

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:

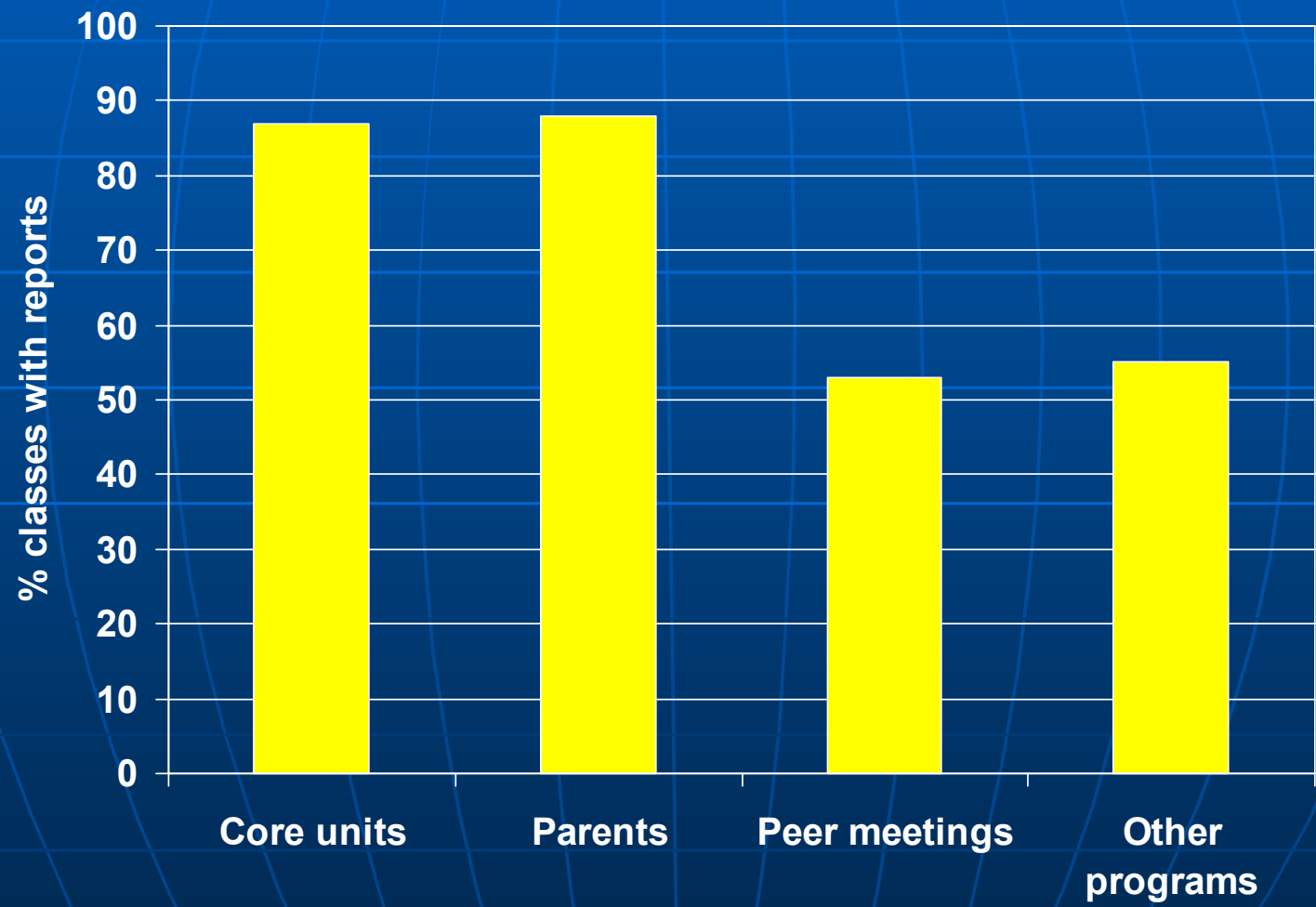
	None/ Not at all	Moderate/ Moderately	High/ Fairly	Very high/ Very much
Students' interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interactivity level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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

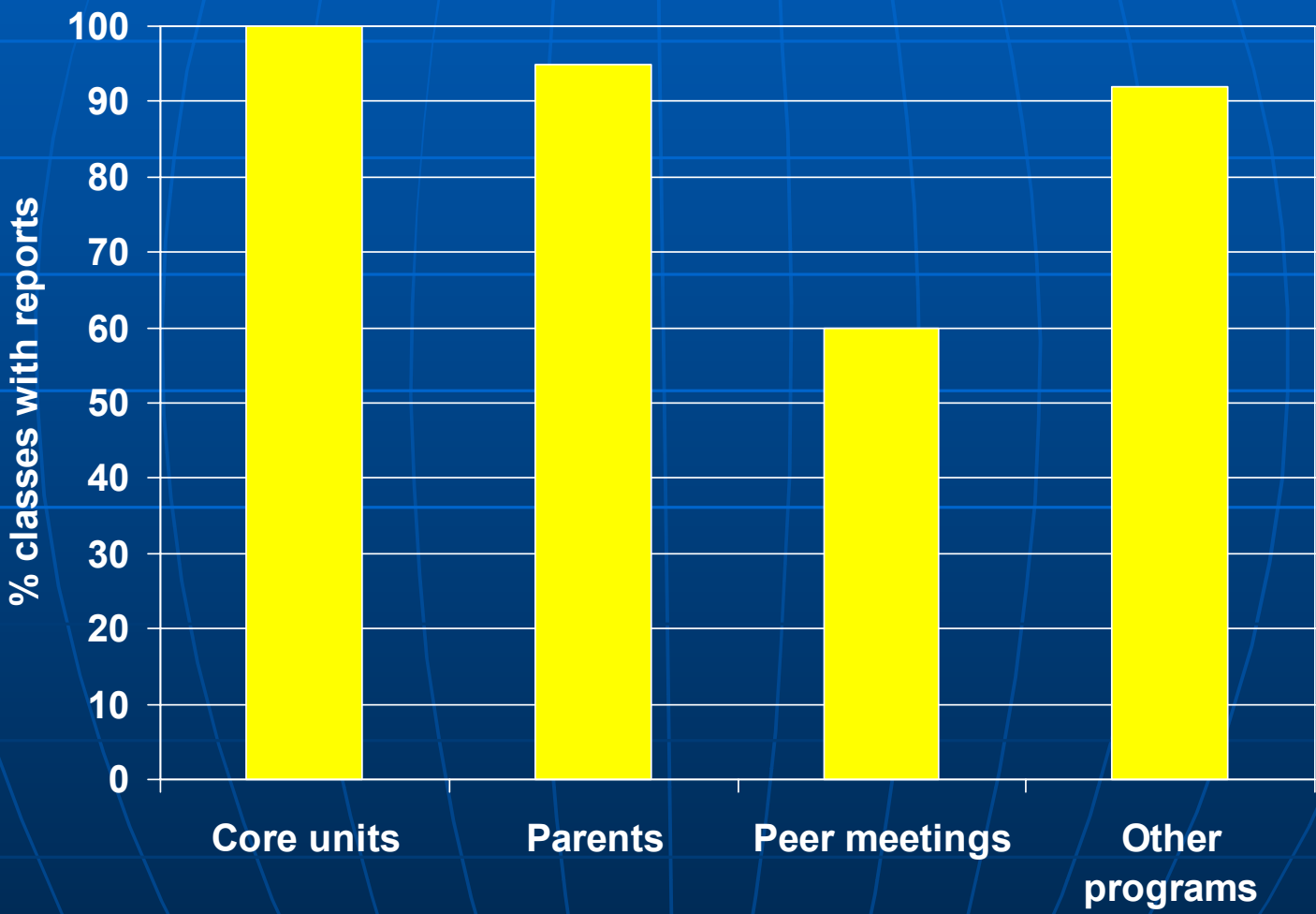
(interim data Feb 05, 8 centres)



Compliance with the system (Oct 05, 6 centres)



report



Degree of implementation



Core Units

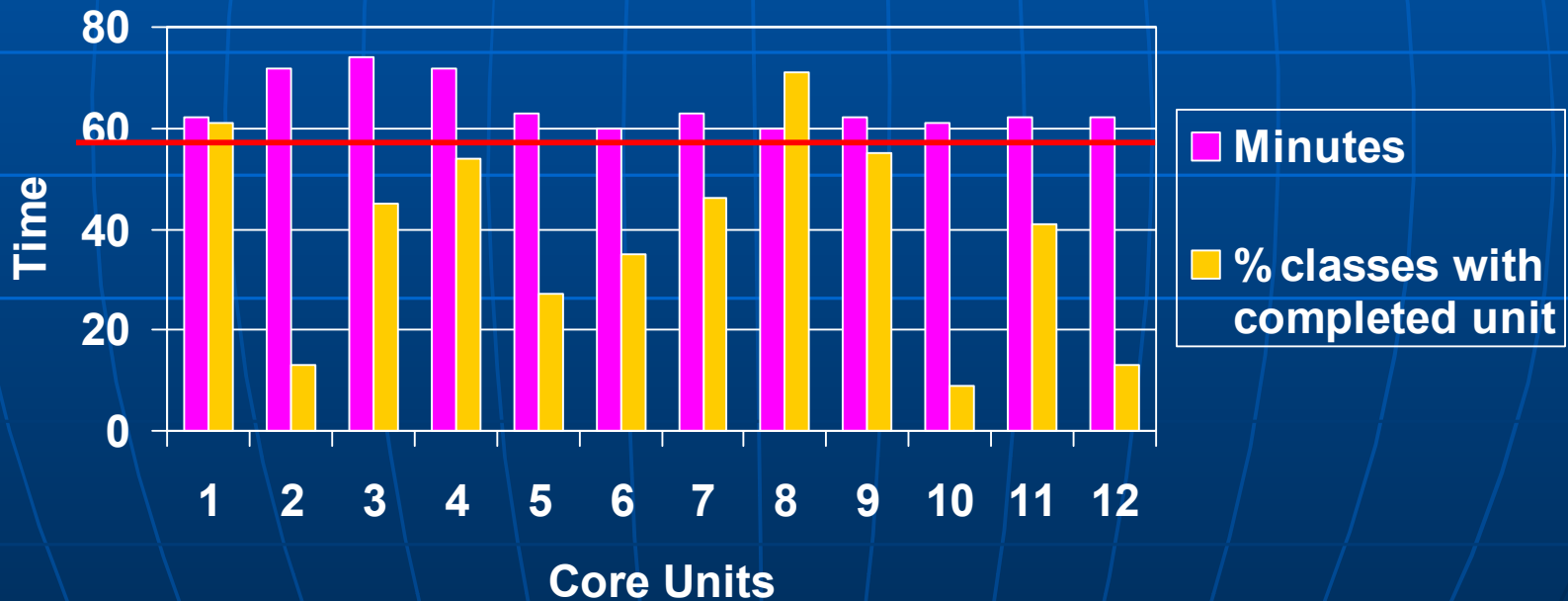
(interim data Feb 05, 7 centres)



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