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ABSTRACT

Conducted to evaluate the efficacy of teen counselors in school drug prevention programs, this study utilizes the following as evaluation criterion: (1) interviews with school faculty and teen counselors; (2) observations of teen counselor meetings and sessions with middle school students; and (3) documentation such as teen counselor training and resource materials. Subjects were two teen counselors from an area school district. Findings from the study suggest that teen counseling programs can be both cost efficient and effective in the prevention of substance abuse. Included in the document are transcripts of actual sessions conducted by the interviewed teen counselors. (SR)

Being Real and Being Realistic: Chemical Abuse Prevention, Teen Counselors, and an Ethic of Care

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The attention-grabbing headlines of the "Just Say No" 1980s gave rise to the development of a variety of school programs and policies designed to prevent, identify, and assist in the treatment of school-age substance abuse. During this period, commercially available prevention curricula which had initially focused on providing students with information about the effects/consequences of drug and alcohol use moved toward providing strategies designed to develop the affective and social skills necessary to bridge the apparent chasm between knowledge and behavior (Bosworth & Sailes, 1993). More recently, in the face of increased, indeed alarmed, concern about the issues of AIDS education and school violence, the national educational policy agenda has shifted from a "War on Drugs" to other issues perceived as more pressing. Yet, as recent data (e.g., "Survey finds increase in students drug abuse," 1994) suggest, chemical abuse remains a concern among school-aged children. Clearly, the vision of "drug-free" schools articulated in Goal 6 of the National Education Goals has yet to be realized. Moreover, the connections among chemical abuse, the ever-mounting incidence of AIDS, and the soaring statistics surrounding violence have been noted by both educators and social scientists. Consequently, in the latter half of the 1990s, schools are confronted with the need to reexamine their role, their policies, and their programs related to drug and alcohol abuse prevention.

This reexamination becomes more pressing as reduction (if not elimination) of Drug Free Schools funding is threatened in the federal budget-cutting process (Henry, 1995). Thus amid claims and counterclaims as to the relative effectiveness of various drug and alcohol prevention programs (e.g., Becker, Agopian & Yeh, 1992; Klitzner, Gruenewald & Bamberger, 1990; Bangert-Drowns, 1988), schools must now consider cost/funding issues

as well as efficacy in considering their choice of prevention programs. Interestingly, concurrent advocacy of learning through mandated or voluntary community service experiences (Willis, 1993) may also influence the reexamination of substance abuse programs in some school districts. For these school districts, one avenue of community service has included high school students who have assumed the role of teen counselors and who have become the mainstay of drug and alcohol prevention programs, especially for middle school age students.

Because peer pressure has been perceived as a catalyst, if not a cause, for substance abuse among youth, teen counselor programs have been considered a positive influence for encouraging abstinence (Hansen, 1992). Teen counselors are seen as being more credible purveyors of information, more likely confidants for preadolescents, and (perhaps most importantly) as positive role models. Consequently, several school districts within the geography of my teaching experience in southern Ohio have developed teen counselor programs. One area district, Fillmore (a pseudonym), pioneered such a program in 1973. Because Fillmore's teen counselor program has been in place for more than two decades, a case study exploring the dynamics of this particular program could be useful as other school districts consider and reconsider their substance abuse education efforts.

During the second semester of the 1992-1993 school year, I initiated a study of Fillmore's teen counselor program with a desire to understand what it is like to be a teen counselor, to learn how teen counselors both define and conduct their role. What arose from my initial interviews, analysis of the documents surrounding the program, and observations of meetings of the teen counselors as a group was a "unique case" (Yin, 1984).

Two of Fillmore's teen counselors, whom I call Matt and Tiffany, were perceived by both themselves and the faculty advisor as "not at all like the other teen counselors." How Matt and Tiffany were unique --- what they saw as their "mission" and how they carried it out --- became a case study unto itself. The themes that emerged from this unique case study provide a perspective which not only helps to explain the staying power of the Fillmore teen counselor program, but also is of importance to any reexamination of substance abuse policies and programs.

Methods/Data Sources

This study employed methods of data gathering and analysis associated with qualitative case study research (Bogdan & Biklen, 1982; Yin, 1984; Merriam, 1988). Data sources included: (1) interviews --- with the faculty advisor, Dave Heartley, and teen counselors, Matt and Tiffany especially; (2) observations --- of teen counselors meetings and sessions Matt and Tiffany conducted with middle school students; and (3) documents --- including "summer camp" and teen counselor training and resource materials, the teen counselor "contract," and a report written by the program's founder. Consistent with the purpose of understanding how the subjects (the faculty advisor, Matt, and Tiffany) viewed their mission and how they carried it out, my analysis of this data set focused most intently on coding categories concerned with perspectives held by the subjects and strategy codes (Bogdan & Biklen, 1982). Draft copies of the study were given to the faculty advisor, Matt, and Tiffany to obtain their responses to my interpretations.

Findings

As Matt, Tiffany, and the advisor, Dave Heartley, talked about the

teen counselor program, and as I witnessed these three people in action, two themes became evident. Matt, Tiffany, and Dave Heartley shared a vision of teen counselors as being "real" and being "realistic." Four narratives exemplify this shared vision. I have entitled these stories "The Cocaine Speech Visit," "Wisdom from the Old Skin Horse," "Ties that Bind," and "My Little Mission."

The Cocaine Speech Visit

One sunny day in March, I accompanied Matt and Tiffany for what they billed as "the cocaine speech." As I settled in the passenger seat of Tiffany's tan Horizon for the short drive to the middle school, Tiffany adjusted the rear view mirror to check her spiral-permed blond hair. The movement set the handmade cross necklace hanging from the mirror to swinging. Tiffany also wore, habitually wore, a cross necklace as well. A glance at the floor assured her that the red notebook was there, and Tiffany shifted into drive and made her way out of the parking lot at Fillmore High. Matt had to stop by his house to get his stuff for his "cocaine speech." Tiffany smiled just thinking about how Matt loved giving this performance. The few blocks to the middle school whizzed by. Parking the Horizon, she looked for Matt's car, but he hadn't arrived yet.

After signing in at the office, Tiffany set her red notebook on the counter in the vestibule. This position behind the counter and facing the front windows allowed her to see Matt when he arrived and to read over the physical effects of cocaine in the red guide book before it would be time to meet with Mrs. Sweeney's class. There was time enough --- more than twenty minutes --- to transform into a teen counselor.

Only a few of those minutes went by before Matt strolled up the walkway,

a bundled trenchcoat under one arm. After placing his bundle in the office, Matt checked the time and suggested, "Let's go see the animals." Through the library and up the stairs, Matt and Tiffany approached a classroom door. Matt stuck his head in, while Tiffany remained in the hall. The teacher looked up from her work, "Hi, Matt, What you been up to?"

"Not much. Just came to see the animals." Matt spotted the large rabbit in its cage, but had to ask about the hamster. Satisfied with his visit, Matt rejoined Tiffany in the hall. On their way back to the office, children's voices called out "Hi!" from open classroom doors as middle school students saw Tiffany and Matt go by. It was like old home week, with the successful returning alumni being known and greeted by all. Having retrieved his bundle, Matt pulled a University of Tennessee orange bandanna from the pocket. As he started fashioning the bandanna into a hat of sorts, Matt was recognized by a teacher passing by, "Hey, you going out for track?"

"No, I'm too busy with working at this program for retarded kids at my church."

"What do you do there?"

"Oh, I just help out keeping order, trying to prevent them from hurting each other or themselves. I'm not allowed to really touch them, but I just step in if one tries to hit another and say something like 'You're making a decision here: you might want to stop and think first.'"

"How old are these kids?"

"They're preschool to about six." The teacher left, and Matt finished creating his head gear. No sooner had the teacher left than a woman walked by and spotted Tiffany.

"I saw your prom picture from last year. You looked so pretty!"

"Oh, yeah? Where?" The woman, a school bus driver for a neighboring (and rival) school district, thought someone on her bus had it; how it got there, she didn't know. But there was no more time to visit; students were filling the hallways signaling the shift in class periods.

Matt and Tiffany spotted Mrs. Sweeney outside her classroom area. "I'll need a few minutes with the kids before you start," she requested. Matt set his bundle on the floor outside the semi-open classroom's outer wall, carefully placing the freshly crafted "hat" on top. A curved bulletin board allowed a crack for a peak into the room. On the window sill, trays of geraniums in bloom caught the sun streaming through windows whose shades had been partially drawn. The student desks had been arranged in six clusters of four and five to accommodate the 24 sixth-grade students. Between their clustered desks and the blackboard stood a counter reminiscent of a science teacher's demonstration area.

The few minutes gone by, Matt and Tiffany entered the classroom ready to assume their teen counselor roles. Immediately, several voices called out, "Hi, where've you been?"

"Yeah, it's been awhile since we've seen you guys," Tiffany responded. Snow days and field trips had interfered with scheduled weekly visits, and both Tiffany and Matt have felt like they haven't gotten to know this group as well as last year's. "We've brought a visitor with us." As Tiffany had been speaking, Mrs. Sweeney had stopped at three desks to make marks on papers. Finished with that task, the teacher left the room. It was a matter of trust (based on experience and premised in the notion that her presence would inhibit the process of open discussion) that made the teacher's leaving the normal practice for teen counselor visits.

"I brought a friend from L.A. to meet you, you know, from when I was a Crip. He's kind of a salty guy, so don't laugh or make fun of him or anything like that," Matt explained to the enraptured students. Two boys at the back of the room exchanged meaningful looks at Matt's remarks. The students were aware that Matt's description of his guest was within the realm of possibility. Matt had been at least a fringe member of a gang in his past, a fact he had revealed to the class before.

With Matt having left to go get his guest, Tiffany stood in front of the counter and set the red notebook on a student desk. "What do you know about cocaine?" she asked.

One boy blurted out, "It's a gang thing!" So Tiffany cautioned the other students to raise their hands to talk. Quickly, five hands stretched into the air.

"It comes from Miami."

"It's a white powder."

"It can kill you."

"People on TV use it through their noses."

More softly spoken, "I know someone who uses it."

Unrattled, but not unheeding of the last revealing comment, Tiffany went on to pose another question. (Last year, when she and Matt were juniors in their first year as Teen Counselors, a girl had just come out and told how she was being abused. They had gone to the principal and "H" --- as Dave Heartley was known to the teen counselors --- and reported what they knew.) "Do you know any street names for cocaine?"

Three hands shot up --- "Coke," "Crack," "Ice."

Matt reentered the room in costume. The orange UT bandanna covered

his short blond hair; his Speed-O t-shirt and the two cross necklaces he (like Tiffany) habitually wore lay hidden under a closely buttoned trenchcoat; and one hand remained behind his back. "Oh, you look like you got money! I've got something for you," Matt snarled unconvincingly. The visible hand reached into a pocket to pull out a sandwich bag partially full of a white powdery substance [powdered sugar]. "Anybody want some?" As one boy smiled and called out, "Yeah," Matt pulled out the hand that had been behind his back to reveal a gun [a BB gun, a prop Matt has had approved by "H"], and turned to ask his "customer," "Which do you want? They're both the same."

Meanwhile the two boys at the back of the room looked at each other, and one said, "I told ya."

Matt's brave "buyer" looked closely at the gun before he asked, "Is it real?"

"Doesn't matter, they're both the same, know what I mean?" A few kids faces bore puzzled expressions; all faces were turned to Matt; no hands were raised. "This [bag raised in one hand] always brings this [gun raised in the other]. They're both symbols of violence. Who do you think is into this stuff?"

"Gangs."

"Most gangs don't mess with dealing this."

"Pimps." A few snickers are heard.

As Matt took a seat, facing the students, but sitting backwards in the chair, he continued, "The point is that almost anyone can be a dealer. It doesn't have to be a scumball."

Tiffany, who had been quietly observing while Matt assumed center stage, commented, "Around Halloween, a grandmother," she paused for effect and

repeated, "A grandmother was found putting drugs in cookies. If a grandmother can, you can't be sure about anybody."

By this time, the artifice of Matt's costume had been forgotten. The conversation took on a more serious tone as Matt asked, "What do people do to get enough money to buy cocaine?"

"Rob a bank," "Take it from their parents," "Mugging people."

Matt pointed to the second student, "You're right, it's mostly from parents." Tiffany continued the thought, "And that's how sometimes parents can tell their kid is into stuff 'cause he's taking money from them. And sometimes kids steal from people they babysit for. Dealers look at a place like Fillmore, and it's upper middle class, and they know the kids can get the money, so they come here to sell drugs like cocaine."

For the first time since entering the classroom, Tiffany looked down at the red guide book as she asked, "What can using cocaine do to you?"

One boy, in a fascinated tone of voice, offered that "it can make a hole in your nose." Tiffany glanced at the book as she added items like increased heart rate, high blood pressure, depression. The last triggered one student's adding, "Yeah, even suicide." In the now silent classroom, Tiffany went on to speak of how quickly cocaine's effects could be felt. And Matt, still with the BB gun in his hand, again made the point, "That's another way the cocaine is like the gun. The cocaine acts as fast as the bullet from the gun can kill you."

From drama to abstraction, the conversation turned to personal, and somewhat self-revealing, stories. Tiffany began with a story of a rock concert she had attended. One girl in the audience was high, on what Tiffany did not know. The girl had gotten up on her seat and was trying to take

off her clothes, but she kept falling. A few snickers from the students interrupted the story at this moment. But Tiffany faced the students squarely and spoke more slowly as she maintained her gaze and continued the story. "One guy she fell on got hurt, and we had to call the security guy to take her out of there and I'm pretty sure she got in trouble 'cause the girl showed me a vial of something earlier."

Matt also had a story to tell. "I've been at parties in Webster's Trace (the neighboring rival school) where there are bowls of the stuff around for everybody. And you know I'm into being realistic. It's hard to just say no; that's something maybe a fourth grade kid can do, but . . . "

Tiffany, at this point, had another story to interject. She told about a party she had "heard about" where a girl got "so high she didn't know what was going on and some guy (Tiffany paused to capture the phrase she wanted) took advantage of her."

Since Matt and Tiffany had been doing all the talking for awhile, at this point Matt asked the class if any of them had ever seen any real cocaine. And again, a soft voice from the back of the room said, "I know someone who uses it." Matt and Tiffany let their eyes meet for a brief moment and turned to less personal talk.

There was conversation of crack being cheaper, but "one hit can really mess you up'" and of kids using drugs to forget problems, and of girls taking cocaine to lose weight, and of how becoming addicted did not take long. All too soon, the bell sounded to signal the end of the class period. Most of the sixth graders gathered their belongings and left, but six hovered around Tiffany and Matt to tell stories of the "I know a guy who" or "One time I heard" varieties until Mrs. Sweeney returned to the room.

The cocaine speech visit, just one of the regular visits Matt and Tiffany made to Mrs. Sweeney's room, had come to an end. Through drama, sharing of personal stories, and conversation, Matt and Tiffany sought to bring home the realities of cocaine --- to be as Matt put it, "realistic." The visit, with its open and candid dialogue, also reflected the theme of being "real," a theme reiterated in other teen counselor narratives.

Wisdom from the Old Skin Horse

To understand the Teen Counselor program at Fillmore High meant understanding Dave Heartley. Like the Old Skin Horse who taught the Velveteen Rabbit about becoming "real" in the classic children's story, Dave advised Fillmore's teen counselors.

The TLC --- it had a double meaning; officially at Fillmore, it was the Teacher Learning Center --- was an appropriate place for my first meeting with Dave. As a history teacher, Dave introduced me to Fillmore's world of teen counselors with a lesson and some homework. "I thought you might want to read the paper that started the whole thing," he said, handing me a plastic-shielded report. As I accepted, I noticed a message written across the title page, "To Dave, Without you, it couldn't have happened! Ken." The paper was dated March 22, 1974. Noticing my reading the inscription, Dave answered my unasked question. "Back then Ken was the principal at the middle school . . . He's the one who started all this . . . The paper's from the second year. Some things have changed, but it'll give you an idea of what we're all about." Thanking him and promising that I would read the report and return it (obviously it was a treasured possession), the lesson continued.

It was a lesson in the nuts and bolts of the program, but it was also

a lesson in its heart and soul. Initially, twenty years ago, Dave assumed the role of advisor to the Teen Counselor program with the idea that the program would be worthwhile if only one student could be "saved." But now, Dave candidly admitted, "It's not worth it unless we save 30 or 40." More than "saving" middle school students, Dave spoke of his feelings of being rewarded by the relationships he has built, and continues to build, with teen counselors. Mentoring Fillmore's teen counselors, juniors and seniors who worked in teams of two or three with students in grades four through eight, clearly involved an extensive commitment of Dave's time. The agenda that appeared on Dave's blackboard at one Teen Counselor "business" meeting in late February evidenced this commitment. The first order of business related to the Teen Counselors' participation in the annual community Easter Egg Hunt. Announcing that the Heartley home would be the site for two evenings of egg preparation, Dave admonished the 20 Teen Counselors gathered in his classroom that, "Word needs to get out about this, people. This is your thing with the city; you have the letters to Santa and this." Securing volunteers took little time, and the meeting continued to the next item of business: recruiting next year's teen counselors.

While the school's guidance office would screen applications, checking grades and teacher references, the current counselors would (as usual) interview candidates, including those current junior teen counselors who wished to continue as teen counselors for their senior year. Selecting teen counselors was a task Dave entrusted to the teen counselors themselves. Initiating and shepherding each year's cohort of teen counselors was a responsibility Dave saw as primarily his own. In this work, Dave was guided the philosophy articulated by Ken Beaton, the former principal who began

the program, in the report Dave Heartley treasured:

> The human awareness concept is really the heart of the program . . . Human awareness means open discussion about feelings, emotions, and relationships in an environment that stimulates this type of discussion.

And this philosophy was echoed in Dave's words during our initial interview:

> When the kids are working with the middle school classes, the teachers leave the room. I know this is risky, but the kids are more open this way. Kids remember their counselors. The relationship that's built is more important than any content or program information.

Human awareness and building relationships --- being "real" --- converged in the third item of the February business meeting: summer camp.

Ties that Bind

Both Matt and Tiffany, as we had talked about their being and becoming teen counselors, saw choosing a partner as the "most important" aspect of the program. As Tiffany put it, "There has to be trust . . . support. We're like brother and sister . . . You have to give before you can get . . . We really know each other." Just how well Matt and Tiffany knew each other came through in Matt's description of his life a few years ago:

> I was leading a double life . . . I mean I went to church and all . . . but on weekends I was doing gang stuff . . . the Crips really. Tiffany's boyfriend had been into that before she met him, so she had us talk together . . . It wasn't easy . . . I still get phone calls once in a while.

Being teen counselors together was important, and that process, according to "H" and Matt and Tiffany, was an important part of camp.

In Dave's classroom, a largely undecorated standard school room of individual student desks and cupboards, one piece of red posterboard mounted next to Dave's desk stood out. It was a collage of pictures from the last summer's teen counselor camp. Traditionally held at a nearby small liberal

arts college campus, camp was ostensibly about training the teen counselor cohort for the next school year. Both newly selected teen counselors and those "veterans' who had applied and been accepted to continue for a second year attended camp. The camp agenda included technical talk by local law enforcement officials, the school guidance counselor, and a pharmacist. But throughout the camp experience, sessions with "alumni teen counselors" sustained the sense of tradition that, after twenty years, permeated the program. Most, if not all, of the teen counselors in the stable Fillmore district remembered "their" teen counselors from their middle school days. Dave Heartley proudly spoke of the willingness of alumni to be part of camp; he saw his reward in "working with the kids," and in continuing his relationship with them long after graduation.

From Dave's perspective, camp was a chance to "get away from the school," to create a bonding experience that would sustain the program in the year ahead, to forge both community and commitment. As he wrote in his letter of greeting to camp,

> You have been chosen to become a member of a very elite organization because you are a special person, and it is because of that special quality you have that you were chosen. While you are here, take advantage of the time for some personal reflection. Listen to the speakers; many of them will be sharing some very personal thoughts with you. Listen with your hearts as well as your heads. Also while you are here you will be asked to make a commitment . . . If you feel when camp is over that you cannot make the commitment -- DON'T! -- just tell your coordinator.

The required commitment was a drug-free pledge all teen counselors were expected to honor. Violation resulted in dismissal. A few years ago, there had been a couple of violations, but since then "word has gotten around and the expectation is now clear for those who sign up."

From the teen counselor's perspective, though, the best part of camp was the "special evening sessions" and the ad hoc sessions that spontaneously followed long into the two nights of camp. The mention of camp produced talk of "the terminator." Actually a diminutive elementary teacher, the Terminator's stated function was to monitor and control any evening escapades. But she was most often a part, a welcomed part, of the long talks that went on into the wee hours. In a sense, talk of "the terminator" was part of a distinct teen counselor language that both set the group apart and bonded the members to each other.

Bonding was a recurrent theme in camp conversation. When asked about camp, Tiffany immediately said,

> Camp is neat. You get to know kids you never really knew before . . . I mean they were around and you sort of knew them; Fillmore is a small place; but when I was a junior, I really got to know the seniors, and that's important because then it's so much better when you work together as teen counselors . . . We would stay up all night talking.

Matt echoed Tiffany's feelings about camp as a place for bonding, but added that "It really helps you to pick partners, You know where the other person's coming from, what their mission is."

My Little Mission

The mission was not the same for all teen counselors. As Tiffany talked about why students sign up to be teen counselors, she knew that some had seen drug or alcohol abuse in their lives, perhaps a father or mother; many more just "like kids and don't want them to get messed up like some of their friends." She seemed to be describing herself as part of this second group. When Matt talked about his mission, he more openly referred to his own life experiences:

> It's not enough to just say no . . . I've been offered cocaine and other stuff and I've been to parties, 'specially in Webster's Trace, where there was plenty of stuff around . . . I'm into reality with these kids . . . They need to know what to do, how to get out of it . . . I thought maybe last year when I did this thing [the cocaine drama] I'd get some phone calls from parents complaining about what's this you're doing talking about drugs and guns with my kid, but I didn't get any. But I would have told them, "Hey, it happens here and your kid needs to know."

Like Matt, Tiffany was aware that, even within the apparently "safe" confines of an upper-middle-class suburban environment like Fillmore, the lure of drugs and alcohol was a reality. Dealers had been known to frequent an area just behind the middle school, and stories of parties circulated through the high school. Her story of the girl who was "taken advantage of" was a story of local reality. But

> Even when stuff like that happens and everyone knows about it, that doesn't stop kids from using . . . Maybe if Matt and I tell the kids what <u>really</u> goes on, maybe they'll be OK.

Reality, for Tiffany and Matt, meant removing the glamour, tarnishing the "image of cool" that surrounds drugs, overcoming the TV "brainwashing" about alcohol and drugs. Matt summed it all up succinctly, "To be prepared for reality --- that's my little mission."

How they went about their mission made Matt and Tiffany different from most of Fillmore's teen counselors. When they were middle school students, their teen counselors, like most of the current teen counselors, centered their presentations around technical information. Drug effects were listed so students could be aware of symptoms of drug use or be scared by the power of what drugs could do; physical descriptions of drugs were given so students could recognize them when they saw them; worksheets were completed. Dave Heartley pointed out that these teen counselors were "just doing what they

know how to do," seeing themselves as a combination of teacher and role model for abstinence. For Matt and Tiffany, this approach to their mission was "a real turn-off"; and when they became teen counselors, it was with the express idea that they would not go about it that way. As Matt said, "You can't be holier than thou."

For Matt and Tiffany, being realistic was tied to being real. In our talks together, their reasoning went as follows: If we are "real" to each other (open, trusting, self-revealing, supportive, caring), the middle school kids will see that; if they see that, then they will be "real" to us; then we'll be able to build a relationship that allows us to talk about drugs (and all of the other things that they want to talk about) realistically; and then, maybe, they'll be able to be real and realistic with each other; and that is what will enable them to be "OK" as they deal with drugs and all the other problems out there.

The themes of "being realistic" and "being real" that pervade these four narratives are reminiscent of the ethic of care described by Nel Noddings in both Caring, a Feminine Approach to Ethics and Moral Education (1984) and The Challenge to Care in Schools: An Alternative Approach to Education (1992).

Discussion and Conclusions

Noddings argues that the purpose of education is inherently moral education, resting on the universal reality that "as human beings we want to care and be cared for. Caring is important in itself" (Noddings, 1984, p. 7). Accordingly, the chief aims of such a moral education are twofold: the development of each child's capacity to give and receive care, and the

nurturing of ethical ideals. Certainly, substance abuse prevention programs explicitly proclaim the goal of one such ethical ideal --- abstinence. Moreover, the oft-cited rationale for this ideal coincides with two of the "domains of care" Noddings (1992) proposes as central to a caring curriculum. The first domain, care for self, encompasses caring for the physical self. The second, care for others in one's community, embraces both a critical consideration of social notions of acceptability and an exploration of the effects individual lives have on others --- in other words, peer pressure and social responsibility. Given these areas of compatibility between Noddings' caring education and prevention education efforts, a discussion of the components of Noddings' ethic of care and how Matt, Tiffany, and Dave epitomized those components is warranted. More than warranted, such a discussion might prove beneficial to any reexamination of school substance abuse prevention, policies, and programs.

The first component of an ethic of care is a vital one: modeling. Here modeling does not refer to the notion of "role model" so often associated with teen counselor programs. Rather, modeling shows students how to care by creating caring relations with them. It also provides experience in being cared for, the sort of experience which is necessary if students are to develop the capacity to care --- about themselves or others. "We do not begin by formulating or solving a problem but by sharing a feeling" (Noddings, 1984 p. 31). Echoes of Noddings' caring language clearly reverberate in Matt and Tiffany's words about being real --- to each other and to their adopted classroom of sixth graders.

The second essential component of moral education, dialogue, most clearly distinguished Matt and Tiffany from their fellow teen counselors.

For Matt and Tiffany (and for Nel Noddings) dialogue is not a presentation. Instead, dialogue creates bonds of understanding, empathy, and appreciation among those who give and receive care. Such bonds were the tacit goal of both the camp experience and the teen counselor relationship as envisioned by Dave Heartley. Similarly, the self-revelatory stories Matt and Tiffany shared during the Cocaine Speech Visit were not "horror" stories designed to shock sixth-graders into abstinence. Rather, the point of the stories was to be open and "realistic" --- to share common experiences and to acknowledge that the choice to be drug-free was neither beyond temptation nor easily made. Moreover, the stories revealed that Matt and Tiffany had personally faced both the temptation and the choice --- that neither was (in Matt's words) "holier than thou."

A third component, practice, shapes attitudes and perspectives by offering opportunities to gain skills in caregiving. Through community activities (e.g., the Easter Egg Hunt), school events (e.g. Red Ribbon Week, Save a Sweetheart), and their visits to middle school classrooms, the teen counselors at Fillmore found many venues in which to emulate and practice the caring they had experienced at camp. Indeed, after more than twenty years, the component of practice had assumed a spiral effect. Often Fillmore High School students applied to become teen counselors in order to practice the care they had experienced as middle school students, and "alumni" faithfully returned to help with camp. The component of practice that was clearly bountiful for Fillmore's teen counselors was less clearly so for middle school students. As the Cocaine Speech Visit illustrated, open participation in the dialogue and acceptance of all contributions to that dialogue comprised the sixth-graders' practice in caring. Perhaps practice

in caring for sixth-graders that was more visible and more direct would encourage a future generation of teen counselors in which Matt and Tiffany's sense of mission would not be unique.

The fourth component of moral education from a caring perspective is confirmation. Confirmation acknowledges, affirms, and encourages development of the ethical ideal in others. As Noddings (1992) asserts, "A relationship of trust must ground it [confirmation]" (p. 25). Surely, Dave Heartley saw his role as advisor as a source of confirmation for the teen counselors. When uneasy feelings came, Matt and Tiffany knew they could turn to "H" --- "He knows what's going on . . . He knows stuff." This kind of trust, Noddings suggests, comes of continuity, of those who care and those who are cared for knowing each other well in a relationship that has acquired depth over time. Clearly, as they arrived for the Cocaine Speech Visit, the sixth-graders' greetings indicated that Matt and Tiffany had been missed when events interrupted their weekly visits. Just as certainly, the quiet comments that "I know someone who uses it" could only be made in an atmosphere of trust. For Noddings, gaining trust is a matter of caring. For Matt and Tiffany, gaining trust meant being "real."

What Matt and Tiffany called being "real" and being "realistic" were concrete expressions of the components of an ethic of care. If, as Noddings argues, education is at heart a moral endeavor which must be guided by an ethic of care, then substance abuse prevention programs must be designed to incorporate the components of this ethic. I would suggest that caring --- being real and being realistic --- is an approach that should not be unique to Matt and Tiffany and Dave. It should be the heart, quite literally, of any chemical abuse prevention program.

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