This updated search reviews 70 document abstracts retrieved from the ERIC collection, "Dissertation Abstracts," and the journal literature, and covers techniques and school programs for education and prevention of drug abuse. (SD)
Counseling for Drug Abuse

Compiled by Ronald R. Kopita
September 1973

This search reviews techniques and school programs for education and prevention of drug abuse.
(70 document abstracts retrieved)

$1.00
Introduction

This information packet, prepared by the ERIC Counseling and Personnel Services Center, is intended to alert the user to a body of literature on a topic of current interest to counselors. It identifies research reports that have been cited in the Educational Resources Information Center's (ERIC) publication, Research in Education (RIE), in Dissertation Abstracts International, and in ERIC's Current Index to Journals in Education (CIJE) from July 1971 through March 1973.

Ordering Instructions

Searchlight has attempted to give availability for all materials listed in this packet. In most cases, it is possible to obtain a personal copy of the title listed. The sources fall into three groupings:

ERIC Documents
References in this search for which an ED (ERIC Document) number is given may be ordered from the ERIC Document Reproduction Service (EDRS). Copies are available in either hard (photo) copy or in microfiche form. The microfiche require a special machine for use. To order any of the ED materials, please refer to the ERIC Reports Order Blank at the back of this packet.

Doctoral Dissertations
All dissertations listed in this search have been drawn from Dissertation Abstracts International, a publication of University Microfilms. They are available on microfilm (MF) at $4.00 per dissertation, or in bound photo COPY (X) at $10.00 per dissertation from University Microfilms.

To order, give the following information:
1) Order number
2) Author's last name and initials
3) Type of copy desired (35mm positive microfilms, or soft bound xerographic copy)
4) Your name and address (list separately for billing and shipping, if they are different)

Send your order, with payment, to University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106.

Journal Articles
Journal articles are available from the original journal in library or personal collections. Refer to the entry for volume and page designations.
ED 054 127

EDUCATIONAL GUIDANCE, CURRICULUM GUIDES, AND RESEARCH ON HEALTH AND RECREATION. (CA)

ED 054 111

EDUCATION CURRICULUM GUIDE, Grade 4-12.

ED 050 708

EDUCATIONAL GUIDANCE, CURRICULUM GUIDES, AND RESEARCH ON HEALTH AND RECREATION. (CA)

ED 049 476

EDUCATIONAL GUIDANCE, CURRICULUM GUIDES, AND RESEARCH ON HEALTH AND RECREATION. (CA)

ED 054 126

EDUCATIONAL GUIDANCE, CURRICULUM GUIDES, AND RESEARCH ON HEALTH AND RECREATION. (CA)

ERIC Documents
ED 050 590  EM 008 950
Guide to Films (16mm) About the Use of garageous Drugs, Narcotics, Alcohol and Tobacco. New York State Education Dept., Albany.  Pub Date 71  Note—61p. Available from—New York State ERIC Service, Room 408 Ebl, State Education Department, Albany, New York 12224 (Microfilm—copies at cost: contact: EDRS Price MF-$0.65 RC-$3.29)

ED 050 386  CG 005 5-0

ED 053 359  AC 010 530
EDRS Price MF-$0.65 HC-$3.29

ED 051 521  CG 614 4-3
EDRS Price MF-$0.65 HC-$3.29

ED 050 946  SE 010 971
Handbook for the Prevention and Control of Drug Problems. -Troy Hills Board of Education, Par. Nj. Pub Date 70  Note—15p. EDRS Price MF-$0.65 HC-$5.68

ED 052 545  CG 046 4-6

ED 053 155  CG 046 4-6
ED 049 487
Miami, Evelyn
The "SAD" (Sex, Alcohol, Drugs) Scene: A Vehic:e for Positive Counseling
Pub Date 71
Note: 4p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors — Alcoholism; Counseling; Counselor Training; Drug Abuse; Interpersonal Communication; Juvenile Delinquency; Lifestyles; Sex and Drug Experience; Youth Problems.
This paper attempts to demonstrate that the natural process of drug education and work puzzling is the positive communication between client and counselor. Both young people and adults have the need to sharpen personal perceptions to be more perceptive, to be more aware of self and others, and to communicate ideas and feelings more effectively. There is a difference, however, in the level of achievement which tends to fulfill the two groups and communication between adults and youth about these basic needs tends to break down. Young people's desire to improve their interaction with peers and adults often leads them to experiment with sex, alcohol, and drugs (SAD). For many adults and counselors reality about the SAD scene is a personal threat and they tend to impose their values upon young people without listening or trying to understand. Counselor training must be changed or expanded in an effort to help counselors and young people communicate more effectively on these tension producing subjects and to accept each other as worthwhile individuals. (RSN)

ED 049 067
Miami, Evelyn
Dade County Public Schools, Miami, Fla. Report No.—Instruct-Pub.4-DU-15
Pub Date Dec 70
Note:—15p.
Available from—Textbook Services, Dade County School Board, 2210 S.W. Third St., Miami, Fl. 33135 ($1.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors — Cognitive Measurement; Curricular Guides; Drug Abuse; Health Education; Independent Study; Instructional Materials; Lesson Plans; Secondary Grades; Teaching Guides
This publication develops the six basic concepts in the Drug Abuse Education Guide, "Drug Abuse Education." Fourteen lessons for independent study are presented with several lessons for each concept. The lessons are useful for students in the intermediate grades and upward, depending on specific needs and abilities. Each lesson starts with a pretest for self-assessment purposes. If the score on the pretest indicates the pupil needs further study on the particular lesson, general subject matter pages are provided and recommended for reading. Following this is the major concept of the lesson, behavioral objectives, questions and alternatives to be written, and a self-assessment quiz. Eight optional activities follow the final lesson including a crossword puzzle, matching exercises, a self-assessment quiz, and a book report. The appendix contains a posttest for elementary and junior high school students and answer keys to learning activities and self-assessment quizzes and the additional word activities. (BL)

ED 049 068
SE 011 063
Dade County Public Schools, Miami, Fla. Report No.—Instruct-Pub.4-DU-15
Pub Date Dec 70
Note:—15p.
Available from—Textbook Services, Dade County School Board, 2210 S.W. Third St., Miami, Fl. 33135 ($1.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
This publication develops the six basic concepts in the Drug Abuse Education Guide, "Drug Abuse Education." Fourteen lessons for independent study are presented with several lessons for each concept. The lessons are useful for students in the intermediate grades and upward, depending on specific needs and abilities. Each lesson starts with a pretest for self-assessment purposes. If the score on the pretest indicates the pupil needs further study on the particular lesson, general subject matter pages are provided and recommended for reading. Following this is the major concept of the lesson, behavioral objectives, questions and alternatives to be written, and a self-assessment quiz. Eight optional activities follow the final lesson including a crossword puzzle, matching exercises, a self-assessment quiz, and a book report. The appendix contains a posttest for elementary and junior high school students and answer keys to learning activities and self-assessment quizzes and the additional word activities. (BL)

ED 051 524
CG 006 456
Narcotic Drug Control in New York State.
New York State Legislature, Albany. Pub Date 7 Apr 71
Note:—146p.
Available from—New York State ERIC Service, Room 468 EBA, State Education Department, Albany, New York (12224). (Microfiche available at no cost to educators)
EDRS Price MF-$0.65 HC-$6.58
This report concentrates on the analysis and evaluation of programs utilized by New York State's Narcotics and Narcotic Drug Control Commission (NACCC) and concerned with the control of narcotic drugs and with those individuals who abuse them. The three key programs basic to the narcotic drug control programs approved by the state legislature are: (1) there exists an effective justice system to insure either compulsory commitment to NACCC for treatment or the imposition of legal penalties as a sufficient deterrent to the sale or use of narcotics; (2) there are demonstrated, reasonably effective treatment procedures for narcotic addiction; and (3) there exists a tested, satisfactory curricular plan upon which to base preventive education. This audit, which examines current efforts in these three areas, shows that none has yet been accomplished. It is concluded, however, that the New York State Program is worthy of continuing observation, that its goals need to be identified at the state level and that what performance standards might be achievable, and that more funds are needed. (TL)

ED 053 435
CG 006 060
Swisher, John D., Warner, Richard W.
Pennsylvania State University, University Park, State Education Department, Bureau No.—1-R-0-0-08
Pub Date 12 Jul 71
Order No.—70-0-505 (50p)
Note:—46p.
EDRS Price MF-$0.65 HC-$3.29
The purpose of this study was to compare the relative effectiveness of four approaches to drug abuse prevention among secondary school youth. The four approaches employed were: (1) a standard unit in health classes dealing with drug abuse; (2) group counseling using relationship techniques in addition to the health unit; (3) group counseling using model reinforcement techniques and a role model who has not abused drugs in addition to the health unit; and (4) group counseling using model reinforcement techniques and a role model who is a reformed drug abuser in addition to the health unit. Criteria for evaluative purposes included gain in knowledge, changes in attitudes, and reduction in drug abuse rates following the study. This study failed to identify any one approach as being more successful than any other approach with regard to knowledge gain, attitude changes, and the use of drugs. None of the approaches had any impact on the attitude of the students toward drugs; nor were any of the approaches effective in reducing drug abuse. Of the counselors, those who did function as reinforcement counselors moved their groups toward healthier attitudes and less drug use; but these results did not lend themselves to adequate statistical analysis. It is important to note that the involvement of students who experienced these models did not show any particular effects. (Author/FA)

ED 053 413
CG 006 560
Prepared by the Department of Research and Evaluation.
EDRS Price MF-$0.65 HC-$3.29
The seminar evaluated in this report focused on staff development and had as its objectives: (1) the provision of information regarding the social, medical, moral and legal implications of drug use; (2) the development of skills and techniques for use with students and adults in implementing a drug education program; (3) to bring about attitudinal changes between youth and adults; (4) to gain continued evaluation through feedback; and (5) to offer continual support to individual schools.
Procedures for attaining these objectives are described and include lectures, visits to drug treatment centers, discussions, and interaction groups. The impact of the 5 day workshop was assessed utilizing 5 data collection instruments. Results point out that (1) participants increased their drug knowledge; (2) they increased the number and strength of their drug-relevant opinions; (3) the techniques made a deep impression on participants; and (4) the participants generally rated the seminar "excellent." It is concluded that the seminar did achieve its goals. (TL)

ED 048 738
Em 008 779
Weber, David J., Ed.

ED 054 463
CG 006 554
Directory of Drug Information Resources. Student Association for the Study of Hallucinogens. Pub Date: July
Note: 138p

ED 059 265
TM 001 082
Intoxication Drug: Survey of Student Use, Roles and Polities of the University. New York Univ., N.Y.

ED 061 513
AC 012 541
Weinberg, Isolde Chopin
Volunteers Help Youth Development and Delinquency Prevention Education Administration (DHEW), Washington, D.C.

ED 063 163
SE 013 808

ED 065 569
CG 001 757
Paterson, John C. 4th edition

Journal Articles

FJ 043 346
School-Community Drug Prevention Programs
Aubrey Roger F., Personnel and Guidance Journal, v50 n1, p159-165, Apr 71
This paper presents a ten point program for schools and communities, aimed at the prevention of abuse and rehabilitation of drug users. The program's thrust is a comprehensive endeavor involving key individuals and agencies in long range efforts to divert youngsters from harmful experimentation with drugs. (Author)

FJ 043 394
Drug Education: A Position Paper
Journal of Drug Education, v1 n2, pp123-126, Jun 71
New York State's drug education Position Paper clearly demonstrates a commitment to the youth of the State and certainly one that other states might consider for its youth. Many aspects of the program are presented in this paper which have implications for teachers, school administrators, and community leaders. (Author)

FJ 043 657
How to Deal with the Drug Problem on Campus
Hecklinger, Fred J., NCLA Journal, v3 n1, p237-242, Jul 71
The author contends that an educational program is worth very little without an effective policy to promote illegal drug activity. Presented is a proposal for an institutional response toward dealing with the use of illegal drugs on campus. (Author)

FJ 043 593
The author contends that the overall effect of drug education has not produced a discernible reduction in drug use. Schools can be of aid to students by proper selection of resource people, committed to self-preparation and growth (Author/BY)

FJ 040 286
Reversing the Dehumanizing Process as a Means of Combating Drug Abuse Plege, Jan, National Catholic Guidance Conference Journal, v15 n4, pp245-249, Sum 71
The author stresses how very important the dehumanizing process is as a factor in drug abuse. The writer would also encourage people to become aware of ways in which they dehumanize others. (Author)

FJ 040 284
Generalizations About Drug Education Plege, Jan, National Catholic Guidance Conference Journal, v15 n4, pp266-272, Sum 71
The report is a bibliography and a review of the literature on drug education. It contains generalizations founded on the opinion of experts as well as the experiences of school systems attempting to add programs to their curriculum. (Author)

FJ 043 940
Drug Education Based on a Knowledge, Attitude, and Experience Study Grant, John A., Journal of School Health, v41 n7, pp383-386, Sep 71
Results of a questionnaire concerning factual knowledge of attitudes toward, and experience with a variety of drugs are reported. It was concluded that marihuana and other drugs are readily available to secondary school students, and widespread experimentation exists; however, a strict dichotomy exists between marihuana and other drugs. (Author/BY)
Cooperative Intervention: The Case of the Storefront Drug Center

Philip, Adolescence, v7 nth. pp. 26-37, Jun. 71

Abstracts - Citations: Occupational Mental Health, v1, n2, pp. 61-66, W. 71

Jalkancn, Arthur W., Junior College Journal, v42 n7, pp. 26-37, Apr. 72

Aiden in the Abatement of Drug Abuse

Oakland Community College (Michigan) has instituted a center for drug studies that could serve as a model for other institutions. It includes in-service training programs for counselors, teachers and volunteers, referral services, and drug abuse education programs. (NF)
Amendolara, Filomena R. MODIFYING ATTITUDES TOWARDS DRUGS IN SEVENTH GRADE STUDENTS. Fordham University, 1971. Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106. (Order No. 71-27,005)

Enormous interest has been focused on the prevention of drug abuse by educational methods, and has been a desired goal for some time in New Jersey. This investigation sought to determine whether an educational drug prevention program in a school system will be effective in modifying attitudes towards drugs, and to determine whether there are any relationships between drug attitudes and such factors as IQ, sex, father’s occupation and six areas of adjustment. The Drug Attitude Scale, The Otis Quick-Scoring Mental Ability Test, Beta Form, FM, and the Bell Adjustment Inventory, Revised 1962 Student Form were used to test the students with regard to their drug attitudes, IQ, and six areas of adjustment. The specific questions were included as follows: (1) Was there a significant difference in gain between the test and retest attitude scale scores of both the experimental and control groups? (2) Was there a significant relationship: (a) between drug attitudes and IQ; (b) between drug attitudes and sex; (c) between drug attitudes and father’s occupation of the experimental group subjects? (3) Was there a significant relationship: (a) between drug attitudes and home adjustment; (b) between drug attitudes and health adjustment; (c) between drug attitudes and emotionality; (d) between drug attitudes and hostility; (e) between drug attitudes and submissiveness; (f) between drug attitudes and masculinity-femininity of the experimental group subjects?

The subjects of the study were 190 public school students enrolled in a seventh grade class at Memorial Junior High School in Fair Lawn, New Jersey. Differences in gain between the pretest and posttest drug attitude scale scores of both the experimental and control groups were examined. The hypothesis that there will be no difference in gain between the test and retest attitude scale scores of the experimental and control groups is rejected. The questions of the relationship between drug attitudes and IQ, sex, father's occupation and the six adjustment areas were tested by a series of chi square tests. The chi squares were found to be not significant at the .05 level for all the variables with the exception of sex. The hypothesis that there is no relationship between drug attitudes and sex was rejected in favor of the male experimental group. Therefore, it is assumed that being a boy or girl is related to the change of drug attitudes. A descriptive type of item analysis revealed that out of a total of 38 items gains or losses of 10% or greater were found in 20 items. The experimental group revealed more gains and fewer losses in the drug information items, and the control group showed fewer gains and more losses in the drug information items.
the outcry by the public for the schools to do something, this study was made to gather pertinent information on current drug abuse education programs in an attempt to discover what the response of some of the schools has been to this point. The population of this study consists of selected large public high schools in the State of Michigan. The survey focused on several aspects of the drug abuse education program including the description of the type of program, the determination of need, school policy related to student drug users, in-service training programs for teachers, school-community cooperative programs, and evaluation techniques. An interview questionnaire guide was used so each interviewee was asked the same question and in the same manner by the interviewer. The findings of the status of drug abuse education in the large public high schools of this study are as follows: (1) One-third of the large public high schools in this study reported not having a drug abuse education program as part of their curriculum. (2) Drug abuse education programs of the large public high schools of this study have the following characteristics: (a) most programs are required of all students some time during their matriculation through high school, (b) the programs are most commonly placed at the tenth grade level, (c) most high school programs are not articulated with their respective junior high school programs, (d) most high school programs are not coordinated in such a way that the programs avoid repetition, (e) most programs are conducted in the social studies departments or the health and physical education departments, (f) most teachers who teach in the drug abuse education programs are not required to have special training in the field before teaching the subjects, (g) the most common length of the drug education programs is two to three weeks, (h) teachers and administrators (local and/or district) are the personnel most commonly involved in the planning of the drug education programs; (3) Most principals interviewed, for a variety of reasons, would not venture to make a guess as to the percentage of students in their school who have experimented with drugs; (4) Principals interviewed will not make a survey of students to discover how widespread drug use is in their schools because most think that the data gathered is not reliable or the information may cause community reaction; (5) Slightly over half of the principals interviewed thought that drug abuse was a major student behavior problem; (6) Most schools do not have a district board of education policy pertaining to student drug users; (7) When a student drug user is discovered, most school officials would notify parents and/or police; (8) The most common in-service training program on drug abuse consists of one faculty meeting devoted to the subject; (9) Most schools do not have a cooperative school-community drug abuse program though many make referrals to agencies in the communities; (10) Very few of the schools attempt to evaluate their drug abuse education programs to discover their effectiveness. The findings of this study have many implications for changes and improvements needed in current drug abuse education programs. The areas of weakness seem to be in-service training for school personnel, evaluation of current educational programs, cooperative programs between school and community, involvement of representatives from the total school community in program planning, and a well defined school drug policy which does not focus only on the punitive aspect. The author recommends that similar studies be undertaken so that comparisons might be made in schools of different size and grade levels. This study should also be replicated in another state to compare the status of drug abuse education between states. A sound evaluation of current practices in drug abuse education is needed.
The purpose of this study was (1) to compare the effects of two instructional programs on the gains in achievement and retention levels of drug knowledge and changes in attitude towards drugs of senior high school students and (2) to determine the effect of the teachers on the gains in achievement and retention levels of drug knowledge and changes in attitude towards drugs of senior high school students. A three week unit on drug education was conducted using the Lecture-Discussion Program developed by the investigator and submitted to a jury for approval prior to its use. A three week unit on drug education was conducted using the School Health Education Study (SHES) Program. Seven hundred and seventy-seven students at Westfield Senior High School served as subjects for this study. Nine faculty members from the Social Studies Department taught the two instructional programs to thirty-six sections during the regularly scheduled class periods. Eighteen sections were assigned to the Lecture-Discussion Program and eighteen sections were assigned to the SHES Program. All subjects participating in the two programs were administered the following tests prior to the start of the three week units: (1) Kilander's Information Test on Drugs and Drug Abuse; (2) Pollock's Mood Altering Substances, Test C; (3) Drug Attitude Scale developed by the investigator. At the completion of the three week units on drug education, all subjects were re-tested to determine achievement levels of drug education and changes in attitudes towards drugs. Tests were administered for a third time four months following the completion of the instructional units in order to measure retention levels of drug knowledge and changes in attitude towards drugs. The statistical technique used for this study was analysis of covariance since intact groups were compared. The experimental design used for the study varied according to the hypothesis being tested. There were no statistically significant differences between the SHES Program and the Lecture-Discussion Program when comparing gain scores in drug knowledge of senior high school students. There were statistically significant differences between the two programs when comparing changes in attitude towards drugs; the Lecture-Discussion Program resulting in a greater change. Statistically significant differences existed between students in college divisions and students in general divisions when comparing gain scores in drug knowledge and attitude changes. Students in college divisions showed greater gains in knowledge, while students in general divisions showed greater gains in attitude change. Results of this study showed differences between college and general divisions to be the most significant variable. In this study, statistically significant differences existed between male and female students when comparing the gain scores for the Drug Attitude Scale. In both tests, female students had the greater gains. No statistically significant differences existed between male and female students when comparing gain scores for Kilander's Drug Knowledge Test. Statistically significant differences existed among grades ten, eleven and twelve when comparing gain scores for Pollock's Drug Knowledge Test. Students in grade twelve had the greatest gain and students in grade ten had the least gain. No differences existed among grades when comparing gain scores for Kilander's Drug Knowledge Test or the Drug Attitude Scale. Statistically significant interaction existed between and among the variables when comparing gain scores in drug knowledge and attitude changes towards drugs. There were no statistically significant differences in retention of drug knowledge and
attitude changes when comparing (1) programs, (2) grades, and (3) male and female students. Statistically significant differences existed between students in college divisions and students in general divisions when comparing gain scores for retention of drug knowledge. Students in college divisions had greater gains. The interaction of teachers and program was not statistically significant indicating that teachers were equally effective using the SIMS Program or the Lecture-Discussion Program. There were statistically significant differences between teachers when comparing gain scores of students. Teachers whose classes were enrolled in college divisions were more successful than teachers whose class sections consisted of general divisions. In analyzing overall results of the instructional programs, it should be noted that actual increases in group means for both knowledge tests were not great following the three week unit. The average increase of the group means was approximately 1.5 points. Looking at the results of this study, it appears that health education programs are not effective with senior high school students. Perhaps this is an indication that more emphasis and attention in health education should be placed on elementary and junior high school grades.
The use of marijuana by college students has continued to increase, but counselors still find themselves lacking accurate information about marijuana, not knowing how to obtain this information, and being distrusted by the students whom they wish to help.

This study was done to provide some definite information about college student marijuana users. It was concerned with examining the differences that might exist between various levels of marijuana users as well as non-users.

For this research, "regular" marijuana users (Group I) were defined as those who used marijuana at least once every two weeks for six months and were current users. "Casual" users (Group II) were those who had used marijuana less than once every two weeks irrespective of time duration. "Experimental" users (Group III) had used marijuana one or two times and stopped. Group IV members had not used marijuana.

Subjects for the study were drawn from the student population at Macalester College, St. Paul, Minnesota. A stratified random sample of 800 students, 100 of each sex in each class, was selected from the Spring, 1970 registrar's list by random number.

The research instrument was a 21-page questionnaire designed to elicit information about attitudes, behaviors and characteristics of sample members. There was an initial mailing and two follow-ups which resulted in a 75.9 percent response rate (N=607), relatively evenly distributed by cell.

The results indicated that 57.0 percent of the respondents had tried marijuana; 44.5 percent were current users.

Hypothesis one was tested by examining 119 dependent variables while 75 dependent variables were examined to test hypothesis two. Usage of 22 "stronger" illicit drugs was examined to test hypotheses three and four.

"Regular" users of marijuana were not found to be significantly different from the other three user groups combined. Rather, each group was found to be distinctly different in some areas and very much alike in others. Groups I and II were found to be quite alike in many areas while Groups III and IV had many striking similarities.

Group I was found to consist of a number of sub-groups which shared some characteristics and behaviors while being almost diametrically opposite on others. Its members tended to be more non-traditional and anti-establishment, more pleasure-seeking and concerned with the immediate, more estranged from family (particularly fathers) and greater users of cigarettes and alcohol.

Group IV was the most homogeneous and distinctive of the four groups examined. Its members appeared well-adjusted, confident and willing to deal with life as they found it. They held traditional American and college beliefs and values in esteem and were less likely than their peers to make pejorative judgments about older people.
and the "establishment."

There was a monotonically increasing relationship between the regularity of marijuana usage and the number of group members who used "stronger" illicit drugs. Group I members used a wide variety of "these drugs," particularly hashish, hallucinogens, amphetamines and opium. Group II members used a number of drugs, but in significantly smaller numbers. The only drug used by any sizeable number of Group III members was hashish while Group IV had the lowest overall rate of "stronger" drug usage.

McCune, Donald Allan, Ed.D. AN ANALYSIS OF INTERORGANIZATIONAL COOPERATION IN DRUG ABUSE PROGRAMS. Stanford University, 1971. Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-6033).

The Problem. The rapidly expanding incidence of drug misuse and abuse by school-age youth has prompted a reexamination of education's role in meeting his challenge. Ample evidence can be found to support the premise which suggests schools must begin to work cooperatively with other agencies, organizations, interested groups, and individuals in the community in order to maximize the effectiveness of drug education programs. The school administrator is seen as being in a pivotal position to offer leadership in the development of these programs.

Purpose of the Study. The purpose of the study was to examine the interorganizational cooperation in drug education programs in selected California school districts by determining (1) what agencies or organizations were involved, (2) how such programs were formed, (3) the types of programs developed, (4) what resources are committed by the various organizations, and (5) the identification of certain elements of interorganizational relationships necessary for cooperative interaction.

Procedures. The study was developed in three phases: (1) the identification of certain assumptions relative to the establishment and maintenance of cooperative interorganizational relationships through a review of pertinent literature; (2) the development of a focused interview schedule and its utilization in 25 school districts identified as having some form of cooperative drug education program; and (3) an analysis of the program descriptions and data produced by the interview schedule with regard to the specific asked in the statement of the problem.

Results of the Study. The findings of the study report commonweal and service organizations are most likely to be involved in cooperative drug programs with school districts. Mutual benefit organizations and business concerns were a distant third and fourth. There is a tendency for school districts who participate in cooperative programs to be in more than one and to establish cooperative relationships with several agencies or organizations.

Data with regard to program approaches revealed a hierarchical structure which was cumulative beginning with prevention and proceeding through intervention and treatment to rehabilitation. Personnel were the most commonly committed resource to these programs followed closely by facilities and materials. The nature and function of an organization appears to have a significant effect upon the types of resources it may be expected to provide.

School districts and their administrators have an opportunity to provide leadership in the initiation and implementation of cooperative programs because of their strategic relationship with the target group and the resources at their command. The source of initiation, however, is open to any agency, organization, or interested group in the community and may be of either a formal or informal nature.
Conditions of interdependence, interaction, and goal maximization were consistently observed in cooperative programs. Organizational visibility, while highly desirable, was not found to be an essential element of interorganizational relationships.

Conclusions. The development and implementation of cooperative drug education programs is responsive to certain assumptions regarding interorganizational behavior. While the initiatory role is open to any organization, the school and its representatives enjoy a strategic position to offer this leadership. By seeking out those organizations and agencies having particular resources and expertise applicable to drug education programs, it is possible to significantly affect the accomplishment of organizational goals for this area of concern.

The importance of a committed individual having a knowledge of the alternatives available to him in the development of cooperative programs of drug education was clearly identified. The development of such individuals remains a challenge which can hopefully be met by continuing research.


Problem. The purpose of the study was to discover and analyze the attitudes of students, certificated personnel, and trustees toward the relationship of the secondary school to the problem of drug abuse.

Procedure. An attitude survey consisting of fifty items was developed to test for differences in student, certificated, and trustee attitudes. These items were ultimately reduced through factor analysis to fix factors, of which "Propriety of Deterrent Measures" and "Effectiveness of School Drug Abuse Control Efforts" were the most important. The survey instrument was administered to 97 trustees, 101 certificated personnel, and 631 students in suburban high school and unified school districts in Los Angeles County. Statistical comparisons were by analysis of variance, range tests, and correlation techniques. Responses from 21 districts to a questionnaire on educational, counseling, and disciplinary practices were categorized. Student attitudes for each school were compared to the practices reported by their districts.

Findings. Attitudes toward the dangers of drug abuse correlated closely with attitudes toward the propriety of disciplinary deterrents for all groups. Teachers, building administrators, and trustees agreed most that disciplinary deterrents have been appropriate, with the trustees and building administrators significantly more in agreement than counselors, district administrators, and students indicating having taken a course, in turn, agreed significantly more with the propriety of disciplinary deterrents than the students not indicating a course. The most controversial disciplinary issue was school intervention in off-campus violations. The trustees agreed most that the schools' overall efforts to control drug abuse have been effective. Students, however, were significantly more convinced than even the trustees that strict discipline is a deterrent to on-campus drug abuse. Students themselves differed significantly according to school membership on propriety of deterrents and effectiveness of school efforts. Student age and course-indication related significantly to these school attitudinal differences. Student expectancy of specific disciplinary measures, whether they were living with both of their parents, their sex, and their years of residency in their homes did not relate significantly to school differences. Nor did school attitudinal differences relate significantly to any disciplinary, educational, or counseling
practices reported by districts.

Conclusions. The greatest differences in attitudes toward disciplinary deterrents are between trustees and building administrators, at one extreme, and students not indicating a course, at the other. Attitudes toward discipline are closely associated with attitudes toward the dangers of drugs for all groups. Students indicating a course in the dangers of drugs are significantly less tolerant of drug abuse than students not indicating a course. While course indication does not prove a causal relationship between course content and overall attitudes toward drugs, attitudinal differences among schools are related more closely to course indication than to student age, sex, length of residency, or living with both parents. Students are more convinced than adults that strict school discipline is an effective deterrent to on-campus violations. Both students and adults are divided among themselves on the issue of school intervention in off-campus drug offenses.

Recommendations. The relationship of instruction to drug abuse attitudes should be investigated by comparing the attitudes at different schools with specific drug abuse educational practices. Schools should capitalize on the receptiveness of the majority of students to factual instruction on drugs, and should provide ample opportunity for student reaction. School districts should enunciate and enforce disciplinary action in cases of on-campus drug abuse, but should re-evaluate my policies requiring disciplinary action in cases not involving the school directly.
# ON-DEMAND ORDER BLANK

**BILL TO:**

**SHIP TO:**

**PURCHASE ORDER NO.**

---

## ERIC REPORTS TO BE ORDERED

<table>
<thead>
<tr>
<th>Item</th>
<th>ERIC Report (6 Digit ED No.)</th>
<th>Number of Copies</th>
<th>Unit Price</th>
<th>Total Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**IMPORTANT INSTRUCTIONS**

- Order ERIC Reports only by 6 digit ED No. shown in Research in Education (RIE) or other indexes.
- Indicate if you want microfiche film (M/F) or paper copies (PC).
- Enter unit prices from the Price List below. All other prices are out of date.
- Enclose check or money order payable to EDRS for orders totalling less than $10.00.

## PRICE LIST

### MICROFICHE (M/F)

<table>
<thead>
<tr>
<th>Number of Pages per ERIC Report</th>
<th>Price per ERIC Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 100</td>
<td>$0.65</td>
</tr>
<tr>
<td>101 – 200</td>
<td>6.58</td>
</tr>
<tr>
<td>201 – 300</td>
<td>9.87</td>
</tr>
<tr>
<td>Each additional 100 pages or portion thereof</td>
<td>$3.29</td>
</tr>
</tbody>
</table>

### PAPER COPIES (PC)

<table>
<thead>
<tr>
<th>Number of Pages</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 100</td>
<td>$3.29</td>
</tr>
<tr>
<td>101 – 200</td>
<td>6.58</td>
</tr>
<tr>
<td>201 – 300</td>
<td>9.87</td>
</tr>
</tbody>
</table>

**NOTE:**

1. Fourth Class Book Rate or Library Rate postage is included in above prices.
2. The difference between Book Rate or Library Rate and first class or foreign postage (outside the continental United States) rate will be billed at cost.
3. Paper copies (PC), shown as hard copy (HC) in past RIE issues, will be stapled with heavy paper covers.

---

**SIGNATURE** ______________  **DATE** ______________

**TITLE OR DEPT.** ______________

**MAKE ALL DRAFTS PAYABLE TO EDRS**

---

Orders are filled only from ED accession numbers. Titles are not checked. Please be sure you have supplied the correct numbers.
TERMS AND CONDITIONS

1. PRICE LIST
   The prices set forth herein may be changed without notice; however, any price change will be subject to the approval of the U.S. Office of Education Contracting Officer.

2. PAYMENT
   The prices set forth herein do not include any sales, use, excise, or similar taxes which may apply to the sale of microfiche or hard copy to the Customer. The cost of such taxes, if any, shall be borne by the Customer.
   Payment shall be made net thirty (30) days from date of invoice. Payment shall be without expense to LIPCO.

3. REPRODUCTION
   Materials supplied hereunder may only be reproduced for not-for-profit educational institutions and organizations; provided however, that express permission to reproduce a copyrighted document provided hereunder must be obtained in writing from the copyright holder noted on the title page of such copyrighted document.

4. CONTINGENCIES
   LIPCO shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure of delay (a) is due to events beyond the control of LIPCO including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortage, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments; (b) is due to failures of performance of subcontractors beyond LIPCO's control and without negligence on the part of LIPCO; or (c) is due to erroneous or incomplete information furnished by Customer.

5. LIABILITY
   LIPCO's liability, if any, arising hereunder shall not exceed restitution of charges.
   In no event shall LIPCO be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

6. WARRANTY
   LIPCO MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

7. QUALITY
   LIPCO will replace products returned because of reproduction defects or incompleteness. The quality of the input document is not the responsibility of LIPCO. Best available copy will be supplied.

8. CHANGES
   No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of LIPCO.

9. DEFAULT AND WAIVER
   a. If Customer fails with respect to this or any other agreement with LIPCO to pay any invoice when due or to accept any shipment as ordered, LIPCO may without prejudice to other remedies defer any further shipments until the default is corrected, or cancel this Purchase Order.
   b. No course of conduct nor any delay of LIPCO in exercising any right hereunder shall waive any rights of LIPCO or modify this Agreement.

10. GOVERNING LAW
    This Agreement shall be construed to be between merchants. Any question concerning its validity, construction, or performance shall be governed by the laws of the State of New York.