



plus plus

DAS ÖSTERREICHISCHE
PRÄVENTIONSPROGRAMM



- 1) the making of ...**
- 2) the program: objectives & structure**
- 3) evaluation**
- 4) impressions**
- 5) practical challenges**
- 6) specials to mention:
implementation numbers, expenditures,
impact, uniqueness?**

the making of ...

plus
plus

plus
plus

DAS ÖSTERREICHISCHE
PRÄVENTIONSPROGRAMM

ÖSTERREICHISCHE **ARGE**
SUCHTVORBEUGUNG

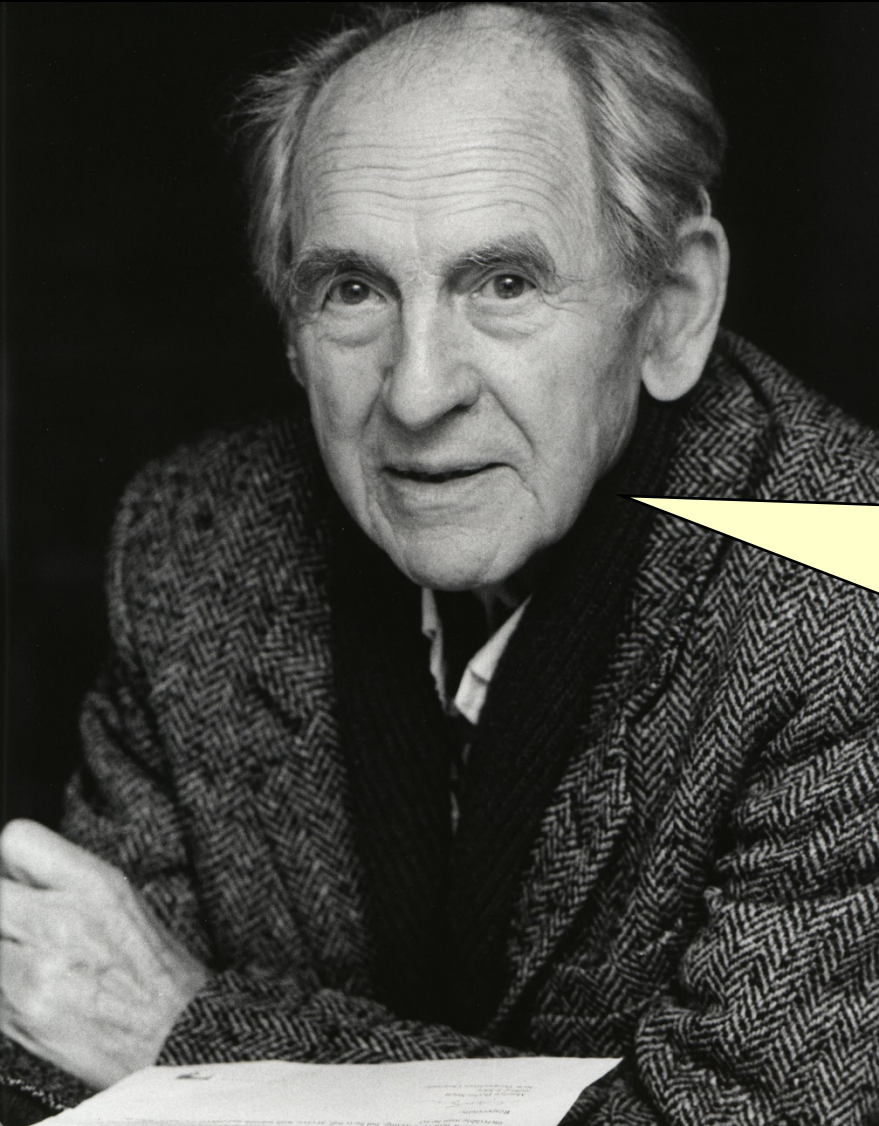


Photo credits: David Farrell/Leopold Kohr Akademie

*Small is
beautiful!*

economist, lawyer, political scientist

Germany



**16 too big
counties**

AUSTRIA



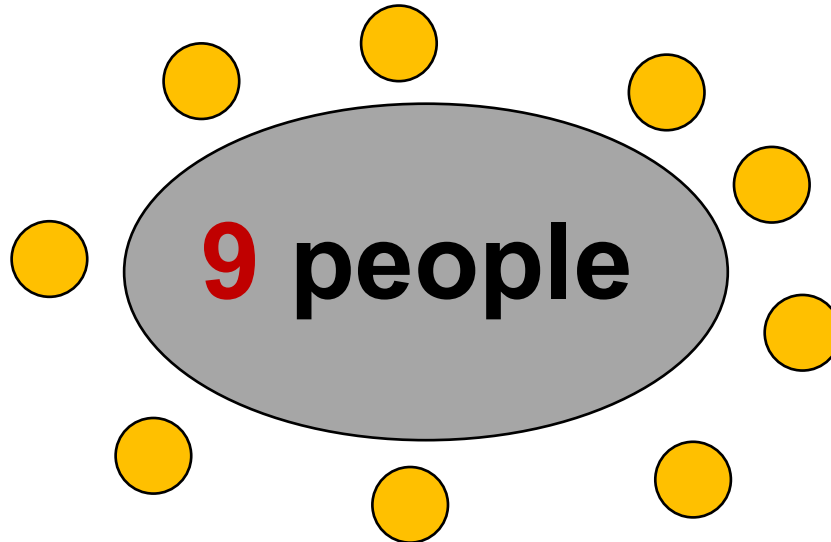
**9 small
counties**

Switzerland



**26 too small
cantons**

AUSTRIA



9 prevention centers (counties)

plus
plus



Germany



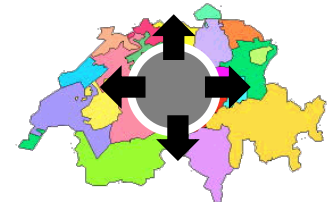
BZgA

AUSTRIA



NOTHING

Switzerland



**Sucht
Schweiz**

Programs

Development

Products

Lobbying

ÖSTERREICHISCHE **ARGE**
SUCHTVORBEUGUNG

Counseling

Conferences

Know-how transfer

„making prevention great“ ;-)



plus plus

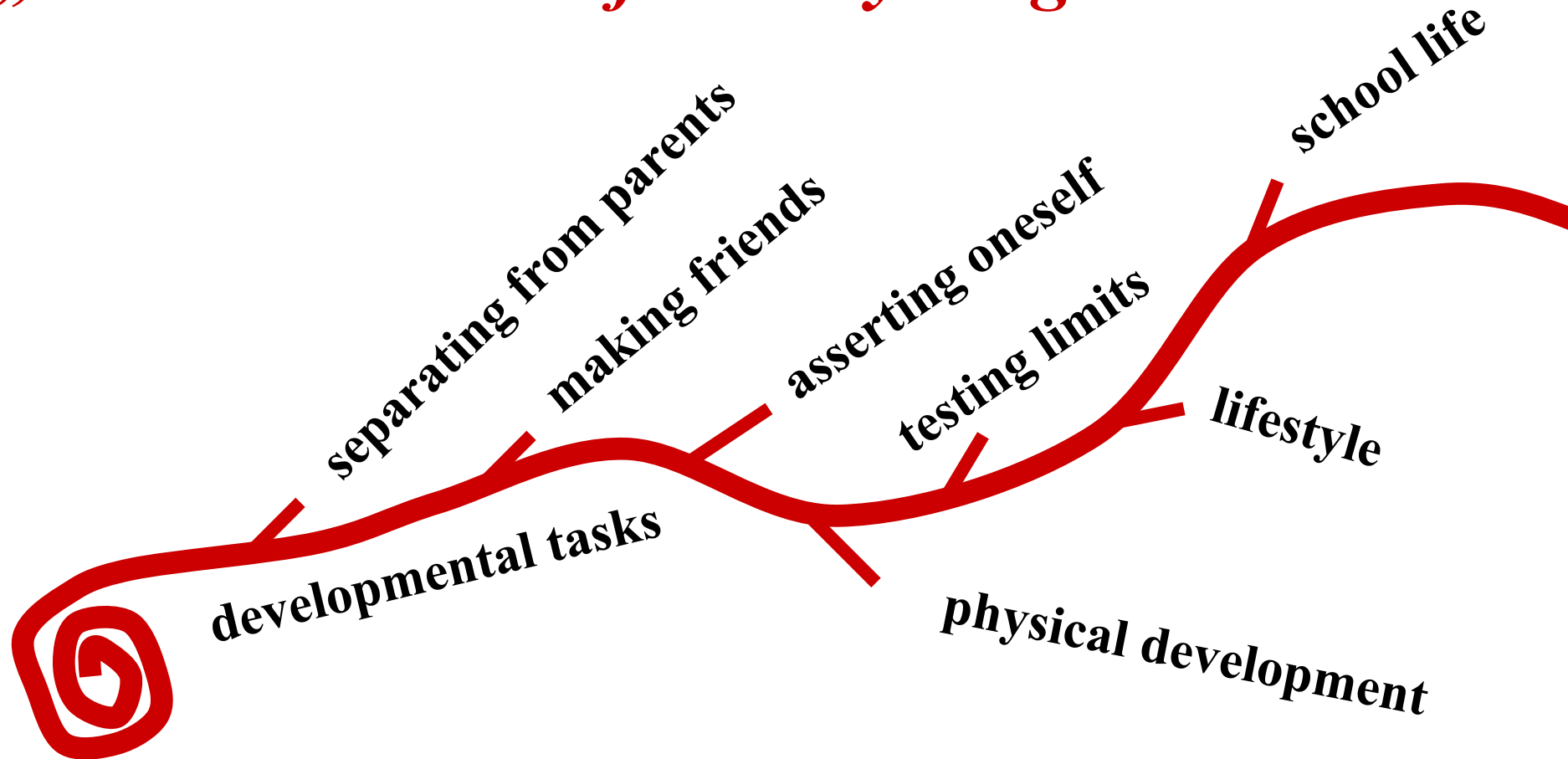
DAS ÖSTERREICHISCHE
PRÄVENTIONSPROGRAMM

since 2008



- ~ 2.200 teachers**
- ~ 400 schools**
- ~ 45.000 students/year**

„What is essential for our youngsters?“



„What is helpful in this process?“

express opinions

discern emotions

cope with stress

solve conflicts

know your needs

**I'm OK &
I'm OK with you**

**facilitates
good learning**

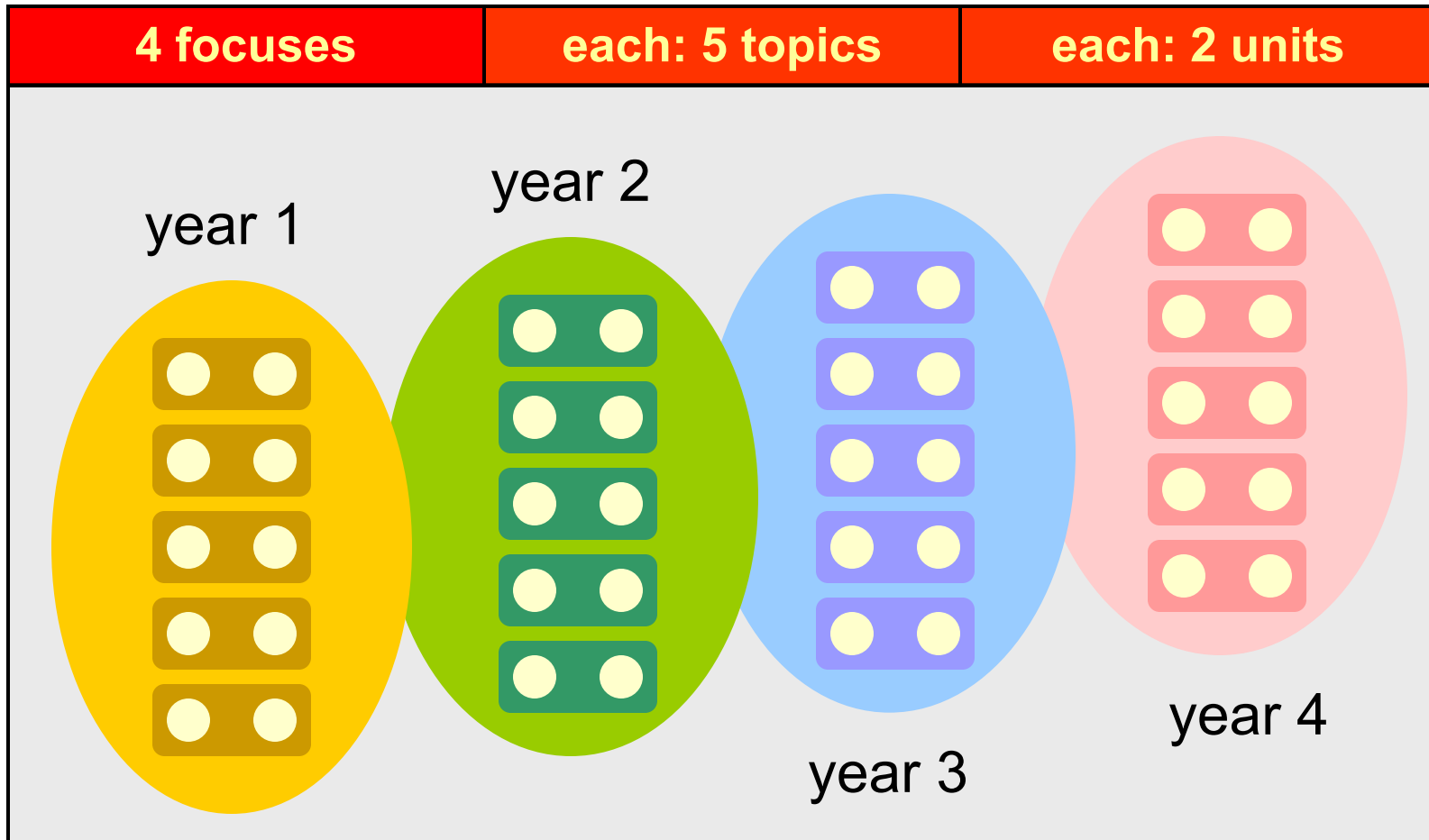


**support development of
personal and social resources**
(life-skill program)

**→ protection against
long-term problems**

... reduce probability of problematic coping strategies
(smoking, alcohol, media, drugs, ...)

structure of the program



discover resources and
interact constructively

integrate resources and
expand competencies

apply skills and
practice them

maintain skills under
difficult conditions

5.

The class

I, myself

The others

Consumption*

Together

6.

Identity

Handling stress

Conflicts

Help and seek help

• **Media***

7.

Self-confidence

Responsibility

Friends

Boys and girls

Nicotine*

8.

Advertising

Alcohol*

Disputes

Failure and defeat

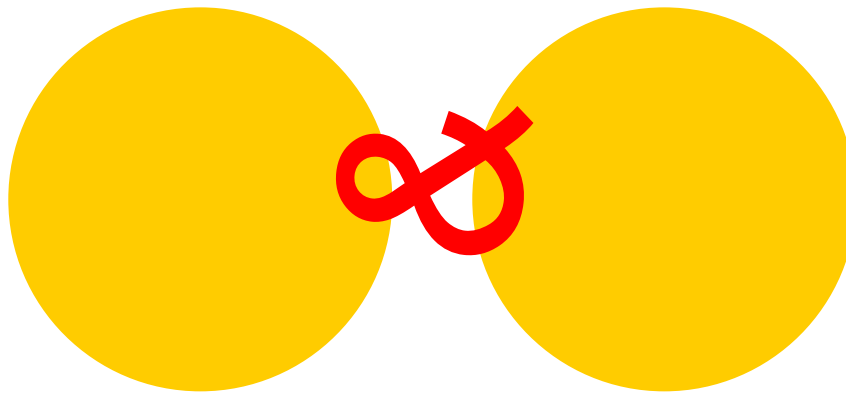
Leisure and celebrations*

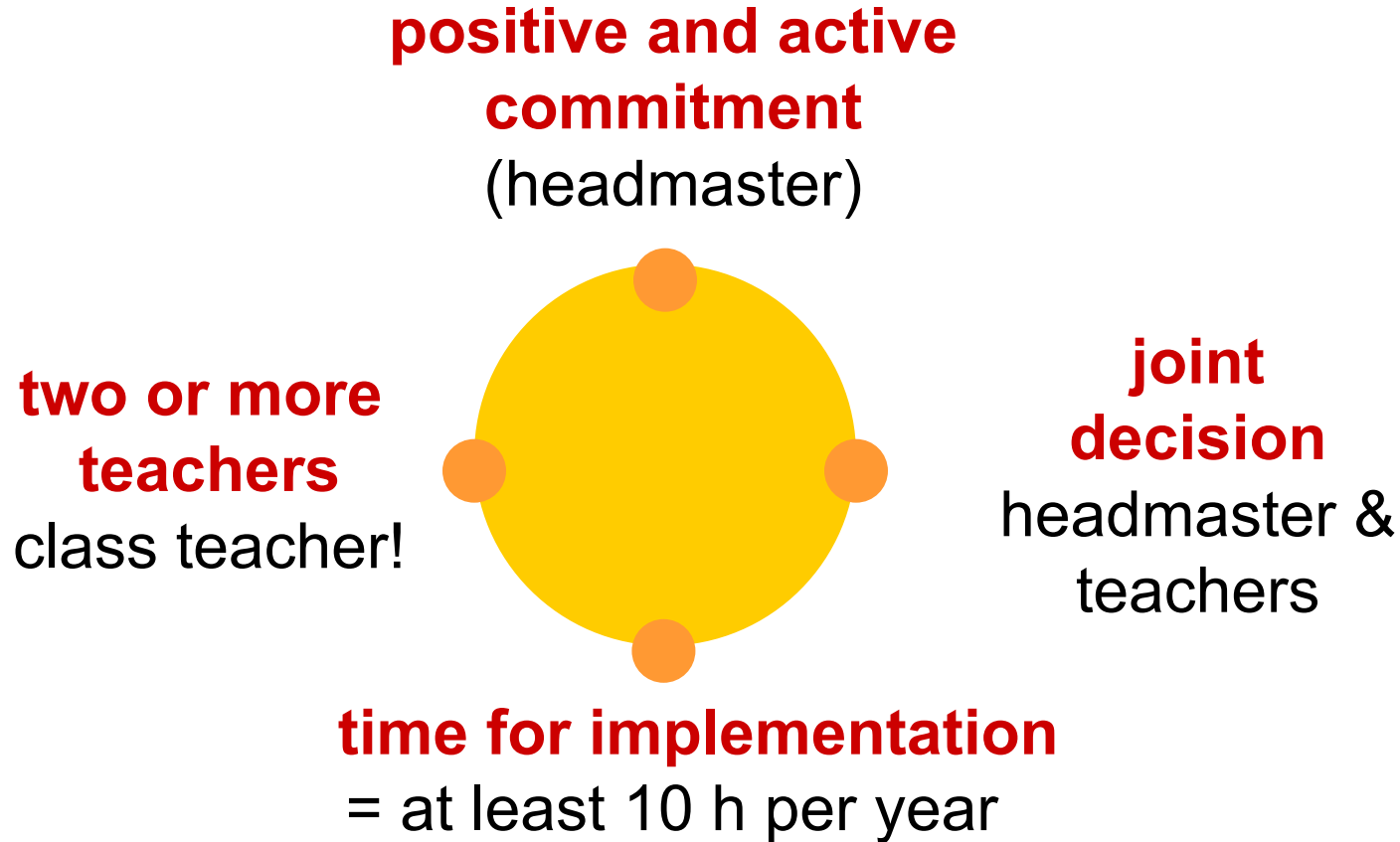
1: Discover resources and interact constructively

Overview year 1 – 5 th grade	
The class	
We get to know each other	We are a community
I, myself	
I am what I am	My feelings
The others	
What's going on here?	How are you doing?
Consumption	
My consumption habits	Renouncement experiment
Together	
I say what I want	OK, I got you!

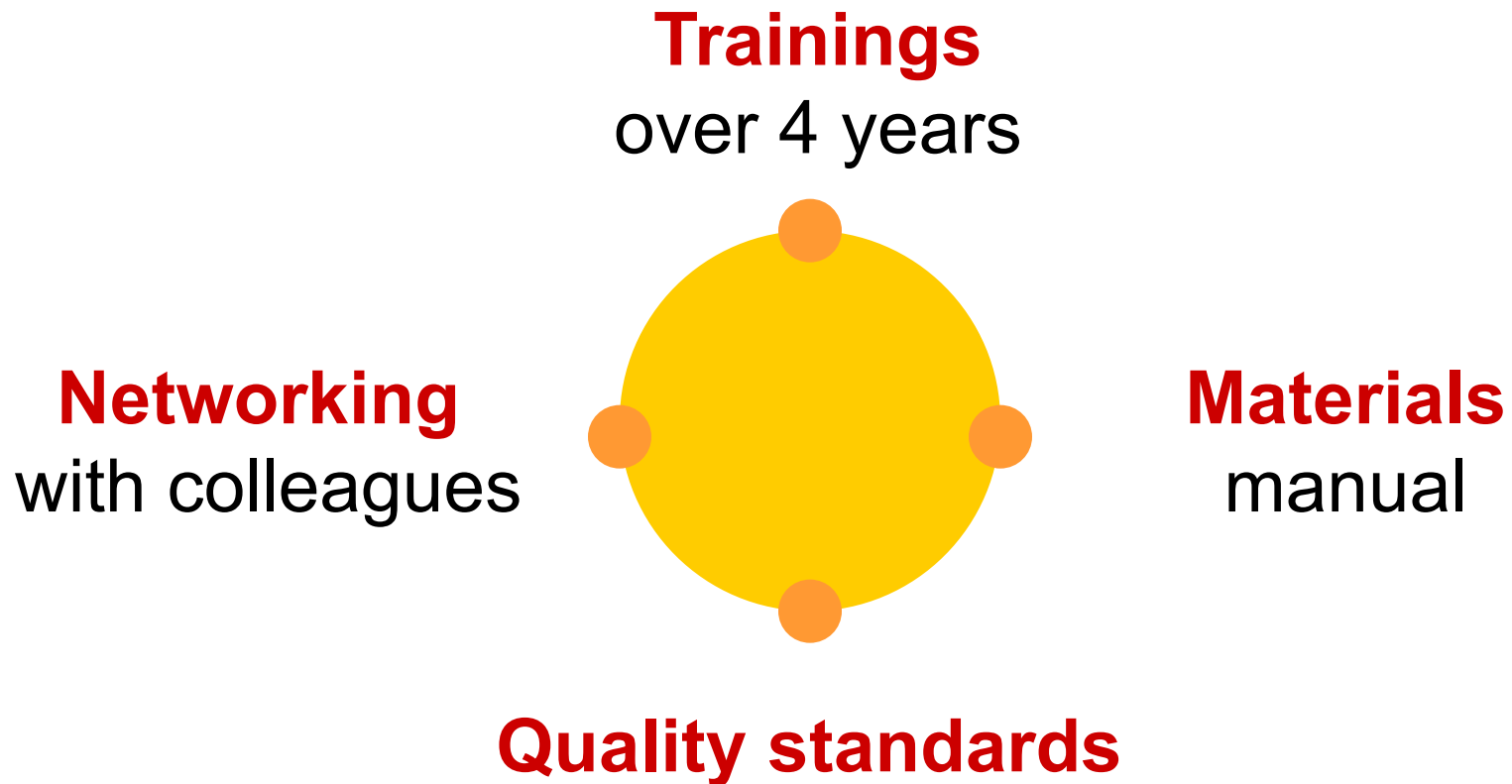
- **at least 40 units over the course of 4 years**
- **combination of training and reflection**
- **15-20 participants (out of 5-7 schools)**
- **mostly in the prevention centers,
sometimes in-house training for school teams**
- **2 trainers**
- **certificate at the end**

school prevention center





any subject | subject “social learning” | dedicated project days



Trainings & teaching materials cost-free for schools

workbook for the teachers

plus
plus



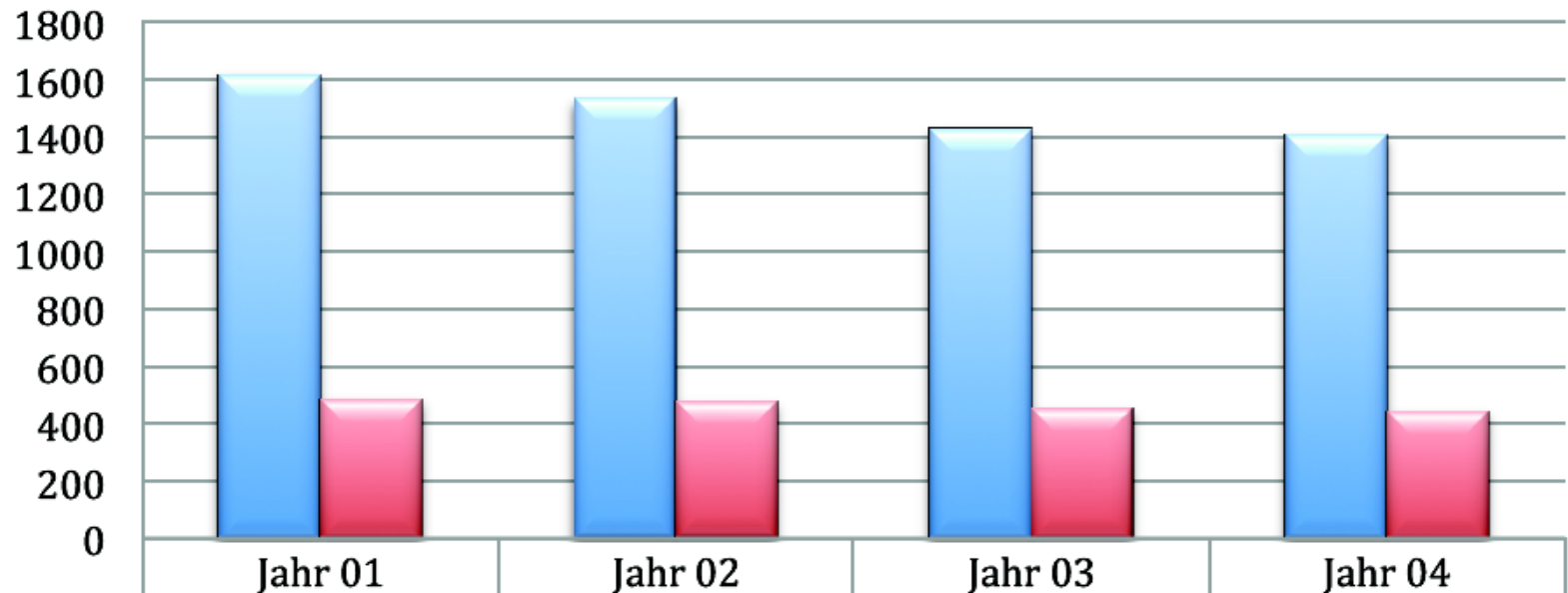
Evaluation

- **students' questionnaires** (quantitative)
- **five surveys**
(baseline + 4 follow-ups at end of school year)
- **intervention and control classes**
- **extent and mode of implementation by teachers**

- **cigarettes**
lifetime, last 12 months, last 30 days
- **alcohol**
lifetime, last 12 months, last 30 days
- **media**
hours/day: PC and computer games, TV, smartphone

- **emotional problems**
- **behavioural problems**
- **hyperactivity**
- **problems with peers**
- **helpfulness, friendliness**
- **thoughtfulness**
- **social integration in class**
- **student engagement**
- **school performance**

intervention group | control group



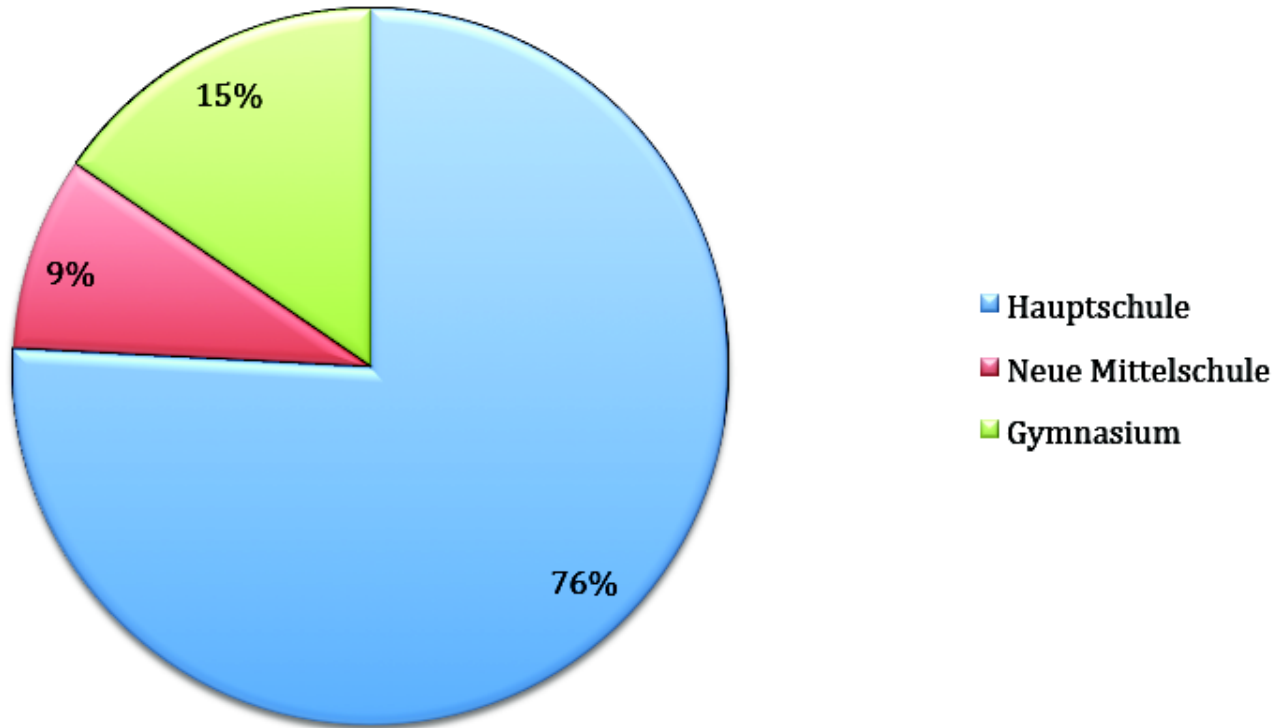
■ Teilnahme	1620	1534	1430	1408
■ Kontrolle	487	477	455	444

10.8

average age

14.5

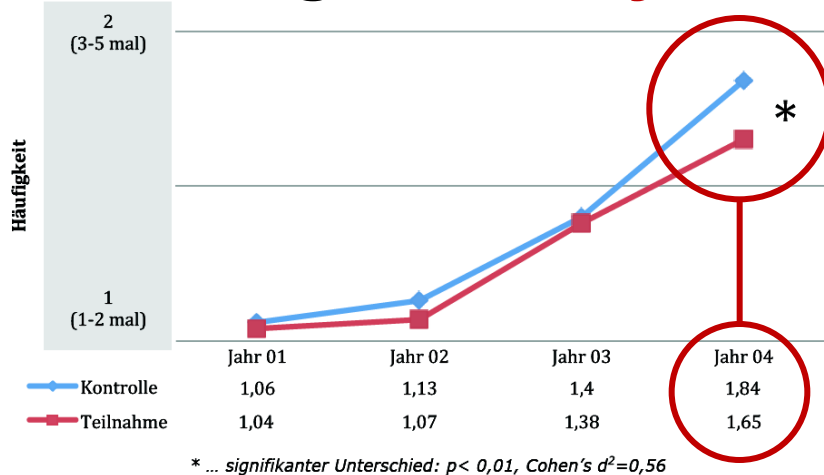
3 different types of school



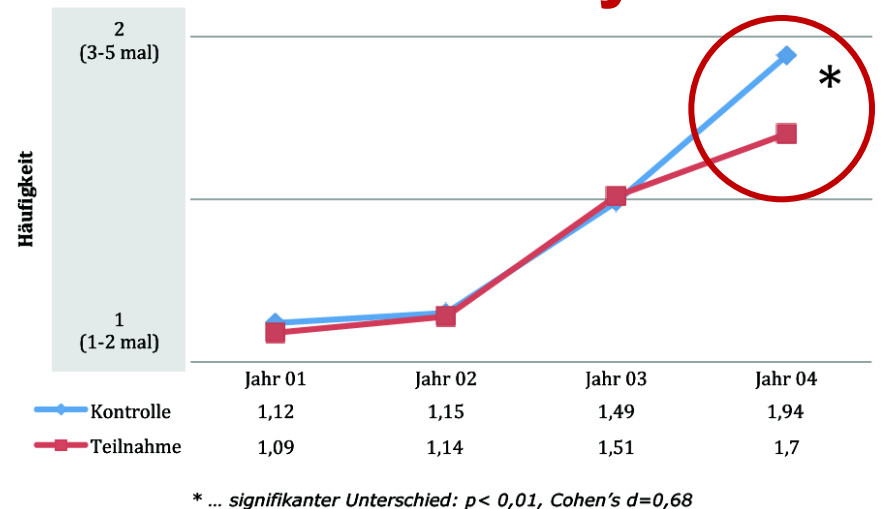
no significant differences in program outcome

„normal & well-known moderate effects”

cigarettes: **yes**



alcohol: **yes**



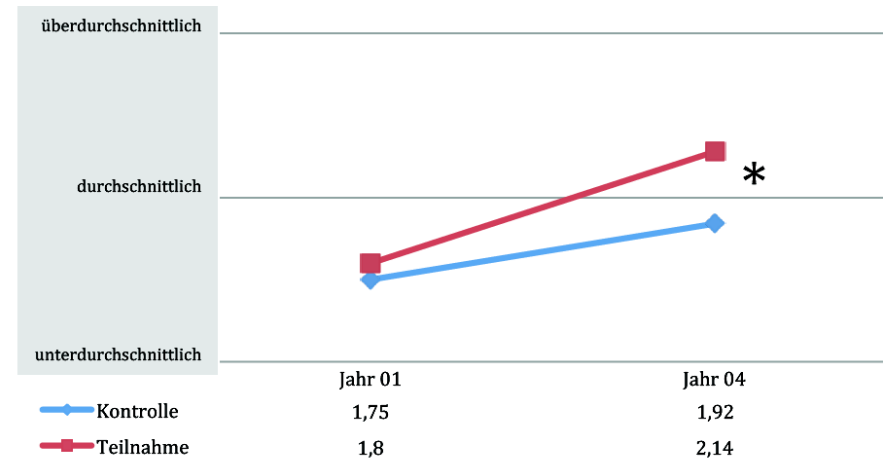
Media: **no**

fewer peer problems: **yes**



* ... signifikanter Unterschied: $p < 0,01$, Cohen's $d=0,43$

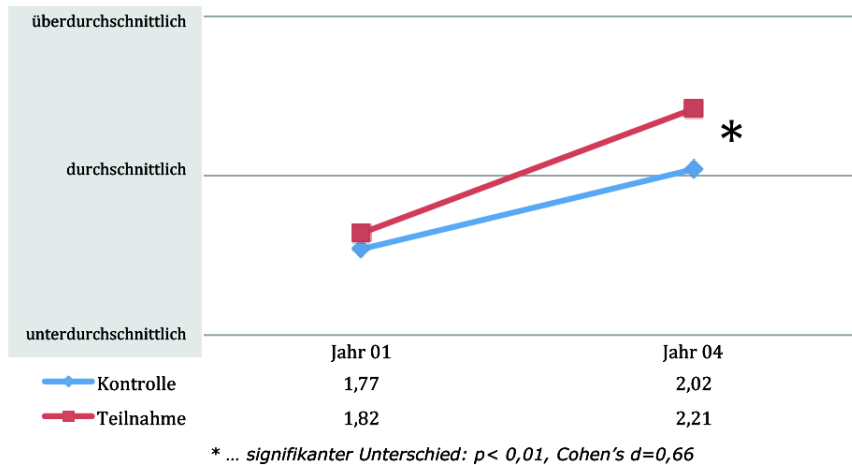
student engagement: **yes**



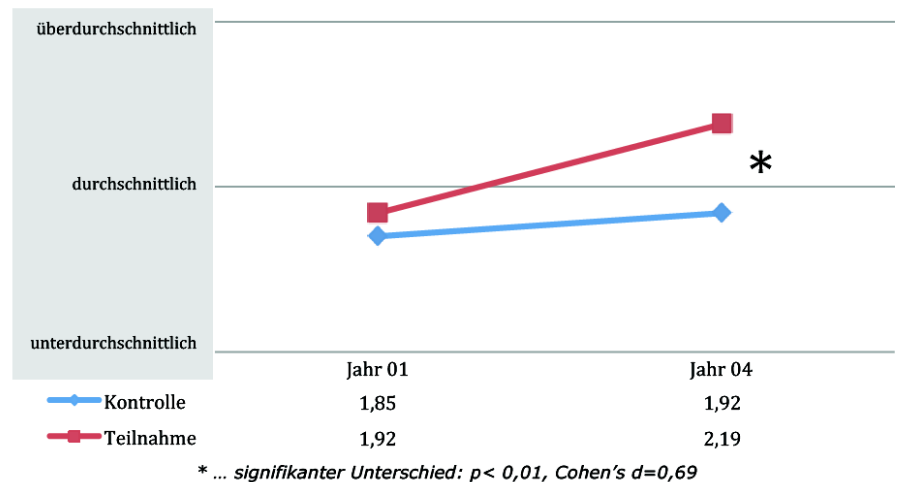
* ... signifikanter Unterschied: $p < 0,01$, Cohen's $d=0,75$

thoughtfulness / respect: **yes**

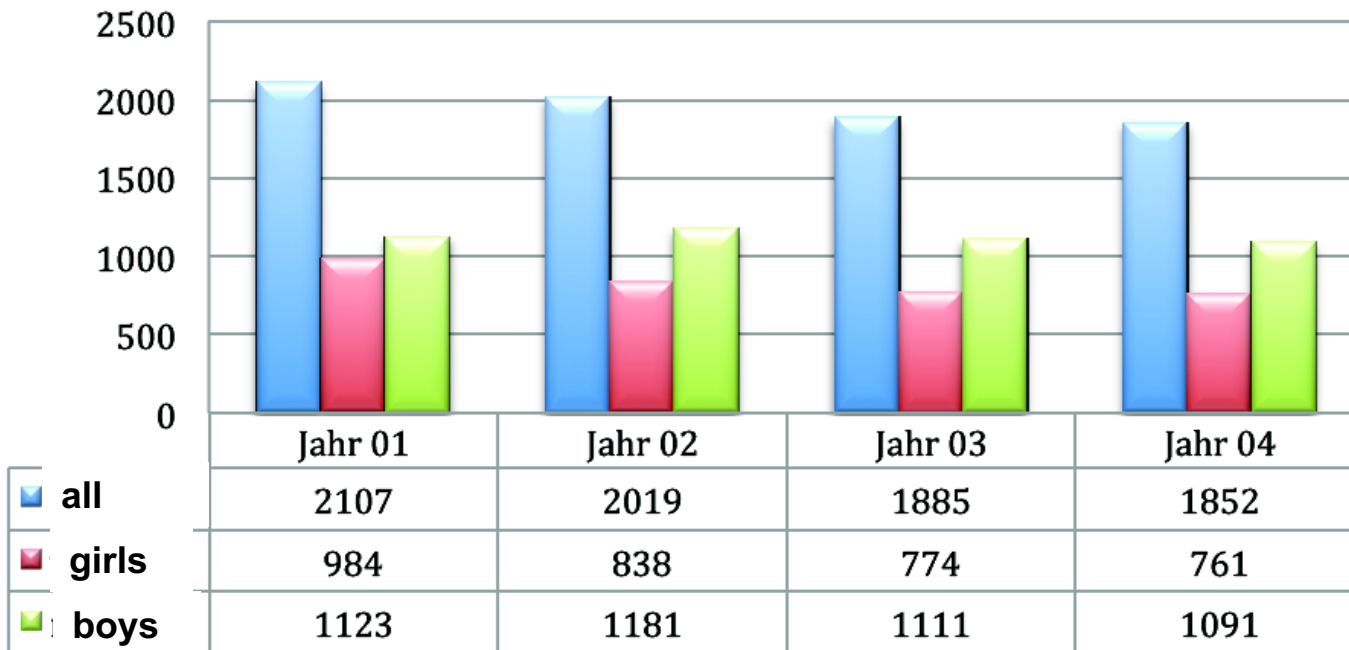
general performance: **yes**



German language: **yes**

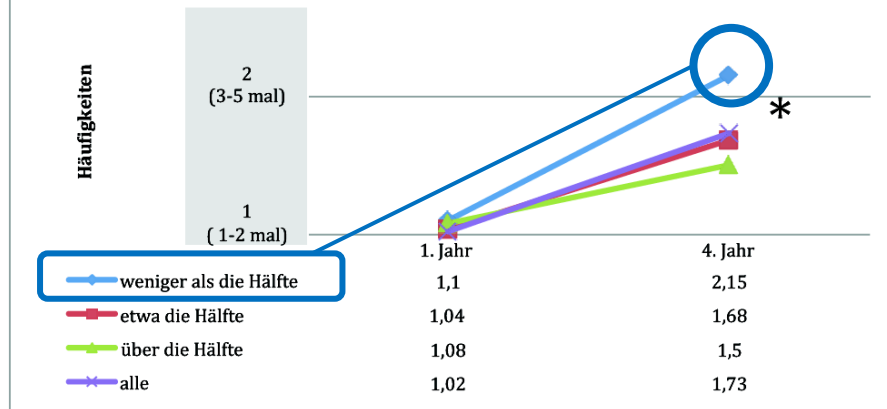


not intended / expected, positive side effects



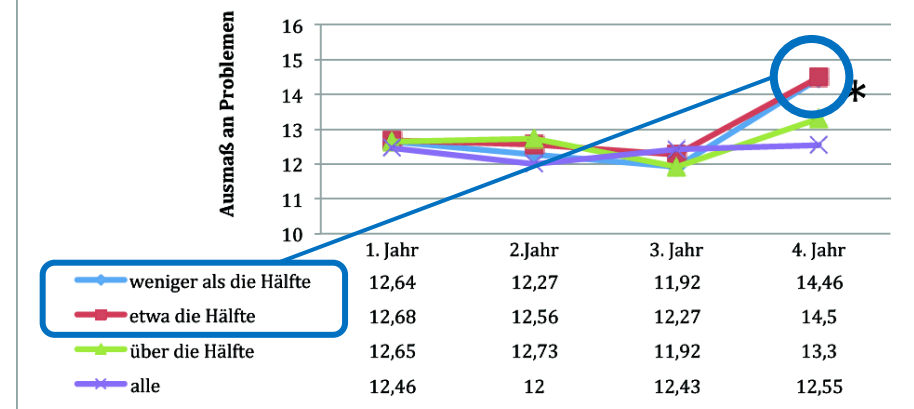
ancillary objective: program shall reach boys as well!
yes: no significant differences

cigarettes: yes



* ... signifikanter Unterschied: $p < 0,01$ (zwischen alle Einheiten und anderen Kategorien); Cohen's $d=0,9$ (zwischen alle Einheiten vs. weniger als die Hälfte)

social problems: yes



* ... signifikanter Unterschied: $p < 0,01$ (zwischen alle Einheiten und über die Hälfte sowie den anderen Kategorien); Cohen's $d=0,77$ (zwischen alle Einheiten vs. weniger als die Hälfte)

Implement at least ½ of the program!

Stay on track until year 4!

Involve the students' parents!

SuchtMagazin 6 | 2017



... is good for your work (quality)

... is expected

BUT:

... can become unproportional!

... is – finally – no key-factor
for the success of the program

impressions from the classroom



social learning



creating class rules



„code of conduct“ for our class



Group exercises: „good morning“ role play



(more or less well-known) group dynamic exercises



plenary discussions



„open discussions“



Smaller groups: „blind communication“





pair work

2 pupils

what pupils say about the program

“We have established a real class community by now.”

“We learn how to listen to each other, how to consume responsibly, etc.”

“In addition, everyone respects me like I am, and we can contact our class teacher at any time for help ...”

working & creating together





„unusual“ materials



working with pictures: e.g. group cohesion



“hierarchy of needs”

achieved

VS

not achieved



personal program diary



German classes:

writing letters
to oneself



various school subjects: e.g. physical education





final „celebration“: e.g. cinema



teachers' feedback



“The students become more familiar with each other every week. Emerging conflicts are addressed earlier and are often solved by themselves.”

*“(...) Alone it would be impossible to implement the **plus** program in my class. However, the cooperation with other teachers and the support of the school management is an enrichment beyond the program.”*

by the way: Who benefits the most – students or **teachers**?

- 1) **get the teachers you need**
- 2) **convince them to spend time on the program**

reading

writing

maths

knowledge

PISA!

PERFORMANCE!



creativity

technique

tactics

system

PERFORMANCE!

training ground

self-confidence

health

discipline

team spirit



reading

writing

maths

knowledge

HEALTH =
the base of
PERFORMANCE

classroom

discipline

self-confidence

team spirit

HEALTH



- get the teachers you need
- convince them to spend time on the program
- remember them
- **motivate them to implement the program in the right way!**
- **support them to complete the program over all 4 years!**
- **manage the fluctuation of your trainers**
- **reflect & develop the program „on the fly“**

**You need: trust, contacts, stability, change
to keep the program alive and relevant!**

So what?

***Prevention-business
as usual ...***

*Is there something
unique & remarkable
about **plus**?*

- 1) developed & implemented ...**
 - ... very close to teachers (practitioners)**
 - ... together & ongoing by the experts of the Austrian prevention centers**
- 2) customized for Austrian mentality & regions**
- 3) relatively widespread although voluntary**

implementation numbers

after 8 years

Programm *plus*, Schuljahr 2015/2016

Bundes- land	Anzahl abge- schlossener Fort- bildungskurse ⁷⁴ für Lehrer/innen seit 2008	Anzahl erreichter Lehrer/innen SJ 2015/16	Anteil erreichter Lehrer/innen in %	Anzahl erreichter Schulen SJ 2015/16	Anzahl Lehrer/innen pro Schule SJ 2015/16 (Min-Max)	Anzahl Schü- ler/innen pro Schule SJ 2015/16 (Min-Max)	Anteil erreichter Schulen SJ 2015/16 in %	Anzahl erreichter Lehrer/innen bis SJ 2015/16	Anteil erreichter Lehrer/innen bis SJ 2015/16 in %	Anzahl erreichter Schulen bis SJ 2015/16	Anteil erreichter Schulen bis SJ 2015/16 in %
B	14	53	0,5	10	30	40	10,6	113	4,5	28	54
K	10	169	5,5	45	2-19	20-100	54,2	266	8,47	51	61,45
NÖ	4	37	0,4	9	1-20	n. v.	2,9	162	1,7	34	10,9
OÖ	12	320	3,4	85	1-14	25-400	30	510	5,4	85	30
S	5	59	2,9	15	1-20	0-200	20,8	84	4,2	28	38,9
St	9	212	5,3	33	2-16	15-26	20,475	357	8,8	53	31,51
T	9	133	2,9	48	n. v.	n. v.	40,2	169	4	61	53
V	5	34	1,3	13	1-3	20-60	19,7	166	6,3	51	77,3
W	6	169	1,5	n. v.	2-18	ca. 3.925	n. v.	350	n.v.	n. v.	n. v.

B = Burgenland, K = Kärnten, NÖ = Niederösterreich, OÖ = Oberösterreich, S = Salzburg, St = Steiermark, T = Tirol, V = Vorarlberg, W = Wien,
AHS = Allgemeinbildende Höhere Schulen, HS = Hauptschulen, NMS = Neue Mittelschulen, n. v. = nicht verfügbar, SJ = Schuljahr

teachers with plus certification: 2177

schools implementing the plus program: 40%

students (~ 1000 classes x 25): ~ 45.000

- 1) developed & implements
 - very close to teachers (practitioners)
 - together & ongoing by the experts of the Austrian prevention centers
- 2) customized for Austrian mentality & regions
- 3) relatively widespread although voluntary
- 4) **paid for by the prevention centers**

all incl. expenditures: development

Manual, Train-the-Trainer, teachers' trainings, travel costs, promotion, additional materials, program coordination, evaluation

Schuljahr 2012/13

Gesamt

Pos	Beschreibung	Tirol	Bgl	Wien	Stm.	OÖ	NÖ	Sbg	Ktn.	Vbg.	Gesamt
Produkte											
1	Mappe	250,00	0,00	400,00	300,00	900,00	200,00	200,00	250,00	200,00	2.700,00
2	Kopien/Inhalte pro Mappe	500,00	0,00	600,00	2.600,00	1.800,00	400,00	400,00	500,00	1.600,00	8.400,00
3	Produktfolder	60,00	0,00	60,00	40,00	60,00	12,00	20,00	60,00	60,00	372,00
4	Plakat	0,00	0,00	30,00	0,00	45,00	5,00	0,00	25,00	0,00	105,00
Lehrgänge (Honorar pro Trainer; Raum-, Fahrt- und Nebenkosten - pro Lehrgang)											
	Lehrgang 5. Schulstufe	938,00	0,00	1.100,00	0,00	4.338,00	1.639,60	20,00	1.320,00	1.880,00	11.235,60
	Lehrgang 6. Schulstufe	344,00	0,00	700,00	0,00	0,00	1.734,40	100,00	720,00	860,00	4.458,40
	Lehrgang 7. Schulstufe	344,00	0,00	700,00	0,00	0,00	2.662,40	20,00	0,00	860,00	4.586,40
	Lehrgang 8. Schulstufe	344,00	0,00	700,00	0,00	0,00	1.331,20	960,00	0,00	860,00	4.195,20
	Lehrgangsabschluss	300,00	0,00	600,00	350,00	300,00	350,00	200,00	300,00	500,00	2.900,00
Schulung/Tagung (inkl. Raum-, Fahrt- und Nebenkosten)											
	Schulung pro Trainer	110,00	0,00	66,00	130,49	0,00	779,20	59,40	237,90	69,80	1.452,79
	Bundesland-Tagung	775,00	0,00	187,50	685,00	625,00	500,00	900,00	750,00	500,00	4.922,50
Sonderkosten (Anteil pro Bundesland)											
	Überarbeitung Falter	50,00	50,00	50,00	50,00	50,00	50,00	50,00	50,00	50,00	450,00
	Layout Mappe	30,00	30,00	30,00	30,00	30,00	30,00	30,00	30,00	30,00	270,00
	Informations-DVD	50,00	50,00	50,00	50,00	50,00	50,00	50,00	50,00	50,00	450,00
	Evaluation 2012*	650,00	650,00	650,00	650,00	650,00	650,00	650,00	650,00	650,00	5.850,00
Koordination (Anteil)											
	Programmentwicklung**	600,00	600,00	600,00	600,00	600,00	600,00	600,00	600,00	600,00	5.400,00
	Projektkoordination***	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
Summen		5.345,00	1.380,00	6.523,50	5.485,49	9.448,00	10.993,80	4.259,40	5.542,90	8.769,80	57.747,89

~ 60.000,- €

program coordination
~ 120 teacher's trainings
~ 540 manuals
travel costs
promotion
additional materials
(train-the-trainer)

~ 100.000,- €

~ 2,- € / student

- 1) developed & executed
 - very close to teachers (practitioners)
 - together & ongoing by the experts of the Austrian prevention centers
- 2) customized for Austrian mentality & regions
- 3) relatively widespread although voluntary
- 4) paid for by the prevention centers
- 5) **a central joint platform for communication about prevention**

1) ONE program → ONE message!

(vs. „27 different little programs“ as mixed up unmanageable prevention patchwork)

→ establishing a „common sense“ about prevention

2) long-term cooperation between:

→ prevention centers across Austria

→ prevention centers and schools

Fin!

Thanks!

plus
plus



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Questions?