



The Center for Educational Research + Development

# **RESILIENCE DRUG EDUCATION**

## **PROSPECTUS:**

### **A THREE-MODULE PROFESSIONAL DEVELOPMENT SEMINAR FOR EDUCATORS**

*Promising Programs Series: #2*

For further information please contact Joel H. Brown: 866.ASK.CERD (275-2373)

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## Overview



Despite ever-increasing energy and expenditures devoted to drug prevention education, adolescent substance use has steadily risen in the 1990s, suggesting that current efforts are not showing the kinds of impact that families and the prevention community have been in search of.

Over ten years in its development, the practitioners and researchers working with the Center for Educational Research and Development (CERD) are pleased to announce one of this nation's first practical, scientifically-sound and promising alternatives to current school-based drug education programs, what we call "Resilience Drug Education."

Resilience Drug Education is unique for several reasons: First, it is not simply another school add-on program. It is designed to blend with what we know about effective education. Second, it is a pragmatic youth development and

resilience-based program. Third, Resilience Drug Education is unique in its focus on facilitating young people's decision-making skills, while providing honest accurate and

*"In Resilience Drug Education participants learn how to develop drug decision making skills through interest and strength development, superior drug information and the development of a healthy democratic learning community. In so doing, educators both facilitate and model a lifelong learning process with students."*

complete drug information. Finally, Resilience Drug Education is developmentally and culturally appropriate.

CERD's program draws from educators and helping professional's experience and several related, yet not usually considered research disciplines:

Developmental, Physiological and Educational Psychologies, Psychopharmacology and Brain Science. In Resilience Drug Education participants learn how to develop their own and student's drug decision-making skills through interest and strength development, superior drug information and the development of a healthy democratic learning community. In so doing, educators and helping professionals both facilitate and model a lifelong learning process with students.

The Resilience Drug Education professional development seminar consists of three in-service training modules for educators and helping professionals working with young people in grades five through twelve. A prospectus follows.

CERD's team of nationally-renowned practitioners and researchers look forward to responding to any of your inquiries and working with your community, district and school.

# CERD's Resilience Drug Education Goals

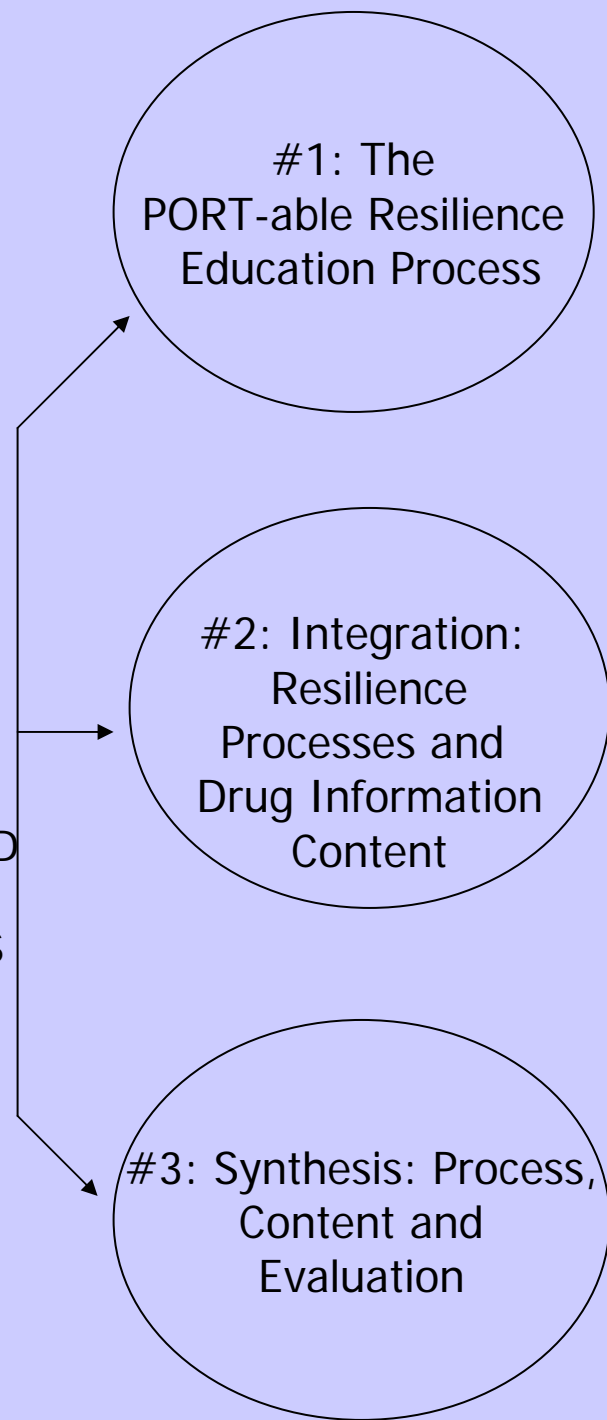
- \* *Focus on resilience by facilitating developmentally-appropriate education emphasizing decision-making capabilities, awareness, and responsibility.*
- \* *Reduce problem substance use and a host of negative individual and community outcomes associated with it, such as drinking and driving.*
- \* *Provide real help to youth in need.*
- \* *Facilitate collaborations between school and communities in these efforts.*

A THREE-  
MODULE  
PROFESSIONAL  
DEVELOPMENT  
SEMINAR FOR  
EDUCATORS AND  
HELPING  
PROFESSIONALS

#1: The  
PORT-able Resilience  
Education Process

#2: Integration:  
Resilience  
Processes and  
Drug Information  
Content

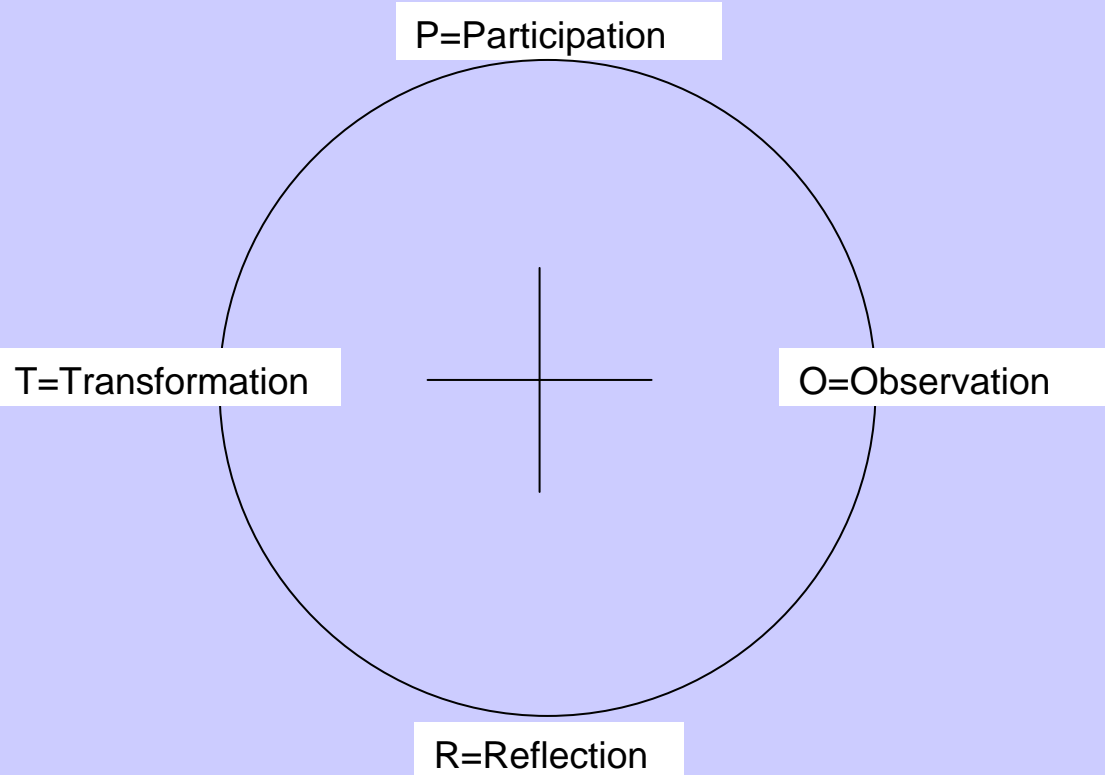
#3: Synthesis: Process,  
Content and  
Evaluation



# Module 1, Process: A PORT-able Resilience Education

- *Principles of developing a healthy democratic learning community.*
- *Experiential learning development.*
- *Dynamic “Resilience Education” process focused exercises.*

Source: Brown, J.H., D'Emidio-Caston, & Benard, B. (2001). Resilience Education. Corwin Press.



**Participation:** Authentic contact and withdrawal of active engagement with knowledge, content, young people and learning processes.

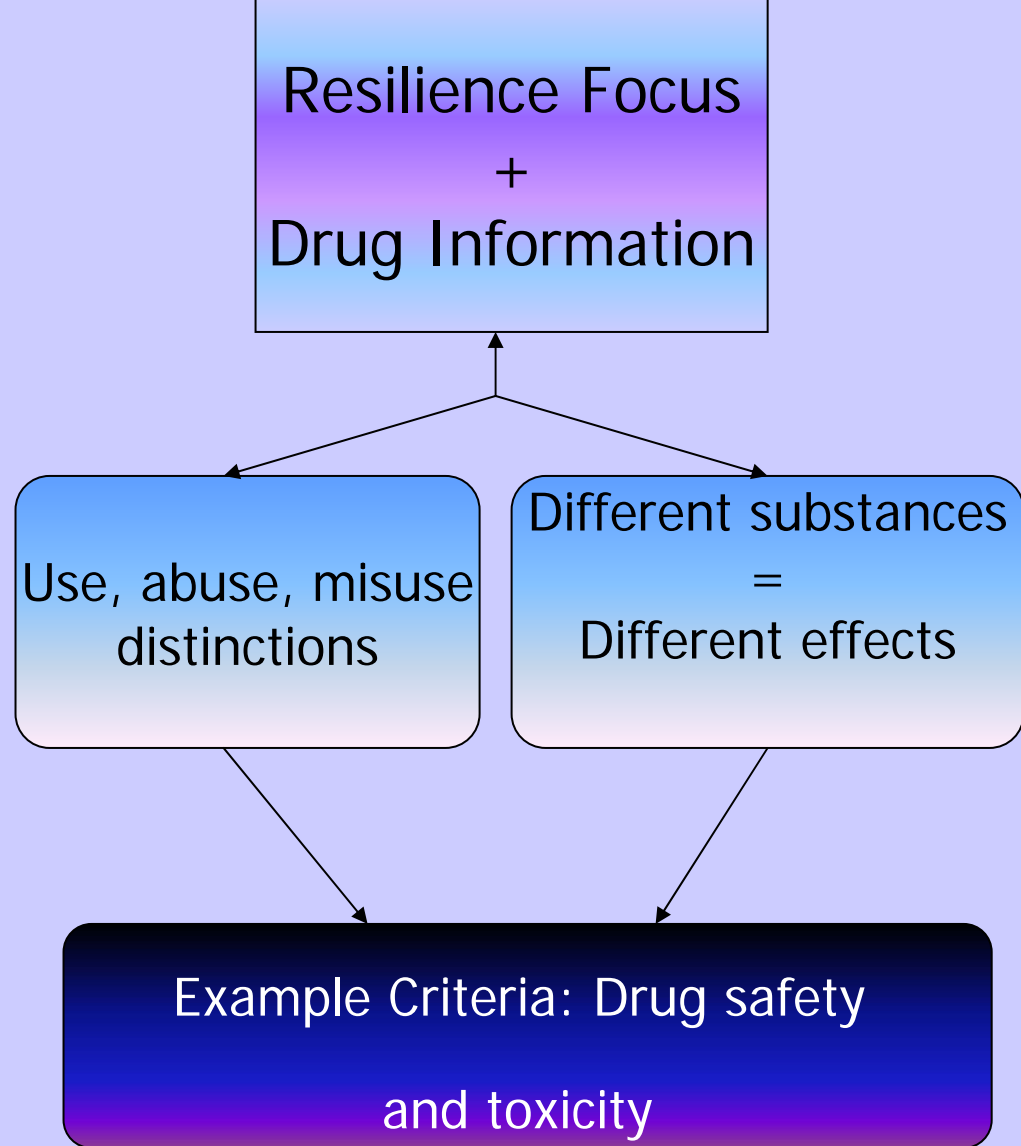
**Observation:** Noting Experience

**Reflection:** Interpreting Experience

**Transformation:** Awareness of and responsibility for an act, process or instance of change.

## Module 2, Integration: Resilience Educational Processes and Drug Information Content

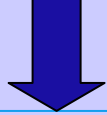
- *Using the CERD custom-designed drug information guide.*
- *Creating and recognizing “teachable moments” for information to be provided.*
- *Integrating drug information with the Resilience Education process.*



## Module 3, Synthesis: Process, Content, and Multilevel Evaluation

- *Developing competency standards and authentic assessment.*
- *Exercises integrating resilience process, informational content and evaluation into your educational practice.*
- *Preventing burnout.*
- *Building resilience education into your community.*

Evaluation: Enhance standards to reflect traditional and current educational performance assessments



Example: Performance assessment standard: A youth's ability to distinguish between substance use, abuse, and misuse based on different levels and different user contexts in an intentional and meaningful way in the classroom.

# *Potential Benefits of CERD's Resilience Drug Prevention*

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- *Not just another program "add on."*
- *Can be applied in any learning situation.*
- *Pragmatic youth development orientation.*
- *Does not condone drug use.*
- *Moves away from problem remediation focus toward skills development*
- *Developmentally and culturally appropriate.*