Tobacco, Drug, and HIV Preventive Media Interventions¹

Leonard A. Jason²

DePaul University

Media-based health promotion interventions can reach large segments of the population and lower barriers to participation in programs. By collaborating with media specialists, we can develop interventions that might be broader, more publicized, and ultimately more likely to change behaviors and attitudes within the community. The present paper describes a series of media interventions involving smoking cessation, drug abuse prevention, stress reduction, weight control, and HIV/AIDS prevention. The process by which I became involved in these interventions is discussed, and the implications of developing these types of large-scale behavioral interventions are discussed.

KEY WORDS: media interventions; HIV/AIDS prevention; smoking cessation.

Community-based psychologists have repeatedly expressed the need for large-scale interventions (Gesten & Jason, 1987), and ones that "involve analysis and modification of social systems, including engineering environments and man-environment combinations, that maximize adaptation" (Cowen, 1973, p. 460). Although such social and community interventions

¹Society for Community Research and Action award for Distinguished Contribution to Theory and Research in Community Psychology. Paper presented at the annual meeting of 1997 American Psychological Association, August 1997, in Chicago. My sincere thanks to John Kirkwood, Executive Director and Barbara Silvestri, Director of Tobacco Programs and Policy, of the American Lung Association of Metropolitan Chicago; Donna Stein, President of S.B. Network; and program staff at the many television, radio, and newspaper stations that helped in the development of the media interventions. My thanks also to Doreen Salina, Susan McMahon, Don Hedeker, Mary Stockton, Caryn Blitz, Steve Pokorny, Katie Lahmar, Joy Kaufman, Kelly Naylor, Brenda Greiner, Daniel Goodman, Isiaah Crawford, Larry Gruder, Brian Flay, and Richard Warnecke for their support and collaboration in developing media-based interventions.

²All correspondence should be addressed to Leonard A. Jason, Department of Psychology, De Paul University, 2219 N. Kenmore Avenue, Chicago, Illinois 60614.

represent a crucial component of the community psychology idealogy, periodic appraisals of projects that have actually been implemented show that community interventions have been relatively small scale, with many having been carried out with an individual-based, adjustment orientation (Speer et al., 1992). Clearly, the need is for more innovative types of programs to reach larger segments of the population at risk for health compromising behaviors and to lower community members' barriers to participation in such health promotion programs (Munoz, Glish, Soo-Hoo, & Robertson, 1982).

The mass media are ideal for conveying positive, health promotion messages (Winett, 1993). The vast majority of children and adults regularly watch television and listen to radio broadcasts. Not only are these sources in almost all the homes of Americans, but many hours each day are devoted to these leisure-time activities. Health promotion messages can be beamed into the homes of literally millions, and high levels of viewing can be achieved if the health promotion activities occur on popular shows or on the news (Schanie & Sundel, 1978). Television broadcasts, in particular, provide an additional benefit: the opportunity to see interesting, admired persons model the desired health behaviors. Observing others engaging in adaptive coping patterns reinforces the verbal message, and increases the chances viewers will make the effort to try engaging in the new behavior (Winett, 1986). A final advantage of such interventions is that they can be devised in such a manner as to build upon the efforts of community agencies. These collaborative ventures can increase the probability that the community members know of the intervention and are provided the motivation and resources to take maximal advantage of the health promotion initiative.

Media interventions can be designed to support preventive initiatives of nonprofit organizations and community groups (Jason, Crawford, & Gruder, 1989; Winett, 1986). Such collaborative ventures increase the probability that community members are aware of the interventions and are provided the motivation and resources to take advantage of the health promotion initiatives (Rhodes & Jason, 1988). A number of expensive, largescale health promotion interventions have been successfully implemented (e.g., COMMIT, 1995a, 1995b; Farquhar, Fortman, & Maccoby et al., 1985); however, in these times of tight budgets and funding cutbacks, there is a tremendous need to be more creative and innovative with existing local and community resources rather than relying exclusively on the federal government to financially support the programs we need in our communities. Many psychologists might wonder how to become involved in these types of larger scale interventions. Below, I describe my experiences with a series of media projects over a 15-year period. Initially, I was dissatisfied with the reactive way I was involved in media-based stories, and gradually I be-

came more proactive in trying to work with and change the media. Eventually I became involved in developing large-scale, media-based, community interventions, several of which were targeted to minority populations. The process by which I slowly developed the confidence, expertise, and resources to mount these large-scale interventions is described.

The Pooper-Scooper Caper

One of my early experiences with the media was with a subject that is neither scholarly nor politically chic: dog litter. At the time of this study, the problem of dog droppings in Chicago was widespread, and in addition to detracting from the aesthetic value of the community, uncollected dog droppings represent a health hazard because they can spread infection and disease.

During the study, researchers observed for five hours each day on one city block the number of dogs, the number of dogs who defecated, and the number of dog feces picked up by dog owners (Jason, Zolik & Matese, 1979). When dog owners were given instructions and a demonstration concerning how to use a plastic bag to pick up dog feces, 82% of owners picked up after their dogs (only 5% of owners picked up after their dogs during the baseline phase). At a follow-up phase, there had been a 68% reduction in uncollected dog feces.

A Chicago alderman asked me to present the study results at City Hall in support of a proposed ordinance which would require dog owners to have pooper scoopers in their possession when they walked their dogs. This ordinance was passed by the City Council, making Chicago one of the first cities in the country to pass a pooper scooper ordinance. Many other cities soon adopted similar ordinances. The alderman to whom I had originally provided the data mentioned to me that my study, which received considerable media exposure, had helped change the politicians' perception of this problem, which had previously been considered trivial. The aldermen also told me that, because I had been willing to study this issue and document the extent of the problem, legislators were willing, for the first time, to seriously consider enacting legislation to help alleviate the dog litter problem. This experience illustrated the power of the media to facilitate the process of behavior change.

Excessive Television Viewing

Given my training as a behavioral clinical psychologist, I next decided to launch several individual focused, small-scale interventions designed to

bring some modest changes in television viewing habits of children. This area was selected because the goals were modest, and I had the skills to both monitor and change these types of behaviors.

In the late 1970s, a series of studies had begun investigating methods for reducing the amount of time spent engaged in television viewing. Typically, this work involved children and several adults who tended to watch excessive amounts of television, and each of these studies received extensive attention from the press in Chicago. The first studies (Jason, 1983; Jason & Klich, 1982) found that self-monitoring technique was effective in excessive excessive television viewing in some adults and children. In another study, seven children in one family reduced their television viewing by using a simple token exchange system whereby tokens were earned by engaging in a variety of school, play, or housework-related activities (Jason, 1984). Other studies have reported success with use of a token-actuated device (Jason & Rooney-Rebeck, 1984; Jason, 1985a). For example, tokens were given to children in exchange for participation in certain positive activities such as reading, doing chores, or playing with friends. Each token, when placed in a small device attached to the television, allowed the child to watch television for 30 minutes (Jason, 1987). Recently, I assessed a simple television lock that attaches to the cord of any television set (Jason, Johnson, & Jurs, 1993) and a computerized lock (Johnson & Jason, 1996). In another recent study, a device that requires the child to ride a bicycle in exchange for television viewing time has been effective in reducing television viewing (Jason & Johnson, 1995).

Many of these studies on television viewing with children did receive attention from the media. Reporters seemed to be fascinated with these types of case studies. Unfortunately, their broadcasts tended to sensationalize the subject matter, often referring to the children as "addicted to television," in spite of strong recommendations not to call this an addiction. The development of these "countertechnologies" were important to provide parents the strategies to regain control of television watching among their children, but this work with the media also had to include efforts to systematically alter the very messages that the media were disseminating, and my next effort was directed to this larger, more complex issue.

Inappropriate Advertisements

The various media sources, including television, radio, newspapers, and journals, have important influences on the promotion of healthy as well as unhealthy life patterns. For example, the frequent depiction of attractive models obtaining satisfaction and enhanced status by either smok-

ing or drinking alcoholic beverages might encourage youngsters to begin experimenting with cigarettes and alcohol (Rhodes & Jason, 1988). In addition, self-esteem might be damaged by sexist ads (e.g., women being portrayed as decorations, sex objects, or in a housewife role) and negative stereotyping of minority groups and the elderly. We selected sexist, agist, racist, and alcohol ads as appropriate and legitimate targets for interventions.

Twenty-four media sources were selected for the study; 20 were magazines and 4 were newspapers (Jason & Klich, 1982). The magazines and newspapers were randomly divided into experimental (E) and control (C) conditions. Baseline data were gathered over a 3-year period for the 24 media sources. Efforts were made to disseminate the baseline information through several methods. First, a reporter at the *Chicago Sun-Times* was contacted and asked to do a story publicizing the data on the treatment sample. After this story was printed, I was contacted by various individuals representing media sources and agencies.

During the next few months, I was interviewed on radio stations based out of Chicago, Utah, and San Francisco. In addition, I presented the findings on a television talk show, hosted by Barry Berson, that focused on images and perceptions of the elderly. This program was broadcast in major metropolitan areas throughout the United States. In addition, the results of the study were nationally publicized through an article in the "Ragan Report." Findings from the study were also sent to the editors at each of the 12 experimental media sources. Finally, activist organizations (NOW, Grey Panthers, NAACP, Lung Association, AA) were also sent summaries of the study.

The study's principle finding was that the information diffusion intervention had little overall impact on the advertisements in the 12 experimental media outlets. Approximately 15% of advertisements continued to be sexist, 14% of advertisements involved cigarettes or alcohol, African Americans were involved only 8% of the time, and the elderly 5% of the time. Even though considerable publicity was generated by the intervention, the predicted overall changes did not occur. In part, this might have been due to several factors, including (a) a fear among media sources that adoption of restrictive standards in accepting advertisements might encourage companies to select other outlets for advertising; and (b) decision-making processes in the media which were still dominated by White, upper-income males, who might have been insensitive and unresponsive to the concerns of women, minorities, and the elderly. More specific and targeted interventions might be more successful, as in Mathews and Dix's (1992) effective letter-writing campaign that led to cartoonists more frequently depicting safety belt use in comic strips.

Promoting Behavioral Stories in Newspapers

My experience with changing ads had been somewhat disappointing, even though I had been able to interest several self-help organizations to use the findings. When working on media-based interventions, it is natural to select targets that are difficult to change, and when one fails at initial efforts, it is important not to give up but rather to refocus one's efforts on better strategies or more appropriate and modifiable targets. Next, I turned my attention to determining if I could actually influence the media to portray psychological and behavioral research in more accurate and useful ways (Jason, Marinakis, & Martino, 1985). The two primary newspapers in Chicago, the Sun-Times and Chicago Tribune, were selected as target media sources. Both papers have a large daily circulation (Chicago Tribune: 751,024, Sun-Times: 639,134) and, consequently, the information published is widely disseminated in the Chicago metropolitan area.

To identify reporters with possible interest in writing stories of behavioral work 2 months of back issues of each newspaper were examined. In the Chicago Tribune, 27 writers were identified, as were 25 writers in the Sun-Times. Each of these writers had written stories that were on psychological or human interest subjects. I attempted to call each of the identified writers. Eighteen were contacted by telephone for the Chicago Tribune, 12 for the Chicago Sun-Times. The conversation began with identifying my name and university affiliation. Next, I mentioned reading a specific article(s) written by the writer, and offered several positive comments about the piece(s). After this brief discussion, the reporter was informed that there was an organization of behavioral academics and practitioners in Chicago, and that I was the media representative for this group. The reporter was then given several examples of ongoing work in Chicago and told that more information could be provided by the actual researcher if the reporter had any interest in doing a story. The reaction of the reporters to the prompting was overwhelmingly positive. The opening remarks to the reporters were a critical component. They were generally pleased to learn that a psychologist had read and enjoyed one or more of their stories.

The primary dependent variable was the number of articles appearing in the target newspapers that described behavioral work. During the baseline period, no articles with behavioral work were published. With the onset of the intervention, in the *Tribune*, two articles were prompted (a third unprompted article was written after a reporter had seen one of the prompted stories, and decided to do a story on the topic). In the *Sun-Times*, after the onset of the intervention, three articles were prompted (two nonprompted articles also appeared during the intervention phase).

Persistence and taking advantage of all opportunities were two of the most important strategies of this project. Sometimes the reporters had to be called seven or eight times before reaching them. Leaving a name and phone number has a low probability of receiving a return call from busy reporters. Once a reporter was on the telephone, it was important to not give up when the first idea elicited little interest. Having several backup projects to discuss if the primary one failed was essential and often yielded excellent results.

Self-Help on the Radio

In the Spring of 1983, I decided to work on developing a radio show, which would consist of placing actual self-help groups on the air. During these weekly programs, the process of self-help would be stressed; that is, people with similar problems offering one another support, encouragement, and solutions based on experience. During the second part of the hour-long program, members of the audience would be invited to call in and share their perspectives and concerns with the guests. I was the host, introducing the group members, making sure that somebody was able to answer or make an appropriate referral when audience members called, insuring that accurate information was dispensed, and facilitating the group process, when and if this was necessary. This would be public affairs programming, with no commercials. Self-help group members might be effective in validating the idea that many solutions to life's problems can be derived from support systems, such as self-help groups, in their communities.

When I discussed the concept for this show with the general manager of a 50,000-watt radio station in Chicago (WCFL), he thought the idea was intriguing. He provided me the training to be the host, and a staff to produce the show. I was the host of the show for a 9-month period, each Sunday evening, from 7-8 p.m. Thirty different self-help groups appeared on the program. A panel of mental health professionals listened to the tapes, and they indicated that no incorrect, harmful, or unethical information was given to callers by the self-help members (Jason, 1985b). In terms of the advice or emotional support given to callers by self-help members, the mental health professionals perceived their communications as generally helpful. Referrals to each self-help group increased after the radio broadcast where they had appeared. Members also rated the show as giving listeners a good idea of what goes on during self-help groups, and they were positive in their overall reaction to participating on the show.

Based on the various outcome data, the concept of using people who have undergone life crises as helpers for others through the medium of

radio seems to be a worthwhile and useful service. I now had my first real success in developing and evaluating a media program.

LARGE-SCALE MEDIA INTERVENTIONS

The initial impetus for these studies was disappointment with the way psychologists' research had been portrayed in the media. Slowly, I began launching a series of investigations to proactively work with the media by developing interventions to decrease excessive television viewing practices, by exploring ways to alter inappropriate advertising practices, by using the radio to promote the use of self-help groups, and by increasing appropriate portrayals of behavioral research. These early experiences provided the conceptual foundations to help design and launch a series of more ambitious large-scale, community-based, media interventions, and they are described below.

Smoking Cessation Interventions

In 1980, I was asked to serve on the Smoking and Health Committee of the Chicago Lung Association. The committee chairperson had known of my development of school-based smoking prevention programs (Jason, 1979), and my evaluation of methods for establishing nonsmoking sections (Jason & Savio, 1978). After serving on this committee for several years, Larry Gruder and I proposed a new direction for the association's smoking cessation initiatives. Larry and I had discussed my "Self-Help Radio" program, and we thought a media program on smoking cessation would be well received by the Chicago community. We recommended to John Kirkwood, the Executive Director of the Chicago Lung Association, that an appropriate goal for 1984 should be to launch a media-based initiative that would reduce barriers to participation. Association-sponsored smoking cessation clinics had only been attracting a small group of smokers. Donna Stein, the Marketing Director of Prudential Insurance Company's health maintenance organization (PruCare HMO), generously agreed to underwrite a large-scale smoking cessation program.

During January 1985, we worked with Channel 5, the NBC affiliate in Chicago, on adapting the American Lung Association's self-help program "Freedom from Smoking in 20 Days" for presentation on the evening news. The 20-day series was broadcast on Channel 5's 4:30 p.m. and 10:00 p.m. news. Approximately 500,000 viewers watched the 10 p.m. broadcast. Fifty thousand self-help manuals, which presented a step-by-step procedure for

reducing smoking, and ultimately quitting (Gruder, Warnecke, Jason, Flay, & Peterson, 1990), were distributed in more than 300 True Value Hardware stores.

As one part of this smoking cessation project, a group of worksite locations were provided twice-weekly support group meetings throughout the Chicago metropolitan area during the 3-week program. Forty-one percent of those provided the group meetings were abstinent by the end of the program, but only 21% of those provided only manuals plus television broadcasts had quit (Jason, Gruder, Martino, et al., 1987). At a 1-year follow up, the abstinence rate was similar (21%) for those provided group meetings and those who just received the media intervention and manuals (Jason, Gruder, Buckenberger, et al., 1987). This reduction in benefits among the worksites originally provided by support group meetings can be attributed to the lack of group meetings in the intervening year. A reasonable conclusion is that brief group interventions must be followed by ongoing support and reinforcement. This large-scale project was developed and implemented without state or federal funds. Different voluntary associations, community groups, and for profit agencies eagerly worked on this project and donated resources because each group reaped enormous publicity gains from their sponsorship of this popular community intervention.

With a successful first effort completed, we sponsored another smoking cessation program in November of 1985, again with PruCare HMO and the Chicago Lung Association. During this second project, WGN-Channel 9-a superstation whose programming is beamed via satellite throughout the United States and Central America—carried the 20-day program. For this program, 100,000 manuals were distributed through True Value Hardware stores (Jason, Tait, Goodman, Buckenberger, & Gruder, 1988). Nielsen ratings conducted during the month the health promotion program was aired indicated that approximately 286,000 and 583,000 people in the Chicago area watched the noon and 9 p.m. broadcasts of the program, respectively. Epidemiological data suggest that approximately one third of these viewers were likely to be smokers. During the weeks prior to a televisionbased smoking cessation program on WGN, members of an economically depressed, inner-city community in the West Garfield Park neighborhood were surveyed by telephone. Smokers from this neighborhood who were interested in quitting were scheduled into groups that met at a neighborhood health center three times during the 20-day program (Jason et al., 1988). The study's major finding was that an intensive outreach effort in combination with a large-scale media-based smoking cessation intervention was successful in achieving abstinence prevalence rates of 20% at a 4-month follow-up.

The January and November 1985 interventions reached an estimated 150,000 smokers; if only 10% (a very conservative estimate) achieved long-term abstinence, then our programs helped 15,000 people quit smoking. The public health implications of these findings are important in that the lifetime health savings from the prevention of chronic diseases such as cancer for each middle aged adult who quits smoking is conservatively estimated to be \$40,000. If 15,000 people stopped smoking, this would create an estimated \$600,000,000 in health care cost savings (Oster, Golditz, & Kelly, 1984). In other words, these two health promotion programs, which relied solely on resources from the local community, potentially saved hundreds of millions of dollars. This does not even begin to assess the value of the prolongation of individual lives.

In spring 1987, Brian Flay and other researchers, including myself, received federal funds to mount a third televised smoking cessation intervention, which was broadcast for 20 days on the local Chicago ABC television station. Because in the first study we found that many of the participants in the group meetings who had stopped smoking by the end of the program relapsed later (Jason, Gruder, Buckenberger, et al., 1987), for this study, DePaul University researchers conducted monthly followup support groups for a year and provided incentives in the form of a lottery for participants at worksites throughout the Chicago metropolitan area (Jason, Lesowitz, et al., 1989). At a 24-month follow-up, the rate of abstinence for participants who were provided the group meetings, media intervention, and manuals was significantly higher than the rate for nongroup participants (30% compared to 20%, Salina et al., 1994). These results indicate that follow-up groups and incentives helped reduce erosion effects that frequently occur at the completion of smoking cessation interventions. The media can be used to reach thousands of people and to prepare them for a health promotion intervention. Support groups can then reinforce the messages from the media and self-help materials and provide the structure, reinforcement, and encouragement to make behavior changes.

We received another federal grant to design and evaluate the fourth televised smoking cessation intervention, which was broadcast on WGN in the Spring of 1991 (Hedeker, McMahon, Jason, & Salina, 1994; McMahon, Jason, & Salina, 1994; McMahon & Jason, in press). Following the media intervention, a series of 14 one-hour meetings were held for the subsequent 6 months at companies around the greater Chicago metropolitan area. The first 8 meetings occurred 1 week apart for 2 months. The next 4 meetings occurred every 2 weeks for 2 months. The last 2 meetings occurred once a month. Meetings were first scheduled relatively frequently during the follow-up, when abstainers needed the most support. In addition, abstainers

were able to earn money for quitting and remaining abstinent (Jason et al., 1995). For those provided the groups and incentives, 38% were abstinent at a 24-month follow-up, whereas only 22% were abstinent at this follow-up for those in the self-help condition when complete data were examined (Jason, Salina, McMahon, Hedeker, & Stockton, 1997).

Once again the findings point us in the direction of using the media to motivate a community to begin thinking about participating in a health promotion initiative. Behavior settings in the community can then be used to reinforce and support these efforts. Even though the last two mentioned media interventions did use funds provided by the federal government, the first two interventions, and others to be discussed below, were mounted with funds from the community. By being creative and linking resources together, it is possible to design and implement these programs.

Smoking Prevention in African-American Communities

Because of the success of the adult-oriented smoking cessation interventions described above, a task force from the Chicago Lung Association was formed to develop a media intervention focusing on youth. A comprehensive prevention program was implemented to decrease the incidence of new smokers within the African American adolescent population in Chicago. The program combined a school-based curriculum with a comprehensive media intervention (Kaufman, Jason, Sawlski, & Halpert, 1994). The Board of Education supplied 472 elementary schools in Chicago with a copy of "Smoking Deserves a Smart Answer," a curriculum developed by the American Lung Association.

The curriculum was introduced into the schools in conjunction with the launching of a media intervention, which was divided into three components. The first component was through *The Chicago Defender*, a Chicago-based newspaper with a daily circulation of 30,000 to predominantly African American readers. Publishers of *The Chicago Defender* agreed to print a smoking prevention curriculum on their weekly children's page.

The second component of the media intervention was through WGCI, a Chicago based radio station with a predominantly African American listening audience of more than 1 million people. WGCI ran eight smoking prevention public service announcements during a 2-month period. In addition, WGCI aired a call—in talk show with a focus on helping parents improve communications with their children, thereby empowering them to help their children combat environmental factors influencing them to smoke. WGCI also promoted and aired the winning entries of a Smoking

Prevention Rap Contest for school children. The entries were required to convey a message encouraging peers not to start smoking cigarettes. Winners were chosen from five different age groups. Grand prize winners from all age groups had their raps aired on WGCI's Friday Night Rap Show; the overall winner was a guest DJ on that show.

In the third component of the media intervention, Gannett Outdoors, the owners of approximately 200 billboards in the Chicago area, sponsored a smoking prevention poster contest. As with the rap contest, the children learned about this competition through announcements in all Chicago public schools. The rules of the contest required the children to develop posters conveying messages designed to discourage others from starting to smoke. A winner was chosen from each of five age groups, and Gannett turned each of the winning posters into a billboard displayed in five different locations in the Chicago area. In addition to receiving individual prizes, each of the winners was presented with a certificate and a prize for his or her school at a special assembly.

The results of this intervention are encouraging: Students decreased their use of tobacco and reported lower family use of cigarettes, alcohol, and marijuana. My colleagues and I believe that these favorable effects are the product of the community-wide, dual component nature of the intervention. They demonstrate the success that we may achieve through partnership between researchers and community members. The reports of decreased family substance abuse indicate that parents' habits changed after they became involved with their children's homework assignments. In fact, many parents participated in the radio and newspaper components, to the extent that they listened to the WGCI's call in show and read the *Chicago Defender's* antismoking messages. These results also support the hypothesis that family involvement is effective in implementing substance abuse interventions.

Also vital to the success of the project were the relationships among the researchers and the Chicago Lung Association, community organizations, schools, and the media. All were true collaborators and participants in this project. These partnerships seem especially important when one considers that the participants were urban African-American children, rather than the more common target population of White middle-class suburbanites. The WGCI rap contest is a good example of effective cultural awareness. The intervention made use of a preexisting, common, and enjoyable activity of urban African-American children in order to motivate their interest and make learning fun. The students were able to use their own language and style, thus making the antismoking message meaningful and memorable.

Drug Abuse Prevention

In addition to smoking cessation interventions, our research group realized that the mass media could also be used to help prevent children and adolescents from experimenting with alcohol and other drugs. Adolescents not yet experimenting with these substances often seek information from the mass media on drugs. Flay and Pentz (1985) suggested that effectively increasing awareness, knowledge, and motivation to change may rely on the degree to which the media components are linked with other program components, which include school and parent programs. Multilevel interventions involving the media, family, school, and the community might have a greater impact than single-target interventions (Hawkins, Catalano, & Kent, 1991).

Our next study was of a statewide substance abuse prevention program, KidsInTouch, targeted at children and parents, which was initiated by the Illinois Department of Alcohol and Substance Abuse (Jason, Pokorny, Lahmar, & Bennetto, 1994). The first component of this intervention was an "InTouch" supplement in the *Chicago Tribune*, which was distributed prior to the telecast of a daily series of news segments. Circulation on the day of distribution was 1.2 million copies. The *Tribune* supplement provided a daily format that coincided with the upcoming news series. In addition, the supplement included family exercises and antidrug drawings and messages by students. The supplement contained a statewide resource guide to substance abuse prevention activities and other supportive services, state and national referral services, and a phone number for parent training workshop sites.

A daily series on WGN television was aired on the noon and 9 p.m. news. The purpose of the WGN television component was to build awareness, increase sensitivity to issues of substance abuse, and announce parent training groups throughout Illinois. The six-part news series combined facts about drug initiation, substance abuse, and children of parents dependent on alcohol and other drugs. Special interest profiles of Chicago families who had addressed these issues were also included. Information about the parent training workshops and sites were given at the close of each news segment.

Approximately 600 human service agency staff and community workers were trained to conduct the parent training workshops, which were open to all residents of Illinois. In comparison to a control group of parents, those participating in the parent training workshops showed significant improvement in alcohol and other drug knowledge and in parenting skills.

Another component of this multilevel intervention involved the "High Top Tower" series, which aired Saturday mornings on Chicago's Channel

32 for 6 consecutive weeks. Other stations across the state aired the program on different days and in a variety of time slots. Since the series was intended to reach children prior to drug initiation, the content of the weekly broadcasts addressed such issues as self-esteem, tactics for resisting use, problem solving, and alternatives to drugs.

The final component involved a school-based curriculum that consisted of 12 classroom activities designed for children ages 5 to 12. Like the "High Top Tower" television series, it covered such topics as self-esteem, family structure, health and safety, and information about alcohol and drugs. The school-based curriculum became available to schoolteachers across the state, and 2,137 copies of the curriculum were distributed.

Other Health Promotion Initiatives

Stress Management Intervention

WGN television joined with the Chicago Lung Association, PruCare HMO and True Value Hardware stores in producing a stress management program (Jason, Curran, Goodman, & Smith, 1989). The program was aired daily on the noon and 9 p.m. WGN news. At TrueValue Hardware stores in the Chicago area, 170,000 free manuals entitled "Success Over Stress" were distributed to the public. The manuals were designed to help viewers follow the daily television broadcasts and to provide supplementary exercises and activities. The daily broadcasts featured the following components: defining stress, describing the body's response to stressors, identifying major life stressors, assessing one's social support network, and identifying a variety of behavioral, cognitive, and psychological coping strategies of dealing with stress.

This primary preventive program was developed and funded by local sources, who received valuable publicity as a result. The hardware company hoped to bring new customers to its stores. The health maintenance organization had its name associated with a prominent health promotion intervention in hundreds of televised promotions before the series aired. Similarly, the Chicago Lung Association reaped public relations benefits by having its name and logo mentioned on all materials and promotions. Finally, the television station committed production resources to the project because the series would bring new viewers. The television program on stress management was so popular, it was aired during "sweeps week," a time when television stations closely monitor their audiences.

When we interviewed a sample of viewers who had seen this stress management program, 85% said they would recommend the program to

others. Many coping strategies were used by those who viewed the program; 78% tried deep breathing, 72% tried humor, 62% tried to focus on stress signals, 60% tried positive reinforcement, 56% tried progressive relaxation, and 56% tried exercise. Those viewers who had experienced prior to the program the most extensive negative life stressors, and a small sample of viewers who had been provided with support to cope with a recent death of a loved one, were the groups that made the most substantial gains in outcome adjustment measures. These findings suggest that the groups requiring the most extensive process of readjustment, due to either the loss of a loved one or other negative life stressors, might be the most responsive and ready to respond most positively to interventions. Providing those experiencing a death of a loved one with opportunities to obtain social support possibly helped accelerate the process of adjusting to the loss. The media might be able to identify large numbers of individuals undergoing stressful experiences but who currently are not receiving formal mental health services. By connecting such individuals with natural helpers in the community, the possible reach and impact of media-based preventive programs might be enhanced considerably.

Nutrition and Weight Reduction Intervention

During a 3-week period, another large-scale health promotion program cosponsored by the Chicago Lung Association was launched on WGN. This series featured daily reports on the noon and 9 p.m. news concerning health nutritional practices, and effective exercises (Jason, Greiner, Naylor, Johnson, & Van Egeren, 1991). In addition to this media component, the intervention included the distribution of 100,000 self-help manuals on the series throughout Chicago at TrueValue Hardware stores. As with the stress reduction program, all resources were generated from the local community. One component of this overall study involved a group of viewers who had weight problems. A randomly selected group attended ongoing, weight control self-help groups, watched the television show, and read the self-help manuals. This group succeeded in losing more weight than a comparable group, which was only exposed to the media program and manuals and did not attend meetings.

HIV/AIDS Prevention in Families

"Families in Touch: Understanding AIDS," which was partially funded by the Centers for Disease Control, was a multimedia-based health promotion strategy targeted toward HIV/AIDS prevention within the family

unit (Crawford et al., 1990). For 6 consecutive days, 5- to 10-minute segments on AIDS and the family were televised on the noon and 9 p.m. news broadcasts on WGN. In addition, a 16-page supplement appeared in the Sunday Chicago Tribune. On the Sunday before the telecast, 1,200,00 copies of the Chicago Tribune were distributed. "Families in Touch" provided factual information about AIDS, including means of transmission and prevention. It focused on improving the family's effectiveness in educating its members about the dangers of drug abuse and high-risk sexual practices by providing information relevant to the family and interactive exercises for parents and children designed to enhance communication, problem solving, decision making, and values clarification. The exercises were included in the Chicago Tribune AIDS Prevention Supplement. The "Families in Touch: Understanding AIDS" program represented a departure from most other AIDS prevention programs in its attempt to incorporate use of the media as an intervention strategy and the targeting of the family as the unit of change. Children who watched the program spoke more about sexual issues within their families and became more knowledgeable about AIDS. We did receive funding for part of this program from the Centers for Disease Control.

It is unfortunate that there are a disproportionate number of AIDS cases among minority groups. The mass media might be an excellent vehicle for reaching many ethnic minorities who might otherwise not receive critical information about HIV. These types of interventions need to be culturally and developmentally consistent with accepted peer group. Salina, Razzano, and De laTorre (1998) compared the effectiveness of an AIDS media program targeted at Latino youth. The program included a 5 day televised HIV/AID preventive intervention developed and broadcast on WSNS, one of the two Chicago area Spanish language television stations. The 5- to 10-minute broadcasts were aired during the evening news and accompanied a bilingual newspaper supplement designed by a group of health professionals from a variety of Hispanic agencies in Chicago. Some participants were also shown a video designed for young people produced by Magic Johnson and Arsenio Hall entitled "Time Out, the truth about HIV, AIDS and YOU." The students who watched the televised series and video were significantly more likely to agree that they (a) knew how to reduce their own risk of HIV/AIDS, (b) felt better prepared to protect themselves from HIV, (c) were more aware of the impact AIDS has had on their community. and (d) had changed their own behavior. Music videos presented in a contemporary format appear to be able to stimulate and hold young peoples' interest (Salina, Razzano, & Lesondak, 1998). This widely accessible media format has great potential as a method of reaching young people and impacting on HIV risk behaviors.

DISCUSSION

167

There are abundant opportunities to find local resources to develop and implement these types of large-scale preventive and health-promoting interventions. However, the success of this approach depends on associating and working with networks of supportive grass-roots organizations, and keeping decisions about the goals of these interventions in the hands of these associations (Fawcett, 1990). After gaining initial experiences in efforts to influence the media by prompting articles in newspapers, decreasing excessive television viewing in children, and developing a radio program, I developed a relationship with the Chicago Lung Association's Smoking and Health Committee. This organization provided entry into a number of other critical organizations.

The importance of this effort to collaborate with a not-for-profit agency, with high recognition and visibility within the community, needs to be emphasized. If I had worked only with members of my research team at DePaul University, I would not have had the opportunity to participate on the types of large-scale interventions described in this article. From 1980 until 1983, I had been a member of the Chicago Lung Association's Smoking and Health Committee, and during that time, I waited patiently for the right opportunity to get involved in a media intervention. When traditional-based smoking cessation clinics were perceived as not meeting the needs of the community, I was ready to help conceptualize and launch a media-based smoking cessation intervention. Of course, we were fortunate that a progressive HMO was simultaneously seeking to launch a high-visibility smoking cessation project. Once these alliances were formed, it took an entire year to convince a television station to produce the first smoking cessation series, as this type of in-depth series on the evening news on a health-related topic had never previously been broadcast. We had initially approached a prominent reporter for the television station, and he was most interested in being involved as the anchor for the program, in part because this role would provide him considerable exposure on the evening news. After months passed and the reporter had little success in convincing the upper management to support this program, in an effort to motivate the reporter, he was given a media award at the annual meeting of Chicago Lung Association. At that event, in front of hundreds of people, the reporter publically committed to having the "Freedom from Smoking" program on the air. Within a month after receiving the media award, he had successfully convinced his superiors at the television station to support the program. After the success of our first program, we had easy entry into other television stations and organizations.

Several practical strategies for initiating and implementing large-scale, media-based interventions are described (Jason & Salina, 1993): The participants—No large-scale intervention can be implemented by one person. As a first step in designing a program, invite a group of interested sponsors to an organizational meeting. If you have a personal contact within an organization, call that person to discuss the projected project. Your contact person might be able to identify the organization's level of interest in the intervention, as well as identify appropriate people who might be interested in participating. If you have no viable contacts, call the person who might have the most to gain from being involved in the intervention (e.g., Director of Public Relations, Director of Advertising/Sales Promotion). Setting the agenda—Focus on a current, serious, unmet need in the community. Motivate core members—Be sure to encourage all invited guests to participate in brainstorming and problem-solving sessions to better meet the problem. (When people help design particular program components, they tend to be more enthused and active in implementing the intervention.) Coalition building—After a series of core group meetings, additional sponsors might be invited to contribute to the intervention. Once the idea has been molded and shaped, and the planning group is mobilized and ready for action in developing a community-owned and implemented, large-scale, media intervention.

When working collaboratively with different citizen groups, attempts are always made to develop a consensus (Reyes, & Jason, 1993). However, there will be many instances of value differences in the strategies proposed by the different collaborators (Bogat & Jason, in press). Before our first smoking cessation media intervention, a "fast-food chain" had expressed interest in being a sponsor of the program. This sponsor had considerable economic resources, and this was appealing to several members of our committee. However, other members of our committee felt that the products sold by the restaurant chain had elements that were not compatible with a health promotion initiative (i.e., high salt and fat contents of products). Eventually, our group selected TrueValue Hardware as the distributor of the manuals rather than the restaurant chain. A good and flexible working relationship and high levels of trust among the parties was essential for these types of issues to be harmoniously resolved.

Kelly (1990) has been a most eloquent and persuasive advocate for us in developing collaborations with other disciplines and citizens. Kelly's ideas clearly were instrumental in influencing many of the collaborative efforts described in this paper. Key factors in our success were our patience and readiness to use a vast set of networks, each of which gained direct, tangible benefits from their participation. For a number of these interventions, the Chicago Lung Association and PruCare Health Maintenance Or-

ganization provided staff to develop the programs and funds to print the manuals, in exchange for considerable media coverage. Approximately 200 15- and 30-second promotions aired prior to many of the interventions, and the primary sponsors were identified in each promotion. TrueValue Hardware also provided financial resources in exchange for publicity on television, association with a worthy public health effort, and potential customers coming into their stores to pick up manuals. Each of the sponsors had their organization's name printed prominently on the self-help manuals and promotional materials. The television stations were identified with a credible, community-based health promotion program, which helped to attract new viewers.

Now, it is likely that most readers, while acknowledging the approach enumerated in this article, will conclude that it is only possible for researchers connected to resource-rich, academic institutions to achieve similar results. This conclusion cannot be warranted (Jason & Salina, 1993). Individual practitioners and advocates of prevention services can, indeed, be successful in launching these types of programs. Organizers of such programs need to be able to accurately portray the tangible benefits that potential sponsors can expect to reap from involvement. Who would have imagined that a leading billboard advertiser (Gannett Outdoors) would agree to participate and fund a smoking cessation intervention! These types of opportunities exist in other settings; having the patience and readiness to use them productively has and will allow others to replicate our work. Individuals in more than 15 other major metropolitan areas have contacted us and launched similar interventions.

The health promotion interventions described herein represent only one of the multitude of influences on community members' health behavior. Viewers of television are, for example, bombarded with messages to use products that are primarily processed, often having minimal nutrient value. Drivers see omnipresent advertisements on the roadsides encouraging them to try new brands of cigarettes and cigars. Readers of magazines are confronted with attractive models engaging in a variety of health-compromising behaviors. We are all deluged with inaccurate information and unhealthy behavior messages from a variety of corporations that are trying to promote their products and services. These enterprises have considerably more resources available than the collaborators of the described health promotion projects. These alternative influences need to be recognized because they undoubtedly have a negative impact on health promotion behavior-change influences (Jason & Hanaway, 1997). Such adverse influences are legitimate targets of community-based interventions. Advocacy and community organizing are appropriate activities for these types of influences (Biglan, 1995).

At a very minimum, interventions need to at least allude to such forces, and assist participants in dealing with them.

Perhaps the most exciting possibilities lie in more interactive interventions (Swift, 1982). As noted by Weissberg and Greenberg (1998), largescale prevention efforts need to incorporate multilevel, multicomponent influences, including the media, parents, community leaders, and school and government administrators. The media represent an excellent form to alert thousands of community residents to health promotion initiatives (Vincent, Clearie, & Schluchter, 1987). Once alerted to these programs, participants can pick up materials and resources that reinforce the concepts broadcast and encourage opportunities for practice. Groups can be assembled to watch the programs together, or participants can be provided additional support by being put in touch with helpers, self-help groups, or other community agencies. Many efforts to alter addictive behaviors have been unsuccessful in producing long-term changes. Perhaps by lowering barriers to participation in programs, and devising imaginative ways to enable participants to continue receiving support and encouragement following the end of the media programs, we will be able to engender sustained improvement.

REFERENCES

Biglan, A. (1995). Translating what we know about the context of antisocial behavior into a lower prevalence of such behavior. *Journal of Applied Behavior Analysis*, 28, 479-492.

Bogat, G. A., & Jason, L. A. (in press). Dogs bark at those they do not recognize: Towards an integration of behaviorism and community psychology. In J. Rappaport & E. Seidman (Eds.), Handbook of community psychology. New York: Plenum Press.

COMMIT Research Group. (1995a). Community intervention trial for smoking cessation (COMMIT): I. Cohort results from a four-year community intervention. *American Journal of Public Health*, 85, 183-192.

COMMIT Research Group. (1995b). Community intervention trial for smoking cessation (COMMIT): II. Changes in adult smoking prevalence. *American Journal of Public Health*, 85, 193-200.

- Cowen, E. L. (1973). Social and community interventions. Annual Review of Psychology, 24, 423-472.
- Crawford, I., Jason, L. A., Riordan, N., Kaufman, J., Salina, D., Sawalski, L., Ho, F. C., & Zolik, E. (1990). A multi-media based approach to increasing communication and the level of AIDS knowledge within families. *Journal of Community Psychology*, 18, 361-373.
- Farquhar, J. W., Fortman, S. P., Maccoby, N., et al. (1985). The Stanford five-city project: Design and methods. American Journal of Epidemiology, 122, 323-334.
- Fawcett, S. B. (1990). Some emerging standards for community research and action: Aid from a behavioral perspective. In P. Tolan, C. Keys, F. Chertok, & L. A. Jason (Eds.), Researching community psychology (pp. 64-75). Washington, DC: American Psychological Association.
- Flay, B. R., & Pentz, M. A. (1985). Reaching children with mass media health promotion programs: The relative effectiveness of an advertising campaign, a community-based program, and a school-based program. In D. S. Leather (Ed.), Health education and the media (Vol. 2, pp. 149-154). Oxford, UK: Pergamon.

Gesten, E. L., & Jason, L. A. (1987). Social and community interventions. *Annual Review of Psychology*, 38, 427-460.

- Gruder, C. L., Warnecke, R. B., Jason, L. A., Flay, B. R., & Peterson, P. (1990). A televised, self-help, cigarette smoking cessation intervention. *Addictive Behaviors*, 15, 505-516.
- Hawkins, J. D., Catalano, R. F., & Kent, L. A. (1991). Combining broadcast media and parent education to prevent teenage drug abuse. In L. Donohew, P. Palmgreen, & W. J. Bukoski (Eds.), Persuasive communication and drug abuse prevention (pp. 282-294). Hillsdale, NJ: Erlbaum.
- Hedeker, D., McMahon, S. D., Jason, L. A., & Salina, D. (1994). Analysis of clustered data in community psychology: With an example from a worksite smoking cessation project. *American Journal of Community Psychology*, 22, 595-615.
- Jason, L. A. (1979). Preventive community interventions: Reducing school children's smoking and decreasing smoke exposure. *Professional Psychology*, 10, 744-752.
- Jason, L. A. (1983). Self-monitoring in reducing children's excessive television viewing. Psychological Reports, 53, 1280.
- Jason, L. A. (1984). Reducing excessive television viewing among seven children in one family. Behavior Therapist, 7, 3-4.
- Jason, L. A. (1985a). Using a token-activated timer to reduce television viewing. *Journal of Applied Behavior Analysis*, 18, 269-272.
- Jason, L. A. (1985b). Using the media to foster self-help groups. Professional Psychology, 16, 455-464.
- Jason, L. A. (1987). Reducing children's television viewing and assessing secondary changes. Journal of Clinical Child Psychology, 16, 245-250.
- Jason, L. A., Crawford, I., & Gruder, C. L. (1989). Using a community model in media-based health promotion interventions. *Journal of Primary Prevention*, 9, 233-246.
- Jason, L. A., Curran, T., Goodman, D., & Smith, M. (1989). A media-based stress management intervention. Journal of Community Psychology, 17, 155-165.
- Jason, L. A., Greiner, B., Naylor, K., Johnson, S., & Van Egeren, L. (1991). A large-scale short-term, media-based weight loss program. American Journal of Health Promotion, 5, 432-437
- Jason, L. A., Gruder, C. L., Martino, S., Flay, B. R., Warnecke, R., & Thomas, N. (1987).
 Worksite group meetings and the effectiveness of a televised smoking cessation intervention. American Journal of Community Psychology, 15, 57-72.
- Jason, L. A., Gruder, C. L., Buckenberger, L., Lesowitz, T., Belgradan, J., Flay, B. R., & Warnecke, R. B. (1987). A 12-month follow-up of a worksite smoking cessation intervention. *Health Education Research*, 2, 185-194.
- Jason, L. A., & Hanaway, L. (1997). Remote control. A sensible approach to kids, TV, and the new electronic media. Sarasota, FL: Professional Resource Press.
- Jason, L. A., & Johnson, S. (1995). Reducing excessive television viewing while increasing physical activity. Child & Family Behavior Therapy, 17, 35-45.
- Jason, L. A., Johnson, S., & Jurs, A. (1993). Reducing children's television viewing with an inexpensive lock. Child & Family Behavior Therapy, 15, 45-54.
- Jason, L. A., & Klich, M. (1982). Intervening to alter inappropriate advertising in the mass media. Behavioral Community Psychology, 1, 9-16.
- Jason, L. A., Lesowitz, T., Michaels, M., Blitz, C., Victors, L., Dean, L., & Yeager, E. (1989).
 A worksite smoking cessation intervention involving the media and incentives. American Journal of Community Psychology, 17, 785-799.
- Jason, L. A., Marinakis, G., & Martino, S. (1985). Prompting articles of behavioral research in newspapers. Behavior Therapist, 8, 51-53.
- Jason, L. A., McMahon, S. D., Salina, D., Hedeker, D., Stockton, M., Dunson, K., & Kimball, P. (1995). Assessing a smoking cessation intervention involving groups, incentives, and self-help manuals. *Behavior Therapy*, 26, 393-408.
- Jason, L. A., Pokorny, S. B., Lahmar, K., & Bennetto, L. (1994). An evaluation of the short-term impact of a media-based substance abuse prevention programme. *Journal of Community & Applied Social Psychology*, 4, 63-69.

Jason, L. A., & Rooney-Rebeck, P. (1984). Reducing excessive television viewing. Child & Family Behavior Therapy, 6, 61-69.

- Jason, L. A., & Salina, D. (1993). Quality media connections. Another look at successful prevention interventions. Prevention Forum, 13, 2-8.
- Jason, L. A., Salina, D. D., McMahon, S. D., Hedeker, D., & Stockton, M. (1997). A worksite smoking intervention: A 2 year assessment of groups, incentives, and self-help. *Health Education Research*, 12, 129-138.
- Jason, L. A., & Savio, D. (1978). Reducing cigarette smoke in an office setting. Health Values, 2, 180-185.
- Jason, L. A., Tait, E., Goodman, D., Buckenberger, L., & Gruder, C. L. (1988). Effects of a televised smoking cessation intervention among low-income and minority smokers. *American Journal of Community Psychology*, 16, 863-876.
- Jason, L. A., Zolik, E. S., & Matese, F. J. (1979). Prompting dog owners to pick up dog droppings. American Journal of Community Psychology, 7, 339-351.
- Johnson, S. Z., & Jason L. A. (1996). Evaluation of a device aimed at reducing children's television viewing. [Letter to the Editor]. Child and Family Behavior Therapy, 18, 59-61.
- Kaufman, J. S., Jason, L. A., Sawlski, L. M., & Halpert, J. A. (1994). A comprehensive multi-media program to prevent smoking among black students. *Journal of Drug Education*, 24, 95-108.
- Kelly, J. G. (1990). Changing contexts and the field of community psychology. American Journal of Community Psychology, 18, 769-792.
- Mathews, R. M., & Dix, M. (1992). Behavior change in the funny papers: Feedback to cartoonists on safety belt use. *Journal of Applied Behavior Analysis*, 25, 769-775.
- McMahon, S. D., & Jason, L. A. (in press). Social support in a worksite smoking intervention: A test of theoretical models. *Behavior Modification*.
- McMahon, S. D., Jason, L. A., & Salina, S. (1994). Stress, coping, and appraisal in a smoking cessation intervention. *Anxiety, Stress, and Coping: An International Journal*, 7, 161-171.
- Munoz, R. F., Glish, M., Soo-Hoo, T., & Robertson, J. (1982). The San Francisco mood survey: Preliminary work toward the prevention of depression. American Journal of Community Psychology, 10, 317-329.
- Oster, G., Colditz, G. A., & Kelly, N. L. (1984). The economic costs of smoking and benefits of quitting. Lexington, MA: Lexington Books.
- Reyes, O., & Jason, L. A. (1993). Collaborating with the community. In J. E. Zins, T. R. Kratochwill, & S. N. Elliott (Eds.), The handbook of consultation services for children (pp. 305-316). San Francisco: Jossey-Bass.
- Rhodes, J., & Jason, L. A. (1988). Preventing substance abuse among children and adolescents. New York: Pergamon.
- Salina, D., Jason, L. A., Hedeker, D., Kaufman, J., Lesondak, L., McMahon, S. D., Taylor, T., & Kimball, P. (1994). A follow-up of a media-based, worksite smoking cessation program. American Journal of Community Psychology, 22, 257-271.
- Salina, D., Razzano, L., & De laTorre, G. (1998). A comparison of two media based HIV/AIDS interventions for Latino Americans. Submitted for publication.
- Salina, D., Razzano, L., & Lesondak, L. (1998). Multimedia as an HIV/AIDS intervention strategy. Submitted for publication.
- Schanie, C. F., & Sundel, M. (1978). A community mental health innovation in mass media preventive education: The alternatives project. American Journal of Community Psychology, 6, 573-581.
- Speer, P., Dey, A., Griggs, P., Gibson, C., Lubin, B., & Houghey, J. (1992). In search of community. An analysis of community research from 1984-1988. American Journal of Community Psychology, 20, 195-209.
- Swift, C. (1982). Applications of interactive television to prevention programming. In J. Sprakin, C. Swift, & R. Hess (Eds.), Rx Television: Enhancing the preventive impact of T.V. (pp 125-139). New York: Haworth.
- Vincent, M. L., Clearie, A. F., & Schluchter, M. D. (1987). Reducing adolescent pregnancy through school and community-based education. *Journal of the American Medical* Association, 257, 3382-3386.

Weissberg, R. P., & Greenberg, M. T. (1998). School and community competence-enhancement and prevention programs. In W. Damon (Series Ed.) & I. E. Sigel & K. A. Renninger (Vol. Eds.), *Handbook of child psychology: Vol. 4, Child psychology in practice* (5th ed.). New York: Wiley.

Winett, R. A. (1986). Information and behavior: Systems of influence. Hillsdale, NJ: Erlbaum. Winett, R. A. (1993). Media-based behavior change approaches for prevention. In D. S. Glenwick & L. A. Jason (Eds.), Promoting health and mental health in children, youth, and families (pp.181-204). New York: Springer.

PUBLICATIONS OF LEONARD A. JASON

Articles

- Jason, L. A., Clarfield, S., & Cowen, E. L. (1973). Preventive intervention with young disadvantaged children. American Journal of Community Psychology, 1, 50-61.
- Jason, L. A., & Kimbrough, C. (1974). A preventive educational program for young educationally disadvantaged children. Journal of Community Psychology, 2, 134-139.
- Jason, L. A. (1975). Early secondary prevention with disadvantaged preschool children. American Journal of Community Psychology, 3, 33-46.
- Jason, L. A., & Carter, B. (1975). Paraprofessionals providing behavioral techniques to families of disadvantaged toddlers. The Slow Learning Child, 22, 153-158.
- Jason, L. A. (1975). Rapid improvement in insomnia following self-monitoring. Journal of Behavior Therapy and Experimental Psychiatry, 6, 349-350.
- Jason, L. A. (1976). Self-monitoring in the treatment of nose squeezing and day-dreaming. Psychological Reports, 38, 235-238.
- Jason, L. A., Gesten, E., & Yock, T. (1976). Relational versus behavioral intervention with economically disadvantaged toddlers. American Journal of Orthopsychiatry, 46, 270-278.
- Jason, L. A., & Glenwick, D. (1976). How to use negative reinforcement and precise feedback. Work Performance, 2, 4-6.
- Jason, L. A. (1976). Recording parent-child interactional patterns. Perceptual and Motor Skills, 42, 279-282.
- Jason, L. A. (1977). Modifying parent-child interactions in a disadvantaged family. Journal of Clinical Child Psychology, 6, 38-40.
- Jason, L. A. (1977). Behavioral community psychology: Conceptualizations and applications. Journal of Community Psychology, 5, 303-312.
- Jason, L. A. (1977). A behavioral approach in enhancing disadvantaged children's academic abilities. American Journal of Community Psychology, 5, 413-421.
- Jason, L. A. (1977). A seminar in community psychology. College Student Journal, 11, 60-65.Jason, L. A. (1977). Preventing accidents: A behavioral approach towards maintaining driving wakefulness. Behavior Therapy, 8, 498-499.
- Jason, L. A., & DeAmicis, L. (1977). An approach in providing preventive mental health services to low-income parents. *International Journal of Family Counseling*, 5, 2-33.
- Glenwick, D., Jason, L. A., & Elman, D. (1978). Physical attractiveness and social contact in the singles bar. *Journal of Social Psychology*, 105, 311-312.
- Jason, L. A., & Carter, B. (1978). Training undergraduates to work with disadvantaged toddlers: Middle class agents strengthen minority values. College Student Journal, 12, 88-91.
- Jason, L. A., & Clay, R. (1978). Modifying smoking behaviors in a barber shop. Man-Environment Systems, 8, 38-40.
- Jason, L. A., & Savio, D. (1978). Reducing cigarette smoke in an office setting. Health Values, 2, 180-185.
- Jason, L. A., & Ferone, L. (1978). Behavioral versus process consultation interventions in school settings. American Journal of Community Psychology, 6, 531-543.

Jason, L. A. (1978). Using signs in a work setting. Man-Environment Systems, 8, 274-276.

- Jason, L. A. (1978). Implementing preventive and environmental community interventions. Evaluation and Health Professions, 1, 85-93.
- Cradock, C., Cotler, S., & Jason, L. A. (1978). Primary prevention: Immunization of children for speech anxiety. *Cognitive Therapy and Research*, 2, 389-396.
- Sirbu, W., Cotler, S., & Jason, L. A. (1978). Primary prevention: Teaching parents behavioral child rearing skills. Family Therapy, 5, 163-170.
- Jason, L. A., DeAmicis, L., & Carter, B. (1978). Preventive intervention programs for disadvantaged children. Community Mental Health Journal, 14, 272-278.
- Jason, L. A., Zolik, E. S., & Matese, F. (1979). Prompting dog owners to pick-up dog droppings. American Journal of Community Psychology, 7, 339-351.
- Jason, L. A., & Glenwick, D. S. (1979). Urban and rural perspectives towards traditional and community-oriented mental health services in the schools. *Journal of Community Psychology*, 7, 50-52.
- Glenwick, D. S., Jason, L. A., Copeland, A. P., & Stevens, E. (1979). On crisis intervention with children. *American Psychologist*, 34, 183-185.
- Jason, L. A., Ferone, L., & Anderegg, T. (1979). Evaluating ecological, behavioral and process consultation interventions. *Journal of School Psychology*, 17, 103-115.
- Jason, L. A. (1979). Preventive community interventions: Reducing school children's smoking and decreasing smoke exposure. Professional Psychology, 10, 744-752.
- Jason, L. A., Ferone, L., & Soucy, G. (1979). Teaching peer-tutoring behaviors in first and third grade classrooms. Psychology in the Schools, 16, 261-269.
- Spitzzeri, A., & Jason, L. A. (1979). Prevention and treatment of smoking in school age children. *Journal of Drug Education*, 9, 315-326.
- Douglas, J. A., & Jason, L. A. (1979). Transitions: Utilizing behavioral technology to facilitate entry into a school and an occupation. *Crisis Intervention*, 10, 68-79.
- Jason, L. A., Clay, R., & Martin, M. (1979-80). Reducing cigarette smoke in supermarkets and elevators. Journal of Environmental Systems, 9, 57-66.
- Quattrochi-Tubin, S., & Jason, L. A. (1980). Enhancing social interactions and activity among the elderly through stimulus control. *Journal of Applied Behavior Analysis*, 13, 159-163. (Reprinted in *Activities, Adaptation and Aging*, 1, 41-47, 1981).
- Jason, L. A., McCoy, K., Blanco, D., & Zolik, E. S. (1980). Decreasing dog litter: Behavioral consultation to help a community group. Evaluation Review, 4, 355-369.
- Jason, L. A., Soucy, G., & Ferone, L. (1980). Open field investigation in enhancing children's social skills. Group, 4, 56-62.
- Jason, L. A., & Nelson, T. (1980). Investigating relationships between problem behaviors and environmental design. Corrective and Social Psychiatry, 26, 53-57.
- Jason, L. A., Robson, S. D., & Lipshutz, S. A. (1980). Enhancing sharing behaviors through the use of naturalistic contingencies. *Journal of Community Psychology*, 8, 237-244.
- Jason, L. A., & Smith, T. (1980). The behavioral ecological matchmaker. Teaching of Psychology, 7, 116-117.
- Jason, L. A., & Zolik, E. S. (1980). Follow-up data on two dog litter reduction interventions. American Journal of Community Psychology, 6, 737-741.
- Bogat, G. A., Jones, J. W. & Jason, L. A. (1980). School transitions: Preventive intervention following an elementary school closing. *Journal of Community Psychology*, 8, 343-352.
- Cotler, S., Douglas, J., Dinello, F., Davenport, R., & Jason, L. A. (1980). Evaluating a community mental health center program for children. *Journal of Social Service Research*, 3, 361-370.
- Jason, L. A., & Frasure, S. (1980). Monitoring and changing behaviors in supermarket managers and consumers. Man-Environment Systems, 10, 288-290.
- Robson, S. D., Lipshutz, S. A., & Jason, L. A. (1980). Altering sharing behaviors through stimulus control. *Psychological Record*, 30, 547-552.
- Jason, L. A. (1981). Prevention and environmental modification in a behavioral community model. Behavioral Counseling Quarterly, 1, 81-107.
- Jason, L. A., Reichler, A., & Rucker, W. (1981). Territorial behavior on beaches. Journal of Social Psychology, 114, 43-50.

Jason, L. A., & Frasure, S. (1981). Increasing peer-tutoring behaviors in a third grade classroom. Behavioral Engineering, 7, 27-33.

- Jason, L. A. (1981). Training undergraduates in behavior therapy and behavioral community psychology. Behaviorists for Social Action, 3, 1-8.
- Bachman, S., Smith, T., & Jason, L. A. (1981). Characteristics of community psychologists in 1974 and 1978. American Journal of Community Psychology, 9, 283-291.
- Jason, L. A., & Zolik, E. S. (1981). Modifying dog litter in urban communities. The American Journal of Public Health, 71, 746-747.
- Mollica, M., & Jason, L. A. (1981). Modifying snow shovelling behaviors in an urban area. The American Journal of Public Health, 71, 861.
- Jason, L. A., Frasure, S., & Ferone, L. (1981). Establishing supervising behaviors in eighth graders and peer-tutoring behaviors in first graders. Child Study Journal, 4, 201-219.
- Jason, L. A., & Ferone, L. (1981). From early secondary to primary preventive interventions in school. *Journal of Prevention*, 1, 156-173. (Reprinted in *Creative Child and Adult Quarterly*, 1980, 5, 43-54, 59).
- Burrows, B. A., Jason, L. A., Quattrochi-Tubin, S., & Lavelli, M. (1981). Increasing activity of nursing home residents in their lounges using a physical design intervention and a prompting intervention. Activities, Adaptation and Aging, 1, 25-34.
- Jason, L. A., & Zolik, E. S. (1981). Characteristics of behavioral community interventions. Professional Psychology, 12, 769-775.
- Jason, L. A., Reichler, A., & Rucker, W. (1981). Characteristics of significant dating relationships: Male versus female initiators, idealized versus actual settings. *Journal of Psychology*, 109, 185-190.
- Lavelli, M. A., Lavelli, S. H., & Jason, L. A. (1981). Preventing hearing loss in underground subways. Man-Environment Systems, 11, 247-248.
- Davis, D. D., & Jason, L. A. (1982). Developing a support network for community psychologists. Journal of Community Psychology, 10, 15-22.
- Jason, L. A., Mollica, M., & Ferone, L. (1982). Evaluating an early secondary smoking prevention intervention. Preventive Medicine, 11, 96-102.
- Jason, L. A., & Liotta, R. (1982). Pedestrian jaywalking under facilitating and nonfacilitating conditions. Journal of Applied Behavior Analysis, 15, 469-473.
- Jason, L. A., & Liotta, R. (1982). Reducing cigarette smoking in a university cafeteria. Journal of Applied Behavior Analysis, 15, 573-577. (Reprinted in B. F. Green, R. A. Winett, R. V. Houten, E. S. Geller, & B. A. Iwata (Eds.), Behavior analysis in the community, 1968-1986 (pp. 237-241). Lawrence, KS: Society for the Experimental Analysis of Behavior.)
- Jason, L. A. (1982). Community-based approaches in preventing adolescent problems. The School Psychology Review, 11, 417-424.
- Jason, L. A., & Klich, M. (1982). Intervening to alter inappropriate advertising in the mass media. Behavioral Community Psychology, 1, 9-16.
- Jung, R. T., & Jason, L. A. (1982). An attempt to affect the political process. Division of Community Psychology Newsletter, 15, 10.
- Jason, L. A., & Klich, M. (1982). Use of feedback in reducing television watching. Psychological Reports, 51, 812-814.
- Shorr, S. I., & Jason, L. A. (1982). A comparison of men's and women's consciousness-raising groups. Groups, 6, 51-55.
- Jason, L. A., Christensen, H., & Carl, K. (1982). Programmed versus naturalistic approaches in enhancing study-related behavior. Journal of Clinical Child Psychology, 11, 249-254.
- Jason, L. A., & Liotta, R. F. (1982). Assessing community responsiveness in a metropolitan area. Evaluation Review, 6, 703-712.
- Zolik, E. S., Jason, L. A., Nair, D., & Peterson, M. (1982-83). Conservation of electricity on a college campus. *Journal of Environmental Systems*, 12, 225-228.
- Liotta, R. F., Jason, L. A., & Dupont, P. J. (1983). The relevance of developmental theory for preventive drug education programs. Bulletin of the Society of Psychologists in Addictive Behaviors, 2, 179-188.

Jason, L. A., & Bogat, G. A. (1983). Evaluating a preventive orientation program. Journal of Social Service Research, 7, 39-49.

- Jason, L. A. (1983). Self-monitoring in reducing children's excessive television viewing. Psychological Reports, 53, 1280.
- Bogat, G. A., & Jason, L. A. (1983). An evaluation of two visiting programs for elderly community residents. *International Journal of Aging and Human Development*, 17, 267-280.
- Zolik, E. S., Bogat, G. A., & Jason, L. A. (1983). Training of interns and practicum students at community mental health centers. *American Journal of Community Psychology*, 11, 673-686.
- Quattrochi-Tubin, S., & Jason, L. A. (1983). The influence of introversion-extraversion on activity choice and satisfaction among the elderly. *Personality and Individual Differences*, 4, 17-22. (Reprinted in *Activities, Adaptation, and Aging*, 4, 19-28.)
- Jason, L. A., & Burrows, B. A. (1983). Transition training for high school seniors. Cognitive Therapy and Research, 7, 79-91.
- Quattrochi-Tubin, S., & Jason, L. A. (1983). Variables affecting adjustment during mass relocation. Activities, Adaptation, and Aging, 3, 61-67.
- Glenwick, D. S., & Jason, L. A. (1984). Behavioral community psychology: An introduction to the special issue. *Journal of Community Psychology*, 12, 103-112.
- Jason, L. A. (1984). Developing undergraduates' skills in behavioral interventions. Journal of Community Psychology, 12, 130-139.
- Sloan, V., Jason, L. A., & Bogat, G. A. (1984). A preventive intervention during a school transition. Child Study Journal, 14, 47-60. (Reprinted in J. J. Cohen, & M. C. Fish (Eds.), Handbook of school-based interventions (pp. 180-182), San Francisco: Jossey-Bass.)
- Jason, L. A. (1984). Reducing excessive television viewing among seven children in one family. Behavior Therapist, 7, 3-4.
- Dupont, P., & Jason, L. A. (1984). Assertiveness training in a preventive drug education program. Journal of Drug Education, 14, 371-380.
- Press, S., Alvarez, J., Cotler, S., & Jason, L. A. (1984). Developing a problem-solving program in an elementary school. *Education*, 104, 281-286.
- Rebesco, M., Cotler, S., & Jason, L. A. (1984). The development and validation of a behavior rating scale for blood sampling. Heart and Lung, The Journal of Critical Care, 13, 540-545.
- Jason, L. A., Rose, T., Ferrari, J. R., & Barone, R. (1984). Personal versus impersonal methods for recruiting blood donations. *Journal of Social Psychology*, 123, 139-140.
- Jason, L. A., & Rooney-Rebeck, P. (1984). Reducing excessive television viewing. Child and Family Behavior Therapy, 6, 61-69.
- Jason, L. A., & Rose, T. (1984). Influencing the passage of child passenger restraint legislation. American Journal of Community Psychology, 12, 485-495.
- Durbin, M., & Jason, L. A. (1984). A token actuated timer for line voltage devices. Behavior Research Methods and Instrumentation, 16, 294-296.
- Jason, L. A., & Jung, R. (1984). Stimulus control techniques applied to handicapped-designated parking spaces. Deterring unauthorized use by the nonhandicapped. Environment and Behavior, 16, 675-686.
- Jason, L. A., Reichler, A., Easton, J., Neal, A. M., & Wilson, M. (1984). A preliminary study of female harassment. Alternative Lifestyles, 6, 259-269.
- Jason, L. A., Douglas, J., Nair, D., & Billingham, S. (1984). Altering social support dimensions using behavioral strategies. *Techniques. A Journal for Remedial Education and Counseling*, 1, 113-126.
- Jason, L. A. (1985). Using the media to foster self-help groups. *Professional Psychology:* Research and Practice, 16, 455-464.
- Jason, L. A., Neal, A. M., & Marinakis, G. (1985). Altering contingencies to facilitate compliance with traffic light systems. *Journal of Applied Behavior Analysis*, 18, 95-100. (Reprinted in B. F. Greene, R. A. Winett, R. V. Houten, E. S. Geller, & B. A. Iwata (Eds.), *Behavior analysis in the community*, 1968-1986 (pp. 402-407). Lawrence, KS: Society for the Experimental Analysis of Behavior.)
- Jason, L. A., Marinakis, G., & Martino, S. (1985). Prompting articles of behavioral research in newspapers. Behavior Therapist, 8, 51-53.

Jason, L. A., Moritsugu, J. N., Albino, J., Abbott, M., Anderson, J., Cameron, L., Dalton, J., Davis, D., Durlak, J., Gilius, T., Gillespie, J., Hass, L., Ritchie, P. L. J., Serrano-Garcia, I., Tefft, B., Thomas, D., Vassaf, G., Weissberg, R., Wong, H., & Zarit, J. (1985). Facilitating social support among community psychologists. *Journal of Community Psychology*, 13, 83-89.

- Nair, D., & Jason, L. A. (1985). An investigation and analysis of social networks among children. Special Services in the Schools, 1, 43-52.
- Ferrari, J. R., Barone, R. C., Jason, L. A., & Rose, T. (1985). The effects of a personal phone call prompt on blood donor commitment. *Journal of Community Psychology*, 13, 295-298.
- Zoline, S. S., & Jason, L. A. (1985). Preventive parent education for high school students. Journal of Clinical Child Psychology, 14, 119-123.
- Jason, L. A., & Kuchay, D. A. (1985). Ecological influences on school children's classroom behavior. Education, 105(4), 411-413.
- Jason, L. A. (1985). Using a token-actuated timer to reduce television viewing. *Journal of Applied Behavior Analysis*, 18, 269-272.
- Jason, L. A., & Zolik, E. S. (1985). Stimulus control and modeling strategies for controlling urban dog litter. Urban Ecology, 9, 63-73.
- Jason, L. A., Ginsburg, E., Rucker, W., Merbitz, C., Tabon, D., & Harkness, M. (1985). A support system for behavior analysts in an urban area. Behavior Therapist, 8, 138-140.
- Liotta, R. F., Jason, L. A., Robinson, W. L., & LaVigne, V. (1985). A behavioral approach for measuring social support. *Family Therapy*, 12, 285-295.
- Douglas, J., & Jason, L. A. (1986). Building social support through a babysitting exchange program. American Journal of Orthopsychiatry, 56, 103-108.
- Ferrari, J. R., Barone, R. C., Jason, L. A., & Rose, T. (1986). The use of incentives to increase blood donations. *Journal of Social Psychology*, 125(6), 791-793.
- Jason, L. A., LaPointe, P., & Billingham, S. (1986). The media and self-help: A preventive community intervention. *Journal of Primary Prevention*, 6(3), 156-167.
- Plakosh-Smith, T., & Jason, L. A. (1986). Use of time budgets in a preventive program. Evaluation and the Health Professions, 9(1), 53-61.
- Jason, L. A., Jackson, K., & Obradovic, J. (1986). Behavioral approaches in increasing blood donations. Evaluation and the Health Professions, 9(4), 439-448.
- Rooney-Rebeck, P., & Jason, L. A. (1986). Prevention of prejudice in elementary school students. *Journal of Primary Prevention*, 7(2), 63-73. (Reprinted in J. J. Cohen, & M. C. Fish (Eds.), *Handbook of school-based interventions* (pp. 427-428), San Francisco: Jossey-Bass.)
- Jason, L. A., Olson, T., & Pillen, P. (1987). Computer: A Computer-based preventive intervention. School Counselor, 34(2), 116-122.
- Jason, L. A., Gruder, C. L., Martino, S., Flay, B. R., Warnecke, R., & Thomas, N. (1987). Worksite group meetings and the effectiveness of a televised smoking cessation intervention. American Journal of Community Psychology, 15, 57-72.
- Jason, L. A. (1987). A multidisciplinary graduate course. Journal of Primary Prevention, 7(3), 143-152.
- Fawcett, S. B., Seekins, T., & Jason, L. A. (1987). Policy research and child passenger safety legislation: A case study and experimental evaluation. *Journal of Social Issues*, 43(2), 133-148.
- Glenwick, D. S., Balch, K., Brodsky, S. L., Frank, J. B., Franks, C. M., Garfield, S. L., Hess, A. K., & Jason, L. A. (1987). Issues in preparing an edited volume in psychology. American Psychologist, 42, 405-407.
- Jason, L. A., Liotta, R. F., Robinson, W. L., & Ferone, L. (1987). Developing social skills among day care children. Reading Improvement, 24, 19-23.
- Rhodes, J., & Jason, L. A. (1987). Retrospective pretest: An alternative approach in evaluating prevention programs. *Journal of Drug Education*, 17, 221-234.
- Jason, L. A. (1987). Reducing children's excessive television viewing and assessing secondary changes. Journal of Clinical Child Psychology, 16, 245-250.
- Hill, J. L., & Jason, L. A. (1987). An evaluation of a school-based child sexual abuse primary prevention program. *Psychotherapy Bulletin*, 22, 36-38.

Jason, L. A., Gruder, C. L., Buckenberger, L., Lesowitz, T., Belgradan, J., Flay, B. R., & Warnecke, R. B. (1987). A 12-month follow-up of a worksite smoking cessation intervention. Health Education Research, 2(3), 185-194.

- Jason, L. A. (1987). Small wins: The case of borrowed materials. Behavior Analysis and Social Action, 6, 39-40.
- Beaulieu, M. A., & Jason, L. A. (1988). A drug abuse prevention program aimed at teaching problem-solving strategies. *Children and Youth Services Review*, 10, 131-149.
- Davis, R. M., & Jason, L. A. (1988). The distribution of free cigarette samples to minors. American Journal of Preventive Medicine, 4(1), 21-26.
- Fawcett, S. B., Bernstein, G. S., Czyzewski, M. J., Greene, B. F., Hannah, G. T., Iwata, B. A., Jason, L. A., Mathews, R. M., Morris, E. K., Otis-Wilborn, A., Seekins, T., & Winett, R. A. (1988). Behavior analysis and public policy. *Behavior Analyst*, 11, 11-25.
- Holton, E., & Jason, L. A. (1988). Attempts to establish nonsmoking sections in restaurants. American Journal of Public Health, 78, 987.
- Jason, L. A., Goodman, D., Thomas, N., Iacono, G., Tabon, D., & Todd-Baxter, A. (1988). Clergy's knowledge of self-help groups in a large metropolitan area. *Journal of Psychology and Theology*, 16, 34-40.
- Jason, L. A., Tabon, D., Tait, E., Iacono, G., Goodman, D., Watkins-Ferrell, P., & Huggins, G. (1988). The emergence of the inner city self-help center. *Journal of Community Psychology*, 16, 287-295.
- Martino, S., Iacono, I., & Jason, L. A. (1988). A multidisciplinary approach in understanding a clinical training program. *Psychotherapy Bulletin*, 23(2), 12-16.
- Jung, R., & Jason, L. A. (1988). Firearm violence and the effects of gun control legislation. American Journal of Community Psychology, 16, 515-524.
- Pillen, B. L., Jason, L. A., & Olson, T. (1988). The effects of gender on the transition of transfer students into a new school. *Psychology in the Schools*, 25, 187-194.
- Quattrochi-Tubin, S. J., & Jason, L. A. (1988). The effects of cognitive and behavioral strategies in enhancing behavioral functioning among residents of a nursing home. *Gerontology and Geriatric Education*, 8, 133-148.
- Rose, F. T., & Jason, L. A. (1988). The effects of program evaluation feedback on staff attitudes. Community Mental Health Journal, 24, 236-239.
- Seekins, T., Fawcett, S. B., Cohen, S. H., Elder, J. P., Jason, L. A., Schnelle, J. F., & Winett, R. A. (1988). Experimental evaluation of public policy: The case of state legislation for child passenger safety. *Journal of Applied Behavior Analysis*, 21, 233-243.
- Thompson, D. W., & Jason, L. A. (1988). Street gangs and preventive interventions. Criminal Justice and Behavior, 15, 323-333.
- Sarlo, G., Jason, L. A., & Lonak, C. (1988). Parent strategies for limiting children's television watching. Psychological Reports, 63, 435-438.
- Jason, L. A., Tait, E., Goodman, D., Buckenberger, L., & Gruder, C. L. (1988). Effects of a televised smoking cessation intervention among low income and minority smokers. *American Journal of Community Psychology*, 16, 863-876.
- Jason, L. A., Schade, J., Furone, L., Reichler, A., & Brickman, C. (1989). Time orientation: Past, present and future perceptions. Psychological Reports, 64, 1199-1205.
- Jason, L. A., Curran, T., Goodman, D., & Smith, M. (1989). A media-based stress management intervention. Journal of Community Psychology, 17, 155-165.
- Jung, R., & Jason, L. A. (1989). Developing a social support system for urban children. Community Psychologist, 22, 19-20.
- Jason, L. A., & Keyes, O. (1989). Developing grant writing skills within a community psychology course. Community Psychologist, 22, 6-7.
- Thomas, N., & Jason, L. A. (1989). A preliminary attempt to improve tutoring skills among black inner-city children. *Journal of Black Psychology*, 15, 163-172.
- Jason, L. A., & Rhodes, J. E. (1989). Children helping children: Implications for prevention. Journal of Primary Prevention, 9, 203-212.
- Jason, L. A., Crawford, I., & Gruder, C. L. (1989). Using a community model in media-based health promotion interventions. Journal of Primary Prevention, 9, 233-246.

Jason, L. A. (1989). Toward the integration of affect and action. Community Psychologist, 23, 3.

- Flay, B. R., Gruder, C. L., Warnecke, R. B., Jason, L. A., & Peterson, P. (1989). One year follow-up of the Chicago televised smoking cessation program. *American Journal of Public Health*, 79, 1377-1380.
- Jason, L. A., Betts, D., Johnson, J. H., Smith, S., Krueckeberg, S., & Craddock, M. (1989).
 An evaluation of an orientation plus tutoring school-based prevention program.
 Professional School Psychology, 4(4), 273-284.
- Warnecke, R. B., Langenberg, P., Gruder, C. L., Flay, B. R., & Jason, L. A. (1989). Factors in smoking cessation among participants in a televised intervention. *Preventive Medicine*, 18, 833-846.
- Jason, L. A., Lesowitz, T., Michaels, M., Blitz, C., Victors, L., Dean, L., & Yeager, E. (1989).
 A worksite smoking cessation intervention involving the media and incentives. American Journal of Community Psychology, 17, 785-799.
- Spaccarelli, S., Zolik, E. S., & Jason, L. A. (1989-90). Effects of verbal prompting and block characteristics on participation in curbside newspaper recycling. *Journal of Environmental Systems*, 19(1), 45-57.
- Crawford, I., & Jason, L. A. (1990). Strategies for implementing an AIDS prevention program. Professional Psychology: Research and Practice, 21, 219-221.
- Crawford, I., Jason, L. A., Riordan, N., Kaufman, J., Salina, D. D., Sawalski, L., Ho, F. C., & Zolik, E. S. (1990). A multi-media based approach to increasing communication and the level of AIDS knowledge within families. *Journal of Community Psychology*, 18, 361-373.
- Crawford, I., Salina, D. D., & Jason, L. A. (1990). The use of behavioral strategies in a multi-media based AIDS prevention program. Community Psychologist, 23, 9-11.
- Ferrari, J., & Jason, L. A. (1990). Incentives in blood donor recruitment. Evaluation and Health Professions, 13, 374-377.
- Gruder, C. L., Warnecke, R. B., Jason, L. A., Flay, B. R., & Peterson, P. (1990). A televised, self-help, cigarette smoking cessation intervention. Addictive Behaviors, 15, 505-516.
- Jason, L. A. (1990). Toward the integration of personal action and ideology. Community Psychologist, 23, 18.
- Jason, L. A. (1990). Toward the integration of present realities and future possibilities. Community Psychologist, 23, 14.
- Jason, L. A., Betts, D., Johnson, J. H., Weine, A. M., Warren-Sohlberg, L., Shinaver, C. F., Neuson, L., Filippelli, L., & Lardon, C. (1990). Promoting competencies in high-risk transfer children. Special Services in the Schools, 6, 21-36.
- Jason, L. A., Jayaraj, S., Blitz, C., Michaels, M., & Klett, L. (1990). Incentives and competition in a worksite smoking cessation intervention. American Journal of Public Health, 80, 205-206.
- Jason, L. A., & Lattimore, B. (1990). Strengthening a religious social support system. Journal of Psychology and Theology, 18, 83-85.
- Jason, L. A., & Lonak, C. (1990). A survey of corporate smoking policies. Evaluation and the Health Professions, 13, 405-411.
- Rhodes, J. E., & Jason, L. A. (1990). A social stress model of substance abuse. *Journal of Consulting and Clinical Psychology*, 58, 395-401.
- Weine, A. M., Kurasaki, K., & Jason, L. A. (1990). Correspondence between parental reports and children's actual grades. Psychological Reports, 67, 607-610.
- Abdul-Adil, J. K., & Jason, L. A. (1991). Community psychology and Al-Islam: A religious framework for social change. Community Psychologist, 25, 28-30.
- Elias, M. J., Weissberg, R. P., Dodge, K. A., Hawkins, J. D., Jason, L. A., Kendall, P. C., Perry, C. L., Rotheram- Borus, M. J., & Zins, J. E. (1991). Preparing students for the twenty-first century: Contributions of the prevention and social competence promotion fields. *Teachers College Record*, 93(2), 297-305.
- Jason, L. A. (1991). Participating in social change: A fundamental value for our discipline. American Journal of Community Psychology, 19, 1-16.

Jason, L. A., & Crawford, I. (1991). Toward a kinder, gentler, and more effective behavioral approach in solving community problems. *Journal of Applied Behavior Analysis*, 24, 649-651.

- Jason, L. A., Greiner, B. J., Naylor, K., Johnson, S. P., & Van Egeren, L. (1991). A large-scale, short-term, media-based weight loss program. American Journal of Health Promotion, 5, 432-437.
- Jason, L. A., Ji, P. Y., Anes, M. D., & Birkhead, S. H. (1991). Active enforcement of cigarette control laws in the prevention of cigarette sales to minors. *Journal of the American Medical Association*, 266, 3159-3161.
- Jason, L. A., Salina, D. D., Hedeker, D., Kimball, P., Kaufman, J., Bennett, P., Bernstein, R., & Lesondak, L. (1991). Designing an effective worksite smoking cessation program using self-help manuals, incentives, groups and media. *Journal of Business Psychology*, 6(1), 155-166.
- Reyes, O., & Jason, L. A. (1991). An evaluation of a high school dropout prevention program. Journal of Community Psychology, 19, 221-230.
- Salina, D. D., Crawford, I., & Jason, L. A. (1991). The incorporation of behavioral exercises into a multimedia AIDS prevention program. *Behavior Therapist*, 14, 36-38.
- Salina, D.D., Crawford, I., & Jason, L. A. (1992). AIDS prevention: Using mass media to increase communications between parents and children. Community Psychologist, 23, 9-11.
- Jason, L. A. (1992). Eco-transactional behavioral research. Journal of Primary Prevention, 13, 37-72.
- Reyes, O., & Jason, L. A. (1992). Political change in the Chicago public schools. Community Psychologist, 25, 24-25.
- Salina, D. D., Jason, L. A., Lesondak, L., & Crawford, I. (1992). Improving data collection through collaborative research. Perceptual & Motor Skills, 74, 226.
- Warren-Sohlberg, L., & Jason, L. A. (1992). How the reason for a school move relates to school adjustment. *Psychology in the Schools*, 29, 78-84.
- Filippelli, L. A., & Jason, L. A. (1992). How life events affect the academic and self-concept of transfer children. *Journal of Instructional Psychology*, 19(1), 61-65.
- Crawford, I., Jason, L. A., & Salina, D. (1992). Recommendations for implementing a media-based AIDS prevention project. *Prevention Update*, 3, 6.
- Lardon, C., & Jason, L. A. (1992). Validating a brief pupil evaluation inventory. Journal of Abnormal Child Psychology, 20, 367-376.
- Jason, L. A., Ji, P. Y., & Anes, M., & Xaverius, P. (1992). Assessing cigarette sales rates to minors. Evaluation and the Health Professions, 15, 375-384.
- Jason, L. A., Mortitsugu, J. N., & DePalma, D. M. (1992). Advertising as a strategy for meeting people. Psychological Reports, 71, 1311-1314.
- Jason, L. A., Filippelli, L., Danner, K. E., & Bennett, P. (1992). Identifying high risk children transferring into elementary schools. *Education*, 113, 325-330.
- Orosan, P. L., Weine, A. M., Jason, L. A., & Johnson, J. H. (1992). Gender differences in academic and social behavior of elementary school transfer students. *Psychology in the Schools*, 29, 394-402.
- Jason, L. A., Weine, A. M., Johnson, J. H., Danner, K. E., Kurasaki, K. S., & Warren-Sohlberg, L. (1993). The school transitions project: A comprehensive preventive intervention. *Journal of Emotional and Behavioral Disorders*, 1(1), 65-70.
- Reyes, O., & Jason, L. A. (1993). Pilot study examining factors associated with academic success for Hispanic high school students. *Journal of Youth Adolescence*, 22, 57-71.
- Jason, L. A., Kurasaki, K., Neuson, L., & Garcia, C. (1993). Training parents in a preventive intervention for transfer children. Journal of Primary Prevention, 13, 213-227.
- Jason, L. A. (1993). Chronic Fatigue Syndrome: New hope from psychoneuroimmunology and community psychology. *Journal of Primary Prevention*, 14, 51-71.
- Jason, L. A., Johnson, S. Z., & Jurs, A. (1993). Reducing children's television viewing with an inexpensive lock. Child and Family Behavior Therapy, 15(3), 45-54.
- Jason, L.A., & Salina, C. (1993). Quality media connections. Prevention Forum, 13(3),1-8.
- Jason, L. A., Taylor, S. L., Johnson, S., Goldston, S., Salina, D., Bishop, P., & Wagner, L. (1993). Prevalence of Chronic Fatigue Syndrome-related symptoms among nurses. Evaluation and the Health Professions, 16(14), 385-399.

Jason, L. A., Dvorchak, P. A., & Kobayashi, R. B. (1993). Reflections on Rappaport's contributions as AJCP editor. Community Psychologist, 26, 23-24.

- Weine, A. M., Kurasaki, K. S., Jason, L. A., Danner, K. E., & Johnson, J. (1993). An evaluation of preventive tutoring programs for transfer students. *Child Study Journal*, 23(2), 135-152.
- Jason, L. A., Danner, K. E., Kurasaki, K. S., Halpert, J., Weine, A. M., & Warren-Sohlberg, L. (1993). A one year follow-up of a preventive program for high-risk transfer children. Journal of Emotional and Behavioral Disorders, 1(4), 215-221.
- Jason, L. A., Fitzbibbon, G., Taylor, R., Taylor, S., Wagner, L., Johnson, S., Richmond, W., Papernik, M., Plioplys, A.V., Plioplys, S., Lipkin, D., Ferrari, J. (1993, Summer). The prevalence of Chronic Fatigue Syndrome: A review of efforts—Past and present. CFIDS Chronicle, pp. 24-29.
- Jason, L. A., Fitzgibbon, G., Taylor, S. L., Johnson, S., & Salina, D. (1993). Strategies in identifying people with Chronic Fatigue Syndrome. *Journal of Community Psychology*, 21, 339-344.
- Alvarez, J., & Jason, L. A. (1993). The effectiveness of legislation, education, and loaners for child safety in automobiles. *Journal of Community Psychology*, 21, 280-284.
- Jason, L. A., Johnson, J. H., Danner, K. E., Taylor, S. T., & Kurasaki, K. S. (1993). A comprehensive, preventive, parent-based intervention for high-risk children. Prevention in Human Services, 10, 27-37.
- Jason, L. A., Taylor, S. L., Johnson, A., Goldston, S., Salina, D., Bishop, P., & Wagner, L. (1994). Estimating Chronic Fatigue Syndrome-related symptoms among nurses: A preliminary report. Clinical Infectious Diseases, 18, S54. [Abstract]
- Johnson, J. H., & Jason, L. A. (1994). Parent-tutoring for elementary students: The development of a parent-tutor assessment scale. *Urban Education*, 29, 22-33.
- Jason, L. A., & Taylor, S. L. (1994). Monitoring Chronic Fatigue Syndrome. Journal of Nervous and Mental Disorders, 182, 243-244.
- Kaufman, J., Jason, L. A., Sawlski, L. M., & Halpert, J. A. (1994). A comprehensive multi-media program to prevent smoking among black students. *Journal of Drug Education*, 24, 95-108.
- Jason, L. A., Pokorny, S., Kohner, K., & Bennetto, L. (1994). An evaluation of the short-term impact of a media- based substance abuse prevention program. *Journal of Community* and Applied Social Psychology, 4, 63-69.
- Jason, L. A., Slavich, S. P., Taylor, R. R., Ferrari, J. R., & Stenzel, C. L. (1994, Summer). Toward an understanding of service and housing needs of people with CFIDS. CFIDS Chronicle, pp. 10-11.
- McMahon, S. D., Jason, L. A., & Salina, D. (1994). Stress, coping, and appraisal in a smoking cessation intervention. Anxiety, Stress, and Coping: An International Journal, 7, 161-171.
- Salina, D., Jason, L. A., Hedeker, D., Kaufman, J., Lesondak, L., Dvorak-McMahan, S., Taylor, S., & Kimball, P. (1994). A follow-up of a media-based, worksite smoking cessation program. American Journal of Community Psychology, 22, 257-271.
- Jason, L. A., Reyes, O., Danner, K. E., & De La Torre, G. (1994). Academic achievement as a buffer to peer rejection. Journal of Instructional Psychology, 21, 351-352.
- Hedeker, D., McMahon, S. D., Jason, L. A., & Salina, D. (1994). Analysis of clustered data in community psychology: With an example from a worksite smoking cessation project. *American Journal of Community Psychology*, 22, 595-615.
- Jason, L. A., Danner, K. E., Weine, A. M., Kurasaki, K. S., Johnson, J. H., Warren-Sohlberg, L., & Reyes, O. (1995) Academic follow-up data on two cohorts of high-risk transfer children. Early Education & Development, 5, 277-288.
- Jason, L. A., Haney-Davis, T. M., Ropacki, M. T., & Billows, W. D. (1995). Dialogue on mentoring: The students' perspective. Community Psychologist, 28, 11-12.
- Jason, L. A., & Kobayashi, R. B. (1995). Community building: Our next frontier. Journal of Primary Prevention, 15, 195-208.
- Jason, L. A., Wagner, L., Taylor, R., Ropacki, M. T., Shlaes, J., Ferrari, J. R., Slavich, S. P., & Stenzel, C. (1995). Chronic Fatigue Syndrome: A new challenge for health care professionals. *Journal of Community Psychology*, 23, 143-164.

Lorion, R. P., & Jason, L. A. (1995). Community psychology and health psychology: An opportunity awaits. *Journal of Community Psychology*, 23, 165-166.

- Jason, L. A., McMahon, S. D., Salina, D., Hedeker, D., Stockton, M., Dunson, K., & Kimball, P. (1995). Assessing a smoking cessation intervention involving groups, incentives, and self-help manuals. *Behavior Therapy*, 26, 393-408.
- Jason, L. A. & Johnson, S. Z. (1995). Reducing excessive television viewing while increasing physical activity. Child & Family Behavior Therapy, 17, 35-45.
- Billows, W. D., Schnopp-Wyatt, D., & Jason, L. A. (1995). Reducing the risk to minors participating in an urban intervention program. *Tobacco Control*, 4, 92.
- Dvorchak, P. A., Grams, G., Tate, L., & Jason, L. A. (1995). Pregnant and postpartum women in recovery: Barriers to treatment and the role of Oxford House in the continuation of care. Alcoholism Treatment Quaterly, 13, 97-107.
- Nealon-Woods, M. A., Ferrari. J. R., & Jason, L. A. (1995). Twelve-step program use among Oxford House residents: Spirituality or social support in sobriety? *Journal of Substance Abuse*, 7, 311-318.
- Jason, L. A., Holden, J. G., Taylor, S. L., & Melrose, H. (1995). Monitoring energy levels in Chronic Fatigue Syndrome. Psychological Record, 45, 643-654.
- Jason, L. A., Taylor, R., Wagner, L., Holden, J., Ferrari, J. R., Plioplys, A. V., Plioplys, S., Lipkin, D., & Papernik, M. (1995). Estimating rates of Chronic Fatigue Syndrome from a community based sample: A pilot study. American Journal of Community Psychology 23, 557-568.
- Ferrari, J. R., Jason, L. A., & Salina, D. (1995). Pastoral care and AIDS: Assessing the stress and satisfaction from caring for persons with AIDS. *Pastoral Psychology*, 44, 99-110.
- Ferrari, J. R. & Jason, L. A. (1996). Integrating research and community service: Incorporating research skills into service learning experiences. *College Student Journal*, 30, 444-451.
- LeRoy, J., Haney Davis, T., & Jason, L. A. (1996). Treatment efficacy: A survey of 305 MCS patients. CFIDS Chronicle, 9, 52-53.
- Schlaes, J. L., & Jason, L. A. (1996). A buddy/mentor program for people with Chronic Fatigue Syndrome. CFIDS Chronicle, 9, 21-25.
- Jason, L. A., Billows, W. D., Schnopp-Wyatt, D. L., & King, C. (1996). Long-term findings from Woodridge in reducing illegal cigarette sales to older minors. Evaluation and the Health Professions, 19, 3-13.
- Jason, L. A., Ferrari, J. R., Taylor, R. R., Slavich, S. P., & Stenzel, C. L. (1996). A national assessment of the service, support, and housing preferences by persons with Chronic Fatigue Syndrome: Toward a comprehensive rehabilitation program. Evaluation and the Health Professions, 19, 194-207.
- Johnson, S. Z., & Jason, L. A. (1996). Evaluation of a device aimed at reducing children's television viewing. [Letter to the Editor]. Child and Family Behavior Therapy, 18, 59-61.
- Jason, L. A., Billows, W., Schnopp-Wyatt, D., & King, C. (1996). Reducing the illegal sales of cigarettes to minors: Analysis of alternative enforcement schedules. *Journal of Applied Behavior Analysis*, 29, 333-344.
- Sloan, V. J., Jason, L. A., & Addlesperger, E. (1996). Social networks among inner-city minority women. *Education*. 117, 194-199.
- Xaverius, P. K., Billows, W. D., Jason, L. A., & King, C. (1996). Research on the sales of smokeless tobacco to adolescents. Tobacco Control, 5, 69-70.
- Elias, M. J., Weissberg, R. P., Zins, J. E., Kendall, P. C., Dodge, K. A., Jason, L. A., Rotheram-Borus, M. J., Perry, C. L., Hawkins, J. D., & Gottsfredson, D. C. Transdisciplinary collaboration among school researchers: The consortium on the school-based promotion of social competence (1966). Journal of Educational and Psychological Consultation, 7(1), 25-39.
- Ferrari, J. R., Billows, W., & Jason, L. A. (1997). Matching the needs of the homeless with those of the disabled: Empowerment through caregiving. *Journal of Prevention and Intervention in the Community*, 15, 83-92.
- Jason, L. A., Ropacki, M. T., Santoro, N. B., Richman, J. A., Heatherly, W., Taylor, R., Ferrari, J. R., Haney-Davis, T. M., Rademaker, A., Dupuis, J., Golding, J., Plioplys, A.

V., & Plioplys, S. (1997). A screening scale for Chronic Fatigue Syndrome: Reliability and validity. *Journal of Chronic Fatigue Syndrome*, 3, 39-59.

- Jason, L. A., Ferrari, J. R., Dvorchak, P. A., Groessl, E. J., & Malloy, J. P. (1997). The characteristics of alcoholics in self- help residential treatment settings: A multi-site study of Oxford House. Alcoholism Treatment Quarterly, 15, 53-63.
- Jason, L. A., Salina, D. D., McMahon, S. D., Hedeker, D., & Stockton, M. (1997). A worksite smoking intervention: A 2 year assessment of groups, incentives, and self-help. *Health Education Research. Theory and Practice*, 12, 129-138.
- Jordan, K., Kolak, A., & Jason, L. A. (1997). Research with children and adolescents with Chronic Fatigue Syndrome: Methodologies, designs, and special considerations. *Journal* of Chronic Fatigue Syndrome, 3, 3-13.
- Rosenthal, S., Camacho, J., Howard, C., Jason, L., Lerman, A., Cantillon, D., & Purnell, T. (1997). The final solution? *Community Psychologist*, 30, 15-16.
- Ferrari, J. R., & Jason, L. A. (1997). A study of long-term volunteer caregiving to persons with CFS: Perceived stress vs. Satisfaction. *Rehabilitation Counseling Bulletin*, 40, 240-250...
- Jason, L. A., Ferrari, J. R., Smith, B., Marsh, P., Dvorchak, P. A., Groessl, E. J., Pechota, M. E., Curtin, M., Bishop, P. D., Kot, E., & Bowden, B. S. (1997). An exploratory study of male recovering substance abusers living in a self-help, self-governed setting. *Journal of Mental Health Administration*, 24, 332-339.
- Jason, L. A., Richman, J. A., Friedberg, F., Wagner, L., Taylor, R., & Jordan, K. M. (1997).
 Politics, science, and the emergence of a new disease: The case of Chronic Fatigue Syndrome. American Psychologist, 52, 973-983.
- Stockon, M. C., McMahon, S. D., & Jason, L. A. (1997). The health belief model and worksite smoking cessation. *Journal of Psychology and the Behavioral Sciences*, 11, 69-79.
- Jason, L. A., & Barnes, H. E. (1997). Substance abuse prevention: Beyond the schoolyard. Applied and Preventive Psychology, 6, 211-220.
- King, C. P., Jason, L. A., Frankenberry, E. L., Jordan, K. M., & Tryon, W. (1997). Managing chronic fatigue syndrome through behavioral monitoring of energy levels and fatigue: A case study demonstration of the envelope theory. The CFIDS Chronicle, 10, 10-14.
- Jason, L. A., Tryon, W., Frankenberry, E., & King, C. (1997). Chronic Fatigue Syndrome: Relationships of self-ratings and actigraphy. Psychological Reports, 81, 123-1226.
- Wagner, L. I., & Jason, L. A. (1997). Occupational stressors in nursing and physical health outcome: Chronic Fatigue Syndrome related symptoms among nurses. Nursing Connections, 10, 41-49.
- Bishop, P. D., Chertok, L., & Jason, L. A. (1997). Measuring sense of community: Beyond local boundaries. Journal of Primary Prevention, 18, 193-212.
- Ferrari, J. R., Curtin-Davis, M., Dvorchak, P., Jason, L. A. (1997). Recovering from alcoholism in communal-living settings: Exploring the characteristics of African American men and women. *Journal of Substance Abuse*, 9, 77-87.
- Jordan, K. M., Landis, D. A., Downey, M. C., Osterman, S. L., Thurm, A. E., & Jason, L. A. (1998). Chronic Fatigue Syndrome in children and adolescents: A review. *Journal of Adolescent Health*, 22, 4-18.
- McMahon, D., S., & Jason, L. A. (in press). Social support in a worksite smoking intervention: A test of theoretical models. *Behavior Modification*.
- Davis, T. H., Jason, L. A., & Banghart, M. A. (in press). The effect of housing on individuals with multiple chemical sensitivities. *Journal of Primary Prevention*.
- Taylor, R., & Jason, L. A. (in press). Psychiatric comorbidity and Chronic Fatigue Syndrome. Psychology and Health: The International Review of Health Psychology.
- Jason, L. A., Berk, M., Schnopp-Wyatt, D. L., & Talbot, B. (in press). Effects of enforcement of youth access laws on smoking prevalence. American Journal of Community Psychology.
- Jason, L. A. (in press). Tobacco, drug, and HIV preventive media interventions. American Journal of Community Psychology.
- Jung, R. S., & Jason, L. A. (in press). Job interview social skills training for Asian-American Immigrants. Journal of Human Behavior in the Social Sciences.
- Jason, L. A., & Wagner, L. I. (in press). Chronic fatigue syndrome among nurses. American Journal of Nursing.

Books

- Glenwick, D. S., & Jason, L. A. (Eds.) (1980). Behavioral community psychology: Progress and prospects. New York: Praeger.
- Felner, R. D., Jason, L. A., Moritsugu, J., & Farber, S. S. (Eds.) (1983). Preventive psychology: Theory, research and practice. New York: Pergamon.
- Jason, L. A., Hess, R., Felner, R. D., & Moritsugu, J. N. (Eds.), (1987). Prevention: Toward a multidisciplinary approach. New York: Haworth Press.
- Rhodes, J. E., & Jason, L. A. (1988). Preventing substance abuse among children and adolescents. New York: Pergamon.
- Tolan, P., Keys, C., Chertok, F., & Jason, L. (Eds.). (1990). Researching community psychology: Issues of theories and methods. Washington, DC: American Psychological Association.
- Jason, L. A., Weine, A. M., Johnson, J. H., Warren-Sohlberg, L., Filippelli, L. A., Turner, E. Y., & Lardon, C. (1992). Helping transfer students: Strategies for educational and social readjustment. San Francisco: Jossey-Bass.
- Glenwick, D. S., & Jason, L. A. (Eds.). (1993). Promoting health and mental health with children, youth, and families. New York: Springer.
- Jason, L. A., Danner, K. E., & Kurasaki, K. (Eds.). (1993). Prevention and school transitions. New York: Haworth.
- Jason, L. A., & Hanaway, E. K. (1997). Remote control: A sensible approach to kids, television, and the new electronic media. Sarasota, FL: Professional Resource Press.
- Jason, L. A. (1997). Community building: Values for a sustainable future. Westport, CT: Praeger. Friedberg, F., & Jason, L. A. (1998). Understanding chronic fatigue syndrome: An empirical guide to assessment and treatment. Washington, DC: American Psychological Association.

Manuals and Chapters

- Jason, L. A. (1974). Westside Health Services' Infant Stimulation Program Manual. Rochester, NY: University of Rochester.
- Jason, L. A., & Ferone, L. (1979). Behavioral versus process consultation interventions in school settings. In C. M. Franks & G. T. Wilson (Eds.), Annual review of behavior therapy, theory and practice (pp. 327-340). New York: Brunner/Mazel.
- Jason, L. A. (1980). Prevention in the schools: Behavioral approaches. In R. Price, J. Monahan, B. C. Bader, & R. F. Ketterer (Eds.), Prevention in community mental health: Research, policy and practice (pp. 109-134). New York: Sage.
- Jason, L. A., & Glenwick, D. S. (1980). An overview of behavioral community psychology. In D. S. Glenwick L. A. Jason (Eds.), Behavioral community psychology: Progress and prospects (pp. 4-37). New York: Praeger.
- Jason, L. A., & Glenwick, D. S. (1980). Future directions: A critical look at the behavioral community approach. In D. S. Glenwick & L. A. Jason (Eds.), Behavioral community psychology: Progress and prospects (pp. 409-464). New York: Praeger.
- Jason, L. A., McCoy, K., Blanco, D., & Zolik, E. S. (1981). Decreasing dog litter: Behavioral consultation to help a community group. In H. E. Freeman & M. A. Solomon (Eds.), Evaluation studies review annual (Vol 6, pp. 660-674). Beverly Hills, CA: Sage.
- Jason, L. A., Ferone, L., & Anderegg, T. (1981). Evaluating ecological, behavioral and process consultation interventions. In M. J. Curtis & J. Zins (Eds.), The theory and practice of school consultation (pp. 124-139). New York: Charles Thomas.
- Cotler, S., Jason, L. A., Middelberg, C., Ribordy, S. C., Dinello, F. A., & Frey, M. (1982). Issues in introducing program evaluation in a community mental health center. In G. L. Judy (Ed.), Successful innovations in child guidance (pp. 44-58). Springfield, IL: Charles Thomas.

Matese, F., Shorr, S., & Jason, L. A. (1982). Behavioral and community interventions during transition to parenthood. In A. Jeger and R. Slotnick (Eds.), *Community mental health:* A behavioral-ecological perspective (pp. 231-241). New York: Plenum Press.

- Felner, R. D., Jason, L. A., Moritsugu, J., & Farber, S. S. (1983). An overview of preventive psychology. In R. D. Felner, L. A. Jason, J. Moritsugu, & S. S. Farber (Eds.), *Preventive psychology: Theory, research and practice* (pp. 3-10). New York: Pergamon.
- Jason, L. A., Felner, R. D., Moritsugu, J., & Farber, S. S. (1983). Future directions for preventive psychology. In R. D. Felner, L. A. Jason, J. Moritsugu, & S. S. Farber (Eds.), Preventive psychology: Theory, research and practice (pp. 297-309). New York: Pergamon.
- Jason, L. A., & Bogat, G. A. (1983). Preventive behavioral interventions. In R. D. Felner, L. A. Jason, J. Moritsugu, & S. S. Farber (Eds.), Preventive psychology: Theory, research and practice. (pp. 128-143). New York: Pergamon.
- Jason, L. A., & Smetak, S. (1983). Altering the interior design of a nursing home. In M. Gatz & M. Smyer (Eds.), Mental health programs for older adults: Evaluative studies (pp. 215-225). New York: Sage.
- Glenwick, D. S, & Jason, L. A. (1984). Locus of intervention in child cognitive behavior therapy. In A. M. Meyers & W. E. Craighead (Eds.), Cognitive behavior therapy for children (pp. 129-162). New York: Plenum Press.
- Jason, L. A., Durlak, J. A., & Holton-Walker, E. (1984). Prevention of child problems in the schools. In M. C. Roberts, & L. Peterson (Eds.), Prevention of problems in childhood: Psychological research and applications (pp. 311-341). New York: Wiley-Interscience.
- Durlak, J. A., & Jason, L. A. (1984). Prevention with school age children. In M. C. Roberts & L. Peterson (Eds.), Prevention of problems in childhood: Psychological research and applications (pp. 103-132). New York: Wiley-Interscience.
- Jason, L. A., & Glenwick, D. S. (1984). Behavioral community psychology: A review of recent research and applications. In M. Hersen, R. M. Eisler, & P. M. Miller (Eds.), Progress in behavior modification (Vol. 18, pp. 85-121). New York: Academic Press.
- Jason, L. A., Thompson, D., & Rose, T. (1986). Methodological issues in prevention. In L. Michelson & B. Edelstein (Eds.), Handbook of prevention (pp. 1-19). New York: Sage.
- Jason, L. A., & Burrows, B. A. (1986). Transition training for high school seniors. In R. A. Feldman & A. R. Stiffman (Eds.), Advances in adolescent mental health (Vol. 1, pp. 145-157). Greenwich, CT: JAI.
- Jason, L. A., Hess, R., Felner, R. D., & Moritsugu, J. N. (1987). Toward a multidisciplinary approach to prevention. In L. A. Jason, R. Hess, R. D. Felner, & J. N. Moritsugu (Eds.), Prevention: Toward a multidisciplinary approach (pp. 1-10). New York: Haworth.
- Gesten, E. L., & Jason, L. A. (1987). Social and community interventions. In M. R. Rosenzweig & L. W. Porter (Eds.), *Annual review of psychology* (pp. 427-460). Palo Alto, CA: Annual Reviews.
- Zolik, E. S., & Jason, L. A. (1987). Practical strategies for enhancing health through social and legislative action. In P. A. Keller (Ed.), *Innovations in clinical practice: A source book* (pp. 357-360). Sarasota, FL: Professional Resource Exchange.
- Zolik, E. S., Bogat, G. A., & Jason, L. A. (1987). Training of interns and practicum students at community mental health centers. In R. H. Dana & W. T. May (Eds.), *Internship training in professional psychology* (pp. 285-298). New York: Hemisphere.
- Robinson, W. L., & Jason, L. A. (1988). The Adolescent Problems Inventory. In M. Hersen, & A. S. Bellack (Eds.), *Dictionary of behavioral assessment techniques* (pp. 13-16). New York: Pergamon.
- Johnson, J., Jason, L. A., & Betts, D. (1990). Promoting social competencies through educational efforts. In T. P. Gullotta, G. R. Adams, & R. Montemayor (Eds.), Developing social competency in adolescence (pp. 139-168). New York: Sage.
- Watkins-Ferrell, P., & Jason, L. A. (1990). Self-help and private practitioners: What do we need to know? In E. Margenau (Ed.), *The encyclopedic handbook of private practice* (pp. 284-298). New York: Gardner.

Tolan, P., Chertok, F., Keys, C. & Jason, L. A. (1990). Conversing about theories, methods, and community research. In Tolan, P., Keys, C., Chertok, F. & Jason, L. A. (Eds.), Researching community psychology: Issues of theories and methods. Washington, DC: American Psychological Association.

- Chertok, F., Keys, C., Tolan, P. & Jason, L. (1990). An aspiration for community research. In Tolan, P., Keys, C.,
- Chertok, F. & Jason, L. A. (Eds.), Researching community psychology: Issues of theories and methods. Washington, DC: American Psychological Association.
- Rhodes, J. E., & Jason, L. A. (1990). The social stress model of alcohol and other drug abuse: A basis for comprehensive, community-based prevention. In *OSAP prevention monograph-3. Prevention research findings: 1988* (DHHS Publication No. ADM 89-1615, pp. 155-171). Washington, DC: U. S. Government Printing Office.
- Malone, S. W., & Jason, L. A. (1990). Using incentives, lotteries, and competitions in work-site smoking cessation interventions. In R. R. Watson (Ed.), *Drug and alcohol abuse prevention* (pp. 313-327). Clifton, NJ: Humana.
- Burgoyne, N. S., & Jason, L. A. (1991). Incorporating the ecological paradigm into behavioral preventive interventions. In P. M. Martin (Ed.), Handbook of behavior therapy and psychological science: An integrative approach (pp. 457-472). New York: Pergamon.
- Rhodes, J. E., & Jason, L. A. (1991). Community health assessment. In H. Schroeder (Ed.), New directions in health psychology: Assessment (pp. 159-173). New York: Hemisphere.
- Jason, L. A., Betts, D., Johnson, J. H., Weine, A. M., Neuson, L., Filippelli, L. A., & Lardon, C. (1992). Developing, implementing, and evaluating a preventative intervention for high risk transfer children. In T. R. Kratochwill (Ed.), Advances in school psychology (pp. 45-77). Hillsdale, NJ: Erlbaum.
- Elias, M. J., Weissberg, R. P., Dodge, K. A., Hawkins, J. D., Jason, L. A., Kendall, P. C., Perry, C. L., Rotheram-Borus, M. J., & Zins, J. E. (1992). Drug and alcohol prevention curricula. In J. D. Hawkins (Ed.), Communities that care: Action for drug abuse prevention (pp. 129-148). San Francisco: Jossey-Bass.
- Rhodes, J., Reyes, O., & Jason, L. A. (1993). Prevention of childhood psychopathology. In T. R. Kratochwill & R. J. Morris (Eds.), Handbook of psychotherapy with children and adolescents (pp. 566-582). Boston: Allyn and Bacon.
- Glenwick, D. S., & Jason, L. A. (1993). Behavioral approaches to prevention in the community: An historical and theoretical overview. In D. S. Glenwick & L. A. Jason (Eds.), Promoting health and mental health with children, youth, and families (pp. 3-13). New York: Springer.
- Reyes, O., & Jason, L. A. (1993). Collaborating with the community. In J. E. Zins, T. R. Kratochwill, & S. N. Elliott (Eds.), The handbook of consultation services for children (pp. 305-316). San Francisco: Jossey-Bass.
- Danner, K. E., Jason, L. A., & Kurasaki, K. (1993). An introduction to the special issue on school transitions. In L. A. Jason, K. E. Danner, & K. Kurasaki (Eds.), Prevention and school transitions (pp.1-6). New York: Haworth.
- Jason, L. A., Pechota, M. E., Bowden, B. S., Lahmar, K., Pokorny, S., Bishop, P., Quintana, E., Sangerman, C., Salina, D., Taylor, S., Lesondak, L., & Grams, G. (1994). Oxford House: Community living is community healing. Addictions: Concepts and strategies for treatment (pp. 333-338). Gaithersburg, MD: Aspen.
- Elias, M. J., Weissberg, R. P., Hawkins, J. D., Perry, C. L., Zins, J. E., Dodge, K. A., Kendall, P. C., Gottfredson, D. C., Rotheram-Borus, J., Jason, L. A., Wilson-Brewer, R. (1994).
 The school-based promotion of social competence: Theory, research, practice, and policy. In R. J. Haggerty, L. R. Sherrod, N. Garmezy, & M. Rutter (Eds.), Stress, risk, and resilence in children and adolescents. New York: Cambridge University Press.
- Tuchfarber, B. S., Zins, J. E., & Jason, L. A. (1997). Prevention and control of injuries. In R. P. Weissberg, T. P. Gullotta, R. L. Hampton, B. A. Ryan, & G. R. Adams (Eds.), Enhancing children's wellness. Thousand Oaks, CA: Sage.
- Bogat, G. A., & Jason, L. A. (1997). Interventions in the school and community. In R. T. Ammerman & M. Hersen (Eds.), Handbook of prevention and treatment with children and adolescents: Intervention in the real world context (pp. 134-154). New York: Wiley.

Jason, L. A., Hanaway, L., & Brackshaw, E. A. (in press). Violent behavior and the media. In T. P. Gullotta (Ed.), Voices vs violence. Washington, DC: National Mental Health Association.

Bogat, G. A., & Jason, L. A. (in press). Dogs bark at those they do not recognize: Towards an integration of behaviorism and community psychology. In J. Rappaport & E. Seidman (Eds.), *Handbook of community psychology*. New York: Plenum Press.

Guest Editor of Special Issue

Jason, L. A., & Glenwick, D. S. (Eds.). (1984). Special issue on behavioral community psychology. *Journal of Community Psychology*, 12.

Book Reviews

- Jason, L. A. (1983). [Review of Matching clients and services. Information and referral. Mathews, R. M., & Fawcett, S. B. (1981). Beverly Hills: Sage.]. Behavior Therapist, 6, 156.
- Jason, L. A. (1984). [Review of Community counseling. Lewis, J. A., & Lewis, M. D. (1983). New York: Wiley]. Contemporary Psychology, 29, 731-733.
- Jason, L. A., & Rhodes, J. (1986). [Review of Preventing social and health problems through life skills training. Gilchrist, L. D., & Schinke, S. P. (1985). Seattle, WA: Center for Social Welfare Research.]. Children and Youth Services Review, 8(2), 192.
- Reyes, O., & Jason, L. A. (1989). [Review of Social intervention: Potential and constraints. Hurrelmann, K., Kaufmann, F. & Losel, F. (Eds.). (1987). Berlin: Walter de Gruyter.]. Child and Family Behavior Therapy, 11, 77-78.
- McCanna, M., & Jason, L. A. (1989). [Review of Advances in clinical child psychology (Vol. 10). Lahey, B. B., & Kazdin, A. E. (Eds.). (1987). NY: Plenum Press.]. Contemporary Psychology, 34, 62-63.
- Jason, L. A., & Johnson, J. (1990). [Review of Handbook of behavior therapy in education. Witt, J. C., Elliott, S. N. & Gresham, F. M. (Eds.) (1988). New York: Plenum Press.]. Contemporary Psychology, 35, 1.
- Clauson, J., Dvorchak, P. A., Groessl, E., & Jason, L. A. (1994). [Review of Consultation in community, school, and organizational practice. W. P. Erchul (Ed.) (1993). Washington, DC: Taylor & Francis. Community Psychologist, 27(2), 21-22.
- Jason, L. A., & Billows, W. D. (1995). [Review of Preventing antisocial behavior: Interventions from birth through adolescence, J. McCord & R. Tremblay (Eds.). (1992). New York: Guilford.]. The Child, Youth, and Family Services Quarterly, 18(3), 11-12.
- Lerman, A., & Jason, L. A. (1997). [Review of Changing cultural practices: A contextualist framework for intervention research, A. Biglan (1995). Reno, NV: Context.]. Community Psychologist, 30, 32-33.
- Hosek, S., Felix, E., & Jason, L. A. (1997). [Review of The fragile community: Living together with AIDS. M. B. Adelman, & F. R. Lawrence (1997). Mahwah, NJ: Erlbaum.]. Contemporary Psychology, in press.