

Comprehensive Student Assistance Program

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(206) 252-0855



The Seattle Public Schools

Tobacco, Alcohol, and Other Drug Prevention/Intervention Services Show Results

Introduction

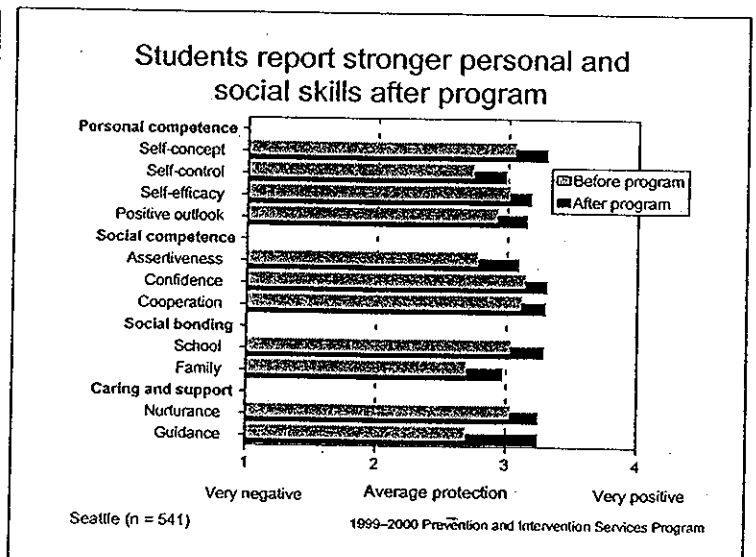
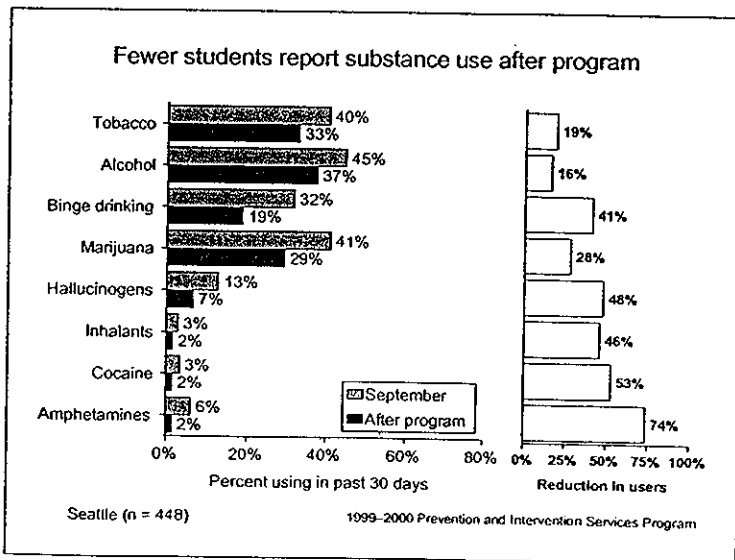
The Comprehensive Student Assistance Program (CSAP) was established in 1989 by the District to address the serious problem of student substance abuse. CSAP is demonstrating promising results for prevention and intervention services. School demand for prevention efforts remain high. The District's Drug/Alcohol Advisory Committee, which is made up of community members, is actively working to strengthen efforts to reduce student substance use and increase school success. Funding is provided by the Federal Safe and Drug-Free Schools and Communities Grants, OSPI Drug Prevention Intervention Grant, OJDP Drug-Free Communities, and schools.

Program Services

At many schools, intervention specialists are providing important prevention and intervention services that reduce student drug use and increase their chances of academic success. Intervention specialists provide screening, intervention with students at-risk for substance abuse, family conferences, parent education, skills-based support groups, referral to community drug treatment services, and recovery support. Students received direct intervention services and several thousand more participated in prevention programs. These specialists and other staff support peer leadership activities such as Students Taking A Right Stand (STARS), peer mediation, and Natural Helpers. School staff and community members are provided with training on anti-harassment, Second Step, School Intervention Teams, and other prevention programs.

Positive Outcomes for Drug Intervention Program

During the 1999-2000 school year, 1,372 students received direct intervention services. The findings of RMC, an independent evaluator, suggests the program has resulted in positive outcomes. Students reported less drug use after the program compared to the beginning of the year. Students also reported their skills to help them resist drugs were greatly strengthened through program participation. According to students, the program had positive impact in the areas of self-esteem, self-control, assertiveness, cooperation, and bonding to school and family.



Drug Prevention Programs Work

The Northwest Regional Educational Laboratory in Portland assisted CSAP in evaluating two prevention programs: Students Taking A Right Stand (STARS) and cross-age peer education. In STARS, the entire student body is invited to make a school year commitment to abstain from alcohol, other drugs, and violence. A core team of students with staff assistance provide activities during the school year to support students in STARS. Generally 50-60% of the student body signs the pledge. Pre and post surveys were administered at a school with STARS and a comparison school without the program. The STARS school demonstrated lower drug use when compared to the school without the schoolwide prevention program. A number of schools participated in a cross-age refusal skills program evaluation. Selected high school students were trained in refusal skills and how to teach social skills to elementary students. With intervention specialist support, these students conducted refusal skills training with 4th and 5th graders at five elementary schools. Students completed pre and post surveys. Other classrooms were used as comparison groups. Students receiving the refusal skill training reported few instances of substance use than the comparison class.

New Teen Health Survey Shows Downturn in Risky Behavior

Results from a 1999 survey of more than 10,000 Seattle Public School students show that fewer teens are smoking, drinking or using drugs than they were in 1995. In addition, fewer middle and high school students reported being threatened, harassed, involved in a physical fight, and having property damaged at school. Among high school students, fewer students reported ever having sexual intercourse, being forced to have intercourse, getting pregnant, and contracting a sexually transmitted disease. The drug use reductions were most significant at the 8th grade level.

Drug	Eighth Grade Use in the last 30 Days		Tenth Grade Use in the last 30 Days	
	<u>1995</u>	<u>1999</u>	<u>1995</u>	<u>1999</u>
tobacco	27.1%	18.2%	29.8%	27.5%
alcohol	33.3%	23.9%	41.9%	39.7%
marijuana	23.4%	18.2%	31%	29.1%

Impact of Peer Substance Use on Middle School Performance

In September, 2000, a Washington Kids Count Study reported that middle school students whose peers had little or no alcohol or drug use scored higher on the WASL than students whose peers had greater amounts of drinking and drug use. The average scores of students in the first group were 18 points higher for reading and 45 points higher for math than the other group. The researchers linked data from individual level 1999 WASL tests with results of the 1998 Adolescent Health Survey administered through the schools. The study included about 10,000 sixth and seventh graders from 57 schools. The report states "if we are concerned about academic performance, we must address challenges in students' learning environment--particularly substance use--as well as classroom factors." This study can be found on the following website: www.hspsc.org.

Ask your school what drug education, violence prevention, and drug intervention efforts they have underway or how you can support these programs. For more information about the Comprehensive Student Assistance Program and the Drug/Alcohol Advisory Committee, please call (206) 252-0855.



Tobacco, Alcohol, and Other Drug Prevention Fact Sheet

Introduction

The Comprehensive Student Assistance Program (CSAP) was established in 1989 by the District to address the serious problem of student substance abuse. CSAP is demonstrating promising results which counter state and national surveys indicating an increase in youth substance abuse. School demand for prevention efforts remain high. The District's Drug/Alcohol Advisory Committee, which is made up of community members, is actively working to strengthen efforts to reduce student substance use and increase school success.

What does this program do?

At many schools, intervention specialists are providing important prevention and intervention services that reduce student drug use and increase their chances of academic success. Intervention specialists provide screening, intervention with students at-risk for substance abuse, family conferences, parent education, skills-based support groups, referral to community drug treatment services, and recovery support. Students received direct intervention services and several thousand more participated in prevention programs. These specialists and other staff support peer leadership activities such as Students Taking A Right Stand (STARS), peer mediation, and Natural Helpers. School staff and community members are provided with training on effective prevention curriculum and programs to keep students safe and drug-free.

What are the outcomes of this program?

During the 1997-98 school year, 1,859 students received direct intervention services. The findings of RMC, an independent evaluator, suggests the program has resulted in positive outcomes. Students reported less drug use after the program compared to the beginning of the year. Students also reported their skills to help them resist drugs were greatly strengthened through program participation. According to students, the program had positive impact in the areas of self-esteem, self-control, assertiveness, cooperation, and bonding to school and family. CSAP evaluated the Students Taking A Right Stand (STARS) and cross-age peer education. Both prevention programs demonstrated lower drug use when compared to comparison groups.

The Challenge

Too many young people are harming their health and education by substance use and abuse. In January 1999, the UW Human Services Policy Center released a disturbing report on the impact of alcohol and other drugs on Washington State's children. The report found that more than one in three (34%) or 490,000 of Washington children are exposed to a parent or close adult who abuses either alcohol or illegal drugs. Early in middle school, 25-30% of 6th graders say that it would be very easy for them to obtain beer, wine, hard liquor and cigarettes. Compared with adolescents who report no or little use, teens that report regular use of alcohol, tobacco, and other drugs are more likely to have 1) dropped out of school, 2) not think it's important to get good grades, 3) no extra-curricular activities, 3) been suspended in the last year, 4) attempted suicide in the last year, 5) carried a weapon, and 6) been arrested in the last year. For copies of this report, call Washington Kids Count at (206) 685-7613. The District's 1993 and 1995 Teen Health Surveys found that drug-free students were more likely to receive A's while drug using students were more likely to receive C's and D's. OSPI reports "drug-impaired" students show diminished academic performance, poor attendance, and are frequently disruptive to the educational environment."

Ask your school what drug education, violence prevention, and drug intervention efforts they have underway or how you can support these programs. For more information about the Comprehensive Student Assistance Program and the Drug/Alcohol Advisory Committee, please call (206) 298-7855.

The Comprehensive Student Assistance Program - Seattle Public Schools

Feel the Power Newsletter

September 2002

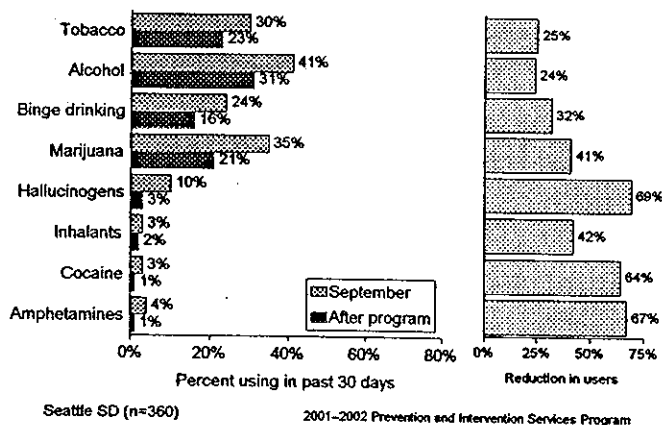
Published for Parents, Staff, and Community Members

Student Assistance Program Works!

The program evaluation results of intervention specialist services show students reported reductions in substance use and fewer behavior problems. The 2001-2002 school year evaluation was conducted by RMC Research for the Office of Superintendent of Public Instruction. Intervention specialists at 22 schools provided direct services to 1,313 students who were involved with tobacco, alcohol, and/or other drugs or who had risk factors for substance abuse.

The results in the chart below show students reported a 25% reduction in tobacco use, 32% reduction in binge drinking, and 41% reduction in marijuana use. Lin Carlson, CSAP supervisor, notes, "These results are very important because students impaired by substance abuse are not going to do as well in school."

Fewer students report substance use after program



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Safe and Drug-Free Schools and Communities

Seattle Public Schools has been awarded \$438,676 to support the Principles of Effectiveness goal to help ensure that all students are safe and drug-free so that they will be successful in school. Funds will be used to provide teacher and other staff training to implement proven effective drug and violence prevention curricula. These services will also be made available to interested private schools as

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Study Finds Teen Drug Use Results in Health Problems

A recent article in the Journal of Adolescent Health* found that drug use in the teen years was linked to respiratory, neurobehavioral and cognitive problems in young adulthood. Several investigators have previously indicated that alcohol and drug use is associated with lung disease and impairment in neuropsychological functioning. However, this study documents the adverse effects of limited drug use over a relatively short period of time in a sample of youth who were not drug dependent.

Several studies have found a relationship between alcohol and drug use and health problems. For example the authors cite a 1999 report that found the abuse of alcohol and drugs was related to severe health problems, such as respiratory tract or neurologic problems, that caused moderate to severe disruption over a 5 year period in both male and female adolescents. This current study is the first longitudinal one of a large community sample that follows young people into adulthood. The sample for the study was a randomly selected cohort of families with children ages 1 through 10 who lived in upstate New York in 1975. The first follow-up of 756 participants occurred in 1983 with a second follow-up in 1986. Follow-ups also occurred in 1992 and 1997. The average age of participants in 1983 was 14 and in 1997 the average age was 27.

The symptoms for respiratory conditions included colds, sinus infections, and pharyngitis. The symptoms of neurobehavioral and cognitive conditions included difficulty in concentrating, remembering, learning, headaches, dizziness, and vision problems. The author's hypothesis is that a follow-up study of these youngsters who continue to use drugs into their middle and later years of life will show even stronger effects of drug use on health outcomes. While the study suggests more research, it concludes that a reduction in adolescent drug use may reduce respiratory, neurobehavioral, and cognitive symptoms in young adulthood.

* "Drug Use and Neurobehavioral, Respiratory, and Cognitive Problems: Precursors and Mediators" Journal of Adolescent Health 2002;30:433-441

"Safe and Drug-Free" continued from page 1
 required in the No Child Left Behind legislation.

The grant will also contribute to the funding of intervention specialists at many secondary schools and a few elementary schools. Additional resources are provided by an OSPI Drug Prevention/Intervention Grant and by individual schools. A major focus is to help students who are experiencing barriers to learning that are related to risk factors for substance use/abuse and violence. Celia Arriaga, program specialist, states, "One area that we want to emphasize is helping parents be actively involved in addressing student barriers to learning and using effective family management practices." The recent Communities That Care Survey found that poor family management was a significant risk factor.

The Seattle Public Schools Drug/Alcohol Advisory Committee was actively involved in reviewing the Principles of Effectiveness Plan and last year's program services. Many students who participated in services completed surveys to gather feedback about the programs.

Seattle CSAP Intervention Specialists

High Schools

Cleveland	Anita Sena-Johnson	252-7813
Franklin	Kip Callahan	252-6176
Garfield	Joyce Walker	252-2270
Hale	Sue Quigley	252-3698
Ingraham	Linda Munding	252-3906
Rainier Beach	Robert Smith	252-6456
Sealth	Catherine Pagano	252-8611
West Seattle	Virginia Metz	252-8519

Middle Schools

Aki Kurose	Michelle Flick	252-7747
Denny	Melissa Saxon	252-9027
Eckstein	Rudolph Andrews	252-5068
Hamilton	Christine Talianis	252-5868
Madison	Tanisha Davis-Doss	252-9214
McClure	Christine Talianis	252-1910
Meany	Lynette Jackson Tate	252-2548
Whitman	Mary Scott	252-1215

Elementary Schools

ML King	Constance Hutchinson	252-2912
Graham Hill/Wing	Danny Louie	252-7639
J. Stanford Int'l	Valerie Vogel	252-6110

Alternative Schools

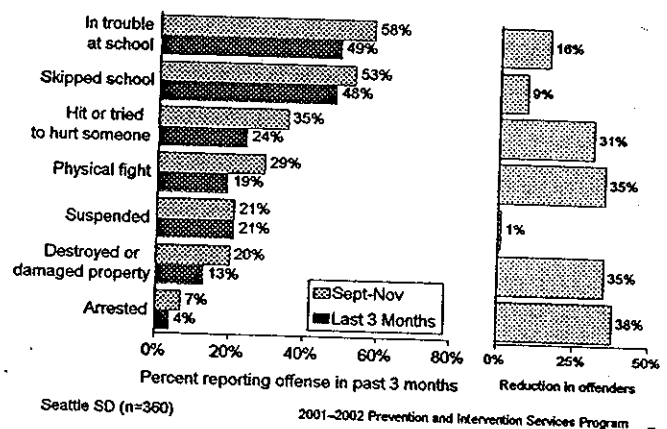
J. Marshall	Yasmin Smith	252-4709
NOVA	Joyce Walker	252-3500
South Lake	Randy Beaulieu	252-6615
Summit K-12	Denee White	252-4482

"Program Works" continued from page 1

In addition, fewer students reported inappropriate behavior after the program. Intervention specialists work to increase students' social skills and positive connection at school. Specialists often work with the family and make referrals to community treatment agencies. Of the students served, 38% said the services were very important to them, 51% said they were pretty important, and only 11% said the services were not very important or not at all important.

Of the total number served, the gender was split 50% each. Sixty-eight percent were students of color and 32% were White. Fifty-six percent of the students served were at high schools, while 32% were middle school students and 12% were elementary students. Twenty-four percent were disciplinary referrals and 76% were non-disciplinary.

Fewer students report inappropriate behavior after program



Who's Who

Comprehensive Student Assistance Program (CSAP)
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 Seattle, WA 98103 206-252-0855

Celia Arriaga, Bob Conroy, & Mary Roberts, Trainers
 Barbara Jonientz, Secretary
 Lin Carlson, Program Supervisor

CSAP is committed to improving student achievement and eliminating disproportionality by preventing students from using tobacco, alcohol, and other drugs, reducing conflict, and strengthening student resiliency and social skills. The Drug/Alcohol Advisory Committee (DAAC) meets monthly to help set program priorities and review grant funded programs. Call CSAP if you would like to attend.

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