

Missoula Underage Substance Abuse Prevention



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CHTH 355: Foundations of Health Education
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Section 1: Description of the Organization, Target Population, and Developmental Milestones

I. MISSOULA UNDERAGE SUBSTANCE ABUSE PREVENTION PROGRAM

MISSION STATEMENT

The Missoula City-Council Health Department’s mission is to build conditions that support the health of people, environments, and communities (Missoula City-County Health Department, 2019).

Substance Abuse Prevention

“The Missoula City-County Health Department’s Substance Abuse Prevention Program collaborates to prevent substance abuse in Missoula County through outreach to youth, parents, and the general community. The Substance Abuse Prevention Program also works to coordinate coalitions that organize and implement county-wide projects to promote positive healthy choices for young people, provide early childhood support, and carry out environmental strategies to prevent substance misuse and abuse” (Missoula City-County Health Department, 2019).

Missoula Underage Substance Abuse Prevention (MUSAP)

“MUSAP is a collaboration group of key community partners who aim to address underage substance abuse and create a healthy environment in which youth can thrive. MUSAP aims to reduce usage rates of tobacco, alcohol, and other harmful substances among youth. MUSAP does this by strengthening community collaboration, changing laws and norms related to substance use, partnering with parents to support social-emotional development, advocating for and implementing evidence-based substance abuse prevention education for youth, and developing youth leadership and pro-social skills” (Missoula City-County Health Department, 2019).

II. TARGET POPULATION

Description of Target Population

The target population for this program has a geographic location of Missoula, Montana. The schools participating are Hellgate and Willard High Schools, and Washington, CS Porter, and Meadow Hill Middle Schools.

School	Sex	Age	Race	Socioeconomic status
<u>Hellgate High School</u> ~1,203 students <i>Ideal balance of academic rigor, opportunities for exploration, and extracurricular programs</i>	Male: 49% Female: 51%	14-18	White/Non-Hispanic: 90% Hispanic: 2% American Indian: 4% Asian: 1% African American: 2% Native Hawaiian: 0%	31% of students using free and reduced lunch
<u>Willard Alternative High School</u> ~150 students <i>Forward Thinking, High Achieving</i>	Not Available	Not Available	Not Available	Not Available
<u>Washington Middle School</u> ~635 students <i>Aiming to develop caring, knowledgeable, and curious students</i>	Male: 48% Female: 52%	10-14	White/Non-Hispanic: 80% Hispanic: 2% American Indian: 6% Asian: 4% African American: 1% Native Hawaiian: 0%	27% of students using free and reduced lunch
<u>CS Porter Middle School</u> ~470 <i>We will empower, engage, and inspire each and every student</i>	Male: 53% Female: 47%	10-14	White/Non-Hispanic: 83% Hispanic: 4% American Indian: 9% Asian: 1% African American: 2% Native Hawaiian: 1%	50% of students using free and reduced lunch
<u>Meadow Hill Middle School</u> ~497 <i>Excellence Through Respect</i>	Male: 53% Female: 47%	10-14	White/Non-Hispanic: 88% Hispanic: 3% American Indian: 5% Asian: 1% African American: 3% Native Hawaiian: 0%	38% of students using free and reduced lunch

III. DEVELOPMENTAL MILESTONES

Teenagers aged 12-14 are at a turning point in their lives due to the onset of puberty. Boys grow facial and pubic hair and their voices deepen. Girls grow pubic hair and breasts, and they start to menstruate. This is a time where teens can feel pressured to engage in activities regarding sex, drugs, and alcohol. Teens become independent but still rely heavily on parental support (CDC, 2019).

Emotional and Social Changes

Children in this age group might:

- Show more concern about body image, looks, and clothes
- Focus on themselves; going back and forth between high expectations and lack of confidence
- Experience more moodiness
- Show more interest in and influence by peer group
- Express less affection toward parents; sometimes might seem rude or short-tempered
- Develop eating problems
- Feel a lot of sadness or depression, which can lead to poor grades at school, alcohol or drug use, unsafe sex, and other problems

Teenagers aged 15-17 are at a point in their lives where they start to think and feel for themselves and think about how they interact with others. Most females are done with puberty but males might still be maturing. Teens gain experience and independence and are getting ready to leave the nest. (CDC, 2019).

Emotional and Social Changes

Children in this age group might:

- Have more interest in romantic relationships and sexuality
- Go through less conflict with parents
- Show more independence from parents
- Have a deeper capacity for caring and sharing and for developing more intimate relationships
- Spend less time with parents and more time with friends
- Feel a lot of sadness or depression, which can lead to poor grades at school, alcohol or drug use, unsafe sex, and other problems

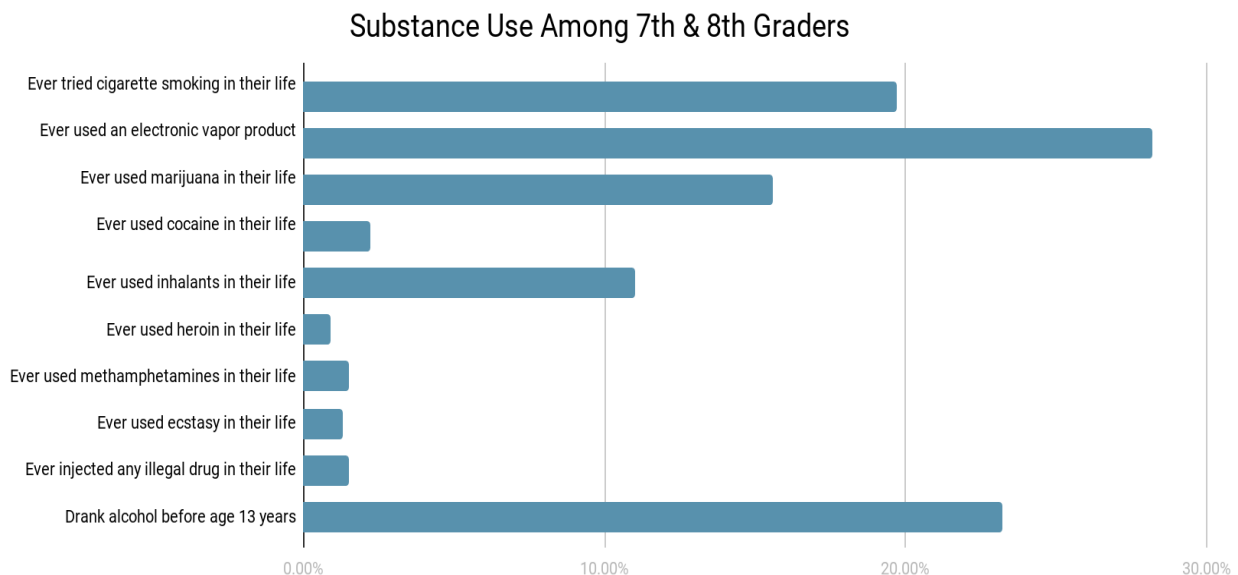
IV. CONCLUSION

“The Missoula Underage Substance Abuse Prevention group plans to gather information from students who attend middle and high schools in Missoula, MT. Information gathered from students will be used to develop an intervention designed to prevent substance abuse among Missoula’s youth.”

Section 2: The Health Issue, Factors and Behaviors That Contribute to the Issue, Secondary Data

I. HEALTH ISSUE

The health issue to be addressed is substance use and misuse among middle school aged children. The National Institute on Drug Abuse defines drug misuse as the “improper or unhealthy use of a medication as prescribed or alcohol in moderation,” (NIDA, 2018). This also includes repeated use of drugs to produce pleasure, alleviate stress, and/or alter or avoid reality. The following graph is a representation of data from the Youth Risk Behavior Survey from a population of students in grades seven and eight, ages 12 to 14. Cigarette smoking, electronic vapor products, and alcohol are the top three substances which students report having ever used, or having used before the age of 13 years. Marijuana and inhalants are close seconds, with over 10% of students having ever tried either.



*Survey conducted with a population of 7,668 seventh and eighth grade students throughout the state of Montana

II. FACTORS AND BEHAVIORS THAT CONTRIBUTE TO THE ISSUE

The Montana Prevention Needs Assessment (2018) measures risk and protective factors that correlate with substance use and misuse among youth. These factors are broken into Community, Family, School, and Peer and Individual categories. The most frequently reported risk and protective factors are outlined in the following tables:

Percentage of Students Reporting Risk

Community	
Laws and norms favorable to drug use	44.0
Family	
Parental attitudes favorable to antisocial behavior	54.6
School	
Low commitment to school	55.7
Peer and individual	
Perceived risk of drug use	58.8
Depressive symptoms	44.6

*Eighth grade Montana students in the year 2018

Percentage of Students Reporting Protection

Community	
Opportunities for prosocial involvement	67.2
Family	
Family attachment	57.4
Opportunities for prosocial involvement	66.8
School	
Opportunities for prosocial involvement	69.6
Reward for prosocial involvement	55.8
Peer and individual	
Belief in the moral order	70.6
Interaction with prosocial peers	57.4
Prosocial involvement	58.9

*Eighth grade Montana students in the year 2018

From this data, it can be seen that prosocial involvement is a key factor in protecting our youth from substance use and misuse. Prosocial involvement has been shown to greatly affect the wellbeing of an individual. The Scientific World Journal reports that “studies on the mental health of volunteers demonstrate that volunteers are less prone to depression, they experience greater happiness, have greater life satisfaction and self-esteem, and also have a lower level of the feeling of hopelessness and are better adjusted to life,” (Lam, 2011).

Behavior(s) to be Addressed

The behavior we will be addressing for this health issue is lack of involvement in prosocial activities. The Scientific World Journal reports that prosocial involvement is positively correlated with psychosocial adjustment in children and adolescents because it promotes integration in the community, enhances positive mood and helps individuals to stay healthy and have better life satisfaction. “Study results indicate that prosocial involvement serves as a protective factor that fosters self-enhancement, self-acceptance, and successful psychosocial adaptation,” (Lam, 2011).

III. SIMILAR LOCAL PROGRAMS

1. Tobacco Free Missoula County

“Tobacco Free Missoula County works to address the public health crisis caused by the use of all forms of tobacco products. Our goal is to reduce disease, disability and death related to tobacco use by:

- Empowering youth to take a stand against tobacco through education and advocacy
- Building community support and capacity for tobacco use prevention
- Partnering with local organizations, community members and schools to promote tobacco free lifestyles and policies
- Promoting quitting among adults and young people
- Encouraging tobacco users to quit and promote the services of the Montana Tobacco Quit Line” (Missoula City-County Health Department, 2019)
- Preventing tobacco use among young people
- Eliminating exposure to secondhand smoke
- Educating the community about the hazards of secondhand smoke exposure

2. The Flagship Program

The Flagship program was initially created so that there was a program available to at risk youth where they could stay out of trouble when the school day ended, and before their parents get home. Flagship, now open to students from all backgrounds, (Kindergarten - 12th grade), provides after school activities in eight Missoula schools. The children and teens may participate in a wide array of activities while being mentored by adults that embrace positivity.

Flagship's Mission

“The Flagship Program is a community-school partnership whose mission is to enhance the social, academic, cultural and physical achievement of Missoula’s young people by creating opportunities, during non-school hours, that help them succeed in school and grow to become healthy and productive adults” (Hellgate High School, 2019).

3. reACT

“reACT is Montana’s teen-led movement against Big Tobacco. reACT joins statewide youth empowerment movements across the country in recognizing the power of young people to effectively take on one of our leading preventable causes of death: commercial tobacco use” (reACTMT, n.d.). Big Tobacco targets kids every single day and reACT aims to stop kids from succumbing to the pressure and enticement. Tobacco is no longer legally able to be advertised on TV so many companies have moved to gas stations and other stores to get their information out. “More than half of kids visit convenience stores weekly, and 9 out of 10 smokers start before age 18” (reACTMT, n.d.).

4. Tobacco 21

The current legal age for purchase and consumption of tobacco products in Montana is 18 years old. Tobacco 21 aims to change the legal age from 18 to 21 years old in an attempt to stop underage use and save lives. Raising the legal age to purchase tobacco products will make it so that most of the people in the social groups of youth will not legally be able to purchase and provide tobacco products (Montana Department of Health and Human Services, n.d.).

5. Red Ribbon Week

National Family Partnership (NFP) sponsors the Red Ribbon Campaign every year to raise awareness about substance use and abuse (Red Ribbon Campaign, 2019).

Several schools in Missoula take part in Red Ribbon Week at the end of October in order to increase youth education and knowledge about drug use.

Section 3: Health Issue, Primary Data

The Health Issue

The health issue to be addressed is substance use and misuse among middle school aged children. The National Institute on Drug Abuse defines drug misuse as the “improper or unhealthy use of a medication as prescribed or alcohol in moderation,” (NIDA, 2018). This also includes repeated use of drugs to produce pleasure, alleviate stress, and/or alter or avoid reality. The primary behavior that contributes to this problem is lack of opportunity and/or engagement in prosocial activities in community, family, school, and individual aspects of life.

I. PRIMARY DATA COLLECTION

Methods of data collection

When comprising the interview questions, the decisions was made to ask the children and the Flagship Coordinators similar content. The interview consists of four questions: what would motivate students to join the group, what barriers students might face, the time of day and frequency of the group would be best for the students, and what prosocial engagement means to the Flagship Coordinators. Linds Sanders’s interview was presented in person, while Kristian Stipe’s interview was via email.

The seventh and eighth grade children were given a verbal survey. The survey consisted of five questions: Would you be interested in joining a student group that would help prevent drug use among kids at your school, what would motivate you to join this group, what might be your barriers to joining, who else do you think should join, and what do you want the group look like. The students responded to three surveyors, the data was typed into a form, and then manually analyzed.

II. INTERVIEW DATA

Kristian Stipe, Flagship Coordinator

While interviewing Kristian Stipe, the Flagship coordinator at Washington Middle School, he answered questions regarding student involvement to prevent substance use among middle school aged children.

1. What do you think will motivate the kids to join the group?

- Food like pizza, candy, snacks
- Fun activities
- Ways for them to feel their voice is heard

2. What are the barriers that prevent the kids from joining?

Barriers usually fall under two categories:

- Available time: Students are engaged in sports, after school clubs, academic programs making it difficult to schedule additional activities.
- Social: Students want to do things with their friends and don't want to be judged for being part of certain kinds of activities. Making the group fun and inviting is important to help ward off any stigma.

3. When do you think would be the best time of day and how frequent?

- Best time of day: Lunch, which is harder for middle school as they have grade level lunches or after school, which can be tricky because there are already other activities going on as well.
- Frequency of meeting time: Meeting once a month is sufficient.

4. What does prosocial engagement among youth mean to you?

- It means getting youth involved in the conversation to hear their opinions and give them a platform for their voice to be heard.

(K. Stipe, personal communication, November 5th, 2019)

Linds Sanders, Flagship Coordinator

Another interview was conducted with Linds Sanders, the Flagship Coordinator at C.S. Porter Middle School, she answered questions regarding student involvement to prevent substance use among middle school aged children (see attached interview transcription).

1. What do you think will motivate the kids to join the group?
 - If their friends are in the group, kids will come, you get one, you get multiple.
 - Easy activities and no travel.
 - Safe environment: A skilled facilitator at the program to make sure all students feel safe and comfortable in the presence of kids that have or have not done drugs.
2. What are the barriers that prevent the kids from joining?
 - Transportation
 - Interest level
 - If students do not know anyone they usually will not participate.
3. When do you think would be the best time of day and how frequent?
 - Once a week
 - Not the whole year
 - Lunch time programs can become very hectic and hard to facilitate and afterschool would be best.
4. What does prosocial engagement among youth mean to you?
 - Different perspectives
 - Helping kids develop empathy

(L. Sanders, personal communication, October 30th, 2019)

III. SURVEY DATA

Meadow Hill, Washington, and C.S. Porter Middle Schools

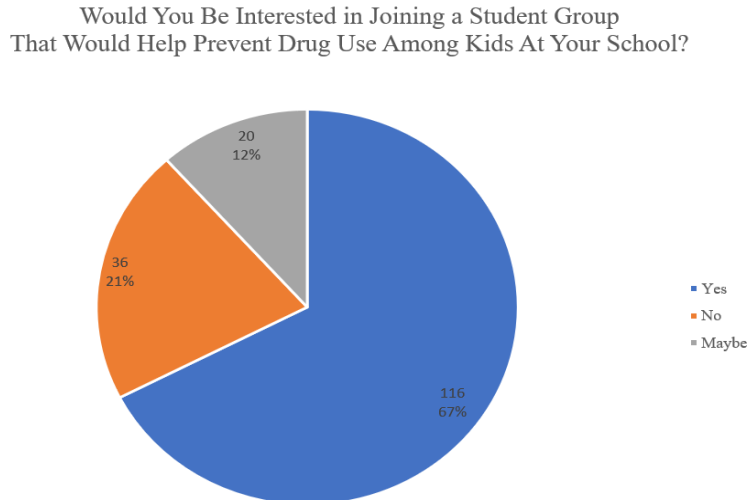
Short surveys (see attached) were distributed among three middle schools, Washington Middle School, C.S. Porter Middle School, and Meadow Hill Middle School. Grades 7 and 8 were given the survey, 6th grade was not a part of the data collection.

Purpose: "We are with a Substance Abuse Prevention group in town and we would like your help. We are interested in empowering students to make healthy choices around drugs and alcohol. Our hope is to work with students so that we can learn better ways to prevent drug and alcohol use in our schools and in our community."

Question 1: Would you be interested in joining a student group that would help prevent drug use among kids at your school?

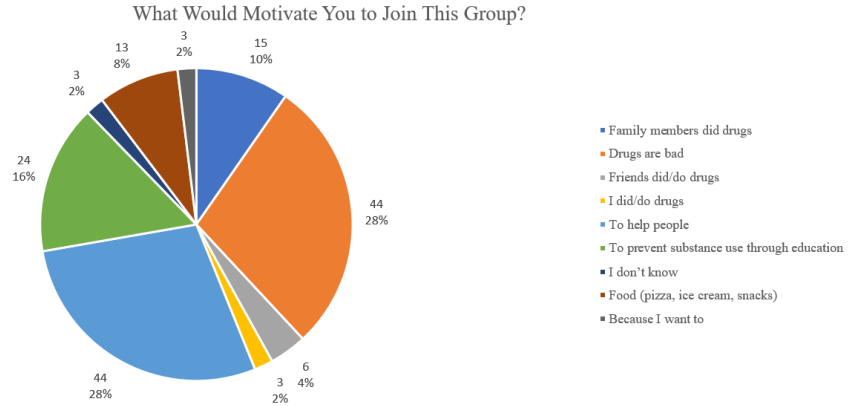
When asked "would you be interested in joining a student group that would help prevent drug use among kids at your school?" 116 seventh and eighth graders responded "yes," 20 students responded "maybe," and 36 students responded "no."

This data comes from a survey population of 172 students.



Question 2: What would motivate you to join this group?

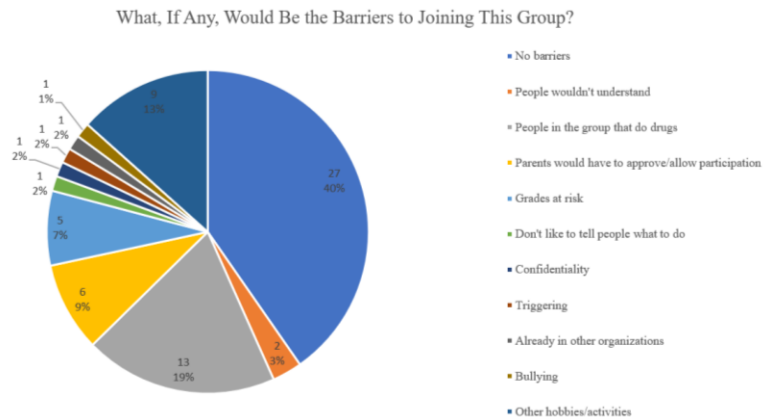
When students were asked “What would motivate you to join this group?” various answers were recorded. The top three answers were “drugs are bad” (n=44) “to help people” (n=44), and “to prevent substance use through education” (n=24).



Other less frequently reported responses are indicated in the chart.

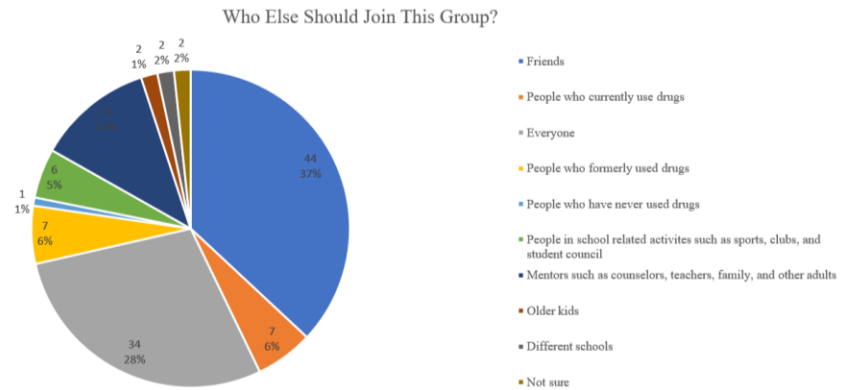
Question 3: What, if any, would be the barriers to joining this group?

When asked, “What, if any, would be the barriers to joining this group?” the top three responses were “no barriers” (n = 27), “people in the group that do drugs” (n = 13), and “other hobbies/activities” (n = 9). Other less frequently reported answers are outlined in the chart.



Question 4: Who else should join this group?

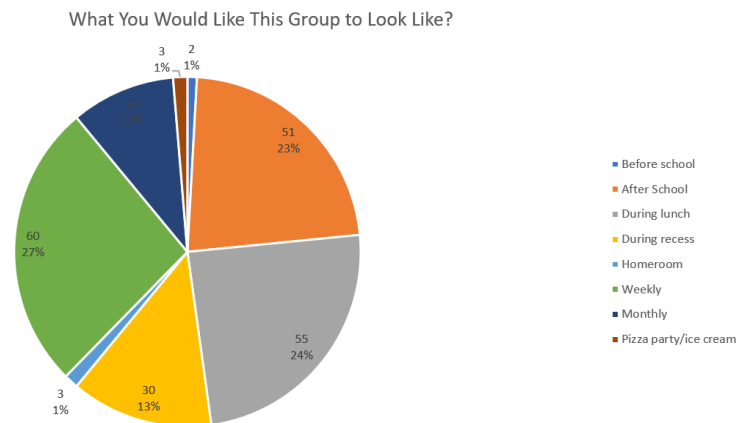
When students were asked “Who else should be invited to join this group?” the top three responses were “friends” (n = 44), “everyone” (n = 34), and “mentors such as teachers, family and other adults” (n =



14). “People who currently use drugs” (n = 7) and “people who formerly used drugs” (n = 7) follow the top three, and other less frequently reported answers are outlined in the chart.

Question 5: What would you like this group to look like?

When asked “What would you like this group to look like?” the top three responses were “weekly” (n = 60), “during lunch” (n = 55), “after school” (n = 51), and “during recess” (n = 30). A close follower was “monthly” (n = 22), and other less frequently reported answers are outlined in the chart.



IV. CONCLUSION

MUSAP aims to prevent underage substance use in Missoula by developing a collaborative youth group that increases pro-social and leadership opportunities while strengthening peer and community relationships.

Program Goal	Decrease underage substance use by increasing related protective factors
Behaviors to be Addressed	Lack of pro-social behaviors and involvement

PER factors: there are many predisposing, enabling, and reinforcing factors that encourage or discourage engagement in certain behaviors.

Predisposing (Characteristics/factors that contribute to a person's motivation to act)	Enabling (Skills and resources that lead to the completion of a behavior)	Reinforcing (Reinforcing factors, positive or negative, that are associated with the continuation or stopping of a behavior)
<p><u>Positive predisposing factors:</u></p> <ul style="list-style-type: none"> • Students are looking for a group to fit into <p><u>Negative predisposing factors:</u></p> <ul style="list-style-type: none"> • Family members abuse or have previously abused alcohol and other drugs • Lack of knowledge on how pro-social interactions can decrease substance abuse • Misinformation concerning substance use and substance use rates is spread among peers • Belief that substance use is bad 	<p><u>Negative enabling factors:</u></p> <ul style="list-style-type: none"> • Lack of transportation to get to and from the group meetings • Other members of the group - substance users or not - may not feel comfortable with others • Students feel like they have nothing to offer the group • Students feel that the information they share may not be kept confidential • Grades may become at risk from devoting time to group 	<p><u>Positive Reinforcers:</u></p> <ul style="list-style-type: none"> • Motivation from mentors and role models • Social support that applauds youth for taking a stand against substance abuse • Treats and prizes • Students knowing that they are a part of something that can help others • Peers encouraging one another to participate in the group <p><u>Negative Reinforcers:</u></p> <ul style="list-style-type: none"> • Triggering emotions resulting from discussions around substance use • Parental disapproval of student's involvement in the group

Section 4: Intervention Plan

Program Objectives	Method to Achieve Objective	Timeline
<p><u>Behavioral Objective #1</u> Through the week of January 13th-17th 45 Missoula Middle School students will demonstrate interest in being part of a substance abuse prevention student group by signing up for the first meeting.</p> <p>Behavioral Objective #2: On February 3rd, a minimum of 15 students will attend the first group meeting.</p>	<p><u>Distribution of Fliers</u> Create and distribute fliers at schools advertising the date, time, and overall purpose of the student group.</p> <p><u>Advertising on Morning Announcements/Intercom</u> Make a brief reminder announcement of date, time, and overall purpose of the student group.</p>	<p>Fliers will be distributed the week of January 13th-17th.</p> <p>Reminder on the morning announcement will occur on January 21st, 23rd, 28th, 30th and February 3rd to remind students of upcoming meeting on February 3rd.</p>
<p><u>Learning Objective #1</u> By February 3rd, students will identify what they want to do in the group.</p> <p><u>Learning Objective #2</u> By February 3rd, students will identify the purpose of the group .</p> <p><u>Learning Objective #3</u> By February 3rd, students will choose a name for the group.</p>	<p><u>Initial Meeting</u> Students will attend first meeting, facilitated by MUSAP member, to discuss their ideas for the purpose and goals of their group.</p>	<p>Initial meeting will occur on February 3rd.</p>
<p><u>Resource Objective #1</u> By February 12th, students will receive a handout that outlines details for the future meetings including the frequency, times, and activities.</p>	<p><u>Informational Handout</u> Students who attended the initial meeting will receive a handout outlining when and where the meeting be held, and a description of the types of activities they can participate in at each meeting.</p>	<p>Handout will be distributed on February 10th.</p>

Work Plan

Preparation	Date	Who
Plan date of first meeting (time of day and location)	Jan. 3rd	Denae
Plan Questions to ask students	Jan. 3rd	Denae
Make the flyers	Jan. 5th	Kayla
Distribute the flyers	Jan. 13th-17th	Kayla
Create morning announcements and email it to the school office <ul style="list-style-type: none"> Office announcement dates are January 21st, 23rd, 28th, 30th and February 3rd 	Jan. 12th	Morgan
Train the facilitators on the program objectives (see the program objectives above)	Jan. 1st	Morgan
Order food for the first meeting and schedule pick-up	Jan. 25th	Morgan
Implementation: First Meeting	Date	Who
Introduction of the facilitator	Feb. 3rd	Facilitator
Ice breaker for the students	Feb. 3rd	Facilitator
Describe the mission and objectives of MUSAP	Feb. 3rd	Facilitator
Distribute food and let students get settled	Feb. 3rd	Facilitator
Let students decide the description of the purpose of the group	Feb. 3rd	Facilitator
Ask students questions such as: <ul style="list-style-type: none"> What do you want the name of the group to be? What activities do you want to do in the group? What kind of food do you want at the group? Who, other than the facilitator, should be at the group? 	Feb. 3rd	Facilitator
Clean up food and schedule next meeting	Feb. 3rd	Facilitator
Follow Up	Date	Who
Create the calendar for the school year	Feb. 5th	Denae
Create the food schedule for rest of school year	Feb. 6th	Denae
Meet with the facilitator to see how the program can be improved from their perspective	Feb. 5th	Morgan
Create a final purpose of the group (created by students)	Feb 5th	Kayla
Finalize name of the program	Feb 5th	Kayla

Budget

<p>Program Name: MUSAP Student Group</p> <p>Location: C.S. Porter Middle School, Meadow Hill Middle School, and Washington Middle School</p> <p>Names of Program Directors: Leah Fitch, Morgan Kalarchik, Denae Duren, and Kayla Isaacson</p>	
Description	Amount
<p>Supplies and Materials:</p> <p><i>(paper, copying, art supplies, food, etc.)</i></p>	
Printing services for 45 fliers	\$15
Printing services for 100 handouts	\$30
Monthly food budget: Jimmy Johns, Little Caesars, and Chipotle	\$285
<p>Costs of Activities (specify):</p> <p><i>(swimming fees, art class fees, bowling, etc.)</i></p>	
Pottery Clay for small pottery activity	\$25
Paint and Supplies for painting the clay and a separate paint activity	\$45
Movie Rental from Redbox for movie night on a projector	\$6
<p>Transportation (specify):</p> <p><i>(van rental to and from activities)</i></p>	
No transportation necessary	\$0
Total Budget for Intervention	\$406

Section 5: References

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Missoula City-County Health Department. (2019). Tobacco Free Missoula County. Retrieved

from <https://www.missoulacounty.us/government/health/health-department/healthy-people-healthy-families/tobacco-free-missoula-county>

This Missoula City-County Health Department website discusses how Tobacco Free Missoula County works to address health issues caused by all forms of tobacco products. By preventing tobacco use among young people, empowering youth to take a stand against tobacco use through education and advocacy, eliminating exposure to secondhand smoke, partnering with community members and organizations to promote a tobacco free county, and promoting smoking cessation, this government group aims to reduce tobacco related disease and death.

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<http://www.bach-harrison.com/mtsocialindicators/ProfileReports.aspx>

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<https://dphhs.mt.gov/publichealth/mtupp/tobacco21>

Onrust, S.A, Heijden, A.V., Zschämisch, A.L., Speetjens, P.A.M. (2018). Effectiveness of Fresh Start: A Randomized Study of a School-Based Program to Retain a Negative Attitude Toward Substance Use in Secondary School Freshman. *Substance Use and Misuse*. 2018, VOL. 53, NO. 6, 921-930.

This article presents research indicating that school-based prevention programs can prevent substance use amongst participants. Fresh Start is a school-based prevention program for secondary school freshman, which is especially designed to attune to the developmental needs of these students. Fresh start aims to maintain a negative attitude towards substance use for as long as possible by encouraging youth to practice their problem solving and decision-making skills and use techniques from cognitive behavioral therapy, such as the correction of flawed assumptions. Fresh Start also utilizes methods such as norm-focused discussions for parents so that they can learn to communicate clear rules to youth regarding substance use.

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Windle, M., Zucker, R.A. (2010). Reducing Underage and Young Adult Drinking: How to Address Critical Drinking Problems During This Developmental Period. *Alcohol Research and Health*. 2010, Vol. 33, Nos. 1 and 2.

Missoula Underage Substance Abuse Prevention (MUSAP) Survey

Purpose: "We are with a Substance Abuse Prevention group in town and we would like your help. We are interested in empowering students to make healthy choices around drugs and alcohol. Our hope is to work with students so that we can learn better ways to prevent drug and alcohol use in our schools and in our community."

General Directions: Participation in this survey is completely voluntary and anonymous. If there is a question that makes you feel uncomfortable you may skip and continue to the next question.

1. Would you be interested in being a part of a student group that could help prevent alcohol and drug use?
 - Yes
 - No
 - Maybe
2. What would motivate you or others to join this group?
 - If my friends joined
 - To prevent drug and alcohol use
 - Food like pizza, ice cream, snacks
 - Other: _____
3. What would be the barriers to becoming part of this group?
 - People in the group use/ abuse substances
 - Time restrictions
 - No barriers
 - Other: _____
4. Who else should be invited to join this group? clubs, sports, etc.
 - Friends
 - Mentors, teachers, counselors, etc.
 - Everyone
 - Other: _____
5. What would this group look like to you?
 - Weekly
 - Monthly
 - After school
 - During lunch/ recess

Thank you for your participation and completing this survey!