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The judicial consequences of using drugs: A substance abuse education program

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The judicial consequences of using drugs: A substance abuse education program

Abstract

Recent surveys indicate that there is good reason to be concerned about drug abuse in the nation's school-age population (Bangert-Drowns, 1988). Twenty-seven percent of high school seniors surveyed in 1986 said they were using drugs other than alcohol and seventeen percent reported already trying cocaine (Johnston, Bachman, and O'Malley 1987). With substance abuse being a serious problem among students, concerned adults have looked to the schools for help, and many schools have responded by creating substance abuse education programs (Bangert-Drowns, 1988).

The Judicial Consequences of Using Drugs:

A Substance Abuse Education Program

A Graduate Project

Submitted to the

Department of Curriculum and Instruction

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

UNIVERSITY OF NORTHERN IOWA

By

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A Substance Abuse Education Program

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Introduction

Recent surveys indicate that there is good reason to be concerned about drug abuse in the nation's school-age population (Bangert-Drowns, 1988). Twenty-seven percent of high school seniors surveyed in 1986 said they were using drugs other than alcohol and seventeen percent reported already trying cocaine (Johnston, Bachman, and O'Malley 1987). With substance abuse being a serious problem among students, concerned adults have looked to the schools for help, and many schools have responded by creating substance abuse education programs (Bangert-Drowns, 1988).

With the passage of the Anti-Drug Act of 1986, the federal government significantly expanded the delivery of drug prevention programs to school-aged youth (Mohai, 1991). In fiscal year 1987, more than \$300 million federal dollars were allocated to in-school drug prevention programs (U.S. Department of Education, 1987). The outcome of this expanded effort is encouraging. Use of illicit drugs among school-aged children and adolescents appears to be on the decline (Mohai, 1991), although researchers are quick to point out that the percentage of American youth engaged in substance use is still unacceptably high (Johnston, Bachman, and O'Malley, 1990).

In an effort to help remedy the problem, the present instructional development project, *The Judicial Consequences of Using Drugs* (JCUD), is designed and targeted for at-risk African-American youth, aged ten to seventeen years old in the Waterloo community. Waterloo community leader and educator, Dr. Charles L. Means, is an expert in the field of urban education and defines at-risk youth as, "...those youth having a high potential for failure based on the social and/or economic environment in which they live (i.e., low-income, single-parent homes) and are academically deficient in one or more of the communication skills." (C. L. Means, personal communication, September 13, 1993)

The project, JCUD, uses a two-part structure to seek maximum effect:

1. A video.
2. An instructional lesson.

Research has shown the programs that rely solely on providing information are not only ineffective, but may actually result in a greater potential for drug experimentation by students (Bangert-Drowns, 1988).

An annual survey conducted by the University of Michigan Institute for Social Research concludes that providing youth with information about the risks of drugs in conjunction with other prevention approaches is highly

effective (Johnston, Bachman, and O'Malley, 1990). The key to this type of programs' effectiveness is that it gives information that emphasizes the more immediate, short-term consequences of drug use (Mohai, 1991).

The focus of the JCUD is to communicate the message that involvement with drugs does have consequences. To increase the effectiveness of the JCUD, a video is being included to dramatize a drug bust, an arrest, and subsequent court proceedings. The video's objective is to empower at-risk African-American youth, specifically in the Waterloo community, to stay away from drugs by providing them with knowledge of the ramifications associated with drug use. The objective of the instructional lesson is to enable these youth to make wiser choices when confronted with drugs.

According to Mohai (1991), several strategies can be employed to change the attitude and behavior of children and adolescents regarding drug use. Regardless of strategies employed, all prevention programs must:

1. Start at an early age.
2. Involve coordinated efforts with the community.

3. Include students, parents, teachers, and community members in the planning process.
4. Implement a systematic and comprehensive program based upon a clear hypothesis and contain different strategies for different populations, and give special attention to the needs of at-risk students.

The effectiveness of many drug prevention strategies is inconclusive primarily because of poor program evaluation design. However, two programs have provided clear evidence, through their strong methodological design, that interventions based on the social influence model are effective. Both programs, Project ALERT and the Midwestern Prevention Project (MPP), began in 1984.

Project ALERT was implemented at thirty junior high schools in California and Oregon. The project is based on the social influence model which targets adolescent drug-use beliefs and resistance skills. One program element proven to be beneficial is the "booster" curriculum that extends the drug prevention program efforts beyond the targeted grade level (Ellickson and Bell, 1990).

The Midwestern Prevention Project (MPP) was a collaborative effort between industry (Marion Laboratories), a research institution (University of Southern California's Institute for Health Promotion and Disease Prevention Research), and the Kansas Public Schools. The MPP project employs strategies such as role playing, group feedback, and mentoring to reshape adolescent attitudes about drug use. It also extends its influence to the family through homework assignments that challenge family drug-use beliefs and habits. Junior high students involved in the program have shown a significant change in their drug-use attitudes and behavior (MacKinnon, 1991).

Analysis of Content

Needs Assessment

Like many communities across the nation, Waterloo, Iowa is also in need of drug prevention programs for school-age youth. Community leaders, educators, law enforcement, and directors of youth agencies all agree that drugs are destroying the lives of young African-Americans in the Waterloo community at an alarming rate. Although drug awareness programs are on the rise and helping to deter many young people in the Waterloo community, there are still too many young African-Americans who don't heed the warnings and get involved with drugs anyway. According to Black Hawk County Juvenile Court Services director, Steve Smith, "Drug use among African-Americans in the Waterloo community is disproportionately high; therefore, a drug prevention program targeted especially for African-American youth is needed." (S. Smith, personal communication, September 13, 1993)

Teachers and program directors of African-American youth, police officers, and court officials in Waterloo were interviewed at the onset of the JCUD. There was an overwhelming consensus to the fact that drugs are destroying the lives of too many young people in this community.

Excited at the promise of something new and innovative to help combat the drug problem, everyone eagerly gave their time and support to provide the input required to help ensure the success of the JCUD.

Community leader and African-American Studies teacher O. Ray Dial, explains from personal experience, "To ensure that the intended message of a lesson is communicated, teachers need to maintain their students' attention. The students must be able to relate to the information and materials that is presented to them; and to do that, the students have to identify with what they see and hear. For a project of this nature and magnitude to be effective, maintaining the students' attention needs to be accomplished. It is also important that the information and materials used are cultural and ethnic specific and as realistic as possible." (O. R. Dial, personal communication, September 14, 1993)

Louis Napoleon, program director of Felons and Community Together (F.A.C.T.), works with African-American youth who have been adjudicated in Waterloo. Everyday he sees young lives destroyed by drugs and verifies that the numbers are steadily increasing. Inner-city

youth seem to be more at risk. "Many of them live a day-to-day existence with little hope of a future, struggle with the insecurities of growing into adulthood, and are easily and often unknowingly lured into the deceptive world of drugs," explains Mr. Napoleon. (L. Napoleon, personal communication, September 15, 1993)

In an attempt to explain the thinking process of drug offenders, Mr. Napoleon states, "In actuality, young people don't think of the consequences of their actions until it is too late. Often times, they become too dependent on the material things that are acquired with money that's earned from selling drugs; and it becomes too difficult to do without those material things. Before long, many of these young people find themselves caught up in a world and life-style that leads them down a road of destruction."

Mr. Napoleon feels that telling young people to, "Just say no," is no longer enough. While expressing a need for a new and more effective approach to reach the young people of this community, he stated, "These are hard-core kids that need hard-core facts. At-risk youth need to be reached and made to understand how drugs jeopardize their future."

Sergeant Eric Gunderson of the Waterloo Police Department has been a law enforcement officer in this community for more than twenty years. He is presently in charge of the School Liaison Program and heads the Drug Awareness and Resistance Education (D.A.R.E.) Unit.

Sergeant Gunderson explains, "Things have changed tremendously in twenty years. These kids, today, don't understand the seriousness of drugs. They give little or no regard to the kind of trouble they could get into by getting involved with drugs. They don't realize that a single arrest record, even without conviction, can follow them for the rest of their lives."

(E. Gunderson, personal communication, December 6, 1993)

Jeff Peterzalez, a juvenile court attorney, expressed concern that his clients are getting younger every year. He also stated that, "By the time juvenile offenders turn eighteen, most of them have more than one offense on their records. Many clients continue that pattern throughout life." (J. Peterzalez, personal communication, February 4, 1994)

Attorney Dean Olsen, Black Hawk County's chief public defender, feels that, "If clients knew beforehand what it was like to be at the mercy of the court, perhaps they would think twice before engaging in illegal activities. Defendants expect their attorneys to work miracles. When the

verdict doesn't come back in their favor, they blame us. If the evidence is stacked against you, an attorney can only do so much." (D. Olsen, personal communication, February 4, 1994)

Kim Griffiths, a Black Hawk County prosecuting attorney, handles a large percentage of the drug cases. Her job is to get drug offenders off the street. "In the courtroom," she observes, "defendants express surprise when they hear the penalties." (K. Griffiths, personal communication, February 4, 1994)

Judge George Stigler confirms, "One in four Black males is either in prison, in jail, on probation, or on parole." In recent years, he has witnessed a steady increase in the number of African-American males that appear before him facing various drug charges. "These young men, for whatever reasons, only see the glamour of the life-style and give little thought to the consequences they must face." (G. Stigler, personal communication, January 27, 1994)

Judge Stigler and Attorneys Griffiths, Olsen, and Peterzalez confirm that there is pressure from the community to crack down on crime. They all agree that knowing the judicial consequences of using

drugs beforehand can enable the community's young people to think twice before getting involved. Young people should be reached at an early age and made to understand that the war on drugs is serious and the penalties are severe.

Project Audience Identification

From conversations with young convicted drug offenders in the Waterloo community, it was concluded that many began selling drugs to support their own habits or to supplement substandard incomes. Some of the naive beliefs these young people had before getting arrested include:

1. "I'm just light weight; they're not going to waste time and money coming after me."
2. "I'll just make some quick money, then get out."
3. "I'll never get caught."

(drug offenders, personal communications, October 1, 1993)

To identify the attitudes, behaviors, and characteristics of the project audience, ten African-American students from the Waterloo community were selected and interviewed. The only requirement for selection was that they were classified as "at-risk" by school officials.

These youth, between the ages of ten and seventeen years old, represent a cross-section of the at-risk African-American youth population in the Waterloo community .

Each of them, at one time or another, has voluntarily tasted or drank an alcoholic beverage. Nine of the ten knew someone their age, other than themselves, who used drugs. Five admitted to having smoked marijuana in the past. Of those five, two smoke marijuana on a regular basis (at least once a month). One, age sixteen, admitted to trying crack cocaine. (at-risk students, personal communications, October 25, 1993)

Through further conversations with these young people, it was concluded that peer pressure plays heavier in the influence to experiment with drugs than the consequences of breaking the law works as a deterrent. Seven students saw no harm in trying drugs, "...as long as you don't sell them, get hooked, or get caught". Only three of the students believed that drugs were a major problem in their community. When asked about the judicial consequences of getting caught with drugs, six students felt "...it was no big deal." None of the students were able to communicate, with reasonable accuracy, the steps a defendant takes through the judicial process.

Several things were observed during the interviews. This generation of African-American youth has a dialect and lingo all its own. If the message of the video is to be understood by this generation's youth, it must be spoken in their language. Also, their attention spans are fairly short; therefore, the information must be presented in an interesting manner and in small intervals. Other observations included a lax attitude about the importance of staying away from drugs and getting a good education, a negative attitude toward law enforcement, and a lack of knowledge as to the seriousness of getting involved with drugs or people who use drugs. The severity of the problem became apparent when one of the students talked about a friend, age twelve, who sold marijuana for his mother.

Instructional Materials

The JCUD includes a videotape; therefore, several drug awareness videotapes were examined for comparative analysis. The only videotape available that addresses the needs expressed by this community is entitled, *What Drugs Can Cost You*. The videotape is produced by the Linn County of Iowa Bar Association.

At best, this videotape can serve as a reference tool. It is targeted for Caucasian, middle and upper middle class youth in Cedar Rapids, Iowa. Only a few years old, it is already outdated because the laws have changed and the penalties have stiffened. *What Drugs Can Cost You* is inappropriate for the target audience of the JCUD because it is neither cultural nor ethnic specific for young at-risk African-Americans.

Synthesis of Content Into Outcome Statements

According to Dick and Carey (1990), the contemporary view of instruction is that it is a systematic process in which every component (i.e., instructor/facilitator, student/learner, materials, and learning environment) is critical for successful learning. These components are interdependent for input and output, and the entire system uses feedback to determine if its desired goal has been reached.

The first step in the Systems Approach Model is to determine what it is the student/learner should be able to do when he/she has completed the instruction. This definition of the instructional goal was derived from the needs assessment or evaluation of interviews with individuals who have practical experience working with African-American youth and the drug problem in the Waterloo community. Based on the information learned from these interviews, the following hypothesis or message concept/statement for the JCUD has been developed:

"The percentage of African-American youth, living in Waterloo, who use and/or sell drugs is disproportionately high. Informing at-risk youth of the consequences beforehand will empower them to make wiser choices and prevent many of them from getting involved with drugs."

From this hypothesis or message concept/statement, three instructional goals have been identified for the JCUD. After completing the instruction, at-risk African-American youth, aged ten to seventeen years old, in the Waterloo community will become:

1. Informed of the judicial consequences of using and/or selling drugs.
2. Empowered to make wiser choices.
3. Encouraged not to get involved with drugs.

Instructional Goal One

The JCUD deals with the tough issues of peer pressure, drugs, and confronting choices. The learners are presented with hard facts that must be represented in a way that will leave a lasting impression. Through the analysis of content phase, it was concluded that several factors must be introduced in order to deliver a realistic portrayal of the events that take place in the video, and at the same time, continue to hold the viewer's attention.

The learner/viewer will fall into one of three groups: drug dealers, drug users, or non-users. Each of these groups is represented by a character in the video. Actual drug offenders are playing the three

characters. Those chosen are presently participating in the F.A.C.T. Program and are trying to straighten out their lives. It is believed that because of their past experiences, they will give a more realistic portrayal of the characters. In addition, involvement with the JCUD will expose them to a constructive activity and allow them an opportunity to do something positive that may prevent one of their peers from making the same mistake.

The actors display characteristics associated with people in their respective groups. The purpose of this is to allow the viewer, regardless of his/her status, to identify with the story. This will maintain interest and help ensure that the message is received. Learner involvement is critical for successful instruction; and in this case, it is a crucial factor in achieving the projected goals/outcomes of the JCUD.

Outcome statements for the first goal pertain to the video. By viewing the video, the audience will:

- 1-1. Be able to personally identify with one of three characters:
 - a) A drug dealer
 - b) A drug user
 - c) A non-user with associates who abuse drugs.

- 1-2. Observe the drug task force's attitude and commitment to do their job.
- 1-3. Witness a re-enactment of a drug bust, resulting in arrests.
- 1-4. Be able to list each step in the arrest procedure.
- 1-5. Observe the court proceedings which follow a drug arrest and be able to state the purpose of each step in the judicial process.
- 1-6. Become aware that a felony conviction can revoke life's greatest privilege - freedom.

Instructional Goal Two

Throughout the video, the characters are confronted with choices, and based on the action taken, faced with the consequences. It is hoped that by seeing the events play out, the learners will comprehend the fact that actions do have consequences. The instructor/facilitator can then demonstrate how to use positive decision-making skills when confronted with a choice.

Outcome statements for the second goal describe the steps necessary to make a decision. After completing the instruction following the video, learners will comprehend that action-based decisions have

consequences. The learners will then be able to demonstrate the following steps necessary to make an informed decision:

- 2-1. Identify when they are confronted with a choice.
- 2-2. Differentiate alternative sides.
- 2-3. Compile a list of outcomes for each side.
- 2-4. Determine the consequences of each outcome.
- 2-5. Select the best possible outcome, based upon previous conclusions.

Instructional Goal Three

Through retention and transfer of learning, the instructor/facilitator has the task of encouraging the learners not to get involved with drugs. As discussed earlier, the JCUD is designed to educate young African-Americans about the consequences of drugs and empower them to make wiser choices. Research findings indicate that for the long-term effects of drug prevention programs to occur, the information should emphasize the immediate, short-term consequences of drug use in conjunction with providing a life-skill or other prevention approaches.

The outcome statements for the third goal identify the projected long-term effects of the JCUD. When confronted with drugs or people who use drugs, the learner will:

- 3-1. Recall the judicial consequences of using drugs.
- 3-2. Make a conscience decision not to get involved with drugs.
- 3-3. Remain drug-free.

Design of Instructional Strategies

An instructional strategy, according to Dick and Carey (1990), describes the general components of a set of instructional materials and the procedures that will be used with those materials to elicit particular learning outcomes from students. One of the most popular instructional strategies used by designers today is Gagne's Nine Events of Instruction:

1. Gain Attention
2. Inform the Learner of the Objective(s)
3. Stimulate Recall of Earlier Learning
4. Present New Material
5. Provide Learning Guidance
6. Elicit Performance
7. Provide Feedback About Performance
8. Assessment of Performance
9. Enhance Retention and Transfer

According to Gagne, Briggs, and Wager (1988), the events or steps are logically sequenced and focused to provide a structure for efficient instruction. Each of the nine events serve two purposes in instruction. First, they provide a guide for the instructor/facilitator. The second purpose is to give the students support in the learning process. Following these steps in the instructional process, the instructor/facilitator can provide a positive learning experience for most students. For these reasons, this particular strategy was chosen for the JCUD.

To have effective instructional materials, and for any type of successful instructional experience to take place, Dick and Carey (1990) state there must be a match between students and instruction. Entry attitudes, behaviors, characteristics, and skills must be identified. The attitudes, behaviors, and characteristics of the JCUD audience were identified during the analysis of content phase. The skills required of the JCUD audience include having:

1. No auditory or visual impairments.
2. An understanding of the English language.
3. An attention span long enough to view a 30-minute video.

Due to the amount of materials and information that needs to be addressed, an estimated three to four-hour time period is necessary to complete the instruction. Under ideal circumstances, the instruction would be presented in a seminar or workshop setting. Unfortunately, in most schools, a three to four-hour block of time is impossible. To compensate, the instruction has been designed to incorporate built-in start and stop points. This feature is valuable for teachers who have limited class time (see Appendix A for instructional manual).

Gain Attention

For the students to become interested in learning about the material, the instructor/facilitator must first get their attention. This can be accomplished in many different ways, both verbally and non-verbally. Any question or statement pertaining to peer pressure, drugs, or confronting choices would be appropriate. For example: "Raise your hand if you know someone who uses drugs" or "You are about to see a videotape explaining the judicial consequences of using crack cocaine."

Depending upon the learners' age level, the instructor/facilitator may feel it necessary to give some background information about the video's content. It would be useful to discuss the legal process and possible sentences for drug offenses. The video may be introduced as, "A story that briefly follows the lives of three friends: a drug dealer, a drug user, and a non-user with associates who abuse drugs."

Inform the Learner of the Objective(s)

Once the students' attention has been gained, they should be informed of the objectives (see Appendix A-1 for video's outcome statements). Gagne suggests that if learners know what is expected of them, they establish a trusting relationship with the instructor/facilitator

and have a greater possibility of staying on task. The instructor/facilitator will present to the students the outcome statements for the video and inform the students that the information will provide them with knowledge necessary to participate in the discussion and activities that follow.

After the objectives have been explained, dimming the lights in the room will direct the students' attention and create an environment conducive to viewing the video. In the beginning of the video, the narrator asks the viewers to identify with the character most like him/herself; then the narrator restates the objectives. As they watch, the viewers are to take note of the choices their character makes and the consequences of those actions. After viewing the video, the class or group discusses the highlights and how the choices one makes today can impact the rest of one's life.

Stimulate Recall of Earlier Learning

When the video finishes, the instructor/facilitator turns on the lights to redirect the students' attention. At this time, the objectives of the video should be reviewed and discussed (see Appendix A-2 for video information). Gagne says it's appropriate to hand out a list of information,

including terms and definitions. This will let the students feel secure in what is expected of them. It will also begin the step of stimulating recall.

As the discussion progresses, the instructor/facilitator can make an outline on the chalkboard. Gagne says this will guide information recall and help the learners organize their thoughts and ideas about the topic based on what they have learned. Once everyone has a clear understanding of the video's objectives, the instructor/facilitator will explain that the next task entails looking at the decisions the characters made in the video.

The recall discussion will continue through the group sharing their thoughts on the video and describe their perceptions of the characters. How are they alike? How are they different? What are their values? Answering these questions will hopefully keep the lines of communication open and stimulate dialogue. The students should recall:

1. Money deciding to sell drugs.
2. Robert deciding not to go to the party.
3. Quick deciding to testify against Money.

Present New Material

With the outlines in place, the instructor/facilitator will present the new material. A list of the steps taken to make a decision is given to the students (see Appendix A-3 for instructional lesson's outcome statements). The steps are the outcome statements for the second goal. For the purposes of simplicity, Robert's decision will be used.

- 2-1. He was confronted with a choice when he was invited to the party.
- 2-2. He needed to decide between the party and studying for midterms.
- 2-3. If he chose the party, he could have fun. If he chose to study, he could do well on his midterms.
- 2-4. The consequences of going to the party included the possibility of failing his midterms and getting in trouble for being around drugs and drug users. The consequence for studying was he'd miss out on some fun.
- 2-5. The greatest possible outcome, with the minimal consequences, was staying home and studying.

Provide Learning Guidance

When the students have an understanding of the concept just presented, the instructor/facilitator asks them to go through the process a second time using Quick's decision. This decision is more difficult; therefore, the instructor/facilitator must provide learning guidance. According to Gagne, this learning guidance will give the students an opportunity to better understand the new material. The outcome of the event will help the students clarify in their own terms, what the material means to them. The amount of learning guidance needed will vary according to the age and ability levels of the students. It may be necessary to replay the Plea Bargaining segment of the video.

Elicit Performance

To elicit performance, the instructor/facilitator leads the group through the process a third time using Money's decision to sell drugs. If working with a large number of students, this is a good time to break into smaller groups of three to five students. Reducing peer pressure creates

a less intimidating environment. This atmosphere, minus the influence of peer pressure, can allow the students to relax and become comfortable with these activities. This atmosphere can also encourage interaction within the group.

According to Bangert-Drowns (1988), "The school years are a time when children and adolescents make significant moves into the society outside their families, and students come to rely increasingly on themselves and on their peers. Fellow students may be the most persuasive sources for information regarding normative behavior and attitudes. Substance abuse programs emphasizing group interactions may therefore be more successful than lecture-style programs led by an adult." (p. 244)

The instructor/facilitator asks each group to use the information learned in the video when making the decision. As the students go through the process, the instructor/facilitator takes note of any concepts within the material that may still be unclear, and determines whether the students have really learned the new material. If not, they need to continue to elicit performance or return to the stage where guidance is provided.

Provide Feedback About Performance

In the next step or event, the instructor/facilitator provides feedback about the students' decision-making performance. A representative from each group will explain how they arrived at their decision for Money. If confusion occurs or details are left out, the other group members are there for assistance. Feedback is valuable for the learning process and feedback about the groups' decision making processes will provide information about how correct or on target the students are. Feedback also provides reinforcement for successful learning.

Assessment of Performance

Assessment of performance is a formal way of testing to see how well the students have learned the material. For older students, the instructor/facilitator may wish to have a written test on the information and facts learned from watching the video, participating in the discussion, and/or completing the instructional lesson. Another form of testing can be observational. Observational testing will allow the students, any age, to demonstrate the decision-making skill just learned and the instructor/facilitator will evaluate how well they demonstrate that skill.

Keeping the groups intact, the instructor/facilitator will give the students a hypothetical scenario in which they must make a decision. For example: "You have just observed a student putting a gun in his locker. Do you tell someone in authority or say nothing?" The instructor/facilitator informs the students to use the same procedure, or steps, previously learned. Each group is allowed to come to a decision, then the instructor/facilitator has them present their outcomes to the others.

To diminish the anxiety of being evaluated and to generate interest in the task, the instructor/facilitator encourages the students to do their best by explaining that they will be evaluated by their peers. To pass the evaluation, the other participants (groups) have to agree with and accept the decision-making outcome. The instructor/facilitator evaluates their decision-making performance based upon pre-established criteria determined by the instructor/facilitator in regards to the students' age levels and abilities.

Enhance Retention and Transfer

Gagne's final event of instruction is to enhance retention and transfer. This event has two parts. First, to enhance retention, the instructor/facilitator needs to ask the learners to rehearse the important

information that was presented. This can be done by asking questions or by having each participant to share an important fact with the other students.

The final part of this event is transfer of learning. Through discussion, role-playing, and/or a written essay the students will work through, a variety of potential real-life situations utilizing the decision-making process. This transfer of learning can increase the students' ability not to get involved with drugs while accomplishing the third goal of the JCUD (see Appendix A-4 for JCUD's outcome statements).

The instructor/facilitator asks the students for scenarios involving anything related to peer pressure, drugs, or confronting choices. Asking for a scenario instead of an actual experience may enable those participants who may be uncomfortable to open up about something personal to do so. This will give them an opportunity to get help without exposing themselves. According to Bangert-Drowns (1988), "Research on cognitive dissonance [disagreement in perceptions] suggests that individuals will redefine attitudes or redirect behavior in order to resolve

incongruities perceived in oneself. Programs that highlight or produce incongruities among a student's attitudes or between a student's attitude and behavior may also successfully produce behavioral and attitudinal changes." (p.244)

These scenarios will generate some reality-based situations for the instructor/facilitator to help the students recognize ways to apply the information they've learned, make a conscientious decision to stay away from drugs and remain drug-free. If possible, an appropriate speaker can address some of the issues and answer questions. This will hopefully leave a lasting impression with the students.

Formative Evaluation Plan

Dick and Carey (1990) define formative evaluation as, "A process instructors use to obtain data in order to revise their instruction to make it more efficient and effective. The emphasis is on the collection and analysis of data and the revision of the instructional materials." (p. 234)

The process has three basic phases:

1. One-to-one evaluation.
2. Small-group evaluation.
3. Field trial.

Typically, these three phases are preceded by a review of instruction.

Review of Instruction

The review of instruction is done by interested specialists who are not directly involved in the instructional development, but have relative expertise. According to Dick and Carey (1990), it is valuable to get others to review what has been developed. These persons either have special expertise in or with the:

1. Content area.
2. Type of learning outcome.
3. Target population.

One type of reviewer, a subject matter expert, comments on the accuracy and currency of the instruction. The accuracy and currency of the information on charges, penalties, and fines is extremely important for the validity of the video. Judge George Stigler was chosen to fill this role. As a district court judge, he is qualified to comment on the accuracy and currency of the judicial information presented.

Another type of reviewer is a specialist in the type of learning outcome involved. The desired learning outcomes for both the JCUD and the D.A.R.E. Program involve producing behavioral and attitudinal changes in the students that will help them to remain drug-free. Since Sergeant Eric Gunderson and other D.A.R.E. officers expressed interest in using the JCUD in their program, Sergeant Gunderson was asked to comment on the instructional strategy as it relates to how the D.A.R.E. Program tries to achieve the same learning outcome.

The third reviewer must be someone who is familiar with the target population and can look at the instruction through the target population's eyes and react. O. Ray Dial, African-American Studies teacher at West High School in Waterloo, works and interacts with at-risk African-American

students everyday. Evaluation of the instruction, based on Mr. Dial's experience with these type of students, provides valuable information about the potential effectiveness of the strategy used and identifies any potential problems that may occur during the delivery of the instruction.

One-to-One Evaluation

Dick and Carey (1990) state, "The purpose of the first stage of formative evaluation, the one-to-one stage, is to identify and remove the most obvious errors in the instruction, and to obtain initial reactions to the content from learners." (p. 235) This is accomplished through direct interaction between the designer and individual learners. These learners are representative of the target population. Dick and Carey suggest that the designer chooses three learners: "...one learner who is slightly above average in ability, one who is average, and one learner who is below average." (p.236)

The designer presents the video and instruction to each learner individually. Informal notes, taken by the designer, document the learners' reactions to and/or difficulties the learners may have in understanding the instruction. The items evaluated includes the learners' ability to:

1. Maintain attention and interest in the video.
2. Comprehend and achieve the video's objectives.
3. Comprehend and demonstrate the decision-making process.
4. Demonstrate transfer of learning by applying the decision-making skills to real-life situations.

The designer observed that the video did maintain the interest of the participants in the one-to-one evaluation. They were also able to comprehend the video's objectives and demonstrate the decision-making process. One of the participants, while demonstrating transfer of learning, was able to comprehend the potential danger that gang members are subjected to and decided that he was going to start distancing himself from a friend who had gang affiliations.

Small-Group Evaluation

There are two primary purposes for the small-group evaluation. The first purpose is to determine the effectiveness of changes made following the one-to-one evaluation and to identify any remaining learning problems that students may have. The second purpose is to determine if learners can use the instruction without interaction with the instructor (Dick and Carey, 1990).

Due to the instructional design of the JCUD, considerable emphasis is placed on the delivery of materials and information by the instructor/facilitator. This being a factor for project success, the designer gives minimal consideration to the second purpose. Instead, interests in instructor/learner interactions are directed toward evaluating the instructor/facilitator's role in the instructional process to determine its effectiveness in assuring that successful instruction does take place.

High school teacher, O. Ray Dial conducted this stage of the formative evaluation. The small-group consisted of the ten students who were interviewed during the project audience identification phase of the JCUD. These students, males and females aged ten through seventeen years old, are representative of the JCUD's target audience.

To minimize the potential conflicts that may arise from having learners of different maturity levels in the same setting, the designer recommended that the learners be divided into two groups:

1. Intermediate school aged students, fifth through eighth graders.
2. High school aged students, ninth through twelfth graders.

First, Mr. Dial administered the materials and information following the JCUD's instructional guidelines. After the lessons, the designer

debriefed both Mr. Dial and the learners from each group individually. The purpose of the debriefing was to ask the reviewers questions about the instruction to identify, from their perceptions, weaknesses and strengths in the implementation of the instructional strategy.

The questions used for the debriefing were designed to reflect various components of the strategy. The following questions were directed at components of the instructional strategy, and made it possible for the designer to relate the learner's responses directly to particular components of the instructional materials or procedures:

1. Was the instruction interesting?
2. Did you understand what you were supposed to learn?
3. Were the materials directly related to the objectives?
4. Were sufficient practice exercises included?
5. Were the practice exercises relevant?
6. Did you receive sufficient feedback on your practice exercises?
7. Did you feel confident when answering the questions on the written test and/or demonstrating the decision-making process for the observational test?
8. Did the tests really measure your performance on the objectives?

9. Was there any particular thing you learned that will leave a lasting impression?

Each of the students who participated in the small-group evaluation answered, "Yes," to numbers one through eight of the above questions. The students said the one thing that was learned that would leave a lasting impression was Money not being eligible for parole until the age of sixty-nine. Mr. Dial felt the instructional process was effective and stated, "The video is an attention-getter and it is very realistic. The instructional lesson, obviously, caused the students to look at the consequences of being involved with drugs and made them rethink the whole drug abuse phenomenon."

Field Trial

In the final stage of formative evaluation the designer attempted to use a learning situation that closely resembled the situation intended for the ultimate use of the instructional materials. The final stage of formative evaluation allowed the designer to determine if the changes in the instruction could be used in the environment for which it was intended. Again, Mr. Dial filled the role of instructor/facilitator. He tried out the materials and instructional strategy of the JCUD in one of his high school

classes. With the exception of having intermediate school aged students, the class, approximately forty students, was representative of the JCUD's target audience. The field trial extended through four, fifty-minute, class periods.

Together, Mr. Dial and the students had a great rapport. Prior to beginning the field trial, the students were given some background information about the problems of drugs in the community and briefed on the purpose of the instruction. This information helped to focus the students.

Mr. Dial followed the guidelines of the instructional strategy. The designer observed that the video did hold the students' attention. After the video, handouts containing information to satisfy the video's objectives were given to the students. The one fact from the video that the students found most interesting was that a person could get one hundred, fifty years for possession of five grams of cocaine. To the amazement of the designer and Mr. Dial, the students were "very" responsive to the discussion following the video. This resulted in the field trial extending to a second class period.

The second class period began by continuing recall of the video before presenting the new material. Most of the students were able to

follow and comprehend the instruction. Through extended examples of the concept, Mr. Dial felt successful in getting complete understanding of the decision-making process from all the students. Before the second class period ended, he gave each group of students a hypothetical scenario. As a written home-work assignment each group was to explain their decision making process. They were also informed that they would have five minutes of the next class period to present their outcomes to the class for evaluation.

The entire third class period was used allowing the students to evaluate the groups' performances. The students enjoyed critiquing and evaluating their peers. Prior to ending the class period, Mr. Dial informed the students that their homework assignment was to write a short one-page essay on, "What I have learned about the judicial consequences of using drugs." Due to time constraints, this assignment was given to enhance retention.

During the fourth and final class period, the students shared some of their learning experiences. Some of the students' responses include:

1. "I didn't realize that if you don't use drugs or have any drugs on your person and are caught with someone who does, you can be in just as much trouble as the person with drugs."

2. "While I was watching the video, I thought it was a real story.
Knowing what I know now, I'll be more careful about who I hang out with."
3. "I know some people who have been arrested for drugs and I always wondered what it was like to have to go through that.
Now I know and I don't ever want that to happen to me."

To reinforce the learning, Mr. Dial presented some potential real-life situations for the students to work through using their decision-making skills. The designer observed the students handle this task with relative ease, and was able to witness successful instruction.

Summary

Project Summary

The Judicial Consequences of Using Drugs, began as a collaborative effort by persons from the University of Northern Iowa and the F.A.C.T. Program to design and develop a substance abuse education program for at-risk African-American youth, aged ten to seventeen years old in the Waterloo Community. It quickly turned into a community service project. Agreeing with the need for such a program by contributing their efforts were:

1. The Waterloo Police Department's D.A.R.E. Unit.
2. The Black Hawk County Sheriff's Department - Black Hawk County Jail.
3. Black Hawk County court officials.
4. Waterloo community leaders.
5. Waterloo educators.

The designer used the Systems Approach Model to develop the project which utilizes a video and an instructional lesson. The project had three goals. By completing the instruction, the projects's audience was to become:

1. Informed of the judicial consequences of using and/or selling drugs.
2. Empowered to make wiser choices.
3. Encouraged not to get involved with drugs.

Gagne's Nine Events of Instruction were used to design the instructional strategy. The events served as a guide for the instructor/facilitator and provided support in the learning process for the students. Successful instruction is dependent upon a positive instructor/learner relationship; therefore, the designer took care in choosing the person to fill the instructor/facilitator role.

The designer had the opportunity to work closely with an accomplished high school teacher, O. Ray Dial during the evaluation phase of the project. Mr. Dial functioned as a reviewer and as the project's instructor/facilitator. After administering the instruction, Mr. Dial evaluated the effectiveness of *The Judicial Consequences of Using Drugs* and stated, "This substance abuse education program is definitely effective because it takes the glamour and excitement out of drugs and forces the students to take a good long look at the consequences."

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Appendix A

Instructional Manual

The instructional development project, *The Judicial Consequences of Using Drugs*, is a substance abuse education program. It is designed for the instructor/facilitator to be able to adapt, or custom fit, the instruction for the age and ability levels of their students/learners. This instructional manual is a guideline for the intended instructional process, but instructors/facilitators are encouraged to incorporate the teaching style that is most comfortable for them, their students, and the environment in which this instruction will take place.

For teachers with limited class time, notice and take advantage of the built-in start and stop points. If possible, allow the students/learners to take as much time as needed until every participant has a complete understanding of the materials and information that will be presented to them. Properly delivered, this instruction will leave the students/learners with valuable information and an important life-skill that may prevent many of them from getting involved with drugs.

Gagne's Nine Events of Instruction is the instructional strategy used. Each of the events will provide a guide for the instructor/facilitator and give the students/learners support in the learning process. The events are:

1. Gain Attention:

For the students to become interested in learning about the material, ask them a question or make a statement pertaining to peer pressure, drugs, or confronting choices. For example: "Raise your hand if you know someone who uses drugs" or "You are about to see a videotape explaining the judicial consequences of using crack cocaine."

Depending upon the learners' age level, it may be necessary to give some background information about the video's content. It would be useful to discuss the legal process and possible sentences for drug offenses. The video may be introduced as, "A story that briefly follows the lives of three friends: a drug dealer, a drug user, and a non-user with associates who abuse drugs."

2. Inform the Learner of the Objectives:

Once the students' attention has been gained, they should be informed of the objectives. Present the outcome statements for the video (Appendix A-1) to the students and inform them that the information will provide them with knowledge necessary to participate in the discussion and activities that follow. Dim the lights and play the video, *The Judicial Consequences of Using Crack Cocaine*.

3. Stimulate Recall of Earlier Learning:

When the video finishes, turn on the lights. At this time, review and discuss the objectives of the video. Give copies of Appendix A-2 to the students to help them participate in the discussion.

As the discussion progresses, make an outline on the chalkboard to guide the discussion and help the students to organize their thoughts and ideas about the topic. Have the students to describe their perceptions of the characters by asking the following questions:

1. How are the characters alike?
2. How are the characters different?
3. What type of values does each character have?

While discussing the above questions, direct the dialogue and help the students to recall the decisions the characters made in the video:

1. Money deciding to sell drugs.
2. Robert deciding not to go to the party.
3. Quick deciding to testify against Money.

4. Present New Material:

Keep the outlines in place and hand out copies of Appendix A-3 to the students. Explain that it's a list of the steps necessary to make a decision, a skill they are about to learn. Use Robert's decision to present

the new material and demonstrate the decision-making process.

1. He was confronted with a choice when he was invited to the party.
2. He needed to decide between the party and studying for midterms.
3. If he chose the party, he could have fun. If he chose to study, he could do well on his midterms.
4. The consequences of going to the party included the possibility of failing his midterms and getting in trouble for being around drugs and drug users. The consequence for studying was he'd miss out on some fun.
5. The greatest possible outcome, with the minimal consequences, was staying home and studying.

5. Provide Learning Guidance:

When the students have an understanding of the concept just presented, have them go through the process a second time using Quick's decision to testify against Money. This decision is more difficult; therefore, learning guidance must be provided. The amount of learning guidance needed will vary according to the age and ability levels of the students. If necessary, replay the Plea Bargaining segment of the video.

6. Elicit Performance:

To elicit performance, lead the group through the process a third time using Money's decision to continue selling drugs after he learned of the impending drug bust. If working with a large number of students, this is a good time to break into smaller groups of three to five students.

Remind each group to use the information learned in the video when making the decision. As the students go through the process, take note of any concepts within the material that may still be unclear, and determine whether the students have really learned the new material. If not, they need to continue to elicit performance or return to the stage where guidance is provided.

7. Provide Feedback About Performance:

In this step or event, have a representative from each group to explain how they arrived at their decision for Money. Provide feedback about the students' decision-making process and provide guidance about going through the proper decision-making process.

8. Assessment of Performance:

It is now time to evaluate how well the students have learned the material. Give each group a hypothetical scenario in which they must

make a decision. Tell the students that for their group to pass the evaluation, the other participants (groups) have to agree with and accept the decision-making outcome.

Establish evaluation criteria based on the students' age levels and abilities and evaluate their decision-making performance . For older students, a written test can be administered to evaluate the information learned from the video, discussions, and/or instructional lesson.

9. Enhance Retention and Transfer:

This event has two parts and requires some imagination to keep it fun and interesting for the students. First, to enhance retention, have the students rehearse the important information that was presented. This can be done by asking questions or by having each participant share an important fact with the other students.

The final part of this event, transfer of learning, can be promoted by discussion, role-playing, and/or a written essay. Ask the students for hypothetical scenarios in which a decision must be made. The scenarios should involve potential real-life situations and pertain to peer pressure and/or drugs. Have them use the decision-making process and work through the situations and decide on the best action to take. Try to increase the students' ability not to get involved with drugs (Appendix A-4).

Appendix A-1

Instructional Goal One:

After completing the instruction, the learner will become informed of the judicial consequences of using and/or selling drugs.

Outcome Statements for the Video

By viewing the video, the audience will:

1. Be able to personally identify with one of three characters:
 - a) A drug dealer
 - b) A drug user
 - c) A non-user with associates who abuse drugs.
2. Observe the drug task force's attitude and commitment to do their job.
3. Witness a re-enactment of a drug bust, resulting in arrests.
4. Be able to list each step in the arrest procedure.
5. Observe the court proceedings which follow a drug arrest and be able to state the purpose of each step in the judicial process.
6. Become aware that a felony conviction can revoke life's greatest privilege - freedom.

Appendix A-2

Video Information to be Learned

1. The three characters and the roles they played in the video were:
 - a) Money - the drug dealer.
 - b) Quick - the drug user.
 - c) Robert - the non-user with friends who abuse drugs.
2. The drug task force's attitude and commitment to their job involves enforcing the law and protecting the citizens of the community from crime. "Safety first" is a top priority when handling police duties.
3. Remember the re-enactment of the drug bust which resulted in arrests.
4. During the arrest procedure, an arrestee:
 - a) Is searched.
 - b) Gives his/her name, address, and other personal information to be entered into the nation-wide police information network.
 - c) Changes into the jail clothing.
 - d) Is photographed.
 - d) Is fingerprinted.
 - e) Is escorted to a jail cell to await his/her court appearance.

5. The court proceedings and the purpose(s) for each one in the judicial process are:

- a) The Bond Hearing - to have the charges and penalties explained, and to have bail bond amounts set by the judge based upon the attorneys' recommendations.
- b) The Arraignment Hearing - to appear in court and plead "guilty" or "not guilty" to the charges. By pleading "not guilty", the defendants earn the right to demand a speedy trial.
- c) Plea Bargaining - the prosecutor offers a deal to the defence in exchange for testimony.
- d) The Trial - to examine, before the court, the facts or law in a case to determine its outcome.

6. In most cases, if a defendant gets convicted on a drug charge or felony, he/she will be sentenced to prison; therefore, a felony conviction can revoke life's greatest privilege - freedom.

Appendix A-3

Instructional Goal Two:

After completing the instruction, the learner will become empowered to make wiser choices.

Outcome Statements for the Instructional Lesson

After completing the instruction following the video, learners should comprehend that action-based decisions do have consequences. The learners will then be able to demonstrate the following steps necessary to make an informed decision:

1. Identify when they are confronted with a choice.
2. Differentiate alternative sides.
3. Compile a list of outcomes for each side.
4. Determine the consequences of each outcome.
5. Select the best possible outcome, based upon previous conclusions.

Appendix A-4

Instructional Goal Three:

After completing the instruction, the learner will become encouraged not to get involved with drugs.

Outcome Statements for the Project

The outcomes of participating in the substance abuse education program, *The Judicial Consequences of Using Drugs*, identifies the projected long-term effects of the project. When confronted with drugs or people who use drugs, the learner should:

1. Recall the judicial consequences of using drugs.
2. Make a conscience decision not to get involved with drugs.
3. Remain drug-free.