

# Monitoring the adherence to drug preventive curricula in schools. Examples from the EU-DAP trial

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The



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# Process monitoring in school prevention trials

- **Purposes: interpretation, dissemination**
- **Measures: fidelity, quality, emerging problems**
- **Characteristics: multilevel**
- **Tendence to report in literature: three models**

# The



# trial

**Centres –  
management  
units**

**ITA1** **ITA2** **ITA3** **AU** **BE** **GE** **GR** **SP** **SW**

Oct 02



**Schools – units  
of randomization**

**143 schools**

May 04

**Classes-  
intervention  
units**

**Basic  
55**      **Parents  
57**      **Peers  
61**      **Control  
172**

Oct 04-  
May 05



**Children- units  
of assessment**

**N=1190**      **N=1164**      **N=1193**      **N=3532**

Sept-Oct 04  
(baseline)

# Principles of process monitoring in



- **Eco-ergonomy**
- **Fidelity and critical issues**
- **Cultural adaptation**



# Report system

- **Structured forms**
  - **Units (12)**
  - **Peers (7)**
  - **Parents (3)**
  - **Additional/alternative programs (2)**
  
- **Mail, fax, e-mail**
  
- **Reminders**

**Report on "Unplugged" base program- UNIT 1**

CENTER \_\_\_\_\_

SCHOOL \_\_\_\_\_

STUDY CODE \_\_\_\_\_

CLASS \_\_\_\_\_

STUDY CODE \_\_\_\_\_

Responsible teacher (name) \_\_\_\_\_

Remember: you must fill a form for each unit you carry on. Tick the box corresponding to the unit you are now reporting on.

Unit 1: Opening "Unplugged" Date    dd mm yy  
          □□ □□ □□

**His unit was carried on in approximately:** □□ hours □□ minutes

**Number of students participating in this unit:** □□ □□

**The following activities were performed:** please, tick the boxes corresponding to the activities actually carried out during this particular unit. Please report the reasons for skipping any activity among the free commentaries.

Activity	Activity code
<input type="checkbox"/> Opening	1A
<input type="checkbox"/> Set up rules/sanctions	1B
<input type="checkbox"/> Closure: assignment of tasks for unit 2	1C

**Your subjective rating on the work with this unit:**

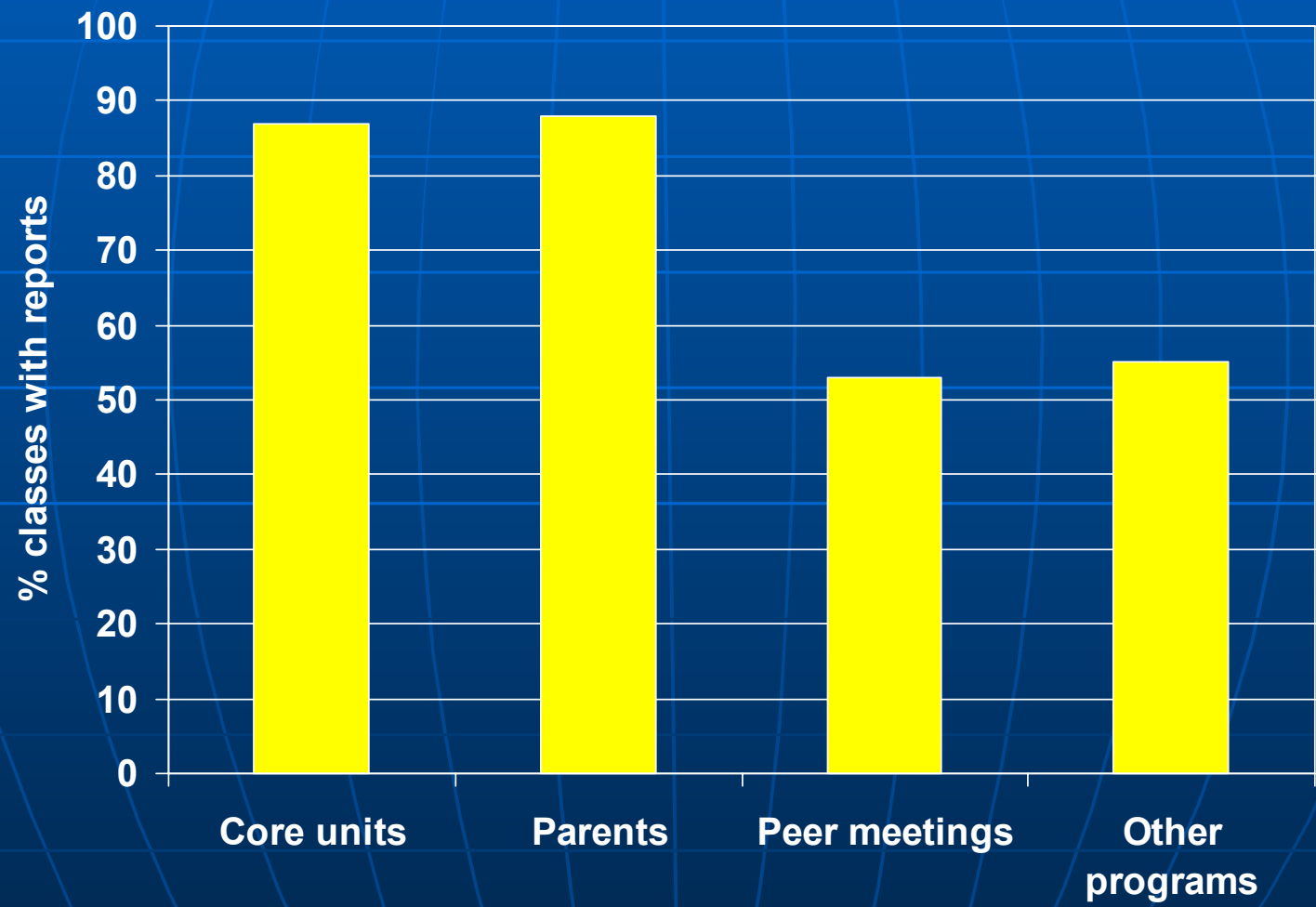
	None/ Not at all	Moderate/ Moderately	High/ Fairly	Very high/ Very much
Students' interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interactivity level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How comfortable the teacher felt teaching this unit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Compliance with the system



# report

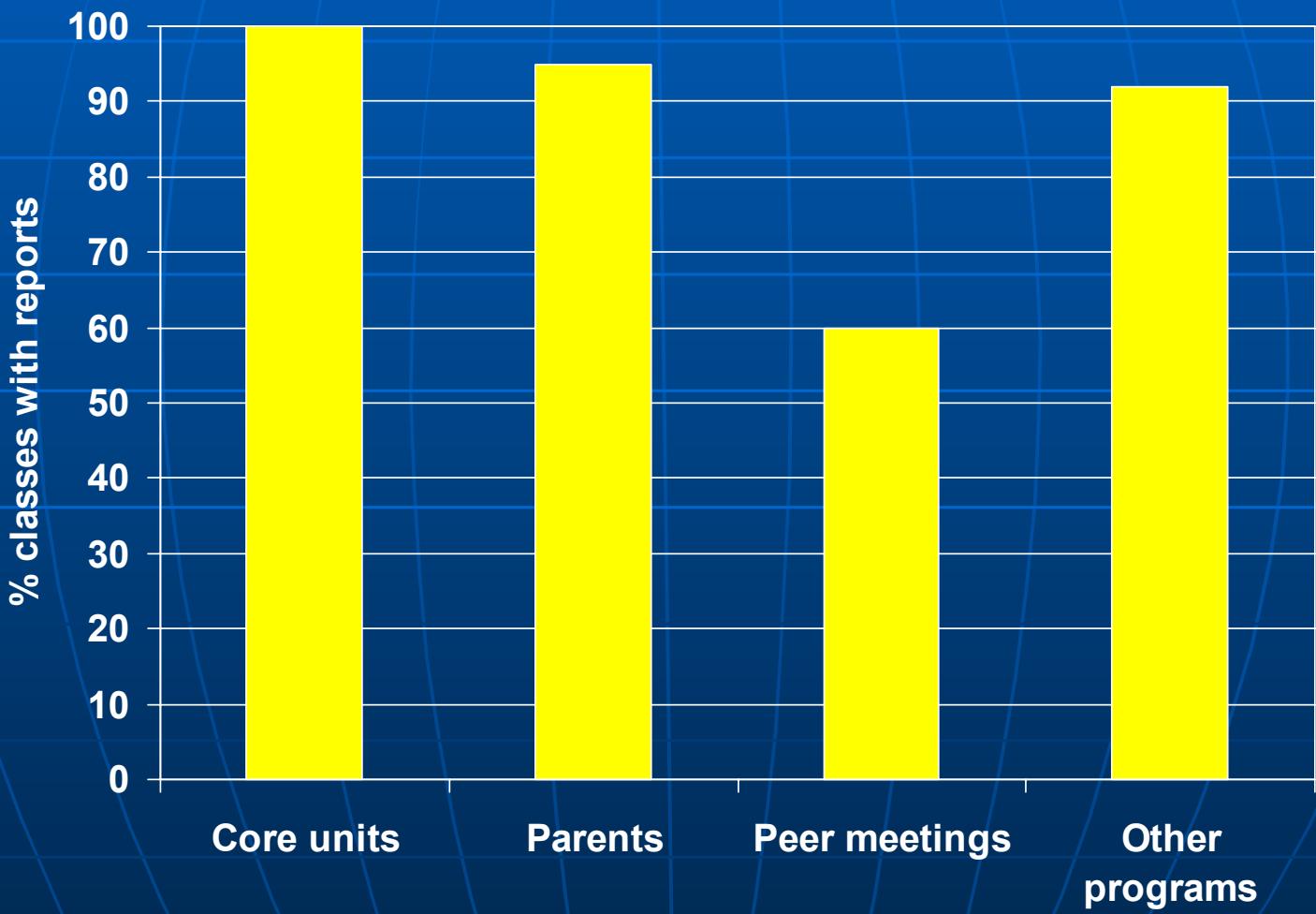
(interim data Feb 05, 8 centres)



# Compliance with the system (Oct 05, 6 centres)



# report



# Degree of implementation



## Core Units

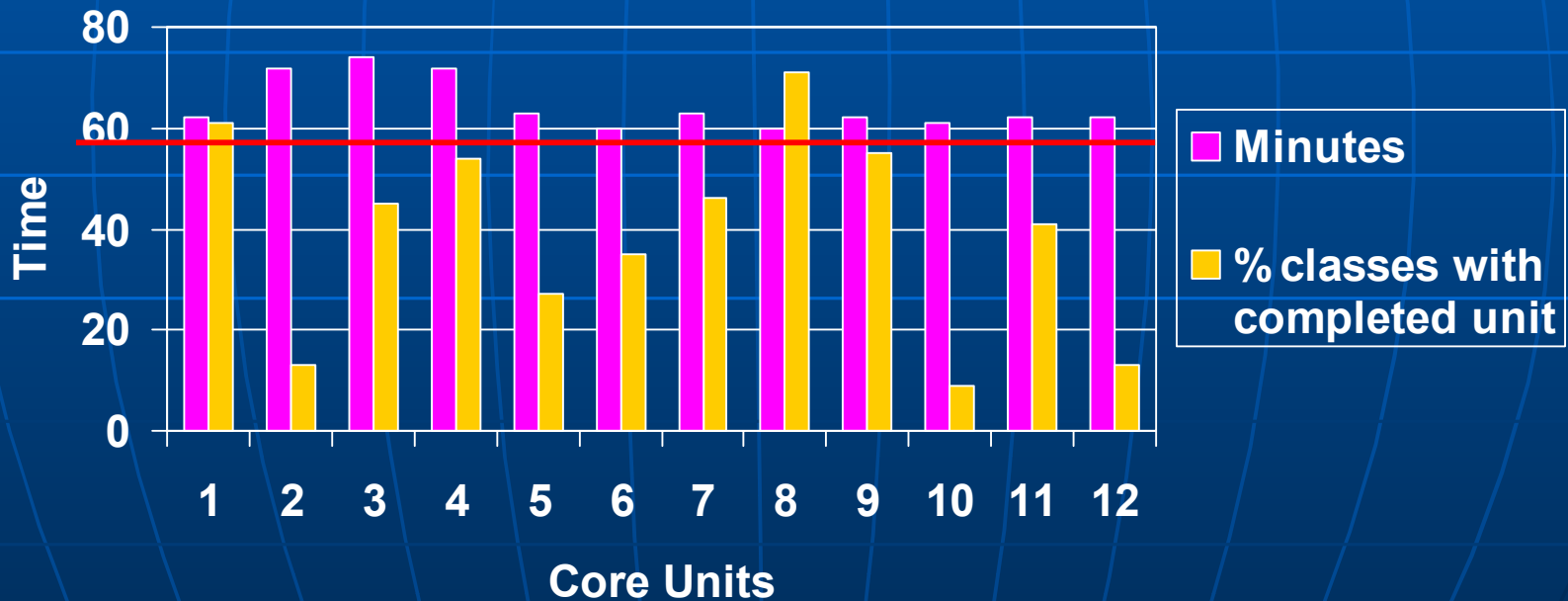
(interim data Feb 05, 7 centres)



# Conduction time of core units



Average time per program core unit in 6 centres  
(Oct 05)



## **Complementary components: peers' and parents' involvement**

- **Peers: low degree of report (all centres but 2) and implementation (all centres but 2)**
- **Parents: low participation rates (<20%) in 4 out of 7 reporting centres**

# Conclusions I

- **Reporting system feasible and informative**
- **Reporting attitude influenced by application**
- **Clarity, timing and accessibility for delivery important**
- **Large variations between centres**

# Conclusions II

## ■ Program critical points

- Base curriculum: length of units, cultural adaptation
- Peers: clarity of tasks
- Parents: strategies of involvement

## ■ Suggestions

- Incorporate monitoring data in analysis of effects