

# Drug Avoidance Self-Efficacy Scale (DASES)

<http://www.emcdda.europa.eu/html.cfm/index3627EN.html>

The screenshot shows a web browser window displaying the EMCDDA website. The page title is "Drug Avoidance Self-Efficacy Scale (DASES)". The browser address bar shows the URL: <http://www.emcdda.europa.eu/html.cfm/index3627EN.html>. The website header includes the EMCDDA logo and the text "European Monitoring Centre for Drugs and Drug Addiction". A search bar is located in the top right corner. Below the header is a navigation menu with the following items: Drug situation, Themes, Responses to drug use, Drug policy and law, Publications, Press room, News, About EMCDDA. The main content area is titled "EMCDDA : Responses to drug use : Evaluation Instruments Bank (EIB) : Instruments bank : Treatment evaluation instruments : Drug Avoidance Self-Efficacy Scale (DASES)".

Satisfaction	Drug Avoidance Self-Efficacy Scale (DASES)	User Information
Intensive Community-Based Care Programs Components Questionnaire (ICPC)	Acronym:	DASES
The Health-Related Quality of Life for Drug Abusers Test (HRQOLDA Test)	Author/Developer :	Martin, G. W. (1992). Vie role of self-efficacy in the prediction of treatment outcome for young, multiple drug users. Unpublished doctoral dissertation, University of Toronto, Toronto, Garth Martin, Ph.D. Addiction Research Foundation Toronto, OntarioM5S 2S1 Canada
SDMI / GoT-Q	Publication dates:	1991
Drug Abuse Treatment Costs Analysis Program	Description / Type of Assessment:	DASES is a 16-item self-reported questionnaire.  For each of the 16 items, clients are asked to imagine themselves in a particular situation and to rate their level of confidence (self-efficacy) to resist drug use in that situation. Each of the scale items represents a different situation in which a drug abuser might be tempted to use drugs. Responses are rated on a 7-point scale ranging from "certainly yes" to "certainly no" which corresponds to a measure of "strength" of self-efficacy.
Adolescent Diagnostic Interview	Primary use / Purpose:	The DASES was developed to assess a client's self-efficacy (self-efficacy refers to confidence in the ability to successfully cope with risk situations without using drugs).
Adolescent Drug Involvement Scale	Domains measured / Life Areas / Self-efficacy. Problems Assessed:	
Adolescent Drug Abuse Diagnosis	Population:	Young multiple drug users (16-30).
Adolescent Drug Abuse Diagnosis - Feedback Form	Administration / Completion Time:	Not reported.
Addiction Severity Index	Scoring Procedures:	Each item is scored on a 1-7 scale. Some items are recoded prior to scoring. The total score is obtained by summing across the 16 items.
Addiction Severity Index - Feedback Form	Scoring Time:	Not reported.
Addiction Severity Index - Gambling	Credentials/Training:	Not specified.
Alcohol Dependence Data Questionnaire (SADD)	Source of Psychometrics:	Addiction Research Foundation.
CES-Depression Scale	Languages:	English
DAP Quick Screen		
Drug Use Disorders Identification Test - DUDIT		
Drug Use Disorders Identification Test Extended - DUDIT-E		
Euro Adolescent Drug Abuse Diagnosis (Euro-ADAD)		
European Addiction Severity Index (EuronASi)		

# Leeds Dependence Questionnaire (LDG)

<http://www.emcdda.europa.eu/html.cfm/index3528EN.html>

The screenshot shows the EMCDDA website interface. At the top, there is a navigation menu with links for 'Drug situation', 'Themes', 'Responses to drug use', 'Drug policy and law', 'Publications', 'Press room', 'News', and 'About EMCDDA'. Below the menu, the breadcrumb trail reads: 'EMCDDA : Responses to drug use : Evaluation Instruments Bank (EIB) : Instruments bank : Treatment evaluation instruments : Leeds Dependence Questionnaire'. The main content area is titled 'Leeds Dependence Questionnaire' and is divided into two columns: 'Satisfaction' and 'User Information'. The 'Satisfaction' column lists various assessment tools, and the 'User Information' column provides details about the questionnaire's acronym, author, publication date, description, primary use, population, administration time, scoring procedures, and price.

Satisfaction	Leeds Dependence Questionnaire	User Information
Intensive Community-Based Care Programs Components Questionnaire (ICPC)	Acronym:	LDQ
The Health-Related Quality of Life for Drug Abusers Test (HRQOLDA Test)	Author/Developer / Address:	D. Raistrick & G. Tober, Leeds Addiction Unit, 19 Springfield Mount, Leeds LS2 9NG E-mail address: Dr Wendy Middleton at <a href="mailto:wendy@lau.org.uk">wendy@lau.org.uk</a>
SDMI / GoT-Q	Publication dates:	2000
Drug Abuse Treatment Costs Analysis Program	Description / Type of Assessment:	Questionnaire
Adolescent Diagnostic Interview	Primary use / Purpose:	Measuring change in dependence
Adolescent Drug Involvement Scale	Population:	General/users/abstainers
Adolescent Drug Abuse Diagnosis	Administration / Completion Time:	Ten minutes
Adolescent Drug Abuse Diagnosis - Feedback Form	Scoring Procedures:	0 - 1 - 2 - 3
Addiction Severity Index	Scoring Time:	30 seconds
Addiction Severity Index - Feedback Form	Credentials/Training:	None
Addiction Severity Index - Gambling	Source of Psychometrics:	Attached publications
Alcohol Dependence Data Questionnaire (SADD)	Languages:	English.
CES--Depression Scale	Availability / Inquiries:	(See address above).
DAP Quick Screen	Price:	Free
Drug Use Disorders Identification Test - DUDIT	Practicability / usefulness:	Intended for routine clinical use
Drug Use Disorders Identification Test Extended - DUDIT-E	Comments:	Literature: Publications from the Leeds Addiction Unit; Raistrick, D.S., Bradshaw, J., Tober, G., Weiner, J., Allison, J. & Healey, C. (1994) Development of the Leeds Dependence Questionnaire. <i>Journal of Clinical Pharmacy and Therapeutics</i> , 19, 229-232.
Euro Adolescent Drug Abuse Diagnosis (Euro-ADAD)		
European Addiction Severity Index (EuronASI)		

## Cognitive Behavioural Therapy

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1781376/pdf/nihms15062.pdf>


http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1781376/pdf/nihms15062.pdf - Windows Internet Explorer

http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1781376/pdf/nihms15062.pdf

檔案(F) 編輯 到(G) 我的最愛(A) 說明(H)

http://www.ncbi.nlm.nih.gov/pmc/articles/PMC178137...

1 / 18 102% 尋找

 **NIH Public Access**  
**Author Manuscript**  
*Addiction*. Author manuscript; available in PMC 2007 January 24.

Published in final edited form as:  
*Addiction*. 2004 November ; 99(Suppl 2): 93–105.

**On the Learning Curve: The Emerging Evidence Supporting Cognitive-Behavioral Therapies for Adolescent Substance Abuse**

**Holly Barrett Waldron** and  
*Oregon Research Institute*

**Yifrah Kaminer**  
*University of Connecticut Health Center*

**Abstract**

**Aims**—Cognitive-behavioral therapy (CBT) approaches to intervention for adolescent substance use disorders has been limited and formal controlled clinical efficacy trials have been rare. Moreover, the early literature on the efficacy of CBT for adolescent substance abuse has been characterized by significant methodological limitations. Recent innovations in the treatment of adolescent substance abuse and the recent completion of several randomized clinical trials has brightened the picture with respect to establishing the empirical support for CBT. The aim of this review is to integrate the findings from controlled trials of CBT for adolescent substance abuse.

## Cognitive Behavioural Therapy

<http://www.drugabuse.gov/PDF/perspectives/vol3no2/Attending.pdf>



The image is a screenshot of an Adobe Reader window. The title bar reads "10.1.1.116.7901[1].pdf - Adobe Reader". The menu bar includes "檔案(F)", "編輯(E)", "檢視(V)", "文件(D)", "工具(T)", "視窗(W)", and "說明(H)". The toolbar shows a printer icon, navigation arrows, a page indicator "1 / 9", a zoom level of "102%", and a search box containing the Chinese characters "尋找". The document content shows a page number "48" and the text "SCIENCE & PRACTICE PERSPECTIVES—APRIL 2007". The main heading is "Attending to Emotional Cues for Drug Abuse: Bridging the Gap Between Clinic and Home Behaviors". The text below the heading begins with a large red letter 'C' and discusses classical conditioning models of addiction.

48 • SCIENCE & PRACTICE PERSPECTIVES—APRIL 2007

### Attending to Emotional Cues for Drug Abuse: Bridging the Gap Between Clinic and Home Behaviors

Classical conditioning models of addiction provide keys to understanding the vexing discrepancy between substance abuse patients' desire to abstain when they are in therapy sessions and their tendency to relapse. Experiments using these models demonstrate the power of environmental relapse cues and support clinical approaches, including active exposure, aimed at helping patients recognize and withstand them. Internal cues, including emotions and somatic states such as withdrawal, can trigger urges as powerfully as external cues such as people, places, and things associated with prior abuse. The authors describe a cognitive-behavioral therapy approach that focuses on identifying and actively inducing each patient's high-risk emotions, then helping him or her develop and practice healthy responses. Clinical trials support the approach for patients with panic disorder who have trouble discontinuing benzodiazepines, and early trials suggest it may be useful for patients addicted to other drugs as well.

## National Institute on Drug Abuse

<http://www.drugabuse.gov/infofacts/lessons.html>

The screenshot shows a Windows Internet Explorer browser window. The address bar displays the URL <http://www.drugabuse.gov/infofacts/lessons.html>. The browser's menu bar includes options like '檔案(F)', '編輯(E)', '檢視(V)', '我的最愛(A)', '工具(T)', and '說明(H)'. The browser's toolbar shows icons for home, search, print, and other functions. The website content is displayed below the browser window.

**NATIONAL INSTITUTES OF HEALTH** NIDA NEWS RSS

**NIDA** NATIONAL INSTITUTE ON DRUG ABUSE  
*The Science of Drug Abuse & Addiction* *keep your body healthy*

HOME ABOUT NIDA NEWS MEETINGS & EVENTS FUNDING PUBLICATIONS

MEDICAL & HEALTH PROFESSIONALS RESEARCHERS PARENTS & TEACHERS STUDENTS & YOUNG ADULTS EN ESPAÑOL DRUGS OF ABUSE & RELATED TOPICS ▾

[NIDA Home](#) > [Drugs of Abuse/Related Topics](#) > [Prevention Research](#) > [InfoFacts](#) > [Lessons from Prevention Research](#)

### NIDA InfoFacts: Lessons from Prevention Research\*

[PDF Version \[548K\]](#) [Printer-friendly Version](#) [En Español](#)

The principles listed below are the result of long-term research studies on the origins of drug abuse behaviors and the common elements of effective prevention programs. These principles were developed to help prevention practitioners use the results of prevention research to address drug use among children and adolescents in communities across the country. Parents, educators, and community leaders can use these principles to help guide their thinking, planning, selection, and delivery of drug abuse prevention programs at the community level.

Prevention programs are generally designed for use in a particular setting, such as at home, at school, or within the community, but can be adapted for use in several settings. In addition, programs are also designed with the intended audience in mind: for everyone in the population, for those at greater risk, and for those already involved with drugs or other problem behaviors. Some programs can be geared for more than one audience.

**Principle 1** - Prevention programs should enhance protective factors and reverse or reduce risk factors (Hawkins et al. 2002).

### NIDA INFOFACTS

#### Recommended Reading

- [Preventing Drug Use Among Children and Adolescents](#)
- [Principles of HIV Prevention in Drug-Using Populations: A Research Based Guide](#)
- [NIDA Notes: Articles on Drug Abuse Prevention Research and the Community](#)

## Principles of best practices in anti-drug education-National school drug education strategy

[http://www.deewr.gov.au/Schooling/Programs/REDI/Pages/key\\_publications.aspx#national\\_school\\_drug\\_education\\_strategy](http://www.deewr.gov.au/Schooling/Programs/REDI/Pages/key_publications.aspx#national_school_drug_education_strategy)

Key publications#national\_school\_drug\_education\_strategy - Windows Internet Explorer

http://www.deewr.gov.au/Schooling/Programs/REDI/Pages/key\_publications.aspx#national\_school\_drug\_education\_strategy

Help | About | Contacts

Australian Government  
Department of Education, Employment and Workplace Relations

Advanced Search

Home | Latest News | Video | eNewsletters | Image Gallery | Site Guide

### redi

A drug information resource for Australian school communities

#### Key publications

You are here: [Schooling](#) > [Programs](#) > [Resilience Education and Drug Information \(REDI\)](#) > Key publications

On this page:

- [Cannabis and consequences](#)
- [Innovation and good practice monographs](#)
- [National alcohol strategy: a plan for action](#)
- [National framework for protocols for managing the possession, use and/or distribution of illicit and other unsanctioned drugs in schools](#)
- [National school drug education strategy](#)

#### Schooling

- REDI Home
- Drug Translator
- REDI Resources
- Ecstasy and other drugs
- Frequently Asked Questions
- Contact us

#### Early Childhood

#### Higher Education

#### Skills

#### Youth

#### Employment

#### Workplace Relations

## Anti-drug parenting education website

<http://www.timetoact.drugfree.org/think-first-step-ask.html>

**TIME TO ACT!**

The Partnership for a Drug-Free America

I think my child is using | I know my child is using

1. First Step: Ask | 2. Look for Signs | 3. Learn Risk Factors | 4. Why Teens Use | 5. Need to Know

### Your First Step: Ask

If you think your child may be drinking or using drugs, the first and most important thing you can do is to come right out and ask.

Research says that when parents talk openly about drugs and drinking, children have better self-control and develop more negative perceptions of these risky behaviors.

The work you put into opening the lines of communication with your child now can make all the difference for their future.

**How to Prepare**  
Amelia Arria, Ph.D., Senior Scientist, Treatment Research Institute, shares suggestions on how to prepare for your talk.

**When to Ask**  
Clinical psychologist, Dr. Neil Bernstein, has suggestions on when — and when not — to have the conversation.

**What to Ask**  
Clinical psychologist, Dr. Neil Bernstein says asking teens about their friends is a good place to start.

**More Ideas on How to Ask**

The screenshot shows the homepage of the 'abovetheinfluence' website. At the top, there is a navigation bar with the site name 'abovetheinfluence' and a menu with options: 'Fun', 'Facts', 'Help', and 'Speak'. To the right of the menu is a search bar with a 'GO' button and links for 'Downloads' and 'The Ads'. The main content area features several interactive elements:

- Featured in Help:** A central white box titled 'Featured in Help' contains a cloud graphic with the words 'Yes' and 'No' scattered around it. The text 'The Quiz' is written in a large, orange, hand-drawn font. Below this, the heading 'Friends with Drug Problems?' is followed by a short paragraph: 'Take the quiz to help determine if your friend has a drug problem and learn what to say to a friend that does.' A blue 'LAUNCH' button is positioned at the bottom of this box.
- The Ads:** A yellow box titled 'The Ads' contains a video player. The video is currently playing 'Human Puppet' with the subtitle 'Dont let others control you.' A 'MORE' button is located at the bottom right of this section.
- Get Help:** A blue box titled 'Get Help' with the subtext 'Ask the Doc now!' contains a 'Recent Responses:' dropdown menu. Below it are two questions: 'How else can I say "no" to drugs at school?' and 'How do I know when my friend has a problem?'. A 'MORE HELP' button is at the bottom right.
- Facts:** A blue box titled 'Facts' features a red starburst graphic that says 'NEW and EXPANDED'. It lists several effects: 'Impaired memory', 'Blackouts', 'Poisoning', 'Nerve Damage', and 'Liver disease'. Below the list is a photo of a glass of beer with the word 'Alcohol' written in a white box underneath. Further down, there are links for 'Alcohol', 'Ecstasy', 'Prescription Drugs', and 'Marijuana'.
- Left Sidebar:** A circular graphic on the left side of the page contains various icons, including a 'Yes/No' button, a 'PE' logo, and a large black arrow pointing upwards.

**Drug Prevention: Australian Drug Foundation**  
<http://www.druginfo.adf.org.au/>

The screenshot shows a Windows Internet Explorer browser window displaying the DrugInfo Clearinghouse website. The browser's address bar shows the URL <http://www.druginfo.adf.org.au/>. The website's navigation menu includes links for ADF Sites, ADF Home, ADIN, CAAN, CYDS, DrugInfo, Good Sports, ADF Shop, and Somazone. The main content area features the DrugInfo Clearinghouse logo and the tagline "The drug prevention network". A search bar is located in the top right corner, with a "GO" button and a link to "ADVANCED SEARCH OPTIONS >>". The website is organized into several sections: "About DrugInfo" (describing the program), "Membership" (with links for Benefits, Membership options, and Become a member), "Drug facts" (with a dropdown menu for "Browse by drug..." and links for "Browse by audience..." and "Browse by topic..."), and "For assistance" (providing contact information for drug information, including the phone number 1300 85 85 84 and the Counselling and referral call Directline (Victoria only) at 1800 888 236). A banner at the bottom of the main content area asks "Want to know more about drugs and driving?" with a "Click here" link. The footer includes "News & Updates" and "Events" sections, and a small logo for the Australian Drug Foundation (ADF) with the text "Preventing drug problems" and a link to the "ADF Website".