PREVENTION
CENTRAL

CATALOGUE

iRT Innovation Research and Training, Inc.

Dear Colleagues,

The *Prevention Central* catalogue shares the results of 25 years of research, consultation, and program development. From creating our first curriculum, the *Media Ready* program focusing on substance use prevention for middle school students, to our most recent projects that represent health promotion and risk prevention, asset development in youth, and software tools for researchers, iRT has grown from an idea into a reality. We have stayed true to our mission of focusing on and building strengths, integrating research into practice while ensuring that practice informs research, focusing on outcomes, expanding our partnerships both in the U.S. and abroad, and creating elegant, engaging, multimedia, functional, easily scalable, evidence-based programs to enhance and improve health and well-being.

Everything created at iRT is the result of a team effort. Interdisciplinary teams work together on business operations, software development, multimedia and interactive design, and, of course, scientific projects. The development and evaluation of each of our programs takes many years of patience, hard work, and collective devotion. We thank our funders, collaborators, consultants, vendors, and research participants who have been part of our journey in some way. We deeply appreciate their contributions toward helping us advance our mission of improving the lives and well-being of children, adolescents, young adults, families, and organizations through our innovations, creativity, and rigorous research efforts.

Our company is very proud of all that we have accomplished and the programs represented in our first *Prevention Central* catalogue. In the catalogue, you will find a brief description of each of our products and services, as well as summaries of some of the empirical research findings that support our programs.

We look forward to the future and are excited about the upcoming release of new programs that are currently in development at iRT. As we continue to grow, we look forward to sharing our contributions to science as well as new usable and effective programs and tools in future *Prevention Central* catalogues.

Enjoy!

Dr. Janis Kupersmidt

President and Senior Research Scientist

iRT

Your one-stop-shop for prevention research, tools, programs, and services.
Navigating today's complex world is challenging for youth of all ages. *Prevention Central* works to address the various challenges facing children and adolescents by researching and developing evidence-based programs using innovative and unique approaches. We offer engaging, research-informed, effective, and developmentally appropriate programs for a variety of age groups to prevent substance use and delinquency, promote sexual health and safe driving, and enhance social-emotional skills and school functioning. Whether you're an educator or prevention specialist trying to reach an entire classroom or school, a parent who wants to better communicate with your child, or a leader trying to help your community or organization, we've got you covered.

Our people. Your partners.
Our team consists of world-renowned scientists, experienced practitioners, and creative professionals. All are leaders in their fields with decades of experience researching topics including substance use, mental health, juvenile justice, child trauma, healthcare, mentoring and other positive youth development approaches and child welfare, with an emphasis on child, adolescent, and family-based services. Our collaborative approach delivers products that are designed for the real world.

Prevention Central is a division of innovation Research & Training (iRT).
iRT is a behavioral science research company that develops and evaluates cutting edge products and services—all designed to improve lives.

TABLE OF CONTENTS

MEDIA LITERACY EDUCATION PROGRAMS FOR SUBSTANCE USE PREVENTION

MEDIA LITERACY EDUCATION PROGRAMS FOR SEXUAL HEALTH PROMOTION

MINDFULNESS EDUCATION PROGRAMS

SOCIAL-EMOTIONAL LEARNING PROGRAMS

SAFE DRIVING PROGRAMS

RESEARCH RESOURCES

Relevant. Engaging. Effective.

Media Literacy Education

Youth spend most of their waking hours with media. Unfortunately, media messages often involve unhealthy and risky behaviors. These types of messages negatively influence youth decision-making and behavior. Media literacy education is an innovative and effective health promotion strategy that trains people to evaluate media messages. Media literacy education is an effective approach for reducing substance use and risky sexual behaviors.
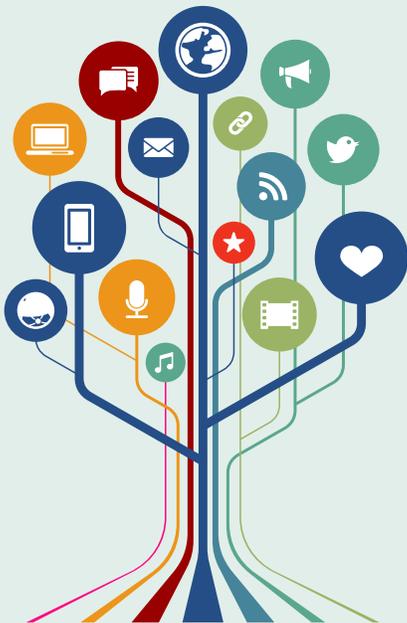
Mindfulness Education

Mindfulness is a new way to provide youth with skills to be aware of their feelings, thoughts, and actions in the moment. Mindfulness has the potential to increase attention and awareness while decreasing anxiety and impulsivity. By providing youth with the space and time to slow down and think before responding, there are more opportunities to make conscious, healthy decisions. Our mindfulness education programs help youth to learn, practice, and apply mindfulness to their daily lives.

Social-Emotional Learning

Developing the ability to understand and regulate feelings, thoughts, and behaviors will help youth inside and outside the classroom. Social and Emotional Learning (SEL) has numerous benefits for children and adolescents including improvements in social-emotional skills, academic performance, and prosocial behaviors, as well as reductions in externalizing and internalizing behaviors.

Engaging and effective.

All *Prevention Central* programs are...

- Innovative and enriching
- Proven effective through rigorous research and testing
- Outcomes-driven
- Designed to support exceptional mental health, physical health, and quality of life for children, adolescents, families, communities, and organizations

Relevant.

Our programs address pressing issues facing youth and young adults, including...

SUBSTANCE USE PREVENTION

SEXUAL AND RELATIONSHIP HEALTH PROMOTION

SAFE DRIVING PRACTICES

SOCIAL-EMOTIONAL COMPETENCE

VIOLENCE PREVENTION

Developmentally appropriate.

We offer options that nurture learning and provide support at all stages of child, adolescent, and young adult development, including...

ES
ELEMENTARY SCHOOL

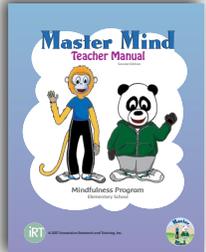**MS**
MIDDLE SCHOOL

HS
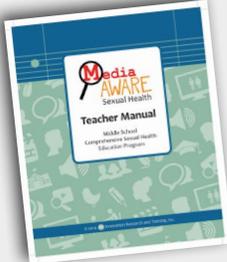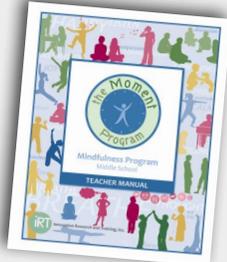HIGH SCHOOL

C
COLLEGE AND COMMUNITY COLLEGE

Flexible.

Our programs are designed to be either led by an instructor, accessed virtually, or delivered using a blend of instructor-led and virtual methods.

INSTRUCTOR-LED TRAINING

E-LEARNING

	Media Literacy Education for Substance Use Prevention	Media Literacy Education for Sexual Health Promotion	Mindfulness Education	Social-Emotional Learning
Elementary School	**Media Detective** Programs		**Master Mind**	**Buddy Builder**
Middle School	**Media Ready**	**Media Aware**	**Moment**	**Fight Navigator**
High School	**Media World**	**Media Aware**	**Aware** Programs	**Plan My Ride** **Fight Navigator** **Connected Scholars**
College		**Media Aware**		**Connected Scholars**
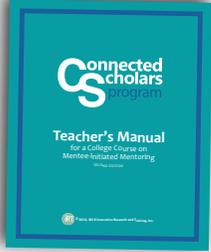
START TEACHING SUBSTANCE USE PREVENTION SKILLS EARLY

Even in elementary school, children receive dangerously positive messages about substance use in advertising. *Media Detective* is an in-person, instructor-led, activity-based media literacy education program designed to teach students strategies to critically analyze and reject persuasive pro-drug media messages and avoid using alcohol and tobacco products, including e-cigarettes, vapes, and smokeless tobacco products.

Versions available in both English and Spanish.

PROGRAM GOALS	PROGRAM STRUCTURE
• Encourage healthy cognitions about abstinence from alcohol use, tobacco use, and vaping • Enhance critical thinking skills • Delay or prevent underage alcohol use, tobacco use, and vaping	• In-person, instructor-led course • Approximately 45-60 minutes to complete each lesson • 10 lessons • Grades 3-5

Key Features

For Teachers and Administrators

• Evidence-based program using established models of decision-making and research on how children interpret media messages

• Teacher training workshop conducted either in-person or virtually through web conferencing

• Hands-on and group activities to experience parts of the program

• Curriculum adaptable to a variety of classroom settings, teaching styles, and student skill levels

• Includes fun homework assignments designed to further students' understanding of media literacy and provide additional opportunities to practice newly learned concepts

• Aligns with and easily integrates into health or language arts curriculum objectives

> *"I was suprised (sp) to learn that many Alcohol and Tobacco were targeted towards kids. With information from M.D. I can help spread awarness (sp) to kids who were not in the program"*
> – **A *Media Detective* student**

To learn more about *Media Detective*, visit www.mediadetectiveprograms.com

Key Features

For Students

- Entertaining, interactive activity-based program where students unravel the meanings behind advertisements and media messages

- Mascots "Snoop" and "Scoop" help teach the important concepts and lead students through fun adventures in learning

- Students each receive a Detective Notebook for class assignments

- Students create their own media messages to share with one another

What's Included?

- Comprehensive, easy-to-use Teacher's Manual in printable PDF format

- Student Detective Notebooks in printable PDF format

- Web-based multimedia presentation with media examples and resources
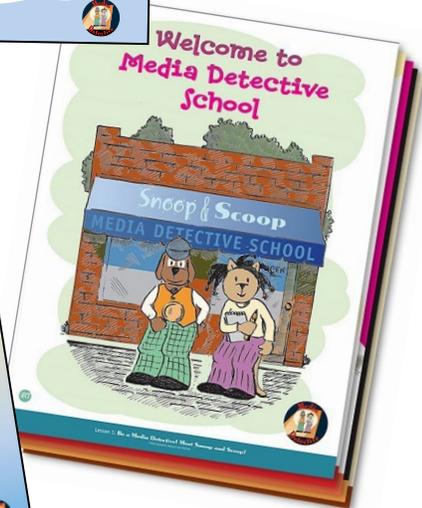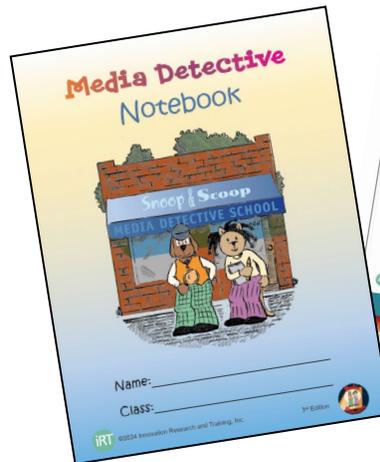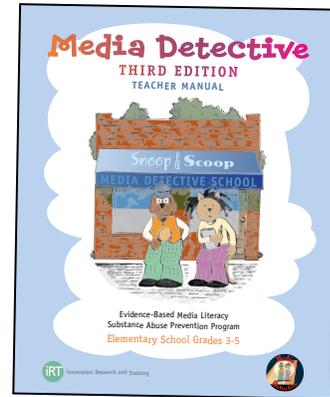
RESEARCH CORNER

Media Detective was evaluated in a randomized controlled trial. Boys in the *Media Detective* group reported significantly less interest in alcohol-branded merchandise than boys in the control group. Also, students who were in the *Media Detective* group and had used alcohol or tobacco in the past reported significantly less intention to use and more self-efficacy to refuse substances than students who were in the control group and had previously used alcohol or tobacco. The findings from this study suggest that media literacy– based interventions may serve as both a universal and a targeted prevention program that has potential for assisting elementary school children in making healthier, more informed decisions about use of alcohol and tobacco products.

Kupersmidt, J. B., Scull, T. M., & Austin, E. A. (2010). Media literacy education for elementary school substance use prevention: Randomized efficacy study of Media Detective. *Pediatrics, 126(*3), 525-531. https://doi.org/10.1542/peds.2010-0068

The *Media Detective* teacher training workshop was evaluated in a randomized controlled trial. Teachers who participated in the workshop reported stronger beliefs in the importance of and familiarity with media literacy education and scored higher on a direct assessment of media deconstruction skills than teachers in the control group. Teachers reported positive program assessment ratings. This trial provides evidence that a one-day teacher training workshop on media literacy education is effective at improving teachers' beliefs and knowledge about media literacy that are relevant for successful student outcomes.

Scull, T. M. & Kupersmidt, J. B. (2011). An evaluation of a media literacy program training workshop for late elementary school teachers. *Journal of Media Literacy Education, 2*(3). 199-208.

OFFER SUBSTANCE USE PREVENTION PROGRAMMING ONLINE
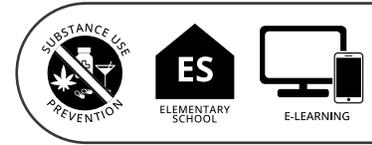
Media Detective Online is a web-based program with fun activities and media analysis lessons to help students discover the hidden messages of advertising at their own pace. Students will use clues to find the truth behind advertisements and learn how to effectively resist negative media influences. *Media Detective Online* is built upon the effective *Media Detective* and *Media Detective Family* programs, which have been proven to effectively reduce children's intent to use alcohol and tobacco, and parents report that the program is motivational, age-appropriate, and easy-to-use.

PROGRAM GOALS	PROGRAM STRUCTURE
• Encourage healthy cognitions about abstinence from alcohol use, tobacco use, and vaping • Enhance critical thinking skills • Delay or prevent underage alcohol use, tobacco use, and vaping	• Self-paced, web-based course • Approximately 2 hours to complete entire course • 5 cases to solve • Grades 3-5

Key Features

For Teachers and Administrators

• Research-informed program applying established models of health decision-making and research on how children interpret media messages

• Easy implementation for remote learning. Entirely asynchronous online program with unique logins for each student

• Aligns with and easily integrates into health or language arts curriculum objectives

For Students

• Entertaining, interactive, multimedia, activity-based program where students unravel the meanings behind advertisements and media messages

• Mascots "Snoop" and "Scoop" help teach the important concepts and lead students through fun adventures in learning

• Students create their own media messages to share with one another


What's Included?

• Online portal where students access interactive lessons

• 5 self-paced lessons

• Multimedia presentation including videos and animations

• Interactive activities

• Audio files to accompany the program for students who may have difficulty reading

To learn more about *Media Detective Online*, visit www.mediadetectiveprograms.com

INVOLVE PARENTS IN MEDIA LITERACY EDUCATION
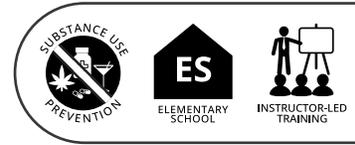
Media Detective Family Night invites families into the classroom to learn about media literacy and substance use alongside their children. This program is designed to be used as a one-time workshop that is hosted by one or more teachers who have taught *Media Detective* to their students. *Media Detective Family Night* allows students to share their new media literacy skills with their families and motivates families to help their children apply and practice media literacy skills outside of school.

Available in both English and Spanish versions

PROGRAM GOALS	PROGRAM STRUCTURE
• Introduce parents and caregivers to the field of media literacy education and its relationship to substance use prevention • Help parents and caregivers to recognize the importance of monitoring their children's exposure to media • Teach parents and caregivers media deconstruction skills, so they can apply them in doing logical analyses with their children • Provide children who have experienced the *Media Detective* program with an opportunity to demonstrate their knowledge of media literacy skills to their parents and caregivers	• 1 in-person workshop plus take-home notebook of media-related activities • Approximately 1.5-2 hours to complete program • 4 interactive cases to solve • Grades 3-5

Key Features

• Teaches skills to monitor and discuss their children's media exposure

• Reinforces students' media literacy skills

• Helps encourage parental involvement in their children's education both inside and outside of school

• Alcohol and tobacco prevention with parents, caregivers and their children integrated into the excitement of hands-on media literacy activities

• Easy implementation for teachers

• Based on state-of-the-art scientific research and theory on media literacy education and effective substance use prevention approaches

"This program was absolutely worthwhile. We should teach these kids before the ads can hook them. Knowledge is power, and these tools will help our kids as they grow up." – **A *Media Detective* Parent**

Key Features

- Team Casework: Families team up as Media Detectives to solve mysteries about the media in a series of cases. Students will be able to demonstrate their knowledge of the five Media Detective clues by coaching their families through the interactive activities involved in each case.

- Student Media Advocacy Presentation: Families have the opportunity to view the student media advocacy projects that were created during the *Media Detective* lessons. Families will also be asked to deconstruct the original ads with their children and discuss their child's counter-ads.

- Group Practice of Skills: At the end of the program, the teacher will gather all of the families together for group practice. Together, they will review the five *Media Detective* clues; deconstruct an alcohol commercial; and discuss media advocacy opportunities.

What's Included?

- **Teacher's Manual**
- **Multimedia Presentation**
- **Casework Materials:**
  - **Family Detective Notebooks**
  - **Stickers for parent-child teams**
  - **Activity Cards**
  - **Posters**

To learn more about *Media Detective Family Night*, visit www.mediadetectiveprograms.com

BUILD HEALTHY ATTITUDES TOWARDS MEDIA, TOGETHER

Media Detective Family is a web-based program with fun activities and media analysis lessons to help the whole family discover the hidden messages of advertising. Working together, families will use clues to find the truth behind advertisements and learn how to effectively resist unhealthy media influences. *Media Detective Family* has been proven to effectively reduce children's use of alcohol and tobacco over time, and families report that the program is motivational, age-appropriate, and easy-to-use.

PROGRAM GOALS	PROGRAM STRUCTURE
• Encourage healthy cognitions about abstinence from alcohol use, tobacco use, and vaping • Enhance critical thinking skills • Delay or prevent underage alcohol use, tobacco use, and vaping • Introduce parents and caregivers to the field of media literacy education and its relationship to substance use prevention • Help parents and caregivers to recognize the importance of monitoring their children's exposure to media • Teach parents and caregivers media deconstruction skills, so they can apply them in doing media analysis with their children	• Self-paced, web-based course • Approximately 2 hours to complete entire course • Grades 3-5

What's Included?

• Online portal where families can access interactive lessons

• 5 self-paced lessons

• Interactive activities

• 26 Cold Case files, further enrichment activities to practice media literacy skills

To learn more about *Media Detective Family*, visit www.mediadetectiveprograms.com

RESEARCH CORNER

Media Detective Family is an effective way to prevent youth from experimenting with alcohol and nicotine products. *Media Detective Family* was tested in a randomized controlled trial (RCT), the "gold standard" of evaluation studies.

- Children who completed *Media Detective Family* were significantly less likely to experiment with alcohol and nicotine products than children who did not take the program.

Additionally, parents found the program beneficial in a number of areas. The majority of parents who used the program reported that it helped them to:

- Be aware of health risks left out of ads for alcohol and nicotine products
- Assess the realism of advertising
- Talk with their child about media messages
- Help their child understand the purpose of advertising

Scull, T.M., Kupersmidt, J.B., & Weatherholt, T.N. (2017). The effectiveness of online, family-based media literacy education for substance abuse prevention in elementary school children: Study of the Media Detective Family Program. *Journal of Community Psychology,* 45(6), 796-809.

PREVENTING SUBSTANCE USE THROUGH MIDDLE SCHOOL MEDIA LITERACY EDUCATION

Adolescents today are exposed to a barrage of media messages about substance use from every direction. It can be hard to tell paid advertising for alcohol, tobacco, and vaping products from other content. *Media Ready* is an evidence-based, instructor-led program designed to give middle school students the ability to analyze media messages, recognize unhealthy behavior, and prevent underage substance use through the power of media literacy education.

PROGRAM GOALS	PROGRAM STRUCTURE
• Encourage healthy cognitions about abstinence from alcohol, tobacco, and vaping use • Enhance students' ability to apply critical thinking skills to interpreting media messages (in general) and alcohol and substance use media messages (specifically) • Delay or prevent the onset of underage alcohol, tobacco, and vaping use	• In-person, instructor-led course • 10 lessons • Approximately 45 minutes to complete each lesson • Grades 6-8

Key Features

For Teachers and Administrators

• Research-informed program based upon a conceptual model of how media messages are processed

• Adaptable to a variety of classroom settings, teaching styles, and student skill levels and also to a variety of learning environments including schools, afterschool programs, and community settings

• Program and lesson objectives are integrated with curriculum objectives in language arts, information skills, and healthful living

• Aligns with and easily integrates into health or language arts curriculum objectives

"Media Ready is effective in reducing underage drinking because it was developed by leading child clinical and developmental psychologists who are also substance use prevention scientists and experienced educators... This curriculum will empower middle school students across the state to become media savvy consumers whose opinions and decisions about alcohol are less likely to be influenced by advertisements." **– Former First Lady Mary Easley, Press Release, North Carolina Office of the Governor**

To learn more about *Media Ready*, visit www.mediareadyprograms.com

Key Features

For Students

- Interactive lessons and small group activities that help students discover the media world around them and develop skills to understand the messages that are being sent to them

- Engaging homework and extension assignments designed to further students' understanding of media literacy and provide additional opportunities to practice

What's Included?

- **Teacher's Manual in printable PDF format**

- **Student Workbooks in printable PDF format**

- **Web-based multimedia presentation for use during classroom instruction**

RESEARCH CORNER

Research on the effects of the *Media Ready* program (Kupersmidt, Scull, & Benson, 2012) found that *Media Ready* reduced intentions to use alcohol for boys and intentions to use tobacco for youth who had tried tobacco in the past. Students who took the program also demonstrated enhanced critical thinking about media messages. The Third Edition of *Media Ready* incorporates modern methods of marketing including social media and expands the tobacco content to include vaping/e-cigarette products, refuting the claim that they are "safe" or "clean" alternatives to smoking.

Kupersmidt, J. B., Scull, T. M., & Benson, J. W. (2012). Improving media message interpretation processing skills to promote healthy decision making about substance use: The effects of the Media Ready Curriculum. *Journal of Health Communication: International Perspectives, 17*(5), 546-563.

TOOLS TO TAKE ON A MEDIA-FILLED WORLD

High school opens up a world of new possibilities and new challenges for students. Furthermore, media messages about substances are more complex than straightforward advertisements for legal substances. *Media World* is an engaging, instructor-led program that gives students the skills they need to think critically about pro-substance use media messages. The *Media World* program expands upon the content of our programs for younger students by including discussion of not only alcohol, tobacco, and vaping products to also include substances such as cannabis, steroids, caffeine, and misuse of prescription medications.

PROGRAM GOALS	PROGRAM STRUCTURE
• Encourage healthy cognitions about abstinence from alcohol, tobacco, vaping, cannabis, steroids use, and caffeine and prescription drug misuse • Enhance students' ability to apply critical thinking skills to interpreting media messages (in general) and substance use media messages (specifically) • Delay or prevent the onset of underage substance use and misuse	• In-person, instructor-led course • 12 main lessons, with optional supplements • Approximately 50-60 minutes to complete each lesson • Designed for high school students

Key Features

For Teachers and Administrators

• Research-informed program based upon a conceptual model of how media messages are processed

• Adaptable to a variety of classroom settings, teaching styles, and student skill levels and also to a variety of learning environments including schools, afterschool programs, and community settings

• Program and lesson objectives are integrated with curriculum objectives in language arts, information skills, and healthful living

For Students

• Interactive lessons and small group activities that help students discover the media world around them and develop skills to understand the messages that are being sent to them

• Engaging homework and extension assignments designed to further students' understanding of media literacy and provide additional opportunities to practice

To learn more about *Media World*, visit www.mediaworldprograms.com

What's Included?

- Teacher's Manual in printable PDF format
- Student Workbooks in printable PDF format
- Web-based multimedia presentation for use during classroom instruction
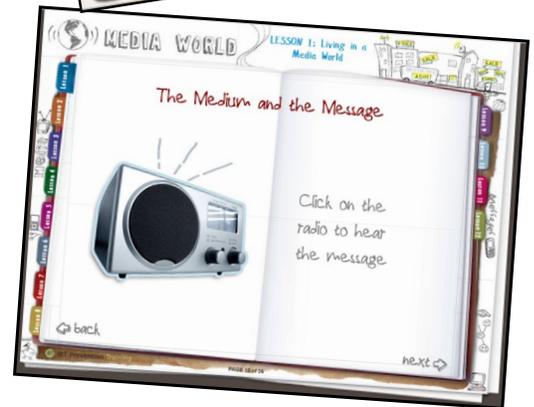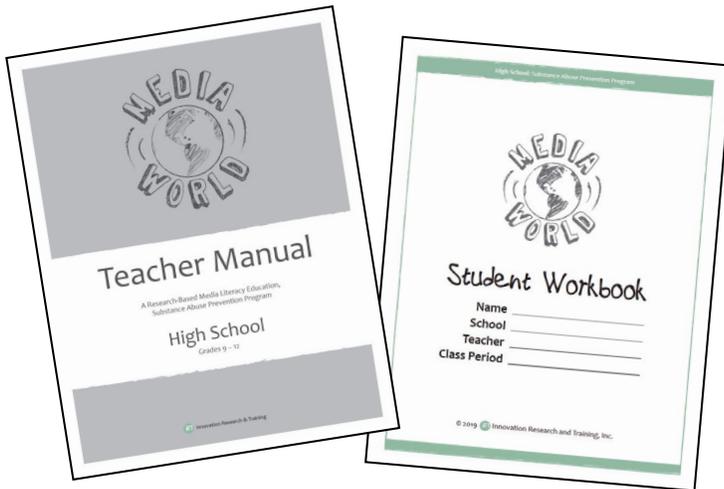
RESEARCH CORNER

Today's youth spend a large portion of every day using some form of media and are repeatedly exposed to positive messaging about use of alcohol, tobacco, vaping, steroids, caffeine, cannabis, pain killers, and other drugs. The *Media World* program was evaluated in a randomized controlled trial.

Results indicate that *Media World* impacts several substance-use related outcomes for high school students including reduced intentions to use substances, and reduced norms about the prevalence of substance use among peers. Teachers and students reported positive experiences with the program. When students are taught both critical analysis of media messages, and accurate information about the consequences of and prevalence of drug use, it reduces the belief that substance use is normative, which in turn, reduces intent to use. This finding was particularly true for alcohol, which is both a legal and ubiquitous drug in our society.

Kupersmidt, J. B., & Scull, T. M. (2013, May). *An evaluation of the efficacy of media literacy education for substance abuse prevention in high school students.* Poster presented at the annual meeting of the Society for Prevention Research, San Francisco, CA.

SEXUAL HEALTH EDUCATION FOR THE DIGITAL AGE
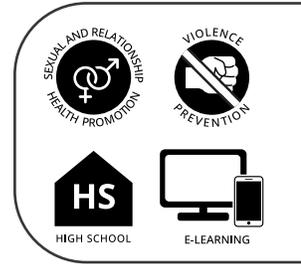
School-based sexual health education can be complicated. Talking about sexual health in a classroom can be uncomfortable, and there are often too many topics in health education to cover with limited instructional time. In addition, most sex education programs leave out important sexual health promotion topics like healthy relationships, gender, and consent. *Media Aware* **for High School** provides comprehensive, medically-accurate sexual health education in a private and efficient web-based format for students, as well as information about important topics such as media influence, consent, and substance use.

PROGRAM STRUCTURE

- Self-paced, online course
- 10 lessons
- Entire program can be completed in 4 class periods

Key Features

For Teachers

- A web-based teacher dashboard allows teachers to manage course enrollment, track student progress, view grades, and more
- A comprehensive online teacher training, *Preparing to Facilitate Sexual Health Education*, is available to help teachers create a safe learning environment and answer student questions
- Adaptable format for in-classroom learning, remote learning, or a hybrid of both
- Knowledge checks automatically scored and displayed on the teacher's dashboard
- Fulfills many state and national standards

For Students

- Students can take the program on laptop computers or tablets
- Self-paced lessons provide students the flexibility to complete the program at their own pace
- Videos of peers discussing sexual health and media topics
- Interactive activities include solving realistic scenarios and goal-setting
- Skills practice and quiz questions with immediate feedback
- Popular media examples (e.g., songs and song lyrics; clips from TV and film; advertisements)
- Personalized student profile, including settings for specific personal, educational, and health-related goals

Course Topics

- Alcohol/substance use and risky sexual activity
- Media portrayals of romantic relationships
- Building a healthy relationship
- Stalking, dating violence, and abusive relationships
- STI prevention and testing
- Gender role stereotypes
- Effective communication with parents, romantic partners, and health professionals
- FDA-approved birth control methods
- Sexual assault, bystander intervention, and consent
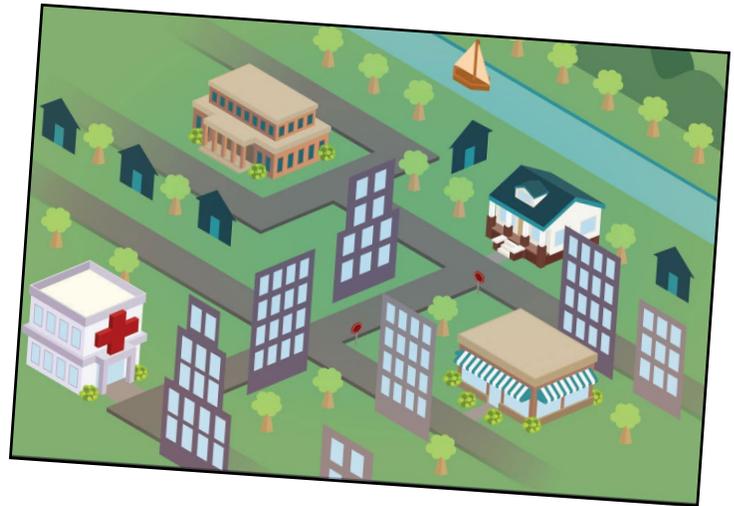
RESEARCH CORNER

Media Aware for High School was evaluated in a research study. Students reported that they:

- 👍 Enjoyed completing the program on a computer
- 👍 Liked the privacy, structure, and interactivity of *Media Aware* for High School
- 👍 Felt less embarrassed with the online format compared to a teacher-led curriculum
- 👍 Thought it was a good program for learning about sexual health

The evaluation of *Media Aware* for High School found that the program had a number of positive impacts on student health.

After completing *Media Aware* for High School, students were **more** likely to...

- Plan to communicate with parents, medical professionals, and partner before deciding to have sex
- Feel more able and intend to intervene to prevent a potential sexual assault
- Spend more time thinking about media messages

After completing *Media Aware* for High School, students were **less** likely to...

- Be willing to hook-up with someone if they don't want to
- Be willing to engage in unprotected sex (among male students)
- Believe that sex and risky sexual behaviors are common among teens

Scull, T. M., Dodson, C. V., Geller, J. G., Reeder, L. C., & Stump, K. N. (2022). A media literacy education approach to high school sexual health education: Immediate effects of media aware on adolescents' media, sexual health, and communication outcomes. *Journal of Youth and Adolescence, 51*(4), 708-723.

Scull, T., Malik, C., Morrison, A., & Keefe, E. (2021). Promoting sexual health in high school: A feasibility study of a web-based media literacy education program. *Journal of Health Communication, 26*(3), 147-160.

To learn more about *Media Aware* for High School, visit www.mediaawareprograms.com

MediaAWARE YOUNG ADULT

PREVENT SEXUAL ASSAULT AND PROMOTE SEXUAL HEALTH IN COLLEGE
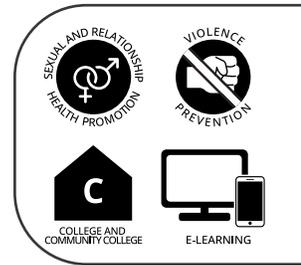
Two-thirds of all teen pregnancies occur among 18- and 19-year-olds. 1 in 6 college students have been sexually assaulted. 30% of students report very difficult intimate relationship problems in the past year. Yet, only 20 states require public high schools to teach medically accurate sex education. *Media Aware* **for Young Adults** is an interactive, web-based program designed to provide college-age students with standardized, comprehensive, and engaging sexual health education to prevent two key obstacles to college success: unintended pregnancy and sexual assault.

PROGRAM STRUCTURE

- Self-paced, online course
- 4 units:
  - Media influence on sexual and relationship health
  - Substance use and sexual violence
  - Unintended pregnancy and STIs
  - Communicating with partners and medical professionals
- Approximately 3 hours to complete entire course

"Knowledge is everything. This program gives a well-rounded knowledge of all aspects of sexual activity. The more the student knows the better they are able to make informed decisions."
– **College Administrator using** *Media Aware* **for Young Adults**

Key Features

- Students can take the program on laptop computers or tablets
- Self-paced lessons provide students the flexibility to complete the program at their own pace
- Videos of peers discussing sexual health and media topics
- Skills practice and quiz questions with immediate feedback
- Popular media examples (e.g., songs and song lyrics; clips from TV and film; advertisements)
- Personalized student profile, including settings for specific personal, educational, and health-related goals

Course Topics

- Birth control methods
- Sexual assault and consent
- Alcohol/substance use and risky sexual activity
- STI prevention and testing
- Bystander intervention
- Stalking, dating violence, and abusive relationships
- Gender role stereotypes
- Effective communication with romantic partners and health professionals
- Media portrayals of romantic relationships

RESEARCH CORNER

In a randomized controlled trial - the "gold standard of research," students who completed *Media Aware* for Young Adults (compared to students who did not) reported:

5x Fewer instances of sex by males with casual partner

7x Fewer instances of sex with someone of unknown STI status

12x Fewer instances of using alcohol or drugs before or during sex by males

Other findings

- Increased positive attitudes about contraception and ability to effectively use it
- Improved ability to communicate about their sexual health needs
- Increased understanding of what constitutes sexual assault
- Increased sexual health knowledge

- 91% of students thought the program pushed them to think about how they make decisions about sex
- Reduced belief that peers were engaging in frequent risky sexual behaviors
- Less willingness to have sex without form of protection

Evans-Paulson, R., Ahuna, K., Scull, T. M., Dodson, C. V., & Kupersmidt, J. B. (online 2024). Acceptability and fidelity of a media literacy education-based comprehensive sexual health intervention for college students: A multi-method student-centered evaluation. *American Journal of Sexuality Education*, 1-33. https://doi.org/10.1080/15546128.2024.2415308

Scull, T.M., Dodson, C.V., Kupersmidt, J.B., Evans-Paulson, R., Stump, K.N., & Reeder, L.C. (2024). A media literacy education approach to sexual health promotion: Immediate effects of Media Aware on the sexual health cognitions of young adult community college students. *Journal of Health Communication, 29*(11–12), 716–725. https://doi.org/10.1080/10810730.2024.2433527

Scull, T. M., Kupersmidt, J. B., Malik, C. V., & Keefe, E. (2018). Examining the effectiveness of mHealth media literacy education for sexual health promotion in older adolescents attending community college. *Journal of American College Health, 66(*3), 165-177. http://doi.org/10.1080/07448481.2017.1393822

To learn more about the *Media Aware* for Young Adults program, visit www.mediaawarecollegeprograms.com

EMPOWER TEENS TO MAKE HEALTHY DECISIONS

MediaAWARE **PARENT**

E-LEARNING

Social media, texting, video games, and even online pornography are common parts of growing up in the 21st century. *Media Aware Parent* is an online resource that takes a modern approach to helping parents talk with their teens about relationships, sex, and media. In *Media Aware Parent*, parents can brush up on the facts about teen development, practice talking with their child, hear interviews from other families, and better navigate the teen years by becoming a Media Aware Parent.
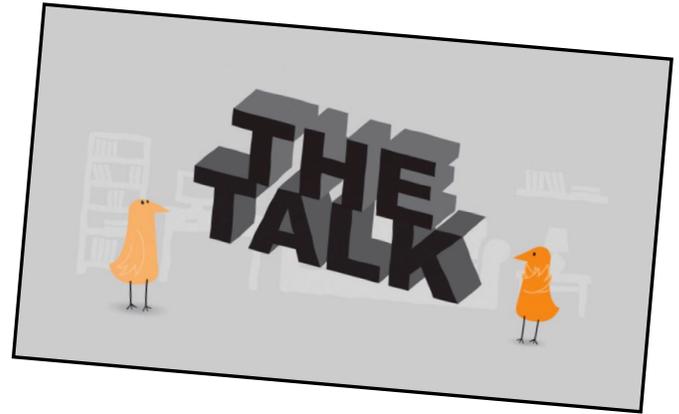
PROGRAM STRUCTURE

- Self-paced, online course
- 10 interactive sections
- Each of the five main sections can be completed in approximately 30 minutes.

Key Features

- Factual information
- Proven techniques
- Interactive activities to help parents practice talking with their teen
- Parents can select and save activities and videos to share with their teen

Course Topics

- Healthy and unhealthy relationships
- Consent and sexual assault
- Gender roles and stereotypes
- Peer pressure
- Internet safety
- Sexual decision making
- Pregnancy prevention
- Sexually transmitted infections
- Pornography
- Family rules about media
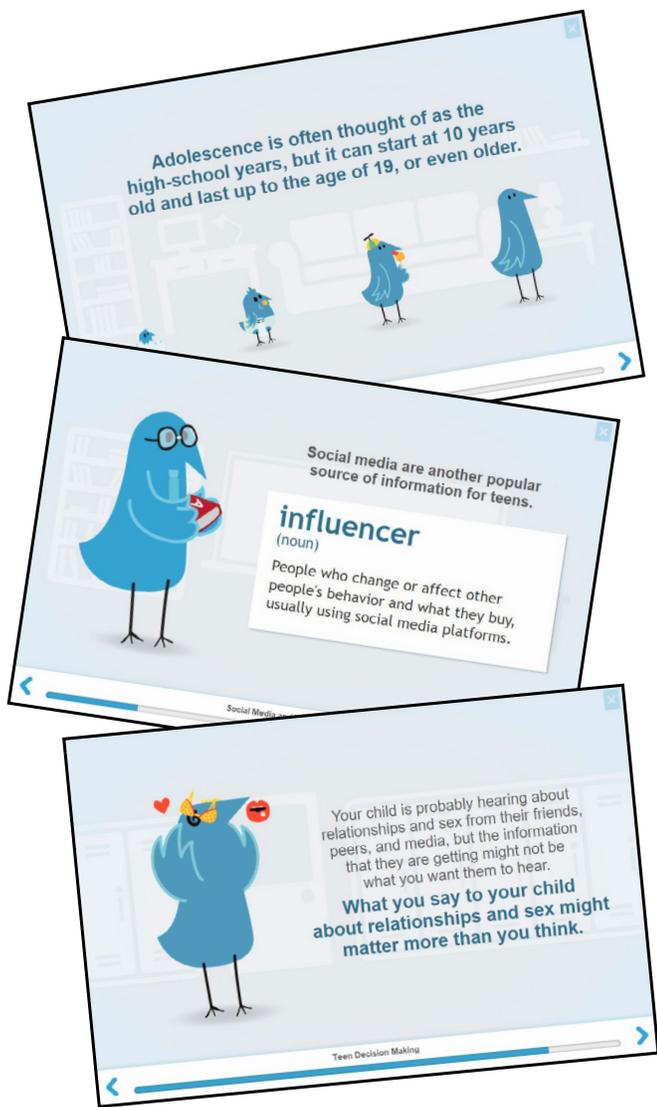
> *"...the resource helped me feel equipped to talk to my child, and gave me great context to use that is present in daily life. I hadn't seen how many opportunities I have to open communication with my child on the topics included..."* – **Feedback on program from Media Aware parent**

> *"Sex and relationships in the media - while I know they aren't realistic, I hadn't ever thought to discuss with my teen how unrealistic and incomplete the messages in particularly television and movies are."* – **Feedback on program from Media Aware parent**

RESEARCH CORNER

Media Aware Parent has been shown to improve:

- the quality of communication between parents and their teens
- teens' attitudes towards communication about sexual health with their parents and medical professionals
- teens' attitude and confidence about using protections if/when they decide to become sexually active
- teens' awareness of their family's rules about media use
- parents' engagement in supportive parenting
- parents' restriction of their teens' media use

98% of parents said they would recommend *Media Aware Parent* to other parents over the other available alternatives.

Dodson, C. V., Scull, T., & Schoemann, A. M. (2022). A six-month outcome evaluation of Media Aware Parent, a parent-based media mediation and sexual health communication program to promote adolescent sexual health. *Journal of Health Communication, 27*(11-12), 825-838.

Scull, T. M. & Malik, C. V., Keefe, E. M., & Schoemann, A. (2019). Evaluating the short-term impact of Media Aware Parent, a web-based program for parents with the goal of adolescent sexual health promotion. *Journal of Youth and Adolescence, 48*(9), 1686-1706. http://doi.org/10.1007/s10964-019-01077-0

To learn more about the *Media Aware Parent* program, visit www.mediaawareparent.com

BUILD STUDENTS' SELF-REGULATORY SKILLS

Difficulties with self-regulation are strongly and consistently predictive of substance use. *Master Mind* is an instructor-led, school-based mindfulness education program designed to teach elementary school students coping strategies and decision-making skills to prevent substance use. Students learn developmentally appropriate mindfulness skills, including mindful meditation, mindful movement, and breathing techniques, and the application of these skills to situations that may be associated with unhealthy decision-making, including the use of alcohol or tobacco products.

PROGRAM GOALS

- Increase the use of healthy coping strategies
- Improve ability to regulate feelings and behaviors
- Increase attention and executive function skills
- Reduce the negative impact of stress on thoughts, feelings, and behaviors

PROGRAM STRUCTURE

- In-person, instructor-led course
- 25 class lessons completed over the course of 5 weeks
- 1 lesson is completed each day in 15 minutes
- Grades 4-5
- *Master Mind* may be taught by a classroom teacher, guidance counselor, social worker, or prevention specialist

Course Topics

- Breathing and body movements
- Pleasant and unpleasant feelings
- Thoughts about the self and others
- Relationships with self and others

What's Included?

- Teacher Manual in printable PDF format
- Student Workbook in printable PDF format and additional resources for practicing mindfulness
- Web-based multimedia presentation for use during classroom instruction
- Web-based, asynchronous, interactive teacher training course
- Web-based teacher certification test

Training Course for Instructors

• Teachers complete a web-based, on-demand, 8-hour training course before teaching the program to students

• The course is followed by an online certification test

• Teachers have the option of participating in a free webinar with the program developer, who will be available to answer questions

To learn more about *Master Mind*, visit www.mastermindprogramsonline.com

RESEARCH CORNER

The *Master Mind Program* was evaluated in a small randomized controlled trial. Students who participated in the *Master Mind Program*, compared to those that did not exhibited:

• Higher executive functioning
• Fewer social problems
• Less aggressive behavior

Teachers implemented the program with high levels of fidelity. Teachers reported enjoyment with teaching the program and its ease of use. Students reported learning new information and enjoying the program.

Parker, A., E., Kupersmidt, J. B., Mathis, E. T., Scull, T. M., & Sims, C. (2014). The impact of mindfulness education on elementary school students: Evaluation of the *Master Mind Program. Advances in School Mental Health Promotion, 7*(3), 184-204. https://www.ncbi.nlm.nih.gov/pubmed/27057208

HELP STUDENTS BUILD ASSETS TO COPE WITH STRESS IN MIDDLE SCHOOL
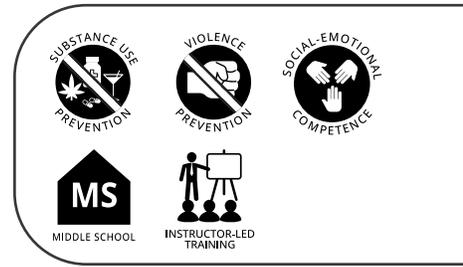
Mindfulness practice in school settings is growing, but there are few programs available for middle school students. As youth make the transition to middle school, there are a number of challenges and stressors they might face; youth need to be prepared with tools to cope with these challenges. The *Moment* program can teach students mindfulness skills and new ways to effectively regulate their feelings, thoughts, and behaviors, which in turn, can positively influence their success in school.

PROGRAM GOALS	PROGRAM STRUCTURE
• Increase ability to pay attention and concentrate • Improve executive functioning abilities • Reduce aggressive problems	• In-person, instructor-led course • Program completed over the course of 4 weeks • 1 lesson is completed each day in 15 minutes • Grades 6-8

Key Features

• Videos of middle school students demonstrating mindful movements and using mindfulness in stressful situations in school

• Audio files for developmentally appropriate mindful meditations

• Illustrations of mindfulness concepts

Course Topics

• Awareness of the body
• Awareness of feelings
• Awareness of thoughts
• Awareness of relationships

What's Included?

• **Teacher's Manual in printable PDF format**

• **Student Workbooks in printable PDF format**

• **Web-based multimedia presentation for use during classroom instruction**

An in-person training workshop for teachers of the Moment Program is available to be purchased separately.

To learn more about the *Moment* program, visit www.momentprogram.com

AWARE FOR TEENS WITH 22Q11DS
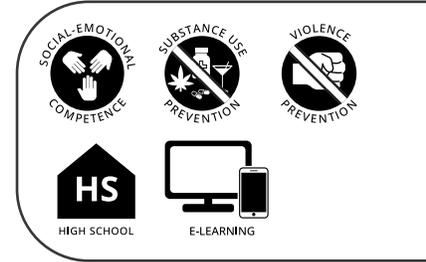
Teens with 22q11.2 Deletion Syndrome (22q11DS) tend to experience high levels of anxiety as well as challenges in social situations, but there are only a few behavioral interventions specifically for this population of youth. *Aware for Teens with 22q11DS* is an online, evidence-based mindfulness education program designed to teach teens new ways of identifying and managing difficult emotions and stress to help enhance their daily functioning.

PROGRAM GOALS	PROGRAM STRUCTURE
• Increase use of healthy strategies to cope with stress • Improve emotion regulation skills • Improve executive functioning • Reduce anxiety	• Self-paced, online program • Each unit contains 5 lessons • Approximately 15 minutes to complete each lesson • Approximately 4-5 hours to complete entire program

Key Features

For Parents or Caregivers

• Caregiver Guide that contains an overview of the program and strategies to support their teen's use of the program
• Option to enroll in text messaging for parents to receive updates on teen's progress (e.g., program encouragement and reminders)
• Dashboard to monitor teen's progress in the program

For Learners

• Simple navigation and instructions
• Multiple forms of media (audio, animation, video)
• Interactive activities and games
• Numerous opportunities to practice mindfulness
• Videotaped real-world scenarios
• Option to enroll in text messaging for teens to receive encouraging messages and reminders about progress in the program

What's Included?

• 4 units, each outlining a different mindfulness skill
• Access to resources for parents and caregivers

To learn more about the *Aware* program, visit www.awareprogramsonline.com

RESEARCH CORNER

The Aware Program was evaluated in an online study with adolescents with 22q11DS and one of their parents.

Adolescents with 22q11DS:

• Increased in their use of problem solving and support seeking coping strategies
• Liked the program
• Were highly engaged with the program lessons
• Would teach a friend skills learned in the program

Parents:

• Liked the program and parent resources
• Would recommend the program to other families

AWARE

# ENHANCE HIGH SCHOOL STUDENTS' SELF-CONTROL
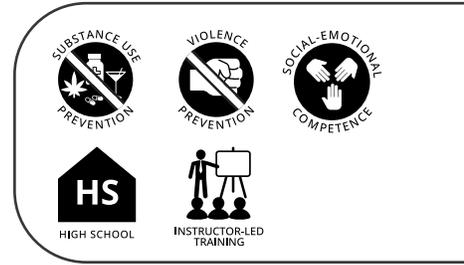
Adolescents are still growing and learning how to manage their feelings, thoughts, and behaviors. They also experience high levels of stress and anxiety. If teens are not equipped with tools to deal with stress or upset feelings or thoughts, they may make unsafe or unhealthy choices. *Aware for High School Classrooms* is an evidence-based mindfulness education program designed to enhance adolescents' abilities to be aware of and manage their feelings and thoughts, cope with stress, make healthier decisions, and avoid risky behaviors such as using alcohol or other drugs.

PROGRAM GOALS	PROGRAM STRUCTURE
• Improve attention • Improve emotion regulation skills • Increase use of healthy strategies for coping with stress • Increase in compassion for others • Decrease in aggressive behaviors	• In-person, instructor-led course • 5 weeks in length • Taught for 15 minutes a day at the start of class • Lessons led by a trained classroom teacher or school staff member

Course Topics

• Stress and coping

• Breathing and body movements

• Pleasant and unpleasant feelings

• Thoughts about the self and others

• Relationships with self and others
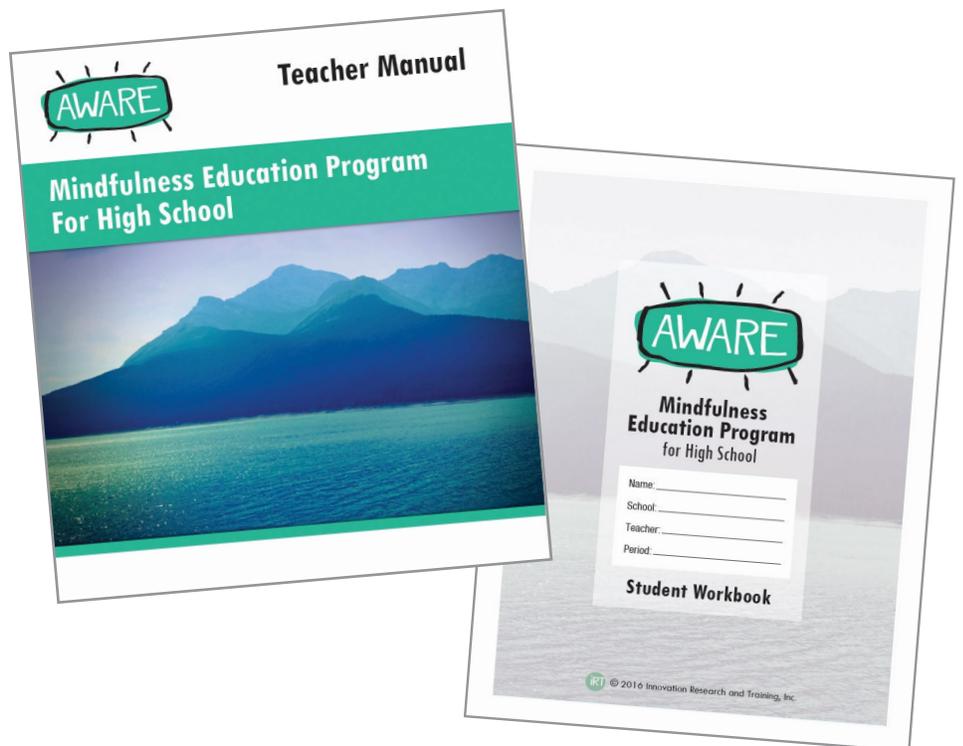
What's Included?

- Teacher Manual in printable PDF format
- Student Workbooks in printable PDF format
- Web-based multimedia presentation for use during classroom instruction

Teachers or school staff can participate in a one-day, in-person training workshop with the developers. Contact iRT for more information.

**To learn more about the *Aware* program, visit www.awareprogramsonline.com**

RESEARCH CORNER

A pilot study was conducted in six high school classrooms.

- High school students who participated in the *Aware* Program, compared to those that did not, experienced reductions in their aggressive behavior.
- Students, on average, reported that after participating in the *Aware* Program, they were able to better pay attention, and stop and think before acting.
- Teachers, on average, reported that they enjoyed teaching the *Aware* Program, and that it was easy to prepare and teach.

TEACH TEENS WITH FASD MINDFULNESS SKILLS
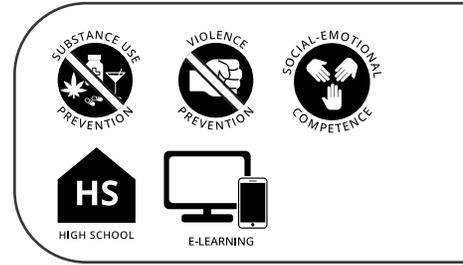
Sometimes teens act without thinking first. Adolescents' impulsivity can result in accidents, or doing things that are unhealthy, such as smoking or drinking when the substance is offered by a peer. These types of problems are concerns of parents or caregivers of youth with Fetal Alcohol Spectrum Disorder (FASD). The *Aware for Teens with FASD* program is designed to enhance adolescents' abilities to regulate their emotions and make healthy decisions.

PROGRAM GOALS	PROGRAM STRUCTURE
• Improve attention, executive functioning, emotion regulation, and self-control • Help teens identify and manage stress and difficult emotions to enhance daily functioning • Enhance adolescents' abilities to make healthier decisions and avoid risky behaviors such as using alcohol or other drugs	• Self-paced, online program • Each unit contains 4-5 lessons • Approximately 15 minutes to complete each lesson • Approximately 4-5 hours to complete entire program

Key Features

For Parents or Caregivers

• Caregiver Guide that contains an overview of the program and strategies to support their teen's participation

• Online, shortened overview of each lesson
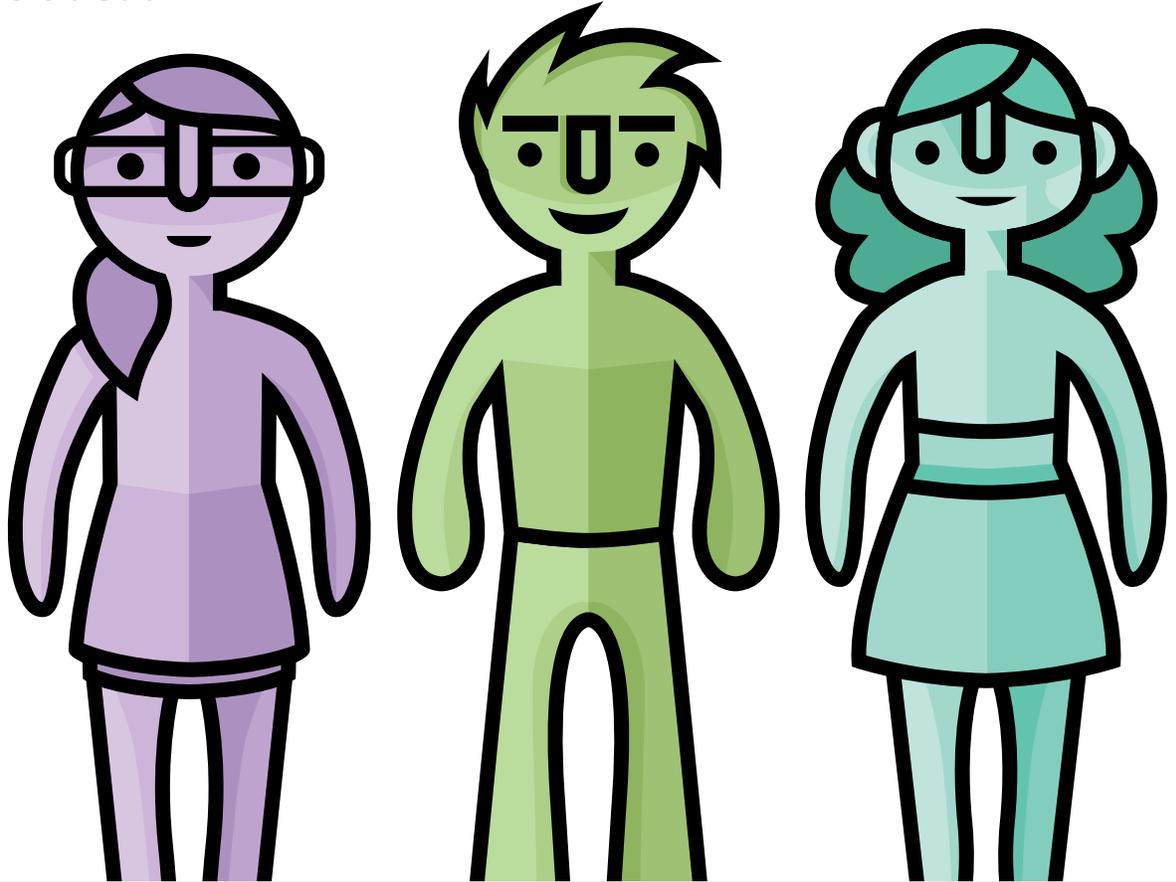
For Learners

• Simple navigation and instructions

• Minimal text

• Multiple forms of media (audio, animation, video)

• Interactive activities and games

• Numerous opportunities to practice

• Videotaped real-world scenarios

What's Included?

- 4 program units, each outlining a different mindfulness skill
- Access to resources for parents and caregivers

RESEARCH CORNER

The *Aware Program* was rigorously evaluated with adolescents with FASD and their caregivers

Adolescents with FASD:
- Improved executive functioning (e.g., thinking, flexibility, self-control, memory)
- Improved emotion regulation
- Found the program to be:
  - Engaging
  - Informative
  - Enjoyable
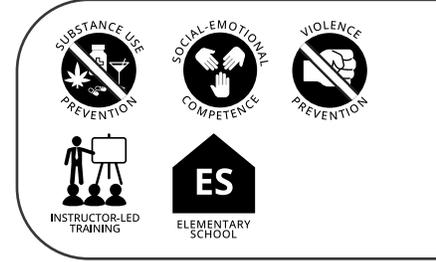- Planned to use mindfulness skills in the future

Parents/caregivers:
- Liked the program
- Would recommend it to others
- Found the resources easy to use and helpful

To learn more about the *Aware* program, visit www.awareprogramsonline.com

BUILDING SOCIAL-EMOTIONAL AND FRIENDSHIP SKILLS AFTER SCHOOL

Social-emotional learning (SEL) programs help children learn to identify and understand one's own and another's feelings, as well as regulate one's positive and negative emotions. However, most SEL programs are conducted during the school day and are taught social and emotional skills that may not be directly related to real-world situations. *Buddy Builder*, an afterschool, interactive, social-emotional learning program, was designed by experts to help students learn and master SEL skills in authentic social situations, while completing fun and engaging enrichment activities that promote creativity, involvement, and social interactions.

PROGRAM GOALS

- Reduce use and intent to use alcohol, nicotine products, and other drugs among 3rd-5th grade children.
- Help children to learn the skills needed to select, make, and keep prosocial friends.
- Build social and emotional skills in children that lead them to avoid engaging in aggressive and delinquent behavior.

Key Features

For Students

- 6 Units
- 4 engaging core activities per Unit
- 1-3 enrichment project-based activities per Unit
- Optional extension activities which bring members of the community to the afterschool setting to share in the learning process

For Teachers

- Information sheets written for teachers to explain why a particular SEL skill is important for students to learn
- Scripted instruction cards that provide instructions about how to introduce, lead, and debrief from an activity
- List of the goals and suggested activities for each unit

- Suggested calendar of activities for leading each activity in each five-day Unit
- Information sheet of materials needed to facilitate all of the activities in a Unit
- Suggestions for a family time activity for each Unit
- Checklist including all of the activities in each Unit and spaces to note any adjustments or modifications made to any activities
- Two-minute assessments that can be administered to students to assess whether they have mastered the skills for a given Unit
- Brief 2–7-minute videos that show an afterschool teacher demonstrating each activity
- Activity handouts for students when relevant

To learn more about *Buddy Builder*, visit www.buddybuilderprogram.com

Program Topics

- Introduction to *Buddy Builder*
- Creating your group rules and norms
- Choosing good friends
- Active listening to make and keep friends
- Being a good conversationalist
- Knowing about your own feelings and the feelings of others
- Understanding that feelings change and many feelings can happen at once
- Taking the perspective of another
- What causes feelings
- How to communicating about your feelings

RESEARCH CORNER

Goal:

To pilot and test the effectiveness of the *Buddy Builder* program for use in afterschool settings using a small randomized controlled trial design.

Main findings:

Students in the *Buddy Builder* program were significantly improved in social-emotional skills than students who did not receive the program. Many social skills improved including:

Cooperativeness

Managing disagreements

Give help to peers

Assertiveness

Coping with victimization

Holding conversations with peers

Self-control

Responding to peer's social approaches

Playing games

Kupersmidt, J. B., Stump, K., & Stelter, R. L. (March 2019). *Evaluation of the Buddy Builder Afterschool Program for Promoting Social-Emotional Skills in Elementary School-Aged Children*. Poster presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.

# TEACH TEENS TO UNDERSTAND AND NAVIGATE THREATENING SITUATIONS
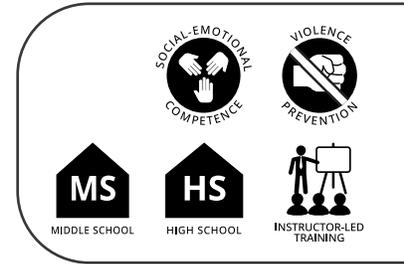
Young people are often put in a bind because they encounter situations where they feel threatened or provoked and then, feel compelled to fight to maintain their self-respect and feel safe. *Fight Navigator* is an interactive workshop designed to help teens understand the forces that influence fighting and relevant ways to navigate threats, maintain their self-respect, and feel safe.

PROGRAM GOALS	PROGRAM STRUCTURE
• Help young people critically understand and analyze threatening situations that create the bind of having to fight or else be shamed • Teach teenagers how to prepare themselves outside of a threatening situation in order to access the optimal range of response options, when actually faced with a threat • Help young people learn specific strategies for responding to a threat in a manner that avoids violence but still saves face	• In-person, instructor-led course • 5 instructor-led lessons • Entire program can be completed in a total of 3 hours

Course Topics

• Mixed messages about fighting

• Consequences of fighting

• Awareness of situations that promote fighting

• Awareness of contextual factors that promote fighting

• Mental preparation

• Concrete techniques to respond to threats in a manner that avoids violence and saves face
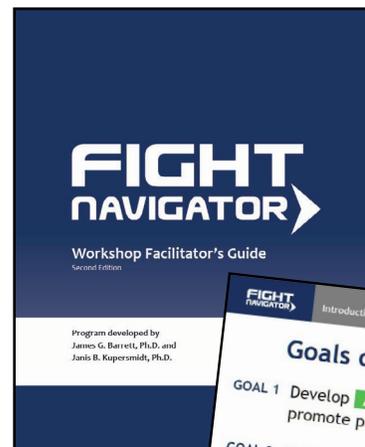
What's Included?

- Downloadable, printable Trainer's Manual in PDF format
- Multimedia presentation
- Flexible course design for delivery in a variety of settings such as afterschool programs, summer programs, youth police academy programs, teen centers, and residential substance use or juvenile justice programs

To learn more about *Fight Navigator*, visit www.fightnavigator.com

RESEARCH CORNER

An initial qualitative study of the *Fight Navigator* program conducted with adolescent boys had promising findings. After receiving the program, participants reported that they were more likely to believe that conflicts could be resolved without resorting to violence and that they were better able to identify face-saving, nonviolent techniques in response to threat.

Barrett, J., Pollack, W., Janopaul-Naylor, E., So, M., Teran, V., & Stilwell, E. (2021). Fight Navigator: Exploring the feasibility of a retaliatory violence prevention program to help youth manage the code of the street. *National Youth Advocacy and Resilience Journal*, *4*(2), 3.

HELP STUDENTS BUILD NETWORKS OF SUPPORT
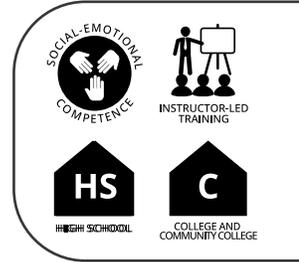
High school and rising college students are rarely taught the relationship- and network-building skills needed for college success. *Connected Scholars* is a research-informed and evidence-based course designed to train students to understand the value of building their social capital and then, learn and practice networking and relationship-building skills to expand their social networks.

PROGRAM GOALS

- Help students understand the value of building social capital to achieve life goals
- Demonstrate how students can build their social support networks
- Teach students to identify mentors from within their existing networks
- Guide students to develop help-recruiting and networking skills
- Help students develop relationships with potential mentors

Key Features

- Interactive discussions and small group activities
- Role plays and skill-building activities
- Scripted lesson plans
- Multimedia presentation slides
- Teacher Certification Test
- Certificate of Completion for teachers who attend the teacher training workshop and pass the certification test

Course Topics

- Networking skills
- Identifying supportive adults within one's network
- How to identify and recruit new mentors
- Developing and maintaining a relationship with mentors
- Benefits of building social capital
- Identifying life goals and developing plans to achieve them
- Being an engaged and appreciative mentee
- Overcoming challenges to networking

What's Included?

- Teacher's Manual in printable PDF format: high school and college versions available

- Student Workbooks in printable PDF format

- Web-based multimedia presentation for use during classroom instruction

- General course materials: customizable syllabus, grading rubric, list of materials needed for each lesson

- Memos to Mentors (suggestions for conversations and activities if students have existing ongoing relationships with mentors)
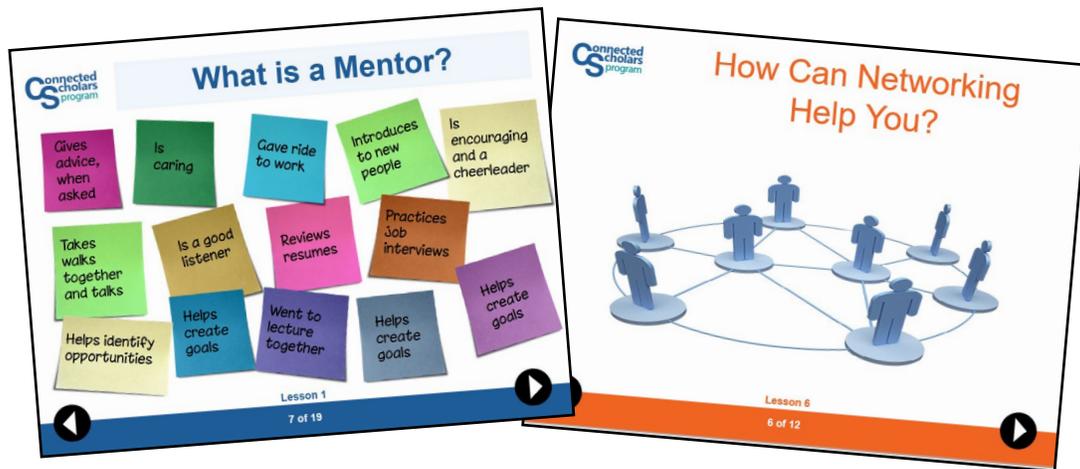
To learn more about the *Connected Scholars* program, visit www.connectedscholarsprogram.com

RESEARCH CORNER

Several studies examining subsets of the *Connected Scholars* program, as well as a full randomized controlled trial of the program, have been conducted with high school students making the transition to college, as well as college students. The program has increased students' understanding of the value of social capital in academic success, created closer relationships with instructors, decreased the avoidance of help-seeking, and increased students' intentions to seek support from others, increased students' skills and self-efficacy to grow their social capital, and increased academic self-efficacy.

Schwartz, S., Parnes, M., Browne, R., Austin, L., Carreiro, M., Rhodes, J., Kupersmidt, J. B., & Kanchewa, S. (2023). Teaching to fish: Impacts of a social capital intervention for college students. *American Educational Research Journal*, 00028312231181096.

Schwartz, S. E., Kanchewa, S. S., Rhodes, J. E., Cutler, E., & Cunningham, J. L. (2016). "I didn't know you could just ask:" Empowering underrepresented college-bound students to recruit academic and career mentors. *Children and Youth Services Review*, *64*, 51-59.

Schwartz, S. E., Kanchewa, S. S., Rhodes, J. E., Gowdy, G., Stark, A. M., Horn, J. P., ... & Spencer, R. (2018). "I'm having a little struggle with this, can you help me out?": Examining impacts and processes of a social capital intervention for first-generation college students. *American Journal of Community Psychology, 61*(1-2), 166-178.

PLAN MY RIDE

EMPOWER TEENS TO AVOID IMPAIRED AND DISTRACTED DRIVING

SAFE DRIVING PRACTICES · SUBSTANCE USE PREVENTION · E-LEARNING · SOCIAL-EMOTIONAL COMPETENCE · HS HIGH SCHOOL · C COLLEGE AND COMMUNITY COLLEGE
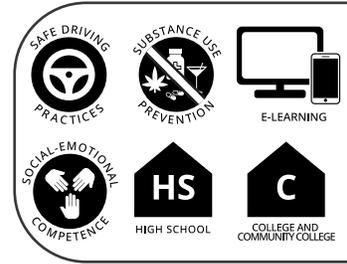
Motor vehicle crashes are the leading cause of preventable death among teens - often due to impaired or distracted driving. *Plan My Ride* is an interactive, evidence-based, eLearning training program built with teens to prevent risky driving. Through interactive lessons and realistic virtual scenarios, young drivers learn how to stay focused, sober, and safe.

PROGRAM STRUCTURE

- Web-based, asynchronous course
- 7 lessons
- Lesson length: 10-20 minutes
- Course duration: 4-4.5 hours
- Designed for drivers or drivers-in-training starting at age 14
- Brief booster sessions are delivered to students at 2, 4, 6, and 8 weeks after completion of the core program

Key Features

- Scientifically rooted in behavior change theory
- Teaches key facts about distracted and impaired driving using engaging activities and real-life narratives
- Focused on building strategies and everyday skills to plan ahead, handle social situations, communicate, avoid substances, and drive safely
- Designed in look, feel, tone, and content to be relatable and engaging to young drivers
- Includes 360-degree video scenarios to practice learned skills
- Flexible delivery across mobile and desktop devices
- Knowledge test and certificate following course completion
- Web-based administrator portal for enrolling and tracking students' program progress, and viewing and downloading completion certificates

"It helps students plan ahead and repeats that message. Students understand the risks of distracted driving and other important messages through the program."
– Plan My Ride Customer

Course Topics

- Lesson 1: Driving essentials
- Lesson 2: Signature strategies
- Lesson 3: Avoid distracted driving
- Lesson 4: Refuse to drink and drive
- Lesson 5: Plan to avoid driving high
- Lesson 6: Prevent opioid use and driving
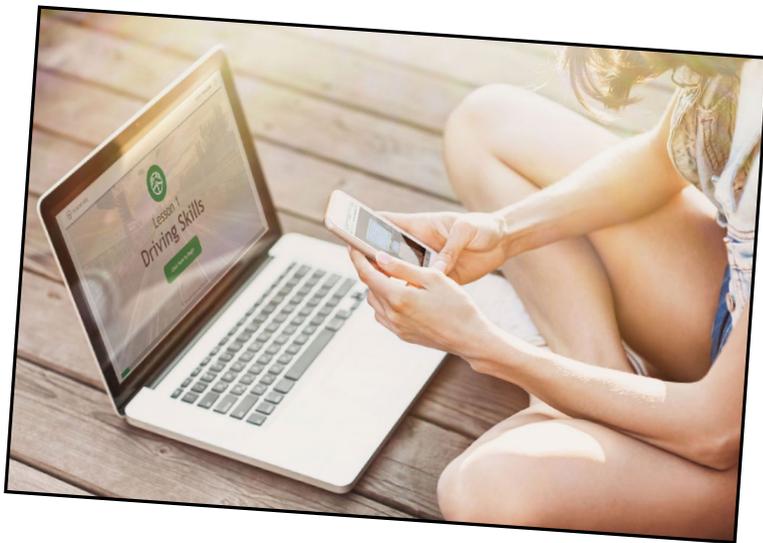- Lesson 7: Communicate to stay safe

"It wasn't cheesy."
– Plan My Ride student

"It wasn't boring or lame, and I did learn some stuff."
– Plan My Ride student

"It gave real life scenarios that anyone could relate to."
– Plan My Ride student

"It gave me some helpful reminders to think about when I'm driving."
– Plan My Ride student

RESEARCH CORNER

In a randomized controlled trial of the *Plan My Ride* program, over 350 teens and young adults ages 14-21 from across the U.S. teens who were assigned to complete the program compared to a waitlist control group:

- Had greater knowledge about safe driving
- Developed more positive attitudes and beliefs supporting safe driving and these impacts were still seen three months after program completion

The impact of the program was stronger for participants who completed all seven lessons.

Stelter, R. L., Schmidt, A. M., Kupersmidt, J. B. & Stump, K. (2025). A randomized controlled trial evaluating the impact of Plan My Ride, an interactive, web-based safe driving program for young drivers.. *Transportation Research Part F: Psychology and Behavior, 115*, 103351.

To learn more about the *Plan My Ride* program, visit www.planmyride.net

DruggedDriving
R E S O U R C E S
DRUGGED DRIVING ESSENTIALS

UNDERSTAND THE NUANCED PROBLEM OF DRUG-IMPAIRED DRIVING

Almost 12 million Americans reported driving under the influence of drugs in 2016. With the national opioid crisis and increasing legalization of cannabis, this has become a priority issue for communities across America. *Drugged Driving Essentials* is an online, self-paced course for general audiences that teaches learners about the problem of drug-impaired driving as a legal, safety, and public health issue. The course teaches learners how various drugs, including opioids and cannabis, affect driving skills, who are most at risk of drugged driving, and how law enforcement addresses this issue.

PROGRAM STRUCTURE

- Self-paced, online course
- 4 course sections
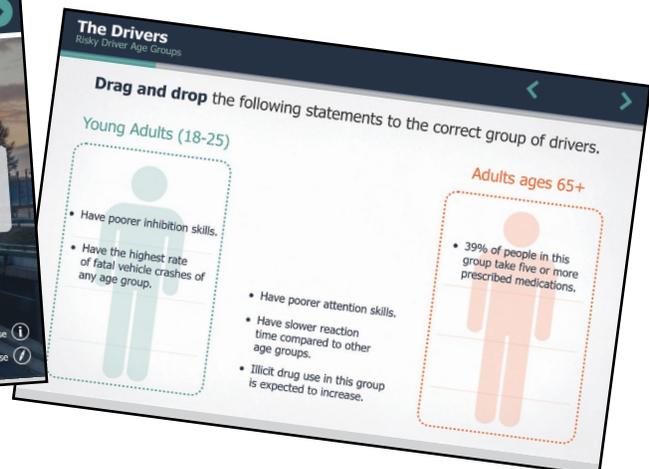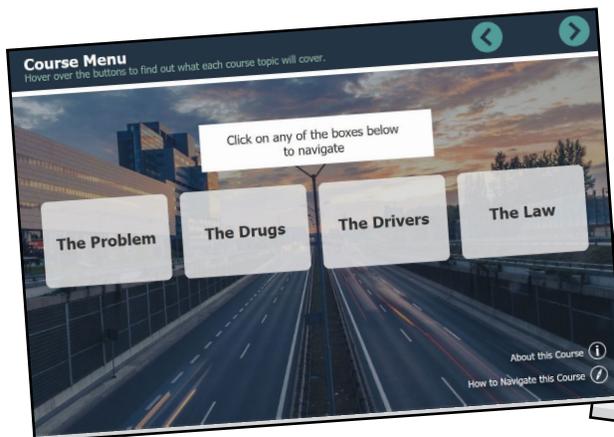- Approximately 1.5 hours to complete entire course

Course Topics

- Prevalence of drugged driving
- Drivers at-risk for drugged driving
- Cannabis and driving
- Prescription drugs and driving
- Detection of drugged driving

What's Included?

- **Access to online course sections**
- **Certificate earned following completion of the course**

DruggedDriving
R E S O U R C E S

**STRATEGIC SKILLS FOR THE
PREVENTION OF DRUGGED DRIVING**

SAFE DRIVING PRACTICES · SUBSTANCE USE PREVENTION · E-LEARNING

DEVELOP A DRUGGED DRIVING PREVENTION APPROACH THAT FITS YOUR COMMUNITY

Over 90% of prevention specialists report needing basic training on the problem of drugged driving. Although the public health community has been working to prevent drunk driving for decades, there are comparatively few resources specific to drugged driving. *Strategic Skills for the Prevention of Drugged Driving* is a first-of-its-kind, interactive, online course designed to teach prevention professionals how to plan a drugged driving intervention in a data-driven way with resources that address specific strategies

PROGRAM STRUCTURE

- Self-paced, online course
- 3 course sections
- Approximately 2.5 hours to complete entire course

Key Features

- Uses SAMHSA's Strategic Prevention Framework to guide learners to prevent drugged driving in their communities, with a focus on community assessment and capacity building skills for effective interventions
- Designed for various groups of prevention professionals, including community coalition members, professionals in highway safety, law enforcement, and others

Course Topics

- How to assess the problem of drugged driving in your community
- How to build capacity to address drugged driving
- How to plan your drugged driving prevention approach

What's Included?

- **Access to online course sections**
- **Certificate earned following completion of the course**

Community Assessment

Three Tasks to Complete your Community Assessment

1. Collect existing community data
2. Collect new data, if needed
3. Begin to develop a logic model

To learn more about *Drugged Driving Reseources*, visit www.druggeddrivingresources.com

eTrove

RESEARCHERS' SOFTWARE TOOLS

Recruitment software (Study website, DigiKnowIt News) → **Consenting software**

SABI Software Library → **Survey developer software**

PATIENT OR RESEARCH PARTICIPANT EXPERIENCE

Recruitment Website → **Online consenting website**
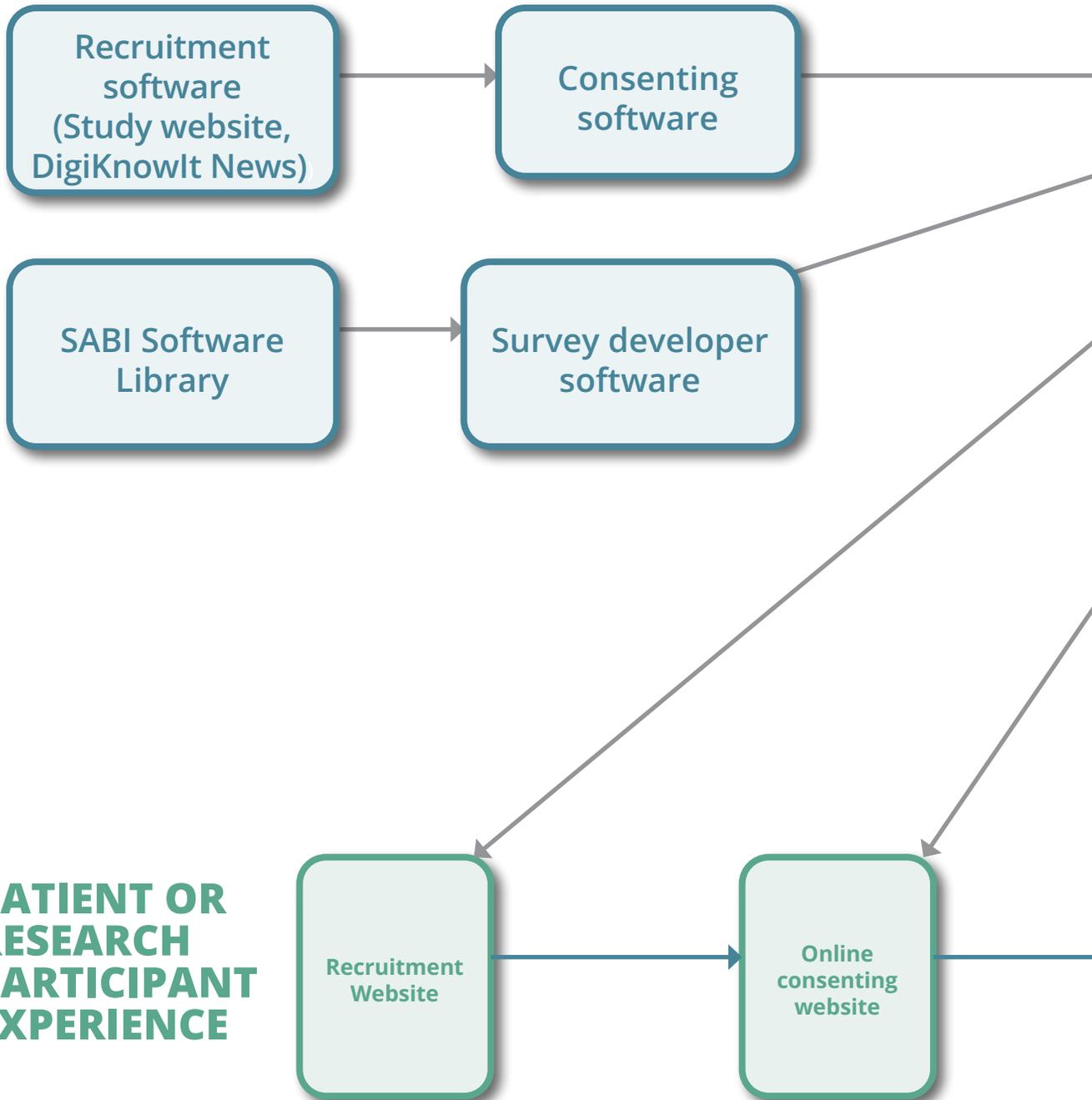
RESEARCH AND EVALUATION ARE CRITICAL TO DETERMINING THE IMPACT OF YOUR WORK. WE HAVE TOOLS AND SERVICES TO MAKE THESE ACTIVITIES EASIER AND LESS INTIMIDATING.

Study Management Software

Learning Management System (LMS)

Access to online surveys & receipt of study reminders by text or email

Receipt of services or intervention (including using LMS for eLearning interventions)

Receipt of incentives
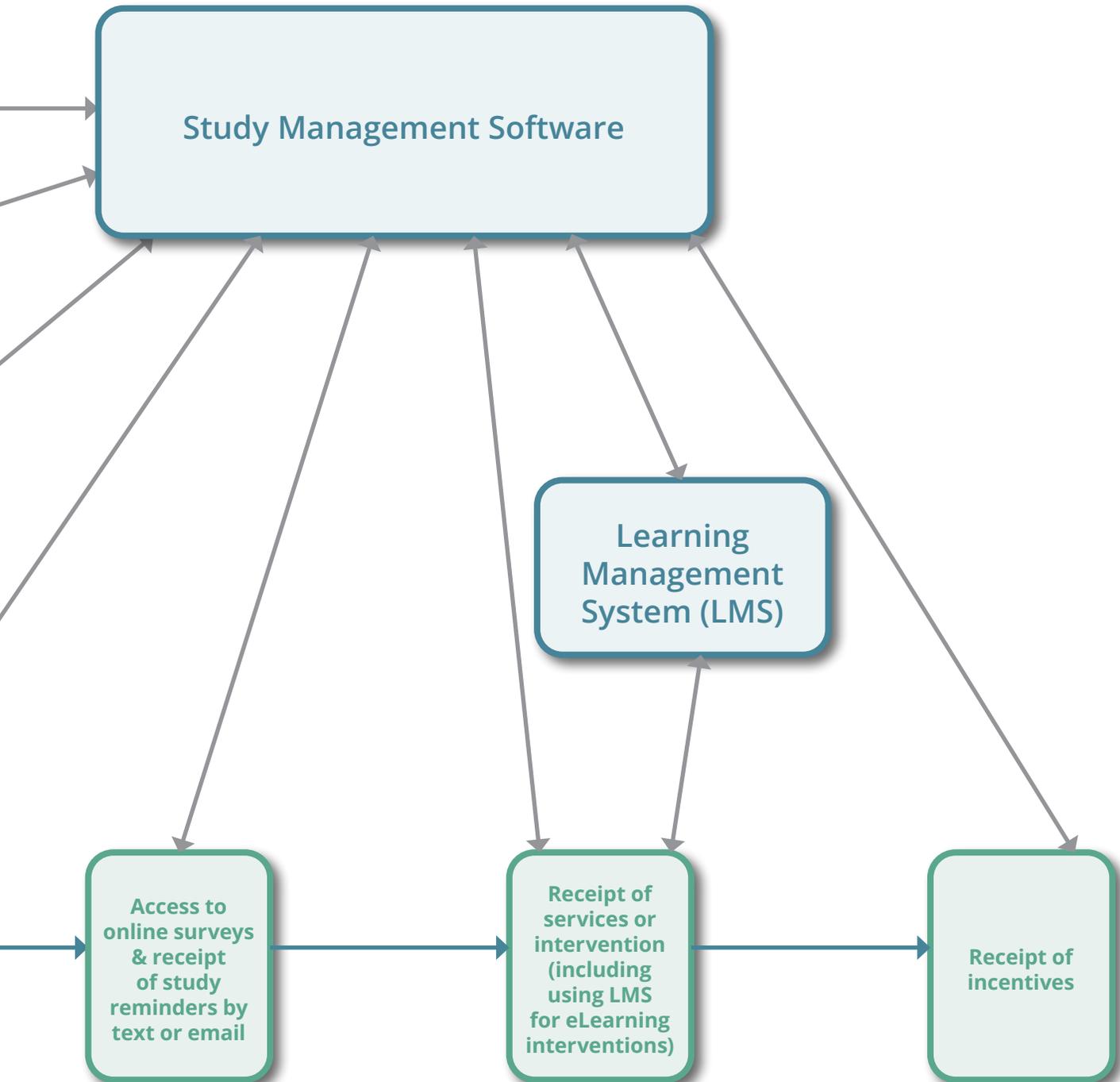
eTrove

RESEARCH SOFTWARE TOOLS

eTrove is an innovative software platform that combines a measures library, survey development software, recruitment and consenting software, study management software, and a learning management system in one integrated solution. You can use all of these software components for your project or just the parts you need.
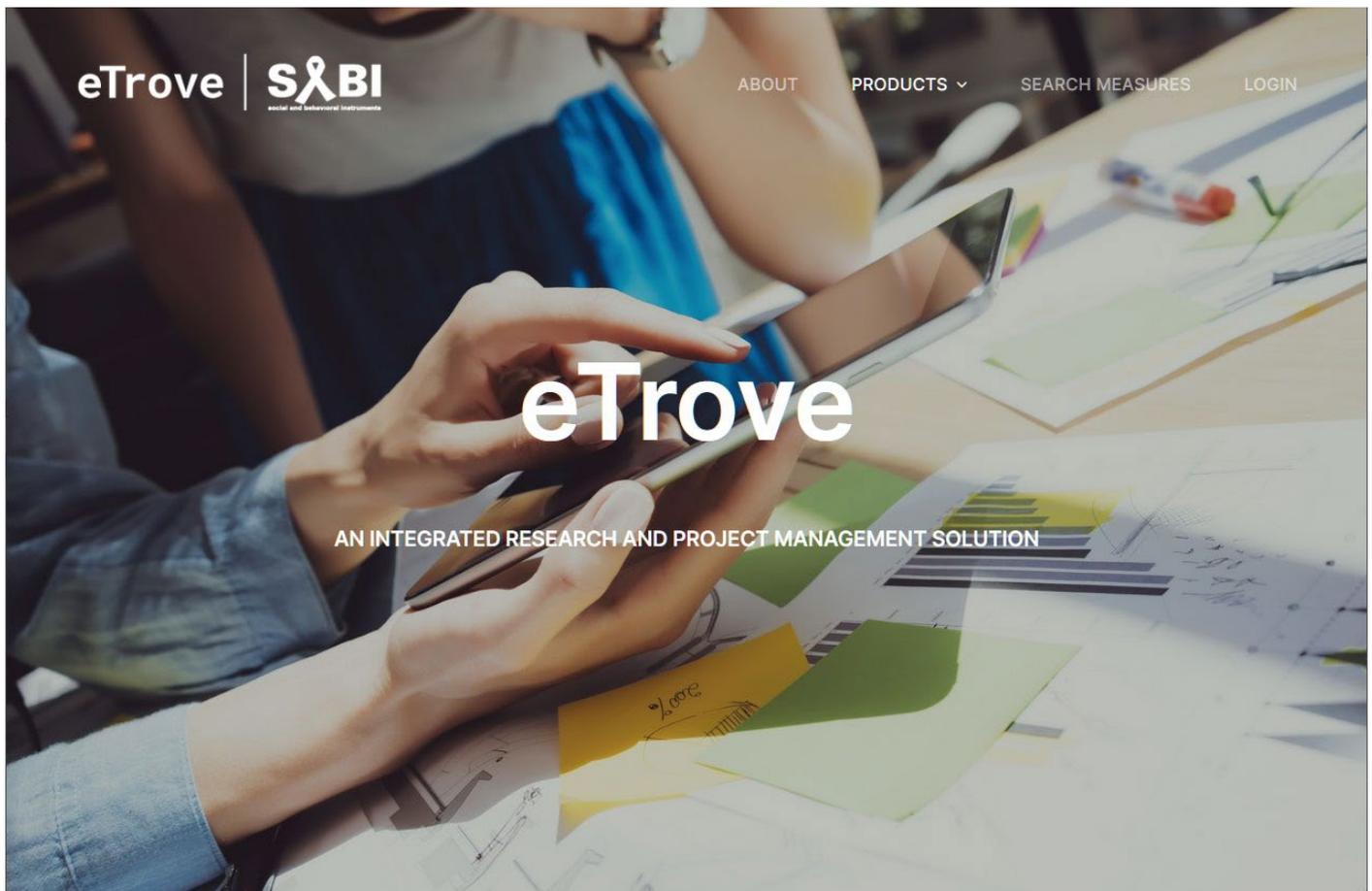
www.etrovecentral.com

Social and Behavioral Instrument (SABI) Measures Library

Finding high-quality, reliable, and valid social and behavioral measures can be a challenge. There are many options of measures that assess the same or similar constructs or concepts. Because there are so many ways to measure the same construct, it takes time and expertise to compare and evaluate. This is especially true when you are conducting a study or evaluation and wanting to measure a construct that is new for you or your team. You may not have all the information you need to make an educated, informed decision about what measures will best meet your needs.

SABI, the Social and Behavioral Instruments Database, helps to simply the process of searching for high-quality measures and reduce the effort needed to select measures.

All the measures included in *SABI* are identified based upon an extensive literature review and coding process developed by a multidisciplinary team of experienced research scientists who have advanced education in psychometrics. Coding is conducted by a trained and monitored group of research assistants.

The *SABI* library includes measures from 14 domain areas that are related to outcomes of interest for health- and well-being- focused organizations. Eight of the domains include surveys that focus on topics specific to experiences relevant for individuals with HIV.

Domain or Construct	HIV Research Topic	General Research Topic
Quality of life		✔
Substance use		✔
Mental health		✔
Violence and victimization		✔
Coping		✔
Social support		✔
Sexual risk behavior	✔	✔
Coping with HIV	✔	
HIV social support	✔	
Attitudes related to HIV experiences	✔	
HIV knowledge	✔	
Self-efficacy topics related to HIV status	✔	
HIV medication adherence	✔	
Stigma related to HIV status	✔	

The *SABI* software allows you to:

- Search for existing reliable and valid social and behavioral measures
- View a list of measures that meet your search criteria
- View a summary of information about measures in the library such as the name, authors, and number of items
- View details about the measures in the library including the psychometric properties of the measure and the demographic characteristics of the samples that have been studied
- Favorite, label, and save individual measures or groups of measures from the library in folders
- Send one or more measures to the Survey Developer software platform to edit or combine with other measures to create your custom surveys

www.etrovecentral.com/sabi

Survey Development and Deployment Software

eTrove's **survey development software includes useful features that allow you to:**

- Be the author of your own surveys that can have multiple questions types and response formats
- Include logic for asking follow-up questions or to use conditional branching
- Add multimedia such as audio files, graphics, or video files that can be used as prompts in questions or for decoration to enhance engagement
- Deploy surveys via email, text message, or on a downloadable mobile app
- Download codebooks for your surveys that are automatically created by the software

Recruitment and Consenting Software

Using online recruiting and consenting software saves you time and money. Potential participants can read about your studies at their convenience without pressure and in private. They can weigh the pros and cons of participating or having their children participate, ask questions either virtually or by phone, and provide paperless consent. Furthermore, if your research or evaluation involves the participation of children or teenagers, you face additional challenges, because they will likely be less familiar with research and what it means to participate in it. For all of these reasons, *eTrove* includes sophisticated software solutions that assist you with these key parts of the research process. We can also create custom simple recruitment websites for you that can include your IRB-approved consent forms that include buttons where prospective participants can provide informed consent, parent permission, or child assent.

Specifically, because recruiting children and teens to participate in research, especially clinical trials, can be difficult, iRT has developed a suite of resources that can be selected and combined so that you can customize your own recruitment website for your study.

This powerful tool is called ***DigiKnowIt News*** and was designed to educate youth about what it means to participate in research so that they can confidently make the decision about whether they want to join or not. Once you pick the components of *DigiKnowIt News* that you want to include for your recruitment needs, the resulting website can be developmentally appropriate, self-paced, asynchronous, and interactive. You can also choose the content to be as short or long as you like.
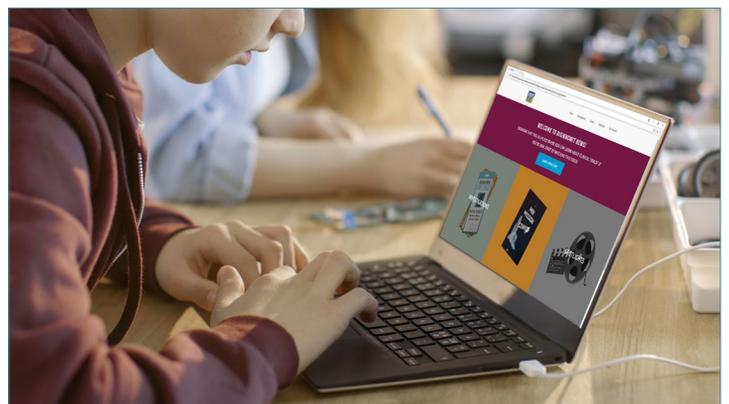
To learn more about *DigiKnowIt News*, visit www.digiknowit.com

The key features of *DigiKnowIt News* include:

For Researchers

You can customize recruitment websites for youth for your studies by:

- Selecting a unique subdomain name
- Uploading images, text, and logos for your login page
- Choosing topics that reflect the methods you will be using in your study
- Previewing your customized website before becoming public

For Youth

- Interactive modules
- Investigation activities for youth to explore various aspects of procedures used in research, especially in clinical trials
- Interactive electronic comic books
- Spotlight videos of youth talking about their own experience participating in clinical trials
- Easily accessible on computers or mobile devices in any location with an internet or WiFi connection

For Parents

- Parent Guide containing information about clinical trials, *DigiKnowIt News* and its parts, strategies to help children get the most out of *DigiKnowIt News*, and a list of important vocabulary terms
- Spotlight videos of parents talking about their experiences related to times when their child participated in research, particularly, a clinical trial

RESEARCH CORNER

DigiKnowIt News was examined in a randomized control trial with youth participants to determine whether the website positively impacted youth outcomes related to increased participation in clinical trials.

| *DigiKnowIt News* made youth more knowledgeable about clinical trials. | *DigiKnowIt News* made youth more positive about clinical trials. | *DigiKnowIt News* improved youths' self-efficacy for participating in clinical trials. |

Parker, A., Scull, T.M., & Morrison, A. (2021). DigiKnowIt News: Educating youth about pediatric clinical trials using an interactive, multimedia educational website. *Journal of Child Health Care, 26*(1), 139-153. https://doi.org/10.1177/13674935211003774

DigiKnowIt News was examined in a randomized control trial with adolescent participants and one of their parents (N=233).

Use of the website:

- **increased teens' and their parents' positive attitudes toward and familiarity with clinical trials.**
- **increased teens' confidence in their knowledge about clinical trials.**
- **was associated with highly positive satisfaction ratings by teens and their parents.**

Parker, A. E., Scull, T. M., Green, J., & Stump, K. N. (2025). Evaluation of an interactive, educational website developed for adolescents to learn about pediatric clinical trials: DigiKnowIt News. *Journal of Pediatric Health Care, 39*, 335-345.

Study Management Software

Study management software is the brains behind the data collection process because it allows you to set up your program evaluation or research tasks in advance, and then, handles the data collection process for you, even for complicated study designs.

eTrove's **study management software includes sophisticated features that allow you to:**

- Create conditions or groups reflecting your study design
- Randomize participants into conditions or groups
- Schedule, deploy, and administer surveys
- Track completion of surveys
- Send automated incentives to participants for completing surveys
- Send automated emails or texts to study participants with reminders to complete study activities
- Schedule access to self-paced, asynchronous, online courses
- Download data and reports

Learning Management System Software (LMS)

Learning management software delivers web-based interventions such as e-Learning courses in a SCORM-compliant manner allowing for individual and group administration of asynchronous courses.

eTrove's **LMS includes useful features that allow you to:**

- Keep your online content organized into discrete courses with the ability to group and order the presentation of lessons into sections that include interactive, SCORM-compliant lessons; videos; and downloadable PDFs
- Create prerequisites and timelines for survey and course deadlines
- Create an organizational chart that meets the needs of your study and organization
- Add administrators and sub-administrators
- Track if and when participants' have accessed lessons, courses, and collateral materials
- Track participants completion of web-based interventions
- View participants' responses to questions embedded in web-based interventions or lessons
- Download course completion data and participants' responses

EVALUATION SERVICES

iRT specializes in comprehensive evaluation services that empower organizations to make data-driven decisions, optimize programming and interventions, and achieve meaningful outcomes. We have extensive experience conducting evaluations—from large-scale, multi-site, randomized controlled trial evaluations to smaller, exploratory projects for a single program.

We have the capabilities to work with you from the conceptualization of the evaluation all the way all the way through to the dissemination of findings.

During the EXPLORATORY PHASE of your evaluation, our expert team will work closely with you to:

- Identify the goals of your evaluation, whether they are related to participant outcomes, quality improvement, or process enhancements
- Define the overall purpose and goals of your intervention
- Determine the sources of archival data available and identify the need for new data collection
- Clarify the scope and complexity of the evaluation, including whether you are interested in conducting a qualitative and/or quantitative evaluation
- Discussing whether you would like to examine mediators or moderators of your intervention, or just focus on evaluating the efficacy of your program
- Develop a clear dissemination plan to communicate the findings effectively (e.g., internal report, executive summary, conference presentation or workshop, peer-reviewed manuscript)
- Establish a budget and timeline for the evaluation
- Execute a formal agreement to commence the evaluation process

During the PROJECT PLANNING AND DESIGN PHASE of your evaluation, our dedicated team will:

- Develop precise research and evaluation questions with you that align with your organization's goals
- Conduct a comprehensive review of background information related to your intervention and learn about any previous evaluation efforts
- Translate your goals into recommendations for a robust research design
- Collaborate with you on developing a program logic model and conceptual framework to guide the evaluation
- Conduct preliminary analyses of your existing archives of data and review any codebooks you may have for additional insights
- Identify key constructs for new data collection efforts related to your program's desired outcomes, mediators, moderators, and implementation activities
- Recommend appropriate informants and measures for new data collection activities
- Utilize cutting-edge technology to facilitate data collection activities to optimize the process by automating many processes that can otherwise be labor-, time-, and cost-intensive
- Finalize the project and data collection timetable, ensuring a streamlined evaluation journey
- Secure IRB approval for the evaluation, if needed, ensuring ethical compliance throughout the process

During the DATA COLLECTION PHASE of your evaluation, our expert team will carry out the data collection process with professionalism, ensuring data integrity. Our team will:

- Obtain parent permission, adult consent, and youth assent from participants, when appropriate

- Collect data through use of web-based surveys administered on phones, tablets, laptops, or desktop computers; observations of performance assessments; audits of interventions or programs; focus groups; record reviews; analysis of archival data; and telephone, video, or in-person interviews, as needed

- If staff training is necessary for data collection, we ensure a smooth and effective **Staff Onboarding**. This step is crucial to maintaining engagement of program staff members in data collection efforts and consistency in data collection procedures.

During the DATA ANALYSIS PHASE of your evaluation, our team will conduct a comprehensive set of analyses to provide you with actionable insights. We will:

- Complete preliminary analyses to describe the evaluation sample

- Examine the psychometric properties of measures to ensure data quality

- Address missingness and test for equivalence between groups

- Conduct in-depth evaluation analyses to address your specific research and evaluation questions

- Identify moderating factors that may affect the effectiveness of your program (if applicable)

- Uncover mediating factors that may explain the relationship between your intervention and outcomes (if applicable)

During the INTERPRETATION OF RESULTS PHASE of your evaluation, our team will work to understand the story behind the data. We will facilitate a virtual or in-person meeting, supplemented by a preliminary report, in which we:

- Describe the results of the evaluation

- Interpret and discuss the findings, providing meaningful insights

- Collaborate on identifying future evaluation needs and offering actionable recommendations

During the DISSEMINATION PHASE your evaluation, our team will provide deliverables tailored to your needs, which can include:

- Executive summary or practitioner-friendly report for stakeholders and funders, without technical jargon

- Technical report with in-depth statistics and analyses

- Manuscript ready for submission to a peer-reviewed journal, ensuring credibility, visibility, and transparency

- Slide decks for presentation at trade conferences or scientific forums, maximizing your reach

We recognize that every organization has its own distinct audience and unique needs. Our team takes great care in presenting our findings in a style that aligns with your vision and objectives.

Clear Descriptions: Whether your stakeholders are data-savvy or new to evaluation, we tailor our reports to ensure that the narrative is both accessible and insightful. We can present findings in a straightforward manner, without overwhelming statistical jargon, making it easy for all to comprehend the key takeaways from the evaluation.
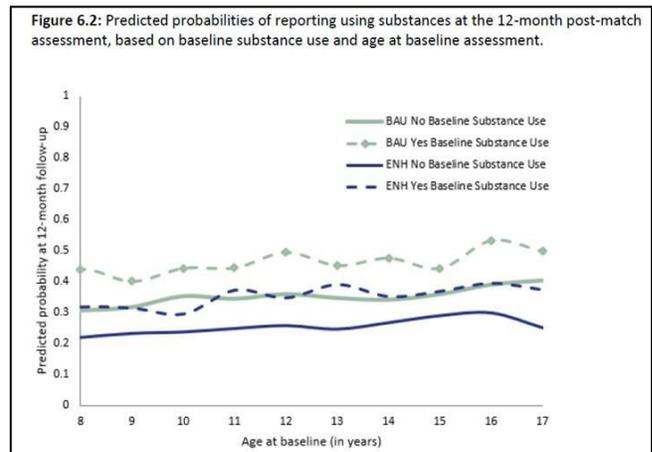
Engaging Infographics and Data Visualizations: Our team excels in crafting engaging infographics and data visualizations that breathe life into your data. Bar charts, pie charts, line graphs, and more, all come together to tell a compelling story, allowing your stakeholders to absorb insights at a glance.

Comprehensive Tables and Figures: For those who crave in-depth analysis and a detailed examination of the data, we can provide a set of comprehensive tables and figures, much like those included in scientific journals.

Our commitment to delivering evaluation findings in your preferred style is unwavering. Whether you seek a concise overview, engaging visual representations, or a deep dive into the data, we have the expertise to cater to your needs.

Figure 6.2: Predicted probabilities of reporting using substances at the 12-month post-match assessment, based on baseline substance use and age at baseline assessment.

Resource Needs
% of programs that reported resource needs for each Topic

	Example (e.g., brochure, form)	Training or workshop	Research justification	Contact information for resource	Technical assistance	Edits or additions to current documentation
Topic A	80	20	20	20	100	40
Topic B	70	50	30	10	100	90
Topic C	30	70	30	10	100	20
Topic D	60	40	50	20	40	70
Topic E	70	30	20	20	50	40
Topic F	40	70	50	30	40	40
Topic G	30	40	20	10	70	10