



**STATE OF NEW HAMPSHIRE**  
**DEPARTMENT OF SAFETY**  
**DIVISION OF STATE POLICE**  
**PROFESSIONAL STANDARDS OF CONDUCT**



DIRECTIVE TITLE: DRUG ABUSE RESISTANCE EDUCATION, D.A.R.E.

DIRECTIVE NUMBER: GO.44.003 DISTRIBUTION CODE 1

DATE ISSUED: JANUARY 1, 1996 EFFECTIVE DATE: JANUARY 1, 1996

RESCINDS/AMENDS: \_\_\_\_\_

**CHAPTER 44-C**  
**DRUG ABUSE RESISTANCE EDUCATION**  
**THE NEW HAMPSHIRE STATE POLICE**  
**D.A.R.E. PROGRAM**

**44-C.1.0 Discussion:**

Despite the best efforts of law enforcement officials, including new and successful partnerships and a growing number of narcotics seizures and arrests, the problem of adolescent drug abuse persists. While recent surveys of American high school students indicate that the percentage of students experimenting with and using drugs and alcohol has leveled off after the frightful increase over the last three decades, the number of students abusing these substances remain intolerably high. What is most alarming is that the age at which children begin to experiment continues to fall.

Certainly our efforts to combat the processing, distribution and sale of illegal drugs must continue, but there is also a need to focus on decreasing the demand for drugs. The New Hampshire State Police shall establish a platform of education as the principal way to curb this demand. One aspect of that platform will be a commitment to the **Drug Abuse Resistance Education Program** and to the development and administration of a D.A.R.E. Training Center in New Hampshire.

**44-C.1.1 Policy Goals and Objectives:**

- A. The success of the **Drug Abuse Resistance Education** program is dependent upon the training provided to officers selected to teach the program in the classroom. It is imperative that the training be of high quality and uniform standards. Based on this commitment, the Division shall pledge the following:
1. Eradication of substance abuse statewide;
  2. The D.A.R.E. model drug abuse resistance program shall be taught by carefully selected and specially trained uniformed officers;

3. The development of partnerships between law enforcement agencies and school districts to provide the D.A.R.E. curriculum;
  4. Provide high quality training by officers who have completed the 40 hour Mentor Officer Training.
- B. The goal of the State Police Training Center is to train state, county and local officers in the D.A.R.E. curriculum in such a way that the programs integrity (the Los Angeles Unified School District/Los Angeles Police Department model) is preserved.
- C. The objectives of the Training Center are to:
1. Develop program awareness among law enforcement agencies and school districts concerning the goals of the D.A.R.E. program and the components required to implement the program.
  2. Provide quality training to selected officers as designated by the Regional Training Center Advisory Committee.
  3. Provide assistance and follow-up for all officers who have successfully completed the two-week D.A.R.E. Officer Training seminar and become certified D.A.R.E. Officers.

**44-C.1.2 Curriculum:**

- A. Project D.A.R.E.'s core curriculum for fifth and sixth grade students was adopted by Dr. Ruth Rich, a curriculum specialist with the Los Angeles Unified School District. While there are curriculum components directed towards students at the early elementary, junior high/middle and senior high school age levels, the heart of the D.A.R.E. program is the intensive curriculum designed for fifth and sixth grade students.
- B. The main objective of the curriculum is to teach the children various skills and techniques for recognizing and resisting peer pressure. Lessons focus on building students self-esteem, stressing that children who feel positively about themselves will be more capable of asserting themselves in the face of peer pressure. Additional sessions address the physical, mental and social consequences of using alcohol, drugs and tobacco, identifying alternative means of coping with stress, gaining peer acceptance and having fun without turning to illegal substances and how to recognize and resist situations of violence.
- C. The curriculum is organized into 17 classroom sessions, approximately one hour in length, conducted by the officer, coupled with suggested supplementary activities that can be instructed by the regular classroom teacher. A wide variety of teaching activities are utilized including discussion, cooperative teaching, question and answer, role-play and workbook exercises which are all designed to encourage student participation and response.

D. Resistance education focuses on four major subject areas:

1. Providing accurate information about alcohol and drugs.
2. Teaching students decision making skills.
3. Showing students how to resist peer pressure.
4. Giving students ideas for alternatives to drug use.

E. The D.A.R.E. curriculum is presented as follows:

Session 1	Introducing D.A.R.E.
Session 2	Understanding the Effects of Mind-Altering Drugs
Session 3	Considering Consequences
Session 4	Changing Beliefs About Drug Use
Session 5	Learning Resistance Techniques - Ways To Say No
Session 6	Building Self-Esteem
Session 7	Learning Assertiveness - A Response Style
Session 8	Managing Stress Without Taking Drugs
Session 9	Reducing Violence
Session 10	Combating Media Influences on Drug Use & Violence
Session 11	Making Decisions About Risky Behaviors
Session 12	Saying Yes To Positive Alternatives
Session 13	Having Positive Role Models
Session 14	Resisting Gang and Group Violence
Session 15	Summarizing the D.A.R.E. Lessons
Session 16	Taking a Stand
Session 17	D.A.R.E. Culmination.

F. Culminating Activity:

1. The last session is designed as a culminating assembly activity at which all D.A.R.E. classes involved in the school will participate. This event provides an opportunity for recognition of the peer leaders and for students and adults who participated in the program.
2. State and local dignitaries may be invited to the ceremony as well as members of the news media. The culmination ceremony is conducted either during the school day or in the evening. It is important that the ceremony be scheduled at a time when all participating students are in attendance. And, as many parents and family members that can attend, are strongly encouraged to do so. The program may consist of skits, short speeches, singing and essay readings. Upon the conclusion of the ceremony, a reception for all involved is appropriate.

G. Parent Presentation:

1. The D.A.R.E. Officer shall conduct a special evening parent presentation, usually during the sixth week of the program. The presentation shall be

opened to all parents whose children are currently D.A.R.E. students. The objectives of this presentation are as follows:

- a. Inform the parents of the basic content of the **Drug Abuse Resistance Education** curriculum.
  - b. Elicit their help in reinforcing the program's key messages to their children about recognizing and resisting pressures to become involved with drugs, alcohol and tobacco, and how to recognize and resist situations of violence.
  - c. Provide parents with information about substance abuse (e.g., drug recognition, physical symptoms and behavioral signs of drug usage).
2. The officer may also discuss strategies for improving family communication, other steps they as parents can take to prevent their children from abusing drugs and community resources for drug counseling and intervention.

#### **44-C.2.1 Training Center Staff:**

- A. A critical element to the success of a Training Center is the quality of the training staff whose members shall work cooperatively to create an environment for effective learning. All staff members, both educators and law enforcement officers, shall exemplify the commitment to service that reflects the philosophy of the D.A.R.E. Training Center and the New Hampshire State Police.
- B. State Police D.A.R.E. training team members, administrators and support staff shall reflect the following qualities:
  1. Exemplary role model during formal and informal situations.
  2. Able to receive and act upon positive criticism.
  3. Flexible; able to handle the unexpected.
  4. Able to interact with a wide variety of people.
  5. Able to consider and adapt to various audience sensitivities.
  6. Able to be aware of any substantive program changes and/or updates made on a national or regional level that would effect the state-wide program, and to accurately and efficiently communicate them to all New Hampshire certified D.A.R.E. Officers.
- C. The Training Center in governing training staff selection and utilization will be consistent with the following procedures:
  1. The D.A.R.E. Training Center team will be comprised of a facilitator (Supervisor), certified trainers/mentors and an educational consultant.

2. On site facilitators (Supervisors), mentors and the educational consultant must be readily available to each other and the trainees throughout the D.A.R.E. Officers Training (D.O.T.).
  3. To be considered as a trainer/mentor requires the successful completion of the 80 hour D.A.R.E. Officer Training seminar and a minimum of two semesters experience as a D.A.R.E. Instructor in the classroom. Also required is the successful completion of the three-step process involved in the Mentor Officer Training, including the 40 hour training seminar.
- D. Trainers/Mentors shall be required to demonstrate the following during an Officer Training seminar:
1. Ability to replicate the parent D.A.R.E. model.
  2. Ability to incorporate necessary lesson elements.
  3. Classroom management techniques.
  4. Various teaching methodologies.
  5. Ability to communicate effectively with a variety of people.
- E. The on site Facilitator (Supervisor) will be readily available throughout the D.O.T. The facilitator shall be responsible for maintaining the continuity of the 80 hour training schedule and for ensuring that all training needs are met. Successful completion of both the 80 hour and 40 hour certification courses will assist the facilitator in carrying out assigned responsibilities.
- F. The D.A.R.E. Educational Consultant must be able to demonstrate a thorough knowledge of the D.A.R.E. curriculum and be willing to participate in and be available throughout the 80 hour D.O.T.
- G. Any consultants used as instructors should be well qualified to present their topics and be able to effectively relate their area of expertise to the D.A.R.E. program.

**44-C.2.2 Trainee Selection:**

- A. Proper selection of D.A.R.E. officers is the key to a healthy future for the program. Selection criteria will be consistent with the Centers philosophy, goals and objectives. The below listed prerequisites shall be essential prior to matriculation to D.O.T.
1. To participate in the D.O.T. program, a person must be a full time sworn officer with a minimum two of years full time law enforcement experience and be in compliance with the rules set forth by the New Hampshire Police Standards and Training Council.
  2. Prior to acceptance to the 80 hour D.O.T. program the officer must first complete a D.A.R.E. OFFICER TRAINING APPLICATION listing in part, qualifications, Department Chief's authorization and the local school<sub>420</sub>

districts intentions.

3. Successfully complete and receive a favorable recommendation from an oral review board.
- B. Prior to an officer attending the 80 hour training seminar, the officer shall be provided a letter from the Training Center Director outlining enrollment procedures, and the policies and procedures governing the training program.

**44-C.2.3 Training Environment:**

- A. Because there is a direct correlation between the training environment and the achievement of training objectives, great care must be exercised when selecting a training site. The selection of a training site shall take into account the following considerations:
1. Facilities must have appropriate space, lighting and temperature control in the following areas;
    - a. classrooms
    - b. meeting areas
    - c. faculty rooms
    - d. restrooms
    - e. storage rooms
    - f. sleeping rooms
    - g. dining facilities
  2. The facility must be adequately maintained to ensure a clean, attractive and functional learning environment.

**44-C.2.4 Training Team/Trainee Relations:**

- A. The State Police D.A.R.E. Officer Training Team shall make every effort to develop a solid mentor/trainee relationship based on mutual trust and respect. To facilitate the fundamental development of this relationship, trainees will be divided into small teams, each team supervised by a mentor. The following criteria is designed to foster the mentor/trainee relationship:
1. The recommended ratio of trainees to each mentor is 6:1; the maximum ratio is 8:1.
  2. Mentor officers address the needs of trainees by;
    - a. Employing a wide variety of teaching strategies.
    - b. Providing opportunities for mentor/trainee interaction.
    - c. Providing diverse resources.
  3. For each trainee, the mentor will foster;

- a. Self esteem
  - b. Self discipline
  - c. Cooperation
  - d. Social responsibility
  - e. Creativity
  - f. Clarification and internalization of the D.A.R.E. philosophy.
4. Each mentor officer must assist the trainee in making continuous progress toward mastery of the stated training objectives.
  5. Each mentor officer must provide realistic, timely and appropriate feedback for trainees concerning progress.

#### **44-C.2.5 Curricular Program:**

- A. The D.A.R.E. Project, as designed, is a validated and evaluated program. Officers teaching the D.A.R.E. Program in New Hampshire shall replicate the project in its entirety, not just merely use its name. Any modifications to the training model threaten the successful achievement of program goals and objectives and will not be permitted by the State Police Training Center. Visitations by Mentor Officers will be made to classrooms throughout the State involved in the D.A.R.E. program, to ensure the integrity of the lessons being taught and the competency of the instructor teaching the D.A.R.E. principals.
- B. The State Police Training Center in its delivery of the program shall reflect the highest professional practices and be subject to ongoing self examination and evaluation. It shall also be the policy of the Training Center to have training staff members present in the classroom as often as possible to provide feedback to instructors. Trainees will be continuously monitored in order to ensure appropriate progress is being made toward mastery of defined learning objectives.
- C. The below listed objectives are specifically prescribed activities for each day of the 80 hour D.A.R.E. Officer Training Program.

### **SUMMARY OF OBJECTIVES**

#### Objectives for Day One

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|------------|--|
| Activity 1 | Welcome, Introduction and Orientation              |
| Activity 2 | Qualities and Skills of the D.A.R.E. Officer       |
| Activity 3 | Overview: The D.A.R.E. model program               |
| Activity 4 | Team Meetings                                      |
| Activity 5 | Communication Skills                               |
| Activity 6 | Public Speaking                                    |
| Activity 7 | Practicum: Two-minute Extemporaneous Presentations |
| Activity 8 | Summary and Feedback                               |

### Objectives for Day Two

Activity 1	Teaching Methodology
Activity 2	Classroom Management
Activity 3	Summary and Feedback
Activity 4	Team Meetings
Activity 5	Summary and Feedback

### Objectives for Day Three

Activity 1	Practicum: Three-minute Prepared Presentation
Activity 2	Team Meetings
Activity 3	Curriculum Overview: Lessons 1 and 2
Activity 4	Curriculum Modeling: Lessons 3,4,5 and 6
Activity 5	Summary and Feedback

### Objectives for Day Four

Activity 1	Curriculum Modeling: Lessons 7, 8, 9 and 10
Activity 2	Curriculum Overview: Lessons 11 through 17
Activity 3	Faculty In-Service Presentation
Activity 4	Team Meetings
Activity 5	Summary and Feedback

### Objectives for Day Five

Activity 1	Curriculum Overview: K-4
Activity 2	Class Scheduling Presentation
Activity 3	Stages of Adolescent Chemical Dependency
Activity 4	Workshop: Curriculum Application
Activity 5	Summary and Feedback

### Objectives for Day Six

Activity 1	PTA/Civic Presentation
Activity 2	Principals' Panel: Scope and Impact of D.A.R.E. on Campus Environment
Activity 3	Overview: Current Drug Trends
Activity 4	Gang/Youth Group Information
Activity 5	Handling Abuse Disclosures in the Classroom
Activity 6	Preparation for 45 Minute Practicum
Activity 7	Summary and Feedback

### Objectives for Day Seven and Day Eight

Activity 1	Practicum: D.A.R.E. Curriculum
Activity 2	Team Meetings
Activity 3	Summary and Feedback



## Objectives for Day Nine

Activity 1	School Visitation
Activity 2	Round Table Discussion
Activity 3	D.A.R.E. Officer/School Relations
Activity 4	Summary and Feedback

## Objectives for Day Ten

Activity 1	D.A.R.E. AMERICA Information
Activity 2	Administrative Activities
Activity 3	Feedback and Evaluation
Activity 4	Culmination

### **44-C.2.6 Trainee Certification:**

- A. Only those trainees who successfully demonstrate the knowledge, skills and abilities to successfully deliver the program will be certified by the State Police Training Center. Each trainee shall be able to demonstrate the ability to:
1. Appropriately respond to instruction.
  2. Be prompt in meeting obligations.
  3. Develop effective relationships with other;
    - a. Peers
    - b. Team
    - c. Training Center Staff
    - d. School Personnel
    - e. Children
  4. Communicate effectively, both orally and in writing.
  5. Prepare and teach a 45 minute lesson for evaluation by the training staff.
  6. Utilize;
    - a. Teaching modalities
    - b. Classroom management techniques
    - c. Instructional aids
  7. Relate to fifth/sixth grade students, both in the classroom and informal settings, during the school visitation segment of training.
  8. Relate well with the school staff members during the school visitation segment of training.

**44-C.2.7 Training Program Evaluation:**

- A. Evaluation by both the training team staff and the trainees shall be an essential element of maintaining a professional and responsive Training Center. The following shall be essential to a meaningful evaluation process:
  - 1. A written D.A.R.E. OFFICER TRAINING EVALUATION REPORT for each trainee will be completed and sent to the trainee and his/her supervisor.
  - 2. The Training Center Staff shall receive meaningful feedback from trainees in the D.A.R.E. TRAINING TEAM EVALUATION form. Each trainee will complete an evaluation on the Facilitator, the Educational Consultant and on their Team Mentor.
  
- B. At the completion of the training session, the Training Center shall utilize the information produced by the evaluation process to validate or improve the 80 hour D.A.R.E. Officer training Seminar.

SOURCE(S):

C.A.L.E.A. STANDARD(S): 44.2.4