

METHODS, RESULTS AND EFFECTS FOR SUCCESSFUL PRIMARY PREVENTION PROGRAMMES FOR
YOUNG PERSONS

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Riga experience in drug prevention

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All together!



Current crisis situation:

- ✓ *crime rate is going up*
- ✓ *use of psychoactive substances?*

Prevention Centre is reorganised:

- ✓ *out of schools*
- ✓ *work mainly with consequences*

Riga policy depended on:

- ✓ week state policy
 - integrated approach in schools
 - prevention program only on paper
 - social sector oriented on early identification and help to get at treatment

- ✓ Riga city council understood and financed the programs and other activities

Riga Addiction Prevention Centre cover
all prevention activities:

- ✓ to develop city policy
- ✓ to achieve prevention theory
- ✓ to create programs
- ✓ to implement programs and other activities
- ✓ to train programs doers in school
- ✓ to evaluate the impact (effect)

Addiction prevention terminology:

- universal (primary)
- selective (risk groups)
- indicative (already use or behaviour problems)

Addiction prevention :

All substances together?

Yes and No

Activities, related to addiction prevention:

Environmental strategy

Alternative activities to psychoactive drug use

Environmental Strategies

- ✓ individuals do not become involved with substances solely on the basis of personal characteristics
- ✓ “industrial epidemics” (i.e. where strong industry interests are entangled and behind)
- ✓ “virus” of culture

Response: to influence local norms, rules or legal regulations on legal drugs

Alternatives to psychoactive drug use

- ✓ alternative-based program may prevent the development of drug use by reducing time of exposure to at-risk situations
- ✓ in theory, young people will gain pleasure and personal satisfaction from undertaking healthy and socially acceptable activities, and therefore will not need to resort to drug use

Response:

- ✓ *in general : summer camps, sports, choirs, dancing groups, etc.*
- ✓ *in prevention framework (Riga): summer camp, hiking, cycle race, hobby group (shooting a video films)*

What we recognized from our experience as “good practice”?

- involving in addiction prevention psychologists
- increasing theoretical knowledge
- training interactive group leaders

Theory and indicators:

- ✓ risk and protective factors – is it enough?
- ✓ other models and theories:
 - *life skill model*
 - *cognitive*
 - *peer approach*
 - *many others*
- ✓ indicators:
 - *behavior, intention, attitude, knowledge?*

Value-Expectancy Theories of Behavior

Ron D. Hays, Ph.D

Attitudes

One's positive or negative evaluation of performing a behavior

Beliefs: about the consequences of performing the behavior (outcome expectancies)

Values: appraisal (importance) of the consequences

Subjective Norms

One's perception of the social pressures to perform or not perform a behavior.

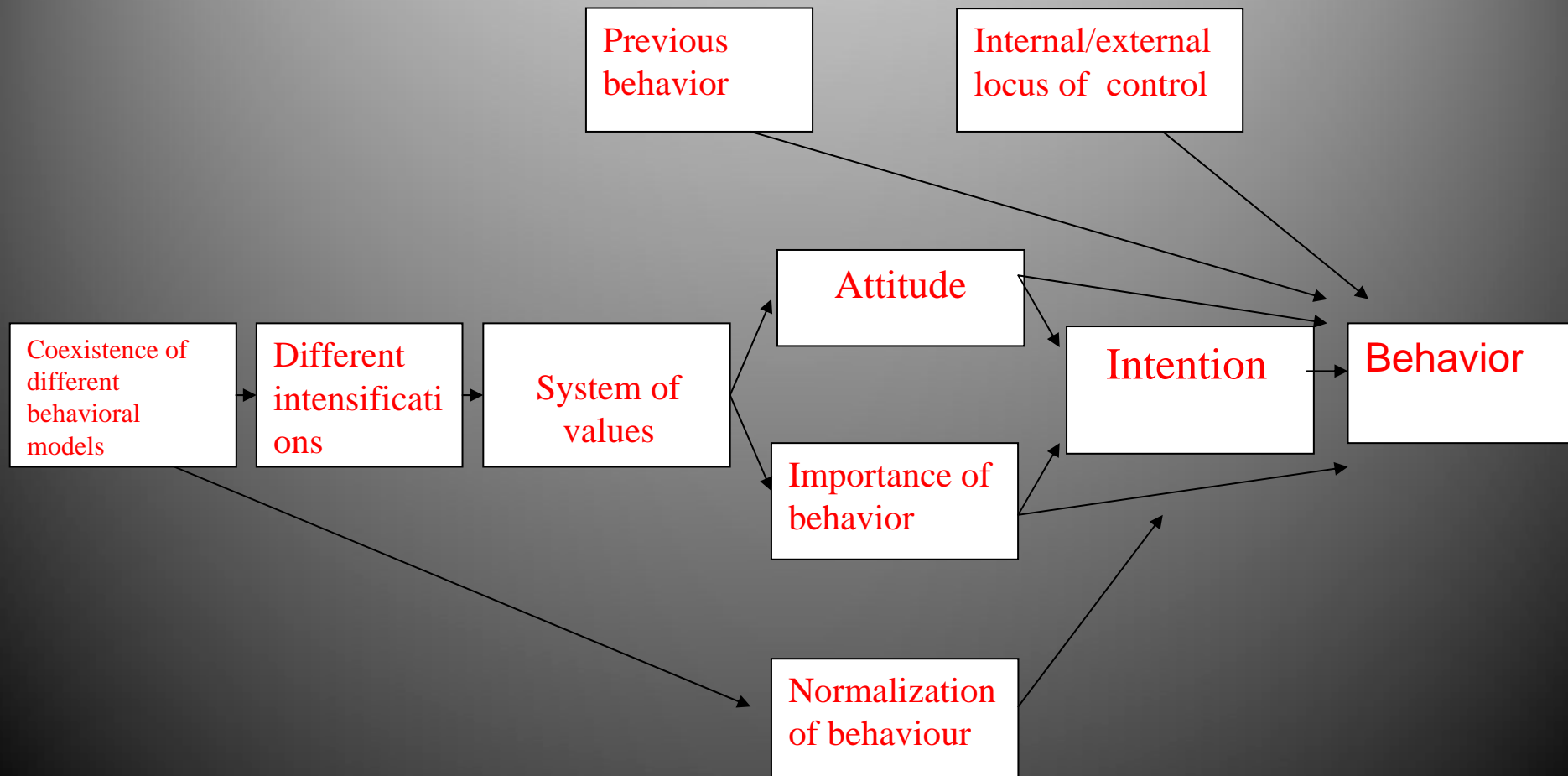
Beliefs: *about whether specific individuals or groups think one should perform the behavior.*

Motivation to comply with these people

Intentions.

"Barring unforeseen events, a person will usually act in accordance with his or her intentions" (Ajzen & Fishbein)

Value-Expectancy Theories of Behavior Ron D. Hays, Ph.D



Programs worked out:

School children:

- ✓ peer education (universal prevention)
- ✓ kindergartenten/primary school children (universal prevention)
- ✓ risk groups (selected prevention)
- ✓ smokers (indicated prevention)
- ✓ cannabis users (indicated prevention)
- ✓ computer abusers (indicated prevention)

Programs worked out:

Specialists:

- ✓ teachers (200-300/year)
- ✓ informatics teachers (12)
- ✓ school psychologists, social pedagogues, school nurses and doctors (200-300/year)
- ✓ social workers (100-200/year)
- ✓ policeman (50-100/year)

Programs worked out:

Parents:

- ✓ universal prevention
- ✓ risk situations
- ✓ co-dependance

Individual concelling:

- ✓ children/young people
- ✓ families

Individual counselling:

- ✓ in counselling rooms
- ✓ in clients home
- ✓ by telephone (5000-6000/year)
- ✓ by e-mail (1000-2000/year)

Other activities:

- ✓ campaigns
- ✓ co-operation with mass media:
 - to promote Centre activities
 - to promote survey results
 - to educate society
 - to ensure advice

Evaluation:

- adult training programs
- young people interactive programs

Inadequate approaches:

- ✓ single lectures in school (not programs)
- ✓ former addicts as lecturers (without adequate education and enough long period of abstinence)
- ✓ mass media as “advertiser “
- ✓ large size groups, particularly “risk groups”
- ✓ lack of knowledge!
- ✓ parents are not involved

Questions?

