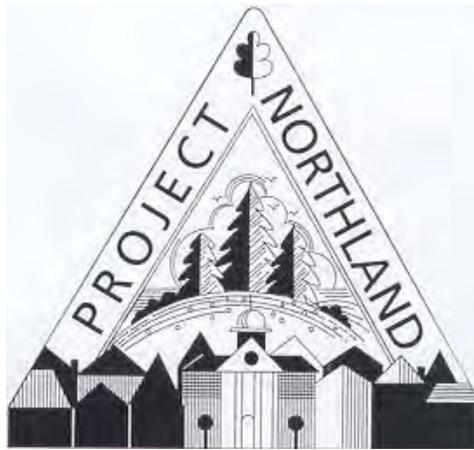


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# Alcohol Prevention Works!



## Project Northland *From* HAZELDEN



**A CSAP Exemplary Program**

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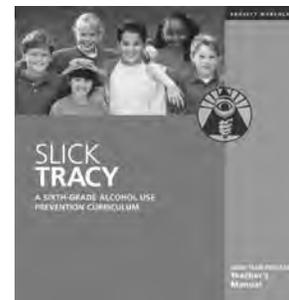


Project Northland is a multi-level (Grades 6–12) parent, school, and community-wide program designed to be alcohol specific, but has proven also to significantly reduce marijuana and tobacco use. The program utilizes peer-led, experiential activity-driven learning strategies to involve students. Parents are enlisted to support a “no use” message, while communities are organized to reduce youth access to alcohol and to promote alcohol free norms for youth.

## Main Project Northland Components

### Slick Tracy (6<sup>th</sup> Grade Curriculum):

- Uses activity/comic books to provide a forum for 6<sup>th</sup> graders and their families to discuss alcohol-related issues.
- Educational activities are conducted during school and at home.
- Curriculum covers five, 20-30 minute peer-led sessions.
- Three additional sessions involve developing and presenting a poster fair on alcohol prevention topics.



### *Session Descriptions*

**Session 1:** Students are introduced to the Slick Tracy program and they play a fun word game to identify alternatives to drinking alcohol. Comic book theme: Myths and facts about alcohol.

**Session 2:** Students learn how advertisers try to influence young people to drink alcohol, and are challenged to design an advertisement for a nonalcoholic drink. Comic book theme: False messages of alcohol advertising.

**Session 3:** Students learn about three kinds of peer pressure and discuss how they would handle a variety of peer pressure scenarios. Comic book theme: Dealing with peer pressure to use alcohol.

**Session 4:** By playing a fun, interactive game, students uncover some of the false messages about what alcohol can do for teens, and they discuss some of the reasons why teens drink alcohol. Comic book theme: Reasons why teens drink and the consequences of use.

**Session 5:** Key concepts from the Slick Tracy program are summarized, and students create time capsules containing their goals for no alcohol use and their futures.

**Session 6-8:** Students develop and present posters on various alcohol prevention topics to parents, other students, and community leaders.





## Slick Tracy—Urban Edition

The *Slick Tracy* program has also been revised for a more urban audience, with changes to the comic book artwork and wording to reflect more ethnic diversity, the addition of urban scenarios to the curriculum, and the addition of a universal Spanish translation to the comic books. This urban edition has been evaluated in several urban Chicago schools with positive results.

## Amazing Alternatives (7<sup>th</sup> Grade Curriculum)

- Focus of the curriculum is on peers and developing positive peer pressure.
- Curriculum includes eight, 45-minute classroom sessions, which can be taught once or twice a week in four to eight consecutive weeks.
- Educational strategies include group discussions (peer-led), games, audiotapes, problem-solving, and role-plays.



### *Session Descriptions*

**Session 1:** Students are introduced, via audiotape, to four teens who are dealing with alcohol issues, and they participate in a peer-led discussion about the changes they are going through now that they are in 7<sup>th</sup> grade.

**Session 2:** Students play an interactive “concentration” game to review basic alcohol facts, listen to an audiotape of the four teens and participate in peer-led brainstorming sessions on the negative consequences of alcohol use. Students also interview adults about alcohol consequences.

**Session 3:** Students discuss the results of their adult interviews, listen to an audiotape of the four teens, and participate in peer-led discussions about the reasons why teens use alcohol and possible ways to address these reasons without using alcohol.

**Session 4:** Students listen to an audiotape about possible ways to say “no” to alcohol, then in their peer-led groups they play a “saying no” game and role-play these techniques using a variety of scenarios.

**Session 5:** Students listen to an audiotape of the four teens and participate in peer-led discussions about how teens can handle drinking situations at a party. Students also look for advertisements to identify messages promoting alcohol use.

**Session 6:** Students listen to an audiotape and participate in peer-led discussions about the negative consequences of drinking. They also rewrite alcohol advertisements to reflect a more truthful message.





**Session 7:** Students listen to an audiotape that talks about how the media influences people. They then discuss the role of alcohol ads in our society, and pretend to be ad agents hired to create ads for a healthy lifestyle.

**Session 8:** Using stickers, students write a variety of alternatives to alcohol use, which are then displayed on a large poster. They also listen to an audiotape discussing summer activities that do not involve alcohol use, and they wrap up the unit by creating a new time capsule with personal goals.

### PowerLines (8<sup>th</sup> Grade Curriculum)

- Focus of the curriculum is on 8<sup>th</sup> grade students and their communities.
- Curriculum includes eight, 45-minute (peer-led) sessions taught once or twice a week for four to eight consecutive weeks.
- Curriculum introduces students to professional and political groups within their communities that influence adolescent alcohol use.



#### *Session Descriptions*

**Session 1:** Students play a fun game to review key concepts from the previous two units, discuss the idea of personal power to make positive choices, and complete a puzzle to learn how a community can influence teen alcohol use.

**Session 2:** Students define the word “community” and play an interactive game to discover ways that different groups within a community influence teen alcohol use. They are also introduced, via a newspaper article, to a situation in which a teen has a drinking and driving accident.

**Session 3:** Students summarize the newspaper article from the last session, listen to more details of the accident via audiotape, and discuss the various perspectives of the people involved in the accident.

**Session 4:** Groups of students are assigned different community roles (parents, teens, police, and school officials). In these peer-led groups, students brainstorm ways to prevent teen drinking, present their ideas to the whole class, and vote on the best solutions.

**Session 5:** Students discuss the outcome of the last session’s vote, how to encourage others to abstain from drinking in the future, and how to avoid riding with someone who has been drinking. Groups of students also begin work on a community project related to alcohol use.

**Session 6:** Groups of students continue working on their community projects.

**Session 7:** Groups of students continue working on their community projects, and they create a new time capsule with “no alcohol use” goals for 8<sup>th</sup> grade.





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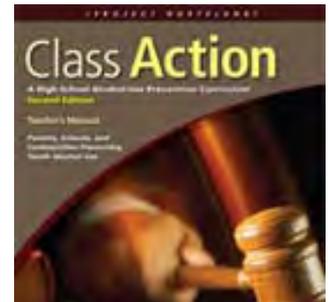
**Session 8:** Students create a “no alcohol use” goals montage and then present their community projects to the class and invited guests.





## Class Action (Grades 9-12 Curriculum)

- Innovative, civil-trial approach challenges high school students to examine real-world consequences of teen alcohol use.
- Teens are divided into six legal teams to prepare and present hypothetical cases in which someone has been harmed as a result of underage drinking.
- Using a casebook along with audio-taped affidavits and depositions, teens build legal cases that they will present to a jury of their peers.



### *Hypothetical Court Cases:*

- Case # 1: Drinking and driving
- Case # 2: Fetal alcohol syndrome
- Case # 3: Drinking and violence
- Case # 4: Date rape
- Case # 5: Drinking and vandalism
- Case # 6: School alcohol policies

## *Supercharged!*

Sharing community-wide strategies used in the *Project Northland* pilot program, *Supercharged!* delivers valuable insight and practical techniques for raising awareness about youth alcohol use, providing alcohol-free activities for youth, and recognizing and supporting healthy youth behaviors.

This action manual for parents and communities contains fun, engaging ideas for keeping youth safe and alcohol-free.

It also includes an activities planner with proven ideas and planning tips for students interested in promoting alcohol-free, fun activities for their peers.





## ***Project Northland* and NIDA Principles of Effectiveness**

*This curriculum . . .*

### **Principle 1: Enhances protective factors and reduces risk factors**

*Project Northland* takes a strength-based approach by focusing on a number of protective factors (resisting peer pressure, finding positive alternatives to alcohol use), and reduces a number of risk factors (negative peer pressure, early alcohol experimentation).

### **Principle 2: Targets all forms of drug abuse**

Although *Project Northland* focuses on preventing early alcohol use, research shows that the program also results in significant reductions in tobacco, marijuana, and other drug use.

### **Principle 3: Teaches social competency and drug resistance skills**

Each *Project Northland* unit addresses the issue of resisting peer pressure through the use of games, role plays, and peer-led discussions.

### **Principle 4: Utilizes interactive versus didactic instruction**

Most of the *Project Northland* sessions involve engaging, interactive instruction utilizing a wide variety of teaching methods, including role plays, peer-led teaching, projects, and the reenactment of civil cases.

### **Principle 5: Includes a family component in all programs**

Although the *Slick Tracy* curriculum has a primary focus on parents and their interaction with their teen, the other units have family components as well, including parent letters, postcards, and parent events.

### **Principle 6: Involves repeated interventions across school years**

*Project Northland* provides a continuum of intervention during the years when most students begin experimentation and use of alcohol and other drugs. Each subsequent unit reinforces the learning in previous units.

### **Principle 7: Is family-focused, including both children and parents**

*Project Northland* emphasizes the importance of teens talking to and problem-solving with their family members in addressing the issue of alcohol use.





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## ***Project Northland* and NIDA Principles of Effectiveness**

***This curriculum . . .***

### **Principle 8: Strengthens norms against drug use**

By using peer-led activities, *Project Northland* encourages students to positively influence the no alcohol use norms in their peer group.

### **Principle 9: Reaches all populations in schools**

*Project Northland* has been designed to be flexible and adaptable to the needs of all students and most learning levels.

### **Principle 10: Adapted to concentrate on specific community problems**

*Project Northland's PowerLines* and *Class Action* curricula specifically address community influences and problems related to teen alcohol use.

### **Principle 11: Is age-specific, developmentally appropriate, and culturally sensitive**

*Project Northland* has been thoroughly researched and tested to be effective and developmentally appropriate with these ages of students. *Project Northland* is currently translated into Spanish and has been used with students in a wide variety of communities around the country.

### **Principle 12: Is cost-effective**

For every dollar spent on *Project Northland*, and estimated \$4 to \$5 are saved in treatment and counseling costs.

### **Principle 13: Includes media campaigns**

*Project Northland* addresses the issue of alcohol advertising during a number of sessions, including activities in which teens develop media campaigns for their school and community. *Supercharged!* also includes ideas for developing media campaigns in a community.

### **Principle 14: Includes the establishment of effective policies**

*Supercharged!* includes a number of resources that can be used to develop effective policies toward teen alcohol use.





## Project Northland Curriculum Scope & Sequence

Topic	<i>Slick Tracy</i> (6 <sup>th</sup> Grade)	<i>Amazing Alternatives</i> (7 <sup>th</sup> Grade)
<b>Students will demonstrate the ability to:</b>		
<b>Facts About Alcohol</b>	<ul style="list-style-type: none"> <li>describe myths about alcohol use</li> <li>know basic facts about alcohol (e.g., alcohol is a depressant)</li> <li>teach parents and other about alcohol use</li> <li>state that children should not drink alcohol</li> </ul>	<ul style="list-style-type: none"> <li>know basic facts about alcohol use</li> <li>know that there are many negative consequences of using alcohol</li> </ul>
<b>Reasons for Alcohol Use</b>	<ul style="list-style-type: none"> <li>identify false reasons why people drink alcohol (e.g., it makes them “cool”; you have more fun)</li> <li>identify reasons why they personally don’t want to use alcohol</li> </ul>	<ul style="list-style-type: none"> <li>identify reasons why a person their age should not use alcohol</li> <li>identify reasons why people their age use alcohol</li> <li>identify ways to meet personal needs without using alcohol</li> <li>choose to positively influence other teens to not use alcohol</li> </ul>
<b>Consequences of Alcohol Use</b>	<ul style="list-style-type: none"> <li>know that alcohol affects your ability to think clearly and make good decisions</li> <li>know that people can die from drinking too much alcohol</li> <li>describe other negative consequences of alcohol use</li> </ul>	<ul style="list-style-type: none"> <li>define the word “consequence”</li> <li>describe a variety of negative consequences of using alcohol (particularly teen use)</li> <li>identify the dangers of attending parties where alcohol is being served</li> <li>know that their alcohol use affects other people</li> </ul>
<b>Peer Pressure and Alcohol Use</b>	<ul style="list-style-type: none"> <li>identify different kinds of peer pressure</li> <li>identify ways they are pressured to use alcohol</li> <li>identify ways to resist peer pressure to use alcohol</li> <li>practice resisting peer pressure to use alcohol</li> </ul>	<ul style="list-style-type: none"> <li>identify how people their age are influenced to use alcohol</li> <li>identify positive, assertive ways to say “no” to pressure to use alcohol</li> <li>practice saying “no” to alcohol use</li> <li>describe how peer pressure to use alcohol changes as they get older</li> <li>know that they are in control of whether they choose to use alcohol</li> </ul>
<b>Evaluating Alcohol Advertisements</b>	<ul style="list-style-type: none"> <li>identify the false messages in alcohol advertising</li> <li>identify the false alcohol messages on TV and in movies</li> <li>describe how alcohol advertising influences a person’s thinking</li> <li>evaluate alcohol advertising messages</li> </ul>	<ul style="list-style-type: none"> <li>define the word “media”</li> <li>describe the purpose of advertising, which is to sell products and make money</li> <li>describe the ways alcohol advertisers try to influence young people to use alcohol</li> <li>identify different types of alcohol advertisements and promotions</li> <li>identify the false messages in alcohol advertising</li> <li>choose to not be influenced by alcohol advertising</li> </ul>
<b>Finding Positive Alternatives to Alcohol</b>	<ul style="list-style-type: none"> <li>describe other beverages that do not contain alcohol</li> <li>describe ways to have fun without alcohol</li> </ul>	<ul style="list-style-type: none"> <li>define the word “alternative”</li> <li>identify a variety of positive alternatives to using alcohol</li> <li>know that they have a choice, whether to use alcohol or not</li> <li>know that alternatives to alcohol have positive short- and long-term consequences</li> <li>practice finding positive alternatives to alcohol use</li> <li>identify several summer activities that don’t involve alcohol</li> </ul>
<b>Setting Personal Goals for NOT Using Alcohol</b>		<ul style="list-style-type: none"> <li>set several short-term goals around not using alcohol</li> <li>know that alcohol use can get in the way of their life goals</li> </ul>
<b>Role of Parents and the Community in Preventing Teen Alcohol Use</b>	<ul style="list-style-type: none"> <li>discuss alcohol use with their parents</li> <li>describe their family rules regarding alcohol use</li> </ul>	<ul style="list-style-type: none"> <li>identify an adult’s perspective on the negative consequences of alcohol use</li> </ul>



## Project Northland Curriculum Scope & Sequence

Topic	<i>PowerLines</i> (8 <sup>th</sup> Grade)	<i>Class Action</i> (9-12 <sup>th</sup> Grades)
<b>Students will demonstrate the ability to:</b>		
<b>Facts About Alcohol</b>		<ul style="list-style-type: none"> <li>describe laws and policies that regulate teen alcohol use</li> <li>describe laws and policies that hold individuals within a community responsible for teen alcohol use</li> <li>know basic facts about alcohol and its effect on the human body</li> </ul>
<b>Reasons for Alcohol Use</b>	<ul style="list-style-type: none"> <li>review reasons why people their age should not use alcohol</li> <li>review reasons why people their age use alcohol</li> </ul>	<ul style="list-style-type: none"> <li>know that teen alcohol use is an extremely risky choice</li> <li>choose to make not using alcohol a positive daily decision</li> </ul>
<b>Consequences of Alcohol Use</b>	<ul style="list-style-type: none"> <li>review the variety of negative consequences of alcohol use</li> <li>identify influences, outcomes, and types of responsibility for a situation where a teenager was drinking and driving</li> <li>identify individual and community consequences of teen alcohol use</li> <li>explain how personal decisions about alcohol affect others</li> </ul>	<ul style="list-style-type: none"> <li>identify personal consequences (physical, emotional, social) of teen alcohol use</li> <li>identify the legal consequences of teen alcohol use</li> <li>identify how a teen's alcohol use can affect his or her family and others in the community</li> <li>describe how alcohol affects a person's driving ability, an unborn fetus, dating relationships, and tendencies toward violence</li> </ul>
<b>Peer Pressure and Alcohol Use</b>	<ul style="list-style-type: none"> <li>review the variety of ways to say "no" to alcohol use</li> <li>define "personal power"</li> <li>know they have the power to control their use of alcohol</li> <li>choose to influence other teens to not use alcohol</li> </ul>	<ul style="list-style-type: none"> <li>realize the personal responsibility every teen has to not drink alcohol</li> <li>accurately weigh the pressure to use versus the potential harm from using alcohol</li> </ul>
<b>Evaluating Alcohol Advertisements</b>	<ul style="list-style-type: none"> <li>review how advertisers try to influence teen alcohol use</li> </ul>	
<b>Finding Positive Alternatives to Alcohol</b>	<ul style="list-style-type: none"> <li>review the variety of positive alternatives to alcohol use</li> <li>identify ways they can influence others to not use alcohol</li> </ul>	<ul style="list-style-type: none"> <li>identify positive alternatives to alcohol use</li> <li>identify alternatives that a community could choose to prevent teen alcohol use</li> </ul>
<b>Setting Personal Goals for NOT Using Alcohol</b>	<ul style="list-style-type: none"> <li>review the short-term goals they set</li> <li>set goals to remain alcohol-free</li> </ul>	<ul style="list-style-type: none"> <li>choose to not drink alcohol</li> </ul>
<b>Role of Parents and the Community in Preventing Teen Alcohol Use</b>	<ul style="list-style-type: none"> <li>define the word "community"</li> <li>define the word "influence"</li> <li>identify key people and places in their community</li> <li>describe how different community groups influence teen alcohol use, both positively and negatively</li> <li>describe how teens can influence their community around alcohol use</li> <li>identify laws and policies in their community that influence teen alcohol use</li> <li>identify different perspectives on the issue of teen alcohol use in a community</li> <li>identify effective ways communities can prevent teen alcohol use</li> </ul>	<ul style="list-style-type: none"> <li>identify teen alcohol use as a community-wide problem</li> <li>describe laws and policies that have been developed to prevent teens from using alcohol</li> <li>identify how teen alcohol use affects others in the community</li> </ul>



## Meeting National Academic Standards\* With *Project Northland*

### Using *Slick Tracy*, *Amazing Alternatives*, and *PowerLines*

Students will meet the following standards:

#### *Health Education Standards (6<sup>th</sup>–8<sup>th</sup> grades):*

- Understand how various messages from the media, technology, and other sources impact health practices
- Understand how peer relationships affect health
- Know how communication techniques can improve family life (e.g., talking openly and honestly with parents when problems arise)
- Know appropriate ways to build and maintain positive relationships with peers, parents, and other adults
- Know how refusal and negotiation skills can be used to enhance health
- Know the short- and long-term consequences of the use of alcohol, tobacco, and other drugs.
- Know conditions that may put people at higher risk for substance abuse problems
- Know factors involved in the development of a drug dependency and the early, observable signs and symptoms
- Know public policy approaches to substance abuse control and prevention
- Know community resources that are available to assist people with alcohol, tobacco, and other drug problems

#### *English/Language Arts Standards (6<sup>th</sup>–8<sup>th</sup> grades):*

##### *Writing*

- Use a variety of strategies to draft and revise written work
- Write compositions that address problems/solutions
- Gather data for research topics from interviews
- Use a variety of resource materials to gather information for research topics
- Organize information and ideas from multiple sources in systematic ways

\*Standards are taken from John S. Kendall and Robert J. Marzano, *Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education, 3rd ed.* Aurora, CO: Mid-continent Research for Education and Learning (MCREL), 2000.





### *Reading*

- Establish and adjust purposes for reading
- Reflect on what has been learned after reading and formulate ideas, opinions, and personal responses to text
- Use new information to adjust and extend personal knowledge base
- Draw conclusions and make inferences based on explicit and implicit information in texts

### *Listening and Speaking*

- Play a variety of roles in group discussion
- Ask questions to seek elaboration and clarification of ideas
- Convey a clear main point when speaking to others and stay on the topic being discussed
- Make oral presentations to the class

### *Viewing Media (Advertising)*

- Know that people with special interests and expectations are the target audience for particular messages or products in visual media
- Understand techniques used in visual media to influence or appeal to a particular audience

### *Civics (6<sup>th</sup>–8<sup>th</sup> grades):*

- Know institutions that have the authority to direct or control the behavior of members of a society
- Know volunteer opportunities that exist in one's own school and community
- Know how disagreements regarding specific issues may arise between people even though the people agree on values or principles in the abstract
- Understand the importance for individuals and society commonly-held personal responsibilities such as taking care of one's self, supporting one's family, accepting responsibility for the consequences of one's actions, adhering to moral principles, considering the rights and interests of others, and behaving in a civil manner
- Know opportunities for public service in the student's own school, community, state, and nation; and know career opportunities in public service





### *Life Skills (6<sup>th</sup>–8<sup>th</sup> grades):*

#### *Thinking and Reasoning*

- Make basic distinctions between information that is based on fact and information that is based on opinion
- Identify alternative courses of action and predict likely consequences of each
- Examine different alternatives for resolving local problems and compare the possible consequences of each alternative
- Identify situations in the community and in one's personal life in which a decision is required
- Predict the consequences of selecting each alternative
- Take action to implement the decision, when appropriate

#### *Working with Others*

- Contribute to the overall effort of a group
- Use conflict-resolution techniques
- Display effective interpersonal relationship skills
- Demonstrate leadership skills (e.g., peer leaders)

#### *Self-regulation*

- Set and manages goals
- Consider risks
- Demonstrate perseverance
- Maintain a healthy self-concept
- Restrain impulsivity





## Meeting National Academic Standards\* With *Project Northland*

### Using Class Action

Students will meet the following standards:

#### *Health Education Standards (Grades 9–12):*

- Know how the health of individuals can be influenced by the community
- Understand the responsibilities inherent in dating relationships, marriage, and parenthood
- Know skills used to communicate effectively with family, friends, and others, and the effects of open and honest communication
- Know possible causes of conflicts in schools, families, and communities, and strategies to prevent conflict in these situations
  
- Know strategies for solving interpersonal conflicts without harming self or others
- Know how refusal, negotiation, and collaboration skills can be used to avoid potentially harmful situations
- Understand the short- and long-term consequences of safe, risky, and harmful behaviors
- Understand the importance of prenatal and perinatal care to both the mother and the child
  
- Know the short- and long-term effects associated with the use of alcohol, tobacco, and other drugs on reproduction, pregnancy, and the health of children
- Know how the abuse of alcohol, tobacco, and other drugs often plays a role in dangerous behavior and can have adverse consequences on the community
- Understand that alcohol, tobacco, and other drug dependencies are treatable diseases/conditions
- Know sound health practices in the prenatal period that are important to the health of the fetus and young child

\*Standards are taken from John S. Kendall and Robert J. Marzano, *Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education, 3rd ed.* Aurora, CO: Mid-continent Research for Education and Learning (MCREL), 2000.





## *English/Language Arts Standards (Grades 9–12):*

### *Writing*

- Use a variety of strategies to draft and revise written work
- Write persuasive compositions that address problems/solutions or causes/effects
- Use appropriate research methodology
- Use a variety of print and electronic sources to gather information for research topics

### *Reading*

- Help students make connections between their lives with the characters, events, motives, and causes of conflict in texts
- Use reading skills and strategies to understand a variety of informational texts

### *Listening and Speaking*

- Use discussions with peers as a way of understanding information
- Use a variety of criteria to evaluate the clarity and accuracy of information
- Use criteria for students to evaluate their own and others' effectiveness in group discussions and formal presentations (optional)
- Ask questions as a way to broaden and enrich classroom discussions
- Use a variety of strategies to enhance listening comprehension
- Make formal presentations to the class
- Make multimedia presentations using text, images, and sound (optional)
- Respond to questions and feedback about own presentations

## *Civics (Grades 9–12):*

- Understand how the individual's rights to life, liberty, and property are protected by the trial and appellate levels of the judicial process and by the principal varieties of law (e.g., constitutional, criminal, and civil law)
- Know a public policy issue at the local, state, or national level well enough to identify the major groups interested in that issue and explain their respective positions
- Understand the process by which public policy concerning a local, state, or national issue is formed and carried out
- Know the points at which citizens can monitor or influence the process of public policy formation
- Understand why agreement may be difficult or impossible on issues because of conflicts about values, principles, and interests





### *Civics (Grades 9–12)(Continued):*

- Understand the importance to individuals and to society of personal rights such as freedom of thought and conscience, privacy and personal autonomy, and the right to due process of law and equal protection of the law
- Know examples of situations in which personal, political, or economic rights are in conflict
- Understand the distinction between personal and civic responsibilities and the tensions that may arise between them

### *Life Skills (Grades 9–12):*

#### *Thinking and Reasoning*

- Understand that when people try to prove a point, they may at times select only the information that supports it and ignore the information that contradicts it
- Understand that to be convincing, an argument must have both true statements and valid connections among them
- Use tables, charts, and graphs in constructing arguments (optional)
- Evaluate the overall effectiveness of complex arguments
- Identify counter examples to conclusions that have been developed
- Engage in problem finding and framing for personal situations and situations in the community

#### *Working with Others*

- Contribute to the overall effort of a group
- Use conflict-resolution techniques
- Display effective interpersonal communication skills
- Demonstrate leadership skills

#### *Self-regulation*

- Consider risks
- Restrain impulsivity

