

2016

# Evidence-Based Practice Selection and Planning Workbook

The Evidence-Based Practice Selection and Planning Workbook provides an overview of the Evidence-Based Practice Workgroup and an approved list of evidence-based practices for Idaho.



# Acknowledgements

This workbook is the result of a collaborative effort by the members of the Idaho Strategic Prevention Framework (SPF) Evidence-Based Practices (EBP) Workgroup. The workgroup is made up of the following members and organizations:

<b>Evidence Based Practice Workgroup (EBP)</b>	
<b>Name</b>	<b>Agency</b>
Sharlene Johnson	Office of Drug Policy
Stephanie Lindsay	Office of Drug Policy
Nicole Fitzgerald	Office of Drug Policy
Monty Prow	Department of Juvenile Correction
Janeena Wing	Department of Correction
Matt McCarter	Department of Education
Rob Owens	Idaho Supreme Court
Taunya Jones	Idaho Supreme Court
Janet Reis	Center for Health Policy
Jamie Lou Delavan	Department of Health and Welfare

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# Introduction

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## What is an Evidence-Based Practice?

In substance abuse prevention, evidence-based practices (EBP) generally refer to approaches that are validated by documented evidence. EBPs stand in contrast to approaches that are based on tradition, convention, belief, or anecdotal evidence.

## What is the Purpose of this Document?

The purpose of the Evidence-Based Practice Selection and Planning Workbook is to provide Strategic Prevention Framework (SPF) and Substance Abuse Prevention Block Grant (SABG) grantees with a set of guidelines for choosing the most appropriate and best fitting prevention strategies and programs for their community, see Appendices B and C, respectively. This document includes a list of approved EBPs compiled by the EBP Workgroup (EBPW). Grantees are invited to select EBPs from this listing. In the event that an EBP is not included on the approved list, the grantee may submit an application to the EBPW for approval. That process will be discussed further in Appendix D.

## How Does this Document Fit within the SPF Model?

The first two stages of the SPF model are assessment and capacity. During these stages, grantees gather information to determine the community's problems, root causes and local conditions, select priorities, and complete logic models for each problem. To ensure a greater likelihood of success for a community, this document is designed to help grantees select strategies that complement the community's specific needs as addressed in the assessment and capacity phases. Needs, priorities, community readiness, coalition capacity, and existing prevention efforts should all be evaluated before selecting a strategy.



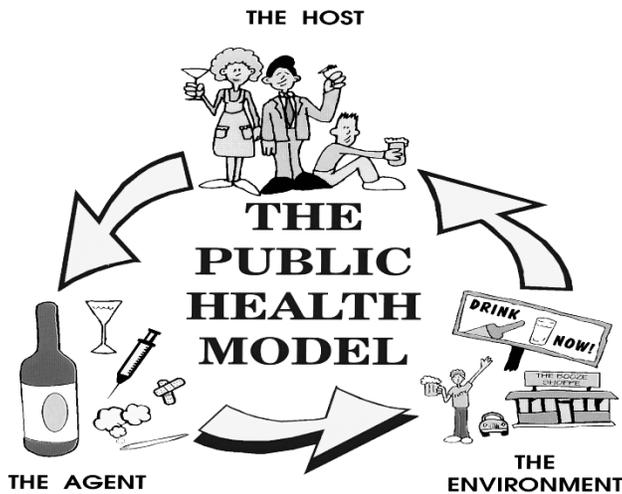
## Who should be Involved in the Strategy Selection Process?

Similar to the assessment and capacity phases, the entire coalition should have input when selecting evidence-based prevention strategies. People support what they help create. By involving all coalition members in the selection process, it will provide each member the chance to help develop the coalition's strategic plan for prevention.

# Prevention Models

## Public Health Model

The Public Health Model demonstrates the relationship that substance abuse can have on the



(New Mexico Assessment Training Manual, 2006)

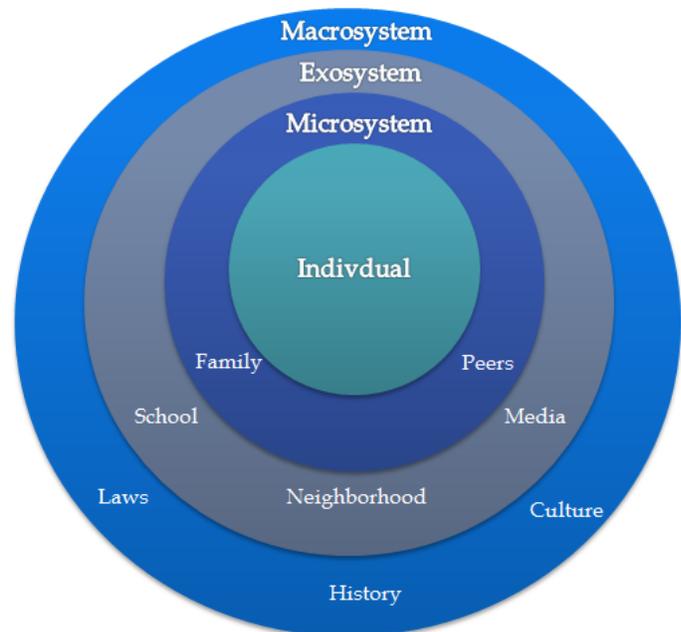
individual. Three components play a role in substance use and abuse: the host, the agent, and the environment. The host is the person affected by substance use, the environment is the situation in which substance use occurs, and the agent is the substance used. It takes all three components of the Public Health Model to develop a substance abuse problem within the community. To combat substance use and abuse, prevention efforts must be targeted at one or more areas of the Public Health Model.

the SPF, grantees may have been encouraged to work within four identified prevention domains: individual, family, school, and community. Now, SPF funded coalitions may continue to work within these domains, but will be required to focus on strategies that will bring about environmental change.

The Public Health Model embraces a comprehensive approach to community change. Manipulating the community greatly impacts prevention efforts. Prior to

## Social-Ecological Model

Before choosing a strategy, it is appropriate to determine what will likely stimulate the greatest changes to a community's root causes, local conditions, and prevention priorities. A comprehensive prevention plan should identify a mix of strategies that target local conditions in multiple contexts and levels. The Social-Ecological Model (Bronfenbrenner, 1979) is a multi-faceted public health model grounded in the belief that to achieve sustainable changes in individual behavior, prevention efforts must target the social and ecological environment that individuals interact with.



The social-ecological model consists of four levels that a prevention effort should strive to impact. The four levels consist of:

### **Individual**

The individual level encompasses the knowledge, attitudes, and skills of the individuals within the target population. This level can be influenced by individual-level interventions (such as educational and skill-building programs) as well as environmental interventions such as media and social marketing campaigns. An example of an individual level intervention would be a program for high-risk students to improve self-confidence and skills to resist alcohol and drugs.

### **Microsystem**

The microsystem is comprised of the relationships that impact the individual. This level includes the family, friends, and peers of the individuals within the target population. The microsystem has the ability to shape the behaviors of the individuals in the target population. The microsystem can be influenced by enhancing social supports and social networks, as well as changing group norms and rules. An example of an intervention in the microsystem would be an educational program to teach parents how to better establish clear rules regarding alcohol, tobacco, or other drugs.

### **Exosystem**

The exosystem is comprised of the communities that impact the individual. This level includes the unique environments in which the individuals in the target population spend their time. The media, workplaces, schools, churches, neighborhoods, sports teams, and volunteer groups are considered components of the exosystem. This level can be influenced by changes to rules, regulations, and policies within the different community organizations and structures. An example of a community level intervention would be the adoption of an alcohol free policy by a local company for all work-related functions and events.

### **Macrosystem**

The macrosystem is comprised of the societies that impact the individual. This level includes the larger factions that influence the behaviors of the individuals in the target population. Laws, policies, history, social conditions, economic systems, and culture are considered components of the macrosystem. This level can be influenced by changing state and local laws, policies, and practices, as well as other initiatives designed to change social norms within the target population. An example of a societal level intervention would be implementing a social host ordinance.

# Types of Prevention Strategies

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Prevention strategies typically fall into two categories: environmental and individual.

## Individual Strategies

Individual strategies target the knowledge, attitudes, and skills of individuals. For the purpose of the SPF, individual strategies are also referred to as program-level strategies. Individual strategies focus on the individual in the Public Health Model and are found in the two inner layers of the Social-Ecological model.

## Environmental Strategies

Environmental strategies target the broader physical, social, cultural, and institutional forces that contribute to problem behaviors. For the purpose of SPF, environmental strategies are also referred to as community-level strategies. Environmental strategies focus on the environment in Public Health Model and are found in the two outer layers of the Social-Ecological model.

Particular attention should be given to the implementation of evidence-based environmental strategies. According to the Community Anti-Drug Coalitions of America (CADCA), environmental strategies can produce widespread and lasting behavior change by making appropriate (or healthy) behaviors more achievable for the individuals in the target population. Environmental strategies can achieve behavior change through modifications to policies, practices, systems, and norms. Furthermore, these strategies can result in behavior changes that reduce problems for the entire community, including those outside the target population.

Because environmental strategies require substantial commitment from various sectors of the community, long-term relationships should be established with key community stakeholders.

The costs associated with environmental strategies can be considerably lower than those associated with ongoing education, services, and therapeutic efforts applied to individuals.

In summary, it is recommendation that your coalition use a multi-strategy approach in targeting root causes, local conditions, and priorities. As part of this multi-strategy approach, it is particularly important for coalitions to choose one or more environmental strategies to impact the community and society thereby influencing the individuals in the target population. Failure to implement strategies at multiple levels of the Social-Ecological Model greatly decreases the likelihood that a grantee will achieving long-term success in a community.

# Root Causes and Local Conditions

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Root causes for environmental strategies:

- ❖ Retail Access/ Availability
- ❖ Social Access/ Availability
- ❖ Promotion
- ❖ Social Norms/Community Norms
- ❖ Perceived Risk /Individual Factors
- ❖ Enforcement

## Actionable Root Causes

Prior to choosing your prevention strategies, reflect on the root causes in your community. Root causes drive the problem that an evidence-based prevention strategy will directly try to affect. Local conditions should be specific, actionable, and answer the question “Why is this local condition problem in my community?” In some instances, root causes may need further thought and discussion. Here is an example of when this might occur:

*Based on the results of a survey, you have identified social availability as one of your root causes. While social availability is important to your community prevention efforts and grounded in solid evidence, it is not actionable without further information. To refine the root cause, one must ask why the problem is occurring in the community. From various focus group interviews, it becomes evident that, parents think that it is OK to provide alcohol to minors for special occasions. Possible local conditions for this example could be: parents don't know that it is illegal or do not understand the law; the law is not enforced (which provokes other questions and relates to other root causes); or parents believe it is safer for kids to drink at home. Interviews, focus groups, town hall meetings, and other data collection efforts during the assessment phase should help answer this question.*

## Relationship between Root Causes and Local Conditions

Assessment data determines the problems, root causes and local conditions, and should be affected by the prevention strategies. More assessment may be necessary if no data exists.

Local conditions are specific issues in a community that allow root causes to exist. Root causes and local conditions are used to identifying appropriate strategies. Each root cause must have two or more local conditions.

# Logic Models

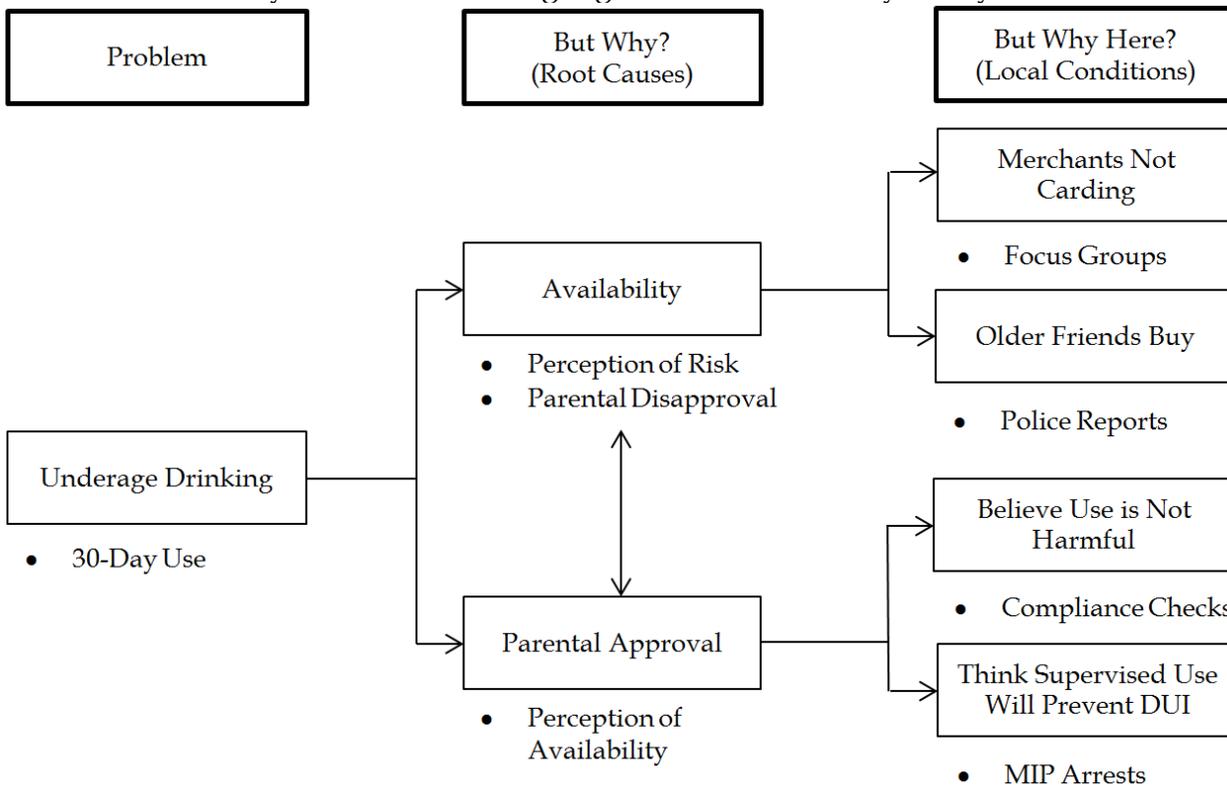
To help grantees visualize how root causes, local conditions, and priorities are related, grantees will first create a logic model. Each community will submit a logic model.

Four components should be included in the logic model:

- ❖ Ultimate outcome/aim
- ❖ Root causes
- ❖ Local conditions
- ❖ Data measures for each

## Logic Model Example:

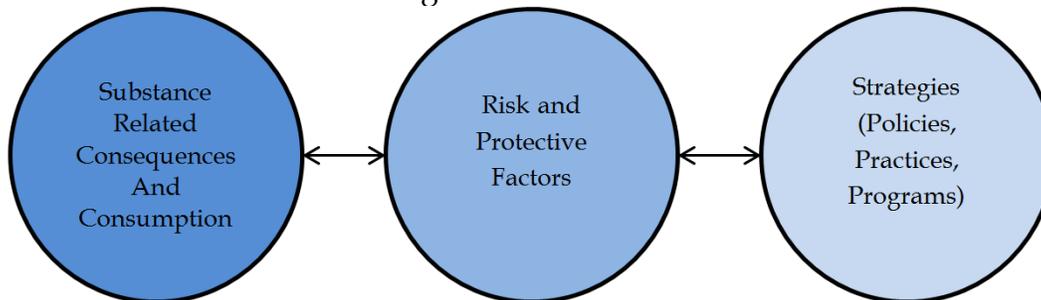
Aim: Reduce 30-day alcohol use among high school students by 5% by 2016.



# Strategic Plan

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The Strategic Plan is a narrative to describe and justify the approach the coalition is taking on each priority. The strategic plan is an extension of the logic models. Also, it includes dosage and target population information, and summarizes the community's capacity and cultural competence related to the implementation of the selected strategies.

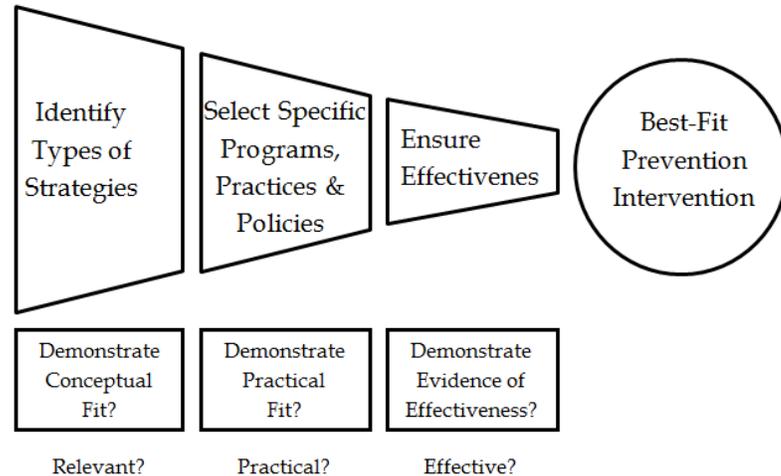


Strategic planning is about *what* and action planning is about *how*. There are found components to a strategic plan:

- ❖ Vision
  - States what the group would like to accomplish
- ❖ Mission
  - Describes the organization's role in making the vision a reality
- ❖ Objectives
  - SMART+C
    - Specific
    - Measureable
    - Achievable
    - Relevant
    - Timed
    - Community-Level
- ❖ Strategies
  - Provides a way to achieve objectives

# Selecting Good Fit Prevention EBPs

To have a good fit within your community, it is preferable that prevention EBPs meet several criteria. An EBP must have evidence of past success, and it must also fit conceptually with your targeted



intervening variables. EBPs must fit practically within your community and coalition and should be able to be implemented in your community with fidelity (meaning implemented as intended by the author). In addition, a good fitting EBP should be culturally appropriate and sustainable within your community.

## Why is Assessing Fit Important?

❖ To match that the selected strategies to the needs and characteristics of the target

population

- ❖ To ensure that the plan to impact priorities complements, and not conflicts with, the activities and programs of other agencies and organizations
- ❖ To prevent excessive duplication of efforts in the community
- ❖ To ensure the community can support the plan to impact the priorities
- ❖ To ensure that adequate resources exist to implement your plan properly
- ❖ To ensure sufficient capacity in implementing your plan, thereby increasing the likelihood for success
- ❖ To refine how other local efforts (e.g., community coalitions, environmental strategies, prevention programs) can be utilized as resources to increase community buy-in for your plans to impact the identified priority

## Six Components of Good Fit

### 1. Evidence of Effectiveness

*All Selected EBPs Must:*

- ❖ Have documented evidence of effectiveness and preferably have been rigorously tested and shown to have positive outcomes in peer-reviewed evaluation studies
- ❖ Be effective according to EITHER:
  - Idaho's pre-approved EBP list
  - OR
  - Approved by the Evidence-Based Practice Workgroup. The process for submitting an EBP to be reviewed is listed in Appendices D and E.

## 2. Conceptual Fit with the Communities Prevention Priorities

### *A Good Conceptual Fit EBP Should:*

- ❖ Address the root causes and local conditions chosen by the coalition
- ❖ Drive positive outcomes for prevention priorities, root causes, and local conditions
- ❖ Show effectiveness within the target population
- ❖ Have logical if-then statements
  - If-then statements help connect EBPs to the substance abuse data that changes in the community. This connection allows for better understanding for whether an EBP fits conceptually into the overall SPF prevention plan. Ultimately, EBPs should positively impact root causes, local conditions, and priorities. Here is an example of when this might occur:

*Social availability is a local condition, and the root cause is that parents are providing alcohol to their children. After further exploration, it is evidence that the real issue is that parents do not understand the law. As a result, you want to implement an EBP to help educate parents about the laws related to providing alcohol to minors in your community.*

- If we educate parents about the laws, then they will be less likely to provide alcohol to their underage children
- If parents are not providing alcohol to their children, then minors in the community will have reduced social access to alcohol
- If minors have reduced social access to alcohol, then the rates of drinking will decrease

## 3. Practical Fit with the Communities Readiness and Capacity

### *An EBP is a Practical Fit for the Community If:*

- ❖ The coalition has the necessary staff and funding
- ❖ The coalition has the necessary collaboration (police, leaders, etc.)
- ❖ The community will support this EBP (high level of readiness)

## 4. Ability to Implement with Fidelity

### *All Selected EBPs Should be Implemented as Intended and Where Possible Include:*

- ❖ A target population that is similar (in demographic and number) to the previously researched population for that EBP
- ❖ All elements of the strategy, rather than picking and choosing some of the elements to implement
- ❖ A similar timeline and method to the previous documented research for that EBP
- ❖ Similar data collection processes as previously documented in the research for that EBP

## **5. Cultural Fit Within the Community**

### *An EBP has a Cultural Fit If:*

- ❖ The strategy has been shown to be effective for the demographic of the target population
- ❖ The strategy is applicable and appropriate for culturally diverse populations in the community
- ❖ The strategy conforms to cultural beliefs and practices of the target population
- ❖ Supportive materials for the strategy are properly translated

## **6. High Likelihood of Sustainability within the Community**

### *An EBP has a High Likelihood of Sustainability If:*

- ❖ Documented evaluation and research studies have demonstrated sustainable outcomes
- ❖ Community leaders and stakeholders believe the strategy is important and are committed to sustaining it
- ❖ The strategy can be sustained with little or no direct cost following implementation

At a minimum, selected strategies must be evidence-based, fit conceptually, and fit practically within the community. In addition, strategies should be implemented with fidelity, culturally appropriate for the target population, and sustainable within the community.

If the strategy does not meet all the components of a good fit, first identify what is missing and second, how to add those missing pieces. To help determine whether a strategy is a good fit for the community, use the proposed Strategy Test Fit Form on page 13.

# Strategy Test Fit Form

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This form will help your community determine if the proposed strategy meets the good fit criteria.  
**This form does not need to be submitted to ODP**

What strategy approval category does this strategy fall under?

- On the list of Idaho approved EBPs (Appendices B and C)
- Not on the list of Idaho approved EBPs (see Appendices D and E for the EBPW Manual and EBP application)

Who is the target population for this strategy?

Which of your local condition(s) will this strategy try and impact?

Which of your root cause(s) will this strategy try and impact?

Complete a theoretical if-then proposition for this strategy. (Conceptual Fit)

Demonstrate that your community has the readiness and capacity to effectively implement this strategy. (Practical Fit)

Will this strategy be implemented as intended in your community? (Fidelity)

- Yes, this strategy will be implemented as intended
- No, we will be making some changes to how this strategy is implemented to better address our target population or the readiness/abilities of our community/coalition

Is this strategy culturally appropriate and culturally relevant for your target population? (Cultural Fit)

- Yes, this strategy is culturally appropriate and relevant as intended
- Yes, but we have modified it to make it more culturally appropriate and relevant for our community

What will be needed to sustain this strategy in your community beyond the SPF Project? (Sustainability)

- Additional funding
- Strong support from stakeholders
- Almost nothing, it should be sustainable on its own
- Other, please specify:

# Appendix A: Glossary of Terms

Term	Explanation
<p>CADCA Strategies for Community- Level Change</p>	<p>Providing Information – Educational presentations, workshops or seminars or other presentations of data (e.g., public announcements, brochures, dissemination, billboards, community meetings, forums, web-based communication).</p> <p>Enhancing Skills – Workshops, seminars or other activities designed to increase the skills of participants, members and staff needed to achieve population level outcomes (e.g., training, technical assistance, distance learning, strategic planning retreats, curricula development).</p> <p>Providing Support – Creating opportunities to support people to participate in activities that reduce risk or enhance protection (e.g., providing alternative activities, mentoring, referrals, support groups or clubs).</p> <p>Enhancing Access/Reducing Barriers- Improving systems and processes to increase the ease, ability and opportunity to utilize those systems and services (e.g., assuring healthcare, childcare, transportation, housing, justice, education, safety, special needs, cultural and language sensitivity).</p> <p>Changing Consequences (Incentives/Disincentives) – Increasing or decreasing the probability of a specific behavior that reduces risk or enhances protection by altering the consequences for performing that behavior (e.g., increasing public recognition for deserved behavior, individual and business rewards, taxes, citations, fines, revocations/loss of privileges).</p> <p>Physical Design – Changing the physical design or structure of the environment to reduce risk or enhance protection (e.g., parks, landscapes, signage, lighting, outlet density).</p> <p>Modifying/Changing Policies – Formal change in written procedures, by-laws, proclamations, rules or laws with written documentation and/or voting procedures (e.g., workplace initiatives, law enforcement procedures and practices, public policy actions, systems change within government, communities and organizations).</p>
<p>CSAP Prevention Strategy Type</p>	<p>Information dissemination – This strategy provides awareness and knowledge of the nature and extent of alcohol, tobacco and drug use, abuse and addiction and their effects on individuals, families and communities. It also provides knowledge and awareness of available prevention programs and services. Information dissemination is characterized by one-way communication from the source to the audience, with limited contact between the two.</p> <p>Education – This strategy involves two-way communication and is distinguished from the Information Dissemination strategy by the fact that interaction between the educator/facilitator and the participants is the basis of its activities. Activities under this strategy aim to affect critical life and social skills, including decision-making, refusal skills, critical analysis (e.g., of media messages) and systematic judgment abilities.</p> <p>Alternatives - This strategy provides for the participation of target populations in activities that exclude alcohol, tobacco and other drug use. The assumption is that constructive and healthy activities offset the attraction to, or otherwise meet the needs usually filled by alcohol, tobacco and other drugs and would, therefore, minimize or obviate resort to the latter.</p> <p>Environmental - This strategy establishes or changes written and unwritten community standards, codes and attitudes, thereby influencing incidence and prevalence of the abuse of alcohol, tobacco and other drugs used in the general population. This strategy is divided into two subcategories to permit distinction between activities which center on legal and regulatory initiatives and those that relate to the service and action oriented initiatives.</p> <p>Community-Based Process: This strategy aims to enhance the ability of the community to more effectively provide prevention and treatment services for alcohol, tobacco and drug abuse disorders. Activities in this strategy include organizing, planning, enhancing efficiency and effectiveness of</p>

	<p>services implementation, interagency collaboration, coalition building and networking.</p> <p>Problem Identification and Referral - This strategy aims at identification of those who have indulged in illegal/age-inappropriate use of tobacco or alcohol and those individuals who have indulged in the first use of illicit drugs in order to assess if their behavior can be reversed through education. It should be noted, however, that this strategy does not include any activity designed to determine if a person is in need of treatment.</p>
Evidence-based	<p>The basis for the selected strategy/program being declared evidence-based</p> <p>Blueprints is a searchable online registry of substance abuse and mental health interventions. Blueprints was developed to help the public learn more about evidence-based interventions that are available for implementation.</p>
Implementation Resources	Where you can go to find out more about the strategy/program in question
Institute of Medicine Categories	<p>Universal Direct – directly serve a group of participants that has not been identified on the basis of individual risk (e.g. school curriculum, parenting class). This also could include interventions involving interpersonal and ongoing contact (e.g., coalitions).</p> <p>Universal Indirect – Interventions support population-based programs and environmental strategies (e.g., establishing ATOD policies). This could also include programs and policies implemented by coalitions.</p> <p>Selective – Selective interventions target those at higher-than-average risk for substance abuse; individuals are identified by the magnitude and nature of risk factors for substance abuse to which they are exposed. Selective prevention measure target subsets of the total population that are considered at risk for substance abuse my virtue of their membership in a particular segment of the population. Selective prevention targets the entire subgroup, regardless of the degree or risk of any individual within the group.</p> <p>Indicated – Indicated interventions target those already using or engaging in other high-risk behaviors to prevention heavy or chronic use. Indicated prevention measures are designed to prevent the onset of substance abuse in individuals who do not meet the medical criteria for addiction, but who are showing early danger signs. The mission of indicated prevention is to identify individuals who are exhibiting problem behaviors and to involve them in special programs.</p>
EBP Status	<p>Approved – EBPs that are considered approved are those that have shown to be effective in research or are on a national registry such as the Blueprints.</p> <p>Provisional – EBPs that are considered provisions are those that have been submitted to the EBPW for review. This process is outlined in Appendix D.</p>
Risk or Protective Factor Domains Addressed	<p>Community - community transitions and mobility, community disorganization, low neighborhood attachment, laws and norms favorable toward drug use, availability of drugs and opportunities and rewards for prosocial involvement.</p> <p>Family - family history of antisocial behavior and conflict, parental attitudes, poor family management, and family attachment</p> <p>School - academic failure, low school commitment, antisocial behavior at school, extracurricular activity participation</p> <p>Individual – favorable attitudes towards antisocial behavior and drugs, age of initiation, perception of peers use of drugs and risk, gang involvement, sensation seeking, religiosity, social skills, and ethics.</p>
SPF SIG Priorities	One of the three possible SPF SIG priorities addressed; alcohol, marijuana, prescription drugs
Target Population	The demographic in which the strategy/program seeks to address

# Appendix B: Evidence-Based Strategies

Prevention Strategies	Target Population	Contributing Factors	CSAP Prevention Strategy Type	CADCA Strategy for Community Level Change	Risk or Protective Factor Domains Addressed	Institute of Medicine Categories	EBP Status
<b>Strategies for All Priorities</b>							
Increase or change zoning restrictions	All ages	Retail access, Enforcement, Social norms	Environmental Strategies	Enhance Access/Reduce Barriers, Change Physical Design, Modify/Change Policies	Community	Universal Direct, Universal Indirect	Approved
Adopt a noise assembly ordinance	All ages	Social access, Social norms	Environmental Strategies	Enhance Access/Reduce Barriers, Change Consequences, Modify/Change Policies	Community	Universal indirect	Approved
Enhance law enforcement capacity and commitment to address substance abuse laws	All ages	Enforcement, Social norms, Low perceived risk	Community based Process, Environmental Strategies	Enhance Access/Reduce Barriers, Change Consequences, Modify/Change Policies	Community	Universal indirect	Approved
Strengthen the prosecution, adjudication, and sanctioning of substance abuse laws within the court system	All ages	Enforcement, Social norms, Low perceived risk	Community based Process, Environmental Strategies	Change Consequences, Modify/Change Policies	Community	Universal indirect	Approved
Adopt a policy for referral of patients who are believed to be substance abuse dependent	All ages	Social norms, Low perceived risk	Community based Process, Problem Identification and Referral	Provide Support, Modify/Change Policies	Individual, Community	Indicated	Approved
Establish or strengthen policies related to alcohol and drug use among employees	Employees	Social access, Enforcement, Social norms, Low perceived risk	Environmental Strategies	Modify/Change Policies	Community	Universal direct	Approved
Enhance enforcement of worksite policies	Employees	Social access, Enforcement, Social norms, Low perceived risk	Environmental Strategies	Modify/Change Policies	Community	Universal direct	Approved
Reprimand supervisors who fail to enforce the policies	Employees	Enforcement, Social norms, Low perceived risk	Environmental Strategies	Change Consequences	Community	Universal direct	Approved
Implement education/awareness campaigns within worksites	Employees	Social norms, Low perceived risk	Information Dissemination, Community based Process, Environmental Strategies	Provide Information	Community	Universal direct	Approved

Work with local healthcare providers and organizations to adopt a policy requiring that screening and brief motivational interventions are part of standard practice	Patients 18 years of age and older	Social norms, Low perceived risk	Information Dissemination, Community based Process, Problem Identification and Referral	Provide Information, Modify/Change Policies	Individual, Community	Univ. direct, Selective, Indicated	Approved
Substance abuse screening and brief intervention	Patients 18 years of age and older	Social norms, Low perceived risk	Problem Identification and Referral	Provide Information	Individual, Community	Univ. direct, Selective, Indicated	Approved
Adopt a teen party ordinance	Persons under 21 years of age	Social access, Social norms	Environmental Strategies	Enhance Access/Reduce Barriers, Change Consequences, Modify/Change Policies	Community	Universal indirect	Approved
Implement party patrols	Persons under 21 years of age	Social access, Social norms, Low perceived risk	Environmental Strategies	Enhance Access/Reduce Barriers, Change Consequences, Modify/Change Policies	Community, School	Universal direct	Approved
Consistently apply disciplinary action for rules violation (such as the loss of allowance, grounding, loss of vehicle privileges, etc.)	Persons under 21 years of age living at home	Enforcement, Social norms, Low perceived risk	Environmental Strategies	Change Consequences	Family, Community	Universal direct	Approved
Educate parents, through community, school, athletic, and other club/group newsletters; through parent meetings associated with youth clubs, groups, and athletics; and/or through other venues, about underage drinking in the community, including access to alcohol and effective measures to reduce it	Persons under 21 years of age living at home	Social access, Social norms, Low perceived risk	Information Dissemination	Provide Information	Family, Community	Universal direct	Approved
Establish a network for parents to communicate and be linked with other parents who hold similar beliefs and have home environments that are free from alcohol abuse and easy access to alcohol	Persons under 21 years of age living at home	Social access, Social norms	Community based Process	Provide Support	Family, Community	Universal direct	Approved
Reality Tour	Ages 10-17	Social access, Social norms, Low perceived risk	Information Dissemination, Community based Process, Environmental Strategies	Provide Information	Family, Community	Universal direct	Approved
Establish or strengthen school penalties for possession or intoxication on school property or at school-related events	Students	Enforcement, Social norms, Low perceived risk	Environmental Strategies, Problem Identification and Referral	Change Consequences, Modify/Change Policies	School	Universal direct	Approved
Enforce school penalties for substance possession or intoxication on school property or at school-related events	Students	Enforcement, Social norms, Low perceived risk	Environmental Strategies	Enhance Access/Reduce Barriers, Change Consequences, Modify/Change Policies	School	Universal direct	Approved

Educate parents, through school newsletters, PTA meeting, or other venues, about substance abuse in the community, including access to substances and effective measures to reduce it.	Students	Social access, Enforcement, Social norms, Low perceived risk	Information Dissemination, Community based Process	Provide Information, Enhance Skills	School, Family	Universal direct	Approved
Implement an education/awareness campaign within a school or district.	Students	Social norms, Low perceived risk	Information Dissemination, Community based Process, Environmental Strategies	Provide Information	School, Community	Universal direct	Approved
Revise and strengthen penalties for violation of campus substance abuse policies	Students	Social access, Enforcement, Social norms, Low perceived risk	Environmental Strategies	Enhance Access/Reduce Barriers, Change Consequences, Modify/Change Policies	Community	Universal direct	Approved
Distribute the campus substance abuse policies and associated punishments to all incoming and returning students and their parents, as well as publicize them on the campus website and in campus venues such as student housing and sports facilities	Students	Social norms, Low perceived risk	Information Dissemination, Community based Process	Provide Information	Family, School, Community	Universal direct	Approved
Require that all incoming and returning students participate in a brief motivational intervention related to substance abuse	Students	Social norms, Low perceived risk	Community based Process, Environmental Strategies, Problem Identification and Referral	Provide Information, Modify/Change Policies	School, Community	Universal direct	Approved
Reinstate or maintain Friday classes to shorten the elongated weekend	Students	Social norms, Low perceived risk	Environmental Strategies	Modify/Change Policies	School, Community	Universal direct	Approved
Encourage staff and faculty to live on campus	Students	Social norms	Community based Process	Provide Information, Provide Support	School, Community	Universal direct	Approved
Expand opportunities for students to make social choices that do not include illegal drugs and alcohol	Students	Social norms	Alternatives, Community based Process, Environmental Strategies	Provide Support	School, Community	Universal direct	Approved
Enhance enforcement of drug and alcohol laws and policies on campus property and at campus-sponsored events	Students	Retail access, Social access, Enforcement, Social norms, Low perceived risk	Environmental Strategies	Modify/Change Policies	School, Community	Universal indirect, Universal direct	Approved
Mass media campaigns (e.g., television, radio, billboard, print; including counter-advertising campaigns)	Variable - all ages to specific groups	Retail access (Alcohol), Social access, Social norms, Low perceived risk	Information Dissemination, Community based Process	Provide Information	Community, School	Universal indirect, Universal direct	Approved

Media advocacy	Variable – all ages to specific groups	Retail access (Alcohol), Social access, Social norms, Low perceived risk	Information Dissemination, Community based Process, Environmental Strategies	Provide Information	Community, School	Universal indirect, Universal direct	Approved
Social norms approaches	Variable – all ages to specific groups	Retail access (Alcohol), Social access, Social norms, Low perceived risk	Information Dissemination, Community based Process, Environmental Strategies	Provide Information	Community	Universal indirect, Universal direct	Approved
<b>Strategies for Prescription Drug Use Priority</b>							
Prescription Medication Take-back Programs	All ages	Social Access, Low perceived risk	Community based Process, Environmental Strategies	Change Consequences, Change Physical Design	Community	Universal direct	Approved
<b>Strategies for Alcohol Health Outcomes Priority</b>							
Communities Mobilizing for Change on Alcohol (CMCA)	13-20 year olds	Retail access, Social access, Enforcement, Social norms	Community based process, Environmental strategy	Enhance Barriers/Reduce Access, Change Policy	Community	Universal direct	Approved
Establish rules for adult alcohol use in the home, such as prohibiting alcohol at children’s parties and other events held in the home	Adults	Social access, Social norms	Community based Process, Environmental Strategies	Provide Information, Modify/Change Policies	Family, Community	Universal direct	Approved
Community Trials Intervention to Reduce High-Risk Drinking	All ages	Retail access, Social access, Enforcement, Social norms, Low perceived risk	Community based Process, Environmental Strategies	Enhance Skills, Enhance Access/Reduce Barriers, Change Physical Design, Modify/Change Policies	Community	Universal indirect	Approved
Implement responsible beverage server and manager training programs (voluntary or mandatory)	All ages	Retail access	Environmental Strategies, Prevention Education	Enhance Access/Reduce Barriers, Modify/Change Policies	Community	Universal indirect	Approved
Restrict the availability of alcohol at community events, such as sporting and recreational events	All ages	Retail access, Social access, Social norms	Environmental Strategies	Enhance Access/Reduce Barriers, Change Consequences, Modify/Change Policies	Community	Universal indirect	Approved
Restrict alcohol on public property	All ages	Social access, Social norms	Environmental Strategies	Enhance Access/Reduce Barriers, Change Consequences, Change Physical Design, Modify/Change Policies	Community	Universal indirect	Approved
Restrict alcohol advertising and promotion	All ages	Social norms, Promotion	Environmental Strategies	Change Physical Design, Modify/Change Policies	Community	Universal direct, Universal indirect	Approved

Require alcohol warning signs to be posted at liquor establishments	All ages	Social Norms, Low perceived risk	Information Dissemination, Environmental Strategies	Provide Information, Change Physical Design, Modify/Change Policies	Community	Universal indirect	Approved
Revoke liquor licenses for outlets that do not comply with state laws and local ordinances	All ages	Enforcement, Social norms, Low perceived risk	Environmental Strategies	Change Consequences, Modify/Change Policies	Community	Universal indirect	Approved
Have law enforcement conduct “walk-throughs” at alcohol outlets	All ages	Retail access, Social norms, Low perceived risk	Environmental Strategies	Enhance Access/Reduce Barriers	Community	Universal indirect	Approved
Require responsible beverage server practices when alcohol is available at worksite-sponsored events	Employees	Retail access, Social access	Environmental Strategies	Modify/Change Policies	Community	Universal direct	Approved
Enact policies to restrict underage access to alcohol in the workplace	Employees	Social access, Enforcement, Social norms, Low perceived risk	Environmental Strategies	Modify/Change Policies	Community	Universal direct	Approved
Restrict hours and days of alcohol sale	Persons 21 and older	Retail access	Environmental Strategies	Enhance Access/Reduce Barriers, Modify/Change Policies	Community	Universal indirect	Approved
Prohibit drink discounts, specials, happy hours, and other price promotions at establishments that sell alcohol for on premise consumption (only if done in collaboration with enforcement)	Persons 21 and older	Retail access, Social norms, Promotion, Low Price	Environmental Strategies	Enhance Access/Reduce Barriers, Modify/Change Policies	Community	Universal direct	Approved
Encourage businesses to adopt policies that decrease personal risk and promote responsible drinking	Persons 21 and older	Retail access, Social norms	Environmental Strategies	Modify/Change Policies	Community	Universal direct	Approved
Establish a minimum bar entry age equivalent to the minimum legal drinking age of 21 years old	Persons under 21 years of age	Retail access	Environmental Strategies	Enhance Access/Reduce Barriers, Modify/Change Policies	Community	Universal direct	Approved
Establish a minimum-age-of-seller that is equivalent to the minimum legal drinking age of 21 years old	Persons under 21 years of age	Retail access	Environmental Strategies	Enhance Access/Reduce Barriers, Modify/Change Policies	Community	Universal direct	Approved
Develop and/or strengthen age identification policies and training for employees of alcohol establishments	Persons under 21 years of age	Retail access	Environmental Strategies	Modify/Change Policies	Community	Universal indirect	Approved
Create social host ordinances as a criminal and/or civil penalty	Persons under 21 years of age	Social access, Social norms	Environmental Strategies	Enhance Access/Reduce Barriers, Change Consequences, Modify/Change Policies	Community	Universal indirect	Approved
Restrict home delivery of alcohol	Persons under 21 years of age	Retail access	Environmental Strategies	Enhance Access/Reduce Barriers, Change Consequences, Modify/Change Policies	Community	Universal direct	Approved

Conduct compliance checks at businesses to monitor the sale of alcohol to minors	Persons under 21 years of age	Retail access, Social norms, Low perceived risk	Environmental Strategies	Enhance Access/Reduce Barriers, Change Consequences	Community	Universal direct	Approved
Encourage businesses to conduct internal compliance checks to monitor the sale of alcohol to minors by their employees	Persons under 21 years of age	Retail access, Social norms	Information Dissemination, Community based Process, Environmental Strategies	Provide Information, Enhance Skills, Enhance Access/Reduce Barriers, Change Consequences	Community	Universal direct	Approved
Implement "shoulder tap" enforcement programs to prevent strangers from purchasing alcohol for minors	Persons under 21 years of age	Retail access, Social norms, Low perceived risk	Environmental Strategies	Enhance Access/Reduce Barriers, Change Consequences, Modify/Change Policies	Community	Universal direct	Approved
Implement the "cops in shops" enforcement program	Persons under 21 years of age	Retail access, Social norms, Low perceived risk	Environmental Strategies	Enhance Access/Reduce Barriers, Change Consequences, Modify/Change Policies	Community	Universal direct	Approved
Reduce youth access to alcohol within the home	Persons under 21 years of age living at home	Social access	Information Dissemination, Community based Process	Provide Information, Enhance Access/Reduce Barriers	Family, Community	Universal direct	Approved
Prohibit the consumption of alcohol at all school-related events, including adult consumption	Students	Social access, Social norms	Environmental Strategies	Enhance Access/Reduce Barriers, Change Consequences, Modify/Change Policies	School, Family	Universal indirect, Universal direct	Approved
Adopt practices to prevent students from bringing alcohol to school or school-related events	Students	Enforcement, Social norms, Low perceived risk	Environmental Strategies	Enhance Access/Reduce Barriers, Change Consequences, Modify/Change Policies	School	Universal direct	Approved
Require ID checks at all campus events where alcohol is available	Students	Retail access, Social access, Enforcement	Environmental Strategies	Enhance Access/Reduce Barriers, Modify/Change Policies	Community	Universal direct	Approved
Prohibit the sale of alcohol on campus and at campus facilities, such as football stadiums, concert halls, and campus cafeterias, restaurants, and pubs	Students	Retail access, Social access, Social norms	Environmental Strategies	Enhance Access/Reduce Barriers, Modify/Change Policies	School, Community	Universal indirect, Universal direct	Approved
Prohibit alcohol at all campus-sponsored events both on and off campus	Students	Retail access, Social access, Social norms	Environmental Strategies	Enhance Access/Reduce Barriers, Modify/Change Policies	School, Community	Universal indirect, Universal direct	Approved
Prohibit alcohol kegs on campus and at campus sponsored events	Students	Retail access, Social access, Social norms	Environmental Strategies	Enhance Access/Reduce Barriers, Modify/Change Policies	School, Community	Universal indirect, Universal direct	Approved
Prohibit alcohol within all student housing	Students	Social access, Social norms	Environmental Strategies	Enhance Access/Reduce Barriers, Modify/Change Policies	School, Community	Universal direct	Approved

Require responsible beverage service training for campus facilities that sell or provide alcohol, such as sports arenas, concert halls, and campus cafeterias, restaurants, and pubs	Students	Retail access, Social access	Prevention Education, Environmental Strategies	Enhance Skills, Enhance Access/Reduce Barriers, Modify/Change Policies	School, Community	Universal indirect, Universal direct	Approved
Restrict alcohol advertising and promotion on campus	Students	Social norms, Promotion	Environmental Strategies	Change Physical Design, Modify/Change Policies	School, Community	Universal direct	Approved
Alcohol warning signs	Variable – all ages to specific groups	Retail access, Social access, Social norms, Low perceived risk	Information Dissemination, Environmental Strategies	Provide Information, Change Physical Design	Community, School	Universal indirect, Universal direct	Approved

# Appendix C: Evidence-Based Programs

Prevention Programs	SPF SIG Priorities	Target Population	Contributing Factors	CSAP Prevention Strategy Type	Risk or Protective Factor Domains Addressed	Institute of Medicine Categories	EBP Status
Across Ages	Alcohol Health Outcome	Ages 6-17	Social norms, Low perceived risk, Risk and protective	Prevention Education	Individual, Family	Selective	Approved
Active Parenting	Alcohol Health Outcome, Prescription Drug Use, Other Drug Use, Marijuana Use	Elementary school children and their parents	Social norms, Risk and protective	Prevention Education	Family, School	Universal Direct, Selective, Indicated	Approved
AllStars	Alcohol Health Outcome, Prescription Drug Use, Other Drug Use, Marijuana Use	Middle school students (11-14 years old)	Social norms, Low perceived risk, Risk and protective	Prevention Education	Individual, School	Universal direct, Selective	Approved
Als Pals	Alcohol Health Outcome, Prescription Drug Use, Other Drug Use, Marijuana Use	Ages 3-8	Social norms, Risk and protective	Prevention Education	Individual	Universal Direct	Approved
ATLAS (Athletes Training and Learning To Avoid Steroids)	Alcohol Health Outcome, Other Drug Use	Male high school athletes	Social norms, Low perceived risk	Prevention Education	Individual	Selective	Approved
Bicultural Competence Skills Program	Alcohol Health Outcome, Prescription Drug Use, Other Drug Use, Marijuana Use	Native American adolescents	Social norms, Low perceived risk, Risk and protective	Prevention Education	Individual, School	Universal Direct	Approved
Big Brothers Big Sisters Mentoring Program	Alcohol Health Outcome, Prescription Drug Use, Other Drug Use, Marijuana Use	6-18 year olds	Social norms, Low perceived risk, Risk and protective	Prevention Education	Individual, Family	Selective	Approved
Brief Alcohol Screening and Intervention of College Students (BASICS)	Alcohol Health Outcome	High-risk college/university students	Social norms, Low perceived risk	Prevention Education, Problem Identification and Referral	Individual	Selective, Indicated	Approved
Brief Strategic Family Therapy	Alcohol Health Outcome, Prescription Drug Use, Other Drug Use, Marijuana Use	Ages 6-17	Social norms, Low perceived risk, Risk and protective	Prevention Education	Individual, Family	Indicated	Approved

Building Skills	Alcohol Health Outcome, Prescription Drug Use, Other Drug Use, Marijuana Use	Ages 6-12	Social norms, Risk and protective	Prevention Education	Individual	Universal Direct	Approved
CHOICES	Alcohol Health Outcome	High-risk college/ university students	Social norms, Low perceived risk	Prevention Education, Problem Identification and Referral	Individual	Selective, Indicated	Approved
Class Action	Alcohol Health Outcome	Students in grades 11-12	Social norms, Low perceived risk, Risk and protective	Prevention Education	Individual, School	Universal Direct	Approved
Coping With Work and Family Stress	Alcohol Health Outcome	Employees	Social norms, Low perceived risk, Risk and protective	Prevention Education, Problem Identification and Referral	Individual, Family	Universal Direct, Selective, Indicated	Approved
Familias Unidas	Alcohol Health Outcome, Prescription Drug Use, Other Drug Use, Marijuana Use	Ages 12-17	Social norms, Low perceived risk, Risk and protective	Prevention Education	Individual, Family	Universal Direct, Selective, Indicated	Approved
Families and Schools Together	Alcohol Health Outcome, Prescription Drug Use, Other Drug Use, Marijuana Use	Ages 6-12	Social norms, Low perceived risk, Risk and protective	Prevention Education	Individual, School, Family	Universal Direct, Selective, Indicated	Approved
Family Matters	Alcohol Health Outcome	Ages 12-14	Social Norms, Low perceived risk	Prevention Education	Individual	Universal Direct	Approved
Good Behavior Game	Alcohol Health Outcome, Prescription Drug Use, Other Drug Use, Marijuana Use	Ages 6-12	Social Norms, Low perceived risk	Prevention Education	Individual, School	Universal Direct	Approved
Guiding Good Choices	Alcohol Health Outcome, Prescription Drug Use, Other Drug Use, Marijuana Use	Ages 6-17	Social norms, Low perceived risk, Risk and protective	Prevention Education	Family, School	Universal Direct	Approved
LifeSkills® Training	Alcohol Health Outcome	Upper elementary and middle school (8-14 year olds)	Social norms, Low perceived risk, Risk and protective	Prevention Education	Individual, School	Universal Direct	Approved
Linking the Interests of Families and Teachers	Alcohol Health Outcome	Elementary school children and their parents	Risk and protective	Prevention Education	Individual, Family, School	Universal Direct	Approved
Lions Quest Skills for Adolescence	Alcohol Health Outcome, Marijuana Use	Students in grades 6-8 (10-12 year olds)	Social norms, Low perceived risk, Risk and protective	Prevention Education	Individual, School	Universal Direct	Approved
Nurturing Parent Program	Alcohol Health Outcome, Prescription Drug Use, Other Drug Use, Marijuana Use	Elementary school children and their parents	Social norms, Risk and protective	Prevention Education	Individual, Family	Selective, Indicated	Approved

Positive Action	Alcohol Health Outcome, Prescription Drug Use, Other Drug Use, Marijuana Use	Students in grades K-12	Social norms, Low perceived risk, Risk and protective	Prevention Education, Problem Identification and Referral	Individual, Family, School	Universal Direct, Selective, Indicated	Approved
Project ALERT	Alcohol Health Outcome, Marijuana Use	Middle school students	Social norms, Low perceived risk, Risk and protective	Prevention Education	Individual	Universal Direct, Selective	Approved
Project Northland	Alcohol Health Outcome	Students in grades 6-8	Social norms, Low perceived risk, Risk and protective	Prevention Education	Individual, Family	Universal Direct	Approved
Project SUCCESS	Alcohol Health Outcome, Prescription Drug Use, Other Drug Use, Marijuana Use	Middle and high school students (12- 18 year olds)	Enforcement, Social norms, Low perceived risk, Risk and protective	Prevention Education	Individual, School	Universal Direct, Selective, Indicated	Approved
Project Towards No Drug Abuse	Alcohol Health Outcome	High school students	Social norms, Low perceived risk, Risk and protective	Prevention Education, Problem Identification and Referral	Individual	Universal Direct, Selective, Indicated	Approved
Promoting Alternative Thinking Strengths	Alcohol Health Outcome, Prescription Drug Use, Other Drug Use, Marijuana Use	Ages 3-12	Social norms, Risk and protective	Prevention Education	Individual	Universal Direct	Approved
Protecting You/Protecting Me	Alcohol Health Outcome	Students in grades 1-5 and grades 11-12	Social norms, Low perceived risk, Risk and protective	Prevention Education	Individual, Family	Universal Direct	Approved
SAFEChildren	Alcohol Health Outcome, Prescription Drug Use, Other Drug Use, Marijuana Use	Elementary school children and their parents	Social norms, Risk and protective	Prevention Education	Individual, Family	Selective	Approved
Seattle Social Development Project	Alcohol Health Outcome, Prescription Drug Use, Other Drug Use, Marijuana Use	Elementary school children	Risk and protective	Prevention Education	Individual, Family, School	Universal Direct	Approved
Second Step	Alcohol Health Outcome, Prescription Drug Use, Other Drug Use, Marijuana Use	Ages 6-12	Social norms, Risk and protective	Prevention Education	Individual	Universal Direct	Approved
SPORT	Alcohol Health Outcome, Prescription Drug Use, Other Drug Use, Marijuana Use	Ages 12-17	Social Norms, Low perceived risk	Prevention Education	Individual	Universal Direct	Approved
STARS for Families	Alcohol Health Outcome	Ages 12-17	Social Norms, Low perceived risk	Prevention Education	Individual	Universal Direct	Approved
Strengthening Families Program	Alcohol Health Outcome	3-16 year olds	Social norms, Low perceived risk, Risk and protective	Prevention Education, Problem Identification and Referral	Individual, Family	Universal Direct, Selective, Indicated	Approved

Team Awareness	Alcohol Health Outcome	Employees	Social norms, Low perceived risk, Risk and protective	Prevention Education, Problem Identification and Referral	Individual, Family	Universal Direct, Selective, Indicated	Approved
Too Good for Drugs	Alcohol Health Outcome, Marijuana Use	Students in grades K-12	Social norms, Low perceived risk, Risk and protective	Prevention Education	Individual	Universal direct	Approved
Wellness Outreach at Work	Alcohol Health Outcome	Employees	Social norms, Low perceived risk	Prevention Education	Individual	Universal Direct	Approved
Parent Project - Changing Destructive Adolescent Behavior	Alcohol Health Outcome, Prescription Drug Use, Other Drug Use, Marijuana Use	Parents	Risk and protective,	Prevention Education, Problem Identification and Referral	Individual, Family	Selective, Indicated	Provisional
eCHECKUP TO GO	Alcohol Health Outcome	High school and college-aged young adults	Social norms, low perceived risk	Prevention Education	Individual	Universal Direct, Selective, Indicated	Provisional

# Appendix G. Resources

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## EBP Implementation Materials

### Strategies

Adopt a noise assembly ordinance	<a href="http://hrb.imaxan.ie/attached/1835-1770.pdf">http://hrb.imaxan.ie/attached/1835-1770.pdf</a> <a href="http://www.ca-cpi.org/TARP/EP-Final.pdf">http://www.ca-cpi.org/TARP/EP-Final.pdf</a>
Adopt a policy for referral of patients who are believed to be substance abuse dependent	<a href="http://www.samhsa.gov/prevention/sbirt/">http://www.samhsa.gov/prevention/sbirt/</a> <a href="http://www.annfamned.org/cgi/reprint/2/5/474">http://www.annfamned.org/cgi/reprint/2/5/474</a>
Adopt a teen party ordinance	<a href="http://www.udetc.org/documents/UnderageDrinking.pdf">http://www.udetc.org/documents/UnderageDrinking.pdf</a> <a href="http://www.udetc.org/documents/Tool%20Kit%20to%20Pass%20a%20Local%20Ordinance.pdf">http://www.udetc.org/documents/Tool%20Kit%20to%20Pass%20a%20Local%20Ordinance.pdf</a> <a href="http://www.udetc.org/documents/Police%20Service%20Fee%20Muni%20Code.pdf">http://www.udetc.org/documents/Police%20Service%20Fee%20Muni%20Code.pdf</a>
Adopt practices to prevent students from bringing alcohol to school or school-related events	<a href="http://www.aep.umn.edu/index.php/publications/underage-alcohol-use-and-access/">http://www.aep.umn.edu/index.php/publications/underage-alcohol-use-and-access/</a>
Alcohol warning signs	<a href="http://www.health.org/catalog/posters/">www.health.org/catalog/posters/</a> <a href="http://www.centurycouncil.org">www.centurycouncil.org</a>
Communities Mobilizing for Change on Alcohol (CMCA)	<a href="http://www.udetc.org/documents/LocalRegulLandUse.pdf">http://www.udetc.org/documents/LocalRegulLandUse.pdf</a> <a href="http://www.udetc.org/documents/Tool%20Kit%20to%20Pass%20a%20Local%20Ordinance.pdf">http://www.udetc.org/documents/Tool%20Kit%20to%20Pass%20a%20Local%20Ordinance.pdf</a>
Community Trials Intervention to Reduce High-Risk Drinking	<a href="http://www.pire.org/communitytrials/ProgramMaterials.htm">http://www.pire.org/communitytrials/ProgramMaterials.htm</a> <a href="http://www.udetc.org/documents/LocalRegulLandUse.pdf">http://www.udetc.org/documents/LocalRegulLandUse.pdf</a> <a href="http://www.marininstitute.org/alcohol_policy/local.htm">http://www.marininstitute.org/alcohol_policy/local.htm</a> <a href="https://www.faceproject.org/Resources/PDF/Responsible-Alcohol-Service-CAK.pdf">https://www.faceproject.org/Resources/PDF/Responsible-Alcohol-Service-CAK.pdf</a>
Conduct compliance checks at businesses to monitor the sale of alcohol to minors	<a href="http://www.udetc.org/documents/AlcoholSales.pdf">http://www.udetc.org/documents/AlcoholSales.pdf</a> <a href="http://www.udetc.org/lawenforcementstrategies.htm#Compliance">http://www.udetc.org/lawenforcementstrategies.htm#Compliance</a>
Consistently apply disciplinary action for rules violation (such as the loss of allowance, grounding, loss of vehicle privileges, etc.)	<a href="http://archives.drugabuse.gov/pdf/monographs/monograph177/monograph177.pdf">http://archives.drugabuse.gov/pdf/monographs/monograph177/monograph177.pdf</a>

Create social host ordinances as a criminal and/or civil penalty	<a href="http://www.udetc.org/documents/UnderageDrinking.pdf">http://www.udetc.org/documents/UnderageDrinking.pdf</a> <a href="http://www.udetc.org/documents/Tool%20Kit%20to%20Pass%20a%20Local%20Ordinance.pdf">http://www.udetc.org/documents/Tool%20Kit%20to%20Pass%20a%20Local%20Ordinance.pdf</a> <a href="http://www.udetc.org/documents/Police%20Service%20Fee%20Muni%20Code.pdf">http://www.udetc.org/documents/Police%20Service%20Fee%20Muni%20Code.pdf</a>
Develop and/or strengthen age identification policies and training for employees of alcohol establishments	<a href="https://www.faceproject.org/Resources/PDF/Responsible-Alcohol-Service-CAK.pdf">https://www.faceproject.org/Resources/PDF/Responsible-Alcohol-Service-CAK.pdf</a> <a href="http://www.aep.umn.edu/index.php/publications/underage-alcohol-use-and-access/">http://www.aep.umn.edu/index.php/publications/underage-alcohol-use-and-access/</a> <a href="http://www.apolnet.ca/resources/education/presentations/barpoliciesLL09.pdf">http://www.apolnet.ca/resources/education/presentations/barpoliciesLL09.pdf</a> <a href="http://www.pire.org/documents/responsible_sales.pdf">http://www.pire.org/documents/responsible_sales.pdf</a>
Distribute the campus substance abuse policies and associated punishments to all incoming and returning students and their parents, as well as publicize them on the campus website and in campus venues such as student housing and sports facilities	<a href="http://www.collegedrinkingprevention.gov/media/Journal/140-DeJong&amp;Langford.pdf">http://www.collegedrinkingprevention.gov/media/Journal/140-DeJong&amp;Langford.pdf</a> <a href="http://www.higheredcenter.org/environmental-management/change/policy">http://www.higheredcenter.org/environmental-management/change/policy</a> <a href="http://www.higheredcenter.org/environmentalmanagement/change/normative">http://www.higheredcenter.org/environmentalmanagement/change/normative</a>
Educate parents, through community, school, athletic, and other club/group newsletters; through parent meetings associated with youth clubs, groups, and athletics; and/or through other venues, about underage drinking in the community, including access to alcohol and effective measures to reduce it	<a href="http://archives.drugabuse.gov/pdf/monographs/monograph177/monograph177.pdf">http://archives.drugabuse.gov/pdf/monographs/monograph177/monograph177.pdf</a>
Educate parents, through school newsletters, PTA meeting, or other venues, about substance abuse in the community, including access to substances and effective measures to reduce it.	<a href="http://www.aep.umn.edu/index.php/publications/underage-alcohol-use-and-access/">http://www.aep.umn.edu/index.php/publications/underage-alcohol-use-and-access/</a> <a href="http://www.higheredcenter.org/environmental-management/change/policy">http://www.higheredcenter.org/environmental-management/change/policy</a> <a href="http://www.higheredcenter.org/environmentalmanagement/change/normative">http://www.higheredcenter.org/environmentalmanagement/change/normative</a>
Enact policies to restrict underage access to alcohol in the workplace	<a href="http://www.rti.org/pubs/bk-0005-1103-cluff.pdf">http://www.rti.org/pubs/bk-0005-1103-cluff.pdf</a>
Encourage businesses to adopt policies that decrease personal risk and promote responsible drinking	<a href="http://www.pire.org/documents/responsible_sales.pdf">http://www.pire.org/documents/responsible_sales.pdf</a> <a href="http://www.apolnet.ca/resources/education/presentations/barpoliciesLL09.pdf">http://www.apolnet.ca/resources/education/presentations/barpoliciesLL09.pdf</a>
Encourage businesses to conduct internal compliance checks to monitor the sale of alcohol to minors by their employees	<a href="http://www.udetc.org/lawenforcementstrategies.htm#Operations">http://www.udetc.org/lawenforcementstrategies.htm#Operations</a> <a href="http://www.udetc.org/lawenforcementstrategies.htm#FalseID">http://www.udetc.org/lawenforcementstrategies.htm#FalseID</a>
Encourage staff and faculty to live on campus	<a href="http://www.collegedrinkingprevention.gov/media/Journal/140-DeJong&amp;Langford.pdf">http://www.collegedrinkingprevention.gov/media/Journal/140-DeJong&amp;Langford.pdf</a> <a href="http://www.higheredcenter.org/environmentalmanagement/change/normative">http://www.higheredcenter.org/environmentalmanagement/change/normative</a>

Enforce school penalties for substance possession or intoxication on school property or at school-related events	<a href="http://www.higheredcenter.org/environmental-management/change/policy">http://www.higheredcenter.org/environmental-management/change/policy</a> <a href="http://www.higheredcenter.org/environmentalmanagement/change/normative">http://www.higheredcenter.org/environmentalmanagement/change/normative</a>
Enhance enforcement of drug and alcohol laws and policies on campus property and at campus-sponsored events	<a href="http://www.collegedrinkingprevention.gov/media/Journal/140-DeJong&amp;Langford.pdf">http://www.collegedrinkingprevention.gov/media/Journal/140-DeJong&amp;Langford.pdf</a> <a href="http://www.higheredcenter.org/environmentalmanagement/change/normative">http://www.higheredcenter.org/environmentalmanagement/change/normative</a> <a href="http://www.higheredcenter.org/environmental-management/change/policy">http://www.higheredcenter.org/environmental-management/change/policy</a>
Enhance enforcement of worksite policies	<a href="http://www.rti.org/pubs/bk-0005-1103-cluff.pdf">http://www.rti.org/pubs/bk-0005-1103-cluff.pdf</a>
Enhance law enforcement capacity and commitment to address substance abuse laws	<a href="http://www.ncjrs.gov/txtfiles/beyond.txt">http://www.ncjrs.gov/txtfiles/beyond.txt</a> <a href="http://profiles.nlm.nih.gov/NN/B/C/Y/C/_/nnbcyc.pdf">http://profiles.nlm.nih.gov/NN/B/C/Y/C/_/nnbcyc.pdf</a> Beyond the Bench: How Judges Can Help Reduce Juvenile DUI and Alcohol and Other Drug Violations (1996)
Establish a minimum bar entry age equivalent to the minimum legal drinking age of 21 years old	<a href="http://hrb.imaxan.ie/attached/1835-1770.pdf">http://hrb.imaxan.ie/attached/1835-1770.pdf</a> <a href="http://www.ca-cpi.org/TARP/EP-Final.pdf">http://www.ca-cpi.org/TARP/EP-Final.pdf</a>
Establish a minimum-age-of-seller that is equivalent to the minimum legal drinking age of 21 years old	<a href="http://hrb.imaxan.ie/attached/1835-1770.pdf">http://hrb.imaxan.ie/attached/1835-1770.pdf</a> <a href="http://www.ca-cpi.org/TARP/EP-Final.pdf">http://www.ca-cpi.org/TARP/EP-Final.pdf</a>
Establish a network for parents to communicate and be linked with other parents who hold similar beliefs and have home environments that are free from alcohol abuse and easy access to alcohol	<a href="http://archives.drugabuse.gov/pdf/monographs/monograph177/monograph177.pdf">http://archives.drugabuse.gov/pdf/monographs/monograph177/monograph177.pdf</a>
Establish or strengthen policies related to alcohol and drug use among employees	<a href="http://www.rti.org/pubs/bk-0005-1103-cluff.pdf">http://www.rti.org/pubs/bk-0005-1103-cluff.pdf</a>
Establish or strengthen school penalties for possession or intoxication on school property or at school-related events	<a href="http://www.aep.umn.edu/index.php/publications/underage-alcohol-use-and-access/">http://www.aep.umn.edu/index.php/publications/underage-alcohol-use-and-access/</a>
Establish rules for adult alcohol use in the home, such as prohibiting alcohol at children's parties and other events held in the home	<a href="http://archives.drugabuse.gov/pdf/monographs/monograph177/monograph177.pdf">http://archives.drugabuse.gov/pdf/monographs/monograph177/monograph177.pdf</a>
Expand opportunities for students to make social choices that do not include illegal drugs and alcohol	<a href="http://www.collegedrinkingprevention.gov/media/Journal/140-DeJong&amp;Langford.pdf">http://www.collegedrinkingprevention.gov/media/Journal/140-DeJong&amp;Langford.pdf</a> <a href="http://www.higheredcenter.org/environmentalmanagement/change/normative">http://www.higheredcenter.org/environmentalmanagement/change/normative</a>
Have law enforcement conduct "walk-throughs" at alcohol outlets	<a href="http://www.udetc.org/lawenforcementstrategies.htm#Operations">http://www.udetc.org/lawenforcementstrategies.htm#Operations</a> <a href="http://www.centurycouncil.org/stop-underage-drinking/initiatives/copsinshops/getinvolved">http://www.centurycouncil.org/stop-underage-drinking/initiatives/copsinshops/getinvolved</a>

Implement shoulder tap enforcement programs to prevent strangers from purchasing alcohol for minors	<a href="http://www.youthinaction.org/about/shoulderTap/">http://www.youthinaction.org/about/shoulderTap/</a>
Implement an education/awareness campaign within a school or district.	<a href="http://www.aep.umn.edu/index.php/publications/underage-alcohol-use-and-access/">http://www.aep.umn.edu/index.php/publications/underage-alcohol-use-and-access/</a> <a href="http://www.higheredcenter.org/environmental-management/change/policy">http://www.higheredcenter.org/environmental-management/change/policy</a> <a href="http://www.higheredcenter.org/environmentalmanagement/change/normative">http://www.higheredcenter.org/environmentalmanagement/change/normative</a>
Implement education/awareness campaigns within worksites	<a href="http://www.rti.org/pubs/bk-0005-1103-cluff.pdf">http://www.rti.org/pubs/bk-0005-1103-cluff.pdf</a>
Implement party patrols	<a href="http://www.udetc.org/lawenforcementstrategies.htm#Party">http://www.udetc.org/lawenforcementstrategies.htm#Party</a>
Implement responsible beverage server and manager training programs (voluntary or mandatory)	<a href="http://www.ca-cpi.org/TARP/RBS-final.pdf">http://www.ca-cpi.org/TARP/RBS-final.pdf</a> <a href="https://www.faceproject.org/Resources/PDF/Responsible-Alcohol-Service-CAK.pdf">https://www.faceproject.org/Resources/PDF/Responsible-Alcohol-Service-CAK.pdf</a> <a href="http://www.aep.umn.edu/index.php/publications/underage-alcohol-use-and-access/">http://www.aep.umn.edu/index.php/publications/underage-alcohol-use-and-access/</a>
Implement the “cops in shops” enforcement program	<a href="http://www.centurycouncil.org/stop-underage-drinking/initiatives/copsinshops/getinvolved">http://www.centurycouncil.org/stop-underage-drinking/initiatives/copsinshops/getinvolved</a>
Increase or change zoning restrictions	<a href="https://www.faceproject.org/Resources/PDF/Responsible-Alcohol-Service-CAK.pdf">https://www.faceproject.org/Resources/PDF/Responsible-Alcohol-Service-CAK.pdf</a> <a href="http://www.unomaha.edu/ncenter/documents/aic_citizen_protests.pdf">http://www.unomaha.edu/ncenter/documents/aic_citizen_protests.pdf</a> <a href="http://www.vyfs.org/images/stories/An_Introduction_and_Overview_for_Environmental_Prevention_Strategies.pdf">http://www.vyfs.org/images/stories/An_Introduction_and_Overview_for_Environmental_Prevention_Strategies.pdf</a>
Mass media campaigns (e.g., television, radio, billboard, print; including counter-advertising campaigns)	<a href="http://www.collegedrinkingprevention.gov/media/Journal/182-DeJong.pdf">http://www.collegedrinkingprevention.gov/media/Journal/182-DeJong.pdf</a>
Media advocacy	<a href="http://www.pire.org/documents/mediaadvocacy.pdf">http://www.pire.org/documents/mediaadvocacy.pdf</a> <a href="http://www.apha.org/NR/rdonlyres/A5A9C4ED-1C0C-4D0C-A56CC33DEC7F5A49/0/Media_Advocacy_Manual.pdf">http://www.apha.org/NR/rdonlyres/A5A9C4ED-1C0C-4D0C-A56CC33DEC7F5A49/0/Media_Advocacy_Manual.pdf</a> <a href="https://spinproject.rdsecure.org/downloads/SCPTemplate.pdf">https://spinproject.rdsecure.org/downloads/SCPTemplate.pdf</a>
Prescription Medication Take-back Programs	<a href="http://www.deadiversion.usdoj.gov/drug_disposal/takeback/">http://www.deadiversion.usdoj.gov/drug_disposal/takeback/</a>
Prohibit alcohol at all campus-sponsored events both on and off campus	<a href="http://www.collegedrinkingprevention.gov/media/Journal/140-DeJong&amp;Langford.pdf">http://www.collegedrinkingprevention.gov/media/Journal/140-DeJong&amp;Langford.pdf</a> <a href="http://www.higheredcenter.org/environmentalmanagement/change/alcohol-free">http://www.higheredcenter.org/environmentalmanagement/change/alcohol-free</a> <a href="http://www.collegedrinkingprevention.gov/media/FINALHandbook.pdf">http://www.collegedrinkingprevention.gov/media/FINALHandbook.pdf</a> <a href="http://www.higheredcenter.org/environmental-management/change/policy">http://www.higheredcenter.org/environmental-management/change/policy</a>
Prohibit alcohol kegs on campus and at campus sponsored events	<a href="http://www.collegedrinkingprevention.gov/media/Journal/140-DeJong&amp;Langford.pdf">http://www.collegedrinkingprevention.gov/media/Journal/140-DeJong&amp;Langford.pdf</a> <a href="http://www.higheredcenter.org/environmentalmanagement/change/alcohol-free">http://www.higheredcenter.org/environmentalmanagement/change/alcohol-free</a> <a href="http://www.collegedrinkingprevention.gov/media/FINALHandbook.pdf">http://www.collegedrinkingprevention.gov/media/FINALHandbook.pdf</a> <a href="http://www.higheredcenter.org/environmental-management/change/policy">http://www.higheredcenter.org/environmental-management/change/policy</a>

Prohibit alcohol within all student housing	<a href="http://www.collegedrinkingprevention.gov/media/Journal/140-DeJong&amp;Langford.pdf">http://www.collegedrinkingprevention.gov/media/Journal/140-DeJong&amp;Langford.pdf</a> <a href="http://www.higheredcenter.org/environmentalmanagement/change/alcohol-free">http://www.higheredcenter.org/environmentalmanagement/change/alcohol-free</a> <a href="http://www.collegedrinkingprevention.gov/media/FINALHandbook.pdf">http://www.collegedrinkingprevention.gov/media/FINALHandbook.pdf</a> <a href="http://www.higheredcenter.org/environmental-management/change/policy">http://www.higheredcenter.org/environmental-management/change/policy</a>
Prohibit drink discounts, specials, happy hours, and other price promotions at establishments that sell alcohol for on premise consumption (only if done in collaboration with enforcement)	<a href="http://www.udetc.org/documents/Tool%20Kit%20to%20Pass%20a%20Local%20Ordinance.pdf">http://www.udetc.org/documents/Tool%20Kit%20to%20Pass%20a%20Local%20Ordinance.pdf</a>
Prohibit the consumption of alcohol at all school-related events, including adult consumption	<a href="http://www.aep.umn.edu/index.php/publications/underage-alcohol-use-and-access/">http://www.aep.umn.edu/index.php/publications/underage-alcohol-use-and-access/</a>
Prohibit the sale of alcohol on campus and at campus facilities, such as football stadiums, concert halls, and campus cafeterias, restaurants, and pubs	<a href="http://www.collegedrinkingprevention.gov/media/Journal/140-DeJong&amp;Langford.pdf">http://www.collegedrinkingprevention.gov/media/Journal/140-DeJong&amp;Langford.pdf</a> <a href="http://www.higheredcenter.org/environmentalmanagement/change/alcohol-free">http://www.higheredcenter.org/environmentalmanagement/change/alcohol-free</a> <a href="http://www.collegedrinkingprevention.gov/media/FINALHandbook.pdf">http://www.collegedrinkingprevention.gov/media/FINALHandbook.pdf</a> <a href="http://www.higheredcenter.org/environmental-management/change/policy">http://www.higheredcenter.org/environmental-management/change/policy</a>
Reality Tour	<a href="http://www.realitytour.org">www.realitytour.org</a>
Reduce youth access to alcohol within the home	<a href="http://pubs.niaaa.nih.gov/publications/arh26-1/5-14.htm">http://pubs.niaaa.nih.gov/publications/arh26-1/5-14.htm</a>
Reinstate or maintain Friday classes to shorten the elongated weekend	<a href="http://www.collegedrinkingprevention.gov/media/Journal/140-DeJong&amp;Langford.pdf">http://www.collegedrinkingprevention.gov/media/Journal/140-DeJong&amp;Langford.pdf</a> <a href="http://www.higheredcenter.org/environmentalmanagement/change/normative">http://www.higheredcenter.org/environmentalmanagement/change/normative</a>
Reprimand supervisors who fail to enforce the policies	<a href="http://www.rti.org/pubs/bk-0005-1103-cluff.pdf">http://www.rti.org/pubs/bk-0005-1103-cluff.pdf</a>
Require alcohol warning signs to be posted at liquor establishments	<a href="http://www.health.org/catalog/posters/">www.health.org/catalog/posters/</a> <a href="http://www.centurycouncil.org">www.centurycouncil.org</a>
Require ID checks at all campus events where alcohol is available	<a href="http://www.collegedrinkingprevention.gov/media/Journal/140-DeJong&amp;Langford.pdf">http://www.collegedrinkingprevention.gov/media/Journal/140-DeJong&amp;Langford.pdf</a> <a href="http://www.collegedrinkingprevention.gov/media/FINALHandbook.pdf">http://www.collegedrinkingprevention.gov/media/FINALHandbook.pdf</a> <a href="http://www.higheredcenter.org/environmentalmanagement/change/availability">http://www.higheredcenter.org/environmentalmanagement/change/availability</a>
Require responsible beverage server practices when alcohol is available at worksite-sponsored events	<a href="http://www.rti.org/pubs/bk-0005-1103-cluff.pdf">http://www.rti.org/pubs/bk-0005-1103-cluff.pdf</a>
Require responsible beverage service training for campus facilities that sell or provide alcohol, such as sports arenas, concert halls, and campus cafeterias, restaurants, and pubs	<a href="http://www.collegedrinkingprevention.gov/media/Journal/140-DeJong&amp;Langford.pdf">http://www.collegedrinkingprevention.gov/media/Journal/140-DeJong&amp;Langford.pdf</a> <a href="http://www.higheredcenter.org/environmentalmanagement/change/availability">http://www.higheredcenter.org/environmentalmanagement/change/availability</a>
Require that all incoming and returning students participate in a brief motivational intervention related to substance abuse	<a href="http://www.collegedrinkingprevention.gov/media/Journal/140-DeJong&amp;Langford.pdf">http://www.collegedrinkingprevention.gov/media/Journal/140-DeJong&amp;Langford.pdf</a> <a href="http://www.higheredcenter.org/environmentalmanagement/change/normative">http://www.higheredcenter.org/environmentalmanagement/change/normative</a>

Restrict alcohol advertising and promotion	<a href="http://www.aep.umn.edu/index.php/publications/underage-alcohol-use-and-access/">http://www.aep.umn.edu/index.php/publications/underage-alcohol-use-and-access/</a>
Restrict alcohol advertising and promotion on campus	<a href="http://www.collegedrinkingprevention.gov/media/Journal/140-DeJong&amp;Langford.pdf">http://www.collegedrinkingprevention.gov/media/Journal/140-DeJong&amp;Langford.pdf</a> <a href="http://www.higheredcenter.org/environmentalmanagement/change/marketing">http://www.higheredcenter.org/environmentalmanagement/change/marketing</a>
Restrict alcohol on public property	<a href="http://www.aep.umn.edu/index.php/publications/underage-alcohol-use-and-access/">http://www.aep.umn.edu/index.php/publications/underage-alcohol-use-and-access/</a> <a href="http://www.udetc.org/documents/Tool%20Kit%20to%20Pass%20a%20Local%20Ordinance.pdf">http://www.udetc.org/documents/Tool%20Kit%20to%20Pass%20a%20Local%20Ordinance.pdf</a>
Restrict home delivery of alcohol	<a href="https://www.stopalcoholabuse.gov/media/ReportToCongress/2012/profile_summaries/18_home_delivery.pdf">https://www.stopalcoholabuse.gov/media/ReportToCongress/2012/profile_summaries/18_home_delivery.pdf</a>
Restrict hours and days of alcohol sale	<a href="http://www.udetc.org/documents/Tool%20Kit%20to%20Pass%20a%20Local%20Ordinance.pdf">http://www.udetc.org/documents/Tool%20Kit%20to%20Pass%20a%20Local%20Ordinance.pdf</a> <a href="http://www.sunrisefl.gov/documents/Ordinance_153-08-C.pdf">http://www.sunrisefl.gov/documents/Ordinance_153-08-C.pdf</a>
Restrict the availability of alcohol at community events, such as sporting and recreational events	<a href="http://www.faceproject.org/Resources/PDF/Alcohol-Sales-Community-Events-CAK.pdf">http://www.faceproject.org/Resources/PDF/Alcohol-Sales-Community-Events-CAK.pdf</a> <a href="http://www.aep.umn.edu/index.php/publications/underage-alcohol-use-and-access/">http://www.aep.umn.edu/index.php/publications/underage-alcohol-use-and-access/</a>
Revise and strengthen penalties for violation of campus substance abuse policies	<a href="http://www.collegedrinkingprevention.gov/media/Journal/140-DeJong&amp;Langford.pdf">http://www.collegedrinkingprevention.gov/media/Journal/140-DeJong&amp;Langford.pdf</a> <a href="http://www.higheredcenter.org/environmentalmanagement/change/policy">http://www.higheredcenter.org/environmentalmanagement/change/policy</a> <a href="http://www.higheredcenter.org/environmentalmanagement/change/normative">http://www.higheredcenter.org/environmentalmanagement/change/normative</a>
Revoke liquor licenses for outlets that do not comply with state laws and local ordinances	<a href="http://www.acpr.gov.au/pdf/drugs/Licensed%20premises.pdf">http://www.acpr.gov.au/pdf/drugs/Licensed%20premises.pdf</a> <a href="http://www.aep.umn.edu/index.php/publications/underage-alcohol-use-and-access/">http://www.aep.umn.edu/index.php/publications/underage-alcohol-use-and-access/</a> <a href="http://www.udetc.org/documents/AlcoholSales.pdf">http://www.udetc.org/documents/AlcoholSales.pdf</a>
Social norms approaches	<a href="http://www.socialnormsresources.org/pdf/Guidebook.pdf">http://www.socialnormsresources.org/pdf/Guidebook.pdf</a> <a href="http://www.higheredcenter.org/files/product/hws.pdf">http://www.higheredcenter.org/files/product/hws.pdf</a>
Strengthen the prosecution, adjudication, and sanctioning of substance abuse laws within the court system	<a href="http://www.ncjrs.gov/txtfiles/beyond.txt">http://www.ncjrs.gov/txtfiles/beyond.txt</a> <a href="http://profiles.nlm.nih.gov/NN/B/C/Y/C/_/nnbcyc.pdf">http://profiles.nlm.nih.gov/NN/B/C/Y/C/_/nnbcyc.pdf</a> Beyond the Bench: How Judges Can Help Reduce Juvenile DUI and Alcohol and Other Drug Violations (1996)
Substance abuse screening and brief intervention	<a href="http://www.samhsa.gov/prevention/sbirt/">http://www.samhsa.gov/prevention/sbirt/</a> <a href="http://www.annfammed.org/cgi/reprint/2/5/474">http://www.annfammed.org/cgi/reprint/2/5/474</a>
Work with local healthcare providers and organizations to adopt a policy requiring that screening and brief motivational interventions are part of standard practice	<a href="http://www.samhsa.gov/prevention/sbirt/">http://www.samhsa.gov/prevention/sbirt/</a> <a href="http://www.annfammed.org/cgi/reprint/2/5/474">http://www.annfammed.org/cgi/reprint/2/5/474</a>

## Programs

Across Ages	<a href="http://acrossages.org/">http://acrossages.org/</a>
Active Parenting	<a href="http://www.activeparenting.com">http://www.activeparenting.com</a>
AllStars	<a href="http://www.allstarsprevention.com">http://www.allstarsprevention.com</a>
Als Pals	<a href="http://www.wingspanworks.com/educational_programs">http://www.wingspanworks.com/educational_programs</a>
Athletes Training and Learning To Avoid Steroids (ATLAS)	<a href="http://www.ohsu.edu/hpsm/atlas.cfm">http://www.ohsu.edu/hpsm/atlas.cfm</a>
Bicultural Competence Skills Program	<a href="http://www.socio.com/srch/summary/ysappa/ysa01.htm">http://www.socio.com/srch/summary/ysappa/ysa01.htm</a>
Big Brothers Big Sisters Mentoring Program	<a href="http://www.bbbs.org/site/c.diJKKYPLJvH/b.1539751/k.BDB6/Home.htm">http://www.bbbs.org/site/c.diJKKYPLJvH/b.1539751/k.BDB6/Home.htm</a>
Brief Alcohol Screening and Intervention of College Students (BASICS)	<a href="http://depts.washington.edu/abrc/basics.htm">http://depts.washington.edu/abrc/basics.htm</a>
Brief Strategic Family Therapy	<a href="http://www.bsft.org/">http://www.bsft.org/</a>
Building Skills	<a href="http://www.wnyunited.org/">http://www.wnyunited.org/</a>
CHOICES	<a href="http://www.changecompanies.net/choices.php">http://www.changecompanies.net/choices.php</a>
Class Action	<a href="http://www.hazelden.org/">http://www.hazelden.org/</a>
Coping With Work and Family Stress	<a href="http://www.theconsultationcenter.org/WFS%20Sessions.pdf">http://www.theconsultationcenter.org/WFS%20Sessions.pdf</a>
eCHECKUP TO GO	<a href="http://www.echeckuptogo.com/usa/">http://www.echeckuptogo.com/usa/</a>
Families and Schools Together	<a href="http://familiesandschools.org">http://familiesandschools.org</a>
Family Matters	<a href="http://familymatters.sph.unc.edu/index.htm">http://familymatters.sph.unc.edu/index.htm</a>
Good Behavior Game	<a href="http://www.air.org/goodbehaviorgame">http://www.air.org/goodbehaviorgame</a>
Guiding Good Choices	<a href="http://www.channing-bete.com/prevention-programs/guiding-good-choices/guiding-good-choices.html">http://www.channing-bete.com/prevention-programs/guiding-good-choices/guiding-good-choices.html</a>
LifeSkills® Training	<a href="http://www.lifeskillstraining.com/">http://www.lifeskillstraining.com/</a>
Linking the Interests of Families and Teachers	<a href="http://www.oslc.org">http://www.oslc.org</a>
Lions Quest Skills for Adolescence	<a href="http://www.lions-quest.org/index.html">http://www.lions-quest.org/index.html</a>
Nurturing Parent Program	<a href="http://nurturingparenting.com">http://nurturingparenting.com</a>
Parent Project - Changing Destructive Adolescent Behavior	<a href="http://www.parentproject.com/index.php/about-us/programs-offered/changing-destructive-adolescent-behavior">http://www.parentproject.com/index.php/about-us/programs-offered/changing-destructive-adolescent-behavior</a>
Project ALERT	<a href="http://www.projectalert.com">http://www.projectalert.com</a>
Project Northland	<a href="http://www.epi.umn.edu/projectnorthland/Schoolba.Html">http://www.epi.umn.edu/projectnorthland/Schoolba.Html</a>
Project SUCCESS	<a href="http://www.sascorp.org">http://www.sascorp.org</a>
Project Towards No Drug Abuse	<a href="http://tnd.usc.edu">http://tnd.usc.edu</a>
Promoting Alternative Thinking Strengths	<a href="http://www.channing-bete.com/paths">http://www.channing-bete.com/paths</a>
Protecting You/Protecting Me	<a href="http://www.pypm.org">http://www.pypm.org</a>

SAFE Children	<a href="http://www.psych.uic.edu/fcrg/safe.html">http://www.psych.uic.edu/fcrg/safe.html</a>
Seattle Social Development Project	<a href="http://www.depts.washington.edu/ssdp">www.depts.washington.edu/ssdp</a>
Second Step	<a href="http://www.cfchildren.org">http://www.cfchildren.org</a>
SPORT	<a href="http://www.preventionpluswellness.com">http://www.preventionpluswellness.com</a>
STARS for Families	<a href="http://nimcoinc.com">http://nimcoinc.com</a>
Strengthening Families Program	<a href="http://www.strengtheningfamiliesprogram.org/index.html">http://www.strengtheningfamiliesprogram.org/index.html</a>
Team Awareness	<a href="http://www.organizationalwellness.com">www.organizationalwellness.com</a>
Too Good for Drugs	<a href="http://www.mendezfoundation.org">http://www.mendezfoundation.org</a>
Wellness Outreach at Work	<a href="http://www.ilir.umich.edu/wellness/">http://www.ilir.umich.edu/wellness/</a>

### **EBP Selection Resources**

Center for Substance Abuse Prevention (CSAP) - Data Manual. Retrieved from: <http://dbhdid.ky.gov/pds/ServiceTypeCodes.pdf>

Identifying and Selecting Evidence-based Interventions – A guide developed by CSAP that provides criteria on selecting appropriate strategies that are based on identified intervening variables (risk and protective factors). It also, provides definitions of evidence-based and practical fit. Retrieved from:  
<http://store.samhsa.gov/shin/content/SMA09-4205/SMA09-4205.pdf>

Blueprints for Healthy Youth Development. Retrieved from: <http://www.blueprintsprograms.com/>

## Data Resources

Idaho Youth Prevention Survey- A report with information regarding school climate, emotional health, physical health, parental attitudes, and substance use for youth in grades 6, 8, 10, and 12. Retrieved from:

[http://www.sde.idaho.gov/site/safe\\_drugfree/docs/IdahoYouthPreventionSurveyReport\\_2014.pdf](http://www.sde.idaho.gov/site/safe_drugfree/docs/IdahoYouthPreventionSurveyReport_2014.pdf)

Idaho Youth Prevention Survey Region 1 Fact Sheet- A fact sheet with data from the IYPS specific to Region 1 (Boundary, Bonner, Kootenai, Benewah, and Shoshone Counties) Retrieved from:

<http://www.odp.idaho.gov/pdf/IdahoYouthPreventionSurvey/IYP%20Survey%202014%20Region%201%20Report.pdf>

Idaho Youth Prevention Survey Region 2 Fact Sheet- A fact sheet with data from the IYPS specific to Region 2 (Latah, Clearwater, Nez Perce, Lewis, and Idaho Counties) Retrieved from:

<http://www.odp.idaho.gov/pdf/IdahoYouthPreventionSurvey/IYP%20Survey%202014%20Region%202%20Report.pdf>

Idaho Youth Prevention Survey Region 3 Fact Sheet- A fact sheet with data from the IYPS specific to Region 3 (Adams, Washington, Payette, Gem, Canyon, and Owyhee Counties) Retrieved from:

<http://www.odp.idaho.gov/pdf/IdahoYouthPreventionSurvey/IYP%20Survey%202014%20Region%203%20Report.pdf>

Idaho Youth Prevention Survey Region 4 Fact Sheet- A fact sheet with data from the IYPS specific to Region 4 (Valley Boise, Ada, and Elmore Counties) Retrieved from:

<http://www.odp.idaho.gov/pdf/IdahoYouthPreventionSurvey/IYP%20Survey%202014%20Region%204%20Report.pdf>

Idaho Youth Prevention Survey Region 5 Fact Sheet- A fact sheet with data from the IYPS specific to Region 5 (Camas, Blaine, Gooding, Lincoln, Jerome, Minidoka, Twin Falls, and Cassia Counties) Retrieved from:

<http://www.odp.idaho.gov/pdf/IdahoYouthPreventionSurvey/IYP%20Survey%202014%20Region%205%20Report.pdf>

Idaho Youth Prevention Survey Region 6 Fact Sheet- A fact sheet with data from the IYPS specific to Region 6 (Power, Bannock, Caribou, Oneida, Franklin, and Bear Lake Counties) Retrieved from:

<http://www.odp.idaho.gov/pdf/IdahoYouthPreventionSurvey/IYP%20Survey%202014%20Region%206%20Report.pdf>

Idaho Youth Prevention Survey Region 7 Fact Sheet- A fact sheet with data from the IYPS specific to Region 7 (Lemhi, Custer, Butte, Clark, Fremont, Jefferson, Madison, Teton, Bingham, and Bonneville Counties) Retrieved from:

<http://www.odp.idaho.gov/pdf/IdahoYouthPreventionSurvey/IYP%20Survey%202014%20Region%207%20Report.pdf>

Behavioral Risk Factor Surveillance System- A report with information regarding the health of adults in Idaho. Retrieved from: <http://www.healthandwelfare.idaho.gov/Health/VitalRecordsandHealthStatistics/HealthStatistics/BehavioralRiskFactorSurveillanceSystem/tabid/913/Default.aspx>

Idaho Youth Risk Behavior Survey- A report with information regarding risk behaviors in youth in grades 9-12. Variables include academic achievement, unintentional and intentional injury, tobacco use, alcohol and other drug use, sexual behaviors, weight management and dietary behaviors, physical activity, and other health-related measures. Retrieved from: <https://www.sde.idaho.gov/site/csh/docs/YRBS%202013%20FINAL.pdf>

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