

PRIDE: SUBSTANCE ABUSE EDUCATION/INTERVENTION PROGRAM

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PRIDE is an acronym for Positive Reinforcement in Drug Education: a program implemented within the Chief Leschi schools of the Puyallup Tribe of Indians, located in Tacoma, Washington. The Puyallup Tribal School system is funded through a P.L. 638 self-determination contract with the Bureau of Indian Affairs (BIA). The schools' student population comprises over 50 tribes, and enrollment for the 1990-1991 school year was projected at 450 students. Puyallup tribal members constitute approximately 40% of the student population. Students residing on or near the reservation receive day instruction in grades preschool through Grade 12. The PRIDE program has been implemented at the tribe's elementary, middle, and high schools.

The reservation is primarily urban; all or part of three municipalities are contained within the reservation boundaries. Puyallup Indians, non-Puyallup Indians, and non-Indians reside on the reservation. More than 95% of Chief Leschi school students qualify for free or reduced lunches under federal guidelines. Incidence of drug and alcohol abuse is high among students and their families. Unemployment for American Indians in Pierce County is 66% according to recent BIA Labor Force Reports (August 1986). Pierce County Indians reported the lowest median value of owner-occupied housing of any racial group, according to the 1980 U.S. census. The census further reported that 45% of the Indian families, residing within the Puyallup Reservation are headed by females, with no husband present.

Program Overview

The PRIDE program was instituted in 1988 as part of a school-wide restructuring and development effort begun in 1986. The nature and extent of the restructuring effort that evolved from the PRIDE program is summarized in this paper. The student outcomes realized due to project PRIDE also are described.

The PRIDE project is prevention based. It also incorporates strong intervention practices and policies, as well as treatment referral and after-care provision. The PRIDE program is a comprehensive plan that addresses all aspects of the substance abuse issue. The cornerstone of the program is a curriculum that stresses self-esteem and development

of self-awareness. Support systems are provided in cooperation with the adolescent group program within the nationally recognized Puyallup Tribal Treatment Center. Drug-free alternatives are provided during non-school hours, and intervention and after-care issues are addressed.

This paper describes the PRIDE program as it was implemented in the 1988–1989 school year. Since that time, ongoing development and refinement of the program has taken place and will continue to evolve as process and outcome evaluations continue.

Program Design

Structure

The PRIDE program was conceived and developed through the direction of the Puyallup Tribal Council and Chief Leschi school administration. The project was designed and the curriculum written by the school's staff, with involvement of the local community and building-level personnel; consultation was provided by Pierce College of Tacoma, Washington.

The project involves the following four components:

1. Cultural aspects: development of students' cultural identity
2. Curriculum development: a comprehensive, "no use" curriculum deals with issues of health awareness, drug/alcohol awareness, refusal skills, and life skills
3. Building and program security: policy-based and environmental reduction of in-school drug use
4. Intervention and social service access: counseling, case management services, and referral/after-care programs

Each of the components is highlighted below with respect to program structure, implementation, and outcomes. Each component is included from preschool through Grade 12. Emphasis may differ according to grade level or according to situational/environmental necessity. For example, "security" is more heavily emphasized at the high school level, where local street gang activity is high. Peer pressure concepts are more heavily weighted at the middle school and high school levels than at the elementary levels.

Despite these changes in emphasis, continuity is a high priority of the program. For example, a single coordinator has oversight for implementation across all schools.

In addition, curriculum and methodology are implemented so that all components are represented at all grade levels. Early intervention is a

priority. Concepts are introduced in preschool and continue through the 12th grade. At the time of this report, program components also were being incorporated into the curriculum of the Northwest Indian College, located adjacent to the Chief Leschi High School.

Finally, staff are encouraged to communicate among the three school campuses; opportunities for dialogue and observation regularly occur at an interschool and intraschool level.

Cultural aspects. Development of cultural identity and enhancement of self-identity are seen as crucial to reducing drug and alcohol abuse. The PRIDE program is designed around a primary assumption: The removal of drug and alcohol abuse must be replaced by an alternative — improvement of student self-esteem through development of self-identity and enhancement of cultural identification.

The cultural program at Chief Leschi, therefore, forms a foundation for curriculum and intervention components of the PRIDE program. Three methods are utilized in cultural enhancement.

The first is infusion of cultural relevancy in academic and PRIDE curricula. Both the standard curriculum and the PRIDE curriculum have been designed and reviewed for cultural relevancy. Puyallup, Northwest Coast Salish, and other tribal cultural traditions are infused in various curriculum components. American Indian issues pertaining to family systems, community support systems, tribal values, and other pertinent cultural issues form the context for addressing academic and PRIDE instructional objectives, and cultural references are infused in the teaching of other objectives. Social studies and other content area instruction offer opportunity for the development of cultural values embedded within the functional context of daily life. The ongoing connection of school and community within cultural contexts include involvement of a school-parent committee; active school board participation; direct participation of the community in school-sponsored powwow's, the "Daffodil" festival, giveaways, and other events and ceremonies.

A prominent feature of the school environment is the artwork and ceremonial objects designed, produced, and donated by students themselves. Low staff-to-student ratios allow for bonding with American Indian teachers and staff as positive role models. Exploration of cultural identity and pride in sharing cultural differences are encouraged throughout. Intertribal commonalities are shared at the beginning of each day with "Circle," a ceremonial drumming and singing activity that involves all students and staff.

The second method used in cultural enhancement is direct instruction of cultural objectives. For example, school time is set aside for instruction activities that are focused on cultural development. The academic curriculum and the PRIDE curriculum contain instructional objectives specifically targeted at development of cultural identity.

At the elementary and middle school levels, self-contained classroom teachers work with itinerant teachers whose specialty is the culture of the people in the area. Portions of each school day are set aside to teach cultural instructional objectives. Enrichment of the curriculum is achieved both by itinerant cultural specialist lessons in each classroom and by the involvement of community guests at the school (e.g., luncheons for tribal elders sponsored by individual classrooms).

At the high school level, similar itinerant and environmental enrichment is also conducted. In addition, designated high school culture classes are taken by all students for secondary graduation credit.

A third method used in cultural enrichment involves extracurricular, culturally related activities. Opportunities for after-school activities are a further means of building individual student cultural identity. Students are provided with opportunities and are encouraged to participate in tribal dance, drumming, and singing ceremonies. Performances are often given by students, staff, and community members for Indian and non-Indian groups. Art- and craftwork are produced and displayed.

The PRIDE program is aligned with athletic program policies to provide and encourage participation in intramural and interschool sports programs. Sports traditions such as a yearly Chief Leschi school decathlon, student representation in the North American Indigenous Games, and staff/student athletic competitions provide further social and physical alternatives for students.

An activities group for high-risk adolescents is conducted regularly by a mental health professional through interagency agreement activities with the Kwawatchee Tribal Mental Health Agency. Further alternative behaviors are provided through structured and supervised activities such as day trips and overnight trips involving camping, cultural performances, field trips, and so on.

The PRIDE curriculum. A comprehensive curriculum developed through the PRIDE project includes complete instructional objectives; suggested teaching strategies, materials and resource references, and evaluation methodologies. The development of a self-made curriculum was chosen over the adoption of a commercially available curriculum after consideration by administration and school board of a central issue: relevance to the unique issues of a BIA contract school in the heart of a major urban center. Such relevancy required local control and development.

The curriculum was developed in cooperation with Pierce College and was directly written and produced by school staff. All members of the school and community were involved in the development, from school board to custodial staff. Consultation with tribal and public social service agencies was ongoing. Two staff members, including the secondary principal, were trained as certified chemical dependency counselors and were key members of the writing team. All schools were represented on the writing team, as were members of the special education and remedial

programs staff. A comprehensive literature and curriculum materials review was conducted, and appropriate existing knowledge was incorporated or adopted.

A clear mission statement focused the curriculum development as a prevention-based effort. The production of the curriculum was guided by a philosophy statement of "no use" at all levels of the curriculum: (a) elementary school: no-use policy with a strong prevention curriculum; (b) middle school: no-use policy with a strong family systems component; (c) high school: no-use policy with a strong family issues unit and intervention/treatment component.

Building and program security. Given the prior high incidence rates of on-campus substance use, it was determined that a first priority would be an emphasis on containment and reduction of direct involvement of students with drugs and alcohol on campus. Students going to school under the influence, those who took drugs or alcohol onto campus for personal use, and those distributing drugs were all targeted for priority attention.

Because the security policy was to be a key component of the PRIDE program, the involvement and the support of the community were deemed essential. A priority became explaining the need and giving the community a voice in developing of the policy.

A further step was to identify the drug environment on campus. Formal and informal information gathering was conducted through interviews and an anonymous survey of students, teachers, staff, and community members. Tribal and nontribal law enforcement personnel also were consulted. Structured observation of the school environment was conducted to include heavily congested areas, hiding areas, and other potential problem areas. High visibility of staff and resultant incident reporting was summarized. Meetings with parents provided further input as to the nature of drug use. Records were maintained for individual student drug use evaluations and to determine the rate of drug incidents or associated risk factor incidents (e.g., student behavioral maladjustment, withdrawal, anxiety, absenteeism, illness).

A formal student/staff drug use policy then was adopted, made highly visible, and implemented. It strongly emphasizes that no substance use will be tolerated at Chief Leschi schools. The policy goes so far as to prohibit smoking on all campuses for students and staff. Repeated emphasis and immediate action in the implementation of the no-use policy has been a hallmark of the program. The policy statement defines school-related drug offenses: (a) possession of controlled substances, (b) possession of illegal paraphernalia, and/or (c) possession of drug-related materials, such as clothing, signs, or magazines.

Determination of policy violations are made through formal and informal security measures. Teachers and staff are required and reminded to maintain high visibility in hallways and other congested

areas. Checks of restrooms and known problem areas are made regularly. School functions such as sports activities and after-school events are monitored. Security workshops and ongoing in-service are provided for staff in various topics, including awareness issues, appropriate confrontation or referral, nonaversive monitoring and observation techniques, and student search policy. Student searches are carried out based on probable cause; noninvasive searches of lockers are carried out through use of drug dogs.

The consequences of drug-related offenses are defined clearly and communicated regularly to students and staff: (a) search of person and property, (b) confiscation of property, (c) written responses, (d) student restrictions, (e) in-school suspensions, (f) school suspensions, (g) parent conferences, (h) behavior contracts, and/or (i) arrest/legal penalties.

The above consequences, which are based on the nature and extent of the offense, are applied immediately and without exception. Consequences are applied within a nonpunitive environment and applied through a dispassionate and supportive context. Identification of offenders provides a means for intervention and treatment referrals.

Intervention/treatment. Intervention is a direct outgrowth of all of the PRIDE program's preceding components. Students identified as drug users, whether or not there are concomitant social and behavior issues, receive priority for intervention. Identified students are not simply removed from the school through long-term suspension or expulsion, as was previously the case. Instead, a variety of means have been identified for intervening when there is identified drug use.

Because recognition that drug use is often symptomatic of underlying psychosocial distress or maladjustment, a strong counseling and referral program is part of the intervention program. The school has direct access to on-campus certified chemical dependency counselors. Close liaison with the Kwaowatchee Tribal Mental Health Agency is maintained for on- or off-campus counseling, and the tribal treatment center is available for consultancy or counseling. Less formal but no less important is the ongoing counseling and support provided by all staff. Acquisition, training, and retention of staff capable and willing to bond with students have been an administrative priority. Staff members are expected to provide informal counseling and support to students targeted through the PRIDE program. Principals, support staff, and the school superintendent are trained in counseling and support techniques and maintain open-door policies for students. A staff school psychologist also counsels students.

The multiple levels of counseling services and the PRIDE curriculum are aligned along several strands, which include:

1. Developing self-esteem through cultural identification, focusing on positives, assisting others, developing nurturing environments,

- using positive affirmations and self-talk, and identifying support systems
2. Dealing with stress through identification and attainment of realistic personal goals, development of individual action plans, utilization of peer and adult support systems, awareness of nutrition and health issues, and learning and practicing stress management techniques
 3. Developing communication skills through the identifying and sharing of feelings, and learning and practicing communication skills
 4. Learning decision-making skills through practicing problem-identification and problem-solving strategies, and learning and using refusal skills
 5. Learning crisis intervention techniques, including identification of severe acting out, depression, radical behavioral changes, or withdrawal

Networking is maintained through interagency agreements with other tribal agencies such as the Puyallup Tribal Children's Services, Medical Clinic, Elders Program, Nutrition Program, and Well-Child Clinic. The school principals act as direct case managers for students identified as needing intervention and coordinate these resources.

Behavioral intervention also is part of the PRIDE program for students who have behavioral maladjustments. A specialist position was created for this purpose. The behavior development specialist implements monitoring, incentive/consequencing programs, and behavioral contracts and engages in case management support and counseling services.

Treatment modalities include drug testing and assessment, inpatient treatment and outpatient services through tribal and nontribal treatment centers, and after-care follow-up services managed through the school or another source. Again, referral, case management, and liaison activities are active and ongoing.

Program Implementation

Timelines

Cultural, security, and intervention components of PRIDE were begun in the 1987–1988 school year. Three PRIDE teachers taught the curriculum through a “pull-out class” unit approach for the first time in the 1988–1989 academic year. During the 1989–1990 school year, the PRIDE program also was infused in each regular and special education classroom lesson planning.

Cultural, security, and intervention components are infused throughout all levels of the program. Varying emphasis on these components is placed at the respective schools, dependent upon situational and temporal changes. PRIDE program staff and school staff regularly hold building-level meetings to coordinate needed changes.

Key Personnel and Staff Responsibilities

The following positions are designated as key PRIDE staff positions. Staff is qualified and certified as appropriate.

1. Building principals. One full-time employee per school provides program oversight within school, ensures building-level communication flow, reviews infusion and pull-out class lesson plans, and coordinates referral process for intervention.
2. Behavior development specialists. One full-time employee per school acts as a case manager for the intervention component; provides direct support for the security component; provides crisis intervention, referral, and direct support, particularly for behavioral needs; implements individual student behavior contracts; assists with after-care programs; provides ongoing counseling; and assists with implementation of interagency agreements, particularly for student referral and interagency communication.
3. Chemical dependency counselors (CDCs). The principal of the high school is completing certification requirements for CDC 1, and an additional CDC 1 position is available on an itinerant basis. Additional consultant, outpatient, and inpatient CDC counseling is available through interagency agreement with the Puyallup Tribal Treatment Center.
4. PRIDE teachers. At each school, an instructor is responsible for teaching PRIDE curriculum units on a regular basis. These individuals also act as consultants for other teachers' daily lesson plan infusion activities.

Facility

The Chief Leschi schools are located in separate locations on the administrative campus of the Puyallup Tribe of Indians. The facilities have undergone significant remodeling and reorganization as part of the total school redevelopment effort initiated in 1985. A substantial improvement in the appearance of the physical facilities has become a visual representation of how the community, staff, and students perceive overall school program quality.

Funding

The PRIDE program has been implemented without any outside funding. Base school budgets, including Title V funds, special education monies, and basic Indian Student Equalization Program (ISEP) funding, support the program. Development funds for design and production of the curriculum component were obtained through a variety of sources. The initial groundwork was accomplished under a grant received through the private Medina Foundation of Tacoma, Washington, in January 1985. The second foundation grant, also derived through the Medina Foundation, was managed by the Tacoma-based Community Alcohol Resource and Education foundation (CARE). Follow-up development support was obtained through the BIA Drug and Alcohol Curriculum funding during the summer of 1987, which was administered by Pierce College. A Department of Education grant was obtained by Pierce College to refine the program through curriculum committees during the summers of 1988 and 1989.

Conclusion/Outcomes

The PRIDE program has resulted in positive results that have been determined through formal as well as informal measures. Formal process evaluation, conducted in the spring of 1989, supported the efficacy of the program. Summative outcome evaluation through a student survey in the spring of 1988 indicated positive benefits, which are highlighted in the following pages.

The PRIDE program's emphasis on identifying and reinforcing positives has influenced students' perceptions of school: 95% of respondents reported they liked Chief Leschi "some to quite a bit."

Students' expectations are high: 92% felt they were fairly to highly likely to finish the school year, 97% felt they would graduate, and 65% of the students stated they plan on receiving education beyond the high school level. Students indicate they are positive about their health: 87% believed they were as healthy as, or healthier than, their peers. Sixty-five percent of students indicate they feel they can talk to others about mental health or personal problems.

Nineteen percent reported that close relatives had killed themselves within the past year, and an additional 19% reported that close friends had killed themselves in the same time period. This was correlated with those who have had personal thoughts of suicide; 22% percent of students have had thoughts of killing themselves but would not carry them out. One student reported he would carry out the suicide if "given the chance."

These data relating to suicide reflect the direct experience of Chief Leschi students; many have seen peers, family members, and friends attempt or complete suicide. The rate of students' ideation of suicide is

similar to the rate of those who have been directly affected by a completed suicide. Interviews with the teaching, administrative, and support staff at the schools support a conclusion that those who have experienced the suicide of a friend or family member are at a high risk for suicide.

A previous suicide attempt of a former Chief Leschi student reflects known risk factors that are now targeted by the PRIDE program:

1. The student had been exposed to the attempted suicide of a family member.
2. The student was intoxicated at the time of the suicide attempt. Drugs and alcohol were readily accessible, and few drug-free environments were available to the student on an ongoing basis. The student subsequently reported that she felt she probably would not have attempted the suicide had she not been drinking at the time.
3. The student had limited positive cultural role models during her developmental years.
4. The student did not have direct involvement in a support system that included aspects such as crisis intervention, development of refusal skills, and referral for social services.

Those staff members who were aware of this student's suicide attempt remarked on the relationship of the attempt to the presence of substance abuse at the time of the attempt. This awareness has helped confirm the commitment of staff to the no-use policy that is the cornerstone of the PRIDE program.

Items relating directly to drug and alcohol abuse also were included in the survey. While only one student reported consuming alcohol before or during school, 16% said they drink after school hours. Eighty-four percent had tried alcohol, and 76% had tried marijuana. Two thirds reported using alcohol with some frequency, but no students reported daily use.

Twenty-two percent of students said they drink until they get drunk. This contrasts with a recent survey conducted in a local public school in which 46% of high school juniors reported drinking once per month to get drunk (*Seattle Post-Intelligencer*, September 26, 1990, A1). Marijuana, however, was reported to be used by 10 of the 37 students during or before the school day on some occasions. Students appeared to overestimate actual use of drugs or alcohol by their peers. Fifty-four percent of students reported that their use of drugs and alcohol is an individual responsibility (moderate to important perception). Forty-three percent attribute use to heredity (moderate to important perception).

PRIDE-specific questions were included in the survey. Seventy-seven percent reported understanding PRIDE's purpose "some" to "a lot," while 74% felt it had "moderate" to "a lot" of impact. Thirty percent felt they

needed the help PRIDE offers, while 80% felt "some" to "many" others within the school needed the program. Eighty-two percent felt it met their needs in some way to a great deal.

Suggestions for improvement in the PRIDE program came from the process evaluation, the student survey, and staff response. The need for centralization and acquisition of resource and teaching materials related to the PRIDE curriculum was a major concern.

Other program performance indicators are as follows: As previously indicated, the PRIDE program was instituted in 1988 as part of a schoolwide restructuring and development effort begun in 1986. Prior to that time, the school had experienced a gradual and general decline that culminated in the threat of loss of funding by the BIA and resultant school closure. This decline was seen in daily attendance rates below 75%, student attrition rates of over 40% at the secondary level from the beginning to end of the school year, a steady decline in group achievement test scores, and high rates of polydrug use that resulted in frequent during-school drug and alcohol intoxication evidenced by direct indicators:

1. Paraphernalia was confiscated or discovered several times per month in a high school student body of approximately 35 students.
2. Several times per month, secondary teachers reported suspicion or direct evidence of in-class intoxication of many students through formal and informal "situation reports."
3. "Stashes" of alcoholic beverages or marijuana were discovered several times per year despite the absence of a formal search-and-seizure program.

A renewed commitment of the Puyallup Tribal Council and administrative program initiatives, principal among them the PRIDE program, have resulted in significant improvement in student outcomes. The following quantitative results have been documented:

1. There has been an increase in school enrollment from 208 students when PRIDE began (1987) to more than 400 at present.
2. Student school year completion has increased to more than 85% at present.
3. Composite group achievement test scores have increased each year, as measured by the California Achievement Test.
4. There has been only one report of in-school intoxication or substance abuse in the 1989-1990 school year, despite a 32% increase in student enrollment over the prior year.

5. There are fewer incidents of drug or alcohol possession at the high school level despite the institution of formal search-and-seizure programs (as previously described) in 1988. Statistics in this are as follows:

Year	Number of seizures	% enrollment increase
1987	6	(baseline)
1988	2	34%
1989	1	no increase

6. There is improved student self-esteem and health as indicated by increased involvement in school sports, school government and social functions, extracurricular activities, cultural ceremonies, and American Indian arts and crafts activities.

PRIDE has been the key program that turned around student-based outcomes. These results have lead to several national-level awards.

For example, in June of 1989, Chief Leschi High School received recognition in a White House ceremony as one of 47 drug-free schools in the United States. Chief Leschi was the only American Indian or Alaska Native school in the nation to receive this U.S. Department of Education award.

The PRIDE program formed the basis for a February 1989 designation as an "Exemplary Program" by the BIA, 1 of 10 in the nation so designated. The program also was nominated for excellence in Chapter II remedial programs in the 1987-1988 school year.

Despite these directly measurable benefits, it is the expression of individual students and staff of improved mutual support and interpersonal regard, of a sense of optimism for the future and of pride in self and in the school that is the truest measure of program efficacy. Given the positive start thus far and the ongoing refinement of the PRIDE program, it is expected that positive student outcomes will continue to be realized.

Reference

Youth drinking survey mobilizes Bainbridge. (1990, September). *Seattle Post Intelligencer*, p. A1.