| The following inventory of prevention programs and strategies is intended to serve as an initial list of programs that qualify for the State Seal of Approval for universal or selective substance misuse prevention.  This list is in no way intended to be a comprehensive inventory, but instead serves as a working inventory of programs and strategies that meet the expectations of the State Seal of Approval based on the requirements identified.  This list is populated by programs meeting the “required rating” in each of 7 identified clearinghouse registries as of 11/20/18. This list will be updated annually to include or eliminate programs that may be added or deleted from the identified clearinghouse registries as each is updated. | | | | |
| --- | --- | --- | --- | --- |
| Program Name | Program Type | Evidence  Base Registry | Description | Rating |
| LifeSkills Training Program | School Based Curriculum | [Blueprints](https://www.blueprintsprograms.org/factsheet/lifeskills-training-lst) | A school-based classroom intervention to reduce the risks of alcohol, tobacco, drug abuse, and violence by targeting social and psychological factors associated with initiation of risky behaviors. Teachers deliver the program to elementary, middle, and/or junior high school students in 24 to 30 sessions over three years. Students in the program are taught general self-management and social skills and skills related to avoiding substance use. | Model Plus |
| The Blues Program | School Based Counseling  Social Work | [Blueprints](https://www.blueprintsprograms.org/factsheet/lifeskills-training-lst) | A program intended to actively engage high school students with depressive symptoms or at risk of onset of major depression, includes six weekly one-hour group sessions and home practice assignments. Weekly sessions focus on building group rapport and increasing participant involvement in pleasant activities (all sessions), learning and practicing cognitive restructuring techniques (sessions 2-4), and developing response plans to future life stressors (sessions 5-6). In-session exercises require participants to apply skills taught in the program. Home practice assignments are intended to reinforce the skills taught in the sessions and help participants learn how to apply these skills to their daily life. | Model |
| Positive Action | School Based Curriculum Climate | [Blueprints](https://www.blueprintsprograms.org/factsheet/lifeskills-training-lst) | A school-based program that includes school-wide climate change and a detailed curriculum with lessons 2-4 times a week—approximately 140 15-minute lessons per grade K-6 and 82 15-20 minute lessons per grade 7 and 8. Lessons for each grade level are scripted and age-appropriate. The contents delivered through the climate development and counselor kits reinforce the classroom curriculum by coordinating the efforts of the entire school in the practice and reinforcement of positive actions. | Model |
| Project Towards No Drug Abuse | School Based Curriculum | [Blueprints](https://www.blueprintsprograms.org/factsheet/lifeskills-training-lst) | A drug prevention program for high school youth who are at risk for drug use and violence-related behavior. The current version of the Project TND curriculum contains twelve 40-minute interactive sessions taught by teachers or health educators over a 3-week period. Sessions provide instruction in motivation activities to not use drugs; skills in self-control, communication, and resource acquisition; and decision-making strategies. The program is delivered universally and has been used in both traditional and alternative, high-risk high schools | Model |
| ATLAS | School Based Curriculum | [Blueprints](https://www.blueprintsprograms.org/factsheet/lifeskills-training-lst) | A drug prevention and health promotion program for adolescent high school athletes that emphasizes the negative impact of anabolic steroids, alcohol, and other drugs on immediate sports performance. The program is integrated into team practice sessions and consists of a seven-session classroom curriculum and seven weight room skill training sessions. Coaching staff or surrogates administer the classroom curriculum which includes subjects such as risk factors of steroid use, strength training and sports nutrition, as well as skills to refuse steroids and other substances. In addition, nutritional recommendations and false claims of over the counter supplements are discussed. Parents attend a single evening meeting centered on program goals. | Promising |
| Coping Power | School Based Curriculum, Parent/Student Sessions | [Blueprints](https://www.blueprintsprograms.org/factsheet/lifeskills-training-lst) | The program consists of two components (Parent Focus and Child Focus) designed to impact four variables that have been identified as predicting substance abuse (lack of social competence, poor self-regulation and self-control, poor bonding with school, and poor caregiver involvement with child). The program's Child component emphasizes problem-solving and conflict management techniques, coping mechanisms, positive social supports, and social skill development. The Parent component teaches parents skills to manage stress, identify disruptive child behaviors, effectively discipline and reward their children, establish effective communication structures, and manage child behavior outside the home. Coping Power is a 16-month program delivered during the 5th and 6th grade school years. Groups are led by a school-family program specialist and a guidance counselor.  There is also a universal intervention, known as Coping with Middle School Transitions. This program consists of two components: Parent Meetings and Teacher In-service Meetings. These two components are designed to promote home-school involvement, address parents' upcoming concerns about the transition to middle school, and address the four identified predictors of substance use.  A stand-alone universal version adapts the program for all elementary-school children with some changes in activities to encourage participation of all children in the classroom. certified Coping Power Program psychologist and teacher deliver the intervention. The program does not include the parent component and makes changes to fit the whole classroom but otherwise is said to be essentially the same as the original. | Promising |
| EFFEKT | School Based Parent Education | [Blueprints](https://www.blueprintsprograms.org/factsheet/lifeskills-training-lst) | A program to reduce teenage alcohol use by changing the attitudes of their parents. Parents are encouraged to communicate zero-tolerance policies about alcohol use to their children. Information is disseminated to the parents at school meetings at the beginning of each semester and through regular letters sent home throughout the middle-school year. Parents are also sent catalogs detailing organized activities taking place in the community so that children have a constructive way to use their time. | Promising |
| Familias Unidads | School Based Prevention Intervention | [Blueprints](https://www.blueprintsprograms.org/factsheet/lifeskills-training-lst) | A multilevel family-based intervention designed to prevent problem behaviors in Hispanic adolescents. The program engages Hispanic immigrant parents in an empowerment process in which they first build a strong parent-support network and then use the network to increase knowledge of culturally relevant parenting, strengthen parenting skills, and then apply these new skills in a series of activities designed to reduce risks frequently found in poor, urban environments. The program is influenced by culturally specific models developed for Hispanic populations in the United States, and is delivered primarily through multi-parent groups, which aim to develop effective parenting skills, and family visits, during which parents are encouraged to apply those skills while interacting with their adolescent. The multi-parent groups, led by a trained facilitator, meet in 8 to 9 weekly 2-hour sessions for the duration of the intervention. The program also includes 4 to 10 1-hour family visits. | Promising |
| Guiding Good Choices | School Based Parent/Student Sessions | [Blueprints](https://www.blueprintsprograms.org/factsheet/lifeskills-training-lst) | A family competency training program for parents of children in middle school. The program contains five-sessions, with an average session length of 2 hours each week. Children are required to attend one session that teaches peer resistance skills. The other four sessions are solely for parents and include instruction on: (a) identification of risk factors for adolescent substance abuse and a strategy to enhance protective family processes; (b) development of effective parenting practices, particularly regarding substance use issues; (c) family conflict management; and (d) use of family meetings as a vehicle for improving family management and positive child involvement. | Promising |
| Project Northland | School Based Curriculum, Peer Leadership, Youth-driven Extra-curricular Activities, Parent Involvement, Community Activism | [Blueprints](https://www.blueprintsprograms.org/factsheet/lifeskills-training-lst) | A six-year intervention delivered over seven academic years from middle to high school, but a shortened, 3-year version may also be used in grades 6, 7, and 8. It is a multi-level intervention to include demand (individual level) and supply (environmental level) reduction strategies. Its main intervention components include classroom curricula, peer leadership, youth-driven extra-curricular activities, parent involvement programs, and community activism. | Promising |
| Raising Healthy Children | School Based Multi-Component | [Blueprints](https://www.blueprintsprograms.org/factsheet/lifeskills-training-lst) | A multifaceted program with separate components targeting classroom teachers, parents, and students to promote opportunities, skills and recognition in developmentally appropriate ways from grades 1-12. The goal is to decrease the negative impact of the student in the classroom by providing services to the family. The teacher program includes a series of workshops for instructional improvement in classroom management. Parent training and involvement include five-session parenting group workshops, selected topic workshops, and in-home problem-solving sessions.  The student intervention consists of summer camps targeting students with academic or behavioral problems who are recommended by teachers or parents. In addition, in-home services are provided for students referred for behavior or academic problems. | Promising |
| Sport Prevention Plus Wellness | School Based Multi-Component | [Blueprints](https://www.blueprintsprograms.org/factsheet/lifeskills-training-lst) | A health promotion program for high school adolescents to improve their physical fitness, nutrition, and sleep habits, and avoid alcohol, tobacco and drug use. SPORT content highlights the positive image benefits of an active lifestyle by showing youth as active and fit, and emphasizes substance abuse as counterproductive to achieving positive image and behavior goals. The program consists of an in-person health behavior screen, a one-on-one consultation with the teens, a take-home fitness prescription targeting adolescent health promoting behaviors and alcohol use along with its risk and protective factors, and a flyer reinforcing key content of the consultation mailed to the home. Although materials developed by the program designer are available in a group and a one-on-one format, as well as a parent-implemented kit, only the one-on-one version is certified by Blueprints as it is the version that was used in the evaluation that met Blueprints quality standards. | Promising |
| Strong African American Families Program | School Based Parent/Student Sessions | [Blueprints](https://www.blueprintsprograms.org/factsheet/lifeskills-training-lst) | A 7-week interactive educational program for African American parents and their early adolescent children, age 11. The intervention program is based on an empirical model of the processes linked to psychological adjustment, substance use and high-risk behavior in rural African American youth. The SAAF program is designed to strengthen positive family interactions and to enhance parents’ efforts to help their children establish and reach positive goals during this critical transition between childhood and adolescence. | Promising |
| Active Parenting of Teens: Families in Action | School Based Parent/Student Sessions | [CEBC](http://www.cebc4cw.org/) | A school- and community-based intervention for middle school-aged youth designed to increase protective factors that prevent and reduce alcohol, tobacco, and other drug use; irresponsible sexual behavior; and violence. Family, school, and peer bonding are important objectives. The program includes a parent and teen component. The parent component uses the curriculum from Active Parenting of Teens. | 3 |
| Parenting Wisely | School Provided Self-Administered Parents/Students | [CEBC](http://www.cebc4cw.org/) | A self-administered, highly interactive computer-based program that teaches parents and children, ages 10-18, skills to improve their relationships and decrease conflict through support and behavior management. The program utilizes a DVD for group administration or an interactive online program for individual administration with ten video scenarios depicting common challenges with adolescents. The program operates as a supportive tutor pointing out typical errors parents make and highlighting new skills that will help them resolve problems. Computer experience or literacy is not required. Parents and children can use the program together as a family intervention. | 3 |
| Too Good for Drugs | School Based Curriculum | [WWC](https://ies.ed.gov/ncee/wwc/) | Designed to promote elementary and middle school students’ life skills, character values, resistance skills to negative peer influence, and resistance to the use of illegal drugs, alcohol, and tobacco. The program is based on classroom discussions and structured activities that center on interactive learning and skill-building exercises. Students engage in role-play and cooperative learning games and are encouraged to apply the skills to different contexts. Too Good for Drugs™ also includes the optional elements of parental and community involvement. | Potentially Positive |
| Connect With Kids | School Based Curriculum | [WWC](https://ies.ed.gov/ncee/wwc/) | Aims to promote prosocial attitudes and positive  behavior of elementary (grades 3–5) and secondary (grades  6–12) school students by teaching core character values. Lesson plans include videos, story summaries, discussion questions, student games, and activities for both core and supplemental character traits. The classroom curriculum is reinforced by a website component and a schoolwide and community outreach components. The program can be incorporated into an existing curriculum or used as a standalone program. The school or teacher decides on the number of character traits covered in each session, so the program duration may vary from one semester to an entire academic year. | Potentially Positive |
| Linking the Interests of Families and Teachers (LIFT) | School Based Multi-Component | [Crime](https://www.crimesolutions.gov/)  [Solutions](https://www.crimesolutions.gov/) | The program has three main components: 1) classroom-based child social skills training, 2) the playground Good Behavior Game (GBG), and 3) parent management training. It also focuses on systematic communication between teachers and parents. To facilitate communication, a “LIFT line” is implemented in each classroom. The LIFT line is a phone and an answering machine in each classroom that families are encouraged to use if they have any questions for the teachers or have concerns they wish to share. Teachers could also use the LIFT line to record daily messages about class activities, which could be accessed by parents. | Effective |
| Team Games Tournaments Alcohol Prevention | School Based Curriculum | [Crime](https://www.crimesolutions.gov/)  [Solutions](https://www.crimesolutions.gov/) | Students take part in a 4-week educational program providing alcohol information and encouraging the application of these concepts in the youths’ lives. All activities emphasize the use of peer support to enhance learning and the acceptance of responsible attitudes toward drinking. Alcohol education units are presented for 50 minutes each day for 4 weeks. During the first 3 days of each week, discussions and participatory activities cover alcohol-related concepts. On the fourth day, students work in their TGT teams to complete worksheets in preparation for the tournament. The tournament is held on the fifth day.  The tournament games are designed to assess and reinforce class lessons through short-answer questions. | Effective |
| Active Parenting of Teens: Families in Action | School Based  Parent/Student Sessions | [Crime](https://www.crimesolutions.gov/)  [Solutions](https://www.crimesolutions.gov/) | Program includes several components or modules, which promote youths’ attachment to their family, school, and prosocial peers. These address a wide range of topics, including parent–child communication, positive behavior management, adolescent alcohol and tobacco use, interpersonal relationships for adolescents, school success, family fun activities, and enhancement of adolescent self-esteem.  The program is offered several times each year in middle and junior high schools as an afterschool activity. There are six 2½-hour sessions. Sessions are administered once a week for 6 weeks. Typically, the sessions are held in classrooms on weekday evenings, with groups ranging from 5 to 12 families. The core instructional component is the use of videotaped vignettes that show different families handling a variety of problems. There is also a parent handbook and an accompanying student handbook and curriculum. | Promising |
| The Michigan Model for Health | School Based Curriculum | [Crime](https://www.crimesolutions.gov/)  [Solutions](https://www.crimesolutions.gov/) | A comprehensive health education curriculum that targets K–12 students utilizing a skills-based approach. Age-appropriate and sequential lessons focus on the most serious health challenges school-aged children face: (1) social and emotional health; (2) nutrition and physical activity; (3) alcohol, tobacco, and other drugs; (4) personal health and wellness; (5) safety (unintentional injuries and violence); and (6) HIV. The goal of the curriculum is to teach students the knowledge and skills they need to build and maintain healthy behaviors and lifestyles. | Promising |
| The Model Smoking Prevention Program | School Based Curriculum | [Crime](https://www.crimesolutions.gov/)  [Solutions](https://www.crimesolutions.gov/) | A smoking prevention program designed to promote awareness and knowledge of the harms of tobacco use among school-aged children. The goals of MSPP are to 1) help youths identify the reasons why their peers smoke (e.g., peer pressure, advertising, lack of self-confidence); 2) provide resistance tools they can implement; and 3) emphasize the value of social support for resistance through peer leadership activities. Over six classroom sessions, the program provides educationally based strategies to help students abstain from tobacco use. | Promising |
| All Stars,  Strengthening Families | School Based Curriculum | NREPP | A school-based program for adolescents age 11-14. The program is designed to prevent substance abuse and other high risk behaviors as well as promote healthy and positive behaviors. All Stars "Core" includes thirteen 45-minute class sessions delivered on a weekly basis by teachers. All Stars "Plus" includes twelve 45-minute lessons designed to expand instruction on "Core" on decision-making, goal setting, and peer pressure resistance skills training.. The program evaluation found no statistical significance between the control and experiment group for violence, substance abuse or sexual activity unless combined with Strengthening Families 10-14 | Promising |
| Good Behavior Game | School Based Curriculum | [Blueprints](https://www.blueprintsprograms.org/factsheet/good-behavior-game) | A classroom-based behavior management strategy for elementary school that teachers use along with a school's standard instructional curricula. GBG uses a classroom-wide game format with teams and rewards to socialize children to the role of student and reduce aggressive, disruptive classroom behavior, which is a risk factor for adolescent and adult illicit drug abuse, alcohol abuse, cigarette smoking, antisocial personality disorder (ASPD), and violent and criminal behavior.  GBG is played three times a week for 10 minutes each time during periods of the day when the classroom environment is less structured and the students are working independently of the teacher. Game periods are increased in length and frequency at regular intervals; by mid-year the game may be played every day. | Promising |
| Strengthening Families | School-Based Curriculum/Family Based | [Blueprints](https://www.blueprintsprograms.org/factsheet/strengthening-families-10-14) | A 7-session group parenting and youth skills program that includes separate weekly parent effectiveness training and child skills-building sessions, followed by a joint family session to promote good parenting skills and positive family relationships, proven to reduce aggressive and hostile behavior, substance abuse in adolescence, and improve family relationships. | Promising |
| Positive Family Support: Family Check-Up | School Based Multi-Component | [Blueprints](https://www.blueprintsprograms.org/factsheet/positive-family-support) | A three-tiered intervention implemented in middle schools. The first level is a universal component that involves the establishment of a family resource center and the implementation of a six-week prevention curriculum. The second tier is Family Check-Up, an assessment and brief motivational interview component for students identified as at-risk. The third tier is the Family Intervention Menu, which directs parents of substance-using adolescents to treatment options, parenting groups, and family therapy sessions. | Promising |
| Families and Schools Together (FAST) | Family Based | [Crime](https://www.crimesolutions.gov/)  [Solutions](https://www.crimesolutions.gov/) | A prevention and early intervention program that helps children succeed by empowering parents, connecting families, improving the school climate and strengthening community engagement. The intervention consists of an active outreach phase to engage and recruit families; 8 weeks of multifamily group meetings, each about 2.5 hours long; and 2 years of monthly, parent-led group meetings. The 8 weekly sessions follow a preset schedule and include activities such as family communication and bonding games, parent-directed family meals, parent social support groups, between-family bonding activities, one-on-one child-directed play therapy, and opening and closing routines modeling family rituals. | Effective |
| Early Risers | Community Based Multi-Component | [Crime](https://www.crimesolutions.gov/)  [Solutions](https://www.crimesolutions.gov/) | A multicomponent, developmentally focused, competency-enhancement program that targets 6- to 12-year-old elementary school students who are at high risk for early development of conduct problems, including substance use. The program uses integrated child-, school-, and family-focused interventions, coordinated by a family advocate, to move high-risk children onto a more adaptive developmental pathway. Three parts: summer camp, school year friendship groups, and school support. The summer camp consists of 24 hours each of social-emotional skills training, reading enrichment and motivation, and creative activities, all supported by behavioral management protocols to build and support social, emotional, problem-solving, and peer friendship skills. | Promising |
| Universal School Based Screening, Brief Intervention, and Referral to Treatment (SBIRT) | School Based Other | [Promising Practice (NIH)](https://www.ncbi.nlm.nih.gov/pubmed/29317825) | An evidence-based practice used to identify, reduce, and prevent problematic use, abuse, and dependence on alcohol and illicit drugs within a clinical setting. Universal school based SBIRT focuses on prevention, early detection, risk assessment, brief counseling and referral for assessment that can be utilized in the school setting. While this program focuses on reinforcing healthy decisions and addressing concerning behaviors around substance use with the goal of improving health, safety and success in school. The use of a validated screening tool will enable school health teams to detect risk for substance use related problems and brief intervention strategies will help to address these concerns at an early stage in adolescents. |  |
| Alternative Events for Youth | School Based/Community Based Event | [WYSAC](https://www.wishschools.org/resources/Catalog%20of%20Environmental%20Prevention%20Strategies_Final4%20Wyoming.pdf) (Limited impact) | This strategy focuses on providing alternative drug- and alcohol-free activities on "high risk nights," such as after prom or after graduation.  Examples of alternative activities include open gym and movies held at school, dances, ski trips, and other recreational activities. Youth involvement in planning alcohol-free activities may be an effective way to create well attended events, as well as prevent alcohol use among youth (Komro et al., 1996). |  |
| Media Literacy Programs  ([Media Detective](http://irtinc.us/Products/MediaDetective/Findings.aspx), [Media Ready](http://irtinc.us/Products/MediaReady/Findings.aspx)) | School Based Curriculum/Other | [Crime](https://www.crimesolutions.gov/)  [Solutions](https://www.crimesolutions.gov/) | Media literacy helps people ask questions about what they watch, see, hear, and read. It helps them critically assess how the mass media normalize, glamorize, and create role models for unhealthy lifestyles and behaviors, such as smoking. Media literacy involves examining the techniques, technologies, and institutions involved in media production; critically analyzing media messages; and recognizing the role that audiences play in attaching a meaning to those messages. The idea is that teaching people to recognize how a message tries to influence them will lessen the impact of that message. On a broader level, media literacy can be viewed as a form of protection or "inoculation" against unhealthy behaviors shown in the media (Centers for Disease Control and Prevention, 2003). | Promising |
| [Positive Social Norms](https://socialnorms.org/social-norms-approach/) | School Based Community Based Other | [National Social Norms Resource Center](http://www.socialnormsresources.org/pdf/Guidebook.pdf) | The positive social norms approach to prevention is to gather credible data from a target population and then, using various health communication strategies, consistently tell that population the truth about actual norms of health, protection, and the avoidance of risk behaviors. With repeated exposure to a variety of positive, data-based messages, the misperceptions that help to sustain problem behavior are reduced, and a greater proportion of the population begins to act in accord with the more accurately perceived norms of health, protection, and safety. As the percentage of the target population that misperceives the level of peer substance use declines, the level of actual substance use in the population declines as well, even though overestimation of peer substance use will likely continue (Haines, Perkins, Rice, & Barker, 2005). |  |
| Social Marketing | School Based Community Based Other | [What Works for Health](http://whatworksforhealth.wisc.edu/index.php) | Mass media campaigns employ brief, recurring messages over time (weeks to years) to provide information or motivation to a specific target audience (children, adolescents, parents) with the goal of increasing or improving health behaviors. Mass media techniques primarily include broadcast messages on television and radio, although other formats such as billboards, print, and movies have been used. Campaigns can focus on messages targeting children and adolescents or can include such messages as part of an overall anti-alcohol, -tobacco, and -other drug effort (for example, including messages targeting tobacco users to increase cessation and messages about reducing exposure to secondhand tobacco smoke) (Task Force on Community Preventive Services, 2005). | Scientifically Supported |
| Policy Assessment and Development | School Based Other | [What Works for Health](http://whatworksforhealth.wisc.edu/index.php) | The targeted assessment, review, revision, and establishment of policies/practices/protocol related to substances or substance related behaviors from a public health lenses. This may include considerations for less punitive, strength based, pro-social, and service/support minded approaches that promote healthier decision making around substance related issues. | Some Evidence |
| PROSPER | School Based Community Based Multi-Component | [Blueprints](https://www.blueprintsprograms.org/factsheet/prosper) | A partnership-based prevention model designed to help communities implement effective programs to reduce substance use and problem behaviors in youth. In addition to supporting program delivery, the model includes needs assessments, quality monitoring, sustainability strategies, and evaluation. Communities participating in PROSPER form local teams consisting of staff from the Cooperative Extension System (CES); representatives from the public school system and service providers; youth and parents; and other community stakeholders. University researchers and CES staff partner with the local teams and provide a menu of effective programs, technical assistance, coordination, and other supports. Local teams select and implement a family-based program for students in 6th grade and a school-based program in 7th grade from the menu of effective practices. | Promising |