



All Stars Handy Information

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People often ask for background and other information to help them be better prepared to implement All Stars. They also often ask for information to help them prepare proposals and to communicate with their community. This guide has been developed to provide this information. We hope this information proves to be handy for you to have.

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Program Goals

The goal of All Stars is twofold.

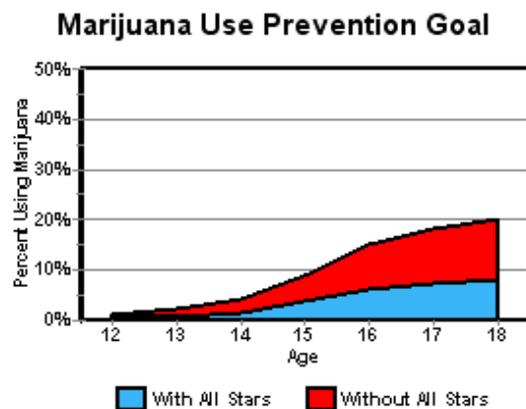
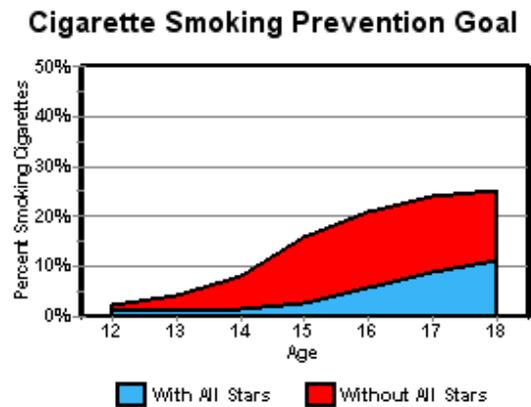
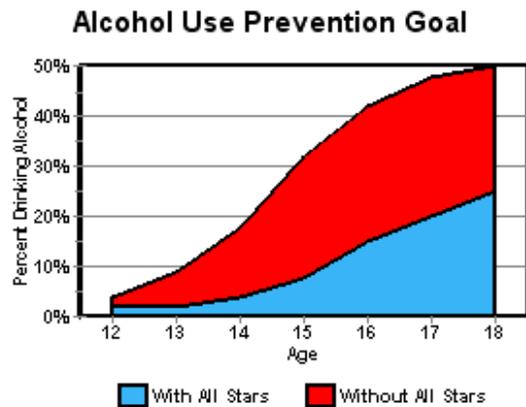
The primary goal is to prevent youth from engaging in behaviors that will put their health and well-being at risk.

We want to deter the onset of commonly used substances. Targeted substances include:

- ★ Alcohol use and misuse, including drunkenness and the development of patterns of problem use
- ★ Tobacco use, including smoking and smokeless tobacco use
- ★ Marijuana use
- ★ Inhalant use

The prevalence of substance use increases as adolescents grow older. All Stars' goal is to reduce use and abuse. It may not be possible to eliminate the use of substances entirely. Alcohol, tobacco, marijuana, and inhalants are often referred to as gateway drugs – they are the substances first used by adolescents. Drinking alcohol, getting drunk, smoking cigarettes, using smokeless tobacco, and using marijuana all increase during adolescence. Inhalant use typically starts early (because inhalants can be found in every home and garage), but also tends to be discontinued during the high school years.

The graphs that follow portray typical patterns of use in the past 30 days for alcohol, cigarettes, marijuana and inhalants. The rates in red are what might be typically expected. The rates in blue are what might be ideally achieved if All Stars was implemented fully and well.



If the use of these substances can be prevented, the use of harder substances, such as cocaine, methamphetamine, and heroin is almost automatically reduced.

What typically happens with prevention programs often differs markedly from what is ideal. Most programs that have been developed yield results that are no different than delivering no program at all. There

are simply no guarantees. Fortunately, we have evidence that, at least in the short term, All Stars can actually reduce the prevalence of use.

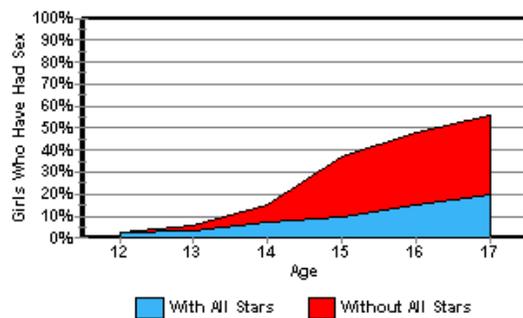
While the overall goal is about changing the behaviors of an entire generation, the real work comes in helping individuals avoid risky behaviors. When thinking about individuals, our goals are to keep those who have not used a substance from experimenting, to help those who have experimented with substances from continuing, and to help those who use occasionally to quit. One thing is for sure, preventing substance use can only be achieved with a long-term view.

All Stars also seeks to postpone or reduce engaging in other health-risk behaviors including:

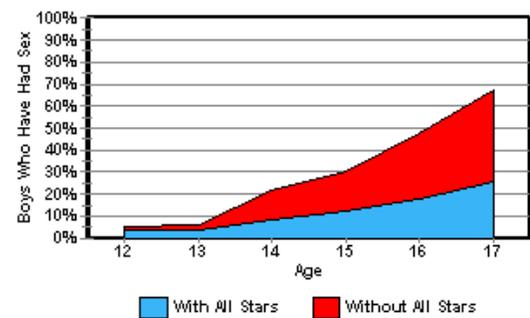
- ★ Premature sexual activity (All Stars does not address contraception or safe sex)
- ★ Bullying and using violence to solve interpersonal problems

Typical rates of ever having had sex and bullying and fighting during the past year are portrayed in the graphs that follow. The red area is what surveys typically find. The blue areas represent what might ideally be achieved with All Stars implemented fully and well. Focusing on sexual activity, bullying, and violence is left to the discretion of the program provider.

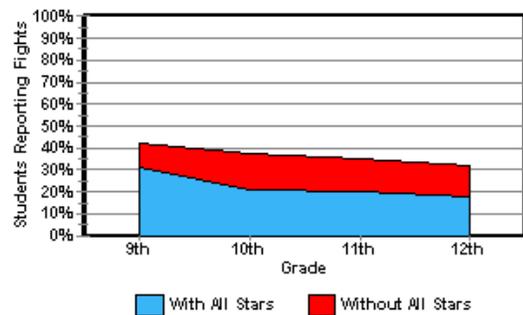
Prevention Goals for Sexual Experience



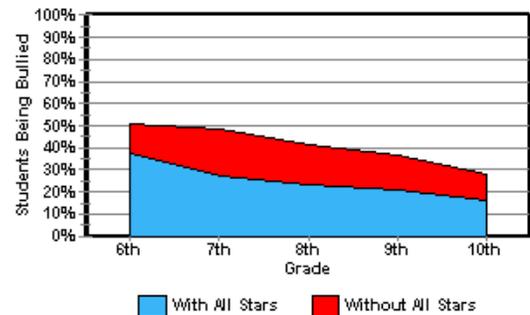
Prevention Goals for Sexual Experience



Prevention Goals for Fighting



Prevention Goals for Bullying



The secondary goal of All Stars is to help students envision a brighter future. All adults who interact with youth have the responsibility to help raise the next generation. This includes helping youth:

- ★ Become self-sufficient – being employed and employable, being able to take care of themselves and not be dependent on others for basic needs for living.
- ★ Developing lasting and fulfilling relationships – treating others with respect and receiving respect in return, including being prepared to establish a caring and supportive relationships with friends and family.
- ★ Contributing to the community – giving back to the community through service and developing a legacy to leave behind.

Program Description

All Stars is designed for delivery in classrooms as well as in community and after-school settings. All Stars programs span the years of greatest vulnerability to experimenting with substances, fighting, bullying, and initiating sexual activity. During this period – from the last years of elementary school through high school – young people experience amazing changes. Not only do they grow and mature physically, they also change from being concrete thinkers who see moral issues in absolute terms to become abstract thinkers who often think about right and wrong in much more sophisticated ways. The transition through adolescence is also about changes in social awareness, social abilities, and social status. Young adolescents, typically as they enter middle or junior high school, begin to place a premium on fitting in, being accepted, and establishing a social identity. All of these qualities influenced how we designed All Stars and how it should be delivered.

All Stars Core, Booster, and Plus – Middle School Programs

The central program in the All Stars series is **All Stars Core**. Designed to be delivered when students are between 11 and 13 years old (sixth or seventh grade), All Stars Core consists of thirteen 45-minute sessions. There are eight additional sessions for those who have additional time. The program addresses five content areas: (1) building idealism and a belief in the future, (2) establishing positive norms, (3) establishing personal commitments to avoid risky behaviors, (4) promoting bonding to school or the group with which youth affiliate, and (5) promoting positive parental attentiveness. All Stars Core features highly interactive group activities, games and art projects, small group discussions, and a celebration ceremony. A parent component encourages youth to interact with parents or other trusted adults through take home assignments. The program also encourages parents to use the effective parenting practices. All Stars Core focuses on strengthening students' disposition and motivation to avoid drug use, not fight and bully, and postpone sexual activity. All Stars Core is recognized as a model program by the Substance Abuse and Mental Health Services Administration (SAMHSA) and as a promising program by the US Department of Education.



All Stars Booster, a program designed to be delivered one year after All Stars Core, includes nine 45-minute sessions that reinforce (but do not duplicate) lessons learned in All Stars Core. There are six additional sessions – including a community service project – for those who have the time to supplement the program with additional activities. All Stars Booster features the same highly interactive methods that characterize every All Stars program. The focus of All Stars Booster is on strengthening participants' motivation to avoid high-risk behaviors by reinforcing idealism, positive norms, commitments, bonding, and parental attentiveness.

All Stars Plus consists of twelve 45-minute sessions that are supplemented with five additional sessions that can be delivered if time permits. All Stars Plus reinforces motivational concepts introduced in All Stars Core and All Stars Booster. In addition, All Stars Plus builds important skills students need to succeed in developing healthy lifestyles including (1) decision making, (2) goal setting, and (3) peer pressure resistance skills. Like all other All Stars programs, All Stars Plus is highly interactive. If delivered in sequence, All Stars Plus is ideal as a third-year dose of intervention, or it can be delivered during the same year as All Stars Core or All Stars Booster should a more intense intervention be desired during either of these years.

All Stars Core, Booster, and Plus target students between the ages of 11 and 14. This typically corresponds to the middle school years – sixth, seventh, and eighth grades. All Stars middle school programs can be delivered in classroom settings, but they can also be delivered in a variety of community or after school settings as well. The program can be delivered by classroom teachers, youth group leaders, or by specialists who may visit as

outside experts. The three middle school programs are designed to be integrated throughout the school or organization.

All Stars Senior – High School Program

Problem behaviors often continue to develop during the high school years. In fact, by high school, students may have developed definable problems related to substance use and many students who use substances now need an approach to help them quit. The setting for prevention also changes during high school. In most high schools, classroom opportunities for prevention are often limited to a one-semester health class, typically taught in ninth grade.

All Stars Senior consists of ten modules, each with a number of activities that address both motivation and skill development. The ten modules align with typical health education content areas, including (1) alcohol, tobacco, and other drugs, (2) personal health, (3) nutrition, (4) growth and development, (5) family living, (6) mental and emotional health, (7) communicable and chronic diseases, (8) injury prevention and safety, (9) consumer and community health, and (10) environmental health. Within each module, activities are designed to supplement existing health textbooks by providing teachers with lesson plans that promote interactive instruction and learning. Each module contains between 12 and 25 activities that take from 15 to 30 minutes to implement. Even though All Stars Senior is developed specifically to augment high school health classes, the activities can be delivered in any setting including church groups, community groups, and summer camps.



The program includes a student *Wellness Journal* to help students integrate course work into daily life. All Stars Senior concentrates on building eight qualities that research indicates will decrease young people's chances of being involved in problem behavior (e.g., smoking, drinking, drug use, violence, and premature sexual activity) and enhance their involvement in positive behaviors (e.g., good nutrition, physical activity, and emotional self-management). Those qualities include: (1) the adoption of conventional social norms, (2) commitment to avoid high-risk behaviors, (3) skills for resisting peer pressure, (4) a belief of personal susceptibility to consequences of risky behavior, (5) goal setting skills, (6) beliefs that high-risk behaviors do not fit with desired lifestyles, (7) decision making skills, and (8) stress management skills.

All Stars Junior – Elementary School Programs

All Stars has two elementary school programs, each classed under the banner All Stars Junior. Both programs have activities designed to be integrated with science, math and language arts. The fourth grade program has nine 30-minute science and math activities and nine language arts activities. The fifth grade program has twenty-two science and math activities and nine language arts activities. In both programs science and math activities reinforce positive norms about drug use, fighting, and telling the truth. Language arts activities are designed to reinforce idealism and a future orientation. Both programs have a behavior management activities designed to be delivered throughout the school year as weekly 15-minute team meetings known as *All Stars Challenge*.

All Stars Junior is designed to be developmentally appropriate for fourth or fifth grade students. The program is intended for use in school settings and supports educational standards for these grades. (A community version of All Stars Junior is planned but is unavailable at this time.) Overall, All Stars Junior is a program that prepares students to participate in the middle school programs, All Stars Core, All Stars Booster, and All Stars Plus.

Lesson Objectives

All Stars is designed to prevent, reduce or eliminate negative behaviors and promote positive behaviors. Each All Stars program, and every session and activity within All Stars achieves these goals by changing qualities that account for why young people engage in these behaviors. The various All Stars programs address the following concepts to one degree or another:

Beliefs about Consequences – Behaviors have consequences. The consequences young people pay attention to are short-term – they happen immediately or shortly after the behavior – and they are psychological and social in nature. Teens tend to not pay attention to severe health outcomes, which are seen as unlikely to happen. This topic is addressed in all programs.

Bonding – This refers to attachments that form between individuals and social institutions to which they belong. Prosocial groups are those which disapprove of substance use, violence, and premature sexual activity. Students who associate with and feel accepted by such institutions – a school, church, recreation group, or sports team – are protected from experimenting with and engaging in high-risk behaviors. All programs promote bonding to school or to the sponsoring organization.



Commitment to Not Use or Reduce Use – Young people who make public and private commitments to their vision of the future are motivated to avoid situations that put them at risk. A commitment is an internalized intention which results in a voluntary public expression of one's intention not to participate in substance use, violence, or premature sexual activity. All Stars Core, Booster, Plus and Senior address commitment.

Decision Making and Impulsivity Control – Many young people who engage in risky behaviors act on impulse and have few skills for making reasoned decisions. Learning steps for making decisions, learning how to listen to your conscience, and practicing these help students discover alternatives, weigh consequences and make appropriate choices. A focus on decision making and impulsivity control is addressed in All Stars Plus and All Stars Senior.

Goal Setting – Many young people do not know the steps to take to achieve goals. Even when they have an ideal they wish to strive for, knowing how to take action and persisting despite experiencing setbacks and obstacles helps young people maintain a sense of idealism. Goal setting is actively addressed in All Stars Plus and All Stars Senior.

Idealism – Young people who have a clear vision of their future understand that high-risk behaviors interfere with their life goals. Idealism refers to identifying and understanding what is important and recognizing that drug use and other risky behaviors would interfere with achieving what is important. Idealism is addressed in all programs.

Norms – When everyone in a peer group agrees that high-risk behaviors are stupid, dumb, unpopular, and unacceptable to others, they understand that avoiding these behaviors will help them fit in. There are two parts to positive norms. The first part is related to what young people believe about their peer group. Young people – particularly those at risk – exaggerate how common and acceptable drug use and other risky behaviors are. Correcting erroneous perceptions reduces risks. The second part of positive norms is actually establishing a group norm that supports the non-use of substances, cooperation instead of fighting, and positive social relationships that postpones sexual activity. Building positive norms is addressed in all of the All

Stars programs.

Parental Attentiveness – Parents can help their children to become highly motivated to avoid high-risk behaviors. Parents are most effective at preventing risky behaviors and promoting healthy behaviors when they: understand growth and development, regularly express love and affection, promote involvement in the community, set clear standards, monitor and supervise their child's friends and activities, provide appropriate discipline when needed, and when they set a positive example. Increasing parental attentiveness is addressed in All Stars Core, Booster, and Plus.

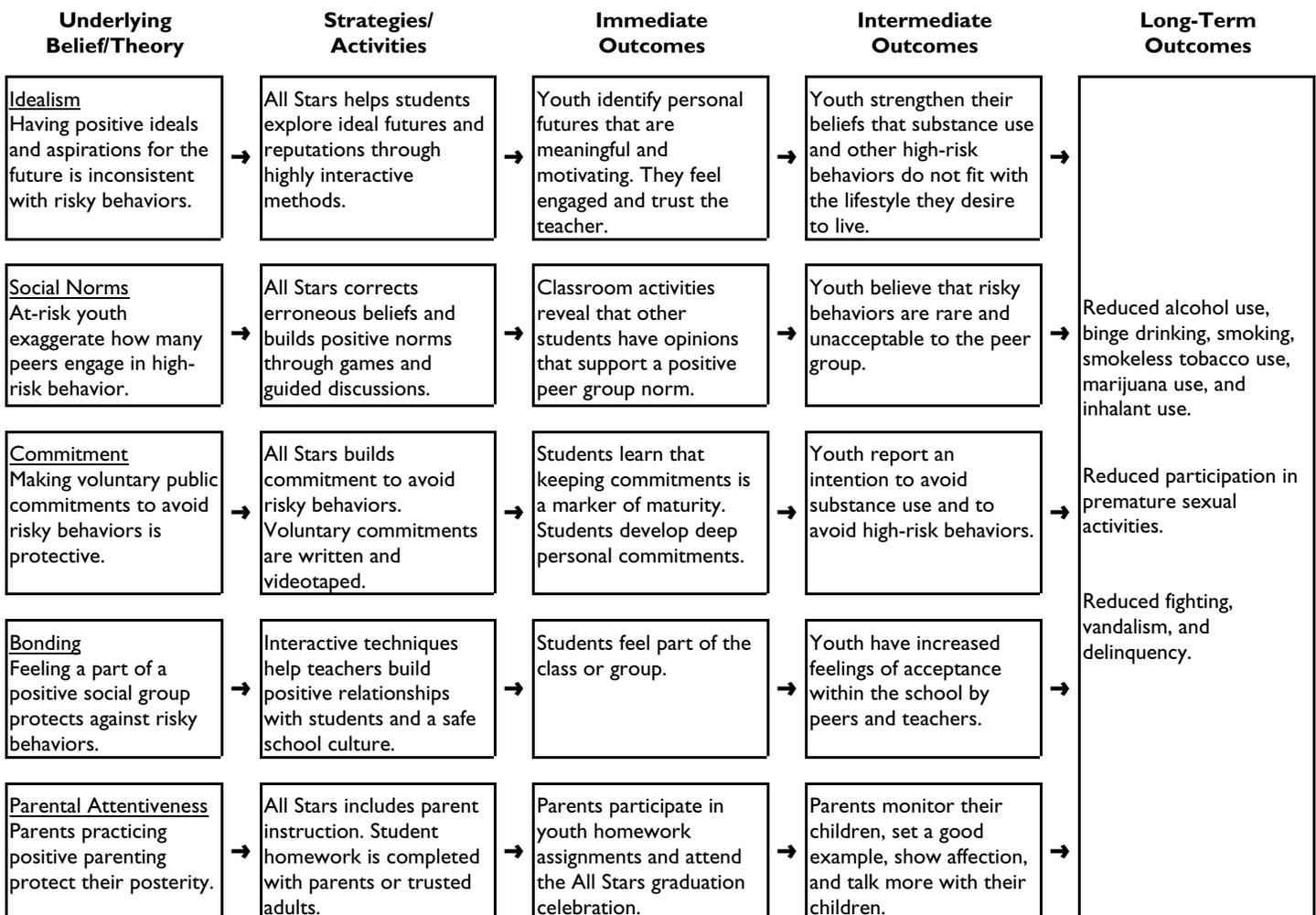
Resistance Skills Training – It is rare, but there are occasions when peer pressure can be overt. Knowing how to refuse dares and unwanted invitations to participate in risky behavior helps young people deal with this pressure. Research suggests it is especially important for young people who already have experience with substance use, violence, and sexual activity avoid relapse when they find themselves in risky situations. Resistance skills training includes teaching students to stand up for themselves, ask for what they want, express themselves, and say no when they want to without being passive or aggressive. This concept is addressed in All Stars Plus and All Stars Senior.

Self-Management – When young people experience anger and stress, they often respond in maladaptive ways. Stress management seems to be a particularly important skill for people who are trying to break bad habits such as smoking and drinking. These skills are addressed in All Stars Senior.

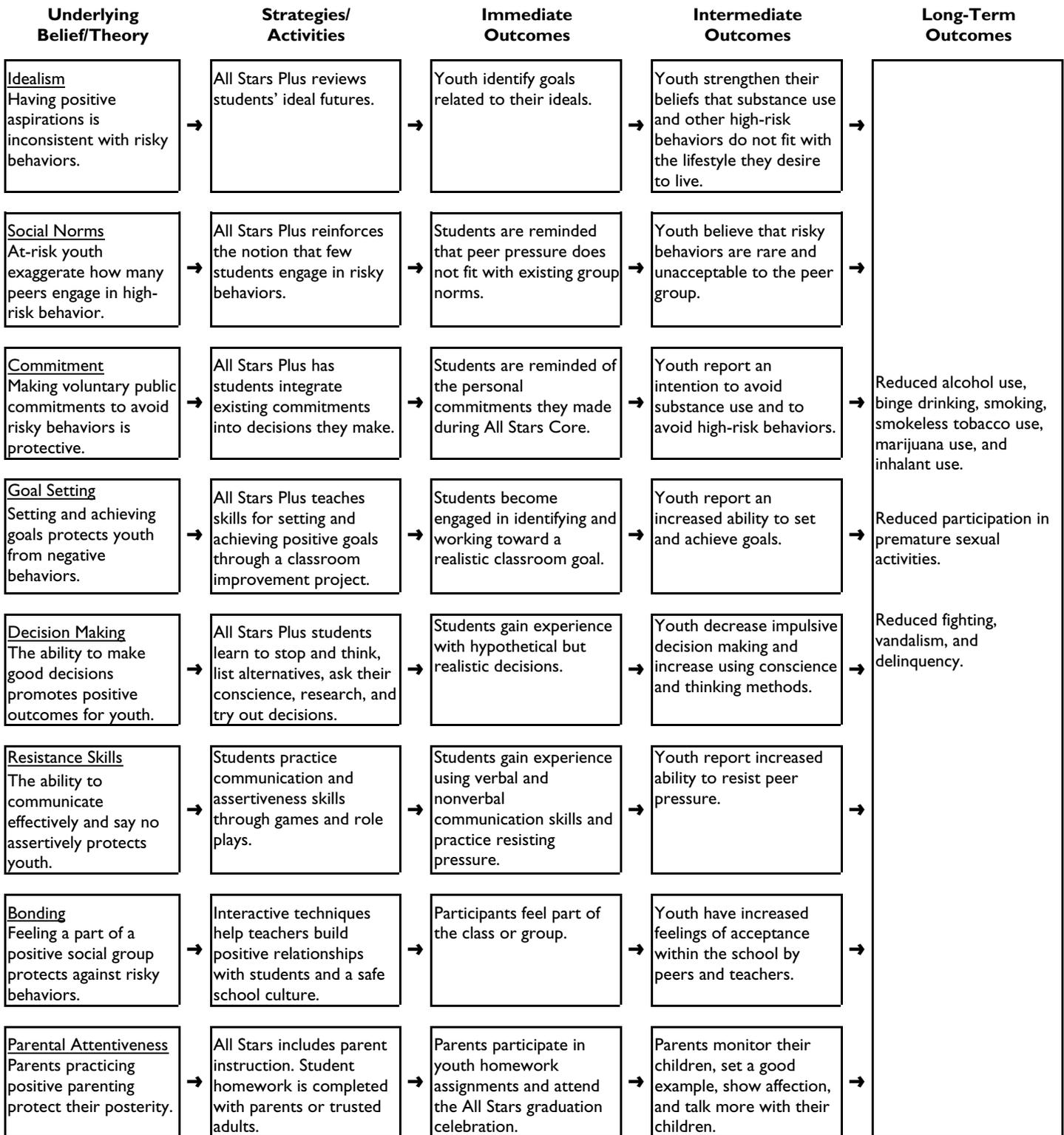
Logic Models

Each program has a logic model that defines how the program achieves its goals.

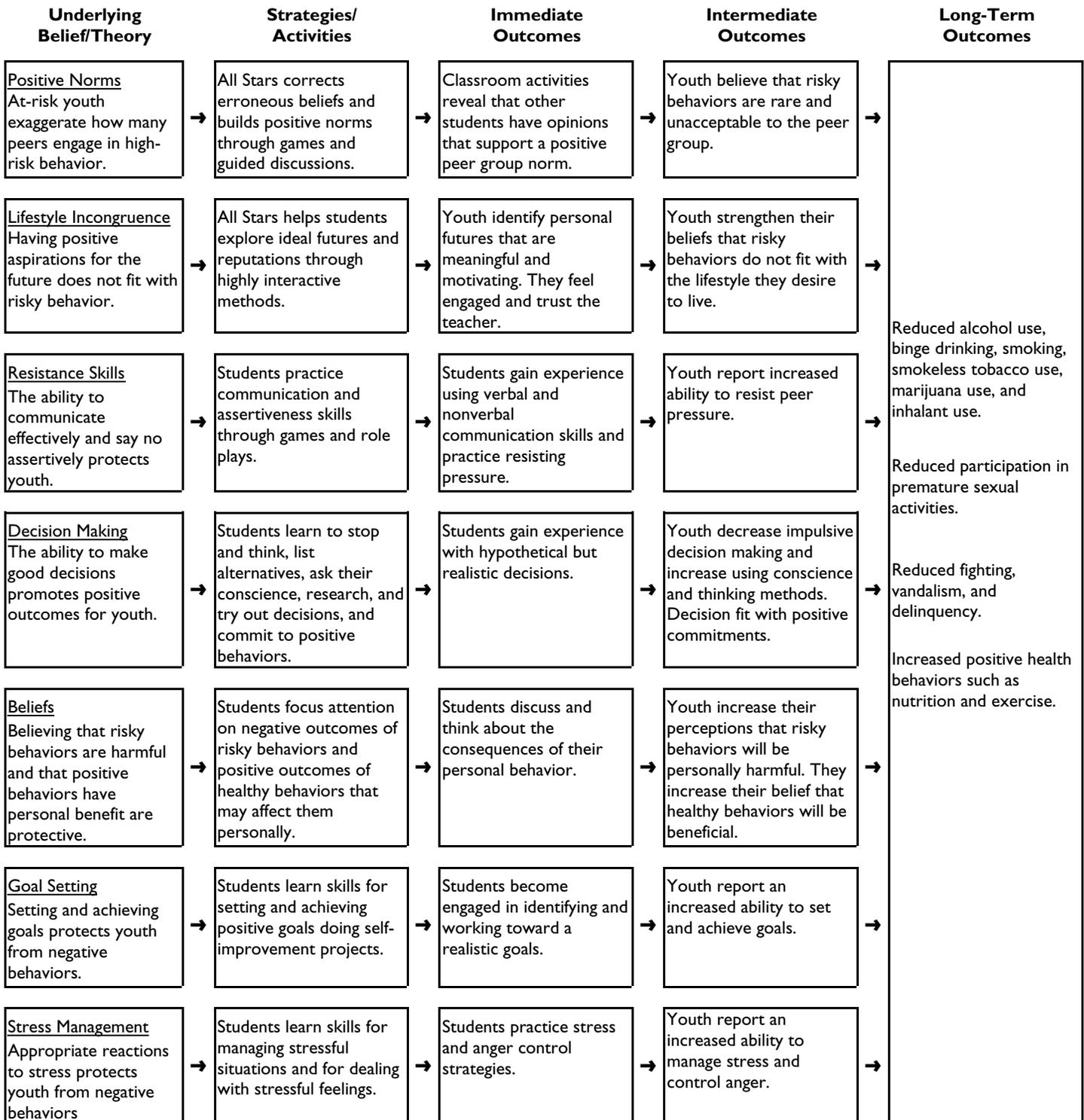
All Stars Core and Booster Logic Model



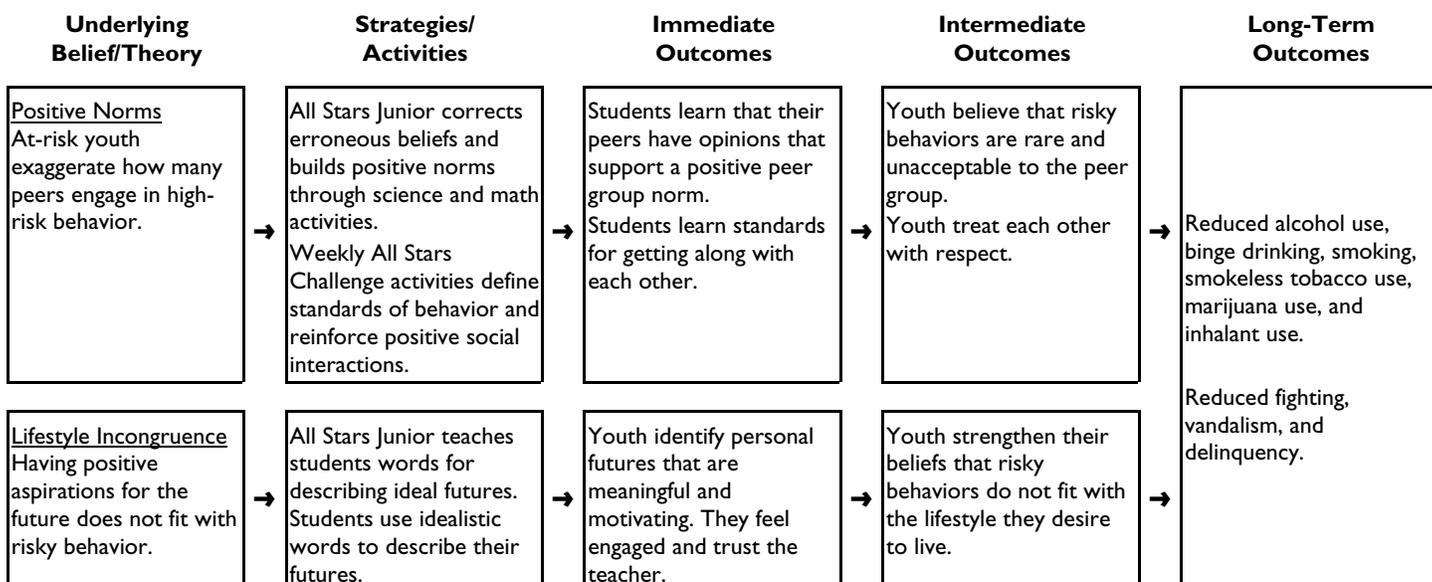
All Stars Plus Logic Model



All Stars Senior Logic Model



All Stars Junior Logic Model



Training

All Stars Teacher/Facilitator Training

The All Stars teacher/facilitator manuals are user-friendly. However, All Stars addresses novel concepts and uses highly interactive teaching methods. To maximize potential impact of All Stars, it is essential that facilitators have a strong grasp of the research, theory, and concepts that underlie the program. Our goals in training are to prepare those who implement the program so that their experience with All Stars is enjoyable and effective. Testimonials from those attending All Stars training overwhelmingly support the value of training. We also encourage those who support teachers and facilitators to also attend training. Having broad support from administrators, parents, and other teachers and youth leaders significantly helps the program achieve its goals.

An introductory training and follow-up training after initial implementation are strongly recommended. A two-day training is available for teachers and facilitators delivering All Stars Core. Teachers delivering All Stars Booster and All Stars Plus are encouraged to attend an additional one-day training. One-day training meetings are encouraged for those teaching All Stars Junior and All Stars Senior.

During each of these trainings, trainers model methods as they deliver lessons to training participants. Through mini-lectures and group discussions, and hands-on activities, training participants gain an understanding of All Stars' scientific but common sense approach.

There are several options for participating in training. Groups can host a training or individuals can join an already scheduled training. Training is available in English and in Spanish. To schedule training in English, contact Kathleen Simley at 1-800-822-7148 or by email at kathleen@tanglewood.net. To schedule training in Spanish, contact Yvette Vizcarrondo at 787-873-1162 or by email at insitutofamilia@aol.com.

Hosting An Onsite Training

The cost to host an onsite training is \$1,500 per day, plus the trainer's travel expenses (e.g. round trip airfare, rental car and fuel, lodging, and daily per diem). Training sessions are limited to groups of up to 20 individuals. A non-refundable deposit of \$500 is required to secure the agreed-upon training dates and will be deducted from the training fee.

Actual training hours are negotiated between the host site and the trainer.

Materials are purchased separately. Curriculum manuals can be ordered by downloading an order form from www.tanglewood.net and must be ordered at least 2 weeks prior to the training.

Securing an excellent training location (at least 750 square feet), as well as arranging for refreshment breaks, is the responsibility of the host site. Lunch can be ordered in or each participant can be on their own.

Once a training is scheduled, Tanglewood Research will post your training on its website - www.tanglewood.net. Individuals outside of your group/organization interested in attending your training is at your discretion as long as the group size does not exceed 20 individuals. These individuals would register through Tanglewood Research at a cost of \$125 per person per day. For each person registered outside of your group, Tanglewood Research will credit your final invoice for \$62.50 per attendee per day (half of the guest's registration fee).

Attending an Off-Site Training

If you do not host an onsite training, the cost to attend an off-site training is \$125 per person per day. These participants are responsible for their own travel plans and expenses. An up-to-date training schedule can be viewed at www.tanglewood.net.

Technical Assistance

All Stars provides a variety of resources for getting technical assistance during implementation. Questions can also be asked of lead trainers by email (Kathleen Simley – kathleen@tanglewood.net – in English and Yvette Vizcarrondo – institutofamilia@aol.com – in Spanish) or the program developer, Dr. William Hansen (billhansen@tanglewood.net).

Beginning in the Fall of 2005, Tanglewood Research will launch the All Stars Online Community website. After this date, all sets of program materials will be sold with a registration code that will provide teachers and facilitators with access to online help. This will include access to a monthly column by Kathleen Simley (Kathleen's Korner) that provides key insights about how to implement All Stars. The Online Community website will also allow easy access to session-by-session tips for how to teach All Stars correctly, how to engage students in productive interaction, and how to identify and address the needs of high-risk students. There will be additional tips about how to better achieve the teaching objectives of each session. Users will be able to find answers to frequently asked questions by completing online searches.

Certification of Mastery

Certification of Mastery recognizes teachers who change children's lives. All Stars is a tool designed to assist in transforming the lives of young people. Like any tool, it is most effective in the hands of those who have mastered its potential. Developing a deep understanding of underlying concepts and expertise at delivery makes All Stars more effective. Teachers and youth leaders are invited to qualify to become a certified Mastery Teacher. Certification is currently available for those who teach All Stars Core, All Stars Booster, and All Stars Plus.

Certification of Mastery has two goals:

- ★ Added insight and skill will improve outcomes of All Stars. By participating in Certification of Mastery, you increase your potential to prevent risky behaviors and help young people build bright futures.
- ★ Once you have achieved Certification of Mastery, your skills and abilities can be used to benefit your community far beyond your own classroom. Master Teachers are needed to mentor others just beginning the All Stars program. Mastery is the first step to qualifying as an All Stars trainer.

Gaining mastery in all areas of life takes commitment. Mastery comes a little at a time – not all at once. There are nine steps to mastery. You gain recognition with each step you complete. Steps are designed to help you master what it takes to be a successful All Stars teacher. Personalized assistance from mentors is available to you throughout the process. You may already have completed some steps in your everyday teaching of All Stars.

It is not necessary to complete the steps in order; however, the following order is suggested:

-  Basic Training; Complete training for Core, Booster, or Plus.
-  Initial Implementation; Implement one cycle of Core, Booster, or Plus.
-  Coaching to Improve Delivery; Videotape teaching and receive feedback and help.
-  Coaching to Improve Interactivity; Videotape teaching and receive feedback and help.
-  Parent Intervention; Implement parent training and document parent participation.
-  Strategies for Success; Integrate and infuse All Stars in your school or community group.
-  Prevention ABCs; Complete an online course on prevention concepts and methods.
-  Mastery of Implementation; Videotape teaching to document mastery of technique.
-  Evidence of Effectiveness; Demonstrate changes in students' attitudes and behavior.

Details about how to register for Certification of Mastery can be obtained by contacting Kathleen Simley at 1-800-822-7148 or by email at kathleen@tanglewood.net. Costs and specific requirements will be explained.

Program Evaluation

Schools and community groups implementing All Stars are strongly encouraged to conduct local evaluations. A local evaluation consists of two parts: (1) quality assessment (documenting which sessions have been implemented and assessing how well they were completed) and (2) documenting changes in students' attitudes and behaviors.

Quality Assessments

Quality of implementation is best when all sessions are delivered and when sessions are delivered well. Quality assessment forms are part of the All Stars Online Community. The Online Community website includes the following features:

Online Session Scheduler. Teachers create a class schedule for each class they teach. The scheduler notes the status of teaching as well as the status of the completion of quality assessment forms. There is a direct link from this page to both completed and yet-to-be-completed quality assessment forms.

Online Quality Assessment Forms. Beginning in the Fall of 2005, teachers will be able to complete quality assessments online. Teachers complete general questions about the session followed by specific questions

about each activity. General session-focused questions include: (1) How many students participated in this All Stars class? (2) How well were the session's goals achieved? (3) How much impact will this session have on students' behavior? (4) How engaged were students during this session? (5) Rate the overall quality of this session as written, and (6) Rate the overall quality of this session as taught. Questions are then asked about each activity within the session. These questions are thus repeated for each activity. Activity-focused assessments include: (1) Was it taught? (2) How well were objectives achieved? (3) How much did you modify this activity? and (4) If you modified this activity, describe what you did.

Online Quality Summary Report. Once quality assessment forms have been completed, teachers can view a summary report of their self-rated performance. The summary is generated dynamically, with averages adjusting automatically as more quality assessment forms are completed.

Outcome Evaluation

All Stars is designed to change students' attitudes and behaviors. The effectiveness of your implementation of All Stars can be assessed in pretest and posttest surveys. The All Stars' order form (also found at the website <http://www.tanglewood.net>) contains ordering information for surveys. A variety of easy-to-use surveys to meet your specific needs and that include scanning and basic database and report creation are available. Surveys are 2 dollars each for printed surveys and 50 cents each when administered online.

When student surveys are administered, finding students who have not received All Stars will aid in understanding the impact of the program. The number of students who participate in risky behaviors increases as adolescents grow older. All Stars aims to reduce participation in these behaviors but may not eliminate them and may not entirely reverse this trend. Having students who do not receive the program who can serve as a comparison group is how programs like All Stars are typically evaluated. Comparable groups – even students from older classes – help interpret the effectiveness of the program.

Research

All Stars is the result of years of research. All Stars' roots can be traced to the earliest scientific studies of prevention conducted in the 1970s. All Stars continues to be informed by a broad range of research findings from a number of investigators. The most crucial research that forms the basis of All Stars will be presented here.

Adolescent Alcohol Prevention Trial – AAPT

The norm setting component of All Stars is based on strategies developed and tested in the Adolescent Alcohol Prevention Trial (AAPT). Primary findings of this research demonstrate the potential of the norm setting component to change substance use behaviors.

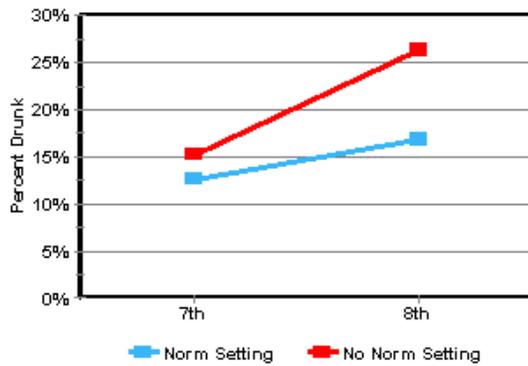
The Adolescent Alcohol Prevention Trial was a research project designed to test two strategies for preventing the onset of alcohol misuse, cigarette smoking, and marijuana use. The first strategy (Norm Setting) corrected erroneous normative beliefs about prevalence and acceptability of use among peers and established conservative groups norms regarding use. The program used strategies such as the *Opinion Poll Game* and debates as well as feedback about students' self-reported behavior to do this. The second strategy (Resistance Skills Training) taught skills to refuse offers to use substances. Students were taught strategies to say no which they rehearsed and role played.

Four experimental conditions were created by randomly assigning schools to receive a) neither of the experimental curricula (control group), b) resistance skill training alone, c) norm setting alone, or d) both resistance skill training and norm setting. Students were pretested prior to the program and posttested one year following delivery of the program. The tests were completed in junior high schools in Los Angeles and Orange Counties, California.

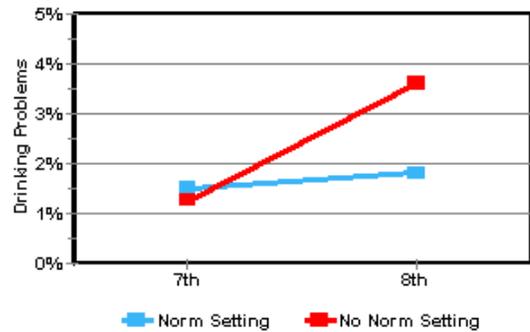
Norm Setting reduced the onset of alcohol use, cigarette smoking, and marijuana use. No added effects

were attributable to Resistance Skills Training. Results for the Norm Setting outcomes are presented here. Significant and meaningful reductions were observed in the proportion of students who said they had been drunk, who showed evidence of having serious problems related to drinking, marijuana use, and smoking cigarettes.

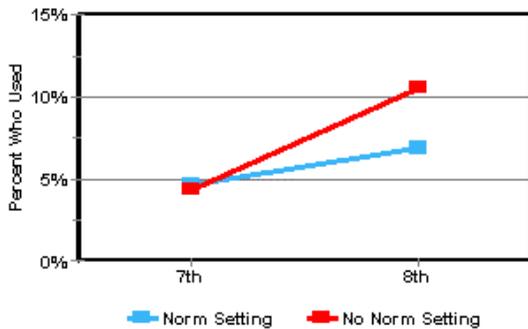
Effect of Norm Setting on Drunkenness



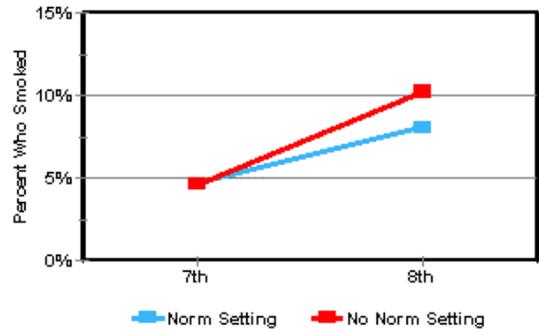
Effect of Norm Setting on Problem Drinking



Effect of Norm Setting on Ever Using Marijuana



Effect of Norm Setting on Recent Cigarette Smoking



Complete findings are published in:

Hansen WB, Graham JW. Preventing alcohol, marijuana, and cigarette use among adolescents: Peer pressure resistance training vs. establishing conservative norms. *Preventive Medicine* 1991; 20: 414-430.

Donaldson SI, Graham JW, Hansen WB. Testing the generalizability of intervening mechanism theories: Understanding the effects of adolescent drug use prevention interventions. *Journal of Behavioral Medicine* 1994; 17(2): 195-216.

Donaldson SI, Graham JW, Piccinin AM, Hansen WB. Resistance skills training and onset of alcohol use: Evidence for beneficial and potentially harmful effects in public schools and in private Catholic schools. *Health Psychology* 1995; 14: 291-300.

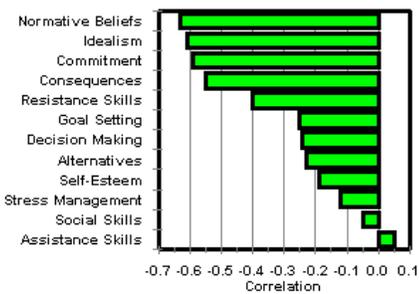
Mediators of Prevention Study

The purpose of this study was to examine variables program developers have thought to be important in explaining how prevention programs reduce drug use. These variables, known as mediators because they are the characteristics thought to account for changes programs produce, were examined for middle school and high school students through surveys that were administered each year of the five-year project. The question this research study asked was, "What are the most influential mediators in preventing alcohol, tobacco and other drug use with youth?" The team first reviewed prevention efforts that had been developed. From more than 40 programs reviewed, twelve mediators were identified (most programs only targeted three or four). The twelve include:

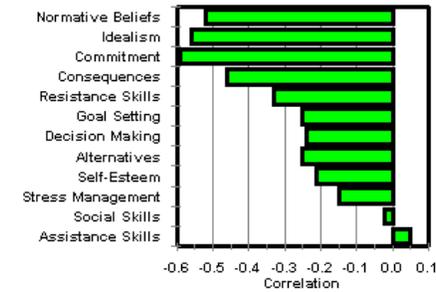
Normative Beliefs	Self-Esteem	Beliefs about Consequences of Use
Prosocial Ideals	Decision-making Skills	Resistance Skills
Personal Commitment	Goal-setting Skills	Alternative Activities
Stress Management Skills	Social/Life Skills	Assistance Skills

Outcomes of this study looked at statistical correlations, examining how well each of the mediators predicted substance use. Correlation coefficients vary between minus one (-1) and plus one (+1). The ideal correlation coefficient in this case is a value that approaches minus one, meaning that the more of the mediator that exists, the lower the drug use is observed. Changing a large negative correlation suggests that increasing the quality through intervention would reduce drug use. Correlations close to zero (0) suggest that there is no relationship – changing the mediator is not expected to change drug use. Positive correlations suggest that changing the mediator would increase drug use.

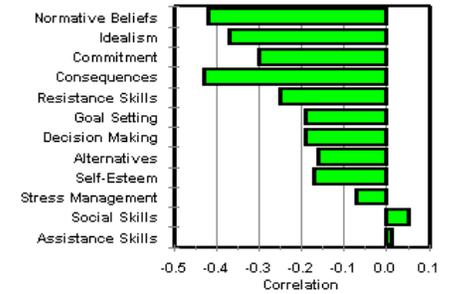
Correlations: Mediators and Alcohol



Correlations: Mediators and Cigarettes



Correlations: Mediators and Drugs



The mediators with the strongest relationship with alcohol, tobacco, and illicit drug use are quite consistent. Normative beliefs, idealism (viewing substance use as not fitting with desired lifestyles), commitment, and beliefs about short-term social and psychological consequences. These are the mediators targeted directly by each of the All Stars programs.

Complete findings are published in:

Hansen WB, McNeal RB. The law of maximum expected potential effect: Constraints placed on program effectiveness by mediator relationships. *Health Education Research*. 1996; 11(4): 501-507.

McNeal RB, Hansen WB: Developmental patterns associated with the onset of drug use: Changes in postulated mediators during adolescence. *Journal of Drug Issues* 1999, 29(2), 381-400.

Hansen WB, McNeal RB. Drug education practice: Results of an observational study. *Health Education Research*. 1999, 14(1): 85-97.

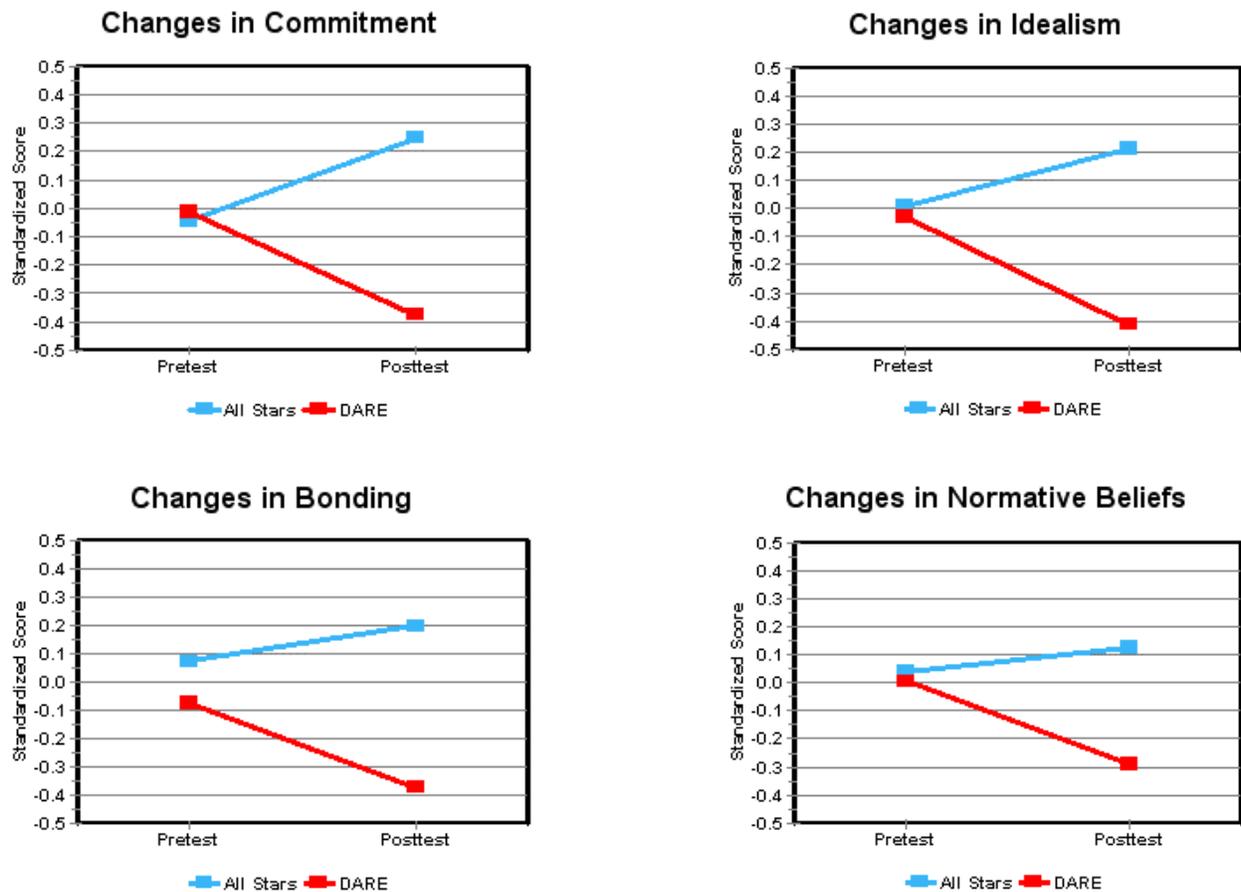
Fearnow-Kenney M, Hansen WB, McNeal RB. Comparison of psychosocial influences on substance use in adolescents: Implications for prevention programming. *Journal of Child and Adolescent Substance Abuse*. 2002; 11(4), 1-24.

All Stars Core Pilot Study

The All Stars Core pilot study was conducted in 1995 in Lexington Middle School (Lexington, North Carolina) and involved the entire seventh grade of the school (eight classes of students). Four of the eight classes participated in seventh grade DARE in the fall semester and became a comparison group. The other classes received All Stars in the spring semester. Students were mostly female (62.5%). Among females, 40.0% were European American, 45.0% were African American, 10.0% were Asian American (Cambodian), and 5.0% were Hispanic. Among males, 55.5% were European American, 36.2% were African American, 5.5% were Asian American, and 2.8% were Hispanic.

All eight classes were surveyed before the launching of All Stars in January 1995. Students in the DARE classes had completed their training at this time and All Stars had not yet begun. Classes were again surveyed at the completion of the All Stars program in May 1995. The survey assessed four mediating

variables targeted by the program; normative beliefs, idealism, commitment to avoid drug use, and bonding to school. (Behaviors were not assessed.) Surveys were administered by teachers. Students provided no personal identifiers on the surveys and anonymity was stressed in survey administration instructions.



At pretest, DARE and All Stars classes were nearly identical on each of the four mediating variable measures. Analysis of posttest data revealed that for each measure All Stars and DARE students differed markedly with All Stars students having significantly better outcomes. The largest statistical differences were found for commitment and idealism; however, bonding and normative beliefs were also significantly different. Differences were in a direction that suggested a positive effect of All Stars.

Complete findings are published in:

Hansen WB. Pilot Test Results Comparing the All Stars Program with Seventh Grade D.A.R.E.: Program Integrity and Mediating Variable Analysis. *Substance Use & Misuse*. 1996; 31(10): 1359-1377.

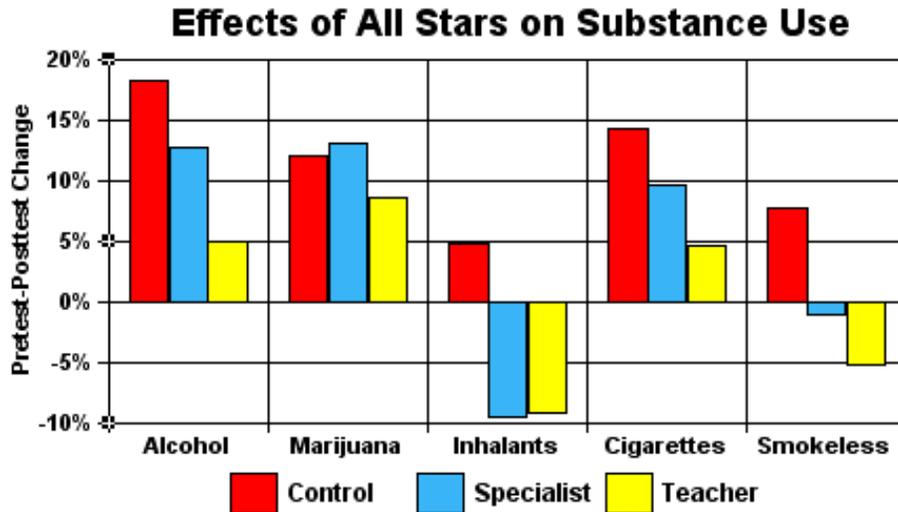
All Stars Core School Field Trial

An independently evaluated field trial of All Stars Core was conducted under the direction Dr. Nancy Harrington of the University of Kentucky. To evaluate All Stars, eight middle schools served as test sites. Five of these schools received All Stars delivered by trained specialists. In three schools All Stars was taught by regular classroom teachers. Six schools served as no treatment controls. Schools were located in Lexington and Louisville, Kentucky.

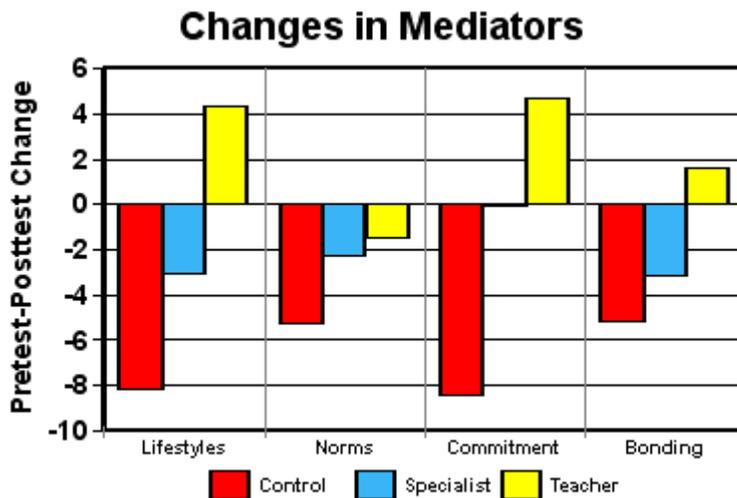
The demographic profile of the sample was 54% female, 67% White, 23% African American, and 10% other ethnicity. Average age at the pretest was 12 years (56% of sample); 98% of respondents were from 11 to 13 years old.

Teachers generally did better at changing substance use than did specialists who visited the classroom. Both teachers and specialists produced a decrease in inhalant use and smokeless tobacco use when they

taught the program. Among classes taught by classroom teachers, fewer students began drinking alcohol, started using marijuana, and started smoking cigarettes.



One of the questions frequently asked about these findings is why specialists did not do as well as regular classroom teachers. One answer has to do with their effectiveness at changing the mediators targeted by All Stars Core: Commitment, Normative Beliefs, Idealism, and Bonding to School.



Teachers had a much larger impact in terms of how they were able to change the mediators targeted in All Stars. This translated directly in terms of how big an impact they produced on students' behavior.

Complete findings are published in:

Harrington, N.G., Giles, S.M., Hoyle, R.H., Feeney, G.J., Yungbluth, S.C. Evaluation of the All Stars character education and problem behavior prevention program: Pretest-posttest effects on mediator and outcome variables for middle school students. *Health Education & Behavior*. 2001; 28(5), 533-546.

McNeal, R.B., Hansen, W.B., Harrington, N.G., & Giles, S.M. How All Stars works: An examination of program effects on mediating variables. *Health Education Quarterly*, 2004; 31(2), 165-178.

All Stars Core and Booster Community Field Trial

All Stars was expanded to include a booster program. There was also an interest in understanding how

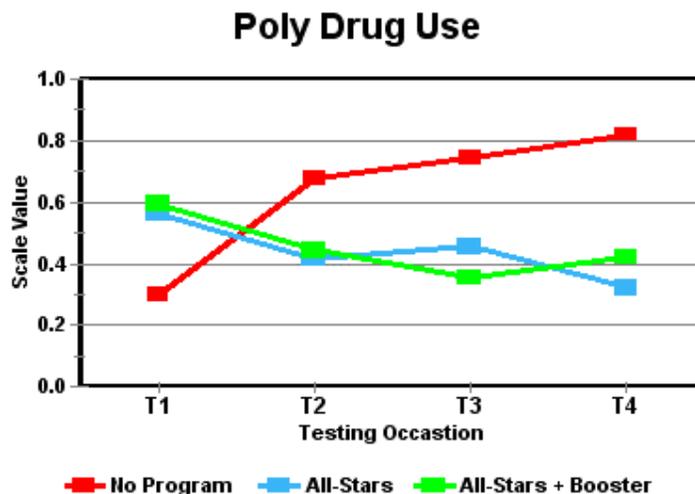
well the program would perform when delivered in community settings. An independent evaluation was conducted under the direction of Dr. Nancy Harrington of the University of Kentucky.

Seven community agencies from six states in the eastern United States participated. These agencies provide after-school and weekend programming for youth. Each agency recruited a minimum of three groups of adolescents ranging in age from 11-15. The demographic profile of the sample was: 58% female, 43% African American, 22% Hispanic, 16% White, 1% Asian, 4% Native American, and 13% Other. Average age at pretest was 11 years (31% of the sample); 80% of respondents were 11 to 13 years old at pretest.

Groups received either All Stars Core (Year 1 only), All Stars Core (Year 1) and All Stars Booster (Year 2), or served as a no-treatment control group. The study was a longitudinal design with pretest and four posttests, one immediately after the delivery of All Stars Core, one just before the delivery of All Stars Booster and one after the delivery of the booster program.

Twenty-seven groups were involved across the seven sites, with three to six groups per site. Group size ranged from seven to 40 adolescents (larger groups were subdivided for program implementation). Groups were randomly assigned to condition within site. Staff at each implementation site received training to deliver the program.

There were clear effects on substance use for both All Stars Core and All Stars Core followed by All Stars Booster. Indeed, for both of these conditions, substance use decreased as a result of youth's participating in the program.



This research is summarized in an unpublished report, available from Tanglewood Research: Harrington NG, Cheah WH, Norling GR, Hoyle RH, & Duvall J. An evaluation of the community-based All Stars character education and problem behavior prevention program. University of Kentucky. 2004.

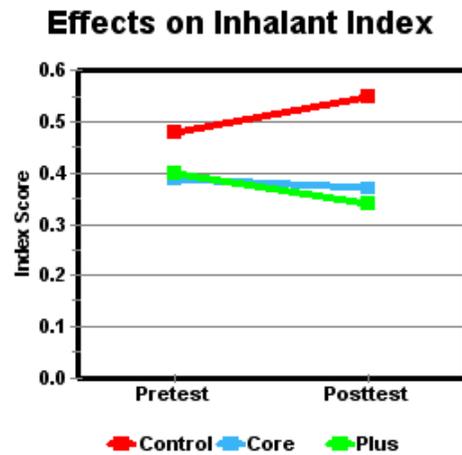
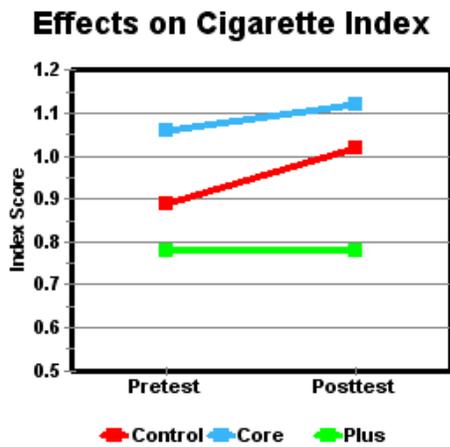
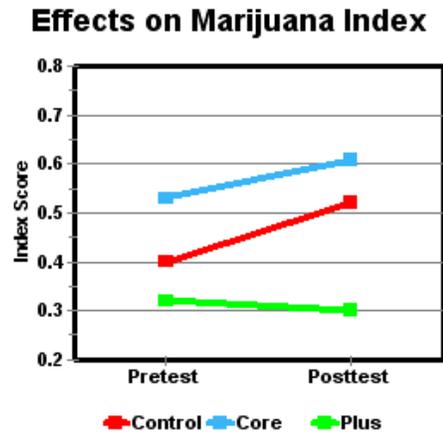
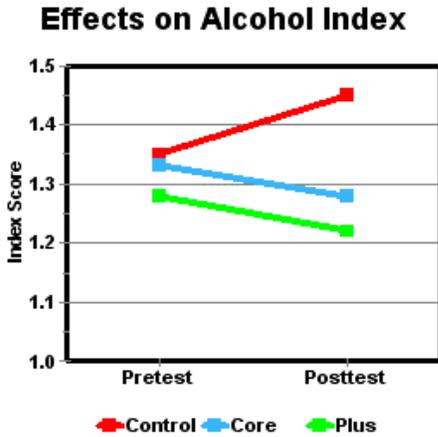
All Stars Core and Plus Pilot Study

The goal of this pilot study was to conduct an initial test the effectiveness of All Stars Plus. All Stars Core develops motivation to not use drugs. It was hypothesized that adding decision making, goal setting and social resistance skills training would improve its effectiveness.

A total of eight schools participated in this study during the spring semester, 2003. Two of the schools were located in Florence, South Carolina; six of the schools were located in the western part of Texas. A total of 632 students completed both pretest and posttest surveys. The sample was 52% female. The sample was ethnically diverse with 28% identifying themselves as African American, 13% Hispanic, 53% White, 1% Asian, 2% Native American, and 5% Other. On average, the students were 12 years, 4 months old. On average, 45% of students were economically disadvantaged. The rate of being disadvantaged ranged from 23%

to 75% among participating schools. Classes were assigned to either serve as Controls, to receive All Stars Core or to receive All Stars Core and All Stars Plus.

Both programs outperformed the control group; however, All Stars Plus was more effective in preventing drug use than All Stars Core. All Stars Plus was found to reduce alcohol use, drunkenness, cigarette smoking, marijuana use, and inhalant use. The Plus program appeared to have achieved these outcomes by improving norms, increasing persistence in pursuing goals, and by increasing attention from parents.



The complete report can be read in:

Hansen WB, & Dusenbury L. All Stars Plus: A competence and motivation enhancement approach to prevention. *Health Education*. 2004; 104(6), 371-381.

Predictors of Self-Initiated Cessation Study

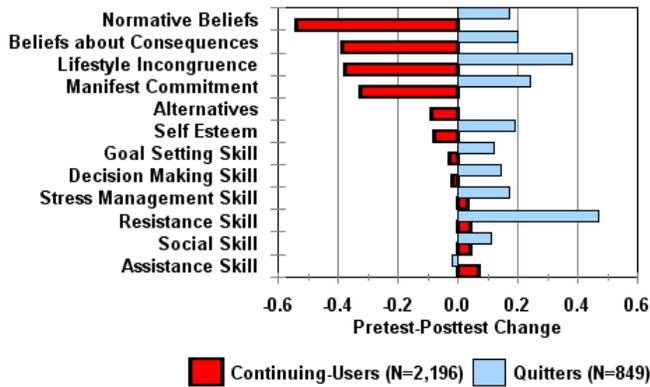
The purpose of this study was to examine variables program developers have thought to be important in explaining how prevention programs reduce drug use. These variables, known as mediators because they are the characteristics thought to actually account for changes prevention programs produce, were examined for middle school and high school students through surveys that were administered each year of the five-year project.

The question this research study asked was, "What are the most influential mediators that account for who continues to use and who quits using alcohol, tobacco, marijuana, and inhalants?"

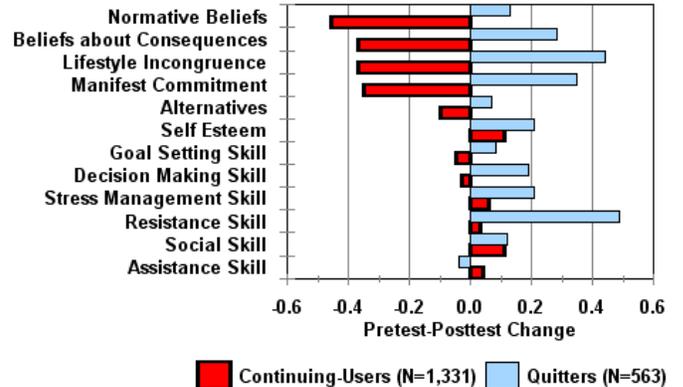
Outcomes of this study looked at changes in students' answers between the pretest (given the first

year) and the posttest (given a year later). Negative changes reflect that factor getting worse; positive changes reflect an improvement in that factor. As can be seen in the graphs below, most of the changes among continuing users tended to be negative. Further, most of the changes that occurred among young people who quit using substances were positive. Changes close to zero (0) mean that nothing happened. The difference between the red line and blue line for a factor represents its importance for cessation.

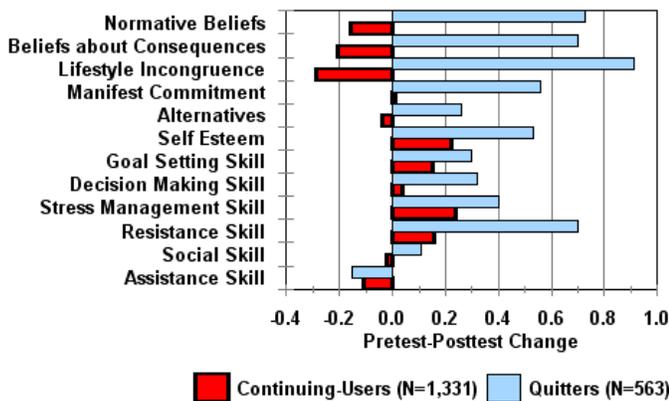
Predictors of Using/Quitting Alcohol



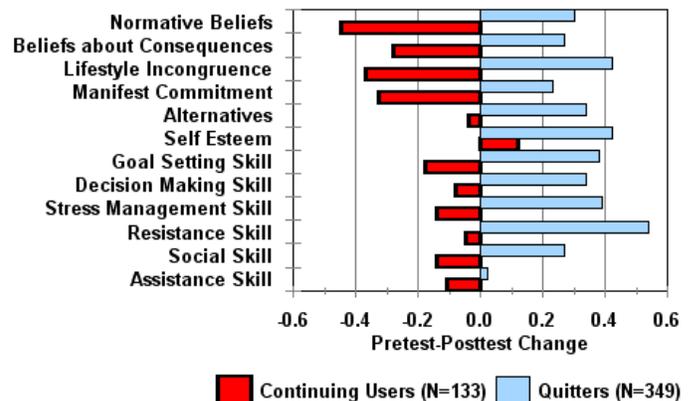
Predictors of Using/Quitting Tobacco



Predictors of Using/Quitting Marijuana



Predictors of Using/Quitting Inhalants



The mediators with the strongest relationship with alcohol, tobacco, and illicit drug use differed somewhat from substance to substance. However, normative beliefs, idealism (viewing substance use as not fitting with desired lifestyles), commitment, beliefs about consequences, and the ability to resist peer pressure were important for all substances. Goal setting, stress management, and decision making were also occasionally important. These are the mediators targeted by All Stars Senior.

Complete findings are published in:

Hansen WB, McNeal RB. Self-initiated cessation from substance use: A longitudinal study of the relationship between postulated mediators and quitting. *Journal of Drug Issues*. 2001; 31(4), 957-974.

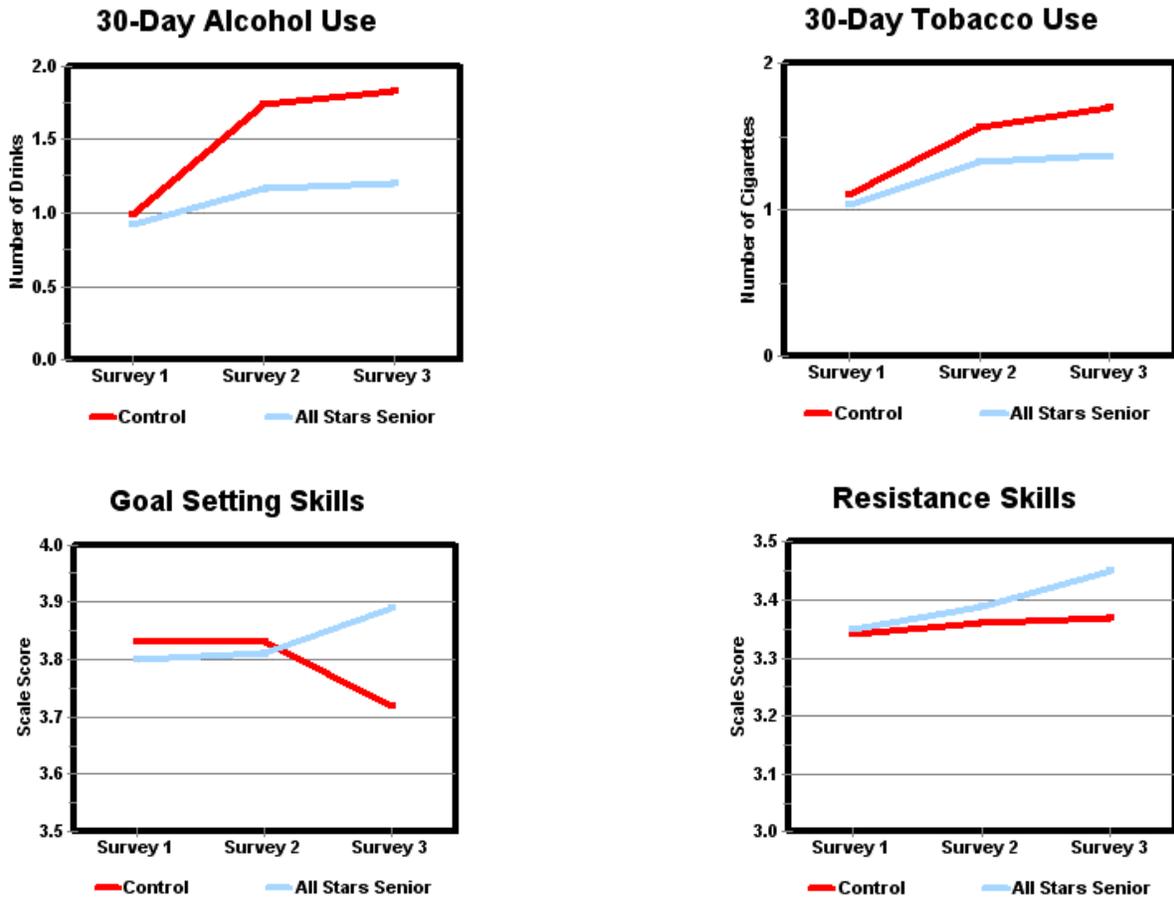
All Stars Senior Randomized Field Trial

The purpose of this study was to test the initial version of All Stars Senior to determine whether it was effective at reducing substance use. This project involved high schools from North Carolina, Nebraska, and Missouri. The evaluation was independently conducted by researchers from the University of North Carolina, Chapel Hill under the direction of Dr. Rita O'Sullivan, an educational researcher who has extensive

evaluation experience.

Students from 24 high schools completed pretest and posttest surveys in this study, 1,333 students received the program, 794 served as non-treated controls. Treatment teachers were asked to implement two to three All Stars, Sr. activities per one week of health instruction. In addition to this directive, each teacher was asked to implement three specified activities that were deemed required. The average number of All Stars Senior activities taught by enrolled teachers was 20.

Program students were surveyed prior to the beginning of the program, at the end of the school year, and at the end of the following semester. Control students were surveyed on a similar timeline.



All Stars Senior had a statistically significant effect on reducing alcohol use, including reducing the onset of new use and recent use, as documented by the reduction in the average number of drinks students reported in the past month use. There were also effects on reduced tobacco use, documented by the average number of cigarettes smoked and other forms of tobacco used. In addition, the were small, but statistically significant reductions in engaging in problem behaviors and experiences problems specifically related to alcohol use. There were no changes in marijuana use or illegal drug use that could be attributed to the program. Two targeted mediators, skill for resisting peer pressure and the ability to set and achieve goals, improved significantly for students who received All Stars Senior. All Stars Senior maintained students' perception that substance use would interfere with desired lifestyles, whereas Control students' perceptions worsened. All Stars Senior students maintained commitments to avoid substance use and reported better skills for dealing with stress than controls.

Complete findings are not yet published.

All Stars Junior Pilot Study

The goal of All Stars Junior is to change mediating variables to prevent problem behaviors, such as

cheating, lying, and aggression, as well as curiosity and positive attitudes towards alcohol and drug use. Mediators targeted by All Stars Junior include:

Normative beliefs – Student's perception of whether friends or peers engage in or condone a particular behavior.

Lifestyle incongruence – Student's belief that negative behaviors (e.g., violence, bullying, lying, cheating) do not fit with his or her desired lifestyle or future.

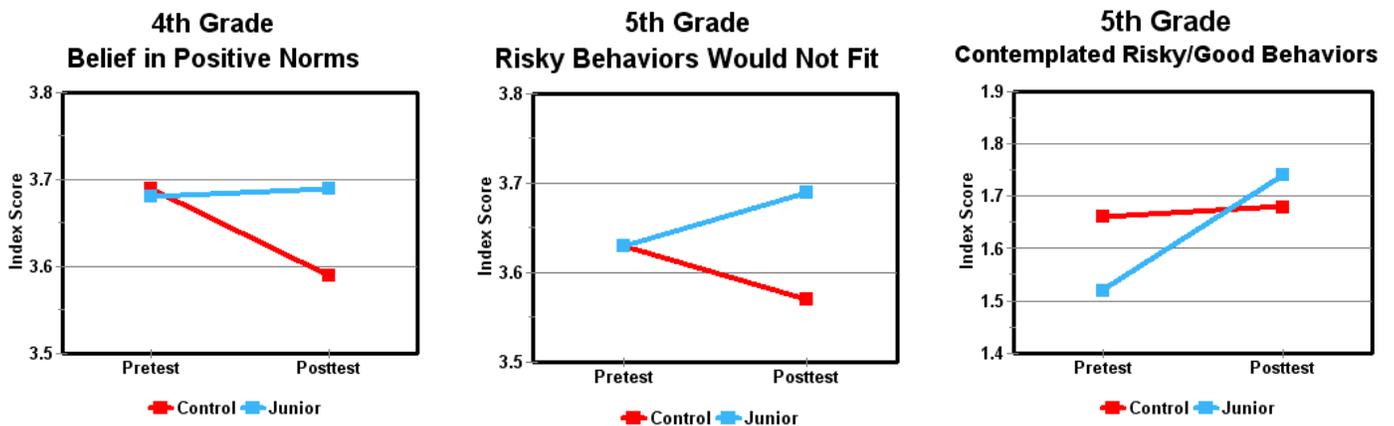
Contemplation – Whether or not a student has thought about engaging in or not engaging in a behavior.

We conducted a pilot test of All Stars Junior in 2002 in 11 schools in Nebraska. Classrooms were assigned to receive the program or to serve as untreated comparison (control) classes. The 4th grade treatment group was composed of 12 classrooms; 9 classrooms were in the comparison group. The 5th grade treatment group was composed of 10 classrooms; 7 classrooms served as comparisons. Students were surveyed before and after the program was delivered.

There were significant program effects on the normative beliefs of 4th grade students. After statistically controlling for pretest scores, students receiving All Stars Junior reported higher (more desirable) scores on the normative beliefs measure than did the comparison students. That is, they believed that fewer peers thought alcohol, tobacco, marijuana, and inhalant use was acceptable or that their friends thought lying, cheating, or stealing were acceptable.

There were significant program effects on how 5th grade students thought about risky behaviors fit with their desired lifestyles. After controlling for pretest scores, students receiving All Stars Junior reported higher (more desirable) scores on the lifestyle incongruence scale.

Finally, 5th grade students who received All Stars Junior increased how much they had thought about participating in risky and anti-social behaviors. After controlling for pretest scores, students receiving All Stars Junior reported higher (more desirable) scores on Lifestyle Incongruence and Contemplation than did the comparison students.



Complete findings for this study are not yet published. All Stars Junior is currently being tested in a longitudinal randomized control trial that will be completed in the May 2006.

Frequently Asked Questions

What is the cost of the program?

Program costs are detailed on our order form. A copy can be downloaded from the All Stars website: <http://www.allstarsprevention.com>. Costs detailed on the order form include the costs of reusable teacher materials, consumable student materials, training, and evaluation.

May I preview the curriculum before purchasing?

Yes. You may request to review a copy of any facilitator guide. Fill out our order form and put a note on the front page saying that you would like to review a copy of the curriculum. Our billing department will send you an invoice for materials. You have 30 days from the date of the invoice to review the curriculum. If you do not want to purchase the curriculum, you must return it in excellent condition to Tanglewood Research along with the unpaid invoice.

Is there a parent component in the program?

All Stars Core, Booster, and Plus involve parents through take home assignments. Parents are invited to attend a parent meeting at the beginning of the program and are encouraged to volunteer with different activities. You may purchase copies of All Stars 7 Strategies for Parenting Audio CD and the When It Comes From You parenting booklet to provide additional information for parents.

Can I talk to teachers and facilitators who are teaching the program?

The names of contacts who have had extensive experience with All Stars are listed on the All Stars website: <http://www.allstarsprevention.com>.

Who can I talk to about the program?

Our customer service number is 1-800-826-4539 x100 (English). To discuss training (English), call Kathleen Simley at 1-800-822-7148. For customer support and training in Spanish, call Yvette Vizcarrondo at 878-873-1162.