

SPEAKER'S COUNCIL ON YOUTH ABUSE OF DRUGS,

-- ALCOHOL' AND TOBACCO

June 26, 1997 Hearing

Room D

6:00 P.M.

Tapes 5 - 8

MEMBERS PRESENT: Kay Watson, Vice-Chair

Ken Dalton

Diane Elliot, MD

Borden Granger

Mike McCallum

Cletus Moore

Brian Quirm

Marilyn Richen

John Trachtenberg

MEMBER EXCUSED: Judy Cushing

Muriel Goldman

Rep. Lynn Lundquist, Chair

Norma Paulus

Rep. Terry Thompson

Rep. Ben Westlund

Linn Goldberg, MD

Jim Peterson

Teresa Hjeresen

STAFF PRESENT: John Hellen, Administrator

Berri Sellers, Administrative Support

MEASURE/ISSUES HEARD: "Creating Safe and Drug Free Schools:

Turning Research into Action"

Values Work Group Presentation

Calendar Work Group Presentation

Other Orders of Business

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Tape/# Speaker Comments

TAPE 5, A

010 Vice-Chair Kay Calls the meeting to order at 6 10 p m Introduces

John Hellen,

Watson Committee Administrator

018 John Hellen Explains handouts that were presented to the council

(EXHIBIT A)

The Washington Post and Good Housekeeping

articles are for

t: informational purposes A second handout relates to state drug and

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alcohol education curriculum which is mandated by a 1989 Oregon law.

Explains that the law is not clear as to how comprehensive and to what grade level the education is required. Comments on a third handout that

discusses tentative benchmarks and calendars for council work groups.

Provides each council member with a copy of the K-12 Lesson Guide for Alcohol and Drug Abuse Prevention Education.

(EXHIBIT B)

042 Vice-Chair Watson Explains that the council will hear presentations about a conference in

Washington D.C. that was sponsored by the Safe and Drug Free Schools

Program. Asks Marilyn Richen to elaborate on her thoughts about the conference.

### **"CREATING SAFE AND DRUG FREE SCHOOLS: TURNING RESEARCH INTO ACTION"**

060 Marilyn Richen Provides written materials to the council (EXHIBIT C). States that the

charge was to attend the conference to bring back information that

would be useful to the council as it reviews curricula to be placed in the

school system. Indicates that the title of the workshop was

"Creating

Safe and Drug Free Schools: Turning Research into Action" .

The

Research Triangle Study (February, 1997) prompted the conference, and

Ms. Richen suggests that the council review the study, as it is a five year

study of the Drug Free Schools Program.

087 Explains that the conference was an attempt to bring researchers together so that various strategies and programs could be discussed.

Comments that the conference sent a clear message that drug and alcohol abuse can be prevented. Prevention technology should

be used  
to make program choices.  
100 Richen Indicates that the conference discussed many programs that had  
been  
used in drug prevention, whether they were successful or not.  
Comments that the Pacific Northwest was well represented with  
many  
successful drug and alcohol programs. Discusses David Hawken's  
work in Oregon with Department of Human Resources  
programs.  
"Project Atlas" from Dr. Diane Elliot and Dr. Linn Goldberg has  
proven  
to be successful. "Self Enhancement Program" from Portland was  
emphasized as a violence prevention program. "Reconnecting  
Youth"  
from the University of Washington was also successful. Explains  
that  
the nation looks to the Northwest for good research and  
successful  
programs.

125 Discusses prevention principles from Gen. Barry McCaffrey that  
were  
discussed at the conference. They include life skills training,  
increasing  
self-perception and confidence, parent training and advocacy,  
and  
community management practices. Points out that a number of  
prevention strategies are not school or classroom based strategies.  
Discusses school-based strategies presented by Mathea Falco.  
162 Richen Describes programs such as "Life Skills" created by Gilbert  
Botvin that  
teach drug resistance skills and age appropriate social and  
personal  
skills. Explains that an emphasis should be placed on skills  
training not  
just providing information. Describes program quality control,  
program  
fidelity and evaluation, and time for students to practice the skills  
that

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Page 3 they are to achieve.

-- 178 Richen Explains how one speaker reiterated that how the subject is taught is equally as important as the subject. Highly effective programs are highly interactive. Explains that one speaker indicated that there are groups of students who won't have success with drug use prevention programs; primarily those who use tobacco and alcohol at an early age.

200 Cautions the council to be wary of generalizing the findings of a particular research study. Suggests that the research arena and school atmospheres are independent of each other. Expresses the importance of researching implementation of programs.

240 Judy Miller Assistant Superintendent, Office of Student Services, Department of Education. Explains that she has responsibility for the "Safe and Drug Free Schools Program" in the Department of Education. Highlights several of the sessions that she attended.

259 Discusses a session that focused on drug testing in schools. Issues that were discussed included confidentiality, disciplining of students with disabilities" and other legal issues. Another session focused on community planning and parent involvement as a critical element of drug-free programs. Describes a "Like Skills" seminar that was related to Gilbert Botvin's work.

296 Miller Comments that the Department of Education will have an interagency agreement with the Health Division to spend the tobacco tax money on drug prevention programs. Explains that the education component of the tobacco tax specifies the use of "Life Skills" training or a "No Tobacco Use" program at the middle school level. Discusses the \$2 million budget in conjunction with issues surrounding risk factors and targeting programs towards youth with multiple risk factors.

338 Comments that the administrative rules are not specific about what is being asked of prevention education. States that schools are locally driven institutions that have autonomy over their curriculum. Indicates that the administrative rules reflect general language in terms of mandating curriculum to school districts. Suggests that some people would prefer that the administrative rules be more specific. Encourages the council to thoroughly discuss whether they would mandate implementation of curriculum or merely suggest the use of curriculum.

377 Understands that the council does have a focus on education, but suggests that they are related to community issues. Agrees that prevention programs in schools are a good start, but they don't affect kids when they are at home for the major part of their day. Encourages the involvement of families and communities in the prevention process.

TAPE 6, A

011 Diane Elliot, M.D. Comments that she did not go to the meetings but wants to add that there is no shortage of effective curriculum in Oregon. Indicates that programs that are in existence need to be implemented.

021 Vice-Chair Watson Explains that the conference was filled with excellent information.

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**These minutes are in compliance with Senate and House Rules. Only text enclosed in quotation marks reports a speaker's exact words. For complete contents, please refer to the taps.** SPEAKER'S COUNCIL ON YOUTH ABUSE OF DRUGS, ALCOHOL, AND TOBACCO **June 26, 1997 Page 4** Comments that research and assessment technology is available; describes David Hawken's research at the University of Washington. Explains that Oregon is known **for programs in Portland**, but the curricula must be more diverse than those required in the Metropolitan area. Suggests that the needs of each community be addressed individually.

070 Comments that a distinction must be made between research and evaluation and that an evaluation of a program should be performed a year or two after implementation. Explains that there is a large amount of printed material and other resources available to the council.

121 Mike McCallum Asks if there is data and analysis available related to the implementation of prevention programs.

126 Elliot Indicates that there are few articles available that speak of implementing programs.

139 McCallum Suggests that the council focus on the implementation of programs.

Explains that time should not be spent on redesigning programs that already work. The focus should be on implementation of programs.

149 Vice-Chair Watson Indicates that conference participants stressed the importance of funding implementation of prevention programs. Comments that the teachers must be trained to be effective in working with these programs.

155 Ken Dalton Stresses the need for more community involvement in drug and alcohol use prevention.

161 Vice-Chair Watson Describes a presentation from a Houston school district and a district in a New York City borough that focused on community schools. School Districts and Children's Aid Societies or the YMCA worked together to educate students in and out of the school setting. Indicates that there was great success with the programs. Explains that community services were integrated into the schools so that they were community centers.

228 Hellen Comments that he attended an "Oregon Together" convention which focuses on what programs are working in communities and addresses problems in a community-based strategy. Explains that the council should be able to integrate with the community when developing curricula for the schools.

240 Vice-Chair Watson Concludes the discussion on the Washington D.C. conference and introduces the Values Work Group presentation.

### VALUES WORK GROUP

245 Cletus Moore Member of the Values Committee. Explains the brainstorming session completed by the council. Expresses the need to develop a more refined values statement from the council. Discusses the concept of broad based prevention education. Discusses risk factors and the need to define what risk factors are. Indicates that there are ways to calculate levels of risk for individual communities.

300 Stresses the need for prevention programs to be community sensitive focusing on social values and sensitivity to diversity. A prevention program should promote and develop individual self wor~,

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responsibility for self, and life skills. Suggests the use of pro-active approaches to reaching the prevention goals.

341 Moore Expresses the need to define a range of tolerance for student's

actions.

Rules and consequences need to be established in the curriculum for

drug and alcohol abuse. Indicates that instructors need to be non judgmental and non-punitive. States that prevention programs need to

be developmentally appropriate and have a continuation of prevention

activity. Indicates that relationships should be based on respecting and

accepting self and others.

TAPE 5, B

016 Diane Elliot, M.D. Comments that there has been no mention of implementing the values statement.

021 Moore Explains that the values committee wanted to focus on the values statement and not get caught in other aspects of prevention programming.

027 Elliot Asks about the need for a values statement. Comments that if the values

statement is a guide for the council, then there should be mention about

implementation of prevention programs.

030 Vice-Chair Watson If the council believes implementation is as important as the program,

then it should be viewed as part of the process.

037 Mike McCallum Suggest that implementation language be included in the preamble.

045 Ken Dalton Indicates that evaluation of programs was included in the values discussions.

059 John Hellen Asks Judy Miller how much evaluation has occurred with current programs.

062 Judy Miller Explains that there is no formal evaluation of materials, but school visits

do occur and recommendations on curricula are made.

072 Hellen Asks if the only real evaluation is the surveys taken in schools on drug

and alcohol usage. Asks if it is fair to relate usage patterns with what is

taught in schools.

076 Miller States that the system must have confidence in the community and

parent-enforcement pieces to the programs.

089 Vice-Chair Watson Approves of including important components of a program in the

preamble. Explains that values associated with the preamble would be

used in an appropriate way. The four components of the preamble

should include assessment, formulation, implementation, and evaluation.

110 McCallum Agrees that the four suggested areas cover ideas in the mission statement

117 Moore Explains that the values statement sets guidelines after the mission statement.

126 Borden Granger Asks what the council is referring to in terms of risk factors.

130 Vice-Chair Watson States that there is a well established list of risk factors in the field.

147 Brian Quinn Explains that risk factors are related to a persons likelihood of experiencing problems with chemicals. History of chemicals in the

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family and how kids experience problems are related risk factors.

154 Dalton Comments that the manual has a list of risk facts in the areas of community, family, and school.

169 John Trachtenberg Asks for a clear understanding of who will promote and develop individual self worth.

173 Moore Comments that the subject will be incorporated into the curriculum.

188 Quinn Suggests that many children don't get nurturing at home, and therefore it will be included in the curriculum.

189 Trachtenberg Verifies that activities will be developed to promote self-worth, but states that self-worth must be developed from within.

191 Vice-Chair Watson Agrees that the idea is to have activities that promote self-worth.

205 Moore Discusses the "Local Heroes" program from King Elementary in Portland. Explains how children worked with local citizens who have

become successful in their fields and students created trading cards

representing those individuals. Focuses on the mentoring relationship.

228 Vice-Chair Watson Explains th'at a resiliency skill is promoting self esteem within a child.

242 Dalton Asks if resiliency skills fall in with risk factors.

252 Vice-Chair Watson Suggests that the program be written and then look back on what has occurred in the past.



261 Dalton Indicates that bonding with role models also aids in drug and alcohol use prevention.

277 Elliot Asks how "nonjudgmental" can be considered a standard of behavior.

286 Moore Suggests that nonjudgmental and non-punitive attitudes will draw students into the program willingly.

305 Quinn Explains that the program is focusing on the students who didn't say no

to alcohol and drug use and indicates that there will be a certain percentage of students who believe there are punishments for their actions.

320 Elliot Explains that she doesn't have a problem with the non-punitive part, but questions how nonjudgmental can be defined.

322 Quinn Doesn't want the issue to become moralistic.

325 Elliot Suggests that respecting self and others is a behavior.

327 Quinn Indicates that some students can't separate substance abuse behavior

from a person, but they should be able to separate the behavior from the judgment.

336 Vice-Chair Watson Suggests that other language be used for the issue.

343 Marilyn Richen Explains that a trait of resiliency is that of high expectations.

Indicates

that if expectations are not high, then people will behave as they are

expected to. Suggest that behavior be included in the respect clause.

365 McCallum Asks if the eighth value in the values statement is related to statement is related to expectations and values.

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370 Vice-Chair Watson Explains that risk factors and prevention have not been defined and

therefore expectation of high values will feed the definitions.

387 Moore Indicates that high standards should not be changed to meet a normal

curve. Suggests that nonjudgmental is related to high standards in that

a mentor encourages the student to meet the standards but will not judge

the student on past actions.

408 Elliot Suggests that "individual" replace language related to nonjudgmental.

413 Vice-Chair Watson Reminds the council that the document is for their use and that the

language will not be used in curriculum. Nonjudgmental is a part of

acceptance and sensitivity.

TAPE 6, B

013 Dalton Suggests the use of language related to healthy expectations.

022 Quinn Reminds the council that children of alcoholics and addicts need to know

that their parents have a disease and that the person needs to be separated from the behavior. There is an unanswerable question

of

whether the use is an illness or a choice.

034 McCallum Indicates that there are low entry levels for addictive use. Explains that

everyone has a choice to start with.

044 Vice-Chair Watson Suggests that sensitivity to family history be included in the programs.

047 Quinn Asks how much needs to be taught about what addiction is.

051 Hellen Suggests that questions being raised are content issues that will be

addressed later. Suggests that the non-punitive, nonjudgmental language be associated with respecting and honoring language.

059 Vice-Chair Watson Asks for approval on the suggestion.

061 Quinn Agrees that progress would be made with changes.

063 Granger Asks about inclusion of discussion about the health and legal consequences of a person's actions.

067 Hellen States that in current administrative rules, schools are directed to teach

that there are legal and health consequences to alcohol and drug use.

070 Vice-Chair Watson Indicates that accountability is a part of responsibility.

075 Granger Encourages accountability to be associated with health and law issues.

084 Elliot Reminds the council that prevention is not about what is being taught,

but the skills that the students gain.

090 Granger Reiterates that students need to know early on that there are health and

legal consequences to their actions. Consequences are dependent on

decision-making skills.

105 Elliot Explains that decision-making skills are part of the prevention process.

114 Dalton Indicates that the disease and addiction need to be addressed at a later time.

123 Vice-Chair Watson Concludes the Values Work Group presentation. Introduces the Calendar Work Group presentation.

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### **CALENDAR WORK GROUP**

127 John Hellen Explains the tentative calendar for the council. Indicates that during July 1997, the council hopes to create final work groups. Work groups would submit work plans in August. In January of 1998, each work group should have a draft curriculum ready to present to the council. By June of 1998 the curriculum should be reworked and ready for outside review by groups such as the School Board Association, School District Directors Association, Teaching Associations, and Principal's Associations. The outside review should be finished by August of 1998 and then the curriculum should be ready to submit to the Legislative Fiscal Office by September of 1998. The finished curriculum should be ready by October of 1998. Explains age designations for the work groups.

184 Speaker Lundquist Expresses his encouragement and excitement about the group. (Due to technical difficulties, comments from the Speaker are inaudible.)

210 Hellen Discusses how tobacco issues will be reviewed by the council. Describes the coordinating of the funding streams and what funds are earmarked for schools.

233 Suggests that each work group have **a sub-chair that will be responsible**

for council presentations. Explains that each work group will have to review current curriculum related to their grade levels and offer perspective on what works and doesn't work in current prevention programs. Offers definitions of terms discussed by the council. Asks for discussion about dividing into age-related work groups.

279 Ken Dalton Volunteers to be involved with grades 10-12.

285 Judy Miller (Due to technical difficulties, much of Ms. Miller's comments are inaudible.)

324 Marilyn Richen Expresses support for Ms. Miller's definition of the council's task. Encourages the council to set high expectations and standards for the programs.

339 Miller (Due to technical difficulties, much of Ms. Miller's comments are inaudible.) Suggests that studying programs by grade level is difficult. Indicates that a spiral curriculum is more current than age or grade level curriculum.

373 Margie Hunt Comments that the Speaker is looking for a **recommended curriculum** that can be adopted and used by the Department of Education. States that the council is expected to find a suitable curriculum for all grade levels.

TAPE 7, A

007 Vice-Chair Watson Asks for clarification on what the Speaker wants in terms of curriculum.

011 Hunt Explains that the final curriculum should be an expanded version of

what is before the council now.

014 Vice-Chair Watson Indicates that there is some confusion about what is expected of the council.

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017 Hunt States that the Speaker is looking for a specific curriculum.

Indicates

that there are many models to choose from, so the ideal situation would

be to pull parts from the best prevention programs.

025 Diane Elliot, M.D. Suggests that the council create a menu of curricula. A school could

then choose a curriculum that would better suit them.

028 Hunt Speaks of a series of lesson plans within the curriculum, developed by

the Department of Education.

041 Mike McCallum Agrees that there is plenty of curricula to choose from. Suggests that

the missing pieces are initial assessments, implementation, and evaluation. Indicates that the council should not focus on

curriculum

development.

055 Vice-Chair Watson Agrees that the council recognizes that curricula is available.

Suggests

that the Speaker needs to understand that more focus needs to be placed

on implementing programs. Expresses the need to train instructors such

that when they teach the subject it will be absorbed by students in a

meaningful manner.

080 Continues to express the importance of properly implementing prevention programs. Suggests that the council focus on finding more funding for implementation. **Comments that the money needs to be put** towards the training of teachers.

110 Vice-Chair Watson States that the best curriculum is meaningless unless properly trained instructors can convey the subject matter.

128 Cletus Moore Comments on the division of grade levels explains that a continuum might be more effective so that grade levels can integrate with each other. Suggests that the council focus on assessment, implementation, and evaluation.

139 Hellen Understands the need for continuum of curricula but explains that the

council must divide the workload due to its immensity. Asks for suggestions as to how to tackle the project more effectively.

168 McCallum Suggests formations of different subcommittees. Encourages the council to focus on studying assessment, formulation, implementation, and evaluation of prevention programs.

185 Moore Clarifies that the intent is for subcommittees to review the State curriculum and return to the next meeting with overview statements.

187 Hellen Agrees that was the original intent, but suggests that there is enough

support to study it in a spiral manner instead.

198 Dalton Explains that looking at prevention rather than intervention is a way of looking at issues from a different perspective.

208 Hellen Suggests that the council is now steering away from a focus on curriculum.

222 Vice-Chair Watson Understands that the council does not support studying the curriculum by grade break down. Suggests that the council be broken into the four areas of study: assessment, formulation, implementation, and evaluation.

Asks for members to attach themselves to one of the four areas and

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arrive at the next meeting ready to volunteer.

258 Richen Expresses concern that the council can't discuss options with the Speaker. Asks if the final decision on process can wait until there is

contact with the Speaker. Describes her interest in implementation.

Expresses the importance of understanding existing curriculum.

288 Dalton Asks for more information on the "Oregon Experience".

327 Hellen Asks if information will be provided as to what types of programs are

being used in Oregon and how widespread the use is.

330 Miller Explains the implementation of school reform.

337 Hellen Explains that statutorily, school districts were to report back to the

Department of Education about effectiveness of particular programs.

345 Miller (Due to technical difficulties, much of Ms. Miller's **comments are**

inaudible.) Explains that districts do submit plans that are approved by

the Department of Education. Indicates that she has samples of district

plans that can be made available to the council.

358 Quinn Indicates that the issue needs awareness raising. Explains that drug

problems are increasing, yet they are lacking attention.

378 Moore Tables the discussion on work groups and suggests that during the next

meeting there be an overview of the current curriculum.

391 Hunt Comments that the Speaker doesn't want time to be wasted.

Suggests

that work groups make good sense.

417 Granger Understands the Speaker's concern, and states that the council has a

responsibility to research the information thoroughly.

439 Vice-Chair Watson Explains that teaching and writing curriculum are two different activities

and the council needs to digest each action thoroughly.

Encourages the

council to review the presented curriculum.

**TAPE 8, A**

**011 Moore MOTION: Moves that the council table discussion about work groups so that council members may first review materials and then create four work groups.**

018 Hellen Verifies that with the motion, members can express interest in what

work groups they would like to participate on.

020 Moore Answers affirmatively.

027 Vice-Chair Watson Verifies that if the actions proposed are not effective, the council can

form new committees.

034 Granger Explains that people will be assigned to work groups at the next meeting

if they do not choose one themselves.

**046 Vice-Chair Watson Hearing no objections, declares the motion CARRIED.**

050 Vice-Chair Watson Concludes the discussion on the Calendar Work Group.

Introduces

discussion on Other Orders of Business.

### **OTHER ORDERS OF BUSINESS**

055 Vice-Chair Watson Asks for nominations for a council member that is a teacher.

for nominations for a council member that is a teacher.

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060 John Hellen Indicates that the representation of minorities on the council is not as

good as it can be. Suggests that possibly a rural, Hispanic teacher be

considered for inclusion on the council. Asks council members to have

nominations submitted as soon as possible to the Speaker's Office so

that an appointment can be made before the next meeting.

076 Brian Quinn Nominates Michael Sweeney from Lincoln High School.

083 Vice-Chair Watson Discusses times for the next meeting.

095 Vice-Chair Watson Adjourns the meeting at 8:40 p.m.

Submitted By, Reviewed By,

Marjorie Taylor, // John Hellen,

Administrative Support ~ Administrator

EXHIBIT SUMMARY

- A - Speaker's Council on Youth Abuse of Drugs and Alcohol, Written materials, John Hellen, 9 pp.**
- B - Speaker's Council on Youth Abuse of Drugs and Alcohol, K-12 Lesson Guide: Oregon Alcohol and Drug Abuse Prevention Education, John Hellen, 778 pp. (oversized exhibit)**
- C - Speaker's Council on Youth Abuse of Drugs and Alcohol, Written materials, Marilyn Richen, 10 pp.**

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