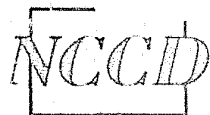


# SUPPRESSION OF DRUG ABUSE IN SCHOOLS PROGRAM



122956



THE NATIONAL COUNCIL ON CRIME AND DELINQUENCY

**OFFICE OF CRIMINAL JUSTICE PLANNING**  
**OFFICE OF THE DIRECTOR**  
1130 K STREET, SUITE 300  
SACRAMENTO, CALIFORNIA 95814



May 1, 1988

TO: INTERESTED INDIVIDUALS AND ORGANIZATIONS

I am pleased to present the Suppression of Drug Abuse in Schools Program (DSP) Resource Guide prepared by the National Council on Crime and Delinquency (NCCD).

The DSP was established in the Office of Criminal Justice Planning (OCJP) in response to Governor George Deukemejian and the California Legislature's concern for the growing drug abuse problem.

The DSP is a unique program by virtue of its comprehensive approach to combat drug abuse. By attacking both the supply and demand for drugs, the DSP targets the community via a three-pronged strategy: prevention, suppression and intervention. This comprehensive program is designed to provide financial and technical assistance to law enforcement agencies and school districts to reduce drug abuse and trafficking in California schools.

This resource guide was created in response to the numerous requests from individuals and agencies interested in implementing and enhancing drug awareness in their communities.

The report highlights the major components of the DSP and provides information on successful program activities funded through the DSP.

A special thanks must be given to the DSP State Advisory Committee for its guidance in assisting OCJP in administering the DSP statewide.

For additional information regarding the DSP, please contact the Crime Prevention Branch at (916) 323-7727.

Sincerely,

  
G. ALBERT HOWENSTEIN, JR.  
Executive Director

122956

U.S. Department of Justice  
National Institute of Justice

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated in this document are those of the authors and do not necessarily represent the official position or policies of the National Institute of Justice.

Permission to reproduce this copyrighted material has been granted by

National Council on Crime  
and Delinquency

to the National Criminal Justice Reference Service (NCJRS).

Further reproduction outside of the NCJRS system requires permission of the copyright owner.

# **Gi** **GUARDSMARK, INC.**

22 SOUTH SECOND STREET, MEMPHIS, TENNESSEE 38103 U.S.A.

**IRA A. LIPMAN**  
*President*

July 29, 1987

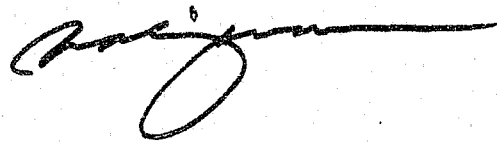
Dear Friends:

For more than ten years, Guardsmark has supported the work of the National Council on Crime and Delinquency. We are very pleased to participate in the publication of this excellent resource guide, which is NCCD's response to numerous calls from state and local agencies for information on drug abuse programs.

It is our hope that a consolidated description of the results of the Suppression of Drug Abuse in the Schools Programs will provide an agenda for educators and law enforcement officials to work together on the growing drug problem.

We urge action by those that do not now have a program.

Very truly yours,



Ira A. Lipman

## PROJECT STAFF

### **National Council on Crime and Delinquency**

James Austin, Ph.D., Director of Research  
Patricia Ladouceur, Ph.D., Project Manager  
Claudia Toole, Research Associate  
Byron Kunisawa, Consultant on Multicultural Issues  
Sandra Guffy, Technical Writer

122956

---

### **State of California Governor George Deukemejian Office of Criminal Justice Planning**

G. Albert Howenstein, Jr., Executive Director  
Joan Kawada Chan, Chief Deputy Director  
Kenneth Kobrin, Deputy Director, Programs  
Cherie McKone, Chief, Crime Prevention Branch  
Patty O'Ran, Senior Program Specialist, Suppression of Drug Abuse in the Schools Program

This resource guide was funded by the Office of Criminal Justice Planning, State of California;  
by AT&T Foundation; and by Guardsmark Inc.

Photographs are from Media Services, California State Department of Education

**NCJRS**  
**APR 30 1990**  
**ACQUISITIONS**

**FOREWORD 1**

**PART**

**1**

**OVERVIEW OF CALIFORNIA'S SUPPRESSION OF DRUG ABUSE IN SCHOOLS PROGRAM 2**

- THE PROBLEM OF DRUG ABUSE 3
- PLANNING A DRUG ABUSE PROGRAM 3
  - ACTIVELY INVOLVING LAW ENFORCEMENT 3
  - ACTIVELY INVOLVING THE COMMUNITY 3
  - WORKING WITH MULTICULTURAL GROUPS 3
  - WORKING WITH SPECIALIZED TREATMENT PROGRAMS 3



**PART**

**2**

**ORGANIZING A DRUG PREVENTION, SUPPRESSION,  
AND INTERVENTION PROGRAM: THE COMMUNITY APPROACH 4**

- GETTING STARTED: ENSURING COMMUNITY REPRESENTATION 5
  - ESTABLISHING A COMMUNITY BASE 5
  - FORMING A COMMUNITY ADVISORY COMMITTEE 5
  - KEY PARTICIPANTS 5
  - IDENTIFYING SPECIFIC PROBLEMS AND TARGET GROUPS 5
  - SETTING REASONABLE PRIORITIES AND OBJECTIVES 6
- WORKING TOGETHER: MAINTAINING COMMUNITY INVOLVEMENT 6
- KEEPING THE PROGRAM GOING: FINDING FUNDING SOURCES 7
  - TAKING YOUR FIRST STEPS 7
  - RAISING MONEY LOCALLY THROUGH CONTRIBUTIONS 8
- DEVELOPING A SCHOOL DRUG POLICY 9
- EVALUATION: DOES THE PROGRAM WORK? 11
- MULTICULTURAL ISSUES AND SUBSTANCE ABUSE 11
  - BACKGROUND 11
  - MULTICULTURAL PREVENTION PROGRAMMING: A TRANSITIONAL PROCESS 11



**PART**

**3**

**SUBSTANCE ABUSE PREVENTION PROGRAMS 13**

- DEFINITION AND PROGRAM GOALS OF PREVENTION PROGRAMS 14
- EXAMPLES OF PREVENTION PROGRAMS 14
  - LAW ENFORCEMENT PREVENTION PROGRAMS 14
  - SCHOOL PREVENTION PROGRAMS 14
  - COMMUNITY PREVENTION PROGRAMS 14
- LAW ENFORCEMENT BASED PREVENTION PROGRAMS 15
- SCHOOL BASED PREVENTION PROGRAMS 16
- COMMUNITY BASED PREVENTION PROGRAMS 18



**PART**

**4**

**SUBSTANCE ABUSE INTERVENTION PROGRAMS 21**

- DEFINITIONS AND PROGRAM GOALS OF INTERVENTION PROGRAMS 22
- EXAMPLES OF INTERVENTION PROGRAMS 22
  - LAW ENFORCEMENT INTERVENTION PROGRAMS 22
  - SCHOOL INTERVENTION PROGRAMS 22
  - COMMUNITY INTERVENTION PROGRAMS 22
- LAW ENFORCEMENT BASED INTERVENTION PROGRAMS 23
- SCHOOL BASED INTERVENTION PROGRAMS 24
- COMMUNITY BASED INTERVENTION PROGRAMS 25



**APPENDIX**

**RESOURCES 29**

- NATIONAL, STATE AND LOCAL AGENCIES 30
- CURRICULA: SUBSTANCE ABUSE PREVENTION INFORMATION 31
- WHERE TO GET PRINTED MATERIALS ON SUBSTANCE ABUSE PROGRAMS 32
- RESEARCH AND REPORTS ON SUBSTANCE ABUSE 33
- ASSESSMENT TOOL FOR TEACHERS 34
- ASSEMBLY BILL NO. 1983, CHAPTER 952 - DSP AUTHORIZATION LEGISLATION 35



## FOREWORD

Each program described in this resource guide was developed, implemented, or expanded as part of California's "Suppression of Drug Abuse in Schools Program" (DSP). The DSP was established in 1983 by the California Legislature (Assembly Bill 1983, Chapter 952, Statutes of 1983 LaFollette). See Part Five for a copy of this legislation.

The DSP was funded and administered through the California Office of Criminal Justice Planning (OCJP). The comprehensive program was designed to provide financial and technical assistance to school districts and law enforcement agencies to reduce drug trafficking and abuse in and around California's schools.

Each program is expected to provide a wide range of educational, treatment, and law enforcement services to students, parents, school and law enforcement staff, and members of the community. A key element in each of these programs is close cooperation between law enforcement agencies and school districts. This cooperation has taken a variety of forms, including full-time Drug Suppression Officers (DSO) working on school campuses; in-service training for school and law enforcement staff; and effective referral systems involving schools, law enforcement, and community treatment agencies. Each of these cooperative efforts has resulted in increased options for helping students who are involved in substance abuse.

Thus far, as a result of the DSP:

- Over 200,000 students have received some form of classroom education on substance abuse.
- More than 2,000 families have received family counseling, and over 35,000 parents have participated in DSP-sponsored workshops and support groups.
- Over 8,000 students have received counseling for substance abuse related problems.
- There were over 5,888 juvenile arrests and 4,213 adult arrests for drug law violation in and around schools.

Each funded DSP site includes six key components:

- A community-based advisory committee, whose members include representatives from the school administration and teachers, law enforcement, treatment agencies, parents, students, and other community groups
- A plan for drug-traffic intervention, including policies on school-law enforcement working relationships
- Classroom education for elementary and secondary school students and teacher training programs
- Family-oriented programs, including counseling, workshops, support groups, and education programs
- Effective use of printed and audio-visual resources
- Referral and treatment for students considered "at risk" or with serious substance abuse problems

NCCD has evaluated 13 of these programs over a three year period. This evaluation included: 1) surveys of high school youth, which focused on drug-related attitudes, behavior, and changes in behavior over time; 2) monthly progress reports from each funded DSP site, which focused on how specific program elements were implemented; 3) interviews with project staff at many DSP sites; and 4) observation of many of the programs in process.

During the course of this evaluation, NCCD received numerous requests for information on substance abuse programs and technical assistance. These requests came from new and continuing substance abuse intervention programs in California and nationwide. As we responded to these calls, we realized that there is a growing need for written information that addresses these requests.

The programs summarized in this Resource Guide illustrate the diversity of excellent programs that have been successfully implemented through the DSP Program. We hope that this will serve as a starting point for the increasing number of communities interested in implementing substance abuse prevention, suppression, and intervention programs.

To obtain additional copies of this resource guide, or for further information about the programs described here and NCCD's role in evaluating them, contact:

NCCD  
77 Maiden Lane, Fourth Floor  
San Francisco, CA 94108  
(415) 956-5651



PART

OVERVIEW OF  
CALIFORNIA'S  
SUPPRESSION  
OF DRUG ABUSE  
IN SCHOOLS  
PROGRAM

## THE PROBLEM OF DRUG ABUSE

Substance abuse is increasingly seen as a serious community, state, and national problem. Studies show that:

- In 1986, over two thirds of 11th grade students in California reported that they have been intoxicated with alcohol or another drug (Skageo, et al.).
- One out of every four school children lives in a chemically dependent family.
- About 5,000 teenagers are killed each year as a result of drunk driving accidents.

## PLANNING A DRUG ABUSE PROGRAM

This resource guide is NCCD's and OCJP's response to that question. It is designed for parents, teachers, law enforcement, school administrators, counselors, and other community members who want to start or expand a drug prevention and intervention program that works. The programs described here have proven effective as part of the California DSP. This guide is not intended to serve as a comprehensive review of these substance abuse programs, but rather as a practical guide to program development.

This resource guide differs from many of those previously published. It focuses not only on general prevention, but also on the components which NCCD has found to be part of a comprehensive and successful strategy:

- Actively involving law enforcement
- Actively involving the community
- Working with multicultural groups
- Working with specialized treatment programs

### ACTIVELY INVOLVING LAW ENFORCEMENT

Law enforcement participation is an integral part of community-based drug prevention and intervention programs. Traditionally, law enforcement participation has consisted of surveillance around school campuses and in other areas where drug use and sales take place, and has focused primarily on arrests. In many parts of California, however, law enforcement agencies are now involved in drug prevention-intervention efforts in a variety of ways, and as a result, programs are becoming more comprehensive and effective. Law efforts described in this resource guide include:

- Prevention activities, such as classroom education, ranging from short presentations to comprehensive drug education programs
- Suppression activities, such as law enforcement officers working full time on or near schools to detect and arrest drug dealers and users

In response to this problem, the OCJP established the Suppression of Drug Abuse in Schools Program. This program is designed to fund prevention, suppression, and intervention activities for students, parents, teachers, law enforcement, school staff, and the community. It is unique in California, in that it requires school districts, law enforcement agencies, and community groups to work together to implement comprehensive programs that address substance abuse.

- Intervention activities, such as comprehensive diversion programs which refer troubled youth to appropriate service agencies

### ACTIVELY INVOLVING THE COMMUNITY

This resource guide is based on the belief that workable solutions to drug-related problems result only when members of the community where alcohol and other drugs are used participate in developing those solutions.

Community support is necessary to:

- Help develop programs relevant to the youth in a particular community
- Help develop programs that effectively address the specific drug-related problems that are most prominent in a community
- Maintain the program on a long-term basis

### WORKING WITH MULTICULTURAL GROUPS

There is a need for increased understanding of cultural issues to better comprehend the nature of identified high-risk target populations. The drug epidemic, partly because of the demographic complexity of many communities, requires more specific interventions than previously utilized. Previous approaches were culturally generic and disregarded the importance of ethnicity, gender, age, color, and environmental conditions.

Critical multicultural issues include:

- A multicultural definition and philosophy of substance abuse
- Identification of multicultural target populations
- Identification of environmental factors affecting drug abuse
- Identification of culturally specific drugs of preference
- Development of steps to a multicultural/cultural specific drug prevention and intervention program

Many communities are aware of the extent of the drug problem, and are in the process of planning or developing drug prevention and intervention programs. Other communities are only beginning to understand the extent of drug abuse. During the past three years, the National Council on Crime and Delinquency (NCCD) has received calls from numerous county and state agencies, inside and outside of California, asking for information on program development. The most common question is, "Where do we start?"

### WORKING WITH SPECIALIZED TREATMENT PROGRAMS

Through prevention and intervention efforts, students who are "at risk" or who abuse drugs are identified. These students need an organized program to help them work on problems with substance use and related issues. Thus, treatment is an essential part of any program designed to reduce drug abuse.

Key premises of treatment include the following:

- Treatment is the key to a successful drug abuse intervention program. Schools, parents, and law enforcement must have a place to refer students identified as "at risk" through prevention, suppression and intervention efforts.
- Drug abuse cannot be viewed in isolation. Abuse is often connected with other mental, emotional, family, school, and social problems. A comprehensive treatment program addresses the substance abuse, as well as these related issues.
- Family involvement in treatment is essential. It is important to assess chemical use of not only the identified student, but also of other family members. Even if other family members do not use drugs, these members will be affected by the changing behavior of the person who has been identified as "at risk." Thus, it is essential to assess the impact of drug use on all family members, as well as their response to this use.

This resource guide will address each of these issues by describing successful prevention, suppression, and intervention programs in California. The projects described here represent only a small number of the excellent programs developed or implemented as a part of the DSP, and this resource guide represents only a starting point in presenting practical information about substance abuse programs.





• CANADA'S  
PREVENTION OF  
AND REVENUE  
• COLLECTING

## GETTING STARTED: ENSURING COMMUNITY REPRESENTATION

In many communities, the problem with starting a program is not lack of drug prevention and intervention program ideas, but, the lack of coordinated efforts among public and private agencies with an interest in curtailing and preventing drug use. Establishing an advisory committee with representatives from groups throughout the community is central to any coordinated drug prevention/intervention effort. Such a body should be able to function in a neutral executive position, giving direction and aiding program staff in areas such as identifying factors blocking the delivery of effective services, fostering good public relations, and maintaining the project.

### ESTABLISHING A COMMUNITY BASE

For any drug prevention/intervention effort to be successful, all sectors of the community that come into contact with the drug problem must be considered. One of the first questions to consider when establishing a drug education effort is, "Who is responsible for conducting the program?" Schools are one logical site for drug prevention/intervention. The students are there for most of their day, and much prevention/intervention material fits conveniently into most science and health curricula. Law enforcement personnel are also a logical choice as prevention/intervention program personnel, because they are knowledgeable about the legal consequences of drug use and can most effectively deal with the detection and subsequent arrest of drug dealers and users. Prevention/intervention might also be presented effectively by health professionals, who deal daily with drug issues and are well-suited to address drug-specific information and treatment. Prevention/intervention education may also come from the family. Ideally, these intervention efforts should come from *all* sectors of the community. A community-wide "team" approach helps to ensure that all groups work together to develop a stronger, more effective program.

### FORMING A COMMUNITY ADVISORY COMMITTEE

An advisory committee is made up of members of the community who will function as decision makers, direction givers, coordinators, and troubleshooters. It is important from the onset of the program to identify leaders from all parts of the community and to approach them about joining the committee or becoming involved in some other capacity. These individuals are also an excellent source for referrals to other potentially interested community leaders. According to the National Crime Prevention Council:

"It is important to remember that local leaders serve many important functions such as information dissemination, recruitment, and stimulation of group interest. They also can provide the committee with valuable feedback on the progress and interest in their areas." (1986)

Two DSP Advisory Committees are described below.

### KEY PARTICIPANTS

In order for a community-wide drug prevention/intervention effort to be successful, as many sectors of the community as possible need to be involved. The community-based approach assumes collective responsibility for the success of substance abuse prevention/intervention efforts. This is a collaborative effort—a partnership among community individuals, schools, law enforcement, and civic organizations. Possible committee members might include representatives from the following groups:

- Law enforcement
- School teachers personnel
- School administration
- Student leaders
- Parent association leaders

- Community group leaders
- Minority group leaders
- Juvenile court personnel
- Probation personnel
- Drug program personnel
- Community counseling personnel
- Medical professionals
- Religious leaders

### IDENTIFYING SPECIFIC PROBLEMS AND TARGET GROUPS

A successful drug prevention/intervention program is designed to address the needs of various community groups (e.g., racial, cultural, and economic). Many programs that are currently available are designed to appeal to students in general. The result is a generic educational tool, rather than one that addresses issues that differ among racial, cultural, and economic groups. This is sometimes called the "shotgun" approach to drug prevention education: We shoot the information out without aiming at anyone in particular and hope like mad that we hit someone. These generic programs, when used, should be adapted and supplemented by approaches specific to target groups.

Collecting background data on the current level of drug activity in the community will give project personnel a clearer picture of the problem. It also helps with effective selection of educational materials; treatment programs; and setting reasonable, attainable goals. Good sources of information on drug use among youth are:

- local law enforcement agencies
- schools
- local private and public drug programs, clinics and hospitals

### EXAMPLE OF A MODEL DSP ADVISORY COMMITTEE

#### **Advisory Committee: ADAPT San Diego, California**

The Alcohol and Drug Abuse Prevention Task Force (ADAPT), is a county-wide advisory committee composed of elected officials (state senator and assemblyman, city councilman, county supervisor, members of four boards of education, etc.) Because of the elected status of these members, this committee may not function in the day-to-day operation of prevention activities. Instead, it is their role to open doors that project staff could not otherwise penetrate. The ADAPT committee is available to any agencies and/or individuals working toward the prevention of drug and alcohol abuse.

#### **Advisory Committee Contra Costa County, California**

The DSP for Contra Costa County has two target areas in the eastern portion of the county, and includes almost one-third of the county's geographic area and over 86,500 residents. To effectively serve the needs of the two target areas, two local Drug Prevention Councils were created: one for the city of Pittsburg and a second for the city of Brentwood/Delta communities. The structure of these councils allows for each target area to enjoy a greater degree of individuality in developing participation in community projects focusing on drug awareness issues. The councils are comprised of members from the community, schools, and law enforcement, and they meet separately within their respective target areas to plan and implement individualized strategies.

## SETTING REASONABLE PRIORITIES AND OBJECTIVES

What is the next step after gathering an active and interested group of individuals from throughout the community? The scope of the "drug problem" is far-reaching. Young people and adults who use drugs experimentally, daily, or recreationally, use them for a variety of reasons, in a variety of situations, and choose from a variety of drugs. How does a drug program deal with these differences without being spread too thin? The answer is to SET PRIORITIES. By drawing on the expertise of the members of the advisory committee, priority areas from each sector of the community can be listed. The advisory committee can then:

- review these recommendations
- make priority recommendations
- submit the recommendations back to the various agencies or groups for comments
- make a final decision based on collective professional and lay viewpoints

The next step is to set objectives. Objectives refer to concrete statements of results to be achieved. For example, "X number of students will be exposed to Y curriculum by the end of the school term" or "X number of students will go through drug abuse counseling by Y date" are objectives. Objectives must lead directly to activities. They provide direction and encourage action.

## WORKING TOGETHER MAINTAINING COMMUNITY INVOLVEMENT

Planning, communication, and strong coordination from the onset of a program will help to keep it alive. The involvement of community members from the inception of the program is very important for continued support. Members of the advisory committee must be able to anticipate the need for changes in the program. According to the National Crime Prevention Council, "Above all, the [advisory committee] must seek and maintain the widest possible circle of alliances in the public, private, and voluntary sectors, because it is from these allies that the strength and continuity of the program will flow."

One method that the California DSP devised to keep the various school, law enforcement, and community groups working together was to have each project develop a Memorandum of Understanding (MOU) signed by all participating parties. The MOU is a "contract" among the various agencies. It clearly states the goals, objectives, and duties of all groups for the duration of the project. The DSP projects have found that a clear and concise MOU has helped avoid confusion, conflicts, and communication lapses. The project personnel refer to the MOU when questions of policy arise. The following is a sample MOU from a project in Palo Alto, California.

## EXAMPLE OF A MODEL MOU

### MEMORANDUM OF UNDERSTANDING

This agreement made and executed this 23rd day of April 1985 by and between the Palo Alto Police Department and the Palo Alto Unified School District.

#### Problem Statement

Although there has always been excellent cooperation between the police department and local school district officials, no formal procedures for substance abuse enforcement on school campuses have been developed. Referrals for drug related offenses are made on an intermittent basis and the procedures used vary depending upon the school administrator and the police officer involved.

#### Need Statement

The problem necessitates a coordinated and concentrated effort on the part of both agencies to effectively combat substance abuse among young people. A pro-active approach to the handling of substance abuse should significantly diminish the incidence of substance use and abuse on or near school campuses.

#### Agreements

##### Purpose

The above listed agencies enter this agreement for the purpose of combining their respective personnel resources and investigative services for the enforcement of laws related to controlled substances

#### Target Schools

This Memorandum of Understanding will target all secondary schools in the district and the areas immediately surrounding the campuses as the major focus area for detection and referral. The schools for the 1985 - 1986 school year are: Jane Lathrop Stanford Middle School, Gunn High School, and Palo Alto High School.

#### Definitions

1. Category One Offense—**Possession** and/or **under the influence** of an **alcoholic beverage**
2. Category Two Offense—**Possession** and/or **under the influence** of an **illegal substance**
3. Category Three Offense—**Providing** alcohol or illegal substances to other students
4. Category Four Offense—**Possession** of illegal substances **for sale**
5. Category Five Offense—**Non-arrestable offenses** involving alcohol or illegal substances
6. Community Health Abuse Council (CHAC). A private organization that provides counseling for first-time offenders in matters dealing with the use of illegal substances and alcohol
7. School Resources Officer (SRO). Police Officers who have school district responsibilities as a major part of their assignments
8. School Attendance Review Board (SARB). A legally constituted body governed by the Palo Alto Unified School District Board and mandated by the California Education Code. Its purpose is to evaluate reasons for poor school attendance, dysfunctional behavior, and/or academic performance by students, and to identify satisfactory solutions
9. Student Discipline Committee. A district-level group of school administrators responsible for hearing issues involving violations of school rules, district policies, and criminal violations by students; and for making a determination about appropriate disciplinary action to be taken in a quasi-judicial forum

#### Time Period

1. Any official school day
2. Any official school function
3. Travel to and from official school functions
4. Travel to and from school on an official school day

#### Areas of Coverage

1. The targeted school campuses
2. The immediate vicinity of those campuses (two-block radius)
3. Any event under school jurisdiction

#### Enforcement: Categories One, Two, Three

Depending upon the seriousness of the offense, only first-time Category One offenses may be handled informally by school officials. Mandatory referrals will be made to the police department and to the Student Discipline Committee for all Category Two and Category Three offenses. Referrals may be made to the police and to the School Attendance Review Board if the school administrator feels that the student has a history of substance abuse based upon prior knowledge or information received from reliable sources, or if the student exhibits chronic problems of alcohol or substance abuse.

#### Enforcement: Category Four

Any student arrested and convicted of a Category Four offense shall be recommended to the Board of Education for expulsion either by the Student Discipline Committee or by the School Attendance Review Board.

*continued on next page*

### Enforcement: Category Five

Although students implicated in Category Five offenses may not be formally charged with a criminal offense, students found in a place on campus where illegal drugs are being used may be referred to the police or to the Discipline Committee if there is reason to suspect their involvement in the actual use of an illegal substance or alcohol.

### Notification

The police department shall notify the appropriate school principal of the arrest of any student involved with drugs or alcohol who is "off campus" during an official school day or on school grounds on a day when school is not in session. The principal shall refer the student to the Student Discipline Committee.

### Referral Procedures

Staff members will report suspected offenders to the principal and/or assistant principal or the School Resources Officer (SRO) assigned to the school. The individual receiving the report will contact the police, and a patrol officer will be dispatched to the school to investigate the allegation. All police reports will be routed directly to the SROs for disposition, and they will track cases for statistical purposes and for identification of repeat offenders. In addition, the principal or designee will refer the student to the Student Discipline Committee.

Current SROs assigned are: Officer Chris Leffers and Officer Bob Sampayan. Current principals and assistant principals included in this agreement are:

1. Palo Alto High School—Jim Shroyer, Principal; Robert Alvares, Pauline Bataille, and Sandra Pearson, Assistant Principals.
2. Henry Gunn High School—Kevin O'Reilly, Principal; Dan Sarouhan, Norm Lewis, Steve Treusdell, Assistant Principals.
3. Jane Lathrop Stanford Middle School—Mary Ann Somerville, Principal; Robert French, John Buono, Assistant Principals.

### Disposition of Cases

Students arrested for the first time for alcohol and minor illegal substance offenses will be referred to counseling at CHAC or other mental health providers as recommended by the school district. If it is determined that the offender is a habitual user, based on prior knowledge and/or information from the individual, she/he will be referred to a drug counselor retained by contractual agreement under the auspices of the substance abuse grant funds.

Repeat offenders shall be referred to the Santa Clara County Juvenile Probation Department by the SROs with a recommendation for filing a petition on the minor's behalf. The recommendation will also provide juvenile probation with known facts concerning any history of substance abuse by the offender and school history and adjustment, if relevant. The final disposition of cases of repeat offenders will be monitored by the SROs.

### Record Keeping

The police department and the school district will each maintain and share records of their processes regarding offenses in the secondary schools. This will ensure that the processes complement one another and that school and police personnel work in unison to combat substance abuse on school campuses.

### Training Program

Two hours of training for 25 percent of the secondary teachers and 80 percent of the administrators in the detection of substance abuse with emphasis on cocaine will be provided.

One hour of training to 50 percent of the Palo Alto Police force in the detection of substance abuse and associated evidence collection procedures will be provided.

### Effective Dates, Evaluation, Modification

This agreement shall be effective May 3, 1985, and remain in effect through July 31, 1986. At that time an evaluation will be conducted to determine a need for any modifications or revisions. If at any time it becomes necessary to make modifications or revisions during the period from May 3, 1985 through July 31, 1986, these will be made by amendment to this Memorandum of Understanding by mutual agreement of all of the parties involved.

I hereby agree to this Memorandum of Understanding and certify that the agreements made within will be honored.

\_\_\_\_\_  
Chief of Police

\_\_\_\_\_  
Superintendent of Schools

## KEEPING THE PROGRAM GOING: FINDING FUNDING SOURCES

Raising money for any community program can be a slow and painful process. Trying to raise money for drug abuse prevention requires special creativity, a tough skin, infinite patience, and great confidence in your program.

There is money on the state and federal levels for substance abuse prevention/intervention programs. Knowing the "how," "where," and "when" of obtaining funding is another story.

In the process of determining the needs and resources of a community, the shape of a program begins to emerge. This process of program development often begins informally and the steps in the process overlap or occur simultaneously. There are leaps forward and struggles to keep from falling back. However, these steps can be isolated and described in order as a point of reference for the much less tidy process in the real world. The important point is *not to leave out any steps*.

### TAKING THE FIRST STEPS

#### Step 1. Organizing the Program.

To be eligible for funding, an organization must meet certain requirements. It must have:

- A defined mission or purpose
- A defined membership (See section on the Advisory Committee)
- A defined organizational structure and rules
- An adopted set of Articles of Incorporation
- A 501 (c) (3) tax exemption

#### Step 2. Planning the Program.

- Study existing conditions, and prepare a needs assessment
- List problems
- Develop goals
- Set clear objectives
- Identify activities and resources for each problem
- Set priorities
- Design an evaluation method
- Develop a budget

Every step must be complete, clear, and consistent with others. All of them will become part of a formal, written proposal.

#### STEP 3. Doing Funding Research.

- What is available?
- What sources of money (local, private, government) are concerned with the same problems you are?
- Have they funded a project like yours? In your area?
- Are application and reporting requirements reasonable for you? How much red tape? When is the deadline?
- Can you get to know the person who makes the decisions?

*continued on next page*

**TAKING THE FIRST STEPS, STEP 3,**  
*continued from previous page*

- How much money can you reasonably expect? (How much do they have? How much do they usually give?)
- Would a direct fundraising project (fiesta, fish fry, dance party, etc.) be best?

**STEP 4. Writing the Proposal.**

Once the groundwork has been laid, you are ready to write the proposal. Your organization is legal and fundable. You have determined what the problems and needs are, and how best to meet them. You have set your priorities and determined what activities and resources are available. You have also done your research on funding sources and zeroed in on your most likely prospects.

If all of these steps have been taken, the proposal will almost "write itself." If the structure of the program has not been organized, fully and legally, stop and go back to Step 1.

If your *planning* is weak or incomplete, preparing the proposal will force you to clarify goals, objectives, and strategies. Writing the proposal will help you plan and clarify your program.

The most important thing to remember when you write a proposal is to keep it short and to the point—no jargon. Keep it simple.

What you say is more important than how you say it, but the fact that you have taken the time and the effort to prepare a well-written proposal about a planned project makes you a much better risk to fund.

**STEP 5. Final Review and Board Approval.**

Several people should read the proposal before it is submitted to the funding agency, including people who did not help write it. This will help assure that it is clear and concise and that you did not miss anything. Also, remember that the agency or foundation you plan to submit the proposal to can often help you prepare it. It must be completed early enough to get this help and make possible changes before the deadline.

Final approval by your board and any other agencies involved is essential. Their approval may require some clarifying and revising also, but at this stage changes should be minor.

**STEP 6. Submitting the Proposal.**

The proposal, approved by the appropriate staff, board, and other agency representatives, should be submitted to the funding agency or organization as early as possible. The agency or organization will often let you know if more information is needed. If possible, deliver the proposal in person.

**STEP 7. Keeping Your Funding.**

Once a program has been funded, congratulations are in order! The next step is to *keep* the program funded so that the process does not have to start all over again.

Six guidelines for keeping a strong funding base for your program are:

- Diversify your funding.
- Spend the money received on the program for which it was requested.
- Keep good financial records—accurate, current, and complete.
- Provide regular progress reports to funding agents. Describe progress in meeting goals and objectives outlined in the original proposal.
- Give full thanks and credit to your funding sources.
- Make sure your program's good work and good results are well publicized.

**RAISING MONEY LOCALLY THROUGH CONTRIBUTIONS**

Local support is essential to the survival of any community program. Local contributions, no matter how small, build the network that supports it, and contributors from your community make the chances for getting more money much better.

Donations of money (or in-kind contributions of materials, supplies, or equipment) can be requested from a surprising number of sources. The important things to remember are:

- Issue press releases whenever you are doing something new or interesting. Do public service announcements (PSAs).
- Develop a small proposal kit (prospectus/case statement) that includes a description of your program, its purpose and objectives, current funding sources, why you want funding, and how that funding will help the community. Also have copies of favorable articles about your program.
- Do your research on possible sources of money/resources—their concerns, to whom they have given money before, and how much they might be willing to give. Find out who the right person is to contact.

• Have someone you know introduce *you* to good prospects—a board member, for example.

• Make appointments with promising sources—business, influential and monied individuals, and foundations. Be clear and specific about your needs. Stay until you get the check. Give them a receipt.

• Follow up with a thank you letter. If you did not receive a financial commitment, restate the request, and thank them for their time. Even if they said no initially, they may help later.

• Build in something for every contributor. Keep records of all donations. Advertise them. Give certificates of appreciation.

• Create a committee of "Community Sponsors" who can make donations and spread the word, and who can introduce you to other power leaders and business leaders who might become contributors in the future.

• Local and family foundations and ethnic funding coalitions, such as the Black United Fund, are also excellent resources.

• Seek diversified funding. Having funds from several sources is the best guarantee of keeping your program going and meeting all of its objectives. Each source of funds has certain strings attached. You cannot use federal money for lobbying, for example, but your program can act as an advocate for your clients' needs using funds raised specifically for advocacy.

• Maintain accurate reporting on your program. This can be tedious and time consuming, but written reports become your ongoing (process) evaluation. They help you operate efficiently and cost-effectively. They lay the groundwork for you to apply for continuing funding, and they help to build confidence in your program.

This section on **Finding Funding Sources** is cited from *Finding: A Guide to Multicultural Drug Abuse Prevention*. National Institute on Drug Abuse, Rockville, MD, 1984.

### DO YOU HAVE A 501 (C) (3) STATUS?

Nonprofit tax exempt status—501 (c) (3) of the IRS regulations—is essential for receiving some types of grant money. If you do not have it yet, do two things:

- *Apply to the IRS* for nonprofit tax exempt status, using Form 1023. It is available at your local IRS office. The IRS can also help you fill out the form.
- *Until you have your 501 (c) (3) status*, work through an existing organization that does have it: a church, a YMCA, school district or other agency.

This nonprofit tax exempt status is what makes all gifts, donations, and private grants to your organization tax deductible to the giver. Include proof of your status with every funding request.

#### REMEMBER:

Every organization that is exempt from federal income tax under section 501 (c) (3) must file Form 990-PF, *Return of Private Foundation Exempt from Income Tax under Section 501 (c) (3) of the Internal Revenue Code*. Contact your local IRS office for more details.

## DEVELOPING A SCHOOL DRUG POLICY

Developing policy is an important factor in maintaining ongoing, substance abuse prevention and intervention programs. Clearly stated policies are needed for a number of reasons:

- Clear and consistent policies eliminate confusion about how to handle situations involving alcohol and drugs on campus.
- Policies provide a clear message to students that drug use on campus is unacceptable.
- Policies provide guidelines to assist students in crisis or otherwise in need of help.
- Established and uniformly implemented policies provide an effective way to ensure that all students who break the same rule are treated similarly.
- Policies ensure that drug prevention and intervention programs become part of the regular school curricula.

A comprehensive and effective school policy addresses many areas. These include:

Educational programs for

- students in grades K-12
- parents
- school staff and law enforcement personnel (see, for example, the assessment tool for teachers in Part 5)
- the community

Programs confronting student drug use, possession, and sales by focusing on

- disciplinary action
- contact with parents
- contact with law enforcement
- suspension or expulsion

Student counseling that emphasizes

- ongoing school or community counseling services
- crisis intervention
- medical referrals

Comprehensive diversion programs that allow

- reduced sentences to students who participate in treatment programs
- support for students after the completion of the diversion program

Drug-free activities for students who do not use alcohol or other drugs.

Following are two examples of effective policy.

### EXAMPLE OF A MODEL SCHOOL DISCIPLINE POLICY

#### ANTIOCH UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION POLICY NO. 5131 STUDENT INVOLVEMENT WITH CONTROLLED SUBSTANCES

Date of Adoption: March 27, 1985

A. Students who are involved with controlled substances shall be suspended from school pending disposition of the case. If a mandatory recommendation for expulsion is not required the case may be referred with the principal's recommendation to an Administrative Hearing Panel or Hearing Office to determine if a recommendation for expulsion is warranted or if the student will be transferred to another district program/school site or permitted to return to his/her school of residence. The student and his/her parent(s) or guardian will be requested to attend the Administrative Hearing.

B. In the event a student is allowed to return to school or is transferred to an alternative program/school site or after a period of suspension he/she will be required to indicate a willingness to abide by the prescribed rules and regulations of the district. It will be further required that the student and his/her parent(s) or guardian sign an agreement to such intent.

C. Students who are involved for a second time with controlled substances shall be expelled for the remainder of the current semester and the semester following unless mitigating circumstances warrant placing the student in an alternative program.

D. Further involvement with controlled substances after being placed in an alternative program/school site shall result in expulsion.

E. No expulsion or transfer to another district program/school site shall extend beyond the end of the semester following the semester in which the violation took place.



**PAJARO VALLEY UNIFIED SCHOOL DISTRICT  
ALCOHOL AND DRUG USE STUDENT BEHAVIOR AND DISCIPLINE POLICY**

Adopted by Governing Board • March 5, 1986

**Educational Program.** Chemical abuse is primarily a health problem. As such it falls within school responsibility in the area of student health. It also has a direct and negative impact upon the ability of students to learn, the purpose for which schools are established. Abuse of the mind-altering substances ranges from initial experimentation to hard core addiction. The underlying causes of drug abuse include the entire spectrum of human problems. Each school will develop programs which recognize this diversity and which are capable of responding to individual problems and needs while assuring an orderly and safe environment in the school.

**Instruction.** Instruction in all grades regarding the effects of alcohol, narcotics, hallucinogens, and restricted dangerous drugs shall be a part of the basic curriculum adopted annually by the Governing Board. In addition to the basic curriculum special presentations will be planned.

**Agency participation.** Efforts will be made to involve reputable community agencies in planning substance abuse programs for students, staff, and parents.

**Program Coordination.** The principal of each school shall designate a member of the staff as a resource person who will assume specific responsibilities related to drug abuse. (That individual might be the principal.) This person shall receive training in aspects of the drug abuse problem. Training will include the legal, medical, pharmacological, psychological, and educational facets of the problem. The Designated Resource Person will utilize his or her training to coordinate in-school resources for factual drug information and for the development of an instructional program which emphasizes refusal skills, decision making, and positive self-concept.

**Control Program.** Every school has a potential drug abuse problem and the problem cannot be ignored. Administrative procedures attached to this policy attempt to strike a balance between the needs of the individual chemical abuser and the protection of the total student body. Alcohol or other chemicals of abuse cannot be tolerated on campus and a written agreement concerning the involvement of law enforcement in the schools will be developed between the schools and appropriate law agencies. Possession, use, or distribution of such substances at school or school functions will result in the approved intervention process or in serious disciplinary action.

**Intervention Program.** Students who never possess or abuse chemicals at school may still have serious problems involving alcohol or drugs which demand the attention and assistance of school personnel. Those students, and their parents or friends, should not be afraid to discuss such problems because of fear of punishment or humiliation. Provisions of the Control Program do not apply to such students.

Teachers, counselors, and administrators are professional people, already trained in working with youth; they should also be familiar with legal, sociological, psychological, and medical effects of substance abuse or addiction. It is the goal of this district, through in-service programs and other educational opportunities, to continually raise staff awareness, understanding, and effectiveness in regard to chemical abuse.

School staff will be alert to those symptoms in students which may indicate problems with chemical abuse and initiate assistance through the intervention program.

Those symptoms include the following:

- abrupt change in mood or attitude
- sudden decline in attendance or performance at school
- sudden resistance to discipline at home or school
- impaired relationship with family or friends
- drowsiness or inattention to discussion and surroundings
- weight loss, inattention to dress
- unusual flare-ups of temper
- stealing
- heightened secrecy about actions and possessions
- association with new friends, especially with individuals who use drugs

Schools have an obligation to provide early identification and intervention in student drug use. A school-based intervention system will be maintained to provide this service.

Referral to appropriate agencies for intensive counseling or therapy also is an important obligation of the schools. Information concerning these agencies shall be made available to staff at each school, and to students and parents, through the Designated Resource Person.

When intervening in family chemical abuse problems, as with dealing with other serious human difficulties, district staff shall demonstrate the sensitivity, tact, confidentiality, ethics, and good judgement expected of professionals who are entrusted with the well-being of young people.

## EVALUATION: DOES THE PROGRAM WORK?

Oftentimes, a requirement of funding on the state, federal, local, and even private source levels is an unbiased, third-party evaluation of your program.

Numerous terms have been coined by evaluators to communicate the purpose, practices, and features of their own version of evaluation. The labels used, however, are far less important than the quality of the information produced. Simply put, program evaluation is a management tool that provides information for measuring and improving the effectiveness of program performance. It has two major functions: decision making and accountability. To some extent, evaluation involves measurement so data can be systematically collected and analyzed. But it also involves judgement because the data can provide only the basis for decision making. Decisions based upon sound evaluation procedures, however, are more credible than those based on unstructured impressions, because documented evidence can be provided to substantiate them.

A successful evaluation does not necessarily declare that all of the program's goals have been met. To be useful in decision making, an

evaluation should describe and explain *what* the drug abuse prevention program is doing. It should provide facts that objectively describe the activities of interest and explain *why* things are as they are.

With these ingredients, program plans can be made, procedures can be changed, activities can be added or deleted, and support can be justified and obtained from both the funding agency and the community. Thus, evaluation findings can be used to improve a program's public image. Such improvements and decisions can be made during the ongoing operation of the program and near or at the end of the program year. Even quite negative findings can be useful for determining corrective action.

Among the practical reasons for evaluation are:

- to identify what kinds of action work most effectively meet program goals
- to avoid conducting activities which are unrelated to goals and objectives
- to analyze program strengths and weaknesses
- to identify and describe the inputs/processes/outcomes, stated and unstated

- to convincingly attribute the impact of program activities
- to provide data for reports to various groups such as minority community representatives, advisory groups, and funding agencies
- to meet requirements for program evaluation mandated by a state or federal agency as a condition of funding
- to provide information for policy decisions, program planning, and program improvement.

Other roles for evaluation can be to advance the state of the art in drug abuse prevention concepts and practices and to develop methodologies to improve evaluations of drug abuse prevention programs.

Evaluation can involve intricate statistical designs and procedures. In cases where program evaluation is being carried out on a relatively small scale, however, overly sophisticated techniques are not necessary. The complexity of the evaluation should be directly related to the complexity of the program and the nature of the management decisions to be made.

## MULTICULTURAL ISSUES AND SUBSTANCE ABUSE

### BACKGROUND

The development of any sound prevention and intervention design should consider the following five factors:

- Clearly defined prevention and intervention service categories
- Identification of culturally specific and/or multicultural target populations
- A comprehensive approach to reducing both the supply and demand for drugs
- A school-community-law enforcement-based program with equal representation, responsibility and participation by each group
- A culturally specific or multicultural planning process

These factors represent a combination of elements necessary to address the needs of the targeted community.

An initial step in the development of any drug prevention program is to identify and assess the needs of culturally specific/multicultural target populations and communities. This identification and assessment must be done within the same cultural frame of reference as the proposed target population. Cultural awareness is essential when planning and developing prevention and intervention programs.

Currently, the major flaw in developing prevention services for multicultural populations is the prevalence of "cultural illiteracy." Cultural *literacy* is defined as, "...the ability to recognize and appreciate differences in culturally diverse groups, and establishing skills to communicate and facilitate their involvement in the planning and developing of public service programs without fear, anxiety, and distrust..." (Kunisawa, MPRC, 1986). Ignorance of the cultural norms, values, traditions, and languages for each target group, as well as ignorance of the skills necessary to encourage multicultural involvement diminishes chances of program success.

The problem that confronts drug abuse professionals is not whether youth are culturally different, but *how* to design and develop programs from a culturally literate perspective. The *next step* is to promote and provide cultural literacy training for all program planners, researchers, monitors, and direct-service professionals.

### MULTICULTURAL DRUG PREVENTION PROGRAMMING: A TRANSITIONAL PROCESS

There are two separate but compatible approaches to the development of multicultural drug prevention programs. The first approach is to immediately impact the current system and move it into a transitional phase

for cultural adaptation. This approach is usually implemented in the following three phases:

- Phase 1:** Identify the cultural target population and assess the need for modifying the current program services.
- Phase 2:** Transitionally move the program services into a minimum level of cultural compatibility (e.g., by hiring culturally congruent staff, translating existing materials, etc.)
- Phase 3:** Redesign the existing program model using a multicultural frame of reference for the identified target populations.

It is important to recognize that mandating a cultural transition is not sufficient to accomplish the desired change. Training and technical assistance are also necessary.

The second approach can be used when a program is just starting. This approach is implemented through the following five steps.

#### Step 1: Cultural Assessment

Identify multicultural target populations. Specifying the target population is the first major step in developing culturally compatible drug prevention services. (For example, Are the programs for Males? Females? Youth? Seniors? Gays? Blacks? Native Americans?)  
*continued on next page*



**MULTICULTURAL DRUG PREVENTION  
PROGRAMMING: A TRANSITIONAL PROCESS**  
*continued from previous page*

**Step 2: Environmental Assessment**

The identification of specific environmental factors that influence drug abusing behaviors is essential to establishing a cultural frame of reference.

The environmental factors include:

- Economics: Poverty...Affluence
- Housing: Public financed...Private Residences
- Location: Urban...Suburban...Rural
- Languages: Monolingual...Bilingual...Multilingual
- Family: Nuclear...Expanded
- Community: Culturally specific...Multicultural

**Step 3: Identifying Causative Factors for Drug Abuse**

There are numerous philosophies and ideologies surrounding the causes of substance abuse. These causative factors include:

- Peer pressure
- Poverty
- Unemployment
- Lifestyle
- Oppression/exclusion
- Stress Avoidance
- Discrimination
- Institutional Dysfunctions

**Step 4: Identifying Drugs of Preference**

Identifying drugs of preference is helpful in the process of developing more specific and congruent prevention strategies. This identification process could focus on either the selection of drugs based upon risk and consequence factors, or upon peer/cultural use and physiological effects.

The "risk and consequence" perspective is developed from a legal and biological frame of

reference. Is the drug offense a felony or a misdemeanor? Is the biological impact of the drug life threatening?

From this perspective, drugs are separated into three levels of risk:

- High Risk: heroin, PCP, cocaine (free basing), "crack"
- Medium Risk: marijuana, quaaludes, speed, cocaine (snorting)
- Low Risk: cigarettes and alcohol

"Peer/cultural selection" is predicated on availability, status, and range of effects. A charting of this perspective could hypothetically reflect the following listing. (This listing is not research data based, but simply a projection of possibilities.)

- Asian/Pacific Islanders: alcohol, quaaludes, cocaine
- Blacks: marijuana, cocaine, heroin
- Hispanics/Latins: alcohol, PCP, heroin
- Elderly: prescription drugs, cigarettes, alcohol
- Women: alcohol, cocaine, tranquilizers
- Gays: alcohol, speed, amyl nitrate

**Step 5: Comprehensive Planning**

This process includes defining:

- *Who* is the cultural target population
- *Where* the identified target population lives and survives day-to-day
- *How* the target population is influenced, and even coerced, into drug use
- *What* drugs are available and preferred by specific cultures, groups, and individuals

When these steps are completed and analyzed, a comprehensive multicultural drug prevention program can be developed for a specific culture, community, or group. The key to successfully accomplishing this effort is the bonding of cultural literacy with prevention and intervention programming skills.

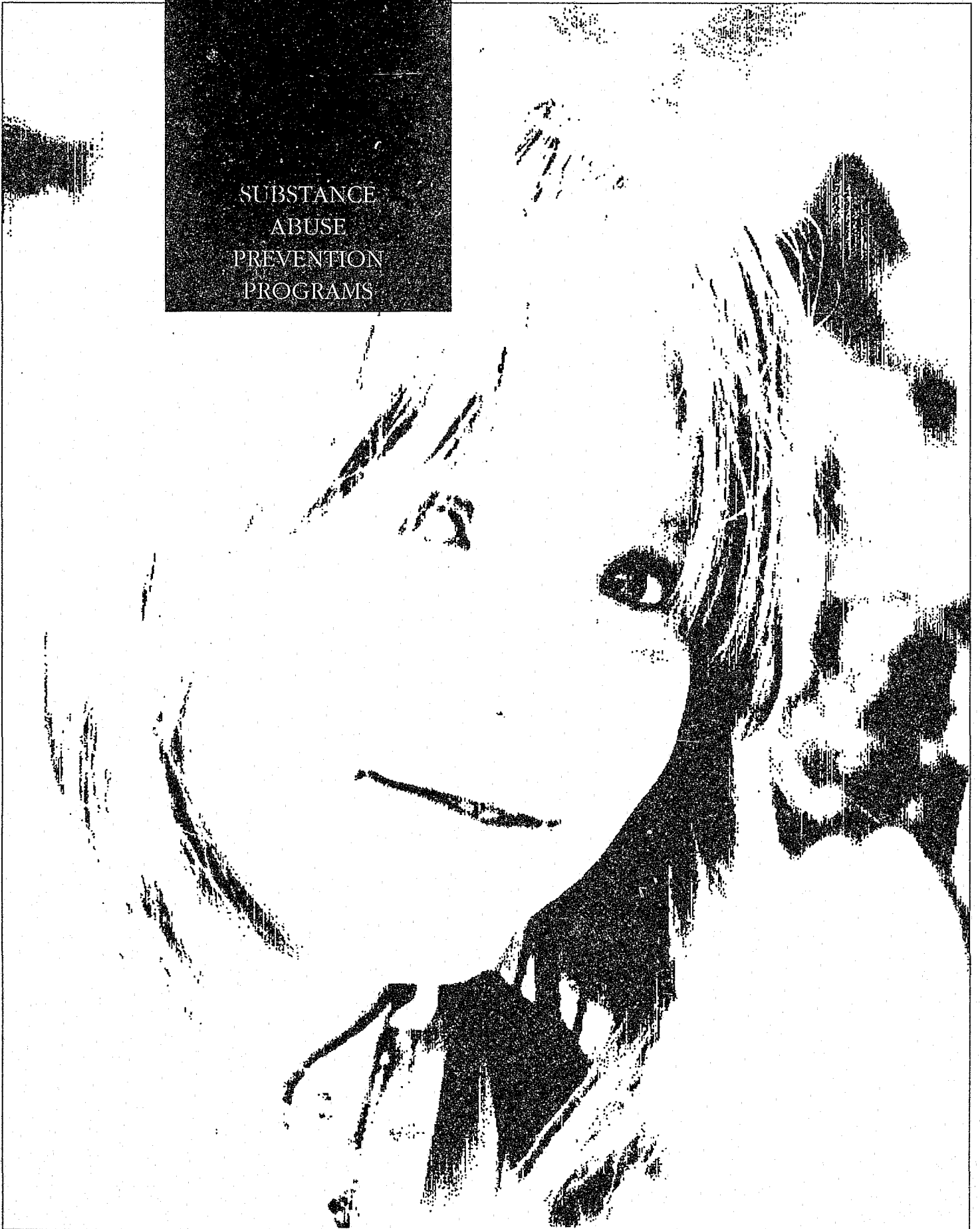
**TEACHERS,  
COUNSELORS, AND  
ADMINISTRATORS  
ARE PROFESSIONAL  
PEOPLE, ALREADY  
TRAINED IN WORKING  
WITH YOUTH; THEY  
SHOULD ALSO BE  
FAMILIAR WITH LEGAL,  
SOCIOLOGICAL,  
PSYCHOLOGICAL, AND  
MEDICAL EFFECTS OF  
SUBSTANCE ABUSE.**

**SUGGESTIONS FOR IMPLEMENTING PHASES AND STEPS**

1. Involve members of the cultural target group such as teachers, administrators on the DSP staff and the advisory committee, in the program planning process.
2. Survey students, school officials, law enforcement officers, and other community members in order to assess steps 1 thru 4.
3. Interview members of the community who will be affected by the program.
4. Consult with existing drug agencies, programs, and specialists.
5. Contact state agencies for information on multicultural drug prevention programs (see appendix for a list of resources).
6. Refer to statewide and county statistics for trends and drug usage patterns.
7. Review drug literature specific to ethnic/cultural target groups. (For example, see the *Hispanic Journal of Behavioral Sciences*, 1986, Vol. 1, No. 1, "Patterns and Practices of Alcohol Use Among Mexican Americans: A Comprehensive Review," Gilbert, M., and Cervantes, R.

PART

SUBSTANCE  
ABUSE  
PREVENTION  
PROGRAMS



## DEFINITION AND PROGRAM GOALS OF PREVENTION PROGRAMS

The primary goal of prevention is to help students, families, and other community members maintain and improve their physical and emotional well-being. One agency defined prevention in this way:

"Prevention policies, programs, and activities are those which 1) enable people to stay healthy (i.e., maintain and improve physical, emotional, social, and intellectual development); and 2) enable communities to strengthen environments which promote health and to change those conditions which predispose individuals to develop problems" (Wisconsin Department of Health and Social Services, "Prevention Statement," 1982).

Prevention can take place on a variety of levels. It can be oriented toward individuals, families, schools, or entire communities. Prevention efforts can address either specific problems, such as teenage drunk driving; more general problems, such as substance abuse within a particular school; or a general human need for well-being.

Prevention activities provide people with resources to cope with stressful life conditions *before* problem behaviors, such as substance abuse, begin. The goal of prevention—to maintain physical and emotional well-being—can be broken down to include:

- Disseminating accurate, appropriate information on drugs and how drugs affect health
- Developing intrapersonal skills, such as self-awareness, self-esteem, and self-discipline
- Developing interpersonal skills, such as empathy, cooperation, communication and conflict resolution skills to help resist pressures to use drugs
- Developing decision-making and problem solving skills, including the ability to choose drug-free lifestyles
- Developing drug-free role models
- Offering early screening, diagnosis, and treatment strategies to help prevent substance use

(adapted from "What is Prevention," published by Wisconsin Clearinghouse)

## EXAMPLES OF PREVENTION PROGRAMS

Characteristics of effective school-based prevention strategies include:

- Accurate statistics about the extent of drug use in a community, and the relationship between drug use and specific problems, such as poor school attendance and DUI.
- An agreement among schools, treatment agencies, and law enforcement, which includes suspension policies, an agreement about when law agencies will be consulted, and referral procedures.
- Educational programs for students, which support drug-free attitudes and behaviors and identify students who need professional help.
- Parent involvement including workshops, support groups, community forums, and lectures.

The program descriptions which follow represent nine different approaches to drug abuse prevention by law enforcement, school, and community groups.

### LAW ENFORCEMENT PREVENTION PROGRAMS

Both law enforcement programs focus on educating elementary school youth. *Puppet shows* are a lively approach to a short-term (three session) educational series. Drug Abuse Resistance Education (*DARE*) offers a more traditional lecture and discussion approach to a drug education program that continues throughout the school year.

## SCHOOL PREVENTION PROGRAMS

Schools are a traditional place for substance abuse prevention programs. The school programs described here present several interesting and effective approaches to prevention. *Just for Kids* uses volunteers from the community to be "Special Friends" to very young (K–3) children who are considered at risk for future problems with school, law enforcement, and the community. The *Peer Leadership Program* involves training high school students to teach younger students about substance abuse. The *Parent Educator Program* is an effective way to get parents involved in educating youth about drug and alcohol problems.

### COMMUNITY PREVENTION PROGRAMS

Community programs are another effective approach to substance abuse prevention. *Safehomes* involves an agreement among parents to provide a drug and alcohol-free environment in their homes. The *Parent Interaction Series* educates families about substance abuse and provides them with tools for better communication and problem solving. *Family Intervention Workshops (FIW)* focus on communication skills, discipline, and how to effectively deal with teen-drug problems. The *Pride in Sober Youth Project* demonstrates one approach to actively involving the business community in prevention efforts.

Each of these diverse approaches to prevention has been successfully implemented in the community, and each is effectively contributing to substance abuse prevention.

**PREVENTION ACTIVITIES PROVIDE PEOPLE WITH RESOURCES TO COPE WITH STRESSFUL LIFE CONDITIONS BEFORE PROBLEM BEHAVIORS, SUCH AS SUBSTANCE ABUSE BEGIN.**

## LAW ENFORCEMENT

TARGET POPULATION: GRADES K-6  
PRIMARY GOAL: EARLY PREVENTION EDUCATION

### **PUPPET SHOWS AND BARNEY, THE TALKING POLICE CAR** Butte County, California

Puppet shows and Barney, the Talking Police Car, are the means through which the Student Drug Abuse Suppression Program of Butte County, California presents lessons on drug and alcohol abuse and related issues to students in grades K-6.

Officer Ollie and six other puppet characters star in 22 puppet shows covering a broad range of pertinent topics, including latchkey kids, alcohol and drug abuse, self-discovery, gangs, and respect for authority. The shows are 45 minutes long, and grouped and presented according to grade level and subject. Normally, an assembly format is used. However, presentations are also made to one or two grade levels at a time.

Barney, the Talking Police Car, is used primarily for presentations to students in grades K-3. Accompanied by a uniformed officer, Barney gives 20 minute programs dealing with four topics: drug abuse, vandalism, child abuse, and personal safety. Not only is he wired with a recorded voice, Barney also opens his hood, turns on his lights and windshield wipers, and even "cries" at appropriate times during the program.

In both programs, time is allowed for questions and feedback. The discussion is facilitated by either a uniformed police officer or the program director. Handouts reviewing the presentation are often distributed as well.

This program is ongoing in Oroville, the county seat of Butte, which encompasses an economically and racially diverse population. It was initiated in response to a community survey which indicated that 85% of all students reported using alcohol, 50% reported using marijuana, and 25% reported using other illegal drugs.

The program is administered through the Butte County Sheriff's Department. Paid staff include the project administrator, who administers the overall program and coordinates and schedules elementary school presentations, and a sheriff's deputy, whose duties include accompanying Barney to his shows. Volunteer staff include a puppeteer and a project director from the sheriff's office who oversees the program.

A grant from the California Office of Criminal Justice Planning covered the initial cost of obtaining the puppets and props, as well as outfitting Barney. The puppet shows were bought from Puppet Productions of San Diego at a cost of \$1,000. The School Board provided matching funds to augment the state grant.

FOR FURTHER INFORMATION CONTACT: Tom Wiebelhaus, Butte County Sheriff's Department, 33 County Center Drive Oroville, CA 95965. (916) 532-0449

## LAW ENFORCEMENT

TARGET POPULATION: GRADES K-8  
PRIMARY GOAL: PREVENTION EDUCATION, REINFORCEMENT OF  
NON-USE ATTITUDES

### **DRUG ABUSE RESISTANCE EDUCATION** Los Angeles, California

Drug Abuse Resistance Education (DARE) brings uniformed police officers into 5th, 6th, and 7th grade classrooms on a weekly basis to serve as "education officers" instructing students in decision-making skills, resistance to peer pressure, and positive alternatives to drugs. Officers spend time on the playground during recess time as well, to increase the opportunity for informal student contact.

DARE began in 1983, as a result of the combined efforts of the Los Angeles Police Department (LAPD) and the Los Angeles Unified School District (LAUSD). Ten teaching officers are assigned five schools each, and teach one day a week at each school for one semester. Since its inception, the program has grown from ten officers and 50 elementary schools to 52 officers and 404 schools, encompassing grades K-8.

The goals are prevention and early intervention, through peer resistance training, self-concept improvement, increased regard for the law and personal safety, and teacher and parent drug awareness training.

DARE is administered through both the LAPD and LAUSD. The education officers comprise the bulk of the staff. Before entering the classroom, they receive 80 hours of training on topics such as teaching techniques, group dynamics, building self-esteem, and narcotics recognition. They are then responsible for teaching 45-minute lessons to 5th and 6th grade students. Seventh grade students receive instruction for 10 consecutive weeks. A modified program is offered to private and parochial schools. Drug awareness training is also provided to parents and teachers through parent workshops and teacher in-service training.

LAPD field supervisors and DARE school coordinators oversee the officer educators. The supervisors are responsible for maintaining contact with school principals and monitoring program feedback. The program also employs an administrative analyst and secretarial staff.

The total cost of the program is \$6 million, most of which is related to personnel costs. Training costs are substantial, but are reimbursed to California law enforcement agencies by the state of California through POST funds (Police Officers Standard Training). Although the program is the recipient of a grant from California's Office of Criminal Justice Planning, the bulk of funding comes from the LAPD and private sector donations.

DARE has become a nationwide program, and can be found in both rural and urban settings. Currently, a study is underway to determine what effect DARE is having on students who have been exposed to the program. The preliminary results will be available in August 1987.

FOR FURTHER INFORMATION CONTACT: Lt. Roger Coombs, Los Angeles Police Department, 150 N. Los Angeles St. Mail Stop #439, Los Angeles, CA 90012. (213) 485-4856

## SCHOOL

TARGET POPULATION: GRADES K-3  
PRIMARY GOAL: EARLY DETECTION/INTERVENTION OF  
ADJUSTMENT PROBLEMS IN ORDER TO AVOID LATER MORE  
EXTENSIVE PROBLEMS

### JUST FOR KIDS: THE PRIMARY MENTAL HEALTH PROJECT Benicia, California

Just For Kids identifies primary-grade children with school adjustment problems and gives them immediate and intensive helping services. It attempts to redress both behavioral and emotional problems at the beginning stages, and thus circumvent the necessity for later, more extensive and specialized services. Children are generally screened during the first three months of 1st grade. Evaluated in terms of general ability, personality development, and classroom behavior, those children identified as having adjustment problems or considered at risk for developing them are introduced to a "special friend." Special friends are nonprofessional, trained aides who work with the children, either individually or in small groups, under the direction of a professional counselor. Objectives and goals are developed under the direction of a professional counselor, set individually for each child and worked on over the course of the school year or until the goals are achieved. Children spend about one hour a week with their special friend, usually meeting twice a week for half hour sessions. Session content varies depending on the child's needs and the treatment goals. Commonly used techniques include mutual story telling, play techniques, and puppet play, as well as other appropriate therapeutic activities.

Originally piloted in 1958 in Rochester, New York, the program has expanded throughout the United States and was operative in California in the 1970s. The program has been modified in various ways in different schools districts. The program consistently centers on helping each child to achieve his or her maximum social and academic potential by detecting and addressing adjustment problems before they require extensive and specialized services. It also attempts to aid parents in understanding and working with their children.

Through the combined efforts of school professionals, aides, and parents, program goals are achieved by systematic screening using standardized assessment techniques, early identification of maladjusted and at-risk children, the establishment of specific treatment goals for each child, and ongoing evaluation of each child's progress and the impact of the overall program.

Program administration differs according to program site. The project director, a licensed clinician, heads a staff of volunteer special friends, meeting with them regularly to review individual cases and set and evaluate goals and strategies. Special friends may be parents, graduate student interns, high school seniors, or other community members who possess maturity, experience, and the ability to work with children.

Selection of volunteers is done with care. Volunteers receive 20 hours of training at the beginning of each school year and additional training throughout the school year.

Program costs vary, depending upon the services offered and the number of children served. Fifteen to twenty thousand dollars a year is an average estimate of the cost for a fully staffed program providing services for 30 - 34 students each week.

FOR FURTHER INFORMATION CONTACT: Billie Middleton, Executive Director, Youth & Family Services, 150 East K Street, Benicia, CA 94510. (707) 746-5408

## SCHOOL

TARGET POPULATION: GRADES K-12  
PRIMARY GOAL: SUBSTANCE ABUSE PREVENTION THROUGH  
CREATING A "POSITIVE PEER CULTURE"

### PEER LEADERSHIP PROGRAM San Benito, California

Kids listen to kids. Based on this premise, the Peer Leadership Program uses high school students to teach elementary school students about the causes and consequences of drug and alcohol abuse, focusing on social skills, role modeling, and positive alternatives to substance abuse.

Peer leader volunteers work in groups of about nine students. Generally, they visit individual classrooms. An assembly format has also been used successfully. Depending on the schools' needs and wants, classrooms are visited from one to five times. Typically, discussions begin with a "brainstorming session" in response to the question, "What drugs do you know?" The discussion is then focused on the drugs mentioned, categorizing them (depressant, hallucinogenic, etc.) and giving other information. The discussion becomes more general, addressing why people use drugs and alternatives to their use. Refusal skills are practiced. Audience participation is encouraged through role playing and skits, and further facilitated by breaking into small discussion groups that are used to dispel common myths about drugs and alcohol. At other times, the misleading and unrealistic messages of some advertisements are exposed and evaluated.

San Benito County, in which the Peer Leadership Program is being implemented, is a rural, agricultural, and ethnically diverse area. The county encompasses one high school, one middle school, five K-5 schools, and ten K-8 schools.

Six student deaths in one year, all related to drug and alcohol abuse, were the impetus for creating this program. The concept came from the students and was supported by the high school administration and faculty.

Sixty high school students are currently involved in spreading the "Just Say 'No'" message. *Here's Looking At You, Two* drug abuse prevention curriculum (*Here's Looking At You, Two* was replaced with *Here's Looking At You, 2000*) adapted for student use, was used, as well as student-created skits and a slide show on unrealistic advertisements. Sunrise House, a community counseling center that deals with youths and drug abuse, provides two counselors for the program, and the high school provides the services of a counselor/program director.

Originally, peer leaders were selected from outstanding academic performers. However, the selection process has been modified to attain a group of peer leader students who better represent the racial, academic, and economic diversity of the school. Currently, a survey is used in selecting candidates: Students are asked who among their peers they go to when they have a problem. Students who are frequently selected as "natural helpers" are given the opportunity to become active as peer leaders.

The program began in 1984 with ten students serving as peer leaders. In 1985, the number of peer leaders doubled. Currently, 62 high school students are active in the program.

The goal of the program is the prevention of drug and alcohol abuse. Specifically, it aims to reduce student drug use by 50% in five years. Short-term goals include familiarizing teachers and other school staff with the programs and reaching 1,500 students during the 1986-1987 school year. This will be achieved by providing drug information, role modeling, dispelling myths, teaching refusal skills and positive alternatives to drugs, and providing counseling through the local high school on a county-wide referral basis.

The Peer Leadership Program is administered by the high school counselor, who coordinates student selection and training, program presentation, and counseling services. An assistant helps transport students to the various program sites. Two professional counselors assist the director in training student volunteers. To become a peer leader, students must complete 40 hours of training on weekends and after school. This is often broken into an initial 30 hour block followed by an opportunity to present a program, with the remaining 10 hours of training used to evaluate and clarify questions about the presentation. In addition, students who want to be peer leaders must sign a contract stating they will be drug-free while in the group. On the average, 60% of the candidates selected for the program choose to meet the criteria for becoming active participants.

Because of its rural setting, transportation costs are substantial. They run about \$1,000/year, and are donated, in this case, by the high school. Training costs also run about \$1,000/year. This cost, along with the purchase of two sets of the *Here's Looking At You, Two* (replaced by *Here's Looking At You, 2000*) curriculum and remaining incidental costs are covered by a grant from California's Office of Criminal Justice Planning.

In addition to the positive influence this program has had at both the high school and elementary school level, perhaps its greatest advantage is that it has the potential to be self-supporting and self-perpetuating. However, it must be emphasized that the effectiveness of this program is directly related to the ability of the peer leader group to serve as role models. The group must be "matched" to the population it is addressing.

FOR FURTHER INFORMATION CONTACT: Jerry Kaiser, Program Director, San Benito High School, 1220 Monterey St., Hollister, CA 95023. (408) 637-5831

**KIDS LISTEN TO KIDS.  
BASED ON THIS  
PREMISE, THE PEER  
LEADERSHIP PROGRAM  
USES HIGH SCHOOL  
STUDENTS TO  
TEACH ELEMENTARY  
SCHOOL STUDENTS  
ABOUT THE CAUSES  
AND CONSEQUENCES  
OF DRUG AND  
ALCOHOL ABUSE.**

TARGET POPULATION: GRADES 3-6, PARENTS  
PRIMARY GOAL: INVOLVING PARENTS IN SUBSTANCE ABUSE  
EDUCATION EFFORTS

#### THE YOUTH CONNECTION PARENT EDUCATOR PROGRAM Contra Costa County, California

The Youth Connection Parent Educator Program trains adult volunteers—parents, grandparents, and other concerned community members—to be facilitators of discussions centered around drug education in 3rd through 6th grade classrooms. In addition to providing students with accurate information about drugs, topics focus on self-esteem, how to resist pressures to use drugs, and decision-making skills. The facilitator attempts to maintain a classroom environment that is nonthreatening through group interaction. The direction and scope of the course varies, depending upon the grade level and the needs of the participating school. Normally, parent educators visit classrooms one day a week for eight to ten weeks.

The program is currently being implemented in several schools in Contra Costa County, in the cities of Pittsburg and Brentwood. It was initiated to counteract the lack of parental involvement in drug education. The Center for Human Development (CHD), a drug and alcohol prevention subcontracted agency, provides training and technical assistance to the program. Two drug prevention curricula are utilized: *Here's Looking At You, Two* and *Stanford DECIDE*. A resource library provides supplemental drug curricula and materials to be checked out and integrated into the core curricula.

The program was created in 1984. It targeted elementary schools in East Contra Costa County. Currently, nine schools in six districts participate, and the concept has spread to additional schools and counties.

The program seeks to provide a process-oriented curriculum that encompasses factual information, fosters self-esteem and decision-making skills, and involves and enables parents to achieve such a goal.

The Contra Costa County Sheriff's Department provides administrative and support staff to the program. The CHD provides the expertise needed to train volunteers in the curriculum and its presentation. In addition, they provide a program coordinator, who recruits volunteers and orchestrates the program's implementation at the individual school or district level; a project manager, who monitors the program and serves as a liaison to the sheriff's department; and various support staff.

In the sheriff's department, the project supervisor monitors the program's implementation and interfaces with the project director.

Training courses are coordinated by the participating schools. Volunteers receive 21 hours of training, taught once a week for seven weeks. Training includes classroom management skills, teaching techniques, and a review of the curricula. In addition, continuing community volunteers are required to attend yearly recertification workshops.

The program is currently funded through a grant from California's Office of Criminal Justice Planning. Major expenditures include volunteer training, which runs about \$1325 per 21 hour session, for two instructors and from 12 to 24 participants. Manuals for each volunteer cost \$35 each. Staffing costs vary.



A major advantage to this program is that it both educates and involves parents and community members in the drug suppression effort. Adults other than teachers are brought into the classroom to serve as role models, and the volunteer emphasis helps in maintaining a feasible program budget. However, the program relies on the availability of volunteers, particularly those who are comfortable using the group process as a teaching tool. And training a volunteer staff, if not coordinated efficiently, can be very expensive on a per capita basis.

FOR FURTHER INFORMATION CONTACT: Deputy Dale Varady, Project Supervisor, Contra Costa County Sheriff's Department, P.O. Box 391, Martinez, CA 94553. (415) 646-4596

## COMMUNITY

TARGET POPULATION: GRADES K-12  
PRIMARY GOAL: DEVELOPING A COMPREHENSIVE SCHOOL-  
COMMUNITY APPROACH TO DRUG PREVENTION AND  
INTERVENTION IN AN EFFORT TO CHANGE COMMUNITY NORMS

### SAFEHOMES

Watsonville/Aptos, California

The Safehomes Pledge facilitates the formation of a network of parents who have promised to actively assist school, law enforcement, and young people in counteracting drug and alcohol abuse among youth. Parents who sign the pledge specifically promise to ensure that all youth-oriented social events hosted in their homes will be chaperoned and drug and alcohol free. They also endorse guidelines set forth by the Safehomes program, which include supporting school and law enforcement policies regarding drug and alcohol use, encouraging drug and alcohol abuse prevention curricula in the schools, and hosting appealing and appropriate social activities for young people. Parents also pledge to come to a clear understanding with their own children regarding the use of drugs and alcohol by setting and enforcing guidelines and presenting a parental example consistent with them.

The pledge is a printed brochure, sent out through the schools, which is signed by the parents and then returned. In addition to an explanation of the pledge and its purpose, the brochure includes information on family communication, parental responsibility, legal issues, and judicial consequences.

The names of parents who sign the pledge are printed in a directory, and copies of the directory are made available to all participating parents. Supporters' names may also be printed in a local newspaper ad featuring the parent pledge.

Brochures and directories are printed twice a year by the school at minimal cost. Community volunteers collate the directories. Although most materials are sent out through the schools, some are mailed; and postage is another incidental expense.

FOR FURTHER INFORMATION CONTACT: Linda Perez, Program Coordinator, Pajaro Valley Unified School District, P.O. Box 630, Watsonville, CA 95077. (408) 728-6445

**THE SAFEHOMES  
PLEDGE  
FACILITATES THE  
FORMATION  
OF A NETWORK  
OF PARENTS WHO  
HAVE PROMISED  
TO ACTIVELY  
ASSIST SCHOOL,  
LAW ENFORCE-  
MENT, AND  
YOUNG PEOPLE IN  
COUNTERACTING  
DRUG AND ALCO-  
HOL ABUSE  
AMONG YOUTH.**

**TARGET POPULATION: FAMILIES**

**PRIMARY GOAL: PREVENTING SUBSTANCE ABUSE BY PROVIDING FAMILIES WITH INFORMATION AND COMMUNICATION SKILLS**

**FAMILY INTERVENTION WORKSHOP: COURSE OUTLINE**

Benicia, California

Family Intervention Workshops are designed to help families looking for new information and tools to improve family functioning. They also provide the opportunity to practice new behavior in a nonthreatening setting with the support of other families.

As children approach the teenage years, earlier parenting methods often no longer work effectively, and relationships and communication in the family break down. Parents are often unclear about appropriate limits on behavior or consequences for violations of limits. In two-parent families, parents may disagree about rules and limits, giving mixed messages to the child. Parents are often isolated and unable to discuss parenting ideas with others.

This no-cost workshop includes information presented by the facilitators, as well as the chance to apply this information through role-playing and other structured exercises. The last sessions focus on helping families apply the new ideas and skills.

The workshop consists of six sessions:

**Session 1**

- Understanding teenager, parent, and family needs and goals
- Personality development in families: parents and teens

**Session 2**

- Emotions: do they help or hurt?
- Self-esteem and teenagers: how can parents help?

**Session 3**

- Communication: how to really listen
- Communication: exploring feelings

**Session 4**

- Discipline: identifying and developing responsibility
- Discipline: what's appropriate

**Session 5**

- Special challenges: parental disagreement, divorce, single parents, stepfamilies; drug and alcohol abuse; sex; pregnancy; marriage.

**Session 6**

- The family meeting: putting it all together

Skills taught in each Family Intervention Workshop include:

**Family Communication Skills**

- Active listening
- Expressing "I" messages
- Identifying patterns of family communication and barriers to effective communication
- Appropriate expression of feelings
- Conflict resolution techniques
- Decision-making skills
- Developing individual and family responsibility

**Parenting Skills**

- Limit-setting tools
- Positive discipline
- Logical consequences
- Choosing appropriate discipline

**Adolescent Development Information**

- Separation from parents
- Identity formation
- Importance of peer culture
- Building self-esteem and personal responsibility
- Conflict between adolescent development, parental developmental issues, and family developmental issues

Workshops are most effective when limited to four or five families, or 12 to 15 individuals. They include six two-hour workshop sessions, and three meetings between each family and a workshop facilitator. Facilitators are counselors trained in family dynamics and substance abuse issues.

FOR FURTHER INFORMATION CONTACT: Billie Middleton, Executive Director, Youth and Family Services, 150 East K Street, Benicia, CA 94510. (707) 746-5408

**RECREATION, EDUCATION, AND COUNSELING CREATE A POSITIVE PEER CULTURE FOR KIDS: AN ENVIRONMENT THAT IS DRUG AND DELINQUENCY FREE AND AN ATTITUDE THAT SAYS IT'S OK TO BE STRAIGHT.**



TARGET POPULATION: GRADES 7-12, LIQUOR RETAILERS  
 PRIMARY GOAL: TO REDUCE ALCOHOL AND TOBACCO  
 SALES TO MINORS

### PRIDE IN SOBER YOUTH PROJECT

San Diego, California

The concept is simple and straightforward: minors should not be allowed easy access to tobacco and alcohol. The liquor retailer's pledge calls for Pride in Sober Youth beyond the legal requirements of not selling alcohol or tobacco to minors. Retailers pledge not only to follow the law, but to be committed to the concept of keeping youth sober and drug free. This is done by not selling to youth, and also not selling to those who appear to be purchasing on behalf of youth. By enrolling in the "Pride" project, retailers receive personal satisfaction in doing their part to stem the tide of usage by teenagers, while receiving positive public exposure in their communities for their commitment.

Students in SADD and Safe-Rides chapters, with any assistance necessary from parent action groups, receive a list of licensed alcohol retailers from the police department. Letters introducing the program are sent to all alcohol licensees near schools, with a promise that contact will be made in the near future for possible enrollment. Subsequently, each retailer is contacted by telephone or by a personal visit by student or parent representatives. When a retailer decides to participate, a date is set for official enrollment in the project.

On enrollment day, representatives of the nearest schools, i.e., SADD members, parents in action groups, police officers who patrol the district, appear at the liquor retailer's with a member from the neighborhood press. The student leaders present the retailer with a framed retailer's pledge and pose with the owner and/or manager for a picture, placing a "Pride in Sober Youth" decal on the front door/window of the store. The press has been contacted prior to this event and has agreed to feature the picture of the ceremony.

The cost of this program is minimal. By producing a single, large order for decals, certificates, and frames, the cost for three year's of activity averages \$5 per retailer enrolled. A number of civic/service clubs have expressed interest in this project. After funding ends through OCJP, clubs may pick up the cost of signing up retailers in their areas. (Service clubs could easily carry out this campaign at this time. However, in San Diego, students with a keen interest in curtailing alcohol availability are being enlisted so they may be part of the solution to teen usage. In the future, service clubs may be asked to add to the effort.)

FOR FURTHER INFORMATION CONTACT: Karen Oster, Social Concerns Program, 2716 Marcy Ave., San Diego, CA 92113, (619) 233-7662 or Lt. Dave Spisak, San Diego Police Department, 1401 Broadway St., San Diego, CA 92102. (619) 232-7885

TARGET POPULATION: PARENTS OF ADOLESCENTS  
 PRIMARY GOAL: PARENT EDUCATION

### PARENT INTERACTION SERIES: COPING WITH ADOLESCENCE

Palo Alto, California

The Parent Interaction Series is offered through the CARE program which is co-sponsored by the Palo Alto School District's Special Services Department and the Palo Alto Police Department. Designed to maximize parent and youth interaction in an informal and caring atmosphere, the workshops are appropriate for students and parents of young people in grades 5-12.

A panel of adult and student "experts" provide presentations and allow time for questions and answers. A major part of the series is the small group discussions involving parents and young people, which are led by skilled youth from the Peer Counseling Program. The current series includes four topics:

#### "I CAN'T HANDLE ONE MORE THING"

Perspectives on Adolescent Stress

All too often we are not aware of the subtle and not-so-subtle pressures that young people face as they move into adolescence. This presentation focuses on the stress that is common to the adolescent years. A therapist, a doctor, and two high school students speak on this topic. Small group discussions led by students from the Peer Counseling Program focus on helping participants identify the sources of stress, and strategies and alternatives to reduce it for young people and their parents.

"WHERE DID YOU GO?" "NOWHERE." "WHAT DID YOU DO?" "NOTHING."

*Peer Influence in Adolescence*

This presentation focuses on that period of transition when young people begin the process of establishing meaningful relationships outside of the family setting, a process that can be frustrating for parents and young people alike. Parental fears about peer pressure, as well as young people's fears of social isolation, are explored in the presentation and in the small group sessions following. Professional and teen presenters raise some of the typical issues associated with the power of the peer group and make suggestions for appropriate strategies for the process of "breaking away."

#### GETTING HIGH—

Denying, Lying, and Justifying: A Look at the Current Drug/Alcohol Scene

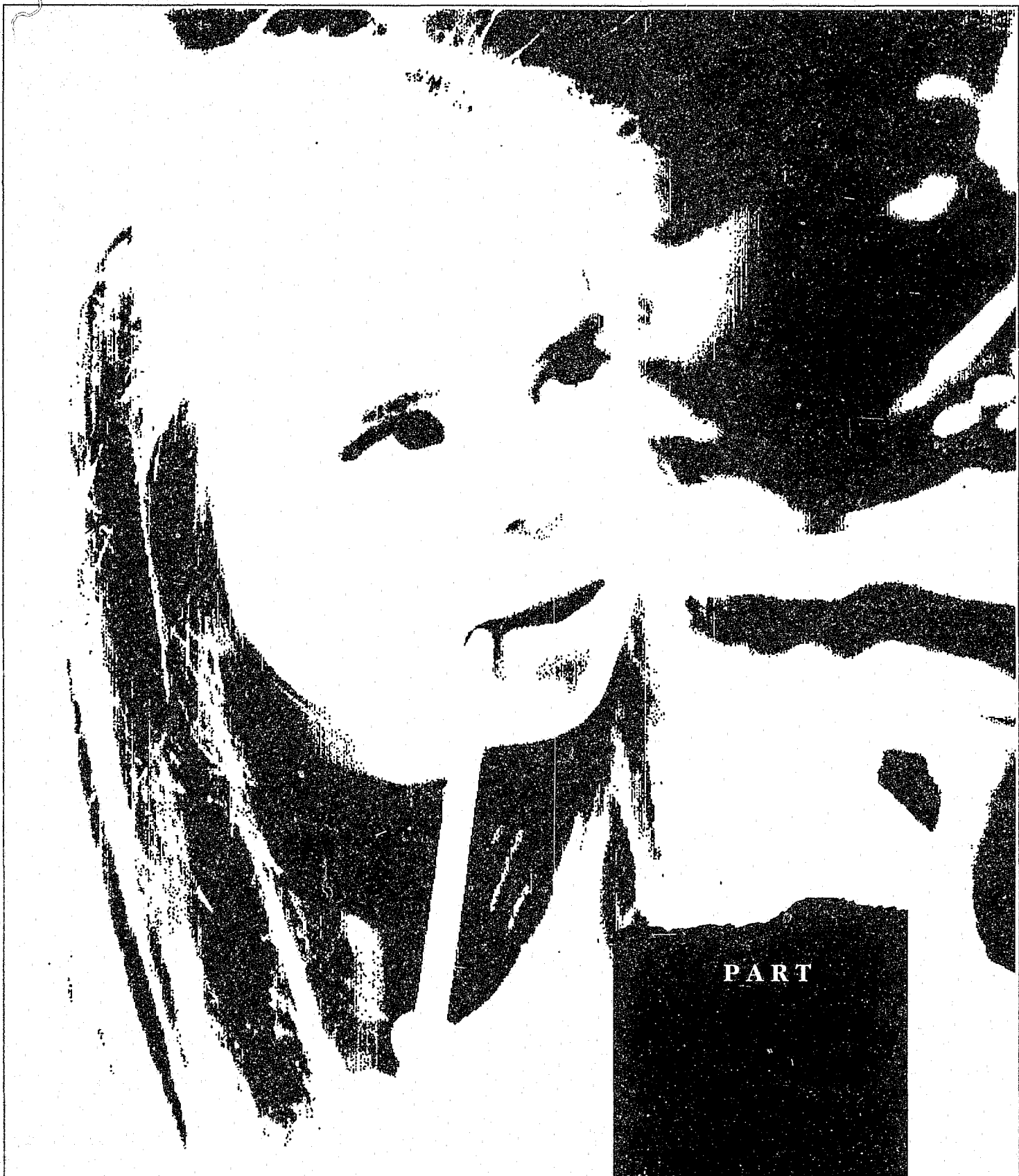
This panel presentation aims to increase parental awareness of the drug scene as experienced by many Palo Alto youngsters. Panel participants include a student, a drug researcher, a law enforcement officer, and a school administrator. The combined efforts of the school district and the police department in combatting adolescent substance abuse is discussed. Parents have an opportunity to question panel members and raise personal concerns in small group discussions.

#### "GET OFF MY BACK!"

Coping with the Rebellious Adolescent

How does one distinguish between the search for independence and downright defiant behavior? This presentation explores the causes, effects, and appropriate responses to rebelliousness in the adolescent and pre-adolescent. Participants have the opportunity to hear from a panel of experts and to participate in small group discussions that explore techniques for coping with normal adolescent behavior, as well as the truly defiant child.

FOR MORE INFORMATION CONTACT: Mary Bacon, Palo Alto Unified School District, 25 Churchill Avenue, Palo Alto, CA 94306. (415) 329-3746



PART

SUBSTANCE  
ABUSE  
INTERVENTION  
PROGRAM

## DEFINITIONS AND PROGRAM GOALS OF INTERVENTION PROGRAMS

Intervention programs are designed to help students, their families, and other community members to identify *existing* substance use problems, and take action to *stop* substance abuse.

Characteristics of successful intervention programs include the following:

- Accurate and current information on drugs, substance use; and associated physical, emotional, and social problems
- A program that provides more than information, encourages positive change, and offers alternatives to substance use
- An agency that specializes in substance abuse treatment, or counselors trained in substance abuse issues
- Family participation in the program, because the use of alcohol or drugs by one family member affects the whole family
- An emphasis on *immediate* consequences of substance use, rather than long-term consequences. Although most teenagers do not progress into serious or long-term substance abuse, many experience immediate social consequences such as depression and moodiness.

## EXAMPLES OF INTERVENTION PROGRAMS

Intervention can be oriented toward individuals, families, or communities. Intervention strategies include:

- Developing a network of community agencies to work together in decreasing substance use.
- Law enforcement suppression activities, such as increased arrests, increased police patrolling near school campuses, and increased reporting of drug users and dealers by law enforcement staff. This often involves developing a diversion program, such as the one presented in this section.
- Education-oriented treatment, such as teen groups that focus on substance abuse issues.
- Counseling—a variety of community agencies are often available for crisis counseling, residential treatment, or support. Self-help groups, such as Alateen, are often helpful for adolescents with substance abuse problems in their families.
- Providing alternatives to substance such as "drug-free" recreational events, dances, and places for youth to socialize. One innovative approach involves developing a youth center that can also serve as a "neutral" place for teens to find counseling on a drop-in basis.

## LAW ENFORCEMENT INTERVENTION PROGRAMS

Law enforcement intervention programs involve developing more effective working relationships between the police department and other agencies, such as schools and counseling agencies. The *Diversion Program* facilitates this linking process. Another unique approach that combines suppression with education is employing a full time "Drug Suppression Officer." The philosophy behind

suppression is that increasing the risk of getting caught using or selling illegal substances will act as a deterrent to drug use and sales. Chemical abuse suppression activities can take many forms. *Suppression activities* are centralized within the police department and include increasing patrol in known areas of high drug traffic, uniformed officers patrolling on or near school campuses, and undercover law enforcement officers being on campus to detect drug use and sales.

## SCHOOL INTERVENTION PROGRAMS

Schools have developed a variety of intervention classes. A course outline for *Insight Classes* demonstrates a direct approach to effective substance abuse intervention. *Image Awareness Classes* represent a less direct approach, which could also be used as part of a prevention effort. These focus on building self-esteem and presenting alternatives to substance use.

## COMMUNITY INTERVENTION PROGRAMS

The *Student Awareness System* is a phone system where students can easily get information about drugs and their effects. This system could be used as part of a prevention or intervention effort. Several *Factsheets* and an *Assessment Tool for Families* have been included in this section, because they represent the beginning of the intervention process. *REACH* is an example of a comprehensive intervention system, and shows the linking of law enforcement, school, and community agencies at its best. *Crisis Intervention* is a very specific and focused intervention, where pre-planned strategies and procedures are essential. Conversely, the *Youth Development Program* is a broadly focused prevention and intervention system.

Each of these programs has been successfully implemented in California communities.

**INTERVENTION  
PROGRAMS HELP  
IDENTIFY  
EXISTING  
SUBSTANCE USE  
PROBLEMS,  
AND TAKE ACTION  
TO STOP  
SUBSTANCE  
ABUSE.**

## LAW ENFORCEMENT

TARGET POPULATION: K-12 STUDENTS  
PRIMARY GOAL: DIVERSION FOR DRUG-RELATED OFFENSES  
THROUGH COUNSELING, AND SUPPRESSION THROUGH LAW  
ENFORCEMENT

### DIVERSION PROGRAM

Santa Rosa, California

This program interweaves counseling services and law enforcement in an attempt to eliminate drug and alcohol abuse.

Counseling services are coordinated on a county-wide basis through the juvenile probation department within the sheriff's department. Any first-time offender who is either arrested or cited is automatically diverted to counseling. Repeat offenders are counseled as well, in addition to whatever judicial consequences they face. Most schools have a diversion group that meets weekly on campus. However off-campus individual and family counseling is also available.

The surveillance of school campuses and school-related functions and events is the basis of the law enforcement component. Conducted primarily at the junior high/high school level, surveillance is not intended primarily as an evidence gathering technique, but rather to combat denial by confronting students and their parents.

Currently implemented in 16 schools within 11 districts in West Sonoma County, the program encompasses rural areas, small towns, and a small city. Three high schools and 13 junior high and elementary "feeder schools" participate. Although grades K-12 are addressed, the emphasis is on grades K-8. *Here's Looking at You, Two* was employed as classroom curriculum, supplemented by appropriate films. Four counselors provide counseling services. A telephoto video camera facilitates surveillance.

The Sonoma County Sheriff's Department administers the program. A program director and program supervisor oversee its implementation. Two deputy sheriffs function as the "hub" of the program, responsible for scheduling, procuring, and distributing curricula, surveillance, and providing classroom and teacher-training input. A half-time clerical worker is also employed with program funds.

The annual budget for the entire diversion and education program is \$275,895. Personnel and support costs are major expenditures, accounting for about 80% of the budget. Additional costs include the purchase of curriculum kits and teacher training. An Office of Criminal Justice Planning grant furnished the seed money and has been the major source of funding thus far. County funds and private donations provide the remainder. Because the grant is diminishing by 10% annually, the program is becoming increasingly dependent upon local public and private funding.

Since its inception, the program has grown within the county. Drug use appears to be down in and around targeted schools. Not only are student abusers identified and confronted more frequently, but counseling and diversion programs are better coordinated as a result of this program. Parental involvement and support continues to increase. The parents' meeting that drew 15 parents the first year of the program drew 60 this year. Parent networks, using a "parent pledge" have been formed.

Low training costs are an advantageous aspect of this program. Additionally, it does not require re-training—i.e., teachers teach, counselors counsel, and police officers enforce the law. However, the formation of a strong, working network among those three entities, along with parental and community support is fundamental to the program's strategy. The more schools and districts the program spans, the more difficult program coordination and administration becomes. An evaluation of program effectiveness is in process, and should be available by mid-1987.

FOR FURTHER INFORMATION CONTACT: Deputy Greg Schmid,  
Sonoma County Sheriff's Department, P.O. Box 485, Guerneville, CA  
95446. (707) 527-1110

## LAW ENFORCEMENT

TARGET POPULATION: STUDENTS  
PRIMARY GOAL: APPREHENSION AND PREVENTION OF  
SUBSTANCE ABUSE

### DRUG SUPPRESSION OFFICER

Antioch, California

The duties of the full-time Drug Suppression Officer for the city of Antioch include both apprehension and prevention. With responsibility for four secondary and eight elementary school campuses, the officer works with the Antioch Police Department's diversion program and the juvenile officer, as well as REACH, a community agency engaged in combating drug and alcohol abuse. Duties encompass teaching, public relations, suppression, and law enforcement, and include:

- providing input to school assemblies, classroom presentations, and community meetings
- presenting elementary school drug abuse prevention education to teachers, students, and parents
- facilitating the formation of a task force formed to propose possible solutions to some of the problems faced by today's youth
- networking with related agencies and providing technical assistance when appropriate
- equipping law enforcement and school personnel with pertinent information through in-service training
- assisting and training school security personnel in implementing an effective on-campus suppression/apprehension program
- advising and assisting school administrators and staff when a student is apprehended for drug/alcohol violations

This position was created in response to school administrators' requests for increased law enforcement assistance on and near school campuses in order to suppress a growing drug and alcohol abuse problem. High visibility is an important part of the job. The officer is uniformed and walks the school grounds and patrols student parking lots in a marked car.

FOR FURTHER INFORMATION CONTACT: Officer Patricia Huyssoon,  
REAP Office, 1915 D Street, Antioch, CA 94509. (415) 754-2002

TARGET POPULATION: HIGH SCHOOL STUDENTS  
 PRIMARY GOAL: TO HELP STUDENTS EVALUATE THE SIGNIFICANCE OF DRUG USE AND FIND ALTERNATIVES

### INSIGHT CLASS

Salinas, California

The Insight Class is for students who are found in violation of the student code involving alcohol/drug use or possession, along with those referred by legal authorities and other sources. It is an early intervention/education program designed to allow students to evaluate their use and its consequences, while also providing education in chemical use/abuse/dependency for students and their parents.

About ten students who have been identified as having drug-related problems participate in each cycle of classes. A cycle includes nine 50-minute sessions, presented during a three-week period. The presentations include lectures, role-playing, and group discussion. Workbooks are provided and include questionnaires about drug use. The material presented in the classes is described below.

The Insight Class is built around five goals:

- providing students with information
- keeping students in school
- observing behavior of students in the classroom
- gathering data that can be used to advise parents about the most helpful course of action
- assisting students with evaluating their alcohol or drug use, its significance in their lives, and possible alternative choices

### PROGRAM CONTENT

**Session One: Orientation.** The first class allows time for students to introduce themselves, and allows the facilitator to review the rules about confidentiality, punctuality, absences, and appropriate behavior.

**Session Two: Introduction.** During this class, exploration and confrontation of the students' drug-related behavior and attitudes are encouraged. Assignments from the workbook are completed.

**Session Three: Disease Concept/Feelings Chart.** Insight students are provided with descriptions of the "disease concept of drug use" and "stages of development leading to chemical dependency." Key concepts in the area of chemical dependency are introduced.

**Session Four: Defenses.** Commonly used psychological defenses to dealing with chemical dependency are discussed. Facilitators talk about the difference between coping behavior and defensive behavior—people using defenses to cope with stressful situations do so unconsciously.

**Session Five: Role-Play of Defensive Behaviors.** Facilitators and students play the roles of assistant principal, student, and parent for a mini-intervention session held in the office of the assistant principal. Variations might include playing the role of a counselor, police officer, or friend. The role-playing helps students become aware of the defenses he or she uses to avoid dealing with his or her dysfunctional behavior.

**Session Six: Feeling and Communication.** The multiple levels of feeling and communicating are explored. The facilitator introduces treatment procedures.

**Session Seven: Confrontation.** This session focuses on confronting inappropriate behaviors, defenses, and illusions about substance use.

**Session Eight: Outside Resources.** Guest speakers for this session include: 1) a recovering person from Alcoholics Anonymous or a treatment facility; 2) a team of students from the school's Aftercare Support Group; 3) students from outside the school district; and 4) a parent from Families Anonymous.

**Session Nine: Evaluation and Commitment.** Students are assigned to work with a particular facilitator for a 30 day follow-up period. They arrange for a series of face-to-face meetings, as well as other activities such as assigned reading, attending AA meetings, keeping a journal, or joining a support group.

FOR FURTHER INFORMATION CONTACT: Elgie Bellizio, Director, Sunrise House, 116 East Alisal Street, Salinas, CA 93901. (408) 758-3302

### HOW TO KNOW WHEN A CHILD OR TEENAGER NEEDS HELP

1. When he or she asks for help.
2. When he or she is troubled and you can't seem to help.
3. When his or her teacher, school counselor or nurse, family doctor, or someone else in a position to seriously evaluate the teen's behavior or state of mind suggests finding professional help.
4. When his or her behavior worsens over time, or includes serious activities such as drug abuse, withdrawal from friends, suicide threats or attempts.
5. When he or she shows signs of depression over a long period of time—significant changes in mood, physical behavior, social behavior, or feelings of self-worth.
6. When your family life is seriously disrupted by his or her behavior.
7. When you think you or your teenager may need professional help.

Source: Heather Dufton, MFCC, San Francisco

## SCHOOL

**TARGET POPULATION:** HIGH SCHOOL GIRLS  
**PRIMARY GOAL:** TO DECREASE SELF-DESTRUCTIVE BEHAVIORS  
BY BUILDING SELF-ESTEEM AND CONFIDENCE

### IMAGE AWARENESS CLASSES

Garden Grove, California

Low self-confidence and lack of self-esteem: these are recurrent characteristics of drug-and alcohol-abusing youths. Image Awareness attempts to bolster both confidence and self-esteem in order to prevent potential abuse problems. The vehicle used is a modeling class; "at-risk" girls, ages 13-17 are the targeted group.

Referred by teachers, parole officers, or school or family counselors, girls are given the opportunity to attend a six week grooming course taught by two former models. Class size is limited to about 12 girls. Topics include good grooming and posture; wardrobe; make up and skin care; nail and hair care. Tips are given on where to find inexpensive but good quality clothing and beauty care products. The class culminates in a photo shoot for each girl.

This course is designed for girls who may not themselves be involved in substance abuse but who are perceived to be at risk for developing a problem. Image Awareness classes are part of a comprehensive program serving the cities of Santa Ana and Garden Grove. As such, it enjoys the technical and organizational assistance of the larger organization, Turning Point Family Services.

Image Awareness has been an ongoing, in-house program of Turning Point Family Services for about eight years. It is billed as a modeling course, but its goal is not to promise nor even encourage a career in modeling. Instead, the goal is prevention of drug and alcohol abuse, by teaching the girls to take care of themselves and by helping them to realize that they are worth taking care of.

Image Awareness classes require two staff members to serve as instructors. In addition to teaching skills, these instructors should have some experience in the modeling or fashion industry in order to lend credence to the course. A waivable \$6 fee is charged for each participant. The remainder of the \$3,000 budget required by the class is provided by Turning Point Family Services.

A course such as Image Awareness presents the anti-drug abuse message in an appealing package. Through instructor/student contact, girls' needs can be assessed. The class itself is a valid intervention, imparting important self-esteem and confidence-building skills. Its effectiveness is greatly enhanced, however, when it is backed up by a more extensive and comprehensive substance abuse prevention/intervention program.

**FOR FURTHER INFORMATION CONTACT:** Ed Surman, Turning Point, 12912 Brookhurst, Suite 150, Garden Grove CA 92640. (714) 636-3823

## COMMUNITY

**TARGET POPULATION:** K-12  
**PRIMARY GOAL:** TO OFFER A DRUG-FREE ENVIRONMENT AND A  
DROP-IN COUNSELING SERVICE FOR YOUNG PEOPLE.

### YOUTH DEVELOPMENT PROGRAM

Benicia, California

The Youth Center—hub of the Youth Development Program—houses multifaceted services for kids in a safe, supervised environment. Recreation, education, and counseling are all components of this program, which is designed to create a positive peer culture for kids: an environment that is drug and delinquency-free and an attitude that says it's OK to be straight.

The Youth Center instills a great sense of ownership among the kids who use it. Central to this strategy was the formation of the Benicia Youth Corp. The Youth Corp is a leadership development group organized and trained by the Youth Center counselor, but selected by the kids themselves. In addition to organizing events, providing peer counseling, and coordinating fundraisers and community activities, the group is responsible for policing the Center. The benefit realized is two fold: the group not only provides effective self-government, but also fosters responsibility and enhances self-esteem.

The goal is to provide a safe, supportive environment for teenagers that empowers them to help themselves by offering positive alternatives to drugs and reinforcing a drug-free lifestyle. This is done, in part, by creating an "extended family" atmosphere — developing trusting relationships between Center staff and youth leadership.

The Youth Development Program is administered through Benicia's Youth and Family Services. The executive director oversees the program and heads the staff, which includes a full-time counselor, a part-time counselor, a part-time recreational aide, and a program secretary.

The counseling service provides drop-in counseling and intervention; short-term, scheduled counseling of individuals and/or families; and facilitates weekly substance abuse "rap" sessions, and leadership training groups. The counselor also does assessments and referrals for the local police diversion program and supervises community service hours for youth on probation.

In Benicia, the building which houses the Youth Center was donated by the city. Staffing is a major expenditure, requiring about \$40,000 per year. Additions to and improvements of the facility are made as money allows. Private corporations sometimes donate funds for specific capital expenditures. Other funding comes from various Youth Center participants.

This program's strength is that it is multifaceted: it acknowledges that kids are different, with different needs, then provides a variety of services and the freedom to selectively use them. It is, however, hard to reach and interest a wide range of kids. Ideally, a good mix of kids from all social and economic backgrounds is desirable. It takes time to build a solid youth corp, and long term success to gain parents' trust.

**FOR FURTHER INFORMATION CONTACT:** Billie Middleton, Executive Director, Youth and Family Services, 150 East K Street, Benicia, CA 94510. (707) 746-5408



TARGET POPULATION: STUDENTS GRADES 7-12  
PRIMARY GOAL: PREVENTION AND INTERVENTION THROUGH  
PROVIDING INFORMATION ON DRUG USE

# STUDENT AWARENESS SYSTEM

San Diego, California

The Student Awareness System is everyone's dream service....You purchase the machinery, stick it in a closet, and let it provide information to the people who want the information.

The San Diego City Schools piloted the Student Awareness System by purchasing a telephone-response system from the Institute of Drug Abuse Prevention (IDAP). The school district could not afford the system but found an "angel," the San Diego Gas and Electric Company, to purchase a machine for \$6,000. The district selected over 50 messages dealing with drugs, alcohol, and mental health issues. These subjects were programmed into the tape system, available to students and their parents by dialing a phone number. By referring to the "menu" produced by the school district, callers can hear information regarding marijuana, alcohol, cocaine, suicide, and depression, to name a few. The benefactor received credit in the preamble and postamble on each message: "This message has been brought to you through the generosity of the San Diego Gas and Electric Company."

The San Diego City Schools produced 130,000 menus for distribution with enrollment packets for all parents of students. After 117,000 copies were provided to students' families, the remainder were distributed to community agencies serving the student population and at speaking engagements throughout the year. Within the first six months of operation, the system proved inadequate to handle the more than 100 calls per day. The San Diego Gas and Electric Company purchased another \$6,000 machine, with a roll-over capability, allowing busy-signal calls to be sent to the second machine.

The San Diego City Schools serve a large number of Spanish-speaking families. Through funding from the Office of Criminal Justice Planning, the district had all of the scripts of the messages translated into

Spanish. All messages now are available to the second largest non-English-speaking community in the city.

The IDAP system provides instantaneous, anonymous, and constantly updated information. The Institute provides new tapes whenever new information becomes available. Additionally, the system has a counter which allows for constant monitoring of the messages being requested. At any time, we may determine which messages are being called the most or the least. This constant pulse-rate provides information regarding the interests of students and parents.

The only extraneous costs are the printing of menus (in San Diego, \$3,500 for 130,000) and the telephone line (\$5 per month). Both of these expenses may be written into the sponsorship or offered as a buy-in for a second donor, who would also get promotional credit.

This telephone system is offered for touch-tone telephone users, and at this price it is not available for rotary dial phones. (If an agency can afford an answering operator to "plug in" requests, "live" calls can be provided.)

There is no provision in the San Diego system for emergency calls. Therefore, the menu includes a HOTLINE telephone number for those who need immediate assistance. (The County HOTLINE reports a significant increase of calls directly attributed to the Student Awareness System.) The Social Concerns Office number is also included on the menu so students may request personal counseling from drug education specialists.

This is probably one of the most cost-effective sources of information and assistance available to school districts and corporate sponsors (savings and loans, real estate companies, banks, utilities, etc.) It is virtually trouble-free, without general upkeep problems, and provides necessary and valuable information. This is definitely an "everybody wins" service.

FOR FURTHER INFORMATION CONTACT: Allan Bright, San Diego County Office of Education, 6401 Linda Vista Road, San Diego, CA 92111. (619) 292-3629

## ASSESSMENT TOOL FOR FAMILIES

### 20 QUESTIONS

If you are wondering whether there is a drinking problem in your family, check it out by answering the following questions:

	Yes	No
1. Do you lose sleep because of someone's drinking?	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you think a lot about problems that arise because of that person's drinking?	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you ask for promises to stop drinking?	<input type="checkbox"/>	<input type="checkbox"/>
4. Do you make threats?	<input type="checkbox"/>	<input type="checkbox"/>
5. Do you have increasing bad feelings toward the person?	<input type="checkbox"/>	<input type="checkbox"/>
6. Do you want to throw away his or her liquor? Or hide it?	<input type="checkbox"/>	<input type="checkbox"/>
7. Do you think that everyone would be okay if the drinking situation changed?	<input type="checkbox"/>	<input type="checkbox"/>
8. Do you feel alone, rejected, fearful, angry, guilty, exhausted?	<input type="checkbox"/>	<input type="checkbox"/>
9. Are you feeling an increasing dislike of yourself?	<input type="checkbox"/>	<input type="checkbox"/>
10. Do you find your moods changing as a direct result of his or her drinking?	<input type="checkbox"/>	<input type="checkbox"/>
11. Do you try to deny or conceal the drinking situation from friends?	<input type="checkbox"/>	<input type="checkbox"/>
12. Do you cover for and protect the person?	<input type="checkbox"/>	<input type="checkbox"/>
13. Do you feel responsible and guilty for the drinking behavior?	<input type="checkbox"/>	<input type="checkbox"/>
14. Are you beginning to withdraw from friends and outside activities?	<input type="checkbox"/>	<input type="checkbox"/>
15. Have you taken over responsibilities that used to be handled by the other person?	<input type="checkbox"/>	<input type="checkbox"/>
16. Are there arguments because too much money is spent on drinking?	<input type="checkbox"/>	<input type="checkbox"/>
17. Do you find yourself trying to justify the way you feel and act in reaction to the drinking behavior?	<input type="checkbox"/>	<input type="checkbox"/>
18. Do you have any new physical symptoms like headaches, indigestion, nausea, shakiness?	<input type="checkbox"/>	<input type="checkbox"/>
19. Do you feel defeated and quite hopeless?	<input type="checkbox"/>	<input type="checkbox"/>
20. Is your schoolwork suffering because of the drinking problem?	<input type="checkbox"/>	<input type="checkbox"/>

Three or more "Yes" answers means there is a drinking problem. You need to see someone. You need help -- for yourself. You must not let the drinking cripple your life. REMEMBER, YOU'RE NOT ALONE.

Designed by Operation Cork, 8939 Villa La Jolla Drive, San Diego, CA 92037

TARGET POPULATION: YOUTH AND COMMUNITY AGENCIES  
PRIMARY GOAL: LINKING COMMUNITY RESOURCES TO FORM A  
COMPREHENSIVE INTERVENTION PROGRAM

# AGENCY NETWORKS: REACH (REHABILITATION, EDUCATION, AND AWARENESS FOR COMMUNITY HUMANITARIANISM)

Antioch, California

REACH is a linking program, coordinating the anti-abuse efforts of law enforcement, schools, and the community. Working in conjunction with the Antioch Police Department's (APD) juvenile and drug suppression officers, REACH operates the diversion program.

The program has several facets. Students are educated through school assemblies and classroom curricula. Individual counseling services are also available. Students apprehended for drug or alcohol-related offenses, or perceived to be at risk, are referred to REACH. Upon referral, the student and his or her parents meet with the REACH director and the Drug Suppression Officer. After the case is reviewed, appropriate referrals are made. The student is placed on a contract for a minimum of six months under the supervision of the school's REACH counselor and is required to complete a six-week educational series. He or she may be enrolled in a school-based "REACH skills" class, which teaches coping, self-esteem, and refusal skills; and/or referred to individual or family counseling. Upon successful completion of the contract, the student receives a notification of release. Failure to comply to the contracted agreement results in referral to the APD juvenile officer.

REACH also provides abuse awareness training to parents and teachers, and conducts a parent support group for parents with substance-abusing children.

REACH was organized in 1968 by the APD and the Community. Its goal is to combat the causes of drug and alcohol abuse through prevention, intervention, and apprehension. REACH is a nonprofit organization. It employs the services of a counseling staff of six: a family therapist, the REAP drug suppression officer, a program secretary, parent volunteers, and the program director. Five of the

REACH counselors are assigned to individual schools. In addition to overseeing students referred to the program, they conduct "REACH skills" classes and serve as resource specialists to school administrators, counselors, and faculty. The senior counselor, in addition to providing support to the school staff, assists in curricula development, classroom presentations, and teacher and parent training. Parent volunteers aid the senior counselor in providing drug abuse prevention education to elementary school students. Prior to entering the classroom, they receive six weeks of training in the REACH curriculum.

## ANTIOCH POLICE YOUTH INTERVENTION PROGRAM

The Youth Intervention Program is a diversion program funded by the City of Antioch and operated by the Antioch Police Department and REACH Project since 1981. The program was established to provide an additional referral source to the APD Juvenile Officer for adolescents who are first-time offenders involved in drug/alcohol offenses, who have been cited by the REAP Officer or other APD personnel, or who have been reported as runaways.

The Youth Intervention Program is an important component of REAP because of the effective impact of law enforcement and counselors working together to provide prevention and intervention services. This partnership between law enforcement, schools, and REACH has been proven to be an effective method of combating the causes of drug/alcohol abuse and juvenile crime. To better demonstrate this linking model, the following process is used with the Youth Intervention Program:

1. REAP Officer is called by school administrators because of student involvement with drug/alcohol violations
2. Juvenile is transported to APD, processed, and parents are called (in certain cases, the REACH director is called in to offer immediate intervention.)
3. Case is submitted to an APD supervisor for review and forwarded to the Investigation Division, which determines departmental disposition.
4. Juveniles determined to benefit from diversion counseling are referred to REACH and parents are notified of an established appointment with the REAP Officer and REACH Director.

## FACT SHEET

### SIGNS OF SUBSTANCE USE AND OTHER PROBLEM BEHAVIORS

Some of the behaviors listed below are signs of typical adolescent development. However, if your teenager shows a large number of these behaviors at the same time, the question of chemical dependency or harmful involvement in drug use should at least be raised.

#### Direct signs of substance use

- Obvious signs of physical intoxication—red eyes, slurred speech, etc.
- Drug paraphernalia, alcohol, packages of drugs, empty liquor or pill bottles
- Smell of alcohol or marijuana
- Arrests resulting from use, such as DUI
- Admitted drug use

#### Dramatic changes in school performance

- Sudden drop in grades, loss of initiative, incomplete assignments

- Dropping out of extracurricular activities
- Truancy, chronic absenteeism, or tardiness
- Dozing in class

#### Dramatic changes in physical behavior

- Deterioration of appearance or hygiene
- Changes in sleeping or eating habits
- Sudden weight loss
- Difficulty concentrating, memory lapses

#### Dramatic changes in social behavior

- Frequent displays of increasingly aggressive behavior
- Giving away or selling possessions
- Changing peer groups, reluctance to talk about friends
- Deteriorating family relationships

#### Dramatic changes in mood

- Depressed feeling much of the time
- Withdrawal, isolation in and out of the home
- Secretiveness
- Apathy
- Extreme emotional outbursts or sudden mood changes
- Feelings of inferiority or self-hatred

#### Other Signs

- Perception of self as a victim
- Pessimistic view of the future
- Missing household money or objects
- Reluctance to discuss drugs or drug use

Crisis events may also exacerbate problems that may lead to drug use or other problematic attempts to cope. Crisis events include:

- Love loss
- Death of parent, boy/girlfriend, sibling, friend
- Divorce
- Unwanted pregnancy
- School failure
- Friendship losses
- Suicide attempts
- Arrests
- Family confrontation
- Psychosexual identity crisis
- Disappointments—job loss, cut from sports team, etc.

**Sometimes there are no observable changes.**



5. On initial appointment, juvenile is placed on a minimum six month contract, is required to complete a six-week educational series, and the circumstances of the case are reviewed for appropriate referrals. The contract and disclosure forms are signed.
6. Juvenile is placed with the REACH counselor assigned to his/her school and enrolled in a daily accredited REACH skills class at their secondary school and/or scheduled for individual or family counseling.
7. Parents may be referred to Paranon, an ongoing parent support group conducted by REACH counselors; Parent/Teacher Awareness Training classes taught by REAP administrators; family counseling with REACH counselors; or referred to private therapy.
8. REACH counselors are responsible for the review of established contracts and report failure to comply and termination to the APD Juvenile Officer, who may refer the case to Juvenile Probation.
9. Juveniles who successfully complete their contract receive notification of release, which is also forwarded to APD.

The following example of an actual case illustrates the "linking" of resources and programs:

A mother of a 15-year-old came to the Antioch REACH Office and stated that she was in crisis. Due to severe family problems, she had called the Police Department for assistance. The two responding officers referred her to REACH stating that they had recently received training from REACH (funded by the city) regarding her type of problem and she should talk to the director and police department Drug Suppression Officer (DSO) assigned to REACH. The Director, as part of the REACH/City of Antioch contract, met with the woman to establish a counseling plan for the family, and the Drug Suppression Officer provided assistance regarding legal aspects and law violations.

It was brought out that this case also involved a parolee. The teenager's parole agent (who works out of the REACH office, paid for by the State of California, CYA) was asked to step in. The conclusion, brought about in one hour, was to refer the woman and her husband to a REACH counselor for family counseling (funded by Contra Costa County Health Services). The 15-year-old was placed by the schools in a REACH skills class which is accredited and meets daily (funded by the School District). The woman left the office with an established support system of counselors, schools, police, and CYA. The referring officers were notified that the case had been handled and could be closed.

Annual cost for the REACH program is \$211,000. Ninety percent of the budget is for personnel costs. The program was originally funded by the California Council on Criminal Justice in 1960. Since 1983 it has been jointly funded by an Office of Criminal Justice Planning grant, and augmented by school and city matching funds.

This program has been used as a model for other programs because it provides a means by which otherwise stratified resources can be consolidated.

This program has been found to be a valid, effective intervention. The local contribution to funding fosters a strong sense of ownership and responsibility to the program; therefore, the program enjoys a stability that is not always afforded programs funded solely by more remote sources.

FOR FURTHER INFORMATION CONTACT: Shirley Marchetti, Project Administrator, REACH Project Inc., 1915 D Street, Antioch, CA 94509. (415) 754-3673

## COMMUNITY

**TARGET POPULATION: STUDENTS**  
**PRIMARY GOAL: TO EFFECTIVELY RESPOND TO STUDENTS WITH**  
**SUBSTANCE ABUSE PROBLEMS IN CRISIS SITUATIONS**

### CRISIS INTERVENTION

Salinas, California

Crisis counseling is important when substance abuse problems are serious or unexpected and interfere with personal or family life. It is essential whenever the behavior of a student jeopardizes his or her health, safety, or welfare—or that of other students or staff. Crisis intervention is also necessary when a student has a serious reaction to drugs or an overdose, when the best referral is to a hospital emergency room or detoxification center.

It is essential that each school, law enforcement, or community agency develop specific procedures to refer students who are in crisis. For example, one school district developed the following procedures:

If a student demonstrates behavior suggesting immediate danger to his/her health or safety, the following action will be taken:

1. The staff member involved will secure whatever help is needed to provide first aid and to insure the well-being of others present.
2. Should the student's behavior indicate a potential overdose or withdrawal, the staff should attempt to determine the type of drug taken.
  - a. An inspection of the student's clothing or locker may be necessary.
  - b. Staff members should ask friends and associates of the student for information.
  - c. Careful observations will be made of any odors or types of behaviors displayed.
3. Parents will be contacted immediately, advised of the crisis situation and involved in action for the transfer of the student to a medical facility, if necessary.
4. If parents cannot be contacted the administrator or his/her designee will transfer the student to a medical facility.
5. After the student's immediate needs have been attended to, planning with the student and parents will begin. This will provide for long-range planning to administer to the student's behavior within the school context as well as within the larger community.
  - a. The student is to be held responsible for his/her actions.
  - b. Support is to be provided to help the student understand his/her behavior within the school and broader social context.
  - c. Legal ramifications may be pursued at the discretion of the school or parents. It should be emphasized that this avenue would be pursued if it is believed to be helpful to the student.

FOR FURTHER INFORMATION CONTACT: Elgie Bellizio, Director, Sunrise House, 116 East Alisal Street, Salinas, CA 93901. (408) 758-3302

APPENDIX  
RESOURCES



## NATIONAL, STATE AND LOCAL AGENCIES

The resources listed below represent many of the federal, state and local agencies and organizations which provide information and services relative to drug and alcohol abuse prevention.

### FEDERAL AGENCIES:

#### OFFICE OF DRUG ABUSE POLICY

Executive Office of the President  
1600 Pennsylvania Avenue, N.W.  
Washington, D.C. 20500  
(202) 456-6554

#### DEPARTMENT OF EDUCATION FOR DRUG FREE SCHOOLS AND COMMUNITY

Far West Laboratory  
1855 Folsom Street  
San Francisco, California 94103  
(415) 565-3138

#### ALCOHOL, DRUG ABUSE, AND MENTAL HEALTH ADMINISTRATION (ADAMHA)

Director's Office, Room 12105  
5600 Fishers Lane  
Rockville, Maryland 20857  
(301) 443-4797

#### OFFICE OF SUBSTANCE ABUSE PREVENTION

Director's Office, Room 310  
5600 Fishers Lane  
Rockville, Maryland 20857  
(301) 443-0365

#### NATIONAL CLEARINGHOUSE FOR ALCOHOL INFORMATION

Post Office Box 2345  
Rockville, Maryland 20852  
(301) 468-2600

#### NATIONAL INSTITUTE ON ALCOHOL ABUSE AND ALCOHOLISM (NIAAA)

U.S. Department of Health and Human Services  
5600 Fishers Lane  
Rockville, Maryland 20857  
301-443-2954

#### NATIONAL CLEARINGHOUSE FOR DRUG ABUSE INFORMATION

Post Office Box 416  
Kensington, Maryland 20795  
(301) 443-6500

#### NATIONAL INSTITUTE ON DRUG ABUSE (NIDA)

U.S. Department of Health and Human Services  
5600 Fishers Lane  
Rockville Maryland 20857  
301-443-6500

#### NATIONAL INSTITUTE ON MENTAL HEALTH (NIMH)

Director's Office, Room 1799  
5600 Fishers Lane  
Rockville, Maryland 20857  
(301) 443-3877  
Public Inquiry Unit: (301) 443-4514

#### NATIONAL HEALTH INFORMATION CLEARINGHOUSE

Post Office Box 416  
Kensington, Maryland 20795  
(301) 443-6500

#### DEPARTMENT OF TRANSPORTATION NATIONAL HIGHWAY TRAFFIC SAFETY ADMINISTRATION

400 Seventh Street, S.W.  
Washington, D.C. 20590  
(202) 366-9550

#### ACTION (Volunteer Services Programs)

Drug Abuse Prevention Program  
806 Connecticut Avenue, N.W.  
Washington, D.C. 20525  
(202) 634-9406

#### PRIDE Drug Information Line

100 Edgewood, Suite 1002  
Atlanta, Georgia 30303  
800-241-9746

Alcohol Hotline • 800-252-6465  
Cocaine Helpline • 800-COCAINE

### NATIONAL ORGANIZATIONS:

#### NATIONAL FEDERATION OF PARENTS FOR DRUG-FREE YOUTH

8730 Georgia Avenue, Suite 200  
Silver Springs, Maryland 20910  
(301) 585-5437 or 1-800-554-KIDS

#### MOTHERS AGAINST DRUNK DRIVING (MADD)

669 Airport Freeway, Suite 310  
Hurst, Texas 76053  
(817) 268-6233

#### STUDENTS AGAINST DRIVING DRUNK (SADD)

7101 Wisconsin Avenue, Suite 805  
Bethesda, Maryland 20814  
(301) 951-4233

#### NATIONAL PARENTS' RESOURCE INSTITUTE FOR DRUG EDUCATION, INC.

100 Edgewood Avenue, Suite 1002  
Atlanta, Georgia 30303  
1-800-241-9746

#### NATIONAL ASSOCIATION FOR CHILDREN OF ALCOHOLICS

31582 Coast Highway, Suite B  
South Laguna, California 92677  
(714) 499-3889

#### NATIONAL COUNCIL ON ALCOHOLISM

12 West 21st Street, 7th Floor  
New York, New York 10010  
(212) 206-6770

#### NATIONAL SCHOOL SAFETY CENTER

16830 Ventura Boulevard, Suite 200  
Encino, California 91436  
(818) 377-6200

### STATE AGENCIES:

#### OFFICE OF CRIMINAL JUSTICE PLANNING

1130 K Street, Suite 300  
Sacramento, California 95814  
916-324-9100

#### DEPARTMENT OF ALCOHOL AND DRUG PROGRAMS

111 Capitol Mall  
Sacramento, California 95814  
916-445-1940

#### DEPARTMENT OF EDUCATION

P.O. Box 944272  
Sacramento, California 94244-2720  
916-445-4688

#### OFFICE OF THE ATTORNEY GENERAL

Crime Prevention Center  
1515 K Street  
Sacramento, California 95814  
916-324-7863

#### SCHOOL/LAW ENFORCEMENT PARTNERSHIP CADRE

Attorney General's Crime Prevention Center  
Post Office Box 944255  
Sacramento, California 94244-2550  
(916) 324-7863

#### Office of School Climate

State Department of Education  
Post Office Box 944272  
Sacramento, California 94244-2720  
(916) 322-6352

#### OFFICE OF TRAFFIC SAFETY

7000 Franklin Boulevard, Suite 330  
Sacramento, California 95823  
(916) 445-0527

#### CALIFORNIA HIGHWAY PATROL

2555 First Avenue  
Post Office Box 942898  
Sacramento, California 95818  
(916) 445-1564

#### DEPARTMENT OF MENTAL HEALTH

1600 - 9th Street  
Sacramento, California 95814  
(916) 323-8241

#### CALIFORNIA YOUTH AUTHORITY

4241 Williamsborough Drive  
Sacramento, California 95823  
(916) 427-6674

#### DEPARTMENT OF MOTOR VEHICLES

2415 First Avenue  
Sacramento, California 95818  
(916) 732-7123

#### DEPARTMENT OF ALCOHOLIC BEVERAGE CONTROL

1901 Broadway  
Sacramento, California 95818  
(916) 445-6811

### STATEWIDE ORGANIZATIONS:

#### CALIFORNIANS FOR DRUG-FREE YOUTH, INC.

Post Office Box 1648  
Thousand Oaks, California 91360  
(805) 373-0215

#### CALIFORNIA PREVENTION NETWORK

Drug Program Office  
Health Care Services  
300 North San Antonio Road  
Santa Barbara, California 93110  
(805) 681-5440

#### MOTHERS AGAINST DRUNK DRIVING (MADD)

Post Office Box 188  
Lancaster, California 93534  
(805) 945-6233

#### CALIFORNIA CONGRESS OF PARENTS, TEACHERS AND STUDENTS, INC.

Post Office Box 15015  
Los Angeles, California 90015  
(213) 620-1100

### YOUTH GROUPS/ASSOCIATIONS AND ACTIVITIES:

#### TEENWORK '88

Karen Stroud, Coordinator  
Department of Alcohol and  
Drug Programs  
111 Capitol Mall, Room 210  
Sacramento, California 95814  
(916) 323-2093

#### "JUST SAY 'NO'" FOUNDATION

Beth Schecter, Program Coordinator  
1777 North California Boulevard,  
Suite 210  
Walnut Creek, California 94596  
(415) 939-6666

## CURRICULA: SUBSTANCE ABUSE PREVENTION INFORMATION

### HERE'S LOOKING AT YOU 2000

*Here's Looking at You, 2000* (replaced *Here's Looking at You, Two*) is an empirically-based, comprehensive K-12 drug education curriculum developed in Seattle, Washington, by Roberts, Fitzmahon & Associates and the Comprehensive Health Education Foundation. Components of the program include:

#### Goals:

- to provide students with information about drugs, chemical dependency, and the individual; and chemical dependency and the family
- to teach students social skills which will reduce the risks of their getting into trouble with drugs
- to promote student bonds with school, family, and prosocial peers

#### Materials:

- teacher's guides with lessons for each grade level (K-1, 2, 3, 4, 5, 6, 7-9, 10-12), which include objectives, work sheet masters, fact sheets, parent newsletters (K-9), and pre-post student measures (3-12)
- kits of support materials, which include videotapes, filmstrips, message posters, books, games, puppets (K-3), computer software, and brochures (no consumables)
- skill videos, which help teachers teach the skills
- convenient carrying cases, which can be stacked, stored centrally, and circulated among classes and schools
- 21 hours of in-service training for teachers

#### Cost:

- each curriculum kit (includes teacher's guide) — K-1, \$565; 2, \$525; 3, \$585; 4, \$995; 5, \$1095; 6, \$1150; 7-9, \$940; 10-12, \$1395
- complete K-12 curriculum kits, \$7250
- each teacher's guide, \$25
- complete K-12 teacher's guides, \$70
- \$170/training participant, plus travel, per diem, and teacher release time

#### FOR TRAINING CONTACT:

Roberts, Fitzmahon & Associates, 9131 California Ave. S.W., Seattle, WA 98136.  
(206) 932-8409

#### FOR MATERIALS CONTACT:

Comprehensive Health Education Foundation,  
20832 Pacific Highway S., Seattle, WA 98198.  
(206) 824-2907

## THE STANFORD DECIDE DRUG EDUCATION PROGRAM

Stanford DECIDE is a comprehensive substance abuse prevention curriculum, originally developed in 1972 by Dr. Emily Garfield and Donald Jones. It is now distributed through Project Pegasus and revised every two years.

#### Goals:

- to educate youth about substance use and abuse
- to increase decision-making skills,
- to help students gain insight into behavioral consequences
- to develop social competency
- to realistically evaluate peer influences

#### Materials:

- lesson plans for each grade, ranging from six 20-minute lessons (grades K-2) to fifteen 45-minute lessons (grades 4-12)
- ordering information for audiovisual materials
- alternative lessons for audiovisual sessions.

#### Cost:

- full program (K-12) costs \$395. The price range is \$22-\$72 per grade level. There is a 15% discount if paid within 30 days.
- training costs (optional) for 3-5 hours of training are \$100 per hour for up to 25 teachers; plus travel, per diem, and teacher release time. For community volunteers, the cost is \$75 per hour for 21-24 hours.

#### FOR FURTHER INFORMATION CONTACT:

Emily Garfield, Ph.D., Project Pegasus, Inc.,  
800 El Camino Suite 210, Menlo Park, CA  
94025. (415) 321-3727

## ME-OLGY AND CHOICES

This prevention program includes: 1) "Me-ology" for preadolescents, which provides information about drugs and tools to "say no" when faced with peer pressure; 2) Choices for Adolescents, which focuses on establishing a strong self-image and learning about drugs; and 3) Choices and Challenges, which educates parents about substance abuse and encourages strong and active parenting. This comprehensive program was developed by the C.E. Mendex Foundation, the Hillsborough County School Board, and a variety of other foundations.

#### Goals:

- to educate youth and parents about substance use and abuse
- to teach effective techniques for saying "no" to drugs and alcohol
- to help students establish a strong self-image
- to suggest ways to reduce the risk of drug use in families by developing a positive home environment

#### Materials:

- Me-ology: 18 lesson plans for 6th grade students
- Choices: eight plans for 9th grade students
- Choices and Challenges: four two-hour lesson plans for parents of 6th and 9th grade students

#### Cost:

- \$875 per participant, minimum of 20 participants, for a three day training seminar, curricula for grades K-6, charts, postcards, 300 workbooks, and additional teaching materials needed for the program.

#### FOR FURTHER INFORMATION CONTACT:

C.E. Mendex Foundation, Inc., P.O. Box  
10059, Tampa, FL 33679. (813) 875-2579

## LIONS-QUEST

Lions-Quest prevention program—Lions-Quest *Skills for Adolescence* (grades 6-12) was developed in cooperation with 57 consultants from throughout the country. Funding was provided by private foundations.

#### Goals:

- to help teenagers and their parents develop "skills for effective living," such as
  - making responsible decisions
  - resisting negative peer pressure
  - developing self-confidence
  - communication skills
  - developing critical thinking skills
  - setting constructive goals

#### Materials:

- lesson plans for 18 weeks, one hour per day
- student workbooks and notebook supplements
- resources for parents—a book and a guide for leading seminars that enable parents to understand the issues and challenges of the teenage years
- audiovisual materials listed
- required three day in-service training for teachers

#### Cost:

- \$950 for the first teacher trained from each school. This includes training costs, room and board, teacher's manual, 25 student textbooks, 25 student workbooks, and 25 parent textbooks. For each additional teacher from the same school, add \$350.

#### FOR FURTHER INFORMATION CONTACT:

Quest International, Shelley Burger, Information Services, P.O. Box 566, Grandville, OH  
43023-0566. (800) 446-2700

## WHERE TO GET PRINTED MATERIALS ON SUBSTANCE ABUSE PROGRAMS

### PAMPHLETS, BROCHURES, BOOKLETS

Each of the organizations listed here provides a variety of excellent pamphlets, brochures, and booklets on alcohol, other drugs, and substance abuse. Many of these pamphlets also offer information on children of alcoholics, legal issues related to drug abuse prevention, school and community resources, and health concerns, such as the impact of drugs on pregnancy, AIDS, and driving. Free catalogs are available, and some organizations (NIAAA and NIDA) offer free sample pamphlets.

Addiction Research Foundation  
33 Russell Street  
Toronto, Canada  
M5s 2s1  
(416) 595-6100

Alateen/Al-Anon Family Group  
Headquarters, Inc.  
P.O. Box 182 Madison Square Station  
New York, NY 10010

The American Council for Drug Education  
204 Monroe Street, Suite 110  
Rockville, MD 20850  
(301) 294-0600

American Educational Materials  
P.O. Box 207  
Oakhurst, CA 93644-0207  
(209) 877-2156

Channing L. Bete Company  
Scriptographic Fact Folders  
South Deerfield, MA 01373  
(413) 665-7611

Charlotte Drug Educational Center, Inc.  
1416 E. Morehead Street  
Charlotte, NC 28204

CompCare Publications  
2415 Annapolis Lane  
Minneapolis, MN 55441  
(800) 328-3300

Do It Now Foundation  
P.O. Box 5115  
Phoenix, AZ 85010

Educational Summaries, Inc.  
P.O. Box 941  
Freedom, CA 95109

Grafton Publications, Inc.  
667 Madison Avenue  
New York, NY 10021

Hazelden Educational Materials  
(800) 328-9000

National Council on Alcoholism  
733 Third Avenue  
New York, NY 10017

National Institute on Alcohol Abuse  
and Alcoholism (NIAAA)  
Director's Office, Room 16105  
5600 Fishers Lane  
Rockville, MD 20857  
(301) 443-4373

National Institute on Drug Abuse (NIDA)  
Clearinghouse  
P.O. Box 416  
Kensington, MD 20795

Pharmaceutical Manufacturers Associates  
1100 15th Street, N.W.  
Washington, D.C. 20005  
(202) 835-3400

U.S. Department of Education  
Information Office  
555 New Jersey Avenue, N.W.  
Washington, D.C. 20208  
(800) 624-0100

The Wisconsin Clearinghouse  
University of Wisconsin Hospitals  
and Clinics  
1954 E. Washington Avenue  
Madison, WI 53704  
(608) 263-2797

## RESEARCH AND REPORTS ON SUBSTANCE ABUSE

Bachman, J.G., L.D. Johnson, and P.M. O'Malley

- 1986 *Drug Use Among American High School Students, College Students, and Other Young Adults: National Trends Through 1985.* Ann Arbor, Michigan: University of Michigan, Institute for Social Research.

Barnes, G.M.

- 1982 *Alcohol and Youth: A Comprehensive Bibliography.* Westport, Connecticut: Greenwood Press.  
This bibliography includes almost 5,000 citations related to youth and alcohol use, collected from books, journals, government reports, and popular literature.

Braucht, G.N.

- 1982 Problem Drinking Among Adolescents: A Review and Analysis of Psychosocial Research. In *Alcohol and Health Monograph 4.* Rockville, Maryland: U.S. Department of Health and Human Services, Alcohol, Drug Abuse, and Mental Health.

This article reviews adolescent drinking patterns and their relationship to other problematic behavior, as well as environmental and personality factors associated with problem drinking.

Isralowitz, R. and M. Singer (eds.)

- 1983 *Adolescent Substance Abuse: A Guide to Prevention and Treatment.* New York: Haworth Press.  
This book includes chapters on problematic childhood and adolescent behaviors, Black and Hispanic drug use, drug use by mentally retarded persons, and clinical issues in substance abuse treatment.

Johnston, L.D., P.M. O'Malley and L.K. Eveland

- 1978 Drugs and Delinquency: A Search for Causal Connections. In D.B. Kandel (ed.), *Longitudinal Research on Drug Use: Empirical Findings and Methodological Issues.* Washington, D.C.: Hemisphere Publishing Corporation.

A national sample of men (ages 15–23) was surveyed about the relationship between substance abuse and different types of crime. Crimes with the highest apparent relationship to drug abuse were minor theft, shoplifting, and trespassing.

Kandel, D.B.

- 1978 *Longitudinal Research on Drug Use: Empirical Findings and Methodological Issues.* Washington, D.C.: Hemisphere Publishing Corporation.

This book includes a variety of articles on adolescent alcohol and drug use, initiation into use, and personality and interpersonal factors associated with use.

National Institute on Alcohol Abuse and Alcoholism, National Clearinghouse for Alcohol Information.

- 1981 – 82 *Facts for Planning.* Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office.

This series of reprints from Alcohol Health and Research World focuses on alcohol and youth. Specific titles include:  
No. 1: Prevalence (RP #0346)  
No. 3: Drinking Contexts (RP #0359)  
No. 4: Alcohol Misuse (RP #0384)  
No. 6: Parental Influence (RP #0386)

Polich, J.M. et al.

- 1984 *Strategies for Controlling Adolescent Drug Use.* Santa Monica: The Rand Corporation.

This book presents information on drug use patterns, the effect of law enforcement, and prevention and treatment programs.

Rachal, J.V., S.A. Maisto, L.L. Guess, and R.L. Hubbard

- 1982 Alcohol use among youth. In: *Alcohol and Health Monograph 1.* Rockville, Maryland: U.S. Department of Health and Human Services; Alcohol, Drug Abuse and Mental Health Administration.

Rodney Skager, Dennis Fisher, and Ebrahim Maddahian

- A Statewide Survey of Drug Abuse Among California Students in Grades 7, 9, and 11.* Sacramento: Office of the Attorney General.

Tobias, J.

- 1986 *Kids and Drugs: A Handbook for Parents and Professionals.* Anandale, Virginia: PANDA Press.

This book documents the effects of drugs and the adolescent drug culture, stages of drug use, and resources for parents and professionals to help decrease substance abuse.

**TARGET POPULATION: TEACHERS AND STUDENTS**  
**PRIMARY GOAL: TO ASSESS SUBSTANCE ABUSE BEHAVIOR**

**ASSESSMENT TOOL FOR TEACHERS**

Salinas, California

It is necessary for you to take a look at your students and relay actual OBSERVABLE BEHAVIOR to a core group contact person. If a student exhibits four or five of the following, it may indicate a problem and the need for a referral. If a troubled student is to be helped, it is necessary for a faculty member to communicate any of the observable behavior listed below. Please place it in an envelope, marked confidential, and put it in the School Resource Specialist's mail box.

STUDENT \_\_\_\_\_ DATE \_\_\_\_\_

GRADE \_\_\_\_\_ PERSON REFERRING \_\_\_\_\_

Frequency Key: (1) - ONCE (2) - TWICE (3) - NONE

GRADES	FREQUENCY		
Lower grades—lower achievement	1	2	3
Academic failure	1	2	3
Always behind in class	1	2	3
Lack of motivation/apathy	1	2	3
Handwriting worsening	1	2	3

**SCHOOL ATTENDANCE**

Absenteeism	1	2	3
Tardy	1	2	3
On absence list, but in school	1	2	3
Suspension	1	2	3
Frequent schedule changes	1	2	3
Frequent nurse or counselor visits	1	2	3

**EXTRACURRICULAR ACTIVITIES**

Loss of eligibility	1	2	3
Increasing non-involvement	1	2	3
Dropped out	1	2	3

**PHYSICAL SYMPTOMS**

Staggering or stumbling	1	2	3
Smelling of alcohol or pot	1	2	3
Vomiting	1	2	3
Glassy, bloodshot eyes, dark glasses	1	2	3
Loss of coordination	1	2	3
Slurred speech	1	2	3
Poor hygiene	1	2	3
Sleeping in class	1	2	3
Physical complaints	1	2	3
Physical injuries	1	2	3
Weight loss or gain	1	2	3

**BEHAVIOR—ILLEGAL**

Selling drugs, money exchange	1	2	3
Possession of drugs/paraphernalia	1	2	3
Involvement in thefts	1	2	3
Assaults	1	2	3
Vandalism	1	2	3
Carrying weapons	1	2	3
Smoking	1	2	3

**BEHAVIOR—DISRUPTIVE**

Defiance of rules	1	2	3
Irresponsibility, blaming, denying	1	2	3
Fighting	1	2	3
Cheating	1	2	3
Throwing objects	1	2	3
Defiant littering	1	2	3
Sudden outbursts verbal abuse	1	2	3
Obscene language, gestures	1	2	3
Dramatic attention getting	1	2	3
Crying	1	2	3
Extreme negativism	1	2	3
Hyperactivity/nervous	1	2	3
Always in wrong area	1	2	3

**BEHAVIOR—ATYPICAL**

Sitting in parking lot	1	2	3
Talks freely about drug use	1	2	3
Avoidance of contact with others (won't go to office)	1	2	3
Erratic behavior change as viewed on day-to-day basis	1	2	3
Change of friends—usually negative	1	2	3
Sudden popularity	1	2	3
Constant adult contact	1	2	3
Peer exclusion	1	2	3
Older social group	1	2	3
Hypertension—won't be touched	1	2	3
Sex looseness or intimacy in public	1	2	3
Time disorientation	1	2	3
Unrealistic goals	1	2	3
Inappropriate responses	1	2	3
Depression	1	2	3
Seeking adult advice without a specific problem	1	2	3
Defensive	1	2	3
Withdrawn, loner	1	2	3

**HOME PROBLEMS**

Family problems	1	2	3
Runaway	1	2	3
Job problems	1	2	3

This assessment tool was developed by Sunrise House.

FOR FURTHER INFORMATION CONTACT: Elgie Bellizio, Director;  
 Sunrise House, 116 Alisal Street, Salinas, CA 93901



# ASSEMBLY BILL NO. 1983 - DSP AUTHORIZING LEGISLATION

## CHAPTER 952

An act to add Chapter 7 (commencing with Section 13860) to Title 6 of Part 4 of the Penal Code, relating to drug abuse, making an appropriation therefore, and declaring the urgency thereof, to take effect immediately. [Approved by Governor September 20, 1983. Filed with Secretary of State September 20, 1983.]

AB 1983, La Follette. Drug abuse suppression program.

Existing law establishes in state government the Office of Criminal Justice Planning with specified powers and duties relative to development of state crime prevention programs.

This bill would create in the Office of Criminal Justice Planning the Suppression of Drug Abuse in Schools Program. The executive director of the office would be authorized to allocate and award funds to local law enforcement agencies and public schools with joint drug abuse prevention and drug trafficking suppression programs. The executive director would be required to prepare and issue guidelines and procedures for the program to be submitted to the Legislature and to submit an annual report to the Legislature. The State Suppression of Drug Abuse in Schools Advisory Committee with specified membership would be appointed and would consult with the executive director concerning the program.

This bill would provide that it would constitute the guidelines for specified programs relating to the Office of Criminal Justice Planning. It would appropriate \$500,000 from the amount appropriated for the Suppression of Drug Abuse in Schools Program in the Budget Act of 1983 to the Department of Alcohol and Drug Programs, for specified purposes.

This bill would take effect immediately as an urgency statute.

Appropriation: yes.

*The people of the State of California do enact as follows:*

SECTION 1. Chapter 7 (commencing with Section 13860) is added to Title 6 of Part 4 of the Penal Code, to read:

### CHAPTER 7. SUPPRESSION OF DRUG ABUSE IN SCHOOLS.

13860. The Legislature finds and declares that a substantial drug abuse and drug trafficking problem exists among school-age children on and around school campuses in the State of California. By enacting this chapter, it is the intention of the Legislature to support increased efforts by local law enforcement agencies, working in conjunction with school districts and county drug offices to suppress trafficking and prevent drug abuse among school-age children on and around school campuses through the development of innovative and model programs by local law enforcement agencies and schools and drug abuse agencies. As used in this chapter, drugs are defined as marijuana, inhalants, narcotics, dangerous drugs, pharmaceuticals, glue, and alcohol. It is the further intention of the Legislature to establish a program of financial and technical assistance for local law enforcement and school districts.

13861. There is hereby created in the Office of Criminal Justice Planning the Suppression of Drug Abuse in Schools Program. All funds made available to the Office of Criminal Justice Planning for the purposes of this chapter shall be administered and disbursed by the executive director of the office in consultation with the State Suppression of Drug Abuse in Schools Advisory Committee established pursuant to Section 13863.

(a) The executive director, in consultation with the State Suppression of Drug Abuse in Schools Advisory Committee, is authorized to allocate and award funds to local law enforcement agencies and public schools jointly working to develop drug abuse prevention and drug trafficking suppression programs in substantial compliance with the policies and criteria set forth in Sections 13862 and 13863.

(b) The allocation and award of funds shall be made upon the joint application by the chief law enforcement officer of the co-applicant law enforcement agency and approved by the law enforcement agency's legislative body and the superintendent and board of the school district co-applicant. The joint application of the law enforcement agency and the school district shall be submitted for review to the Local Suppression on Drug Abuse in Schools Advisory Committee established pursuant to paragraph (4) of subdivision (a) of Section 13862. After review, the application shall be submitted to the Office of Criminal Justice Planning. Funds disbursed under this chapter may enhance but shall not supplant local funds that would, in the absence of the Suppression of Drug Abuse in Schools Program, be made available to suppress and prevent drug abuse among school-age children and to curtail drug trafficking in and around school areas.

(c) The co-applicant local law enforcement agency and the coapplicant school district may enter into interagency agreements between themselves which will allow the management and fiscal tasks created pursuant to this chapter and assigned to both the law enforcement agency and the school district to be performed by only one of them.

(d) Within 90 days of the effective date of this chapter, the Executive Director of the Office of Criminal Justice Planning in consultation with the State Suppression of Drug Abuse in Schools Advisory Committee established pursuant to Section 13863 shall prepare and issue administrative guidelines and procedures for the Suppression of Drug Abuse in Schools Program consistent with this chapter. In addition to all other formal requirements that may apply to the enactment of such guidelines and procedures a complete and final draft shall be submitted within 60 days of the effective date of this chapter to the Chairpersons of the Committee on Criminal Law and Public Safety of the Assembly and the Judiciary Committee of the Senate of the California Legislature.

(e) By July 1, 1984, or after a full year of program operation, the executive director shall prepare and submit an annual report to the Legislature describing in detail the operation of the program and the results obtained from the Suppression of Drug Abuse in Schools Program receiving funds under this chapter. The report shall also list the full costs applicable both to the Office of Criminal Justice Planning for processing and reviewing applications, and to the state and local agencies for obtaining grants, from any source, to support the program. The purpose of the program evaluation shall be to identify successful methods of conducting Suppression of Drug Abuse in Schools Programs. Ongoing evaluation findings shall be used to replicate proven successful methods, identify, implement, and refine new methods.

13862. Law enforcement agencies and school districts receiving funds under this chapter shall concentrate enhanced apprehension, prevention, and education efforts and resources on drug abuse and drug trafficking in and around school campuses.

(a) Such enhanced apprehension, prevention, and education efforts shall include, but not be limited to:

(1) Drug traffic intervention programs.

(2) School and classroom-oriented programs, using tested drug abuse education curriculum that provides in-depth and accurate information on drugs, which may include the participation of local law enforcement agencies and qualified drug abuse prevention specialists and which are designed to increase teachers' and students' awareness of drugs and their effects.

(3) Family-oriented programs aimed at preventing drug abuse which may include the participation of community-based organizations experienced in the successful operation of such programs.



(4) The establishment of a Local Suppression of Drug Abuse in Schools Advisory Committee. The committee shall be established and appointed by the board of supervisors of each county and city and county. The committee may be a newly created committee or an existing local drug abuse committee as designated by the board. The committee shall be composed of, at a minimum, the following:

- (A) Local law enforcement executives
- (B) School district executives
- (C) School site staff, which includes administrators, teachers, or other credentialed personnel
- (D) Parents
- (E) Students
- (F) School peace officers
- (G) County drug program administrators designated pursuant to Section 11962 of the Health and Safety Code
- (H) Drug prevention program executives

(5) Development and distribution of appropriate written and audiovisual aids for training of school and law enforcement staff for handling drug-related problems and offenses. Appropriate existing aids may be utilized in lieu of development of new materials.

(6) Development of prevention and intervention programs for elementary school teachers and students, including utilization of existing prevention and intervention programs.

(7) Development of a coordinated intervention system that identifies students with chronic drug abuse problems and facilitates their referral to a drug abuse treatment program.

(b) Enhanced apprehension, prevention, and education efforts commenced under this section shall be a joint effort between local law enforcement and local school districts in cooperation with county drug program offices. These efforts in "problem" areas will be identified by local school authorities.

(c) Funds appropriated pursuant to this chapter may be used in part to support state-level development and statewide distribution of appropriate written and audio-visual aids for public awareness and training of school and law enforcement staff for handling drug-related problems and offenses. When existing aids can be identified, these aids may be utilized in lieu of the development of new aids.

13863. Criteria for selection of law enforcement agencies and school districts to receive Suppression of Drug Abuse in Schools Program funding shall be developed by the State Suppression of Drug Abuse in Schools Advisory Committee.

(a) The State Suppression of Drug Abuse in Schools Advisory Committee shall be composed of two police chiefs, two sheriffs, two district attorneys, one attorney primarily engaged in criminal defense, one representative of parent groups, one representative of the Department of Alcohol and Drug Programs, one county drug program administrator designated pursuant to Section 11962 of the Health and Safety Code, a school peace officer, and a representative of community-based drug abuse programs, all of whom are appointed by the Governor. In addition, the Attorney General shall designate one member representing the Department of Justice and the Superintendent of Public Instruction shall designate four members, one representing the Department of Education, and three school site personnel. Staff services to the committee shall be provided by the Executive Director of the Office of Criminal Justice Planning. Committee members shall be reimbursed for actual expenses involved in the conduct of committee business. The committee shall review applications for grant awards and shall recommend approval for those applications which are deemed appropriate and are consistent with the guidelines and administrative procedures established pursuant to this section and this chapter.

(b) Each committee member shall be personally present to cast a vote or be counted toward a quorum. An appointed member of the committee unable to attend any meeting may designate a representative to attend such meetings on his or her behalf. Such a representative shall be accorded full privilege to address the committee on any matter under consideration but shall not have the right to vote on any motions entertained by the committee.

(c) The State Suppression of Drug Abuse in Schools Advisory Committee shall develop specific guidelines and administrative procedures for the Suppression of Drug Abuse in Schools Program.

(d) These guidelines and administrative procedures shall set forth the terms and conditions upon which the Office of Criminal Justice Planning is prepared to offer grants of funds pursuant to statutory authority. The guidelines and administrative procedures do not constitute rules, regulations, orders, or standards of general application.

(e) Administration of the overall program and the evaluation and monitoring of all grants made under this chapter shall be performed by the Office of Criminal Justice Planning.

(f) The Office of Criminal Justice Planning shall, to the extent possible, coordinate the administration of the Suppression of Drug Abuse in Schools Program with those of the Department of Alcohol and Drug Programs and the Department of Education established pursuant to Article 2 (commencing with Section 11965) of Chapter 2 of Part 3 of Division 10.5 of the Health and Safety Code.

(g) Local assistance grants made pursuant to this chapter shall not be subject to review pursuant to Section 14780 of the Government Code.

(h) Funds disbursed under this chapter shall not be used for the acquisition of equipment.

(i) Funds disbursed under this chapter shall not be used to purchase information on drugs.

(j) In the interest of maximizing the use of funds for program support and implementation, local law enforcement agencies and school districts receiving funds under this chapter are expressly discouraged from using Suppression of Drug Abuse in Schools Program funds for personnel costs. Where it can be demonstrated that personnel costs are essential to the success of the program and that sufficient law enforcement and school personnel are not available to carry out the program, exceptions to this section may be requested through the Executive Director of the Office of Criminal Justice Planning.

(k) No more than 5 percent of the total amount of funds disbursed under this chapter shall be used for administrative costs.

SEC. 2. Section 1 of this act constitutes program guidelines for the purposes of control language in Items 8100-001-001 and 8011-101-001 of the Budget Act of 1983.

Notwithstanding any other provision of law, the sum of five hundred thousand dollars (\$500,000) from the amount appropriated for the Suppression of Drug Abuse in Schools Program by Item 8100-101-001 of the Budget Act of 1983 is hereby appropriated to the Department of Alcohol and Drug Programs to support the School-Community Primary Prevention Program established by Chapter 1002 of the Statutes of 1981 and Chapter 1285 of the Statutes of 1982.

SEC. 3. This act is an urgency statute necessary for the immediate preservation of the public peace, health, or safety within the meaning of Article IV of the Constitution and shall go into immediate effect. The facts constituting the necessity are:

Drug abuse is pervading schools of all levels at an alarming rate. In order to effectively combat this spread of drug abuse it is necessary that this act take effect immediately.



**NATIONAL COUNCIL ON CRIME AND DELINQUENCY**

77 Maiden Lane, Fourth Floor  
San Francisco, California 94108  
415/956-5651

**NCCD MIDWEST**

6409 Odana Road  
Madison, Wisconsin 53719  
608/274-8882

The mission of the NCCD is to work towards a society in which greater safety and justice are assured to all people. It promotes programs and policies that are fair, humane, effective, and economically sound. Because research has demonstrated that many criminal sanctions are costly, do not reduce recidivism, and are often insensitive to victims, the Council seeks to develop new and more cost-effective sanctions. In particular, the NCCD stimulates community-based programs for the prevention of crime and delinquency and to involve citizens in crime control efforts.

© Copyright 1988, NCCD. All rights reserved.