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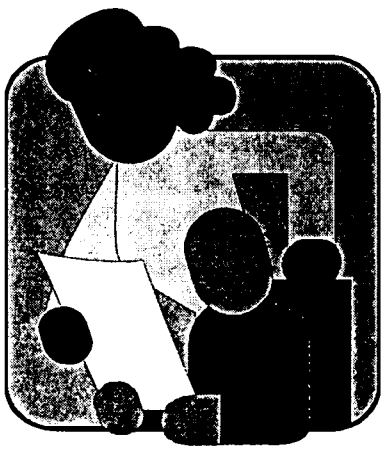
ABSTRACT

The long-term goal of Project SAVE (Stop Alcohol Violations Early) is to reduce underage drinking. When a major revision of the program was initiated, the pilot program was evaluated for statistically measurable changes against short-term goals. The results of that evaluation are presented here. Four elements were included in the evaluation design: (1) a randomized experimental-control design with presurvey-postsurveys; (2) post-program evaluations by participants; (3) focus groups with selected participants; and (4) classroom observations by teachers and other school personnel, drug prevention professionals, evaluators, and other Texas Alcoholic Beverage Commission (TABC) agents. The results indicate that Project SAVE has a significant impact on participants with regard to critical factors related to alcohol use. The largest changes observed were in students' ability and motivation to resist alcohol. Students' knowledge of legal and physical consequences of alcohol use, as well as students' values, norms, and perceptions of the dangers of alcohol, were also improved. Students gave high ratings to the agents presenting the material and to the curriculum. Comments from student focus groups substantiated their ratings and provided feedback to project development. School personnel and drug prevention specialists expressed a high regard for the program. Recommendations for modifications and long-term evaluation are included. (Contains 11 references.) (EMK)

Project SAVE

Evaluation of Pilot Test Results



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For

The Texas Alcoholic Beverage Commission

August 1997

Results of the Pilot Test

Executive Summary

Background

Project SAVE (Stop Alcohol Violations Early) is a multi-grade school-based alcohol prevention program of the Texas Alcoholic Beverage Commission (TABC). To ensure that the program was having a significant impact on reducing underage drinking, the TABC initiated a major revision of the program. The first steps were conducting statewide focus group research and consulting with curriculum and alcohol prevention specialists to determine the most important elements of an effective school-based alcohol prevention program. Next the Project SAVE committee undertook a complete revision of the curriculum and program. The revised program was pilot-tested and evaluated in five cities across Texas.

Goals of the Program

The long-term goal of the Texas Alcohol Beverage Commission's Project SAVE is to significantly reduce underage drinking of alcoholic beverages. The following measures will be used to evaluated the long-term effectiveness of the program:

- increased number of non-drinkers among minors,
- reduced number of binge drinkers among minors, and
- reduced number of alcohol-related automobile crashes among minors.

In order to measure the effectiveness of the program during the pilot-testing phase, short-term goals were established. These goals target the critical variables that recent research on school-based alcohol prevention programs has shown to be effective in reducing alcohol use among youth.

The short-term goals of Project SAVE are to produce statistically measurable changes in:

- **norms** regarding the prevalence and acceptability of underage alcohol use.
- ability and motivation to **resist** alcohol.
- beliefs about the detrimental physical and legal **consequences** of underage alcohol use.
- perceptions about the **dangers** of different types of alcohol for underage drinkers.
- **values** regarding personal use of alcohol and commitment not to use alcohol.

Program Design

Project SAVE is a multi-grade program. Specially trained TABC agents teach Project SAVE lessons at the following four levels: 4th or 5th grade, 6th or 7th grade, 8th grade, and 9th grade. Schools select either 4th or 5th grade and either 6th or 7th grade, depending on their needs and other programs currently being offered. At the elementary and middle school levels Project SAVE consists of two sessions led by a TABC agent in weeks one and three, with two support lessons in between taught by the classroom teacher using curriculum provided by the TABC. Ninth graders receive one Project SAVE lesson led by a TABC agent.

Curriculum Design and Review

The Project SAVE curriculum is designed to be highly interactive. It was also important to the curriculum developers that the program not require extra work for teachers and include the essential elements that need to be taught in each grade and that help prepare students for standardized tests. Prior to the pilot tests, thirteen specialists in curriculum development and drug abuse prevention completed thorough reviews of the curriculum and gave high ratings in all areas. The highest ratings were given for good use of interactive teaching techniques and the use of a variety of teaching strategies.

Pilot Tests

Pilot tests were conducted in five Texas cities: Amarillo, Dallas, El Paso, Laredo, and Longview. To evaluate the program's success in meeting its intended outcomes, the evaluation design included four elements:

A. A randomized experimental-control design with pretest-posttests,
B. Post-program evaluations by participants,
C. Focus groups with selected participants, and
D. Classroom observations by teachers and other school personnel, drug prevention professionals, evaluators, and other TABC agents.

A. Randomized Experimental-Control Design with Pretests-Posttests

A diverse group of schools participated in the pilot tests. Sixteen classes (four at each of the four grade levels) were selected in each of the five pilot cities; two classes at each grade level were randomly assigned to receive the SAVE training while the other two served as the control group. Several decisions were made at the beginning of the evaluation design. First, it was determined that the focus would be on measuring changes in the critical norms, values, and beliefs that were known to be related to actual alcohol use, and not merely on changes in knowledge about alcohol. Second, classrooms, not individual

students, were used as the unit of analysis, a procedure that is statistically correct but less likely to yield significant results.

Students completed confidential, self-administered pre-survey and post-surveys. The pre-survey had a total of 50 items including lifetime, past school year, and current use of alcohol, binge drinking, types of prior drinking experiences, demographics, and a series of 23 items measuring students' beliefs, values, and norms regarding alcohol. The post-survey measured change in these 23 items. The 23 items were grouped into six scales. Resistance questions involved asking students if they would drink in four different situations. A scale of 1 to 4 was used. The danger questions asked how dangerous it was for kids their age to drink beer, wine, wine coolers, and liquor. A 3-point scale was used. For the remaining four scales, students were given fifteen statements and asked if they agreed or disagreed. A 4-point scale was used. Items were rescored so that in all cases higher scores are desirable.

In order to determine if change had occurred from the pre-survey to post-survey, the average scores on the post-survey for each class were subtracted from their pre-survey scores and an "average change" score was generated. T-tests were computed to determine if the average changes between the SAVE classes and control classes were statistically significant.

Summary of Pilot Test Participants and Alcohol Use

A total of 1407 students completed pre-surveys at the start of the pilot tests: 28% classified themselves as African American, 42% Hispanic, 27% White, and 3% "other" category. Two-thirds (67%) of these 4th through 9th grade students reported that they had ever consumed any type of alcohol, ranging from 34% in the 4th grade to 81% in 9th grade. Wine coolers appear to be the most frequently consumed alcoholic beverage, (52% indicated that they had ever consumed them), followed closely by beer (47%). Somewhat fewer had ever consumed liquor (42%) or wine (33%).

Thirty-six percent of the 6th through 9th grade students indicated that they had consumed alcohol in the past 30 days. (This question was not asked of elementary school students.) Wine coolers appeared to be the alcoholic beverage of choice among 6th and 7th grade students, while 8th graders equally consumed wine coolers and beer. In 9th grade liquor was slightly favored with 27% reporting that they had consumed liquor in the past 30 days, followed by beer and wine coolers (consumed by 25% each), and wine (18%). Binge drinking was also measured and was highest among the older students: Between 13% to 16% of 8th and 9th grade students reported that they usually consume 5 or more drinks at one time when they drink beer or wine coolers.

Analysis of Changes from Pre-Program to Post-Program

Project SAVE appears to be having a significant impact on participants with regard to the critical factors related to alcohol use. All of the scales showed statistically significant positive changes from pretest to posttest in the SAVE classes and little change in the control classes. The charts on the next page show the changes in the SAVE classes compared to the control classes for each of the six critical factors. Prior to the program no significant differences on any variables were found between the SAVE classrooms and the control groups.

The following discusses some of the changes that were found in the individual students who participated in the SAVE program. One of the largest changes was in the students' ability and motivation to **resist alcohol**. Prior to the program slightly over half of the students said they would resist alcohol in the four different situations given to them. The most difficult situation, especially to younger students, was if an uncle offered them alcohol. After the program about 65% of the students said they would resist.

Another large change occurred with regard to the consequences of alcohol. For example, concerning **legal consequences** 40% did not know that you could get in trouble with the police if you're at a party with alcohol, even if you don't drink. After Project SAVE only 16% were unaware of this legal consequence. With respect to **physical consequences** there are many misconceptions that Project SAVE is helping to overcome. Prior to SAVE, most students thought that a shot of whiskey has twice as much alcohol as a can of beer, and that wine coolers aren't as bad for you as beer or liquor. SAVE students are learning these facts as well as that drinking alcohol can kill you.

SAVE students' **values** regarding alcohol use also changed. Two most important changes were with regard to personal commitment. Prior to the program 68% indicated that they would be willing to make a pledge to themselves that they would not drink alcohol before they were 21. After the program 83% of the SAVE students agreed that they would be willing to make this pledge. Similarly 66% of students prior to having SAVE indicated that they did not expect to drink alcohol when they were seniors in high school; after Project SAVE lessons this increased to 74%.

The program also made significant inroads in changing students' **norms**. For example, SAVE students were significantly more likely to disagree that getting drunk is part of normal teen-age behavior.

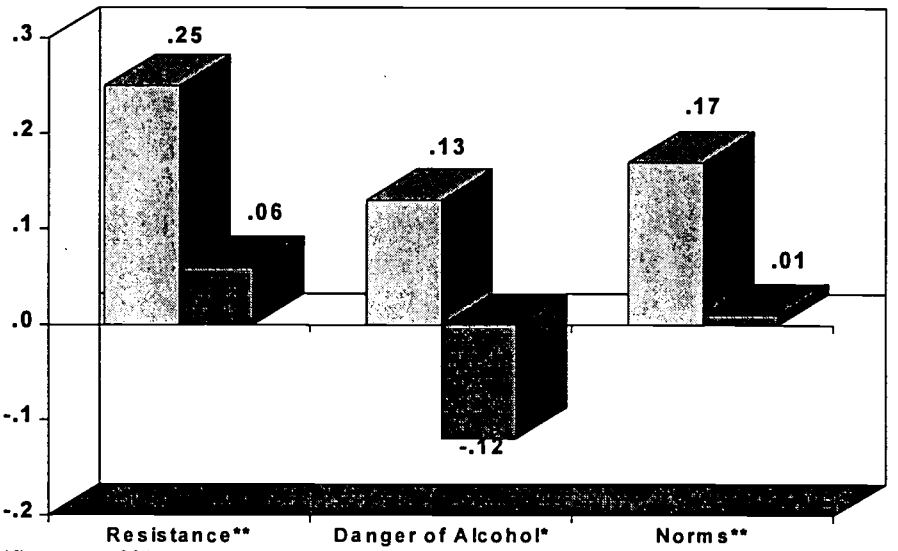
Perceptions of how **dangerous** alcohol is for children their age to drink also increased significantly. While most students (73%) perceived liquor as very dangerous, only 33% saw wine coolers as very dangerous. After the program, the percentage of SAVE students rating all beverages as dangerous increased

Comparison of SAVE Classes with Control Class

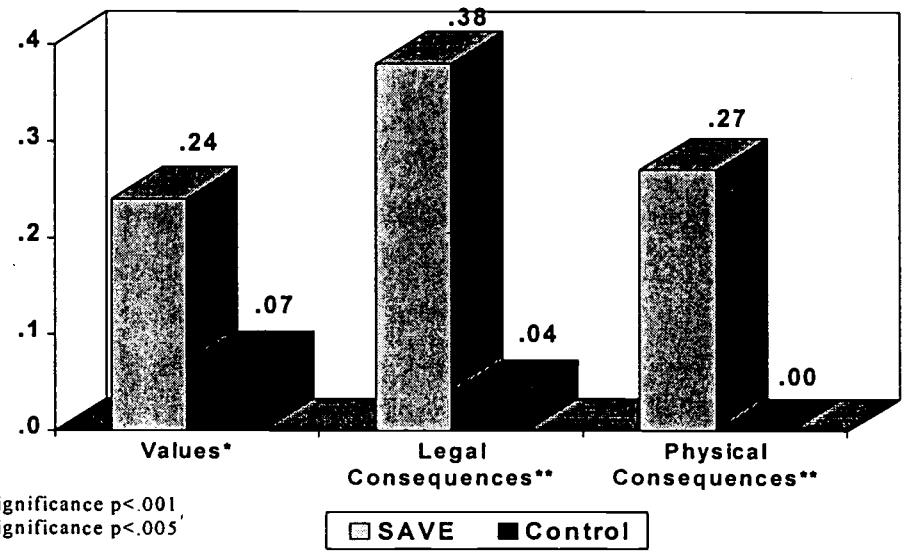
Average Change from Pretest to Posttest on Scales measuring:

* Ability and Skills to Resist Alcohol,
* Perceptions of Danger of Alcohol Use by Minors,
* Norms regarding Teen-Age Use of Alcohol,
* Values and Commitment regarding Personal Use, and
* Beliefs about Legal and Physical Consequences of Alcohol Use

(positive scores are more desirable)



**Significance p<.001
* Significance p<.05



**Significance p<.001
* Significance p<.005

significantly. In comparison, students in the control group rated all beverages as *less dangerous* the second time they were surveyed.

B. Written Evaluations by Student Participants

Students who participated in the SAVE classes were very positive about their experiences. In post-program evaluations they overwhelmingly said that they enjoyed the classes (92% said YES! or yes), that the agent kept their attention (92%) and was interesting (92%), and that they learned something new (88%). Other questions were added in the final pilot test in El Paso and the results were similarly positive: 96% of El Paso students said the information was useful, 93% that they would recommend Project SAVE to their friends, and 92% that Project SAVE should have more classes.

Students were also asked to indicate what parts of the curriculum they found to be most interesting. They appeared to enjoy being able to ask questions (89% said it was extremely interesting or interesting) and learning specifically about what alcohol does to their minds and bodies (84%). They also liked the videos and working in small groups. Children in the younger grades especially liked learning how to resist pressure to drink.

C. Focus Groups with Selected Student Participants

After the last Project SAVE lesson in each city, selected students participated in focus groups in each school. Analyses of the verbatim transcripts from the 16 focus groups illustrate the positive feelings students have for the program and substantiates the findings from the quantitative data: that students are learning information that will help them stay away from alcohol. Students in the focus groups were especially enthusiastic about the program activities and enjoyed participating in them. They also liked the TABC agents teaching the program, particularly how they encouraged them to participate. Students said they are getting new information, especially about how alcohol affects their bodies and brains and it is having an impact on how they view alcohol. Many of their comments about specific activities and topics were used in revising the curriculum before the final pilot test in El Paso.

D. Classroom Observations and Evaluation Surveys by Teachers, Educators, Prevention Professionals, Evaluators, and Agents

A total of 259 teachers, principals, school drug prevention specialists, the program evaluators, and other TABC agents observed the SAVE lessons and completed evaluation forms, rating the agents' presentation and the students' level of interest and involvement. All of the scores were above 3.8 on a scale of 1 to 5, with 1=not acceptable, 2=needs improvement, 3=meets standards, 4=exceeds standards, and 5=needs no improvement. The highest marks were

for the agents' enthusiasm (average=3.98) and getting students involved (mean=3.97). Observers also noted that the students' participation in the lessons was high (3.92).

In addition to rating the agents' presentation and student involvement, school personnel and drug prevention specialists were asked to rate the curriculum on a variety of factors and to comment on the cultural sensitivity and developmental level of the material. A total of 95 teachers, principals, and drug education specialists observed the sessions and gave the curriculum extremely high ratings, with the highest on providing relevant material (4.34), having interesting activities (4.24), and using interactive techniques (4.22). They also commented that the curriculum was developmentally and culturally appropriate. Pilot classes were taught in a variety of situations including four bilingual classes and one class with hearing impaired children.

Conclusions

Data from the pilot tests indicate that Project SAVE is an effective program that is meeting its short-term goals. Statistically significant changes were found in the pilot test participants' ability and motivation to resist alcohol use, in their perceptions of the dangers of minors using alcohol, in their norms regarding alcohol use by their peers, in their beliefs about the legal and physical consequences of underage use, and their values regarding personal use. The same changes were not found in similar students in the control groups. Students participating in the SAVE classes also gave high ratings to the agents presenting the material and to the curriculum. Comments made by students in the focus groups substantiate their written evaluations, that the interactive teaching approach and hands-on activities are not only enjoyable, but help them learn important information that will make a difference. They noted that they were learning new information about underage use of alcohol and its harmful effects as well as relearning and rethinking old information that convinces them not to drink alcoholic beverages before they are 21. School personnel and drug prevention specialists who observed Project SAVE as it was being taught uniformly expressed a high regard for the program.

Project SAVE is making a difference. The next step is to evaluate the longer-term effectiveness of the program in reducing underage drinking of alcoholic beverages.

TABLE OF CONTENTS

LIST OF TABLES

DESCRIPTION OF PROJECT SAVE

Introduction

Project SAVE (Stop Alcohol Violations Early) is a multi-grade school-based alcohol prevention program developed by the Texas Alcoholic Beverage Commission (TABC). Project SAVE began in 1992 with a one-time presentation by TABC agents targeted toward middle and high school students. The program was very popular, but there were limitations: audience size ranged from twenty to in the hundreds, the format of the program was mainly lecture; there was little consistency between agents in the presentations, and the effectiveness of the program was not adequately measured. In addition, new research on the effectiveness of school-based alcohol programs made it apparent that a revision and more thorough evaluation of the program were needed.

In order to ensure that the program was having a significant impact on reducing underage drinking, the TABC appointed a steering committee in 1996 to research and revise Project SAVE. As the first step in revising the program, the TABC consulted with experts in the field and conducted research to determine the best approach to take in developing an effective program. Focus groups were held with four different groups: with secondary school students, with school personnel, with parents, prevention professionals, and community leaders, and with alcoholic beverage retailers in each of the following four cities: San Antonio, Amarillo, Longview, and Austin. Participants were selected to represent different racial/ethnic and socioeconomic groups in the communities (See Focus Group Research Report, Ellis, 1996).

The next step was to revise the program based upon the focus group results and an update review of the literature. Then the program was pilot-tested in five cities across Texas and its effectiveness evaluated. This report summarizes the findings of the pilot tests which were conducted in spring and summer 1997.

Theoretical Background

There is a great deal of research that provides new information about school-based alcohol programs. Dusenbury and Falco (1995) provide one of the best summations of current thinking in the field. In their article, "Eleven Components of Effective Drug Abuse Prevention Curricula," in which they review drug abuse prevention programs and conduct interviews with leading authorities in the field, they identify essential components of an effective program. These are that the program is research-based/theory-driven and provides developmentally appropriate information, social resistance skills

training, normative education, broader-based skills training and health education, interactive teaching techniques, teacher training and support, adequate coverage and follow-up, cultural sensitivity, additional components for family, community, media, and special populations, and evaluation. Project SAVE was designed to with these essential components in minds.

In developing the curriculum, the committee also relied on William Hansen's research. Hansen, a leading authority on school-based alcohol prevention programs, reviewed 35 studies and evaluated the variables that are correlated with alcohol use and are modifiable by prevention programs (1993). (Factors that are more difficult to modify, such as family income or parental use of alcohol, were not considered). The variables that have the highest correlation with alcohol non-use are (in order): norms regarding alcohol prevalence and acceptability, personal commitment not to use, values that are incongruent with use, awareness of the consequences of use, and skills to resist use. Other studies (Hansen, 1996, and Hawkins et al, 1992) demonstrated that these mediators are effective in reducing alcohol use. These were the programmatic strategies that Project SAVE was designed to target.

Goals of the Program

The long-term goal of the Texas Alcohol Beverage Commission's Project SAVE is **to significantly reduce underage drinking of alcoholic beverages.** The following three measures will be used to evaluate the long-term effectiveness of the program:

- Increased number of non-drinkers among minors;
- Reduced number of binge drinkers among minors; and
- Reduced number of alcohol-related automobile crashes among minors.

Over the next few years the TABC plans to use data collected from student participants in the SAVE Program, from the Texas Alcohol and Drug Abuse Commission's (TCADA) School Surveys of Substance Use, and from the Texas Department of Public Safety to determine the success of Project SAVE in meeting these long-term goals.

In order to measure the effectiveness of the program during the pilot-testing phase, short-term goals were established. These goals targeted the mediating variables that Hansen and others determined were the best predictors of behavior regarding alcohol use among youth.

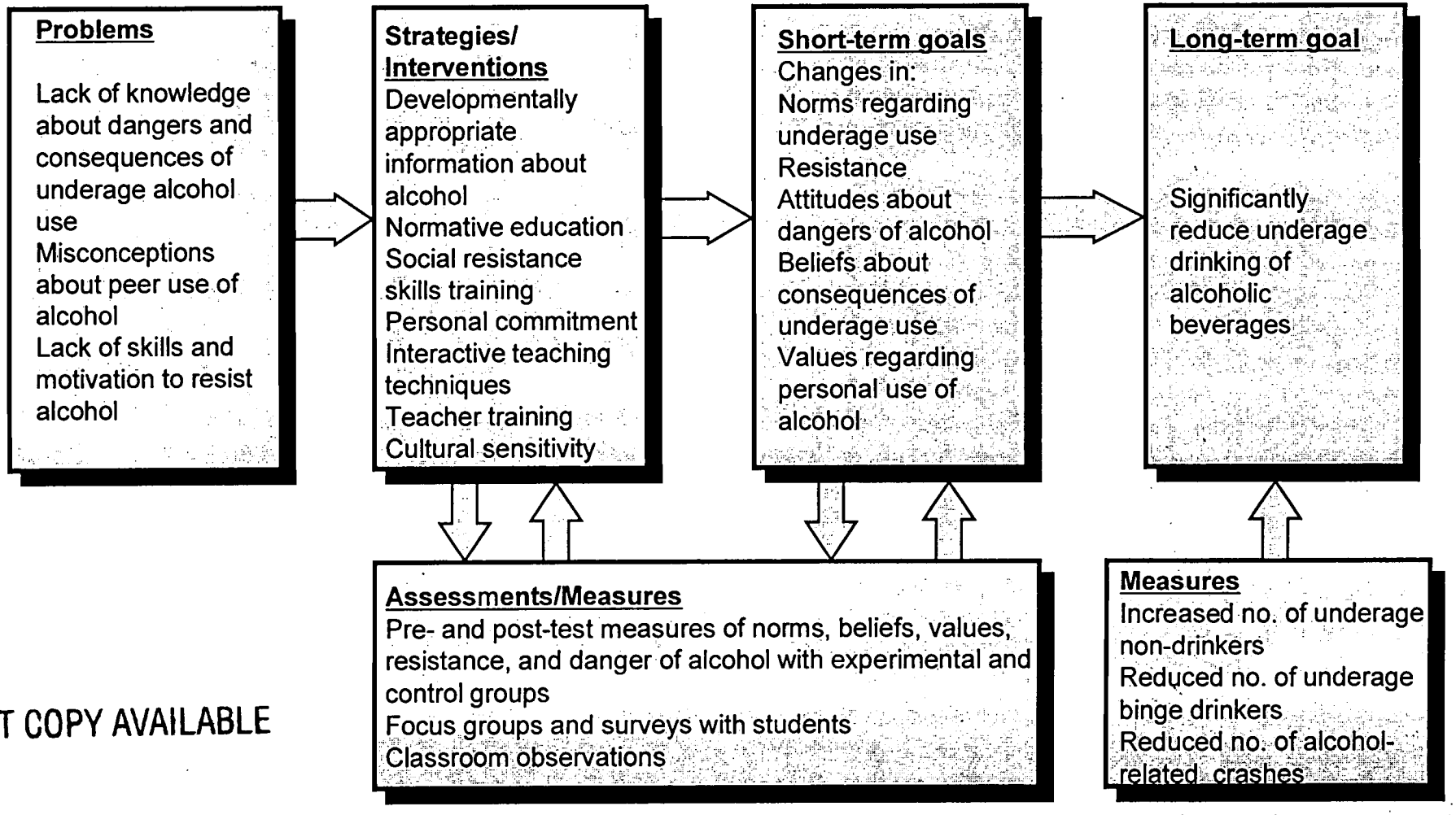
The short-term goals of Project SAVE are to produce statistically measurable changes in the following:

- **Norms** regarding underage alcohol use.
- Ability and motivation to **resist** alcohol.
- Beliefs about the physical and legal **consequences** of underage alcohol use.
- **Values** regarding personal use of alcohol.
- Personal **commitment** about alcohol use.
- Perceptions about the **danger** of alcohol for underage drinkers.

Chart 1 shows the Logic Model that guided the evaluation design.

Project SAVE

Goal: Significantly reduce underage drinking of alcoholic beverages



Program Design and Curriculum

Project SAVE is a multi-grade school-based program taught by specially trained TABC agents with support lessons presented by the teacher. The curriculum consists of several lessons taught at the following four levels: 4th or 5th grade, 6th or 7th grade, 8th grade, and 9th grade. Schools have the option of selecting either 4th or 5th grade and either 6th or 7th grade, depending on their needs and other alcohol or other drug prevention programs currently offered. In other words, the program was designed that if the 5th graders are receiving DARE or another drug abuse prevention program, the school can choose to have Project SAVE presented in the 4th grade classes.

At the elementary and middle school levels Project SAVE consists of two sessions led by a TABC agent in weeks one and three, with two support lesson in between taught by the classroom teacher using curriculum provided by the TABC. In total, elementary and middle school students receive four lessons. Ninth grade students receive one Project SAVE lesson led by a TABC agent.

The Project SAVE lessons are taught in the classrooms and are intended to be highly interactive. They were also designed so that they would not represent extra work for teachers or an interference with academics. It was imperative that the lessons include the essential elements (Texas Education Knowledge and Skills:TEKS) that need to be taught in each grade and that prepare students for standardized tests taken at the end of the year. Table 1 presents an outline of the curriculum, which shows the activities by grade and targeted mediators.

Table 1. Project SAVE Curriculum: Activities and Targeted Mediators by Grade Level

FOURTH/FIFTH GRADE		
ACTIVITY	**TARGET**	**ACTIVITY OBJECTIVES**
Types of Alcohol	Information (Consequence Belief)	State the types of alcoholic beverages and the relative "strength" of each type.
Video	Information (Consequence Belief)	View video to gain insight into the problems of underage alcohol use and articulate under-standing in a group discussion
Peer Norms/Beliefs	Peer Norms and Beliefs	Demonstrate knowledge of the realistic peer norm by answering questions, writing, or role playing.
Risks of Underage Alcohol Use	Information (Consequence Belief)	Articulate the risks of underage alcohol use, and the short term and physical effects of drinking alcohol, by answering questions, writing, or role playing.
Resistance Skills	Resistance Skills	Demonstrate resistance and refusal skills in avoiding the illegal use of alcohol.
Why Kids Drink	Peer Norms and Beliefs Values	Articulate the pressures to drink while underage and make a list.
Good Choices	Values	Describe reasons why people don't drink while underage.
Role Playing	Resistance Skills	Demonstrate resistance and refusal skills in avoiding underage drinking by role playing realistic scenarios
Survey	Peer Norms and Beliefs Information	Survey to measure increase or decrease in knowledge gained and attitude change.
TEACHER ACTIVITIES		
Advertising and Media Influences	Resistance Skills	Identify types of pressure. Explain verbally what advertising pressure is. Identify indirect pressure statements from printed advertisements. Demonstrate knowledge of advertising pressure by writing and drawing a public service announcement.
Logical Decision Making	Decision Making Skills	Demonstrate by writing solutions and working in small groups, that they can use a logical method for making decisions, determining choices and working out potential conflict with others.

SIXTH / SEVENTH GRADE		
ACTIVITY	**TARGET**	**ACTIVITY OBJECTIVES**
Video	Information (Consequence Belief)	Gain understanding of problems associated with underage drinking by watching a video and participating in a group discussion.
Types of Alcohol	Information (Consequence Belief)	Identify the types of alcoholic beverages and their relative alcoholic content.
Why Kids Drink	Peer Norms and Beliefs Values	Identify problems associated with underage drinking by making a list of reasons why kids drink.
Effects of Alcohol	Information (Consequence Belief)	Using physical demonstration, show the effects of alcohol on the body and on appearance.
Why Say No?	Values	Using own words, giving reasons why not to drink while under the age of 21.
How to Say No	Resistance Skills	Critique and decide why and how to say no to underage alcohol use in a variety of situations.
Role Plays	Resistance Skills	Demonstrate decisions to avoid underage drinking in role plays.
What Can Happen to Underage Drinkers?	Information (Consequence Belief)	Verbally list the legal, physical and emotional consequences of underage drinking.
How Alcohol is Used to Cope (Optional)	Stress Skills	Critically evaluate why minors cannot cope with feelings while they are drinking.
Alternatives to Drinking(Optional)	Alternatives	In small groups, develop lists of alternate activities instead of engaging in underage drinking.
Alcohol Truths/Myths Game	Information (Consequence Belief)	Recognize and verbally assess if certain statements relating to the effects of alcohol and characteristics of alcohol are fact or myth.
Survey	Peer Norms and Beliefs Information	Survey to measure increase or decrease in knowledge gained and attitude change.

TEACHER ACTIVITIES		
Advertising and Media Influences	Peer Norms and Beliefs	Verbally explain what media pressure is. Identify indirect pressure statements from printed advertisements or television ads. Demonstrate knowledge of pressure by creating a bulletin board of positive no-use messages found in advertising.
Stress and the Body	Stress Skills	State the effects of stress on the body. Determine by experimentation if exercise helps to eliminate stress. Understand what stress is and where it comes from. Generate alternate ways of dealing with stress other than by drinking.
Goal Setting (Optional)	Goal Setting Skills	Lists long range goals and short range objectives to meeting goals. Identify obstacles in meeting goals/objectives. Formulate an action plan to overcome obstacles.
Safe Persons (Optional)	Assistance Skills	Articulate the attributes of fellow classmates who are trustworthy. Identify trustworthy and safe adults and friends in lives and learn when it is appropriate to call on these people.
Vocabulary (Optional)	Information	Define certain alcohol related terms by researching the terms on the Internet, world wide web or other electronic media. Compose an essay on the consequences of underage drinking using references from publications and definitive sources found using electronic media.
EIGHTH GRADE		
ACTIVITY	**TARGET**	**ACTIVITY OBJECTIVES**
Types of Alcohol	Information (Consequence Belief)	Identify types of alcoholic beverages and demonstrate verbally that all types of alcoholic beverage affect the human body in a similar way.
Video	Information (Consequence Belief)	Identify problems associated with underage drinking, including violent and unwanted sexual behavior, by watching a video and participating in group discussion.
Influences to Drink	Peer Norms and Beliefs Values	Articulate the influences to drink including why it is difficult to resist those influences.

ACTIVITY	TARGET	ACTIVITY OBJECTIVES
Does Everyone Drink?	Peer Norms and Beliefs Values	Verbally analyze the drinking patterns of minors and adults and arrive at a conclusion concerning peer and adult drinking norms.
Physical Effects of Alcohol	Information (Consequence Belief)	Illustrate the physical effects of alcohol by performing sobriety tests with various props simulating the physical changes in the body.
Emotional Effects of Alcohol (Optional)	Information (Consequence Belief)	Define the emotional consequences of underage drinking as it affects family members and themselves.
Legal Consequences	Information (Consequence Belief)	Analyze and define the legal risks of underage alcohol use by role play and answering questions.
Alternatives to Drinking	Alternatives	In small groups, develop lists of alternate activities instead of engaging in underage drinking.
Ways to Say No	Resistance Skills	Give realistic methods and verbal ways to refuse alcohol that have worked.
Role Plays (Optional)	Resistance Skills	Demonstrate successful resistance skill in role plays and small group skits.
Choices/Consequences Debate	Information (Consequence Belief) Values	Analyze and define knowledge of alcohol by answering questions and defending position in a debate.
Pledge	Personal Commitment	Demonstrate a personal commitment to remaining alcohol-free while under 21.
Survey	Peer Norms and Beliefs	Survey to measure increase or decrease in knowledge gained and attitude change
TEACHER ACTIVITIES		
Saying No: The Buddy System	Resistance Skills Life Skills	Develop and illustrate strategies for using positive peer support in refusing alcohol. Create and write true to life scenarios about pressures to drink alcohol. Demonstrate using the buddy system successful resistance to pressure to use alcohol while underage.
Choices and Consequences	Information (Consequence Belief)	Analyze problems relating to underage alcohol consumption, identify the pressures involved in the problem, and derive workable solutions in order to resist. Assess and compare consequences for solutions to problems relating to underage alcohol consumption and verbally recommend a priority of solutions to a given problem.

NINTH GRADE		
ACTIVITY	**TARGET**	**ACTIVITY OBJECTIVES**
Video	Information (Consequence Belief) Values	Analyze and itemize the elements of underage drinking which affect them and others emotionally.
The Law	Information (Consequence Belief)	Using role play verbally discover what particular actions are illegal involving minors and alcohol.
Other Consequences	Information (Consequence Belief) Resistance Skills	Deduce the cost of underage alcohol use to society and the economy. Using small group discussion, verbally analyze and provide solutions to various problems associated with underage drinking.
Emotional Costs	Information (Consequence Belief)	Through role play and video, analyze and explain the dangers of drinking and driving.
Are You Convinced?	Personal Commitment	Discuss and analyze concepts and ideas, which would convince them to avoid underage alcohol use.
Last Message	Information (Consequence Belief)	Using video, obtain understanding of the impact of drinking and driving on family members.
Survey	Peer Norms and Beliefs	Survey to measure increase or decrease in knowledge gained and attitude change

PREPARATION FOR PILOT TESTS

Curriculum Review

Prior to the pilot tests, professionals in the fields of curriculum development and drug abuse prevention reviewed the Project SAVE curriculum. The reviewers rated the curriculum in eight areas and made comments or suggestions for improvements. Specifically, they were asked to rate how well the curriculum met the following criteria:

- Culturally and ethnically relevant for all students
- Developmentally appropriate
- Addresses major issues in reducing alcohol use.
- Logical sequence of lessons
- Easy to deliver
- Accuracy of information
- Use of a variety of strategies
- Good use of interactive teaching techniques

Thirteen different reviews were completed (approximately three different reviewers for each of the four grade levels). Reviewers included specialists from the Texas Commission on Alcohol and Drug Abuse (TCADA), Mothers Against Drunk Driving (MADD), Texas Education Agency (TEA), and Texas A&M University.

The reviews were highly positive, with highest ratings on ease of delivery, good use of interactive teaching techniques, and use of a variety of teaching strategies. The reviewers provided many useful comments about the curriculum. Their comments were used in revising the curriculum before the pilot tests (See Appendix A for Curriculum Review Report).

Agent Training

The agents selected to present the Project SAVE curriculum during the pilot testing phase went through a very intensive three-day training. The major goals of the training were:

- To increase agents' understanding of their role in prevention,
- To help agents understand the content process and goals of Project SAVE,
- To demonstrate activities in the curriculum, and
- To increase the agents confidence in their ability to teach Project SAVE.

Information was provided to help the agents understand effective school-based alcohol prevention and their role in prevention. They also learned about the

latest research in the field and how the curriculum was developed based on these concepts. The training also was useful in helping agents gain insights into why adolescents use alcohol.

The training participants became familiar with all of the activities in Project SAVE and how they should be carried out in the classroom. They also learned the importance and use of effective teaching strategies. Teaching strategies included active student involvement, non-authoritarian presentation, reinforcement, enthusiasm, group processing, respect, positive role models, and the development of self-efficacy. During the training each agent presented parts of several lessons and received suggestions for improvements.

An explanation of the evaluation design was included in the training, as well as detailed instructions on setting up the presentations in the pilot schools (See Appendix B for Agent Training Agenda).

Pilot Test Sites

A diverse group of cities and schools were selected for the pilot tests. The test cities were: Amarillo, Dallas, El Paso, Laredo, and Longview. An elementary, middle, and high school were selected in each area. In the larger school districts all of the selected schools were in the same tracking group.

The selected schools represented a cross-section of types of schools, including schools with populations that had low test scores, limited English proficiency, and a high percentage of students who were economically disadvantaged.

The following table shows the characteristics of the student population at each school. The schools in Dallas consisted of predominantly African American students, while El Paso and Laredo had predominantly Hispanic students. At 8 of the 16 schools 80% or more of the students were economically disadvantaged. Four schools had over two-thirds of the students with limited English proficiency. Five schools had less than half of their students passing all the standardized tests.

Table 2.

Characteristics of Pilot Site Schools and Districts

							% passing all TAAS tests	
	African American	His-panic	White	Other	Economically Disadvantaged	Limited English	This school	Campus Group
	%	%	%	%	%	%	%	%
Amarillo								
Amarillo ISD	9.7	27.6	59.5	3.3	17.5	6.7		70.2
Amarillo HS	4.2	5.4	88.9	1.5	2.1	.1	72.3	74.3
Fannin Middle	2.3	18.3	78.6	0.8	11.2	.2	67.1	81.5
Windsor Elementary	1.5	4.7	92.4	1.5	1.1	.4	87.3	87.3
Dallas								
Dallas ISD	42.6	43.4	11.9	2.2	73.0	27.5		50.8
Madison HS	97.2	1.9	0.4	0.4	71.3	.6	34.5	47.1
Anderson MS	93.3	6.5	0.1	0.2	83.5	3.9	28.0	40.4
Rhoads Elem	97.6	1.9	0.5	0	94.8	1.9	50.2	57.8
Longview								
Longview ISD	50.7	8.6	39.8	0.9	53.1	4.3		62.5
Longview HS	49.6	5.0	44.1	1.3	34.9	1.6	54.7	56.1
Forest Park MS	51.4	8.6	39.6	0.4	48.8	1.2	56.9	60.1
Pinewood Park Elem	72.5	6.3	19.7	1.4	84.9	.7	31.0	52.9
Laredo								
United ISD	0.1	94.0	5.1	0.7	68.5	49.0		54.9
Alexander HS	0.1	90.3	8.1	1.6	50.5	22.0	58.6	47.3
Washington Middle	0	95.8	3.9	0.3	65.2	36.9	45.1	53.5
Kazen Elem	0.2	96.9	2.3	0.7	81.5	66.4	75.6	60.6
El Paso								
Socorro ISD	1.3	88.3	10.0	0.4	73.0	48.5		62.6
Socorro HS	0.1	96.5	3.1	0.3	89.5	75.3	61.6	45.3
Socorro MS	0.2	97.7	2.1	0	92.5	70.7	49.3	44.8
Campestre Elementary	0	99.4	0.5	0.1	90.1	77.6	91.8	68.8

Source: Academic Excellence Indicator System, Texas Education Agency, Division of Performance Reporting, Office of Policy Planning and Research, Texas Education Agency, 1995-1996.

METHODOLOGY

Evaluation Design

In order to evaluate the program's success in meeting its intended outcomes, the study design included four components:

I. A randomized experimental-control design with pre- and post-tests.

II. Post-program evaluations by participants.

III. Focus groups with selected participants.

IV. Classroom observations by teachers and other school personnel, drug prevention professionals, evaluators, and other TABC agents.

I. Experimental-Control Study with Pre- and Post-tests

In each of the five cities, school personnel selected four classes at each designated grade levels to participate in the study. The evaluators then randomly assigned two classes at each grade level to receive the SAVE program. The other two classes served as the control group. Overall, the pilot tests involved a total of 80 classes in five different cities: 40 classes received the SAVE program and 40 served as the control classes.

Survey Administration

Pre-surveys were administered by the classroom teachers in the matched SAVE and control classes on the same days (the day prior to the TABC agent teaching the first session). Two weeks later post-surveys were administered in the 4th through 8th grade classes. In the SAVE classes the TABC agent teaching the class administered the post-survey. In the control classes the classroom teacher administered the post-survey (See Appendix C for copies of both the English and Spanish versions of the surveys).

In the 9th grades a slightly different procedure was followed since the SAVE program only consisted on one lesson. In both the SAVE and control classes, the classroom teachers administered pre-surveys on the school day prior to the SAVE lesson. The next day after teaching the lesson the TABC agent administered post-surveys to the SAVE 9th grade classes. The control classes did not receive a post-survey; since only one day had passed, and it was unlikely that there would be any change in attitudes over the one-day period. For the 9th grade control classes, their scores on the pre-survey were also used as their post-survey scores. In two control classes the classroom teacher forgot to administer the post-survey, so there are a total of 38 control classes and 40 SAVE classes that are used in the data analysis.

Extensive measures were taken to ensure students of confidentiality of their responses. Students were told that all surveys were completely anonymous (no names or codes were used on any of the surveys), their participation was

voluntary on any or all of the questions, and that teachers and other school personnel did not have access to the surveys. Teachers were instructed to position themselves in the classroom away from students' desks, so that they would not inhibit or bias any student's responses. They were also asked not to interpret any questions or responses (See Appendix D for Survey Administration Instructions to Teachers).

After completing the survey, students placed their surveys in large envelopes which were then sealed in front of them by the teacher or agent.

Consent forms were provided to the schools that they could distribute to parents to explain Project SAVE and obtain permission. Passive consent was used (asking parents to return the form if they did not want their child to participate in either the SAVE classes or in the surveys.) The consent form was revised to make it more concise and easier to read after the first four pilot sites. The final version as shown in Appendix E has both Spanish and English language on the form.

Instruments

Pre-Survey

The Student Survey is a self-administered questionnaire with a total of 50 items. Several questions were identical to questions used on a statewide survey of School Substance Use by the Texas Commission of Drug and Alcohol Abuse (TCADA). The purpose in using identical questions was to be able to compare SAVE students with a statewide sample and to track changes over time. These items were prevalence of alcohol use (lifetime, past school year, and past 30 days), binge drinking, and perceptions regarding the danger of types of alcohol. Students were also asked about situations where they had used alcohol in the past 12 months as a way of determining types of prior drinking experiences. Shope et al. (1994) suggested that the effectiveness of school-based alcohol prevention programs varied according to whether students had experienced alcohol in supervised or unsupervised situations.

A series of questions (19 items) were used to measure change in the critical mediators. As discussed earlier, these mediators are the variables that have the highest correlation with alcohol use among youth. They are: norms related to alcohol use, beliefs about the consequences of use, values that are incongruent with use, personal commitment not to use, and ability and motivation to resist use.

The resistance factor was measured by four questions describing various situations involving alcohol and asking students how likely they would be to take a drink. The other items were measured by 15 statements to which students could agree or disagree. They were given a four-point scale modeled after a scale used by the State of Oregon in a student survey of substance use.

The responses were: YES! yes, no, and NO!. Prior to taking the survey, students were instructed how to answer these questions in an example and by the teacher using an overhead transparency.

The survey instruments also gathered demographic data such as gender, grade, age, birthday and month, ethnicity, and zip code.

A slightly modified version was given to elementary school students (4th and 5th grade). In this version, questions on alcohol use in the past 30 days and binge drinking were not included.

Post-Survey

The post-survey included questions on the mediating variables and on the perceptions of the danger of type of alcohol. Not included were questions on alcohol use including lifetime, past school year, or past 30 day alcohol use, since the post-survey was taken only two weeks after the pre-survey.

The post-surveys administered to the SAVE participants included additional questions relating to the program. These students were asked to rate the curriculum and agent teaching the program on a number of factors.

All of the instruments were translated into Spanish and used in the last El Paso pilot test.

Revisions

The surveys were pre-tested and revised prior to the initial pilot tests. Then, based on the data from the first four pilot tests, they were revised again to further improve understanding and reliability. One revision was changing the resistance questions from "Could you keep from drinking?" to "Would you take a drink?" The former was confusing to students, especially in the lower grades. The wording of several questions was revised, so that they could be understood by students with low reading ability.

Data Entry and Checking

Data entry was completed by TABC staff using a custom-designed Microsoft Access database program, which had checks for out of range or inconsistent data. Additional verification of the data was completed using checks for consistency and lie questions. Approximately 2% of the surveys were deleted as a result of the thorough data checking process.

Data Analysis

The data were analyzed using SPSS (Statistical Package for the Social Sciences). Means were calculated for each of the individual items for each

class. A difference score was then calculated, which is the actual change in score from pre-survey to post-survey for each item.

The class was used as the unit of analysis for determining if the changes from pre-program to post-program were statistically significant, since classrooms, not individuals, were randomly assigned to the SAVE or control groups. Ennett at al. (1994) in their extensive meta-analysis of DARE faulted most of the DARE evaluations for analyzing individual students' responses. Murray and Hannen (1990) also noted that using individual students is not only incorrect statistically, but can result in a positive bias toward finding statistically significant program effects.

In addition to a comparison of changes for each individual item, a number of scales were developed. The primary reason for grouping individual items into scales is that it simplifies the understanding of changes that may have occurred. The scales correspond to the goals targeted by the program. A factor analysis was the starting point for the development of the scale. Items that loaded on the same factor and made theoretical sense were grouped together in a scale. The scales and their internal reliability coefficients (Cronbach's alpha) are: resistance (.90), perceptions of danger of alcohol (.82), norms (.58), values regarding personal use (.66), physical consequences (.30), and legal consequences (.20). A seventh scale on commitment was added after analysis of data from the first four pilot sites, and should be considered for use in future analyses. For now, the commitment items are included in the values scale.

II. Evaluations by Students

In order to gain feedback on the program directly from students, those who participated in the SAVE classes were asked a series of questions on the post-survey. They were asked to rate their level of interest in various aspects of the Project SAVE lessons and the effectiveness of the agents teaching the program.

III. Focus Groups

In addition to the quantitative data collected in the pre- and post-surveys, the evaluators felt that it was important to gather qualitative data about the program through the use of focus groups. Focus groups provide depth and detail to the quantitative data. Focus groups are immensely useful in learning directly from students and in their words how they feel about specific topics and activities in the curriculum, what suggestions they have for improvements, what their assessment is of the agent teaching the program, and what effect they feel the program may have on their behavior in the future.

Focus groups were held with selected students who had participated in the lessons. These focus groups consisting of 8-12 students were held in each

school (elementary, middle, and high school) in all of the five pilot cities, usually immediately after the last Project SAVE lesson was concluded. The selection of students was left up to the classroom teacher. Students were excused from their regular class and went to a private room or area where the groups were held. The sessions generally lasted 40-50 minutes. The evaluators served as focus group discussion leaders (see Appendix F for the Focus Group Discussion Guide).

IV. Classroom Observations

The pilot testing phase of Project SAVE also included having teachers and other school personnel, the evaluators, drug prevention specialists, and other TABC agents observe the presentations and complete evaluation forms. The purpose of this component of the evaluation design was multifold:

- To gain information from teachers and other school personnel who know the students well to determine if the lessons were culturally and developmentally appropriate.
- To obtain suggestions from teachers and other school personnel about what was most effective and what could be improved.
- To gain information from local school drug prevention specialists' perspectives and suggestions for improvements in the curriculum and presentation.
- To observe students' participating in the activities and determine if the activities should be restructured to involve students more effectively.
- To provide feedback to the agents teaching the lessons, so that they could improve their presentations.
- To obtain accurate information regarding the time required for each topic and activity and for the entire lesson.
- To determine the effectiveness of the agents' interactions with students and use of different teaching strategies.
- To ensure that the integrity of the lessons as outlined in the curriculum was maintained.

Observers were asked to rate a number of factors related to the TABC agent's presentation of the lesson and the students' reaction to the material on an evaluation form. A rating scale of 1 to 5 was used (1=not acceptable, 2=needs improvement, 3=meets standards, 4=exceeds standards, and 5=needs no improvement). The wording of the scale was designed so that 3 was the average response, since prior studies indicated that raters tend to give high ratings of nearly all 5's.

The observers were also asked several open-ended questions about the presentation, including what was most effective, what was least effective, and what would improve the presentation.

In addition to the above questions school personnel were asked a series of questions about the curriculum and to comment on whether they thought the material was developmentally appropriate for this age group, and whether it was culturally appropriate.

The Evaluators' rating forms included additional information designed to help the agents in their presentations. The Evaluators kept track of start and stop times for the various topics in the lesson to help the agent keep on pace. The timing of the lessons was a major concern among the agents during the agent training sessions, since the lessons are very fast paced. Moving from topic to topic in the allotted time was critical to completing the entire lesson on time. The Evaluators also kept track of the number of times the agents used various teaching strategies, such as reinforcement, active student involvement, group processing. This information was shared with agents at the conclusion of the lesson and was used by them to improve their presentations (see Appendix G for copies of the Classroom Observations Forms).

OVERVIEW OF THE PILOT TEST PARTICIPANTS

This section provides an overview of all students who completed the pre-survey in both the SAVE classes and control groups. While the data do provide interesting and informative statistics about alcohol use and attitudes by minors, the data are not meant to be representative of Texas' students as a whole. The students participating in the pilot tests were not randomly selected and do not represent a statistically valid sample of Texas students.

However, this section which also provides a comparison of the SAVE data with the statewide School Survey of Substance Use demonstrates that with regard to selected statistics on alcohol use and attitudes these students are fairly comparable to a statewide sample of students their age.

Demographics

A total of 1407 students participated in the pilot tests and completed the SAVE pre-survey. They represent all ethnic/racial groups: 28% were African American, 42% were Hispanic, 27% were White, and 3% classified themselves in the "other" category. There were slightly more females (52%) than males (48%). They ranged in age from 8 to 17 years of age.

Most schools chose to have Project SAVE presented in the 4th grade classes, since the 5th grade was receiving another drug prevention program such as DARE. There were a few students in the 10th, 11th, and 12th grades who were in some of the 9th grade classes that participated in the Project SAVE pilot program.

Table 3.

Distribution of Students by Grade in SAVE and Control Group Pilot Classes

	4th	5th	6th	7th	8th	9th	10th	11th	12th
All students	16%	6%	13%	9%	25%	28%	2%	1%	.1%

Alcohol Use

Lifetime Use of Alcohol

A total of 67% of the students indicated that they had ever consumed alcohol in their lifetime. This ranged from 34% among 4th grade students to 81% for 9th graders. Wine coolers appear to be the most frequently consumed beverage among this group. Wine coolers seem to be especially popular starting in the 7th grade. For example, among 7th graders, 54% said they had ever consumed

a wine cooler, compared to 36% who had ever consumed beer, 26% who consumed wine, and 22% who consumed liquor. By 9th grade, beer and liquor use increases substantially (See also data tables in Appendix H).

Table 4.

Lifetime Alcohol Use

IN YOUR LIFETIME, have you ever used:

	Alcohol	*Beer*	*Wine Coolers*	*Wine*	*Liquor*
Grade 4	33.8%	21.7%	14.2%	18.2%%	11.2%
Grade 5	52.7%	32.5%	38.2%	15.1%	9.2%
Grade 6	61.3%	42.2%	43.9%	32.6%	13.6%
Grade 7	66.2%	36.1%	53.8%	26.5%	22.0%
Grade 8	75.0%	54.9%	61.4%	46.5%	37.4%
Grade 9	81.4%	61.5%	68.9%	61.2%	53.3%
Total	**66.6%**	**47.1%**	**51.9%**	**32.9%**	**41.4%**

Source: Project SAVE pilot test data (individual student responses on pre-survey including both SAVE participants and control groups) 1997

Alcohol Use in Past School Year

Alcohol use appears to increase once students are in 8th and 9th grade. Ninth graders appear to be consuming all types of alcohol. Over 60% of 9th graders reported that they had consumed some type of alcohol since school began. Wine coolers were the most widely consumed alcoholic beverage. However, the use of liquor appears to increase substantially once students enter 9th grade.

Table 5.

Alcohol Use in Past School Year

SINCE SCHOOL BEGAN IN THE FALL, have you used:

	Alcohol	*Beer*	*Wine Coolers*	*Wine*	*Liquor*
Grade 4	29.7%	15.7%	11.0%	12.2%	7.4%
Grade 5	35.4%	11.4%	21.1%	14.7%	10.5%
Grade 6	37.5%	18.4%	27.8%	12.5%	10.6%
Grade 7	37.5%	21.0%	26.7%	15.4%	11.8%
Grade 8	51.8%	30.3%	36.4%	26.7%	25.5%
Grade 9	61.3%	36.5%	44.2%	34.8%	40.5%
Total	**47.5%**	**26.6%**	**32.1%**	**23.6%**	**23.5%**

Source: Project SAVE pilot test data (individual student responses on pre-survey including both SAVE participants and control groups) 1997

Alcohol Use in Past 30 Days

Use of alcohol in the past 30 days is only asked of secondary school students. The data indicate alcohol use is fairly common among 9th grade students: 45% of 9th graders said they had consumed some type of alcohol in the prior 30-day period. Current use figures also show that wine coolers are popular among 6th and 7th graders.

Table 6.

Past Month Use

IN THE PAST 30 DAYS, have you used:

	Alcohol	Beer	Wine Coolers	Wine	Liquor
Grade 6	23.6%	8.9%	14.6%	7.7%	5.7%
Grade 7	27.1%	11.1%	18.6%	12.1%	7.8%
Grade 8	32.0%	17.3%	17.9%	12.2%	12.3%
Grade 9	44.6%	24.7%	25.3%	18.0%	26.6%
Total	**35.6%**	**18.4%**	**20.6%**	**13.3%**	**16.9%**

Source: *Project SAVE pilot test data (individual student responses on pre-survey including both SAVE participants and control groups) 1997*

Note: *Questions not asked of 4th and 5th grade students*

Binge Drinking

Binge drinking by minors is a major concern. Binge drinking, or heavy consumption of alcohol, is defined as drinking five or more drinks on one occasion. Binge drinking appears to start in 8th grade and with beer and wine coolers. A total of 13% to 16% of 8th and 9th grade students reported that they usually drink 5 or more drinks of beer and wine coolers at one time. Binge drinking of liquor is also a problem among 9th graders with 13% saying they usually have 5 or more drinks of liquor at one time.

Table 7.

Binge Drinking

When you drink alcoholic beverage, how many drinks do you usually have AT ONE TIME, on average? (Percent responding "5 or more")

	Beer	Wine Coolers	Wine	Liquor
Grade 6	7.5%	9.6%	4.5%	2.5%
Grade 7	4.2%	3.4%	1.7%	2.5%
Grade 8	13.1%	16.3%	9.3%	8.4%
Grade 9	14.2%	15.3%	4.8%	12.9%
Total	**11.8%**	**13.3%**	**5.8%**	**8.7%**

Source: *Project SAVE pilot test data (individual student responses on pre-survey including both SAVE participants and control groups) 1997*

Note: *Questions not asked of 4th and 5th grade students*

Perceptions of Danger

Consumption of wine coolers may be related to the students' perceptions that wine coolers are not dangerous. Nearly 30% of students indicated that wine coolers were not dangerous at all. Wine is perceived as the next least dangerous type of alcohol, followed by beer. Liquor is widely viewed as being very dangerous.

Table 8.

Perceptions of Danger of Types of Alcohol

How dangerous do you think it is for kids your age to use: (Percent responding "Not Dangerous At All")

	Beer	Wine Coolers	Wine	Liquor
Grade 4	3.5%	8.7%	5.7%	4.2%
Grade 5	3.0%	29.8%	6.0%	1.5%
Grade 6	6.6%	22.7%	6.3%	2.6%
Grade 7	8.4%	29.8%	6.2%	2.9%
Grade 8	14.8%	35.6%	18.0%	3.4%
Grade 9	8.4%	31.4%	16.9%	4.2%
Total	**8.6%**	**28.0%**	**12.4%**	**3.5%**

Source: Project SAVE pilot test data (individual student responses on pre-survey including both SAVE participants and control groups) 1997

Demographic Analysis of Alcohol Use

Appendix H shows use of the various types of alcohol by gender, grade level, pilot test city, and ethnicity. Alcohol use is higher among males (71% said they had ever used alcohol, compared to 64% of females). As discussed previously, alcohol use increases substantially with grade. The analysis shows alcohol use by the four grade levels of the Project SAVE classes: 4th/5th, 6th/7th, 8th, and 9th grades.

Beer is most commonly used by Anglos, with 23% reporting that they had consumed beer in the past 30 days, and is least likely to be consumed by African Americans (14% reported consuming beer in the past 30 days). Beer also has substantially higher use among males (23% in past 30 days, compared to 14% for females).

Females appear to prefer wine coolers: 20% of females said they had consumed a wine cooler in the past 30 days, compared to 14% who had consumed beer, 14%, liquor, and 11%, wine. Males do not seem to have a major preference, but consume all types of the alcoholic beverages: 23% had consumed beer in the last 30 days, 21%, wine coolers, 20%, liquor, with slightly fewer (16%) consuming wine.

Wine coolers appear to be especially popular among Hispanics: 23% of the Hispanics reported drinking wine coolers in the past 30 days, compared to

17% who consumed beer, 16% liquor, and 15% wine. African American students also tend to consume wine coolers over the other types of alcoholic beverages.

Liquor use tends to be substantially higher among 9th grade students (27% of 9th graders consumed liquor in the past 30 days compared to 13% of 8th grade students.) It also appears that white males may be the heaviest consumers of liquor. Consumption of liquor is highest in Amarillo and Laredo.

Demographic Analysis of Binge Drinking

Binge drinking appears to occur most frequently among Anglos and least frequently among African Americans. For example, with regard to beer, 16% of Anglos said they usually consume 5 or more beers, compared to 6% of African Americans, and 12% of Hispanics.

Males are the most likely to binge-drink beer. A different pattern emerges with binge drinking of wine coolers. Females are just as likely to engage in heavy consumption of wine coolers as males (13% of both males and females said they usually have 5 or more wine coolers at one time when they drink). As was found with beer, it is 8th and 9th graders and Anglos who have the highest rates of binge drinking of wine coolers.

The Amarillo pilot students appear to have the highest rates of binge drinking, most likely because of the large numbers of Anglos in the pilot classes, while binge drinking was substantially lower among the Dallas classes which had a large proportion of African American students.

Prior Drinking Experiences

Students were given five different situations in which they might have consumed alcohol in the past 12 months and asked if they had "never," "rarely," "sometimes," or "often" consumed alcohol. Their responses were recoded to determine the type of prior drinking experience. Students who responded "never" to all five questions were coded as 'abstainers," students who responded that they had consumed alcohol even if only rarely in situations where adults were present were coded as "supervised," while those who had any type of drinking experience in situations where adults were not present were coded as "unsupervised."

As would be expected, unsupervised drinking occurs most frequently among the older students. Hispanics appear to have slightly higher rates of both supervised and unsupervised drinking.

Attitudes toward Alcohol

As shown in the table below, there is a wide range of attitudes towards alcohol. Most of the students **disagreed** that refusing to drink shows you're a

sissy, that it is all right to buy alcohol before you're 21 or to use a fake ID, that alcohol can't kill you, and it is cool for teen-agers to drink alcohol.

There was less agreement about their future expectations regarding whether they would drink in high school or would be willing to pledge not to drink, and whether getting drunk was normal among teen-agers.

The data also show that there are some major misconceptions held by the majority of students: that wine coolers are not as bad as liquor or beer, that a shot of whiskey has twice as much alcohol as a can of beer, and that most middle schoolers have had alcohol in the past month.

Students were asked to circle 1 for YES!, 2 for yes, 3 for no, 4 for NO!, and 5 for not sure. The questions were worded so that in some cases NO! was the desired answer and in other cases YES! was the desired response, to eliminate any student merely checking one column without thoroughly reading the questions. In the following table the questions where YES! was the desired answer have been inverted, so that all responses are in the same direction. In other words, higher responses (4) are desired in all cases. The percentages below of Yes! to NO! responses do not include the percent missing. The percent missing which includes both the "not sure" responses and missing responses is also shown.

Table 9.

Attitudes Related to Alcohol

Do you agree or disagree with the following statements?

Statement	*1=YES!* %	*2=yes* %	*3=no* %	*4=NO!* %	*Missing* %
• **Refusing to drink when someone offers you alcohol shows you're a sissy.**	6.4	4.1	15.7	73.8	8.6
• **You can get in trouble with the police if you buy alcohol before you're 21. (inverted)**	9.3	3.6	19.6	67.5	14.2
• **It is OK to use a fake ID.**	7.9	8.7	19.2	64.2	8.3
• **Drinking alcohol can kill you. (inverted)**	9.8	5.0	21.3	64.0	15.8
• **It is cool for teen-agers to drink alcohol.**	5.4	9.7	22.1	62.8	13.9
• **My friends will respect me if I don't drink alcohol. (inverted)**	12.1	7.0	20.1	60.8	18.9
• **I expect that I will drink alcohol when I am a senior in high school.**	14.6	18.6	14.1	52.7	19.4
• **I would be willing to make a pledge to myself that I will not drink alcohol before I am 21. (inverted)**	18.2	18.2	16.9	46.6	23.1
• **Getting drunk is part of normal teen-age behavior.**	11.1	20.4	22.0	46.5	14.3
• **The only bad things that can happen when you drink alcohol is you may get sick or get a hangover.**	23.8	15.4	15.6	45.2	17.7
• **It is OK for older teen-agers to drink alcohol if they don't drive.**	13.2	20.8	22.4	43.7	12.1
• **If you're at a party with alcohol, but you don't drink, you can't get into trouble with the police. (inverted)**	25.2	15.4	21.1	38.3	20.9
• **Wine coolers aren't as bad for you as beer or liquor.**	32.3	28.5	17.1	22.0	27.0
• **Most middle schoolers have had at least one alcoholic beverage in the past month.**	33.1	39.4	16.4	11.0	36.4
• **A shot of whiskey has twice as much alcohol as a can of beer.**	55.7	29.6	5.2	9.6	35.3

Source: Project SAVE pilot test data (individual student responses on pre-survey including both SAVE participants and control groups) 1997

Comparison of SAVE Data with Statewide Texas Data

The State of Texas conducts a statewide survey of substance use in schools biannually in even numbered years. It is a collaborative effort between the Texas Commission on Alcohol and Drug Abuse (TCADA) and the Public Policy Research Institute (PPRI) at Texas A&M University. There are two

surveys: one of secondary students and another of elementary school students which has fewer questions than the secondary school survey.

The Project SAVE surveys included several questions with identical wording to those used in the Texas School Survey, so that direct comparisons could be made. The latest Texas School Survey was completed in Spring 1996, approximately a year prior to the collection of the Project SAVE data.

The main difference that stands out in a comparison of the SAVE data with the Texas School Survey is the higher prevalence of all types of alcohol among the younger grades in the SAVE pilot tests. As shown below, for example, 38% of 5th graders in the SAVE pilot classes indicated that they had ever consumed wine coolers, compared to 18% of the statewide sample. At the higher grades differences in lifetime use were not as pronounced.

Table 10.

Comparison of Data from SAVE Pilot Tests with Texas School Survey

IN YOUR LIFETIME, have you ever used:

Project SAVE Sample (1997)

	Alcohol	Beer	Wine Coolers	Wine	Liquor
Grade 4	33.8%	21.7%	14.2%	18.2%	11.2%
Grade 5	52.7%	32.5%	38.2%	15.1%	9.2%
Grade 6	61.3%	42.2%	43.9%	32.6%	13.6%
Grade 7	66.2%	36.1%	53.8%	26.5%	22.0%
Grade 8	75.0%	54.9%	61.4%	46.5%	37.4%
Grade 9	81.4%	61.5%	68.9%	61.2%	53.3%

Texas Students (1996)

	Alcohol	Beer	Wine Coolers	Wine	Liquor
Grade 4	21.7%	14.0%	10.9%	8.0%	3.0%
Grade 5	28.6%	18.0%	17.5%	11.8%	6.3%
Grade 6	40.3%	26.8%	27.8%	19.5%	13.0%
Grade 7	56.4%	42.3%	44.5%	33.7%	28.4%
Grade 8	68.0%	54.3%	56.2%	46.6%	41.7%
Grade 9	76.1%	62.3%	65.2%	55.5%	53.4%

Sources: School Survey of Substance Use, Texas Commission on Alcohol and Drug Abuse, 1996
Project SAVE pilot test data (individual student responses on pre-survey including both SAVE participants and control groups) 1997

The SAVE students who participated in the pilot test were also less likely to regard wine coolers as dangerous. However, binge drinking appears to be less common among 7th, 8th, and 9th grade students in the SAVE pilot test. The binge drinking questions are not asked of the younger students (see Appendix I for additional data tables).

RESULTS OF EXPERIMENTAL STUDY

A total of 80 classes participated in the pilot program: 40 that were randomly selected to receive the SAVE program, and 40 matched classes that served as the control group. All students completed a self-administered survey on the day prior to Project SAVE, and again three weeks later after the last Project SAVE was taught. The matched control classes took the surveys on the same days, but did not receive the SAVE program.

Comparison of SAVE and Control Classes on Pre-survey

The first step was a comprehensive analysis comparing the Project SAVE classes with the control classes. The purpose was to determine if there were any differences between the two groups that should be taken into account in the final analysis. No significant differences were found on the pre-survey when the SAVE students were compared to the control classes on any of the variables. (Chi-square and t-tests of significance were used.) In other words, the classes were very similar on all basic characteristics such as ethnicity and gender, as well as past and current alcohol use and attitudes.

Analysis of Changes

This discussion has two parts. The first part is an analysis of whether there were statistically significant changes that occurred in the students who participated in Project SAVE, compared to those students who were in the control group. For this analysis we use the classroom, not individual students, as the unit of analysis since classrooms, not individuals, were randomly assigned to the SAVE and control group. Using the class instead of individuals is statistically correct as discussed in the Methodology section of this report and does not result in a bias toward finding statistically significant program effects (See Appendix J for the pre- and post-test scores and differences by gradelevel).

The second part of the analysis looks at the differences in the pre- and post-tests and examines the practical significance. Gorman (1995) raises the point about the difference between statistical and practical significance, noting that many statistically significant changes found in pretests-posttests of alcohol prevention programs have little practical application. For this analysis individual students and percentages are used to enable the reader to easily understand any changes that occurred (See Appendix K for an analysis by gradelevel).

Several decisions were made at the beginning of the evaluation design. First, we understood we could not expect to find changes in alcohol use, given the short time frame of Project SAVE, and therefore had to rely on intermediary

factors to determine the effectiveness of the program. Second, we decided to focus on measuring changes in attitudes, norms, and values that were known to be related to actual alcohol use and not merely on changes in knowledge about alcohol. These factors which have been discussed previously are: a) ability and motivation to resist alcohol, b) perceptions about the dangers of alcohol, c) norms regarding alcohol use, d) values about the personal use of alcohol, and e) beliefs about the legal and physical consequences of using alcohol.

It is essential that evaluation over the longer-term be completed to determine the effectiveness of the program in reducing actual alcohol use among underage drinkers.

Resistance

One of the largest changes from pre-program to post-program was with regard to the student's ability and desire to resist alcohol. In the surveys students were given four situations and asked if they would take a drink of alcohol in each situation. The average pre-test score on all four resistance items for the 40 SAVE classes was 3.18 on a scale of 1 to 4, with 1 being YES! and 4 being NO!. On the post-survey their average score was 3.41, an increase of .25. In comparison, the control classes' scores stayed approximately the same (from 3.20 on the pre-test to 3.24 on the post-test). The increase of .25 for the SAVE group, compared to .06 for the control group is statistically significant at the p=.001 level (Table 16 and Chart 2).

In order to interpret what these figures mean practically, the following discussion examines the individual SAVE students' responses and compares their pre-test responses to their responses on the post-test. The control groups' responses are not discussed because they are very similar to that of the SAVE students on the pre-test, with little change occurring on the post-test.

Prior to Project SAVE approximately half of the SAVE students indicated that they would definitely not drink in each of the four different scenarios. Another quarter said they would maybe not drink, with the remaining quarter indicating that they would be likely (YES! or yes) to take a drink.

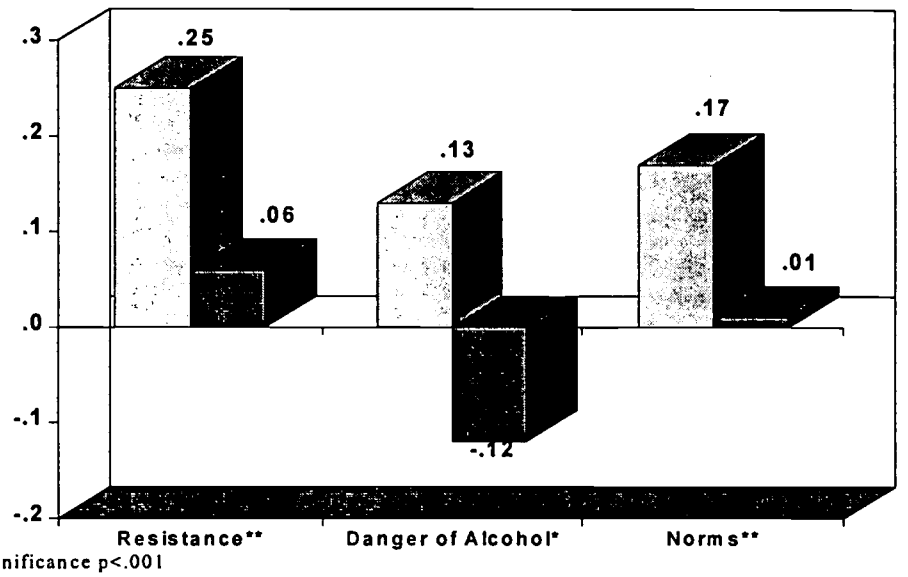
There were some differences in where students might be tempted to take a drink. The situation where they would be most likely to take a drink was: "You're watching TV at an uncle's house. He joins you and brings in a drink. He's in a good mood and offers you a sip. You know he'll tease you if you don't give it a try. Would you take a drink?" Twenty-six percent of the students said they would take a drink. Students were least likely (21%) to indicate that they would take a drink if they were in this situation: "You're walking home from school with some friends. One of them passes a bottle of alcohol around and everyone takes a drink."

Chart 2

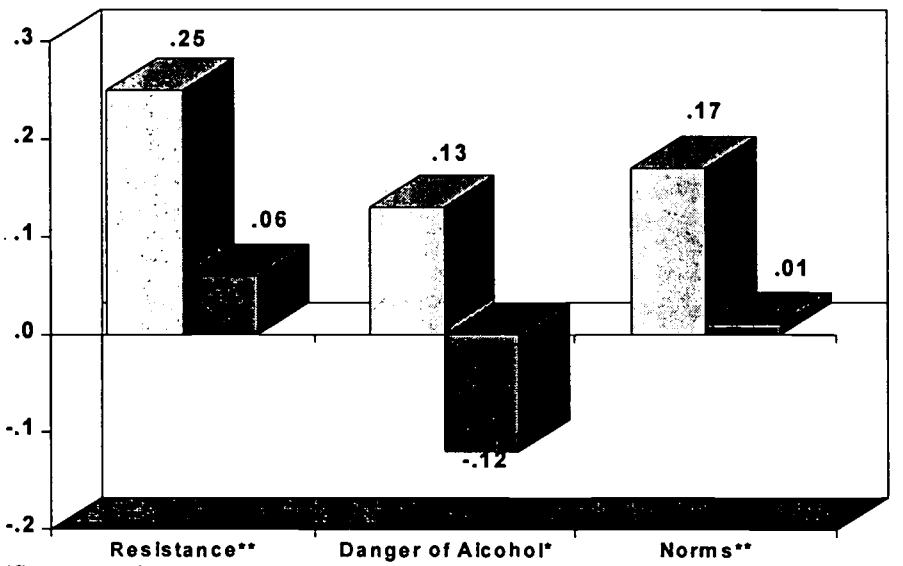
Comparison of SAVE Classes with Control Class

Average Change from Pretest to Posttest on Scales measuring:

* Ability and Skills to Resist Alcohol,
* Perceptions of Danger of Alcohol Use by Minors,
* Norms regarding Teen-Age Use of Alcohol,
* Values and Commitment regarding Personal Use, and
* Beliefs about Legal and Physical Consequences of Alcohol Use (positive scores are more desirable)



**Significance p<.001
* Significance p<.05



**Significance p<.001
* Significance p<.05

Fourth and fifth graders were the least likely to take a drink. The situation that posed the greatest difficulty for these 4th/5th graders was at an uncle's house where 17% of the 4th graders said they would take a drink.

When the post-survey results are compared, positive changes occurred in all situations among the SAVE participants and at all grade levels. Overall about 10% more students reported that they would definitely say no in all situations after they had the SAVE classes. In some cases the differences were greater. For example, before Project SAVE 46% of ninth graders said they would definitely not take a drink if they were at a friend's house. After Project SAVE 59% of these ninth graders indicated they would not drink in the same situation.

In the younger grades SAVE teaches resistance skills to students and uses small groups and role-playing to practice and reinforce these skills. In the higher grades resistance is not expressly taught since students in the focus groups indicated that they had had enough of learning to say no. But the information about alcohol appears to be having an effect on their desire to say no since students in the 9th grade showed the highest increases in resisting alcohol in all situations.

Table 11.

Changes in SAVE Students from Prior to the Program to After on Resisting Alcohol.

	Pre-Survey	Post-Survey
Resistance Scale		
Would you take a drink: (percent NO!)		
• **At party with popular kids?**	52.3%	63.5%
• **Watching TV with uncle?**	49.9%	63.4%
• **Walking home from school with friends?**	55.1%	64.9%
• **At friend's house after school?**	52.6%	65.1%

Source: Project SAVE students

Danger of Alcohol

There was a significant increase in how dangerous alcohol was perceived to be among students who participated in the SAVE program. Students were asked the following four questions: "How dangerous do you think it is for kids your age to drink beer, wine, wine coolers, and liquor." The rating categories were "very dangerous," "dangerous," "not dangerous at all." The scores were coded so that the higher scores indicate that the students perceived the beverage as more dangerous. "Don't know" responses were omitted from the analysis. A danger scale was computed giving the overall average for all four questions.

The change from pre-test to post-test is statistically significant when the SAVE classes are compared to the control classes (p=.000). On the pre-survey the SAVE classes' average for the danger scale was 2.38 (on a scale of 1 to 3), and increased to 2.51 after the program. This represents an increase of .13. In contrast, the control group's average score **declined** .12. It may be that if students are asked repeatedly about alcohol, but not given any information, they see alcohol as less dangerous. This finding underscores the importance of providing valid information about alcohol to students (Chart 2).

In order to gain a greater understanding of the data, it is important to look at how students view each of the different types of alcoholic beverages. Liquor is seen as the most dangerous, with 73% of the SAVE students rating it as "very dangerous." In contrast, only 33% rated wine coolers as very dangerous. Students in the younger graders are more likely to rate all of the beverages as more dangerous.

The largest change came with regard to beer and wine coolers. Beer was rated as "very dangerous" by 56% of the SAVE students after the program, compared to 43% prior to SAVE. Wine coolers are seen as the least dangerous type of alcohol, with 27% rating them as "not very dangerous at all" prior to the program. After the program, only 13% of SAVE students rated wine coolers as "not very dangerous at all." Ninth grade students showed the largest positive changes in their ratings of the danger of wine coolers.

Table 12.

Changes in SAVE Students from Prior to the Program to After on Dangers of Alcohol.

Danger Scale	*Pre-Survey*	*Post-Survey*
How dangerous is it for kids your age to drink: (% "Very Dangerous)		
• **Beer**	43.0%	55.6%
• **Wine**	48.3%	56.0%
• **Wine Coolers**	32.8%	42.1%
• **Liquor**	72.7%	77.9%

Source: Project SAVE students

Norms

If students believe that alcohol use and abuse is common and acceptable among their peers, they are much more likely to consume alcohol. According to Hansen (1993) changing these norms is the most critical component of an effective school-based alcohol prevention program. In order to measure if

Project SAVE was effective in changing students' norms, a scale was developed. This scale consists of four items.

The average score for the norm scale on the pre-survey was 2.97 on a scale of 4, and increased to 3.14 on the post-survey, a statistically significant change of .17 for the SAVE classes, compared to .01 for the control classes (p=.015). Thus, it appears that SAVE is changing students' norms about peer use of alcoholic beverages (Chart 2).

Some items in this scale appear to be having a bigger impact than others. The most widely held belief is that most middle schoolers have had at least one alcoholic beverage in the past month (72% of the SAVE students said YES! or yes to this statement). After the program 62% of the students continued to agree with this statement. The message seems to be getting across best to middle school students; elementary and high school students are less likely to show any change. This is an important message and one that needs to be communicated more effectively. Preliminary analysis after the first 4 pilot sites indicated that students were not getting this message and the curriculum and agent training were altered. In addition, the wording of the question was changed to gather more reliable data. This question was first worded as "Over half of 8th graders had had an alcoholic drink in the past month." A large number (41%), mostly younger students, responded that they were "not sure". In the final pilot site, El Paso, this question was reworded as "Most middle schoolers have had at least one alcoholic beverage in the past month." The "not sure" responses declined to 28%. Future analysis will be necessary to determine how well Project SAVE is doing in changing students' norms about drinking in middle school.

Most teen-agers agreed that it is not cool for teen-agers to drink alcohol; but a small segment of students (15%) indicated that they thought it was cool. There was not much change after the program, indicating that there may be a small group of students who are more difficult to reach.

Less commonly held beliefs are that it is OK for older teen-agers to drink if they don't drive (65% disagreed) and that getting drunk is normal teen-age behavior (68% disagreed). At the end of the program, 76% of the SAVE participants disagreed with these statements.

Table 13.
Changes in SAVE Students
from Prior to the Program to After regarding
Norms about Alcohol Use

Norms	*Pre-Survey*	*Post-Survey*
(% indicating NO! and no)		
• **It is cool for teen-agers to drink alcohol.**	85.2%	87.8%
• **Getting drunk is part of normal teen-age behavior.**	68.6%	76.0%
• **It is OK for older teen-agers to drink alcohol if they don't drive.**	65.2%	76.3%
• **Most middle schoolers have had at least one alcoholic beverage in the past month.**	28.0%	37.5%

Source: Project SAVE students

Values and Commitment

Personal values that are incongruent about the use of alcohol and a personal commitment not to drink are important ingredients of alcohol non-use among youth. Developing these values is a difficult task, but is one that Project SAVE appears to be accomplishing. There was a statistically significant change of .24, compared to .07 for the control classes at the p=.003 level (Chart 2).

Students do not appear to feel pressured to drink from their peers, or they are not willing to acknowledge the pressure. Most (90%) disagreed that "refusing to drink alcohol shows you are a sissy." Most (81%) agreed that "my friends will respect me if I don't drink alcohol. They also did not feel "It was OK to use a fake ID" (84%).

The greatest and probably most important change came with regard to the students' personal commitment about alcohol use. Prior to the program, 68% of the SAVE students said "I would be willing to make a pledge to myself that I will not drink alcohol before I am 21." After the program 83% agreed that they would be willing to pledge not to drink. The largest change occurred among 9th graders, where those agreeing that they would be willing to make a pledge increased from 56% to 89% after completing the program.

In addition, expectations regarding personal alcohol use in the future showed significant change. Prior to the program, 66% of the students disagreed with the statement, "I expect that I will drink alcohol when I am a senior in high school." After the program 74% of the SAVE students indicated that they expect to drink when they are seniors. The largest increase was among 9th

graders, where 54% reported that they would not drink, compared to 66% after the program.

The question about willingness to make a pledge was added in the final pre-test in El Paso. The data only include El Paso students, but early indications are that it is an important question and one that should be tracked in future evaluation efforts. This question and the question about future expectations may be combined into a personal commitment scale and tracked over the longer-term. Personal commitment, according to Hansen (1993), has the second highest correlation (after norms) with alcohol use.

Table 15.
Changes in SAVE Students from Prior to the Program to After Regarding Values about Personal Use of Alcohol.

Values	*Pre-Survey*	*Post-Survey*
(% indicating NO! and no)		
• **Refusing to drink when someone offers you alcohol shows you're a sissy.**	90.0%	90.1%
• **It is OK to use a fake ID.**	84.4%	90.4%
• **My friends will respect me if I don't drink alcohol. (inverted)**	81.1%	83.1%
• **I would be willing to make a pledge to myself that I will not drink alcohol before I am 21 (inverted).**	67.8%	82.8%
• **I expect that I will drink alcohol when I am a senior in high school.**	66.1%	74.2%

Source: Project SAVE students

Physical Consequences

There appears to be a great deal of misinformation about alcohol that is common among students. The SAVE program aims to counteract these misconceptions and help students understand the detrimental effects of all types of alcohol. The program appears to be highly effective in this regard. On the four items relating to physical consequences of alcohol, there was a statistically significant change of .27 from pre- to post-survey among SAVE classes, compared to virtually no change (-.004) among the control classes (p=.000) (Chart 2).

The items in this scale relate to the common misconceptions that students have about alcohol – that alcohol can't do that much harm and that some types of alcohol are "better" than others. Most students (87%) thought that a shot of whisky has twice the alcohol as a can of beer, and 62% agreed that wine coolers aren't as bad for you as beer of liquor. Fewer (41%) were wrong

about the statement, "The only bad things that can happen to you are getting sick or that getting a hang-over. Students do appear to be aware that alcohol can have fatal consequences. Only 14% thought that drinking alcohol can't kill you.

After completing Project SAVE there was a significant gain in knowledge in all areas, but the data show that more work needs to done: 73% continued to agree that a shot of whiskey has twice as much alcohol as a can of beer and 52% agreed that wine coolers aren't as bad as beer or liquor. The belief that a can of beer has half the alcohol of a shot of whiskey declined substantially among middle school students, but not among elementary or high school students. A large percentage of 9th graders (89%, compared to 90% on the pre-survey) still believed that a shot of whiskey has twice the alcohol as a can of beer.

Table 14.

Changes in SAVE Students from Prior to the Program to After regarding Physical Consequences of Alcohol Use.

Physical Consequences Scale	Pre-Survey	Post-Survey
(% NO! and no)		
• **Drinking alcohol can kill you (inverted).**	85.8%	93.5%
• **The only bad things that can happen when you drink alcohol is you may get sick or get a hangover.**	59.4%	69.1%
• **Wine coolers aren't as bad for you as beer or liquor.**	37.7%	47.6%
• **A shot of whiskey has twice as much alcohol as a can of beer.**	12.8%	26.5%

Source: Project SAVE students

Legal Consequences

TABC agents are the ideal representatives for teaching students about the legal consequences of alcohol use. However, the program developers realized that knowledge about the legal ramifications of underage alcohol use is not a major deterrent to use, and made this section of the curriculum a relatively small part of the whole program. Still, it appears to be having a major impact on students. Even though the scale contains only two items, it had one of the largest gains from pre-program to post-program of .38, statistically significant at the p=.000 level.

The largest gain in knowledge occurred in the following statement: "If you're at a party with alcohol, but you don't drink, you can't get in trouble with the police." On the pre-survey 39% percent of the SAVE students thought that this was correct. After completing the program, far fewer (16%) agreed with

the statement. The greatest learning appears to have occurred among 8th grade students, where 45% thought it was correct prior to the program, and only 15% afterwards.

Most students (86%) were aware that you could get in trouble with police if you buy alcohol before you're 21. This increased slightly to 90% after completing the program.

Table 15.

Changes in SAVE Students from Prior to the Program to After regarding Legal Consequences of Alcohol Use.

Legal Consequences	*Pre-Survey*	*Post-Survey*
(% indicating NO! and no)		
• **You can get in trouble with the police if you buy alcohol before you're 21 (inverted).**	86.4%	90.4%
• **If you're at a party with alcohol, but you don't drink, you can't get into trouble with the police (inverted).**	60.5%	84.3%

Source: Project SAVE students

Table 16.

Differences between Pre-Survey and Post-Survey Means for SAVE and Control Group Classes

SCALE AND ITEMS	SAVE classes (Average change)	Control classes (Average change)	Level of Significance
Resistance Scale (Would you take a drink:)	**.25**	**.06**	**.001**
• At party with popular kids?	.26	.06	.005
• Watching TV with uncle?	.29	.11	.006
• Walking home from school with friends?	.19	.03	.023
• At friend's house after school?	.26	.06	.012
Danger Scale (How dangerous is it for kids your age to drink:)	**.13**	**-.12**	**.000**
• Beer	.14	-.09	.000
• Wine	.12	-.08	.000
• Wine Coolers	.21	-.15	.000
• Liquor	.06	-.12	.000
Normative Scale	**.17**	**.01**	**.015**
• Getting drunk is part of normal teen-age behavior.	.14	-.08	.022
• Most middle schoolers have had at least one alcoholic beverage in the past month.	.19	.16	.715
• It is OK for older teen-agers to drink alcohol if they don't drive.	.20	.03	.064
• It is cool for teen-agers to drink alcohol.	.06	-.02	.251
Values Scale	**.24**	**.07**	**.003**
• My friends will respect me if I don't drink alcohol. (inverted)	.08	-.02	.236
• Refusing to drink when someone offers you alcohol shows you're a sissy.	.05	-.07	.196
• It is OK to use a fake ID.	.18	.03	.029
• I expect that I will drink alcohol when I am a senior in high school.	.20	.05	.033
• I would be willing to make a pledge to myself that I will not drink alcohol before I am 21 (inverted).	.38	-.11	.037
Physical Consequences Scale	**.27**	**.00**	**.000**
• Drinking alcohol can kill	.26	-.04	.000
• The only bad things that can happen when you drink alcohol is you may get sick or get a hangover.	.29	-.01	.004
• Wine coolers aren't as bad for you as beer or liquor.	.16	.02	.247
• A shot of whiskey has twice as much alcohol as a can of beer.	.30	.00	.012
Legal Consequences Scale	**.38**	**.04**	**.000**
• You can get in trouble with the police if you buy alcohol before you're 21 (inverted).	.14	-.02	.046
• If you're at a party with alcohol, but you don't drink, you can't get into trouble with the police (inverted).	.64	.15	.000

EVALUATIONS BY STUDENTS

Students who participated in the SAVE classes were asked a series of questions on the post-survey about the program. They were also asked to rate the TABC agents and what they learned.

Overall the ratings were very positive. They gave very high ratings to the TABC agents teaching the program. The vast majority agreed (said YES! or yes) to the following statements:

- I enjoyed the classes (92%)
- The Project SAVE teacher kept my attention (92%)
- The agent was interesting (92%)
- I learned something new (88%)

These ratings which were from the first four pilot sites were so overwhelmingly positive that we decided to add new questions to the post-survey in the final pilot in El Paso in an attempt to get more discriminatory and useful information about various aspects of the program. Again, the ratings were very high:

- Information was useful (96%)
- I liked the teacher (95%)
- I would recommend SAVE to other students (93%)
- The teacher related well to students (93%)
- Project SAVE should have more classes (92%)
- Agents kept my attention (90%)

Three other questions which were also added to this series were worded negatively, such as "I did not like the classes", as a crosscheck to see if the students were reading each item carefully. The data indicate that students are not reading each item; that they appear to feel very good about the program in general and tend to mark all YES! or yes responses without reading each statement. Another reason for the inconsistent data may be that test fatigue set in at this point in the survey since this is the last question (before demographics).

The bottom line is that the students are extremely positive about the SAVE program and the agents teaching the program.

The students were also asked about different aspects of the Project SAVE curriculum and to rate how interesting each was to them. Overall it appears that the interaction (asking questions, working in groups) along with the videos were the most interesting parts of the program. Being able to ask questions were especially appealing to the older students in the 9th grade. The 4th and 5th grade students were extremely interested in working in small groups and practicing to say no. Practicing to say no is the least favorite activity of older students in the 8th and 9th grades.

RESULTS OF FOCUS GROUPS

Focus groups were held at each school following the last Project SAVE lesson. Approximately 8 to 12 students were selected by their teachers to participate in the groups, which were held in a private room or location in the school. An Evaluator served as focus group leader for each of the sessions.

At the beginning of the group discussions, the participants were assured that their responses were confidential and told that their comments were being taped.

The focus groups discussion centered on the following topics: (see Appendix F for a complete copy of the Focus Group Discussion Guide.)

1. What did you like most about the lessons, what did you like least?
2. What information was brand new, what parts were old information?
3. Was the information appropriate for people your age; was anything below your age level? Was anything hard to understand or needed to be explained better?
4. What other alcohol programs have you received, and how does this compare?
5. What would convince you not to drink alcoholic beverage before you are 21?
6. What did you like about the TABC agent? What could he/she do to make the lessons better for other students your age?
7. How else could Project SAVE be improved?

The following presents a summary of the focus group discussions. The students' verbatim comments were transcribed and are in Appendix N.

Overview of Findings

The participants were very positive about Project SAVE. Most of all, they liked participating in the activities. As one said, "I liked being able to get involved instead of sitting there getting lectured about it." The main part that they did not like was completing the survey, especially having to do it twice. There were a few negative comments about the question regarding free lunch which was taken out of subsequent surveys.

Some of the SAVE information was new to these students, such as learning about what alcohol can do to you, but even the old information, such as how to say no, most said was useful to hear again.

Most thought the SAVE information and format was just right for their age level, and did not talk down to them or was too difficult to understand.

Many of the students had participated in other drug prevention programs. DARE was the one most frequently mentioned, while a large number couldn't remember the name of their program or were not even sure if they had participated in one. In general, the students who had a previous program did not like it as much as SAVE. Several students commented that all they did in other programs were workbooks and that DARE teachers talked down to them and were boring. They liked SAVE and its activities a lot better.

They liked the TABC agents, especially how they encouraged them to participate. "He would get you involved in the questions," said one student. The students thought the lessons were much more effective with agents instead of teachers teaching the lessons, because "the agents are more familiar with it." One student commented that, "with the teacher it is just another lesson."

The Project SAVE lessons are different depending on which grade students are in and each grade had their favorite parts and comments about the lessons they received.

4th and 5th graders were very positive about role playing and learning ways to say no. They enjoyed acting in small groups and participating as volunteers. As one 4th grader said, "I like it cause we got to do stuff and it's not just people standing in front of us, showing us stuff."

One of the most convincing aspects of the lesson about why minors should not drink alcoholic beverages was "how it can mess up your brain." They also liked the overhead which showed where alcohol goes and how it affects the body and brain. The video also made a profound impression on these elementary school students. Many of them commented that they learned that alcohol can kill you.

Some of the new information that they learned was how damaging alcohol is. There were numerous comments about how they did not know previously "how alcohol damages some of the muscles; " "can cause brain damage;" "could affect your liver;" "how it affects your body." A couple students also mentioned that they had not known that you could drink as long as you were with your parents. Other new information mentioned in several different 4th grade groups was that that they didn't know that liquor and beer had the same alcohol; that they had thought that liquor was much worse than beer.

6th and 7th graders had many favorite parts. They like the activities, such as doing the field sobriety test, acting out the situations and how to say no, and playing the truth or myth game. There were also several comments from the different 6th and 7th grade focus groups that they learned new information about wine coolers; "I never knew that wine coolers can be as harmful as wine or liquor." Old information was teaching them how to say no, but most thought it was beneficial to hear the information again.

8th graders liked the debate, "Pros and Cons." They also liked seeing the glasses with colored water simulating the different types of alcohol. They don't like being told not to drink. As one student said, "We get the point that y'all don't want us drinking; don't push it too hard." Another added, "It makes you mad and you just want to do the opposite of what they say." Another student commented, "We learn not just by listening to what they say, but actually doing, learning what it will do to you." Learning about ways to say no was especially boring to 8th grade students, since many said they had had it every year starting in 4th grade. Some of the 8th graders wanted more activities and a video. Another suggested more stories from the agents about what they have seen and experienced.

The most convincing parts about why they should not drink were regarding what alcohol does to your brain and body. Car crashes did not seem as convincing.

9th grade students were very positive about the poem and the videos. They especially liked the "Fallen Hero" video and seeing the hero and "how everyone really liked him, but he turned into a jerk when he drank." Another segment that was very powerful to 9th graders was the skit where the three kids got killed and the drunk driver had to go tell the father how they killed his son. One student commented, "I hadn't realized that by drinking you could destroy other peoples' lives, like many lives, just because you drank and got carried away."

Learning about fines was new and interesting information for these 9th graders. One stated, "I didn't know you could get a fine for holding a beer." Another commented, "I love visual learning whenever he just handed out the tickets and stuff and he showed how many there were and all of this other stuff we did, it helped me to learn."

Many of the focus group participants commented that they liked hearing "health things," such as, how alcohol affects your body, the reasons why you act messed up when you are drinking, why you get dizzy, and why all of a sudden you are swerving. They suggested that the program show more real people and how they were affected by alcohol.

Some of these freshman suggested that more time be spent in small groups, "so you can talk more freely, talk about how you feel." They also mentioned that there could have been more time, that it seemed rushed. Many wanted more than one lesson. They thought it was a good idea to present the information in 9th grade, since "people basically start drinking in high school, like with their friends, peer pressure, so I guess it is a good idea to start with freshman, getting them aware. I think they should teach it like every year at least once. They (high school students) start getting confident and think that they can handle it."

Overall the groups at all levels commented that they liked the agents teaching the class. One student said, "The agent wanted to be there. He didn't act like he just had to get through a job and get out of there." Others commented that the agents did a good job of explaining things and of keeping them interested. On the negative side, some students commented that the agents went too fast, consulted their notes too frequently, and did not leave them time to answer questions or get explanations when they didn't understand something. Many students also commented that they liked the gifts, such as pens and key chains, that agents handed out.

CLASSROOM OBSERVATIONS

Forty SAVE classes were observed by a total of 259 observers. Observers were classroom teachers, evaluators, other TABC agents, other school personnel, (principals, counselors, student teachers), and drug prevention specialists. Observers were asked to rate a number of factors related to the TABC agent's presentation of the lesson and the students' reaction to the material. A rating scale of 1 to 5 was used (1=not acceptable, 2=needs improvement, 3=meets standards, 4=exceeds standards, and 5=needs no improvement).

The evaluation form also included several open-ended questions about the presentation, including what was most effective, what was least effective, and what would improve the presentation. School personnel were also asked to rate the curriculum and to comment on whether they though the material was developmentally and culturally appropriate.

Ratings

Agents

Overall the agents received an average rating of 3.90 for all items relating to presentation (on a scale of 1 to 5). The highest ratings were for the enthusiasm of the agent (3.97). All of the other ratings were above 3.8 for the agents being well-prepared, using clear language in answering questions, interacting effectively with students, keeping students' interest, and using a variety of teaching strategies.

Ratings tended to be substantially lower in the ninth grade. There are several underlying reasons for these lower ratings. The ninth grade program consisted of only one lesson which tended to be the weakest lesson until it underwent a major revision before the final pilot test in El Paso. Second, having only one lesson did not allow the agent to develop a rapport with students and get comfortable with the material. In the other grades, the presentations tended to improve in the second lesson because the agents were more familiar with the style of presentation and with the class and school situation.

Students

The ratings related to the students averaged 3.86. The highest ratings were for students participating in the lessons (3.92). Again, the highest ratings were given to the 4th/5th grades, and substantially lower ratings to the 9th grade students. The weakness of the 9th grade lesson and the difficulty of getting 9th graders involved compared to the high interest and eagerness of 4th and 5th graders may account for these differences.

Curriculum

A total of 95 teachers, school personnel, and drug prevention specialists also observed the agents teaching the classes and rated the Project SAVE curriculum. These observers seem to be extremely positive about the program and the curriculum. Their average rating was 4.21 on a scale of 1 to 5 (4 was "exceeds standards" and 5 was "needs no improvement". The average ratings are as follows:

- Curriculum provides relevant material (4.34)
- Curriculum has interesting activities (4.24)
- Curriculum uses interactive techniques (4.22).
- Curriculum provides new material (4.03)

The 9th grade curriculum was rated the lowest (3.85), while the 8th grade curriculum received the highest ratings (4.34).

Many teachers commented on how good the videos were. There were also many positive comments about how well the agents were able to get the students involved and how the variety of activities encouraged student participation. The teachers also gave some suggestions for improvements, particularly in the 9th grade lesson. This lesson was revised substantially after the first four pilot tests, using this and other feedback.

Nearly all of the school personnel indicated that they felt the material was culturally and developmentally appropriate. Several classes were taught in bilingual classes and the teachers commented that they appreciated having agents translate phrases and key words. A few Laredo teachers commented about the importance of relating the material to the local area, such as discussing "carne asadas" where alcohol is prevalent and children are present, or students having access to alcohol across the border in Nuevo Laredo. Being able to have the program taught by TABC agents who live in the area and who are familiar with local customs and practices particularly as they relate to alcohol use by minors is another major advantage of the SAVE program.

DISCUSSION

The pilot test data indicate that Project SAVE is an effective program. Compared to similar students in the control group, students who participated in the Project SAVE lessons significantly changed in the critical variables that are related to alcohol use among minors. They were significantly more likely than students in the control group to report that they would resist alcohol in a number of different situations; that alcohol is dangerous for kids their age; that drinking is not the norm among teen-agers; that their values do not include the personal use of alcohol; and that they are more aware of the harmful physical and legal consequences of underage drinking of alcohol.

Related to the information that students are gaining is their assessment of the program and teachers. Students overwhelmingly agreed that they liked the program and would recommend it to their friends. They also were highly positive about the TABC agents teaching the classes. Both the student evaluations and focus group data indicate that the students enjoy the interactive curriculum that involves students and includes many participatory activities.

Classroom observers maintained the integrity of the program and provided useful and immediate feedback to the agents for improving their presentations. School personnel who observed the program were especially enthusiastic about the interactive curriculum. Data from the student evaluations, focus groups and classroom observations were used in revising the curriculum for the final pilot test. Thus, the rigorous pilot testing not only was extremely beneficial in providing solid data about the effectiveness of the program, but also was critical in fine-tuning and improving the program.

Through the pilot testing, we, as Evaluators, learned a great deal about the program. In order to ensure that Project SAVE continues to be an effective and meaningful program for the students of Texas, we make the following recommendations.

1. **Long-term evaluation of Project SAVE is essential.** The pilot test data indicate that the Program has a major impact on the critical norms, values, and beliefs that are related to underage alcohol use. Only longer-term evaluation can determine if these changes continue over time and, most importantly, if they translate into reduced alcohol use among minors. Because alcohol use increases as students get older, it is important to use a control group that is not receiving Project SAVE training to determine if alcohol use and binge drinking is lower among Project SAVE students compared to similar students in the control group. A suggested evaluation design for the upcoming year has been provided to and discussed with TABC personnel.

2. **Training of agents must be thorough and on going.** Interactive teaching styles are not easy to use without the proper training. They may be especially difficult for law enforcement agents who are trained to be authority figures. The Project SAVE curriculum is fast-paced and highly interactive. It demands a level of expertise and understanding of how to interact effectively with students; how to encourage them to respond and ask questions; how to diffuse potential problem situations, and a myriad of other techniques that can be effectively taught. Another must for teachers of Project SAVE is a thorough understanding of the theoretical underpinnings of alcohol prevention. Even the slight misuse of common words can undermine the effectiveness of the program. Agents must understand the latest theories and research regarding school-based alcohol prevention in order to effectively communicate with students. Even though the pilot test data indicate that the curriculum is effective, the key to continued success is the ability of the agents to deliver the curriculum in the manner it was designed. If the TABC agents are not trained well, it is likely that the program will not be effective.

3. **Classroom observations should be conducted periodically.** A major component of the pilot tests were classroom observations which were conducted and evaluated systematically. The information gained was invaluable to the agents in improving their presentation styles and fine-tuning the delivery of the material. Other agents, as well as the evaluators and school personnel, offered invaluable suggestions that helped the teaching agents improve their presentations. These observations should be continued, particularly with agents new to the program when they first present the curriculum.

4. **The integrity of the curriculum must be maintained.** The curriculum has been shown to be effective. In order to continue to effect change in students, agents must adhere to the curriculum. We noted a tendency for some agents to insert other activities and discussions into the curriculum. Many times the students enjoyed these additions, but they were not based in theory and known research regarding what is effective in alcohol prevention. There is a great deal of excellent research on what works with regard to school-based alcohol prevention programs, and the SAVE curriculum was carefully developed with these concepts as its foundation. It would be foolish to deviate from this path at this point. Periodic classroom observations, preferably by outside, unbiased, sources familiar with alcohol prevention, might be the best way to help maintain the integrity of the Project SAVE curriculum.

5. **Improvements to the evaluation design might be considered.** Bringing in a test and measurement specialist to evaluate the instruments and their reliability and validity might be a wise investment. The timeframe was extremely short at the beginning of the program and did not allow for

extensive testing of the instruments. The reliability of a few of the scales could be improved. In addition, some students in the 4th grade had difficulty with the surveys. Problems were especially noted with the Spanish version used in one bilingual class. It appears to be primarily a problem of reading ability rather than language. One suggestion is that future evaluation efforts focus on the higher grades (middle and high school students) where drinking is more likely to occur and not include 4th graders in the pre- and post-surveys.

6. **The TABC might want to consider adding sessions to the SAVE program.** Expecting a two-session program (even with two additional teacher-taught lessons) to have a major long-term effect on the widespread problem of underage drinking may be too ambitious. Even though students continue to receive additional lessons in subsequent years up through the ninth grade, studies of effective school-based programs indicate that programs need to be of greater duration. Students and school personnel who were involved in the pilot tests were in agreement that Project SAVE should have additional lessons. We realize that resource considerations at the present time do not allow for more sessions, but the TABC may want to target this effort as a goal that can be achieved in the future.

In conclusion, the Texas Alcoholic Beverage Commission with over sixty years of experience enforcing liquor laws in the state of Texas appears to have taken a major step forward in developing and implementing an effective program aimed at eliminating underage drinking of alcoholic beverages. The task ahead also is ambitious--to ensure that the program is faithfully delivered by well-trained agents and is rigorously evaluated with regard to its long-term effects.

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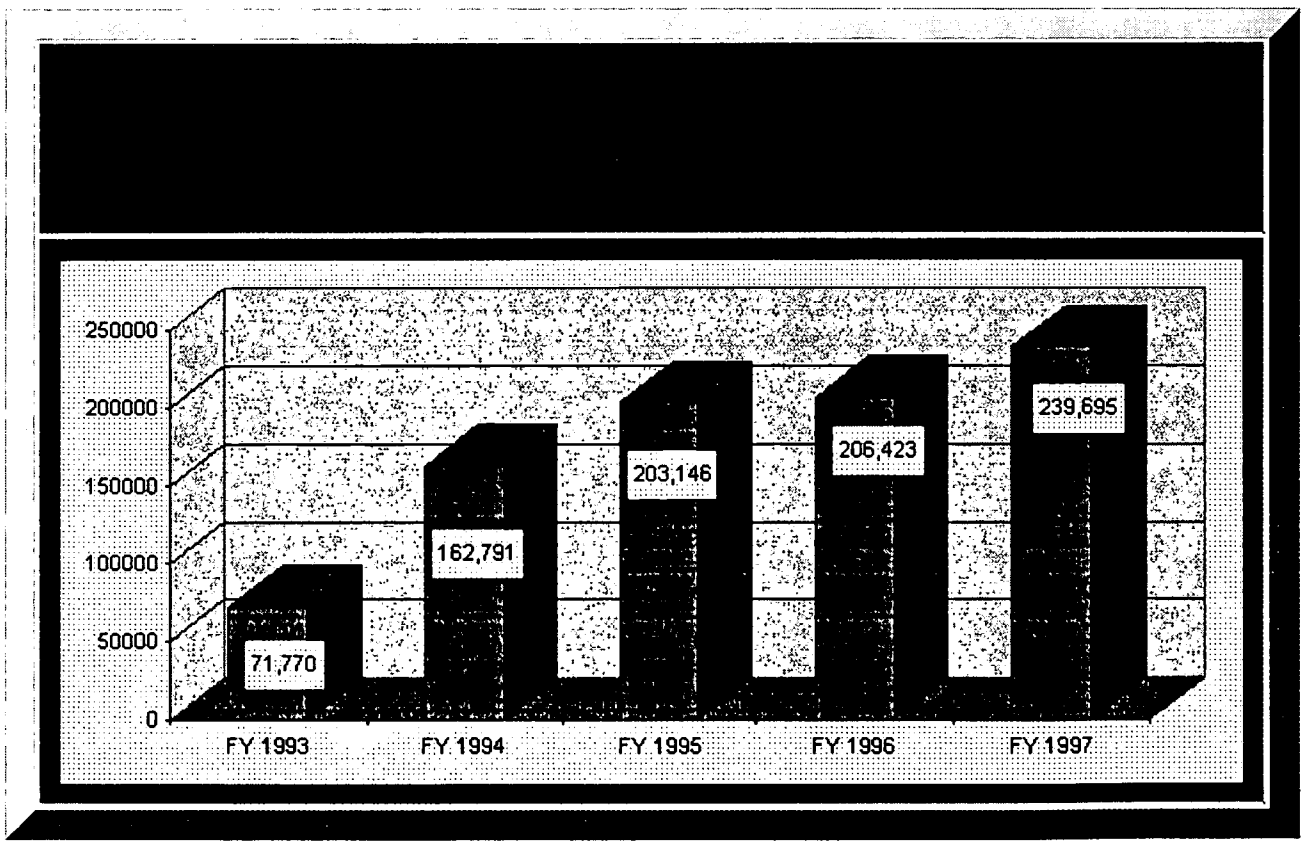
TEXAS ALCOHOLIC BEVERAGE COMMISSION

Project SAVE - An Overview

WHAT IS PROJECT SAVE?

Project SAVE (Stop Alcohol Violations Early) is a school based alcohol prevention program developed by the Texas Alcoholic Beverage Commission (TABC) to be used in Texas schools. The program is offered to students in fourth through ninth grades and teaches children not only to avoid alcohol because it is illegal for them to drink, but also teaches them how. Project SAVE instructors equip children with the necessary skills and tools to resist pressure to drink by peers, adults, society and their community. These tools have been tested by children and are proven to work in real life settings.

The message is delivered by TABC agents experienced in liquor law enforcement who present a realistic picture of the consequences of illegal underage drinking. These instructors are certified peace officers who have been specifically selected to instruct Project SAVE because of their exemplary dedication to children. They undergo a rigorous training period and are thus highly qualified to instruct the SAVE program. The participants in a SAVE program also have the added benefit of asking questions to instructors with years of experience in handling alcoholic beverage violations by minors.



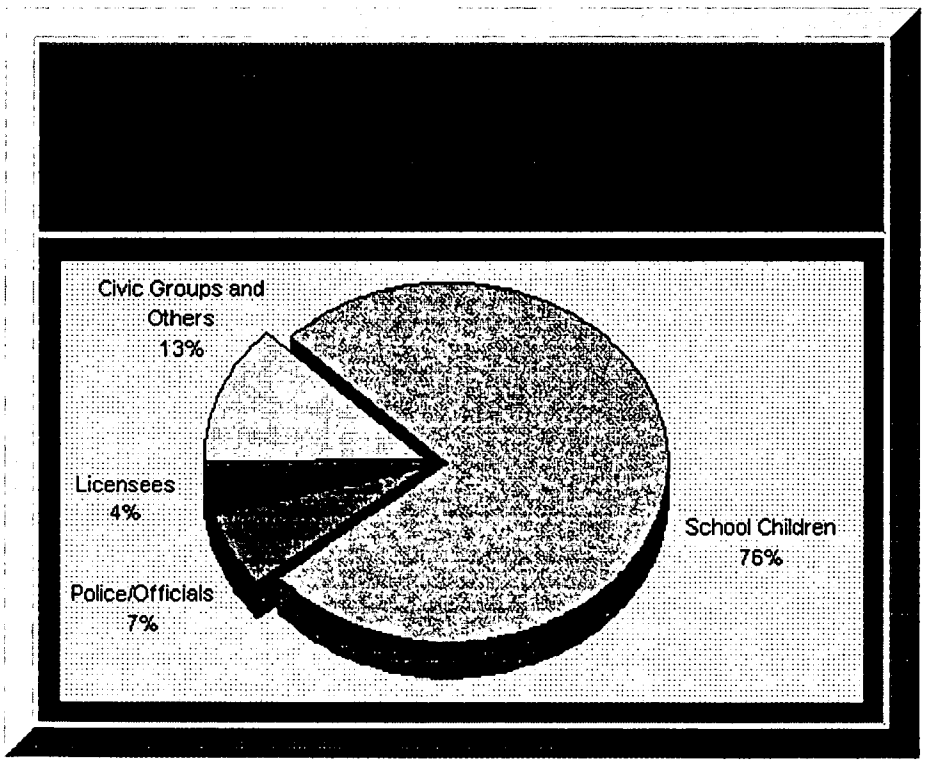
Vision Statement

To prevent illegal alcohol sales and use through public education and awareness.

Mission Statement

Project SAVE will contribute to the accomplishment of our agency's mission of ensuring the welfare, health, peace, temperance and safety of the people of Texas by implementing a strategic, statewide public education and awareness effort.

By Stopping Alcohol Violations Early, we all win.



Community Based

Project SAVE targets the entire community by offering a program not only to school children, but also to parents, community groups, faith groups, civic groups and retailers in the area. Additional liquor law training is also offered to local and state law enforcement agencies. In reaching the entire community, the Project SAVE message is more effective.

PROJECT SAVE BACKGROUND

The Project SAVE revision began in February, 1996 with the appointment of a steering committee to research and plan the revised Project SAVE curriculum. The committee was composed of enforcement agents involved in the current Project SAVE effort and headquarters staff skilled in media relations, curriculum development, coalition building, and budgeting or funding alternatives. The agency also used an expert in school based alcohol prevention programs.

In the spring of 1996, the TABC conducted research and consulted with people in the alcohol education field to determine how to revise the Project SAVE program so as to increase its effectiveness. The overall conclusion from this research is that a quick fix for preventing illegal underage drinking does not exist, and many current school based programs have a short term effect.

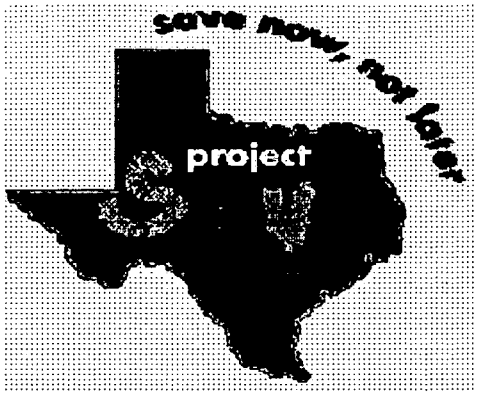
When Project SAVE was first in development in 1992, the effectiveness of school alcohol programs had not been fully evaluated or researched by people in the alcohol education field. The old Project SAVE used a one session approach in the middle school grades. The program was very popular, but the effectiveness of the program was never adequately measured. By using the recent research available on the effectiveness of alcohol prevention programs, the TABC has designed a program that is truly effective and makes a difference.

RESEARCH RESULTS

Research into the effectiveness of school based alcohol prevention programs shows:

- For school age children, a single session prevention program is ineffective toward changing beliefs or behaviors concerning underage alcohol use.
- A multiple session format with refresher sessions in successive years has proven to be the best method to alter the behavior and beliefs of students.
- The refresher sessions in successive years seem to be a significant part of a successful program.

Research has also shown that effective school alcohol programs use a combination of several concept strategies. Programs which tend to be the most effective in curbing underage drinking:



1. teach students that alcohol use is not acceptable among a majority of their peer groups,
2. obtain personal commitments (pledges) from students, and
3. teach consequences and resistance skills.

Project SAVE incorporates these concepts and strategies in the programs for school aged children.

PROGRAM EFFECTIVENESS

Project SAVE has been evaluated and tested for effectiveness by a team of experts in program evaluation. Preliminary results from the testing shows that Project SAVE has resulted in a significant increase in knowledge about alcohol and the effects of underage drinking. Tests also show a significant change in attitude concerning underage drinking. The long term effects of the program have not yet been determined.

TEACHING STRATEGIES

Active Participant Involvement

For students to learn, they must be actively involved in learning. Project SAVE instructors are trained to solicit maximum student involvement in each learning activity.

Students learn appropriate skills by making lists of reasons not to drink illegally and why people drink, performing realistic peer pressure situations, discussing behaviors from videos, writing answers to tough situational problems, and suggesting alternate behavior to illegal drinking.

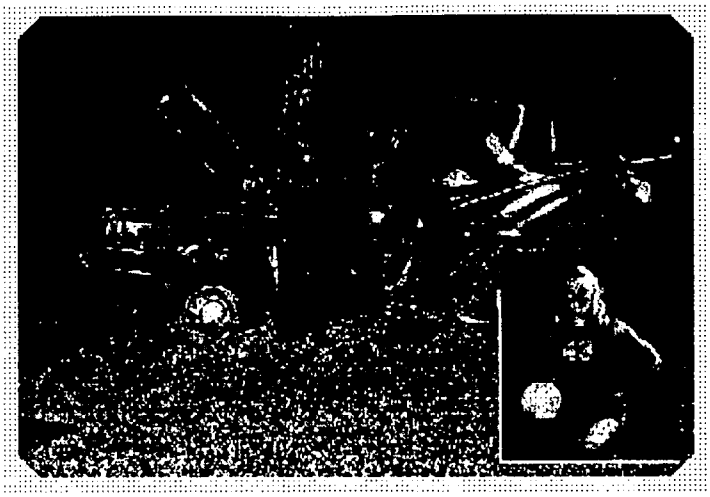
Role Models

The Project SAVE program provides opportunities for participants to observe positive role models. Videos provide realistic examples of teens and peers saying "no" successfully and the benefits of those decisions. Project SAVE instructors model resistance skills in different ways to encourage participants to find a way to say "no" that is right for them.

Pledges

Research has shown that pre-teens and teens are more likely to avoid underage alcohol use if they formally write down their personal commitment or pledge and give this pledge to a parent. At the conclusion of the SAVE program in the eighth grade, participants will be asked to pledge abstinence from alcohol until the age of 21. Ninth grade discusses why it is

important to promise yourself and your family to avoid underage drinking.



Peer Norms and Resistance Skills

Most middle and high school age children firmly believe that "everyone" drinks alcohol. In reality, statistics from the Texas Commission on Alcohol and Drug Abuse (TCADA) show that a much lower percentage of children drink despite the perception to the contrary. For example according to a recent TCADA survey, about 30% of middle school children have drunk alcohol in the last 30 days. When asked, seventh graders thought this percentage was closer to 80%.

Project SAVE encourages minors to avoid illegal underage drinking by educating them on the realistic number of their friends who drink, and relating it to saying "no."

By teaching and practicing resistance skills, students gradually learn how to avoid alcohol, deflect peer pressure and gain self confidence. By presenting a realistic picture of alcohol use and practicing how to refuse to buy into peer pressure, individual students gather the courage they need to avoid the illegal use of alcohol.

Respect

Project SAVE instructors treat all students with respect to encourage the students to be receptive and motivated. Students' participation and responses are reinforced verbally and through non-verbal signals. Students are made to feel an important part of the learning process.

Project SAVE instructors listen to each student and acknowledge what is said. They respond carefully to wrong answers by acknowledging the feeling behind the words or any true part of the statement and then presenting the correct answer. Preachy statements and long lectures are avoided to encourage student participation and a climate of respect in the classroom.

LESSON PLAN FORMAT

Lesson Objectives

Each lesson begins with the objectives of the lesson and the type of skills and information to

be learned from that lesson. These objectives are worded to show specific skills or knowledge that the participants will be able to demonstrate.

Summary of Activities

The next part of the lesson plan contains a short list of the activities contained in the session. The length of time for each activity is also be given so that the instructor can adequately plan the session time.

Preparation/Materials Needed

Each lesson plan includes a list of the materials needed for the session as well as a checklist of things the instructor needs to do to prepare for the lesson. Materials used in the lesson include videos, flip charts, VCR machines, handouts, and other related items. All materials contained in the curriculum may be reproduced as needed.

Detailed Lesson Activities

The lesson plan gives the detailed procedures for the activity. Example statements or points to be made, statements of positive reinforcement and positive correction are included to help the instructor present the lesson in a consistent manner. Materials are listed as needed during the activity.

Lessons use cooperative learning groups, hands-on activities, videos, games and other activities designed so students are involved and actively participate throughout the program.

Handouts and Visual Aids

Examples of all visual aid materials referenced in the lesson plan are included in the curriculum, in order that the instructor may duplicate the material for future sessions, if needed. Transparencies are provided and if a flip chart is required, the example format is given. A video summary is also given in the visual aid section.

Teacher Follow-up Activities/Materials

The curriculum contains detailed teacher follow-up activities and materials which the SAVE instructor leaves with the classroom teacher. SAVE instructors meet with school principals and classroom teachers prior to giving lessons. In these meetings, classroom teachers receive a packet of information including the teacher's responsibility during SAVE presentations, the pre-survey, the teacher follow up activities and the optional activities contained in the packet. The instructor spends time with the classroom teacher to explain the importance of using these materials. Teachers who use these follow-up activities contribute to the program's effectiveness and the likelihood of delaying or preventing underage alcohol consumption.

The statewide testing program administered by the Texas Education Agency is the Texas Assessment of Academic Skills (TAAS). To assist students in developing higher order thinking skills, TAAS activities are presented for the classroom teacher to use as an optional homework or classroom instructional tool. Teacher packets for grades 4 through 8 also contain optional worksheets structured as TAAS practice sheets.

LESSON DELIVERY

The lessons in Project SAVE are designed to be taught consecutively. However, if a student misses a lesson, the other lessons review the material so he or she won't miss an important part of the program.

- Presenters in Your Area
- Brochures
- TABC Underage Drinking Programs

questions@tabc.state.tx.us

Last Updated June 15, 1998

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