

## Protecting You/Protecting Me®

Brief Description | Recognition | Program IOM | Intervention Type | Content Focus | Protective Factors  
Risk Factors | Interventions by Domain | Key Program Approaches | Outcomes | Evaluation Design  
Delivery Specifications | Intended Setting | Fidelity | Barriers and Problems | Personnel | Education  
Personnel Training | Cost | Intended Age Group | Intended Population | Gender Focus  
Replication Information | Contact Information

*Program developers or their agents provided the Model Program information below.*

---

### **BRIEF DESCRIPTION**

Protecting You/Protecting Me® (PY/PM) is a curriculum for children in grades one through five. It is based on and teaches the latest brain research, and is designed to prevent alcohol use by youth at an age before they have fully shaped their attitudes and opinions about alcohol use and their role in preventing it. The curriculum philosophy is zero tolerance on the use of any substances, including the underage use of tobacco and alcohol. Regular classroom teachers or trained high school students can teach the program. When high school students deliver the program, they also derive anti-alcohol use benefits.

### **PROGRAM BACKGROUND**

In September 1998, MADD changed its mission statement to include prevention of underage drinking. With this change, MADD began examining how it could make a significant contribution to the substance abuse prevention field. Protecting You/Protecting Me was developed by MADD in response to requests from educators and community volunteers for an alcohol-use prevention program for elementary school students that could be infused into the core curriculum and that also addressed the risks posed to children as passengers riding with alcohol-impaired drivers. MADD developed PY/PM, from the outset, to include the latest brain research, provide science-based evaluation, meet SAMHSA Model Program standards, and provide all curriculum and training materials necessary for national replication.

---

### **RECOGNITION**

Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services: Model Program

National Elementary Principals Association: Endorsement

Academy of Pediatrics: Endorsement

Texas Commission on Alcohol and Drug Abuse Statewide Replication Program



## **INSTITUTE OF MEDICINE CLASSIFICATION (IOM)**

### UNIVERSAL

Developed for a universal audience.

---

## **INTERVENTION TYPE**

### SCHOOL-BASED

---

## **CONTENT FOCUS**

### ALCOHOL, ILLEGAL DRUGS, TOBACCO

The program targets alcohol use and abuse.

The Model Program involves parents:

Parents are involved with children at home through individual lesson activities that involve them in the concepts being taught in school.

---

## **PROTECTIVE FACTORS**

### INDIVIDUAL, FAMILY, PEER, SCHOOL, COMMUNITY, SOCIETY

#### INDIVIDUAL

- Social competence
- Self-esteem and self-discipline
- Communication skills—especially with adults
- Decisionmaking skills
- Problem-solving skills
- Assertiveness and resistance skills, both peer and adult
- Vehicle safety skills
- Stress management
- Goal setting, self-monitoring, self-reinforcement
- Cooperation
- Belief in society's values

#### FAMILY

- Frequent and consistent communication with parents
- Effective communication with parents and other adults
- Promotion of parent involvement in homework and school-related activities

## PEER

- Resistance to peer pressure
- Social skills

## SCHOOL

- Sense of community in the classroom
- Clear standards and rules for appropriate behavior

## COMMUNITY

- Opportunities for youth to participate in community activities (high school mentors as teachers)

## SOCIETY

- Media literacy
  - Resistance to pro-use messages
- 

## **RISK FACTORS**

### INDIVIDUAL

- Inadequate life skills
  - Lack of peer-refusal skills
  - Lack of adult-refusal skills
  - Favorable attitudes toward alcohol use
  - Lack of self-control and assertiveness
  - Lax, ambiguous, or inconsistent rules regarding alcohol use
  - First confrontation with alcohol
  - Lack of passenger safety skills
- 

## **INTERVENTIONS BY DOMAIN**

### INDIVIDUAL, SCHOOL

#### INDIVIDUAL

- Multiyear classroom curricula designed to specifically address alcohol, tobacco, and drug-related behavior

#### SCHOOL

- Classroom-based media education to counter alcohol and tobacco advertising

## **KEY PROGRAM APPROACHES**

### **INFORMATION SHARING, IN-SCHOOL CURRICULA, PARENT-CHILD INTERACTIONS, SKILL DEVELOPMENT**

#### **INFORMATION SHARING**

Students learn about the brain and the latest brain research as it relates to alcohol use and abuse. They also learn healthy stress-management methods; not to trust advertisements to give complete information; how to say “no” and still keep friends; and how rules and laws are created so they don’t have to depend on luck.

#### **IN-SCHOOL CURRICULA**

Lessons are taught in sequence, with the same topics repeated for each grade level with increasing sophistication that parallels cognitive and social development. The lessons are designed to be incorporated into the core school curriculum in health, language arts, social studies, science, math, and the fine arts, with academic and prevention objectives. They use interactive and affective teaching techniques such as modeling, listening, observing, describing, role-play, small group discussion, reading, writing, story telling, surveys, decisionmaking, choosing, justifying, and demonstrating.

#### **PARENT-CHILD INTERACTIONS**

Parent involvement includes individual lesson activities to involve parents in reading with their child; responding to child/parent surveys; and engaging in parent/child discussions about family rules on alcohol use, peer pressure, and riding with drivers who are not alcohol-free.

#### **SKILL DEVELOPMENT**

Skill development is the primary strategy of PY/PM. Students learn safety skills, including how to refuse a ride from an unsafe driver and how to reduce the risks associated with riding with a driver who is not alcohol-free. The program teaches students resistance skills, social skills, stress management skills, and skills to recognize pressure from the media. The lessons offer higher order thinking skills practice.

#### **Typical problems that users experience in implementing these program strategies and potential solutions:**

**Problem:** Because the curriculum is based on the latest research about children’s brain development and the impact of alcohol on the developing brain, the primary problem in implementing this program is ensuring that those teaching the curriculum are well trained. The information is new to many.

**Solutions:** The program developers evaluate each training and make adjustments to ensure that all of the concepts are being learned. Ongoing technical assistance is available to support proper implementation.

## HOW IT WORKS

Protecting You/Protecting Me is a 5-year continuum of interactive classroom modules providing 42 lessons (8 lessons in each of grades 1 through 4 and 10 in grade 5) and 40 required reinforcement activities (8 in each grade) that promote students' ownership. PY/PM is designed to be infused into a school's core curriculum, and each lesson carefully integrates several standard educational objectives, including those related to health behaviors and information, personal and interpersonal skills, and identifying influencing factors. Trained school staff, prevention specialists, or high school students enrolled in a peer mentor/leadership course can teach the lessons, which last from 30 to 50 minutes, depending on the grade. The curriculum addresses eight topics:

- Our Brain
- Growth and Development
- Health and Safety
- Rules and Laws
- Friends
- Choices and Decisions
- Media Awareness
- Communication (especially with adults)

PY/PM's interactive and affective teaching processes include role-play, small-group and classroom discussion, reading, writing, story telling, surveys, art, and music. All 42 lessons are correlated to educational achievement objectives.

### Successful replication of the PY/PM model requires:

- Student involvement from first through fifth grades
- PY/PM lessons taught once or twice a week over the course of 8 weeks
- Teacher- or high school peer leader-training prior to curriculum implementation
- Curriculum reinforcement using parent involvement activities

---

## OUTCOMES

### IMPROVEMENTS IN BEHAVIORS RELATED TO PROTECTIVE FACTORS, OTHER TYPES OF OUTCOMES

#### Outcomes for Elementary Students

- Increased anti-alcohol attitudes and underage non-use intentions
- Increased intentions not to ride with impaired drivers
- 51% increase in vehicle safety skills, especially as passengers in vehicles in which the driver is not alcohol-free
- 9% increase in media literacy
- Increased skills, including decisionmaking, stress management, use of rules, and social skills
- 56% increase in knowledge about the brain, development and the negative impact of alcohol on the developing brain.

### Outcomes for high school students teaching PY/PM

- Reduced use of liquor 64%, beer 45%, wine 17%, and binge drinking 72%.
- Increased perceptions regarding harmfulness of underage alcohol use (32%).
- Reduced use of wine coolers 42%

### OTHER TYPES OF OUTCOMES

#### Benefits

Increases non-use attitudes and decisions regarding underage alcohol use

Increases knowledge about the human brain and immediate risks posed by exposure to alcohol during development

Increases awareness of the law and positive attitudes toward the use of rules and laws

Increases refusal and self-protection skills with regard to riding with impaired (unsafe) drivers

Increases media literacy and ability to resist advertising appeals

Increases stress management and decision making skills

---

### EVALUATION DESIGN

PY/PM was developed based on initial field tests and three pilot tests using different modes of delivery: classroom teachers, MADD volunteers with education backgrounds, and high school peer leaders. PY/PM has been tested in two evaluation studies. One study, in which high school peer leaders teach PY/PM to elementary school students, a pre-post follow up experimental design with random assignment of classes was used. This study is now in its third year in 28 sites in Texas and involves more than 4,000 students. In the second study, using matched comparison design, classroom teachers provide the curriculum. Approximately 3,000 students in grades one through five in 10 selected schools in Montana, New Mexico, and Texas have participated in this study, now in its fourth year. All evaluations have assessed known mediating variables, including decision making, stress management, social skills, media literacy, and use of rules, in addition to factors related to underage alcohol use, drinking and driving, riding with alcohol-impaired drivers, vehicle safety skills, and knowledge about the brain and personal development. Alcohol use has also been assessed among the high school students teaching PY/PM.

---

### DELIVERY SPECIFICATIONS

#### 3–6 YEARS

#### Amount of time required to deliver the program to obtain documented outcomes:

Eight lessons in each of grades one through four, taught once or twice a week, and 10 lessons in grade five, taught no less than once a week.

Protecting You/Protecting Me is a 5-year continuum of interactive classroom modules providing 42 lessons (8 lessons in each of grades 1 through 4 and 10 in grade 5) and 40 required reinforcement activities (8 in each grade).

## **INTENDED SETTING**

RURAL, URBAN, SUBURBAN, TRIBAL RESERVATION

The program has been developed for use in rural, urban, and suburban settings, including tribal reservations and Pacific Islands.

---

## **FIDELITY**

Components that must be included in order to achieve the same outcomes cited by the developer:

Exposure to all 5 years of curricula, which provides multiple exposures to the basic concepts of the curriculum, as designed by the curriculum's learning sequences.

---

## **PERSONNEL**

FULL TIME, PART TIME, PAID, VOLUNTEER

Teachers or instructor must be able to grasp the concept of the latest brain research, since it is a core component of this program.

---

## **EDUCATION**

HIGH SCHOOL, UNDERGRADUATE

Regular classroom teachers or trained high school students may deliver the program.

---

## **PERSONNEL TRAINING**

Type: SEMINAR/WORKSHOP, Location: ONSITE (user), Length: BASIC

One- or 2-day training is available onsite with a minimum of 20 participants per training.

One day of training is required for school personnel. Two days of training are required for non-school personnel. Materials are sold with the training and are not available without receiving the required training.

**COST (estimated in U.S. dollars)**

\$1,001–5,000

Cost considerations for implementing this program as recommended by the developer:

**TRAINING AND MATERIALS (not including travel and expenses)**

School Personnel: one day of training and materials

Purchase one grade level . . . . .	\$155 per copy per trainee
Purchase two grade level . . . . .	\$209 per copy per trainee
Purchase three grade level . . . . .	\$266
Purchase four grade level . . . . .	\$323
Purchase five grade level . . . . .	\$365

Non-school Personnel: one day of training and materials

Purchase one grade level . . . . .	\$195
Purchase two grade level . . . . .	\$249
Purchase three grade level . . . . .	\$306
Purchase four grade level . . . . .	\$363
Purchase five grade level . . . . .	\$405

**Available products:**

An alcohol use prevention curriculum for grades one through five. All materials are available in English and Spanish, are sold with the training, and are not available without receiving the required training.

*Note:* the airfare for the trainer may not exceed \$350.

**INTENDED AGE GROUP**

CHILDHOOD (5–11)

Developed for students in grades one through five.

**INTENDED POPULATION**

AFRICAN AMERICAN, AMERICAN INDIAN/ALASKA NATIVE, ASIAN AMERICAN, HISPANIC/LATINO, PACIFIC ISLANDER, WHITE

The program has been presented to audiences that included African Americans, Asian Americans, Hispanics/Latinos, American Indians, and Whites. It has been implemented on a tribal reservation and on the island of Guam.

## **GENDER FOCUS**

BOTH GENDERS

The program was developed for male and female students.

---

## **REPLICATION INFORMATION**

NO INFORMATION PROVIDED

---

## **CONTACT INFORMATION**

### **ABOUT THE DEVELOPER**

The developer is Mothers Against Drunk Driving (MADD).

### **FOR INFORMATION, CONTACT**

Kappie Bliss, Project Director  
611 South Congress Street, Suite 210  
Austin, TX 78704  
Phone: (512) 693-9422  
Fax: (512) 693-9135  
Web site: [www.MADD.org/pypm](http://www.MADD.org/pypm)