

Texas Tobacco Prevention Pilot Initiative: Processes and Effects

To provide insight into the prevention effects that were observed in the Texas Tobacco Prevention Pilot Initiative, additional analyses were conducted to confirm the processes through which the media and school-community campaigns are assumed to yield their impact on tobacco use. The results of these analyses are summarized here.

The first analyses examined the relationship between experimental group and exposure to media campaigns and school-community programs. In areas where no media campaigns were provided 14% (N=1108) of 6th graders reported daily exposure to “DUCK” TV advertising. The corresponding rates were 56% (N=3255) and 65% (N=1230) in the low and high level campaign groups. This difference is highly significant (chi square = 1329, df=1, p<0.001). In areas where no school-community programs were delivered 34% (N=2230) of 6th graders reported that they had received programs at school in which they practiced skills for refusing to use tobacco. In the areas where school-community programs were delivered 58% (N=3131) reported receiving such programs. This shows that the experimental design was effective in creating differences in exposure to media and school programs.

The next set of analyses examined the relationship between exposure to media and school programs and risk factors for tobacco use. Belief that smoking makes a young person look “cool” was identified as one major risk factor and both the media and school programs were designed to dispel that belief. The relationship between that belief and exposure to the “DUCK” TV (none, some or daily) and to school-based refusal skill training (yes or no) was examined in an analysis of variance. TV exposure and school program exposure were both significantly associated with a lower likelihood of believing that smoking makes a young person look cool (TV exposure F=4.9, df=2/5189, p<0.01; school program F=4.8, df=1/5189, p<0.03). For “DUCK” TV the effect was strongest among those who reported daily exposure to the campaign.

The ability to resist peer pressure to use tobacco was also identified as a major factor influencing risk of tobacco use. The “DUCK” TV campaign included statements from students who refuse to use tobacco and the school-based programs included role plays in which students practiced resisting peer pressure. The relationship between resistance ability and “DUCK” TV exposure was not statistically significant, but reported exposure to school-based refusal skill training was associated with greater reported ability to resist peer pressure (F=3.8, df=1/5129, p<0.03). This shows that behavioral practice in school increases resistance to peer pressure for tobacco use.

Further analyses examined the relationship between “DUCK” TV and school program exposure and risk of cigarette smoking, which was measured with three questions in which students indicated their intentions regarding future tobacco use. The results are presented in the figure. Both “DUCK” TV and school program exposure are associated with lower risk of smoking, with the lowest risk level among those who report daily TV exposure and participation in school-based refusal skills training (TV exposure F=15.1, df=2/5116, p<0.001; school program F=19.3, df=1/5116, p<0.001).

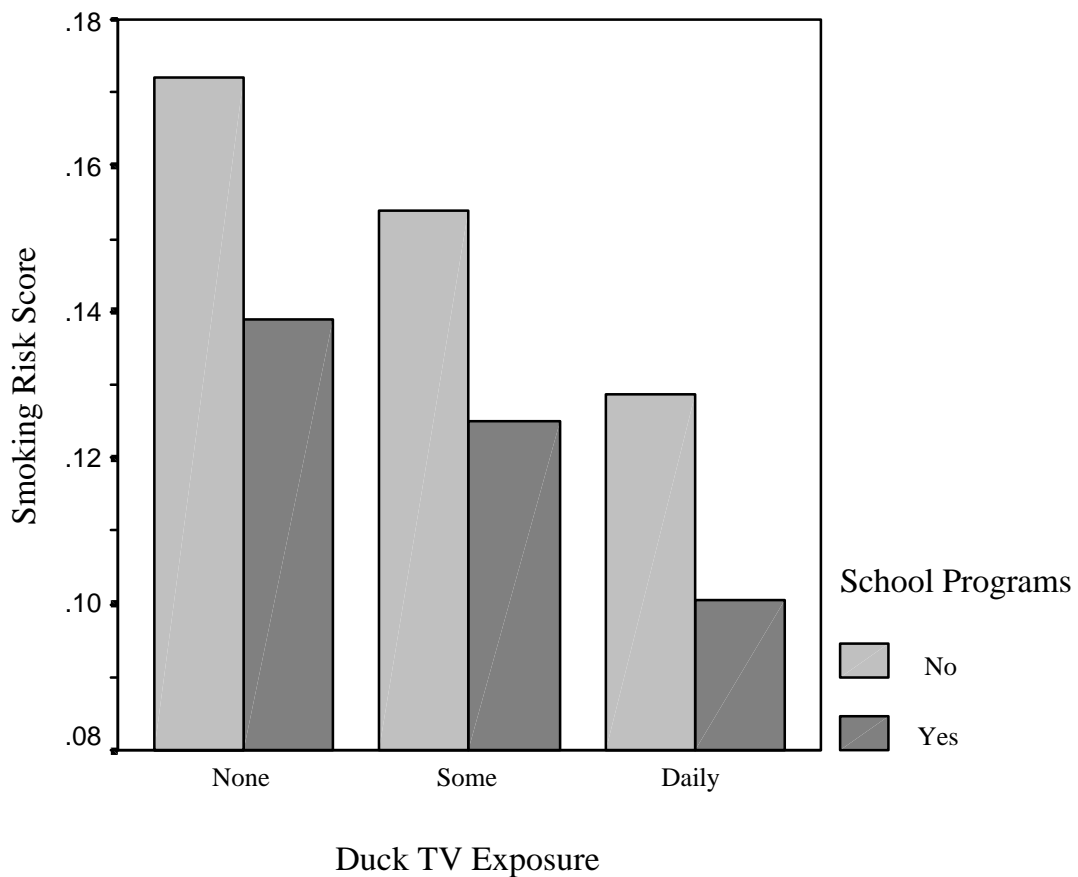
These findings greatly strengthen the inferences that may be drawn about prevention effects in the Texas Tobacco Prevention Pilot Initiative. Previous analyses have shown that the greatest reductions in tobacco use were in areas where school-community and high level media campaigns were combined. The analyses reported here show the processes through which those reductions were achieved.

Texas Tobacco Prevention Pilot Initiative

PROCESSES YIELDING PREVENTION EFFECTS

TV Campaign and School Program Exposure

Decrease 6th Grade Students' Risk of Tobacco Use



Smoking Risk Score: Range 0-100, based on answers to 3 questions about future tobacco use.
“Duck” TV Exposure: Reported frequency of exposure to television advertisement.
School Programs: Students report participation involve practice of tobacco refusal skills.

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