Creating a Model for a Student Assistance Program for High School Students Involved in Substance Abuse

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CREATING A MODEL FOR A STUDENT ASSISTANCE PROGRAM

FOR HIGH SCHOOL STUDENTS INVOLVED IN SUBSTANCE ABUSE

(TITLE)

BY

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Abstract

Substance abuse is a problem faced by schools, parents, students and communities. The purpose of this field experience was to provide a plan to help educators, parents, students and communities deal effectively with youth involved in substance abuse. The need for this field study became evident to the researcher when twenty-five students from the student body of Salem Community High School were placed in in-patient substance abuse programs during the 1985-86 school year.

The literature was examined and certain reactions and trends indicated in the literature were identified. Many substance abuse programs were reviewed. Key programs reviewed include the following:

Prevention Plus: Involving schools, parents and the community in alcohol and drug education

Substance Abuse Program of the Hazeldon Foundation Impact Training
The D.A.T.E. Manual
Here's Looking At You Two, Senior High Prevention Center Resource Kit
The Day Break Program.

This study resulted in a model designed to help schools, students, parents and communities deal effectively with high school students involved in substance abuse. The model has five component parts that can be used individually or collectively to provide an effective program that has both depth and substance.

Chapter I introduces the problem, gives an overview of the significance of the problem, gives the specific project objective, and defines terms necessary to an understanding of substance abuse, and limitations.

Chapter II gives a rationale for the field experience and provides a review of related literature.

Chapter III provides an overview of the model suggested in the study and includes the model in its five component parts.

A brief summary and recommendations concludes the paper in Chapter IV.
Chapter I

Overview Of The Program

Statement of Project Goal

Thousands of high school students are involved in various degrees of substance use and abuse. Because of this involvement, schools, parents, students and communities are faced with how to deal with the problem. A goal of this field study is to provide educators, parents, students, and communities with a program plan to assist in making appropriate decisions about substance use and abuse.

The field study results in a written plan that can be used to deal with the problem. The field study provides a model whereby educators can initiate positive change in their schools and communities.

Background and Significance of The Field Study

During the 1985-86 school year twenty-five high school students enrolled in Salem Community High
School, Salem, Illinois, were involved with in-patient substance abuse programs. These students indicated there were numerous other students in the student body who were heavily involved in chemical dependency and needed help.

The initial reaction by the school and the Board of Education was to deal with students involved with substance abuse as discipline problems. The students were either suspended or expelled from school. This approach took the student out of the school setting, but in many cases placed the student on the street. The researcher felt suspension or expulsion did little or nothing to help students or parents deal effectively with the problem.

Investigation of students from Salem Community High School revealed three percent of those students from inpatient treatment remained chemically free for more than four weeks after treatment. The researcher felt a program should be developed and implemented to deal with high school students involved in substance abuse. The program should also help other students
make appropriate decisions about the use of alcohol and other substances.

The field experience will draw from the historical setting of substance involvement by high school students at Salem Community High School plus the experiences of the school, community and the researcher in dealing with substance abuse. The field experience will provide a model which can be used by other schools and communities in dealing with substance abuse problems in the school setting.

Specific Project Objective

The objective of this field experience is to produce a model for a student assistance plan usable for educational professionals, students and parents.

Definitions

Alternatives: Alternatives refers to those activities and skills a person uses as alternatives to chemical substances. The choice of alternatives involves an assessment of individual needs. These choices promote personal awareness, interpersonal relationships,
self-reliance, creative and asthetic experience, philosophical explorations, social or political involvement or religious experience.

Community Resources: Those agencies and forces which affect children directly or indirectly and which an effective school program can tap for cooperative assistance although they are generally outside the control of school boards or administrators.

Decision-making: Any actions one chooses to take or not to take is the result of the decision-making process. Decision-making is a skill which must be learned. The individual becomes free to become what he or she chooses after appropriate decision-making skills are learned.

Drug Abuse: The use by self-administration of any drug in a manner that deviates from accepted social and medical practice within a given community or society.
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Intervention: A substance abuse program providing services which are non-scheduled, short term, and referral oriented.

Life Coping Skills: Ways of dealing with the problems and challenges of living, changing and growing.

Peer Pressure: A social urging to behave in a way that is acceptable among people in one's own general age group. Peer pressure involves the need to accepted, the need to have friends, and the need to check personal feelings and values with others. Understanding of the peer pressure placed on the individual by others is a positive method in coping with peer pressure.

Risk-taking: An important element in the decision-making process. One is willing to take great risks if a particular outcome is highly valued.
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Significant Others: People in one's life to whom one gives credibility and respect and toward whom one cares. People are significant others because of their role in one's life. The extent of the significance of those others is determined by the credibility an individual has assigned to them. This significance differs with each particular issue faced in one's life.

Substance: All chemicals such as alcohol, spirits, wine, beer, controlled substances, prescription drugs, over the counter products, inhalants, and substances other than food used to affect the structure or any function of the body.

Treatment: The broad range of planned and continuing in-patient, out-patient, and residential services including diagnostic evaluation, counseling, medical, psychiatric, psychological, social service care, and occupational services which may be extended to
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substance abusers and which is geared toward influencing the behavior of an individual to achieve a state of rehabilitation.

Valuing: Beliefs or preferences that guide people's actions. Valuing is a skill to be learned and utilized in making responsible decisions about use or non-use of substances. Values clarification requires students to examine their behavior and their values on the basis of choosing, prizing, and acting.

Limitations

The need for the model developed in this field study became apparent to the researcher through work with high school students at Salem Community High School, Salem, Illinois. The model has been developed to meet the needs of Salem Community High School and the Salem Community.

Salem Community High School has a student population of 950 students and serves a community population of approximately 12,000. The size and needs
of Salem Community High School should be considered when the model is applied to schools of various student populations.
Chapter II

Rationale And Related Literature

Rationale

The researcher is the principal of Salem Community High School, Salem, Illinois. The school is a high school district and is comprised of over two hundred square miles. Five elementary schools feed into the high school.

The district is boardered on the north by Kinmundy-Alma High School, on the south by Mt. Vernon High School, and on the east by Flora High School and Wayne City High School, and on the west by Centralia High School and Odin High School.

The large geographic area covered by the school district provides the school with a diversified student body. Hispanics, Asians, Indians and Caucasians are represented in the student body. Black students are not currently enrolled in the student body.
A Review of the Literature

The following review of literature relevant to adolescent substance abuse provide a brief synopsis of the key research regarding adolescent substance abuse.

The literature indicates there have been numerous studies about adolescent substance abuse. Moskowitz, Schaps, Schaeffer, and Malvin (1984) studied the combined effect of two substance abuse prevention strategies on the circumstances of drug use and actual drug involvement among junior high students. The study was done over a twelve week period involving two control groups. One group was exposed to substance abuse information presented by teachers trained in classroom management techniques for effective drug education. The other group was exposed to substance abuse information presented by teachers not trained with specific classroom management techniques for effective substance abuse education. The results showed drug education by trained teachers held promise as a substance abuse strategy for female students.
Results also suggested difficulty in changing classroom socioemotional environment through in-service training.

Mookherjee (1984) studied the drinking habits of high school students in rural counties in middle Tennessee. Mookherjee concluded peer influence is considered an important factor in drinking habits of high school students. He found most students' drinking is done in the company of friends. The children of non-drinking parents were in many instances heavy users of alcohol. Mookherjee also concluded programs should be developed in schools and in the adult community to systematically increase awareness of the consequences of drinking. He further concluded teachers and other school personnel be trained to adequately instruct students in alcohol education, and parents be actively involved in alcohol education.

Parents of school age children are learning medical reasons for laws governing underage drinking. Schuchard, (1984) indicated that while parents' efforts to educate themselves and their children about alcohol abuse and dangers have not always been easy, parents are beginning to understand the health and development
risks associated with childhood experimentation with drugs and alcohol. Parents are beginning to use effective strategies for prevention such as coordinated programs through the schools and support groups. Parents are learning about progressive stages involved in teenage substance abuse. ("Protecting The Family Dream," 1985), five stages of substance abuse are identified. These stages are the curiosity stage, where teenagers are influenced by the messages of the media, peers, etc., to get involved with drugs. In the second stage the youth learns how easy it is to feel good through chemical use. Stage three the youth actively seeks the mood-swing produced by chemicals. Stage four the youth plans his or her day around using drugs. In the final stage of chemical dependency the youth no longer gets a high from drugs, but continues to use drugs to feel normal.

The literature seems to indicate that school personnel and parent group leaders have different perceptions of the contributions of school policy to student behavior. Moskowitz (1985) made a study of the effects of parent groups on adolescent substance abuse.
Parent groups were chosen from two sites for the study. Both parent groups had been credited with decreasing alcohol and drug use among students, decreasing truancy, and improving achievement levels. The study concluded school personnel and parent leaders had different perceptions of the parents' contributions to changes in school policy and student behavior.

Student behaviors may not be significantly affected by substance abuse programs in the school setting. The literature suggests that the strongest means available to parents for influencing children's use of substances are the values they convey to their offspring. Peele (1984) further suggests values may not be immediately connected to alcohol or other substances. Positive values identified by Peele that may help in arming youth against involvement in drug abuse include: (1) a sense of healthfulness and how to attain it; (2) a belief it is worthwhile to get to the bottom of a problem; (3) an appreciation of achievement and involvement in positive enterprise; (4) a sense of community and of obligation to others; (5) a sense of one's own values.
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Certain attempts have been made to persuade youths to adopt favorable attitudes toward responsible alcohol use. It appears response to this approach has been mixed. Williams (1985) assigned subjects one of four different types of treatment conditions. These were: (1) high fear appeal with a non-alcoholic communicator; (2) low fear appeal with an alcoholic ("credible") communicator; (3) low fear appeal with a nonalcoholic communicator; and (4) high fear appeal with an alcoholic ("credible") communicator. Students were given attitude questionnaires immediately after presentations with the various communicators and were given attitude questionnaires one week later. The results indicated knowledge retention was greater under conditions of a "credible" communicator and "low" fear appeal. These effects persisted through time.

Alternative education programs may be a response to students involved in substance abuse. Cook, Lawrence, Morse, and Loehl (1984) suggest, in a study of two groups that significant changes were developed by the group using alternative methods. This study involved 135 students who were in an alternative
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program based on positive alternatives. The other
group of 106 students were involved in a traditional
school program. Implications were drawn from the study
which suggest certain types of positive alternative
education programs may help students change their
attitudes about substance abuse.

Many approaches to prevention of substance abuse
and intervention to control substance abuse are covered
in the literature. Perry and Jessor (1985) have
described a three dimensional conceptual model for
health promotion intervention to prevent adolescent
drug abuse. The model is based on an analysis of the
concept of health into four domains: (1) physical, (2)
psychological, (3) social, (4) personal. The purpose
of the model was to change behavior through two major
strategies. These strategies are: (1) introducing and
strengthening health enhancing behavior and (2)
weakening and eliminating compromising behavior. This
model has tended to serve the purpose of its design.
It tends to strengthen appropriate behavior and
decision making, and weaken inappropriate behavior and
poor decision making.
McAlister (1984) did an extensive review of research studies that dealt with effective approaches for prevention of substance abuse by youth. McAlister discovered that two basic approaches to prevent substance abuse among youth which appear to be most effective. The first approach is a direct or specific approach in that it represents direct efforts concerned with alcohol. The most successful of the direct approach programs have been concerned with motivation and using peer pressure as a motive for avoiding risk-taking. The second approach is the indirect or general approach. This approach is directed at efforts intended to have a general impact on a number of behavioral threats to health. It was further suggested by McAlister that the most important studies may be those that seek to improve social skills, family relations, and school attendance and achievement. McAlister also concluded that to build successful programs for prevention the general problems of quality of education, employment, and family life must be stressed.
The researcher reviewed several philosophical and curricular approaches to substance abuse. A common theme appeared to emerge. This was substance abuse education is more than dispensing information concerning drug pharmacology effects and addictions. The literature appears to show substance abuse prevention should consider drug abuse as a problem of what is already inside the person. Drug consumption is not the real problem, but is rather an expression of an intrinsic and complex need for the user to alter his or her consciousness, (King, John and Sue 1978). The Kings stressed the focus of substance abuse prevention must be on the individual and his life skills. When positive skills for dealing with stress are developed, substance abuse becomes less attractive and more unlikely to happen.

Substance abuse prevention must facilitate positive and effective communication between people. Positive life skills which foster communication between people is a vital part of prevention.
Chapter III
Overview of The Model

Introduction

The purpose of this field study is to create a model to help local school districts effectively deal with students involved in substance abuse. The model considers working with parents and families of students involved in substance abuse. The use of parent and citizen support groups is considered in the model.

The model was developed through a review of the literature and through observation of students involved in substance abuse. The experience of the researcher in dealing with numerous cases of students involved in substance abuse was also considered in the development of the model. The format of this chapter is to present an overview of the model and then present the five component parts of the model.

Consideration has been given to the various aspects of adolescent substance use and abuse in the school setting. The five specific component parts of the model were designed to offer the school a program with substance and depth.
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The components of the model are:

Policy
Parent-Citizen Support Group
Student Substance Abuse Program Manual
Sample School Substance Abuse Program And
Student Guidelines
Alternatives

The components of the model can be used as specific guidelines for the establishment of a substance abuse program in the local school setting.

The Model

Policy Clear, consistent policies regarding substance abuse are necessary for several reasons. Among these reasons are:

1. Students under the influence of chemicals cannot function within the proper learning environment established by boards of education and school administrators and teachers.
2. The absence of clear, consistent substance abuse policies may lead to misunderstanding and confusion among students, school personnel, parents and local community, which may lead to inaction or arbitrary and inappropriate action by school authorities.

3. Without clear substance abuse policies, students do not get a clear message from authorities about what is appropriate or inappropriate.

4. When policies are absent school authorities may find it difficult to provide appropriate assistance to students who need help. School authorities may also be open to lawsuits and opposition from parents and students.

The researcher has considered both the prevention and intervention issues of substance abuse in policy consideration. A number of considerations must be made about various aspects of the school program and how those aspects are going to be effected by a substance abuse policy before any policy can be written.
The researcher has listed five areas for consideration before written policy should be made. This is not intended to be an exhaustive list of considerations, but is based on the experience of the researcher.

1. Curriculum: Curricular considerations should be carefully made. Curricular adoptions must go through the approval process of the local district. Decisions must be made about the amount of time that will be given to teaching substance abuse information. Different teaching techniques and strategies should be considered. Decisions must be made about the specific information that will be taught at specific grade levels. Teachers must receive appropriate professional training about substance abuse. The literature must be carefully reviewed to find appropriate materials for local needs. Does the district have appropriate funds available to introduce and maintain a substance abuse program in the school curriculum?
2. Teacher training: Appropriate time, energy, and money must be budgeted and expended for in-service and training of staff. Considerations:
   a. Provisions for released time for teachers to participate in the in-service program.
   b. Decisions must be made about who will train the staff. A cadre of local teachers can be trained and used to train other teachers, or outside specialists could be hired to train the staff.

3. Parent training: Decisions must be made about the most appropriate way to train parents about substance abuse, prevention and intervention. Considerations:
   a. Parents must be given realistic information without being lead to believe the school is a haven for drug dealers and all students are using drugs.
b. Decisions must be made about the extent of parent involvement in the substance abuse educational program.

4. The intervention process in the curriculum:
Considerations:
   a. The school attorney, or the Illinois State Board of Education Legal Department should give an opinion about the school's liability concerning substance abuse prevention and intervention activities in the curriculum.
   b. Provide released time for students to attend counseling sessions during the school day.
   c. Provisions concerning confidentiality should be made.
   d. A referral process for students should be devised.
   e. Should a person be placed on the staff to coordinate all substance abuse activities?
5. The Community:

Considerations:

a. Decisions must be made about the type of information that will be made available to the community regarding the commitment of the school to deal effectively with the substance abuse problem.

b. Make provisions for law enforcement authorities to be on campus.

c. Consider the establishment of a parent-community support group. Who should direct and coordinate the activities of the parent support group? What should be the primary function of the parent support group?

The school and community may deal with other policy issues that have arisen after the school has implemented a substance abuse prevention/intervention program. Classroom substance abuse education, and teacher training activities may raise the level of awareness of students, teachers, and school staff and may lead to identification of both students and teachers who are abusing alcohol or other drugs.
Clear, specific policies which answer questions as: "What happens when a student is drunk or under the influence of drugs at school? What happens when a student buys or sells alcohol or other drugs at school? What happens when the teachers or other staff members are identified as abusing alcohol or other drugs and this is affecting their work?" The Drug Enforcement Administration of the U.S. Department of Justice suggests the following to help local districts develop policies to deal with substance abuse (*King* and *King* 1978)

1. Effective prevention education should be included as an integral part of the school curriculum.

2. Alcohol and drug education should enable students to clarify their values, cope with their feelings, make sound decisions, and develop a positive self-image.

3. The curriculum should also include information on existing legislation to help young people develop an understanding of the legal process and the legal system.
4. School personnel should be able to identify users of psychoactive substances at an early stage and provide early intervention.

5. School authorities should develop proactive as well as reactive measures to avoid the perpetuation of substance abuse problems.

6. A method must be developed for referring substance abusing students and their families to qualified human service agencies.

7. School policies should clearly define the types of cases which will be referred to the local authorities for reaction through the criminal justice system and those which will be handled in less formal ways by the school or family.

8. Policies should be clear regarding the extent of confidentiality between students and counselors and teachers.

9. Clear channels should be established through which the school will communicate with the family and human service and law enforcement agencies.
The experience of the researcher supported by the literature suggest the most important guideline for a school district attempting to develop substance abuse policies is that implementation must be coupled with effective prevention and early intervention programs. Rules and policies will not eliminate substance abuse. School policies and local prevention programs should be developed together and should be mutually supportive and reinforcing.

**Parent-Citizen Support Group**

The literature indicates citizens involved in parent support groups and professional staff members have different perceptions of the effectiveness of parent support groups affecting the decision making skills of students. The experience of the researcher from the past three years indicates parents and citizens of the local community have a role in the school substance abuse program.

It appears that the selection of the person to chair or lead the parent group is important. This selection should be made by the school superintendent
or principal. This person must have an interest in the school and the community. The person must be in a position to spend many hours in planning and implementing programs and activities. The chairperson should be known and trusted in the community. The person should be familiar with the local business community.

The purpose of the parent group is to support the school substance abuse program by providing a number of services.

1. Providing money to be used in various areas of the substance abuse program.

2. Providing transportation for speakers, and other consulting personnel.

3. Taking care of details involved with substance abuse prevention activities.

4. Organizing activities such as informational luncheons and dinners.

5. Working closely with school administrators in supporting the substance abuse program activities.
6. Maintaining close contact with local press to insure the correct information about the substance abuse program is being given to the public.

It appears to the researcher that the most valuable aspect of the parent support group is that it helps the school communicate to the public that substance abuse is a problem in the school just as it is a problem in society. Parents recognize the substance abuse program is not a tool to be used to punish students involved in substance abuse. Parents recognize the substance abuse program to be a positive step taken by the school to help students make appropriate decisions about their lives. When the substance abuse program is viewed in terms of its positive effect on students and their families it will be accepted and supported by parents and the community.

**Student Substance Abuse Program Manual**

It is recommended that the board of education adopt a policy such as the following:
If a student violates the Student Substance Abuse Policy the student will be given the option of expulsion, enrollment into the Student Substance Abuse Program, or an approved intervention alternative. The school will provide the following services through the Student Substance Abuse Program:

1. Intervention services to 7-12 grade students who have violated school policies related to substance abuse:
   The program will:
   a. assess treatment needs of youth, and their families, in cases where school officials have referred students for school-related drug/alcohol use problems and where necessary to refer students and parents to appropriate community agency for specialized treatment.
   b. Provide a twenty day out patient treatment program for students.
   c. Provide a support program for parental guardians.
2. The program will provide information about the consequences of drug/alcohol use to students and their parents who have experienced drug/alcohol related problems and who have, as a result, sought help voluntarily. Information is also provided for parents in a group counseling format focusing on parenting skills designed to make continued use of drugs and alcohol less likely. Voluntary enrollment in the Student Substance Abuse Program will allow the student and his/her parents full participation in intervention and aftercare services without any punitive measures. Parents should contact school administrators for enrollment information.

3. The program will enhance awareness among teachers, counselors, administrators, students, and parents of realistic dangers associated with drug/alcohol abuse and the appropriate means to identify and combat them. This will be done through lectures, in-service programs, seminars, and meetings with school district staff members and parents both on the elementary and secondary levels.
4. The program will provide prevention strategies for students and parents and the professional education staff.

5. The program will provide in-service training for teachers in the following areas:
   a. How to deal with chemically dependent students
   b. How to deal with students in treatment and in aftercare
   c. Professional enabling
   d. Parent conferences relating to the chemically dependent student.

Prevention efforts will focus primarily on the grade school level.

1. The substance abuse counselor will meet with elementary teachers on a regular basis.

2. Short-term intervention with students experiencing difficulties in the school setting. The process for intervention will be:
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a. Teacher identification of the problem student. (Complete early intervention checklist).
b. Teacher notifies the school principal.
c. The principal contacts the substance abuse counselor.
d. The substance abuse counselor will consult with the teacher, student, and parents.
e. The substance abuse counselor will refer the family to outside resources if significant intervention is required.

3. Parent education will be provided to elementary parents regarding substance abuse prevention, parenting skills, and family life enrichment.

4. A kindergarten through eighth grade prevention curriculum will be implemented throughout the school year. This will include instruction and guidance in the overall prevention philosophy and support for teachers introducing the program into their respective classrooms.
Procedures for entry into the Student Substance Abuse Program are:

1. Student found in possession of or under the influence of alcohol and/or drugs will be taken to the appropriate administrator. Parents will be called; and the police shall be informed in all cases of sales of illegal substances and gross intoxication.

2. Students and parents/guardians will be referred to the program for evaluation.

3. On referral, an intake appointment will be scheduled by Substance Abuse Counselor with the student and guardian aimed at gathering pertinent information regarding the reasons for referral and assessment for appropriate intervention.

4. Following admission to the program, monthly progress reports will be generated on each student and provided to the respective school principal.

5. Upon completion of the program, a discharge summary will be generated documenting
overall program participation and be provided to the respective school principal.

1. Students who violate school substance abuse policies and are admitted to the Student Substance Abuse Program are required to participate in all program activities. Parent participation is also mandatory.

2. Transportation to and from the Student Substance Abuse Program is the responsibility of the parent.

3. Completion of academic assignments is required.

4. Students coming to the program with alcohol or drugs will be subject to expulsion from school.

The substance abuse counselor will provide the following types of in-service programs for teachers and parents:

1. Identification of possible chemically dependent students.
2. High risk students.
Sample School Substance Abuse Program And Student Guidelines

I. All persons admitted to the School Substance Abuse Program are responsible for being aware of and following the guidelines as detailed below. Violation of Student Guidelines may result in expulsion and/or referral to an alternative education program.

II. Scheduling:  A. Twenty days of attendance is required.
B. The School Substance Abuse Program will meet each day from 3:00 p.m. to 5:30 p.m.
C. The School Substance Abuse Program will be (6) weeks in duration. Students will be required to attend group sessions Monday, Tuesday, Thursday, and Friday for the first four weeks. Students will then attend two group sessions (Tuesday and Thursday, 6:00 p.m. - 8:00 p.m.) on weeks five and six.
D. Parental counseling will be held on Mondays and Wednesday from 6:00 p.m. to 7:50 p.m.

III. Program Regulations: A. Student and parent participation in all program activities are strongly encouraged.
B. Transportation to and from the Student Substance Abuse Program is the responsibility of parents. Students are not permitted to drive.
C. Tardiness will not be permitted.
D. Completion of academic assignments is required.
E. Dress codes will be enforced. Drug related paraphernalia on clothing is not permitted.
F. Smoking during the program hours is prohibited.
G. Interaction with other students not in the Student Substance Abuse Program is prohibited during program hours.
H. Documented drug use, disruptive behavior, and/or lack of participation will be documented in treatment progress summaries.
I. Students will be expected to follow all staff instructions regarding classroom and group activities.
J. Students coming to the program with alcohol or drugs will be discharged from the Student Substance Abuse Program and the case disposition will be transferred to the respective school principal.
K. Students leaving the Student Substance Abuse
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Program classroom will be escorted by appropriate adults.

L. Monthly progress reports will be sent to respective school principals.

M. Students will be required to participate in the Student Substance Abuse Program Aftercare Program. Failure to attend Aftercare will result in the case disposition being turned over to the respective school principal for review.

IV. All participants of the Student Substance Abuse Program are expected to follow these guidelines. Violation of these guidelines will result in discharge from the program.

Alternatives

A comprehensive school based substance abuse program includes curriculum based substance abuse prevention strategies, assessment and intervention strategies, substance abuse counseling, controlled student support and after care groups and parent support groups. These activities require the expertise
of professional substance abuse experts. Many school districts may not be able to supply the dollars necessary to employ a substance abuse professional. School districts may be able to participate in an alternate program.

Established in-patient chemical dependency units for adolescents exist in many hospitals. These hospitals may be interested in expanding their referral base. Hospitals are usually limited in the number of beds available for substance abuse patients. To expand their base of referrals a hospital may be interested in participating in a joint agreement with the school by jointly establishing a substance abuse program. The hospital would provide part of the salary for the substance abuse professional to be housed in the school. This professional may be either full-time or part-time. The hospital would request in return for its monetary input that all private in-patient referrals be made to their facility.

Another approach to joint agreement involves more than one school district in a county. This arrangement may be attractive to hospitals because the referral
base to the hospital is much larger. Funds may also be available from county mental health boards. Local or county mental health boards may be eager to participate when a large number of citizens of the county are included in the referral base. The referral process may direct more local people to public human services agencies because of their inability to pay for private hospitalization.

When a local district cannot afford to fund a substance abuse program, alternative methods of funding should be explored. The result of any joint agreement should result in a win situation for all parties of the agreement. Schools win because they provide a needed service to students. Hospitals win because their referral base is broadened. Local and county mental health boards win because many referrals will be made to local county human services agencies.
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Chapter IV

Summary, Conclusions And Recommendations

Summary

Substance abuse appears to be a continuing problem by high school students. The literature indicates the problem is being addressed. Many studies have been made to help educators better identify the problem and create constructive programs to help students, families, teachers, and communities deal with the problem. The model proposed in this field study is to provide a workable structure for educators to use in dealing with students involved in substance abuse. The components of the model can be used separately to provide school districts reasonable direction in dealing with substance abuse policies.

Conclusions

A body of research currently exists to help school districts deal with substance abuse problems. School teachers, administrators, and boards of education no longer need to make improper decisions when dealing with students involved in substance abuse. The
literature has identified certain trends and characteristics of the problem as it has effected schools. The literature also indicates substance abuse professionals have gained a great deal of expertise in the treatment of adolescent clients. Educators can construct programs to help students involved in substance abuse. These programs can be established by boards of education to render appropriate punishment when necessary, and to provide the students and parent a school based substance abuse program, or a referral base so the student can have appropriate professional help.

In the past many substance abuse problems involving high school students were treated primarily as discipline problems. These students can now be directed into structured programs. The discipline problems may be real, but the literature indicates the discipline problems may be a result of substance abuse which, in turn, may result from socio-environmental problems the student may already have.

Recommendations

The researcher recommends that educators continue
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to develop positive, constructive programs to deal with substance abuse.

Specific Recommendations:

1. School administrators and teachers become familiar with current literature regarding adolescent substance abuse.

2. Boards of education adopt policies that permit educators to constructively deal with students involved in substance abuse.

3. Parent-Citizen advisory groups be organized to support the Board of Education in the development of substance abuse programs.

4. Boards of Education study the possibility of forming cooperatives to employ properly trained substance abuse professionals.

5. Substance abuse programs be continually evaluated to monitor their effectiveness.
References


