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## Assessing The Need For A Drug Abuse Program in the Yutan Public Schools

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ASSESSING THE NEED FOR A DRUG ABUSE PROGRAM  
IN THE YUTAN PUBLIC SCHOOLS

A Field Project  
Presented to the  
Department of Educational Administration  
and the  
Faculty of the Graduate College  
University of Nebraska

In Partial Fulfillment  
of the Requirements for the Degree  
Specialist in Education  
University of Nebraska at Omaha

by  
Marjorie B. Vandenack

May 1985

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FIELD PROJECT ACCEPTANCE

Accepted for the Graduate Faculty, University of Nebraska, in partial fulfillment of the requirements for the degree Specialist in Education, University of Nebraska at Omaha.

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IN LOVING MEMORY OF MY SON

THOMAS R. VANDENACK

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## Chapter 1

### INTRODUCTION

The problem of chemical abuse is one which affects every citizen of the United States. Alcohol has been used and abused for centuries. Tobacco has recently been shown to cause serious bodily damage. Marijuana, cocaine and heroin are drugs that have become a serious national problem in recent decades (National Survey on Drug Abuse: Main Findings, 1979). Even such common drugs as aspirin and caffeine can be abused, as can drugs prescribed by physicians for medical purposes. Because drug use has grown to epidemic proportions, many individuals and groups are dedicated to the purpose of making our country drug-free by the end of the century.

*Conclusion* Drugs have been used for medicinal and religious purposes since the beginning of recorded history. Use of drugs within prescribed standards is not abuse. The drinking of moderate amounts of alcohol for social purposes is not abuse (Kenney, 1984). The "high" obtained from drugs can be gained by such alternatives as jogging, swimming and chess.

Drug abuse prevention strategies have been developed to reduce the problem. Law enforcement officers have been re-enforced by strong legislation which provides stiff penalties for drunken driving. MADD, Mothers Against Drunken Driving, is a national organization strongly supporting laws which

increase penalties for those who drive and drink.

Treatment centers have been organized by hospitals throughout the country. These centers provide help to those who suffer from the disease of alcoholism, or from the ravages caused by the abuse of hard drugs. They help to rehabilitate those who have developed drug addiction.

Schools have stepped into the drug abuse picture by providing chemical abuse prevention curricula. These curricula attempt to reach those who have not yet become victims, by combatting substance abuse before it starts. Because exposure to drugs is occurring in the elementary grades (Weekly Reader Survey, 1983), prevention strategies are being aimed at elementary students.

Although there is some consensus, researchers do not agree on which drug abuse strategies are successful. While information-giving and social skills development are commonly used approaches, studies have not always proved these effective. Curricula widely used in schools generally include teaching students the consequences of drug abuse, teaching decision-making skills, and improving the self-concept of students.

Drug abuse curricula that have been developed in the last ten years have not been adequately evaluated. A reason for this is that students whose attitudes are assessed during or shortly after exposure to a chemical abuse sequence may change attitudes at any future date. The cost and difficulty of following students for ten to fifteen years is

prohibitive. However, the tide is slowly turning against drug usage as evidenced by the publicity given to the problem as prominent individuals admit to drug problems and request treatment.

While hard drugs are not considered a serious problem in Yutan, alcohol is used by some students. The death of a member of the senior class in the summer of 1984 was attributed to alcohol use. Law officers were called to the high school on one occasion in 1984 when a student was found to be in possession of an illegal substance. An elementary student was reported to be smoking a cigarette on one occasion, on her way home from school.

A study has not been made of the specific instances of drug abuse, but a survey of teachers indicated that the faculty considered alcohol abuse a problem. Faculty members formed a committee to study the situation and to propose methods to improve it. Community members and students are included on the committee.

#### STATEMENT OF PROBLEMS

The faculty-community committee believes that there is a substance abuse problem in Yutan, and that joint action by the school and the community can reduce it. The significance of the problem becomes obvious when placed in the perspective of a national campaign against drug abuse, and when considered

in the light of drug abuse occurrences within both the school and the community. The problem is not new, but has come to prominence due to nationwide publicity. This research is feasible as it will concentrate on assessing needs. Once the needs are pinpointed, the school system can assess the curricula available, and develop a program appropriate to Yutan.

The purpose of this study is to assess the need for a drug abuse program in the Yutan School System.

#### DELIMITATIONS

Since the purpose of this study is to assess need, it will not identify a drug education curriculum.

#### LIMITATIONS

The study will be limited to assessing need for an elementary program. While information to be used in the high school may be obtained, the focus of this study is on the elementary area.

#### METHODOLOGY

The methods to assess the need will be:

1. A review of the literature to identify drug abuse problems and relevant indicators of drug abuse.
2. Development of a survey instrument to compare the drug use by upper elementary students in Yutan with that of junior and senior high school students.
3. Administration of the survey instrument to upper elementary and junior-senior high school students.

### DEFINITION OF TERMS

**Drug:** any chemical substance that brings about physical, emotional or mental changes in a person.

**Drug abuse:** the use of a chemical substance, legal or illegal, which causes physical, mental, emotional or social harm to a person.

**Alcohol:** ethyl alcohol is the active ingredient in wine, beer and liquors. In small doses it has a calming effect and it is a depressant.

**Tobacco:** nicotine acts as a stimulant to the heart and nervous system, and is the active ingredient in cigarettes, cigars and pipe tobacco.

**Marijuana:** all parts of the cannabis plant, which produce a "high" when eaten or smoked. Also known as "pot" and "grass". It is illegal in the United States.

**Chemical Abuse:** the use of substances which change the mental state of a person and do harm to the person or others. Also substance abuse.

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## CHAPTER 2

### REVIEW OF THE LITERATURE

Abuse of psychoactive substances is a problem of national concern, and research into prevention strategies is being carried out to provide information on the prevention of drug abuse by both public and private agencies across the continent. Programs have been developed by the government, by public and private schools and universities, as well as by parent groups and organizations such as the American Automobile Association.

In the survey of current literature certain consistent approaches to prevention have been noted. Programs generally attempt to provide information to potential drug users to inform them of the consequences of chemical abuse. Programs are generally based on three concepts. The first is that drug information will prevent drug abuse. A second is that the building of social skills and the development of a positive self-concept will prevent individuals from succumbing to group pressures. The third step is the development of decision-making skills which enable an individual to choose a drug-free life.

However, in a survey by Schaps, R. D. Bartolo, Moskowitz, Palley, Churgin, (1981) of 127 programs, only two showed a positive impact on behavior. In his research monograph,

Botvin (1983) states that programs which focus on providing factual information as their main strategy have virtually no impact on drug use or intention of drug use. Botvin continues by stating that programs base their approaches on the belief that individuals begin to drink or smoke because they are unaware of the potential risk. He quotes Evans (cited in Botvin, 1983) who noted that the more recently developed programs are based on the assumption that drinking and smoking result from submission to peer pressure. Lack of social skills is also cited as a cause for adolescent drug abuse, but Botvin disagrees with this contention by stating that individuals who perceive substance use as desirable, will not be prevented from drug use by teaching peer pressure resistance skills. In social learning theory (Bandura, 1977) substance use is thought to be a socially learned, functional behavior resulting from many social and environmental factors. The conclusion here is that there are several different pathways to substance use.

Grace M. Barnes' (1984) report in her "Evaluation of Alcohol Education" finds that drug education has not been effective. She states that saying "No drinking" may be the problem. Reporting that studies show that education has no effect on abuse prevention, she finds that an excess of information on drugs may lead to greater and earlier usage. Her findings indicate that early education does not help

because educators are using faulty goals and methods. This author suggests socialization of the child. She feels that children pattern themselves on parental role models and that children of alcoholic parents may develop socialization deficiencies. She suggests that schools should provide factual information but must reach out to families and with families teach parenting skills and socialization patterns.

While Barnes feels that education is not a strong preventive, other findings do not agree. A study of 83 subjects in a parochial grade school in Nebraska (Duryea, Mohr, Neuman, Martin & Equaoje, 1984) showed that after six months, those who had received alcohol education were still capable of refuting drinking and driving arguments. While it is encouraging to find a positive result in a study, this finding poses several questions. Is the size of the sample adequate to project to a larger population? Were the students honest in their responses? Would there be a carry over in an actual situation?

#### PARENT PROGRAMS

While the most recent literature indicates a dissatisfaction with programs in place across the country, those involved in programs are pushing them strongly forward, aware that something must be done. School systems have been targeted as the beginning point for substance abuse prevention because most drug abusers develop the drug habit while in school, children are required to attend school, and teachers can



coordinate drug education into the curriculum. For these reasons some drug abuse prevention programs will be discussed.

"Prevention Resources" (National Institute on Drug Abuse, NIDA 1981) provides a summary of six programs now in place. It points out that these strategies have a long track record, have been evaluated longitudinally, and many have been evaluated for process rather than outcome. They include:

"Me, Me, Inc." which provides education for grades two to six to achieve the following objectives: increase students' self-esteem, improve students' decision-making abilities, cultivate a healthy attitude among students regarding drug use and abuse, and to increase the extent of students' accurate, relevant and trustworthy drug information.

"The School Health Curriculum Project (SHCP) is a review of numerous studies related particularly to smoking. At the time of writing (1980) a series of evaluative plans was under development.

"Quest, Inc." is a pilot project used in 70 - 90 schools and agencies and has been expanded beyond the original schools into several states. Using pre- and post- self-assessment scales, the reactions to the course were 80% positive in reporting measurable gains in self-esteem.

"Ombudsman: A Classroom Community", disseminated for adoption through the National Diffusion Network of the National Institute of Education, was designed for elementary and high school students. The program teaches values, communication skills, decision making and helping relationships.

"Tribes" is a strategy developed in California. Five outcome evaluation studies provide evidence that the program works in Kindergarten through fifth grades, with less effect in the sixth grade.

"Here's Looking at You" exposes students to knowledge, attitudes, coping and decision-making skills and self-concept improvement.

While these programs are in use and reportedly effective, there are questions about the quality of research to judge the effectiveness of any program against long-term prevention of drug use when students become adults.

Programs which have been surveyed in detail for possible use in Yutan include "Here's Looking at You, II", "Children are People", "Project Smart" and "4PC". These programs all are based on providing information, improving the self-concept and teaching decision-making skills.

#### OUTCOME RESEARCH

Since the outcome shortcomings of substance abuse programs have been noted, it is necessary to examine the kinds of research going on in this area.

G. J. Huba (1983) of the University of California at Los Angeles has reported several approaches to the problem of applying theoretical research to the study of drug abuse prevention. In a series of articles in the Journal of Drug Education (1983-1984) Huba reported that the value of research in drug abuse is limited by the degree to which drug abuse can be measured reliably and validly. One research approach he presented (1984) was the use of computers for the development of inexpensive, computerized path diagramming. He stated that theoretical models are used to determine whether variables can be explained from certain causes. By using computer diagramming he developed relationships such as the association of drinking and

smoking. This research is incomplete but offers some promise of ways in which drug abuse prevention may indicate successful non-use patterns.

#### CURRENT APPROACHES

While previous programs have not proved their positive effects for long-term drug avoidance, the most promising procedures include the use of peer pressure. The pressure to use drugs develops from peers, so the logical corollary is to use peer pressure as a positive force for abuse prevention.

CASPAR is one such program. While the name may sound like that of a friendly ghost, it is the Cambridge-Somerville Mental Health and Retardation community program for prevention and treatment of drug abuse, as developed by the two Massachusetts communities of Cambridge and Somerville. CASPAR uses as one of its strategies the training and paying of high school peer leaders who encourage students to adopt positive attitudes toward drug use.

In Learning Not to Drink (Stumphauzer, 1983) the focus is on non-drinkers. He shows that non-drinking peers can develop peer power to be better teachers than adults.

Another approach which has already been discussed is the education of parents who then work with students in changing habits of deficient socialization.

While the programs discussed thus far have included information giving, self-concept development, decision-

making skills, peer leadership and socialization skills, the age at which this information should be introduced varies from program to program.

#### TARGET AGES OF PROGRAMS

In Omaha the prevention process has focused on the sixth grade, with plans for expansion to the middle grades for 1984-1985. The CASPAR plan includes a curriculum which reaches to the third grade; "Here's to You" begins in Kindergarten; New York State's curriculum begins in grade one, and "CAP" (Children are People) concentrates on children ages five to twelve.

#### NATIONAL SUPPORT

As part of her interest in drug abuse, Nancy Reagan met with leaders of the National Congress of Parents and Teachers (NPTA), the National Association of Elementary School Principals (NAESP) and the National Association of Secondary School Principals (NASSP) in March of 1984 (Education Week, 1984) and presented three students from Fairfax County, Virginia, who spoke of experiences with drugs in the ninth grade. In September of 1984 (Omaha World Herald) Mrs. Reagan made headlines with her advice to a sixth grader in Oregon whose father smoked marijuana. Her advice to the girl to "hang in there" was met with the father's comment that it was none of Nancy Reagan's business if he smoked pot.

Mrs. Reagan's interest coupled with the expanding involvement of parents and communities has resulted in greater concern for the prevention of drug abuse in the United States. The State Department has discussed the suspension of aid to foreign governments which refuse to police drug exports (Omaha World Herald, September 9, 1984) and Congress approved an amendment that requires the State Department to give the White House detailed progress reports on international drug enforcement.

Many schools have adopted aggressive programs for the reduction of drug abuse. In a testimony given by Robert Bossong of the Douglas MacArthur School of Dade County, Florida, (Senate Hearing, 1982) Bossong told of a program in which elementary teachers are trained in smoking prevention. Parents are involved in the seventh, eighth, and ninth grades, and are considered critical to the success of the program.

In the same hearing, Dr. Mel J. Riddle of Fairfax County Schools in Virginia reported the development of peer leaders and the use of parent groups (Parents Who Care). Decision-making and problem-solving skills are taught, along with the hazards of drugs. This program focuses 80% of its efforts toward the elementary grades. Riddle reported that decisions on drug use are made in the elementary grades.

The New York State curriculum on drug education (1982) indicated in its introduction that nonjudgmental sharing and

value clarification have shown to reduce drug use. This curriculum is written for grades one through six.

In an article on the effect of Mass Media on Drug Abuse Prevention, Bandy (1983) points out that drug misuse by young people is reaching even younger children, moving into geographic areas remote from cities, and crossing social, economic and sex barriers. She reports that the fear techniques sometimes employed do not act as productive prevention motivators.

#### WHAT DOES WORK?

John Chambers (1983) states that of 15,900 high school seniors in 1980, 80% had used alcohol, 49% marijuana, and 9% used marijuana daily. His suggestion is for early intervention and special attention to children of alcoholic parents.

Agreeing with some of the literature, he states that education is not enough but that attention should be paid to alcohol and drug indicators: deviant behaviors, child relationships, poor self-esteem and poor academic performance. Denyce S. Ford (1983) examines variables related to anticipated drug use and suggests similar results. Drug use by friends, attitude toward drugs and self-concept all play an important part in anticipated drug use among teenagers.

The Drug and Drug Abuse Educational Newsletter (April, 1983) quotes a "Weekly Reader" survey that indicated that fourth graders have already been offered drugs. The same

survey indicated that children do not perceive the school as a source of drug information.

At Northside High School in Atlanta (Tunley, 1982) a strict program of prosecution by the law for marijuana smoking turned the school around from "Fantasy Island" to a clean, academically strong, and "pot-free" learning center. The principal enlisted the help of parents and of students to accomplish this turn-around.

In a speech to the Nebraska Association of School Boards' convention (1984) John Kershner, assistant principal at North Platte, Nebraska, reported that 70% to 80% of North Platte High School students have had alcohol, and that the president of the student body was dismissed for alcohol use. Not just academically poor students are involved. North Platte developed a drug policy with clear rules and definite consequences for breaking them. The first offense is up to twenty days of school suspension, notification of law officer and of parents, and no extracurricular activities during suspension.

In another program reported in the NASSP bulletin (Phillips, 1984) a Marietta, Georgia, high school developed a program with the belief that smoking and alcohol lead to marijuana and hard drug use. Smoking was banned for students. The student newspaper, the student council, athletic coaches and student athletes were involved. There was little initial support from the faculty, but support grew and gradually

included parents and local government leaders. The program resulted in the reduction of not only drug related problems, but also of tardiness and vandalism. By 1983, seven out of nine schools in this district had banned alcohol with the same approach.

#### SUMMARY

The literature on chemical abuse prevention is full of information about programs that are working, of research on the effectiveness of programs, and of national and state agencies which coordinate abuse prevention. A survey of this literature may never end because it is expanding and continuing in every state in the union, and in countries around the world. The need for an aggressive plan to prevent chemical substance abuse in every community in the country appears to be apparent.

Successful substance abuse prevention skills include information, self-esteem and decision-making skills in the lower grades, peer pressure in the upper grades, combined with strict law enforcement and parent and community involvement. Intervention and treatment have not been discussed in this survey, but should be provided for users of chemical substances.

It is with this knowledge that the small, rural community of Yutan looks forward to finding a program to prevent chemical abuse. A needs assessment concerning drug abuse should be the beginning of program consideration.



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## FINDINGS OF THE STUDY

## CHAPTER III

This study will attempt to compare the perceived use of alcohol, tobacco and marijuana in the elementary grades of the Yutan School with that in the junior-senior high school, to determine if there is a need to develop a curriculum to prevent chemical substance abuse.

The questionnaire used in this study was developed from questions used in the National Survey on Drug Abuse: Main Findings 1979 (NIDA, 1980) and from the PRIDE Drug usage Prevalance Questionnaire (PRIDE, Atlanta), with modifications suggested by the SAY-NO committee of the Yutan Public School and by the Yutan school administration. A copy of the questionnaire is in Appendix A.

The questionnaire was given to all students in the Yutan School in December of 1984. It was completed by one hundred thirty-one elementary students and one hundred seventy-three high school students, the total school population, less those who were absent on the day the questionnaire was given.

There was a slight difference between the high school and the elementary questionnaires but the questions compared in this study are identical except where noted.

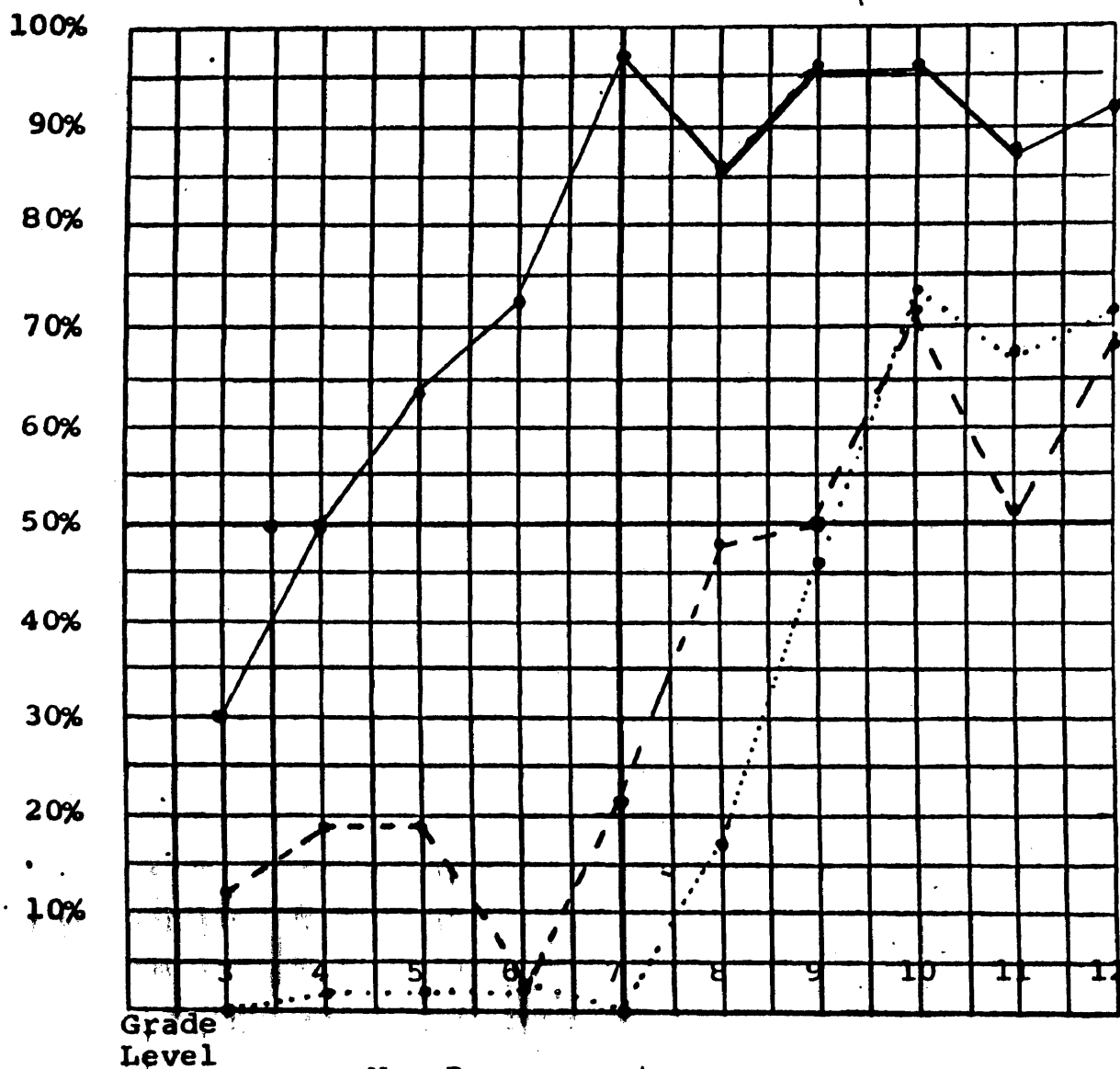
The first question on the elementary survey was "Do you ask for aspirin when you aren't feeling well?" This

question was not asked on the high school questionnaire and is therefore not treated in the data.

#### ALCOHOL

Questions concerning alcohol, tobacco and marijuana were compared. The questions concerning alcohol were: "Have you ever had a drink of alcohol?", "Have you ever been intoxicated?", and "Have you been intoxicated within the last thirty days?". The question asked high school students was phrased "Have you ever been under the influence of alcohol?" rather than "intoxicated". While this difference in phraseology could result in a differing interpretation by students, the questions were compared as if they did not differ.

Responses to the question "Have you ever had a drink of alcohol?" were positive for fifty-five percent of elementary students and ninety-two percent of high school students. To the question "Have you had a drink of alcohol in the past thirty days?", the answer was "yes" for thirteen percent of the elementary students and fifty-one percent of the high school students. "Have you ever had enough alcohol that you would say you were intoxicated?" was answered "yes" by two percent of the elementary students and forty-four percent of the high school students. None of the elementary students indicated that they had been intoxicated in the last thirty days, while twenty percent of the high school

**FIGURE 1****ALCOHOL****Yes Responses to:**

- Question 2. Have you ever had a drink of alcohol? \_\_\_\_\_
3. Have you had a drink of alcohol in the last thirty days? -----
4. Have you ever had enough alcohol to say you were intoxicated? ....

students answered "yes" to this question. (When elementary students asked the meaning of the word "intoxicated" it was interpreted as "drunk".)

Figure 1 shows a graph of the responses by individual grades to these four questions. An upward trend is shown graphically, with a steady increase in percentage from grades three to six for those saying they have had a drink of alcohol. Questions concerning recent use and intoxication show a very sharp upward curve beginning in junior high school. In the tenth, eleventh and twelfth grades better than fifty percent of the responses were positive to use in the last thirty days, and better than two thirds of the students indicated that they have been intoxicated.

Ninety-five percent of elementary students and eighty-one percent of high school students indicated that they thought drinking harmful to health, and ninety-seven percent of the elementary and ninety-six percent of the high school respondents indicated that they did not think drinking alcohol would make people like them more. No attempt was made to correlate attitude questions to usage questions concerning alcohol.

#### TOBACCO

Questions eight, nine and ten concerned tobacco. Twelve percent of the elementary students and sixty-six percent of the high school students indicated that they

had at sometime smoked a cigarette or part of a cigarette. Two percent of the elementary and twenty-one percent of high school students indicated that they had smoked in the last thirty days. The question "Do you think that smoking is harmful to your health was answered "yes" by ninety-five percent of the elementary students and ninety-six percent of the high school students. The response by grade level for questions eight and nine are shown graphically in Figure 2.

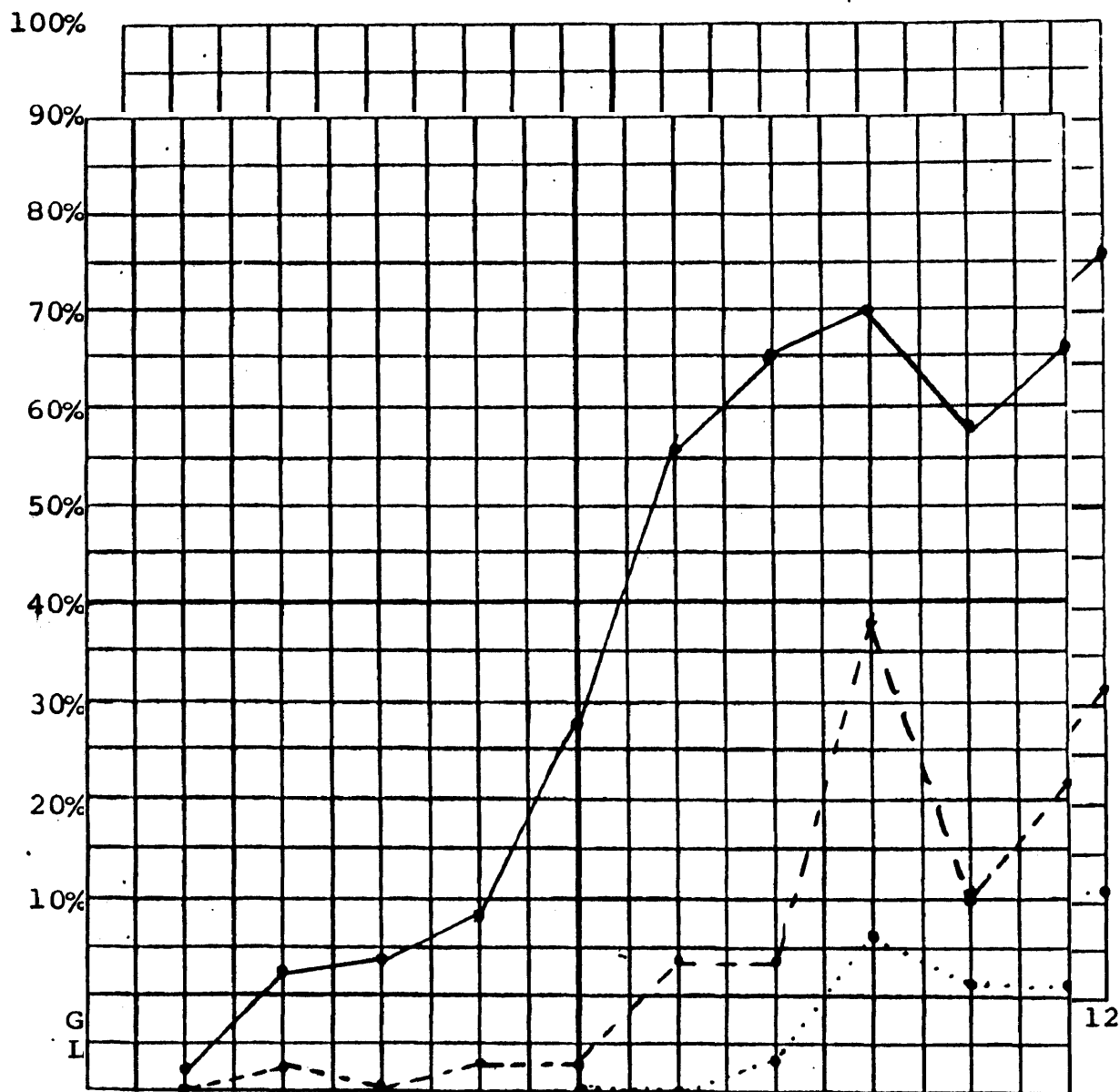
The percentage of those who answered "yes" to question eight ("Have you ever smoked a cigarette or even part of a cigarette?") increased steadily through each grade level with a sharp jump from eighteen percent in sixth grade to thirty-eight percent in the seventh grade. The rise continues with sixty-six percent in the eighth grade, seventy-five percent in the ninth grade and eighty percent in the tenth grade. The eleventh and twelfth grades show lower percentages.

Those who responded "yes" to smoking in the last thirty days were three percent or less in all elementary grades, but the number rose steadily from three percent in the seventh grade to a high of forty-eight percent in the tenth grade. Grades eleven and twelve showed lower percentages.

Elementary students were not asked if they considered themselves regular smokers, but in the high school the

FIGURE 2

CIGARETTES



Question 8. Have you ever smoked a cigarette? \_\_\_\_\_

9. Have you smoked a cigarette in the last thirty days? -----

9a. Would you say you are a regular smoker?....

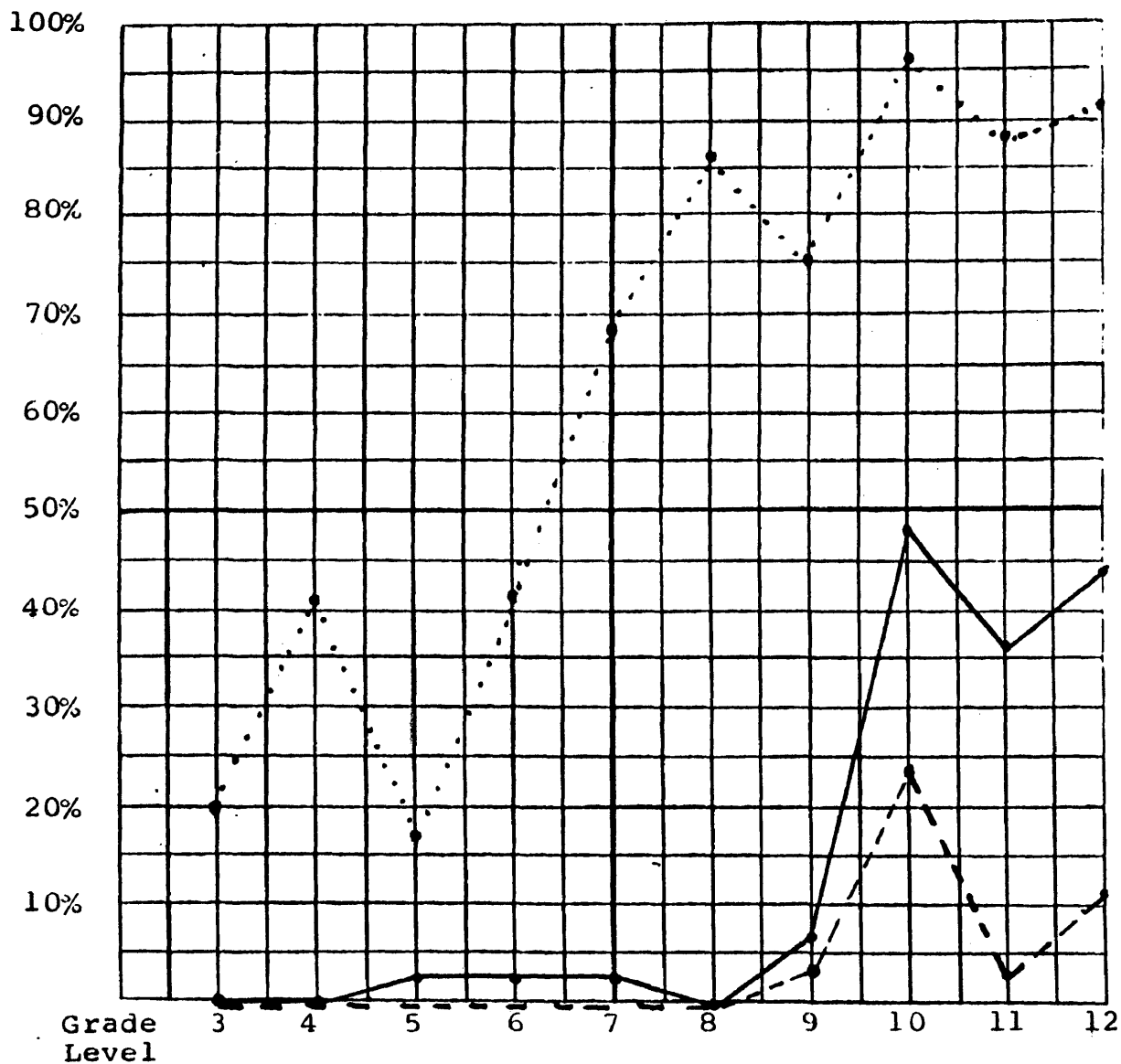


percentage of those who smoked regularly rose from zero in the seventh and eighth grades, to four percent in the ninth grade, six percent in the tenth grade, and twelve percent in the eleventh and twelfth grades.

#### MARIJUANA

Question twelve asked students if they knew what marijuana is and eighty percent of elementary students and ninety-nine percent of the high school students answered this positively. Question thirteen asked "Do you think marijuana smoking is harmful to your health?" Ninety-four percent of the elementary students and ninety percent of the high school students responded positively.

Question fourteen asked: "Have you ever smoked a marijuana cigarette?" Two percent or two elementary students answered "yes" to this question. In the high school, twenty-one percent or thirty-five students indicated that they had used marijuana. None of the elementary students answered "yes" to the question "Have you smoked a marijuana cigarette in the last thirty days?", while seven percent or eleven high school students answered "yes" to this question. The perceived usage of marijuana shows an increase in the high school rising from four percent in the ninth grade to a high of twenty-four percent in the tenth grade, down to four percent in the eleventh grade, with another rise to twelve percent

FIGURE 3MARIJUANAYes Responses to:

- Question 14. Have you ever smoked a marijuana cigarette? \_\_\_\_  
 15. Have you smoked a marijuana cigarette in the last thirty days? ----  
 16. Do you know anyone who has smoked a marijuana cigarette? .....

in the twelfth grade.

The question "Do you know anyone who has ever smoked a marijuana cigarette?" drew positive responses from thirty percent of the elementary students and eighty-four percent of the high school students. An examination of the graph on Figure 3 shows that positive responses to this question tend to indicate an upward trend, clustering around ninety percent in the upper three grades of the high school.

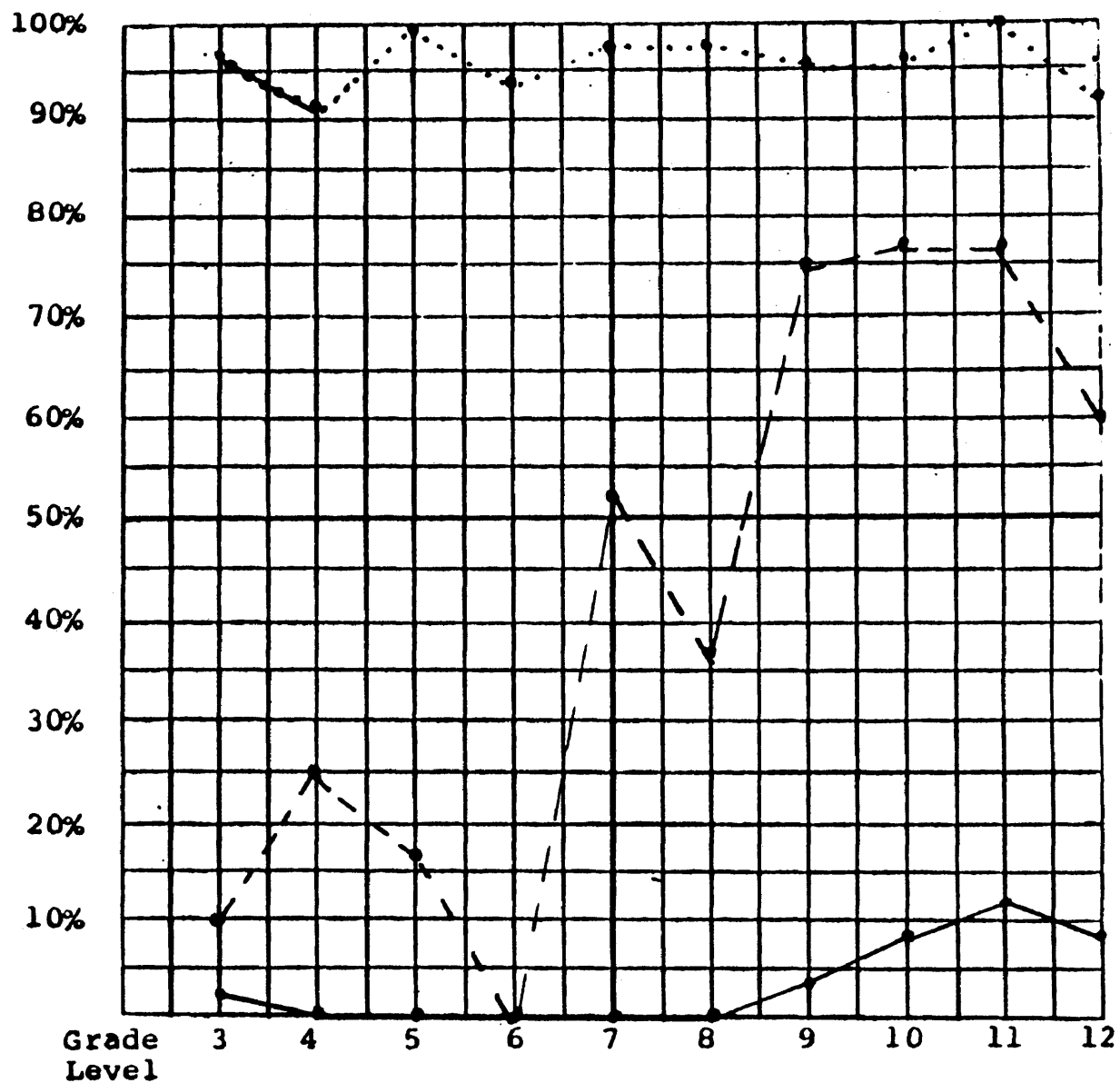
#### HARD DRUGS

Question seventeen asked students if they have ever used "hard" drugs, without defining this term. One percent of the elementary students and five percent of the high school students answered this positively. This translates to one elementary student and five high school students answering "yes" to this question. The elementary student was a third grader who may have misinterpreted the question.

In answer to the question "Do you think "hard" drugs are harmful to your health?" a positive response was made by ninety-five percent of elementary students and ninety-six percent of high school students. Figure 4 indicates these responses.

The question of hard drugs was not pursued at length because the school administration does not perceive them to be a problem and did not wish to plant suggestions.

FIGURE 4  
HARD DRUGS



Yes Responses to:

- Question 17. Have you ever used any "hard" drugs? \_\_\_\_\_  
 18. Do you know anyone who ever uses "hard" drugs? -----  
 19. Do you think hard drug use is harmful to a persons health? ....

No attempt was made to correlate any of the parts of the questionnaire to other parts of the questionnaire as this study is limited to a comparison of usage in the elementary grades to usage in the high school, for the purpose of determining if an elementary curriculum for substance abuse prevention should be developed.

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## CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

It was the purpose of this study to determine if a need exists to establish a curriculum for substance abuse prevention for the elementary students of the Yutan Public Schools. A comparison of responses to a questionnaire administered to the elementary and junior-senior high school students is the basis for this study.

Summary.

Following is a summary of the major findings from this study:

1. Fifty-five percent of the elementary students and ninety-two percent of high school students indicated that they had used alcohol.
2. Thirteen percent of elementary students and fifty-one percent of high school students indicated they had used alcohol within the last thirty days.
3. Two percent of the elementary students and forty-four percent of the high school students indicated they had at some time been intoxicated.
4. None of the elementary students but twenty percent of the high school students indicated they had been intoxicated in the last thirty days.

5. Twelve percent of the elementary students and sixty-six percent of the high school students indicated they had smoked a cigarette or part of a cigarette.
6. Two percent of the elementary students and twenty-one percent of the high school students said they had smoked a cigarette within the last thirty days.
7. Seven percent of the high school students indicated that they considered themselves regular smokers. This question was not asked of the elementary students.
8. Two percent of the elementary students and twenty-one percent of the high school students said that they had smoked a marijuana cigarette.
9. None of the elementary students and seven percent of the high school students said they had smoked a marijuana cigarette in the last thirty days.
10. Thirty percent of the elementary students and eighty-four percent of the high school students said that they knew someone who smoked marijuana cigarettes.
11. One percent of the elementary students and five percent of the high school students said they had used "hard" drugs. (The "yes" response in the elementary is suspected to be a misunderstanding of the question by a third grader).

12. Questions concerning attitudes toward alcohol, tobacco and marijuana use indicated that ninety-seven percent of all students considered these substances harmful to health.

#### CONCLUSIONS.

1. Use of such "gateway" drugs as alcohol, tobacco and marijuana begins in the elementary grades in Yutan.
2. Use of tobacco shows an increase from the elementary grades to the junior-senior high school both in initial and recent use.
3. Use of alcohol and marijuana shows an increase in the tenth, eleventh and twelfth grades.
4. Use of these "gateway" drugs is harmful is a consistent opinion throughout the survey.

#### RECOMMENDATIONS FOR FURTHER STUDY.

1. A curriculum should be developed to promote chemical substance abuse prevention, beginning in the early elementary grades.
2. A long term study should be made to determine if instruction beginning in the elementary grades will affect drug usage in high school and beyond.



3. Since various approaches to drug abuse prevention are suggested, the curriculum which is offered should be tested to find which is the most effective.



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## APPENDIX

APPENDIX A

## SUBSTANCE ABUSE SURVEY:

AGE: 8 9 10 11 12

GRADE: 3 4 5 6

PLEASE CIRCLE YES OR NO TO ANSWER THE FOLLOWING QUESTIONS?

- Yes No 1. Do you ask for aspirin when you aren't feeling well?
- Yes No 2. Have you ever had a drink of alcohol?
- Yes No 3. Have you had a drink of alcohol within the last 30 days?
- Yes No 4. Have you ever had enough alcohol that you would say you were intoxicated?
- Yes No 5. Have you been intoxicated within the last 30 days?
- Yes No 6. Do you think that drinking alcohol would make people like you more?
- Yes No 7. Do you think that drinking alcohol is harmful to a persons health?
- Yes No 8. Have you ever smoked a cigarette or even part of a cigarette?
- Yes No 9. Have you smoked a cigarette within the last 30 days?
- Yes No 10. Do you thing that smoking cigarettes is harmful to a persons health?
- Yes No 11. Do you think that smoking would make people like you more?
- Yes No 12. Do you know what marijuana is?
- Yes No 13. Do you think smoking a marijuana cigarette is harmful to a persons health?
- Yes No 14. Have you ever smoked a marijuana cigarette?
- Yes No 15. Have you smoked a marijuana cigarette in the last 30 days?
- Yes No 16. Do you know anyone who has ever smoked a marijuana cigarette?
- Yes No 17. Have you ever used any "hard" drugs?
- Yes No 18. Do you know anyone who ever uses "hard" drugs?
- Yes No 19. Do you think "hard" drug use is harmful to a persons health?



# APPENDIX B

40

SURVEY RESPONSES BY PERCENTAGE OF TOTAL RESPONSES

Grade Level	QUESTIONS									
	1	2	3	4	5	6	7	8	9 (9a*)	10
3 Y	80	30	13	0	0	0	97	3	0	97
N:30 n	20	70	87	100	100	100	3	97	100	3
4 Y	56	50	19	3	0	0	94	13	3	91
N:32 n	44	50	81	97	100	100	6	87	97	9
5 Y	61	64	19	3	0	0	100	14	0	0
N:36 n	39	36	81	97	100	100	0	86	100	100
6 Y	73	73	3	3	0	12	94	18	3	94
N:33 n	27	27	97	97	100	88	6	82	97	6
7 Y	97	21	0	0	0	0	97	38	3	0
N:29 n	3	79	100	100	100	100	3	62	97	100
8 Y	86	48	17	6	3	3	91	66	14	0
N:35 n	14	52	83	94	97	97	9	34	86	100
9 Y	96	50	46	7	4	4	79	75	14	4
N:28 n	4	50	54	93	96	96	21	25	86	96
10 Y	96	72	76	64	4	4	72	80	48	16
N:25 n	4	28	24	36	96	96	28	20	52	84
11 Y	88	52	68	24	4	4	80	68	20	12
N:25 n	12	48	32	76	96	96	20	32	80	88
12 Y	92	68	72	32	12	12	60	76	32	12
N:25 n	8	32	28	68	88	88	40	24	68	88
3 - 6 Yes	55	13	2	0	3	3	95	12	2	--
N: 131 no	45	87	98	100	97	97	5	88	98	--
7 - 12 Yes	92	51	44	20	4	4	81	66	21	7
N: 167 no	8	49	56	80	96	96	19	34	79	93

N = number  
Y = Yes  
n = no

\* Question 9a asked of high school students only.

# APPENDIX C

Survey responses continued:		QUESTIONS												
		11	12	13	14	15	16	17	18	19	20	21	22	23
Grade	Level	%	%	%	%	%	%	%	%	%	%	%	%	%
3 Y		0	66	100	0	0	20	3	10	97				
N:30	n	100	34	0	100	100	80	97	90	3				
4 Y		0	72	91	0	0	41	0	25	91				
N:32	n	100	28	9	100	100	59	100	75	9				
5 Y		0	89	100	3	0	17	0	17	100				
N:36	n	100	11	0	97	100	83	100	83	0				
6 Y		9	91	85	3	0	42	0	0	94				
N:33	n	91	9	15	97	100	58	100	100	6				
7 Y		0	100	97	3	0	69	0	52	97				
N:29	n	100	0	3	97	100	31	100	48	3				
8 Y		0	100	97	0	0	86	0	37	97				
N:35	n	100	0	3	100	100	14	100	53	3				
9 Y		0	100	93	7	4	75	4	75	96				
N:28	n	100	0	7	93	96	25	96	25	4				
10 Y		0	96	100	48	24	96	8	76	96				
N:25	n	100	4	0	52	76	4	92	24	4				
11 Y		0	100	88	36	4	88	12	76	100				
N:25	n	100	0	12	64	96	12	88	24	0				
12 Y		4	96	60	44	12	92	8	60	92				
N:25	n	96	4	40	56	88	8	92	40	8				
3 - 6	yes	2	80	94	98	0	30	1	26	95				
N: 131	no	98	20	6	2	100	70	99	74	5				
7 - 12	yes	1	99	90	21	7	84	5	61	96				
N: 167	no	99	1	10	79	93	16	95	39	4				
N = number														
Y = yes														
n = no														