

Drug Abuse Prevention and School Management

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Introduction

Due to biological and psychological factors, adolescence is a stage during which individuals are particularly vulnerable to the risks of substance use and abuse. Computers are the primary source from where they can access the information easily regarding the medicinal matter through internet. Day by day the addiction of drug becomes fashion or trend. So the awareness regarding the drugs is needed from the secondary stage.

Terms defined

1. Drug

According to world health organization (1969), “a drug is any substance that when absorbed into the body of a living organism alters its normal bodily function. We analyze drug that are considered recreational because their use pursues the creation or enhancement of recreational experiences through the manipulation of the central nervous system. Not all drugs necessarily cause addiction and habituation.

Drug includes tobacco, alcohol, illicit (illegal or unlawful) drugs, prescription drugs and over the counter medicines.

2. Drug abuse

According to businessdictionary.com, “Drug abuse means compulsive, excessive and self-damaging use of habit forming drugs or substances, leading to addiction or dependence, serious psychological injury (such as damage to kidneys, liver, heart) and/or psychological harm (such as dysfunctional behavior pattern, hallucinations, memory loss) or death.”

3. Drug abuse prevention

According to www.scodc.org (cited in Wikipedia.org), “Substance abuse prevention also known as drug abuse prevention, is a process that attempts to prevent the onset of substance use or limit the development of problems associated with using psychoactive substances. Prevention efforts may focus on the individual or their surroundings.”

Characteristics of abused children

Abuse of most substances will produce noticeable signs and symptoms. These may include physical or behavioral symptoms, most likely both.

Physical symptoms

Changes in appearance can be additional clues to possible drug use may include;

- Bloodshot or glazed eyes
- Dilated or constricted pupils
- Abrupt weight changes
- Bruises, infections, or other physical signs at the drug's entrance site on the body.

Disruption to normal brain functioning, changes in personality, and heart and organ dysfunction can be signs of long-term drug abuse. Signs will vary based on the substances.

Behavioral symptoms

Drug abuse negatively affects a person's behavior and habits as he or she becomes more dependent on the drug. The drug itself can alter the brain's ability to focus and form coherent thoughts, depending on the substances.

Changes in behavior, such as the following can indicate a problem with drug abuse:

- Increased aggression or irritability
- Changes in attitudes/personality
- Lethargy
- Depression
- Sudden changes in a social network
- Dramatic changes in habits and/or priorities
- Financial problems
- Involvement in criminal activity

Learning to recognize the physical or behavioral signs of drug abuse can help to prevent the problem from progressing further.

Issues related to Drug abuse

An addiction of drug or drug abuse is a big issue in itself. And this type of addiction was mostly started by the adolescents and we can say that started by the secondary and higher secondary students.

Addiction affects an individual's physical as well as mental health. As a result they can't concentrate on their study and spoils it because of this type of habituation.

The body of victim's functions on the command of the drugs and he or she can't even done their regular or routine works normally. We can get to know this type of behavior by observing the occurrence of the sudden changes in their behavior.

The students' whose have this type of addiction were remain isolated, feel fidgeting, not in touch with others, avoid to face people, etc.

Probable solutions

- Interactive teaching and life skill approach

A life skill approach is a way of teaching and interacting with young people that has the potential to lead to better health and drug abuse prevention learning outcomes and may ultimately influence student drug use. Life skills are best thought through interactive methods and are most effective when applied and practiced in potential drug use situations that are relevant and meaningful to the social situations of students.

- The learning environment reflects care, understanding and involvement.
- Policies and procedures for dealing with drug incidents and the guiding principles for that should be well defined.
- A directory of professionals and agencies, including the police, to formalize and strengthen cooperative liaison and referral arrangements.
- A school should focus on school based education for drug abuse prevention. It is the total set of experiences to which students are exposed over their time at school that contribute to preventing drug use and mitigating the consequences of drug use.
- Mechanisms for continuous monitoring and review of the school's approach to education for drug abuse prevention and incident management.
- A guidance and counseling center in an institute.
- Teacher should capable enough to recognize the symptoms seem in the student's behavior.
- Health education should be introduced in the curriculum.
- To organize the programs related to prevention of drug abuse and the proper selection of the content should be done.
- The content of the program should be present a balance of drug use information based on possible effects, risks and consequences of drug use.
- Collaborative partnership should be developed for decision making.

Students, parents, school personnel, prevention practitioners, referred agencies and the wider community should collaborate to make decision on drug policy, including on the management of the drug incident.

- Teaching and learning should be interactive

Different types of interactive teaching like brainstorming, discussions, decision making or role-playing new skills and behavior stimulate the active participation of all students. A supportive classroom climate is promoted by conducting activities in small groups, which encourages peer to peer communication and maximum participation.

- Blend of ICT for effective implementation of the program
 - Use of media clips
 - Using graphic images that portray drug use as dangerous and harmful
 - Presenting emotionally loaded videos and personal anecdotes

- Using slang or “street” names without using the pharmacological name, which highlight a drug’s supposed positive effects while concealing the potential harms associated with its use.
 - Informing students how to obtain, make or use potentially harmful substances, including detailing the chemical composition of substances.
 - Using pictures and images of drug use or the drug user that is appealing or attractive.
- The activities related to abstraction and generalization of concept should be allocated to the students for the development of the abstract concept and mold their minds in different direction.
 - For effective management of the program, the all members of an institute should work in harmony and cooperatively.
 - The whole management in this type of issue is in the hands of a principal and a principal should have the skill for proper management of the all available human and physical resources.

Conclusion

At the end school personnel can play a vital role in prevention of drug abuse and to give the knowledge regarding this to the students is an urgent need of a time. Even the involvement of community and other related agencies in school programs related to prevention of drug abuse can make it more meaningful. The focus should be on school management committee as the collaboration and coordination are the key elements behind the success of this type of program.

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