

Oklahoma Department of Mental Health & Substance Abuse Services
AlcoholEdu for High School

2013-2014 Educational Impact Report

November 2014



Roadmap of This Report

1. National Context

- What are the health, academic and other negative consequences?
- What is the importance of educating students on this issue?

2. A Profile of Students' Drinking Behaviors

- How often, what, and why do your students drink?
- How do your students compare to students nationally?
- What is the impact of heavy-episodic drinking on your students?

3. Mitigating Risk And Impacting Culture

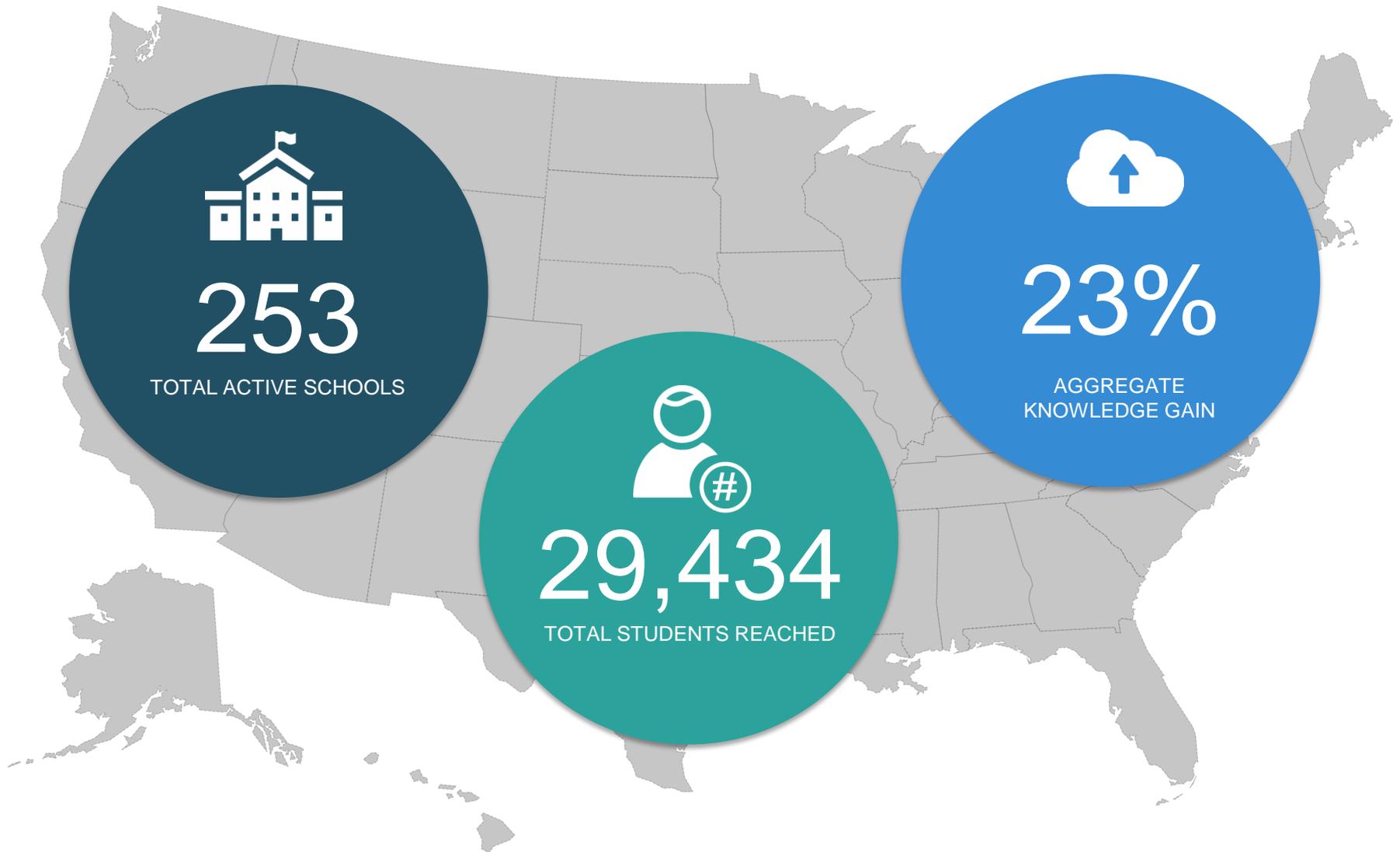
- What did your students gain from taking *AlcoholEdu for High School*?
- How can your school engage students to change the drinking

4. Next Steps For Your Prevention Programs

- How can this data inform your prevention efforts moving forward?

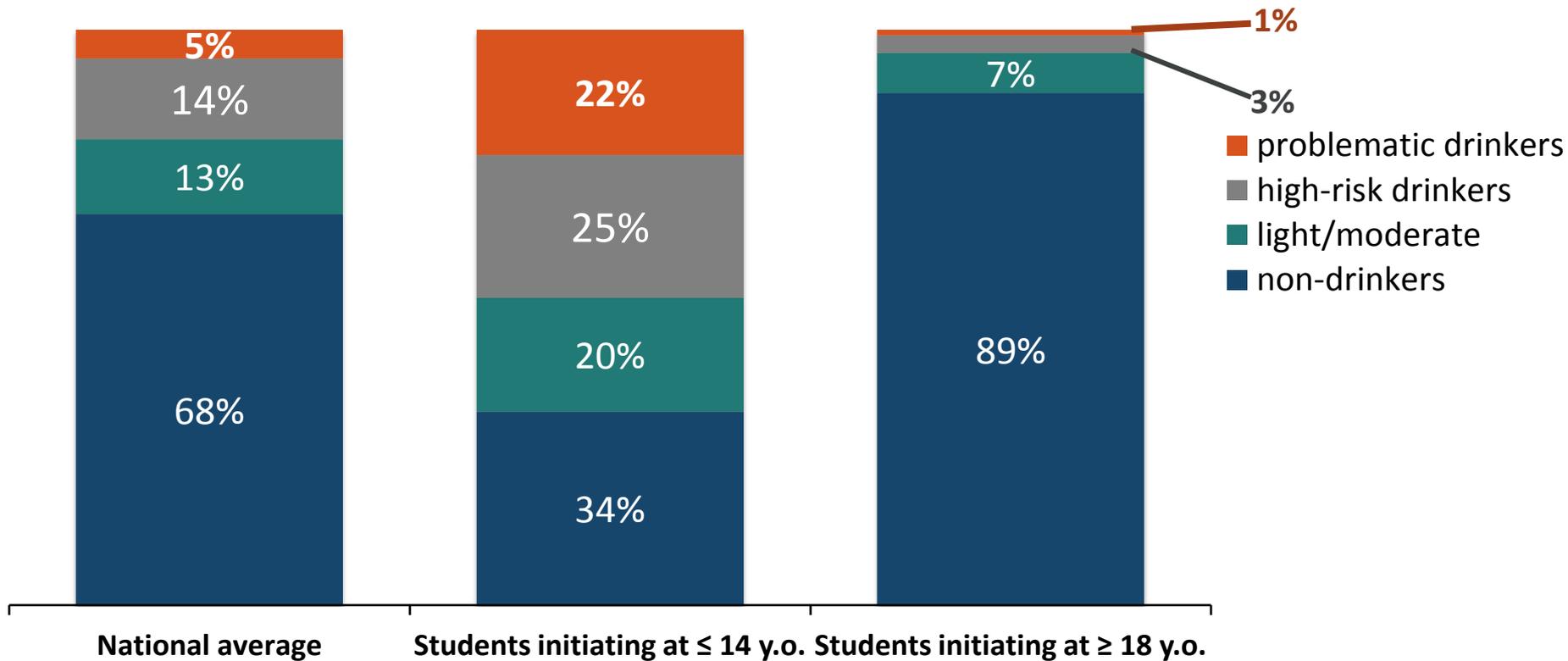
National Context

AlcoholEDU for High School - Educational Impact Across The Nation



Health Impact of High School Prevention Efforts

Young people who start drinking before age 15 are four times more likely to meet the criteria for alcohol dependence later in life. Students who delay their alcohol use to age 18 or later are also less likely to be high-risk drinkers as they enter college. *Data in the figure below are drawn from a nationally representative sample of entering college students taking AlcoholEdu for College.*



Non-drinkers: 0 drinks in the past two weeks

Light/Moderate drinkers: 1-3 drinks for females; 1-4 drinks for males at least once in the past two weeks

High-risk drinkers: 4 -7 drinks for females; 5 - 9 drinks for males at least once in the past two weeks

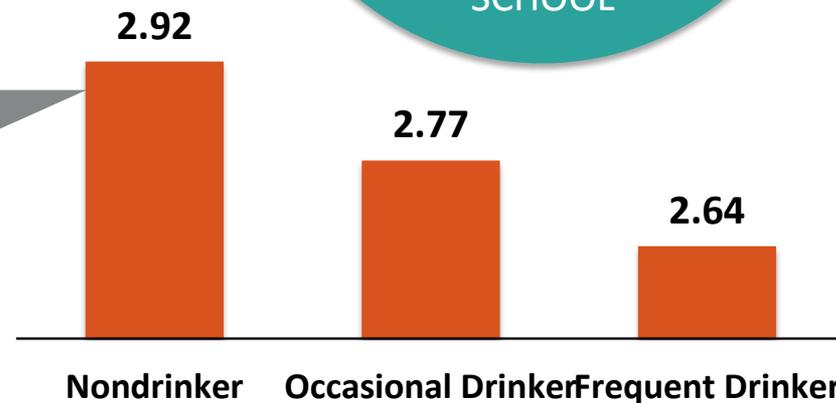
Problematic drinkers: 8+ drinks for females; 10+ drinks for males

Academic Outcomes and Educational Attainment

High school students who don't use alcohol and drugs are more likely to succeed academically in school, to graduate, and to go on to college. Prevention efforts arming students with skills and knowledge to resist use and offers while in their high school years will enable them to achieve their academic and educational potential.



As High School Drinking Frequency Increases, GPA Decreases



Dangerous Drinking on the Rise

National research has unveiled a troubling trend: while high-risk alcohol use among adolescents (defined as consuming 5+ drinks in a single occasion) has generally declined, measures of extreme alcohol use (having 10 + and 15 + drinks) has increased.

10.5

of high school seniors report consuming 10+ drinks in a row



5.6%

of high school seniors report consuming 15+ drinks in a row



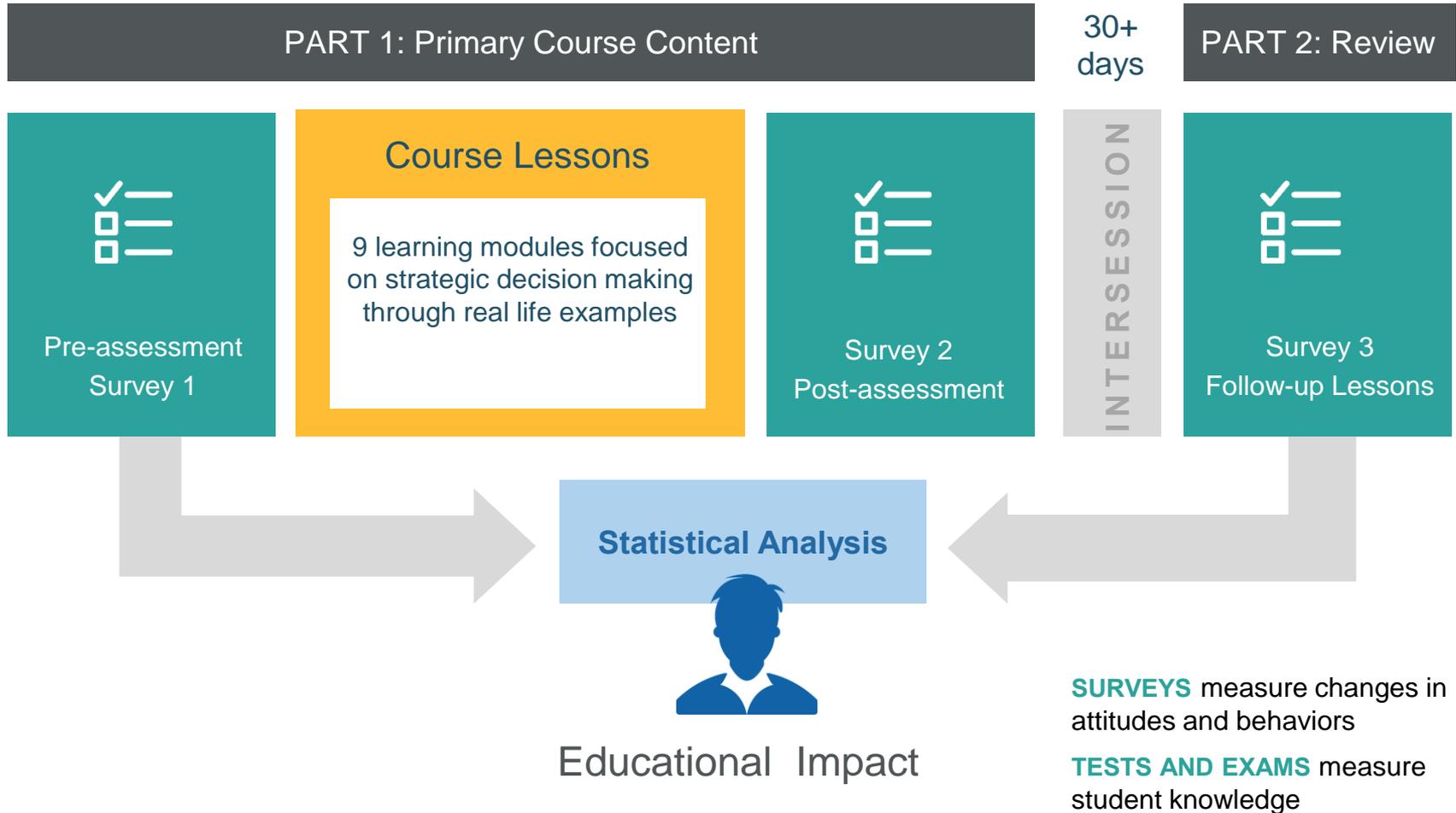
*A **standard drink is defined** in this study as a 12-ounce can or bottle of beer; a 4-ounce glass of wine; a 12-ounce bottle or can of wine cooler; or a mixed drink, shot glass of liquor or the equivalent.*

This phenomenon appears to explain persistent rates of alcohol-related teen medical emergencies for alcohol overdose and other extreme levels of use, and underscores the importance of prevention measures directed at high school students.

Oklahoma Student Data: A Profile of Students' Drinking Behaviors

Course Map

This impact report contains self-report data obtained from students who participated in the *AlcoholEdu for High School* population-level prevention program in 2013-2014.



Highlights From Your Data

Findings are based on self-report data obtained by **2,190** students who have participated in the *AlcoholEdu for High School* surveys.

55% of your students have never had a drink of alcohol. Among those who have, **25%** have had a drink within the last 2 weeks.

Marijuana use by your students is **(9%)**, compared to the national average of **9.8%**

*Among students who drink, **16%** were age 12 or younger when they first started drinking, putting them at risk for developing a problem with alcohol.*

Students are most commonly obtaining alcohol by taking it from home without asking (**26%**) or from someone who is under 21 (**23%**).

*While a majority of students who drink did not experience negative consequences as a result of their drinking, **20%** report having a hangover and **17%** report riding with a driver who has been drinking .*

*Students reported that some of the most important reasons not to drink are because they are **not old enough to drink legally (69%)** and that they have other things to do (**67%**).*

*After completing AlcoholEdu for High School, **77%** reported that the course was helpful in guiding them to make healthy decisions about alcohol.*

The mean test score **increased 19%** between the Pre-Test (**59%**) and Final Exam (**78%**).

2013-2014 Overall Impact



TOTAL ACTIVE SCHOOLS

32



TOTAL STUDENTS REACHED

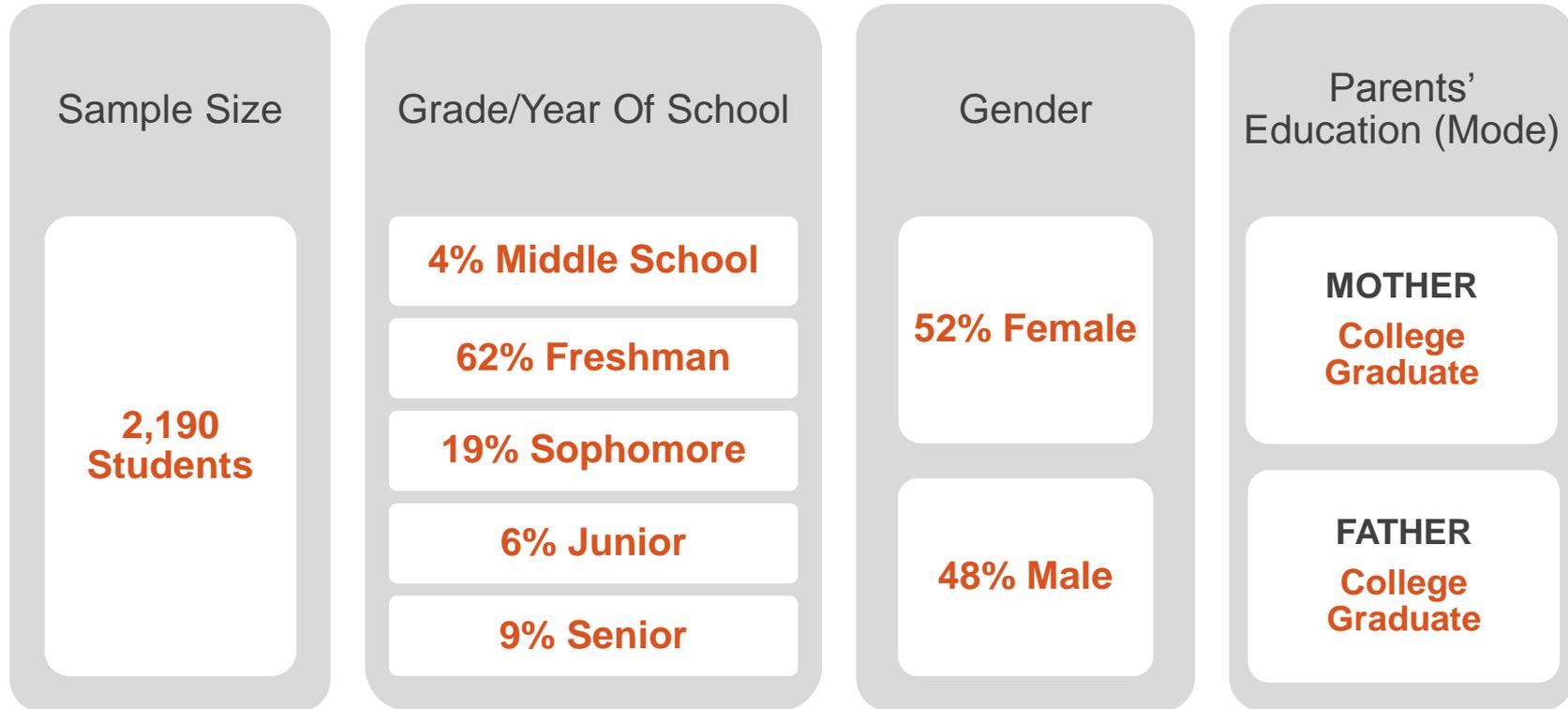
2,693



AVERAGE KNOWLEDGE GAIN
PRE- TO POST-ASSESSMENT

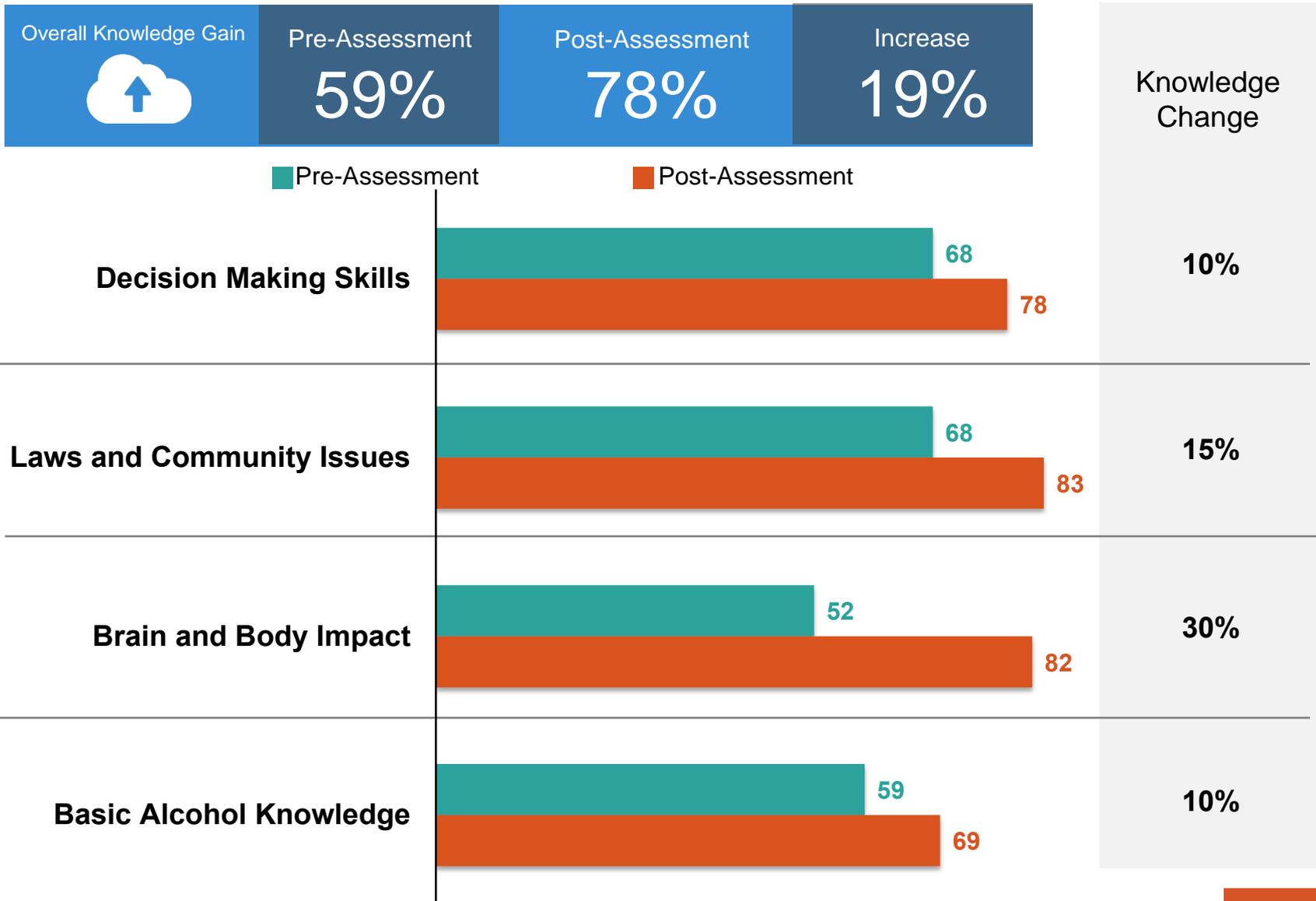
19%

Survey Participants



The survey questions relating to attitudes & behaviors are taken from survey 1 at the very beginning of the course. Attitudinal and Behavioral Surveys Are Provided as **Optional** Components to the Course. Survey data is collected anonymously and only from students over 13 years old.

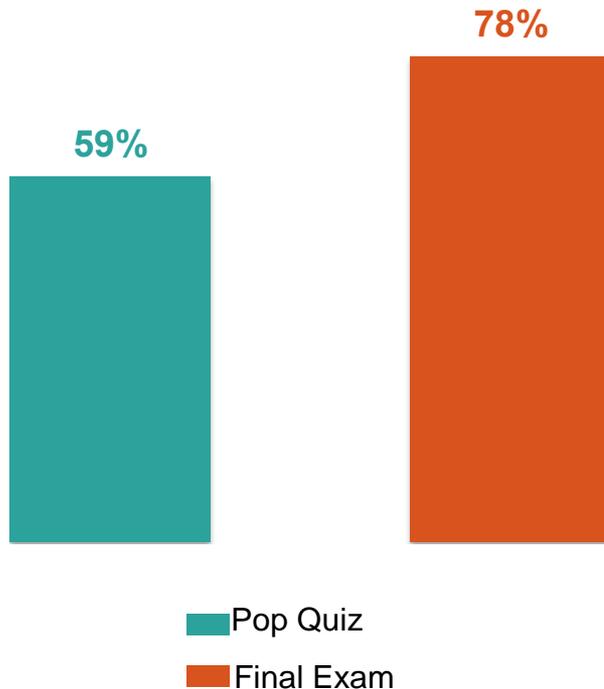
Knowledge Change – Pre/Post Formative Assessments



Gains from AlcoholEdu

AlcoholEdu has enabled Oklahoma Department of Mental Health to provide a baseline of knowledge and decision-making strategies around alcohol use.

Mean exam Score increased by 19 points



Students reported that AlcoholEdu prepared them to:

Identify when someone has consumed too much alcohol

Stop a friend from driving drunk

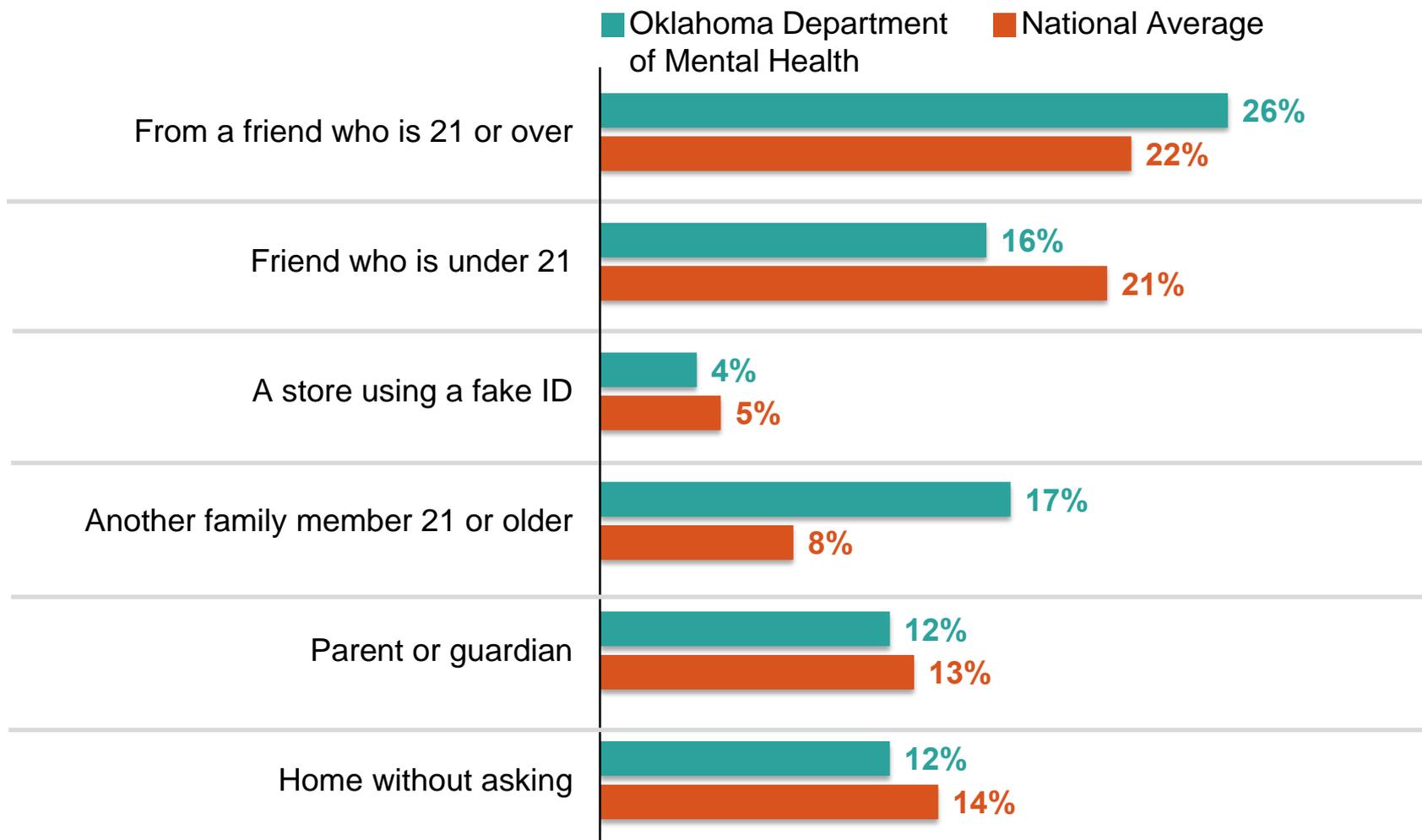
Post Course Survey

77%

78%

Primary Sources For Obtaining Alcohol

Oklahoma Department of Mental Health Students Are Most Commonly Obtaining Alcohol From The Following Areas:



Reasons For Drinking Or Not Drinking

Oklahoma Department of Mental Health Students Indicated Their Most Important Reasons For Choosing Whether Or Not To Drink Alcohol.

How important to you is each of the following reasons for drinking alcoholic beverages:

Percentage
Important/Very Important

To celebrate

51%

To have a good time with your friends

45%

Feel happy

38%

Be outgoing in social situations

29%

When you choose NOT to drink alcohol, how important are the following reasons:

I'm not old enough to drink legally

69%

I have other things to do

67%

I don't have to drink to have a good time

66%

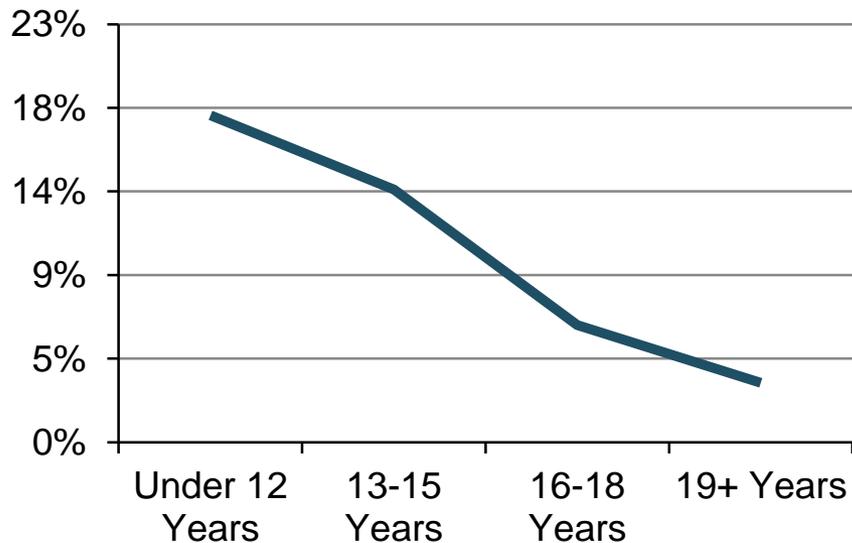
People I care about would disapprove

64%

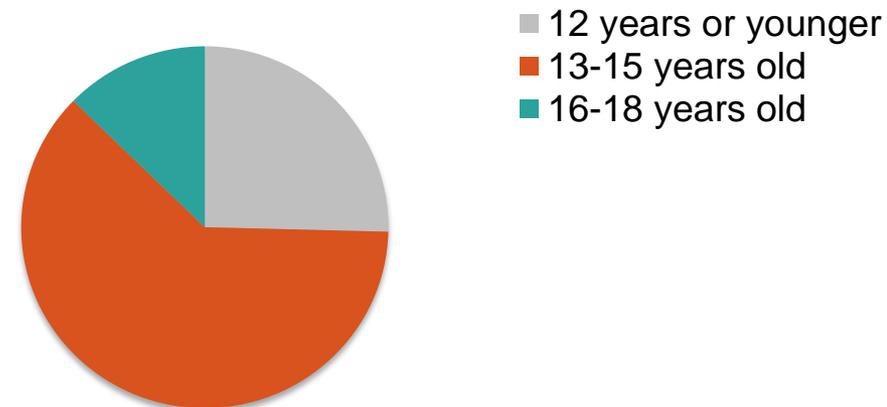
Age Of First Drink

Findings from recent *AlcoholEdu for College* survey data supports previous research studies that demonstrate a relationship between the age of first drink and the probability of becoming a problematic drinker (defined as 10+ drinks for a male and 8+ drinks for a female in a single sitting).

Age of First Drink & Problematic Drinking



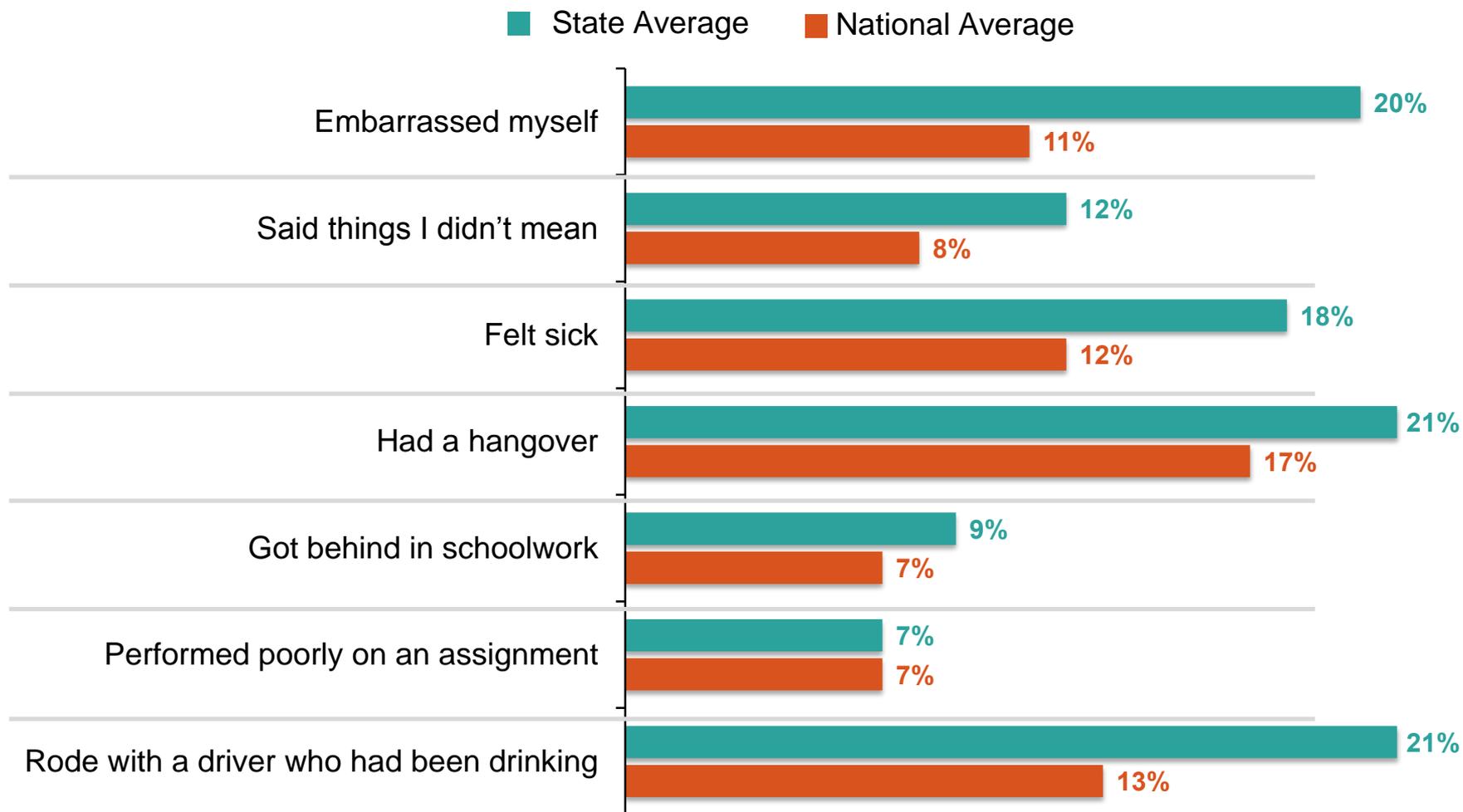
The majority (**55%**) of Oklahoma Department of Mental Health students have never had a drink. Among those who have, **16%** were age 12 or younger when they first started drinking, putting them at higher risk for developing problems with alcohol.



Source: AlcoholEdu for College, Pre-Intervention Survey (2013), Drinkers only (N=105,5184)

Negative Consequences From Drinking

While a majority of students did not experience negative consequences as a result of their drinking, certain behaviors worth noting are detailed below.



Students' Engagement With *AlcoholEdu for High School*

After completing *AlcoholEdu for High School*, students from your school were asked to evaluate their experience with the course. The data below show the extent to which your students were engaged with the course. The greater the engagement, the more likely they are to recall the information presented, especially when that information is included as part of follow-up programming.

After completing *AlcoholEdu for High School*, students reported that they:

<i>Paid Attention to the Course</i>	77%
-------------------------------------	------------

<i>Found AlcoholEdu for High School helpful in guiding them to make healthy decisions about alcohol</i>	77%
---	------------

<i>Were stimulated to tell friends about something learned</i>	63%
--	------------

<i>Would recommend AlcoholEdu for High School to other students</i>	69%
---	------------

<i>Thought parents/guardians should take the course</i>	59%
---	------------

Data represents 2013-2014 student responses collected in Survey 2, immediately following completion of Part 1 of *AlcoholEdu for High School*.

Guiding Principles For Success

Beyond what the data reveals, there are a number of guiding principles that drive successful prevention efforts at the high school level

1. **Conduct a needs assessment.** Gather information from surveys and interviews and supplement with secondary sources of information, i.e., school absenteeism and drop out rates. This will enable you to develop approaches that take into account the problems, culture, and norms of the community (Fox, Forbing, & Anderson, 1988).
2. **Avoid use of scare tactics.** Focus on programs that combine factual information with promotion of positive self-concept and peer refusal skills, i.e., role playing activities to help develop self-esteem, assertiveness, and problem-solving skills.
3. **Infuse prevention content into other subjects.** Language arts, science, math, social studies, and driver education are examples of classes in which you can incorporate various aspects of substance use.
4. **Develop comprehensive, complementary efforts.** One-shot programs are less successful than those that are part of a comprehensive health curricula employing strategies on every level. Community support, parent involvement, and peer involvement will all enhance program success.
5. **Engage teachers.** Teachers play a critical role, and teacher training is essential. Strengthening relationships among students and teachers will help increase student engagement in school and create a close-knit support system.
6. **Provide treatment referral for students who are at-risk or dependent.** Some programs have found success with support groups, peer teachers, and peer counselors (Fox et al., 1988).
7. **Evaluate your efforts.** Examine changes in knowledge, attitudes, and behaviors to assure accountability and justify expenditures of money and time.

Contact Information

If you have any additional comments, concerns or questions, please get in touch with us directly at:

AlcoholEduHS@everfi.com

202.459.9798

APPENDIX

Research References

Slide 9: Health Impact of High School Prevention Efforts

Grant, BF and Dawson, DA. (1998) Age at onset of drug use and its association with DSM–IV drug abuse and dependence: Results from the National Longitudinal Alcohol Epidemiologic Survey. *Journal of Substance Abuse* 10:163–173.

Slide 10: Educational Outcomes and Academic Attainment

Crosnoe, R, Muller, C, & Frank, K. (2004). Peer context and the consequences of adolescent drinking. *Social Problems* 51:288–304.; Johnston, L, O’Malley, P, & Bachman, J. (1998). *National Survey Results on Drug Use From the Monitoring the Future Study, 1975–1997: Volume I Secondary School Students*; Barry, A., Chaney, B., & Cheney, D. (2011). The impact of truant and alcohol-related behavior on educational aspirations: A study of US high school seniors. *Journal of School Health*, 81(8): 485-492).

Slide 11: Dangerous Drinking on the Rise

Patrick, ME; Schulenberg, JE; Martz, ME; Maggs, JL; O’Malley, PM; Johnston, JD (2013). Extreme Binge Drinking Among 12th-Grade Students in the United States: Prevalence and Predictors. *JAMA Pediatrics*. 167(11):1019-1025.
Hingson, RW and White, AW. (2013). Trends in Extreme Binge Drinking Among U.S. High School Seniors. *JAMA Pediatrics*. 167(11):996-998.