Overview

'PROTEGO, family training in educational skills for drug prevention'

Quality level

Quality level : 2

Executive summary

"PROTEGO', family training in educational skills for drug prevention' is a selective family prevention programme developed by PDS 'P.D.S. – Promoció i Desenvoluapment Social / Promoción y Desarrollo Social'. It consists of eight 2-hour sessions for groups of 12-15 parents of 9-13 year old children and adolescents. PROTEGO is a selective family training program in educational skills for drug prevention. PROTEGO is a specific program aimed at parents of adolescents at risk to abuse drugs. By developing and enhancing parenting skills, the program focuses on addressing risk factors and family protection, since, through the educational activities, parents can influence decreasing other risk factors. PROTEGO is a relatively long and intensive program and applied in small groups of parents from families characterised by the cumulative presence of risk factors. The program takes place over the course of 8 sessions in which we work directly with families in a neutral space. The purpose of the work is to provide direct educational skills to such families for better development of family relationships. Target group Families (parents) with adolescent children (9-13 year olds) with risk in parents or children and a history of behaviour or school problems which did not require therapeutic intervention. PROTEGO is based on the socio-ecological model of drug prevention and health promotion, that focuses on personal and environmental factors as targets for prevention interventions. According to this model, appropriate interventions in the family environment will produce changes in children. PROTEGO has been widely used since it was first developed and implemented by PDS on 2001, and has been adapted to be implemented in different social and cultural environments. There is a Romanian translation and adaptation of PROTEGO, a Latin American adaptation of the program that was developed as a component of an URB-AL project (R1-P3-98) and used in the municipalities involved in the project: Buenos Aires (Argentina), Medellin (Colombia), Montevideo (Uruguay) and Santo André (Brasil) and a specifically version for Bolivia.

Type of intervention	prevention
Sub-area	selective
Setting	family
Type of approach	family/first childhood,community involvement (bottom up)
Target group (universal)	family/parents
Age group	
Target group (specific)	family/parents
Annual coverage	
Substances addressed	tobacco,cannabis,opiates,alcohol,ecstasy,cocaine and derivatives,amphetamines,methamphetamines,inhalants/solvents
Evaluation type	evaluation of intervention planning (needs assessment),outcome evaluation (how far are the specific objectives achieved),process evaluation (how far are the operational objectives achieved)
Country	Spain
Start date	2001
End date	Not applicable

Overall objective

Modifying the exposure to family risk and protective factors for drug abuse among high risk children and adolescents by improving parenting skills (communication, limits, norms, monitoring), strengthening family ties and clarifying family position in relation to drug use.

Abstract

PROTEGO is a specific program aimed at parents of adolescents at risk to abuse drugs. By developing and enhancing parenting skills, the program focuses on addressing family risk and protective factors, since, through the educational activities, parents can influence decreasing other risk factors. PROTEGO is a relatively long and intensive program and applied in small groups of parents from families characterised by the presence of cumulative risk factors. The program takes place over the course of 8 sessions in which we work directly with families in a neutral space. The purpose of the work is to provide direct educational skills such families for better development of family relationships.

Context and theory

Initial situation

Evaluation of different family prevention programs shows that it is possible to teach parents to modify and improve their educational and family management skills, so as to reduce risk factors and increase their children's exposure to protective factors. Among the intervention models that have been scientifically evaluated, parental skills training is the one with greatest empirical value in terms of effectiveness. These interventions are geared to learning and improving skills such as parent-child communication, monitoring, setting limits and rules, etc. Several evaluation studies indicate that such programs can provide significant benefits to children and adolescents with social adjustment difficulties, and also to their parents (family climate improvement, increased self-efficacy, etc.). Moreover, the positive effects seem to generalise to other settings, such as school, and last over time. Unlike universal prevention programs, selective programs are addressed to populations exposed to a greater number of risk factors for drug abuse as adolescents who fail in school or the children of people who abuse drugs. Selective prevention programs may use more resources, and have a less than universal coverage, but as they target users with increased risk of problems of drug abuse, offer large potential benefits. In Europe, few prevention programs offer substance abuse interventions designed and validated based on scientific criteria. In the case of selective prevention programs, this lack of scientifically based programs is even greater.

Basic assumptions/theory

PROTEGO is based on the socio ecological model of drug prevention and health promotion. Based on the work of McLeroy, Bibeau, Steckler, & Glanz (1988), the socio-ecological model focuses on personal and environmental factors as targets for prevention interventions, which are directed at changing interpersonal, organisational, community and public health factors which support and maintain unhealthy behaviours such as substance use. According to the model, appropriate interventions in the family environment will produce changes in children. The socio ecological model is the basis for evidence based family prevention programs such as Adolescent Transitions Program (ATP) (Dishion & Kavanagh, 2000), and Triple P-Positive Parenting Program (Turner et al, 1998), among others.

Objectives and indicators

Process evaluation

Operational objectives

Promote participants' adherence and satisfaction. The operational objectives are the outputs or products of the intervention, for instance training sessions held, manuals published and distributed, teachers trained, schools involved, peers recruited, but also the demands for repetition of the intervention and the degree of acceptance. These are technical, intermediate aims in order to achieve the changes in the target group you have previously defined as specific objectives.

Process indicators

Number of participants in each session

Participants' satisfaction (based on self-reports)

Pre-experimental: single group pre-post intervention

Instruments used

Type of quantitative instrument

Type of evaluation carried out

Evaluation design

evaluation of intervention planning (needs assessment),outcome evaluation (how far are the specific objectives achieved),process evaluation (how far are the operational objectives achieved)

Specific objectives and outcome indicators

Specific objective 1

Increase family communication with children, and improving its quality

Outcome indicator 1

Changes in family communications (based on standardised self-reports of participants and their children)

Specific objective 2

Improve family relationships and reduce family conflict by anger identification and control

Outcome indicator 2

Changes in family relationships (based on standardised self-reports of participants and their children)

Specific objective 3

Setting family norms and limits

Outcome indicator 3

Changes in family norms related with drug use (based on standardised self-reports of participants and their children)

Instruments used

Type of quantitative instrument

Name of instrument (modified standardised instrument)

CBQ – Conflict Behaviour Questionnaire (Prinz, Foster, Kent, & O'Leary, 1979)

Type of qualitative instrument

Action

Each group session begins by welcoming participants. Then, group conductors give a short review of the previous session and introduce the objectives of the present one. Contents are developed by alternating explanations, group discussion, and role-playing. Home tasks are suggested at the end of each session, and participants receive written information. All sessions include a combination of skill training strategies such as group discussion, role playing, behaviour modelling and practice. PROTEGO is a selective multi-component family prevention program that promotes skill training, modification of attitudes and information dissemination. The program is based on a social ecological model of drug abuse, and develops over eight sessions. PROTEGO is usually administered to groups consisting of 12-15 parents of teenagers, and is most frequently delivered in social service centres, schools, primary health care centres, and community programs for drug prevention. Program materials include a manual with information about the intervention, orientations for administrators, and evaluation questionnaires for parents and children. Materials also include suggested slides for presentations, and written information to be given to participants at the end of each session. PROTEGO groups are usually conducted by a trained professional, who shall present information to parents, guide skill training exercises, moderate group discussions, and clarify possible doubts. A second professional may play an assisting role giving support for group discussion and role modelling and other skill training activities. The contents of sessions are distributed in accordance with the following table: Session Title Contents 1st Defining goals for behavioural change — Introduction of program participants. Family functions. Objectives of education, Defining objectives for behaviour change 2nd Communication skills — Do we talk enough with our children? How to promote family communication? Communication skills. How to make constructive criticism. 3rd Reducing conflicts and improving family relationships — Origin and importance of family conflict Our behaviour affects others' communicative habits and family relationships. Anger and anger control. 4th Setting norms and limits — Why are norms and limits necessary. Educational styles and norm internalising, How to establish and communicate norms and limits. Reinforcing norms. 5th Supervision, sanctions and family bonding — Improving supervision. Guidelines to use sensibly sanctions and rewards. Good relationships are helpful to implement norms. Sharing, deciding and doing things together 6th Family position on tobacco, alcohol and other drugs — Communicating family norms about sensitive topics, Family norms on tobacco, alcohol and other drugs. Talking about drugs with children. Information and attitudes in family conversations about drugs. 7th Problem solving — Problem solving and parenting. Anger and precipitation do not help. Other important things to take into account about behaviour change. Facing problem behaviour. 8th Follow up — Review of the application in real life. Final evaluation, Close PROTEGO was entirely developed by PDS, which has participated in all program translations and adaptations. Currently, PDS is commissioned by various administrations to deliver PROTEGO, and provides technical support, training and supervision to other organisations that have adopted the program in Spain and in other countries.

Results

Process evaluation

Results

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References

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http://www.cicad.oas.org/fortalecimiento_institucional/savia/PDF/fichasmejorespracticas/FormularioBuenas%20Practicas%20La%20Paz.pdf •
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http://www.bermejo.com.bo/protego-trabajara-para-la-prevencion-de-drogas

Contact

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Additional information

Number of staff involved	Single group administration of PROTEGO involves 1-2 group conductors.
Status/profession of staff involved	Psychologists or other professionals training and experienced on behaviour modification and drug prevention.
Type of evaluator	Internal evaluator
Name of external institution(s)	
Full reference to evaluation report	

Budget

Annual budget	Annual budget is not available
Sources of funding	National government,Regional authorities,European commission,Local authorities
Percentage from each source	National government=23.44%%,Regional authorities=16.73%%,European commission=31.70%%,Local authorities=28.13%%

Additional remarks

PROTEGO manual: Catalan version: http://www.pdsweb.org/wp-content/uploads/Protego_catala.pdf Spanish version for Spain:
http://www.pdsweb.org/?p=853‹=es http://www.pnsd.msc.es/Categoria2/publica/pdf/Protego.pdf Spanish version adapted for Latin
America: http://www.pdsweb.org/?p=1019 http://centrourbal.com/sicat2/documentos/87_20083281357_R10P20-05A-dt5-spa.pdf