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This is a Searchlight Plus document, an informational analysis paper based on a computer search of the ERIC database from 1966 through November 1985 and on pertinent outside resources. This paper reviews, analyzes, and interprets the literature on the topic of substance abuse prevention in schools and points out the implications of the information for human services professionals. The problems of alcohol and drug abuse among young people are discussed. It is noted that, while drug abuse by youth is declining, drinking and driving is the leading cause of death in the United States for young people. The rationale of substance abuse prevention programs as well as their components, planning, and implementation are discussed. Included in this discussion are extensive references to relevant ERIC sources. A resource list of agencies involved in substance abuse prevention is given. Sixty-four pages of computer search from the ERIC database with complete bibliographic citations are included.

(Author/ABL)
Substance Abuse Prevention In the Schools

Laurie L. Lachance

Searchlight
Relevant Resources in High Interest Areas

plus
SUBSTANCE ABUSE PREVENTION
IN THE SCHOOLS

Laurie L. Lachance

Searchlight Plus: Relevant Resources
In High Interest Areas

AN INFORMATION ANALYSIS PAPER
Based on a computer search of the ERIC database
November 1966 through November 1985

EDUCATIONAL RESOURCES INFORMATION CENTER
COUNSELING AND PERSONNEL SERVICES CLEARINGHOUSE
1985
INTRODUCTORY NOTE

A Searchlight Plus is an information analysis paper based on a computer search of the ERIC database from 1966 to the present and on pertinent outside resources. The paper reviews, analyzes and interprets the literature on a particular counseling topic and points out the implications of the information for human services professionals. The purpose of the Searchlight Plus is to alert readers to the wealth of information in the ERIC system and to create a product that helping professionals will find practical and useful in their own work.

Printed with the paper are selections from the computer search, including complete bibliographic citations with abstracts of ERIC journal articles and microfiche documents. Journal articles cited in the paper are identified by EJ numbers and may be read in full in the source journals. Microfiche documents are cited by ED numbers and may be read on site at more than 700 ERIC microfiche collections in the United States and abroad. Paper and microfiche reproductions are also available. Readers are invited to contact the ERIC Clearinghouse on Counseling and Personnel Services for details.
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Introduction: The Problem

The damage associated with alcohol and drug abuse is scattered throughout our society, but nowhere is the damage more evident than among young people. Each year, more than 8,000 teenagers and young adults are killed in alcohol-related driving accidents; another 40,000 are injured. Drinking and driving is the leading cause of death for the nation's young people (National Highway Traffic Safety Administration, 1984). Nevertheless, results from the latest University of Michigan Institute for Social Research annual study of some 17,000 American high school seniors reveal a gradual but steady decline in students' illicit drug use since 1980. (Johnston, Bachman, & O'Malley, 1977-84). Marijuana remained by far the most widely used illicit drug, but over the past seven years there has been a dramatic shift in American students' attitudes about this drug. Marijuana use is increasingly viewed as risky and unacceptable behavior by American youth.

This substantial decline in marijuana use is occurring despite continuing widespread availability of the drug, which may demonstrate that drug abuse can be dealt with effectively through reducing the demand for the drug, not just the supply. The decline in drug use among high school students is not confined to marijuana. There are also continuing gradual declines in the use of alcohol, stimulants, sedatives, and tranquilizers. The use of LSD continues a decline begun three or four years ago, while PCP use has remained at the low level it had reached after information about its unpredictable and dangerous effects became widespread. The use of heroin and other opiates remained stable between 1983 and 1984, although at somewhat lower levels than earlier years (Johnston, et al., 1977-84).
The use of cocaine, which had increased sharply among high school students between 1976 and 1979, has now leveled off, and an increasing number of students are beginning to see its use as dangerous. Still, usage rates are troublingly high. The declines mentioned above started from an inordinately high level of drug involvement among young people. It would be dangerously premature to think programs aimed at substance abuse education, prevention or treatment can be cut back (Johnston, et al., 1977-84).

Rationale for Substance Abuse Prevention

There are several realities within the framework of substance abuse. There is the reality that youths drink and use drugs, that some use these substances "heavily," and that some will become addicted (EJ 302 401, EJ 277 721). Solutions to these problems must be developed in many different settings. The family and the home are logical starting points. Community organizations are important, as are schools (NIADA, 1982; EJ 313 357, EJ 302 128, ED 236 509, ED 228 550-556, ED 208 315, ED 191 659).

It appears that school systems have taken two approaches to the problem. The disciplinary approach is concerned with appropriate behavior of school personnel confronted by drug abuse or drug peddling on school property. The pedagogical approach is concerned with education—with informing students about the effects of drugs and why they are used, and with facilitating the development of skills and attitudes that will enable young people to manage their lives without drugs (EJ 313 363, EJ 302 128, EJ 264 074, ED 236 509, ED 208 315). Thus, at one end of the policy spectrum, schools react to issues of supply control, law enforcement, punishment, intervention, and referral of students with drug problems. At the other end of the spectrum, schools take an active role in decreasing the demand for drugs (ED 236 509).

It is unrealistic to expect the schools alone to solve the drug abuse problem, since numerous outside factors also influence drug behavior (EJ 313 357, ED 236 509). Nevertheless, next to the family, the schools are the primary societal institution serving young people, and it is logical that schools assume some responsibility for alcohol and
drug abuse prevention (ED 208 315). Directly and indirectly, drug abuse undermines the traditional goals of education by disrupting the educational process (ED 236 509). Schools are a setting in which young peoples' behavior may be positively influenced in a number of ways. Teachers can be effective role models and facilitators of healthy development and growth. The school is also an ideal place in which to channel peer pressure toward positive, constructive norms. Any strategy to prevent the use and abuse of drugs must include schools (NIDA, 1982).

The concept of prevention has gained increasing legitimacy and validity over the years, and schools must continue to be a vital component of the prevention process. Prevention is particularly relevant in the current era of fiscal restraint, because if schools, together with families and communities, can help to prevent alcohol and drug abuse, costly treatment and other forms of care can be avoided. Equally important, young people can be helped to lead better, more productive lives (EJ 307 994, EJ 229 739, ED 221 607, ED 219 672).

This paper will not directly consider the problem of addiction or its causes. However, it is conceivable that the prevention strategies contained here may identify high-risk individuals, leading to early intervention and treatment.

Components of School-Based Prevention Programs

Many studies show no effects of drug education on drug use (EJ 264 074, EJ 240 033); a few studies show drug education reduces use (EJ 269 548, EJ 238 321), and other studies show use increases with drug education (EJ 266 085, EJ 229 735, ED 229 739, ED 205 851). During the 1960's and early 1970's some educators and professionals concerned about the drug problem leaned heavily on the use of scare tactics and similar kinds of information about the legal and medical consequences of drug use as a prevention strategy. One fallacy of relying entirely on information to prevent drug abuse is the underlying premise that information is the only factor governing an individual's decision to use drugs or not to use them (NIDA, 1982).
The informational approach assumes that, if young people know drugs are harmful, they will abstain. This approach, however, does not take several other important factors into account. One is the risk-taking patterns of adolescence. As adolescents experiment with independence and autonomy, they often find high-risk behavior attractive. Another factor is the implicit assumption that people of any age have complete control over their behavior, and that all they need to exercise such control is enough accurate information (NIDA, 1982; EJ 302 401).

As the 1960's progressed, some people in the drug abuse prevention field became disenchanted with the use of information as a preventive measure, to the extent that they completely avoided any mention of drugs in drug abuse prevention programs. This overreaction has since been balanced by the awareness that information about drugs, in combination with other prevention strategies, has some merit (EJ 302 128, EJ 269 548, ED 248 449, ED 208 315).

Today, most of the successful school-based alcohol and drug abuse prevention programs are predicated on the premise that a combination of straightforward, factual information and social skill development is needed for prevention programming to be effective. The basic framework on which many programs are based consists of the following three goals (ED 208 315):

1. Develop knowledge, understanding, and awareness about the use and misuse of substances by individuals.
2. Develop decision making skills (and an awareness of personal values) related to the use (and misuse) of mind altering substances.
3. Demonstrate responsible attitudes about the use of various chemical substances and appropriate alternatives to the use of mood altering substances.

School-based substance abuse programs also:

1. Create and/or reinforce positive behavior patterns before unhealthy or negative patterns, such as substance abuse, develop.
2. Satisfy human needs and place obstacles in the way of negative and unhealthy behaviors.
3. Promote alternatives to substance abuse and other forms of unhealthy and negative behavior.

The approaches described below are representative of most school-based prevention programs. Ideally, more than one methodology is employed (NIDA, 1982, 1984; EJ 313 357, EJ 307 994, EJ 261 096, ED 307 994, ED 250 599,
These descriptions should not be regarded as prescriptions for the "best" approach, but rather as guidelines or recommendations that can be weighed in relation to the needs and priorities of particular schools.

Information

Increasingly, prevention specialists recognize that young people need some information about drugs and alcohol, if only to counteract the myths perpetuated within peer groups (one of the most common, for example, is that marijuana is harmless). Effective prevention programs aim at presenting information about drugs and alcohol in a straightforward, objective, non-judgmental manner. Information is also included about the impact of advertising and the actual extent of drug and alcohol use.

Affective Education

Build Self-Concept/Self-Esteem. This refers to identification with viable role models, and skills of self-discipline, self-control, and self-assessment. Weaknesses in these areas express themselves as inability to cope with personal stresses and tensions, dishonesty with self, denial of self, and inability to defer gratification. Individuals with low self-esteem do not see themselves as similar to people whose attitudes, values and behaviors allow them to "survive" in their environment.

Develop Interpersonal Relationships. This refers to the ability to communicate, cooperate, negotiate, empathize, listen, and share. Weaknesses in these areas express themselves as dishonesty with others, lack of empathic awareness, resistance to feedback, and inability to share feelings, or give or receive love and help.

Learn Problem Solving Skills. This refers to the skills and attitudes necessary to work through problems and to believe that they can be solved through application of personal resources. When these skills are poorly developed, individuals believe that problems have been escaped if they cannot feel them anymore. They do not believe there is anything they can do about the present or future.
Strengthen Systems Skills. This refers to the ability to recognize the limits inherent in a situation (responsibility), and the ability to adapt behavior to a situation in order to get one's own needs met (adaptability). Weaknesses in these areas express themselves as irresponsibility, refusal to accept the consequences of one's behavior, and scapegoating.

Health Education Programs and Other Curricula

The focus of a substance abuse prevention curriculum should be the development of mentally, physically and socially healthy young people. Just as each school must analyze its own approach to intervention and discipline, it must also review the type and amount of prevention activity that occurs within its classrooms. Following are some basic considerations for the K-12 curriculum.

GRADERS K-3

Purpose: Promote and maintain good physical and mental health.

Recommended Goals:

- Learn respect for medicines and other potentially dangerous drugs.
- Find out about common medicines and how they are used.
- Realize that drugs used under a doctor's prescription for a definite illness are proper and beneficial.
- Develop the concept that unknown substances might produce psychological harm, including another person's medicine or pills or substances offered by friends or found somewhere.
- The primary developmental task during this period is learning to deal with others socially and cooperatively. Therefore, develop understandings of why people do what they do, how to set personal goals, and why respect for rules and laws is important.
- Learn constructive alternatives for handling anger, fear, frustration, anxiety, loneliness, jealousy and prejudice.
• Learn that an individual's actions affect and are of concern to others.

• Realize that there is always more than one choice available, that each choice has its advantages and disadvantages, and that each person must be ready to accept the consequences that go with the decision.

GRADES 4-6

Purpose: Students recognize that they are responsible for their own behavior and decisions.

Recommended Goals:

• Become aware of increased responsibility for one's own behavior and for the decisions governing future alcohol and drug use.

• Further develop concepts presented in earlier grades about mental health and life coping skills (these concepts include how emotions affect behavior, the interactions between feelings and thought processes, the relationship between emotions and body, and the effects of self-image on reactions to criticism, praise or prejudice).

• Develop the topics of learning to express feelings honestly and constructively, active listening, and group belonging and acceptance.

• Learn skills for successfully dealing with disapproval and rejection from significant others.

• Discuss motives for using and not using drugs. Students need to become familiar with the concepts of drug/alcohol use, abuse and dependence, and the prevention of substance abuse.

GRADES 7-9

Purpose: Students develop self-understanding and effective life coping skills.
Recommended Goals:

- Develop the concept that human behavior is a response to one's emotional, social, intellectual, moral or physical needs.

- Explore the roles of family, peers, and social institutions in influencing the individual's behavior and values. Discuss the personal and social controls on alcohol and drug use within this context.

- Present students with factual information about alcohol and drugs. The information should include discussions of known effects (good and bad).

- Foster students' understanding of social development, including learning to respect the rights and feelings of others, being dependable and reliable and assuming the responsibility of one's behavior. The ability to think and to make decisions as a member of a group is part of social development. How one's self-concept and values affect behavior in groups should be discussed. Peer pressure to use alcohol and drugs should be related to these aspects of social development.

GRADES 10-12

Purpose: Students understand that alcohol and drug abuse are social issues to which they as young adults must respond.

Recommended Goals:

- Introduce the concept of multiple determinants of alcohol and drug abuse.

- Discuss how values affect personal behaviors and styles of decision making and problem solving. Adolescents can understand some of the long-range consequences of the decisions they make.

- Examine decisions related to personal use or non-use of alcohol and drugs in relation to choice of lifestyle. Students should consider how a lifestyle which includes alcohol and drugs might infringe on the rights and welfare of others.

- Discuss parenting skills, including family problem solving and communication.
Present alternative ways for students to meet their needs and solve personal problems without using alcohol and drugs. Students need to see that these options exist.

Further develop factual information about alcohol and drugs presented in the earlier years. Present information about the effects and interactions of drugs (prescription and non-prescription) and alcohol on physical and mental condition.

Peer Resistance Groups

"Saying No" is a substance abuse prevention approach based on social-psychological theories which suggest that resistance to peer persuasion will be greater if young people have been able, in advance, to identify, understand, and practice reasons for not using drugs. The approach has been targeted to 6th, 7th, and 8th graders. These programs generally help students learn that the use of drugs is not nearly as common as they perceive, that "everybody" is not doing it, and that there are clear ways to say "no" when these substances are offered or made available. Specific techniques include role modeling, videotaped practice in saying "no," assertiveness training, public commitments not to use substances, and understanding advertising methods that promote drug and alcohol use. "Saying No" has become one of the most promising prevention approaches currently in use with young people.

Peer Counseling and Cross-Age Tutoring

Peer counseling and peer and cross-age tutoring and teaching are often introduced as components of a comprehensive drug abuse prevention program. For the peer counselors or tutors these programs can provide success experiences, cognitive learning, academic and personal growth, and emotional fulfillment. Programs such as these can also provide help to young people who are having problems, who are undergoing normal adolescent stresses and want to confide in someone, and who want to participate in school and community service activities. School administrators must be prepared to provide extensive support and guidance in order to ensure successful implementation of peer programs.
Student Assistance Programs

These programs can serve primary prevention purposes when set up for those who may be at high risk for developing drug, alcohol, and other problems, and can serve as an intervention tool with students who have already developed problems. Often modeled after Employee Assistance Programs (EAPs) in business and industry, they may use professional counselors to assist students in dealing with their problems. They also help students find needed services through referrals to local health and counseling agencies.

Alternatives Programs

Effective prevention programs try to provide young people with opportunities to become involved in stimulating, creative, growth-enhancing activities. These can include recreational alternatives, such as athletic programs, performing arts, and other extra-curricular pursuits. They can also include service programs, in which young people volunteer to assist people in need, and programs that offer skill-building work experience. Alternatives programs first identify unfulfilled needs in the target area, and then create non-drug means for fulfilling these needs. Alternatives programs should be voluntary, pleasurable, highly involving, and active. They should be planned for such individual, rather than for an entire group, stimulate commitment, and be incompatible with substance use.

This approach to prevention assumes that when individuals possess the knowledge, motivation and skills to lead active and meaningful lives, the attractiveness of psychoactive substance use is greatly reduced. The most promising alternatives to substance abuse provide:

1. Goals that require sustained effort for mastery.
2. Opportunities to acquire practical skills which can be used throughout life.
3. Valued service to others.

Systems-Oriented Programs

Often alcohol and drug abuse prevention programs address the systemic needs of such organizations as schools and community agencies. Organizational change may be a key to eliminating the negative aspects of the organi-
zational climate that are seen as contributing to alcohol and drug problems. For example, schools can set aside specific days to examine possibilities for school climate changes. Often schools have participated in community-wide coalitions to address serious community problems that have an impact on substance abuse. (Many programs exist that can be used to implement the strategies mentioned earlier. See Resource List and computer search for information on specific programs.)

**Program Planning**

A substance abuse prevention program should be comprehensive. It should not focus exclusively on one program approach or even one setting. It should link the home, the school, and the community in a unified approach that addresses the great variety of factors that have an impact on drug use and abuse among youth. It should support families as well as teachers and counselors, and provide information about drugs and health promotion, but it should also help to develop self-esteem, decision making skills, and coping skills. Ideally, developing such a comprehensive approach should be a program planner's long-range goal (ED 219 672, ED 208 315). Yet schools today are hard-pressed. Many schools will have trouble finding the resources to initiate even a modest drug abuse prevention program. One of the most important principles, therefore, is to start small and build on successful experiences. Success is most likely to follow when:

1. Parents and students are involved in program selection.
2. Teachers and counselors are involved because they want to be. They are not simply "assigned" to drug abuse prevention programs; instead they are committed to addressing the drug problem and are genuinely interested in trying out new methods.
3. Adequate opportunities for inservice training are provided. Most available programs require high-quality training and should not be attempted without it.
4. The school administration supports and encourages whatever program is selected.
Further guidelines for program planning include the following (EJ 265 552, EJ 261 096, EJ 229 744, ED 251 765, ED 236 443, ED 212 593, ED 208 315):

- The curriculum should be comprehensive in scope, starting at the kindergarten level and extending through grade twelve or through the highest grades covered in the school district.
- In all grades a prevention-oriented curriculum should be offered in conjunction with instruction on health and other relevant subject areas.
- Prevention-oriented activities should be scheduled throughout the year rather than in a short, concentrated unit; i.e., the "one-shot" approach should be avoided.
- The curriculum should emphasize attitudes and decision making (affective learning) as well as information (cognitive learning).
- Prevention-oriented classroom activities should emphasize the stresses and influences that are associated with environmental factors, such as peer pressure, urban living, affluence, inequality of opportunity, the availability of drugs and alcohol, and the social acceptability of illicit drugs created by advertising.
- The curriculum should provide for the specialized needs of the local community, including needs for cultural relevance and bilingual materials.
- Clearly stated objectives should be established for the total program and for each level of instruction.
- The curriculum should be developed through cooperative planning of the school site council, school personnel, the target population (where appropriate), parents, and community representatives.
- Provisions should be made for ongoing evaluation and program accountability.
- Demonstrations that focus exclusively on drugs and how they are used should be avoided, because these tend to make drugs attractive to the non-user.

If these relatively simple (yet demanding) principles are heeded, the chances are good that initial school-based substance abuse prevention programs will succeed and then lead to expanded and improved programs. Moreover, as drug abuse prevention specialists have recognized for many years, the payoff to schools will be not just in ameliorating the drug problem, but also in having an impact on many other forms of negative behavior (NIDA, 1982).
Program Implementation

For many new programs the key question is not how to implement, but whether the program will ever be implemented at all (ED 205 851). Implementation of substance abuse prevention programs includes three considerations: training, staff selection, and linkage with parents and the community.

Training

Many programs utilize inservice training for the staff involved. Some basic considerations for this type of training include (EJ 299 321, ED 208 315, ED 206 955, ED 206 954, ED 205 851):

- Inservice training programs should offer opportunities to gain understanding of current approaches and to develop knowledge and skills related to alcohol and drug abuse prevention.
- Inservice training programs should be offered on a continuing basis and not as a stop-gap attempt to solve the drug problem.
- When inservice training is not conducted during the regular school day, opportunities for providing training or extension credit should be explored.
- A team approach to inservice training is recommended. Teams may include the principal and parents, as well as teachers, counselors and other school staff. Inservice training that involves teachers and counselors working in isolation and without the support of the principal should be avoided.
- Training may be needed to make the school faculty aware of the nature, extent, and seriousness of the alcohol and drug problem in the school and community. Faculty members should also be provided with information about appropriate community agencies to which students with alcohol and drug problems or related problems may be referred.
- Whenever possible, prevention-oriented inservice training should be coordinated with other strategies designed to effect positive school change, such as staff development, human relations training, and the school improvement program.
In addition to inservice training, school programs may be able to take advantage of the regional alcohol and drug abuse training and resource centers operated by the U.S. Department of Education for local clusters of school personnel. School teams are chosen on the basis of a competitive application process. Further information is available from the regional centers (see Resource List and ED 230 873).

Staff Selection

In the selection of the school person to lead a substance abuse prevention program, the following characteristics should be sought:

1. Is perceived by students as approachable.
2. Communicates warmth and interest.
3. Is able to articulate students' concerns accurately.
4. Has empathy for growing children and adolescents.
5. Has capacity for sustained listening.
6. Is authentic and honest.
7. Is willing and able to work with community resources and agencies.
8. Has knowledge of current issues, information, and resources related to substance use and abuse.
9. Has a sense of humor.
10. Has flexibility and patience.

Only teachers or counselors who have completed appropriate inservice training should be assigned to alcohol and drug abuse prevention programs. Whenever feasible, newly hired staff should have at least one preservice course in health education covering the physiological, psychological, and sociological factors related to the use of tobacco, alcohol, narcotics, restricted dangerous drugs, and other substances, as well as current approaches to alcohol and drug abuse prevention. Because they are viewed by students as models, teachers and counselors chosen for prevention programs should be non-users of illicit drugs and circumspect in the use of alcohol in order to maintain credibility.
Linkages to Parents and the Community

Substance abuse is not an isolated problem confined exclusively to the schools. It is a community-wide problem, and the most effective school-based substance abuse prevention programs involve parents and other members of the community whenever possible (ED 191 659). Perhaps the schools are uniquely able to serve as catalysts for bringing communities together for a cooperative effort in a supportive environment. They begin by keeping the community informed about the nature of the program, why it is being introduced, and what it is expected to accomplish.

Developing community projects on drugs and alcohol involves many segments of the community--civic, youth and voluntary organizations, as well as professional and medical associations, industry, government and the media. A community task force can consider some of the following ideas for action (EJ 265 552, EJ 229 321, ED 217 328, ED 213 740, ED 208 315, ED 191 659):

**Youth Organizations.** Establishment of youth programs that emphasize drug and alcohol-free behavior is increasing. These organizations provide positive peer influence and drug- and alcohol-free social activities that many young people seek. Many of these groups focus on preventing drinking/drug-taking and driving fatalities.

**Social Policies, Laws, and Regulations.** Communities need to develop policies and norms that provide consistent messages about drugs and alcohol. This consistency requires considerable cooperation among parents, schools, law enforcement agencies, medical and other professional groups and the private sector, and should include adults as well as youth.

**Community-Based Counseling.** Community agencies may offer a range of services that include development of positive skills for living as well as early intervention and treatment. Often these services focus on a number of closely associated problem areas such as drug and alcohol abuse, truancy, poor school performance, depression and violence. Through their knowledge of community resources, counselors may refer students to other programs and resources.

"Channel One." This program provides a seven-step process for assessing community needs and involving youth in constructive community service projects. An important element in the program is the role of private sector
leadership. Many projects that result from the Channel One process are drug-specific (e.g., production of videotapes and drug information services), while others encourage community restoration and service projects. Information about this program is available through the National Clearinghouse for Drug Abuse Information (see Resource List).

Health Promotion. Many young people have developed health values which communities can capitalize on for prevention of drug, alcohol, and other problems. Many youths have a high regard for their bodies and can be interested in programs which promote healthy lifestyles that are incompatible with drug and alcohol use. Highlighting health promotion techniques is an increasingly popular form of community action.

Media. The media can contribute positively or negatively to attitudes, perceptions, and knowledge about drugs and alcohol. Local newspapers and radio and television stations can be encouraged to de-glamorize drug and alcohol use as well as to provide current and accurate information. Establishing good working relationships with the media can influence editorial policies and media coverage. Public service announcements can be another effective device for communicating positive health messages.

Networking. With many public and private community groups becoming involved in drug and alcohol abuse prevention, it is crucial for organizations to work together in order to develop consistent and comprehensive solutions. Effective local networks can be a means for making the most of available resources.

Parent Organizations. Parents should have the opportunity to learn as much about drugs as their children are learning, and to talk openly with teachers and counselors about the problems, strategies, and responsibilities involved in reacting to drug use by young people. Parents and families are often the hardest hit by drug and alcohol problems in the community. But they are also often the most dedicated activists. Some ways to organize and take action include the following (EJ 265 552, ED 217 328):

Parent Support Groups. These groups are formed by parents for parents. Through support groups, parents help one another as they cope with the drug and alcohol problem in their homes and neighborhoods. Parent groups often develop guidelines for acceptable behavior (e.g., establishing curfews), chaperone social events for teenagers, and help other parents supervise young people's activities to ensure that they are free of drug and alcohol use.
Parent Action Groups. Often growing out of parent support groups, parent action groups work with Federal, State, and local governments, schools, law enforcement agencies, and businesses to influence social policies regarding drug and alcohol use. Examples include modifying school drug and alcohol policies, demanding stricter enforcement of drug laws and stronger prosecution of offenders, raising the minimum purchase age for alcohol, and getting legislation and local ordinances passed that will safeguard children's health and well-being.

Family Life Skills Development. These strategies enable parents and children to communicate more effectively and learn personal and interpersonal skills. They are effective for both primary prevention and early intervention with drug and alcohol problems. Family life skills programs emphasize such important aspects of family health as positive role modeling and effective problem solving.

Parent Drug and Alcohol Education Programs. Through these programs parents learn about the pharmacology of drugs and alcohol and the harmful impact drugs and alcohol can have on one's health. Then, armed with this knowledge, parents can become influential partners with community prevention agencies concerned about drug and alcohol abuse by offering education courses and informational briefings in school or community settings.

Program Evaluation

With the diminishing funds at the Federal level and with greater emphasis placed on program effectiveness and program accountability, the funding or sponsoring agencies are increasingly obligated not only to review and evaluate the effectiveness of various prevention programs, but to compare the performances across numerous prevention agencies serving a particular area (EJ 307 994, EJ 274 002, EJ 269 548).

Every program is evaluable—some information is always available to indicate what is going on. The greatest power of evaluation will be realized if evaluation has a role from the first stages of program development. Regardless of when the evaluation takes place, feedback can enhance the chances of further growth and improved program effects.
Program development can be divided into five major phases: needs assessment, policy development, program design, program initiation, and program operation (French & Kaufman, 1981; ED 244 191). In this framework, the prevailing emphasis is on the information needs of administrators and the questions appropriate for each phase. The discussion below looks at the first three stages as planning phases and the last two as implementation phases.

Planning Phases

**Needs Assessment.** The initial phase of program development is establishing whether and to what extent a certain problem exists within a given sub-group in the community. For example, is there a growing substance abuse problem among a high school's student body? Once this information is obtained, a specific cause of the problem is postulated leading to the definition of a need for a specific process to overcome the problem. For example, if the problem is caused by a lack of organized activities involving high school students, then an alternatives program for high school youth would be proposed as a means of ameliorating the situation. If the problem is inaccurately measured, or the causal assumption is wrong, then the program may eventually be found ineffective. The administrator needs to have accurate information to confirm that the program is based upon the correct assumptions concerning the problem while the prevention program is still in the planning stage, rather than when the program is in full operation (EJ 305 145, EJ 286 327, ED 255 558).

The ideal: the problem assessment leads to the definition of need.

The frequent reality: the problem assessment is used to justify what somebody already believes.

**Policy Development.** During the second phase, the goals and specific objectives of the program are defined, based on the theory postulated in the previous phase. Many different factors, not all of which are internal to the program, need to be taken into account at this point. Financial resources, values, attitudes, and concerns of various individuals (policy-makers at the levels of program, local government, State and Federal government, staff, and potential program participants) need to be identified and their impact on program policy assessed.
Depending on the specific problem, goals and objectives may have to be limited in a realistic sense to fit the sociopolitical environment. Given the context of these variables, the administrator will want an accurate translation of the theory into policy. A clear understanding of the factors involved—whether they would support or impede the program's development—is needed to ensure a rational policy development.

The ideal: goals and objectives flow from previously formulated theory.
The frequent reality: programs can operate for years without formulating anything but the most obvious goals.

Program Design. The final planning stage transforms the program policy into significant program characteristics. Specific program components and activities must be developed in relation to overall policy. This is the operationalization of the policy, where the program decision-maker needs to know what has been done previously to meet similar objectives. How can the same thing be accomplished now, given existing resources, program capacity, staff size, facility limitations, staff background and qualifications, and school/community characteristics? All of these factors need to be taken into account in order to produce a fully detailed program design.

The ideal: program components and activities are rationally justified by goals and objectives.
The frequent reality: trial and error.

The foundations of process-level information are found in all three of these planning phases. Evaluation at this time can provide information on the flow from

problem → need → theory → policy → goals → objectives → design

Information needed for process evaluation may be available later while the program is in operation, but it would probably be of greater help to the administrator if available during these planning stages. Availability at this point would also tend to be more cost-efficient in terms of time, effort, and money.
Implementation Phases

Program Initiation. At this stage, the program is established and implemented; transition from theory to action takes place. The administrator can now see if the implementation matches the program design. That is, information on participants, resources, and constraints can be compared with those in the program design. This stage can also be viewed as a debugging phase where problems in implementation are corrected and the program is set up for smooth operations. Is the program operating as designed? Are staff assignments recognized, accepted, and carried out? Are the participants receiving the types of services planned?

The ideal: bugs are recognized and corrected.
The frequent reality: the bugs survive.

Program Operations. Once the program is fully operational, it does not simply run by itself. Good management and direction are needed to keep the program functioning and improving. In addition, a program does not operate in a vacuum. Continual upgrading and development of the program must include mechanisms for adapting to changing needs and problems in the client population and community. Some changes may be the result of the prevention program, as measured by outcome and impact evaluation. Others may be due to some external forces, such as local, State, or Federal political decisions, changing levels of community involvement, or changing supports and constraints of funding sources.

The ideal: operating programs continually increase their ability to meet objectives.
The frequent reality: maintenance of the status quo or irrational change.

None of these phases necessarily represent discrete, mutually exclusive periods of time. Program development is a dynamic process, with constant feedback and improvement. Different aspects of a program can be in different stages of development at the same time. As the needs of the community change, so too must the program evolve. Evaluation is one tool that can be used to aid in that development. The model presented here is one method of ensuring a rational approach to both the evaluation and development of the program.
Conclusion: "Mountain Education"

"Mountain Education" is a 14-minute film narrated by Dick Van Dyke that provides an effective analogy to substance abuse education (ED 235 435). The film is about a small rural community alongside a large mountain. Leisure activities are limited here, so for lack of anything better to do, the citizens, young and old alike, climb the mountain:

The Problems: People keep falling off the mountain and getting hurt.
The Next Problem: The citizens demand, "something must be done."

Solution: In typical American fashion, the town council met and decided to pass a law making it illegal to climb the mountain and to build a fence around the mountain—in other words, to legislate the public's safety.

The fence was built, complete with guard towers. As you might well expect, people went over it, under it and through it to climb the mountain, and they just kept getting hurt.

The public was angry—something had to be done. Then came the solution of the upper class professionals of the community. If we can't legislate people off the mountain, let them climb it, but build several first aid stations on the mountain to help those that get hurt. It wasn't long after the first aid stations were built that people were standing (or lying) in line to get medical treatment for their injuries. The hospitals were full. The number of injuries had gone up. The problem was getting worse.

The public became outraged and when the public gets outraged, you know who gets blamed—the schools. The schools weren't teaching the kids about the mountain. The school board members, being responsive elected officials, met and adopted a curriculum of "Mountain Education." They gave the kids all the facts about the mountain, all the boring facts. They showed films of people falling off the mountain. They showed them crippled, injured bodies. They tried to scare the daylights out of the kids. The kids were sitting in the classes saying all the classic things:
"My dad climbed the mountain when he was a kid and he never got hurt."
"It's traditional to climb the mountain."
"What's up on that mountain that they don't want us to see?"

And the kids kept climbing up the mountain and falling off the mountain and getting hurt. "Mountain Education" was a failure.

Finally, all the groups of people in the community got together and decided that the problem wasn't the mountain after all, but the people of the community and their various lifestyles were the problem. The mountain was neither bad nor good—just there. They were going to learn somehow to live with the mountain.

Alternative activities seemed to be the answer. The whole community worked together to develop community projects, athletic teams, concerts, gardening and beautification projects, just for starters...

and

for those people that still wanted to climb the mountain, they developed safe paths to climb, made safe climbing equipment available and trained people how to use it, and in general taught proper safety respect for the mountain and all the dangers it presented.

Soon the number of injuries was going down and the people had found a whole new way of life. Success had come from working together to develop alternative choices of things to do and ways to behave.
Additional References


Resource List

Single State Agencies for Alcohol Abuse Prevention (SSAs)

Each state has a single agency responsible for alcohol abuse prevention and treatment programs (in some states, the SSA also handles drug programs). The State Prevention Contact (SPC) in the state agency is a good person to contact for information about available programs.

Address of SSAs and SPCs may be obtained by writing the National Clearinghouse for Alcohol Information (see next page) for their lists, State and Territorial Alcoholism Authorities and Program Directors and State Prevention Contacts.
National Clearinghouse for Alcohol Information (NCALI), P.O. Box 2345, Rockville, MD 20852.

NCALI, the information arm of the National Institute on Alcohol Abuse and Alcoholism, provides free information and services, including literature searches on specific alcohol topics; standard youth packages designed for teachers, for the general public, and for teenagers researching alcohol topics for term papers; and individual requests for information.

The National Clearinghouse for Drug Abuse Information (NCDAI), Room 10A-56, 5600 Fishers Lane, Rockville, MD 20857, (301) 443-6500.

The NCDAI, operated by the National Institute on Drug Abuse, distributes free publications on all aspects of drug abuse and drug abuse prevention, including drug abuse prevention programs.

Pyramid (East), 7101 Wisconsin Avenue, Suite 1006, Bethesda, MD 20814. Pyramid (West), 3746 Mt. Diablos Boulevard, Suite 200, Lafayette, CA 94549.

Pyramid, a project funded by the National Institute on Drug Abuse, supplies a nationwide pool of resource persons who provide information and program support for primary prevention efforts. In addition, the project publishes an annotated curricula list, a number of bibliographies, and a quarterly newsletter entitled The Prevention Resource Bulletin. This newsletter includes general prevention articles, program descriptions, publications and media reviews, conference notices, and lists of organizations involved in prevention programming.

National Clearinghouse for Mental Health Information (NCMHI), Public Inquiries Section, Room 11A-21, 5600 Fishers Lane, Rockville, MD 20857.

Of particular interest are the Guide to Mental Health Education Materials, Consumer's Guide to Mental Health Services, and the Plain Talk series of pamphlets on such topics as dealing with feelings of guilt, managing stress, and learning the art of relaxation. All are available free from NCMHI.

Center for Multicultural Awareness, 2924 Columbia Pike, Arlington, VA 22204.

This program, funded by the National Institute on Drug Abuse, develops multicultural prevention materials including posters, pamphlets, annotated prevention bibliographies pertaining to minority materials, and Drug Abuse Prevention Films: A Multicultural Film Catalog.
Regional Alcohol and Drug Abuse Training and Resource Centers, Operated by the U.S. Department of Education:

**Northeast Region:** U.S. Department of Education, Alcohol and Drug Abuse Training and Resource Center, Adelphi National Training Institute, P.O. Box 403, Scyville, NY 11782.
(States covered: Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Ohio, Pennsylvania, Rhode Island, and Vermont.)

**Southeast Region:** U.S. Department of Education, Alcohol and Drug Abuse Training and Resource Center, 1450 Madruga Avenue, Suite 406, Coral Gables, FL 33146.
(States covered: Alabama, District of Columbia, Florida, Georgia, Kentucky, North Carolina, Puerto Rico, South Carolina, Tennessee, Virginia, Virgin Islands, and West Virginia.)

**Midwest Region:** U.S. Department of Education, Alcohol and Drug Abuse Training and Resource Center, 2 Riverside Plaza, Chicago, IL 60606.
(States covered: Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Nebraska, North Dakota, South Dakota, and Wisconsin.)

**South Central Region:** U.S. Department of Education, Alcohol and Drug Abuse Training and Resource Center, Center for Educational Development, Suite 273 South, 6800 Park Ten Boulevard, San Antonio, TX 78213.
(States covered: Arizona, Arkansas, Colorado, Kansas, Louisiana, Mississippi, New Mexico, Oklahoma, Texas, and Utah.)

**Western Region:** U.S. Department of Education, Alcohol and Drug Abuse Training and Resource Center, Region 8 Training and Development Center, Inc., Box 9997, Mills College Station, Oakland, CA 94613.
(States covered: Alaska, American Samoa, California, Guam, Hawaii, Idaho, Montana, Nevada, Oregon, Washington, and Wyoming.)
Clearinghouse Accession Number

ERIC Journal Article Number (EJ #)

Title of Article

Author of Article

Journal Title, Volume, Issue Number, Pages, Publication Date

Annotation of Article

Descriptors of Article
(Words describing the article's contents)

**Diagnostic Perspectives on the Family: Process, Structural and Historical Contextual Models.**

Levant, Ronald F.

American Journal of Family Therapy, vii n2 p3-10 Sum

Available from: UMI

Language: English

Document Type: GENERAL REPORT (140); CONFERENCE PAPER (150)

Describes diagnostic perspectives for viewing functional families. Presents three general types of models (process, structural, and historical) and organized them along a continuum from most descriptive to most inferential. Presented at the 39th Annual Conference of the American Association for Marriage and Family Therapy, October-November 1981, San Diego, CA. (WAS)

Descriptors:
- Classification
- Clinical Diagnosis
- Counseling Techniques
- Counseling Theories
- Family Counseling
- Family Problems
- Family Relationship
- Models

Journal Articles are available only in the Journals cited. The articles are not on Microfiche.
Here's Looking at You Two Is Looking Good: An Experimental Analysis.

Swisher, John D.; And Others
Journal of Humanistic Education and Development, v23 n3 p111-19 Mar 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJSEP85
Evaluates "Here's Looking at You Two," a successful alcohol and drug education curriculum that emphasizes increasing self-esteem, reducing peer influence, and providing information about drugs. Subjects (N=669) were eighth-grade students from two schools. Results showed that use of three of six substances was lower in the experimental school. (BH)
Descriptors: *Alcohol Education; Drug Abuse; Grade 7
Identifiers: North Carolina
Target Audience: Policymakers

Here's Looking at You Two Is Looking Good: An Experimental Analysis.

Gorton, Dick
NASSP Bulletin, v69 n480 391-94 Apr 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJUN85
Target Audience: Policymakers
Describes a plan for developing a policy for helping school staff overcome chemical dependencies. Provides an example of a written school district policy addressing the matter. (MD)

A Message in the Bottle: Some Considerations Regarding Alcohol Education.

van Amerongen, Bob; Goos, Cee
Journal of Alcohol and Drug Education, v30 n2 p323-29 Win 1985
This paper was read at the 27th International Institute on the Prevention and Treatment of Alcoholism (Vienna, Austria, June 1981).
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120); CONFERENCE PAPER (150)
Journal Announcement: CIJUN85
Discusses issues complicating the message of alcohol education, including the ambivalent nature of alcohol itself, personal uncertainty about the effects of alcohol, and moral issues. Suggests that the schools may be too involved in alcohol education and risk losing credibility with students. (JAC)
Descriptors: *Alcohol Education; Alcoholism; Credibility; Elementary Secondary Education; Foreign Countries; Prevention
School Role
Identifiers: *Netherlands

Drug Abuse Prevention Education: What Is Realistic for Schools?

Sheppard, Margaret A.
Journal of Drug Education, v14 n4 p323-29 1984
Language: English
Document Type: JOURNAL ARTICLE (080); GENERAL REPORT (140)
Journal Announcement: CIJUN85
Explores some of the explanations for drug use and abuse including environmental influences, models and the influence of family, society and peers, personal criteria, and drugs themselves. Discusses what schools have done and should do in each area. (JAC)
Descriptors: *Drug Abuse; Drug Education; Elementary Secondary Education; Etiology; Modeling (Psychology);
Prevention; School Role; Social Environment

Rural Drug Abuse Prevention: A Structured Program for Middle Schools.

Richmond, Jayne; Peeples, Deborah
(cont. next page)
EJ307992 CG527233
Personal Drug Use and Attitudes toward Prevention among Youth Living in a High Risk Environment.
Blount, William R.; Dambro, Richard
Language: English
Document Type: JOURNAL ARTICLE (080), RESEARCH REPORT (143)
Journal Announcement: CIJMAR85
Compared non-users and users of alcohol and/or marijuana (N=1,020) in an inner city junior high school. Separate subcultures were strongly indicated with differences in attitudes, behavior, peer group, and significant adults. Almost any activity was seen as appropriate for a drug abuse prevention program. (JAC)
Descriptors: *Adolescents; *Drug Use: High Risk Persons; Individual Differences; Inner City: Junior High Schools; Peer Influence; Predictor Variables; *Prevention; *Social Environment; *Student Attitudes

EJ305145 CG526958
Graham, John W.; And Others
Journal of Drug Education, v14 n2 p175-93 1984
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJMAR85
Describes an evaluation of a self-report questionnaire administered to seventh graders (N=396). Using the test-retest reliability matrix, eight of nine drug-use indices appeared to have acceptable to good reliability. The three measures included in the test-retest reliability matrix provided stronger evidence for good reliability than could any single measure. (Author/JAC)
Descriptors: *Drug Use: Junior High Schools; Junior High School Students; Measurement Techniques; Prevention; *Test Reliability
Identifiers: *Self Report Measures

EJ302611 SP514168
Intervening with the Adolescent Involved in Substance Abuse.
Wagner, Brenda J.
Journal of School Health, v54 n7 p244-46 Aug 1984
Available from: UMI
Language: English
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: CIJNOV84
Target Audience: Support Staff; Practitioners
The problem of drug abuse in school and the detrimental effects of drug use are well documented. Identification of the problem is only part of the solution. Members of the school health team are in an excellent position to intervene and (cont. next page)
provide alternatives for the student. Intervention strategies are discussed. (Author/DF)

Descriptors: *Counseling Techniques; *Drug Abuse; *Drug Rehabilitation; *Intervention; *School Health Services; Secondary Education; Student Needs

Mendoza, Ramon
Impact of Science on Society, v34 n1 p97-109 1984
Language: English
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: CJNODV84
Target Audience: Practitioners
Discusses drug abuse, its causes, and educational measures being applied in Spain to deal with the problem. Emphasizes an educational program for students aged 12-14. The program was devised by a multidisciplinary team at the University of Barcelona’s Educational Sciences Institute. (UN)
Descriptors: *Drug Abuse; *Drug Education: Elementary Secondary Education; Foreign Countries: *Legislation: *Program Descriptions: Public Health
Identifiers: *Spain

Preventing Adolescent Drug Abuse.
LeCoq, Lindy L.; Capuzzi, Dave
Journal of Humanistic Education and Development. v22 n4 p155-69 Jun 1984
Available from: UMI
Language: English
Document Type: GENERAL REPORT (140)
Journal Announcement: CJNODV84
Describes an eight-session model for a group counseling program in the school setting for preventing drug abuse. The program is designed to help adolescents identify and modify coping skills, learn communication and interpersonal relationship skills, take responsibility for personal decisions, and integrate values, life styles and goals with choices. (JAC)
Descriptors: *Adolescents; Coping: Decision Making Skills; *Drug Abuse: Drug Education; *Group Counseling: Models; *Prevention; *School Counseling; Secondary Education

Adolescent Social Drug Use: School Prevention Program.
Severson, Herbert H.
School Psychology Review, v13 n2 p150-61 Win 1984 This research was supported by grants from the National Institute of Child Health and Human Development (HD15825 and HD13409).
Available from: UMI
Language: English
Document Type: REVIEW LITERATURE (070)
Journal Announcement: CJJODT84
Target Audience: Counselors; Support Staff
Social drug use by adolescents is reviewed and information on school-based prevention programs is provided. Programs which have social skills training as a major component appear effective in reducing use of alcohol, cigarettes, and marijuana. School psychologists may facilitate school prevention programs, involve parents in prevention, and provide referrals. (Author/DWH)
Descriptors: *Adolescents: Alcoholic Beverages: Drug Abuse; Drug Education; *Drug Use: Interpersonal Competence: Marijuana; *Prevention: School Psychologists; *School Role: Secondary Education; Smoking: Tobacco

Knowledge of Medical Students, Residents, and Attending Physicians About Opiate Abuse.
Shina, Daniel; Demas, Penelope
Journal of Medical Education. v59 n6 p501-07 Jun 1984
Available from: UMI
Language: English
Document Type: RESEARCH REPORT (143)
Journal Announcement: CJJODT84
A questionnaire concerning knowledge of opiate abuse and attitudes about abusers was administered to 94 randomly selected physicians and medical students at Montefiore Medical Center in New York City. The results indicated that physicians might benefit from improved teaching in the area of opiate abuse. (Author/MLW)
Identifiers: Methadone

A Comparison of Attitudes of Parents and High School Senior Students regarding Cigarette, Alcohol and Drug Use.
Friedman, Alfred S.; Santo, Yoav
Journal of Drug Education. v14 n1 p37-51 1984
Available from: UMI
Language: English
Document Type: RESEARCH REPORT (143)
Journal Announcement: CJJODT84
Surveyed 138 parents and compared their attitudes toward children's use of drugs, alcohol, and tobacco with previous findings on attitudes of students. Results suggested each generation demands a stricter standard of behavior from the other generation than from their own. (JAC)
*Student Attitudes
treatment of delirium tremens. Students knew less about metabolic and biochemical areas, emergency-room treatment, and legal issues. (MSE)


EJ287536 SP513303 Identification of Progressive Cocaine Abuse among Adolescents.
Fortuna, Jeffrey L.
Health Education, v14 n5 p3-6 Sep 1983
Available from: UMI
Language: English
Document Type: PROJECT DESCRIPTION (141): NON-CLASSROOM MATERIAL (055)
Journal Announcement: CIUJAN84
Primary symptoms of cocaine use and behavioral characteristics of chronic users are pointed out. Ways that school health services can help identify and assist students who abuse the substance are suggested. Approaches such as peer identification, self-diagnosis, and use of a school ombudsman are discussed. (PP)

Identifiers: *Cocaine

EJ2866327 CG524823 Factors Related to the Anticipated Use of Drugs by Urban Junior High School Students.
Ford, Denise S.
Language: English
Document Type: RESEARCH REPORT (143)
Journal Announcement: CIUJAN84
Examined factors related to intentions to use drugs in the future by urban junior high school students (N=148). The results indicated that current drug use, friends' drug use, attitude toward drugs and self-concept all play an important role in the adolescent's intentions to use drugs. (UAC)

Identifiers: *Intention

EJ290077 HE517559 Evaluating Alcoholism and Drug Abuse Knowledge in Medical Education: A Collaborative Project.
Griffin, John B., Jr.
Journal of Medical Education, v58 n11 p859-63 Nov 1983
Available from: UMI
Language: English
Document Type: RESEARCH REPORT (143)
Journal Announcement: CIUJAN84
Medical students performed less well on examinations about drug abuse problems and patient management than on traditional medical board examinations. The best knowledge was of pharmacology of drug abuse. Alcoholics Anonymous, and
was offered but rarely chosen. (JAC)

Descriptors: *Alcohol Education; Clinical Teaching (Health Professions); Curriculum Research; *Graduate Study; *Nursing Education; *Program Effectiveness; Student Interests

Identifiers: *Nursing Students; *Psychiatric Nursing

EU28572 CGS24049
A Statewide Evaluation of a Communication and Parenting Skills Program.
Klein, Michael A.; Swisher, John D.
Journal of Drug Education, v13 n1 p73-82 1983
Language: English
Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)
Journal Announcement: CIJOUL83
Evaluated the Communication and Parenting Skills (CAPS) substance abuse education program, which includes parental modeling and effective communication. Ten instructors each conducted two CAPS courses, one as an experimental course, the other as a control. Results indicated significant acquisition and utilization of constructive responses by participants in the experimental condition. (Author/JAC)
Descriptors: *Communication Skills; *Drug Education; *Parent Child Relationship; *Parent Education; *Parents; Program Evaluation: Program Implementation; Role Models; Summative Evaluation

EU277721 CGS23998
Youth and Alcohol: Is There Really an Epidemic?
Balitzmait, Michael
Journal of Alcohol and Drug Education, v28 n1 p43-52 Fall 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Journal Announcement: CIJOUL83
Analyzes various issues about youth and alcohol. Explores some realities related to adolescent drinking including that youth drink, some drink heavily, and some will become alcoholics. Argues that services for youth that drink may actually increase drinking behavior and offers a perspective for professionals working with adolescents. (RC)
Descriptors: Adolescent Development; *Adolescents; *Alcoholism; *Counseling Services; *Counselor Attitudes; Drinking: Drug Abuse; *Prevention; Secondary Education; State of the Art Reviews; *Youth Problems
The Efficacy of the Use of Coercion in Getting DWI Offenders into Treatment.
Flores, Philip J.
Journal of Alcohol and Drug Education, v28 n1 p18-27 Fall 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: C1JUL83
Driving While Intoxicated (DWI) offenders (N=151) identified as alcoholics were coerced to seek treatment for their alcoholism. A follow-up study six months later revealed that these coerced alcoholics did no better or no worse than other alcoholics entering treatment without coercion. (Author/RC)
Descriptors: Adults; *Alcoholism; Comparative Analysis; *Counseling Techniques; *Drug Abuse; *Intervention; Motivation; *Program Effectiveness; Referral; *Sex Differences
Identifiers: *Driving/Drivings

A Cooperative Model for Preventing Alcohol and Drug Abuse.
Chambers, John; Morehouse, Ellen R.
NASSP Bulletin, v67 n459 p81-87 Jan 1983
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: C1JMY83
Describes the development and characteristics of the Student Assistance Program, a successful drug and alcohol abuse prevention and counseling program for high school students in Westchester County (New York). Students volunteering or required to accept counseling are abusers themselves or children of alcoholics. (P&D)
Descriptors: Alcohol Education; Cooperation; *Counseling Services: *Drug Abuse; Drug Education; High School Students; High Schools; *School Community Relationship
Identifiers: New York (Westchester County)

A Uniform Progress and Evaluation Reporting System for Alcohol and Drug Abuse Prevention Agencies: Two Examples.
Kim, Sehwan
Language: English
Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)
Journal Announcement: C1JMY83
Provides a systematic approach toward a remedy of the current stagnation in program monitoring and program evaluation, particularly in the field of drug abuse prevention and intervention. This approach introduces a Uniform Progress and Evaluation Reporting System (UPERS), which is capable of producing comparative judgments across various agencies.
Identifiers: *Dropout Characteristics: Drug Abuse: *Drug Rehabilitation; *Individual Differences: Models; Participant Characteristics; Patients; Predictor Variables; *Program Design

Goldstein, Harris K.; Di Nitto, Diana
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: C1JFM83
Reports three methodological problems found in evaluating five risk reduction projects in Florida. Found that activities aimed at producing positive self-awareness and exposure to rewarding nondrug activities taught with a mixture of didactic and discussion methods and exercises are best. (Author/JAC)
Descriptors: Drinking; Drug Abuse; *Drug Education: *Evaluation Methods; High School Students; Junior High School Students; *Program Effectiveness; *Research Methodology; Secondary Education: Smoking; Teaching Methods
Identifiers: *Risk Reduction
Unilateral Family Therapy for Alcohol Abuse: A Working Conception.

Thomas, Edwin J.; Santa, Cathleen A.

American Journal of Family Therapy, v10 n3 p49-58 Fall 1982

Available from: Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080): GENERAL REPORT (140)

Examined the support for, and consequences of, youths' drug involvement in neighborhoods having different degrees of toughness and drug use. Surveyed junior high school students (N=1,045) about their drug use. Found an interactive relationship between neighborhood setting and supports and consequences of drug involvement. (JAC)

Descriptors: *Community Attitudes; *Community Influence;

Delinquency Prevention; *Drug Abuse; Drug Education; Illegal Drug Use; *Inner City; *Junior High School Students; Junior High Schools; Neighborhoods; Social Behavior

Recidivism and Drug Use among School-age Children.

Cappel, Lawrence W.


Available from: Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080): RESEARCH REPORT (143)

Data indicate that a mental health communication program which provided drug education for adolescents (and their parents) with drug problems and which stimulated family discussion, agreement, and communication, had significant impact on reducing the rate of recidivism among the teenagers. (CJ)

Descriptors: *Adolescents; *Drug Education; *Drug Use;

*Family Counseling; Parent Child Relationship; *Recidivism;

Secondary Education; Secondary School Students

This Program Helps Kids Say No to Alcohol and Drugs.

Seegrist, Ruth

American School Board Jounal, v169 n9 p28-29,40-41 Sep 1982

Available from: Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080): PROJECT DESCRIPTION (141)

Describes a pilot program, Chemical Addictions Prevention in Schools (CAPS), which is meeting with success at a Pennsylvania high school. A counselor who is not a member of the school's regular teaching or counseling staff operates an in-school counselingcenter utilizing peer counseling, support groups, and crisis intervention. (PP)

Descriptors: *Counseling Services; Counselors; *Crisis Intervention; *Drug Abuse; *Drug Rehabilitation: High School Students; *Peer Counseling; Secondary Education

Predicting Adolescent Smoking.

McCaul, Kevin D.; And Others

Journal of School Health, v52 n8 p342-46 Aug 1982

Available from: Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080): REVIEW LITERATURE (070)

Describes the approach to the problem of endeavoring to reach and change an uncooperative alcohol abuser. (Author)

Descriptors: *Alcoholism; Behavior Change; Coping;

*Counseling Techniques; *Family Counseling; *Family Influence Intervention; Models; Psychotherapy; Research Needs; *Spouses

Predicting Adolescent Smoking: An Assessment of Effectiveness.

Hanson, David J.

Education, v102 n4 p328-29 Sum 1982

Available from: Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080): REVIEW LITERATURE (070)

Reports that it is easier to increase drug/alcohol knowledge than to modify attitudes. Many studies show no effects of drug education on drug use, a few studies show drug education reduces use, and other studies show use increases with drug education. Suggests more effective approaches are needed. (AH)

Descriptors: Adult Education; *Alcohol Education; *Drug Education: *Drug Use; Elementary Secondary Education; Higher Education; *Outcomes of Education; *Program Effectiveness
EJ265559  CGS22777
"Get High On Yourself": The Effectiveness of a Television Campaign on Self-Esteem, Drug Use, and Drug Attitudes.
Dominio, George
Language: English
Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)
Journal Announcement: CIJNOD82
The effectiveness of a week-long television campaign was assessed at three urban high schools, through measures of self-esteem, drug use, and drug attitudes administered 10 days prior to the campaign and four weeks later. Results indicated no significant changes could be attributed to the campaign. (Author)
Descriptors: *Drug Education; *Drug Use: High School Students; Program Evaluation: Secondary Education; *Self Esteem: *Student Attitudes: *Television

EJ265556  CGS22774
The Impact of a Voluntary Educational Program, "Tip It Lightly, Alcohol Awareness Week," on the Drinking Attitudes and Behaviors of College Students.
Chen, W. William; And Others
Language: English
Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)
Journal Announcement: CIJNOD82
Determined the effectiveness of a voluntary educational program on the drinking attitudes and behaviors of college students (N=1,000). Survey results revealed that for those subjects who participated in the program, there was a significant improvement in their drinking attitudes and behaviors. (Author/RC)

EJ265552  CGS22770
Fostering Parent Involvement for Drug Prevention.
Garfield, Emily F.; Gibbs, Jeanna
Journal of Drug Education, v12 n2 p87-96 1982
Language: English
Document Type: JOURNAL ARTICLE (080); GENERAL REPORT (140); PROJECT DESCRIPTION (141)
Journal Announcement: CIJNOD82
Describes the formation of parent groups in support of drug prevention efforts. Reviews some observed start-up and continuation ideas. Charts nine models along with a number of other suggested activities. Concludes, with a set of recommendations and, encourages professionals to function in facilitative roles with parent organizations. (Author)
Descriptors: *Drug Abuse; *Drug Education; *Group Activities

EJ264881  JC502890
Saving Our Children from Alcoholism.
Foster, Dorothy
Momentum, v13 n2 p15-17 May 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJODCT82
Describes current efforts undertaken by the Catholic community to prevent alcoholism and drug abuse among young people. Outlines the objectives of such preventive programs and actions currently being taken. Highlights efforts including parent education programs, workshops for teachers, clergy, and community networks. (WL)

EJ264880  JC502889
Drug Abuse: Catholic Schools Are Not Immune.
Carr, F. Timothy
Momentum, v13 n2 p11-14 May 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJODCT82
Urges awareness of the potential problems of drug use in Catholic schools. Suggests that educators become informed about drug use and related problems: be alert for signs of drug use: take a preventive, supportive, and educative approach; and formulate consistent policies related to drug use among students. (WL)

EJ264541  HE515740
Drug Abuse Training as Part of a Family Medicine Clerkship.
Confusione, Michael; And Others
Journal of Medical Education, v57 n5 p409-11 May 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJODCT82
A program incorporating experiential and didactic experience in identification and treatment of drug abuse into third-year (cont. next page)
clerkship curriculum is described. Experiential training is in a methadone maintenance clinic. Students are evaluated on their knowledge, attitudes, and level of participation in the drug abuse treatment. (MSE)

Descriptors: Clinical Experience; *Curriculum Development; *Drug Abuse; *Drug Education; *Family Practice (Medicine); Field Experience Programs; *Graduate Medical Education; Higher Education; Program Descriptions; Student Evaluation

Identifiers: State University of New York Stony Brook

The Effectiveness of Alcohol and Drug Education.
Hanson, David J.
Journal of Alcohol and Drug Education, v27 n2 p13-20 Win 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080): REVIEW LITERATURE (070)

Journal Announcement: CIJU0CT82
Research has demonstrated that while it is relatively easy to increase drug knowledge, it is more difficult to modify attitudes. Reviews studies and examines the existing evidence regarding the effectiveness of drug education. The largest number of studies found no effects of drug education upon use. (RC)

Descriptors: *Alcohol Education; *Attitude Change; Attitudes; Drug Abuse; Drug Education; Drug Use; Elementary Secondary Education; *Knowledge Level; Literature Reviews; *Program Effectiveness

Alcoholism as Stage Phenomena: A Frame of Reference for Counselors.
Peer, Gary G.; And Others
Personnel and Guidance Journal, v60 n8 p465-59 Apr 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); GENERAL REPORT (140)

Journal Announcement: CIUSEP82
Provides a conceptual framework for discussing the role of alcohol in a person's life and for planning appropriate interventions when abuse is evidenced. Discusses drive reduction and the dynamic of alcohol involvement through four involvement stages. (Author/RC)

Descriptors: *Alcoholism; Anxiety; *Behavior Patterns; Behavior Problems; Coping; *Counseling Techniques; *Drinking; *Individual Needs; Intervention; Models; Motivation; *Psychological Characteristics; Reinforcement

Social Control Theory: Evaluating a Model for the Study of Adolescent Alcohol and Drug Use.
Thompson, Elaine Adams; And Others
Youth and Society, v13 n3 p303-26 Mar 1982

Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Found that social control indicators (attachment to conventional institutions, commitment to conventional goals, involvement in conventional activities, and belief in conventional norms) predicted adolescent alcohol and drug use. However, peer relationships with drug users was the most significant predictor of drug involvement. (Author/MUL)

Descriptors: *Adolescents: Behavior Standards; *Drinking; *Drug Use: High Schools; *Peer Influence; *Predictor Variables; Social Behavior

Identifiers: *Social Control

A Statewide Comparison of Student Alcohol and Marijuana Use Patterns at Urban and Rural Public Schools.
Hahn, Dale B.
Journal of School Health, v52 n4 p250-55 Apr 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

A study attempted to compare differences in alcohol and marijuana use between urban and rural junior and senior high school students. Results of the study indicate that the former group between urban and rural student drug use may no longer exist. (UN)

(continues on next page)
Training Objectives

Program Objectives:
- Attitudes;
- Methods;
- Surveys. (RC)

Discusses problems strategy strategy. (141)

Strategy Selection.

Introduces a practical approach toward the quality control of workshops given in the field of drug abuse prevention and in community mental health settings. Describes the workshop evaluation questionnaire which probes: (1) respondents' overall reaction to the workshop; (2) workshop effectiveness; and (3) application of techniques to participants environments. (Author)

Descriptors: Drug Abuse; Drug Education; Evaluation Methods; Participant Satisfaction; Prevention; Program Effectiveness; Program Evaluation; Quality Control; Questionnaires; Workshops

Law Enforcement and Substance Abuse Prevention: Training and Strategy Selection.

Introduces a training program and a specific information strategy for police promoting substance abuse prevention. Discusses training components for a successful drug abuse presentation and selection of an appropriate prevention strategy. Presents a model of types of drug information. Discusses problems with negative attitudes and use of drug surveys. (RC)

Descriptors: Drug Abuse; Drug Education; Evaluation Methods; Information Needs; Law Enforcement; Negative Attitudes; Police; Prevention; Professional Training; Program Descriptions; Teaching Methods; Training Methods; Training Objectives

Serving Troubled Youth: Quality Programs.

Introduces a training program and a specific information strategy for police promoting substance abuse prevention. Discusses training components for a successful drug abuse presentation and selection of an appropriate prevention strategy. Presents a model of types of drug information. Discusses problems with negative attitudes and use of drug surveys. (RC)

Descriptors: Drug Abuse; Drug Education; Evaluation Methods; Information Needs; Law Enforcement; Negative Attitudes; Police; Prevention; Professional Training; Program Descriptions; Teaching Methods; Training Methods; Training Objectives

(141)

Journal Announcement: CIJUL83

Three approaches to the problems of troubled and disturbed youths are described: therapeutic discussion groups with mental health professionals; a resource room model based on W. Glasser's reality therapy in which students earn points for responsible behavior and task completion; and an integrated approach to drug and alcohol abuse. (CL)

Descriptors: Alcoholism; Drug Abuse; Emotional Disturbances; Group Discussion; Group Therapy; High Schools; Intervention; Junior High Schools; Resource Room Programs

Drug Education in Ontario Schools: Content and Processes.

Introduces a practical approach toward the quality control of workshops given in the field of drug abuse prevention and in community mental health settings. Describes the workshop evaluation questionnaire which probes: (1) respondents' overall reaction to the workshop; (2) workshop effectiveness; and (3) application of techniques to participants environments. (Author)

Descriptors: Drug Abuse; Drug Education; Evaluation Methods; Participant Satisfaction; Prevention; Program Effectiveness; Program Evaluation; Quality Control; Questionnaires; Workshops
DIALOG File 1: ERIC - 88-85/SEP

EJ257535  CG522013
Pre- and Post-Test Measurements of Self-Concept of Trainees in an Alcohol and Drug Counselor Training Program.
Stephen, Louis S.
Journal of Alcohol and Drug Education. v27 n1 p78-80 Fall 1981
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (OBO); RESEARCH REPORT (143)
Journal Announcement: CIIJUN82
Results of pre- and posttest measurements of self-concept of recovering alcoholics and former drug addicts (N=150) over a 25-month period exhibited a statistically significant improvement on all scales of the Tennessee Self-Concept Scale. (Author)
Descriptors: Adults; Alcohol Education; Alcoholism; Attitude Change; Counselor Training; Drug Addiction; Drug Education; Measures (Individuals); Peer Counseling; Self Concept

EJ257227  SP511459
Competing With Ronald McDonald, Cap'n Crunch and the Pepsi Generation.
Kamholtz, J. Dennis; Wood, Bill
Journal of School Health, v52 n1 p17-18 Jan 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (OBO); PROJECT DESCRIPTION (141)
Journal Announcement: CIIJMA82
A new approach to elementary health education involves the use of a series of health-related games. The games address a variety of issues including nutrition, substance abuse, and dental health education. The story "Floss is the Boss" is used as an example. (UN)
Descriptors: Dental Health; Educational Games; Elementary Education; Health Education; Learning Activities; Nutrition Instruction; Story Telling

EJ254772  CG521668
LSD Flashbacks: An Overview of the Literature for Counselors.
Silling, S. Marc
American Mental Health Counselors Association Journal. v2 n1 p38-45 Jan 1980
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (OBO); BIBLIOGRAPHY (131)
Journal Announcement: CIIJAP82
Surveyed the literature to delineate the etiology of LSD flashbacks. Concluded that adverse experiences while using LSD are predictive of flashbacks; physiological effects of LSD use may linger after the drug has been metabolized; and individuals who have flashbacks are highly suggestive and play "flashback role."
Descriptors: Counseling Techniques; Drug Abuse; Etiology; Lysergic Acid Diethylamide; Pharmacology; Predictor Variables; Role Playing
Identifiers: *Flashback

EJ254383  SP511259
Helping Ninth-Graders Make Responsible Health Decisions.
Olson, John R.
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (OBO); PROJECT DESCRIPTION (141)
Journal Announcement: CIIJMA82
With the help of experts and resources from several departments, a high school developed a course in health education. Designed specifically for ninth-graders, the course presents activity-based instruction on topics of fitness and nutrition, substance abuse, stress management, and human relations. (UN)
Descriptors: Curriculum Development; Grade 9; Health Activities; Health Education; Health Materials; High Schools; Nutrition Instruction; Peer Acceptance; Physical Fitness

EJ249612  CG521016
Evaluating the Usability of a Spanish Language Drug and Substance Abuse Education Program.
Toohy, Jack V.; And Others
Journal of Drug Education. v11 n2 p179-84 1981
Language: English
Document Type: JOURNAL ARTICLE (OBO); PROJECT DESCRIPTION (141)
Journal Announcement: CIIJEC81
Describes a Spanish language drug and substance abuse education program including development of a student activity book and instructor's manual and a usability evaluation. Traditional value gaming strategies were used. A pilot study in Mexico showed Spanish speaking agencies could use the program conducted by their own staff. (Author/UN)
Descriptors: Adolescents; Drug Education; Feasibility Studies; Foreign Countries; Intercultural Programs; Program Descriptions; Program Evaluation; Spanish Speaking; Values Clarification
Identifiers: *Mexico

EJ248872  HE514501
Guidelines for Alcohol Abuse Prevention on the College Campus: Overcoming the Barriers to Program Success.
Mills, Kenneth C.; And Others
Available from: Reprint: UMI
Language: English
(cont. next page)
A conceptual and practical plan is outlined for campus alcohol abuse prevention programs. Barriers to program success are identified, and a prevention strategy is presented that focuses on methods: (1) define alcohol-related problems, (2) negotiate a prevention contract, and (3) develop a peer problem-solving approach to alcohol education. (Author/LB)

Descriptors: *Alcohol Education; Alcoholism: College Students; *Drinking: Guidelines: Higher Education; *Peer Influence: *Prevention; *Program Administration: Program Effectiveness: Student Participation

**Emetic and Electric Shock Alcohol Aversion Therapy: Six- and Twelve-Month Follow-Up.**
Cannon, Dale S.; Baker, Timothy B.
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJNDV81
Follow-up data are presented for 6- and 12-months on male alcoholics (N=20) who received either a multifaceted inpatient alcoholism treatment program alone (controls) or emetic or shock aversion therapy in addition to that program. Both emetic and control subjects compiled more days of abstinence than shock subjects. (Author)

Descriptors: *Alcoholism: *Behavior Change: Behavior Modification: Comparative Analysis; *Counseling Techniques: Followup Studies: Males; *Negative Reinforcement; Predictor Variables
Identifiers: *Aversion Therapy

**Rugrats Dental Alcohol Project: Open Systems Perspective.**
Crossman, Lenard H.
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); GENERAL REPORT (140); REVIEW LITERATURE (070)
Journal Announcement: CIJOC78
Discusses systems theory applied to alcoholism programming which enables programmers to analyze a project for maximum system effectiveness. It is suggested that generating scarce resources, especially clients, and having appropriate services, calls for extensive interorganizational linkages and for sensitive interaction with the environment. (Author)

organized around health topic areas and health concepts. An identification of long range goals needs to be made. (JN)

Descriptors: *Curriculum Development; Disease Control; Drug Use; Educational Objectives; Family Health; *Health Education Hygiene; *Lesson Plans; Life Style; Mental Health; Nutrition; Preventive Medicine; Public Health; *Units of Study

EU242609 HES13976
The Career Teacher Grant Program: Alcohol and Drug Abuse Education for the Health Professions.
Jabs, Sharon M.
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080)
Journal Announcement: CIIJUL81
A model for improving medical training in substance abuse is presented based on the proposals of 22 Career Teacher Grant Programs. The grant provides support for training medical faculty to develop and implement a substance abuse curriculum. The model includes objectives for initial preparations and advice regarding the development and implementation phases. (JMD)

Descriptors: *Alcohol Education; Alcoholism; *Curriculum Development; Curriculum Evaluation; Drug Abuse; *Drug Education; Educational Objectives; *Guidelines; Higher Education; Interdisciplinary Approach; *Medical Education; Medical School Faculty; Models
Identifiers: *Career Teacher Grant Program

EU240033 CG520150
A Factual Approach to Drug Education and Its Effects on Drug Consumption.
Serdahely, William J.
Journal of Alcohol and Drug Education, v26 n1 p63-68 Fall 1980
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIIJUN81
Literature suggests that the factual approach to drug education may cause an increase in drug usage. The pharmacological approach was used in a college drug education course, and an assessment of students' drug consumption was made. No statistically significant changes were found for the substances surveyed. (Author)

Descriptors: Behavior Change; College Curriculum; *College Students; *Drug Education; *Drug Use; Higher Education; Information Utilization; *Outcomes of Education; *Pharmacology; Program Effectiveness

EU238323 CG520040
Evaluating Professional Education in Drug Use and Abuse.
Slaven, Thomas M.
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIIJAY81
In evaluating the effectiveness of teacher training programs in substance abuse education, the major impact was on teachers' knowledge of drugs. While a statistically significant change in both knowledge and attitudes occurred from pretest to posttest, strong conclusions regarding attitude change could not be drawn. (Author)

Descriptors: Alcohol Education; *Attitude Change; *Drug Education; Elementary Secondary Education; *Intervention Education; Posttests; Professional Development; *Program Effectiveness; *Teacher Attitudes; Teachers

EU238321 CG520038
The Juvenile Intervention Program: Results of the Process.
Impact and Outcome Evaluations.
Iverson, Donald C.; Roberts, Tom E.
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); RESEARCH REPORT (143)
Journal Announcement: CIIJMY81
The program positively affected family communication patterns, self-esteem levels, and drug knowledge levels at follow-up. The follow-up data indicated that drug-related school system and drug-related criminal justice system contacts were significantly reduced. There was a reduction in drug usage by regular users for selected drugs. (Author)

Descriptors: *Adolescents; *Delinquency; *Drug Abuse; *Drug Rehabilitation; *Family Involvement; *Intervention; Posttests; Program Evaluation; Self Esteem

EU234480 HES13422
Drugs and the Consumer. An All-University Course.
Scott, David M.; Montague, Michael
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIIJMB81
A course designed to educate individuals in the responsible use of prescription and nonprescription drugs, offered to the entire student body at the University of Minnesota, is outlined and evaluated. (MSE)

Descriptors: College Curriculum; *Consumer Education; Consumer Protection; Course Descriptions; *Drug Education; *Drug Use; Elective Courses; Health Education; Higher Education; (cont. next page)
**EJ232795** RC503946  
A Practical Approach to Rural Drug Abuse Programming.  
Roza, George R.; and Others  
Human Services in the Rural Environment, v5 n4 p16-24  
Jul-Aug 1980  
Language: English  
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)  
Journal Announcement: CIJFE881  
Reviews characteristics of rural drug abuse and general considerations for rural service delivery. Describes the Prevention Project, a rural drug abuse program in Florida, and explains its development, philosophy, and teaching techniques, including a basic educational module for use with rural youth. Includes recommendations for similar programs. (SB)  
Descriptors: Behavior Change; Community Involvement; Delivery Systems; Drug Abuse; Drug Education; Health Services; Human Services; Mass Media; Outreach Programs; Program Design; Program Development; Rural Areas; Rural Youth; Teacher Education; Teaching Methods; Values Clarification  
Identifiers: Florida

**EJ229744** CG519077  
Content Analysis of Teenaged Interviews for Designing Drug Programs.  
Bell, Edward V.  
Language: English  
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); RESEARCH REPORT (143)  
Journal Announcement: CIJFE881  
Analyses of the data and youths' prescriptions concerning prevention of abuse yielded 12 program recommendations. These programs can create the awareness that led to concerted programs to stop the war and pollution, when designing educational information programs, one must be aware of the total system of causal factors. (Author/Bef)  
Descriptors: Adolescents; Content Analysis; Drug Abuse; Drug Education; Drug Rehabilitation; Prevention; Program Development; Program Evaluation; Secondary Education

**EJ229741** CG519074  
Alcoholics Anonymous in a Therapeutic Community.  
Krupka, Lewis F.; Blume, E. Sue  
Language: English  
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)  
Journal Announcement: CIJAN81  
In an effort to deal with multiple substance abusers, a program was developed and evaluated which utilizes the therapeutic community concept in conjunction with Alcoholics... (cont., next page)
Anonymous. (Author/LAB)

Descriptors: Adult Education; Alcoholism; \*Drug Education; Drug Education, \*Drug Abuse; Drug Education; Drug Rehabilitation; \*Milleau Therapy; Program Evaluation; \*therapeutic Environment

Identifiers: \*Alcoholics Anonymous

EJ229739 CG519072
Evaluation of the Effectiveness of a Drug Prevention Education Program.
Kearney, Artie L.; Hines, Max H.
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); CENTRAL REPORT (140)
Journal Announcement: CIJAN81

Measured the effectiveness of a drug prevention education program developed by the Cooperative Educational Service Agency Number Eight in Wisconsin. As a result of this study, the U.S. Office of Education has recognized this program as a national model. (Author)

Descriptors: \*Drug Education; Drug Use; Elementary Education; \*Elementary School Curriculum; Prevention; \*Teaching Models

Identifiers: \*Cooperative Educational Service Agencies; \*Piers Harris Children's Self Concept Scale; Wisconsin

EJ229735 CG519068
Drug Education--A Turn On or a Turn Off?
Goodstadt, Michael S.
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJAN81

Reviewed available studies reporting on the negative effects of drug education programs. Findings indicated that program objectives were to prevent drug abuse. The programs' actual effect was to liberalize attitudes toward drug use. (LAB)

Descriptors: Adolescents; \*Drug Education; \*Drug Education; \*Drug Use; \*Program Attitudes; Program Effectiveness

EJ229321 AA531863
Straight Talk about Drug Education.
Folkers, Frank G.
Curriculum Review, v19 n2 p126-28 Apr 1980
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJAN81

Citing young people's seemingly extensive--but actually superficial--knowledge about drugs, the author suggests that students need drug education which stresses self-awareness and decision-making. He outlines the type of teacher training and community involvement needed for such a program. (SUL)

Descriptors: Community Involvement; Decision Making; Drug Abuse; \*Drug Education; \*Inservice Teacher Education; Program Design; Program Effectiveness; Secondary Education; Teaching Skills

EJ239066 SP509673
Our Children Are Going to Pot: Comments from a Health Educator.
Apgar, Fred M.
Journal of School Health, v50 n1 p40-41 Jan 1980
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJDEC80

A drug-prevention curriculum for use in school health education programs is outlined. The curriculum is based on the premise that schools should actively participate in students' social and emotional development. (JMF)

Descriptors: \*Alcohol Education; \*Curriculum; \*Drug Abuse; \*Drug Education; \*Elementary School Education; \*Family School Relationship; \*Health Education

EJ227265 CG518829
Drug Dependence: Implications for Educators.
Wilbur, Brian D.
School Guidance Worker, v35 n6 p44-48 Aug 1980
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Journal Announcement: CIJDEC80

Drug education should be relevant to our drug-using society and part of the curricula for all grade levels. It must go beyond the classroom to life applications. The impact of drugs presents an opportunity to develop a comprehensive approach based on community resources for the benefit of youth. (Author/BEF)

Descriptors: \*Adolescents; \*Curriculum Development; \*Drug Abuse; \*Drug Education; \*Relevance (Education); \*School Community Relationship; \*Teachers: Youth

EJ226707 AA531515
Coping with Tomorrow Helps Kids Today.
Heflich, Richard G.
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (075); PROJECT DESCRIPTION (141)
Journal Announcement: CIJDEC80

Briefly discussed are the goals and curriculum of a successful program, "Coping with Tomorrow," which emphasizes a broad approach to health and drug abuse prevention and which (cont. next page)
places into perspective the emotional, social, and physical development of adolescents and the demands, challenges, and influences of their world. (Author/KC)

Descriptors: Adolescents; *Drug Abuse; Educational Objectives; Group Guidance; Health Education; Opinions; Program Descriptions; School Community Relationship; School Role; *Sex Education; *Social Problems; Television Viewing

Identifiers: Coping with Tomorrow

Applications of a Theory of Drug Use to Prevention Programs.
Huba, George J.; And Others
Language: English
Document Type: JOURNAL ARTICLE (080); GENERAL REPORT (140)
Journal Announcement: C/JSEP80

This interactive theory of drug use posits that drug-taking behavior is caused by several constellations of intra- and extra-individual forces. Influences interact to modify each other while determining the presence of a variety of lifestyle behaviors including drug and alcohol use. The model grows as new data are collected. (Author/BEF)

Descriptors: Adult; Behavior Patterns; Drinking; *Drug Use Interaction; Life Style; *Prevention; *Program Development; Rehabilitation

and treatment of adolescent alcohol use and abuse is considered in view of the many potential individual and societal problems caused by alcohol. (NRB)

Descriptors: *Adolescents; *Alcohol Education; Alcoholism; *Drinking; Family Influence; Peer Influence; Personality Traits; *Prevention; *School Role; *Student Behavior
Commitment: A Variable in Women's Response to Marital Therapy.
Beach, Steven R. H.; Broderick, Joan E.
Aug 1982
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; New York
Journal Announcement: RIEUN83

Past research suggests that commitment to one's marriage is a variable which should be a contributing factor to marital satisfaction and the process of marital therapy. To examine the predictive utility of commitment, the relationship between commitment to marriage at the onset of therapy and changes during therapy was examined for a sample of 42 couples. Results showed that, for women, pre-therapy commitment level was able to account for unique variances in marital satisfaction at intake and for changes in marital satisfaction occurring as a result of therapy. Communication ability was also predictive of marital satisfaction at intake. In addition, changes in communication ability from pre- to post-therapy were predictive of changes in marital satisfaction for women. Results for men were less significant. The findings demonstrate that commitment is an important variable in the prediction of marital satisfaction.

Descriptors: Adults; *Attitude Change; *Communication Skills; Counseling Effectiveness; *Marriage Counseling; *Predictor Variables; Psychological Patterns; Sex Differences; *Spouses
Identifiers: *Commitment; *Marital Satisfaction
This booklet examines the problem of alcohol use among American teenagers. The role that alcohol plays in adult society is presented and its potential danger for causing teenage alcohol addiction is considered. A discussion on why some teenagers abuse alcohol focuses on familial, peer, sociocultural, environmental, personal, and behavioral influences. Fourteen specific behaviors and characteristics which may be symptomatic of alcohol or drug abuse in students are identified. The literature and research in the areas of the current legal drinking age controversy, the problem of teenage drinking and driving, and the sometimes lethal result of mixing alcohol and other drugs are reviewed to help educators become better informed about issues impinging directly or indirectly on teenage alcohol use and abuse. Finally, the role of the school in the education, prevention,
A random digit dialing procedure was used to administer a telephone survey to 335 adult residents of Community School District 22 in Brooklyn, New York. An interview schedule was developed to measure respondents' awareness of substance abuse in their neighborhoods and of local facilities for dealing with such problems. Respondents (N=125) whose households included school-aged children were asked about substance abuse in schools in a form parallel to the neighborhood survey. The findings indicated that respondents considered drug and alcohol abuse a significant community problem. Marijuana was the drug most frequently cited as the cause of problems, and beer was the most frequently cited alcoholic beverage. Respondents stated that personal observations formed the source for their opinions. Most respondents indicated that they had a fair amount or not much information about the effects of drugs and alcohol. Newspapers and television were the most frequently mentioned sources of information on the effects of both substances. Only 12 percent of all respondents reported knowledge about community health agencies dealing with drug and alcohol problems; even fewer knew of the efforts of law enforcement agencies, religious groups, and schools.

About one-third of respondents expressed a willingness to attend a drug and alcohol education program if one were available. The survey instrument and 17 data tables are included in the report. (NRB)

Descriptors: Adults; Alcohol Education; Alcoholism; Antisocial Behavior; Alcohol and Drug Abuse; Drug Education; Drug Use; Elementary Secondary Education; Information Sources; Neighborhoods; Public Opinion; Public Schools; Student Problems

Identifiers: Telephone Surveys
ED251765 CG017894
Guidelines for Planning and Conducting Student Awareness Programs.
Flanders, Madonna; Spang, Bruce P.
Maine State Dept. of Educational and Cultural Services, Augusta.
Sep 1983 36p.; For related document, see CG 017 895.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Maine
Journal Announcement: RIEMAY85
Government: State
Target Audience: Practitioners
This guide is intended to aid school systems to help students, as members of a group, recognize the effects of chemical dependency on themselves and their peers through student awareness programs. After the introduction, a section on identifying outcomes deals with setting realistic expectations for a student awareness program. The need for gaining administrative and student support is discussed. Suggestions are then made to aid the planning committee, including possible group standards to consider and actual tasks associated with program preparation. Format issues are discussed, with recommendations for small group facilitation training and the use of expert presenters from outside of the school. Sensitivity to home situations and providing opportunities for students to talk outside the group situation are dealt with. The remainder of the booklet provides information on setting up the content of a student awareness program. Goal statements are arranged in order of priority along with an indication of the approximate time needed for each goal. Statements of objectives and content outlines are provided for each goal statement. Activities and resources are broken down and described separately for grades 7-8, 9-10, and 11-12. A sample agenda shows the flow of activities for each day of a typical awareness program. (LLL)
Descriptors: *Drug Abuse; *Drug Addiction; *Drug Education; *Group Activities; *Program Guides; School Involvement; Secondary Education; *Secondary School Students; Social Support Groups
Identifiers: Student Awareness Programs

ED250599 CG017798
Communities: What You Can Do about Drug and Alcohol Abuse.
Gardner, Stephen E.
National Inst. on Alcohol Abuse and Alcoholism (DHHS).
Rockville, Md.
Report No.: DHHS(ADM)-84-1310
EDRS Price - MF01/PC01 Plus Postage.
Language: English

Identifiers: Child Mortality; Sudden Infant Death Syndrome

Identifiers: Child Mortality; Sudden Infant Death Syndrome
This booklet identifies four critical areas for alcohol and drug abuse prevention strategies: communities, parents and families, schools, and the workplace. Under each area, specific ideas for action and pertinent resource materials are described. The community strategies described include youth organizations, policies and laws, counseling, the Channel One process, health promotion, and use of the media and networking. Parent support and action groups, family life skills development, and parent education programs are highlighted under family strategies. For school strategies, policies, peer programs, information programs, health curricula, and student assistance and alternative programs, are suggested. The workplace strategies which are discussed include policies, assistance programs, family programs, health promotion, information and education programs. The booklet concludes with a list of resource organizations. (BL)

Descriptors: Alcoholism; Communication Skills; Drug Abuse; Peer Influence; Prevention; Program Effectiveness; Role Playing; Skill Development

ED249456 CGO17776

Adolescents in Crisis: Parental Involvement. Hearing before the Subcommittee on Family and Human Services of the Committee on Labor and Human Resources. United States Senate, Ninety-Eighth Congress, Second Session on Examining How Best to Help Adolescents with Problems of Alcohol Abuse, Drug Dependence, Premature Sexual Involvement, and Mental Illness. Congress of the U.S., Washington, D.C., Senate Committee on Labor and Human Resources.

This document contains prepared statements, articles, and publications from the Congressional hearing on parental involvement with adolescents in crisis. The prepared statements include those by representatives of the Department of Health and Human Services, the Christian Medical Society, the American Council on Drugs, the National Family Planning and Reproductive Health Association, Teen-Aid, the Search Institute, the Alliance for the Mentally Ill, and medical professionals and educators. Topics covered include alcohol abuse, drug dependence, premature sexual involvement, and mental illness. Articles and publications provided include information from 1980, 1982, and 1983 Gallup Polls; a Senate resolution supporting parental involvement with adolescent problems, and a national study on young adolescents and their parents. (BL)

Descriptors: Adolescents; Assertiveness; Communication Skills; Drug Abuse; Junior High Schools; Middle Schools; Peer Influence; Prevention; Program Effectiveness; Role Playing; Skill Development

ED249450 CGO17770

A School Answers Back: Responding to Student Drug Use. Hawley, Richard A.

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Descriptors: Adolescents; Counseling Services; Crisis Intervention; Drinking; Drug Abuse; Drug Use; Family Involvement; Hearings; Mental Disorders; Parent Participation; Parent Role; Secondary Education; Sexuality

ED249450 CGO17770

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Descriptors: Adolescents; Counseling Services; Crisis Intervention; Drinking; Drug Abuse; Drug Use; Family Involvement; Hearings; Mental Disorders; Parent Participation; Parent Role; Secondary Education; Sexuality

ED249450 CGO17770

A School Answers Back: Responding to Student Drug Use. Hawley, Richard A.
This collection of papers begins with a presentation on the role of mass media campaigns in drug abuse prevention, emphasizing the need for skill development and family involvement. The next presentation addresses general and specific influences on health behavior including society, the family, peers, the school, and the individual. A three-dimensional model for health promotion is described. Community prevention projects in heart disease are presented with implications for drug abuse prevention. Research on the interplay of social, personality, and developmental factors is reviewed. The effects of alternative programming as a prevention strategy are given. School/parent group programs and research on their effectiveness are discussed. The values of drug abusers, from the perspective of belief system theory are discussed. Social skills training and educational needs are discussed. The monograph concludes with a summary of the discussions and recommendations of the participants for future research efforts. (BL)
This mini-course for nurses is intended to establish an atmosphere conducive to the development of personal awareness of the ramifications of alcohol/substance abuse involving the nurse. Contents include the mini-course's goals and objectives, a course outline, copies of 11 handouts and a booklet written to provide information about nurse impairment due to alcohol and/or drugs, and the pretest/posttest. The curriculum section, after providing historical perspective in an introduction, deals with the following topics: classifications of commonly abused drugs, alcoholic substances, vocabulary/terminology, proposed causes of nurse impairment, commonly abused drugs in the nursing profession and signs and symptoms/behavior, prevention of nurse impairment, intervention, and legal and ethical implications. End notes, a list of references, and a selected bibliography are also provided. (YLB)

Descriptors: Adult Education; *Alcohol Education; *Alcoholism; Behavioral Objectives; Burnout; Course Descriptions; Curriculum Guides; Drug Abuse; Drug Addiction; Drug Education; Intervention; Mini-Courses; Nurses; Nursing Education; Postsecondary Education; Pretests; Posttests

ED247490 CG017650
Predicting Alcohol Treatment Outcome. Using Expectancy to Enhance Prediction.
Brown, Sandra A; Berger, Barry
EDRS Price - MFO1/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; California
Journal Announcement: RIEJAN85
Research in the field of alcohol abuse evidences a long history of attempts to predict outcome from alcohol treatment programs using situational and intrapsychic factors. To investigate whether alcohol reinforcement expectancies are related to drinking behavior, 42 male veterans graduates of an inpatient alcohol treatment program were interviewed 1 year after program completion. A significant resource person for each subject (wife, girlfriend, or family member) was also interviewed. The interviews involved an assessment of drinking behavior and social functioning. Expectancies were compared to traditional predictors of alcohol treatment outcome. Analysis of the results showed that in levels of stress, higher levels of social support, and living with family members were the best predictors of abstinence, accounting for 55% of the variance of the outcome measure. However, overall abstinence was best predicted by lower expectations of relapse/tension reduction from alcohol consumption. These findings suggest that the definition of outcome is an important consideration when examining treatment recommendations. (Author/BL)

(cont. next page)
ED247320 TM840543
Assessing Stakeholder Input in a Large System.
Kuzmyn, Zenon J.; Collet, Leverne S.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); EVALUATIVE REPORT (142)
Geographic Source: U.S.; Michigan
Journal Announcement: RIEDEC84
Target Audience: Researchers

The intent of this paper is to illustrate the use of stakeholder information in evaluating a school program. The material presented is part of a comprehensive formative evaluation of a crisis intervention program operated by a suburban school district situated near a large industrial city in the Midwest. The crisis intervention program provided counseling services to high school students experiencing personal problems, such as substance abuse, parental drinking, sexual abuse, grief and loss, and depression and suicide. The project illustrates the feasibility of a "triangulation of evidence" technique in which behavioral information from case records is used to supplement interview and questionnaire responses of various stakeholder groups. The term stakeholders as used here specifically includes the recipients of the service as well as third party groups impacted by the program. The illustrative study is followed by a discussion of the advantages and disadvantages of the present approach, and considerations regarding replication. The appendix is comprised of numerous tables detailing choice of professional to intervene with various problems. (BW)
Descriptors: Counseling Services; Crisis Intervention; Evaluation Methods; Formative Evaluation; Interventions; Organization; Participant Satisfaction; Program Effectiveness; Student Attitudes; Student Behavior; Student Records
Identifiers: Stakeholders; Triangle

ED245164 CG017536
Marketing of Prevention Services.
Paxson, M. Chris; Tarnai, John
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; Washington
Journal Announcement: RIEVEN84

Despite the increased emphasis on family-oriented approaches to prevention of alcoholism, most programs continue to be implemented within the school systems. To assess family and community perceptions in Lewiston, Idaho, 150 randomly selected adults (50% male) were surveyed by telephone. The survey focused on residents' perceptions of alcoholism and drug abuse, interest in family-oriented prevention programs, and methods of improving programs to increase public interest and attendance. Results of the survey (81% response rate) showed that the majority of respondents saw alcoholism (66%) and drug (cont. next page)
Descriptors: Alcoholism; Demography; High Risk Persons; Labor Force; Professional Occupations; Program Descriptions; Program Design; Unions; Work Environment

ED246365 CG017607
Sponsoring Agency: National Inst, on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
Contract No.: ADM-281-79-0001
Report No.: DHHS-(ADM)82-1210

EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); REVIEW LITERATURE (070); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEDEC84
Government: Federal

This guide is designed as a source of ideas and information for individuals and organizations interested in occupational alcoholism programs for the hard-to-reach work force. Following a brief overview of the problem and a report on progress in occupational alcoholism programming, a working definition of the hard-to-reach work force is offered; suggested criteria for defining this type of worker include amount of supervision, employment setting, and organizational affiliation. Programming needs, approaches to the problem, and approaches selection criteria for working with these elements of the hard-to-reach labor force (dispersed workers, unionized workers, and white collar professionals) are discussed. Currently operated programs for unionized members of the Longshoreman's Association, the building and construction industries, the Air Line Pilot's Association, and the National Maritime Union are highlighted. The stresses and program needs of lawyers, physicians, and university faculty are discussed. Program startup suggestions are offered for the elements of a policy statement, and for general programming considerations. A list of relevant organizations is provided. A glossary of terms and a list of selected references conclude the document. (BL)
Descriptors: Alcoholism; Demography; High Risk Persons; Labor Force; Professional Occupations; Program Descriptions; Program Design; Unions; Work Environment
abuse (67%) as serious problems among youths in their community. Most respondents (75%) viewed prevention as more important than treatment, and more than 90% of the respondents stated a need for such prevention services in their community. Eighty percent of the respondents felt prevention responsibility rests with parents. Married individuals and those with children stated they would be more likely to attend proposed intervention programs, e.g., puppet shows, workshops, and presentations, and felt the probability of attending could be increased by offering child care and having community experts (doctors, lawyers, and ministers) present information. These findings support family-oriented approaches to prevention and illustrate how marketing techniques can improve service delivery. (BL)

Descriptors: Adults; Alcohol Education; Alcoholism; Community Programs; Family Counseling; Family Involvement; Family Programs; Marketing; Needs Assessment; Opinions; Prevention

Identifiers: Idaho

ED245161 CG017533

EDRS Price - MFOI Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: LEGAL MATERIAL (090)

Geographic Source: U.S.: District of Columbia

Journal Announcement: RIENDV84

Target Audience: Practitioners

This paper describes the efforts of the rural Pioneer Mental Health Center (PMHC), Seward, Nebraska, in the development of a community-based alcohol/drug prevention program. Part I focuses on the history and development of the prevention model, which emphasizes process-oriented activities to promote community identification and ownership of the problems and solutions. The five guidelines used in working with communities (i.e., community designated goals, total community representation, ongoing community participation, multiple approaches for multiple factors, and PMHC staff as facilitators) are stated and activities of the PMHC staff in three communities are described to illustrate the use of these guidelines. In Part II, the characteristics of a community development model, focusing on process rather than specific prevention techniques, are given. The effectiveness of the process-oriented community development approach is discussed from both first and second order changes. Part III discusses the implications of a process-oriented model in the areas of implementation, funding, and evaluation. The discussion on implementation specifically focuses on agency management, organizational, and community relations. A comment on successful revolutions in mental health practice and services concludes the paper. (BL)

Descriptors: Agency Role; Community Programs; Drug Abuse; Drug Addiction; Mental Health Programs, Models; Prevention, Program Descriptions; Program Design; Rural Environment

Identifiers: Pioneer Mental Health Center NE
ED245076 CE039062
Combat Problems of Student Chemical Use. Module E-10 of Category E-Instructional Management. Professional Teacher Education Module Series. Monacott, Michael E.; Krause, Scot
Ohio State Univ., Columbus. National Center for Research in Vocational Education. 1984 64p.; For related documents, see ED 241 728, ED 242 899, ED 242 951-955, ED 244 136, and CE 039 061-063.
Sponsoring Agency: Department of Education, Washington, DC.
Available from: American Association for Vocational Instructional Materials, 120 Driftmier Engineering Bldg., University of Georgia, Athens, GA 30602.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: INSTRUCTIONAL MATERIAL (051)
Geographic Source: U.S.; Ohio
Journal Announcement: RIEOCT84
Target Audience: Teachers; Practitioners
This module, one in a series of performance-based teacher education learning packages, focuses on a specific skill that vocational educators need to be successful in the area of instructional management. The purpose of the module is to prepare teachers to deal with students who are using chemicals--alcohol and other drugs--to an extent that their performance in the classroom and laboratory is adversely affected. The module also helps the teacher to define his/her feelings about chemical use and gives skill in using prevention and intervention techniques and in providing support, reinforcement, and alternatives to students who are struggling to recover from chemical use. Introductory material provides terminal and enabling objectives, a list of resources, and general information. The main portion of the module includes four learning experiences based on the enabling objectives. Each learning experience presents activities with information sheets, samples, worksheets, checklists, case studies, and self-checks. Optional activities are provided. Completion of these four learning experiences should lead to achievement of the terminal objective through the fifth and final learning experience that provides for a teacher performance assessment by a resource person. An assessment form is included. (YLB)
Descriptors: Alcoholism; Case Studies; Check Lists; Classroom Techniques; Competency Based Teacher Education; Drug Abuse; Drug Addiction; Helping Relationship; Higher Education; Individualized Instruction; Intervention; Job Skills; Learning Activities; Learning Modules; Prevention; Student Teacher Relationship; Teacher Evaluation; Teacher Influence; Teacher Role; Teaching Skills; Vocational Education; "Vocational Education Teachers"

Contract No.: NIDA-271-81-4911
Report No.: DHHS-ADM-83-1233
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; New Jersey
Journal Announcement: RIEOCT84
Government: Federal
Target Audience: Administrators; Practitioners
Following an introduction to the monograph in chapter 1, chapter 2 introduces the conceptual framework for an evaluation model as part of a 9-step continual process of program planning, feedback, and change. Chapter 3 delineates program issues in prevention evaluation discussed from the manager's perspective, including major evaluation questions to be addressed: (1) what is the program and what is it meant to do; (2) what are the evaluation questions to be asked by the program; (3) what kind of evaluation will fit a particular program; and (4) will the evaluation be worthwhile for the program? Chapter 4 presents evaluation issues in prevention programs, including basic design and methodology concerns, e.g., quantitative and qualitative methods and cost-benefit analysis. Chapter 5 elaborates the step-by-step model introduced in chapter 2, taking program managers through each step in detail, emphasizing their responsibility and participation with the evaluator. Chapter 6 ties the earlier, more didactic discussion of evaluation content and process into three case studies. Chapter 7, on politics and science in prevention programming, uses case material to focus on the importance of the program's external political context for the success or failure of both the program and its evaluation. The monograph concludes with a summary of broad guidelines to help the evaluator and manager deal with evaluation politics. (EJ)
Descriptors: Administrator Guides: Administrators; Case Studies; Cooperative Planning; Drug Abuse; Evaluation Methods; Evaluation Utilization; Prevention; Program Evaluation

ED244185 CG017457
Cognitive Dysfunction, Locus of Control and Treatment Outcome among Chronic Alcoholics.
Abbott, Max W.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
(cont. next page)
While alcoholism is no longer regarded as a unitary disorder, conventional measures of cognition and personality have yet to be shown capable of consistently predicting clinical outcomes. To investigate cognitive dysfunction and locus of control as predictors of post treatment outcome in a large sample of alcoholics, 106 alcoholics (74 men, 32 women) were interviewed and assessed twice during an 8-10 week inpatient program. Subjects completed two measures of locus of control (the Roter Internal-External Scale-IE, and a drinking-related locus of control scale-DRIE), and two measures of cognitive dysfunction (the Test Rod and Frame Battery-PCIT). Other demographic and psychological measures were administered at the beginning and end of treatment, as was the PCIT. Treatment outcome, focusing on weeks of abstinence, was assessed at 3 and 12 months. Significant and independent shifts in the internal direction were found on both measures of locus of control from the first to second testing. Significant improvement on the BRF was similarly observed. The relationship between the independent variables and indices of treatment participation was weak. DRIE fared better than IE in predicting treatment outcome in 103 patients assessed for drinking outcome 12 months following discharge. The two cognitive measures also significantly predicted drinking outcome at 12 months. Ability to predict outcome was enhanced when interactions between the two cognitive measures and locus of control were considered, and when multivariate analyses were employed including nonlinear relationships between these measures and treatment outcome. (Author/BL)

Descriptors: Adults; Alcoholism; Cognitive Processes; Group Therapy; Locus of Control; Predictor Variables; Program Effectiveness; Rehabilitation Programs

ED241837 CO17314

Contract No.: ADM-281-79-G001
Report No.: DHHS-ADM-82-1169
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: INCLASSROOM MATERIAL (OS5)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEAUG84
Government: Federal
Target Audience: Teachers

This guide, one of a series of publications written for medical school faculty to use in designing substance abuse instruction, focuses on curriculum content for drug and alcohol abuse instruction. Following a brief introduction, discussions of positive attitude development toward substance abuse patients, and the psychological, cultural, and biological aspects of substance abuse are presented. Diagnostic techniques, patient referral and early intervention, therapeutic treatment techniques, especially with adolescents, are also discussed. Treatment of acute and chronic phases of alcohol and drug abuse, and therapy goals and techniques are explored. Substance abuse among physicians is presented in terms of early symptoms, problems in delayed treatment, and successful treatment; and substance induced organic mental (cont. next page)

Hostetler, Jeptha R.

National Clearinghouse for Alcohol Information (DHHS), Rockville, Md.; National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md. 1982 47p.; For related document, see CG 017 314.

Sponsoring Agency: National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.

Contract No.: ADM-281-79-0001
Report No.: DHHS-ADM-82-1158
EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052)

Geographic Source: U.S.; Maryland

Journal Announcement: RIEAUG84

Government: Federal

Target Audience: Teachers

This guide, one of a series of publications written for medical faculty to use in designing substance abuse instruction, focuses on the teaching of alcohol and drug abuse intervention in medical and osteopathic schools. Following a brief introduction to the booklet, the career teacher program, which is supported by federal grants, is explained. Curriculum objectives, focusing on definitions; scientific, social, and psychological factors; diagnosis; treatment; and prevention, are given. A discussion on attitude change as a goal of education and a description of various teaching modalities complete chapter 1. Chapter 2 discusses the teaching methodologies of clinical teaching, lecture, interactive teaching, role playing, computer-assisted instruction, small group setting, and audiovisual utilization. For each methodology specific goals or discussion points are offered. The booklet concludes with a list of references and three appendices: the curriculum objectives and goals; an annotated audiovisual materials listing; and an annotated listing of other teaching materials/resources with addresses. (BL)

Descriptors: *Alcoholism; *Curriculum Development; *Drug Abuse; *Drug Education; Health Education; Health Personnel; Higher Education; Medical Education; Medical Schools; Medical Students; Psychiatry

Alcoholic Subtypes: Validity of Clusters Based on Multiple Assessment Domains.

Kivlahan, Daniel R.; And Others


EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; Washington

Journal Announcement: RIEJUN84

Target Audience: Researchers

Recent approaches to empirical derivation and validation of alcoholic subtypes which involve cluster analysis within a single multivariate assessment domain have been questioned. To investigate more clinically meaningful subtypes in a sample of 245 male alcoholics, cluster analysis was performed on a combination of variables from four assessment domains: demographics, drinking behavior, neuropsychological functioning, and psychopathology. Six subtypes were derived and shown to have discriminant validity with respect to measures which had not been used in the original cluster analysis. The six subtypes were found to have differential patterns of treatment outcome over 9-month follow-up, but only among patients randomly assigned to 2-week as opposed to 7-week hospitalization. Cluster membership was not associated with marital status or reason for referral, but was related to the number of previous treatments for alcohol-related problems or psychiatric reasons, drinking-related locus of control, and physical symptoms. The results suggest that empirically derived typologies based on multiple assessment domains should be investigated for their usefulness in more appropriately matching treatments to patient subtypes. (Author/JAC)

Descriptors: *Alcoholism; Behavior Patterns; Cluster Analysis; *Cluster Grouping; Demography; *Individual Differences; Males; *Predictive Validity; Predictor Variables Program Effectiveness; Psychopathology

Eat, Drink and Be Merry: Signs and Symptoms of Alcohol Wellness.

Haines, Michael P.


EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Illinois

Journal Announcement: RIEMAY84

Target Audience: Teachers; Community

Most college students are drinkers, but most of these...
Report presents findings from the national research and reporting program, Monitoring the Future: A Continuing Study of the Lifestyle and Values of Youth, and is the sixth in an annual series reporting the drug use and related attitudes of high school seniors: the report covers the high school classes of 1975-1982. Two of the major topics covered are the current prevalence of drug use, and trends in use since 1975. Also reported are statistical data on grade of first use, trends in use at earlier grade levels, intensity of drug use, attitudes and beliefs among students concerning various types of drug use, and their perceptions of certain relevant aspects of the social environment. The eleven separate classes of drugs distinguished are marijuana (including hashish), inhalants, hallucinogens, cocaine, heroin, natural and synthetic opiates, stimulants, sedatives, tranquilizers, alcohol and cigarettes. Most of the information deals with illicit drug use. A special section discusses the use of non-prescription stimulants, including diet pills, stay-away pills, and the look-alike pseudo-amphetamines. Results of the survey of seniors from approximately 125,000 public and private high schools throughout the United States showed that, although about two-thirds of all American students try an illicit drug before they finish high school, the use of many illegal drugs is on the wane, alcohol use is more common, and smoking is declining. About 41% of all seniors drinks alcohol daily and 41% had five or more drinks in a row at least once in the 2 weeks prior to the survey. These levels of substance use and abuse probably reflect the highest level of illicit drug use in the industrialized world. (JAC)

Descriptors: Beliefs; Drinking; Drug Abuse; Drug Use; Higher Education; Illegal Drug Use; Individual Differences; Peer Influence; Predictor Variables; Smoking; Social Environment; Student Attitudes; Student Behavior; Trend Analysis

ED377146 COE37716
Sponsoring Agency: Office of Vocational and Adult Education (ED). Washington, DC.
Contract No.: 300-84-1036
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S.: South Carolina
Journal Announcement: RIEMAY84
Target Audience: Teachers

This instructor's resource guide, one in a series of products from a project to develop an associate degree program for paraprofessional rural family health promoters, deals with conducting a health promotion seminar. Covered in the first section of the guide are the role of a health care promotion seminar in rural health promotion training, general objectives and recommendations for instructors, and references and suggested course texts. A series of unit overviews dealing with the following topics is provided: health, illness, and wellness; health hazard appraisals; self-directed change: facilitating change; health change agents; stress and illness; exercise and fitness; fitness programs; new eating patterns; (cont. next page)
patterns of misusing food, drugs, and alcohol; drug abuse; drug abstance; and health behavior change. Each unit contains general and specific objectives; a topic outline; and seminar ideas, resource notes, and approaches and activities. Concluding the guide are a discussion of methods and materials for student evaluation and a description of other materials in the Family Home Health Training Program series. (MN)

Descriptors: Alcohol Education; *Allied Health Occupations Education; *Associate Degrees; Behavioral Objectives: Behavior Change; Classroom Techniques; Core Curriculum; Diseases: Drug Abuse; *Drug Education; Exercise; *Family Health; Food; *Guidelines; *Health Education; Health Personnel; Intervention Programs; Higher Education; Home Health Aides; Hygiene; Instructional Materials; Learning Activities; Obesity; Paraprofessional Personnel; Physical Education; Program Design; Program Development; Program Implementation; Resource Units; Rural Areas; *Rural Education; *Seminars; Stress Management; Student Evaluation; Teaching Methods

Identifiers: Stress (Biological)

ED237485 SPO2312
Health Education for Georgia Middle Grades. A Competency-Based Approach.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S.; Georgia
Journal Announcement: RIEAPR84
Government: State
Target Audience: Teachers
This guide for middle school health education teachers in Georgia first sets forth the state policies on the school's responsibility for student health, the general objectives of health education, and the purposes of school health services programs. Instructional units are provided for grades 5 through 8. Topics covered in the units include: (1) mental health; (2) nutrition; (3) drug use and abuse; (4) safety and first aid; (5) dental health; (6) family living; (7) disease prevention; (8) environmental and consumer health; and (9) health careers. For each unit, instructional methods are suggested, a general course description is given, and a course outline provided. Each educational objective has suggested performance indicators and matching instructional activities. A list of instructional resources includes media sources, textbooks, selected reading references, college and universities with degree programs in health and safety education, and organizations offering health education materials. Appendices include samples of health record keeping materials, steps to curriculum development, and suggested elements for a secondary education course guide. (JD)

Descriptors: Class Activities; *Competency Based Education; Dental Health; Disease Control; Drug Abuse; *Educational Objectives; Family Health; *Health Education; Health Occupations; Individual Development; Intermediate Grades; Junior High Schools; Mental Health; Middle Schools; Nutrition; Physical Fitness; Record Keeping; Safety Education. Student Needs: Teaching Methods

Identifiers: Georgia

ED236509 CG017061
School Programs to Prevent Drug Abuse. Issuegram 18.
Nonk, Mary
Education Commission of the States, Denver, Colo. 3 Jan 1983 9p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; Colorado
Journal Announcement: RIEAPR84
Target Audience: Policymakers
This Issuegram briefly discusses the role of the school in the prevention and minimization of drug use problems. Two approaches to the problem are considered: the disciplinary approach that concerns the behavior of school personnel confronted with drug activity on school property, and the pedagogical/or educational approach. The roles of the state education agency and the state alcohol and drug authority are also discussed. The Issuegram outlines other strategies for preventing drug abuse that can supplement school programs, including alternative activities, peer counseling, adult influence, and reinforcement of positive behavior. Additional resources and suggested readings are listed. (JAC)

Descriptors: Discipline; *Drug Abuse; *Drug Education; Elementary Secondary Education; *Prevention; *School Role; State Agencies

ED236443 CG016992
Decisions about Drug Use, Adolescent Decisions Curriculum.
Brion-Meisels, Steven; And Others
Sponsoring Agency. Department of Education. Washington, DC. Grant No.: G-008001910
Available from: Adolescent Issues Project, Judge Baker Guidance Center, 295 Longwood Avenue, Boston, MA 02115 ($20.00).
*EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S.; Massachusetts
Journal Announcement: RIEAPR84
Target Audience: Teachers
This teacher's manual for drug abuse education is one volume of a six volume curriculum for the secondary level, designed to provide a systematic, group-oriented approach to decision-making in areas crucial to adolescent development. (cont. next page)
drug (substance) use and abuse, sexuality and social relationships, juvenile law, work and people and government. An introductory section lists the general goals of the curriculum, i.e., to provide factual information, to increase awareness, and to provide decision-making practice, and describes the desired drug-related outcomes. (alternative and consequential thinking): communication; and evaluation. The 24 lessons in the manual cover general drug related information and specific drugs (e.g., caffeine, nicotine, alcohol, marijuana, cocaine). Information on the effects of drugs is included, as are the effects on the body, and relevant laws. Awareness activities explore the effects of advertisers, peer pressure, role models, and drug pushers in drug involvement. Decision activities anticipate situations involving drugs and provide students with opportunities to practice decision making. Suggestions for needed materials, handouts, student evaluations, and lesson evaluations are included for each lesson and at the end of the manual. (BL)

Descriptors: Adolescent Development; Adolescents; Alcohol Education; Decision Making Skills; Drug Education; Drug Legislation; Drug Use; Health Education; Humanistic Education; Illegal Drug Use; Interpersonal Competence; Learning Modules; Peer Influence; Secondary Education; Secondary School Curriculum; Skill Development; Teaching Guides; Tobacco

ED235423 CGO16957
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S.: Nebraska
Journal Announcement: RIE2MAR84
Target Audience: Teachers
This teacher manual provides three instructional units (Chemical Dependency; Adolescent Development; Adolescent Development) for chemical dependency education at the high school level. The history, objectives, and teaching philosophy of the program are discussed briefly, and a course syllabus is included. The format for each of the three sections consists of a teacher guide with specific directions for each day of instruction: activities and readings including student handouts; and teacher resource materials. Section 3 also includes student and teacher unit evaluation forms. A fourth section provides additional resource material, e.g., lists of films available from the school library, supplemental activities and projects for speakers, and addresses and phone numbers, fact sheets on marijuana and alcohol. Although some of the material is geographically specific (e.g., a map to Bryan High), the guide would be useful to anyone wishing to implement chemical dependency instruction at the high school level. (NCF)

Descriptors: Adolescent Development; Alcohol Education; Alcoholism; Drug Abuse; Drug Addiction; Drug Education; Drug Use; Humanistic Education; Parent Influence; Parent Role; Parenting; Parent Influence; Prevention; Resource Materials; Secondary Education; Social Support Groups
Identifiers: Illinois

ED235435 CGO16969
Available from: Department of Mental Health and Human Services, Rockville, MD 20852.
EDRS Price - MFO1/PC03 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.: Illinois
Journal Announcement: RIE2MAR84
Target Audience: Parents
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Descriptors: Adolescent Development; Adolescents; Alcohol Education; Drinking; Driver Education; Drug Abuse; Drug Education; Health Education; Humanistic Education; Parent Influence; Parent Role; Parents; Peer Influence; Prevention; Resource Materials; Secondary Education; Social Support Groups
Identifiers: Illinois

ED235435 CGO16969
Available from: Department of Mental Health and Human Services, Rockville, MD 20852.
EDRS Price - MFO1/PC03 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.: Illinois
Journal Announcement: RIE2MAR84
Target Audience: Parents
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ED235435 CGO16969
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EDRS Price - MFO1/PC03 Plus Postage.
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Identifiers: Illinois

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Identifiers: Illinois
A survey was made of 11 alcohol/drug treatment centers to assess their education services, client treatment, staff inservice, and community/workplace outreach. Background information was gathered on the type of services offered, the organizational operation, licensed bed capacity, physical environment, payment system, and admission criteria. The survey questionnaire was a composite of items extrapolated from the National Drug and Alcohol Treatment Utilization Survey and from survey instruments for alcohol/drug education programs and patient education services. While the investigators examined staff inservice training and community outreach educational efforts, most attention was centered on alcohol/drug education services for the client. No implications were drawn on how much of the treatment plan should be documented separately as education. Results suggested that treatment centers are providing extensive alcohol/drug education services; however, the documentation of such services varied from setting to setting. In most centers, educational activities were directed not only toward the client and staff, but also toward the community and workplace. Recommendations are made for future research on treatment centers. Samples of the survey instruments are appended.

Descriptors: *Alcohol Education; Allied Health Personnel; Community Education; Delivery Systems; Drug Abuse; *Drug Education; Health Education; *Health Services; Hospitals; Information Dissemination; Medical Evaluation; *Outreach Programs; Prevention; Program Evaluation; *Rehabilitation Programs; Staff Development

ED234291 CG016885
Preventing Drug Abuse in the Workplace. Drug Abuse Prevention Monograph Series.
Vicary, Judith R.; Resnik, Henry
Sponsoring Agency: National Inst. on Drug Abuse (DHHS/PRR).
Rockville, Md. Div. of Prevention and Treatment Development.
Contract No.: NIDA-271-78-4665
Report No.: DHHS-(ADM)82-1220
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (O70), PROJECT DESCRIPTION (141)
Geographic Source: U.S.; California
Journal Announcement: RIEFEB84
Government: Federal
Target Audience: Community; Administrators; Practitioners
This monograph is designed to help employers, employees, managers, and union officials develop effective workplace policies and programs to prevent drug and alcohol abuse and other health problems. The text of the monograph, (1) presents information regarding the costs of drug and alcohol use in the workplace, and evidence of potential cost-savings (in dollars and in human energies and aspirations) that may have resulted from different programs; (2) describes the evolution of programs in the workplace, including evolution from single- to

ED235081 SO015000
Alcohol Abuse: Geographical Perspectives. Resource
Publications in Geography
Smith, Christopher J.; Hanham, Robert O.
Available from: Association of American Geographers, 1710 Sixteenth Street, N.W., Washington, DC 20009 ($5.00; 10-99 copies, 10% discount)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
multi-problem area programs and the options available, ranging from primary prevention to treatment and rehabilitation; (3) describes different types of programs that have been introduced; and (4) briefly analyzes issues to consider in developing and implementing a primary prevention/early intervention program in the workplace. A reference list and an appendix listing sources of additional information about drug abuse prevention/health promotion programs in the workplace are included. (Author/WAS)

Descriptors: *Alcoholism; Business; *Drug Abuse; Drug Rehabilitation; Health Programs; Industry; *Implant Programs; Intervention; *Prevention; Program Costs; Program Descriptions; *Program Development; State of the Art; Reviews; Work Environment

ED234286 CG016880


Blangiardo, John; Gold, Judith

Community School District 22, Brooklyn, N.Y.


EDRS Price - MFOI/PC03 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142): TEST, QUESTIONNAIRE

(160)

Geographic Source: U.S.; New York

Journal Announcement: RIEFEB84

Target Audience: Community

Alternatives, the Drug and Alcohol Prevention Program of Community School District 22 in Brooklyn, N.Y., is a broad-based substance abuse prevention program funded by the state that provides direct services to students and their families through three service modalities. These are prevention services, which provide students, parents, and the community with understandings of the nature and factors of substance abuse, primarily through prevention groups; intervention services, focusing on the needs of at-risk or using individuals either in small groups or individually; and the Alternate Class, which services students who do not function in the normal class setting. To evaluate the program's effectiveness, staff members, school district principals, parent associations, alternate class participants and their parents, and 345 students were surveyed during October 1981 and February 1982. Recommendations, based on survey results, included a more balanced male/female staff, intervention services for female students, and identifying the factors that relate specifically to the primary reasons for admission and measuring the change in these factors. (Descriptive and evaluation data are provided in separate sections and include a staff and student profile, review of service levels, and detailed survey results for each group surveyed. The appendix contains the Alternatives Program Student Profile form, the survey form for staff, principals, parents, associations, students, and alternate class parents, the Alternative Questionnaire for group participation; and the Fordham University Survey and Piers-Harris Self Concept Questionnaire). (JAC)

Descriptors: Alcoholic Beverages; *Drug Abuse; *Drug Education; Feedback; *Prevention; *Program Effectiveness; Program Evaluation; Secondary Education; Secondary School Students; *Self Evaluation (Group); Student Behavior; Youth Programs

Identifiers: Alternatives Prevention Program NY
This health education curriculum guide consists of two major sections: a list of health education objectives and a family life education content outline. Each section is subdivided by grade levels: kindergarten through 12. Health education objectives for each grade level are organized into six topic areas: mental health, physical health, community health, safe living, substance abuse, and family life. The family life course includes information on human reproduction, social values related to sexuality, and responsible citizenship and parenting. (UD)

Descriptors: Contraception; Curriculum Design; Drug Use; Educational Objectives; Elementary Secondary Education; Family Life Education; Health Education; Mental Health; Parenthood Education; Physical Health; Safety Education; Sex Education; Social Responsibility

ED232109 CG016803
School District Drug and Alcohol Study.
Crabtree, Michael
Aug 1980 50p
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143). TEST QUESTIONNAIRE (160)

Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIEDEC83

Marijuana and alcohol use by high school students has continued to increase through the latter part of the 1970's. To gain information on the extent of this problem in their area, a school district in rural western Pennsylvania approved a study of drug and alcohol usage by the school district's 2,200 students. For reasons of confidentiality, all words and names that would identify the school district have been removed from the report (and replaced by an "X" in the text). Specific purposes of the study were to collect data on student drug and alcohol use, to find factors related to such usage, and to lay the groundwork for designing a program to deal with drug and alcohol problems. A random sample of one-half of the students in the 6th, 8th, 10th, and 12th grades (N=296) was selected to complete a 40-item questionnaire which covered these areas: personal data, community drug and alcohol information, and personal experience with drugs and alcohol. A nonexistent drug (phenenolol) was included in the questionnaire as a validity check on students' responses. Statistical analyses revealed, among other results, that drug and alcohol use by seniors at this high school generally paralleled national levels of use; however, usage by 10th graders was greater than that by the seniors, suggesting that the drug problem will get worse before it decreases. Recommendations were that a drug and alcohol prevention program be initiated as soon as possible, and that the program should begin in the primary grades. Part 1 of the results section includes an extensive set of statistical tables with data by grade for each questionnaire item. Part 2 of the (cont. next page)
The National Training System: A Year of Transition. 1981-1982, Drug Program Report, Conte, Jerome A., Ed. HCS, Inc., Potomac, Md. 1982 28p. Sponsoring Agency: National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md. Contract No: NIDA-271-80-4807 Report No.: DHHS-ADM-82-1239 EDRS Price - MFO1/PC02 Plus Postage. Language: English Document Type: PROJECT DESCRIPTION (141) Geographic Source: U.S.: Maryland Journal Announcement: RIEDEC83 Government: Federal This report, the final publication of the Career Development Center (CDC), contains selected highlights of the transitional activities undertaken in 1981-82 by the CDC and the National Drug Abuse Center (NDAC). The theme of these activities has been "Capacity Building," defined as the ability of the states to continue and maintain the core of organizational capabilities necessary to maintain the quality substance abuse planning, training, and resource development programs formerly administered at the federal level by the National Training System components. Highlights of the activities of the four Regional Support Centers which phased out their operations in June 1982 are also included. The first section briefly reviews NDAC goals and programs, lists regional activity priorities, and reviews the American Indian Special Issues workshop; the centralization of training-of-trainer events; and materials development; and the Network Strategy Task Force workshop. The contents of the National Guide to Educational Credit for Training Programs, and the annual evaluation and accreditation of educational programs dealing with drug abuse are detailed. Program highlights of the Western, the Central, the Southwest, and the Southeast Regional Support Centers are described in the final four sections, and focus on activities provided to each of the states in each region during the 1981-82 year. (WAS) Descriptors: Accrediting Agencies; Annual Reports; Drug Abuse; Drug Education; Educational Quality; Federal Programs: Program Development; Program Effectiveness; Regional Programs; Standards; Training

ED232091 CG016785 Summary of the Evaluation of the Phoenix Pilot Drug Program. Emrich, Robert L.; Green, Patricia Pacific Inst. for Research and Evaluation, Santa Ana, Calif. Dec 1981 59p. Sponsoring Agency: Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability. EDRS Price - MFO1/PC02 Plus Postage. Language: English Document Type: EVALUATIVE REPORT (142) Geographic Source: U.S.; California Journal Announcement: RIEDEC83 The purpose of the Phoenix Pilot Drug Program is to provide a drug/alcohol free educational environment which will enable students to reduce their drug/alcohol usage and function in a regular school program. To determine the degree to which the program is accomplishing these short-term goals, and also to examine the quality of the counseling program, the academic environment, and the relationship between parents and school, process evaluation data were collected through observation of counseling sessions and classes, review of course materials, objectives, and school records; and interviews with students and staff, and the principal. A matched comparison student was selected for each Phoenix school student in the sample, to confound uncontrolled sources of variation. 10 Phoenix school students were included in the study. The findings, summarized in terms of program goals and objectives, showed that the program is effective in providing a drug free environment for students while they are in school. However, students' self-reports indicated that the program had no effect in reducing overall drug and alcohol use. The program did appear to be strengthening students' commitment to school and the rebuilding of good school habits. The counseling program was not found effective in decreasing drug use or in improving students' self-esteem. An individualized academic environment was found lacking, but learning habits had improved. While the partnership between school and home requires further investigation, indications are that more parent involvement is needed. (JAC) Descriptors: Alcoholism; Attitude Change; Counseling Services; Delinquency Prevention; Drug Use; Drug Abuse; Drug Education; Educational Environment; Outreach Programs; Parent School Relationship; Program Effectiveness; Program Evaluation; Secondary Education; Secondary School Students Identifiers: Phoenix Pilot Drug Program

ED232082 CG016776 Psychological Approaches to Problems of Children and Adolescents. Grimes, Jeff, Ed. Iowa State Dept. of Public Instruction, Des Moines, Div. of Special Education. Oct 1982 50p. EDRS Price - MFO1/PC02 Plus Postage. (cont. next page)
Drug Abuse Treatment. Treatment Research Report. ED228584

Dysfunction; Problems; Elementary Problems; Pumroy. (WAS)

Joseph: Issues in Definition, Diagnosis and Intervention, by Pregnancy, Depression

Harper; School Treatment, Philip

Adolescent Peer Group Relations: Problems and Intervention, by Diet and Psychological

Ross-Reynolds; Good J. and possibilities, background psychologists contain in interventions:

approaches for assessing the behavior of concern, intervention adolescents.

DIALOG File 1: ERIC- 88-85/SEP

Centract No.: NIDA-271-77-4512


An Sponsoring 1982

Target Audience: Practitioners

Government! State

Geographic Source: U.S.; Iowa

Document Journal Announcement: RIEDECB3

This documents, see CG 016 575-580.

ED228556 CGO16581

Drug Education Curriculum: Grade Six. Health Education:

Substance Abuse Prevention. Revised.

New York State Education Dept., Albany. Bureau of Drug Education.

1982 137p.; Revision of ED 214 095; Changes are minor except that lengthy appendices have been dropped. For related documents, see CG 016 875-580.

Report No.: NYSED-82-7211

EDRS Price - MFO1/PCO6 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Massachusetts

Journal Announcement: RIESEP83

Government: Federal

It is generally acknowledged that employment is essential to the successful rehabilitation of drug abusers, and several models have been effective in helping drug abuse clients find jobs. To compare two methods of providing employment services to drug abuse treatment clients, the Employment Specialist Study sampled 40 clients at each of 39 clinics in Chicago, Detroit, and New Jersey. Clinics which provided a full-time employment specialist were compared to those providing services through a consultant specialist shared by three clinics, and control clinics with no employment services. Baseline, process and outcome data were collected using 12 different questionnaires and standardized report forms. Most of the study clients were male (79%), black (70%) and between 25 and 40 years old (75%). Data analyses showed clients from clinics with full-time employment counselors were more likely to be retained in the treatment program at least four months, and significantly more likely to be drug free or have diminished drug use at discharge. However, increase in employment was only slightly greater for clinics with full-time specialists than for clinics with no employment specialists. Clinics with consultant specialists were more likely to retain clients than the control groups, but significantly less likely to retain clients than clinics with full-time specialists. Because of the importance of employment to clients, further research is needed to determine how employment specialists might best be used with existing counseling staff. (JAC)

Descriptors: Comparative Testing; Consultants; Counselor Role; Crime; Dropout Prevention; Drug Abuse; Drug Rehabilitation; Employment Counselors; Employment Programs; Program Effectiveness; Recidivism

ED228584 CGO16610


Contract No.: NIDA-271-77-4512

Report No.: DHHS-ADM-82-1230

EDRS Price - MFO1/PC01 Plus Postage.
manuals for elementary and secondary teachers and administrators, is designed to prevent drug misuse and abuse through activities that develop students' affective and cognitive skills. The introductory section presents the rationale for the school-community drug abuse prevention program, including a discussion of the school's responsibilities, parent and community involvement, and suggestions for obtaining program support: the philosophy and design of the curriculum; methods for evaluating the curriculum; instructions to the teacher; a detailed sampling of teaching methods; a topical outline of the drug education curriculum; K-12; characteristics of early and late childhood; and an activities index by grade level. The format for the instructional units consists of concepts, learning objectives and activities, and teacher information and resources. A materials list, worksheets, and illustrations are also included for each unit. The activities for the fifth grade level focus on drug use and body balance, drugs and society, problem solving and decision making, and group dynamics. Appendices referred to in the curriculum guide are available as separate, periodically updated bulletins. (JAC)

Descriptors: Child Development; Class Activities; Cognitive Development; Curriculum Development; Curriculum Guides; Drug Abuse; Drug Education; Drug Use; Elementary Education; Elementary School Students; Grade 5; Information Sources; Intermediate Grades; Learning Activities; Parent School Relationship; School Community Programs; School Role; Teaching Methods

ED228554 CG016579
Drug Education Curriculum; Grade Five, Health Education: Substance Abuse Prevention. Revised.
New York State Education Dept., Albany. Bureau of Drug Education.
1982 142p.; Revision of ED 214 093: Changes are minor except that lengthy appendices have been dropped. For related documents, see CG 016 575-581.
Report No.: NYSED-82-7209
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (OS2)
Geographic Source: U.S.; New York
Journal Announcement: RIESEP83
Government: State
Target Audience: Practitioners
This revised curriculum guide, one of nine sequential manuals for elementary and secondary teachers and administrators, is designed to prevent drug misuse and abuse through activities that develop students' affective and cognitive skills. The introductory section presents the rationale for the school-community drug abuse prevention program, including a discussion of the school's responsibilities, parent and community involvement, and suggestions for obtaining program support: the philosophy and design of the curriculum; methods for evaluating the curriculum; instructions to the teacher; a detailed sampling of teaching methods; a topical outline of the drug education curriculum; K-12; characteristics of early and late childhood; and an activities index by grade level. The format for the instructional units consists of concepts, learning objectives and activities, and teacher information and resources. A materials list, worksheets, and illustrations are also included for each unit. The activities for the fourth grade level focus on appropriate use of drugs, how emotions affect health. (cont, next page)
communication skills and problem solving, and setting personal health goals. Appendices referred to in the curriculum guide are available as separate, periodically updated bulletins.

Descriptors: Child Development; Class Activities; Cognitive Development; Curriculum Development; Curriculum Guides; Drug Abuse; Drug Education; Drug Use; Elementary School Students; Intermediate Grades; Learning Activities; Parent School Relationship; School Community Programs; School Role; Teaching Methods

ED228552 CG016577
New York State Education Dept., Albany. Bureau of Drug Education.
1982 114p.; Revision of ED 214 091; Changes are minor except that lengthy appendices have been dropped. For related documents, see CG 016 575-581.
Report No. : NYSED-82-7207
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S.; New York
Journal Announcement: RIESEP83
Government: State
Target Audience: Practitioners
This revised curriculum guide, one of nine sequential manuals for elementary and secondary teachers and administrators, is designed to prevent drug misuse and abuse through activities for developing students' affective and cognitive skills. The introductory section presents the rationale for the school-community drug abuse prevention program including a discussion of the school's responsibilities, parent and community involvement and suggestions for obtaining program support; the philosophy and design of the curriculum; methods for evaluating the curriculum: instructions to the teacher; a detailed sampling of teaching methods: a topical outline of the drug education curriculum, K-12; characteristics of early and late childhood; and an activities index by grade level. The format for the instructional units consists of concepts, learning objectives and activities, and teacher information and resources. A materials list, worksheets and illustrations are also included for each unit. The activities for the second grade level focus on making choices, self-image, social interactions, health and wise use of substances. Appendices referred to in the curriculum guide are available as separate, periodically updated bulletins. (JAC)
Descriptors: Child Development; Class Activities; Cognitive Development; Curriculum Development; Curriculum Guides; Drug Abuse; Drug Education; Drug Use; Elementary School Students; Grade 2; Information Sources; Learning Activities; Parent School Relationship; Primary Education; School Community Programs; School Role; Teaching Methods

ED228551 CG016576
New York State Education Dept., Albany. Bureau of Drug Education.
1982 118p.; Revision of ED 214 090. Changes are minor except that lengthy appendices have been dropped. For related documents, see CG 016 575-581.
Report No. : NYSED-82-7206
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S.; New York
Journal Announcement: RIESEP83
Government: State
Target Audience: Practitioners
This revised curriculum guide, one of nine sequential manuals for elementary and secondary teachers and administrators, is designed to prevent drug misuse and abuse through activities for developing students' affective and cognitive skills. The introductory section presents the rationale for the school-community drug abuse prevention program including a discussion of the school's responsibilities, parent and community involvement and suggestions for obtaining program support; the philosophy and design of the curriculum; methods for evaluating the curriculum: instructions to the teacher; a detailed sampling of teaching methods: a topical outline of the drug education curriculum, K-12; characteristics of early and late childhood; and an activities index by grade level. The format for the instructional units consists of concepts, learning objectives and activities, and teacher information and resources. A materials list, worksheets and illustrations are also included for each unit. The activities for the second grade level focus on making choices, self-image, social interactions, health and wise use of substances. Appendices referred to in the curriculum guide are available as separate, periodically updated bulletins. (JAC)
Descriptors: Child Development; Class Activities; Cognitive Development; Curriculum Development; Curriculum Guides; Drug Abuse; Drug Education; Drug Use; Elementary School Students; Grade 2; Information Sources; Learning Activities; Parent School Relationship; Primary Education; School Community Programs; School Role; Teaching Methods
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drunk driving laws with compensatory liability responsibility that includes parents as well as students. (MLF)


ED227374 CGO16S02
A Guidebook for Planning Alcohol Prevention Programs with Black Youth.
Sponsoring Agency: National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
Contract No.: NIAAA-ADM-281-79-3001
Report No.: DHHS+ADM-81-1055
EDRS Price - MF01/PC0S Plus Postage.
Language: English
Document Type: NDN-CLASSROOM MATERIAL (OS5)
Geographic Source: U.S.: Maryland
Journal Announcement: RIEUG63
Government: Federal
Target Audience: Practitioners

This guidebook, developed to assist black community organizations in starting alcohol abuse prevention programs for black and urban youths, describes community action approaches developed for and tested by the black community in model community alcohol abuse prevention workshops in Chicago, Fort Lauderdale and Philadelphia. The material is organized in five chapters, each beginning with an overview or statement of purpose and bulleted goals and/or knowledge to be obtained. Chapter 1 discusses black history with an emphasis on alcohol use by black Americans. Chapter 2 explores prevention approaches and offers nine alcohol prevention strategies suitable for black adolescents. Chapter 3 presents steps in starting prevention programs, e.g., community mobilization, cosponsorship, networking, grantmanship and outreach. Chapter 4 addresses evaluation, stressing ways to determine if programs are meeting objectives. Chapter 5 is a resource section listing national, state, and local private and public organizations by name and address as well as available resource materials appropriate for youth prevention programs. The three appendices provide program planning materials (grant proposal outline and grant charts, and needs assessment guidelines and forms); community workshop materials (letters, agenda, feedback forms, worksheets, and overhead projector outlines); and a glossary of terms and a list of references. (MCF)


ED226298 CGO16G91
28 Jan 1982 73p.; Available in microfiche only due to small print size of prepared statements.
Report No.: Senate-Doc-97-91
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: LEGAL MATERIAL (O90): PROJECT DESCRIPTION (141)
Geographic Source: U.S.: District of Columbia
Journal Announcement: RIEJUL83
Government: Federal

These proceedings, dealing with the impact of drugs on juvenile crime, include testimony from judicial and law enforcement personnel and directors of programs for delinquent rehabilitation and drug treatment. The scope of the drug/crime problem is defined and discussed in terms of early delinquent behavior and the role of the family. The impact of illegal drug smuggling and dealing, especially as it affects law enforcement in the State of Florida, is discussed. The role of government in the prevention of drug abuse by juveniles is outlined and several treatment programs are described including: Project CARE in Portland, Oregon; the Yerba Buena program, San Jose, California; programs of the National Institute on Drug Abuse, e.g., the State Prevention Coordinators, the efforts of the ACTION agency to mobilize and support volunteers for drug prevention; Gaudenzia, Inc., a multipurpose human service agency designed to treat substance abuse and other forms of self-destructive behavior; and Second Genesis Inc., a non-profit, residential, therapeutic community for adolescent and adult drug abusers. Federal legislation dealing with drug laws is described in terms of court processes and prisons. Senate Bills 1688 and 1689, are also addressed by the witnesses. (UAC)

Identifiers: Congress 97th: Juvenile Justice System

ED226005 SP022050
Inventory of Federal School Health Promotion Activities. Working Document. Interagency Meeting on Health Promotion through the Schools (March 24-25, 1983).
Mar 1983 382p.; Coordinated by the Office of Disease Prevention and Health Promotion.
EDRS Price - MF01/PC16 Plus Postage.
(continued next page)
In focus across the life span from infants to older adults and including material about minority group families in America, all of the papers discuss current practices and programs. The first paper discusses primary prevention practice with families of infants. The second considers the experience of one residential treatment center in changing from a traditional child-centered treatment approach to one more family-centered in nature. Intrafamilial child sexual abuse and the manner in which the underlying treatment assumptions of one program affected the development of that program's structure are discussed in the third paper, while the fourth offers ideas about social work practice with Asian American families. Guidelines for helping troubled teenagers in blended and single-parent families are provided in the fifth paper; the sixth describes two models for treating families who abuse children (the generic family model and the family management model). The seventh paper in the collection discusses an intervention approach utilizing social networks to assist Mexican American families, while the eighth paper discusses aspects of the work of the conciliation court of Los Angeles County. In conclusion, the ninth and final paper describes a mutual help program for widows and widowers. (JH)

Descriptors: Adolescents; Alcoholism; Asian Americans; Child Abuse; Children; Court Role; Family Counseling; Family Problems; Infants; Intervention; Mexican Americans; Older Adults; One Parent Family; Prevention; Residential Programs; Social Networks; Social Work; Widowed

Identifiers: Blended Families; Sexual Abuse

ED225046 CG016394
Teaching about Alcohol Abuse in a High School Setting: A Preventive or Total Abstinence Approach?

Spowart, Andrew C.
1982 9p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052); POSITION PAPER (120)
PROJECT DESCRIPTION (141)
Geographic Source: Canada; Ontario
Journal Announcement: RIEJUN83

This paper compares two approaches to teaching a course on alcohol abuse to high school students. The importance of the teacher's basic personal beliefs in selecting a theme and determining the goal of the course are discussed in terms of the directions a course can take, i.e., that drinking is morally wrong, or that moderate, controlled drinking is acceptable. The influence of peers and the effect of a communication gap between teacher and students are considered. Of the two possible goals, total abstinence and prevention of alcoholism, the latter is suggested as the best approach for helping students make individual decisions about the use of alcohol as well as for developing a preventive-type, long-term program in general. (JAC)

Descriptors: *Alcohol Education; *Course Content: (cont. next page)
Preventive Role of Community-Based MH/MR/Social Services
drug education to resident students. Residence Directors (RD's) and Residence
Student Advisors (RSA's) at Kent State University (Ohio) had
three major objectives: (1) Provide substance abuse awareness
to residence hall students by disseminating drug information;
(2) supplement the training of RD's and RSA's with drug
education; and (3) institute drug education programming in
residence halls. The Substance Abuse Committee, consisting of
a residence-area coordinator, two RD's, and two RSA's, was
formed. Resources for educating students were obtained and distributed,
and a survey to ascertain student attitudes and behavior concerning drug use was developed. The first and second objectives were accomplished successfully. The third, implementing drug education in the dormitories, was less successful. It was felt that the university's Department of
Residence Services had difficulty in perceiving and understanding the nature of this task and its relation to their operations, and the notion of drug education was mistakenly confused with drug information. Further plans are being made for implementing a comprehensive drug education program. Appendixes include: (1) a resource list for substance abuse information; (2) a sample survey questionnaire eliciting information on student drug involvement; (3) survey findings from the questionnaire distributed at Kent State University; and (4) a sample drug education presentation. (UD)

Descriptors: College Students; Dormitories; Drug Education; Drug Use; Higher Education; Information Dissemination; Program Development; Resident Assistants; Residential Programs; School Health Services; Student Attitudes

Identifiers: Kent State University OH

Improving Alcohol/Drug Education in Illinois Schools.
Illinois State Board of Education. Springfield.
Mar 1982 7p.

EDRS Price - MFO1/PC01 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055); GENERAL REPORT (140)

Geographic Source: U.S.; Illinois
Journal Announcement: RIEAPR83

Government: State

This paper lists guidelines approved by the Illinois State Board of Education for improving alcohol and drug education in the schools. Statistics point out the seriousness of alcohol and drug abuse in terms of human costs to the victim, his/her family, and associates, and the economic costs of health care, accident losses, crime, social programs, and lost production. The paper discusses the educational philosophy behind the program and suggestions for its administration including guidelines for handling incidents involving alcohol and drugs. Specific objectives and techniques are described which can

Pay a Little Now or Pay a Lot Later: Exploring the Prevalent Role of Community-Based MH/MR/Social Services
Virginia State Div. for Children, Richmond.

EDRS Price - MFO1/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Ohio
Journal Announcement: RIEAPR83

Attempts at providing drug information and drug education to resident students. Residence Directors (RD's), and Residence Student Advisors (RSA's) at Kent State University (Ohio) had three major objectives: (1) provide substance abuse awareness to residence hall students by disseminating drug information; (2) supplement the training of RD's and RSA's with drug education; and (3) institute drug education programming in residence halls. The Substance Abuse Committee, consisting of a residence-area coordinator, two RD's, and two RSA's, was formed. Resources for educating students were obtained and distributed, and a survey to ascertain student attitudes and behavior concerning drug use was developed. The first and second objectives were accomplished successfully. The third, implementing drug education in the dormitories, was less successful. It was felt that the university's Department of Residence Services had difficulty in perceiving and understanding the nature of this task and its relation to their operations, and the notion of drug education was mistakenly confused with drug information. Further plans are being made for implementing a comprehensive drug education program. Appendixes include: (1) a resource list for substance abuse information; (2) a sample survey questionnaire eliciting information on student drug involvement; (3) survey findings from the questionnaire distributed at Kent State University; and (4) a sample drug education presentation. (UD)

Descriptors: College Students; Dormitories; Drug Education; Drug Use; Higher Education; Information Dissemination; Program Development; Resident Assistants; Residential Programs; School Health Services; Student Attitudes

Identifiers: Kent State University OH
Youth Problems, for students about drugs, (JAC)

decision-making about drugs;

Every pamphlet examines physiology and the effects of drugs on alcohol; (4) stimulants; (5) hallucinogens; and (6) marijuana.

an discussion. The six-pamphlet series includes materials on: (1) mood-altering drugs; (2) depressants or "downers"; Alcohol - The No. 1 Drug; Stimulants or "Uppers"; Hallucinogens; and Marijuana or "Grass."

DiUllo, Jean; And Others

Sponsoring Agency: Wisconsin State Dept. of Health and Social Services, Madison.


EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: TEACHING GUIDE (052)

Geographic Source: U.S.; Wisconsin

Journal Announcement: RIEMAR83

Target Audience: Practitioners

This guide is designed as a resource for parents and teachers to develop middle school students’ critical thinking about mood-altering drugs. It consists of a series of six pamphlets which focus on each of the major types of mood-altering drugs; each pamphlet may be used alone or as part of a series. The teacher’s guide contains a short summary of each pamphlet and background information for parents and teachers to use for further explanation and classroom discussion. The six-pamphlet series includes materials on: (1) an introduction to mood-altering drugs; (2) depressants; (3) alcohol; (4) stimulants; (5) hallucinogens; and (6) marijuana. Every pamphlet examines physiology and the effects of drugs on the body, issues related to specific drugs, and the decision-making skills that may be used by middle school students about drugs. (JAC)

Descriptors: *Alcohol Education; *Decision Making Skills; Drug Abuse; *Drug Education; Junior High Schools; Marijuana; *Middle Schools; Physiology; *Prevention; *Student Attitudes; Teaching Guides; Youth Problems

Yoast, Richard; And Others


EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Wisconsin

Journal Announcement: RIEMAR83

This manual is an introduction to community organizing for those who wish to work for the prevention of alcohol, drug, youth, mental health or other social problems. The materials show how to analyze a community and decide what problems need to be corrected, and then how to set goals and choose the best method of change. The manual also gives ideas to help group functioning, including strategies for increasing leader and meeting effectiveness. A list of additional resources is also provided, including perspectives on making community change, carrying out products, and identifying resources for group meetings. In addition, moderator guidelines are offered to assist the leader or facilitator in handling problems that may come up at group meetings. (JAC)

Descriptors: Alcohol Education; *Citizen Participation; *Community Programs; *Drug Abuse; Leadership Styles; Mental Health; Organizational Objectives; Planning; *Prevention; *Program Development; *Youth Problems

Gutiérrez, Manuel J.; Montalvo, Braulio

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIEFEB83

A 3-year longitudinal study of Puerto Rican youth (who were tenth graders during the first year of the study) in Philadelphia, Pennsylvania, sought to identify determinants of decisions to remain in school or drop out, and to investigate delinquency among this population. Among girls, the study found no correlation between delinquency and dropping out, although dropping out was strongly correlated with pregnancy. The data indicated that mothers’ influence on their daughters tended to socialize females away from delinquency. The potential Puerto Rican female dropout was likely to have repeated a grade, to be unmotivated, and to come from an educationally unsupportive home, but tended to be overlooked as a problematic student. Among boys, a significant positive relationship was found between dropping out and delinquency. (cont. next page)
The Effects of Three Years of Participation in a Primary Prevention Program on Elementary School Students.

Schaeffler, Gary A.; And Others

Pacific Inst. for Research and Evaluation, Napa, Calif.


Sponsoring Agency: National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.: California

Journal Announcement: RIEFEB83

A primary school drug abuse prevention program was evaluated. The program consisted of 2 years of Magic Circle on the Human Development Program (designed to positively influence students' social and emotional development via a teacher-led discussion of a particular topic) and 1 year of Jigsaw (a structured peer teaching method in which students teach part of the regular curriculum to fellow students). Student outcome variables included attitudes, norms, and behavior regarding self, peers, school, and drugs. Data were obtained with the Self Observation Scales; a developed Student Questionnaire; a drug-related My Opinion Survey; the total reading and total mathematics stanine scores from the Stanford Achievement Test. Intermediate Level; student attendance; and teacher ratings of student misbehavior. The 65 experimental and 98 control students were in the fifth grade at the study's end. No effects for boys but negative effects for girls were found on cooperative classroom climate, math achievement, and involvement in marijuana use. The lack of positive effects was consistent with earlier reports that found no pattern of effects for Magic Circle and Jigsaw when they were evaluated independently. (Author/PN)

Descriptors: *Affective Objectives; *Drug Abuse; Elementary Education; *Elementary School Students; Experiential Learning; Experimental Teaching; Peer Relationship; *Prevention; *Program Effectiveness; Program Evaluation; Social Development

Identifiers: Human Development Program; Jigsaw Method;
**ED219672 CG016065**
Bay-Borelli, Michael; And Others 1981 619p.; Available in microfiche only due to marginal legibility of original document.

Sponsoring Agency: Cortland-Madison Board of Cooperative Educational Services, Cortland, N.Y.
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
Language: English

Document Type: TEACHING GUIDE (OS2); PROJECT DESCRIPTION (141); NDN-CLASSRDM MATERIAL (OS5)
Geographic Source: U.S.: New York
Journal Announcement: RIEJAN83

Target Audience: Practitioners

This manual is designed to help school district personnel assess the extent of substance abuse and to develop policies and procedures for dealing with the problem through the cooperation of schools, parents, and communities. The effect of social change on adolescents is discussed and trends in developmental distress are noted. Roles and responsibilities of school personnel are outlined including curriculum considerations and objectives. A section on needs assessment is provided along with sample evaluation forms and questionnaires. The guide includes background information on smoking, drinking, and drug use, and developmental characteristics of adolescents. A wide variety of preventive programs are presented, and addresses of resource groups and organizations are included. A bibliography of resource materials is also included. (JAC)

Descriptors: *Alcohol Education; Change Strategies; Delinquency Prevention; Drug Abuse; Drug Education; Elementary School Students; Elementary Secondary Education;

**ED218549 CG016049**
The Door: A Model Youth Center. Treatment Program Monograph Series.
National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md. 1981 55p.; Photographs not filmed due to copyright laws.
Report No.: DHHS-ADM-81-1132
EDRS Price - MF01/PC03 Plus Postage.
Language: English

Document Type: PROJECT DESCRIPTION (114)
Geographic Source: U.S.: Maryland
Journal Announcement: RIEDEC82

Government: Federal

This report provides basic facts about The Door, a multifaceted youth center in New York City, which serves 300-400 young people each day. The origins, early stages, and development of the center are described. Recommendations for initiating and operating multiservice youth projects based on the experience of The Door are provided as a model for other alternative delivery system programs, and deal with the areas of program planning and development, funding, staffing, the supportive environment, administration, and fiscal management. Clients' profiles are presented, and services are described including health services, drug and alcohol education, counseling, and creative and vocational activities. (JAC)

Descriptors: *Community Programs; Crisis Intervention; Delivery Systems; Drug Abuse; Interdisciplinary Approach; Models; Program Descriptions; Program Development; Rehabilitation Programs; Urban Youth; Youth Problems

**ED218547 CG016047**
Report No.: J-97-8
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English

Document Type: LEGAL MATERIAL (090)
Geographic Source: U.S.: District of Columbia
Journal Announcement: RIEDEC82
Government: Federal

(cont. next page)
These proceedings of the Subcommittee on Juvenile Justice deal with the proposed abolition of the Office of Juvenile Justice and Delinquency Prevention, which was marked for elimination in the proposed budget of the Justice Department. Testimony is presented that supports retention of this office along with the comments of senators, police and safety officials, and other legal officials. The effectiveness of the Juvenile Justice system is discussed and various state and federal programs are described. Prepared statements of a number of organizations supporting the Office of Juvenile Justice are also included in the appendices. (JAC)

Descriptors: Adolescents; Budgeting; Crime Prevention; Delinquency Prevention; Drug Abuse; Federal Programs; Hearings; Program Effectiveness; Program Evaluation; State Programs; Violence; Youth Problems

Identifiers: Juvenile Justice System

ED217328 CG015934


EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (O55)

Geographic Source: U.S.: Oklahoma

Journal Announcement: RIENOV82

Government: State

Target Audience: Practitioners

This manual provides school personnel with guidelines for developing school policies on drug-related problems and the prevention of future problems. Although the guide is designed for specific use in Oklahoma schools, it can serve as a model for other secondary schools. The need for a school policy is discussed and the role of principals, counselors, and teachers in dealing with drug abusers is examined. Laws relating to drug possession are described, including the justification for drug searches in school. Guidelines are presented for school and law enforcement relationships, suspension and expulsion, due process, handicapped students, confidentiality of communications, student records, and the use of community resources. Several hypothetical situations involving students and drugs are posited, and possible responses are included. The appendix provides definitions, offenses, and penalties as described by law. (KMF)

Descriptors: Drug Abuse; Drug Education; Guidelines; Police School Relationship; Prevention; School Community Relationship; School Personnel; School Policy; School Responsibility; School Role; Secondary Education; Student Problems; Student School Relationship

ED217031 SP020293

The Illinois Alcoholism Prevention Initiative: A State-Wide Health Promotion and Primary Prevention Project.

Floyd, Jerald D.

Apr 1982 13p.: Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Houston, TX, April, 1982).


Grant No.: 44-22557

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)

Geographic Source: U.S.: Illinois

Journal Announcement: RIEOC82

These resource centers were funded by the Illinois Alcoholism Prevention Initiative to facilitate primary prevention and health promotion efforts at the local level. Located in DeKalb and Springfield, the centers assisted the Illinois State Department of Mental Health and Developmental Disabilities Division of Alcoholism in building a body of knowledge on strategies and approaches in coordinating and encouraging the exchange of ideas and in channeling information and resources to appropriate service providers in communities. By working with existing local community agencies and others, the resource centers tailored health promotion strategies to community needs on a statewide basis. The program emphasizes proactive activities that prevent, reduce, or eliminate causes of health problems, especially problems related to alcoholism or drug abuse, for citizens of all ages. Center administrators and staff members have varied backgrounds, including community mental health, drug education, governmental studies, alcoholism counseling, technical management, and media development. Technical assistance is offered to schools, local human service agencies, and community organizations. The centers strive to provide the information, skills, and environment to encourage people to exercise control over their health. (FG)

Descriptors: Alcohol Education; Alcoholism; Behavior Change; Community Health Services; Cooperative Planning; Drug Abuse; Health Education; Positive Reinforcement; Prevention; Program Development; Public Health; State Programs

Identifiers: Illinois

ED216255 CG015869

Treatment Services for Drug Dependent Women. Volume I. Treatment Research Monograph Series.

Beschner, George M., Ed.; And Others


Report No.: DHHS-ADM-81-1177

Available from: Childcare services and parenting education are also discussed.

EDRS Price - MF02/PC21 Plus Postage.

(cont. next page)


Sponsoring Agency: National Inst. on Alcohol Abuse and Alcoholism (DOH). Rockville, Md.

Contract No.: ADM-281-80-0014

Report No.: DHHS-ADM-81-1130

EDRS Price - MF01/PC07 Plus Postage.

Language: English

Document Type: CONFERENCE PROCEEDINGS (O21); REVIEW LITERATURE (O70)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEAU82

Government: Federal

Written in Spanish and English, the proceedings include 6 papers and the recommendations presented at the conference on alcoholism and alcohol-related problems among Hispanics. The 15 chapters in this book provide an introduction to intervention strategies for drug dependent women. Chapter Two reviews literature, research data, and findings about women and drugs. Chapter Three outlines the components of a comprehensive intake and diagnostic process. Chapter Four describes the five roles of counselors who work with chemically dependent women. Chapter Five deals with referrals and developing community linkages. Chapters Six and Seven focus on health and medical issues. Vocational rehabilitation and employment development are described in Chapter Eight. Family therapy approaches are reviewed in Chapter Nine. The final two chapters deal with the chemically dependent woman and her children. Chapter Ten and parenting education are also discussed. (NRS)

Descriptors: Change Strategies; Crisis Intervention; Day Care; Drug Abuse; Drug Rehabilitation; Females; Individual Needs; Program Descriptions; Vocational Rehabilitation

ED214710 RCO12248


Sponsoring Agency: National Inst. on Alcohol Abuse and Alcoholism (DOH). Rockville, Md.

Contract No.: ADM-281-80-0014

Report No.: DHHS-ADM-81-1130

EDRS Price - MF01/PC07 Plus Postage.

Language: English

Document Type: CONFERENCE PROCEEDINGS (O21); REVIEW LITERATURE (O70)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEAU82

Government: Federal

Written in Spanish and English, the proceedings include 6 papers and the recommendations presented at the conference on alcoholism and alcohol-related problems among Hispanics. The 15 chapters in this book provide an introduction to intervention strategies for drug dependent women. Chapter Two reviews literature, research data, and findings about women and drugs. Chapter Three outlines the components of a comprehensive intake and diagnostic process. Chapter Four describes the five roles of counselors who work with chemically dependent women. Chapter Five deals with referrals and developing community linkages. Chapters Six and Seven focus on health and medical issues. Vocational rehabilitation and employment development are described in Chapter Eight. Family therapy approaches are reviewed in Chapter Nine. The final two chapters deal with the chemically dependent woman and her children. Chapter Ten and parenting education are also discussed. (NRS)

Descriptors: Change Strategies; Crisis Intervention; Day Care; Drug Abuse; Drug Rehabilitation; Females; Individual Needs; Program Descriptions; Vocational Rehabilitation

ED214097 CGO15633

Drug Education Curriculum: Senior High, Health Education: Substance Abuse Prevention.

New York State Education Dept., Albany. Bureau of Drug Education.

Jul 1981 265p.: For related documents, see CG 015 826-832. Report No.: NYSED-81-9106

EDRS Price - MF01/PC11 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (O52)

Geographic Source: U.S.; New York

Journal Announcement: RIEAU82

Government: State

Target Audience: Practitioners

This curriculum guide, one of nine sequential manuals for elementary and secondary teachers and administrators, is designed to prevent drug misuse and abuse through activities for developing students' cognitive and affective skills. The materials emphasize the involvement of parents and community members and resources in implementing drug abuse prevention programs. The development of self-image and positive self-concept, communication skills, and coping skills comprise the three components of an effective model upon which this guide is based. The introductory section provides background information, e.g., curriculum evaluation, facilitator instructions, a topical outline of the curriculum, teaching methods, characteristics of early and late childhood, and an activity index. The format of the instructional units section consists of concepts, learning objectives and activities, and (cont. next page)
teacher information and resources. A preliminary materials
list, worksheets, a glossary of terms, and illustrations are
also included. Activities at the high school level focus on:
(1) the effects of drugs on the homeostasis of the body; (2)
drugs and society; (3) communication skills; and (4)
motivations and alternatives. The 14 appendices provide
references on teaching methods, agencies, resources, packaged
programs for health and drug education, materials of special
interest to minority groups, and a chart of alternatives to
drug use. (KMF)

Descriptors: Affective Behavior; Cognitive Development;
Communication Skills; Coping; Drug Abuse; Drug Education;
Drug Use; Health Education; Humanistic Education; Junior
High Schools; Junior High School Students; Learning Activities;
Motivation; Secondary Education; Self Concept; Skill
Development; Social Values; Teaching Guides

ED214095 CG015831
Drug Education Curriculum: Grade Six. Health Education:
Substance Abuse Prevention.
New York State Education Dept., Albany. Bureau of Drug
Education.
Jul 1981 197p.; For related documents, see CG 015 825-833.
Report No.: NYSED-81-9091
EDRS Price MFOI/PC08 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S.; New York
Journal Announcement: RIEAUG82
Government: State
Target Audience: Practitioners

This curriculum guide, one of nine sequential manuals for
elementary and secondary teachers and administrators, is
designed to prevent drug misuse and abuse through activities
for developing students' cognitive and affective skills. The
materials emphasize the involvement of parents and community
members and resources in implementing drug abuse prevention
programs. The development of self-image and positive
self-concept, communication skills, and coping skills comprise
the three components of an affective model upon which this
guide is based. The introductory section provides background
information, e.g., curriculum evaluation; facilitator
instructions, a topical outline of the curriculum, teaching
methods, characteristics of early and late childhood, and an
activity index. The format of the instructional units section
consists of concepts, learning objectives and activities, and
teacher information and resources. A preliminary materials
list, worksheets, glossary of terms and illustrations are also
included. Activities for the junior high level focus on:
(1) the homeostasis of the body; (2) drugs and society; (3)
motivations for drug use; and (4) communication skills. The 14
appendices provide references on teaching methods, agencies,
resources, packaged programs for health and drug education,
materials of special interest to minority groups, and a chart
of alternatives to drug use. (KMF)

Descriptors: Affective Behavior; Cognitive Development;
Communication Skills; Coping; Drug Abuse; Drug Education;
Drug Use; Health Education; Humanistic Education; Junior
High Schools; Junior High School Students; Learning Activities;
Motivation; Secondary Education; Self Concept; Skill
Development; Social Values; Teaching Guides
Drug Education Curriculum: Grade Five. Health Education: Substance Abuse Prevention.

New York State Education Dept., Albany. Bureau of Drug Education.

Jul 1981 202p.; For related documents, see CG 015 825-833.
Report No.: NYSED-81-9090
EDRS Price - MF01/PC09 Plus Postage.
Language: English

Document Type: TEACHING GUIDE (052)
Geographic Source: U.S.: New York

Journal Announcement: RIEAUG82
Government: State
Target Audience: Practitioners

This curriculum guide, one of nine sequential manuals for elementary and secondary teachers and administrators, is designed to prevent drug misuse and abuse through activities for developing students' cognitive and affective skills. The materials emphasize the involvement of parents and community members and resources in implementing drug abuse prevention programs. The development of self-image and positive self-concept, communication skills, and coping skills comprise the three components of an affective model upon which this guide is based. The introductory section provides background information, e.g., curriculum evaluation, facilitator instructions, a topical outline of the curriculum, teaching methods, characteristics of early and late childhood, and an activity index. The format of the instructional units section consists of concepts, learning objectives and activities, and teacher information and resources. A preliminary materials list, worksheets, glossary of terms, and illustrations are also included. Activities for the fifth grade level focus on: (1) drug use and body balance; (2) drugs and society; (3) problem-solving and decision-making; and (4) group dynamics. The 14 appendices provide references on teaching methods, agencies, resources, packaged programs for health and drug education, materials of special interest to minority groups, and a chart of alternatives to drug use. (KMF)

Descriptors: Affective Behavior; Cognitive Development; Communication Skills; Coping; Decision Making; Drug Abuse; Drug Education; Drug Use; Elementary Education; Elementary School Students; Grade 5; Group Dynamics; Health Education; Humanistic Education; Learning Activities; Problem Solving; Self Concept; Skill Development; Teaching Guides

ED214092 CG015828

New York State Education Dept., Albany. Bureau of Drug Education.

Jul 1981 208p.; For related documents, see CG 015 825-833.
Report No.: NYSED-81-9072
EDRS Price - MF01/PC09 Plus Postage.
Language: English

Document Type: TEACHING GUIDE (052)
Geographic Source: U.S.: New York

Journal Announcement: RIEAUG82
Government: State
Target Audience: Practitioners

This curriculum guide, one of nine sequential manuals for elementary and secondary teachers and administrators, is designed to prevent drug misuse and abuse through activities for developing students' cognitive and affective skills. The materials emphasize the involvement of parents and community members and resources in implementing drug abuse prevention programs. The development of self-image and positive self-concept, communication skills, and coping skills comprise the three components of an affective model upon which this guide is based. The introductory section provides background information, e.g., curriculum evaluation, facilitator instructions, a topical outline of the curriculum, teaching methods, characteristics of early and late childhood, and an activity index. The format of the instructional units section consists of concepts, learning objectives and activities, and teacher information and resources. A preliminary materials list, worksheets, and illustrations are also included for each unit. Activities for the fourth grade level focus on: (1) appropriate uses for drugs; (2) emotions effect on health; (3) communication skills and problem-solving; and (4) personal health goal setting. The 14 appendices provide references on teaching methods, agencies, resources, packaged programs for health and drug education, materials of special interest to minority groups, and a chart of alternatives to drug use. (KMF)

Descriptors: Affective Behavior; Cognitive Development; Communication Skills; Coping; Drug Abuse; Drug Education; Drug Use; Elementary Education; Elementary School Students; Grade 4; Health Education; Humanistic Education; Learning Activities; Problem Solving; Self Concept; Skill Development; Teaching Guides

ED214093 CG015829
Drug Education Curriculum: Grade Four. Health Education: Substance Abuse Prevention.

New York State Education Dept., Albany. Bureau of Drug Education.

Jul 1981 204p.; For related documents, see CG 015 825-833.
Report No.: NYSED-81-9073
EDRS Price - MF01/PC09 Plus Postage.
Language: English

Document Type: TEACHING GUIDE (052)
Geographic Source: U.S.: New York

Journal Announcement: RIEAUG82
Government: State
Target Audience: Practitioners

This curriculum guide, one of nine sequential manuals for elementary and secondary teachers and administrators, is designed to prevent drug misuse and abuse through activities for developing students' cognitive and affective skills. The materials emphasize the involvement of parents and community members and resources in implementing drug abuse prevention programs. The development of self-image and positive self-concept, communication skills, and coping skills comprise the three components of an affective model upon which this guide is based. The introductory section provides background information, e.g., curriculum evaluation, facilitator instructions, a topical outline of the curriculum, teaching methods, characteristics of early and late childhood, and an activity index. The format of the instructional units section consists of concepts, learning objectives and activities, and teacher information and resources. A preliminary materials list, worksheets, and illustrations are also included for each unit. Activities for the fourth grade level focus on: (1) appropriate uses for drugs; (2) emotions effect on health; (3) communication skills and problem-solving; and (4) personal health goal setting. The 14 appendices provide references on teaching methods, agencies, resources, packaged programs for health and drug education, materials of special interest to minority groups, and a chart of alternatives to drug use. (KMF)

Descriptors: Affective Behavior; Cognitive Development; Communication Skills; Coping; Drug Abuse; Drug Education; Drug Use; Elementary Education; Elementary School Students; Grade 4; Health Education; Humanistic Education; Learning Activities; Problem Solving; Self Concept; Skill Development; Teaching Guides
members and resources in implementing drug abuse prevention programs. The development of self-image and positive self-concept, communication skills, and coping skills comprise the three components of an affective model on which this guide is based. The introductory section provides background information, e.g., curriculum evaluation, facilitator instructions, a topical outline of the curriculum, teaching methods, characteristics of early and late childhood, and an activity index. The format of the instructional units section consists of concepts, learning objectives and activities, and teacher information and resources. A preliminary materials list, worksheets, and illustrations are also included for each unit. Activities for the second grade level focus on: (1) choices in terms of personal needs; (2) self-image, social interactions and responsibility; (3) body balance and health; and (4) use of substances. The 14 appendices provide references on teaching methods, agencies, resources, packaged programs for health and drug education, materials of special interest to minority groups, and a chart of alternatives to drug use. (KMF)

Descriptors: Affective Behavior; Cognitive Development; Communication Skills; Coping; Drug Abuse; Drug Education; Drug Use; Elementary Education; Elementary School Students; Grade 2; Grade 3; Group Dynamics; Health Education; Humanistic Education; Learning Activities; Self Concept; Skill Development; Teaching Guides

ED214090 CG015826
Drug Education Curriculum: Grade One. Health Education:
Substance Abuse Prevention.
New York State Education Dept., Albany. Bureau of Drug Education.
Jul 1981. 176p.; For related documents, see CG 015 825-833.
Report No.: NYSED-81-9070
EDRS Price - MF01/PC08 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S.: New York
Journal Announcement: RIEAUG82
Governament: State
Target Audience: Practitioners
This curriculum guide, one of nine sequential manuals for elementary and secondary teachers and administrators, is designed to prevent drug misuse and abuse through activities for developing students' cognitive and affective skills. The materials emphasize the involvement of parents and community members and resources in implementing drug abuse prevention programs. The development of self-image and positive self-concept, communication skills, and coping skills comprise the three components of an affective model on which this guide is based. The introductory section provides background information, e.g., curriculum evaluation, facilitator instructions, a topical outline of the curriculum, teaching methods, characteristics of early and late childhood, and an activity index. The format of the instructional units section consists of concepts, learning objectives and activities, and illustrations. The materials of special interest to minority groups, and a chart of alternatives to drug use. (KMF)

Descriptors: Affective Behavior; Cognitive Development; Communication Skills; Coping; Drug Abuse; Drug Education; Drug Use; Elementary Education; Elementary School Students; Grade 2; Health Education; Humanistic Education; Learning Activities; Self Concept; Skill Development; Teaching Guides

ED214091 CG015827
Drug Education Curriculum: Grade Two. Health Education:
Substance Abuse Prevention.
New York State Education Dept., Albany. Bureau of Drug Education.
Jul 1981. 206p.; For related documents, see CG 015 825-833.
Report No.: NYSED-81-9071
EDRS Price - MF01/PC09 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S.: New York
Journal Announcement: RIEAUG82
Governament: State
Target Audience: Practitioners
This curriculum guide, one of nine sequential manuals for elementary and secondary teachers and administrators, is designed to prevent drug misuse and abuse through activities for developing students' cognitive and affective skills. The materials emphasize the involvement of parents and community members and resources in implementing drug abuse prevention programs. The development of self-image and positive self-concept, communication skills, and coping skills comprise the three components of an affective model on which this guide is based. The introductory section provides background information, e.g., curriculum evaluation, facilitator instructions, a topical outline of the curriculum, teaching methods, characteristics of early and late childhood, and an activity index. The format of the instructional units section consists of concepts, learning objectives and activities, and illustrations. The materials of special interest to minority groups, and a chart of alternatives to drug use. (KMF)

Descriptors: Affective Behavior; Cognitive Development; Communication Skills; Coping; Drug Abuse; Drug Education; Drug Use; Elementary Education; Elementary School Students; Grade 2; Health Education; Humanistic Education; Learning Activities; Self Concept; Skill Development; Teaching Guides

(cont. next page)
ED214089 CG015825
Drug Education Curriculum: Kindergarten. Health Education; Substance Abuse Prevention.
New York State Education Dept., Albany. Bureau of Drug Education.
Jul 1981 122p.; For related documents, see CG 015 826-03.
Report No.: NYSED-81-9069
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S.; New York
Journal Announcement: RIEAUG82
Government: State
Target Audience: Practitioners
This curriculum guide, one of nine sequential manuals for elementary and secondary teachers and administrators, is designed to prevent drug misuse and abuse through activities for developing students' cognitive and affective skills. The materials emphasize the involvement of parents and community members and resources in implementing drug abuse prevention programs. The development of self-image and positive self-concept, communication skills, and coping skills comprise the three components of an affective model upon which this guide is based. The introductory section provides background information, e.g., curriculum evaluation, facilitator instructions, a topical outline of the curriculum, teaching methods, characteristics of early and late childhood, and an activity index. The format of the instructional units section consists of concepts, learning objectives and activities, and teacher information and resources. A preliminary materials list, worksheets, and illustrations are also included for each unit. The activities for the kindergarten level focus on: (1) self-image, feelings, and tolerance; (2) group membership; and (3) responsibility for personal health. The 14 appendices provide references on teaching methods, agencies, resources, packaged programs for health and drug education, materials of special interest to minority groups, and a chart of alternatives to drug use. (KMP)
Descriptors: Affective Behavior; Cognitive Development; Communication Skills; Coping; Drug Abuse; Drug Education; Drug Use; Elementary Education; Group Membership; Health Education; Humanistic Education; Kindergarten Children; Learning Activities; Self Concept; Skill Development; Teaching Guides

ED213740 TM820129
Evaluation of Two Service Opportunity Programs for Junior High School Students: First Year Results.
Moskovitz, Joel M.; And Others
Sponsoring Agency: National Inst. on Drug Abuse (DHHS/PHS).
Rockville, Md. Div. of Prevention and Treatment Development.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
(cont. next page)
An Evaluation of an Innovative Drug Education Program: First Year Results.

Schapp, Eric; And Others
Pacific Inst. for Research and Evaluation, Napa, Calif.
Jul 1981. 27p.: For related document, see TM 820 128.
Sponsoring Agency: National Inst. on Drug Abuse (DHHS/PHS).
Rockville, Md. Div. of Prevention and Treatment Development.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; California
Journal Announcement: RIEJUL82

An innovative drug education course was taught to seventh and eighth graders and evaluated in a true experiment. Students learned Lasswell's framework for understanding human needs and motives, a systematic decision-making procedure, and information about the pharmacological, psychological, and social consequences of licit and illicit drug use. The course focused primarily upon "soft" drug use. Process evaluation consisted of documentation of classroom activities by an outside observer, interviews with experimental and control students and teachers, and questionnaire surveys of experimental students. Overall, students gave high ratings of the course with respect to interest, usefulness, and clarity. Classroom teachers were critical of the outside instructor's teaching style and the course content. Outcome evaluation involved testing: drug knowledge, general attitudes toward drug use, perceived benefits and costs of various types of substance use, and lifetime use of various substances. Analyses showed that the course produced a pattern of predicted effects for grade 7 females, but not for grade 7 males or grade 8 males or females. For grade 7 females, the course increased drug knowledge, decreased perceptions of favorable peer attitudes toward soft drug use, and decreased personal involvement in use of both alcohol and marijuana. (Author/GK)

Descriptors: Age Differences; *Decision Making; Drug Abuse; Drug Education; Educational Innovation; Formative Evaluation *Grade 7; *Grade 8; Junior High Schools; Program Effectiveness; Program Evaluation; Sex Differences; Social Studies; Student Attitudes
JU:2 High Schools: *Program Effectiveness; *Program Evaluation; Sex Differences: Social Studies: Student Attitudes

ED213653 RCO12286

Fetal Alcohol Syndrome Resource Guide,
All Indian Pueblo Council, Albuquerque, N. Mex.
May 1981 9p.; For related documents, see RC 013 226-227.
Sponsoring Agency: Indian Health Service (PHS/HSA), Rockville, MD.
EDRS Price - MFO1/PCO1 Plus Postage.
Language: English
Document Type: BIBLIOGRAPHY (131)

The guide was developed to assist professionals working with
American Indian people as a resource in obtaining printed and
non-printed materials on Fetal Alcohol Syndrome. The resource
guide is divided into the following sections: films (4), books
(2), bibliographies (2), pamphlets (16), posters (5), slides
(2), training curriculum (3), and projects (5). Each of the
sections briefly describes the materials, including cost and
availability. Some of the topics presented are: "Alcohol
Crisis for the Unborn"; "Human Studies; "Alcoholism Problems
in Women and Children"; "Alcohol and Pregnancy"; "When You
Drink, Your Unborn Baby Does, Too"; "Drugs and Pregnancy";
and "Fetal Alcohol Syndrome Characteristics." Also included
are four other sources for information and materials on Fetal
Alcohol Syndrome. (ERB)

Descriptors: *Alcoholism: American Indians, Developmental
Disabilities: Drug Use: Infants: *Information Sources:
*Mothors: Nonprint Media: Parent Influence: Pregnancy:
*Prenatal Influences: *Prevention: *Resource Materials
*Identifiers: *Fetal Alcohol Syndrome

ED212680 TM820137

A Process and Outcome Evaluation of an Affective In-Service
Training Program for Junior High School Teachers: Second Year
Results.
Juel, Connie; Roper/Schneider, Diane
Pacific Inst. for Research and Evaluation, Napa, Calif.
Sep 1981 46p.; For related documents, see TM 820 136-137.
Sponsoring Agency: National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
EDRS Price - MFO1/PCO2 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); EVALUATIVE REPORT
(142)

The guide was developed to assist professionals working with
American Indian people as a resource in obtaining printed and
non-printed materials on Fetal Alcohol Syndrome. The resource
guide is divided into the following sections: films (4), books
(2), bibliographies (2), pamphlets (16), posters (5), slides
(2), training curriculum (3), and projects (5). Each of the
sections briefly describes the materials, including cost and
availability. Some of the topics presented are: "Alcohol
Crisis for the Unborn"; "Human Studies; "Alcoholism Problems
in Women and Children"; "Alcohol and Pregnancy"; "When You
Drink, Your Unborn Baby Does, Too"; "Drugs and Pregnancy";
and "Fetal Alcohol Syndrome Characteristics." Also included
are four other sources for information and materials on Fetal
Alcohol Syndrome. (ERB)

Descriptors: *Alcoholism: American Indians, Developmental
Disabilities: Drug Use: Infants: *Information Sources:
*Mothors: Nonprint Media: Parent Influence: Pregnancy:
*Prenatal Influences: *Prevention: *Resource Materials
*Identifiers: *Fetal Alcohol Syndrome

This study evaluated the effectiveness of Jigsaw as a strategy
to prevent substance abuse. Jigsaw is a structured peer
teaching program in which students teach part of the
regular classroom curriculum to a group of peers. The goals of
Jigsaw were to make student learning more active and
student-student interactions more cooperative. As a result of
these changes, students were expected to develop more positive
attitudes, behaviors and norms regarding self, peers, and
school. Eventually, these gains should reduce students'
The Effects of a Classroom Management Teacher Training Primary Prevention Program on Fifth-Grade Students.

Moskowitz, Joel M.; And Others
Pacific Inst. for Research and Evaluation, Napa, Calif.
Jul 1981 42p.; For related documents, see TM 820 137-138
Sponsoring Agency: National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
EDRS Price - MFO1/PCO2 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); EVALUATIVE REPORT (142)
Geographic Source: U.S.; California
Journal Announcement: RIEJUN82

Effective Classroom Management II-Elementary (ECM), an inservice teacher training course, was evaluated. Grade 5 teachers were taught techniques in communication, classroom management, and self-esteem enhancement. The goals were to make classroom environments more responsive to students' affective and cognitive needs, thereby fostering positive attitudes, behaviors, and norms regarding self, peers, and school. These changes were expected to reduce, in subsequent years, student acceptance and use of psychoactive substances. Process data included (1) teacher feedback on each training session, (2) surveys of teachers at the end of training and at the end of the school year, and (3) observations of classroom implementation. Pre- and posttests were administered to students and teachers, student achievement and attendance data were gathered, and teachers rated students classroom behavior. Analyses of covariance revealed no predicted treatment effects on teacher outcomes. Analyses of covariance conducted on the class-level student data did not reveal a coherent pattern of treatment effects for comparisons of all control classes with all experimental classes, or with those experimental classes whose teachers completed ECM. For female students no significant effects were found; for males, significant positive treatment effects were found on reading achievement, perceived costs of marijuana use. These latter effects were attributed to school differences or Type I error. The lack of treatment effects was discussed in terms of possible problems with treatment implementation. (Author/GK)

Descriptors: Classroom Environment; Classroom Techniques; Drug Abuse; Elementary School Teachers; Grade 5; Inservice Teacher Education; Intermediate Grades; Intervention; Prevention; Program Evaluation; Student Teacher Relationship
Identifiers: Effective Classroom Management (Elementary)

EDRS Price - MFO2/PC21 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S.; Louisiana
Journal Announcement: RIEJUN82
Government: State
Target Audience: Practitioners

This curriculum guide is based on the Louisiana State Minimum Competencies for Health Education. This guide consists of extensive outlines of major content areas in health education with recommended activities to facilitate learning at specified levels. The content areas are: (1) communicable disease control; (cont. next page)
Alcohol and Drug Abuse Education Act, 1981. Hearing before the Subcommittee on Alcoholism and Drug Abuse of the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, First Session.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

6 Apr 1981. 111 p.; Pages 81-86 are of marginal legibility due to small print size.

Report No.: Senate-82-644-0
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: LEGAL MATERIAL (090); PROJECT DESCRIPTION

This publication contains the proceedings of the Senate Subcommittee on Alcoholism and Drug Abuse hearings in April 1981, which reviewed and evaluated current alcohol and drug education programs and the role of its government. Statements by government staff as well as nationwide directors of alcohol and drug education programs are provided along with descriptions of problems and solutions. In addition, several articles dealing with the efforts of public schools to deal with substance abuse and testimony supporting the Alcohol and Drug Abuse Education Act are presented. (JAC)

Descriptors: *Alcohol Education; Community Programs; *Drug Education; *Federal Legislation; Federal Programs; *Government Role; *Hearings; Problem Solving; Program Descriptions; *Program Effectiveness; *School Role; State Programs; Youth Problems

Identifiers: *Congress 97th

ED210569 CGO15594

Dusawicz, Russell A.; Martin, Marilyn A.

Sponsoring Agency: National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.

Grant No.: NIDA-DA-01904
EDRS Price - MF01/PC12 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION

This document reports on the comprehensive evaluation of the Georgia Life Skills for Mental Health program, a primary prevention program designed to provide students with the opportunity for learning basic interpersonal and interpersonalskills to handle stress, respond to major life decisions, and form more satisfying interpersonal relations without recourse to drugs and alcohol. A description of the program discusses the Activity Guides for elementary and secondary school students, the teacher inservice workshops, and the program implementation efforts by a network of community mental health training teams. Both process and outcome evaluations conducted over three years of the program are described. The evaluation design and procedures are discussed for the process evaluation, the student outcome evaluation, and the teacher outcome evaluation. A chapter on process evaluation results focuses on the coordinating committee, activity guides, and training of local trainers, and training of teachers. Results of the student outcome evaluation organized by age group and results of the teacher outcome evaluation are presented and discussed. Final conclusions of the evaluation are related to implications for the continued development of the Life Skills program. The appendices contain process evaluation materials along with student and teacher outcome measures. (NR5)

Descriptors: *Adjustment (to Environment); *Drug Abuse; Elementary Secondary Education; Formative Evaluation; *Inservice Teacher Education; Interpersonal Competence; Mental Health Programs; *Prevention; Program Evaluation; Skill Development; *Student Development; Summative Evaluation

Identifiers: *Georgia

ED210578 UDO21871

Harrison-Burns, Bettye; And Others
National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md. Div. of Prevention and Treatment Development.

1981. 69 p.; For related documents, see Ud 021 867-870. Some tables may be marginally legible due to small size type.

Contract No.: 271-78-4626
A Guide to Multicultural Drug Abuse Prevention: Funding

This booklet explores sources of money for multicultural and minority drug abuse prevention programs and provides an overview of fundraising methods and resources. Local, State, and Federal agencies (including private organizations) that provide funds for drug abuse prevention programs are listed. Ways to go about soliciting funds are outlined. Sources of information, training, and technical assistance are also discussed. (Author/APM)

Descriptors: Community Programs; Community Resources; Drug Abuse; Drug Rehabilitation; Drug Use; Federal Aid; Financial Support; Grantsmanship; Minority Groups; Prevention; Private Financial Support; Program Development; Proposal Writing; Resources


This guide focuses on developing effective strategies for multicultural drug abuse prevention programs. It is designed to provide information that can assist minority communities in setting up drug abuse prevention programs in their neighborhoods. It discusses a holistic framework for empowering client populations and outlines four program designs: informative, educational, intervention, and those that offer alternatives. (Author/APM)

Descriptors: Community Programs; Community Action; Drug Abuse; Drug Rehabilitation; Drug Use; Minority Groups; Prevention; Program Development

Report No.: DHHS-ADM-81-1124
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: CLASSROOM MATERIAL (OEO)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEAPR82
Contract No.: 271-78-4626
1981. 82p.: For related documents, see UD 021 867-871. Some tables may be marginally legible due to small size type.
ED210374 UD021867
Harrison-Burns, Bettye; And Others
National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md. Div. of Prevention and Treatment Development.
1981 66p.; For related documents, see UD 021 868-871. Some tables may be marginally legible due to small size type.
Contract No.: 271-78-4626
Report No.: DHHS-ADM-81-1122
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: BIBLIOGRAPHY (131)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEAPR82
Government: Federal
This guide is designed to help planners of drug abuse prevention programs for minority groups to assess the specific needs of their communities. Covered are: (1) sources of and methods of acquiring statistical and background information; (2) community survey techniques; (3) developing problem statements; (4) choosing a remedy; (5) writing a position paper; and (6) generating goals and objectives. (Author/AM)
Descriptors: *Community Programs; *Drug Abuse; Drug Rehabilitation; Drug Use; *Minority Groups; *Needs Assessment; *Prevention; *Program Development

ED210373 UD021866
Contract No.: 271-78-4626
Report No.: DHHS-ADM-81-1086
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: BIBLIOGRAPHY (131)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEAPR82
Government: Federal
This bibliography contains over 280 references to recent published works, divided into four topic areas: (1) primary prevention of drug abuse for multicultural communities; (2) bicultural women and substance abuse; (3) program processes in multicultural drug abuse prevention; and (4) Spanish and bilingual materials on drug abuse prevention. Each citation is followed by an address of the publisher or resource center from which the material might be obtained. (Author/AM)
Descriptors: *Cultural Differences; *Drug Abuse; Drug Rehabilitation; Drug Use; *Females; *Hispanic Americans; *Minority Groups; *Prevention; Program Development; *Resource Materials; Spanish

ED209603 CG015559
1981 120p.; Pages 22-46 of original document are of marginal reproducibility.
Report No.: House-2644
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: LEGAL MATERIAL (130)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEAPR82
Government: Federal
These hearings before the Congressional Subcommittee on Select Education consider the extension through fiscal year 1985 of appropriations for programs established by the Alcohol and Drug Abuse Education Act. The text of the extension bill, H.R. 2644, is presented, followed by testimonies from the Department of Education as well as individuals who are currently implementing drug education programs in their local schools as a direct result of their training experiences. Comments are also presented from representatives of the National Institute on Alcohol and Alcoholism, the National Institute on Drug Abuse, and the Center for Disease Control concerning the extension bill. (NRB)
Descriptors: *Alcohol Education; Drug Abuse; *Drug Education; *Federal Legislation; Federal Regulation; *Federal State Relationship; Financial Support; Hearings: Prevention; Program Development; *States Powers
Identifiers: *Alcohol and Drug Abuse Education Act; *Congress 97th

ED209267 CG015559
Matthews, Tom
Seattle Public Schools, Wash. Dept. of Planning, Research, and Evaluation.
May 1980 26p.; Appendix C (Drug Use Survey) contains small print.
(cont. next page)
ED206955 CG015393

*Seattle Public Schools WA*

ED206964 CG015403

*Seattle Public Schools WA*

ED206956 CG015403

*Seattle Public Schools WA*

ED206964 CG015403

*Seattle Public Schools WA*

ED206955 CG015393

*Seattle Public Schools WA*
This trainer manual is designed to assist facilitators in the design of entry-level courses and programs for substance abuse prevention specialists. The manual initially concentrates on a basic, generic approach to community work, and introduces the knowledge and skills needed to implement substance abuse prevention programs by using the community and its subsystems. Course goals and objectives are reviewed in the introduction. The notes to the facilitator emphasize group facilitation skills, flexibility, and an understanding of the specific needs of minorities and rural populations. The nine training modules are detailed in terms of goals, objectives, required materials, exercises, and activities. Worksheets, supplementary materials, and references are also given. The course materials focus on prevention strategies, knowledge of the community, the development of community support, planning, implementation techniques, and burnout. The course pre-/post-test is provided at the conclusion of this manual.

Descriptors: Community Role; Community Support; Drug Abuse; Individual Needs; Minority Groups; Needs Assessment; Planning; Prevention; Program Development; Program Evaluation; Rural Population; Training Methods

ED206942 CG015380
The Evolution of a Community Drug Abuse Program: Families Have a Critical Role.
Hyland, Timothy F.; Schrenker, Robert J.
EDRS Price - MFO1/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (1411); CONFERENCE PAPER (150)
Geographic Source: U.S.; Indiana
Journal Announcement: RIEFEBB2

This description of the Merrillville Substance Abuse Program initially reviews the problems that student drug abuse poses for school administrators. A community needs assessment is described, and the evolution of a developmental drug education program is presented. Educational strategies targeted to parents, teachers, and students are discussed, including informational presentations and P.T.O. programs designed to enhance parent-child communications. The efforts to involve students on the implementation of a state-wide developmental drug education program and a systematic decision-making and coping skills program. The adoption of two programs is discussed, including the Me/Me Program, a developmental curriculum targeted at substance abuse education, self-concept, values clarification, and decision making skills for K-6 students, and the Quest Program for high school students. A pilot program of the Me/Me curriculum, a one-day staff inservice program, and a sixth grade transition program for elementary to junior high school are detailed. Disciplinary actions and future plans for changes in the comprehensive program are also reviewed.

Descriptors: Administrators; Coping; Curriculum Development; Decision Making; Drug Abuse; Drug Education; Elementary Secondary Education; Family Role; Parent School Relationship (cont. next page)
This monograph contains several commissioned papers which attest to the significance of the family perspective in the understanding, treatment, and prevention of drug abuse. Papers discussing the fundamentals of a conceptual framework for the family perspective are followed by a review of theories of family growth and development, structure, function, and dysfunction, including reports of supporting research and case materials. Policy considerations for local treatment programs, state and federal initiatives, and the professional community are discussed. The monograph concludes with conceptual shifts and subsequent proposals that may institutionalize new ways of thinking about dysfunctional behavior. A report of the Office of Program Development and Analysis on the practice of primary prevention in family therapeutic work is included. A recurring theme throughout these papers is the supposition that specific family-related antecedents are associated with specific problematic behavior, that certain generic family factors are associated with dysfunctional behavior, and that investigations of the apparent commonalities would be useful.

Authors/NRB

ED204963 EC133534
Teacher Intervention for the Adolescent Substance Abuser.
Polzea, Sue A.; Selinger, Marilyn
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Ohio
Journal Announcement: RIEDEC81

ED205851 CG015342
Essential Elements for the Inservice Training of Teachers in Drug Abuse Prevention.
Campbell, James Reed; Swanchak, John
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEJAN82

ED205849 CG015340
Drug Abuse from the Family Perspective: Coping Is a Family Affair.
Ellis, Barbara Gray, Ed.
Department of Health and Human Services, Washington, D.C.
National Inst. on Drug Abuse (DHHEW/PHS), Rockville, Md.
Report No.: DHHS-ADM-80-910
EDRS Price - MF01/PC08 Plus Postage.
Language: English
Document Type: COLLECTION (020); REVIEW LITERATURE (070); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEJAN82

Government: Federal

Student Development; Student Problems

Prevention; Program Descriptions; *School Responsibility; 

Restrictions

Drug Abuse: Drug Rehabilitation; *Family Counseling; *Family Role; Illegal Drug Use; Mental Health; Policy Formation; *Prevention; *Research Needs

Participation in teams of teachers and the presence of state or local drug abuse prevention programs in each teacher's school were also unrelated to implementation. The sole positive element which accounted for much of the implementation was the teacher's willingness to teach topics in drug abuse prevention. If the teachers perceived restrictions of any kind, either real or imagined, they chose not to implement lessons in this area. (Author/NRB)

Descriptors: Age Differences; Drug Abuse; *Drug Education; *Inservice Teacher Education; Junior High Schools; *Prevention; *Program Implementation; *Teacher Attitudes; *Teacher Behavior; Teachers; Teaching Experience; Team Teaching

For many new educational programs the key question is not about the implementation process, but about the implementation itself, because the key individual in the implementation process is the classroom teacher. In an urban middle school setting, the implementation of drug abuse prevention lessons of 38 teachers who had participated in a 60-hour training program was compared with the lesson implementations of 38 control teachers. Results indicated that the teachers' age, experience and level of knowledge were not related to the utilization of drug abuse prevention lessons. Participation in teams of teachers and the presence of state or local drug abuse prevention programs in each teacher's school were also unrelated to implementation. The sole positive element which accounted for much of the implementation was the teacher's willingness to teach topics in drug abuse prevention. If the teachers perceived restrictions of any kind, either real or imagined, they chose not to implement lessons in this area. (Author/NRB)

Descriptors: Age Differences; Drug Abuse; *Drug Education; *Inservice Teacher Education; Junior High Schools; *Prevention; *Program Implementation; *Teacher Attitudes; *Teacher Behavior; Teachers; Teaching Experience; Team Teaching

Drug Abuse prevention programs in each teacher's school were also unrelated to implementation. The sole positive element which accounted for much of the implementation was the teacher's willingness to teach topics in drug abuse prevention. If the teachers perceived restrictions of any kind, either real or imagined, they chose not to implement lessons in this area. (Author/NRB)

Descriptors: Age Differences; Drug Abuse; *Drug Education; *Inservice Teacher Education; Junior High Schools; *Prevention; *Program Implementation; *Teacher Attitudes; *Teacher Behavior; Teachers; Teaching Experience; Team Teaching

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Descriptors: Age Differences; Drug Abuse; *Drug Education; *Inservice Teacher Education; Junior High Schools; *Prevention; *Program Implementation; *Teacher Attitudes; *Teacher Behavior; Teachers; Teaching Experience; Team Teaching

Drug Abuse prevention programs in each teacher's school were also unrelated to implementation. The sole positive element which accounted for much of the implementation was the teacher's willingness to teach topics in drug abuse prevention. If the teachers perceived restrictions of any kind, either real or imagined, they chose not to implement lessons in this area. (Author/NRB)
Development of a Pilot Workshop for Primary Care Providers: Final Report
Sponsoring Agency: National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
Contract No.: ADM-281-78-0005
Report No.: ADM-80-982
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); EVALUATIVE REPORT
This paper describes a pilot workshop curriculum on alcohol, drug abuse, and related mental health problems for primary care providers, e.g., physicians, physician assistants, or nurse practitioners, developed by the National Center for Alcohol Education. Pilot workshops held in Michigan and North Carolina are presented. Methods of needs assessment are discussed and the resulting curriculum is summarized. The two-day workshops, consisting of six sessions on the topics of recognition, interviewing, patient motivation, and case management, are described. Educational methods and instructional techniques are discussed, including presentations, case applications, general, panel, and peer group discussions, faculty reviews, lectures, and videotapes. The selection of faculty members for the pilot workshops is outlined with selection criteria. A workshop evaluation section includes a discussion of evaluation methods and findings. A section on the analysis of experience focuses on specific workshop learnings, including the strengths and weaknesses of the program. Program implementation, participant recruitment, needs assessment, faculty selection, evaluation, and curriculum delivery are analyzed. The appendices include telephone survey results as well as sample forms for interviews and pre-and post-course evaluations. (NRB)
Descriptors: Alcohol Education; Alcoholism; Curriculum Development; Drug Abuse; Drug Education; Health Personnel; Identification; Mental Health; Needs Assessment; Participant Satisfaction; Program Descriptions; Program Evaluation; Training Methods; Workshops
ED203024 CG015275
Saying No: Drug Abuse Prevention Ideas for the Classroom.
Pacificon Productions, San Francisco, Calif.
Contract No.: ADM-271-78-4654
Report No.: ADM-80-916
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S.; California
Journal Announcement: RIENOV81
This booklet is designed to provide drug abuse prevention ideas for the classroom junior high school teacher. The information, activities and resources address the education portion of the prevention continuum defined by the National Institute of Drug Abuse. i.e., information, education, intervention, alternatives. This guide includes research findings that have direct implications for the prevention-oriented teacher. Specific prevention activities which can be incorporated into already existing curricula, and a list of resources for additional information and ideas about prevention and the role of the classroom teacher. The activities concentrate on the development of decision-making skills, goal orientation, values awareness, personal motivation, and the development of interpersonal communication skills. Time required, objectives, and methods are listed for each activity, which is appropriate for a variety of skill development levels and in many subject areas. References, curricula, and training opportunities in the resources section also span grade levels and subjects. (Author,NRB)
Descriptors: Class Activities; Decision Making; Drug Abuse; Drug Education; Goal Orientation; Interpersonal Competence; Junior High Schools; Motivation; Peer Influence; Prevention; Secondary School Teachers; Skill Development; Values Clarification
ED203273 CG015275
Saying No: Drug Abuse Prevention Ideas for the Classroom.
Pacificon Productions, San Francisco, Calif.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S.; California
Journal Announcement: RIENOV81
This booklet is designed to provide drug abuse prevention ideas for the classroom junior high school teacher. The information, activities and resources address the education portion of the prevention continuum defined by the National Institute of Drug Abuse. i.e., information, education, intervention, alternatives. This guide includes research findings that have direct implications for the prevention-oriented teacher. Specific prevention activities which can be incorporated into already existing curricula, and a list of resources for additional information and ideas about prevention and the role of the classroom teacher. The activities concentrate on the development of decision-making skills, goal orientation, values awareness, personal motivation, and the development of interpersonal communication skills. Time required, objectives, and methods are listed for each activity, which is appropriate for a variety of skill development levels and in many subject areas. References, curricula, and training opportunities in the resources section also span grade levels and subjects. (Author,NRB)
Descriptors: Class Activities; Decision Making; Drug Abuse; Drug Education; Goal Orientation; Interpersonal Competence; Junior High Schools; Motivation; Peer Influence; Prevention; Secondary School Teachers; Skill Development; Values Clarification
and medication fundamentals are presented in unit 1. The second unit covers interpreting medication orders, charting medications, and legal and ethical obligations of medication administration. Health, age, and body process: care of the aged; and handling medications are discussed in unit 3. Selected medications for the major body systems are the subject of the eight modules constituting the fourth unit. Unit 5 contains four modules devoted to medications for such special problems as inflammation, infection, and immunity; nutritional deficiencies; allergies: malignant diseases; and mental and emotional stress. The final unit covers the following techniques involved in the administration of medication: preparation and administration of oral medications; count schedules to establish accuracy of supply; application of topical medication; instilling ear, eye, and nasal medication; and inserting rectal or vaginal suppositories. Master tests for the 30 modules are also provided. (MN)

Descriptors: *Allied Health Occupations; *Allied Health Occupations Education; Behavioral Objectives: Drug Education; Drug Legislation; *Drug Therapy; *Drug Use: Ethics; Health Personnel; Instructional Materials; Learning Activities: Learning Modules; Legal Responsibility; *Medical Services; *Nurses Aides: Recordkeeping; Tests: Vocational Education

Identifiers: *Medical Aides

ED198898 JC810227
Your Health: Prevention, Safety and First Aid. Personal Health Care.

Oxley, Gloria; Torre, Liz

Available from: Director of Learning Skills, Columbia College, P.O. Box 1849, Columbia, CA 95310 ($1.75).

EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: INSTRUCTIONAL MATERIAL (051)
Geographic Source: U.S.; California

Journal Announcement: RIEJUL81

Target Audience: Practitioners: Students

Information and accompanying exercises are provided in this learning module to reinforce students' basic reading and writing skills and, at the same time, increase their awareness of and motivation toward sound personal health practices. Written at an elementary level, the module considers: personal health topics: prevention of illness: nutrition; the four basic food groups: the development of proper eating, sleeping, and exercising habits; first aid; poisons; the harmful effects of smoking and drinking; drug abuse; finding and visiting; doctor: birth control and pregnancy; and the calculation of life expectancy. For each topic, the module provides texts and multiple-choice, true/false, or fill-in-the-blank exercises to test students' reading comprehension, strengthen spelling skills, and reinforce learning. In addition, exercises are provided which utilize the subject material to explain the meaning and use of verbs, prepositions, conjunctions, and command sentences. A glossary and exercise answer key are provided. (JP)

Descriptors: Contraception; *Daily Living Skills; Drug Abuse; Eating Habits; Exercise: First Aid; *Functional Reading: Health Education; *Hygiene; Learning Modules, Nutrition; *Physical Health; Sleep; Spelling, Two Year Colleges

ED199029 CG014961
Cooper, Cathy; Walker, Conrie
Nebraska State Dept. of Education, Lincoln.
[1980 68p.; For related documents see CG 014 953-960.
Sponsoring Agency: Nebraska State Commission on Drugs, Lincoln; Nebraska State Dept. of Health, Lincoln.

(cont. next page)
This is Part 2 of a final evaluation of a program to reduce destructive risk-taking behavior (e.g., drug-alcohol abuse and juvenile delinquency) in school-age youth. The program uses peer counseling in schools to develop self-esteem and better communication skills in students. Analysis of attitude tests is performed, and factors affecting the outcomes of the tests are discussed, such as anxiety level, setting and report between facilitator and peer groups. Overall, school evaluation results indicate that there has been a positive attitude change among peer group members due to their participation in the Peer Dynamics program.

A significant positive change in overall self-attitude was seen in all grade levels. The greatest change was noted in Grades 8, 9, and 11; no significant differences were noted between the sexes. A control group at one junior high school showed no significant change in their attitudes toward self or others. Individual school evaluation results are provided for 22 schools. Recommendations are made regarding the importance of pre- and post-tests. (Author/KMF)

Descriptors: Alcoholism; Antisocial Behavior; *Attitude Change; *Communication Skills; Counseling Techniques; *Delinquency Prevention; *Discipline Problems; Drug Abuse; *Group Dynamics; Interaction; Junior High Schools; Modeling (Psychology); *Peer Counseling; Peer Influence; Program Evaluation; Secondary Education; *Self Esteem

Identifiers: *Nebraska

ED197278 CG014960
Cooper, Cathy; Walker, Connie
Nebraska State Dept. of Education, Lincoln, [1980]. 86p.; For related documents see CG 014 958-961.
Sponsoring Agency: Nebraska State Commission on Drugs, Lincoln.; Nebraska State Dept. of Health, Lincoln.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)
Geographic Source: U.S.; Nebraska
Journal Announcement: RIEUN81
Government: State

This is Part I of a final evaluation of a program designed to reduce the incidence of destructive risk-taking behavior (e.g., drug-alcohol abuse, and juvenile delinquency) among school-age youth. Background research indicates that peer group pressure is the single most important factor in dictating the presence or absence of juvenile delinquency behavior. The Peer Dynamics program trains and supervises students who participate in a group interaction plan with their students to develop self-esteem and better communication skills; peer modeling takes place. Some past discrepancies in figures reported by schools previously involved are discussed; currently, distinctions are made between the schools with active programs, schools with inactive programs, and programs deleted due to staff turnover. Timetables are provided for school years 1980-1981, and several changes are suggested in the areas of organization, distribution, and report to facilitators and in staff training. Limiting the program to junior high school grades is suggested because that age group appears to benefit most from the program. New evaluation tools have been selected because the earlier tests were seen as non-functional on several levels. On-site visits are recommended in the future only for schools implementing a program for two years, with regional follow-ups. Appendices are included. (Author/KMF)

Descriptors: Alcoholism; Antisocial Behavior; *Communication Skills; Counseling Techniques; *Delinquency Prevention; *Discipline Problems; Drug Abuse; Group Counseling; *Group Dynamics; Interaction; Junior High Schools; Modeling (Psychology); *Peer Counseling; Peer Influence; Program Evaluation; Secondary Education; *Self Esteem

Identifiers: *Nebraska
ED195726  CEG02799
Smith, Philip D., Jr.; And Others
West Chester State Coll., Pa. 19306-6050: Some pages will not reproduce well due to thin light print.

EDRS Price MF03/PC26 Plus Postage.
Language: English: Spanish

Document Type: INSTRUCTIONAL MATERIAL (051): TEACHING GUIDE (OS2)
Geographic Source: U.S.: Pennsylvania
Journal Announcement: RIE/MAY81

Target Audience: Practitioners; Students
These bilingual English/Spanish Adult Proficiency Materials comprise three adult education courses in these areas: consumer education, health, and nutrition. Part 1, Consumer Education, covers these topics: money management, credit, savings, insurance (car, health, life), buying a car and clothing. Part 2, Health, includes personal hygiene, prenatal care, types of doctors, heart diseases, drugs, alcohol, smoking, immunizations, eye and dental care for children, and common illnesses. Part 3, Nutrition, covers these areas: balanced diet, four basic food groups, obesity, dieting, exercise, comparative shopping, advertising, and ordering by mail. Each lesson or topic may include some or all of the following: objectives, teacher guide or suggestions, informative materials, reading selections, questions, student exercises and/or activities, and suggested activities. Following an English version of all materials in each of the three sections, most student materials are repeated in Spanish. (YLB)

Descriptors: *Adult Education; Alcohol Education; Behavioral Objectives; *Bilingual Education; Children; *Consumer Education; Consumer Protection; Course Descriptions; Curriculum Guides; Dietetics; Drug Use; *Health Education; Housing; Hygiene; Insurance; Learning Activities; Money Management; Nutrition; Nutrition Instruction; Obesity; Smoking; *Spanish
Identifiers: Adult Performance Level: Bilingual Materials: Life Skills

ED1993549  CG014700
Key Competencies: Drug and Alcohol Education. Secondary Schools.
EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
Language: English

Document Type: CLASSROOM MATERIAL (050)
Geographic Source: U.S.: Pennsylvania
Journal Announcement: RIE/MAR81

Target Audience: Practitioners
This guide, designed for use with secondary school students, attempts to prevent drug and alcohol abuse among students. The Key Competencies program targets several characteristics which have been identified in addicted children: poor self image, improper sense of values, and lack of identity. For grades seven through nine, strategies are presented to help students understand that: (1) drug and alcohol abuse cause problems for individuals and society; (2) many things affect behavior; (3) life is not always happy; (4) people need a sense of identity; (5) they are part of a family; (6) they are part of a community; (7) they are individuals; (8) making decisions and facing consequences are part of growing up; and (9) carrying out responsibilities gives people more control over their lives. For grades ten through twelve, strategies are presented to help students understand that drugs and alcohol affect individuals differently; the cost of drug dependence goes beyond money, and treatment and rehabilitation are difficult and often unsuccessful. (Author/NRB)

Descriptors: *Adolescents; *Alcohol Education; Curriculum Guides; *Decision Making; Drug Education; Drug Rehabilitation; Education; Individual Power; Personality Traits; Prevention; Secondary Education; Secondary School Students; *Self Concept; *Values

ED192214  CG014670
Drug Use and Abuse in the Memphis-Shelby County School System; Hearings Before the Select Committee on Narcotics Abuse and Control, House of Representatives, Ninety-Sixth Congress, Second Session (January 17-18, 1980).
Report No.: SCNAC-96-2-1
EDRS Price MF01/PC08 Plus Postage.
Language: English

Document Type: LEGAL MATERIAL (090)
Geographic Source: U.S.: District of Columbia
Journal Announcement: RIE/FEB81
Government: Federal
This document contains transcripts of the hearings before the Select Committee on Narcotics Abuse and Control in January 1980. The testimony of individuals from Memphis, Tennessee is provided, including representatives of the press, school system, student populations, police department, and several (cont. next page)
mental health clinics. The statements focus on the issues of:
(1) drug use and abuse in the Shelby County school system; (2) the
development and implementation of a model alcohol/drug
abuse preventive education program in the schools; (3) the
role of juvenile courts in substance abuse programs; and (4)
student attitudes toward drug usage among their peers. The
appendices include detailed descriptions of the activities of
the Memphis City Schools Mental Health Center Alcohol and Drug
Abuse Program. (HLM)

Descriptors: *Drug Abuse; *Drug Education; Elementary
Secondary Education; Juvenile Courts; *Mental Health Programs
*Prevention; *Program Effectiveness: School Community Programs
*School Responsibility: *Student Attitudes: Students; Student
School Relationship
Identifiers: *Tennessee (Memphis)

ED190523 CG014569
Lesbians, Gay Men and Their Alcohol and Other Drug Use:
Resources.
Christenson, Susan; And Others
Wisconsin Clearinghouse for Alcohol and Other Drug
Information, Madison.
Sponsoring Agency: National Inst. on Drug Abuse (DHEW/PHS),
Rockville, Md.; Wisconsin State Dept. of Health and Social
Services, Madison.
Available from: Wisconsin Clearinghouse for Alcohol and
Other Drug Information, 1954 E. Washington Ave., Madison, WI
53704 ($6.80)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English

ED189533 CG014558
The Learning Laboratory, The Door--A Center of Alternatives.
Services Research Monograph Series.
Mat. Laraine M.; And Others
International Center for Integrative Studies, New York, N.Y.,
1980 52p.
Sponsoring Agency: National Inst. on Drug Abuse (DHEW/PHS),
Rockville, Md.
Grant No.: SH81-DA-01674-03
Report No.: DHEIS-ADM-80-928
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.: New York
Journal Announcement: RIEDEC80
Government: Federal
This report presents the findings and recommendations of the
Learning Laboratory project, an exploratory study of an
alternative education model designed to help drug-abusing
adolescents. The materials address: (1) the facility,
materials, staff, and activities of the program; (2) the
curriculum, basic skills workshops, language classes, field
trips, and counseling sessions; (3) the six modes of client
evaluation; (4) client characteristics; (5) program
effectiveness reflected by client educational progress,
volvement, and drug use change; and (6) criteria used to
predict success and failure of the participants. Recommendations,
areas of continued problems, a bibliography,
and statistical appendices are also provided. (HLM)
Descriptors: Adjustment (to Environment): Adolescents; *Drug
Abuse; Drug Education; *Drug Rehabilitation; *Intervention;
Models; *Nontraditional Education: Program Evaluation: *Youth
Problems; *Youth Programs
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Contract No.: 400-78-0005
Available from: ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($2.50)
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Michigan
Journal Announcement: RIEDEC80
Target Audience: Practitioners

This information analysis paper reviews the literature on parent and family counseling, identified by a computer search of the ERIC database from November 1966 through December 1979. An overview of parent and family counseling is followed by a presentation of basic issues, such as the counselor's role as a consultant to parents and teachers, working to improve learning climates, meet the needs of adolescent parents, and aid parents in providing sex education to their children. Programs designed to improve parent-child communication skills and provide greater understanding of educational and behavioral problems are described. Crisis counseling for substance abuse, grief counseling, group counseling for child abusers, marriage enrichment, and divorce are discussed. The impact of current economic, social, developmental, and educational trends is reviewed in terms of the role of parent and family counselors. The computer search of educational journals and ERIC documents is also provided with full references citation. (NAB)

Descriptors: Child Abuse; *Counselor Role; *Crisis Intervention; Divorce; *Family Counseling; Family Problems; Family School Relationship; Literature Reviews; *Parent Child Relationship; *Parent Counseling; Prevention; *Resource Materials

Building Wellness Lifestyles: Counselor's Manual
Koss, Larry; Ketcham, Michael
Human Resources Inst., Morristown, N.J.; YMCA of Frost Valley, Montclair, N.J.
1980 118p.; For a related document, see RC 012 112.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; New Jersey
Journal Announcement: RIEEDV80
Target Audience: Practitioners

A camp program is described which reflects the Young Men's Christian Association's traditional commitment to the development of the whole person, introducing the development of a "wellness" lifestyle. A wellness lifestyle is described as one that involves living fully and abundantly, while recognizing and assuming responsibility for one's health-and for the way things turn out in one's life. Written for counselors, this guide maintains that the counselor must present and model wellness information in a way that emphasizes the enjoyment and popularity various health enrichment practices allow. Several principles which can be used in building a wellness program are discussed (e.g., effecting long term changes and involving young people in the (cont. next page)
change process). Most of the manual is devoted to 47 wellness activities related to each of 6 wellness dimensions; each activity is outlined according to purpose, age of camper (7-12 and up), materials, and procedures. Activities range from tracing blood flow through the heart to building a nutritional cooking center; exemplary activities include: a calf heart dissection; blood pressure measurement; caloric intake and expenditure measurement; alcohol abuse and drug abuse discussions; assessment of advertising media influence on self-image; stress management relaxation techniques; a "blind" walk; a silent walk; and a night hike. (AN)

Descriptors: Adolescents; *Camping; Children; Counselors; Day Camp Programs; Drug Abuse; Experiential Learning; Health Education; *Learning Activities; Life Style; *Mental Health; Nutrition Instruction; *Outdoor Education; Perception; Physical Fitness; *Physical Health; Relaxation Training; *Resident Camp Programs; Self Concept; Sensitivity Training; Social Influences; Summer Programs; Values Education

Identifiers: *Wellness; Young Mens Christian Association

ED187701 SPO16138
EDRS Price - MF01/PC10 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (O52)
Geographic Source: U.S.; Georgia
Journal Announcement: RIEOCT80
Target Audience: Practitioners

This book on health education is designed as a comprehensive guide for elementary school teachers. The first section describes an exemplary school environment and outlines the responsibilities of the teacher and principal in fostering good health attitudes in children. Learning blocks are outlined on the topics of drug abuse, disease community health, nutrition, family and society, safety, social and emotional health, and understanding the human body. These blocks are structures for sequential learning from kindergarten through sixth grade. Each block contains a statement of the concept to be learned, suggested activities for teachers and students, and goals to be accomplished. Appended are regulation health forms required by the state of Georgia and information on educational materials available for teachers. (JD)

Descriptors: *Administrator Responsibility; Course Content; *Curriculum Guides; Diseases; Drug Abuse; *Elementary Education; *Health Education; Human Body; *Learning Activities; Nutrition; Physical Education; Physical Fitness; Preventive Medicine; Program Evaluation; Public Health; Safety; Student Attitudes; *Teacher Responsibility; Teaching Methods