

Drug and Alcohol Prevention

The Board Study Session on November 13 will focus on Drug and Alcohol Prevention. For this presentation and Board discussion, Kristin Schutte has been invited from the OESD. Kristin's bio is as follows:

Kristin Schutte, M.ED Guidance Counseling. Kristin started her career as a community counselor working primarily with adolescents. Mrs. Schutte became keenly aware that the youth she served had often come from broken homes, neighborhoods and/or schools where violence and substance abuse was often contributing factor. She has since devoted time to developing programs in school settings that foster a safe and supportive environment for children and youth who come from adverse childhood experiences. She is currently the Director for the Olympic Educational Services District Student Services Center. This included coordinating substance abuse prevention and intervention counseling services, school violence prevention and emergency management school safety preparedness for the 15 districts and operating a regional crisis support team.

The following is the agenda for the Study Session:

- Purpose of Study Session (Jeff)
- Introduction of Kristin (Jeff)
- Review data (Kristin)
- Review resources available (Kristin)
- Next steps (Board)

In preparation for the Study Session, the following information will provide the Board with the academic standards that focus on drug and alcohol prevention for each grade level. Following the grade level standards is information about the curriculum that is used in Grades 1-5.

Health and Fitness Learning Standards

Basic education in Washington state is defined by the Legislature (RCW 28A.150.2). As required by state law, OSPI develops the state's learning standards (RCW 28A.150.210) and oversees the assessment of the learning standards (RCW 28A.655.070) for state and federal accountability purposes. The learning standards define what all students should know and be able to do at each grade level.

1st Grade

2.4.5 Recognizes issues and risks related to drug use and abuse.

- **Defines the word *drug*.**
- **Identifies various substances as drugs.**
 - Example: Identifies medicine and alcohol.

2nd Grade

2.4.5 Understands issues and risks related to drug use and abuse.

- **Describes safe and unsafe ways drugs can be used.**
 - Example: Understands safe drug use is when administered by parent/guardian. Unsafe drug use is self-administration of medicines.
- **Describes harmful effects of tobacco, alcohol, and caffeine.**

- Example: Understands smoking is bad for the lungs.

3rd grade

2.4.5 Understands issues and risks related to drug use and abuse.

- **Describes ways smoking and second-hand smoke harm health.**
 - Example: Makes it harder to breathe and can damage lungs.
- **Explains how drug abuse can affect family and friends.**
 - Example: Understands drug use can make people say things they don't really mean.

4th grade

2.4.5 Understands issues and risks related to drug use and abuse.

- **Describes harmful effects of caffeine, alcohol, and tobacco.**
 - Example: Understands chewing tobacco may cause cancer of the mouth.
- **Gives examples of foods and drinks that contain caffeine.**
 - Example: Drinks with caffeine may include chocolate or energy drinks.

5th grade

2.4.5 Understands issues and risks related to drug use and abuse.

CBA: Stomp Out Second-Hand Smoke

- **Describes differences between legal and illegal drugs.**
 - Example: Differences include aspirin vs. cocaine.
- **Explains the harmful effects of illegal drugs.**
 - Example: Effects of marijuana may include poisonous toxins.
- **Describes ways to resist pressure to use drugs.**

6th grade

2.4.5 Understands issues and risks related to drug use and abuse.

- **Describes legal and illegal drugs.**
- **Describes benefits of being drug-free.**
- **Describes risks associated with alcohol and tobacco use.**
 - Example: Recognizes alcohol impairs the ability to make good decisions.

7th grade

2.4.5 Understands issues and risks related to drug use and abuse.

- **Explains short and long-term physical and social effects of alcohol, tobacco, and other drugs.**
 - Example: Discusses tobacco stains teeth and could progress to emphysema. Short-term physical effect of alcohol is poor coordination and slowed reaction time; long-term social effect of alcohol is loss of family.

8th grade

2.4.5 Understands issues and risks related to drug use and abuse. CBA: Sara's Story CBA: Tobacco Times

- Discusses community resource agencies.
- Describes how drug abuse affects the person, community, and family.

High School

2.4.5 Analyzes the stages of addiction and dependency and the impact on the individual, family, and society.

CBA: New Student Orientation

- **Compares and contrasts the physical, social, and emotional indicators of possible substance abuse.**
 - Example: Gives up important activities because of drug use.
- **Compares and contrasts the physical and psychological stages of dependency.**
 - Example: Understands physical dependency develops a tolerance to the drug; psychological dependency develops a strong craving for the drug.
- **Compares and contrasts types of codependency.**
 - Example: Understands chief enabler, scapegoat, family hero, mascot, and lost child.
- **Distinguishes how cultural and community norms influence use and abuse of drugs.**
 - Example: Recognizes community norms influence drug-free behavior through billboards and drug-free zone signs.

2.4.6 Understands legal implications of drug, alcohol, and tobacco use.

CBA: New Student Orientation

- **Interprets school, community, state, and federal laws concerning drug, tobacco, and alcohol use.**
 - Example:
 - Understands a person must be 21 years of age to consume alcohol.
- **Illustrates the relationship between alcohol and other drug use and the incidence of accidents/crimes.**
 - Example:
 - Understands drinking alcohol increases motor vehicle collisions.
- **Gives examples of the physical, behavioral, and legal impacts of commonly abused substances, such as marijuana, inhalants, anabolic steroids, and party drugs.**

2.4.7 Analyzes various treatment options and recovery processes.

CBA: New Student Orientation

- **Distinguishes types of treatment and support organizations to help manage addiction/dependency.**
 - Example:
 - Understands detoxification, Narcotics Anonymous (NA), Student Assistance Program.

Sample Curriculum

Program Goals/Target Population

Second Step®: A Violence Prevention Curriculum is a universal prevention program designed to reduce impulsive and aggressive behavior in children and adolescents by increasing their social competency skills. Students are taught to reduce impulsive, high-risk, and aggressive behaviors and increase their socioemotional competence and other protective factors.

The program is composed of three grade-specific curricula: preschool/kindergarten (Pre-K), elementary school (grades 1–5), and middle school (grades 6–8). The curricula are designed for teachers and other youth service providers to present in a classroom or other group setting. A parent education component, “A Family Guide to Second Step®” for Pre-K through grade 5, is also available.

Program Components

The Second Step® elementary curriculum consists of 15 to 22 thirty-five-minute lessons per grade level taught once or twice a week. Group discussion, modeling, coaching, and practice are used to increase students’ social competence, risk assessment, decision-making ability, self-regulation, and positive goal setting. The program’s lesson content varies by grade level and is organized into three skill-building units covering the following:

- **Empathy Training:** teaches young people to identify and understand their emotions and those of others. Emotional understanding, prediction, and communication are taught as core skills.
- **Impulse Control and Problem Solving:** helps young people choose positive goals, reduce impulsiveness, and evaluate consequences of their behavior in terms of safety, fairness, and impact on others. Students repeatedly practice generating and evaluating solutions to social problems.
- **Anger Management:** enables youth people to manage emotional reactions and engage in decision making when they are highly aroused. Cognitive-behavioral techniques such as self-talk and attention control are emphasized in this unit.

In all of the units, students practice specific behavioral skills that are meant to serve as building blocks for social problem solving, including resisting negative peer pressure, apologizing, and showing appreciation.

The Second Step® curriculum for middle school students is composed of 8 to 15 fifty-minute lessons per grade level organized into five major themes: empathy and communication; bullying prevention; emotion management and coping; problem solving, decision making, and goal setting; and substance abuse prevention. The middle school program is designed to reduce risk factors and increase protective factors for adolescent youth. Risk factors targeted by the program include favorable attitudes towards problem behaviors (such as aggression or substance abuse), inappropriate classroom behavior, peer rejection, and impulsiveness. Protective factors that are targeted include social skills, school connectedness and engagement with teachers and positive peers, and adoption of convention norms about substance abuse and school achievement.