1. Project ID

1.1. Additional Information

1.1.1 Project ID
2-2012

1.1.2 META

1.1.3 METAREVIEW

1.1.4 METAREVIEW

1.1.5 META

1.1.6 META

2. Executive summary

2.1. Executive summary

2.1.1 Executive Summary
"PROTEGO', family training in educational skills for drug prevention' is a selective family prevention pr

2.1.2 Brief Summary
'PROTEGO, family training in educational skills for drug prevention' was developed by PDS taking into

3. Identification

3.1. Identification

3.1.1 Name of the intervention
PROTEGO, family training in educational skills for drug prevention

3.1.2 Starting date of the intervention (Format: dd/mm/yyyy).
   2001

3.1.3 Ending date of the intervention (Format: dd/mm/yyyy).
   Not applicable

3.2 Type of organisation

3.2.1 Type of organization responsible for operating the project
   Non-governX
   Government organisation
   International organisation
   Private
   Other

3.2.2 Responsible organisation
   ‘P.D.S. – Promoció i Desenvolupament Social (P.D.S. - Promoción y Desarrollo Social)’

3.2.3 Name of the responsible organisation
   Antoni Duran Vinyeta

3.2.4 Address of the responsible organisation
   Provença street 79, ground flour 3.

3.2.5 Postal code of the responsible organisation
   8029

3.2.6 City of the responsible organisation
   Barcelona

3.2.7 Email of the responsible organisation
   aduran@pdsweb.org

3.2.8 Country of responsible organisation
   Spain

3.3 Contact

3.3.1 Name of contact person(s)
   Jaume Larriba Montull

3.3.2 Email(s) of contact person(s)
   jlarriba@pdsweb.org

3.3.3 Phone number(s) of contact person(s)
   + 34 93 430 71 70

3.3.4 Fax number(s) of contact person(s)
   + 34 93 439 07 73
3.3.5 URL of contact person(s)
www.pdsweb.org

3.4. Additional organisations

3.4.1 Name of additional organisations involved (if applicable)

4. Background and objectives

4.1. Background & objectives

4.1.1 Type of intervention
Prevention X
Treatment
Social reintegration
Harm reduction
Interventions in the criminal justice system
Other (please specify below)

4.1.2 Describe other type of intervention

Please choose corresponding to the type of intervention you ticked above the sub-areas below

4.1.3 Prevention sub-areas
Environmental Strategy
Universal
Selective X
Indicated
Other (please specify below)

4.1.4 Describe other sub-area for prevention

4.1.5 Treatment sub-areas
Drug free treatment
Pharmacologically assisted treatment
Withdrawal treatment
Other (please specify below)

4.1.6 Describe other sub-area for treatment

4.1.7 Social reintegration sub-areas
Education
Employment
Housing
Other (please specify below)

4.1.8 Describe other sub-area for social reintegration
4.1.9 Harm reduction sub-areas
Reduction of overdoses
Prevention of infectious diseases (e.g Needle Syringe Programmes)
Drug consumption rooms
Other (please specify below)

4.1.10 Describe other sub-area for harm reduction

4.1.11 Interventions in the criminal justice system sub-areas
Assistance to drug users in prison
Alternatives to prison
Other (please specify below)

4.1.12 Describe other sub-area for interventions in the criminal justice system

4.1.13 Other. Describe sub-area for any other type of intervention

4.1.14 Type of approaches (if applicable)
Offenders (criminal justice system)
Ethnic
Family/first X
Gender
Telephone help-line
Mass media campaign
Peer
Community X
Training for professionals
Networking
Self help
Other (please specify below)

4.1.15 Describe any other type of approach

4.1.16 Needs assessment /initial situation. What is the problem that is being addressed? Describe
Evaluation of different family prevention programs shows that it is possible to teach parents to modify

4.1.17 Overall objective (impact evaluation). What is the main purpose of the intervention? How
Modifying the exposure to family risk and protective factors for drug abuse among high risk children or
Please specify the specific objectives which should always relate to changes in the target group

4.1.18 Specific objective 1 (outcome evaluation)
Increase family communication with children, and improving its quality

4.1.19 Specific objective 2 (outcome evaluation)
Improve family relationships and reduce family conflict by anger identification and control
4.1.20 Specific objective 3 (outcome evaluation)
Setting family norms and limits

4.1.21 Operational objectives (process evaluation). The operational objectives are the outputs.
Promote participants' adherence and satisfaction. The operational objectives are the outputs or pro

4.1.22 Basic assumptions/theory Is there an explicit theory explaining your intervention and pr
PROTEGO is based on the socio ecological model of drug prevention and health promotion. Based on

5. Main characteristics

5.1. Main characteristics

5.1.1 Target group (Universal) Please indicate the final target group of the intervention
General population
Children/young people
Adults
Family/Par X
Other (please specify below)

5.1.2 Please describe age group for Children/Young people (Min/Max)

5.1.3 Describe any other target group (universal)

5.1.4 Target group (Specific). Please indicate the target group in relation to drug use
Non-drug X
Experimen X
Drug users
Drug addicts
Problem drug users
Former drug users
Other (please specify below)

5.1.5 Describe any other target group (specific)

5.1.6 Staff. How many people are involved in the intervention? Please specify, if possible, acco
Single group administration of PROTEGO involves 1-2 group conductors.

5.1.7 Staff. What is the status (profession) of staff working on the intervention e.g. psychologis
Psychologists or other professionals training and experienced on behaviour modification and drug pre

5.1.8 Coverage. How many people in each target group (universal) are reached by this interventi

5.1.9 Coverage. How many people in each target group (specific) are reached by this intervention

5.1.10 Substances addressed by the intervention:
Alcohol X
Tobacco X
Cannabis X
Cocaine ar X
Opiates X
Amphetam X
Ecstasy X
Methamphetamine X
Inhalants/s X
Other (please specify below)

5.1.11 Describe any other substance addressed by the intervention

5.1.12 Main substance addressed by the intervention:
Alcohol
Tobacco
Cannabis
Cocaine and derivatives
Opiates
Amphetamines
Ecstasy
Methamphetamines
Inhalants/solvents
Other (please specify below)

5.1.13 Describe any other main substance addressed by the intervention
The program is not focused on a single substance

5.1.14 Setting of prevention intervention
School
Community (including i.e. user scene)
Party scene
Family X
Workplace

5.1.15 Setting of treatment intervention
Inpatient
Outpatient
GP

5.1.16 Setting of social reintegration intervention
Residential
Community

5.1.17 Setting of harm reduction intervention
Low threshold service
Needle/syringe provision
Outreach/drug scene

5.1.18 Setting of interventions in the criminal justice system intervention
5.1.19 Describe the setting of the intervention (if necessary)

5.1.20 Any other setting of intervention
Yes
No
No Information

5.1.21 Other. Describe any other setting of any other type of intervention

5.1.22 Action. Describe the main activities of the intervention and the type of service that is offered
Each group session begins by welcoming participants. Then, group conductors give a short review of

6. Evaluation

6.1. Evaluation

6.1.1 Evaluation status
Evaluation X
Evaluation is currently running
Evaluation is carried out repeatedly

6.1.2 Please indicate the month and year when the most recent evaluation was carried out (corrected to 2012)

6.1.3 Type of evaluation
Evaluation X
Process evaluation
Outcome evaluation
Impact evaluation (how far is the general objective achieved)
Other (please specify below)

6.1.4 Describe other type of evaluation

Evaluation indicators. What indicators are used in order to monitor changes relating to the objectives

6.1.5 Outcome indicator 1 (relating to the specific objectives)
Changes in family communications (based on standardised self-reports of participants and their children)

6.1.6 Outcome indicator 2 (relating to the specific objectives)
Changes in family relationships (based on standardised self-reports of participants and their children)

6.1.7 Outcome indicator 3 (relating to the specific objectives)
Changes in family norms related with drug use (based on standardised self-reports of participants and

6.1.8 Process indicator 1
Number of participants in each session
6.1.9 Process indicator 2
Participants’ satisfaction (based on self-reports)

6.1.10 Process indicator 3
Pre-experimental: single group pre-post intervention

Evaluation design: Outcome evaluation

6.1.11 Evaluation design:
Follow-up assessment
Pre-post design
Pre-post design AND comparison group - quasi-experimental
Pre-post design AND comparison group AND randomisation - RCT
Other (please specify below)

6.1.12 Describe other type of evaluation design

6.1.13 Quantitative data collection instruments, tools and measures used:
Recognised (standard) instruments
Modified standard instrument
Program

6.1.14 Specify name of instrument(s) if you used a standardised instrument(s) for outcome evaluation

6.1.15 Specify name of instrument(s) if you used a modified standard instrument for outcome evaluation
CBQ – Conflict Behaviour Questionnaire (Prinz, Foster, Kent, & O'Leary, 1979)

6.1.16 Please specify type of any qualitative data collection instruments (specify which type of evaluation)

6.1.17 Quantitative data collection instruments, tools and measures used in process evaluation:
Recognised (standard) instruments
Modified standard instrument used (e.g. a recognised standard instrument was used but modified according to the study)
Program

6.1.18 Specify name of instrument(s) if you used a standardised instrument(s) for process evaluation

6.1.19 Specify name of instrument(s) if you used a modified standard instrument for process evaluation

6.1.20 Qualitative data collection instruments. Please specify type of any qualitative data collection

6.1.21 Type of Evaluator and references
Internal evaluator
External evaluator
Both internal and external
6.1.22 Please specify the name of the external institution/s:

6.1.23 Give full reference for the evaluation report (when available):

7. Evaluation results

7.1. Results of evaluation

Present the results, to date, according to the specific and operational objectives

7.1.1 Results of outcome evaluation 1
Outcome evaluation in process

7.1.2 Results of outcome evaluation 2

7.1.3 Results of outcome evaluation 3

7.1.4 Results of process evaluation

8. Budget

8.1. Budget

8.1.1 Annual budget
Up to 100 000
Over 100 000 to 500 000
Over 500 000
Annual bud X

8.1.2 Specify total budget:

8.1.3 Sources of funding
Local auth X
Internation X
Regional a X
Community authorities
National gc X
European commission
Non-goven X
Private funds
Other

8.1.4 Percentage of funding from each source

<table>
<thead>
<tr>
<th>Source of funding</th>
<th>% of funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local auth</td>
<td>28.13%</td>
</tr>
</tbody>
</table>
9. Abstract

9.1. Abstract

9.1.1 Give a short summary of the intervention.
PROTEGO is a specific program aimed at parents of adolescents at risk to abuse drugs. By developin

10. Output

10.1. Outputs

10.1.1 List any interesting references, links, and literature relating to the intervention.

11. Additional remarks

11.1. Special remarks

11.1.1 Use this space to add explanatory notes and highlight any specific features of the progr

Report Comments:

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rogramme developed by PDS 'P.D.S. – Promoció i Desenvolupament Social / Promoción y Desarrollo S

account published evidence on family preventi
that apply
ibe the situation before the intervention was implemented in order to clarify why it is needed. Fo
and improve their educational and family management skills, so as to reduce risk factors and increase t

r will it modify or change the stated problem

and adolescents by improving parenting skills (communication, limits, norms, monitoring), strengthening f
ps. The specific objectives do not necessarily have to relate to drug use but each of them, if acl
or products of the intervention, for instance training sessions held, manuals published and dis-

tributed, teaching its expected results running through your programme? If so can you identify and de-
scribe the work of McLeroy, Bibeau, Steckler, & Glanz (1988), the socio-ecological model focuses on person-

ding to full-time staff, part-time staff and voluntary st-

t, nurse etc
ent

tion on an annual bas-

don on an annual basis
kindly keep in mind that the description of the activities is of high relevance for the previous session and introduce the objectives of the present one. Contents are developed by altern

responding to the option you chose above (Evaluation status) (Format: mmyy)

activities

their children
data collection method was used e.g. semi-structured interviews, focus-groups, observation) us-


:orlding to programme specific nee

:ation

:ation instruments (specify which type of data collection method was used e.g. semi-structured ir
g and enhancing parenting skills, the program focuses on addressing family risk and protective factors.
Social. It consists of eight 2-hour sessions for groups of 12-15 parents of 9-13 year old children and adi
For example, information on the population, socio-economic and demographic data. This can inclu
d their children’s exposure to protective factors. Among the intervention models that have been scientifi
c family ties and clarifying family position in relation to drug use, should lead plausibly to fulfilment of the general objec
tive.
tributed, teachers trained, schools involved, peers recruited, but also the demands for repetition.

ibe this theory? This theory will need to have a basis in the scientific literature such as medical
al and environmental factors as targets for prevention interventions, which are directed at changing inti
or the better understanding of the prc
rating explanations, group discussion, and role-playing. Home tasks are suggested at the end of each s
nterviews, focus-groups, observation) u
since, through the educational activities, parents can influence decreasing other risk factors.

PROTEGO is a selective family training program in educational skills for drug preventi

olescents.
lute data sources, social perceptions and public discus
ally evaluated, parental skills training is the one with greatest empirical value in terms of effectiveness.
of the intervention and the degree of acceptance. These are technical, intermediate aims in order to achieve the changes in psychological, sociological etc. Alternatively: Is your intervention based on an implicit set of personal, organisational, community and public health factors which support and maintain unhealthy
session, and participants receive written information. All sessions include a combination of skill tri
OTEGO is a relatively long and intensive program and applied in small groups of parents from families.
PROTEGO is a specific program aimed at parents of adolescents at risk to abuse drugs. By
These interventions are geared to learning and improving skills such as parent-child communication, m
In order to achieve the changes in the target group you have previously defined as specific objectives, what assumptions regarding how your intervention will work and what results it may provide? If so choose your target group carefully, considering behaviours such as substance use. According to the model, appropriate interventions in the family env
Training strategies such as group discussion, role playing, behaviour modelling and practice.
characterised by the presence of cumulative risk factors. The program takes place over the cou

C3%B3n-Bolivia.pdf • http://noticiaskolpingtarija.blogspot.com.es/2012/08/programa-de-prevencion

5-spa.pdf
developing and enhancing parenting skills, the program focuses on addressing risk factors and family ρ
monitoring, setting limits and rules, etc. Several evaluation studies indicate that such programs can p
an you identify and describe these assumptions? Such assumptions may be developed through
ironment will produce changes in children. The socio ecological model is the basis for evidence bas
TEGO is a selective multi-component family prevention program that promotes skill training, modificatio
rse of 8 sessions in which we work directly with families in a neutral space. The purpose of the work is
protection, since, through the educational activities, parents can influence decreasing other risk factors.
provide significant benefits to children and adolescents with social adjustment difficulties, and also to the
community learning or other grounded theory:
ased family prevention programs such as Adolescent Transitions Program (ATP) (Dishion & Kavanagh,
n of attitudes and information dissemination. The program is based on a social ecological model of dru
to provide direct educational skills such families for better development of family re
PROTEGO is a relatively long and intensive program and applied in small groups of parents from
ir parents (family climate improvement, increased self-efficacy, etc.). Moreover, the positive effects see
2000), and Triple P-Positive Parenting Program (Turner et al, 1998),
ug abuse, and develops over eight sessions. PROTEGO is usually administered to groups consis
www.bermejo.com.bo/protego-trabajara-para-la-prevencion-
m families characterised by the cumulative presence of risk factors. The program takes place ov
em to generalise to other settings, such as school, and last over time. Unlike universal prevention.
ting of 12-15 parents of teenagers, and is most frequently delivered in social service centres, schools,
er the course of 8 sessions in which we work directly with families in a neutral space. The purp
programs, selective programs are addressed to populations expos
primary health care centres, and community programs for drug prevention.

Program materials