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Drug Education, Teaching Practices, and Multicultural Diversity

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Received Date: August 18, 2022**Published Date: September 30, 2022****Abstract**

This article highlights drug education associated with social justice, multicultural education, and student diversity. Given the increased majority-minority rates of adolescent youth, adaptability is needed to address culturally- diverse educational practices essential to school-based drug and referral to treatment education. Public school teachers, administrators, and other personnel can provide effective school-based drug education and increase positive interactions with students from different cultural, linguistic, and racial/ethnic backgrounds. Positive learning of oneself and others in a respectful and nurturing environment may increase social-action engagements and intercultural communications [1].

Keywords: Drug education; Teacher development; Teaching practices; Multicultural education; Diversity; Student achievement; Student assessment

Introduction

There is an increased need to address academic diversity in public education related to drug education and majority-minority student populations in the United States. Given the increased majority-minority rates of adolescent youth, adaptability is needed to address culturally diverse educational practices Jay M [2], essential to school-based drug and referral to treatment education. Public school teachers, administrators, and other personnel can provide effective school-based drug education and increase positive interactions with students from different cultural, linguistic, and racial/ethnic backgrounds. Student participation and engagement in academic learning and drug education may increase healthy peer socializations and enhance cross-cultural dialogues. Positive learning of oneself and others in a respectful and nurturing environment may increase social-action engagements and intercultural communications [1]. Curriculum goals Chang MJ

and Gurin P, et al. [3,4], service-learning programs, and experiential experiences Sapp D & Cabtree R [5], for diverse learners may provide long-term changes to drug imitational behavior.

Multicultural learning can empower students to work collaboratively to solve academic, cultural, and drug-related dilemmas and improve classroom and school environments. Through multicultural education students are empowered in knowledge of gender, academic ability, ethnicity, race, language, and culture [6]. Collaborative teamwork between teachers and students can contribute to healthy environments, problem-solving solutions. cultural empowerment solutions, and increased motivation. Muckenthaler M, et al. [7], found collaborative approaches to multicultural learning effective toward emotional support, enhanced student relations, and learned experiences. Non-collaborative approaches centered on inflexible educational

curriculum Jay M [2], and undeveloped multicultural educational approaches [8].

Given the widespread need for effective school-based drug programs, there is an increased need to explore education through a social justice lens. Social justice education can foster individual experiences of value and respect, anti-racism, and multilingual communication. Wade RC [9], identified social justice education as student focused, collaborative, multicultural, value-driven, experiential, and intellectually informed. Carlisle LR, et al. [10], highlighted principles of social justice education in the academic environment to include: social oppression, student empowerment, increased student expectations, reciprocal student-teacher relationships, increased student resources, effective school policy, support intervention, and retention strategies. Social justice education related to school-based drug programs may enhance minority students' awareness of incarceration of people of color. From a students' perspective, examining social justice issues can enhance student enjoyment and communication skills [11].

Researchers have explored teachers' life experiences in culturally diverse school settings [12-14]. Teacher narratives of classroom experiences, school environments, and work challenges reveal difficulties with curriculum and teacher support [13]. Schools that provide education to diverse students in low socioeconomic areas may struggle with limited academic resources and faculty- support incentives [15]. Stecher BM, et al. [16], found limitations of teacher competency in schools with high minority enrollment in low-income communities. Effective social justice leadership practices identified by Theoharis G [17], state elimination of programs that marginalize students and encourage the following: diverse-focused core education standards; professional development focused on race, class, gender, and disability; resources and opportunities for disadvantaged students; and data-informed applications to view service equity.

Student self-advocacy is defined as the ability to demonstrate personal awareness of ability status, legal rights, competence, and communicating rights and needs to authority members [18,19]. Test D, et al [20], identified four characteristics of self-advocacy to include self-knowledge, awareness of rights, communication, and leadership. The key to effective advocacy described by Test, is a student demonstrating self-advocacy skills, specifically for students with disabilities. Self-advocacy can include students' ability to request accommodations and modifications needed [21,22]. Students with disabilities and enhanced self-advocacy skills are more likely to experience academic success and endure developmental, life transitions [23]. Understanding self-advocacy can strengthen student progress Gregg N [24] and help promote intrapersonal strengths Stone & May [25], such as self-determination, self-esteem, and empowerment. Self-advocacy can help alleviate youth's problematic behavior Houchins DE [26], and advocate for anti-discriminatory and anti-oppressive practices [27]. Educators can teach general self-advocacy skills through improved self-regulation and parental advocacy. Limitations of self-advocacy skills may be associated with time, money, and lack of training.

Educational programs can promote self-awareness and advocacy through multicultural education and curriculum transformation. There is an increased need to explore diverse student experiences that impact the learning experiences such as violence, criminal activity, gang affiliation, teen pregnancy, health conditions, cultural and familial trauma, and abuse and neglect. Youth may experience academic challenges associated with family and peer influences [28]. At-risk and marginalized students may identify with depression, self-harm, suicide, and violence [29]. Supportive structures for academic retention have led to positive learning school environments and closer connections between students, school staff, and parents [30].

Increasing awareness of drug education with cultural practices may enhance the development of culturally competent teachers and culturally inclusive curriculum. Culturally competent teachers can increase their education on complex community trauma during adolescent development. The effects of abandonment, domestic violence, abuse and neglect, death, parental incarceration and adolescent pregnancy may lead to long-term behavioral and psychological limitations

Conclusion

The result of the research can be described in the conclusion section at the end of the paper. This section provides information regarding the path a researcher can write a discussion section as well as the points to consider and avoid achieving a technical discussion. Considering the above statements, discussion covers the following points:

- States the most important finding of the research;
- Relates results and previous studies;
- Explains findings of the research;
- Provides an acknowledgment about limitations of the work;
- Finally, it makes suggestions for further researches.

Acknowledgement

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Conflict of Interest

Author declare no conflict of interest.

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