Program Selection Readiness Tool: Project Towards No Drug Abuse (Project TND)

Step 1: Is Project TND a good fit for your community?

☐ Are the risk and protective factors targeted by Project TND identified and/or prioritized by your community prevention plan?

<table>
<thead>
<tr>
<th>Risk Factors Addressed by TND:</th>
<th>Protective Factors Addressed by TND:</th>
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<tbody>
<tr>
<td>Norms Favorable to Drug Use</td>
<td>Increased knowledge of the negative consequences of Drug Use</td>
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<tr>
<td>Favorable Attitudes towards ATOD use</td>
<td>Recognition of the value of pro-social activities</td>
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<tr>
<td>Favorable Attitudes towards Anti-social behavior</td>
<td>Improved relations with pro-social peers</td>
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<td>Low Perceived Risks of Drug Use</td>
<td>Positive orientation to school</td>
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<td>Low School Commitment</td>
<td>Communication/interpersonal skills</td>
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<td>Peer Rewards for Anti-Social Behavior</td>
<td>Decision-making and critical thinking skills</td>
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<tr>
<td>Exposure to community/cultural norms that do not favor antisocial behaviors and substance use</td>
<td>Promotion of healthy beliefs and clear standards</td>
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<tr>
<td>Poor Social Skills</td>
<td>Goal setting/Positive future orientation</td>
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<td>Coping/self-management skills</td>
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☐ Do TND’s proven outcomes match the outcomes desired locally? What community level indicators are you trying to change?

• TND has been proven to:
  o Reduce high school student tobacco, alcohol, marijuana, and hard drug use.
  o Reduce weapon carrying for high school males.

☐ Is the program appropriate for the demographic you plan to target?

• TND is most ideal for youth ages 14-18 in high school classroom settings
• Some communities have adapted Project TND for use in other ways. There is no evidence that the program is effective when adapted for use in other settings.
Some of the original research proving Project TND’s effectiveness was conducted in continuation high schools in California. For more information about this population go to: [http://www.cde.ca.gov/sp/eo/ce/cefcontinuationed.asp](http://www.cde.ca.gov/sp/eo/ce/cefcontinuationed.asp).

- **Do the implementation requirements match the strengths of the community?**
  - Are health teachers looking for a more effective way to address substance abuse prevention?
  - Does the community have a tradition of facilitators going into schools to teach prevention programming?
  - Are teachers and administrators looking for a way to meet the substance abuse education requirements of Dept. of Education health curriculum standards?

- **Has an event or circumstance created support for such a program?**
  - Is the current high school substance abuse program showing poor outcomes?
  - Has there been a change in community level indicators that show a need to increase prevention programming for high school youth? i.e., increase in high school youth arrests for possession, dealing, underage drinking, drinking and driving, etc.

  Is TND is a good fit for your community?

- **Yes,** Proceed to Steps 2-4 to continue assessing your readiness to implement TND
- **No,** Explore another Evidence-based Model.

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**Step 2: Are the organizations necessary for Project TND implementation engaged and capable?**

- **Are the local schools and prevention providers aligned with TND’s goals and theory as outlined in the [Project TND Logic Model](#)?**
- **Are there any potential duplication of services or conflicting priorities?**
  - Does a current curriculum or program already effectively meet the needs for substance abuse prevention for high school youth?
  - Are the school and community open to using pre/post outcomes measurement and fidelity observation tools to measure impact and quality of implementation?
Is there an existing partnership between the schools and local prevention agencies that would allow efficient start up?

If a human service agency is taking the lead on training and implementation, does the agency have experience providing quality youth programming?

If the school is taking the lead, have teachers been given the necessary time and support for training and implementation?

Are teachers/administrators open to new programming? Do they see a need for prevention programming within schools?

Do agency staff value working in the school setting and see teaching the curriculum as an important addition to other work and responsibilities?

Step 3: Does the school and/or agency have the capacity to meet the specific requirements for training and implementation of Project TND?

Can facilitators acquire the skills necessary for successful TND implementation?
- The required TND training takes 2 days
- TND requires the use of a Socratic Teaching Style
- Lessons utilize role plays and psycho-dramas, as well as games

Can the school day and/or facilitator schedules accommodate the required TND dosage to meet fidelity?
- All 12 TND lessons must be taught, in order
- Lessons take 45 -55 minutes
- Lessons were designed to be implemented 2-3 times per week over a 4-6 week time frame
- It is recommended that TND lessons be taught by one facilitator

Step 4: Can the facilitators and organizations complete the required data collection and reporting processes?

Does the school or agency have the capacity to conduct pre/post surveys?
• Student surveys are administered anonymously using a student code and no names
• Student pre surveys are administered before the first TND lesson
• Student post surveys are administered after the 12th TND lesson

☐ Does the school or agency have the capacity for data entry?
• Pre and Post student survey data is entered into the Excel based PCCD Performance Measure Quarterly Reporting Tool.
• This report is downloaded to Egrants on a quarterly basis as part of the PCCD reporting process

☐ Does the school or agency have the capacity for conducting fidelity observations?
• To ensure fidelity to the TND model 3 out of 12 TND lessons should be observed using the TND Fidelity Observation checklist
• 2 of these observations should be conducted by a trained external observer
• 1 should be a self-report

Step 5: Does the community have the capacity to sustain the Project TND program beyond initial funding?

☐ Can school teachers facilitate the Project TND Lessons from the beginning of the project as part of the health curriculum? OR

☐ Can the school district take over from outside facilitators after the initial training and start-up phase is complete? OR

☐ Can the agency/school continue to fund outside facilitators to come into the school to teach TND lessons?

☐ Can facilitators continue to conduct fidelity observations and meet at least annually to review model fidelity and quality of implementation?

☐ Can student workbooks be utilized as “classroom sets” to minimize materials costs? OR

☐ Can funds be budgeted for purchasing new workbooks as needed?