

1997

Drug Prevention Programs Used by Hampton and Newport News School Districts

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**Drug Prevention Programs Used by
Hampton and Newport News School Districts**

A RESEARCH PAPER

PRESENTED TO

**THE GRADUATE FACULTY OF THE DEPARTMENT OF
OCCUPATIONAL AND TECHNICAL STUDIES**

OLD DOMINION UNIVERSITY

In Partial Fulfillment

of the Requirement of the Degree

Master of Science in Education

by

Charles E. Casey

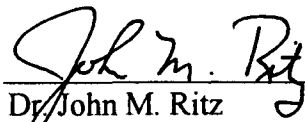
August 19, 1997

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APPROVAL PAGE

This research paper was prepared by Charles E. Casey under the direction of Dr. John M. Ritz in OTED 636, Problems in Education. It was submitted to the Graduate Program Director as partial fulfillment of the requirements for the Degree of Master of Science in Education.

APPROVED BY:



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8-13-97

Date

ACKNOWLEDGMENTS

I wish to thank my wife, Myrna and my son Stephen, for their understanding and support during the writing of this paper. I would also like to express my appreciation to Dr. John M. Ritz for his unselfish time, unending wisdom, excellent guidance and assistance in organization and completion of the research paper. A special thanks goes to Bernie Tennyson, Tony Rugish, Officer Bennet and Officer Campbell for the time and information that they provided to me in accomplishing this study.

A final note of appreciation goes to many of my classmates who stuck by me and provided assistance when the going got rough: Lloyd Evans, Ray Stump, Joe Frowhitter, and Lionel Morgan. They shared a spirit of determination along with the “don’t quit” attitude throughout this whole process.

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CHAPTER I

INTRODUCTION

Since the increase of illicit drug use by young people of various socioeconomic, racial, and ethnic backgrounds in the late 1960's, numerous efforts have been made to curb this problem. During the mid 70's drugs became a major issue in the school system, due to the increasing effects of drug usage in the local communities. Several drug prevention programs were developed and instituted, because drug usage began to affect students' academic performance. Although these programs are not expected to work 100 percent of the time, they have been modified time and time again to maintain an optimum performance.

Since the 1970's schools have learned a lot about what works and what does not in anti-drug education. Each school district is responsible for adopting and utilizing their own drug prevention program and must operate as a separate entity from the one in the next school district. For various reasons that will be explained later, many drug prevention programs work better than others. It is an on-going battle for administrators who are constantly revising programs to keep up with the innovative ideas of today's youth who experiment with and use drugs. (Ramsey, 1994, p. 121)

Each school district's drug prevention program can be completely different than the one in the next district, however many are similar, if not the same. This researcher chose two school districts that have completely different programs and operate independently. The purpose of this study was to compare programs in two school districts to see how

they operate and if their results are comparable. The researcher chose the Hampton and the Newport News School Districts.

STATEMENT OF THE PROBLEM

Many teachers faced new problems with their students such as uncharacteristic disruptive behavior, signs of excessive fatigue or sleepiness, physical changes such as weight loss or changes in appearance, or a sudden drop in grades. These problems exert additional stresses, disrupt the learning environment, and take away emphasis from the learning environment. Drug prevention programs were developed to control drug usage both in schools and the local communities, which meant that teachers could focus more on their work. But do all drug prevention programs work effectively and could this program provide more time for the teacher to teach? The problem of this study was to determine the effectiveness of the drug prevention program in the Newport News School District compared to the drug prevention program in the Hampton School District. (Ramsey, 1994, p. 132)

RESEARCH GOALS

Although each school district's drug prevention program operates as a separate entity from the next one, managers might operate their programs more efficiently if information is discovered that could improve them. During this study, the researcher would:

1. Identify major differences between the Newport News and the Hampton City Schools Drug Prevention Programs.

2. Determine by comparison if the two drug prevention programs are effective as used or can be improved.
3. Determine if there is a direct correlation between drug usage and a drop in grades.
4. Assess whether each drug prevention program is designed to prevent drug usage or reduce drug usage.

BACKGROUND AND SIGNIFICANCE OF THE STUDY

We live in a drug-oriented society where the use of drugs is widely accepted as a solution to a variety of medical and social problems, and individuals also see them as an important form of recreation. Most people accept the widespread medical use of drugs; and as a result large numbers are available over the counter in pharmacies and supermarkets, but so are many dangerous illicit types that are transported across the United States borders.

A drug is defined as any substance which can alter the structure or function of a living organism. Even though all kids learn the effects of different drugs in Science and Biology classes, many continue to view them as less than dangerous. Generally the term drug is applied to those psychotropic substances (those affecting mood or states of consciousness) used by individuals outside a medical context.

Drugs are commonly prescribed for a variety of physical and psychological conditions. In many ways they can be used to control pain, cure bacterial infection, and

alleviate psychological distress. Also the use of pain killers for head or back aches, the popularity of sedatives and tranquilizers, is well known. (Lindsay, 1983, p. 161)

Drug prevention programs that operate separately provide independence for each school district to operate differently, however they seclude themselves from other districts that may be operating more efficiently and are looking to share valuable information. This study can be used to close that gap and determine if program modification is needed or if a complete change is necessary.

Drug usage is a serious problem among adolescents and teens. Curbing or preventing the use of drugs could have a major impact on their lives today and tomorrow. This information could aid administrators, teachers, and parents to enhance chances of accomplishing this task.

LIMITATIONS OF THE STUDY

The following limitations are defined and used in completion of this study:

1. This study is confined to two school districts, Hampton City School District and Newport News School District, Virginia.
2. Results gathered from the interview with Bernie Tennyson in the Hampton City School District will be based on her responses to the questions. If she does not respond openly, the information will be less than adequate.
3. Obtaining information from each city's police department will be based on how much they will be willing to provide this information to an outsider.

ASSUMPTIONS

The following are assumptions that this study is based upon:

1. Drug Prevention Programs in each school districts are not managed at the optimum level; improvements can be made even though they may be minimal.
2. The majority of school pupils want to prevent drug usage, therefore the program can and will be successful.
3. Parents, teachers and administrators are actively involved with drug prevention and expect positive results from the program.

PROCEDURES

The Director of Drug Prevention for the Hampton School District was contacted for an interview because it was determined that this was the best way to obtain this information. The interview was taped in addition to taking notes. Although Bernie Tennyson seemed more than willing to provide information, the researcher prepared predetermined questions to ask the interviewee.

Mr. Rugish who is in charge of the Newport News School District Drug Prevention Program was contacted for an interview and a copy of the D.A.R.E. Program by-laws. He was more than willing to provide additional information about how their program is managed. The D.A.R.E. Program by-laws will be compared to the Hampton School

District's Program for similarities. Recommendations for improvements will be made based upon any differences that the study shows will enhance the two programs.

DEFINITION OF TERMS

The following terms are defined to enhance clarity:

1. Drug Curriculum - lesson plans developed especially for teaching individuals the drug prevention program.
2. D.A.R.E. (Drug Abuse Resistance Education) - A program conceived by educators and taught by police officers that focuses on the "gateway drugs" and provides information and skills related to resisting peer pressure.
3. Just Say No - A program developed eleven years ago by Bernie Tennyson who works for the Newport News School District.
4. LSD - A slang term for lysergic acid diethylamide, a powerful semisynthetic hallucinogenic drug.
5. MDA - Methylenedioxyamphetamine, a psychoactive oil found in nutmeg and related to the amphetamine group which is characterized by an intensification of feelings, talkativeness, and age regression.
6. Mescaline - an alkaloid extracted from the peyote cactus, it is usually ingested in the form of a soluble crystalline powder or capsule and produces hallucinations.
7. Opium - The natural drug extracted from poppies which is an opiate and can be added to tobacco or marijuana and then smoked.
8. P.C.N. (Parent Communication Network) - A well organized and powerful committee

of parents who support each other in preventing drug use among children through positive adult peer pressure.

9. PCP - Phencyclidine or angel dust, a disassociate.

10. THC - A slang term for what users think is delta - a - THC and is usually PCP.

SUMMARY

No contemporary problem is more pressing and threatening in American society than that of drug abuse and addiction. Exposure to many types and varieties of drugs not only create an opportunity for youths to become experimenters but to also become addicted. Obviously, parents fear the inevitable, and that is that their kids will be pulled into the endless world of a drug ring. Adults have much fear and anxiety because of their ignorance about drugs, misinformation about the effects of drugs, and realistically frightening popular and official reports about the extent of the drug problem. The problem is real; it cannot and should not be minimized for the results of drug abuse are all too often tragic and horrifying.

Parents, administrators, and many students realize there is a drug problem in today's school system and want to prevent or possibly eliminate it. The primary emphasis of any drug prevention program should be on drug abuse and not on separate or individual services to drug abusing youngsters. Drug prevention programs were instituted for this purpose, but since they are not government regulated, each school district has to establish

their own program. As a result, many different programs are operating, some more effective than others.

This study was to determine the similarities between the Hampton and Newport News School District Drug Prevention Programs, and if the differences of either program can be used to improve the other program. In the following chapters you will find: a Review of Literature. The purpose of the Review of Literature is to discover important variables, distinguish what has been done from what has to be done, and establish the significance of the problem. In this section you will find that the researcher has identified other research studies or authoritative writings that are available. He also made a determination on what materials will be used in this research.

Chapter III, Methods and Procedures, explains how the research will be accomplished. The researcher determines what type of sampling and how many of the population he will use. In addition, he determines what type of instrument he will use, how and when it will be administered, and how the results will be tallied.

Chapter IV, Findings, include the hard core facts. It will not contain the opinion of the researcher. You will see tables and figures which will be used to enhance the explanation of the data.

Chapter V, Summary, Conclusions, and Recommendations, summarizes the entire research. In addition to summarizing the first four chapters, the researcher also answers his research goals, makes recommendations and suggestions for implementing his findings.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this study was to compare the effectiveness of the drug prevention program used by the Newport News School District to the drug prevention program used by the Hampton School District to determine what similarities or differences exist that can be used to enhance either program. Drugs constitute an important policy problem in American society because the abuse of illicit substances yields a variety of social pathologies and because governmental efforts to control drug use and distribution have been less than successful and sometimes yield undesirable side consequences. For this reason the topic of drug policy has been the focus of much discussion.

Our government has tried to stop the flow of drugs into this country, but without success. Drugs are readily available. There are an estimated four million people between the ages of twelve and seventeen taking drugs on a regular basis (Newton, 1984). Is there something the schools or families can do to help children deal with the peer pressure to use drugs, the constant exposure and temptation, and society's message to "fit in" or "feel good."

No one denies that there is a drug problem among today's school systems, but obviously this problem is not wanted, because prevention programs have been instituted to control drug usage. Parents and educators can do a number of steps to contribute to the drug prevention program used in their school district. Many of these steps will be mentioned in this review. In this chapter we will answer many of those questions by

reviewing drug prevention; the effects of drug usage; the role of the school and the role of the parent, while instituting a drug prevention program.

CHARACTERISTICS OF A DRUG DEPENDENT

How do kids get to the point at which they have to deny the problem? How do they get from Little League Baseball to Big League Drugs? Why would a ten or twelve year old boy or girl start smoking marijuana. Conservative studies say that at least a third of all high school students have had enough marijuana to get high. Most high school surveys indicate that two-thirds of students have at least tried pot (Bennett, 1987).

From the adolescent's point of view, drugs are simply a means of creating and experiencing something new. If carefully taken they rarely are dangerous and the pleasurable aspects far outweigh the remote dangers. Drugs are really just another of life's experiences and why shouldn't an individual have the right to experiment with his own life and body?

If you talk to teenagers who use drugs, what they have to say will frighten you about the reality of drug use on campuses. Most of them say they "get high" before they go to school every day. They do drugs before school, at school, on the street corner and at home (Newton, 1984). Many parents or educators who have never used drugs do not recognize the symptoms, but many of them are quite evident. Indicators of possible drug use are:

- Physical changes such as marked weight loss or other changes in appearance.

- Signs of excessive fatigue or sleepiness.
- Uncharacteristic disruptive behavior (sudden outburst, hyperactivity, use of obscenity, acting out).
- Sudden drop in grades.
- Change in social groups.
- Withdrawal/noninvolvement
- Appearance of drug-related paraphernalia (dark glasses, sandwich bags, thermos bottles, pipes).
- Unusually large amounts of spending money.

In the 1960's, the American Medical Association (AMA) declared that alcoholism was a disease for which the primary treatment was abstinence from the substance. Now, the AMA has said that dependence on drugs is also a disease. Why? Primarily because it is the catalyst for a deteriorating set of emotional, behavioral and health patterns.

EFFECTS OF DRUG USAGE

Ultimately the disease of drug use is fatal. There are four stages of this potential disease that a person goes through, and unfortunately the last stage is death. In order to understand the process, it is important to explain how drug use escalates, the physical and emotional changes that takes place, and the warning signs of each stage.

Stage One - Most kids encounter drugs many times before they ever take the step of trying them. It usually starts in a social situation such as at a party, mall or video arcade,

where there are lots of drugs and young people mixed. Because of their moral values, most kids are able to resist for a while, but eventually peer pressure will win out. The first encounter with a joint does nothing and it will be several episodes later that a kid experiences his/her sequence: I take drugs and they make me feel really good. During this stage, kids take drugs only because they are convenient through someone else. They see themselves as a nonuser because they do not buy the drugs. Most kids in this stage confine themselves only to marijuana because their tolerance is still low.

Stage Two - During this stage consumption has gone from occasional weekend to every weekend and from several weeknights to most nights. Marijuana still produces a high, but they produce a kid's inhibition, so that he wants to try more exotic drugs for higher highs. He branches out into hash, hash oil, speed, and downers.

Early in this stage the "conning" or "dual life style" begins. Drugs have made it necessary for the kid to split his/her personality. He/she still cares about what adults think such as his/her parents, teachers, coaches, neighbors, and grandparents, therefore it is necessary to maintain his/her appearance, keeps up their grades, continue extracurricular activities and whatever else seems normal to keep everybody off their trail. He/she still wants people to think they are straight and are doing constructive things with their lives.

Parents tend to avoid taking action in Stage Two. They know something is wrong but things are not bad enough to tackle yet, and they can still dismiss many of the changes as growing pains. They see it as temporary and if they stay on him/her about school, he/she will straighten up.

Stage Three - By the time the kid reaches this stage, getting high has become the most important thing in his/her life. He/she uses drugs to feel good and to avoid bad feelings, therefore he/she sees it necessary to get high most every day, either at school or home. He/she is losing their ability to cope with stress, disappointment, and fear.

Although marijuana is the mainstay drug, most kids move on to harder drugs, such as LSD, cocaine, PCP or PHP, THC, MDA, opium, mescaline, etc. The use of these harder drugs increases and changes from regular weeknight to regular weekday use. By the end of this stage, the “druggie kid”, as they are now called, usually gets high alone and stays high most of time.

Because of their increased tolerance, they take more drugs, more frequently to produce the same high. Due to heavy drug usage, the first overdose usually occurs at this stage, resulting in vomiting, blackouts, numbness, unconsciousness, nervousness, screaming and sometimes death. Stage Two pretenses of being straight are discarded, his/her association with druggie friends is open, and he/she is no longer interested in pleasing adults.

Stage Four - The kid who advances to this stage uses drugs all the time, not just before school or after school. At this point his/her use of drugs is not to feel good, but to feel normal. The druggie kid stumbles out of bed in the morning and has to get high immediately just to function. Pain is now associated with drug usage, but he/she can not stop. It is also in this stage that kids may turn from taking drugs to shooting up drugs. This is associated with heroin, but kids can find many other choices to shoot up. In Stage Four, drug use has become a terminal disease.

PREVENTION

Whether enough resources are being devoted to drug prevention, especially relative to drug-law enforcement and treatment, is debatable, but millions of dollars are being devoted to drug abuse prevention programs. However, what efforts are being made to utilize these funds to their maximum effects? The following are brief explanations of various drug prevention programs that have been developed and used.

Prevention: Educational Approaches - A recent study suggests that drug education programs can be divided into three different types. Ones that (a) focus on providing factual information about drugs; (b) emphasize attitudes, feelings, and values; or (c) try to influence behavior through the introduction of alternatives to drug use (Sharp, 1994).

The informational approach is based on the assumption that full, factual information about the dangers of drug use will deter individuals, and especially young people, from using drugs. It is important that they use accurate, factual information rather than use of scare tactics.

Emphasis on the second type program is on reinforcing self esteem, clarify values, and improve interpersonal skills, presumably strengthening resources the individual can use to resist the temptation of drugs. This approach is based on recognition that people's behavior is strongly influenced by their peers and the desire to be accepted by others can prompt young people to experiment with drugs despite warnings from the adult world.

Offering options, in the third program, emphasizes the provision of wholesome social and recreational activities that are alternatives to drug usage. The underlying assumption

is that if kids have satisfying real-life experiences, such as late-night basketball leagues, involvement in these activities will take the place of involvement with substance abuse.

Prevention: Deterrence Methods - Spearheaded from the Reagan administration, this program has targeted adults and youths, while previous programs were developed only for youth. This program operates under the philosophy of “zero tolerance”, meaning that clear and firm enforcement of the laws and rules against drug dealing in schools and expulsion for violations. The zero-tolerance or deterrence approach was evident in the 1989 amendments to the Drug-Free Schools and Communities Act (Sharp, 1994). These amendments mandated that schools and colleges document for the federal Department of Education that they have implemented a plan to prevent use of illegal drugs by both students and staff. The prevention strategy must include yearly dissemination to all students and employees of a code of conduct that clearly prohibits possession, use, or distribution of illicit drugs, along with penalties for violating the code. Educational institutions that fail to meet the requirements of the Drug-Free Schools and Communities Act are threatened with loss of eligibility for federal funds.

Prevention: Mass Media Approaches - No assessment of the nation’s efforts to fight drug usage would be complete without acknowledgment of the use of mass media for anti-drug publicity. Certainly not as sophisticated as the advertising for many products, but as time goes on the message gets better.

A considerable amount of anti-drug advertising is handiwork of the Media Partnership for Drug-Free America, whose ads can be found in all forms of media. They are a voluntary organization rather than under government control, therefore they rely solely

on donated air time and advertising space. They have become very effective by utilizing well known faces in their fight against drugs.

ROLE OF THE SCHOOL

All schools must have drug prevention policies in place to fight drug abuse. They should be clearly established that drug use, possession, and sale on school grounds and at school functions will not be tolerated. These policies should apply to both students and school personnel and may include prevention, intervention, treatment, and disciplinary measures.

Once these policies are in place, everyone has a responsibility to translate them into action. They must ensure that everyone understands the policy and the procedures that will be followed in case of infractions. Copies of the school policy should be available to all parents, teachers, and students, and steps are taken to publicize the policy.

Implementation of a comprehensive drug prevention curriculum from K - 12, teaching drug resistance, and that drug use is wrong and harmful is a must. A model program should have the following objectives:

- To value and maintain sound personal health.
- To respect laws and rules prohibiting drugs.
- To resist pressures to use drugs.
- To promote drug free student activities and offer healthy avenues for student interest.

The school must also reach out to the community for support and assistance in making the school's anti-drug policy and program work. They must develop collaborative arrangements in which school personnel, parents, school boards, law enforcement officers, treatment organizations, and private groups can work together to provide necessary resources. School officials must realize that they cannot solve the drug problem alone; they must get community involvement.

ROLE OF THE PARENT

The most important part of your strategy as a parent is to know as much as you can about the enemy. Learn as much as you can about drugs: their names, use, and their effects on the body. Know the paraphernalia associated with drugs; learn to recognize it and how they are used.

Your next preparation is to be ready for the battle. Assess your strengths and weaknesses. Know that the most important weapons you have are love and strength. You can not win the war without them and without knowing how to use them.

The best offense is a good defense and that is the way you live your life everyday. Unfortunately, most parents do not find out about their kids drug usage until after their family is torn apart. How you see yourself, your marriage, and how your children see themselves are very important. Most families are already playing catch-up by the time they realize that their child is using drugs.

A healthy family lifestyle absolutely must include good nutrition, good exercise and positive attitudes. In addition, having fun and practicing good living absolutely must exclude chemically induced highs in favor of the natural highs that come from happy, fulfilling relationships, and realistic, inspiring goals.

Every family must take a good look at its alcohol and drug use patterns. Does dad have a drink as soon as he gets home from work? Or do you have to have booze to have fun at your home? Does mom or dad become intoxicated when they drink? On the drug side, families may also need to review their use of prescription drugs. Take a look in the medicine cabinet and remove any outdated prescription drugs that nobody needs anymore. Any aspirin, morphine, tranquilizers or medications with codeine should be removed and kept under lock and key.

Last but not least, in a good family action plan, everyone should know who is in charge. Many parents are under the impression that you have to be buddies with your kids. Particularly if you are dealing with an adolescent drug user, you cannot afford to blur the distinction between the roles of the adult and the child. Kids need to grow up with the security of knowing that a caring, loving adult is in charge.

SUMMARY

Today's drug crisis is not the first time drugs or other chemical agents have caused nation-wide clamor and uproar. In fact, on more than one occasion similar nation-wide hysteria has occurred in the United States within the past one hundred years.

Drug taking by young people is not a random, accidental, or haphazard occurrence. How drugs are initially obtained or presented to the individual may be due to chance circumstances, but the individual's behavior in determining whether to seek and engage in drug taking is not an irregular or intuitive event.

Drug prevention programs have been instituted to control drug usage, and as long as everyone does their share, the programs will work. Most definitely, drug prevention will decline if everyone gets involved. Education of the student by the parents is highly desirable. Kids should know preventive measures in order to curtail pressures put on them by peer groups, and parents should know the developmental stages of drug usage. If these two members are working together along with the educators, the programs will be successful.

CHAPTER III

METHODS AND PROCEDURES

This research attempts to collect information from the Hampton and Newport News City School Districts on their drug prevention programs. A comparison will be made to determine if there are similarities. Differences found that can enhance the operation of the programs will be analyzed in the next chapter. In this chapter the researcher discusses the methods and procedures as follows: (a) population selection; (b) instrument design; (c) data collection procedures; and (d) treatment of the data.

POPULATION

The population of this study included the Hampton and Newport News City School Districts. These two cities were selected for the convenience of obtaining information from the school districts and the police departments, conducting interviews with the program directors, and knowing the existing drug problems in these two cities. This information will be of help to all administrators, teachers, and parents, but most of all to the drug program directors to determine if changes can be made to enhance their program operations.

Initially the researcher wanted to direct this study toward randomly selected schools in each district, but was informed that the possibility of getting information on any student from the schools was zero. The concentration was redirected to the drug prevention

program directors and the police departments in each district. Surveying interviews were conducted with the drug prevention program directors and the police department's crime section. Each of these departments was very helpful in providing the information needed to gather the data.

INSTRUMENT DESIGN

In order to gather the information needed, surveys (Appendix A) were developed, one for the school districts and another for the police departments, asking the program directors the necessary questions concerning the program's operation. Careful consideration was put into developing each question based on the fact that these questions would be personally asked to the department program directors. The length, type, quantity, and sequence of questions was considered in determining how to develop this questionnaire.

The survey questions were designed to gather information in three major areas. The first being drug prevention as related to the city. How and why it got started? Secondly, the program characteristics and operation. Detailed information was needed to understand each program's operation. And thirdly, the program's effectiveness within this past school year was examined.

DATA COLLECTION PROCEDURES

Initial contact with the Hampton and Newport News City School Board Drug Prevention Program Directors and the Newport News Police Crime section was made by telephone. Contact through the Hampton Police Department was obtained through a close friend who is an officer in that city. During the conversations, the researcher discussed the nature and purpose of the study and requested assistance in completion of the study. After determining the purpose of the information, each department was more than willing to help. Dates were set up to conduct the interviews.

PROCEDURES FOR TREATING DATA

The following procedures were adhered to once all information was collected for this study:

1. After the interviews were completed and program manuals were obtained, the researcher assembled the collected data. The provided information was studied against the manuals.
2. Information was added from responses on the interviews.
3. Gathered information was studied for program similarities and management.
4. Tables were devised to aid in comparing the two programs and to determine if improvements can be suggested.

SUMMARY

This chapter explained the methods and procedures used by the researcher to conduct this study. Selection of the population and sample were explained. The type and development of the instrument was discussed. The final section of this data collection procedures and data analysis chapter explained how the interviews were conducted and how the collected information was used.

The next chapter, Findings, examined the collected information about each drug prevention programs. After the information was tabulated, it could be compared for analysis. The results of this analysis will be exposed in Chapter IV.

CHAPTER IV

FINDINGS

This chapter includes the findings of the study. This information was gathered through interviews scheduled with the Newport News City Schools “DARE” Program Manager; the Hampton City Schools “JUST SAY NO” Program Manager; and the Newport News and Hampton City Police Drug Prevention Program Managers. The research was conducted and the gathered information was analyzed to determine the differences between the two programs.

Carefully developed questions were used to interview both the School Board Drug Prevention Program Managers and the Police Department’s Drug Prevention (narcotics) Program Managers. Hopefully the provided data will answer the researchers goals as listed below: (1) Identify major differences between the Hampton “Just Say No” Drug Prevention Program and the Newport News “DARE” Drug Prevention Program. (2) Determine by comparison if the two drug prevention programs are effective as used or can be improved. (3) Determined if there is direct correlation between drug usage and a drop in grades, and (4) Assess whether each drug prevention program is designed to prevent drug usage or reduce drug usage.

Following is a presentation of the data provided through the surveys. Data is presented as provided by each program manager.

THE D.A.R.E. PROGRAM

Interviewee: Tony Rugish

Newport News City Schools D.A.R.E. Program Manager

1. Explain when and how your program got started?

The Drug Abuse Resistance Education Program known as D.A.R.E., is a preventive drug education program intended to stop drug use before it begins. It teaches techniques aimed at resisting peer pressure and it helps our kids say “no” to drug use.

The original D.A.R.E. Program was started in Los Angeles, California, in 1983 and was copied by Newport News in 1987. Newport News found that the drug problems in their schools was getting out of control, and they looked at the success of the Los Angeles program and also for implementation.

2. Why was this program selected over others?

At the time Newport News started D.A.R.E. there was no other program to choose from. Most of the other programs that you see in existence today are modeled after D.A.R.E. We felt this program would be effective for use because it was very effective in the Los Angeles area.

3. Explain how your program works?

This program places special emphasis on reaching children by their last year of elementary school, giving them facts about the effects of drugs and other harmful substances, and providing the necessary skills and motivation to avoid being swept into drug use as they move on to junior and senior high school.

4. *What is the goal of your program?*

The goal of our program is to have 100 percent drug-free participation from all kids. We know this is impossible so we take it a little at a time. If we can get 75 percent of the kids to avoid drug usage, then we will move to 80 percent, and so forth.

5. *Are there any parental involvement? If so, how much?*

Yes, this program has parental involvement, but we only take volunteers. Most of our parents hold full-time jobs and can not afford to come to school during the hours that we need them. We have a full-time officer who does most of the work, and we use about 10 percent in volunteer work.

6. *What percentage are single parents?*

The data to that question could not be provided due to the privacy act.

7. *What happens to a kid who is caught with drugs?*

If a student is caught under the influence, possessing, using, or consuming controlled drug(s), this is considered a category 3 offense and the student will be subject to the following: First violation - We request a Parent-Student-Administrator Conference and the student will usually get a 10 day suspension. Second Violation - Another Parent-Student-Administrator Conference is scheduled and another 10 day suspension. Third Violation - Student is recommended for long-term suspension or expulsion and for outside professional assistance. Any student suspended for any violation of a drug related offense will be required to attend a drug education program before being readmitted to school.

8. What does your program do for kids who have been labeled as drug users?

On the first offense, the student is counseled and allowed to go on probation, but if it happens again they are counseled again and sent to a drug rehabilitation class where they are taught how to avoid drug usage.

9. Does your program offer rehabilitation to kids who want it?

The answer to this question was provided in question number 8.

10. Does your program offer incentives to anyone who reduce or stop drug usage?

Our goal is to get kids to avoid drug usage, however if they should use them we do not allow them to participate in our annual poster contest.

11. What percentage of the kids in this district, to your knowledge, use drugs?

The answer to this question was not provided due to the privacy act.

12. How many kids were arrested for drug related cases this last school year?

The answer to this question was not provided due to the privacy act.

13. What percentage of the above kids are repeat offenders?

The answer to this question was not provided due to the privacy act.

14. Do you see a relationship between kids who use drugs and failing grades?

Yes, many of the kids who participate in drug usage also have failing grades, poor attendance records, poor attitudes, disciplinary problems, and the list goes on. We see a correlation between all of these things and drug usage because the shift in focus is not on school anymore, it is now on misbehavior.

Interviewee: Officer Campbell

Newport News Police Department Drug Enforcement

1. When and why was your program started? Why was it selected over other programs?

The original D.A.R.E. Program was started in Los Angeles, California, in 1983 and was adopted by our police department in 1987. We found that the drug problems in our schools were getting out of control and looking at the success of the Los Angeles program, we figured it was worth a try. We sent an officer out there for training. As for being selected over other programs, there were no other programs at that time. This was our only choice.

2. How does your program interact with the school system?

We assign a D.A.R.E. instructor who is a thoroughly trained uniformed law enforcement officer and is on full-time duty with this project. We figure it is worth while for a full-time officer to be paid if it saves one child. Each officer is assigned up to five schools per semester, and they visit each assigned school at least one day per week to present the units of an innovative curriculum (Table I) that emphasizes self-esteem, taking responsibility for one's own behavior, and saying "no" to drug experimentation.

The officer conducts assembly programs and follow-up visits to individual classrooms; holds formal training sessions on drug use for teachers; and conducts meetings that instruct parents on the objectives and content of the curriculum, including how to recognize signs of drug usage (Table II), how to use local program resources and how to improve family communication.

Teaching About Drug Prevention

Sample Topics and Learning Activities

- **Objective 1: To value and maintain sound personal health; to understand how drugs affect health**

Sample Topics for:

elementary school

- * The difficulties of recognizing which substances are safe to eat or touch; ways to learn whether a substance is safe; consulting with an adult; reading labels.
- * The effects of poison on the body; the effects of medicine on body chemistry; the wrong drug may make a person ill.

secondary schools

- * The chemical properties of drugs.
- * The effects of drugs on the circulatory, digestive, nervous, reproductive, and respiratory systems; The effects of drugs on adolescent development.
- * Patterns of substance abuse; the progressive effects of drugs on the body and mind.
- * The drug problem at school, among teenagers, and in society.

- **Objective 2: To respect laws and rules prohibiting drugs**

Sample topics for:

elementary school

- * What rules are and what would happen without them.
- * What values are and why they should guide behavior.
- * What is responsible behavior?
- * Why it is wrong to take drugs?

Table I

Teaching About Drug Prevention

Sample Topics and Learning Activities

(Cont.)

secondary schools

- * Student responsibilities in promoting a drug-free school.
- * Local, State, and Federal laws on controlled substances; why these laws exist and how they are enforced.
- * Legal and social consequences of drug use. Penalties for driving under the influence of drugs;
The relationship between drugs and other crimes.

• **Objective 3: To recognize and resist pressures to use drugs**

Sample topics for:

elementary through high schools

- * The influence of peers, parents, and other important individuals on a student's behavior;
How the need to feel accepted by others influences behavior.
- * Ways to make responsible decisions and deal constructively with disagreeable moments and pressures.
- * Reasons for not taking drugs.
- * Situations in which students may be pressured into using drugs.
- * Ways of resisting pressure to use drugs.
- * Benefits of resisting pressure to use drugs.

• **Objective 4: To promote activities that reinforce the positive, drug-free elements of student life**

Sample activities

- * Make participation in school activities dependent on an agreement not to use drugs.
- * Ensure that drugs will not be available at school- sponsored activities or parties;
Plan these events carefully to be certain that students have attractive alternatives to drug use.

Table I (Cont)

Teaching About Drug Prevention

Sample Topics and Learning Activities

(Cont.)

- * Give student opportunities for leadership. They can be trained to serve as peer leaders in drug prevention programs, write plays, or design posters for younger students.
- * Form action teams for school improvement with membership limited to students who are drug-free. These action teams campaign against drug use, design special drug-free events, conduct and follow-up on surveys of school needs, help teachers with paperwork, tutor other students, or improve the appearance of the school. Through these activities, students develop a stake in their school, have the opportunity to serve others, and have positive reasons to reject drug use.

Identification of a Drug User

■ *Signs of Drug and Drug Paraphernalia*

- * *Pipes, rolling papers, small decongestant bottles*
- * *Odor of drugs, smell of incense or other cover-up scents*
- * *Possession of drugs or evidence of drugs, particular plants, or butts*

■ *Identification with Drug Culture*

- * *Drug related magazines, slogans on clothing*
- * *Conversations and jokes that are preoccupied with drugs*

■ *Signs of Physical Deterioration*

- * *Memory lapse, short attention span, difficulty in concentrating*
- * *Poor physical coordination, slurred or incoherent speech*
- * *Blood shot eyes, dilated pupils*

TABLE II

Identification of a Drug User (Cont)

■ *Dramatic Changes in School Performance*

- * *Distant downward turns in student grades*
- * *Increased absenteeism or tardiness*

■ *Change in Behavior*

- * *Chronic dishonesty (lying, stealing, cheating)*
- * *Trouble with police*
- * *Changes in friends, evasiveness in talking about new friends*
- * *Possession of large amounts of money*
- * *Increase and inappropriate anger, hostility, irritability, secretiveness*

3. *At what point do you get involved with student drug offenders?*

Most of the cases involving drug possession, use, and consumption are handled by each individual school administrative staff. Occasionally these violations are beyond the staff's control, such as when the substance can not be identified or verified. At this point the staff will call upon us to assist.

4. *What happens to a school age kid who is caught with drugs?*

Each school has their own policy about what the consequences are for using drugs. They will enforce this drug policy when necessary, but basically all kids who are caught are disciplined to some point. How much punishment they receive will depend on how deep the kids are into the drug ring.

5. *Are parents active on this program? If so, how much?*

Most interaction with students is done with the teachers and DARE officers. Parents are not usually asked to participate because of their work schedules. I know there is some participation, but how much, I do not know.

6. *What percentage of the kids in this district, to your knowledge, use drugs?*

We speculate that about 30 - 40 percent are involved with drug usage.

7. *How many kids were arrested for drug related cases this last school year?*

We had 247 cases of drug related arrests in this city, but only 13 of these came from this district. Most of them were misdemeanors, so the kids were released into the custody of their parent or guardian.

8. *For question 7, does there seem to be a connection with parental drug usage?*

I can't tell you specifics, but for many of the cases there seems to be some background related to drug trails. Many of the kids have a relative or friend who is or was involved with the drug ring.

9. *What percentage of the above kids are repeat offenders?*

I can not speak for the schools because they do not give us access to that information, but for the kids that we catch about 43 percent are repeat offenders. Many of these kids are just experimenters and are scared to death when they are caught. We usually do not have to worry about them anymore.

10. *What happens to repeat offenders?*

All kids who are caught by us are sent to a rehabilitation center after we finish with the paper trail. There the authorities counsel them and determine what state they are at with drug usage. They will keep them in the program from three days to several months.

11. *Is your program designed for drug prevention or drug rehabilitation?*

Our program is set up primarily for drug prevention, but as was indicated before, we also provide rehabilitation because this city has so many cases of drug usage.

12. *Is there any additional information you would like to add?*

We are proud of this program because without it heaven knows where this city would be with the drug problems. Many of you do not know it, but we take a lot of flak about the drug problems. There are many hard working people involved with this project and many times the public do not realize how much work has to go into it. I hope this has helped you out, if you have any further questions, please feel free to give me a call.

THE “JUST SAY NO” PROGRAM

Interview: Bernie Tennyson

Hampton City Schools JUST SAY NO Program Manager

1. Explain when and how your program got started?

The Hampton “Just Say No” Program began in March 1986. This unique program started when Mrs. Reagan was speaking to school children about drug prevention in Oakland, California. One of the young people asked her, “if someone would ask you to take drugs what would you do”, and she replied, “I would just say no”. The kids liked that phrase and asked if they could start a club using that name.

2. Why was this program selected over others?

This program was selected over others because of its relative inexpensive operating expenses over other programs such as D.A.R.E. In addition, we feel that we get some of the same incentives as the more expensive programs.

3. Explain how your program works?

The “Just Say No” Program is a Hampton Intervention and Prevention Project (HIPP) that is a comprehensive prevention and intervention program for school-age youth. The program is a cooperative effort of Hampton City Schools, Alternatives, Inc., the city, the police division, PTA, and other community groups.

The program is aimed at the 9-11 year old, 4th or 5th graders, who have not reached the point where peer pressure is a dominant factor in making them use drugs. Its aim is to

provide them with the necessary tools and knowledge to fight the invitation to use drugs when it happens (see Figure I).

4. What is the goal of your program?

Obviously the goal is 100 drug-free environment by teaching kids to make the right choice when faced with a drug use situation. That is what we shoot for.

5. Are there any parental involvement? If so, how much?

Parents are often asked to participate in the PTA, club meetings and different activities. Parents are sought to be involved as much as possible because they are actually with their kids most of the day, therefore can provide the most influence.

6. What percentage are single parents?

The answer to this question could not be provided due to the privacy act.

7. What happens to a kid who is caught with drugs?

Each occasion of drug violation is handled individually, but depending on the circumstances a student may get as little as a one-day in-school suspension or expulsion.

8. What does your program do for kids who have been labeled as drug users?

Each case is handles individually, but if the child is a first-time user more than likely they will be counseled, however if they are a continued user they will be counseled and put into a rehabilitation program for help.

9. Does your program offer rehabilitation to kids who want it?

The answer to this question has been provided in the previous question.

JUST SAY NO: Why It Works

JUST SAY NO Clubs in Hampton, Virginia, are primarily made up of 9-11 year old children united in their commitment to resist peer pressure to use alcohol, tobacco, and other drugs. The clubs work because:

- This generation wants it. They had nothing to do with the tragic trend in our country today, but they are making a valiant effort to change that trend.
- The entire JUST SAY NO approach - the materials and activities - are specifically designed for this age group. They are concrete and experimental and deal with issues that are real to the young people.
- Club members receive education from others and from themselves.
- The drug-free message is strong and clear on the shirts they wear, the raps they create, the flags they fly and the pledge they recite:

I pledge to lead a drug-free life.
I want to be healthy and happy.
I will say NO to alcohol.
I will say NO to tobacco.
I will say NO to illegal drugs.
I will help my friends say NO.
I pledge to stand up for what I know is right.

- Club members receive support from their friends, family, school, and community.
- Club members are involved in their own prevention work.
- A program can easily be incorporated into a comprehensive prevention effort, thus ensuring its impact and success.
- The program is on-going and addresses risk factors and protective factors.
- Club members are exposed to positive models who share and support their commitment.
- Clubs reinforce the non-use norm and focus on gateway drugs.

The success of the program can easily be seen in the enthusiasm of the club members and their sponsors. More specifically, when a group of high school youth were asked what helped them decide to be drug-free, many said that the local JUST SAY NO program and the consistent messages they heard through middle school helped them know they had a choice and that there was support to be drug-free.

(Figure I)

10. Does your program offer incentives to anyone who reduce or stop drug usage?

Kids are only allowed to be a member, participate, and hold offices in the clubs if they are drug-free. If they are a known drug-user, they must prove to the club that they will not use drugs anymore (see Figure II).

11. What percentage of the kids in this district, to your knowledge, use drugs?

The information for answering this question can not be provided due to the privacy act.

12. How many kids were arrested for drug related cases this last school year?

The information for answering this question can not be provided due to the privacy act.

13. What percentage of the above kids are repeat offenders?

The information for answering this question can not be provided due to the privacy act.

14. Do you see a relationship between kids who use drugs and failing grades?

Yes, there is a direct correlation between kids who use drugs and failing grades. It appears that kids who are focusing on the drug usage will not put the necessary time into their studies to make good grades and usually will not be passing their courses.

JUST SAY NO Club Sponsor Job Description

- Involve youth to:
 - Recruit club members.
 - Plan, develop and conduct club meetings, activities, and events.
 - Distribute materials and information.
 - Write monthly club reports for newsletter.
- Facilitate club meetings one to four times monthly.
- Inform principal/director and staff of club progress.
- Coordinate logistics of club meetings with principal/director and other staff.
- Act as a contact person for youth in program.
- Promote goals of within school/community and among parents.
- Attend training sessions offered by Alternatives, Inc.
- Refer club members to the proper school/community resources when necessary.

(Figure II)

Interviewee: Officer Bennet

Hampton Police Department Drug Enforcement

1. When and why was your program started? Why was it selected over other programs?

During the 1985 school year we experienced an increase in drug activity around the city overall. I am not sure why this one was selected over other programs, but it appeared to work to this date.

2. How does your program interact with the school system?

We only become involved with the schools upon request. Because kids sometimes bring substances that look like the real thing to school, teachers are not sure so we are called to identify the suspected substance.

3. At what point do you get involved with student drug offenders?

Most of the cases involving drug possession, use, and consumption are handled by each individual school's administrative staff. Occasionally these violations are beyond the staffs control, such as when the substance quantity and type is beyond a set limitation. At this point the staff will call upon the Hampton Police Department for assistance.

4. What happens to a school age kid who is caught with drugs?

I can not answer that question, because each school administrative staff handles their own misbehaviors. I will tell you that each school has a set policy with a consequence for each circumstance related to use, possession, consumption or selling of a controlled substance. All students are told this at the beginning of each school year.

5. Are parents active on this program? If so, how much?

Most of the interaction with the students are done with the teachers and program managers. Parents are not usually asked to become involved because most are working during the time the Just Say No Program is active at school.

6. What percentage of the kids in this district, to your knowledge, use drugs?

We do not know for sure, but we speculate that from 25 to 35 percent of the kids are involved with drugs.

7. How many kids were arrested for drug related cases this last school year?

In our district, we had 10 cases of drug related cases involving kids.

8. For question 7, does there seem to be a connection with parental drug usage?

We do not know for sure in all cases, but in most cases there is a family member that sets the pattern for that child to follow.

9. What percentage of the above kids are repeat offenders?

About two out of five are repeat offenders.

10. What happens to repeat offenders?

Kids who are caught by us using drugs are sent to the drug rehabilitation center for counseling. They will have to go through a drug rehabilitation program before they are released.

11. Is your program designed for drug prevention or drug rehabilitation?

Our program is set up primarily for drug prevention.

12. Is there any additional information you would like to add?

Yes, to make this program or any other drug prevention program work, it takes the efforts of the entire community, parents, schools, students, law enforcement authorities, religious groups, social service agencies, and the media (see Table III). They all must transmit a single consistent message that drug use is wrong, dangerous, and will not be tolerated. The Just Say No Program does exactly that.

SUMMARY

During the collection of this data, four interviews were conducted, one each with the school board drug prevention managers and one each with an officer of the Hampton and Newport News Police Departments. All information will be reviewed and compared to determine what similarities exist and what are the differences. The results of the findings will be presented in Chapter V, Summary, Conclusions, and Recommendations.

Responsibilities of the Community

<p><u>PARENTS INSTILLING RESPONSIBILITY</u></p> <p>They must teach standards of right and wrong and demonstrate these standards through personal example.</p>	<p><u>PARENT SUPERVISION</u></p> <p>Help children to resist peer pressure to use drugs by supervising their activities, knowing who their friends are and talking with them about their interests and problems.</p>	<p><u>PARENTS RECOGNIZE DRUG USE</u></p> <p>Be knowledgeable about drugs and signs of use. When symptoms are observed, respond promptly.</p>
<p><u>SCHOOLS ASSESSING THE PROBLEM</u></p> <p>Determine the extent and character of drug use and establish a means of monitoring that use regularly.</p>	<p><u>SCHOOLS SET POLICY</u></p> <p>Establish clear and specific rules regarding drug use that include strong corrective actions.</p>	<p><u>SCHOOLS ENFORCE POLICY</u></p> <p>Enforce established policies against drug use fairly and consistently. Implement security measures to eliminate drugs on school premises and at school functions.</p>
<p><u>SCHOOLS ENLIST THE COMMUNITY</u></p> <p>Develop collaborative arrangements in which school personnel, parents, school boards, law enforcement officers, treatment organizations, and private groups work together to provide necessary help.</p>	<p><u>SCHOOL ENFORCES POLICY</u></p> <p>Enforce established policies against drug use fairly and consistently. Implement security measures to eliminate drugs on school premises and at school functions.</p>	<p><u>SCHOOLS TEACH ABOUT DRUG PREVENTION</u></p> <p>Implement a comprehensive drug prevention curriculum from kindergarten through grade 12, teaching that drug use is wrong and harmful and supporting and strengthening resistance to drugs.</p>

TABLE III

Responsibilities of the Community

(Cont.)

<u>STUDENTS LEARNING THE FACTS</u>	<u>STUDENTS HELPING FIGHT DRUG USE</u>	<u>COMMUNITIES PROVIDING SUPPORT</u>
Learn about the effects of drug use, the reasons drugs are harmful, and ways to resist pressures to try drugs. Students can arm themselves with the knowledge to resist drug use.	Use an understanding of the danger posed by drugs to help other students avoid them. Encourage other students to resist drugs, persuade those using drugs to seek help, and report those selling drugs to parents and the school principal.	Help schools fight drugs by providing them with the expertise and financial resources of community groups and agencies.
<u>COMMUNITIES SHOULD HAVE TOUGH LAW ENFORCEMENT</u>		
Involve local law enforcement agencies in all aspects of drug prevention assessment, enforcement, and education. The police and courts should have well-established and mutually supportive relationships with the schools.		

TABLE III (Cont)

CHAPTER V

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Chapter V contains the summary, conclusion, and the recommendations of this study on the effectiveness of Newport News School Districts' Drug Prevention Program compared to the drug prevention program in the Hampton School District. Newport News uses the D.A.R.E. Program, while Hampton uses the "Just Say No" Program.

Drug problems that plague the streets are no competition for today's kids. It is not evident or readily available how disruptive the drug problem is in the immediate area nor how much corruption is in the surrounding school systems. The researcher is completing this study to determine if the current drug prevention programs are effectively controlling the drug problems and if changes are necessary.

SUMMARY

There are several drug prevention programs to choose from that could be implemented into the school systems. The D.A.R.E. and Just Say No Drug Prevention Programs were selected for use in the local areas because they best fit the criteria for drug prevention at the time they were needed. The question remains, "do the drug prevention programs work effectively and could they be improved"? This study was

conducted specifically to determine the effectiveness of Newport News' Drug Prevention Program compared to the Hampton School Districts Drug Prevention Program.

Each school districts drug prevention program operates differently and independently than the next one. In order to determine the effectiveness of the Hampton and Newport News City School Districts' Drug Prevention Programs, the researcher selected the following goals:

1. Identify major differences between the Newport News and the Hampton City Schools Drug Prevention Programs.
2. Determine by comparison if the two drug prevention programs are effective as used and can be improved.
3. Determine if there is direct correlation between drug usage and a drop in grades.
4. Assess whether each drug prevention program is designed to prevent drug usage or reduce drug usage.

This study is being accomplished because we live in a society where drug use is widely accepted as a solution to a variety of medical and social problems and many kids see this as their outlet or an important form of recreation. Unfortunately this behavior is brought into the classrooms where teachers and administrative staff are forced to deal with it, thus the drug prevention programs are born. Reducing or preventing the use of drugs among kids today could have a major impact on their lives tomorrow. In addition, this study could aid administrators, teachers, and parents in their chances of accomplishing this task.

Due to resources and time this study is confined to two regional areas, Hampton and Newport News City School Districts. Interviews were conducted with Bernie Tennyson; the Hampton City Schools Drug Prevention Program Manager, Tony Rugish; the Newport News City School Drug Prevention Program Manager, and the Hampton and Newport News Police Department Drug Prevention Coordinators.

The results of collected data were analyzed and each program was compared to determine if similarities existed and what notable differences could be implemented from one program to the next to enhance their operation.

CONCLUSION

The results of this research indicate that the two programs are very similar, but they indeed have differences that are notable. The D.A.R.E. Program was used as a basis to start the Just Say No Program and although both programs were initiated in this community within the same year, they were moderately different. Comparisons were found between the two programs. The following conclusions were drawn based on the goals of this study:

1. ***Identify major differences between the Newport News and the Hampton City Schools Drug Prevention Programs . Program Management*** - This could be different primarily due to the management styles, however another factor that should be considered is the differences between the two cities. Implementing the D.A.R.E. Program into Newport News' Drug Prevention Program was based on the drug problems in the local community, just as implementing Hampton City School's Just Say No Program was

based on the drug problems of their neighborhood. The difference between the two neighborhoods had some impact on how the drug prevention programs were established.

Age Limits - The Just Say No Program begin working with kids on drug prevention as early as the 4th grade, while the D.A.R.E. Programs' target is to reach kids by their last year of elementary school, 6th grade. **Interaction** - D.A.R.E. has a full time officer

who is assigned five schools to visit once per week, while the Just Say No Program depends on the interaction of teachers and parents to deliver the message.

Contracts/Clubs - Both programs utilizes contracts which discourage kids from engaging in drug usage, however the idea of using a club that the kids can belong to only if they are drug-free is something that can highlight that message.

2. Determine by comparison if the two drug prevention programs are effective as used and can be improved? Based on the lack of data provided to the interviewer on Questions 6,11,12, and 13, the first part of this question cannot be accurately analyzed. Answers to these questions could not be provided due to the privacy act, however it could be derived that the programs are effective based on the answers provided by Questions 3, 4, 5, 7, 8, and 10. There are no indications that the programs could become more effective. Any improvements to the programs will be provided in the Recommendations section.

3. Determine if there is direct correlation between drug usage and a drop in grades. Question 14 addressed this issue and the answer was specific. Both interviewees indicated that there was a direct correlation between failing grades and kids who use

drugs. When asked why, they indicated it was probably because of the shift in focus from academics to the use of drugs. Their interest is no longer on the text books.

4. *Assess whether each drug prevention program is designed to prevent drug usage or reduce drug usage.* The Just Say No Program is a prevention and intervention program, while the D.A.R.E. Program is strictly a prevention program. Essentially both programs were designed to prevent drug usage before it starts.

RECOMMENDATIONS

Based on the findings of this research, the following recommendations are documented in this study:

1. Each program began teaching their young people early to catch them before they got involved with drugs. It was apparent that the involvement with drugs seems to get to a younger age each year, therefore the researcher recommends to the D.A.R.E. Program that they intervene at 4th or even the 3rd grade level.

2. Hampton's Just Say No Program utilizes the "kids in clubs" idea because kids can relate to this very well. The fact that no kid can belong to the club unless they are drug-free sends a strong message. A combination of this, along with the use of contracts, can be very effective in drug prevention, so the researcher recommends to Newport News to implement use of clubs into their program.

3. A full time officer assigned to five different schools is a very effective technique which can assign responsibility and manage the program more effectively. The researcher

feels the responsibility should be assigned to someone for management purposes. In the interest of funds, the Just Say No Program cannot do this, but perhaps a well devoted parent or volunteer (someone who is retired) can do this.

4. Neither program indicated use of a contract signed by the parents, but perhaps this will provide more parental involvement. If this is sent home during the first week of school along with all the other papers, parents would be encouraged to participate more.

5. Just Say No allows the kids to run their program with adult supervision. The more you get the kids involved, the more they will understand the importance of the program and will put more into making it work. They see it as their program when they are allowed to run it, as opposed to your program when you are managing it. D.A.R.E. should consider allowing more kids management.

6. Both programs indicated that repeated offenders are sent to rehabilitation and indicated that a close family member or friend could have influenced them to try it a second time, but neither said if counselling was offered to the family or friend. Counselling and rehabilitation should be available for that member, especially if they are the parent of the repeat offender.

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APPENDICES

APPENDIX A - SCHOOL DISTRICT SURVEY

APPENDIX B - POLICE DEPARTMENT'S SURVEY

Drug Program Director's Questions

Title: Drug Prevention Programs Used by Hampton and Newport News School Districts

Purpose: To determine the similarities and differences between the programs and if changes can be made to enhance operation of the programs

Interviewee: _____

1. Explain when and how your program got started?
2. Why was this program selected over others?
3. Explain how your program works?
4. What is the goal of your program?
5. Are there any parental involvement? If so, how much?
6. What percentage are single parents?
7. What happens to a kid who is caught with drugs?
8. What does your program do for kids who have been labeled as drug users?
9. Does your program offer rehabilitation to kids who want it?
10. Does your program offer incentives to anyone who reduce or stop drug usage?
11. What percentage of the kids in this district, to your knowledge, use drugs?
12. How many kids were arrested for drug related cases this last school year?
13. What percentage of the above kids are repeat offenders?
14. Do you see a relationship between kids who use drugs and failing grades?

Police Department's Questions

Title: Drug Prevention Programs Used by Hampton and Newport News School Districts

Purpose: To determine the similarities and differences between the programs and if changes can be made to enhance operation of the programs

Interviewee: _____

1. When and why was your program started? Why was it selected over other programs?
2. How does your program interact with the school system?
3. At what point do you get involved with student drug offenders?
4. What happens to a school age kid who is caught with drugs?
5. Are parents active on this program? If so, how much?
6. What percentage of the kids in this district, to your knowledge, use drugs?
7. How many kids were arrested for drug related cases this last school year?
8. For question 7, does there seem to be a connection with parental drug usage?
9. What percentage of the above kids are repeat offenders?
10. What happens to repeat offenders?
11. Is your program designed for drug prevention or drug rehabilitation?
12. Is there any additional information you would like to add?