

4 schools. All pilot surveys were included in the total group analysis.

During October 24-28, 1994, student questionnaires were administered in group format by three members of The Village staff in 6 schools. Two schools had members of their own staff who had limited contact with students conduct the survey. In any case, all survey proctors followed standardized administration instructions. Total administration time was approximately 45 minutes, and upon completion, students were instructed to place their surveys face down in a box in the front of the room. Students who were absent completed the survey during the following week.

Students whose parents had agreed to participate were given a corresponding parent survey to bring home. Each parent survey included a stamped, addressed return envelope. Parents completed and mailed the surveys back to The Village. Teacher surveys were given to contact persons in each school who randomly distributed them to faculty members. Teachers were asked to return the surveys to a central collection point in the school and place them in the confidential envelope provided.



Results

Comparisons between drug users and non-drug users were made to help determine the areas where prevention efforts should focus (i.e. family, school, and peer attachments); and comparisons between program and non-program (control) schools were made to determine the effectiveness of the prevention programs. Weaknesses of these programs were also detailed. Because responses to many variables were not normally distributed, the nonparametric Mann-Whitney test (Siegel, 1956) was used for all comparisons.

Drug Users vs. Non-Drug Users

Drug users significantly differed from non-users on several characteristics. First of all, non-drug users reported that they used social ($p=.0065$) and assertiveness ($p=.0326$) skills less frequently than students who used drugs, but drug users reported that they had suicidal thoughts more frequently than non-drug users ($p=.0006$).

Significant differences ($p\leq .05$) between drug users and non-drug users in their relationships with teachers and their involvement in delinquent activities are shown in Table B-1. The last column in the table indicates which group has the higher mean. Overall, non-drug users



rated their teachers more positively, and drug users engaged in significantly more common delinquent behaviors.

Furthermore, drug users reported that they had significantly more friends who used drugs than non drug-users (see Table B-2) and they were less likely to disapprove of their friends' drug use (see Table B-3). For every type of drug listed on the questionnaire, drug users reported they were easier to get than non-users ($p=.000$). Drug users also had a greater knowledge of drugs (represented by their score on the Cognitive Test on Basic Drug Facts) ($p=.0026$), and they were more likely than non-users to have received their information about drugs from friends or siblings ($p=.0015$). In addition, non-drug users were more likely to turn to their father ($p=.0306$), mother ($p=.0005$), or a counselor ($p=.0509$) for help with a drug problem, whereas students who used drugs were more likely to turn to their friends ($p=.0010$).

Program Schools vs. Control Schools

There were several differences between students in program schools and students in control schools. Not surprisingly, students in program schools received more drug education than students in control schools ($p=.0001$) and they had higher scores on the Cognitive Test on



Basic Drug Facts ($p=.000$). Table B-4 shows the significant differences in the individual characteristics and activities of these students and the differences in their evaluations of their teachers and schools. Students in schools with prevention programs had higher levels of self-esteem, used coping skills more frequently, and believed their schools had good reputations in the community; however, students in control schools were more satisfied with their teachers and were more religious. Even though students in control schools said they were closer to their teachers, they reported that students talked back to teachers significantly more often than students in program schools ($p=.0068$). They also vandalized school property more often than students in schools with prevention programs ($p=.0065$).

Overall, 29% of all students and 31.9% of seniors in program and control schools reported that they had used some type of illicit drug in their lifetime. Students in program schools reported that all drugs were significantly easier to get ($p\leq .05$) (see Table B-5), and they also reported that they were more likely to use drugs ($p=.000$) than students in control schools (see Figure 1). Table B-6 shows that program school students reported they used alcohol and cigarettes significantly more frequently



than control school students. There was, however, no significant difference in the level of drugs (1. alcohol only; 2. alcohol, cigarettes, and/or smokeless tobacco; and 3. alcohol, cigarettes, or tobacco, and illicit drugs) that drug-users in program and control schools used (see Figure 2).

The prevention programs might have delayed drug use among students: students in control schools who used marijuana used it at a significantly earlier age than students in schools with prevention programs ($p=.0179$). Students in program schools were also more likely to believe that their friends were taking greater risks by using drugs (see Table B-7). Levels of disapproval of friends doing drugs differed on only one item: students in control schools were more likely to disapprove of a friend smoking more than 1 pack of cigarettes a day ($p=.0040$).

Parents from control schools reported that they attended more parent conferences during the past year than parents from program schools ($p=.0570$), and students in control schools were more likely to turn to their mothers for help with a drug problem ($p=.0035$). Parents from program schools more frequently knew, though, whom their children were with outside of school hours ($p=.0540$).



Figure 1.

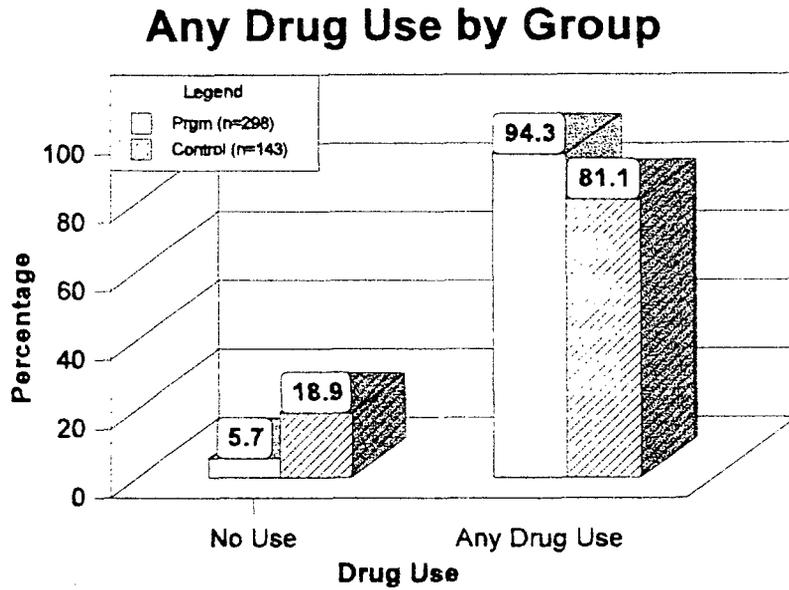
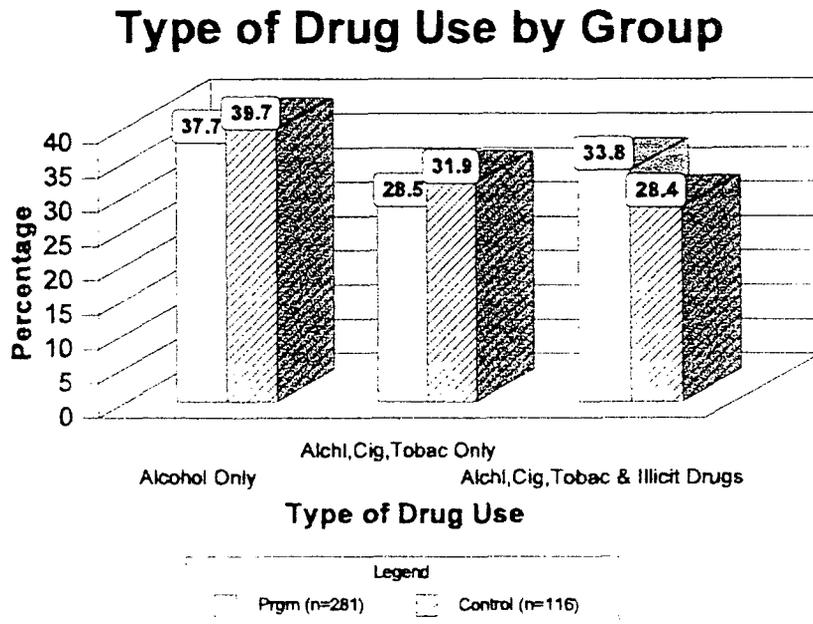


Figure 2.





Teachers in the control schools reported they had significantly more contact with the administration ($p=.0002$), they had more contact with students outside of class ($p=.0378$), and they felt successful in instilling values to students ($p=.0015$). Control teachers also reported that drug policies were clearer ($p=.0203$) and the school's rules on drug use or sale were enforced more often ($p=.0073$). Their scores on the Attitudes Toward Intervention questionnaire were significantly higher ($p=.0409$) suggesting that teachers in control schools would be more likely to intervene if they recognized a student with a drug problem. Teachers in program schools, on the other hand, observed students cheating on tests more ($p=.0085$), cutting classes more ($p=.0357$), and handing in homework late more frequently ($p=.0327$).

Implementation Difficulties

In addition to having to battle negative influences from society and a lack of positive role models in some students' homes, schools also listed the following implementation problems: parental resistance to some school policies and programs; inconsistent enforcement of written policies; inconsistent leadership of various programs; lack of student involvement in planning and publicity of programs; lack of teacher



involvement when outside speakers give presentations; scheduling problems -- not enough time to fully discuss large topics; lack of parent and administrative participation; and lack of structured evaluation of programs.

Curriculum Weaknesses

In examining the types of prevention areas the program schools focused on, there was a noticeable lack of programs aimed at enhancing parenting and positive family influence (see Figure 3). Only 2 out of the 4 schools had such programs. The data support the use of these types of programs: students in schools with parenting programs were significantly more likely to turn to their mother ($p=.0523$) and/ or father ($p=.0000$) for help with a drug problem in comparison to the other program schools.

Figure 4 shows that program schools reported they have disciplined students more frequently for alcohol or drug-related behaviors than control schools. However, both program and control schools were inconsistent with the consequences they listed in their manuals and what they actually did when there was a drug problem. One control school did not list any rules against drug use, yet disciplinary actions had been taken for a drug-related problem. Another program school did not list



Figure 3.

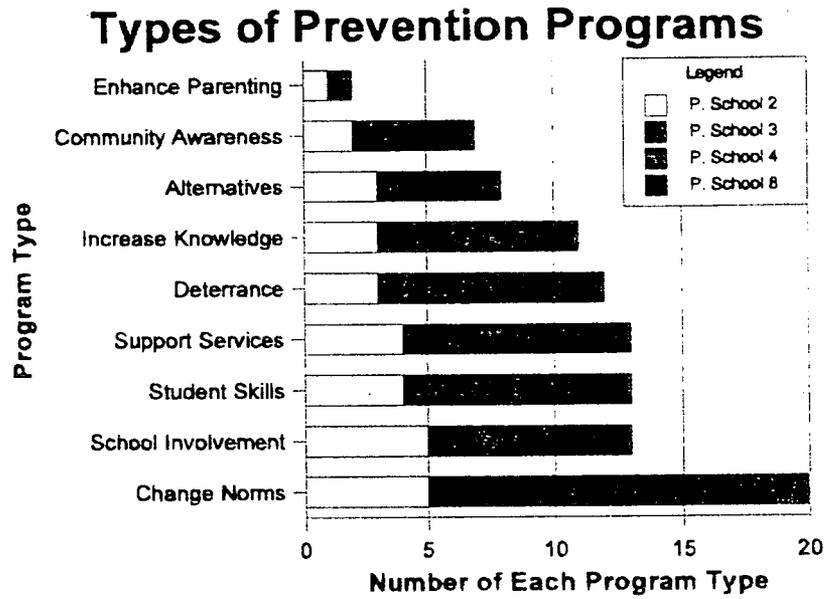
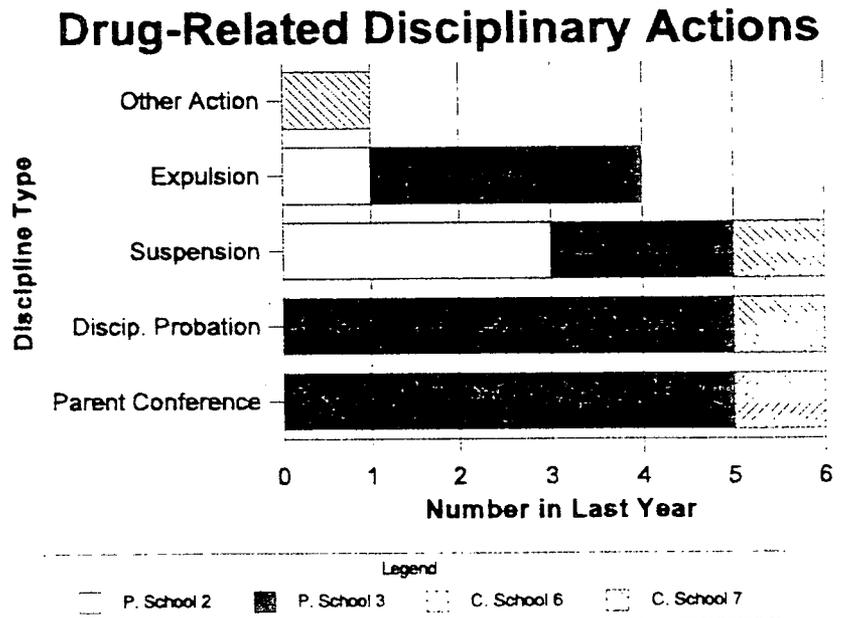


Figure 4.

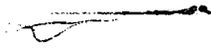




"disciplinary probation" as a consequence for drug use but had used it several times. Furthermore, only two schools even mentioned in their handbooks that they would help students with drug problems find professional help.

Conclusions

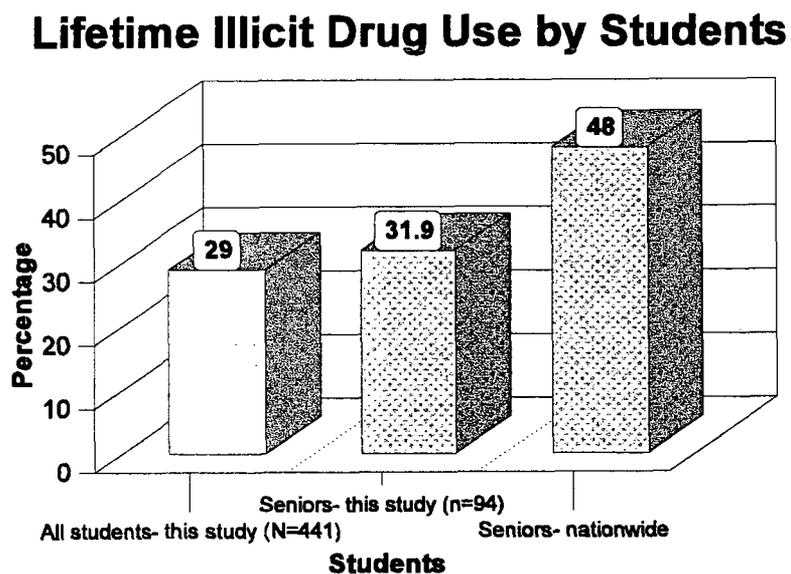
The present data support our first hypothesis. Students who use drugs have more friends who are drug users and they are more likely to be involved in delinquent activities. These results are consistent with results reported in the literature (Ellickson & Hays, 1992; Huizinga et al., 1994; U.S. Department of Education, 1992b). There is also less evidence of strong family attachment for drug-users: they are less likely to turn to their mother or father for help with a drug problem and more likely to turn to their friends. These findings are similar to those reported by Levine and Singer (1988). Furthermore, non-drug users are more satisfied with their teachers (as represented by higher scores on the Student Assessment of Teachers). They also report that their teachers motivate them more to learn, are more patient, and are more satisfied with their work. These positive responses indicate that the student-teacher attachment is stronger for non-drug users than for students who use



drugs.

The student population in this study is a very select group: their families are generally at a middle to upper SES level and not all race and ethnicity categories are adequately represented. Caution should be used when making generalizations about the characteristics of drug users and non-drug users from this sample. In fact, the lifetime illicit drug rates for this sample of students were much lower than those reported by Johnston et al. (1991) in a nationwide survey (see Figure 5).

Figure 5.



Our second hypothesis that program schools would have lower



levels of drug use could not be supported. Although students in the program schools show higher use of coping skills, greater knowledge of drugs, and more awareness of the risks of drugs than students in control schools, they do not have lower rates of drug use. It is unclear whether these schools implemented prevention programs because of existing drug problems among students. Pre and post program measures would give us a clearer picture of the effects of these prevention programs.

Other reasons for the higher drug use may be flaws in the content of the programs. More efforts are needed in the Peer Program area and away from merely increasing drug knowledge or informing students of the dangers of drug use. Even if students think there are great risks in using drugs, this will not prevent them from using drugs. In fact, as Levine and Singer (1988) point out, students who like to take risks in a group are more likely to use drugs. Providing students with positive peer role models, letting them know that not everyone is doing drugs, and giving them the skills necessary to resist peer pressure are more effective methods of reducing drug use (Tobler, 1986).

More focus is also needed on students' family and school attachments. Only two schools have programs aimed at enhancing



parenting and positive family influence, and the students in these schools are more likely to turn to their parents for help with a drug problem than students in the other program schools. Perhaps using young adults as club leaders may also provide students with more sources to turn to for help (Levine & Singer, 1988). Students in the control schools (which had lower levels of drug use) felt closer to their teachers, were more satisfied with the amount of personal attention they received, and were more likely to feel that their teachers were approachable. Teachers in all schools should make an effort to connect to their students.

Program schools also report that they are lacking many of the components that the U.S. Department of Education (1988) lists as necessary for a successful prevention program. The programs are not comprehensive and many have not been implemented consistently. In addition, none of the schools have a structured system for evaluating their programs to find out where improvements need to be made. No matter how great the design of a prevention curriculum is, it cannot work unless it is implemented properly.

In addition to compliance with the guidelines set forth by the U.S. Department of Education (1988), the present report makes the following



recommendations for an effective prevention curriculum:

- Peer programs are a critical component of a prevention package because peer drug use is the number one predictor of future drug use. Efforts must be made to replace antisocial peer attachments with positive attachments and to provide students with the skills necessary to resist negative peer pressure.
- Schools must also include programs focused on enhancing parenting and positive family influence. Not only do parents need to be involved and made aware of the dangers their children face, but they also need to know what they can do about it.
- Teachers must make a concerted effort to show students that they are there to help them. Not all students have families in which a positive attachment is possible, and teachers have to do all they can to make sure students become attached to school.
- Rabbi Abraham Korf, an individual with many years of experience in a religious school setting, has made several additional suggestions for school curriculums which we have included in Appendix C.
- Most importantly, prevention efforts must be consistent, intensive,



and long term. Prevention programs need to begin as early as kindergarten and extend throughout high school, and they must be presented year-round in all academic areas.

- Consequences for students using drugs must be clearly stated, highly publicized, and consistently enforced.
- Administration needs to assist in breaking down any barriers that teachers face in implementing the prevention programs.
- And finally, prevention curriculums must include periodic structured evaluations of individual programs. This is the only way of accurately assessing what is not working and what should be improved.

In order to save students' lives by keeping them away from drugs, not only must schools put a lot of energy into designing a comprehensive, well-structured prevention program, they must also put the same amount of energy toward implementing it in the proper manner. As this report has shown, if schools do not follow the above guidelines and recommendations, their prevention efforts will fail.

Because of funding as well as time limitations, this study should not be considered conclusive. Primarily, this study points to a number of



questions that warrant quantified research and study. A sampling of these questions include:

- 1) Do students who attend private schools have less lifetime use of drugs than students in public schools? At what age does this apply? Is there a difference between private, religious based schools and other private schools?
- 2) Based on a larger study addressing issues stated in 1), what does the data reveal in regard to reasons for different levels of drug use? Is there a difference in how drug education curriculum is designed, implemented and administered? What are the critical elements of drug education in schools?
- 3) Using the health education adage, "first do no harm," is it beneficial to provide drug education in schools? If no, what other alternatives are there to reduce drug use? If yes, what works?



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Appendix A

Survey Packets



CONFIDENTIAL

DRUG AND DELINQUENCY PREVENTION IN INDEPENDENT SCHOOLS 1994 Students

This is not a test; there are no right or wrong answers to the questions.

The following questionnaires are part of a study being conducted in order to increase our understanding of the youth and atmospheres in Miami's independent schools. Your responses to the questionnaires will also serve to help put together a package of drug/ delinquency prevention programs for public and other schools. Your help is very much appreciated.

Participation in the survey is completely voluntary. **ALL ANSWERS ARE CONFIDENTIAL AND ANONYMOUS.** Your name cannot be connected to any responses. Please do not write your name anywhere on the following pages.

Survey Instructions

1. Please answer each question. Pages are double-sided, so please make sure to answer both front and back sides of each page. If you have any questions, please raise your hand. If you wish not to participate after you have begun, just leave the questions blank.
2. Confidentiality: Identifying information from any organization or individual will not be released to anyone, either in the final report or by any other means, without prior written consent.
3. Assistance: If you have any questions about the survey, or need additional information, please contact Lia Haley, Prevention Project Coordinator, The Village South, Inc., 3180 Biscayne Boulevard, Miami, Florida 33137, (305) 573-3784.

Thanks for your participation and support of the Drug and Delinquency Prevention in Independent Schools Project. Your school will receive summary results when they are available.



Student Assessment of Teachers

Circle the number that best describes how you feel about the teachers in this school.

1. Teachers in this school understand kids.

1	2	3	4	5
strongly disagree	disagree	not sure	agree	strongly agree

2. Teachers in this school treat kids fairly.

1	2	3	4	5
strongly disagree	disagree	not sure	agree	strongly agree

3. Teachers in this school "pick on" students.

1	2	3	4	5
strongly disagree	disagree	not sure	agree	strongly agree

4. Teachers in this school really care about the students.

1	2	3	4	5
strongly disagree	disagree	not sure	agree	strongly agree

5. Teachers in this school care about the feelings of their students.

1	2	3	4	5
strongly disagree	disagree	not sure	agree	strongly agree

6. Teachers in this school put a lot of effort into their teaching in the classroom.

1	2	3	4	5
strongly disagree	disagree	not sure	agree	strongly agree

7. Teachers in this school try to make schoolwork interesting for students.

1	2	3	4	5
strongly disagree	disagree	not sure	agree	strongly agree



8. Teachers in this school are approachable to students.

1	2	3	4	5
strongly disagree	disagree	not sure	agree	strongly agree

9. How often do you have contact with teachers outside of class?

1	2	3	4	5
never	rarely	occasionally	often	very often

10. I feel close to the teachers in this school.

1	2	3	4	5
strongly disagree	disagree	not sure	agree	strongly agree

11. Teachers in this school are stable/ satisfied with their jobs.

1	2	3	4	5
strongly disagree	disagree	not sure	agree	strongly agree

12. Teachers in this school enjoy their work.

1	2	3	4	5
strongly disagree	disagree	not sure	agree	strongly agree

13. Teachers in this school are respectful of students.

1	2	3	4	5
strongly disagree	disagree	not sure	agree	strongly agree

14. Teachers in this school are patient.

1	2	3	4	5
strongly disagree	disagree	not sure	agree	strongly agree

15. Teachers in this school help me get motivated to learn.

1	2	3	4	5
strongly disagree	disagree	not sure	agree	strongly agree



16. Teachers in this school help me be self-disciplined.

1	2	3	4	5
strongly disagree	disagree	not sure	agree	strongly agree

17. The teachers in this school try to instill a sense of values in students.

1	2	3	4	5
strongly disagree	disagree	not sure	agree	strongly agree

18. I feel the teachers are successful in instilling values in students.

1	2	3	4	5
strongly disagree	disagree	not sure	agree	strongly agree

19. How much personal attention from faculty (teachers, etc.) do you receive at school?

1	2	3	4	5
none	little	average	more than average	a lot

20. I am satisfied with the amount of personal attention I receive from teachers.

1	2	3	4	5
strongly disagree	disagree	not sure	agree	strongly agree

21. My teachers act in place of my parents while I am at school.

1	2	3	4	5
strongly disagree	disagree	not sure	agree	strongly agree

22. At least one of the teachers (or other faculty members) is a role model for me.

1	2	3	4	5
strongly disagree	disagree	not sure	agree	strongly agree

23. Students in this school respect their teachers.

1	2	3	4	5
strongly disagree	disagree	not sure	agree	strongly agree



School Climate

Circle the number that best describes how you feel about certain aspects of the school.

24. I am interested in school.

1	2	3	4	5
strongly disagree	disagree	not sure	agree	strongly agree

25. My best friend is interested in school.

1	2	3	4	5
strongly disagree	disagree	not sure	agree	strongly agree

26. The administration in this school is approachable to students.

1	2	3	4	5
strongly disagree	disagree	not sure	agree	strongly agree

27. How often do you have contact with the administration?

1	2	3	4	5
never	rarely	occasionally	often	very often

28. This school has a good reputation in the community.

1	2	3	4	5
strongly disagree	disagree	not sure	agree	strongly agree

29. Is there someone at school (teacher, guidance counselor, etc.) you would feel comfortable talking to about... (Please circle "yes" or "no;" if "yes," please give their position.)

				his/ her position?
a. problems with school?	YES	NO		_____
b. problems with friends?	YES	NO		_____
c. problems with drugs?	YES	NO		_____
d. problems with family?	YES	NO		_____
e. other personal problems?	YES	NO		_____



Drug Education

1. Have you had any drug education courses or lectures in this school? *Mark one.*

- No
- No, and I wish I had
- Yes

If you answered "yes" to number 1, please answer questions 2 through 4.

2. Would you say that the information about drugs that you received in this school's classes or programs has...

- Made you less interested in trying drugs.
- Not changed your interest in trying drugs.
- Made you more interested in trying drugs.

3. How many of the following drug education experiences have you had in this school?
Mark all that apply.

- A special course about drugs
- Films, lectures, or discussions in one or more of my regular courses
- Films or lectures outside of my regular courses
- Special discussions or group sessions about drugs

4. Overall, how valuable were the drug education experiences to you?

- Little or no value
- Some value
- Considerable value
- Great value



School Policy

What happens to a student who gets caught doing the following things in your school? (Mark all that apply.)

1. Being disrespectful to teachers?

- Nothing
- Parent conference with student, teacher, administrator, and parent
- Student placed on disciplinary probation
- Detention
- Suspension
- Expulsion
- Other - Specify _____
- Don't know

2. Drinking or being drunk at school?

- Nothing
- Parent conference with student, teacher, administrator, and parent
- Student placed on disciplinary probation
- Detention
- Suspension
- Expulsion
- Other - Specify _____
- Don't know

3. Possessing illegal drugs at school?

- Nothing
- Parent conference with student, teacher, administrator, and parent
- Student placed on disciplinary probation
- Detention
- Suspension
- Expulsion
- Other - Specify _____
- Don't know



Cognitive Test on Basic Drug Facts (M4)

Select the term that completes the statement, and place it in the blank.

acid addiction AIDS alcohol amphetamines barbiturates central nervous system

1. _____ is an overpowering, recurrent, excessive need for a substance that is used in spite of the costs to one's physical, social, emotional, or economic well-being.
2. _____ causes the body to lose its natural defense against disease, making it vulnerable to many illnesses that it is then unable to fight off.
3. _____ is a central nervous system depressant found in beer, wine, and hard liquor.
4. _____ are synthetically produced central nervous system stimulants.
5. _____ are sedative hypnotic drugs that depress the central nervous system.
6. _____ refers to the brain and spinal cord, the primary systems affected by psychoactive drugs.
7. _____ is the street term for LSD.

Circle the term that best completes the statement.

8. In general parents and teachers should suspect drug use if they observe
 - a. normal mood changes
 - b. increased interest in fashion
 - c. a best friend uses drugs
 - d. increased appetite
9. Cocaine is commonly believed to
 - a. increase the heart rate
 - b. be a licit drug
 - c. be water insoluble
 - d. increase intellect
10. Daniel is trying to reduce the amount of alcohol he drinks. Every time he visits his parents, his mother offers him a drink. To act assertively, Daniel should
 - a. tell his mother that people do not need drinks in order to have a pleasant visit.
 - b. ask his mother not to drink in his presence.
 - c. ask his mother not to offer him a drink.
 - d. none of the above



11. Marijuana grows in the climate of
- Africa
 - South America
 - Northeastern United States
 - All of the above

Write T if you think the statement is true and F if you think it is false.

- _____ 12. Hypertension is not associated with regular, heavy drinking.
- _____ 13. Alcohol can cause bleeding sores in the stomach.
- _____ 14. Alcohol contributes to slightly more than 75 percent of all traffic accidents each year.
- _____ 15. A woman who drinks during pregnancy does not increase her risk of having a baby with birth defects.
- _____ 16. Alcohol is high in calories.
- _____ 17. Hallucinogens change the way people see things.
- _____ 18. People who often use depressants should see a doctor before they stop taking drugs.
- _____ 19. Individuals who abuse drugs may have difficulty making decisions.
- _____ 20. A person using narcotics does not need more and more to feel its effects.

Source: Southeast Regional Center for Drug-Free Schools and Communities. Atlanta, GA, 1989. Teams are encouraged to add or delete test items, depending on the objective of the activity.

- | | | | | |
|------|---------------------------|---------|-------|-------|
| Key: | 1. addiction | 7. acid | 12. F | 16. T |
| | 2. AIDS | 8. C | 13. T | 17. T |
| | 3. alcohol | 9. A | 14. T | 18. T |
| | 4. amphetamines | 10. C | 15. F | 19. T |
| | 5. barbiturates | 11. D | | 20. F |
| | 6. central nervous system | | | |



Skill Utilization Measures (M20)

In the past month how often do you think you have used each of the following coping skills?

1. *Self-improvement skills* like goal setting, specifying behavior, self-reward for accomplishments?

_____ not that I can remember
_____ once or twice
_____ 3 to 8 times
_____ more than 10 times

2. *Anxiety management skills* like relaxation, mental rehearsal, and deep breathing?

_____ not that I can remember
_____ once or twice
_____ 3 to 8 times
_____ more than 10 times

3. *Assertiveness skills* such as saying "no," asking for what you want, standing up for what you want?

_____ not that I can remember
_____ once or twice
_____ 3 to 8 times
_____ more than 10 times

4. *Social skills* like starting a conversation, keeping a conversation going, asking questions?

_____ not that I can remember
_____ once or twice
_____ 3 to 8 times
_____ more than 10 times



Self-Esteem

How would you describe yourself on the following characteristics. For each one, put a check in the column that best fits you.

	very much like me	pretty much like me	not much like me	not like me
confident				
unreliable				
happy				
easy going				
moody				
friendly				
easily angered				
makes friends easily				
gets along with teachers				
responsible				
intelligent				
lazy				
forgetful				
attractive				
punctual				
generous				
helpful				
uncooperative				
shy				
open minded				
a leader				





9. How often have you vandalized school property: *Circle one choice.*

1 2 3 4 5
never rarely occasionally often very often

10. How often have you smoked in a school bathroom: *Circle one choice.*

1 2 3 4 5
never rarely occasionally often very often

11. How often have you let a friend copy test answers: *Circle one choice.*

1 2 3 4 5
never rarely occasionally often very often

12. How often have you... *Check one choice for each question.*

1= never 2= once or twice 3= 3 to 11 times 4= 12 or more times

a. taken little things from home, school:

1 _____ 2 _____ 3 _____ 4 _____

b. stolen anything worth less than \$5:

1 _____ 2 _____ 3 _____ 4 _____

c. stolen anything worth between \$5 and \$50:

1 _____ 2 _____ 3 _____ 4 _____

d. stolen anything worth more than \$50:

1 _____ 2 _____ 3 _____ 4 _____

e. purposely damaged or destroyed another's property:

1 _____ 2 _____ 3 _____ 4 _____

f. physically injured or beaten someone:

1 _____ 2 _____ 3 _____ 4 _____



13. Have you ever had any suicidal thoughts or committed any suicidal actions? *Circle "yes" or "no."*

YES

NO

14. Are you or are any of your friends members of a gang? *Circle "yes" or "no."*

YES

NO



1. What is your grade level in school? *Circle one choice.*

- | | |
|--------------|---------------|
| 1. 7th grade | 4. 10th grade |
| 2. 8th grade | 5. 11th grade |
| 3. 9th grade | 6. 12th grade |

2. Which of the following best describes your average grade so far this year in school? *Circle one choice.*

- | | |
|----------------|----------------|
| 1. Mostly A's | 6. C's and D's |
| 2. A's and B's | 7. Mostly D's |
| 3. Mostly B's | 8. D's and F's |
| 4. B's and C's | 9. Mostly F's |
| 5. Mostly C's | |

3. During the LAST 30 DAYS, how many whole days of school have you missed...
Circle one choice for each line.

- | | | | | | | | |
|------------------------------------|------|---|---|---|-----|------|-----|
| a. Because of illness... | None | 1 | 2 | 3 | 4-5 | 6-10 | 11+ |
| b. Because you skipped or "cut"... | None | 1 | 2 | 3 | 4-5 | 6-10 | 11+ |
| c. For other reasons... | None | 1 | 2 | 3 | 4-5 | 6-10 | 11+ |

4. During the LAST 30 DAYS, how often have you gone to school, but skipped a class when you were not supposed to? *Circle one choice.*

- | | |
|-----------------|-----------------------|
| 1. Not at all | 4. 6-10 times |
| 2. 1 or 2 times | 5. 11-20 times |
| 3. 3-5 times | 6. More than 20 times |

5. Have you ever smoked cigarettes? *Circle one choice.*

- | | |
|-----------------------------------|--------------------------|
| 1. Never | 4. Regularly in the past |
| 2. Once or twice only | 5. Regularly now |
| 3. Occasionally but not regularly | |

6. How frequently have you smoked cigarettes during the PAST 30 DAYS? *Circle one choice.*

- | | |
|------------------------------------|---|
| 1. Not at all | 5. About one pack per day |
| 2. Less than one cigarette per day | 6. About one and one-half packs per day |
| 3. One to five cigarettes per day | 7. Two packs or more per day |
| 4. About one-half pack per day | |

7. How many times (if any) have you used smokeless tobacco (snuff, chewing tobacco, plug)
Circle how many times for each line.

- | | | | | | | | |
|-------------------------------|---|-----|-----|-----|-------|-------|-----|
| a. in your lifetime? | 0 | 1-2 | 3-5 | 6-9 | 10-19 | 20-39 | 40+ |
| b. during the last 12 months? | 0 | 1-2 | 3-5 | 6-9 | 10-19 | 20-39 | 40+ |
| c. during the last 30 days? | 0 | 1-2 | 3-5 | 6-9 | 10-19 | 20-39 | 40+ |



8. How many times (if any) have you had alcoholic beverages to drink? *Circle how many times for each line.*

a. in your lifetime?	0	1-2	3-5	6-9	10-19	20-39	40+
b. during the last 12 months?	0	1-2	3-5	6-9	10-19	20-39	40+
c. during the last 30 days?	0	1-2	3-5	6-9	10-19	20-39	40+

9. More specifically, how many times (if any) have you had beer to drink? *Circle how many times for each line.*

a. in your lifetime?	0	1-2	3-5	6-9	10-19	20-39	40+
b. during the last 12 months?	0	1-2	3-5	6-9	10-19	20-39	40+
c. during the last 30 days?	0	1-2	3-5	6-9	10-19	20-39	40+

10. How many times (if any) have you had wine to drink? *Circle how many times for each line.*

a. in your lifetime?	0	1-2	3-5	6-9	10-19	20-39	40+
b. during the last 12 months?	0	1-2	3-5	6-9	10-19	20-39	40+
c. during the last 30 days?	0	1-2	3-5	6-9	10-19	20-39	40+

11. How many times (if any) have you had liquor to drink? *Circle how many times for each line.*

a. in your lifetime?	0	1-2	3-5	6-9	10-19	20-39	40+
b. during the last 12 months?	0	1-2	3-5	6-9	10-19	20-39	40+
c. during the last 30 days?	0	1-2	3-5	6-9	10-19	20-39	40+

12. How many times (if any) have you used anabolic steroids ("roids", "puffers")? *Circle how many times for each line.*

a. in your lifetime?	0	1-2	3-5	6-9	10-19	20-39	40+
b. during the last 12 months?	0	1-2	3-5	6-9	10-19	20-39	40+
c. during the last 30 days?	0	1-2	3-5	6-9	10-19	20-39	40+

13. How many times (if any) have you used marijuana (grass, pot) or hashish (hash, hash oil)? *Circle how many times for each line.*

a. in your lifetime?	0	1-2	3-5	6-9	10-19	20-39	40+
b. during the last 12 months?	0	1-2	3-5	6-9	10-19	20-39	40+
c. during the last 30 days?	0	1-2	3-5	6-9	10-19	20-39	40+



14. How many times (if any) have you sniffed glue, or breathed the contents of aerosol spray cans, or inhaled any other substances (poppers, amyl nitrite) in order to get high? *Circle how many times for each line.*

a. in your lifetime?	0	1-2	3-5	6-9	10-19	20-39	40+
b. during the last 12 months?	0	1-2	3-5	6-9	10-19	20-39	40+
c. during the last 30 days?	0	1-2	3-5	6-9	10-19	20-39	40+

15. How many times (if any) have you used LSD ("acid")? *Circle how many times for each line.*

a. in your lifetime?	0	1-2	3-5	6-9	10-19	20-39	40+
b. during the last 12 months?	0	1-2	3-5	6-9	10-19	20-39	40+
c. during the last 30 days?	0	1-2	3-5	6-9	10-19	20-39	40+

16. How many times (if any) have you used psychedelics other than LSD (like mescaline, mushrooms, peyote, psilocybin, etc.)? *Circle how many times for each line.*

a. in your lifetime?	0	1-2	3-5	6-9	10-19	20-39	40+
b. during the last 12 months?	0	1-2	3-5	6-9	10-19	20-39	40+
c. during the last 30 days?	0	1-2	3-5	6-9	10-19	20-39	40+

17. How many times (if any) have you taken amphetamines (like speed, uppers, crystal meth, crank) on your own - that is, without a doctor telling you to take them? *Circle how many times for each line.*

a. in your lifetime?	0	1-2	3-5	6-9	10-19	20-39	40+
b. during the last 12 months?	0	1-2	3-5	6-9	10-19	20-39	40+
c. during the last 30 days?	0	1-2	3-5	6-9	10-19	20-39	40+

18. How many times (if any) have you taken barbiturates (downers, goofballs) on your own - that is, without a doctor telling you to take them? *Circle how many times for each line.*

a. in your lifetime?	0	1-2	3-5	6-9	10-19	20-39	40+
b. during the last 12 months?	0	1-2	3-5	6-9	10-19	20-39	40+
c. during the last 30 days?	0	1-2	3-5	6-9	10-19	20-39	40+

19. How many times (if any) have you taken tranquilizers (Librium, Valium, Miltown) on your own-that is, without a doctor telling you to take them? *Circle how many times for each line.*

a. in your lifetime?	0	1-2	3-5	6-9	10-19	20-39	40+
b. during the last 12 months?	0	1-2	3-5	6-9	10-19	20-39	40+
c. during the last 30 days?	0	1-2	3-5	6-9	10-19	20-39	40+



20. How many times (if any) have you smoked "crack" (cocaine in chunk or rock form)? *Circle how many times for each line.*

a.	in your lifetime?	0	1-2	3-5	6-9	10-19	20-39	40+
b.	during the last 12 months?	0	1-2	3-5	6-9	10-19	20-39	40+
c.	during the last 30 days?	0	1-2	3-5	6-9	10-19	20-39	40+

21. How many times (if any) have you used cocaine, excluding "crack" cocaine, "rock"? *Circle how many times for each line.*

a.	in your lifetime?	0	1-2	3-5	6-9	10-19	20-39	40+
b.	during the last 12 months?	0	1-2	3-5	6-9	10-19	20-39	40+
c.	during the last 30 days?	0	1-2	3-5	6-9	10-19	20-39	40+

22. How many times (if any) have you used heroin (smack, horse, skag)? *Circle how many times for each line.*

a.	in your lifetime?	0	1-2	3-5	6-9	10-19	20-39	40+
b.	during the last 12 months?	0	1-2	3-5	6-9	10-19	20-39	40+
c.	during the last 30 days?	0	1-2	3-5	6-9	10-19	20-39	40+

23. How many times (if any) have you taken narcotics (opium, codeine, paragonic, demerol, percodan, demerol, darvon) other than heroin on your own - that is, without a doctor telling you to take them? *Circle how many times for each line.*

a.	in your lifetime?	0	1-2	3-5	6-9	10-19	20-39	40+
b.	during the last 12 months?	0	1-2	3-5	6-9	10-19	20-39	40+
c.	during the last 30 days?	0	1-2	3-5	6-9	10-19	20-39	40+

24. What grade were you in when you FIRST tried? *Circle one answer for each line.*

a.	cigarettes	Never	1	2	3	4	5	6	7	8	9	10	11	12
b.	smokeless tobacco (snuff, plug, or chewing tobacco)	Never	1	2	3	4	5	6	7	8	9	10	11	12
c.	an alcoholic drink (more than a few sips)	Never	1	2	3	4	5	6	7	8	9	10	11	12
d.	anabolic steroids ('roids, puffers, etc.)	Never	1	2	3	4	5	6	7	8	9	10	11	12
e.	marijuana or hashish	Never	1	2	3	4	5	6	7	8	9	10	11	12
f.	inhalants (glue, aerosols, poppers, amyl nitrite)	Never	1	2	3	4	5	6	7	8	9	10	11	12



What grade were you in when you FIRST tried? *Circle one answer for each line.*

g.	LSD (acid)	Never	1	2	3	4	5	6	7	8	9	10	11	12
h.	any hallucinogens other than LSD (mescaline, mushrooms, peyote, PCP, ecstasy, angel dust)	Never	1	2	3	4	5	6	7	8	9	10	11	12
i.	amphetamines (speed, uppers, crystal meth, crank)	Never	1	2	3	4	5	6	7	8	9	10	11	12
j.	barbiturates (downers, goofballs)	Never	1	2	3	4	5	6	7	8	9	10	11	12
k.	tranquilizers (Librium, Valium, Milltown)	Never	1	2	3	4	5	6	7	8	9	10	11	12
l.	crack cocaine	Never	1	2	3	4	5	6	7	8	9	10	11	12
m.	cocaine (other than crack)	Never	1	2	3	4	5	6	7	8	9	10	11	12
n.	heroin (smack, horse, skag)	Never	1	2	3	4	5	6	7	8	9	10	11	12
o.	any narcotic other than heroin (opium, codeine, paragonic, demerol, percodan, darvon)	Never	1	2	3	4	5	6	7	8	9	10	11	12

25. During the LAST 30 DAYS, how many times (if any) have you been a passenger in a car... *Circle how many times for each line.*

a.	when the driver had been drinking alcohol?	0	1	2	3-5	6-9	10+
b.	when you think the driver had 5 or more alcoholic drinks?	0	1	2	3-5	6-9	10+

26. During the LAST 30 DAYS, how many times (if any) have you driven a car, truck, or motorcycle after... *Circle how many times for each line.*

a.	drinking alcohol?	0	1	2	3-5	6-9	10+
b.	having 5 or more alcoholic drinks?	0	1	2	3-5	6-9	10+

27. How many of your friends would you estimate... *Circle one choice for each line.*

a.	smoke cigarettes?	None	Few	Some	Most	All
b.	use smokeless tobacco (snuff, chewing tobacco, plug)?	None	Few	Some	Most	All
c.	drink alcoholic beverages?	None	Few	Some	Most	All



How many of your friends would you estimate... *Circle one choice for each line.*

d.	get drunk at least once a week?	None	Few	Some	Most	All
e.	use anabolic steroids ('roids, puffers, etc.)?	None	Few	Some	Most	All
f.	smoke marijuana (pot, grass) or hashish?	None	Few	Some	Most	All
g.	use inhalents (glue, areosols poppers, amyl nitrite)?	None	Few	Some	Most	All
h.	take LSD (acid)?	None	Few	Some	Most	All
i.	take hallucinogens other than LSD (mescaline, mushrooms, peyote, PCP, ecstacy, angel dust, etc.)?	None	Few	Some	Most	All
j.	take amphetamines (speed, uppers, crystal meth, crank)?	None	Few	Some	Most	All
k.	take barbiturates (downers, goofballs, etc.)?	None	Few	Some	Most	All
l.	take tranquilizers (Librium Valium, Miltown)?	None	Few	Some	Most	All
m.	smoke crack?	None	Few	Some	Most	All
n.	use cocaine (other than crack)?	None	Few	Some	Most	All
o.	use heroin (smack, horse, skag)?	None	Few	Some	Most	All
p.	use any narcotic other than heroin (opium, codeine, paragonic, demerol, percodan, daryon)?	None	Few	Some	Most	All

28. How much do you think your friends risk harming themselves (physically or in other ways), if they... *Circle one choice for each line.*

AMOUNT OF RISK

a.	smoke cigarettes	None	Slight	Moderate	Great	Can't Say
b.	use smokeless tobacco regularly (snuff, chewing tobacco, plug)	None	Slight	Moderate	Great	Can't Say
c.	take 1 or 2 drinks nearly every day	None	Slight	Moderate	Great	Can't Say



AMOUNT OF RISK

d.	take 4 or 5 drinks nearly every day	None	Slight	Moderate	Great	Can't Say
e.	have five or more drinks once or twice a week	None	Slight	Moderate	Great	Can't Say
f.	use anabolic steroids ('roids, puffers, etc.)	None	Slight	Moderate	Great	Can't Say
g.	try marijuana (pot, grass)	None	Slight	Moderate	Great	Can't Say
h.	smoke marijuana occasionally	None	Slight	Moderate	Great	Can't Say
i.	smoke marijuana regularly	None	Slight	Moderate	Great	Can't Say
j.	try an inhalant (glue, aerosols, poppers, amyl nitrite)	None	Slight	Moderate	Great	Can't Say
k.	take LSD (acid)	None	Slight	Moderate	Great	Can't Say
l.	take an hallucinogen other than LSD (mescaline, mushrooms, peyote, PCP, ecstasy, angel dust, etc.)	None	Slight	Moderate	Great	Can't Say
m.	try an amphetamine (speed, uppers, crystal meth, crank) once or twice	None	Slight	Moderate	Great	Can't Say
n.	take amphetamines occasionally	None	Slight	Moderate	Great	Can't Say
o.	try a barbituate (downers, goofballs, etc.) once or twice	None	Slight	Moderate	Great	Can't Say
p.	take barbituates occasionally	None	Slight	Moderate	Great	Can't Say
q.	try a tranquilizer (Librium, Valium, Miltown)	None	Slight	Moderate	Great	Can't Say
r.	take tranquilizers occasionally	None	Slight	Moderate	Great	Can't Say
s.	smoke crack once or twice	None	Slight	Moderate	Great	Can't Say
t.	smoke crack occasionally	None	Slight	Moderate	Great	Can't Say
u.	smoke crack regularly	None	Slight	Moderate	Great	Can't Say
v.	try cocaine (other than crack) once or twice	None	Slight	Moderate	Great	Can't Say
w.	use cocaine occasionally	None	Slight	Moderate	Great	Can't Say
x.	use cocaine regularly	None	Slight	Moderate	Great	Can't Say
y.	use heroin (smack, horse, skag)	None	Slight	Moderate	Great	Can't Say
z.	use any narcotic other than heroin (opium, codeine, paragonic, demerol, percodan, darvon)	None	Slight	Moderate	Great	Can't Say



29. Individuals differ in whether or not they disapprove of their friends doing certain things. Do YOU disapprove of your friends doing each of the following? Circle one choice for each line.

- | | | | | |
|----|--|------------------|------------|---------------------|
| a. | smoking one or more packs of cigareues a day | Don't Disapprove | Disapprove | Strongly Disapprove |
| b. | using smokeless tobacco (snuff, chewing tobacco, plug) | Don't Disapprove | Disapprove | Strongly Disapprove |
| c. | taking one or two drinks nearly everyday | Don't Disapprove | Disapprove | Strongly Disapprove |
| d. | having five or more drinks once or twice each week | Don't Disapprove | Disapprove | Strongly Disapprove |
| e. | using anabolic steroids ('roids, puffers, etc.) | Don't Disapprove | Disapprove | Strongly Disapprove |
| f. | smoking marijuana (pot, grass) once or twice | Don't Disapprove | Disapprove | Strongly Disapprove |
| g. | smoking marijuana regularly | Don't Disapprove | Disapprove | Strongly Disapprove |
| h. | trying an inhalant (glue, aerosols, poppers, amyl nitrite) | Don't Disapprove | Disapprove | Strongly Disapprove |
| i. | taking LSD (acid) | Don't Disapprove | Disapprove | Strongly Disapprove |
| j. | taking an hallucinogen other than LSD (mescaline, mushrooms, peyote, PCP, ecstasy, angel dust, etc.) | Don't Disapprove | Disapprove | Strongly Disapprove |
| k. | trying an amphetamine (speed, uppers, crystal meth, crank) | Don't Disapprove | Disapprove | Strongly Disapprove |
| l. | trying a barbiturate (downer, goofball, etc.) once | Don't Disapprove | Disapprove | Strongly Disapprove |
| m. | trying a tranquilizer (Librium, Valium, Miltown) | Don't Disapprove | Disapprove | Strongly Disapprove |
| n. | trying crack once or twice | Don't Disapprove | Disapprove | Strongly Disapprove |
| o. | trying cocaine (other than crack) once or twice | Don't Disapprove | Disapprove | Strongly Disapprove |
| p. | using heroin (smack, horse, skag) | Don't Disapprove | Disapprove | Strongly Disapprove |
| q. | using any narcotic other than heroin (opium, codeine, paragonic, demerol, percodan, darvon) | Don't Disapprove | Disapprove | Strongly Disapprove |



30. How difficult do you think it would be for you to get each of the following types of drugs, if you wanted some? *Circle one choice for each line.*

a.	cigarettes	Probably Impossible	Very Difficult	Fairly Difficult	Fairly Easy	Very Easy
b.	smokeless tobacco (snuff, plug, or chewing tobacco)	Probably Impossible	Very Difficult	Fairly Difficult	Fairly Easy	Very Easy
c.	any alcoholic beverage beer, wine, or liquor)	Probably Impossible	Very Difficult	Fairly Difficult	Fairly Easy	Very Easy
d.	anabolic steroids (roids, puffers, etc.)	Probably Impossible	Very Difficult	Fairly Difficult	Fairly Easy	Very Easy
e.	marijuana, cannabis, pot, grass or hashish	Probably Impossible	Very Difficult	Fairly Difficult	Fairly Easy	Very Easy
f.	inhalants (glue, aerosols, poppers, amyl nitrite)	Probably Impossible	Very Difficult	Fairly Difficult	Fairly Easy	Very Easy
g.	LSD (acid)	Probably Impossible	Very Difficult	Fairly Difficult	Fairly Easy	Very Easy
h.	hallucinogens other than LSD (mescaline, mushrooms, peyote PCP, ecstasy, angel dust, etc.)	Probably Impossible	Very Difficult	Fairly Difficult	Fairly Easy	Very Easy
i.	amphetamines (speed, uppers crystal meth, crank)	Probably Impossible	Very Difficult	Fairly Difficult	Fairly Easy	Very Easy
j.	barbiturates (downers, goofballs, etc.)	Probably Impossible	Very Difficult	Fairly Difficult	Fairly Easy	Very Easy
k.	tranquilizers (Librium, Valium, Miltown)	Probably Impossible	Very Difficult	Fairly Difficult	Fairly Easy	Very Easy
l.	crack cocaine	Probably Impossible	Very Difficult	Fairly Difficult	Fairly Easy	Very Easy
m.	cocaine (other than crack)	Probably Impossible	Very Difficult	Fairly Difficult	Fairly Easy	Very Easy
n.	heroin (smack, horse, skag)	Probably Impossible	Very Difficult	Fairly Difficult	Fairly Easy	Very Easy
o.	any narcotic other than heroin (opium, codeine, paregoric, demerol, percocan, darvon)	Probably Impossible	Very Difficult	Fairly Difficult	Fairly Easy	Very Easy

31. How difficult do you think it is for someone your age to obtain help in dealing with a drug problem? *Circle one choice.*

- | | |
|---------------------|---------------|
| a. Very Difficult | d. Very Easy |
| b. Fairly Difficult | e. Don't know |
| c. Fairly Easy | |

32. Where do you get most of your information about the effects that drugs have on the people that use them? *Circle all that apply.*

- | | |
|--------------------------------|---------------------------|
| a Teachers or Counselors | f Police |
| b Friends, Brothers or Sisters | g Newspapers or Magazines |
| c Your Doctor | h Books |
| d Your Parents | i Radio or TV |
| e Other Family Adults | j Don't Know |



33. Whom would you most likely turn to if you had a problem with drugs or alcohol? *Circle all that apply.*

- | | |
|--------------|---|
| a. Friends | h. School nurse |
| b. Sibling | i. Guidance counselor |
| c. Father | j. Social worker |
| d. Mother | k. Another adult (not mother or father) |
| e. Clergy | His/ her connection to you? |
| f. Physician | _____ |
| g. Teachers | |

34. How do you describe yourself? *Circle one choice.*

- | | |
|------------------------|------------------------|
| a. White, non-Hispanic | d. Oriental |
| b. Black, non-Hispanic | e. Other ethnic group, |
| c. Hispanic | specify _____ |

35. What is your sex? *Circle one choice.*

- | | |
|---------|-----------|
| a. Male | b. Female |
|---------|-----------|

36. How old were you on your last birthday? *Circle one choice.*

- | | |
|-------------------------|-------------------------|
| 1. 11 years old or less | 6. 16 years old |
| 2. 12 years old | 7. 17 years old |
| 3. 13 years old | 8. 18 years old |
| 4. 14 years old | 9. 19 years old or more |
| 5. 15 years old | |

37. Which of the following people live in the same household with you? *Circle all that apply.*

- | | |
|--------------------------------|-----------------------------|
| 1. I live alone | 5. Sisters (or stepsisters) |
| 2. Father (or male guardian) | 6. Grandparent(s) |
| 3. Mother (or female guardian) | 7. Other relative(s) |
| 4. Brothers (or stepbrothers) | 8. Non-relative(s) |

38. Do you feel that anyone in your family has problems with alcohol or other drugs? *Circle one choice.*

- | | |
|--------|---------------|
| 1. Yes | 3. Don't know |
| 2. No | |



39. What is your religious preference? *Circle one choice.*

- | | |
|-------------------|-------------------|
| 1. Protestant | 4. Other religion |
| 2. Roman Catholic | 5. None |
| 3. Jewish | |

40. How often do you attend religious services? *Circle one choice.*

- | | |
|-----------|------------------------------|
| 1. Never | 3. Once or twice a month |
| 2. Rarely | 4. About once a week or more |

41. How important is religion in your life? *Circle one choice.*

- | | |
|-----------------------|---------------------|
| 1. Not important | 3. Pretty important |
| 2. A little important | 4. Very important |

42. How often are you bored outside of school? *Circle one choice.*

- | | |
|--------------|-----------|
| 1. Never | 4. Often |
| 2. Seldom | 5. Always |
| 3. Sometimes | |

43. When you are with your friends, how often does it seem like there is nothing to do besides hang out? *Circle one choice.*

- | | |
|--------------|-----------|
| 1. Never | 4. Often |
| 2. Seldom | 5. Always |
| 3. Sometimes | |

44. In which of the following activities did you participate during this and the past school year? *Circle "yes" or "no" for each choice.*

- | | | | | | |
|--------------|-----|----|----------------------------|-----|----|
| 1. Athletics | YES | NO | 3. School Clubs | YES | NO |
| 2. Music | YES | NO | 4. Other School Activities | YES | NO |

45. Have you held any leadership positions in any extracurricular activities? *Circle "yes" or "no" for each choice.*

- | | |
|--------|-------|
| 1. YES | 2. NO |
|--------|-------|



46. What is the highest level of school that you expect to finish? *Circle one choice.*

1. some high school
2. graduate from high school
3. college undergraduate
4. master level
5. graduate level

47. What are your plans upon graduation? *Circle all that apply.*

1. attend college
2. get a job
3. unsure
4. other _____



DRUG AND DELINQUENCY PREVENTION IN INDEPENDENT SCHOOLS 1994 Parents

The following questionnaires are part of a study being conducted in order to increase our understanding of the youth and atmospheres in Miami's independent schools. Your responses to the questionnaires will also serve to help put together a package of drug/ delinquency prevention programs for public and other schools. Your help is very much appreciated. Participation in the survey is completely voluntary. **ALL ANSWERS ARE CONFIDENTIAL AND ANONYMOUS.** Your name cannot be connected to any responses. Please do not write your name anywhere on the following pages.

Survey Instructions

1. Please respond to each question. Pages are double-sided, so please make sure to answer both front and back sides of each page. If you wish not to participate after you have begun, just leave the questions blank.
2. Confidentiality: Identifying information from any organization or individual will not be released to anyone, either in the final report or by any other means, without prior written consent.
3. Deadline: We need the completed survey no later than _____. An addressed, stamped envelope is provided to return the survey. Additional materials should be mailed to: Lia Haley, Prevention Project Coordinator, The Village South, Inc., 3180 Biscayne Boulevard, Miami, Florida 33137.
4. Assistance: If you need help, have questions about the survey, or need additional information, please call Lia Haley, Prevention Project Coordinator, at (305) 573-3784.

Thanks for your participation and support of the Drug and Delinquency Prevention in Independent Schools Project. Your child's school will receive summary results from us when they are available.



Parental Awareness Survey (M9)

Please answer the following questions with respect to the average response within your child's school. If you have more than one child, answer the questions with respect to the child who is closest to 14 years of age.

1. At what age do students who smoke cigarettes start smoking?
 1. Under 10
 2. 10-11
 3. 12-13
 4. 14-15
 5. 16-17
 6. 18-19
 7. Over 20
2. At what age do students who drink alcohol start drinking?
 1. Under 10
 2. 10-11
 3. 12-13
 4. 14-15
 5. 16-17
 6. 18-19
 7. Over 20
3. At what age do students who use cocaine start using it?
 1. Under 10
 2. 10-11
 3. 12-13
 4. 14-15
 5. 16-17
 6. 18-19
 7. Over 20
4. How often do students smoke marijuana?
 1. Once a year
 2. 6 times a year
 3. Once a month
 4. Twice a month
 5. Once a week
 6. 3 times a week
 7. Every day
5. How often do students use cocaine?
 1. Once a year
 2. 6 times a year
 3. Once a month
 4. Twice a month
 5. Once a week
 6. 3 times a week
 7. Every day
6. Where do students usually drink alcohol?
 1. Home
 2. School
 3. In a car
 4. Friend's home
 5. Other
7. Where do students usually smoke marijuana?
 1. Home
 2. School
 3. In a car
 4. Friend's home
 5. Other
8. Where do students usually use inhalants?
 1. Home
 2. School
 3. In a car
 4. Friend's home
 5. Other
9. When do students usually smoke cigarettes?
 1. Before school
 2. During school
 3. After school
 4. Weeknights
 5. Weekends



10. When do students usually drink wine coolers?

1. Before school
2. During school
3. After school
4. Weeknights
5. Weekends

11. Do students feel beer is harmful to their health?

1. No
2. Sometimes
3. Very much
4. Don't know

12. Do students feel marijuana is harmful to their health?

1. No
2. Sometimes
3. Very much
4. Don't know

13. Do students feel cocaine is harmful to their health?

1. No
2. Sometimes
3. Very much
4. Don't know

14. How easy is it for students to get marijuana?

1. Cannot get
2. Fairly difficult
3. Fairly easy
4. Very easy
5. Don't know

15. How easy is it for students to get cocaine?

1. Cannot get
2. Fairly difficult
3. Fairly easy
4. Very easy
5. Don't know

Source: Southeast Regional Center for Drug-Free Schools and Communities. Atlanta, GA, 1989.

Responses on this inventory would be compared to incidence and prevalence rates from a local drug use survey. The closer the estimates from this inventory are to those of the drug use survey, the more accurately aware citizens and parents are of actual substance use.



Parental Involvement Survey (M33)

Please answer the following questions with respect to your son or daughter. If you have more than one child, answer the questions with respect to the child who is closest to 14 years of age.

1. How many PTA meetings have you attended in the last year? _____
2. How many parent-teacher conferences regarding your child have you attended in the last year? _____
3. List any youth organizations (e.g., Scouts, sports teams, music groups, church groups) you are involved with at least once per week.

4. How often do you know where your child is outside of school hours?
1 = never 5 = always 1 2 3 4 5
5. How often do you know whom your child is with outside of school hours?
1 = never 5 = always 1 2 3 4 5

The following questions should be answered with the following scale:

1 = never 2 = once a year 3 = monthly 4 = weekly 5 = daily

6. How often do you spend time with your child in sports or athletics?
1 2 3 4 5
7. How often do you and your child go to movies together?
1 2 3 4 5
8. How often do you and your child go camping, fishing, hunting?
1 2 3 4 5
9. How often do you and your child go on vacations together?
1 2 3 4 5
10. How often do you and your child visit relatives?
1 2 3 4 5
11. How often do you instruct your child in some skill/activity?
1 2 3 4 5
12. How often do you and your child participate in purchased activities (e.g., concerts, sporting events, going out to dinner) together?
1 2 3 4 5



13. How often do you and your child talk about day-to-day things?

1 2 3 4 5

14. How often do you and your child eat together at home?

1 2 3 4 5

15. How often do you and your child watch TV together or engage in some other spontaneous activities at home?

1 2 3 4 5

Source: Southeast Regional Center for Drug-Free Schools and Communities, Atlanta, GA, 1989.



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DRUG AND DELINQUENCY PREVENTION IN INDEPENDENT SCHOOLS 1994 Teachers

The following questionnaires are part of a study being conducted in order to increase our understanding of the youth and atmospheres in Miami's independent schools. Your responses to the questionnaires will also serve to help put together a package of drug/ delinquency prevention programs for public and other schools. Your help is very much appreciated. Participation in the survey is completely voluntary. **ALL ANSWERS ARE CONFIDENTIAL AND ANONYMOUS.** Your name cannot be connected to any responses. Please do not write your name anywhere on the following pages.

Survey Instructions

1. Please respond to each question. Pages are double-sided, so please make sure to answer both front and back sides of each page. If you wish not to participate after you have begun, just leave the questions blank.
2. Confidentiality: Identifying information from any organization or individual will not be released to anyone, either in the final report or by any other means, without prior written consent.
3. Collection: After completing the survey, please place it in the envelope provided and follow your school's instructions on collection.
4. Deadline: We need the completed survey no later than _____.
5. Assistance: If you need help, have questions about the survey, or need additional information, please contact Lia Haley, Prevention Project Coordinator, The Village South, Inc., 3180 Biscayne Boulevard, Miami, Florida 33137 (305) 573-3784.

Thanks for your participation and support of the Drug and Delinquency Prevention in Independent Schools Project. Your school will receive summary results from us when they are available.



TEACHERS / FACULTY

1. This school's administration is approachable to teachers.

1	2	3	4	5
strongly disagree	disagree	not sure	agree	strongly agree

2. This school's administration is helpful to teachers.

1	2	3	4	5
strongly disagree	disagree	not sure	agree	strongly agree

3. How often do you have contact with the administration?

1	2	3	4	5
never	rarely	occasionally	often	a lot

4. I motivate my students to learn.

1	2	3	4	5
strongly disagree	disagree	not sure	agree	strongly agree

5. I help my students be self-disciplined.

1	2	3	4	5
strongly disagree	disagree	not sure	agree	strongly agree

6. I feel close to the students in this school.

1	2	3	4	5
strongly disagree	disagree	not sure	agree	strongly agree

7. I try to instill a sense of values in my students.

1	2	3	4	5
strongly disagree	disagree	not sure	agree	strongly agree



8. I feel I am successful in instilling values in my students.

1	2	3	4	5
strongly disagree	disagree	not sure	agree	strongly agree

9. How much personal attention are you able to give your students?

1	2	3	4
none	a little	some	a lot

10. I am satisfied with the amount of personal attention I am able to give my students.

1	2	3	4	5
strongly disagree	disagree	not sure	agree	strongly agree

11. How often do you have contact with students outside of class?

1	2	3	4	5
never	rarely	occasionally	often	a lot

12. Have students come to you to talk about... (Circle "yes" or "no" for each line.)

a. family problems?	YES	NO
b. school problems?	YES	NO
c. problems with friends?	YES	NO
d. problems with drugs?	YES	NO
e. other personal problems?	YES	NO

13. Please briefly state what you feel your purpose or goal is as a teacher. Also briefly explain what you feel the school's values or goals are.



14. On average, how often do students cut your classes?

1	2	3	4	5
very often	often	occasionally	rarely	never

15. On average, how often are students late to your class?

1	2	3	4	5
very often	often	occasionally	rarely	never

16. In the past month, how often have you had to discipline students?

1	2	3	4	5
very often	often	occasionally	rarely	never

17. On average, how often do students hand their homework in late?

1	2	3	4	5
very often	often	occasionally	rarely	never

18. In the past month, how often have you observed students cheating on tests?

1	2	3	4	5
very often	often	occasionally	rarely	never

19. In the past month, how often have you observed students vandalizing property?

1	2	3	4	5
very often	often	occasionally	rarely	never

20. The school's policies about drug use/sale are clear.

1	2	3	4	5
strongly disagree	disagree	not sure	agree	strongly agree

21. This school's rules about drug use/sale are enforced.

1	2	3	4	5
strongly disagree	disagree	not sure	agree	strongly agree

22. In the past I have personally enforced these rules. (Circle "yes" or "no.")

YES	NO
-----	----



Awareness Survey - Teacher Version

Please answer the following questions with respect to the average response within your school.

1. At what age do students who smoke cigarettes start smoking?
 1. Under 10
 2. 10-11
 3. 12-13
 4. 14-15
 5. 16-17
 6. 18-19
 7. Over 20
2. At what age do students who drink start drinking?
 1. Under 10
 2. 10-11
 3. 12-13
 4. 14-15
 5. 16-17
 6. 18-19
 7. Over 20
3. At what age do students who use cocaine start using it?
 1. Under 10
 2. 10-11
 3. 12-13
 4. 14-15
 5. 16-17
 6. 18-19
 7. Over 20
4. How often do students smoke marijuana?
 1. Once a year
 2. 6 times a year
 3. Once a month
 4. Twice a month
 5. Once a week
 6. 3 times a week
 7. Every day
5. How often do students use cocaine?
 1. Once a year
 2. 6 times a year
 3. Once a month
 4. Twice a month
 5. Once a week
 6. 3 times a week
 7. Every day
6. Where do students usually drink alcohol?
 1. Home
 2. School
 3. In a car
 4. Friend's home
 5. Other
7. Where do students usually smoke marijuana?
 1. Home
 2. School
 3. In a car
 4. Friend's home
 5. Other
8. Where do students usually usually use inhalants?
 1. Home
 2. School
 3. In a car
 4. Friend's home
 5. Other
9. When do students usually smoke cigarettes?
 1. Before school
 2. During school
 3. After school
 4. Weeknights
 5. Weekends



10. When do students usually drink wine coolers?

1. Before school
2. During school
3. After school
4. Weeknights
5. Weekends

11. Do students feel beer is harmful to their health?

1. No
2. Sometimes
3. Very much
4. Don't know

12. Do students feel marijuana is harmful to their health?

1. No
2. Sometimes
3. Very much
4. Don't know

13. Do students feel cocaine is harmful to their health?

1. No
2. Sometimes
3. Very much
4. Don't know

14. How easy is it for students to get marijuana?

1. Cannot get
2. Fairly difficult
3. Fairly easy
4. Very easy
5. Don't know

15. How easy is it for students to get cocaine?

1. Cannot get
2. Fairly difficult
3. Fairly easy
4. Very easy
5. Don't know



Attitudes Toward Intervention (M10)
(Teacher Form)

1. It is not part of my job to screen students for alcohol and other drug use.

strongly agree	agree	disagree	strongly disagree*
----------------	-------	----------	--------------------

2. I don't feel qualified to judge whether a student is experimenting with drugs and alcohol.

strongly agree	agree	disagree	strongly disagree*
----------------	-------	----------	--------------------

3. I have referred students in the past for psychological or counseling services.

many times*	a few times	once or twice	not at all
-------------	-------------	---------------	------------

4. My job as a teacher is easier if students come into the classroom alert, drug free, and ready to learn.

strongly agree	agree	disagree	strongly disagree
----------------	-------	----------	-------------------

5. Once a student is referred for alcohol or drug use everyone knows about it and the student's reputation is damaged.

strongly agree	agree	disagree	strongly disagree*
----------------	-------	----------	--------------------

6. Parents appreciate having a teacher recognize a drug or alcohol problem in their child.

strongly agree*	agree	disagree	strongly disagree
-----------------	-------	----------	-------------------

7. The school administration helps teachers respond to parents' concerns after their son or daughter has been referred for possible drug or alcohol use.

strongly agree*	agree	disagree	strongly disagree
-----------------	-------	----------	-------------------

Responses with the * represent attitudes supportive of intervention and individuals more likely to make a referral or intervene. Total scores can be calculated by assigning a 4 to the response with an asterisk, and a 3, 2, and 1 to each of the other responses respectively.
 Source: Project SCCOPE, Department of Psychology, University of South Carolina.



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**DRUG AND DELINQUENCY PREVENTION
IN INDEPENDENT SCHOOLS
1994**

**School
Information**



DRUG AND DELINQUENCY PREVENTION IN INDEPENDENT SCHOOLS
OCTOBER 18, 1994
SCHOOL DEMOGRAPHIC PROFILE

1. Race/ Ethnicity of Students:

- a. % White, non-Hispanic _____
- b. % Black, non-Hispanic _____
- c. % Hispanic _____
- d. % Oriental _____
- e. % Other ethnic groups _____

2. Please circle the average socioeconomic status (SES) of your students' families:

- a. upper SES
- b. upper middle SES
- c. middle SES
- d. lower middle SES
- e. lower SES

3. Male to Female Ratio of Students:

% Male _____
% Female _____

4. Tuition \$ _____

5. School size (number of students) _____

6. Student/ faculty ratio _____

7. % Annual faculty turnover _____

8. % Faculty at school 10+ years _____



DRUG AND DELINQUENCY PREVENTION IN INDEPENDENT SCHOOLS
November 1, 1994
DISCIPLINARY ACTION CHARTS

Please complete the following disciplinary action charts to the best of your ability. If a certain disciplinary action is not applicable to your school, please write: N/A in the number column. Thank you.

**Number of Each Type of DRUG-RELATED* Disciplinary Action
in the School Year 1993 - 1994**

(* includes use, possession, or sale of illegal substances, alcoholic beverages, or cigarettes)

FINAL ACTION	Number
Parent Conference	
Disciplinary Probation	
Suspension	
Expulsion	
Other drug-related disciplinary action Please specify:	
Other drug-related disciplinary action Please specify:	

**Number of Each Type of Disciplinary Action for Students Absent From School
Without Parent's Permission in the School Year 1993 - 1994**

FINAL ACTION	Number
Parent Conference	
Disciplinary Probation	
Detention	
Suspension	
Expulsion	
Other disciplinary action Please specify:	



Number of Each Type of Disciplinary Action for Students Who Were Disrespectful to Teachers in the School Year 1993 - 1994

FINAL ACTION	Number
Parent Conference	
Disciplinary Probation	
Detention	
Suspension	
Expulsion	
Other disciplinary action Please specify:	

Number of Each Type of Disciplinary Action for Students Caught Damaging or Destroying School Property in the School Year 1993-1994

FINAL ACTION	Number
Parent Conference	
Disciplinary Probation	
Detention	
Suspension	
Expulsion	
Fined for damage done	
Other disciplinary action Please specify:	



Checklist of Prevention Programs

Below is a list of prevention programs grouped in categories that represent different approaches to prevention. Place a check in front of each of the programs you have done as a part of your prevention efforts (e.g., in the last 12 months).

Raise awareness and involvement in the community

- Awareness day/ red ribbon day
- Community meetings/ community forums
- Prepare/ distribute brochures, newsletters
- Publish results of an AOD use survey
- Local media campaign (TV/ radio/ newspaper/ billboard. etc.)
- Series of print articles in newspapers, newsletters
- Advisory council/ school-community team
- School-business partnership (e.g., Adopt-a-school)
- Community coalition
- _____
- _____

Increase knowledge of teachers, parents, and students

- Purchase AOD education materials
- In-service programs for teachers
- Implement AOD curriculum
- _____
- _____



Change norms and expectations about alcohol and other drug use

- _____ No-use policy with enforcement
- _____ No-use media campaign
- _____ AOD-free youth group membership
- _____ No-use poster contest
- _____ No-use youth pledges
- _____ Youth modeling AOD-free behavior in skits, shows
- _____ Positive peer pressure campaign
- _____ _____
- _____ _____

Enhance parenting and positive family influence

- _____ Parent AOD education program
- _____ Parent organizations/ networking training
- _____ Parental awareness of modeling effects
- _____ _____
- _____ _____

Enhance student skills

- _____ Coping skills programs (e.g., stress management)
- _____ Peer resistance training
- _____ Decision-making/ problem solving training
- _____ Leadership skills development
- _____ _____



Increase involvement in school by parents and students

PTA membership drive

Activities to reduce school dropouts

Activities to improve school climate

Teacher effectiveness training

Increase parental visiting at school

Increase clubs, extracurricular opportunities for students

Increase involvement in healthy/ legal alternatives

Create teen center/ recreation center

Increase AOD-free recreation activities

Organize parent. child activities

Provide supervised after-school programs

Increase support services for students, teachers, and parents

Peer counseling program

Parent support groups

Teacher team planning/ team teaching

Neighborhood/ parent watch program



_____ Directory of services and resources

_____ Student assistance programs

Deterrence through regulatory and legal action

_____ Strict enforcement of minimum drinking age

_____ Increase security near schools, youth parenting places

_____ Strict enforcement of legal penalties

_____ Work for more stringent penalties



Appendix B

Tables



Table B-1

Differences in Evaluations of Teachers and Involvement in Delinquent Behaviors
for Drug Users (D) and Non-Drug Users (N)

Question	p	Highest Frequency Group
Evaluations of Teachers		
Student Assessment of Teachers	.0037	N
teachers enjoy work	.0160	N
teachers are patient	.0508	N
teachers motivate me to learn	.0278	N
Delinquent Behaviors		
do things you know are wrong	.0001	D
# times disciplined at home	.0108	D
cheated on a test	.0000	D
let friend copy test answers	.0000	D
total # of delinquent acts	.0000	D
passenger when driver drinking	.0001	D
passenger when driver had >5 drinks	.0211	D
# times you have driven after drinking	.0587	D
students cut classes	.0033	D
missed school (not skipping or ill)	.0236	D



Table B-2

Differences in the Number of Friends Who Use Drugs for Drug Users (D) and Non-Drug Users(N)

Question	p	Highest Frequency Group
Number of Friends who...		
drink	.0000	D
get drunk once a week	.0000	D
use amphetamines	.0165	D
use barbiturates	.0361	D
smoke cigarettes	.0000	D
use cocaine	.0340	D
use other hallucinogens	.0037	D
use inhalants	.0020	D
use LSD	.0000	D
smoke marijuana	.0000	D
use steroids	.0241	D
use smokeless tobacco	.0200	D
use tranquilizers	.0082	D



Table B-3

Differences in Degree of Disapproval of Friends Who Use Drugs for Drug Users (D) and Non-Drug Users (N)

Question	p	Highest Frequency Group
Disapprove of friends...		
taking 1-2 drinks/day	.0000	N
having 5+ drinks once/ week	.0000	N
trying amphetamines	.0305	N
trying barbiturates	.0143	N
smoking 1+ packs/ day	.0000	N
trying crack once or twice	.0534	N
trying inhalants	.0011	N
taking LSD	.0478	N
smoking marijuana once	.0000	N
smoking marijuana regularly	.0114	N
using steroids	.0326	N
using smokeless tobacco	.0000	N
trying tranquilizers	.0030	N



Table B-4

Differences in Individual Characteristics, Activities, and Evaluations of Teachers
for Program (P) and Control (C) Schools

Question	p	Highest Frequency Group
Individual Characteristics		
self-improvement skills	.0057	P
anxiety management skills	.0013	P
social skills	.0011	P
self-esteem	.0311	P
highest level of school expect to complete	.0169	P
Activities		
attend religious services	.0348	C
participate in school clubs	.0000	C
bored outside of school	.0001	C
Evaluations of Teachers/ School		
teachers are approachable	.0001	C
feel close to teachers	.0117	C
satisfied with personal attention	.0258	C
teachers are stable	.0309	P
school has good reputation	.0000	P



Table B-5

Differences in Availability of Drugs in Program (P) and Control Schools (C)

Question	p	Highest Frequency Group
How easy is it to get...		
alcohol	.0032	P
amphetamines	.0016	P
barbiturates	.0011	P
cigarettes	.0002	P
cocaine	.0001	P
crack	.0002	P
hallucinogens	.0019	P
heroin	.0001	P
inhalants	.0003	P
LSD	.0001	P
narcotics	.0072	P
marijuana	.0001	P
steroids	.0006	P
tranquilizers	.0002	P
smokeless tobacco	.0149	P



Table B-6

Differences in Drug Use and Number of Friends Who Use Drugs for Program (P)
and Control (C) Schools

Question	p	Highest Frequency Group
Drug Use		
beer, wine, liquor - lifetime	.0077	P
ever smoked cigarettes	.0006	P
cigarettes - past month	.0004	P
passenger when driver drinking	.0071	P
Number of friends who...		
drink	.0000	P
smoke cigarettes	.0000	P
smoke marijuana	.0032	P
use amphetamines	.0303	P
use smokeless tobacco	.0027	C



Table B-7

Amount of Risk Friends Take Using Drugs in Program (P) and Control Schools (C)

Question	p	Highest Frequency Group
1-2 drinks/ day	.0430	P
4-5 drinks/ day	.0432	P
5+ drinks once, twice/ week	.0017	P
amphetamines occas.	.0115	P
barbiturates occas.	.0321	P
smoking cigarettes	.0006	P
cocaine occas.	.0038	P
cocaine reg.	.0077	P
crack once/ twice	.0465	P
crack reg.	.0072	P
hallucinogens	.0306	P
heroin	.0148	P
LSD	.0103	P
other narcotics	.0021	P
marijuana occas.	.0153	P
steroids	.0045	P
smoking tobacco	.0471	P
tranquilizers	.0546	P



Appendix C

Statement by Rabbi Abraham Korf



Synopsis of Conclusions reached by Rabbi Abraham Korf
from the Research done by The Village

From all the reports we have received, the common thread which runs through the cases that we have come in contact with, even though there are some exceptions, is the lack of purpose in life except for the desire for self-gratification.

In one instance, out of distress he/she resorts to drugs, etc.

In another instance, the pressure to be included among his/her peers.

And in another, not being able to find any purpose in his/her life.

Even though some of these individuals suffer from disease-like symptoms, this is not a disease that can be satisfied or palliated with drugs, as it stems from basic cravings which emanate from the human psyche.

However, by introducing the following three basic components into education as a whole, the direction of all the above is changed to a



positive and constructive way of life which will benefit the entire community, humanity, and society as a whole.

- 1) Realizing that there is One that sees, even when no one sees. (A Higher Power.)
- 2) Moment of silence.
- 3) Emphasis must be placed on curriculum. In addition to teaching the skills that lead one to a profession or vocation enabling one to earn a living, this must be shored up by teaching morals and ethics, for "Man does not live by bread alone." if we do not inculcate proper ethics in our students, they can only grow into selfish and self-centered human beings, who in their own self-interest, can even sink to the level where they can rationalize dishonesty even to the taking of someone else's property if that would fulfill his/her needs and desires, basically, stealing. Thus, when someone is unsuccessful and cannot satiate his selfish cravings, it can lead to destruction through drugs and alcohol and he/she may, in turn, seek the company of others in his/her destructiveness. The greed brought on by selfish desires may lead one to sell drugs or other crimes without considering the



consequences to others.

A good portion of education must include building the character. The student should realize that G-d Almighty created the world with many kinds of people and many kinds of creatures, therefore, it is not a jungle. Everyone has a purpose and together we comprise one large, beautiful body.

Therefore, everyone must care for one another, because we all comprise one body created by Our Heavenly Father. By hurtful or destructive actions, one is essentially hurting oneself. Acts of destruction for which he/she will be accountable to the Creator of the Universe.

The following should be part of the curriculum introduced to the schools:

- 1) The world is not chaotic; there is One who created and conducts its affairs. There is a higher power.
- 2) By introducing a moment of silence at the beginning of the day (not prayer because that may cause a conflict or discriminate against different religions). However, a moment of silence does not dictate



to anyone what to think. One should think about what one is trying to accomplish in life by studying.

- 3) By teaching morals and building character as G-d Almighty meant it to be. This could change the entire atmosphere from one of selfishness and greed to harmony and peace throughout the world.

By everyone using all his/her all to do good for others, the total strength and drive will benefit the world as a whole.

