family interventions, complete with ongoing needs assessments, monitoring of implementation quality and partnership functions, and evaluation of intervention outcomes.	Attitudes toward use, antisocial peers, family management, attachment to parents, prosocial involvement w/parents, parent social support	Early adolescents to middle school students
SPORT Prevention Plus Wellness	SPORT is a brief, multiple behavior program integrating substance abuse prevention and fitness promotion to help adolescents minimize and avoid substance use while increasing physical activity and other health-promoting habits.	Avoid substance use while increasing physical activity and other health-enhancing habits	Adolescents ages 13-17
Strengthening Families Program (SFP) 10-14*	SFP is a family skills training program comprised of Parenting, Children and Family life-skills courses.	Attitudes toward drug use, family management, clear standards for behavior attachment to parents	Families with youth ages 10-14
Strong African American Families	An interactive educational program for African American parents and their early adolescent children that includes separate weekly parent and child skills-building followed by a family session.	Substance use, conduct problems	African American families with youth ages 10-14
Strong African American Families - Teen	The Strong African American Families - Teen intervention for African-American students living in rural communities entering high school that integrates individual youth skills building, parenting skills training, and family interaction training.	Substance use, substance use problems, conduct problems, depression, frequency of unprotected sex	African American high school students



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Promising Programs			
Athletes Training & Learning to Avoid Steroids (ATLAS)	ATLAS was designed for male high school athletes to deter drug use and promote healthy nutrition and exercise as alternatives to drugs. Program content includes discussion of sports nutrition; exercise alternatives to anabolic steroids and sports supplements; and the effects of substance abuse in sports, drug refusal role-playing, and the creation of health promotion messages.	Intent to use anabolic steroids, alcohol and other illicit drug use, deter drug use and promote healthy nutrition	High school athletes
Familias Unidas	Familias Unidas is a family-based intervention for Hispanic families guided by eco-developmental theory, which proposes that adolescent behavior is affected by a multiplicity of risk and protective processes operating at different levels (i.e., within family, within peer network, and beyond), often with compounding effects. The program is also influenced by culturally specific models developed for Hispanic populations in the United States.	Substance use; family functioning	Spanish speaking families with children ages 12-17
Keepin' it REAL	Keepin' it REAL is a multicultural, school-based substance use prevention program taught by trained classroom teachers in 45-minute sessions over 10 weeks, with booster sessions delivered in the following school year. The curriculum is designed 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.	Alcohol, cigarette and marijuana use, normative beliefs about substance use, substance use resistance	Students ages 12-14
Keep Safe	Keep Safe is a six-session group-based intervention, facilitated by paraprofessionals, for youth in foster care as they transition to middle school to prevent internalizing and externalizing problems that may lead to more serious longer term outcomes such as delinquency, substance use, and high-risk sexual behavior. Foster parents also attend a six-session program.	Illicit drug use, positive social/prosocial behavior, sexual risk behaviors, and tobacco use	Adolescents ages 12-14
Raising Healthy Children (using SSDP model)	An intervention with teacher, parent, and child components, designed to promote positive youth development by enhancing protective factors, reducing identified risk factors, and preventing problem behaviors and academic failure.	Substance use	Elementary, middle and high school students

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Environmental Strategies (Promising)			
Community Trials Intervention to Reduce High-Risk Drinking (adapted for marijuana) <sup>^</sup>	Community Trials Intervention To Reduce High-Risk Drinking is a multi-component, community-based program developed to alter the alcohol use patterns and related problems of people of all ages. The program incorporates a set of environmental interventions that assist communities in (1) using zoning and municipal regulations to restrict alcohol access through alcohol outlet density control; (2) enhancing responsible beverage service by training, testing, and assisting beverage servers and retailers in the development of policies and procedures to reduce intoxication and driving after drinking; (3) increasing law enforcement to raise actual and perceived risk of arrest for driving after drinking; (4) reducing youth access to alcohol by training alcohol retailers to avoid selling to minors and those who provide alcohol to minors; and (5) forming the coalitions needed to implement and support the interventions that address each of these prevention components. The program aims to help communities reduce alcohol-related accidents and incidents of violence and the injuries that result from them.	Alcohol consumption patterns and related problems, alcohol-related traffic crashes, and alcohol-related assaults.	Community
Policy Review and Development	Advocacy can include educating legislators, supporters, and the public about the issue; working with the media; continuously seeking out allies; and being persistent over long periods of time. In substance abuse prevention, policy development at the local ordinance level is common. Policy development is often used in conjunction with other prevention measures and can be the byproduct of successful coalition building.	Access	Community
Purchase Surveys coupled with Reward and Reminder	Alcohol purchase surveys involve sending young adults who appear underage into stores to purchase alcohol. The surveys provide information that can be used to strengthen targeted efforts to reduce underage drinking. They differ from alcohol compliance checks in that they do not necessarily include law enforcement and do not use minors as subjects of the purchase. Instead, very young looking adults (21 years or older) are used to purchase alcohol and check on whether or not retailers implement relevant practices like checking IDs.	Access and Community Norms	Community

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<b>Environmental Strategies (Promising)</b> (continued)			
Restrictions at Community Events	This strategy involves restricting the flow of alcohol at parties and other events on and off college campuses to reduce overall social availability of alcohol. Policies for preventing underage access to alcohol at parties can also be used to decrease the amount of drinking among older students. Overlapping community policies include banning beer kegs and prohibiting home deliveries of large quantities of alcohol. Overlapping policies for campus events include limiting the quantity of alcohol per person and monitoring or serving alcohol rather than allowing self-service.	Access and Community Norms	Community
Social Norms	Youth tend to overestimate their peer's use behaviors and attitudes toward substance use. Social Norms Marketing uses conventional marketing techniques to reduce misperceptions of peer use and decrease negative behaviors.	Community Norms	Community

**Notes and resources used in determining this list of Evidence Based, Research Based, and Promising Practices:**

Washington State Institute for Public Policy (WSIPP), Preventing Youth Substance Use: A Review of Thirteen Programs, September 2014 report [http://www.wsipp.wa.gov/ReportFile/1562/WSipp\\_Preventing-Youth-Substance-Use-A-Review-of-Thirteen-Programs\\_Report.pdf](http://www.wsipp.wa.gov/ReportFile/1562/WSipp_Preventing-Youth-Substance-Use-A-Review-of-Thirteen-Programs_Report.pdf)

Washington State Institute for Public Policy (WSIPP), Preventing and Treating Youth Marijuana Use An Updated Review of the Evidence Report, October 2014 report [http://www.wsipp.wa.gov/ReportFile/1571/WSipp\\_Preventing-and-Treating-Youth-Marijuana-Use-An-Updated-Review-of-the-Evidence\\_Report.pdf](http://www.wsipp.wa.gov/ReportFile/1571/WSipp_Preventing-and-Treating-Youth-Marijuana-Use-An-Updated-Review-of-the-Evidence_Report.pdf).

Washington State Institute for Public Policy (WSIPP), Updated Inventory of Evidence-based, Research-based, and Promising Practices For Prevention and Intervention Services for Children and Juveniles in the Child Welfare, Juvenile Justice, and Mental Health Systems, July 2015 report [http://www.wsipp.wa.gov/ReportFile/1609/WSipp\\_Updated-Inventory-of-Evidence-based-Research-based-and-Promising-Practices-For-Prevention-and-Intervention-Services-for-Children-and-Juveniles-in-the-Child-Welfare-Juvenile-Justice-and-Mental-Health-Systems\\_Report.pdf](http://www.wsipp.wa.gov/ReportFile/1609/WSipp_Updated-Inventory-of-Evidence-based-Research-based-and-Promising-Practices-For-Prevention-and-Intervention-Services-for-Children-and-Juveniles-in-the-Child-Welfare-Juvenile-Justice-and-Mental-Health-Systems_Report.pdf)

Environmental Strategy Implementation Fidelity Assessment Guidelines, 2013, [http://theathenaforum.org/sites/default/files/Environmental%20Strategy%20Fidelity%20Assessment%20Guide%20\(with%20footnotes\).pdf](http://theathenaforum.org/sites/default/files/Environmental%20Strategy%20Fidelity%20Assessment%20Guide%20(with%20footnotes).pdf)

Washington State Institute for Public Policy (WSIPP), Updated Inventory of Programs for Prevention and Treatment of Youth Cannabis Use, December 2016 report, [http://www.wsipp.wa.gov/ReportFile/1662/WSipp\\_Updated-Inventory-of-Programs-for-the-Prevention-and-Treatment-of-Youth-Cannabis-Use\\_Report.pdf](http://www.wsipp.wa.gov/ReportFile/1662/WSipp_Updated-Inventory-of-Programs-for-the-Prevention-and-Treatment-of-Youth-Cannabis-Use_Report.pdf)

Facing Addiction in America: The Surgeon General's Report on Alcohol, Drugs, and Health, U.S. Department of Health & Human Services, 2016, <https://addiction.surgeongeneral.gov/>

\*These programs shall be adapted to include information and resources specific to youth marijuana use prevention.

^ These programs are also programs with Mental Health Promotion areas of interest and outcomes as found on NREPP (<https://www.samhsa.gov/nrepp>)

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Tribal Specific Programs			
Gathering Of Native Americans (GONA)	A Native-specific community prevention and strategic planning curriculum developed by SAMHSA in partnership with American Indian and Alaska Natives. The GONA has been used in a wide range of settings to move communities toward healing and to address issues related to planning and prevention. Facilitates community engagement to move toward healing using 4 themes: Belonging, Mastery, Interdependence, and Generosity.	Belonging, mastery, interdependence, and generosity	Community
Healing of the Canoe	A community based, culturally grounded prevention and intervention life skills curriculum for Native Tribal youth. The curriculum uses the Canoe Journey as a metaphor, provided youth the skills needed to navigate their journey through life without being pulled off course by alcohol or drugs – with tribal culture, tradition and values as a compass to guide them, and an anchor to ground them.	Decrease use of substances, increase in positive relationships with family members, increase in positive relationships with family members	Parents and guardians
Positive Indian Parenting (PIP)	Positive Indian Parenting (PIP) is an eight week class designed to provide a brief practical culturally specific training program for Native American parents (as well as non-Native American foster parents of Native American children) to explore values and attitudes expressed in traditional Native American practices and then to apply those values to modern skills in parenting. Topics include: Welcome and Orientation/Traditional Parenting <ul style="list-style-type: none"> <li>• Lessons of the Storyteller</li> <li>• Lessons of the Cradleboard</li> <li>• Harmony in Child Rearing</li> <li>• Traditional Behavior Management</li> <li>• Lessons of Mother Nature</li> <li>• Praise in Traditional Parenting</li> <li>• Choices in Parenting/Graduation</li> </ul>	Decrease use of substances, increase in positive relationships with family members, increase in positive relationships with family members	Parents and guardians
State-wide Indian Drug Prevention	Combines social learning based intervention with bicultural competence theory. Bicultural competence encompasses skills that can enable American-Indian people to adapt the roles in which they were raised with the culture in which they are surrounded. The original program was designed primarily for fourth and fifth grade native American/Alaskan Native students in a classroom setting, but it can easily be modified for higher-grade levels and other adolescents. 15 one-hour sessions.	Substance use, favorable attitudes towards the problem behavior	Elementary grades 4-5 or higher grades



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**Tribal Specific Programs** (continued)

Red Cliff Program	Substance abuse prevention intervention based in Native American tradition and culture. Designed for grades K-12. The curriculum aims to reduce risk factors and enhance protective factors related to substance use, including school bonding, success in school, increased perception of risk from substances, and identification and internalization of culturally based values and norms. Each component includes 20-30 developmentally appropriate lessons and activities designed to enhance the values of sharing, respect, honesty, and kindness to assist students in understanding their emotions. across the school year; weekly after school, weekend and summer skill building experiential and challenge activities, such a hiking and camping; 3-19 day immersion summer adventure camps and wilderness treks; and community-oriented service learning and service leaderships projects throughout the year.	Alcohol use, intention to use alcohol, school bonding, success in school and increase perception of risks from substances, identification and internalization of culturally based values and norms	Grades k-12
Project Venture	An outdoor experiential youth development program aimed to develop the social and emotional competence that facilitates youths' resistance to alcohol, tobacco and other drug use. Based on traditional American Indian values such as family, learning from the natural world, spiritual awareness, service to others and respect, Project Venture's approach is positive and strengths based. Minimum of 20 1 hour classroom-based activities, such as problem-solving games and initiatives, conducted across the school year; weekly after school, weekend and summer skill building experiential and challenge activities, such a hiking and camping; 3-19 day immersion summer adventure camps and wilderness treks; and community-oriented service learning and service leaderships projects throughout the year.	Substance use, develop social and emotional competence	Grades 5 and 8
Family Spirit	Culturally tailored home-visiting intervention for American Indian teenage mothers.	Parenting knowledge, perception of infant toddler behavior, substance depressive symptoms	Expecting mothers from pregnancy through 36 months postpartum

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**Tribal Specific Programs** (continued)

Storytelling for  
Empowerment

Storytelling for Empowerment is a school-based bilingual (English and Spanish) intervention for teenagers at risk for substance abuse, HIV, and other problem behaviors due to living in impoverished communities with high availability of drugs and limited health care services. The program primarily targets Latino/Latina youth and uses cognitive decision-making, positive cultural identity (cultural empowerment), and resiliency models of prevention. PowerBook is a series of activity workbooks that include the following sections.

- Knowledge Power: brain physiology, physical effects of drugs.
- Skill Power: decision-making strategies, role playing
- Personal Power: multicultural stories, symbol making
- Character Power: multicultural historical figures, character traits.
- Culture Power: defining culture, bicultural, subculture' cultural symbols
- Future Power: multicultural role models, choosing a role model, goal setting

Alcohol and marijuana use, knowledge about ATOD use, perceived risk from ATOD use, perception of peer disapproval of ATOD use

Teenage students  
  
The program has been implemented with American Indians, Latinos/ Latinas and African Americans.