

# ÁGORA

PREVENCIÓN

Miércoles 29 de noviembre de 2023

## Buenas Prácticas en prevención de adicciones

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MINISTERIO  
DE SANIDAD

SECRETARÍA DE ESTADO  
DE SANIDAD

DELEGACIÓN DEL GOBIERNO  
PARA EL PLAN NACIONAL SOBRE DROGAS

# Eficacia de una intervención basada en estrategias de Pensamiento Prosocial para disminuir el consumo de drogas en jóvenes: Programa R&R

**La adolescencia es una etapa vital: cambios biológicos, psicológicos y sociales**



**Patrones de comportamiento para la vida adulta**

**Hábitos de vida saludables**



**Razonamiento**

**Toma de  
decisiones**

**Autocontrol**

**Pensamiento  
crítico**

**Resolución de  
problemas**

**Empatía**

**Habilidades  
sociales**

# Factores de Riesgo

**Abandono Escolar**

**Comportamientos violentos**

**Consumo de drogas**

# Consumo de drogas como predictor...



- Pobre desempeño académico

- Deterioro de vínculos sociales

- Problemas sociales, emocionales

- Menores oportunidades progreso



# Necesidad de intervenciones eficaces en la adolescencia

- Rechazar el consumo de sustancias

- Fomentar habilidades sociales y personales







# Eficacia del Programa R&R



Article

## Effectiveness of the Reasoning and Rehabilitation V2 Programme for Improving Personal and Social Skills in Spanish Adolescent Students

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**Abstract:** Significant progress has been made in developing intervention programmes for adolescents at high risk of delinquency, school failure and emotional problems. The most effective programmes incorporate behavioural and skills training aimed at changing attitudes and promoting psychosocial and emotional skills in adolescents. This study examined the effectiveness of a school-based intervention programme based on the Reasoning and Rehabilitation V2 (R&R2). R&R2 is a cognitive behavioural programme developed using psychological theories about the aetiology of delinquency,



Article

## Effects of a School-Based Intervention for Preventing Substance Use among Adolescents at Risk of Academic Failure: A Pilot Study of the Reasoning and Rehabilitation V2 Program

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**Abstract:** Tobacco, alcohol and cannabis use are important health problems that contribute greatly to causes of death in worldwide. Early onset of substance use increases rapidly during adolescence and it has been associated with a wide range of adverse events. Because substance use is associated with dramatic consequences, delaying the initiation of substance use among adolescents remains a major public priority. This study examined the effectiveness of a school-based intervention program based on the application of the Reasoning and Rehabilitation V2 (R&R2) program for preventing substance use among adolescents at risk of academic failure. A sample of 142 participants (aged 13–17 years old) who were studying alternative education provision in Spain were randomly allocated to two conditions (68 experimental group, 74 control group). A pre-test survey assessing past and current substance use was conducted prior to the implementation of the program, while a post-test survey was conducted about 12 months after the pre-test. The results showed a significant effect of the R&R program in the reduction of cigarette smoking, episodes of drunkenness, alcohol consumption and

## OBJETIVOS

- Utilidad del programa R&R para mejorar las habilidades sociales, personales y emocionales de jóvenes vulnerables al fracaso escolar.

- Efecto del programa en la disminución del consumo de alcohol, tabaco y cannabis en jóvenes vulnerables al fracaso escolar.

# Diseño experimental

- Diseño experimental en lista de espera.
- Participantes: N= 142 de 13 a 17 años de 8 centros educativos FPB.
- Criterios de inclusión: Formación Profesional Básica (FPB), Asistencia regular a clase (80%), lectoescritura.
- Asignación aleatoria: GE (N=36) vs GC (N=33). Pérdida 51.4%
- El GE recibió el programa R&R. El programa consistía en 12 sesiones de 2 horas distribuidas en 6 meses y debían asistir al menos al 80% de las sesiones del programa.

# Eficacia del Programa R&R

## Variables sociodemográficas

- Edad, sexo, nacionalidad, nivel educativo completado, nivel socioeconómico, antecedentes de absentismo escolar, ansiedad, depresión y estrés.

## Variables sociales personales y emocionales

- Cuestionario de autoestima global, Rosenberg Self-Esteem Scale.
- Escala de ansiedad, depresión y estrés (DASS-21).
- Escala de Habilidades Sociales (EHS)
- Interpersonal Reactivity Index (IRI). Evaluación de la empatía.
- Inventario de Resolución de Problemas Sociales Revisado.

# Eficacia del Programa R&R

## Variables relacionadas con el abuso de sustancias

- Encuesta Estatal sobre el uso de Drogas (**ESTUDES, 2018**).
  - Consumo de tabaco diario, a los 30 días y a los 6 meses.
  - Consumo de alcohol diario, a los 30 días y a los 6 meses.
  - Consumo de cannabis a los 6 meses.

# Resultados

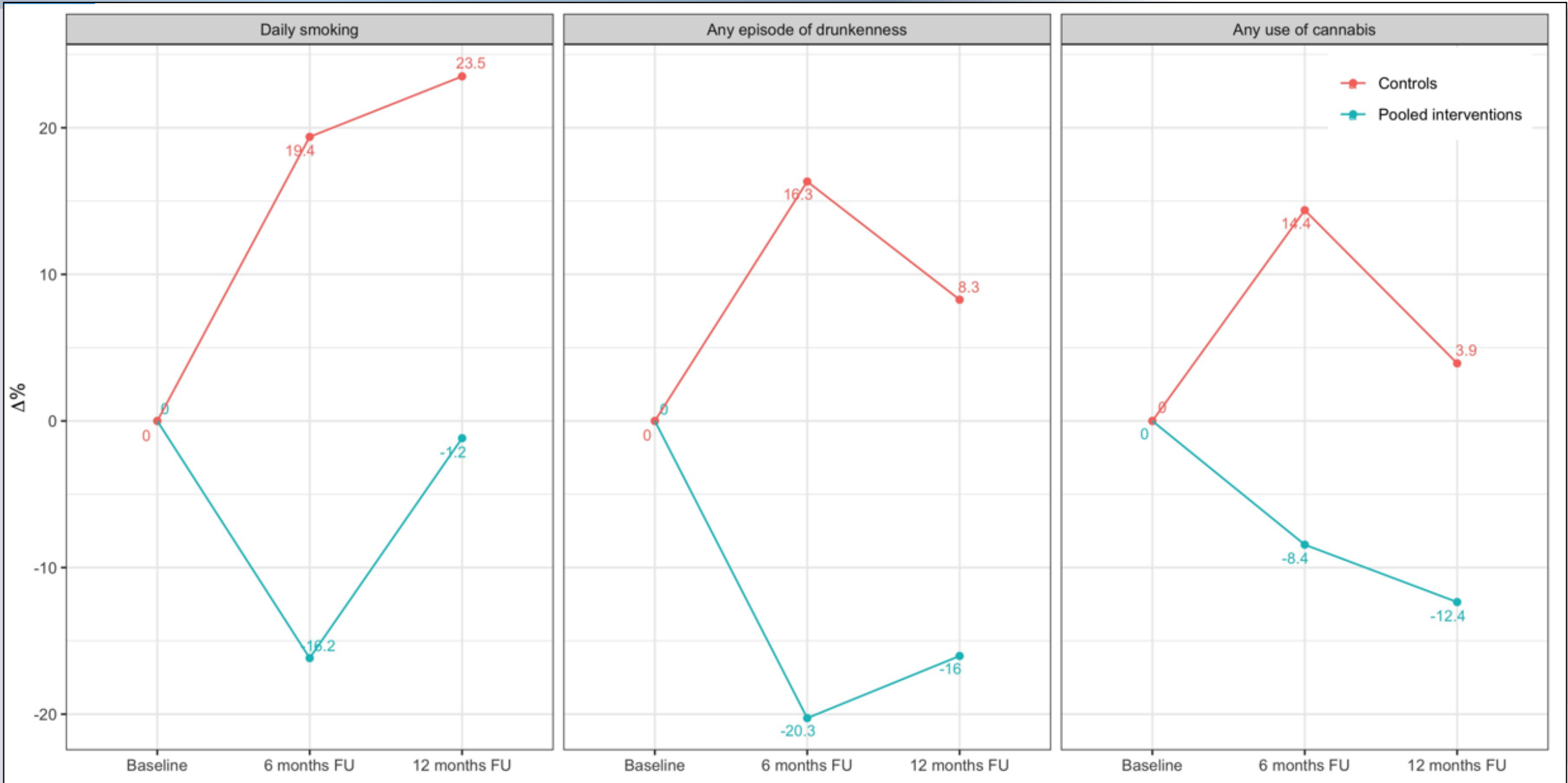
	Control Group		Pool Intervention		$\chi^2$	<i>p</i>
	Men <i>n</i> (%)	Women <i>n</i> (%)	Men <i>n</i> (%)	Women <i>n</i> (%)		
Sex	48 (64.9)	26 (35.1)	52 (76.5)	16 (23.5)	2.29	0.130
Nationality	Spanish <i>n</i> (%)	Other <i>n</i> (%)	Spanish <i>n</i> (%)	Other <i>n</i> (%)	$\chi^2$	<i>p</i>
	62 (83.8)	12 (16.2)	58 (85.3)	10 (14.7)	0.06	0.804
Age *	Yes <i>n</i> (%)	No <i>n</i> (%)	Yes <i>n</i> (%)	No <i>n</i> (%)	$\chi^2$	<i>p</i>
	Mean (SD) 15.93 (0.60)	Mean (SD) 16.15 (0.63)	Mean (SD) 12.29 (15.75)	Mean (SD) 12.29 (15.75)	<i>t</i>	<i>p</i>
Economic resources	3.39 (4.54)	3.69 (4.19)	3.39 (4.54)	3.69 (4.19)	-2.07	0.040
Anxiety	4.13 (5.16)	3.98 (4.37)	4.13 (5.16)	3.98 (4.37)	1.83	0.066
Depression	3.80 (4.09)	4.22 (4.69)	3.80 (4.09)	4.22 (4.69)	-0.33	0.739
Stress					0.15	0.879
					-0.45	0.654

Note: \*  $p < 0.05$ .

# Resultados

Outcome	Group	Pre-Training		Post-Training		Follow-Up		Group Effect		
		Mean	SD	Mean	SD	Mean	SD	F	Direction	$\eta^2$
<b>RSE—Self esteem</b>	Training	23.98	6.11	30.58	5.28	28.28	5.61	16.60 ***	Training > control	0.19
	Control	24.31	5.21	21.50	7.68	21.75	6.41			
<b>EHS—Social Skills</b>	Training	15.53	5.39	25.18	4.26	21.45	4.84	24.27 ***	Training > control	0.26
	Control	16.53	5.51	15.56	5.90	16.72	6.33			
Self-expression	Training	10.38	3.54	14.88	3.54	13.83	2.09	16.36 ***	Training > control	0.19
	Control	10.13	3.92	10.13	3.49	10.75	3.85			
Defence of rights	Training	7.38	2.37	11.45	2.28	9.25	2.82	13.46 ***	Training > control	0.17
	Control	8.19	2.15	7.47	3.12	8.16	3.66			
Disagreement	Training	11.45	3.76	18.40	2.46	14.68	3.79	26.15 ***	Training > control	0.28
	Control	12.06	4.48	11.03	4.66	11.75	4.71			
Assertiveness	Training	9.98	4.04	14.83	2.89	14.10	2.06	13.08 ***	Training > control	0.16
	Control	9.63	3.77	10.31	3.91	11.78	4.14			
Making requests	Training	10.35	3.93	15.03	2.46	14.70	2.80	13.16 ***	Training > control	0.16
	Control	8.97	3.27	9.88	3.86	11.53	4.46			
<b>IRI—Empathy</b>	Training	15.05	4.69	19.33	4.29	15.53	4.18	10.77 ***	Training > control	0.14
	Control	15.22	4.01	14.25	3.96	12.81	3.47			
Perspectives of others	Training	12.05	4.52	16.50	4.77	14.53	5.00	6.46 **	Training > control	0.09
	Control	13.00	3.62	12.88	4.35	11.50	3.23			
Fantasy	Training	13.53	4.47	17.10	4.03	16.08	5.52	6.39 **	Training > control	0.09
	Control	13.97	3.69	13.31	3.61	12.84	3.66			
Empathic concern	Training	12.33	3.69	15.53	3.74	14.65	5.02	5.72 **	Training > control	0.08
	Control	13.41	4.07	12.69	3.44	11.84	3.07			
Personal discomfort	Training	14.32	5.81	11.65	4.38	13.18	5.47			
	Control									
<b>SPSI-R—Problem-Solving</b>	Training	9.48	5.58	11.53	4.41	10.78	6.18	3.83	No difference	0.05
	Control	8.59	5.17	6.34	5.46	7.78	5.41			
Positive orientation	Training	6.60	5.04	6.15	4.63	4.68	3.19	2.31	No difference	0.03
	Control	6.72	4.90	5.16	5.46	5.84	4.53			
Negative orientation	Training	7.43	5.12	11.93	4.41	11.63	5.35	14.69 **	Training > control	0.18
	Control	7.56	5.17	6.31	5.79	7.00	4.50			
Rational solution	Training	6.68	4.17	5.78	3.83	4.63	3.06	1.72	No difference	0.03
	Control	6.13	4.15	5.09	4.88	5.53	3.77			
Impulsive style	Training	5.65	3.73	5.90	3.76	5.60	3.39	0.16	No difference	0.00
	Control	6.97	4.74	5.44	5.19	5.19	4.19			
Avoidance style	Training									
	Control									

# Resultados



Prevención



# Hallazgos significativos

- Confirma la Efectividad del programa R&R.
- El desarrollo de habilidades sociales como la autoestima, asertividad, autocontrol, empatía y resolución de conflictos actúan como factores protectores promotores de salud y promueven actitudes más positivas que conducen al rechazo de las drogas.
- Necesidad de refuerzo mantenido en el tiempo de las intervenciones siguiendo los principios SMART.





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# Gracias

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