

## Intervention Program Logic Model

**Priorities:**

Empower self-identified adolescent marijuana users with knowledge and skills to support reducing their use.

INPUTS	OUTPUTS		OUTCOMES		
	Activities	Participants	Short-term	Medium-term	Long-term
<ul style="list-style-type: none"> <li>• Provision of developmentally appropriate curricula with up-to-date, accurate information that utilizes relevant behavior change theories and SEL components</li> <li>• Provision of materials and workbooks to schools</li> <li>• Teacher facilitation of curricula lessons</li> <li>• Staff training and ongoing development to support instruction of curricula</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitators educate youth on marijuana while modeling, teaching, and providing opportunities to promote prosocial skills and discourse on this subject.</li> <li>• Sequential curriculum with each lesson building on previous lessons to promote knowledge gains and skills for behavior change</li> <li>• Curriculum content focuses on effects of marijuana on developing brain and body, peer marijuana use and social norms, prosocial skill development including stress reduction strategies, trigger identification, and refusal skills</li> <li>• Interactive journal activities with mindfulness prompts, motivational interviewing, and knowledge reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>• Grades 8-12</li> <li>• Upper MS and High School</li> <li>• Targeted to youth who self-identify as marijuana users with a desire to reduce or discontinue their use</li> </ul>	<ul style="list-style-type: none"> <li>• Students positively and actively engage in and take ownership of their learning.</li> <li>• Increased awareness of the physical, mental, developmental, and cognitive impacts of adolescent marijuana use</li> <li>• Participants identify a school staff member who is a resource for accurate marijuana information and support for reduced marijuana use</li> <li>• Increased awareness of triggers and patterns of behavior that contribute to their marijuana use</li> <li>• Improved ability to manage and express emotions about their marijuana use</li> </ul>	<ul style="list-style-type: none"> <li>• Increased recognition of the risks associated with adolescent marijuana use on the developing brain and body through identifying ways marijuana is harmful to youth’s brain and body</li> <li>• Students gain a more accurate view of marijuana use and acceptance among peers</li> <li>• Participants adapt patterns of behavior that avoid high-risk situations that expose them to marijuana.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased understanding of the impact marijuana use has on their brain, body, and behaviors</li> <li>• Reduced dependence on marijuana for stress reduction and social involvement</li> <li>• Reduced use of marijuana</li> </ul>

THEORETICAL BASES	EXTERNAL FACTORS
1. Motivational Enhancement Theory 2. Cognitive Behavioral Theory 3. Social Norms Theory 4. Transtheoretical Model 5. Behavior-Image Model 6. Mindfulness/stress management practices 7. Social and Emotional Learning	1. Living in a state with legalized marijuana 2. Parents' or other family members' views/habits around recreational marijuana 3. Support system for changing marijuana habits 4. Desire to change marijuana habits at baseline