Project TND® (Project Towards No Drug Abuse)

Program Summary: Project Towards No Drug Abuse (Project TND) is an evidence-based prevention program developed to reduce substance abuse- and violence-related behaviors among high school youth (ages 14–19). It is a highly interactive, 12-week curriculum that can be implemented in classroom or community settings. Project TND has been proven to be effective with both universal and higher-risk populations.

Developer: Dr. Steve Sussman

Web Site: http://tnd.usc.edu/index.php

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Frequently Asked Questions

1. What population is Project TND designed to serve?
   Project TND has been proven to be effective with high school youth ages 14–19. There is no evidence to support its effectiveness with middle school students; in fact, on his website, the developer advises those considering the program not to use it with younger populations. It has proven outcomes in general high school and alternative high school settings.

2. What risk and protective factors does the Project TND curriculum target?
   The program addresses the following risk/protective factors that influence substance abuse and violent behaviors in youth:

   **Protective factors targeted for an increase**
   - Exposure to community/cultural norms that do not favor antisocial behaviors and substance use
   - Recognition of the value of pro-social activities
   - Promotion of healthy beliefs and clear standards
   - Goal setting/Positive future orientation
   - Increased knowledge of the negative consequences of Drug Use
   - Improved relations with pro-social peers
   - Positive orientation to school
   - Communication/interpersonal skills
   - Decision-making and critical thinking skills
   - Adaptive coping/self-management skills

   **Risk factors targeted for a decrease**
   - Norms Favorable to Drug Use
   - Poor Social Skills
3. What types of outcomes may be expected with Project TND?

In randomized control trials the program has been shown to reduce substance use and weapon-carrying in males at one year follow up. Detailed results shown on the developer's website include the following:

- 27% prevalence reduction* in 30-day cigarette use
- 22% prevalence reduction in 30-day marijuana use
- 26% prevalence reduction in 30-day hard drug use
- 9% prevalence reduction in 30-day alcohol use among baseline drinkers
- 25% prevalence reduction in one-year weapon-carrying among males

*NOTE: Prevalence reduction refers to non-engagement in the identified behavior within the time period specified (i.e., 30 days or one year prior to the survey) among students who received the program, compared to the control group (which did not receive the program).

Summary of research findings:

http://tnd.usc.edu/docs/TND_Executive_Summary_Paper.pdf

Additional links to information about the impact of Project TND:

Center for the Study and Prevention of Violence
http://www.colorado.edu/cspv/blueprints/modelprograms/TND.html

Substance Abuse and Mental Health Services Administration

4. Who can deliver the Project TND curriculum?

Trained teachers or health education specialists are the ideal instructors. Additionally, the curriculum may be delivered by a mental health or juvenile justice professional. Developers recommend a single instructor—i.e. no co-facilitation.

5. How is Project TND structured?

To achieve the desired outcomes, all 12 lessons must be delivered within a maximum of 6 weeks—no fewer than 2 lessons per week. Lessons cannot be shortened or lengthened and they must be delivered in order. Two options for delivering the lessons are outlined below:
Two Options for Delivering Project TND Lessons

**Instructional Information**

12 Lessons (40 to 50 Minutes in Length)

| Class Size: | Maximum: 35 Students | Minimum: 5 Students |

<table>
<thead>
<tr>
<th>IDEAL Structure</th>
<th>Longer Option Adaptation</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Weeks</td>
<td>6 Weeks</td>
</tr>
<tr>
<td>3 Lessons per Week</td>
<td>2 Lessons per Week</td>
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</tbody>
</table>

6. **What type of training is needed to be able to deliver the Project TND curriculum?**
The developer strongly recommends that instructors attend a 2-day training workshop with a certified Project TND trainer. This training is crucial to gaining a complete understanding of the theoretical underpinnings of the curriculum, and to developing skills needed to implement lessons in the dynamic and highly interactive style associated with ensuring the best outcomes for youth. All PCCD grantees are required to participate in this training.

7. **What is the cost of the training?**

A. Training for up to 30 instructors (minimum of 5) is offered at your location.

<table>
<thead>
<tr>
<th></th>
<th>2-Day Training</th>
<th>1-Day Training (not recommended)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainer/Consultant (Weekdays)</td>
<td>$2,100</td>
<td>$1,400</td>
</tr>
<tr>
<td>Airfare</td>
<td>$1,000</td>
<td>$1,000</td>
</tr>
<tr>
<td>Airport Parking</td>
<td>$90 ($30/day x 3)</td>
<td>$60 (30/day x 2)</td>
</tr>
<tr>
<td>Ground Transport</td>
<td>$240 ($80/day x 3)</td>
<td>$160 (80/day x 2)</td>
</tr>
<tr>
<td>Mileage</td>
<td>.55/mile (typically not applicable as)</td>
<td></td>
</tr>
<tr>
<td>Per Diem (hotel and food)</td>
<td>$600 ($200/day x 3)</td>
<td>$400 (200/day x 2)</td>
</tr>
<tr>
<td>Teacher’s Manual, 3rd Ed.</td>
<td>$2,700 ($90/participant x 30 max)</td>
<td>$2,700 ($90/participant x 30 max)</td>
</tr>
<tr>
<td>Additional Costs: substitute teachers, training space</td>
<td>Varies by site</td>
<td>Varies by site</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$6,730</td>
<td>$5,720</td>
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</tbody>
</table>
B. Training for fewer than 5 is available and will require travel to the Institute for Health Promotion and Disease Prevention at the University of Southern California in Los Angeles, CA.

<table>
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<tr>
<th></th>
<th>2-Day Training</th>
<th>1-Day Training (not recommended)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training</td>
<td>$1,900</td>
<td>$1,200</td>
</tr>
<tr>
<td>Travel</td>
<td>Varies</td>
<td>Varies</td>
</tr>
<tr>
<td>Food &amp; Lodging</td>
<td>Varies</td>
<td>Varies</td>
</tr>
</tbody>
</table>

8. What materials are required and what are the associated costs?

<table>
<thead>
<tr>
<th>Materials &amp; Equipment</th>
<th>Cost per Classroom (30 Students)</th>
<th>Cost per Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Workbook (note: if more than 5,000 are ordered, price drops from $12 to $10/workbook)</td>
<td>$360</td>
<td>$12 ($60 in sets of 5)</td>
</tr>
<tr>
<td>Video for Session 12, “Drugs and Life's Dreams” (optional)</td>
<td>$25</td>
<td></td>
</tr>
<tr>
<td>TND Game Board</td>
<td>$15</td>
<td></td>
</tr>
<tr>
<td>Student Pre/Post Test (may be downloaded from website and duplicated, or purchased)</td>
<td>$150 (if purchased from developer)</td>
<td>$5 (if purchased from developer)</td>
</tr>
</tbody>
</table>

**Initial Cost for a Classroom of 30 Students**: $490

(not including Teacher’s Manual purchased during training, and not including purchase of pre/post measures from developer)

Additional materials information:

- Workbooks may be used as a “classroom set”—i.e., students would not write in them. This would significantly reduce ongoing costs.
- Free supplemental materials may be downloaded from the developer’s website to support certain lessons.
- Each classroom will need a chalkboard and/or Power Point or overhead capacity.
- Duplicating costs for pre/post measures and miscellaneous materials should be included and will vary by site.
- The ideal Project TND budget will address costs related to administration of pre/post measures and data entry.
9. **How do I order and purchase these supplies?**
   The developer has provided more details about materials and how to order at the following website:  [http://tnd.usc.edu/tobuy.php](http://tnd.usc.edu/tobuy.php)

10. **How do I schedule training?**
    Please contact: Leah Meza, USC Institute for Prevention Research
    Soto Street Building, 3rd Floor
    2001 N. Soto Street
    Los Angeles, CA 90032
    Phone: (800) 400-8461
    Fax: (323) 442-7254
    Email: leahmedi@usc.edu

11. **How can we sustain Project Towards No Drug Abuse?**
    - **Involve a collaborative board in planning the program**—Work together with local stakeholders, including school superintendents, principals, juvenile justice and mental health leaders, and local government officials.
      - Provide board members with a fact sheet and the program’s logic model.
      - Identify champions or gatekeepers who can support the program.
      - Keep board members involved by regularly sharing outcomes in both verbal and written forms.
      - Use this board to help identify ways to overcome barriers to implementation, and discover future funding opportunities.
    - **Plan for the development of a Local Trainer**—Instructors who have implemented at least half of the curriculum and who have attended the 2-day training workshop are eligible to become a certified trainer.
      - Step 1: Conduct a 2-day Project TND workshop for at least 5 attendees, while under the supervision of a certified trainer and receive a “Pass”.
      - Step 2: Conduct a second workshop, again under the observation of a certified trainer and within close proximity to the first workshop, and receive a pass.

    Additional details related to cost and trainer certification may be obtained from: Leah Meza, USC Institute for Prevention Research. Phone: (800) 400-8461; Email: leahmedi@usc.edu
• **Understand the cost benefits of Project TND**— When researchers take into account the benefits to society of decreased youth ATOD use and weapons carrying behaviors they find that the program produces significant savings. It has been shown to save up to $8.61 for every dollar spent on implementation. A savings of $109 for every youth. For more information about this research conducted by the Washington State Institute for Public Policy go to: [http://www.wsipp.wa.gov/rptfiles/11-07-1201.pdf](http://www.wsipp.wa.gov/rptfiles/11-07-1201.pdf)

12. What are the common barriers to successful implementation of Project TND?

• **Lack of teacher buy-in and administrative support**
  o Ideally, key teachers, principals, and superintendents will be involved in developing the plan to implement Project TND from the beginning. Have these key stakeholders sign memoranda of agreement to ensure clear communications and expectations.
  o Learn how Project TND connects with the PA Department of Education’s academic standards

• **Underestimating the importance of planning pre/post survey administration, data entry, and outcomes reporting**
  o Review the developer’s guide as well as tools from the EPISCeCenter website early in the process.
  o Identify a key person to oversee this process and answer questions from administrators and instructors.

• **Lack of adherence to the curriculum, as originally designed**
  o Instructors should utilize an interactive style and use all of the dynamic activities outlined in the manual.
  o Instructors may not include outside materials in the lessons.
  o Self-disclosure about the instructor’s personal drug use is discouraged.