Innsbruck / Tyrolean addiction prevention center
1) the making of …
2) the program: objectives & structure
3) evaluation
4) impressions
5) practical challenges
6) specials to mention: implementation numbers, expenditures, impact, uniqueness?
the making of …

DAS ÖSTERREICHISCHE PRÄVENTIONSPROGRAMM

ÖSTERREICHISCHE ARGE
SUCHTVORBEUGUNG
Small is beautiful!

economist, lawyer, political scientist

Photo credits: David Farrell/Leopold Kohr Akademie
SMALL is beautiful

Germany
16 too big counties

AUSTRIA
9 small counties

Switzerland
26 too small cantons
sitting around a table

AUSTRIA

9 people
9 prevention centers (counties)
national center / organisation

Germany

AUSTRIA

Switzerland

BZgA

NOTHING

Sucht Schweiz
cooperation (since 1993)

Programs

Development

Products

Lobbying

Counseling

Conferences

Know-how transfer

„making prevention great“ ;-)

ÖSTERREICHISCHE ARGE
SUCHTVORBEUGUNG

Mag. Gerhard Gollner
implementation numbers

since 2008

~ 2,200 teachers
~ 400 schools
~ 45,000 students/year

Mag. Gerhard Gollner

22 September 2017 | Vienna
„What is essential for our youngsters?“

- separating from parents
- making friends
- asserting oneself
- testing limits
- school life
- lifestyle
- developmental tasks
- physical development
„What is helpful in this process?“

- express opinions
- discern emotions
- cope with stress
- solve conflicts
- know your needs

facilitates good learning

I’m OK & I’m OK with you
main objectives

support development of personal and social resources
(life-skill program)

→ protection against long-term problems

... reduce probability of problematic coping strategies
(smoking, alcohol, media, drugs, ...)

Mag. Gerhard Gollner
4 focuses | each: 5 topics | each: 2 units

<table>
<thead>
<tr>
<th>year 1</th>
<th>year 2</th>
<th>year 3</th>
<th>year 4</th>
</tr>
</thead>
</table>

22 September 2017 | Vienna
structure of the program

- discover resources and interact constructively
- integrate resources and expand competencies
- apply skills and practice them
- maintain skills under difficult conditions
## Overview year 1 – 5\textsuperscript{th} grade

<table>
<thead>
<tr>
<th>The class</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>We get to know each other</td>
<td>We are a community</td>
</tr>
<tr>
<td><strong>I, myself</strong></td>
<td></td>
</tr>
<tr>
<td>I am what I am</td>
<td>My feelings</td>
</tr>
<tr>
<td><strong>The others</strong></td>
<td></td>
</tr>
<tr>
<td>What’s going on here?</td>
<td>How are you doing?</td>
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<tr>
<td><strong>Consumption</strong></td>
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<td>My consumption habits</td>
<td>Renouncement experiment</td>
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<tr>
<td><strong>Together</strong></td>
<td></td>
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<tr>
<td>I say what I want</td>
<td>OK, I got you!</td>
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</table>
teachers’ training

- at least 40 units over the course of 4 years
- combination of training and reflection
- 15-20 participants (out of 5-7 schools)
- mostly in the prevention centers, sometimes in-house training for school teams
- 2 trainers
- certificate at the end
cooperation

school prevention center
tasks of the school

positive and active commitment
(headmaster)

two or more teachers
class teacher!

joint decision
headmaster & teachers

time for implementation
= at least 10 h per year

any subject | subject “social learning” | dedicated project days
tasks of the prevention center

Trainings
over 4 years

Networking
with colleagues

Materials
manual

Quality standards

Trainings & teaching materials cost-free for schools
workbook for the teachers
Evaluation
• students’ questionnaires (quantitative)

• five surveys
  (baseline + 4 follow-ups at end of school year)

• intervention and control classes

• extent and mode of implementation by teachers
consumption / prevalences

- cigarettes
  lifetime, last 12 months, last 30 days

- alcohol
  lifetime, last 12 months, last 30 days

- media
  hours/day: PC and computer games, TV, smartphone
social behaviour

- emotional problems
- behavioural problems
- hyperactivity
- problems with peers
- helpfulness, friendliness
- thoughtfullness
- social integration in class
- student engagement
- school performance
**Sample Size**

### Intervention Group vs. Control Group

<table>
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<tr>
<th>Year</th>
<th>Teilnahme</th>
<th>Kontrolle</th>
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<tr>
<td>Jahr 01</td>
<td>1620</td>
<td>487</td>
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<tr>
<td>Jahr 02</td>
<td>1534</td>
<td>477</td>
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<td>Jahr 03</td>
<td>1430</td>
<td>455</td>
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<tr>
<td>Jahr 04</td>
<td>1408</td>
<td>444</td>
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</table>

**Average Age**

- Intervention Group: 10.8
- Control Group: 14.5
3 different types of school

- 76% Gymnasium
- 15% Hauptschule
- 9% Neue Mittelschule

no significant differences in program outcome
effects on consumption

„normal & well-known moderate effects”

cigarettes: yes

alcohol: yes

Media: no
fewer peer problems: yes

student engagement: yes

thoughtfulness / respect: yes

* ... signifikanter Unterschied: p < 0,01, Cohen's d=0,43

* ... signifikanter Unterschied: p < 0,01, Cohen's d=0,75
effects on school performance

general performance: **yes**

German language: **yes**

not intended / expected, positive side effects
**ancillary objective:** program shall reach boys as well!

**yes:** no significant differences

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<th>Jahr 03</th>
<th>Jahr 04</th>
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<td>2107</td>
<td>2019</td>
<td>1885</td>
<td>1852</td>
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<td><strong>girls</strong></td>
<td>984</td>
<td>838</td>
<td>774</td>
<td>761</td>
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<tr>
<td><strong>boys</strong></td>
<td>1123</td>
<td>1181</td>
<td>1111</td>
<td>1091</td>
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impact | lessons learned: critical factors

**cigarettes: yes**

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<th>Frequency</th>
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<th>2 (3-5 times)</th>
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<td>1. Year</td>
<td>1.1</td>
<td>1.04</td>
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<td>4. Year</td>
<td>2.15</td>
<td>1.68</td>
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*... significant difference: p<0.01 (between all categories); Cohen’s d=0.9 (between all categories vs. less than half)*

**social problems: yes**

<table>
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<th>Measure of Problems</th>
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<th>2. Year</th>
<th>3. Year</th>
<th>4. Year</th>
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<td>less than half</td>
<td>12.64</td>
<td>12.27</td>
<td>11.92</td>
<td>14.46</td>
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<tr>
<td>about half</td>
<td>12.68</td>
<td>12.56</td>
<td>12.27</td>
<td>14.5</td>
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<tr>
<td>more than half</td>
<td>12.65</td>
<td>12.73</td>
<td>11.92</td>
<td>13.3</td>
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<tr>
<td>all</td>
<td>12.46</td>
<td>12</td>
<td>12.43</td>
<td>12.55</td>
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*... significant difference: p<0.01 (between all categories and more than half and other categories); Cohen’s d=0.77 (between all categories vs. less than half)*

Implement at least ½ of the program!
Stay on track until year 4!
Involve the students’ parents!
evaluation-report: will be published

SuchtMagazin 6 | 2017
evaluation …

… is good for your work (quality)

… is expected

BUT:

… can become unproportional!

… is – finally – no key-factor for the success of the program
impressions from the classroom
social learning
creating class rules
„code of conduct“ for our class

Regeln fürs Miteinander:

- Ich versuche, mein Anliegen kurz und bündig zu formulieren.
- Ich spreche die Person direkt an, von der ich etwas will.
- Ich erkläre, warum ich etwas will.
- Ich schlucke meinen Ärger nicht hinunter.
- Blickkontakt zum Gegenüber halten.
- Laut und deutlich sprechen.
- Ruhig und langsam sprechen.
Group exercises: „good morning“ role play
(more or less well-known) **group dynamic exercises**
plenary discussions
„open discussions“
Smaller groups: „blind communication“
pair work

2 pupils
what pupils say about the program

“We have established a real class community by now.”

“We learn how to listen to each other, how to consume responsibly, etc.”

“In addition, everyone respects me like I am, and we can contact our class teacher at any time for help ...”
working & creating together
„unusual“ materials
working with pictures: e.g. group cohesion
“hierarchy of needs”

achieved vs

not achieved
personal program diary
German classes:

writing letters to oneself
various school subjects: e.g. physical education
final „celebration“: e.g. cinema
teachers’ feedback
“The students become more familiar with each other every week. Emerging conflicts are addressed earlier and are often solved by themselves.”

“(…) Alone it would be impossible to implement the plus program in my class. However, the cooperation with other teachers and the support of the school management is an enrichment beyond the program.“

by the way: Who benefits the most – students or teachers?
practical challenges

1) get the teachers you need
2) convince them to spend time on the program
PERFORMANCE!

reading
writing
maths
knowledge

PISA!

PERFORMANCE!
PERFORMANCE!

creativity

training ground

self-confidence

technique
tactics

system
discipline

team spirit

health
HEALTH = the base of PERFORMANCE

- reading
- writing
- maths
- knowledge
- classroom
- self-confidence
- discipline
- team spirit
practical challenges

• get the teachers you need
• convince them to spend time on the program
• remember them
• motivate them to implement the program in the right way!
• support them to complete the program over all 4 years!
• manage the fluctuation of your trainers
• reflect & develop the program „on the fly“

You need: trust, contacts, stability, change to keep the program alive and relevant!
So what?

Prevention-business as usual …
Is there something unique & remarkable about plus?
specials to mention

1) developed & implemented …
   → … very close to teachers (practitioners)
   → … together & ongoing by the experts of the Austrian prevention centers

2) customized for Austrian mentality & regions

3) relatively widespread although voluntary
implementation numbers

after 8 years

### Program plus, Schuljahr 2015/2016

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<td>K</td>
<td>10</td>
<td>169</td>
<td>5,5</td>
<td>45</td>
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<td>37</td>
<td>0,4</td>
<td>9</td>
<td>1-20</td>
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<td>162</td>
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<td>1-14</td>
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<td>1-20</td>
<td>0-200</td>
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<td>T</td>
<td>9</td>
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<td>48</td>
<td>n. v.</td>
<td>n. v.</td>
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<td>V</td>
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<td>61</td>
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<td>W</td>
<td>6</td>
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<td>1,5</td>
<td>n. v.</td>
<td>2-18</td>
<td>ca. 3.925</td>
<td>350</td>
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</table>

B = Burgenland, K = Kärnten, NO = Niederösterreich, OÖ = Oberösterreich, S = Salzburg, St = Steiermark, T = Tirol, V = Vorarlberg, W = Wien, 
AHS = Allgemeinbildende Höhere Schulen, HS = Hauptschulen, NMS = Neue Mittelschulen, n. v. = nicht verfügbar, SJ = Schuljahr

**teachers with plus certification:** 2177

**schools implementing the plus program:** 40%

**students (~ 1000 classes x 25): ~ 45,000**
specials to mention

1) developed & implements
   → very close to teachers (practitioners)
   → together & ongoing by the experts of the Austrian prevention centers

2) customized for Austrian mentality & regions

3) relatively widespread although voluntary

4) paid for by the prevention centers
Manual, Train-the-Trainer, teachers’ trainings, travel costs, promotion, additional materials, program coordination, evaluation

<table>
<thead>
<tr>
<th>Position</th>
<th>Description</th>
<th>Tirol</th>
<th>Bgl</th>
<th>Wien</th>
<th>Stmk</th>
<th>AO</th>
<th>NO</th>
<th>Sbg</th>
<th>Kn</th>
<th>Vbg</th>
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<td>Summen</td>
<td>5,345,00</td>
<td>1,380,00</td>
<td>6,523,50</td>
<td>5,485,49</td>
<td>9,448,00</td>
<td>10,993,80</td>
<td>4,259,40</td>
<td>5,542,90</td>
<td>8,769,80</td>
<td>57,747,89</td>
</tr>
</tbody>
</table>

~ 60.000,- €
all incl. expenditures: program / year

program coordination
~ 120 teacher’s trainings
~ 540 manuals
travel costs
promotion
additional materials
(train-the-trainer)

~ 100,000,- €
~ 2,- € / student
specials to mention

1) developed & executed
   → very close to teachers (practitioners)
   → together & ongoing by the experts
      of the Austrian prevention centers

2) customized for Austrian mentality & regions

3) relatively widespread although voluntary

4) paid for by the prevention centers

5) a central joint platform for communication
    about prevention
1) **ONE program → ONE message!**  
   (vs. „27 different little programs“ as mixed up unmanageable prevention patchwork)  
   → establishing a „common sense“ about prevention

2) long-term cooperation between:  
   → prevention centers across Austria  
   → prevention centers and schools
Questions?

www.suchtvorbeugung.net/plus