

APPROVED

The Bill Blackwood
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Tobacco Education and Enforcement:
A Practical Study on the Effectiveness of Tobacco Education
and Enforcement by Law Enforcement Officers

An Administrative Research Paper
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Graduation from the Leadership Command College

by
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Introduction

In the year 2001, there are many major areas of concern in law enforcement such as increase in violence in our society (especially among young people), drugs, technical white-collar crimes (computer hackers and extortionist), etc. With these big topics on the law enforcement administrative plate, it is easy to overlook the smaller misdemeanor crimes that may appear insignificant on the surface. With budget concerns, personnel shortages, liability issues and numerous other issues that eat up time and energy, it is easy to overlook the topic of Tobacco Enforcement.

The purpose of this research is to study the effectiveness of Tobacco Enforcement and the need to begin or continue to implement the time, money and energies with this matter. Included in this research are findings from studies targeting the effects of smoking on young people (physically, socially and emotionally) and the effects of enforcement on teen smoking. As a part of the enforcement process, juveniles, that are issued a Minor in Possession - Tobacco citation, are required by the courts in Texas (to fulfill requirements by the Texas Legislature) to attend a Tobacco Awareness course. During this course, youth are given facts about the consequences of smoking and their health. The program attempts to educate youth so they will make more responsible decisions about the care of their bodies. Are the effects positive, producing less adult smokers in the end or a negative effect, proving that we are wasting tax dollars on a matter that is unchangeable?

This research will also include other methods of tobacco education and the evaluations of some of those programs. Some of these programs are taught by law enforcement officers, some are taught by educators and still others are taught by peer groups. Statistical data regarding the percentage of juvenile smokers in this decade

compared to past decades will be noted. Also included are statistics taken directly from juveniles that have been involved in a stop smoking clinic that they have attended and their personnel success/failure rate. Those juveniles that have attended any tobacco awareness/prevention courses will be asked to evaluate the program's effectiveness. There will be studies of those juveniles that voluntarily attended, attended by a court's mandate, or attended a program offered during their academic process at school. Evaluations of various programs will be examined in an attempt to determine the effectiveness of awareness/prevention programs.

This study hopes to find that enforcement of this matter is significant in producing healthier, emotionally stable and socially well-adjusted adults. Do the juveniles resist tobacco or stop using tobacco products when they learn that smoking does not make them "cool" and accepted? Do students also learn that the consequences of smoking are significant and immediate? Is the money, time and effort spent on tobacco awareness/prevention beneficial? Does it help steer young people in the right direction?

Law enforcement will benefit from these findings, as they are better able to justify their time, money and efforts spent on programs such as Drug Abuse Resistance Education (D.A.R.E.), tobacco sting operations and retailer inspections. Tobacco awareness or cessation program instructors will benefit from this research as they learn which methods of instruction are the most effective for juveniles. State lawmakers can also benefit in justifying our tax dollars spent after examining the efforts in curtailing youth tobacco abuse.

Review of Literature

Researchers are studying several aspects of youth tobacco use. The range of study deals with onset age of a youth smoker, percentage of youth who have tried smoking and why, percentage of current youth smokers and the percentage rate of youth pregnant smokers. In determining the number of youth that have used tobacco products or are currently users of tobacco, there are a number of researchers that have found a range of rates from 5% at age 8 (Torabbi and Nakornkhet, 1996) to over 70% by the time that youth completed junior high school (McCormick, Crawford, Anderson and Gittelsohn, 1999). Most researchers agree that the onset age of smoking begins on average at the age of thirteen. Eighty to ninety percent of all smokers began smoking prior to age twenty-one. (Torabi and Nakornkhet, 1996). A recent student survey in Nevada reports that 13.9% of all 10th grade students reported that they were daily smokers (Soule, 1998) and about one-third of all high school students use tobacco products (Schwartz, 1997). Nagourney (2001) reported on a study of 35,000 students entering middle school in the Fall of 1999 and this study showed that 12.8% had tried tobacco. The same survey was conducted in the Spring of the year 2000 and the same group of students as before was surveyed, but this survey showed that now 15.2% had tried tobacco. It is clear from these studies that the ages from ten to nineteen are significantly impacted by tobacco products and the most targeted age group are those ranging from 12- 14 years old.

Comprehensive research into the development and implementation of smoking prevention and cessation programs found that more than 70% of the Jr. High-age students had smoked a cigarette and 44.7% had smoked in the last 30 days

(McCormick et al., 1999). In Alaska, research study showed that tobacco use is the leading cause of death and that almost all tobacco victims became addicted as a teen. (American Medical Association, 2001.) Smoking rates among pregnant youth ages 15 – 19 has increased in the last few years (Wojciak, 1999).

There are many effects of smoking on youth including social, moral, health and addiction issues, and tobacco use can be a gateway to other drugs or risky behaviors. Schwartz (1997) supports these facts by reporting that the focus of educating youth about smoking should emphasize that smoking is not as socially desirable as youth may believe. Children get the view that smoking, is desirable in social circles, from media portrayal that the “beautiful people smoke” or that “everybody smokes.” Commercials also use groups of people “having fun” or “looking cool” while smoking to lure the youth that already face esteem issues. (D.A.R.E., 1992) and (Coleman-Wallace, Lee, et al., 1999).

Dr. C. Everett Koop – former Surgeon General’s findings about tobacco products were the focus of the 105th Congressional Hearing (1998) during the discussion of the “National Tobacco Policy and Youth Smoking Reduction Act.” He reported that daily, there are three thousand new smokers and these new smokers are children. He also concluded that one-third of these children will die prematurely from smoking related diseases. An article in the Alcoholism & Drug Abuse Weekly supported the claims of addiction and other health consequences and said that even significant onset delay of smoking among youth could be beneficial in countering these consequences (Early smoking, 2001).

Smoking has been attributed to many risky behaviors. It is claimed by many supporters of tobacco use prevention that tobacco is the gateway to other drug abuse and risky behaviors. Torabi and Nakornkhet (1996) research reported that youth, who smoke daily, were three times more likely to drink heavily and were 10 – 60 times more likely to use illicit drugs. In a 1998 student survey, Soule, et. Al. (1998) reported that students in the sixth grade, who are involved in smoking tobacco or marijuana were more likely to become involved with drinking heavily, fighting and carrying weapons to school, having low grades and poor attendance, and were also more likely to ride in a vehicle with a driver that they knew was intoxicated. This same research study showed tenth-grade students who smoked cigarettes daily or frequently smoked marijuana, had plans of dropping out of school and was more likely to drive a vehicle while under the influence of alcohol or other intoxicants. All age groups were more likely to have a poor self-image if they were users of tobacco products.

There are many programs that deal with tobacco awareness or cessation. This study will look at several methods of delivery of these programs and the effectiveness of the different types of delivery. It is important to evaluate other program's effectiveness to find out if law enforcement officers have greater or lesser effect on the child's reception of the topic.

In California, there are two programs that deal with tobacco education that are taught in elementary, middle and senior high schools by educators. Drug, Alcohol and Tobacco Education (D.A.T.E.) and Tobacco Use Prevention Education (T.U.P.E.) reported their findings after the first two years of implementing these

programs. These studies revealed that even though over one-half of the high school students reported that they had smoked before completing high school, fewer than 5% became daily smokers. This study contrasts the youth in California to the rate of California adult smokers at 22% (Southwest Regional Lab, 1993). Two years after these two programs began, data has been presented that shows that the programs were effective in educating students about tobacco products and there was a decrease in numbers of young people who became regular smokers. A peer-led smoking intervention program that was tested in the Ventura County Public schools reported that there was significant reduction in both the peer-led and adult-led groups when they compared them to the control group. By the end of the six-week intervention program, 17% of the students reported that they had quit smoking and these same students were reevaluated after 30 days. The rate had increased to 18.1% for those that had stopped smoking.

Researchers in Southern California looked at tobacco education from another perspective. The programs - Tobacco Education Group (TEG) and Tobacco Awareness Program (TAP) were designed to deal with high school students that were already smoking. The TEG program targeted students that had not yet thought about quitting smoking and the TAP program was strictly limited to those students who had a desire to quit smoking. These courses were conducted over an eight - week period. The TAP program encouraged volunteer participants and there was a strict district policy regarding student confidentiality with this program. The TEG program was aimed at those students who violated the school policy regarding tobacco. TEG was an alternative route for violators rather than suspension from

school. If a violator showed a strong interest in wanting to quit smoking, they could be assigned to TAP instead of the TEG program. The average age of these participants was 15.5 years old and they smoked an average of one-half pack to one full pack per day. There were 201 participants in the TEG program and 128 in the TAP program. 101 of the TAP participants voluntarily attended. Both groups reported significant reduction but looking at the TAP program, they found that 15% of the voluntary participants quit smoking and 9% of the mandated participants quit. (Coleman-Wallace et al., 1999).

Some researchers also made strong suggestions regarding enforcement of tobacco laws. The Office of National Drug Control Policy - Enforcement (2001) stated, "Even the best prevention programs will fail without strong, effective law enforcement efforts, including strong sanctions against drug offenders."(pg. 1) Youth-Oriented Prevention Initiatives (1998) reported that the Food and Drug Administration called for tobacco legislation that set a target to reducing teens that smoked by 60% in ten years and the plans included an increase in school based education programs and enforcement of the accessibility laws. In accordance with this, the Public Health Services will begin monitoring the state enforcement of laws prohibiting the sale of tobacco products to minors.

The most recent research findings to date were found in a study, which was presented to the Texas Legislature in March 2001, showing that Beaumont was leading the way in the number of reformed smokers. This study was commissioned by the state of Texas to gauge the effectiveness of various combinations of smoking prevention and awareness programs that are funded by the tobacco settlement fund.

Programs were implemented in 14 Southeast Texas counties that included most of Houston and Beaumont. After one year, the different projects were evaluated by surveys of 76,140 students and 16,139 adults. Researchers found that in Jefferson County where some of the highest rates of tobacco usage had been reported, there were very impressive results stemming from programs that involved media awareness campaigns, adult smoking cessation classes, a smoker's hot line, school smoking prevention classes and increased enforcement of the tobacco purchasing laws. The high cessation rates there really demonstrate the programs' effectiveness. Texas Health Department's study, Project director – Angela Meshack (as cited in Pedersen, 2001).

Research suggests many approaches and techniques in educating youth about tobacco and favored enforcement of tobacco laws. During the 105th U. S. Congress 3rd Session Senate Report, the National Tobacco Reduction Act (1998), Dr. Joseph DiFranza testified on behalf of the Stop Teenage Addiction to Smoking program (STAT). Dr. DiFranza reported that where there was a reduction in teen smoking rates, there was strong enforcement of the tobacco laws in their community prohibiting the sales of tobacco products to teens. The Tips for Prevention Programming (1997) suggests that alcohol and drug prevention programs should focus on reducing the child's risk factors and increasing their protective factors as well as improving the child's knowledge and attitude about the use of drugs and alcohol. This research suggested a "no use" attitude about smoking and this was not an attitude to be adopted by the teens only, but by the entire community. Research by Males (2000) felt that the U.S. Health policy was wrong in targeting our youth to

reform their dismal failures. Males' research suggested that our youth should be presented with ideas that empower them to rise above the adult, tobacco-addicted population.

Suggestions from the Office of National Drug Control Policy – Enforcement (2001) states that if you want your approach to be effective, it will reduce the availability and the appeal of drugs, alcohol and tobacco for children. Strengthening life skills and refusal skills has also proven to be effective. Another strategy that has been proven effective in decreasing tobacco use among teens is to increase the price of tobacco products. American Medical Association (2001).

In 1999, Sussman, Littman and Ritt released a study researching 34 adolescent tobacco awareness and cessation programs. They studied seventeen awareness and seventeen cessation programs. Most of the programs listed above were a part of their research studies and there are many others in their study. They found one common successful link in the quit rates that were reported in the cessation programs. Their research showed that the most successful programs included social influence theories. These theories taught youth that their acceptance in a group or being liked by the group did not depend on them being a smoker. This social influence based program taught that smoking did not make them tougher or make their peers perceive them as being tougher.

In contrast, Brown (1997) had almost negative views about the tobacco and drug education in California after a comprehensive review of a social skills research. Brown said that students could not be taught real social skills and real decision-making skills if the programs teach that there is only one right answer. Surveys and

interviews that he conducted with youth that had received these types of education, showed that only 15% of the students felt that the training had a lot of impact on them. Brown stated that his research found that the zero-tolerance approach should be done away with and that the educators need to focus more on strategies that help young people become more resilient. Brown also said that programs should include self-awareness, helping children understand why they think, feel and act in certain situations. Brown suggested that the program educator should act more as a facilitator rather than one who imparts knowledge.

The study revealed that there was not enough research to prove which programs were the most successful because not all programs measured their success by the same factors. Most of the researchers did not have a control group to base their findings on and therefore their findings are merely based on the smokers that attended their programs and made attempts to quit tobacco. There were not enough willing participants to gather another group labeled strictly as the control group for most studies. Their findings showed that all programs had success but it was difficult to compare programs with each other because the programs covered different aspects such as long-term and short-term effects, social influence theories or techniques for cessation. Some included diet and health education and others did not offer this in their curriculum. A school educator did not teach all programs and the length of the programs varied as well. Based on all these differences, it is easy to see that more research is needed that can be used in a comparative study.

Researchers also asked teenagers what they felt was the most effective ways to reduce teen smoking and many young people suggested that higher prices was a big

deterrent for most. Young people did not agree on educating youth about smoking. Some of the youth had strong opinions favoring tobacco awareness programs and even said that these types of programs helped them to decide to never use tobacco, while others stated that the tobacco programs had little or no effect on their decision regarding smoking. Most of the youth with negative opinions about tobacco education were smokers at the time of their interview. Kid's Voices Count: Listening ... (1998). In 1995, Fountiene relayed that the students from Ventura County Schools that participated in the peer-led and adult-led programs reported that 54% felt that learning about the negative consequences of smoking was the most beneficial to them. The participants also felt that the other helpful components of the programs were that they learned tips for quitting, coping techniques, received encouragement from the program leaders to quit smoking, spent more time with non-smoking friends and learned about reasons for smoking.

Methodology

The purpose of this research is to determine the effectiveness of tobacco education and enforcement by law enforcement officers. The hypothesis is that law enforcement efforts are effective in causing an awareness of the consequences of using tobacco products to those that they educate and their enforcement efforts are also effective in deterring the youth from purchasing or using tobacco products. Efforts are made by law enforcement to advise the store clerks of the possible consequences of making sales of these products to minors and if the law is violated, the clerk will face criminal action.

The majority of researchers agree that awareness/cessation programs are effective but that the enforcement aspect of the tobacco laws, regarding accessibility and consumption or possession by a minor, strengthen the effectiveness rate. This research will target the youth's opinion of these efforts.

Surveys were conducted in the White Settlement Independent School District from the middle school students that have received Elementary and Junior High D.A.R.E. Both of these levels of D.A.R.E. instruction teach students the consequences of tobacco use and also teach refusal skills and tips on media techniques to lure them towards a product.

A survey was developed in order to measure the effectiveness of these programs. The survey was designed to obtain student's opinions on the effectiveness of the tobacco awareness instruction received. Students were asked if D.A.R.E. training built their awareness about the consequences of tobacco use. They were asked if the program impacted them to have a desire to be a nonsmoking adult. Another question on the survey

asked the students to respond positively or negatively to the following question: If they were to receive a citation for possession or consumption of tobacco products, would this discourage them to use tobacco in the future? Another question that was asked to those students who had been ordered to attend an awareness class by a court after receiving a citation was, did the class help to inform them about the consequences of using tobacco products. All students that answered "yes" to any questions pertaining to being an established smoker were also asked if they were able to quit smoking or reduce their usage of tobacco after completing the program.

The number of the student participants surveyed was 545 seventh and eighth grade D.A.R.E. students at Brewer Middle School of the White Settlement ISD. Afterwards, the 545 surveys were sent to the AP Calculus Class at Brewer High for tabulations. The class provided a chart that showed the percentages of "Yes" and "No" answers and they also charted the percentage of students that did not respond to a particular question. This was the procedure that they followed for all nine questions except question #7. Question #7 asked the student if they were sent to a court mandated class, did the program help in curbing tobacco use. The student had three responses to chose from: reduce, quit or no change in their habit.

This same survey was given to Donald Fisher of the Tarrant County Public Health Department: Adolescent Tobacco Cessation Program. This Program is one of the authorized Tobacco Awareness classes that the Tarrant County courts have approved and all those in attendance are minors who have received citations for tobacco possession/consumption violations and attendance is a requirement of the court. Jones, the instructor administered the survey to the 15 class participants upon the completion of

the course (which was on June 14, 2001) and afterwards the completed surveys were returned.

A different survey was conducted with a group of 14 students that attended a Stop Smoking Clinic prior to the start of school each morning for 10 days at the Brewer Middle School. The students were first asked if they felt that the class was needed for tobacco-addicted students. They were also questioned about the methods of instruction, the tools used to relay the information, and the instructor's ability to convey the information to the youth. They were asked if the instructor had an understanding of the youth's dilemmas and if the class was informative and helpful to understand the consequences of tobacco use. Students were asked about their ability to break their tobacco addiction after taking part in the clinic and if they felt that it was beneficial to have a police officer teach their class. All students that participate in a D.A.R.E. Jr. High/Middle School program are surveyed to measure the response on a "Post Survey" to evaluate the officer and the D.A.R.E. material.

Findings

The data received from the survey of the 545 Brewer Middle School D.A.R.E. students supports the efforts of tobacco education in Elementary and Middle schools. Seventy-one percent of those students felt that the information was helpful to make a decision to stay tobacco-free. (Figure 1, Question #3) Fifty percent of the students felt that tobacco enforcement (issuing citations to violators of the tobacco laws) is effective in curbing youth tobacco use. There were forty-five percent who opposed the enforcement means and five percent did not respond (Figure 1, Question #8). Sixty-three percent of the students stated that they felt that tobacco education (D.A.R.E. or other programs) is effective in curbing youth tobacco use (Figure 1, Question #9).

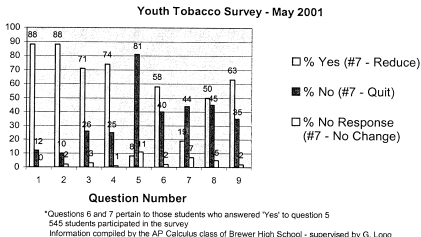
Students were asked if they had ever received a citation for violating the tobacco laws and been mandated by the court to attend a Tobacco Awareness/Cessation program. Only eight percent said that they had and of those eight percent, fifty-eight percent said that they gained more information about the consequences of using tobacco and forty-four percent stated that they quit because of attending the course. Another nineteen percent said that their tobacco use was reduced after attending the class and only seven percent of them stated that there was no change after attending (Figure 1, Question #7).

Question 5, Figure 1 shows that eight percent of the class had violated the tobacco laws and were sent to a mandated class. Question 7, Figure 1 shows that nineteen percent of those violators who attended the class, reduced their smoking intake after the court-mandated program, forty-four percent quit, and seven percent showed no change. Question #6 showed that fifty-eight percent of the students felt that they learned more

information about the consequences of smoking from the mandated program (Figure 1, Questions #5, #6, #7).

An astounding fifty percent of the youth felt, that enforcement by officer's issuing citations for tobacco violators, was effective in curbing youth tobacco use (Figure 1, Question #8).

Figure 1

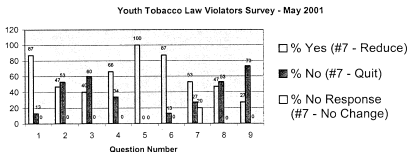


These students were all taught about the physical, social, legal and psychological aspects of tobacco use among minors. They were given the latest information about addiction to show them that the younger a person begins smoking, the more likely the person is to become addicted. They were also informed that the latest research shows that teen smokers are more susceptible to getting cancer. Students were taught that the body is still in the developmental process until the age of 21 and the toxins that are in tobacco products can cause the cell to fail to reach its full potential in fighting off carcinogens that can cause cancer. Because of that fact, the person that begins smoking

at a young age (prior to age 21) even if that person only smokes for a short period of time (even as little as six months) is more likely to get cancer than an adult that began smoking at age 30 and continued to smoke for the rest of their life. The youth were anxious to learn more of these types of facts and it is believed that the survey results are due to this type of information being taught.

The survey that was sent to the Adolescent Tobacco Cessation Program of Tarrant County showed results that also reinforce the hypothesis. This program is designed to fulfill the state of Texas' requirements for youth found in violation of the tobacco laws and is a mandated course for violators that receive citations. Figure 2 below shows that the students gained more knowledge about the consequences of smoking from the court-mandated class (Figure 2, Question #6) and that most felt that the programs such as D.A.R.E. were helpful in gaining knowledge about the consequences of smoking. Eighty-seven percent of the students said that they gained more information about the consequences of tobacco by attending the court-mandated program and forty-seven percent felt that enforcement of tobacco laws by issuing citations to violators was an effective method in curbing youth tobacco use (Figure 2, Question #6, #8). There was a significant reduction in their usage after attending the class. Twenty-seven percent stated that they quit smoking, fifty-three percent reduced their smoking and only twenty percent reported that there was no change (Figure 2, Question #7).

Figure 2



*Questions 6 and 7 pertain to those students who answered 'Yes' to question 5

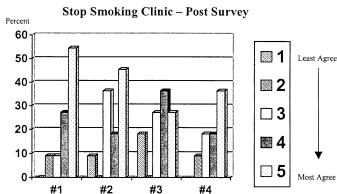
15 Court-mandated students participated in the survey

Information compiled by the AP Calculus class of Brewer High School - supervised by G.

The junior high students that attended the "Stop Smoking Clinic" that was put on at Brewer Middle School for 10 days prior to the start of the school day were also surveyed upon completion of the program. The program was designed and taught by the School Resource/D.A.R.E. Officer. The officer developed an interesting curriculum designed to target youth and adults. The students came in each morning at 7:30am, Monday through Friday for the first 7 days. After those seven consecutive classes, they were followed up with a personal one on one visit from the officer and one last group session to share in the victory stories. Only four of the fourteen students attended every class. Five students said that their friends invited them after they heard about it or attended themselves. Three of the four students who attended all the classes quit smoking. The one student that did not quit admitted that he only came to the class because his father made him and that he wasn't ready to quit yet. He did state that he had gained the knowledge and skills needed to quit in the future when he was ready. Of the students who did not attend all the classes, one reported that they quit smoking and attending the classes helped. This student was hostile in attending but *her mother made*

her attend when she found out that the classes were being offered. This was a difficult point for the student to overcome, but during the officer's one on one follow-up with her, she made her decision to quit. Months later, this student told the officer that she was still smoke-free. Overall, the program showed that thirty-six percent of the students were successful in quitting their habit and eighteen percent reduced their smoking intake and thought that they would continue fighting until they were successful (Figure 3, Response #4). Overall, most all of the participants felt that the instructor understood their needs and challenges and worked to meet those needs and felt that the instructor had good knowledge of the topic. They felt that the instructor aptly conveyed the information to them. Students later told the instructor that they would recommend the clinic to their friends and family whenever the clinic began a new program.

Figure 3



#1 This Clinic was needed for tobacco-addicted students.

#2 This Clinic was educational & informative regarding consequences of tobacco Addiction/usage.

#3 I used the skills outside of the clinic.

#4 I was successful in breaking my tobacco addiction.

Fourteen Students Attended Voluntarily – Before Regular School Hours

Discussion/Conclusions

This research project is an attempt to describe the effectiveness of officer's efforts and department's spending on tobacco education and enforcement of the tobacco laws directed toward minors. Effectiveness in these areas was determined in two ways. First, information was examined from past research studies. Second, surveys were used to check the effectiveness of education and enforcement programs, targeting the youth who were the recipients of the efforts. The youth were asked for their opinions about the tobacco education that they had received in elementary and junior high schools and also questioned regarding their opinion towards law enforcement's role in enforcing youth tobacco laws.

The sample sizes that were used varied. A large survey group comprised of students from Brewer Middle School who had been taught the D.A.R.E. program by two separate officers in the past several years. Another survey was sent to a small group of students who were participating in a court-mandated tobacco awareness course after receiving citations for tobacco violations. These students were not students of the White Settlement ISD where Brewer Middle School is located. The court mandated class was comprised of various Tarrant County youth. This smaller survey was done as a means to compare results of the survey at Brewer Middle School and find out if the statistics were similar. Another survey was given to a small group of students that voluntarily attended a "Stop Smoking Clinic" at Brewer Middle School, prior to the school day beginning. This survey was originally used to assist the instructor as to the effectiveness of this new program. Findings were then compared in the study to describe the reported effectiveness of voluntary participants versus mandated participants. This self-reported data

seems to indicate that education and enforcement of the tobacco laws by law enforcement officers can be effective in reducing the number of youth smokers.

In conclusion, recommendation from this research is that law enforcement continue in all efforts of educating youth about the consequences of smoking and continue to enforce the laws regarding underage tobacco use. Citations are considered to be a real deterrent as shown from opinion surveys of teenage students. They agreed that receiving a citation for minor in possession/consumption/purchase of tobacco products was an effective method in curbing teen tobacco use. Students also responded favorably to being taught by a law enforcement officer and it is believed that the favorable response is due to the relationship established prior to the instruction received. In other words, it is believed that youth must feel that they can believe in the instructor before they will believe in or rely on their instruction.

This study indicates that law enforcement officers do impact the young people they encounter in a powerful way as they utilize time and efforts to educate and enforce tobacco laws in their community.

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Youth Tobacco Survey

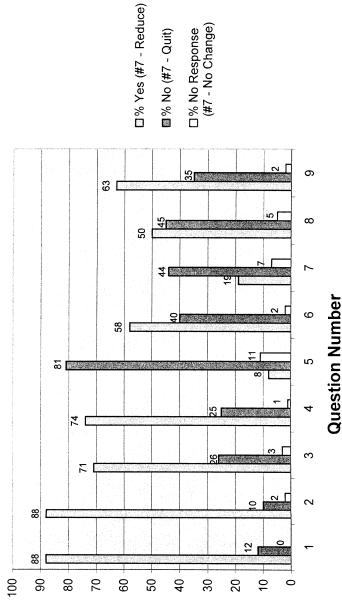
May 2001

This is a survey to examine the effectiveness of Tobacco Awareness/Cessation Programs and the enforcement of laws that pertain to the accessibility of tobacco to minors. This survey is being conducted to fulfill the requirements of an Administrative Research Paper for the Bill Blackwood Law Enforcement Management Institute of Texas.

You participation in this survey is extremely important to this research study and your efforts are greatly appreciated! Captain C. R. Smit

1. Have you received some type of Tobacco Awareness Training in Elementary School through 6th grade? (D.A.R.E. or other.) _____yes _____no
2. Have you received some type of Tobacco Awareness Training in Jr. High School? (D.A.R.E. or other.) _____yes _____no
3. If you received Tobacco Awareness training in school, was the information helpful to make a decision to stay tobacco-free? _____yes _____no
4. In your opinion, do you feel that you are receiving enough information about the dangers and consequences of using tobacco products through school based programs? _____yes _____no
5. Have you attended a court mandated Tobacco Awareness/Training Course due to receiving a citation for possession/consumption/purchase of tobacco products? _____yes _____no
6. If you attended a Tobacco Awareness/Cessation program that was mandated by the Court, did the program help you to gain more information about the consequences of using tobacco products? _____yes _____no
7. If you attended a Tobacco Awareness/Cessation program that was mandated by the Court, did the program help you to reduce your tobacco intake?
_____reduce _____quit _____no change
8. In your opinion, do you feel that tobacco enforcement (issuing citations to violators of the tobacco laws) is effective in curbing youth tobacco use?
_____yes _____no
9. In your opinion, do you feel that tobacco education (D.A.R.E. or other programs) is effective in curbing youth tobacco use? _____yes _____no

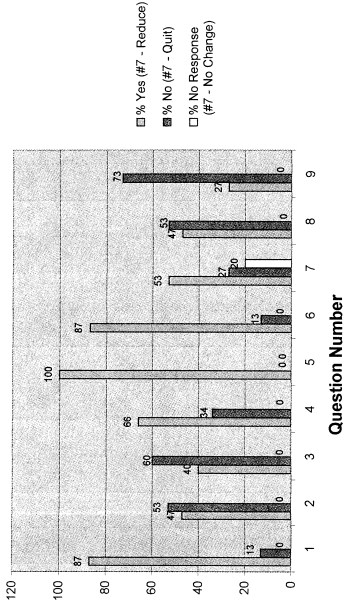
Youth Tobacco Survey - May 2001



*Questions 6 and 7 pertain to those students who answered 'Yes' to question 5
545 students participated in the survey

Information compiled by the AP Calculus class of Brewer High School - supervised by G. Long

Youth Tobacco Law Violators Survey - June 2001



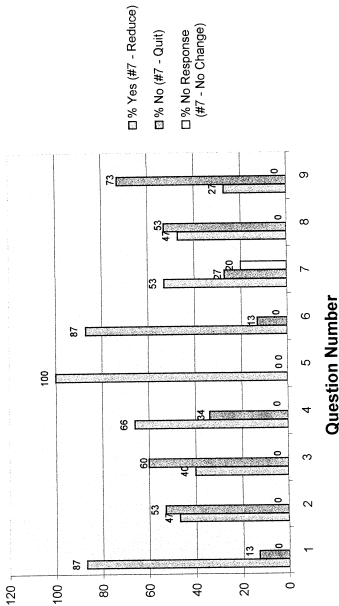
Question Number

*Questions 6 and 7 pertain to those students who answered 'Yes' to question 5

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Youth Tobacco Law Violators Survey - June 2001



Question Number

*Questions 6 and 7 pertain to those students who answered 'Yes' to question 5

545 students participated in the survey

Information compiled by the AP Calculus class of Brewer High School - supervised by G. Long

Stop Smoking Clinic for Teens

Participant Survey

Date of Clinic: _____ Instructor: _____

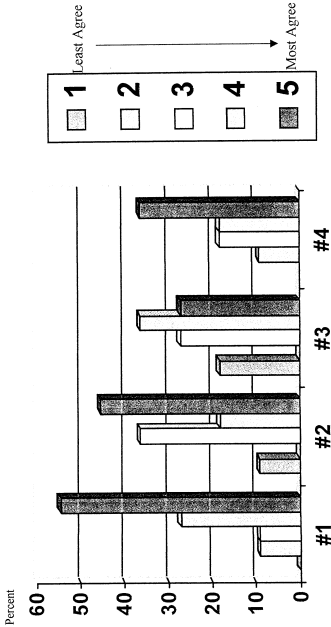
Age of Participant: _____ # of Months Smoking _____

Avg. Cigarettes/Day smoked _____ (check one) Voluntary/Involuntary Attendance

Please circle the appropriate number with 1 meaning the least in agreement and 5 the greatest or strongest in agreement.

- | | |
|--|-----------|
| I felt that this clinic was needed for tobacco-addicted students. | 1 2 3 4 5 |
| I felt that this clinic was educational and informative regarding the consequences of tobacco addiction/usage. | 1 2 3 4 5 |
| I felt that the resistance techniques (trigger replacements) were useful in helping to curb the cravings. | 1 2 3 4 5 |
| I felt that this clinic provided the support necessary to achieve my goals. | 1 2 3 4 5 |
| I felt that the video(s) were useful, informative and age appropriate. | 1 2 3 4 5 |
| I felt that the visual and learning aids were helpful. | 1 2 3 4 5 |
| I felt that the instructor understood my needs and challenges and worked to meet those needs. | 1 2 3 4 5 |
| I felt that the instructor had good topic knowledge and relayed that information to the students. | 1 2 3 4 5 |
| I participated 100% during the clinic. | 1 2 3 4 5 |
| I used the skills outside of the clinic. | 1 2 3 4 5 |
| I was successful in breaking my tobacco addiction. | 1 2 3 4 5 |

Stop Smoking Clinic Survey



#1 This Clinic was needed for tobacco-addicted students.

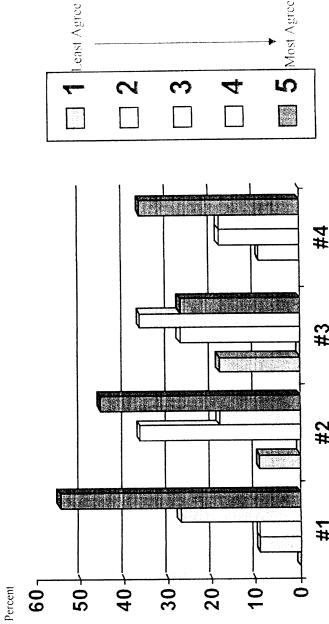
#2 This Clinic was educational & informative regarding consequences of tobacco addiction/usage.

#3 I used the skills outside of the clinic.

#4 I was successful in breaking my tobacco addiction.

Fourteen Students Attended Voluntarily – Before Regular School Hours

Stop Smoking Clinic Survey



#1 This Clinic was needed for tobacco-addicted students.

#2 This Clinic was educational & informative regarding consequences of tobacco addition/usage.

#3 I used the skills outside of the clinic.

#4 I was successful in breaking my tobacco addiction.

Fourteen Students Attended Voluntarily - Before Regular School Hours