

**NEW**  
**D.A.R.E.** "TAKE CHARGE OF YOUR LIFE"  
Researched based <sup>New</sup> curric.

**National Prevention Study Supports Value of D.A.R.E. Delivery Network**

**~ Study Findings Highlight Role of D.A.R.E. Officers ~**

A new D.A.R.E. research-driven curriculum known as "TAKE CHARGE OF YOUR LIFE" is now in the fifth and final year of evaluation by leading prevention experts at the University of Akron. With funding from the world's largest health care philanthropy, the Robert Wood Johnson Foundation, over 19,000 students in six cities have been monitored from the 7th through 11th grades with regular surveys on attitudes and behaviors.

Preliminary study findings show that instructor type matters to teens. Police instructors were perceived as more credible than non-police instructors. In addition to examining the impact of the new curricula for D.A.R.E., the study also was interested in the degree to which the D.A.R.E. officers delivered the curricula as designed. D.A.R.E. officers' delivery of program content ranked in the very high end of the range as compared to other studies, which suggests that D.A.R.E. officers are equal to, and in some cases, better than other types of instructors in delivering substance abuse prevention programs as designed.

According to Dr. Sloboda, the principal investigator of the study, "The D.A.R.E. network has the ability to rapidly diffuse through national training new and effective prevention programs and to monitor the quality of delivery," says Sloboda, "Simply put, there is no comparable national prevention delivery network like D.A.R.E. in the US."

The five-year study, (formally known as the Adolescent Substance Abuse Prevention Study) is funded by the Robert Wood Johnson Foundation and is one of the nation's largest and most comprehensive prevention research effort to date. It is currently underway in six U.S. cities—Detroit, Houston, Los Angeles, Newark (NJ), New Orleans, and St. Louis. It involves over 19,000 students from 83 high schools and their 122 middle schools. These high schools and middle schools were randomly assigned to receive the program or to a control group for comparison purposes. Final study results will be available in late 2006.

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# National Medical Association

## D.A.R.E. Students Five Times Less Likely

### To Start Smoking According to Newly Published Scientific Study

Findings of a study published by the prestigious Journal of the National Medical Association demonstrate that the D.A.R.E. curriculum is highly effective in prevention of smoking among elementary school-aged children. Smoking is the single most preventable cause of death.

Specifically, the study found that students that completed the D.A.R.E. program were five times less likely to start smoking compared to youngsters who did not participate in D.A.R.E.

Researchers at the Meharry School of Medicine conducted this evaluation of 5th and 6th graders in Nashville, Tennessee. Researchers further found a direct correlation between knowledge regarding the risks of smoking and increased rates of smoking avoidance. The D.A.R.E. students had a significantly higher knowledge score regarding the risk of smoking than the comparison group.

Through D.A.R.E.'s comprehensive curriculum students are armed with the tools needed to reject destructive behaviors such as smoking, drinking, and taking drugs.

**Source:** "Impact of a Drug Abuse Resistance Education (D.A.R.E.) Program in Preventing the Initiation of Cigarette Smoking in Fifth- and Sixth-Grade Students" (J. Natl. Med. Assoc. 2002; 94: 249-256.)

## Study Finds Education Program Effective in Preventing Cyberbullying

June 2009

### D.A.R.E./iKeepSafe Program Deemed Effective by Educators, Online Safety Expert

DALLAS, June 25 /PRNews-- As children enjoy the numerous benefits of the Internet, they are also constantly faced with a number of challenges, including cyberbullying. However, AT&T, iKeepSafe, D.A.R.E. and Symantec today announced the results of a recent study that demonstrates the effectiveness of an innovative educational program launched last year to provide children with the knowledge and tools to respond to a cyberbullying situation.

The study, conducted by online safety expert and Educational Technology Policy, Research and Outreach Director (ET-PRO) Dr. Davina Pruitt-Mentle, found that:

The number of students describing multiple effective responses to cyberbullying scenarios increased by more than 43 percent. The program helped students understand that their negative action - such as telling the cyberbully to stop - may serve to antagonize the cyberbully into continuing their behavior; or deleting the message, can eliminate a source of evidence and a means to track the perpetrator.

Student recognition that they should tell a trusted adult when someone else was being cyberbullied went up 77 percent. Students recognized the 3 Keeps of Internet Safety (online safety lessons taught by iKeepSafe), including not giving out personal information; they were taught the dangers of revealing personal information through online communication.

Teachers found the content relevant and timely, D.A.R.E. officers' depth and breadth of technical knowledge valuable in answers to students' questions, and students highly motivated and engaged during the movie and with the follow up discussion and group work.

**The curriculum is taught to children in grades five and six during the school year by D.A.R.E. officers in classrooms throughout the country.** Students are taught by DARE officers how to identify cyberbullying and steps the students can take to prevent and to combat it. Students learn to protect their privacy and reach out for help if they--or friends--become victims of cyberbullying. To date, approximately 3,200 officers have been trained to provide the instruction.

The study included a select group of more than 1,100 students from sixteen private and public schools in urban, suburban and rural areas. Nearly one-half of the students surveyed were considered minority, including African-American, Native American/Alaskan Native and Latino

## News

### D.A.R.E. program improves public image of police

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#### Research Summary:

The study has provided findings with important implications for prevention programming, and agencies concerned with improving the public image of the police and police functions.

Given the possibility that program outcomes are related to attitudes toward program instructors, the more positive evaluation of police instructors by students in this study suggests that D.A.R.E. programs delivered by police officers are more likely to have a positive impact.

Consequently, we suggest that police officers may be appropriate deliverers of prevention programs for the majority of adolescents. The use of police officers as instructors of prevention programs has the potential of not only helping improve the effectiveness of prevention programs but would also help create and sustain a more positive image of the police or at least abate the negative image held by adolescents.

The positive image of the police developed among students may create a situation where the students could relate cordially to the police, report crime voluntarily and cooperate in curbing crime in schools. With schools being a microcosm of the wider community, it is expected that the cordial relationship developed between the police and students in schools would be transferred to the community. This might engender more positive community engagement and meaningful police-community partnerships toward effective and efficient policing.

This is particularly important considering that community policing has become a dominant approach to policing in the United States of America in recent years.

## **Preventing Drug Use Among Children and Adolescents- A Research Based Guide**

D.A.R.E. Evaluation 1999/2000 Nevada Institute For Children

According to Preventing Drug Use Among Children and Adolescents-A Research Based Guide (Stoil and Hill, 1997) there are eight NIDA criteria for a successful prevention program and the complete D.A.R.E. program meets all of them. According to these standards, drug abuse prevention programs should:

- target the most critical age groups;
- provide multiple years of intervention;
- include a well tested, standardized intervention with detailed lesson plans and student materials;
- teach drug resistance skills through interactive methods;
- foster pro-social bonding to the school and community;
- contain appropriate content (e.g., teach social competence and drug resistance skills that are culturally and developmentally appropriate; promote positive peer influence; promote anti-drug social norms; emphasize skills training teaching methods) and include an adequate dosage (10 to 15 sessions in the first year and another 10 to 15 booster sessions);
- retain core elements of the effective intervention design (implementation fidelity), training and monitoring, and undergo periodic evaluation.

