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ABSTRACT

This resource guide for teachers of preschool children offers information about substance abuse and its prevention. Included are facts and figures, and the names, addresses, and telephone numbers of three resource organizations, groups and programs that focus on preschool children. Annotated bibliographic references to prevention materials include information on the source organization, publication date, format, length, context, topic, mode of delivery, target audience, setting, language, readability, and availability. The announcements of studies, articles, and reports, both governmental and nongovernmental, also include an annotation or abstract. (RH)

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Office for Substance Abuse Prevention

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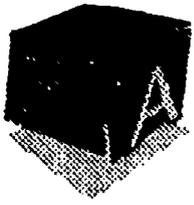
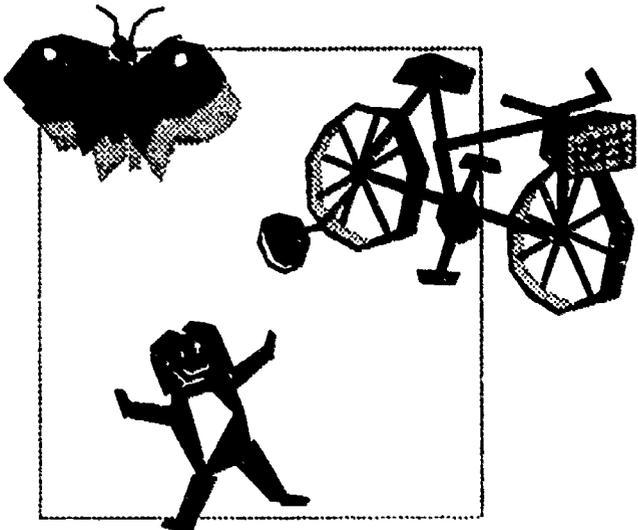
PREVENTION RESOURCE GUIDE

PRESCHOOL CHILDREN

December 1990

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This OSAP Prevention Resource Guide was compiled from a variety of publications and databases and represents the most currently available information to date. This Guide will be updated regularly, and your comments or suggestions are welcome. To suggest information or materials that might be included in updated editions, please write to the National Clearinghouse for Alcohol and Drug Information (NCADI), P.O. Box 2345, Rockville, MD 20852. The listing of materials or programs in this Resource Guide does not constitute or imply endorsement by the Office for Substance Abuse Prevention, the Public Health Service, or the Department of Health and Human Services. The materials have been reviewed for accuracy, appropriateness, and conformance with public health principles.



PS 019788



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Public Health Service
Alcohol, Drug Abuse, and Mental Health Administration



Produced by the National Clearinghouse for Alcohol and Drug Information, a service of the Office for Substance Abuse Prevention; Paula Stauffer, staff writer.
For further information on alcohol and other drugs, call 1-800-SAY-NO-TO (DRUGS) or 1-800-729-6686.

Facts & Figures on Preschool Children

- ✓ About 18 million children in the United States are under the age of 5.¹
- ✓ Roughly 20 percent of our Nation's children live in poverty—45 percent of Black children; 40 percent of Hispanic children; and 15 percent of White children.²
- ✓ More and more children do not live with both parents in the home.

Percentage of Children Not Living With Both Parents³

Ethnicity	Mother Only	Father Only	Neither Parent
White	16.1	2.6	2.2
Black	50.4	2.5	7.0
Hispanic	27.7	2.8	4.0

- ✓ Forty-three percent of children live with siblings in their home.⁴
- ✓ Children often follow the example set by parents when faced with the decision to use alcohol and other drugs.⁵
- ✓ Sons of alcoholic fathers are four times more likely to become alcoholic than are sons of nonalcoholic fathers.⁶

- ✓ Daughters of alcoholic mothers are three times more likely to become alcoholic than are daughters of nonalcoholic mothers.⁷
- ✓ Children who turn to more potent drugs usually do so after first using cigarettes and alcohol, and then marijuana.⁸
- ✓ Over half of all American children aged 3 to 5 years attend nursery school or kindergarten. There is little difference between enrollment rates for White and Black children.⁹
- ✓ Youngsters feel pressure to use alcohol and other drugs at increasingly early ages. The percentage of children using drugs by the sixth grade has tripled since 1975.¹⁰
- ✓ Television and movies have the greatest influence on making drugs attractive to children aged 9 to 12 years. The second greatest influence is other children.¹¹
- ✓ Three-fourths of eighth-grade students have tried alcohol; of these, 55 percent report first trying it by sixth grade.¹²

✓ Fifteen percent of eighth-grade students say they have tried marijuana, and 44 percent of these same students first used marijuana in sixth grade.¹³

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1. Bureau of the Census, *Statistical Abstracts of the United States*, 1989, Table 13, 1987 data.
 2. *Ibid.*, Table 738.
 3. *Ibid.*, Table 52.
 4. *Ibid.*, Table 69.
 5. Amatetti, S.K., "Chapter 2: A Systems Approach to Alcohol and Other Drug Use and Implications for Prevention," *Prevention Plus II: Tools for Creating and Sustaining Drug-Free Communities*, 1989, p. 26.
 6. Woodside, M.G., "Children of Alcoholics: Helping a Vulnerable Group," *Public Health Reports*, Vol. 103, No. 6, 1988, p. 643.
 7. *Ibid.*
 8. Cavazos, L.F., "Children and Drugs; How Drug Use Develops," *What Works: Schools Without Drugs*, U.S. Department of Education, 1989, p. 7.
 9. Bureau of the Census, *op. cit.*, Table 209, 1986 data.
 10. Cavazos, *op. cit.*, p. 5.
 11. *Ibid.*, p. 7
 12. Silverman, M.M., "The Integration of Problem and Prevention Perspectives: Mental Disorders Associated with Alcohol and Drug Use," *Prevention of Mental Disorders, Alcohol and Other Drug Use in Children and Adolescents: OSAP Monograph 2*, 1989, p. 8.
 13. *Ibid.*, p. 8.

Prevention Materials for Preschool Children

The materials listed in OSAP's Prevention Resource Guides have been reviewed for scientific accuracy based on the latest available scientific findings; appropriateness for the target audience as described by the developers of the materials; and conformance to public health principles and related policies. The underlying guidelines used for the review of materials are first and foremost based on the principle of "do no harm." All materials contain a clear non-use (of nicotine, alcohol, and other drugs) message for youth. *The listing of these materials, however, does not imply Government endorsement or approval of the message(s) or material(s).*

The Goody Pie Kids

Sarah Berry and Ann Berry

Organization: The Goody Pie Kids, 7601-H
Sudley Road, Suite 734, Manassas, VA
22110; 703-368-8764

Publication Date: 1987

Format(s): Communications Package

Length: 60 Minutes

Context(s): Part of a Packet/Program

Topic(s): Alcohol/Drugs

Mode of Delivery: Instructor-Led

Target Audience: Community Service
Groups, Elementary Youth, and Preschool

Setting(s): Community Organization, School

Language(s): English

Readability: Low Literacy

Availability: The coloring book, audiotape,
Goody Pie Kid test, poster, dolls, and text
are available free on a limited basis.

The text of this presentation warns children about the negative effects of alcohol and other drugs. It shows children how to behave in positive ways and deals with safety topics. As part of the presentation, children can

deliver different positive messages to peers. Books, videos, and dolls also can be obtained through this organization.

The Early Years - Substance Abuse Prevention Education

Catherine Steele, EdD

Organization: Catherine Steele, Substance
Abuse Prevention Education Program,
Department of Mental Health, Rensselaer
County Office Building, Troy, NY 12180;
518-270-2800

Year: 1989

Format(s): Curriculum

Length: 62 Pages

Context(s): Stands Alone

Content: Teaching Objectives

Topic(s): Prevention

Mode of Delivery: Instructor-Led

Target Audience: Educators and Preschool

Setting(s): School

Language(s): English

Readability: Average

Availability: Payment Required: \$15

This curriculum is designed around four prevention themes: self awareness, decisionmaking, healthy living, and communication. The curriculum involves teaching language development, social living, creative expression, health, and sciences.

The Foundations Curriculum

Organization: Saint Vincent College
Prevention Projects
Publication Date: 1989
Sponsor/Endorser: Office for Substance
Abuse Prevention
Format(s): Curriculum
Length: 40 Sessions
Context(s): Stands Alone
Content: Learning Activities and Teaching
Objectives
Topic(s): Alcohol/Drugs and Prevention
Mode of Delivery: Instructor-Led
Target Audience: Educators of Preschool
Children
Setting(s): School
Language(s): English
Readability: Fairly Difficult
Availability: Attention: Diane D. Scanlon,
Program Coordinator, Prevention
Projects, Saint Vincent College, Latrobe,
PA 15650; 412-539-9761. Payment
Required: \$550 for complete kit; \$350 for
mini kit; \$80 for guide book.

This curriculum is a preschool drug and alcohol prevention program for 3-, 4-, and 5-year-old children. It focuses on developing positive life skills, touching on areas such as independence, self concept, coping, relationships, decision-making, and alcohol and other drug prevention. It includes a resource and curriculum bibliography. The curriculum contains illustrations of medicines but with a clear no-use message.

Feelings, Body Changes & Stress. A Curriculum For Preschoolers On Stress Education

Organization: Pre-School Stress Relief
Program, P.O. Box 42481, Atlanta, GA
30331; 404-344-2021
Year: 1988
Format(s): Curriculum
Length: 6 Sessions
Context(s): Part of a Packet/Program
Topic(s): Prevention
Mode of Delivery: Instructor-Led
Target Audience: Educators of Preschool
Children
Setting(s): School
Language(s): English
Readability: Average
Availability: Payment Required: \$350 for
complete kit; \$150 for mini kit

This prevention project enables teachers to instruct high-risk preschoolers in developing positive coping skills for stress reduction in their lives. High-risk children are the primary target population. There is no specific alcohol and drug content. The entire kit includes a curriculum manual, puppet videos (set of three), a poster, coloring book, song cassette, 11 puppets, and Copee Bear stickers.

A Story About Feelings

Organization: Johnson Institute, 7151 Metro
Boulevard, Minneapolis, MN 55436;
612-341-0435
Year: 1984
Format(s): Coloring Book
Length: 20 Pages
Context(s): Stands Alone and Part of a
Packet/Program
Topic(s): Alcohol/Drugs, Prevention, and
Intervention/Treatment

Mode of Delivery: Self-Instructional
Target Audience: A/D Prevention
Professionals, Educators—Preschool - 3rd
Grade, and Parents—Ages 4 to 8
Setting(s): School
Language(s): English
Readability: Easy
Availability: Copyrighted—Owned by
Johnson Institute, Inc.; Payment Required:
\$1.50

This coloring book can be used itself or as an enhancement to the film "A Story About Feelings." The progression of chemical dependency is shown.

Purple Turtles Say No, No To Drugs

Gilson Henry

Organization: Purple Turtle Books, Inc., 400
Dayton Street, Suite B, Edmonds, WA
98020; 206-775-8777

Year: 1987

Format(s): Book

Length: 22 Pages

Context(s): Stands Alone

Topic(s): Alcohol/Drugs and Prevention

Mode of Delivery: Self-Instructional

Target Audience: Preschool

Setting(s): Home, School

Language(s): English

Readability: Low Literacy

Availability: Payment Required: \$3.95 for
single copies; discounted for larger
quantities

This illustrated story book teaches young children to say "no" to drugs. The difference between "good" drugs administered by doctors and "bad" drugs is explained.

Drug Education Curriculum - Kindergarten

Organization: New York State Education
Office, Publications, Room #171, 89
Washington Avenue, Albany, NY 12234;
518-474-3806.

Year: 1981

Format(s): Curriculum

Context(s): Stands Alone and Part of a
Packet/Program

Topic(s): Alcohol/Drugs and Prevention

Mode of Delivery: Instructor-Led

Target Audience: Alcohol and Drug
Prevention Professionals and
Kindergarten Educators

Setting(s): School

Language(s): English

Availability: Payment Required: \$1

This curriculum is a self-teaching and reference document, as well as a teaching guide. Included are background information, descriptions of teaching methods, sequential grade-level curriculum, suggestions for evaluation, and ideas for community resources. No specific mention of alcohol or other drugs is made for this age group.

Early Beginnings. An Early Years Substance Abuse Prevention Curriculum for Infants, Toddlers 'N Twos

Catherine Steele, EdD

Organization: Catherine Steele, Substance
Abuse Prevention Education Program,
Department of Mental Health, Rensselaer
County Department of Mental Health,
Troy, NY 12180; 518-270-2800

Year: 1989

Format(s): Curriculum

Length: 54 Pages

Context(s): Stands Alone

Topic(s): Prevention

Mode of Delivery: Instructor-Led

**Target Audience: Educators and Parents of
Preschool Children, Preschool Children**

Setting(s): School

Language(s): English

Readability: Average

**Availability: Payment Required: \$12 for
curriculum guide.**

This program for children aged 3 months to 3 years provides appropriate and field-tested activities in the key prevention areas of self awareness, social skills of problem solving and communication, and healthy living. The guide includes many specific age-appropriate activities. Training is available on request for a negotiable fee.

Studies, Articles, & Reports on Preschool Children

Government Publications and Journal Articles

Prevention Plus II: Tools for Creating and Sustaining Drug-Free Communities

Amatetti, S.K.

Rockville, MD: Office for Substance Abuse Prevention, 1989. (National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20852.)

This comprehensive book emphasizes using a coordinated approach to provide community prevention activities for youth. Geared for community leaders, it gives a framework for integrating prevention messages and activities throughout the community.

Prevention of Mental Disorders, Alcohol and Other Drug Use in Children and Adolescents: OSAP Prevention Monograph 2

Shaffer, D.; Philips, I.; and Enzer, N.B.

Rockville, MD: Office for Substance Abuse Prevention, 1989. (National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20852.)

This monograph defines the knowledge base of prevention and intervention in child and adolescent psychiatric illnesses. Chapters examine alcohol and other drug problems, learning disabilities, conduct disorders, public policy, psychiatric disorders in parents, chronic illness, stress disorders, and suicide.

Children of Alcoholics: Helping a Vulnerable Group

Public Health Reports 103(6):643-648, 1988. (Children of Alcoholics Foundation, 31st Floor, 200 Park Avenue, New York, NY 10166.)

There are 28 million children of alcoholics in the United States. They are more likely than others to suffer from alcoholism and a wide range of physical, emotional, and mental health problems. It is probable that an inherited predisposition exists for the disease of alcoholism. Most children of alcoholics do not become alcoholic, but they are at increased risk for many other health problems. Children of alcoholics are more likely to have problems in school and to abuse alcohol and other drugs. Clinical findings show that life in an alcoholic family is often characterized by pain, guilt, fear, tension, and insecurity. Because alcoholism is a family secret, children rarely seek help, even as adults. 24 Ref.

What Works: Schools Without Drugs

Cavazos, L.F.

Washington, DC: U.S. Department of Education, 1989. (National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20852.)

This book features the latest information about drugs and their effects as well as examples of school-based programs that have successfully combatted student drug use. It describes how drug use develops, the extent of alcohol and other drug use, and what parents can do to instill responsibility in their children.

BABES and Puppets Helping Children: Myth Mary and Early Bird Teach Prevention

Abbott, S.

Alcoholism and Addiction 8(2):17, 1987.
(Reprints available from the publisher.)

The development of the Beginning Alcohol and Addictions Basic Education Studies (BABES) program is described. Seven puppet characters were developed: Buttons and Bows McKitty, brother and sister kittens whose parents may be alcoholics or other drug-dependent persons; Myth Mary, a squirrel who repeats everything she hears without knowing whether it is factual or appropriate; Early Bird, who gives early warning signals regarding self-defeating behaviors, wrong decisions, and erroneous beliefs about alcohol and other drugs; Donovan Dignity, a wise owl who corrects Myth Mary and gives straight information and helpful suggestions; Recovering Reggie, a dog who is a recovering cross-addicted alcoholic who tells about his disease, his

recovery, and behaviors that will help prevent addiction; and Rhonda Rabbit, an abused child who lives in a home with cross-addicted adults, and who demonstrates how to cope. Some of the stories developed for the BABES program deal with self-image and feelings, decisionmaking and peer pressure, coping skills, alcohol and other drug information, and getting help. So far, BABES has reached more than 1 million children and is growing daily, not only in the United States but also in Canada, Australia, South Africa, and Switzerland. Also, the U.S. Armed Forces uses the program in several European countries.

Alcohol and the Young Child

Bradford, D.E.

Alcohol and Alcoholism 19(2):173-175, 1984.

With the increasing availability of all forms of alcohol, an outbreak of alcohol-related problems in children is a likely outcome. Reports occur occasionally of alcohol being given deliberately to infants to quiet them, but alcohol poisoning in the slightly older child is not uncommon. The introduction of child-proof containers has altered poisoning figures recently. However, alcohol poisoning tends to occur at ages 3 and 4, that is, about 2 years after the peak of all poisonings in children. This difference may be an indication that alcohol is taken in imitation of parents' drinking, a suggestion that has some support from reported cases of mouthwash poisoning. Holidays, weddings, and other occasions where alcohol is served and children are present are potentially dangerous periods. Although alcohol poisoning can be fatal, it is relatively easily managed if recog-

nized; every child with the slightest degree of drowsiness should be tested for blood alcohol. The prevention of alcohol poisoning in the young child consists of protecting the alcohol by lock and key and by not drinking or gargling in front of children. Many substances such as mouthwash and perfume should also be kept out of reach of children. If actual poisoning has occurred, the level of blood sugar is probably more important than the level of blood ethanol. Blood sugar levels should be monitored frequently and the child treated with glucose, preferably intravenously. 15 Ref.

Other Publications

Awareness of Substance Abuse and Other Health-Related Behaviors Among Preschool Children

Tennant, F.S.

In *Drug Abuse*, 142-151. (Baywood Publishing Company, Inc., 120 Marine Street, P.O. Box D, Farmingdale, NY 11735.)

Community Solutions: A Regional Conference to Prevent Substance Abuse Among Youth

Hawkins, J.D.

Proceedings, Denver, April 5-7, 1987. (Colorado Alcohol & Drug Abuse Division, 4210 East 11th Avenue, Denver, CO 80220.)

It is contended that, to be effective, prevention must address risk factors for drug abuse. Factors that increase risk for adolescent drug abuse are outlined. Existing approaches for prevention are discussed briefly, including deterrence strategies, social skills training, drug information dissemination, healthy alternatives to drug use, and changing social norms. Promising risk-focused approaches include preschool programs, programs for parents of elementary students, instructional improvement for teachers, and peer-focused strategies to increase bonding to prosocial peers.

Effects of Public Service Announcements on Young Viewers

Atkin, C.K.

Annual Conference of Midwest Association for Public Opinion Research, Chicago, 1978. (Reproduced in the Media Campaign Handbook: Volume 1. Rockville, MD: Office for Substance Abuse Prevention, 1988.)

This paper reports the findings from two experiments and two surveys that examined the impact of public service announcements (PSAs) on children. The PSAs dealt with nutrition, smoking, safety, and pollution. In one experiment, 400 children (grades 2-5) were randomly divided into two groups that viewed a cartoon program with two different messages inserted: sugar consumption causes cavities and loss of teeth, and an unrelated message (control group). The experimental group often felt that sugar was not good and worried more about cavities and tooth loss than the controls (especially younger subjects). In another experiment, 500 preschool and elementary children viewed a PSA on littering and

then were offered a piece of wrapped candy; their disposal of the wrapper was unobtrusively observed. The non-exposed group was more likely to litter. Younger children were most influenced by the message. Two surveys examined the relationship between exposure to anti-pollution PSAs and attitudes and behaviors. A survey of 738 preschool and elementary school children showed a positive association between attitude and TV exposure, especially in the younger children. Another survey of 775 preadolescents showed that attention to anti-littering PSAs was moderately correlated with non-littering behavior. The same two surveys asked about incidence of seatbelt behavior with similar results. The survey of preadolescents also measured attention to anti-smoking PSAs. This was related to beliefs about the health risk of smoking and intention not to smoke. This indicates that PSAs, even those not targeted to youth, have a positive impact on children, especially at younger age levels. The influence occurs despite the tendency for children to already hold the appropriate beliefs and attitudes based on primary socialization sources; television probably serves to reinforce these beliefs. 12 Ref.

Parents and Children Getting a Head Start Against Drugs

Oyemade, U.J.

Fact Sheet, 1989. (National Head Start Association, 1309 King Street, Suite 200, Alexandria, VA 22314.)

This fact sheet describes an early childhood Head Start curriculum on substance abuse prevention. The curriculum, designed for both parents and children, includes information on drug use, risk factors, drugs in the com-

munity, health issues, peer pressure, family management skills, and development of support networks. The target populations are Black and Hispanic children who are enrolled in the Head Start program and their parents. The parent curriculum employs a skills development approach. The ten sessions include lectures, discussions, role playing, self-assessment, and puppet construction. The children's curriculum is integrated into the regular Head Start classroom curriculum and includes playing games, coloring, and singing. The curriculum was evaluated by assessing the knowledge, values, attitudes, self-esteem, stress, and other factors of experimental and control groups. These results are not yet available, but the developers have found teachers, parents, and children to be responsive to the need for drug prevention at the early childhood level.

Substance Abuse Prevention with Preschool Children

Hahn, E., and Papazian, K.

Journal of Community Health Nursing 4(3): 165-170, 1987. (Ellen Hahn, Ball State University-School of Nursing, Community Health Nursing, Muncie, IN 47306.)

A review of the literature supports the need for substance abuse prevention programs for preschool children. Because children are experimenting with drugs at an earlier age, preschool children need to learn effective life skills that will prepare them to cope with the pressures they may encounter later to use drugs. According to theories of human development and social learning, attitudes are formed in the preschool years that reflect a combination of the child's perceptions and his or her home environment. Multiple predictors

of substance use may be established in early childhood. Prevention programs based on these predictors of substance use and social learning theory can be designed for preschool children.

Reducing the Casualties of Early Life: A Preventive Orientation

Hamburg, D.A.

Carnegie Corporation of New York, Annual Report, 1985. (Avery Russell, Director of Publications, 437 Madison Avenue, New York, NY 10022.)

Children's problems (a series of problems in chronological order from conception through early adolescence) are examined and ways are suggested in which modern science, technology, and social organizations can reduce the casualties. The report focuses on the prenatal period, the first few years of life, and early adolescence. Also discussed are prenatal care, immunizations, family support programs, preschool education and child care, injury prevention, prevention of alcohol and drug abuse, school and community education, prevention of school-age pregnancy, and reducing attrition and improving achievement in junior high schools.

Look at Changed Lives

Benard, B.

Prevention Forum 5(4):3-6, 1985. (Reprints available from the publisher.)

Based on the results of a study of the Perry Preschool Project (PPP) in Ypsilanti, Michigan, a rationale is provided for relating this type of early preventive intervention to substance abuse preven-

tion. Although the study did not measure substance abuse as an outcome, the PPP shows the importance of early intervention at the preschool level. The program also illustrates the importance of comprehensive, integrated prevention planning combined with a cost-benefit analysis and a careful marketing strategy. 11 Ref.

Early On Prevention Program

McCarthy, M.

National Council on Alcoholism Forum, Houston, April 16, 1983.

The Early On Prevention Program of the Des Moines Area National Council on Alcoholism and Other Drug Dependencies (NCA) is described. This program is targeted toward young children, three to six years of age, in day care and preschools, and includes the children's teachers and parents. By planning specific training as needed for each agency or school, NCA is attempting to alleviate some of the risk factors that might lead children into alcohol and other drug use and addiction as adolescents. Research is cited in a discussion of the problems encountered by children as they pass through developmental stages, and first grade antecedents or risk factors of teenage drug use are enumerated. These factors include characteristics that identify high-risk adolescents who might abuse chemical substances. The NCA feels that this program is extremely important to the lives of very young children, their parents and teachers; it helps to eliminate the risk factors of chemical abuse and/or dependency through skill building and raising awareness.

Weekly Reader: National Survey on Drugs and Drinking

Borton, T., and Johnson, L.

Middletown, CT: Field Publications, Spring 1987.

The 1987 Weekly Reader Drugs and Drinking Survey was conducted during the week of January 19-23. A sample of 5,450 teacher summary forms was randomly selected for processing. Each teacher form represents roughly 25 students, for a total sample of 136,000 students (grades 4-6). Results were compared with those of a 1983 survey of students' knowledge, attitudes, and beliefs regarding alcohol and other drugs. The school is the primary source of information about drinking and drugs in 1987; the role of television, movies, and family decreased as the primary source of information. The percentage of students who identified marijuana as a drug was overwhelming; the percentage who identified cigarettes and alcohol as drugs represented a major increase. Youth use drugs/alcohol primarily to fit in. Perceived peer pressure dropped for marijuana but pressure to try beer, wine, or liquor remained high and show a steady increase through the grades. Glamorization of drugs and alcohol came from television and movies and also from other children. Students see wine, beer, or liquor as much less harmful than marijuana or cocaine. The percentage of students who report use of alcohol rises sharply as the grade level increases. Students also responded to questions regarding prevention strategies used by schools, parents, media, and by students themselves.

Groups, Organizations, & Programs on Preschool Children

**Beginning Alcohol and Addiction
Basic Education Studies (BABES)**
17730 Northland Park Court
Southfield, MI 48075
313-443-1676,
800-54-BABES [800-542-2237]

**National Black Child Development
Institute (NBCDI)**
463 Rhode Island Avenue, NW
Washington, DC 20005
202-387-1281
Contact: Executive Director

National Head Start Program
1220 King Street, Suite 200
Alexandria, VA 22314
703-739-0875

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