ABSTRACT
The prevalence of consumption of legal substances increases during adolescence. Prevention of behaviors related to misuse (i.e., early entry age and high rate of acceleration of consumption rates) is possible through the promotion of generic Life-Skills combined with substance-specific skills and knowledge (Fig. 1). Against this background, the program IPSY was developed, implemented and successfully evaluated.

THE PROGRAM IPSY (Information + Psychosocial Competence = Protection)
• Basis training developed for grade 5 students (15 units) with two booster sessions in grade 6 (7 units), and 7 (7 units); implemented in schools
• Interactive, resource-oriented teaching methods (role play, discussions etc.)
• Combination of different prevention strategies

AIMS
• Replication of pilot-test results on a large-scale sample
• Implementation and evaluation of the program within different school types
• Analysis of long-term effects of the program
• Investigation of mediators of effectiveness in depth
• Cross-cultural evaluation of the program

FUTURE PLANS
Currently, the main evaluation study is about to be finished. Furthermore, an intensive study with qualitative longitudinal analysis of peer interactions for investigating proximal processes mediating the effects of the program on substance use is underway. Finally, the IPSY teaching manual will be published and the program will be integrated in the Thuringian school curriculum.

PROGRAM EVALUATION
Pilot Study
First implementation of the program, comparison of effects of the program IPSY implemented by different facilitators (teacher vs. older peers) with control group (N=105); Positive program effects when implemented by teachers.

Large-scale Evaluation
Implementation of the program over 3 years in 40 schools of Thuringia; 4 waves of data collection (T1: N=1800); Questionnaires for students and teachers in college-bound and lower track schools; Quasi-experimental design with control group.

• High acceptance of the program in students and teachers; Teachers profit from facilitator workshops and the manual regarding their teaching methods.
• IPSY-students increase in their resistance skills, knowledge about assertiveness, and school bonding; They delay onset in drinking and keep a high distance to smoking and drinking; Even those who already drink reduced their consumption rates after the program; Furthermore, IPSY-students who already drink alcohol are less likely to have experiences with binge drinking at T4.

• Positive program effects were independent from school type, gender, initial level of substance use as well as initial level of delinquency. Change in school bonding following program participation turned out to be a partial mediator of most program effects on substance use.

IPSY for adolescents with special needs (e.g. ADHD, learning disabilities)
Implementation of the program in 11 special schools (N=226); High acceptance of the program and high implementation quality; Marginal effects on substance use and skills for several groups of students with special diagnoses.

IPSY in Italy – Cross-cultural Evaluation
Implementation of the program in Italian schools; Cooperation with the University of Torino (N=181); Positive program effects on skills and substance use similar to the German results.

Project team: Karina Weichold, Rainer K. Silbereisen, Victoria Wenzel, Juliette Toth
(Research group "Theory-based Evaluation of Programs targeting Promotion of Positive Behaviours and Prevention of Adaptation Problems")

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