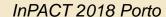
THE FACTORS ASSOCIATED WITH THE CHANGE IN SMOKING STATUS AMONG SLOVAK SCHOOLCHILDREN

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Introduction

- Why is this research topic important in reference to Slovak schoolchildren
- The Unplugged (EU-DAP/European Drug Addiction Prevention Project) is a school-based social influence intervention program which has been widely implemented in Europe with positive evaluations of its effectiveness (Miovsky, Novak, Stastna et al., 2012)
- The Slovak adaptation of the Unplugged intervention program



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Introduction

at the pre-test smoking

- boys
- normative beliefs
- availability of cigarettes, and
- parental knowledge

at the post-test

(three months after the Unplugged had been implemented)

an increase in the number of smokers

normative beliefs.

Orosova, Berinsterova, Bacikova et al., 2015

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Introduction

at the post-test

(three months after the Unplugged had been implemented)

...were not found to be related to an increase in the number of smokers

- risk perception concerning smoking
- mother/father smoking
- perceived parental approval

Orosova, Berinsterova, Bacikova et al., 2015



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Objectives

- to explore the incidence of risk factors associated with the rate of smoking take up among Slovak schoolchildren
- to test the effect of the European school-based social influence based intervention program "Unplugged" on this rate among schoolchildren at the follow-up tests.

Sample and study design

A cluster randomized controlled trial

Data collection:

- immediately before the program implementation (T1)
- immediately after the program implementation (T2)
- at three months (T3)
- at 12 months (T4)
- at 18 months after the program implementation (T5)

1295 participating schoolchildren (M=11.52; 46.8% boys)

- 30 schools = the experimental group (n=641)
- 30 served = the control group (n=654)





Sample and study design

- The school-based drug use prevention program *Unplugged* targets students 12–14 years of age
- 12 lessons, which were carried out once per week during the school year 2013/2014 (September – December)
- *Unplugged* was delivered via lectures by teachers



Method

Tobacco cigarettes smoking.

The schoolchildren who reported smoking on at least one occasion during the past 30 days were identified as smokers at every follow-up.

Availability of cigarettes

"How difficult do you think it would be for you to get cigarettes if you wanted?"

5-point scale: from 1 – Impossible to 5 Very easy

Descriptive normative beliefs

"According to your estimation, how many of your friends smoke tobacco cigarettes?"

• 5 point scale from 1 – Nobody to 5 – Everybody



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Method

Parental knowledge regarding children's behaviour

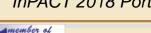
"Do your parents know where you spend Saturday nights".

4-point scale from 1-Know always to 4 – Usually don't know

Self-control

the short version of the original Self-control scale developed by Tangney et al. (2004) was employed (Finkenauer, Engels, Baumeister, 2005)

- 11 items (Cronbach alpha=0.73)
- "I am lazy, I have a hard time breaking bad habits, I wish I had more self-discipline" is an example of items in the Selfcontrol scale.
- Response categories ranged from 1-Not at all to 5-Very much.





Method and Statistical analyses

the **Novelty seeking** factor of The Adolescent Resilience Scale was employed (Oshio, Kaneko, Nagamine et al., 2003)

- 7 items (Cronbach alpha= 0.70)
- ,,I seek new challenges" is one example of items
- a rating scale using anchors of 5-Definitely yes and 1-Definitely no

Statistical analyses

Logistic regression models



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Results

At the baseline (T1) 2.4% of schoolchildren were reported to be smokers

When all waves were considered (T1-T5):

- 90.4% of respondents remained as non-smokers
- 7.8% became smokers
- 1.1% stopped smoking and
- 0.8% were smokers throughout



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Results

The predictors of change in smoking status (from being a non-smoker to becoming a smoker)among Slovak schoolchildren

before the program implementation (T1), at 3 months (T3), at 12 months (T4), at 18 months (T5) after the program implementation

- Unplugged
- Gender

• Availability: T3-T4 (OR=1.931***), T3-T5 (OR= 2.279*)

T4-T5 (OR= 2.998*), T1-T5 (OR= 2.866**)

• Normative beliefs: T3-T4 (OR=2.197***), T3-T5 (OR=2.871***)

T4-T5 (OR=2.417*), T1-T5 (OR=2.739***)

- Parental knowledge T1-T3 (OR=2.416***), T4-T5 (OR=1.899*)
- Self-control T3-T5 (OR= 0.902*)
- Novelty seeking

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*p\le 0.05, **p\le 0.01 ***p\le 0.001

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Limitations and Conclusions

- Teachers' perception of the importance of the Unplugged intervention as well as the implementation fidelity (Jurystova, Orosova, Gabrhelik, 2017, Wang, Deveaux, Knowles et al., 2015) may constitute a limitation of this investigation which should be considered
- appropriate fidelity measures (Jurystova, Orosova, Gabrhelik, 2017) which may also improve the understanding of health related behaviour among schoolchildren (Middlestadt, Macy, Geshnizjani, 2014).

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Thank you for your attention!









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